

Larrimore, D.K. (2006). Examining the effectiveness of K-12 professional development delivered through a hybrid-based learning environment (Doctoral dissertation, Towson University, 2006).

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Dissertation Abstract

During the last few years, K-12 teachers have requested professional development that is delivered through a learning environment that enhances and supports the critical knowledge they need to successfully prepare students for the 21st century. A hybrid-based learning environment, which is the seamless integration of the best practices of a traditional classroom with the most effective features of online learning, may be the active learning framework educators are seeking. The purpose of this mixed methodological research study is to examine and assess the experience K-12 teachers who completed a hybrid-based, professional development course. These teachers' retention of knowledge, transference of content into classroom instructional practices and overall perceptions about the effectiveness of the hybrid-learning environment will be studied.