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Faculty Self-Efficacy Instructing in a Hybrid Learning Environment at a Career College

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COLLEGE OF EDUCATION

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2017

Abstract

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by

Donna Jeanne Gosselin

MS, Kaplan University, 2010

MBA, Kaplan University, 2009

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Doctoral Study Submitted in Partial Fulfillment

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Abstract

Since the inception of the hybrid instruction model at a career college in the western United States, there has not been an exploration of faculty members' understanding of hybrid instruction. Therefore, campus administrators do not have a clear understanding of the faculty perception of teaching in a hybrid learning environment. Using Bandura's social cognitive theory, this qualitative narrative inquiry study was conducted to explore faculty self-efficacy instructing in a hybrid learning environment at the career college. A purposeful sampling method was used to select 9 faculty who have taught less than 2 hybrid learning courses and attended the college professional development. In-depth semiformal interviews captured the data for this narrative inquiry. Data analysis was rooted in a 6-part Labovian model that captured the full story of the participants. Thematic analysis of data followed an inductive and interpretive approach to identify categories and 4 themes: discussion teaching, classroom environment, anchored by adult learning strategies, and self-reliance. The emerged themes provided the direction to increase faculty self-efficacy instructing in a hybrid learning environment. The resulting project was a 3-day professional development program with training in; discussion teaching; classroom environment; and adult learning strategies. The theme of self-reliance was the thread that linked all sessions of the professional development program together. This study may contribute to positive social change through the implementation of a professional development program leading to increased faculty self-efficacy instructing in a hybrid learning environment at a career college.

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Dedication

I dedicate this research project to my friends and family who supported me throughout my doctoral journey. I would like to first thank my mom; she taught me at an early age that there are no obstacles large enough to stop someone from achieving goals. A special thank you to my children; Kristofer, Andrew, Tabitha, and Aline, for providing unconditional love and support even when I was at my worst. To my grandchildren, Skyler, William, and Dallas, who light up my world and push me to be better than I was yesterday. Finally, my wonderful husband, Matt, what can I say baby, we are better together!

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My family's resolute support of my seemingly endless educational journey of which this research project is a huge milestone is appreciated more than words could ever express. They have always been my biggest fans, and I am grateful that I have been blessed by God and able to make them proud.

Last but not least, I would like to express my most sincere thanks to my husband, Matt. Without his support when I was distracted or down, it would not have been possible to wrap up this project study. I am very grateful for his patience and contributing more than his fair share to our household as I spent hours at the computer. I would not have been successful without his positive and unconditional love and support.

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Introduction

In the past decade, many colleges and universities around the world have adopted the use of a hybrid model for instruction (Hew & Cheung, 2012), which involves a combination of face-to-face (FTF) and online approaches (Graham, 2005; McCray, 2000). The hybrid model has expanded because faculty members are using online education to enhance and complement FTF teaching (Gecer, 2013). Many career colleges are using the hybrid model for instruction in an effort to compete with traditional "brick-and-mortar" institutions as well as to meet increasing demand for online learning across the career college spectrum (Dziuban, Hartman, Juge, Moskal, & Sorg, 2005; Hew & Cheung, 2012). However, as the adoption rate of the hybrid format grows, so do allegations that hybrid courses are not as rigorous as their FTF counterparts (Palloff & Pratt, 2007).

According to Gecer (2013), the hybrid model has spread worldwide. Moreover, Hew and Cheung (2012) reported that academic achievements of students taking hybrid courses are higher than those of students in traditional FTF and distance learning environments. According to one study, students in a hybrid model revealed that they more easily put into practice the theories they had learned than did their counterparts in FTF or online environments exclusively (Davies, Lindfield, & Couperthwaite, 2005). However, researchers have not adequately addressed faculty members' self-efficacy for instructing in a hybrid learning environment in a career college setting (Ocak, 2010).

Hybrid instruction can potentially transform the ways in which teachers teach and students learn, much in the same way as the online model (Garrison & Vaughan, 2008;

Graham & Robison, 2007; Owston, Garrison, & Cook, 2006; Stensaker, Maassen, Borgan, Oftebro, & Karseth, 2007; Vaughan, 2007, 2010; Zhen, Garthwait, & Pratt, 2008). According to Ocak (2010), a teacher's belief in his or her effectiveness forecasted the instruction, environment, and achievement of students. The self-efficacy of a teacher also predicted his or her level of commitment when implementing innovative instructional pedagogies (Benson, Anderson, & Ooms, 2011). As the hybrid format has added new and innovative approaches to education, there has been a need to explore faculty self-efficacy for instructing in a hybrid instruction environment.

Competitive markets, budget cuts, and student demand for flexible learning are driving higher education administrators to focus on technology as a way to improve instruction and student learning worldwide (Collopy & Arnold, 2009; Donnelly, 2010; Eynon, 2008; Price & Kirkwood, 2008; Roberts, 2008; Turney, Robinson, Lee, & Soutar, 2009). National and international competition for student enrollment has forced administrators to consider the use of the Internet and technological tools for instruction and learning (Eynon, 2008; Fox, 2007; Sitzmann, Kraiger, Stewart, & Wisher, 2006; Wang, 2007). Instruction aligns with learning when faculty learn how to engage students in meaningful and authentic learning experiences (Garrison & Vaughan, 2008; Vaughan, 2010). Herrington and Kervin (2007) suggested that technology receive pedagogical consideration and "be used by students rather than teachers" (p. 219) in authentic ways. The process of discovery as suggested by Gecer (2013) helps engage learners and makes learning meaningful.

Higher education administrators have required faculty to implement hybrid courses without exploring faculty members' self-efficacy for instructing in hybrid courses

(Ocak, 2010). Thus, campus administrators have not had a clear understanding of how faculty feel about their effectiveness instructing in a hybrid learning environment. The Concord Consortium, a research-based group that investigates online and hybrid technologies, stated that the following are best practices used in its learning model for hybrid teaching: "asynchronous collaboration, explicit schedules, expert facilitation, inquiry pedagogy, community building, limited enrollment, high quality materials, purposeful virtual spaces, and ongoing assessment" (Smith, 2006, p. 59). The researchers at Concord Consortium focus largely on instructional design to promote inquiry and deeper thinking (Smith, 2006). Thus, a study exploring faculty self-efficacy instructing in hybrid courses specifically at a career college will benefit college administrators.

Many faculty members, however, have few skills to effectively integrate technology into teaching and learning, which is necessary to offer the course delivery formats that comprise a hybrid learning environment (Smith, 2006). In addition, faculty members are increasingly being expected to teach a more diverse array of learners and to incorporate more technology into their instruction (Herrington & Kervin, 2007). This has created challenges within higher education because faculty have few professional development opportunities for learning how to teach adults (Gecer, 2013).

Therefore, the overarching issue that guided this study is that the landscape of higher education has transformed to include more adult learners and multiple course delivery formats. Given these changes, the gap in the literature relates to the understanding of how faculty learn to teach adult learners using multiple course delivery formats, including online, hybrid, and FTF course formats, in a career college setting (Friesen & Kuskis, 2012). Exploring faculty self-efficacy instructing in a hybrid learning

environment provided a deeper understanding of how faculty perceive their ability to teach in a hybrid learning environment.

Definition of the Problem

Hybrid College (pseudonym) launched the use of its hybrid learning model in May 2016. However, campus and executive leaders have yet to examine faculty self-efficacy for instructing in a hybrid learning environment at a career college. This is problematic in that campus administrators at Hybrid College do not have a clear understanding of faculty self-efficacy teaching in a hybrid learning environment. A possible cause of this problem is that there have been no explorations conducted to identify instructors' understanding of teaching in a hybrid learning environment; wherein, faculty may lack creative tension gap. According to Senge (1990), creative tension gap exists when , " people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together" (p. 1). Thus, a study that explored faculty's self-efficacy instructing in a hybrid learning environment revealed how faculty perceive their ability to instruct in a hybrid learning environment at Hybrid College. Further, this study provided data to position administrators to make appropriate decisions for faculty teaching in a hybrid learning environment at a career college.

Researchers (Cowan, 2012; Evans, 2011; Hart, 2012) who have described hybrid programs (programs that use multiple course delivery formats) and hybrid learning (learning that takes place in courses and programs that are part online and part FTF) have pointed to the importance and challenge of instructors providing quality learning

experiences that use both online technology and FTF instruction to meet the diverse learning needs of students. The few articles written about the hybrid model have been mostly descriptions of the specific hybrid learning environment from the administrative or student perspective (Arispe & Blake, 2011; Auslander, 2010; Banerjee, 2011). The few research studies on hybrid courses have also been mostly descriptive case studies (Cowan, 2012; Evans, 2011; Hart, 2012). This study adds to the works of Kaleta, Skibba, and Joosten (2007), wherein there is minimal research on faculty self-efficacy for instructing in a hybrid learning environment in a career college setting.

Demb and Wade (2012) argued for the importance of instructors creating interactive and collaborative learning experiences and assisting learners and faculty to be successful when participating in online and hybrid learning environments. Moreover, only a few researchers have mentioned the importance of faculty training to be successful when teaching online and hybrid courses (Arispe & Blake, 2011; Auslander, 2010). The few research articles currently published on hybrid programs rely heavily on research about online and blended learning since these course delivery formats have been added to traditional courses to create hybrid courses (Arispe & Blake, 2011; Auslander, 2010; Banerjee, 2011; Cowan, 2012). These researchers, along with adult learning scholars, have explained that the instructor's success in facilitating learning and providing quality learning experiences is a critical factor in retention of adult learners and for online and hybrid courses (Evans, 2011; Hart, 2012).

Description of the Local Setting

Hybrid College is a division of Blended Education Corporation (pseudonym), a proprietary, for-profit higher education organization. Hybrid College was established in

1982 and has 17 locations throughout the United States. Hybrid College has a collective enrollment of over 3,200 students and approximately18,000 alumni, according to a 2016 internal report. Hybrid College offers career training in medical, dental, veterinary, and criminal justice fields. The college became a division of Blended Education Corporation in 2008, and true to the Blended Education model, it quickly became Hybrid College, offering all of its certificate and associate's degree programs with the hybrid learning model of instruction Most of Hybrid College's 3,200 students are having their first exposure to learning in a hybrid learning model Further, many of Hybrid College's faculty members are experiencing their first exposure to instruction in a hybrid learning environment. Administrators at Hybrid College understand the complex factors contributing to the successful implementation of the hybrid learning model; thus, the college offers professional development for faculty members to transition successfully to instructing in a hybrid learning environment.

Rationale

Evidence of the Problem at the Local Level

Career colleges are very distinct in the higher education realm. Career colleges are focused on the adult learner whose desire is to gain skills to enter or reenter the workforce. Further, the requirements and qualifications to teach at a career college are vastly different from those for faculty who teach at a community college or university. Instructors at Hybrid College are industry professionals who have a minimum of 3 years of experience in an industry related to the discipline they teach. Additionally, they are required to have a degree higher than the degree level that they teach. For example, the medical assistant program is a certificate-based program; therefore, instructor

qualifications are 3 years of industry experience and a minimum of an associate's degree. Further, every program may have certain credentialing requirements specific to the discipline. Thus, career college instructors are not required to have any formal teaching education. The faculty's lack of education can be somewhat problematic in that many faculty teach as though they are training students. According to a college administrator at Hybrid College, faculty are provided with some professional development; however, these offerings are most often about classroom management issues, with very little content on pedagogical approaches.

To provide students with a more enriched student experience, Hybrid College implemented the hybrid learning model in May 2016. The hybrid model was designed to incorporate hands-on lab activities or core competencies during FTF time while using the online learning management system (LMS) to focus on theory or lecture-based material. The LMS infrastructure provided a systematic way of teaching and learning over the Internet in a controlled learning environment (Gecer, 2013). The LMS enabled the instructor to design online courses that included textual, audio, and video-based learning material; threaded discussion boards; polls; surveys; and other activities. Students can interact with the content, peers, and instructor, as well as submit assignments and take tests (Garrison & Vaughan, 2008).

Hybrid College conducted a faculty needs assessment; wherein, college administrators reported that approximately 63% of the faculty had some type of exposure to online or hybrid courses. However, 100% of instructors stated that they had not ever taught a hybrid course. Much of the exposure came from the instructors being online students. Approximately 18% of instructors felt comfortable with the technology used in

the hybrid model. Further, 100% of the instructors did not know how to adequately perform a classroom assessment technique (CAT) in a hybrid learning environment. This study explored faculty's self-efficacy for instructing in a hybrid learning environment and revealed how faculty perceive their ability to instruct in a hybrid learning environment at Hybrid College.

The professional development for instructing in the hybrid learning environment for faculty at Hybrid College has been designed for facilitation by experienced online faculty members who have taught extensively in a hybrid learning format with support from Blended University online learning staff. The professional development program is delivered in a hybrid learning format to replicate a real course experience for participants. The program uses the eCollege platform to enable participants to access articles, participate in discussion boards, and complete short assignments in an online environment. There is no FTF contact with faculty in this training. The professional development combines theory with hands-on training in an accelerated, intensified format designed to reduce the technology learning curve. The professional development provides training in course content, learning activities, classroom management, and effective questioning techniques.

Evidence of the Problem From the Professional Literature

The hybrid learning model of instruction is infiltrating adult education, compelling educators to challenge existing assumptions about teaching and learning in higher education (Gecer, 2013). College administrators are confronted to position their institutions to meet the demands of prospective students as well as growth expectations and demands for rigorous academic learning experiences and outcomes (Garrison &

Kanuta, 2004). Littlefield (2012) argued that courses taught in a hybrid learning format supported flexibility, reflection, interpersonal and teamwork skill development, motivation, and collaborative learning, thus creating a student-centric climate.

Hybrid learning courses are transforming the way teachers teach and students learn (Demb & Wade, 2012; Gecer, 2013; Hew & Cheung, 2012). Many instructors who have taught hybrid learning courses have realized their role as facilitator and have surrendered control to the learner (Gecer, 2013). Instructors have an important role in the success of hybrid learning environments (Littlefield, 2012). Additionally, technology can improve instruction and learning by catering to learners' individual needs (Christie, 2012; McQuiggan, 2011). Technology also provides varied instructional methods that enhance "the learning experience" (Ross & Gage, 2006, p. 158). Students expect instructors to facilitate online interactive learning environments such as discussion threads, thereby creating an active learning environment (Christie, 2012; Wagner, 2010). This study contributes to a growing body of research in an effort to gain a greater understanding of faculty self-efficacy for instructing in a hybrid learning environment at a career college.

The increased demand for hybrid course offerings in adult education institutions has generated discussions about the need to prepare faculty to teach in hybrid learning settings. Faculty members have experience with instructing and designing courses for FTF teaching environments; however, many instructors are not familiar with how to apply traditional pedagogies to the hybrid learning environment. Introducing a new teaching format such as the virtual format, "where the rules of FTF teaching do not apply, challenges faculty to establish a new way of thinking about course design" (Koelher, Mishra, Hershey, & Peruski, 2004, p. 35). Hybrid learning instruction requires faculty to

facilitate online discussions, assess student learning (Palloff & Pratt, 2005), and acquire technological skills. Instructors at Hybrid College are challenged with this transition as pedagogical practices for instructing in a FTF environment are different from those in a hybrid environment.

As growth in the hybrid learning model continues, faculty have few pathways to acquire training for hybrid learning instruction, resulting in poorly constructed courses. This lack of training opportunity has led to continued allegations that hybrid learning education is not as rigorous as its FTF counterparts (Palloff & Pratt, 2011). According to Palloff and Pratt (2007), faculty are often left to find appropriate training or create their own approach to the hybrid learning model (Hew & Cheung, 2012; Littlefield, 2012; Wagner, 2010). Many faculty members seek assistance by attending on-campus professional development to support successful technology integration (Grant, 2004). The gap in practice at Hybrid College supported the need for an exploration of faculty members' descriptions of their self-efficacy for instructing in a hybrid learning environment.

Therefore, the purpose of this qualitative narrative inquiry was to gain a deeper understanding of the faculty's self-efficacy for instructing in a hybrid learning environment. According to Clandinin and Connelly (2000), *visceral experience* is the key term when conducting inquiry with diversity within the collective participant pool; thus, narrative inquiry was employed to elicit information on faculty members' self-efficacy for teaching in the hybrid learning environment. Taylor and McGuiggan (2008) asserted that there are many factors that impact how and why faculty embrace and implement hybrid learning instruction, including previous experience, pedagogical

awareness, professional development, and technological competence. As Bawane and Spector (2009) have indicated, low satisfaction with technological tools affects faculty members' hybrid learning instruction. Gecer (2013) argued that faculty satisfaction is the primary determinant for instructing in the hybrid learning model. Thus, an examination of faculty self-efficacy instructing in a hybrid learning environment at Hybrid College is needed to help campus leaders make appropriate decisions as the program expands.

Definitions

Hybrid learning environment: Hybrid learning courses (Vignare, 2007) entail "technology facilitated learning that retains a strong and deliberate role for the teacher in the learning process" (Oliver, 2005, p. 8). Hybrid learning courses combine the delivery of "traditional face-to-face class activities" (Picciano & Dziuban, 2007, p. 9) with "computer-mediated" (Graham, 2005, p. 5) and online instruction (Allen & Seaman, 2007a). The number of FTF meetings and online sessions varies from course to course (Allen & Seaman, 2007a; Picciano & Dziuban, 2007). The online portion of blended learning is from 30% -79%, with the rest being FTF sessions (Allen & Seaman, 2007a).

E-learning: E-learning is a short term for *electronic learning*. E-learning is a means of educational delivery that describes the process of learning and teaching by means of a computer where the content is available on the Internet (Clarke, 2004).

Epoche: Epoche is "a Greek word meaning to stay away from or abstain" (Moustakas, 1994, p. 85) from the usual way of observing things (Patton, 2002). Being in a state of epoche means putting aside prejudices and preconceived ideas and viewing "things, events, and people … as if for the first time" (Moustakas, 1994, p. 85). According to Moustakas (1994), researchers should prepare for the process of epoche

prior to interviews. Through the process of epoche, a researcher may become aware of and remove bias and address "viewpoints or assumptions regarding the phenomenon or imposing meaning too soon" (Patton, 2002, p. 485).

Implementing technology: Implementing technology refers to the decision to use technology for instruction and teaching (Rogers, 2003).

Learning management system (LMS): A program that provides a systematic way of teaching and learning over the Internet in a controlled learning environment (Papastergiou, 2006; West et al., 2007). LMSs include Angel, Blackboard, FirstClass, Moodle, Sakai, TaskStream, and WebCT. The LMS enables the instructor to design online courses that include textual, audio, and video learning material, discussion forums, polls, surveys, and other activities. Students can interact with the content, peers, and instructor, as well as submit assignments and take tests (Garrison & Vaughan, 2008).

Professional development: Processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators (Guskey, 2009).

Self-efficacy: People's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves, and behave. Such beliefs produce these diverse effects through four major processes: cognitive, motivational, affective, and selection (Bandura, 1991).

Technology: "Technology is an enabling tool" that refers to the use of computers and the Internet to access e-learning and blended learning programs (Garrison & Vaughan, 2008, p. 8). The purpose of technological tools is to help people cope with human "experiences" or needs (Engel & Henckel, 2008, p. 149).

Significance

Faculty constitute an essential component of the success of hybrid instruction at the majority of educational institutions (Allen & Seaman, 2005). However, the availability of trained faculty to teach hybrid learning courses continues to be a critical issue (Palloff & Pratt, 2007). As best practices for the hybrid model continue to emerge, Pagliari, Batts, and McFadden (2009) noted that faculty must keep abreast of latest developments in the hybrid learning environment. Administrators in higher education believe that providing hybrid instruction is cost effective and critical to the future of their institutions (Donnelly, 2010; Vignare, 2007).

Learning about instructors' self-efficacy instructing in a hybrid learning environment in higher education may contribute to the improvement of instruction and student learning (Groff & Mouza, 2008; Mitchell & Honore, 2007; Teo, Lee, & Chai, 2008; Turney et al., 2009; Vaughan, 2010). Student performance may be affected by instructors' experiences with technology (Keengwe, 2007; Kim, Chun, & Song, 2009; Mitchell & Honore, 2007; West et al., 2007; Zhao, Rosson, & Purao, 2007) because teachers make the difference in hybrid learning courses (Fox, 2007; Meletiou-Mavrotheris & Mavrotheris, 2007; Woods, Badzinski, & Baker, 2007). Understanding instructors' self-efficacy instructing in a hybrid learning environment provides information on how to (a) prepare professional development courses, (b) teach hybrid instruction courses, and (c) provide support for instructors in institutions of higher education (Fox, 2007; Zhao et al., 2007).

Administrators, curriculum specialists, course designers, and change agents in institutions of higher education benefit from knowing about the faculty self-efficacy

instructing in a hybrid learning environment worldwide (Christensen & Eyring, 2011; Cook, 2011; Evans, 2011). The significance of this study stemmed from the participants' reflections on their experiences while implementing technology in hybrid courses for instruction and learning (Benson et al., 2011; Graham, 2013). This study is significant to leadership at Hybrid College because it provides information on best practices to prepare and empower faculty to instruct in a hybrid learning environment, which has represented a gap in the literature. The participants also had the opportunity to reflect on the use of technology as an effective tool for instruction and learning. Moreover, faculty reflected on new leadership roles of "facilitator, instructional designer, community builder, time manager, and even technology troubleshooter" (Zhao et al., 2007, p. 118). The study contributes to current and future knowledge for educators on best practices in preparing professional development programs for instruction in a hybrid learning environment.

Guiding Research Question

While there has been some research conducted on instructor preference for the hybrid instruction model, few studies have focused on faculty experiences instructing in a hybrid learning environment at a career college. Kaleta et al. (2007) argued that implementing a hybrid course for the first time is a complex process. The instructor must transform a course from a FTF environment to a hybrid format. Therefore, the instructor must re-examine course outcomes, develop new FTF and online learning activities, use new types of classroom assessment techniques, and interact with students in new ways. Thus, learning to teach in a hybrid learning environment involves significant pedagogical changes that require instructors to gain new skills and assume multiple roles. The

research question that guided this study was the following: How do faculty describe their self-efficacy for instructing in a hybrid learning environment at Hybrid College?

Conceptual Framework

Overview of Conceptual Framework—Social Cognitive Theory

Bandura's (1986) social cognitive theory is founded on the belief that individuals have the power to influence their development by taking action. Bandura argued that a critical element of social cognitive learning is an individual's self-efficacy; whereby, "people's judgements of their capabilities to organize and execute courses of action required to attain designated types of performances" (p. 391). Bandura (1999) argued that self-efficacy provides the foundation for human motivation, well-being, and personal accomplishment. Tierney and Farmer (2002) affirmed the use of self-efficacy as a useful lens to examine teaching—particularly preparedness for teaching in a hybrid learning environment. Therefore, using the self-efficacy framework was important in this study because it helped to identify motivational triggers (Bandura, 1999) that can advance teacher preparedness for teaching in a hybrid learning environment at a career college.

In his later works, Bandura (2011) defined self-efficacy as the perceived competency an individual feels when approaching a task. This definition implies that there is no objective evaluation of when an individual attains self-efficacy (Bandura, 2011); rather, self-efficacy is determined by an internal belief that the individual has completed or mastered a specific task or set of tasks. Bandura held the belief that self-efficacy determines how people think and act, whether with self-belief or self-doubt, whether they persevere or give up easily, and that self-efficacy (and most learning) is

prone to fluctuation based on the circumstances the learner encounters (Bandura, 2006, p. 309).

Bandura (2011) warned that incorrect perceptions of one's talents can be damaging to individuals in real-world environments and noted that in certain circumstances, a general notion of self-efficacy can be more helpful than specialized skills perception (Bandura, 2011). In some cases, self-efficacy is context specific (Tierney & Farmer, 2002). Bandura noted the potential for a hybrid learning environment as an important learning context and stated that the environment is not limited to areas that are physically close. Bandura's work integrating social cognitive with social network theory has encouraged research on the spread of self-efficacy through social networks (Bandura, 2012). With increasing amounts of time spent on social networks in virtual settings, Bandura (2012) posited that

> Social cognitive theory (the foundation of self-efficacy theory) addresses the growing primacy of the symbolic environment and the expanded opportunities it affords people to exercise greater influence in how they communicate, educate themselves, carry out their work, relate to each other, and conduct their business and daily affairs. (p. 4)

Bandura (2012) also acknowledged that many individuals cannot exercise direct control over their environments but have the capability to work in interdependent networks as a way of controlling their environment and hence of exercising self-efficacy through this control.

Self-efficacy is a behavioral mechanism embedded within Bandura's larger social cognitive theory (Bandura, 2012). Within social cognitive theory (Bandura, 1986), self-

efficacy is viewed as a form of self-evaluation that influences behaviors, effort and persistence when encountering obstacles, and mastery of behavior. Self-efficacy is not a measure of skill but of belief in one's ability. As Bandura (2011) noted, no single definition of self-efficacy fits all situations. Self-efficacy is a measure of capability, not intent (Bandura, 2012). The perception of self-efficacy directly influences whether a person acts in a strategic or erratic fashion and whether he or she possesses optimism or pessimism concerning the possible outcome, as well as the willingness to undertake challenging tasks (Bandura, 2006). "Self-efficacy is concerned with perceived capability… (and) should be phrased in terms of can do rather than will do. Can is a judgment of capability; will is a statement of intention" (Bandura, 2006, pp. 308-309). Furthermore,

> Efficacy beliefs influence whether people think erratically or strategically, optimistically or pessimistically. They influence individuals' courses of action, their challenges, goals, and commitment and the effort put into such endeavors, expected outcomes and their perseverance, resilience, and their ability to cope with taxing environmental demands & life choices. (Bandura, 2006, p. 309)

Therefore, it is important for campus administrators at Hybrid College to explore how faculty describe their self-efficacy instructing in a hybrid learning environment.

Review of the Literature

A systematic search of databases was conducted to reach saturation of the literature about the issue of faculty self-efficacy and hybrid learning instruction. A generated list of possible search terms was entered into the databases individually. Search terms included *blended learning instruction*, *hybrid learning instruction*, *cooperative*

learning, *collaborative learning*, *technology*, *self-efficacy*, and *social cognitive theory*. Boolean search terms included the following: *challenges* and *hybrid instruction*, *hybrid learning instruction* and *adult learners*, *successes* and *hybrid learning instruction*, *sustainability* and *hybrid instruction*, *results* and *hybrid instruction*, *roadblocks* and *hybrid instruction*, and *challenges* and *technological self-efficacy*. Peer-reviewed journal articles were gathered with publication dates between January 2011 and January 2016 from the following databases: ERIC, Academic Research Complete, Education Research Complete, ProQuest Central, and Teacher Reference Center. Citations in multiple journal articles were gathered, and other resources, including textbooks, were referenced where appropriate.

Introduction

The purpose of this qualitative study was to explore faculty's self-efficacy for instructing in a hybrid learning environment at Hybrid College. According to Clandinin and Connelly (2000), *experience* is the key term when conducting inquiry with diversity within the collective participant pool; thus, narrative inquiry was employed to elicit faculty members' experiences teaching in the hybrid learning model. Taylor and McGuiggan (2008) asserted that there are many factors that impact how and why faculty embrace and implement hybrid learning instruction, including previous experience, pedagogical awareness, professional development, and technological competence. As Klein, Spector, Grabowski, and de la Teja (2004) indicated, low satisfaction with technological tools affects faculty members' hybrid learning instruction. Tallent-Runnels et al. (2006) also indicated that faculty satisfaction is the primary determinant for instructing in the hybrid learning model. Thus, an examination of faculty self-efficacy

instructing in a hybrid learning environment at Hybrid College framed in social cognitive theory provided data necessary for college administrators to develop appropriate policies and professional development programs, thereby giving faculty the tools necessary for successful implementation of instruction in a hybrid learning environment.

Hybrid Instruction and Self-Efficacy

In this section, I examine the connections between hybrid instruction and Bandura's (1986) social cognitive theory. Some institutions have been developing almost exclusively online instruction, with some in-person student-teacher interaction as part of the curriculum (Allen & Seaman, 2007b). Other institutions supplement their traditional "brick-and-mortar" offerings with online offerings. Hybrid instruction now appears to be a fixed feature of higher education with real growth potential (Kim & Bonk, 2006.) Babb, Stewart, and Johnson (2010) noted that 58% of college faculty surveyed believed that Internet education, including hybrid instruction, was critical to the future of their institutions; wherein, growth is expected to continue to accelerate rapidly over the coming years.

This rapid expansion of hybrid instruction in higher education institutions should, at least in terms of the adjustment of student and faculty, have significant interactional implications (Horspool & Lange, 2012; Keeling & Hersh, 2011; Muthiah, 2013). The key difference between all kinds of digital learning—including hybrid instruction—and traditional FTF learning appears to be the apparent speed of access to information, sometimes with overwhelming quantity, that digital learning provides (Cook, 2011). However, online and hybrid instruction, based on several studies (McLawhon & Cutright, 2012; Rastegarpour, 2011; Talbert & Meira, 2011), also seems to show some differences

in communication style that may affect self-efficacy (Napier, Dekhane, & Smith, 2011). Learning quality and quantity have been believed to suffer when a student is receiving instruction in a solely online format as opposed to a hybrid instruction experience (Rastegarpour, 2011).

Hybrid Learning Instruction

Faculty members who teach hybrid learning courses may face technical, pedagogical, organizational, and personal challenges. These challenges may affect instructors' motivation to implement and effectively use technological tools (McLawhon & Cutright, 2012; Rastegarpour, 2011; Talbert & Meira, 2011), student satisfaction, and student learning performance (Burke, 2012; Cooner, 2010; Donnelly, 2010; Ocak, 2010; Wasilik & Bolliger, 2009). Moreover, teachers who teach hybrid learning courses become aware of their roles as facilitators and of the positive impact of relinquishing control to the learner (Bailey & Card, 2009; Dziuban et al., 2005; Evans & Henrichsen, 2008; Kaleta et al., 2007). Instructors have an important role in the success of online learning environments (Donnelly, 2010; Dziuban et al., 2005; Garrison & Robison, 2007; Garrison & Vaughan, 2008; Kaleta et al., 2007; Schmidt & Werner, 2007; Vignare, 2007; Wasilik & Bolliger, 2009).

Today's learners have a variety of learning backgrounds and needs (Talbert & Meira, 2011). The role of the instructor has changed from that of a traditional lecturer and transmitter of information to that of a facilitator who manages and produces effective learning environments that engage learners in the process of learning, information management, and communication (Bailey & Card, 2009). Not all instructors accept the role of facilitator (McLawhon & Cutright, 2012) and continue to use lecture-type

instruction. Numerous researchers on hybrid learning instruction have recommended faculty development programs on how to use technology effectively in order to raise student motivation and learning performance (McLawhon & Cutright, 2012; Rastegarpour, 2011; Talbert & Meira, 2011). Teaching in a hybrid learning format demands effective use of technology and presents a need for instructors to change from content lecturers to hybrid learning facilitators with the aim of engaging learners (Christensen & Eyring, 2011; Cook, 2011; Evans, 2011).

Hybrid Courses

A hybrid course, in some cases also referred to as a *blended learning course*, is split into two pieces: Part of the course is taught online, and part is taught in a FTF session, with alternation between the two methods (Arispe & Blake, 2011; Cowan, 2012; Foulger, Amrein-Beardsley, & Toth, 2011). Additionally, as Allen and Seaman (2010) explained, a hybrid course has a "substantial proportion of the content delivered online, typically uses online discussions, and typically has a reduced number of FTF meetings" (p. 5). A faculty member can design a hybrid course with amounts of FTF interaction and online interaction that best fit the needs of the students and meet course goals and objectives (Partridge, Ponting, & McCay, 2011). A faculty member may significantly reduce FTF interaction while combining best teaching methods to form a superlative hybrid learning structure and experience for students (Rose & Ray, 2011). Moreover, designers of hybrid courses concentrated on creating a conducive learning environment focusing on applying the right learning objectives by using the appropriate learning technology to match the right learning style to the right learner at the right time (Rowe, Frantz, & Bozalek, 2012).

In higher education, there has been high demand for as well as increases in the usage of hybrid instruction in classrooms (Banerjee, 2011; Napier et al., 2011). For some students, the overall experience is overwhelmingly positive. There has been an increasingly high number (80%) of students engaged in using educational technology in a hybrid learning environment (Banerjee, 2011; Tayebinik & Puteh, 2012). Although students often are responsible for their learning and must take initiative as self-directed learners outside the classroom, there are still high results in favor of this learning theory (McLawhon & Cutright, 2012; Rastegarpour, 2011; Talbert & Meira, 2011). Faculty have different experiences, in that they have to adopt new tools and mindsets in using technology—especially if they have not used it before—and develop new teaching methods as they face the transformation of FTF to include technology (Banerjee, 2011; Napier et al., 2011). Moreover, many faculty are unaware of how technology is embedded into the daily lives of students and how they must reevaluate their teaching methods accordingly (Banerjee, 2011; Yuen, 2011). In developing and using hybrid instruction in the classroom, faculty can develop greater understanding of pedagogy and pedagogical content knowledge. Some faculty believe that a greater understanding of hybrid instruction pedagogy is beneficial, for it is helpful in drawing attention to what students are actually doing when they study, rather than to what they feel they should be doing (Yuen, 2011). Further, some faculty believe that hybrid instruction and technology use enable them to have a greater focus on learning than on teaching, helping them to collaborate and actively learn (Banerjee, 2011).

Implementing technological change. Change is difficult to implement, with a 70% rate of failure (Friesen & Kuskis, 2012). The need for technological change and

collaboration must be apparent to administrators and instructors at institutions of higher education (Evans, 2011; Evans & Henrichsen, 2008; Eynon, 2008; Friesen & Kuskis, 2012). Lack of leadership (Evans, 2011; Garrison & Vaughan, 2008; Lareki, de Morentin, & Amenabar, 2010; Vaughan, 2007) and lack of clearly stated explanations on the need for and ways of implementing technology (Bailey & Card, 2009; Donnelly, 2010; Lareki et al., 2010) may cause resistance. Lack of ongoing support (Boling, Hough, Krinsky, Saleem, & Stevens, 2012; Hsieh, 2010; Johnson & Berge, 2012) and inappropriate professional development programs may cause resistance and conflict among faculty members (Boling et al., 2012; Evans, 2011).

Lack of organization and collaboration between instructors and administrators makes the implementation of technology a challenging and slow process (Muthiah, 2013; Johnson & Berge, 2012; Rose & Ray, 2011). Overcoming barriers to integrating technology into the curriculum in higher education requires the involvement of organizational leaders, heads of departments, and instructors (Eitzmann, 2011). Leaders and faculty need to collaborate and share beliefs and feelings about instruction and learning; academic and personal needs; and uncertainties about the use of technology for instruction and learning (Johnson & Berge, 2012; Muthiah, 2013; Rose & Ray, 2011). Instructor readiness for hybrid instruction and best practices on how to implement technology for the improvement of instruction and learning is essential to a successful plan of action (Boling et al., 2012; Evans, 2011).

Gaps in the Literature Leading to the Study

Technology has generated interest in improving instruction and learning in higher education (Johnson & Berge, 2012; Muthiah, 2013; Rose & Ray, 2011). Students are

finding hybrid learning environments to be a convenient way to study for a degree or take academic courses while working full time (Moore, 2006). Research findings have suggested that engaging learners facilitates the learning process, but the studies have related to student satisfaction and short-term results (Dziuban et al., 2005; Schmidt & Werner, 2007; Vaughan, 2007). The task of providing feedback and engaging students in large classes may be challenging (Cook, 2011; Garrison & Vaughan, 2008; Wrench, Hayslett, Schweizer, & O'Sullivan, 2010). Thus, a study exploring faculty self-efficacy instructing in a hybrid learning environment can provide data for future policies and professional development programs.

Current studies on the hybrid instruction model relate to "product utility, cost-effectiveness and learner satisfaction" (Ruiz, Mintzer, & Leipzig, 2006, p. 209) but not faculty self-efficacy for instruction in a hybrid learning environment. There is need for more research studies on "the role for technology in the hybrid learning environment" (Dziuban et al., 2005, p. 284) and on faculty self-efficacy with technology in instruction and learning (Johnson & Berge, 2012; Muthiah, 2013; Rose & Ray, 2011). Beliefs and experiences in teaching and learning with technology may influence instructors' means of delivery (Hew & Cheung, 2012), best practices, student performance (Johnson & Berge, 2012; Muthiah, 2013; Rose & Ray, 2011), and motivation (Rowe et al., 2012). Few studies are available on the connection between instructors' pedagogical beliefs and implementation of technology for instruction and learning (Johnson & Berge, 2012; Muthiah, 2013; Rose & Ray, 2011).

Implications

This study may contribute to professional development programs for current and future educators on the use of technology for instruction and learning. This exploration of instructors' self-efficacy for instructing in a hybrid learning environment at a career college may determine future adoption of the tools that faculty prefer to use (Brinthaupt, Fisher, Gardner, Raffo, & Woodard, 2011). Data regarding faculty members' experiences with technology provided information on how to (a) prepare professional development courses, (b) teach hybrid instruction courses, and (c) provide support for instructors in institutions of higher education (Christensen & Eyring, 2011). Faculty members who teach hybrid learning courses "require a shift in personal theories of teaching" (Picciano & Dziuban, 2007, p. 271). Institutions of higher education, administrators, curriculum specialists, course designers, change agents, and instructors may benefit from knowing about the experiences that faculty have had with technology in a hybrid learning environment at a career college.

Academic leaders apply information gained from instructors' experiences with technology in preparing professional development courses that cater to instructors' needs (McLawhon & Cutright, 2012). The findings of this study provide insight into ways to accommodate the needs of faculty and students when implementing technology into hybrid instruction courses. The research is significant to leadership because the study provides administrators with information on best practices to prepare and empower faculty to implement technology through professional development.

Instructors benefit from reflecting on experiences with the implementation of instruction in hybrid learning courses (Kaleta et al., 2007). Dewey (1938) suggested that

reflective practice is a useful tool in preparing educators. By reflecting on prior beliefs and experiences with technology, instructors find the adoption of new approaches to instruction and learning easier (Johnson & Berge, 2012; Muthiah, 2013; Rose & Ray, 2011). Instructors have the opportunity to reflect on the use of technology as an effective tool for instruction and learning and to take on new leadership roles of "facilitator, instructional designer, community builder, time-manager, and even technology troubleshooter" (Kaleta et al., 2007, p. 118). Thus, a professional development program designed to increase faculty self-efficacy instructing in a hybrid learning environment addressed the problem at Hybrid College.

Summary

The format of hybrid instruction is being adopted in many higher education institutions such as Hybrid College. Postsecondary institutions seeking to add online and hybrid instruction and programs to their offerings must provide well-structured faculty training programs and ongoing support for instructors as they engage in the challenges that may arise. The intent of this qualitative narrative inquiry study was to gain a greater understanding of faculty self-efficacy instructing in a hybrid learning environment at Hybrid College, thereby providing sufficient data to develop professional development policies and programs.

Hybrid College implemented the format of teaching in a hybrid learning environment in May 2016. The College provided professional development for all new faculty colleagues; however, there had not been an examination of faculty self-efficacy and professional development for instructing in a blended learning environment. Hybrid College benefited from this narrative inquiry study because the findings provided the

necessary information for program improvements to help faculty implement the pedagogical practices necessary for instructing in a hybrid learning environment. This project study referred to Bandura's social cognitive theory as the theoretical framework for data collection and analysis. The guiding research question was developed to examine faculty members' self-efficacy instructing in a hybrid learning format.

In Section 2 of this project study, I discuss the specific methodology used to answer the central question discussed in Section 1. Additionally, I describe the sampling, data collection, and data analysis procedures used to answer the research question identified in Section 1 so that the local gap in practice and local problem identified were further explored. Within Section 3 of this project study, I discuss the aspects of the project that were developed after gaining some insight on the possible answers to the central question discussed in Section 1. In addition, I discuss the description and goals, rationale, review of literature, implementation, and project evaluation of the project based on the data collected and analyzed within Section 2. Finally, I discuss the implications of the study, including social change.

Section 2: The Methodology

Introduction

The purpose of this qualitative narrative inquiry study was to use Bandura's social cognitive theory (1986) to explore how faculty described their self-efficacy instructing in a hybrid learning environment at Hybrid College. Additionally, the data provided in-depth explorations of instructors' experiences with implementing technology in the hybrid learning environment. Narrative inquiry qualitative design allowed for robust interviews of the faculty until the point of saturation of responses was reached (Clandinin & Connelly, 2000; Creswell, 2012; Patton, 2002). The participants were faculty members who were teaching, or were scheduled to teach, in a hybrid learning environment at Hybrid College.

Research Design and Approach

The research method chosen for this study was qualitative in nature; this choice was based on the belief that reality is constructed by an individual as he or she interacts with the social world, and as such, knowledge is best discovered by examining the rich descriptions of individual experiences in everyday life as well as the meanings individuals attach to those experiences (Merriam, 2009; Patton, 2002). Moreover, experience-centered narrative research differs from other research methodologies because it involves movement, succession, progress or sequence, and the articulation or development of meaning (Andrews, Squire, & Tamboukou, 2013). A qualitative approach was appropriate because it allowed for an exploration of individual experiences when information was not available. Through a narrative inquiry and participant

reflection, understandings develop as "the phenomenon is considered and reconsidered" reflectively (Moustakas, 1994, p. 50).

There are many ways that narrative research can be thought about and undertaken. These different types of narrative research enable researchers to explore many different dimensions of experience (Andrews et al., 2013). Different and sometimes contradictory approaches to researching narratively are undertaken and described as narrative inquiry. Narrative inquirers attend to, describe, and interpret stories of people's experiences (Clandinin & Connelly, 2000). I am drawn specifically to the narrative inquiry methodology developed by Clandinin and Connelly, which involves studying experience as expressed in the living and telling of people's stories.

Although qualitative research draws from the philosophy of phenomenology in its experience and interpretation (Merriam, 2009), the phenomenological approach would not have been appropriate for this study. Phenomenological studies are rooted in a commonality or essences to a shared experience (Creswell, 2005) which may limit the participants experience to a particular situation. An ethnographic study, which is based upon a focus on human society and culture, also would not have been appropriate. Finally, grounded theory research emerges from or is grounded in the data (Merriam, 2009). Rich description was important in this study, but it was not the primary focus. The grounded theory methodology would not have yielded the rich descriptive narrative needed for this study.

This study used narrative inquiry (Clandinin & Connelly, 2000) to explore the experiences of faculty teaching in a hybrid learning environment at Hybrid College. Interviews were conducted to allow each participant to voice experiences with instructing

in a hybrid learning environment. Storytelling links narrative to life, informing and expressing the tellers' experience (Clandinin & Connelly, 2000). Stories are a shared narrative; the listener must pay attention to the manner of the telling, as well as to the sequence, plot, and emphasis expressed by the teller. The shared experience of storytelling offers the possibility of understanding an event in the life of another (Clandinin & Connelly, 2000). Storytelling has been used in educational studies to understand the faculty experience (Clandinin & Connelly, 2000). Personal narratives or stories, connect the social experience and the individual using their personal experience to describe a retrospective account of a life story or life event. Thus, storytelling provided a framework allowing the voices of faculty members regarding experiences of teaching in a hybrid learning environment to be heard.

In summary, a narrative inquiry research study provided specific understanding into this site's particular phenomenon. Data were collected through semistructured interviews, allowing me to construct how the participants felt about their self-efficacy for instructing in a hybrid learning environment at a career college. I developed a positive, open, and honest relationship with the participants allowing for a deep understanding to be developed (Merriam, 2009).

Location and Participants

This study was conducted at Hybrid College, which had a population of approximately 3,200 students enrolled in allied health and criminal justice certificate programs and various associate's degree programs. About 15% of the students were enrolled in hybrid courses, with the remaining 85% enrolled in FTF courses. A pilot study of hybrid instruction was introduced in May 2016 at Hybrid College. The college

had over 150 full-time, part-time, and adjunct instructors; however, only 19 faculty members were identified as eligible to participate in the study.

The study involved a purposeful sample of nine participants. Although 10 participants were initially scheduled to participate, one had to withdraw for personal reasons. Due to the availability of the faculty at this site, the participant pool was limited; therefore, a float participant pool could not be established. Participants were intentionally selected based upon their limited experience teaching in a hybrid learning environment. The director of education (DOE) at Hybrid College provided an initial list of potential participants (Creswell, 2012). To be considered a potential participant, individuals needed to meet the following criteria: (a) had taught fewer than two hybrid courses and (b) had attended professional development for teaching in hybrid courses. After I received a list of names, I contacted the potential participants via an invitation to participate email (Appendix D).

Protection of Human Participants

In each phase of this project study, I addressed ethical conditions. I complied with the requirements of the Walden University Institutional Review Board (IRB). IRB approval # 07-20-16-0290219 was granted and expires on July 19, 2017. Denscombe (2010) stressed that researchers must be aware of things happening that might cause harm. To minimize some of these risks, Denscombe listed four measures that a researcher needs to take: (a) preserving anonymity of participants, (b) keeping data confidential, (c) making participants aware of the nature of the research and their involvement, and (d) ensuring the voluntary nature of participation. Measures to protect participants involved in this research were a high priority.

I did not work at the study site or supervise any of the participants and did not have a relationship with any of the individuals. The DOE only provided a list of potential participants. Upon receiving a list of potential faculty participants, I contacted the individuals via email (Appendix D) and sent them the informed consent and demographic survey (Appendix C). The potential participants were provided the purpose of the study, a detailed description of the procedures and time commitment, and a promise of confidentiality along with a pledge to disrupt or disturb as little as possible. I also guaranteed anonymity by assigning each participant a participant number. Additionally, participants were told that they were volunteering for this study and could choose to withdraw or refrain from answering at any time during the process.

If an individual agreed to be a participant, he or she returned the written consent form, which outlined participants' rights, including confidentiality, and guaranteed them protection from harm, indicating that participation would cause no impact on their evaluation or employment (Creswell, 2012; Yin, 2014). These forms, along with any relevant papers, have been stored in my password-protected laptop. I will destroy all data 5 years after completion of this study by completely deleting the evidence from my computer, including cookies.

Data Sources and Collection Procedures

Within this narrative inquiry study, I methodically and carefully considered the data collection methods. Data collection methods were central in exploring self-efficacy of faculty. The purpose of this study was to explore faculty self-efficacy for instructing in a hybrid learning environment at a career college. Understanding faculty self-efficacy for teaching in a hybrid learning environment may affect how administrators implement

hybrid instruction programs at career colleges. The data for this study consisted of nine semistructured interviews and a demographic survey of each participant.

Data were collected via personal phone interviews with participants between August 28, 2016 and September 16, 2016. Using an Olympus® digital recorder, along with two additional Olympus® digital recorders as back up, I made digital recordings and then transferred them to my password-protected laptop. Each interview was painstakingly transcribed using Dragon® computer software in preparation of the initial narratives and data analysis.

I began all interviews by asking the participants to tell their story and share their personal experiences of instructing in a hybrid learning environment at a career college with this new teaching methodology. I offered as little guidance as possible so as not to lead the interviewees, thereby allowing for the natural unfolding of each story. I used an interview protocol (Appendix B) that I created to clarify points. Special care was taken to use open-ended questions to elicit rich, detailed descriptions of participants' stories regarding hybrid environment instruction.

Upon completion of the interview, I summarized each interview into a narrative and shared it with each participant via email for member checking (Appendix E). Each participant was asked to provide feedback for the narrative and return it to me within 2 weeks. All responses were returned to me by October 4, 2016.

Data Analysis

The primary research question was: How do faculty describe their self-efficacy for instructing in a hybrid learning environment at Hybrid College? Because it fit the needs of this particular study, and because I found no other study exploring faculty self-

efficacy instructing in a hybrid learning environment at a career college, I used LaBov's (1967) structural coding to analyze the data. Labov and Waletzky (1967) defined *narrative* as a sequence of two clauses that are temporally ordered, usually in the past tense. In other words, narrative clauses cannot be moved in a story without changing the order of the events (Labov, 1972). A series of questions (Labov, 1972) can be used to represent this narrative framework:

1. Abstract—What was this about?
2. Orientation—Who, when, what, where?
3. Complicating action—Then what happened?
4. Evaluation—So what?
5. Result—What finally happened?
6. Coda—Final thoughts.

Additionally, Johnstone (2001) pointed out that the narrative components serve two purposes. The narrative components refer back to the characters, feelings, and events at the time when the story occurred (or was understood to have happened), but they also shape the narrative interaction at the moment of the storytelling by guiding the teller and the audience through the related events and ensuring that they are comprehensible and worth recounting (Johnstone, 2001).

Upon completion of transcribed interviews, I sorted and organized the data into an Excel spreadsheet. Data were organized into the spreadsheet as categorized by the six Labovian elements described above. Each element was a specific color to help guide the categorization through each transcript. For example, abstract-related data were coded light blue, orientation-related data were coded yellow, complicating-action-related data

were coded orange, evaluation-related data were coded green, result-related data were coded dark blue, and coda-related data were coded purple. A representative example of transcript coding is shown in Appendix F. After four coding iterations, no new instances were identified, and the data were organized into a spreadsheet as categorized by the six LaBovian elements described above.

Upon completion of elemental categorization, the data in each category were analyzed to identify the major themes running through each element. In other words, the analysis uncovered the specific dimensions within each element. For example, when analyzing the complicating action element, I clearly identified codes such as conversation, dialogue, facilitation, and collaboration. This analysis was conducted through an iterative coding process based on open and actual coding practices (Miles, Huberman, & Saldana, 2013; Saldana, 2013). Within each elemental category, further categorization was done by capturing emerging themes and breaking each element into axial coding. In axial coding, researchers use their own concepts and categories when rereading the text, thereby confirming that the concepts and categories accurately represent the participant's responses (Merriam, 2009).

Using NVivo® software, data for each Labovian element of the study were assessed separately and the results were analyzed to determine the major themes within each element. Subjectively analyzing the qualitative data was essential, and to minimize bias, the analysis was systematic, sequential, verifiable, and continuous. According to Creswell (2012), automatic coding allows for broad-brush coding for large volumes of textual data, which a researcher can later review and refine for further analysis. Automatic coding is also used to predetermine elements of source materials (Lodico,

Spaulding, & Voegtle, 2010). All documents were converted into a text file and uploaded directly in the computer program. Each file was given a number that corresponded to the participant to ensure confidentiality. I went through each file and marked sentences or paragraphs of ideas that pertained to what the participant was saying in the text and assigned code labels. I then matched codes throughout the text files to identify a few broad themes or categories and included evidence for each category. Analysis of the interviews included extracting themes and key factors. The qualitative data were analyzed using NVivo® as the coding process to narrow down the emerging themes in the data from multiple themes.

Using NVivo®, tree nodes were created that were descriptive of the findings that emerged from the data. After I read through the data many times, some patterns emerged, and then these patterns were coded under high-level tree node categories. If the data did not relate to one of the higher-level tree nodes already developed, a free node was created for items to later determine whether the data were related to a current node or did not answer the research question. Later, I revisited the free nodes and either combined them under a tree node or kept them separated if they did not help to answer the research question. After all the nodes were created, I verified that the nodes helped to answer the research question or moved them to a miscellaneous file. Then the nodes were reviewed to identify patterns that emerged from the data. Next, an outline was created from the nodes that answered the research question. The coded data were sorted by topic, and then similar topics were combined and topics without supporting data were eliminated.

Based on the nodes, initial themes were developed and formed into a conceptual schema that both depicted and helped to describe findings. All of the nodes were already grouped under the research question, which helped when writing more rich descriptive categories and presenting the themes in an easy-to-understand-and-read form. The themes were rewritten using active verbs to tell the story of how faculty described their self-efficacy for teaching in a hybrid learning environment at a career college. Then a summary of findings was written based on initial themes and topics that answered the research question. At this stage, the themes were modified using words from the research participants to answer the research question.

Data Analysis Results

After I had explored the topics that emerged from the NVivo® nodes and organized the data in a meaningful way to answer the research question, the data analysis was not yet complete. Hybrid programs are very complex, and it was difficult to conceptualize how faculty members described their self-efficacy for instructing in a hybrid learning environment at a career college based upon the data. There were many overlapping points, so data were reorganized several times to determine how codes should be organized under the most logical themes. For example, under the theme "Classroom Environment," the research participants shared their concerns related to teaching various course delivery formats and expressed their preferences. Some of the concerns and preferences were based on prior assumptions of what constitutes quality teaching. These ideas overlapped with prior assumptions discussed in the theme "Discussion Teaching" However, in consideration of the overarching research question about how faculty describe their self-efficacy for instructing in a hybrid learning

environment at a career college, the assumptions shared by the research participants led to actual realizations and fit better under the latter theme. I carefully selected codes that best answered the research question that informed each of these themes.

Once the data were coded, I used member-checking to establish the validity of the information (Creswell, 2012). Member-checking is the process in which the researcher asks the research participants to check for accuracy of the experience; thereby providing me with a clear understanding of whether the description is complete and realistic (Creswell, 2012). The convergence of evidence and member check ensures the participant's perspective was understood and interpreted accurately. According to Merriam (2009), the idea of member checking is the researcher solicits feedback on the emerging findings from some of the people that were interviewed. Moreover, Maxwell (2005) stated,

> This [member checking] is the single most important way of ruling out the possibility of misinterpreting the meaning of what participants say and do and the perspective they have on what is going on, as well as being an important way of identifying your own biases and misunderstanding of what you observed. (p. 111)

Table 1

Member Check Comments

Participant	Comments	Action taken
1	You have captured an accurate narrative of my experiences in hybrid instruction	No action needed
2	No response	No action needed
3	I think you have done a good job with identifying key themes	No action needed
4	I am confused by the category of apprehension when I discussed not trusting that it's students own work	Wrote back and explained about the meaning of apprehension and how it relates to the participant feelings about not trusting that the student is completing the work on their own. She responded that she agreed.
5	No response	No action needed
6	I agree with your results	No action needed
7	Wow Did I say all that! I honestly didn't think that I said anything you could use.	No action needed
9	I think you did a great job breaking down the findings and making it simple to understand. I agree with the results.	No action needed
10	No response	No action needed

Member checking is used as a credibility tool in qualitative research by providing an opportunity for participants to react to both the data and final narrative.

Research Participants

The participants, who consented to be part of the study, were eight females and one male. Each of the nine participants taught in various vocational certificate programs such as dental assistant, medical assistant, massage therapy, and medical billing and coding. Table 2 reflects the demographic profile of participants in the research study.

Table 2

Demographic Profile of Participants

Category	Number	Percentage
Gender		
Male	1	11.1%
Female	8	88.8%
Age (years)		
25-34	2	22.2%
35-44	3	33.3%
45-54	4	44.4%
Highest degree earned		
Associate's	6	66.6%
Bachelor's	1	11.1%
Master's	2	22.2%
Discipline		
Dental assisting	3	33.3%
Medical assisting	3	33.3%
Massage therapy	1	11.1%
Medical billing and coding	2	22.2%
Teaching experience (years)		
0-3	1	11.1%
4-6	2	22.2%
7-10	4	44.4%
11+	2	22.2%
Number of hybrid courses taught		
0	4	44.4%
1	3	33.3%
2	2	22.2%

A more detailed description of each participant and an example of the LaBovian data analysis used to determine the findings documented below can be found in the Appendix (Appendix F).

Findings

The purpose of this study was to understand how faculty describe their self-efficacy instructing in a hybrid learning environment at Hybrid College. Interview data were used in this study to understand this phenomenon. The findings revealed four themes: discussion teaching, classroom environment, anchored by adult learning strategies, and self-reliance. The data collected consisted of a demographic survey and semi-structured interview. I collected data for 3 weeks during August and September 2016. Carefully evaluating all the sources of data allowed me to obtain a convergence of data as well as seek discrepant cases (Yin, 2014). To validate the data, participants were emailed with themes allowing the participants to solidify the findings. Data focused on how faculty perceived hybrid instruction influenced teaching and learning, how faculty used technology, and how faculty described their self-efficacy instructing in a hybrid learning environment at a career college.

Theme 1: Discussion Teaching

Bandura (1991) talked about self-efficacy influencing human behavior. Dengler (2008) developed a model describing how teaching self-efficacy beliefs leads to a variety of possible behaviors options. The behaviors that teachers select become visible in the classroom and affect the students. Teacher self-efficacy beliefs change for each task, condition, or degree of difficulty (Horvitz, Beach, Anderson, & Xia, 2015). Likewise, in

higher education, faculty self-efficacy beliefs influence faculty decisions about the types of behaviors they use to engage students in discussion (Dengler, 2008).

A theme that emerged in this study involved discussion as a teaching methodology. Faculty overwhelmingly identified two components of good discussion in the classroom. First, all nine faculty said that relevant discussion generated its own momentum and engaged the students. Participant 1 said, "Discussion built energy and created a life of its own, allowing students to become the creators of knowledge". Second, 88.8% faculty acknowledged the role of the facilitator as a guide who incorporated critical thinking questions to prompt new strands of thought. Participant 10 said, "The facilitator not only guided the direction of the discussion, but also became part of the process". All participants agreed that open-ended questions in discussion teaching provided the framework for student engagement.

Overall, faculty enjoyed discussion teaching, as well as the energy in the classroom when discussion took on a life of its own. However, discussion teaching involved hard work, and sometimes faculty expressed misgivings about their self-efficacy. Participant 6 said,

> Facilitation is harder than it looks. I've sat in several classes where instructors lectured rather than facilitated. Some instructors seemed nervous about letting a discussion veer off the path. Some of the more nervous faculty refused to risk exploring the unexpected. In the end, this process is more complex than one would expect; I know there's much room for improvement on my part.

Figure 1 illustrates an example of how the codes and categories itemed the theme of discussion teaching.

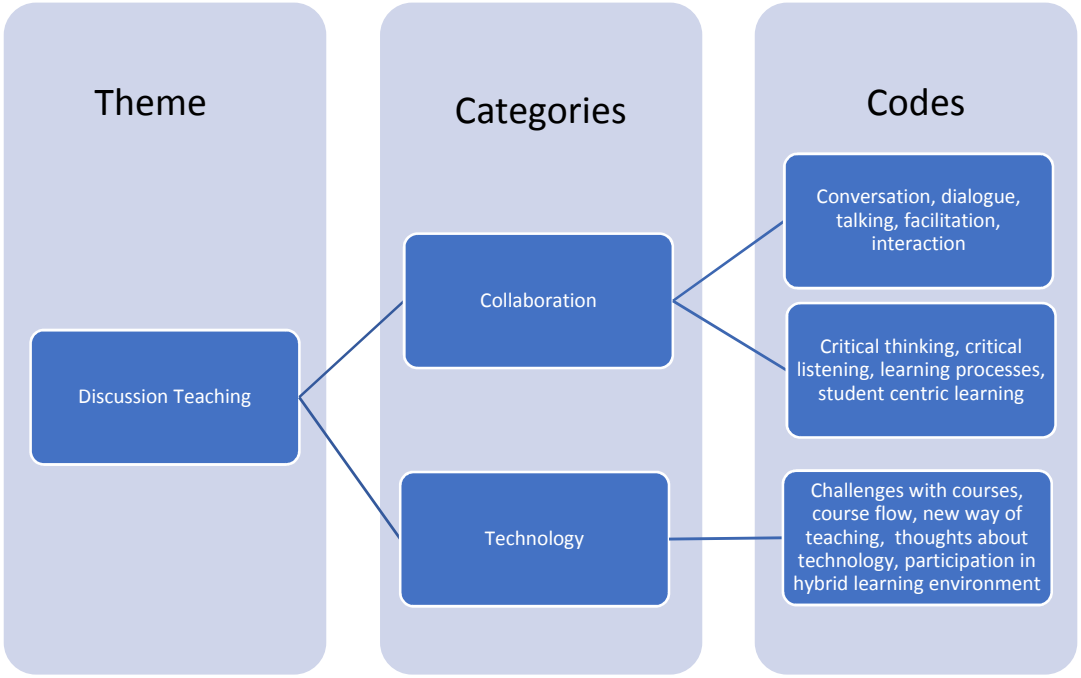

Figure 1. Example of coding process.

Participant 5 offered his view about the importance of discussion,

> In our unique environment here at Hybrid College, the ability to facilitate open and challenging discussion among our students is probably the most important skill required of our faculty. While knowing the doctrine and executing the curriculum are both important, these are clearly secondary to the vital ability to engage in and foster lively and intellectually challenging dialogue in the classroom.

Participant 5 description of discussion teaching aligned with Bandura's (1997) triadic reciprocal causative action within the social cognitive theory; wherein, faculty have the knowledge to engage in discussion teaching; however, do they have the skills as they directly relate to the ability to perform? At the higher-level positions, faculty members guide students as they confronted diverse viewpoints and coped with ambiguity

(Merriam, 2009). Faculty created the conditions within their classrooms that allowed for the evolution of how students viewed learning, themselves, and meaning making.

Participant 7 described discussion as exciting and surprising. "First of all, you are really surprised at some of the responses and the connections that students will make with, one, the lesson material and the curriculum, other students and also their experiences." But research participants also noted that good discussion happened, not by accident, but through focused effort. They worked hard to set the conditions for discussion to take place.

Discussion generated ambiguity and provided students with opportunities to see learning from new perspectives. It helped them gain confidence in their capability to deal with information that did not fit into their pre-existing schemas. Participant 5 described his experience with students as they struggled with their evolution in understanding.

> What I find interesting, though, that the development piece about asking the students, "Well, what are you going to do with this information? Why is this important to you?" And, you know, I find that this is actually the most difficult step often to get the right—have the students realize how was the information in this lesson is important to them.

Participant 9 discussed, in her own terms, key elements of Bandura's (1997) positions,

> Facilitation of discussion is a key ingredient to the adult learning model that we employ here in the College. That is how the students understand new material, make new connections: they should come in with the basic understanding of the material. I am trying to get them to a higher level of learning.

Participant 9 further elaborated on this concept referencing their ability to interject Bloom's Taxonomy,

> So, to get them up higher in Bloom's taxonomy, I want to facilitate the discussion. Good times, students support the discussion, it flows, they feed one another, they build on one another. I also have bad times where I've imposed the cone of silence, asked the leading questions, counted the 20 seconds, and still did not get a response. So, it can go anywhere in between those two extremes of how well the students are participating in the discussion.

However, 77.7% of participants felt that they have missed opportunities in discussion teaching which need to be addressed.

Successful faculty members prepared themselves to guide students to higher positions of understanding and meaning making. Sometimes students achieved higher levels of cognitive development on their own, but more often they needed faculty guidance. Participant 10 stated, "We need to facilitate, not lecture, to maximize learning. This is where an instructor's leadership skill or ability to influence comes into play". However, facilitating discussion teaching in the hybrid learning environment seemed awkward to 77.7% of participants.

Emotional discussions, when students faced new perspectives, engendered risk. Faculty with strong self-efficacy beliefs welcomed the ambiguity presented in the classroom; they relished the times when students challenged their statements. They sometimes changed their position on topics. Once students saw that the faculty member was a co-learner and did not step behind authority, they opened up and engaged in discussion of difficult topics. However, some faculty who had low self-efficacy beliefs

about their discussion facilitation skills either avoided discussion of difficult topics or limited the amount of discussion in the classroom. When those faculty members withdrew from discussion, students lost an opportunity to learn from one another and remained unengaged.

As the majority of faculty gained experience, they moved towards student-centric discussion. Faculty frequently described a sense of enjoyment when discussion took on a life of its own. In many cases, the faculty member simply kept track of the discussion to ensure it captured the learning objectives. One instructor said, "It is easier to listen and evaluate by just sitting back and watching the exchange. I can tell you, I have a better handle on who is doing what then I ever had before." Some faculty with high self-efficacy about their discussion facilitation skills took risks, and if the experiment failed, they tried an alternate method of engaging student interest. These faculty used their facilitation skills in ways that encouraged different viewpoints and deliberately considered what students had to say. Less self-efficacious faculty had less confidence in their discussion facilitation skills, especially if the lesson material was new or difficult, and they lectured or used the Power Point slides in the lesson plan to avoid failure.

Table 3

Theme 1: Discussion Teaching

Thematic codes	Number of participants to discuss this experience	Percentage (%) of participants to discuss this experience
Conversation, dialogue, collaboration, talking, facilitation, and interaction	9	100%
Critical thinking, critical listening, learning processes, student preparation in discussion boards	9	100%
Challenges with courses, course flow, new way of teaching	9	100%
Student centric learning and student collaboration	8	88.8%
Thoughts about technology, setting and context, participation in hybrid environment, and relationship to structure	7	77.7%

Theme 2: Classroom Environment

Bandura's (1997) social cognitive theory and the construct of self-efficacy provided an appropriate lens for looking at the classroom environment. Bandura stated the model of triadic reciprocal causation was the heart of social cognitive theory. This model identified three components including the environment, personal factors (cognitive, affective, and biological), and behavior that reciprocally interacted with one another and formed the basis of human functioning. Within the environment, Bandura (1997) identified three operative environments that "take three different forms: those imposed, selected, and created [italics original]" (p. 163). These environments are present in educational institutions.

According to 88.8% of participants, the imposed environment at Hybrid College negatively affected their self-efficacy beliefs because of the demanding LMS schedule and policies or procedures that restricted classroom flexibility. Additionally, faculty noted programs such as curriculum development, faculty development within the teaching departments, and faculty assessment created tremendous stress. All of them had punitive or negative aspects that adversely affected faculty self-efficacy beliefs. Faculty exerted little or no control over the imposed environment, "But they do have leeway in how they construe it and react to it. They can view it favorably, neutrally, or negatively, depending on how well it serves them" (Bandura, 1997, p. 163). Some participants indicated low self-efficacy about their capability to be flexible when the imposed environment frequently changed. Participant 6 described her perception of how the imposed environment of the teaching schedule disrupted the learning environment. She stated,

> We change the schedule and it drives people crazy. There is no time for reflection. Those . . . people who will be the future leaders take the time to read and reflect. . . . I think we need to give them time to reflect. You cannot teach someone anything unless they have time to think about the material and digest it.

Another faculty member shared her views about what she saw as an inflexible institutional environment that affected her self-efficacy beliefs regarding facilitation of discussion, "I can facilitate discussion, but we, as instructors, have been told in no uncertain terms that we can't change deliverables, change the schedule, or extend a paper by one day".

Participant 5 observed there were opportunities for faculty development. However, the institution lacked a process by which those who had experience shared or modeled their facilitation skills with other, less experienced, faculty. Missed opportunities affected how new faculty could increase their self-efficacy beliefs and create democratic and motivating classrooms. He said,

> Instructors who want to be good instructors attend [faculty development programs]. Those who probably need it the most don't attend. They are not interested in it. They don't receive feedback that their instructional methodology may have room for improvement because we don't have mentors or faculty observers that provide that feedback.

Most participants felt that the faculty development offering at Hybrid College did not provide sufficient feedback.

The imposed environment included institutional processes for feedback. Faculty targeted the lack of feedback about their teaching practices and about how they created

their classroom environment. Participant 3 stated, "I think the institution also should have a rigorous program to go in and observe classrooms, and provide instructors feedback on how well they are facilitating discussion."

Bandura (1997) noted that individuals view the imposed environment from many perspectives. Sometimes these perspectives are positive and other times they are not. In any case, Hybrid College imposed environment affected faculty self-efficacy beliefs about their classroom environment, discussion, teaching skills, and feedback. Without strong self-efficacy beliefs, faculty were not ready to meet the challenges of the classroom as envisioned by Bandura (1997). Social cognitive theory described individuals as agentic, meaning they could intentionally take part in self-development and adaptation to changing student needs (Bandura, 1989). Therefore, social cognitive theory was an appropriate lens to address how faculty developed their competencies, regulated behavior, and applied skills through the process of triadic reciprocal causation (Bandura, 2006). Faculty members were more than mere spectators who sat idly as events occurred around them.

Table 4

Theme 2: Classroom Environment

Thematic codes	Number of participants to discuss this experience	Percentage (%) of participants to discuss this experience
Collaboration, enjoy new ways of learning, new ways of teaching, and professional development	9	100%
Perspectives of hybrid instruction; mutual respect, preparation, relationships, and peer teaching	9	100%
Classroom assessment techniques and connection to student	9	100%
Apprehension and mistrust in hybrid learning environment	9	100%
Course scheduling changes, assignment flexibility, standardized curriculum	9	100%

Theme 3: Anchored by Adult Learning Strategies

This theme emerged when the research participants shared strategies they learned through experience on how to adapt their teaching for adult students in a hybrid program. Participant 5 said he believes that learning about adult learning theories and strategies provides a "good framework" and "pedagogical anchor" that would be useful to help faculty members learn how to teach in a hybrid learning environment. He stated, "I don't

know if I would jump in a hybrid course without knowing that stuff," indicating the benefits of cooperative learning formats and constructivist learning models.

Participants often referred to the literature when discussing adult learners. Participant 2 said, "I've also read articles on improving teaching whenever I came across them or searched them out on particular subjects." Participant 5 explained that when he first began teaching adults he extensively read the adult learning literature. Participant 10 said, “what deeply affected my ability to teach adults" was learning about experiential learning exercises that she amended to the teaching she does today." She said in this program she also was acquainted with different schools of adult education theory, adult learning theory, adult development theory, and principles of adult education. Participant 1 explained that when she first began teaching adults, she read extensively the adult learning literature.

All the research participants explained how they learned to teach adults through experience. From their experiences, the research participants described adult learner expectations and needs that influenced how adult students learn and how the research participants adapted their instruction in a hybrid learning environment to meet adult learning needs. Participant 10 explained how this affects teaching adult learners regardless of course format, “You can't assume that they're [students] just going to accept what I say because I'm the teacher. Adult students are questioning and are not just taking it all in. They're questioning and rejecting and accepting and questioning”.
The research participants explained that adult students expect that their experience and knowledge will be taken into account in the classroom.

Participant 6 confirmed what the other research participant said about adult learners, "Their wealth of experience is the greatest opportunity. They've all got life experiences that they can make connections with." Participant 4 added, "I think to teach adults, you really need to treat them with a respect for their experience. ... I think it's inappropriate to try to establish a true hierarchical relationship in the classroom." Participant 7 said key things to remember when working with adults are "you don't talk down to them; you don't patronize them because they have life experience. You treat life experiences as something valuable, as something they can contribute to the conversation." Participant 2 added:

> Learning to teach adults is like any other teaching except there is a nuance to adults that suggests they've lived some of the subject matter I am teaching and therefore it is important to have them interact and engage with the material as opposed to ensuring they memorize key concepts and theories. They need to see how they have used these concepts in the past.

Participants reported that students engage in the learning process when instructors facilitate real-world relevance to the concepts they are learning; thus, aligning themselves with adult learning theories.

The research participants realized the importance of respecting, including, and utilizing adult learners' experiences to help them absorb and understand content. Participant 9 explained how to start this process, "You need to start where they are. You need to find out about who they are, what they're like, what their styles are, what their interests are, what their levels of expertise and knowledge are." Participant 10 added, "We plan topics that we assume that they'll [adult students] have some experience and

some familiarity in topics . . . you can assume that in a way that you couldn't if you were teaching 18-year-olds."

Another adult learner expectation is that their experiences will be valued and they will be able to use what they learn. Participant 2 cautioned that adult learners can "challenge you in a very direct and informed way sometimes." Making content relevant and useful is important for adult learners regardless of course delivery formats; however, when teaching in a hybrid program, the research participants had to figure out how to make this happen in a brand new learning environment. Participant 6 explained that adults "need educational experiences that focus on solving problems that they have right now—things that they can act on right away." Participant 1 observed, "I need to be responsive to their needs and infuse my teaching with timely, relevant activities."

Finally, Participant 7 explained that teaching adults is fulfilling "because you realize that you're helping them complete a dream . . . you can be an important opportunity for them to finish something that they've dreamed of doing for a long time. Participant 3 explained why adults are so motivated,

> Adult students are more serious, I think, and more committed to what they are doing, especially people in a program like this where they're coming in having already failed in other programs. They come in with never having completed their degree. And many of them see this as their last chance.

Participant 4 added, "They [adult students] will work very hard . . . and are highly self-starting, and so I didn't have to fight the motivational problem the same way I did with high school students who were taking required courses." Participant 6 added, "They are consumers of knowledge. They want their money's worth." The research participants

explained that adult learners expect to work hard, are motivated to complete their education, want flexibility and convenience, and expect clear guidelines and fast communication.

Learning adult learning theories and strategies helped the research participants provide a framework to learn how to teach in a hybrid program. The research participants discovered that the characteristics and needs of adult learners are also common for hybrid learners; therefore, similar modifications had to be made to help adult learners be successful learning in a hybrid program. Specifically, they found that adult learners expect to work hard and are motivated to complete their education but expect flexibility and convenience, clear guidelines, and frequent communication and feedback. Since they wanted to help adult students fulfill their dreams of obtaining a career, the research participants learned how to modify all their courses to meet these expectations in order to help adult students succeed, including providing more flexible course scheduling and due dates, clearer course structure and expectations, and instructions.

However, the research participants noted a number of challenges inherent in offering a variety of course delivery formats to adult learners that they had to learn to accommodate. These challenges included some students not having the skills to be successful in higher education or in a hybrid learning environment. Some missing skills included technological ability, intrinsic motivation to work in isolation using online text, time organization, and the ability to take responsibility for their own learning. Therefore, the research participants learned how to prepare adult learners for hybrid learning. This preparation included building students' self-efficacy for learning; developing critical,

analytical and reflective thinking and writing abilities; as well as increasing technology self-efficacy and ability.

The research participants discovered that strategies to teach adult learners were also effective when teaching in the hybrid learning environment. Therefore, many of the strategies to teach hybrid courses were anchored in adult learning theories and strategies. However, the nature of adult learners also created a number of challenges the research participants needed to overcome when learning to teach in the hybrid learning environment. Another concern that the research participants noted was the level of preparation the adult students needed for critical, analytical, and reflective thinking. These skills are critical to be successful in all course delivery formats; however, when hybrid learning is added to the mix, these skills become even more important since students are expected to complete self-directed and collaborative activities.

Table 5

Theme 3: Anchored by Adult Learning Strategies

Thematic codes	Number of participants to discuss this experience	Percentage (%) of participants to discuss this experience
Pedagogy, good framework, and cooperative learning formats	9	100%
Improving teaching methodologies, and adult learning literature	9	100%
Experiential learning theory, adult learning theory, and principles of adult education	7	77.7%
Student questioning and understanding, life experiences, and student engagement	7	77.7%

Theme 4: Self-Reliance

Self-reliance is having the knowledge, ability and desire to complete tasks related to hybrid teaching. This aspect of self-efficacy helps to bolster faculty belief that they can be successful in managing their hybrid course. Four faculty members retell their experiences with being self-reliant and help to describe the teaching landscape within their discipline. Participant 5 shared his experience about communicating with students in a hybrid learning environment:

> Keeping in touch ... I think an instructor can pretty much tell when a student is starting to lose interest or if they're starting to fall off, to definitely keep in touch more with the student when instructors see that happen.

Similarly, Participant 10 had chosen to do her own work in creating assignments in the LMS so that she had control over the distribution of materials and could respond to her students' learning needs. In addition, she also created a hard copy of her online course:

> I have a notebook like this for every single course . . . I keep a copy of everything . . . so if something happened to LMS . . . . [I] . . . have the lectures preserved. So when a student calls me or emails me and asks me about something, I don't have to do a thing, I just flip through a book and can say it's on so and so, it's a nice little backup.

Doing things on her own and being comfortable with the technical solutions she developed adds to her self-efficacy. Similarly, Participant 6 created videos of procedures on a camcorder and edits them on her laptop for later posting inside of LMS on her own without technical support. Participant 7, an instructor and a program director, felt that working with technology-comfortable faculty might be an indicator of successful hybrid instruction. She reasoned that if a faculty member is comfortable with classroom technology, then they are more likely to be comfortable using technology to facilitate instruction in a hybrid learning environment.

Many of the research participants had two major concerns about whether hybrid learning was best for adult learning: faculty who are not prepared to teach in this format can create a poor learning experience, and not all adult students learn well in online environment. The research participants noted that it is important to offer a choice of

course delivery formats; however, this requires faculty members knowing how to effectively design and teach these very different course formats.

Table 6

Theme 4: Self-Reliance

Thematic codes	Number of participants to discuss this experience	Percentage (%) of participants to discuss this experience
Effective communication, structure and processes	9	100%
Autonomy, faculty preparedness, and time management	8	88.8%
Felt comfortable teaching and relationship to structure	6	77.7%

Research Question

The research question that guided this study was: How do faculty describe their self-efficacy instructing in a hybrid learning environment at Hybrid College? An Interview Protocol (Appendix B) was used to elicit responses to answer the research question. The data provided in-depth explorations of instructors' experiences with implementing technology in the hybrid learning environment. Narrative inquiry qualitative design allowed for robust interviews of the faculty until reaching the point of saturation of responses (Clandinin & Connelly, 2000; Creswell, 2012; Patton, 2002). The four themes of self-reliance, classroom environment, anchored by adult learning strategies, and discussion teaching have answered the research question in a variety of ways as described below.

The created environments are those in which the faculty develop the social and learning relationships within the classroom. Bandura wrote, "People create social systems that enable them to exercise greater control over their lives. . . . People's beliefs in their personal efficacy play a paramount role in how they organize, create, and manage the environment that affects their developmental pathways" (p. 163). Faculty members with high self-efficacy about their skills to manage classroom environments created the conditions that promoted student engagement in discussion teaching. Such created environments did not happen by chance. Participant 5 noted that faculty needed to pay attention to what they were doing in the classroom. They had to make sure they managed and organized the resources to create the student-centric environment. Participant 5 said, "In the classroom setting, there's not really a lot of big problems, but there can be a lot of little, little bitty problems that upset the dynamic, and before you know it, you've got a classroom that is dysfunctional."

In regards to self-reliance, Participant 7 described the importance of self and others awareness. She referred to emotional intelligence as an important element of facilitation competence. She explained, "You have to know yourself, your strengths and weaknesses. You can't walk in there not knowing the subject matter. . .. So, make yourself a subject matter expert in all things. You stay tuned to current events, because they do. So, you know yourself, you prepare yourself, and you have to be aware of where they are coming from".

One way that another faculty member prepared himself for the classroom was by understanding the students. She used the Myers-Briggs Personality Type Inventory and the Kolb Learning Style Inventory to sort through potential classroom dynamics.

Participant 6 believed that discussion worked well when a variety of personalities and learning styles were present in the classroom. She stated, "If it is out of balance, if you have a large number of one versus the other, it can have a significant impact in your ability to foster discussion."

A theme that emerged in this study involved discussion as a teaching methodology. Faculty overwhelmingly identified two components of good discussion in the classroom. First, faculty said that relevant discussion generated its own momentum and engaged the students. Discussion built energy and created a life of its own, allowing students to become the creators of knowledge. Second, faculty acknowledged the role of the facilitator as a guide who incorporated critical thinking questions to prompt new strands of thought. The facilitator not only guided the direction of the discussion, but also became part of the process. At other times, he or she stepped back and evaluated whether discussion achieved the learning objectives for the class.

Anchored by their experience teaching adult learners, the research participants were able to utilize what they observed and learned from teaching adult learners. They used their knowledge to plan and implement strategies that worked well for online and hybrid environments, including utilizing more experience-based, reflective, personalized, and learner-centered teaching strategies. Further, they developed courses with flexible due dates, clear guidelines and organized course structures with content that is very relevant and personal to the learners. This outlined the finding of anchored by adult learning strategies. Participants applied their previous assumptions and knowledge of adult learning strategies into the hybrid learning environment as best they could.

In addition, the research participants observed that while the self-directed nature of hybrid courses is appealing, it can also be isolating. Therefore, both adult learners and online learners demand more personal and frequent communication. The research participants also observed that adult students need preparation to be successful in a blended program, including skills that are important in online courses such as technology, writing, and analytical abilities, in addition to the ability to work independently and stay motivated. In summary, understanding adult students' expectations and needs helped the research participant's transition more smoothly to teaching in a blended program.

Summary of Findings

This section explored faculty self-efficacy beliefs through the descriptions participants provided about their classroom experiences. The Hybrid College imposed environments (institutional and departmental) affected faculty self-efficacy beliefs. However, Bandura (1997) also noted faculty were more than mere spectators. The participants in this study possessed agentic capacity and made choices about how they reacted to the imposed environment. Every choice participants made activated the selected environment; thus, the selected environment offered opportunities. Some participants took advantage of those opportunities while others became "enmeshed mainly in its punishing and debilitating aspects" (Bandura, 1997 p. 163). Moreover, the participants in this study demonstrated little to no understanding of the definition of hybrid instruction.

Finally, faculty who grasped the opportunities offered by selected environments pulled together social systems and other resources from which they created their classroom environments. Within the created environments, faculty engaged in the tasks

that comprised facilitation. Bandura (1997) noted self-efficacy was not a global construct: It was task-specific. Within the created environments, faculty may have had high self-efficacy for one task and less self-efficacy for another. If the difficulty of the task changed, or the context somehow changed, then self-efficacy beliefs changed, as well (Bandura, 2006). The level of self-efficacy beliefs determined the types of behaviors faculty engaged in, and those behaviors became visible as classroom practices. If their behaviors succeeded or failed, faculty incorporated the results into their self-efficacy beliefs and made choices about other behaviors. These classroom practices, in turn, affected the learning environment, facilitation of discussion, and preparation for class (Gecer, 2013). Faculty self-efficacy influenced how they developed their critical thinking skills, envisioned the flow of the lesson, and guided the discussion through the process of questioning (Bandura, 2006). Finally, Bandura posited, self-efficacy beliefs influenced faculty decisions as to whether they relinquished control of the classroom, allowed students autonomy to explore complex issues, and develop critical thinking skills to make meaning from what they experienced through discussion.

Conceptual congruence is probably the most difficult criterion to apply. Creswell (2012) argued that researchers are usually so immersed in their data and their analysis that it is often difficult for them to see whether or not a set of categories make sense together. One of the best strategies is to display the categories in the form of a table (Merriam, 2009). Table 7 reflects a summary representation of the coding process used in this study.

Table 7

Summary Representation of Coding Process

Codes	Categories	Theme
Conversation, dialogue, collaboration, talking, facilitate interaction, critical thinking, critical listening, learning processes, student preparation, student-centric learning, and student collaboration.	Collaboration	Discussion teaching
Challenges with courses, course flow, new way of teaching, thoughts about technology, setting and context, participation in hybrid environment, and relationship to structure.	Technology	Discussion teaching
Collaboration, enjoy new ways of learning, new ways of teaching, professional development, mutual respect, preparation, relationships, and peer teaching, course scheduling changes, assignment flexibility, standardized curriculum	Perspectives of hybrid instruction	Classroom environment
Classroom assessment techniques, connection to student, mistrust in hybrid learning environment, discussion management, questioning, share views, and social interaction for shared learning.	Apprehension	Classroom environment

(*table continues*)

Codes	Categories	Theme
Collaboration, enjoy new ways of learning, new ways of teaching, professional development, mutual respect, preparation, relationships, and peer teaching, course scheduling changes, assignment flexibility, standardized curriculum	Perspectives of hybrid instruction	Classroom environment
Classroom assessment techniques, connection to student, mistrust in hybrid learning environment, discussion management, questioning, share views, and social interaction for shared learning.	Apprehension	Classroom environment
Classroom management, competence, critical thinking, critical listening, empower students, influence, guide, learner centered process, learning outcomes, learning objectives, learning styles, Meyers-Briggs (MBTI), peer teaching, peer facilitation, and use of technology	Facilitation	Classroom environment
New ways of teaching and learning, autonomy, comfortable teaching, experiential learning theory, transformative learning theory, adult learning theory, adult, facilitating learning, andragogy, and different pedagogical approaches	Learner-centered strategies	Anchored by adult learning strategies

(*table continues*)

Codes	Categories	Theme
Self-directed learning, education evolution, motivation, attitude, behaviors, expectations, and communication	Multigenerational	Anchored by adult learning strategies
Confidence, self-discovery, self-assurance, ownership, accountability, and self-improvement	Capability	Self-reliance
Need to know, goal-directed, self-satisfaction, continuous process, self-development, and trust instincts	Self-motivation	Self-reliance

Conclusion

The purpose of this qualitative narrative inquiry research study was to explore faculty self-efficacy instructing in a hybrid learning environment at Hybrid College. The research question has "both social meaning and personal significance" (Moustakas, 1994, p. 104) to the participants and Hybrid College stakeholders. Open-ended questions were preferable for a qualitative narrative inquiry study because they allowed for an in-depth exploration of experiences (Creswell, 2012). Section 2 provided an overview of the qualitative research method and appropriateness of the narrative design, a description of the population, sampling, and a comprehensive review of the data collection and data analysis processes. This section also contained descriptions of the qualitative data analysis that involved multiple inputs through member checking, joint coding, and researcher reflection. A qualitative data analysis package, NVivo® aided the coding

process. Emergent themes included discussion teaching, classroom environment, anchored by adult learning strategies and self-reliance.

This study provided an opportunity to promote social change from a global perspective by examining faculty experiences instructing in a hybrid learning environment at a career college to develop professional development programs. Additionally, this study can promote social change at Hybrid College with the development of professional development that will help administrators in preparing faculty to teach in a hybrid learning environment.

Section 3: The Project

Introduction

In addition to theoretical implications, the study results need to be considered within the context of current literature. Previous studies have found inconsistent results on faculty self-efficacy in relation to different faculty characteristics as well as professional development opportunities (Desimone, 2009). Results of this study continue to demonstrate the challenges in determining critical elements for increasing faculty self-efficacy.

Improvement in faculty self-efficacy is important, as it could lead to increased student self-efficacy (Labone, 2004; Tschannen-Moran & Woolfolk Hoy, 2001). The data analysis from this study generated several themes that could increase faculty self-efficacy instructing in a hybrid learning environment. The themes that emerged from the data constructed in this research project provided a direction that could be followed to increase faculty self-efficacy instructing in a hybrid learning environment. Examples included professional development sessions in discussion teaching, classroom environment, and adult learning strategies. Longer term training and more intensive training were found to increase faculty self-reliance; thus, more training courses increased faculty self-efficacy, and self-motivation and support increased self-efficacy (Labone, 2004). Continued employment and advancement for faculty members depend upon growth in teaching practices; thus, there is a need for faculty across all disciplines to understand best instructional practices and strategies that develop effective teaching behaviors and skills.

This section outlines the project chosen based on the results of the research and the literature review. This project will be a 3-day professional development that will improve faculty self-efficacy instructing in a hybrid learning environment. Solid instructional design for professional development will help faculty learn the material more effectively, thus preparing them as they enter the hybrid learning environment. Resources, necessary supports, and potential barriers and solutions are presented. Subsequently, the project evaluation plan, which is both formative and summative, is explained, and the project's implications are discussed. To understand the implications of the professional development, specific, measurable goals are outlined and described.

Description and Goals

Hybrid Instruction Toolkit (HIT) will be a 3-day professional development program designed to increase faculty self-efficacy instructing in a hybrid learning environment. The purpose of HIT is to provide faculty with the necessary tools for hybrid instruction, thereby increasing faculty self-efficacy. Faculty self-efficacy reflects a teacher's confidence in his or her abilities to teach. Increases in faculty self-efficacy have been shown to improve students' achievement, motivation, and self-efficacy (Labone, 2004, Tschannen-Moran & Woolfolk Hoy, 2001). The target audience for HIT will be all faculty who are teaching or are scheduled to teach in a hybrid program.

Faculty members starting with a new college, whether full-time or adjunct, often receive an orientation over a few days or a few weeks. Inadequacies of faculty professional development have been documented (Muthiah, 2013; Nasreen & Mirza, 2012; Persyn & Polson, 2012). If inadequate, this training may not increase or reinforce faculty self-efficacy. As colleges strive to have excellent faculty for students,

instructional design of professional development for faculty instructing in a hybrid learning environment can be part of an effort to increase faculty self-efficacy. HIT will provide faculty with essential teaching strategies based upon the emerging themes of this study. Sessions will include discussion teaching, classroom environment, and adult learning strategies. The theme of self-reliance found in this study will be the thread that links all sessions of the professional development program together. Participants will be asked to evaluate their own self-reliance in relation to topics through online discussion board sessions.

Studies have shown that teacher self-efficacy is related to student achievement, motivation, and self-efficacy, as well as teachers' openness to new aids and methods when working with students (Labone, 2004; Tschannen-Moran & Woolfolk Hoy, 2001). Because faculty members with high self-efficacy increase student self-efficacy (Bandura, 2006), higher education institutions look for methods to increase faculty self-efficacy. Faculty professional development may be one avenue for improving faculty self-efficacy. The specific goal for the professional development is to increase faculty self-efficacy instructing in a hybrid learning environment at Hybrid College.

While faculty members at the career college level are considered experts in their fields of study, many may not have been trained in practices of effective teaching, how to share their expertise, or how to improve their teaching (Earley & Porritt, 2014). The induction and mentoring of faculty members is often overlooked in higher education, but many faculty members report that they struggle with the teaching aspects of their responsibilities (Coburn-Collins, 2014). Creation and evaluation of a professional development program can aid in the formation of best instructional practices and increase

the competency of faculty in meeting the challenges of educating students. Freeman (2015) suggested that a blend of online and FTF meetings could be used to provide programs to support faculty. Therefore, HIT provides faculty with training sessions in a FTF and online environment. Helping faculty to understand who they are as teachers and instilling a belief that they can be successful teachers are integral aspects of faculty professional development. By designing and evaluating a new faculty professional development program, administrators gain a better understanding of the impact of development programs on faculty competencies and student outcomes.

Rationale

Hybrid College faculty members are not required to have any formal teaching education. As documented in Section 2, faculty members' education can be somewhat problematic, in that many faculty teach as though they are training students. Faculty are provided with some professional development; however, these offerings are most often about classroom management issues with very little content on pedagogical approaches (Coburn-Collins, 2014). The research question that guided this study was the following: How do faculty describe their self-efficacy for instructing in a hybrid learning environment at Hybrid College? According to Bandura (1997), one's self-efficacy is based on four factors:

1. Mastery experience, which is based on information interpreted from previous experiences. Individuals evaluate the results of their actions and develop beliefs about their ability to engage in activities.

2. Vicarious experiences, which refers to the observation of others performing tasks. Observing the success of others contributes to the observers' beliefs of their ability to engage in similar activities.
3. Verbal persuasion, which is received from others, can contribute to the development of self-efficacy beliefs of one's ability to engage in a task. Positive persuasion will empower and negative persuasion will weaken these.
4. Psychological status refers to the emotional state of the individual. The level of confidence is guided by the emotional state of individuals as they experience an action that might influence their self-efficacy beliefs as they contemplate an action. Negative emotional reactions, such as fear, stress, and anxiety, can lower self-efficacy perceptions.

Faculty self-efficacy was defined by Tschannen-Moran, Woolfolk Hoy, and Hoy (1998) as "the teacher's belief in his or her capability to execute courses of action required to successfully accomplish a specific teaching task in a particular context" (p. 233), which relates to Bandura's definition of self-efficacy. Tschannen-Moran et al. investigated faculty self-efficacy by conducting a literature review on teachers' self-efficacy spanning from 1974 to 1997, covering different stages of teachers' careers (preservice, novice and in-service). The findings of their extensive literature review indicated that there is a pattern between teachers' self-efficacy and students' achievements: The higher the teachers' self-efficacy, the better the use of instructional materials, which leads to higher student achievement.

In addition, Bandura (1991) indicated that several studies found a relationship between teachers' perceived self-efficacy with instructional styles and students'

achievement. Moreover, Tschannen-Moran et al. (1998) highlighted several points that represent the relationship between high levels of teachers' self-efficacy and teachers' characteristics: They allocate more time to planning and organization; they are more helpful and understanding in relation to students' needs; they are willing to explore new pedagogy and try new instructional methods; and they are enthusiastic about teaching and have greater commitment to teaching. As described, the level of teachers' self-efficacy appears to have a direct relationship to teachers' willingness to implement new instructional methods such as the use of technology to deliver lesson instructions. One of the emerging themes from this research was self-reliance. Faculty felt that they had to rely on what they knew or understood about hybrid instruction. However, faculty participants demonstrated that they had little to no understanding of how to implement teaching strategies in a hybrid learning environment. This lack of understanding led many faculty participants in this study to a high level of frustration; therefore, the HIT professional development program was designed to provide opportunities for faculty to implement new pedagogical strategies instructing in a hybrid learning environment.

The rapidly increasing types and number of hybrid courses at institutions of higher education are making professional development for hybrid career college faculty a necessity to increase the quality and effectiveness of hybrid instruction (Palloff & Pratt, 2007, 2011). Professional development for hybrid instruction is often classified according to the domains of (a) professional development content and (b) professional development format (Elliott, Rhoades, Jackson, & Mandernach, 2015). Content of the professional development training for hybrid instruction is wide ranging; the addressed content could include (a) navigating the hybrid classroom and use of online instructional

tools, (b) effective online pedagogical/andrologogical instructional practices, (c) theoretical approaches, and (d) specific discipline topics (Elliott et al., 2015). The format of the professional development falls into three domains: (a) fully online, (b) fully FTF, and (c) blended, which involves both online and FTF components (Elliott et al., 2015; Gregory & Salmon, 2013). It has been argued in studies (Earley & Porritt, 2014; Elliott et al., 2015; Hauser, Paul, & Bradley, 2012) that the blended format is most effective in enhancing faculty outcomes, as it provides numerous types of supports for hybrid instruction.

The findings in Section 2 documented the participants' lack of readiness for instructing in a hybrid learning environment. Based upon the emerging themes of discussion teaching, classroom environment, adult learning strategies, and self-reliance, faculty would benefit from a comprehensive professional development program providing essential skills that would increase their self-efficacy. For example, Participant 10 stated, "The Collge provided minimal training prior to me teaching in the hybrid learning environment. I felt unprepared when I was trying to engage students on the discussion board." Additionally, Participant 2 said, "I wish we had spent some time learning how to manage the hybrid class, I really felt inadequate with my students." HIT will provide sessions in both FTF and online environments to simulate the hybrid environment in which faculty will be teaching. Thus, developing a professional development program for Hybrid College wherein college administrators can address faculty self-efficacy instructing in a hybrid learning environment was an appropriate project for this study.

Review of the Literature

Based on the findings of Section 2, in this second literature review, I further explore recently published literature related to the project outcome of this study. In this review, I further identify how the literature was compared to the findings to develop a professional development program designed to increase faculty self-efficacy instructing in a hybrid learning environment. To complete the literature review, a search of scholarly, peer-reviewed articles was completed using the Internet and the following databases: ERIC, EBSCO, ProQuest Central, Education Research Complete, and Thoreau. The following keywords were used: *constructivism, constructivist theory, professional development, faculty development, staff development, blended learning, hybrid instruction, faculty self-efficacy, teacher change, technology integration, digital literacy, discussion teaching, classroom environment, adult learning strategies, self-reliance, career training*, and *career schools.*

Constructivism

The lens in which I focused the framework of this literature review consisted of topics related to the social constructivist orientation to learning, specifically focused on how instructors construct meaning around what they know, through acquired knowledge, and through interaction with experience. Theories related to adult learning and Knowles's (1970) assumptions of andragogy were explored relating behavior change to transfer of learned strategies and knowledge to the classroom.

The social constructivist orientation to learning was explored specifically to understand how faculty converge new learning with existing knowledge within the context of higher education (Lincoln & Guba, 2013). The effect of environment on

learning transfer links back to the constructivist viewpoint and has relevance to how faculty may apply learning to individual classroom settings. Behavior theories focused on the motivators empowering faculty to transmit change and make change to teaching behaviors. Knowles, Holton, and Swanson's (2015) assumptions concerning andragogy provided the background for how adults learn and how study participants, as adult learners, used newly learned knowledge. Faculty efficacy was explored in the implementation of new teaching practices and how faculty embrace new learning. Support structures and potential obstacles to learning transfer were explored in relation to the environment and the individual, as well as the transfer of learning process.

Constructivist theory focuses on how people learn and think (Dewey, 1938), make sense of situations, and create meaning (Al-Huneidi & Schreurs, 2012; Bofill, 2013; Breckenridge, Jones, Elliott, & Nicol, 2012; Mezirow, 1991), and it describes how individuals actually learn (Lincoln & Guba, 2013). Within the constructivist lens, the learner actively constructs new understanding, with prior knowledge and interaction playing a role (Singh, Yager, Yutakom, Yager, & Ali, 2012), and with connections being established between learned knowledge, previous experience, and context in which the knowledge will be applied (Bofill, 2013). By contrast, social constructivism takes into account an individual's contact with the environment (Al-Huneidi & Schreurs, 2012) and a process of acquisition of skills, knowledge, and dispositions that enables the individual to participate in his or her group or society (Bofill, 2013).

A basic tenet of constructivism is the connection to prior knowledge acquisition and use, which dates back to the first constructivist theorists (Singh et al., 2012). Core assumptions of constructivism were identified by Lincoln and Guba (2013) as the way

learners use prior knowledge to interpret new information, how social interaction contributes to the construction of knowledge, the influence of self-directed transformation of learning, and the necessity that learning opportunities resemble authentic situations. Highlighting how the environment integrates with learning, Sivan (1986) identified elements of social constructivist theory in terms of "cognitive activity; cultural knowledge, tools and signs; and assisted learning" (p. 211), in which

1. Cognitive activity emphasizes meaning making inclusive of context and in association with others, and where motive gives form and direction to cognitive activity.
2. Cultural knowledge, tools, and signs are specific to situation and cultural context, reflect social situations, and include such things as language, technology, and knowledge.
3. Assisted learning is the transmission of cultural knowledge, tools, and signs through socialization with a more knowledgeable individual.

Specifically relevant to the postsecondary instructor is reliance on the social connection to peers for knowledge sharing and collaboration, need to learn teaching methodologies that are directly transferable to their classroom, and use of new learning combined with professional expertise to provide students with practical skills that are applicable to the workplace.

The way in which individuals and groups formulate understandings and formal knowledge about their world shapes the social constructivist viewpoint (Chavis, 2012). Dewey (1938) identified continuity and interaction with the environment as essential to learning. Per Dewey, learning experiences are not isolated, and learners must connect

current and past learning while seeing future implications (Merriam et al., 2007, p. 162). Additionally, Dewey stressed that the interaction between learner and environment be evident for the greatest advantage of sharing life experiences. In the postsecondary classroom, social constructivism encompasses instructor interaction with the students and students' interactions with each other, prior knowledge, and items in the environment that may influence teaching and learning. Particularly applicable to the career college sector of higher learning, social constructivism allows for the integration of real-life situations to the classroom and instructor transfer of real experience and learned knowledge to students, who in turn transfer the skills learned to the workplace.

Many teacher development activities have roots in the basic tenets of constructivism. The constructivist view of faculty development surrounds the transfer of knowledge as opposed to the construction of knowledge and suggests positioning teachers as learners in development activities (Chavis, 2012). Relative to the postsecondary classroom, the elements of social constructivism mirrors how teachers in career schools place learning opportunities in real-life contexts. Results of a federal study linking professional development to teaching reported that participants associated content knowledge and building on prior knowledge as factors leading to the greatest changes in instructional activity with recommendations that knowledge from development activities be transferred and repeated for greatest effectiveness (Singh et al., 2012).

Social constructivism theories model adult learning by assuming that knowledge, expertise and meaning are constructed based on what is known and through interaction with experience and the surrounding environment. Through researching constructivist

theorists, Bofill (2013) compiled aspects of constructivism that places the role of active participant on the learner, recognizing social learning as a component, and identifying constructivism as progressive. Transfer of learning based on the constructivist pedagogy encompasses several factors: respect for, and understanding of students' backgrounds; group dialogue leading to shared understanding; varied methods of instruction; and development of student understanding and learning (Chavis, 2012).

Adult Learning

Adults seek the immediate application of learning as well as a readiness to learn based on a problem-centered orientation to learning (Knowles, 1970). The context in which learning takes place, most notably in terms of technology, has been a source of discussion and research throughout the 20th century. Adult learning is responsive to the context in which learning takes place, identifying the rate of technology change as a major component of a social context adjustment that needs to be made in order to keep up with changing technological advancements (Merriam et al., 2007). Additionally, the growing adult population encourages a fresh look at the assumptions of adult learning, particularly why adults learn, how adults learn, and how knowledge is applied.

Knowles (1970) is widely seen as the researcher who brought adult learning to the forefront. Additional models of adult learning have been presented over the years, yet Knowles' assumptions of andragogy, how adults learn, can be used as a guideline for how faculty as adult learners combine experience and current knowledge with new knowledge for transfer to the classroom. Based on characteristics of adult learning, Knowles (1970) identified four original assumptions of andragogy, "changes in self-concept, the role of experience, readiness to learn, and orientation to learning" (pp. 45-

48) with two additional added at a later date, "learners need to know and motivation to learn" (Knowles, Holton, & Swanson, 2005, p. 4). Collectively, the assumptions of andragogy are identified as:

1. Adults lose their dependence on others and develop a sense of self-direction and being responsible for their own decisions.
2. Adults accumulate experience as a source of information from which they can draw, in both quality and quantity.
3. Adults learn based on what they perceive can be applied to real-life situations and their social roles.
4. Adults develop a problem-centered view of learning and want to apply what they learned immediately.
5. Adults are intrinsically motivated to learn.
6. Adults want to know why they need to know something before engaging in the activity.

Constructivist theorists sum up learning from experience as a "process of exploring, defining, reflecting, theorizing, and applying" (Belzer & St. Clair, 2004, p. 44) combined with notions of meaning making and self-direction. Mezirow (1991) devised his theory of transformational learning in stages over several decades, taking into account self-reflection, interaction with experience, and the "individual and social construction of meaning" (Merriam et al., 2007, p. 293). Mezirow's identification of three types of learning as instrumental, dialogic, and self-reflective, reflects the tenets of adult education. Per Mezirow, in the instrumental phase learners want to understand how best to learn, in the dialogic phase learners identify when and where learning could best take

place, and during the self-reflective phase learners want to understand why they are learning the information.

Self-directed learning in adults has garnered attention based on the assumption that as individuals mature, so does their sense of self-direction and independence in what they need to know. Additionally, individuals learn through interaction within a community whereby relationships, resources, and daily activity enhance the process of learning (Chavis, 2012). Participation within the community, through professional development activities, fosters this interaction and enhances an instructor's sense of self as a teacher. Self-directed faculty development provides the opportunity for faculty across disciplines to interact within a context that is appropriate to today's classroom, which often mixes traditional face-to-face instruction with online learning opportunities.

Faculty as Adult Learners

Adults build new learning from prior experiences resulting in learning that is effective and lasting (Gearhart-Bouwma, 2012). Personal relevance is important to interest and participation thus lending a positive attitude toward learning by adults (Hattie, 2012). Adults tend to resist learning that is in conflict with what they believe they should be learning (Gearhart-Bouwma, 2012), thus making it even more important to encourage faculty participation in the learning process. The notion of teachers as learners is especially relevant when discussing faculty development. Involving teachers in the planning and implementation of training allows for control and ownership of their own training, giving them the feeling they have a stake that they are learning what they specified (Chavis, 2012). Effectively educating teachers is contingent on viewing them as unique adult learners and providing opportunities for sharing knowledge and

experiences, keeping topics relevant and applicable, allowing for open dialogue between peers (Beavers, 2009), as well as encouraging the development of their own voices and exploration of their worldviews (Hattie, 2012).

Professional Development

Ultimately, the goal of developing faculty is improvement in student learning outcomes. In order to reach this goal, faculty in all sectors of higher education must be motivated to engage in development activities for the purpose of improving classroom instruction, thus potentially leading to improving student learning outcomes. Research conducted by Kurgat, Chebet, and Rotich, (2015) sought to identify faculty development needs as perceived by full time faculty in a traditional institution of higher learning. Results showed that non-tenured and non-tenure track full time faculty, along with tenured not full professor faculty placed a greater emphasis on improving their skills first followed by maintaining knowledge in their field of expertise (Chavis, 2012). Similarly, adjunct nursing faculty surveyed indicated interest in workshops and courses aimed at enhancing teaching skills (Nalliah & Idris, 2014); while adjunct faculty at a technical college identified improvement in teaching and knowledge of teaching methodologies as top faculty development needs. Appropriately and strategically planned faculty development programs can encourage a culture of continuous improvement, innovation, and a focus on teaching (Gearhart-Bouwma, 2012). Hattie (2012) posited, an effective faculty development program must contain components that have immediate face validity that have specifically to do with the primary function of the faculty member and instruction in the classroom. Upon reviewing faculty development programs, Marsh (2012) acknowledged computer-based faculty development as a possible solution to time

constraints placed on faculty members and a way to share resources, yet warns against isolation and losing sight of the value of working with in context, with colleagues.

Professional Development Modalities

Faculty development outcomes resulting from FTF delivery, an online mode of delivery, or from a blended-learning experience can result in varying perceptions. These perceptions can differ based on tenure of participants, content and quality of the development activity, and interaction with peers among other factors. Faculty participating in web-based faculty development modules reported the modules to be feasible and acceptable while the researchers identified opportunities for improved teaching (Lieberman & Miller, 2014). According to research conducted by Carpenter and Sherretz (2012), online faculty development provided an opportunity for new and seasoned faculty to experience growth relative to their area of specialization and/or areas of improvement and provides an outlet for sharing experiences and seeking assistance.

A hybrid learning professional development course utilizing FTF interaction and a videoconference system was designed to bring together teachers from more than 15 institutions of higher learning in Bucharest with varying degrees of technical experience in web-based learning systems. Results found that faculty experienced "flexibility, access, and degrees of freedom not possible in the FTF environment" (Mironov, Borzea, & Ciolan, 2012, p. 231). By contrast Owston, Wideman, Murphy, and Lupshenyuk (2008) conducted an evaluation of three blended professional development programs for design and implementation, active participation, change to classroom practice, and impact on students. The researchers posited that participants gained new technological knowledge, felt isolated during the asynchronous discussions, sought out new ways to

engage students and utilize newly learned teaching practices, and perceived greater student engagement. Moreover, the researchers documented interviews with faculty engaged in the hybrid faculty development study, participants indicated value in the experience, yet perceived the FTF component to be essential to increasing confidence and professional growth (Owsten et al., 2008).

A study conducted by O'Toole and Essex (2012) where a professional development course was offered to individuals in either a FTF or online format to determine if the mode of delivery would affect understanding of course content and participant plan to transfer learning. According to the researchers, participants in the online course spent less time in the course but more time on course content while participants in the FTF course spent more time on discussion. The researchers found no significant differences regarding increases in knowledge base or if new information learned would be used, in addition significant gains in learning were reported from participants engaged in both modes of delivery.

A measurement of change in faculty teaching behaviors and efficacy beliefs resulting from engagement in online faculty development were compared to faculty development delivered in a FTF format (Muthiah, 2013). Though no overall significant differences were found between the modes of delivery in regard to change to personal beliefs or teaching beliefs, results did find improvement in content knowledge for both modalities and that faculty who engaged in the online faculty development program more likely to make connections relative to delivery of curriculum. Regardless of the mode of delivery, fully online or through a hybrid-learning model, professional development delivered in a web-based, audio, video, or other technology-based format has shown to be

a legitimate form of developing faculty. What remains is the design of hybrid professional development modules, which begins the process of engagement in learning and motivation to learn.

Developing and Evaluating Hybrid Professional Development

The use of e-learning to deliver faculty professional development is an expansion of traditional distance education. Prepackaged professional development programs are in abundance, cover a variety of topics such as leadership development and train-the-trainer programs, and can be developed by university professional development centers or training providers. Pre-packaged faculty development programs are typically proprietary and are developed and delivered by employee training providers and textbook publishers. Modes of delivery are varied, ranging from on-site or online training, webinars and interactive seminars, CD-ROM, DVD, and even newsletters and white papers. Topics covered include learning theory, effective teaching, assessment and instruction, classroom management, instructional planning and design, even professionalism and retaining students.

Drawing upon the assumptions of andragogy and the principles of adult learning can assist in the design of professional development modules. For example, knowing that adults want immediate application of new learning to real-life situations, the modules should reflect the teaching strategies that can be applied directly to the classroom. In addition, understanding that adults want to know why they need to know something before engaging, the modules should clearly identify the course learning outcomes prior to the start of the course. Lawler and King (2000) presented six adult learning principles to guide professional development: (a) create a climate of respect, (b) encourage active

participation, (c) build on experience, (d) employ collaborative inquiry, (e) learn for action, and (f) empower the participants. Considering these principles, hybrid professional development modules should provide opportunity for robust collaboration in discussion boards allowing an open forum for sharing ideas. Beyond designing for how adults learn is the evaluation of hybrid professional development modules for learning.

Themes of Literature Review

Professional development programs often vary in their purpose, but are commonly designed to enhance personal and professional development, instructional development, and/or organizational development (Hattie, 2012). Professional development includes promotion of growth and enabling faculty to enhance job-related skills, knowledge, and awareness. Instructional development includes styles of instruction, preparation of learning materials, and updating courses. Organizational development emphasizes the creation of an effective institutional atmosphere in which faculty can implement new teaching and learning practices (Marsh, 2012). Cook and Steinert (2013) argued that career colleges have been slow to adopt comprehensive professional development programs for faculty.

Several themes emerged from this literature review of the status of professional development in career colleges: lack of goals, lack of evaluation, and perceived value of professional development. The most common thread running through the literature is that most professional development programs lack goals – especially goals that are tied to the institutional mission. McQuiggan (2012) noted the potential consequences without clear goals tied to institutional plans, professional development become a series of loosely related activities that administrators hope will improve teaching and learning.

However, without clear and distinct goals, any improvement is likely to be fleeting and limited in the number of students or faculty it impacts. While career colleges may struggle with professional development activities, it may be the struggle is rooted in a potential fundamental difference that distinguishes the career college from the traditional community college. Often the faculty trained in disciplines at career colleges do not understand the philosophy and mission of the institution. Consequently, it is not only appropriate for career college leaders to provide development activities that introduce these faculty to the philosophy and mission of the career college but also imperative that they do so (Crawford, 2014). Overall, students at the career college are underprepared for the rigors of college coursework. Through open access, the career college is in a unique position to serve those students.

A second theme regarding the state of professional development at the career college is a lack of evaluation of the efforts that the college does put forth. When evaluation does take place, only superficial measures of effectiveness such as participants' satisfaction or number of faculty participating in activities is measured (Dadds, 2014). Career colleges should take notice as calls for accountability in higher education continue to grow louder.

Finally, perceived value of professional development is another theme that emerged from the literature. Darling-Hammond and McLaughlin (2011) noted many faculty, both good and less adequate teachers alike, resent many of the in-service workshops often offered in the name of professional development. Perhaps administrators of professional development programs are oblivious to the real needs and

desires of faculty. There is certainly evidence to support the view that career college administrators are not in touch with faculty desires (Dadds, 2014).

Lack of Goals

Vaill and Testori (2012) argued that the most effective professional development approach for hybrid faculty involved a three-tiered approach. This approach consisted of (a) an initial workshop that focused faculty understanding of the hybrid learning environment education, (b) mentoring from an experienced hybrid instructor, and (c) ongoing support services from instructional design and technology staff. Results from Vaill and Testori's study showed that 84% of hybrid faculty members reported being better prepared to teach a hybrid course and 76% reported that the training was valuable to their professional development. In their study, however, Vaill and Testori examined the immediate impact of the three-tiered professional development; that is, hybrid instructors evaluated the training before they taught their first hybrid course. It is therefore unknown if the three-tiered approach actually enhanced either instructor or student outcomes. The study by Vaill and Testori is typical of professional development evaluation research. In a review of the literature, Chang, Lin, and Song (2011) found that only 10 percent of the 31 studies reviewed measured the impact of professional development for hybrid instruction on hybrid instructors' perceived increases in faculty self-efficacy. Based upon the findings from Section 2 of this study, HIT is designed with the three-tiered approach. As documented in Section 2, faculty participants do not have a clear understanding of hybrid instruction. Moreover, faculty expressed their frustration regarding isolation and lack of access to mentors for teaching in the new environment at Hybrid College.

The lack of consistency with regard to the content and format of professional development for hybrid instruction across studies is perhaps a reflection of university behavior toward such training. A review of the literature on hybrid faculty professional development has shown that higher education institution administrators' efforts to improve the hybrid learning environment via professional development opportunities are usually ad-hoc and irregular (Elliott et al., 2015; Palloff & Pratt, 2007, 2011). Allen and Seaman (2010), with a sample of 2500 representatives from 2500 universities and colleges, examined the number of institutions that provided different professional development formats for hybrid instruction. Their results showed that, of the 2500 institutions, 475 (or 19% of) institutions with hybrid course offerings did not provide professional development for hybrid instruction (Allen & Seaman, 2010). Of those 2025 institutions that did provide professional development, 316 (65%) provided professional development via an online internally run training course.

Due to the speed at which hybrid education has grown, most colleges and universities find themselves behind in understanding what it means to teach in a hybrid learning environment (Kezar & Maxey, 2012) and in offering quality professional development for faculty who are asked to teach hybrid courses (Lou, Chung, Dzan, & Chih, 2012; Morrison, Ross, Kalman, & Kemp, 2013). Recognizing the aspects of effectiveness and potential impacts of professional development will recognize areas of success and failure and will contribute to refining the content of faculty development (Elliott et al., 2015). Research has shown that focus on equipping hybrid instructors with the skills and knowledge needed to teach in a hybrid learning environment, along with addressing the individual needs of these instructors who may feel a disconnect from the

traditional campus, may increase their job satisfaction and enhance their self-efficacy (Elliott et al., 2015). The findings as documented in Section 2 add to this body of literature; whereby, providing effective professional development helps faculty transfer their knowledge and skills when they have a better understanding of the environment in which they will be teaching.

Addressing the influence self-efficacy on teaching effectiveness and teaching perspectives is essential to the development of professional development programs as outlined by the results of the research reported in Section 2. Although there is limited research (Kezar & Sam, 2013) concerning the influence of self-efficacy on teaching effectiveness, current evidence suggested that a strong sense of self-efficacy in college faculty is an essential component for instructional competence.

Professional development programs play a major role in helping faculty members cultivate their roles (Elliott et al., 2015). Faculty members who participated in a professional development program reported improved student success and student retention (McQuiggan, 2012), as well as having a positive impact on student learning, satisfaction, and motivation (Berrett, 2012). Faculty members who took pedagogical training credits reported higher self-efficacy than those who did not (Gordon, Jacobs, & Solis, 2014). Discussion teaching emerged as a major finding in this study. Faculty where challenged when applying previous teaching pedagogies in the hybrid learning environment and yet unable to engage students in a robust discussion. They lacked the skills to provide students with a bridge from FTF discussion to online discussion within the same topic.

Lack of Evaluation

Professional development is generally understood as the learning opportunities provided to teachers through their institutions. Professional development is a strategic activity of the organization "tailored to specific employee groups as a programmatic response to the need of the organization to meet its mission, enculturate employees, and meet its quality goals" (Dolan, Hall, Karlsson & Martinak, 2013, p. 41). According to Darling-Hammond and McLaughlin (2011), "effective professional development involves teachers both as learners and as teachers and allows them to struggle with the uncertainties that accompany each role" (p. 82). HIT provides opportunities for faculty to develop their skills and transference of knowledge in the hybrid learning environment. Furthermore, one of the key provisions offered in HIT is training faculty within the environment in which they will be teaching, the hybrid learning environment. Simulating this environment is accomplished by scheduling a time block of three hours in FTF environment and five hours in an online environment. During the FTF sessions HIT facilitator will provide opportunities for faculty to build on the topics covered in discussion teaching; thereby, helping faculty develop the bridge building skills necessary for hybrid learning instruction.

Overall, effective professional development enables opportunities for "teachers to learn by doing, reading and reflecting (just as students do); by collaborating with other teachers; by looking closely at students and their work; and by sharing what they see" (Darling-Hammond & McLaughlin, 2011, p. 83). Professional development can be a catalyst that transforms theory into current best teaching practices. Through professional development skills and competencies needed to produce outstanding teachers,

educational results for students can be improved (Flaherty, 2013). HIT is strategically designed to address the findings of discussion teaching, classroom environment, and adult learning theories discovered through the research in this study. A complete hour-by-hour schedule can be found in Appendix A, some examples of the sessions covered are, understanding hybrid instruction, engaging students in discussion teaching, bridging the gap in hybrid instruction, and adult learning theories.

Training for faculty, also referred to as faculty development, has been described in several research papers as being outdated, inadequate, or overly focused on technology rather than pedagogy (Beach, 2012; Cook & Steinert, 2013; Dobbs, 2004; Lee, Cawthon, & Dawson, 2013; Pankowski, 2003). A study of community colleges found that they relied on traditional approaches to faculty development and made little effort to evaluate the effectiveness of this training (Beach, 2012). Faculty members who participated in this study often commented that much of the professional development they participated in at Hybrid College provided them with some tools instructing in a hybrid learning environment; however, they further commented that they felt it did not emphasize how to implement strategies. The HIT program's main focus is to provide faculty with strategies they will be able to implement on day one of teaching. Moreover, embedded within HIT are assessments faculty can access to measure the impact of the strategies they implement in their hybrid courses.

Perceived Value of Professional Development

Unfortunately, professional development workshops are often viewed as just one more item on the "to-do" list and are not necessarily valued. However, well-designed professional development programs can enhance the quality of teaching and assessment

practices (Beach, 2012). One study, conducted with over ten thousand full-time, tenure-track faculty, indicated that early career faculty members were more likely to be successful and satisfied with their jobs if resources for professional development are available and a culture of collegiality, collaboration, and community is created within the university (Bridges, 2012). Another study indicated that satisfaction with the job and experiencing personal growth explain the greatest variance in the overall job satisfaction score (Amundsen & Wilson, 2012). Earley and Porritt (2014) suggested department chairs and administrators focus professional development on factors related to individual personal growth and satisfaction. The support for professional development is often overlooked by administration but research clearly demonstrates its importance to faculty. The research conducted at Hybrid College as described in Section 2, reiterates the need for professional development designed for faculty to be successful instructing in the hybrid learning environment. Implementing HIT prior to faculty entering into hybrid courses provides instructors with a comprehensive understanding of hybrid instruction. Moreover, faculty will benefit from learning how to engage students in robust discussion topics in the online environment and bridging the gap when students return to the FTF environment.

Some studies reflected a lack of faculty development. Pankowski (2003) found that 23% received no training and 29% received only technical training among the 64 undergraduate mathematics faculty in the study. This finding was confirmed by Cook and Steinert (2013) who found that 75 faculty in one county of California perceived that they received sufficient training in technology, but did not perceive that they received sufficient pedagogical training. Faculty development was intended to prepare faculty to

teach, however, Dabner, Davis, and Zaka (2012) did not find a significant difference in the self-efficacy between faculty members receiving teaching training and those that did not. Instead, this result indicated that faculty training was not being implemented in a way that positively impacts teacher self-efficacy. The purpose of this study focused on how faculty described their self-efficacy instructing in a hybrid learning environment and did not provide a measure of faculty self-efficacy at Hybrid College. However, the data reflected in this study demonstrated that self-reliance was a driving factor in how faculty members approached instructing in the hybrid learning environment. Therefore, providing and implementing training as outlined in HIT (Appendix A) can increase faculty self-efficacy.

HIT Session Topics

One of the main things to know when providing professional development to a group of faculty is to understand how their learning works (Lawler, 2003). Learning is a process that leads to change through the past and present experiences of the students (Dabner et al., 2012). In other words, learning takes place in the mind and involves a change in one's knowledge, beliefs, behaviors, or attitudes, leading to how learners interpret or respond to prior or present experiences (Earley & Porritt, 2014). Learning is a developmental process that includes knowledge, skills, social, and emotional experiences that motivate the students through their values and perceptions (Dabner et al., 2012).

Discussion Teaching

An emerging theme of this study is discussion teaching. In a broad sense discussion teaching is described as asynchronous online discussions (AODs). AODs are

the main form of social interaction and a common component of online courses (Nasreen & Mirza, 2012). Social interaction affects learning performance by encouraging critical thinking through multiple interactive interpretations (Mironov et al., 2012). Discussion-based learning is rooted in social constructivism. The social construction of knowledge is the epistemology that learners construct knowledge through social interaction (Driscoll, 2005). However, hybrid instruction discussion teaching requires faculty to bridge the gap between the asynchronous environment and the FTF environment; thus, requiring faculty to develop a new skillset.

The main concerns of faculty in teaching hybrid courses include lack of training and support, increased workload, as well as concerns about transferability of course content to the online environment, and student interactions therein (Morrison et al., 2013; Nasreen & Mirza, 2012). Therefore, the design of professional development programs is critical to their success. HIT was developed using the online collaborative learning theory (OCL).

OCL was born of the Knowledge Age and the need for a framework to assist in increasing adoption of online teaching and the Internet for learning. While Internet use runs rampant in society as a whole, educators are more reluctant to accept it as a vehicle for instruction (Allen & Seaman, 2010). A new theory was also needed to promote learner engagement, creativity, knowledge communities, and collaboration (Harasim, 2012). Harasim offered the following definition of OCL:

> OCL theory provides a model of learning in which students are encouraged and supported to work together to create knowledge: to invent, to explore ways to

> innovate and, by so doing, to seek the conceptual knowledge needed to solve problems rather than recite what they think is the right answer (p. 90).

The three founding concepts of OCL are discourse, collaboration, and knowledge building. Discourse is communication that is spoken or written in conversations and interactions with others. According to Harasim (2012), the notion of collaboration and discourse for knowledge construction was first advanced by Vygotsky (as cited in Harasim, 2012), a constructivist theorist. Collaboration usually happens among peers who converse and work in groups to solidify ideas collectively. Discourse and collaboration are vital to knowledge building.

The goal for pedagogy in OCL is to promote conversation and discussion among students that leads them to analyze ideas and create solutions to problems together. Applications of OCL in online teaching include idea generating and organizing activities, discussion thread creation and facilitation that includes instructor presence, and inclusion of group activities and projects in the course. Engaged students participate in regular collaborative group learning that is flexible (Onyia, 2012).

Instructor presence is key in online student engagement and collaboration (Kennedy, 2014; Merriam & Biereman, 2014). According to Harasim (2012, p. 94), "the role of the educator is to engage the learners in the language and activities associated with building the discipline, inducting the learners into the language and processes of the knowledge community." The teacher becomes the representative of his or her discipline, who speaks the jargon of that field, and who relays this knowledge to students. Strategic and purposeful design of activities to invite collaboration and community in hybrid

courses are recommended to enhance knowledge transfer and meaning-making (Kennedy, 2014; Harasim, 2012; Merriam & Biereman, 2014).

Classroom Environment

The way in which individuals and groups formulate understandings and formal knowledge about their world shapes the social constructivist theorist view point (Driscoll, 2005). John Dewey (1938) identified continuity and interaction with environment as essential to learning. Per Dewey, learning experiences are not isolated and learners must connect current and past learning while seeing future implications (Merriam et al., 2007, p. 162). Additionally, Dewey stressed that interaction be evident between learner and environment for the greatest advantage of sharing life experiences. In the post-secondary classroom, social constructivism would encompass instructor interaction with the students and students' interactions with each other, prior knowledge, as well as items in the environment that may influence teaching and learning. Particularly applicable to the career college sector of higher learning, social constructivism allows for the integration of real-life situations to the classroom and instructor transfer of real experience and learned knowledge to students who in turn transfer the skills learned to the workplace.

Many professional development activities have roots in the basic tenets of constructivism. The constructivist view of faculty development surrounds the transfer of knowledge as opposed to the construction of knowledge and suggests positioning teachers as learners in development activities (Nasreen & Mirza, 2012). Relative to the post-secondary classroom, the elements of social constructivism mirrors how teachers in career schools place learning opportunities in real-life contexts. Results of a federal study linking professional development to teaching reported that participants associated

content knowledge and building on prior knowledge as factors leading to the greatest changes in instructional activity with recommendations that knowledge from development activities be transferred and repeated for greatest effectiveness (Harasim, 2012).

Adult Learning Strategies

Adults seek the immediate application of learning as well as a readiness to learn based on a problem-centered orientation to learning (Knowles, 1970). The context in which learning takes place, most notably in terms of technology, has been a source of discussion and research throughout the 20th century. Adult learning is responsive to the context in which learning takes place, identifying the rate of technology change as a major component of a social context adjustment that needs to be made in order to keep up with changing technological advancements (Merriam et al., 2007). Additionally, the growing adult population encourages a fresh look at the assumptions of adult learning, particularly why adults learn, how adults learn, and how knowledge is applied.

Knowles (1970) is widely seen as the researcher who brought adult learning to the forefront. Additional models of adult learning have been presented over the years, yet Knowles' assumptions of andragogy, how adults learn, can be used as a guideline for how faculty as adult learners combine experience and current knowledge with new knowledge for transfer to the classroom.

Constructivist theorists sum up learning from experience as a "process of exploring, defining, reflecting, theorizing, and applying" (Belzer & St. Clair, 2004, p. 44) combined with notions of meaning making and self-direction. Mezirow (1991) devised his theory of transformational learning in stages over several decades, taking into account

self-reflection, interaction with experience, and the "individual and social construction of meaning" (Merriam et al., 2007, p. 293). Mezirow's identification of three types of learning as instrumental, dialogic, and self-reflective, reflects the tenets of adult education. Per Mezirow (1991), in the instrumental phase learners want to understand how best to learn, in the dialogic phase learners identify when and where learning could best take place, and during the self-reflective phase learners want to understand why they are learning the information.

Self-directed learning in adults has garnered attention based on the assumption that as individuals mature, so does their sense of self-direction and independence in what they need to know. Additionally, individuals learn through interaction within a community whereby relationships, resources, and daily activity enhance the process of learning (Earley & Poritt, 2014). Participation within the community, through professional development activities, fosters this interaction and enhances an instructor's sense of self as a teacher. Self-directed faculty development provides the opportunity for faculty across disciplines to interact within a context that is appropriate to today's classroom, which often mixes traditional FTF instruction with online learning opportunities.

Self-Reliance

The underpinning theme that all participants articulated throughout Section 2 findings was self-reliance. Faculty members reported that they relied on their own instincts when instructing in a hybrid learning environment. Therefore, self-reliance would be an appropriate use of measurement when evaluating faculty perceived value of HIT. Self-reliance is having the knowledge, ability and desire to complete tasks related

to hybrid instruction. This aspect of readiness helps to bolster faculty belief that they can be successful in managing their hybrid courses. Adults build new learning from prior experiences resulting in learning that is effective and lasting (Beavers, 2009). Personal relevance is important to interest and participation thus lending a positive attitude toward learning by adults (Beach, 2012). Adults tend to resist learning that is in conflict with what they believe they should be learning (Beavers, 2009, p. 27), thus making it even more important to encourage faculty participation in the learning process. The notion of teachers as learners is especially relevant when discussing faculty development. Involving teachers in the planning and implementation of training allows for control and ownership of their own training, giving them the feeling they have a stake that they are learning what they specified (Earley & Porritt, 2014). Effectively educating teachers is contingent on viewing them as unique adult learners and providing opportunities for sharing knowledge and experiences, keeping topics relevant and applicable, allowing for open dialogue between peers (Beavers, 2009), as well as encouraging the development of their own voices and exploration of their worldviews (King & Lawler, 2003).

Conclusion

According to Elliott et al. (2015), professional development shows faculty how to acquire knowledge and put what they have learned into practice. Some of the most effective learning and purposeful moments for faculty occur inside an individual instructor's classroom. Faculty notice these moments through preparation and self-reflection (Desimone, 2009). Providing campus-based professional development training at the study site permits explicit problem-solving for teaching in a hybrid learning environment. It also allows faculty to collaborate and recognize necessary sources and

approaches to use in meeting expectations for teaching all learners within the hybrid setting (Freeman, 2015). These trainings increase faculty's understanding of inclusive practices and boost positive attitudes (Kennedy, 2014).

These findings, which support professional learning opportunities, are a cultural change in the way educators think, teach, and discuss educational issues and are an important part of an ongoing, long-term improvement plan (Vaill & Testori, 2012). In order for faculty professional development programs to be successful, several factors need to be considered. These factors include a provision for faculty to attend the development over an extended time; a direct link to pedagogical practices, modeling and problem-solving scenarios; and use of theoretical frameworks to structure the training (McQuiggan, 2012). These changes can be accomplished by developing professional development programs aligned with institutional goals with a substantive evaluation process that creates value for faculty members.

Implementation

As I developed HIT, certain content and components were considered in the professional development curriculum. One of the main professional development components for faculty include providing professional development on how to use technology with instructional purpose in class (Beach, 2012). Not only do faculty need to learn how to navigate the online platform, but also how to use technology to engage students. Cook and Steinert (2013) suggested the importance of providing professional development to help faculty in designing course syllabi and interactive activities, and operate and troubleshoot potential technological problems. Pedagogical strategies for

effective practices for faculty include fostering interactions, providing feedback, facilitating learning, maintaining enthusiasm, and organization (Freeman, 2015).

The estimated timetable to implement HIT is 26 weeks. The first four weeks will be dedicated to presenting a Powerpoint slide presentation (Appendix H) of my research findings and the proposed project to key stakeholders at Hybrid College. The stakeholders include; the college president, chief academic officer, chief financial officer, chief operations officer, curriculum development director, student engagement director, DOE, director of IT, and various academic program directors. I will schedule one presentation weekly for four weeks in an effort to accommodate schedules.

Upon agreement from the college, weeks 4-8 will be used to measure current faculty self-efficacy using Tschannen-Moran and Woolfolk Hoy (2001) "Teachers' Sense of Efficacy Scale" (TSES) located in Appendix A. Tschannen-Moran and Woolfolk Hoy (2001) created and validated the TSES with factor analysis, and it has been considered as more congruent with self-efficacy theory than other measures have been. This scale includes three dimensions: (a) efficacy for instructional strategies (IS), which captures teachers' sense of efficacy in developing and implementing IS to meet students' needs; (b) efficacy for classroom management (CM), which captures teachers' sense of efficacy in maintaining classroom order and helping students follow rules; and (c) efficacy for student engagement (SE), which captures teachers' sense of efficacy in engaging and motivating students to learn. Generally these groupings are: (a) Efficacy in student engagement items 1, 2, 4, 6, 9, 12, 14, 22; (b) Efficacy in instructional strategies items 7, 10, 11, 17, 18, 20, 23, 24; and, (c) Efficacy in classroom management items 3, 5, 8, 13, 15, 16, 19, 21 (Tschannen-Moran & Woolfolk Hoy, 2001). The DOE will be responsible

for distributing, collecting, and analyzing the TSES. The results of this survey provide a baseline to measure whether faculty self-efficacy increased after faculty attended HIT.

During weeks 6-10, the IT department at Hybrid College will be responsible for populating the LMS with the course content located in Appendix A. During weeks 10-12, the DOE of the college will determine who will participate in the first HIT training. The DOE will begin emailing selected participants instructions for LMS access and troubleshoot any technology issues that may arise. During weeks 12-13, I will work with college administrative personnel to secure rooms, tables, chairs, computers, and Internet access for the scheduled HIT professional development program. The IT department and the DOE will work together to ensure that all scheduled participants will have access to HIT Sunday of week 14. HIT is a 3-day professional development program designed with 3- 3.5 hours in FTF environment and 4.5-5 hours in online environment. Participants will attend FTF sessions between 9AM-12:30PM on Monday, Wednesday, and Friday of week 14. Additionally, participants will have the flexibility of engaging in online activities throughout the week with the knowledge that all activities must be completed by Saturday at midnight of week 14.

During weeks 15-20, summative evaluations (Appendix A) will be given to HIT participants for assessment purposes. I will collect and analyze summative data and make any necessary improvements to HIT program. This information is critical to the success of the program. Hybrid College faculty teach courses in 6 week terms; therefore, during weeks 22-26 the DOE will email HIT participants a follow up TSES to measure if faculty self-efficacy increased based upon the professional development. This is to ensure that faculty have had the opportunity to implement new pedagogy and teaching

strategies learned during HIT professional development into their hybrid courses. A final comprehensive report will be emailed to Hybrid College key stakeholders (listed above) with formative, summative, and analysis of HIT professional development implementation.

Potential Resources and Existing Supports

I will meet with college administrators to review corporate policy on professional development implementation procedures. The college currently has large classroom space with tables, chairs, whiteboard, and computers with Internet access available for use. Ideally, round and rectangle tables should be available to create an environment for robust discussions from HIT participants. Additionally, a projection system with audio capability is required for PowerPoint presentations. Incidental office supplies such as; pens, pencils, paper, and chart paper for brainstorming will be needed. HIT participants will not be charged a fee for attending the professional development program; however, will be advised to bring any items to take notes such as, notepad, pen, and pencils. The HIT budget included resources for refreshments such as; continental breakfast, water, coffee, and tea for all 3 days of the professional development.

Potential Barriers

There are two central barriers to this project. One barrier is the college administration who would be tasked with going beyond stated support and building this professional development into the operational plans and budget. A sample budget for HIT is included in Appendix A. Notably, this would be in line with the strategic plan which includes ongoing colleague development. A second barrier would be faculty resistance to this professional development opportunity. This barrier could be offset with

a communication strategy that includes creating an atmosphere of openness, using succinct language, listening to others, and awareness of nonverbal ques.

Proposal for Implementation and Timetable

The aim of this project is to create a training that helps faculty teach in a hybrid learning environment. The project will be a 3-day professional development. I designed a project that provides a comprehensive training, through professional development, to address the barriers transitioning instructors into the hybrid learning environment. Implementation of this professional development will occur during the summer of 2017 at the study site. The professional development program can accommodate 25 faculty members and will be conducted in a hybrid environment; wherein, 40% (3-3.5 hours) will be conducted in a face-to-face (FTF) environment and 60% (4.5-5 hours) in an online environment. The DOE will be responsible for inviting faculty participants to the training. Additionally, the DOE will administer a pre TSES prior to HIT training to all faculty members of the college. A post TSES will be administered 6 weeks after HIT for all HIT participants. Hybrid College uses a six-week session term; thus, provided the rationale for the waiting period. The results are used as a comparison analysis to determine of faculty self-efficacy increased based upon HIT.

Sessions will be divided into hourly, combined tasks such as experiential practice, open-ended discussions, and technology based presentations (Appendix A). One 15 minute break will be schedule in the FTF sessions each day. Participants will experience the flexibility of the hybrid environment in the online sessions of the professional development and can schedule break times as they require. During the training, faculty will view technology based presentations and be provided with opportunities for

discussion and group activities in both the FTF and online sessions. HIT participants will also need to be able to have access to a computer and Internet when completing the online activities outside of the FTF sessions (technology requirements outline in Appendix A).

An engaging interactive icebreaker will open the first FTF session of HIT professional development program. A thorough review of program objectives and goals will follow, as well as subsequent sessions beginning with the daily learning objectives. All FTF sessions will include a PowerPoint presentation, group activity, brainstorming, and time for participants to discuss the material. Participants will required to engage in two discussion board postings and respond to two peers daily. Formative assessment will be conducted daily through the LMS. On the last day of the program, a summative evaluation questionnaire will be distributed via SurveyMonkey (Appendix A) through college email system. (See Appendix A for additional resources for the professional development workshop, including the timetable, PowerPoint presentation for the workshop, handouts, and activities).

Roles and Responsibilities of Student and Others

I will serve as professional development facilitator. The administrators will be responsible for approving HIT implementation according to their professional development policy. The DOE will be responsible for selecting and inviting HIT participants. Additionally, the DOE will be responsible for disseminating pre and post TSES survey for HIT participants. The college IT department will be responsible for uploading all documents and resources to LMS and ensuring that the helpdesk is available to participants during the professional development program. The college

administrative staff will be responsible for securing classroom with necessary equipment during the professional development program.

All HIT participants have the responsibility to attend all HIT sessions, actively engage throughout the sessions, be prompt and remain for the duration of all sessions, and be honest in their formative and summative evaluations of the professional development program. Finally, participants are expected to engage in online environment by completing two discussion questions and short written assignment on each day of training. This will be necessary to ensure essential pedagogies for teaching in a hybrid learning environment are practiced.

Hybrid College will play a major role ensuring that faculty members have the time necessary to attend and complete all HIT professional development activities and sessions. Additionally, Hybrid College IT administrators will have the responsibility to ensure that the room has adequate Internet access and the LMS has all available resources uploaded and ready for faculty members. Finally, administrative support personnel will be responsible for making sure that the room is equipped with enough tables, chairs, and bottled water for HIT participants.

Project Evaluation

A critical tool in the development of a professional development program is evaluation planning. HIT professional development program was designed to be participant and outcome based. A key component to participant based evaluation is that the participant can express their views on the content, project design, presenter, facilities, and effectiveness of learning outcomes (Kennedy, 2014) in evaluation surveys. Both formative and summative surveys (Appendix A) developed by me will be used so that I

can receive instantaneous feedback. These surveys will permit me the opportunity to improve the design of the professional development program both during and after the workshop. Formative evaluations will provide feedback to improve or change the program while it is in progress (Kennedy, 2014). Participants will have the opportunity to post comments, questions, or concerns via online discussion posting (Appendix A). This will allow me to assess learning outcomes each day.

A summative evaluation will be made at the end of the 3-day professional development. The Hybrid College faculty who attended the 3-day professional development will be given a Likert-scale survey (Appendix A) to assess the effectiveness of the professional development project in meeting its objectives. This evaluation will also be a tool for determining the needs of future hybrid instruction trainings for other departments within the college. In this Likert-scale survey, I will assess what instructors knew before the program and determine if growth was achieved through the program (Appendix A). The survey will be distributed through the college's e-mail via Survey Monkey. Post TSES will be emailed to all faculty participants 6-weeks after HIT training. Participants will be asked to return TSES to HIT facilitator and DOE of college for comparison analysis. Faculty will also be asked to self-compare the pre and post TSES for their own benefit. The final report will be issued to the stakeholders via e-mail. Key stakeholders include, college administrators, faculty, content developers, curriculum designers, and change agents.

Implications Including Social Change

Local Community

The principle goal for the professional development program is to increase faculty self-efficacy instructing in a hybrid learning environment at Hybrid College. This project addressed what is needed to increase faculty self-efficacy instructing in a hybrid learning environment at a career college. Additionally, the project addressed how this professional development may impact the faculty member's professional dispositions to support their learning of discussion teaching. The results of this study were authenticated in an analysis of emerging themes and categories presented in Section 2. Through a professional development, I anticipate increased technology integration to support learning, beginning with Hybrid College and to ultimately become prevalent throughout the Blended University system. Successful application of new learning in a hybrid learning environment professional development program, could typify scholarship to include this program at similar institutions.

Far-Reaching

The results of this project could impact social change at the local level and beyond. Teachers sharing and collaborating in a hybrid learning environment may change their teaching practice. Moreover, the impact this approach may have on student learning could be profound and life changing. To have a broader impact, I intend to use the research garnered from Hybrid College and reproduce the project at similar campuses which have also recently adopted hybrid learning instruction.

Face-to-face articulation, demonstrative online learning, and concerted use of technology tools portrayed in an academic design could be continuous, cost effective, and

an expedient use of time. Faculty would always be able to access content information and strategies with colleagues utilizing technology. Freeman (2015) explained, "teacher-leaders unite with colleagues and are able to inspire others to join the journey without a specific destination" (p. 13). Technology has emerged as a primary motivator of student application. It is extremely influential in societal communication and information gathering. Research suggests, there is no single plan to integrate technology to support learning. Instead, a plethora of strategies and modalities are available for use by teachers in the classroom and school wide.

Conclusion

This project study was designed based on my beliefs as well as recent research on how technology impacts teaching and learning. It is unknown at this time if the school in this study will implement the project; however, the knowledge gained has served beneficial for me as a researcher. It is my intention to share the findings and project outcome with the study's administrators hoping that the community integrates technologies more effectively therefore impacting the educational experience for the students. Moreover, as a leader, I will continue to work towards enhancing faculty's practices by building on their successes to create positive and engaging learning environments that foster innovative practices. Innovative practices that have students employing 21st century technology skills allow them to be ready for college and careers, as well as compete on a global level, to produce solutions to the problems of tomorrow. I am especially committed to professional development that help faculty transition into instructing in a hybrid learning environment. In Section 4, I discuss reflections as a scholar, practitioner, and project developer. I discuss strengths and limitations for

addressing the local problem. Finally, I disclose recommendations for application and future research.

Section 4: Reflections and Conclusions

Introduction

The purpose of this qualitative narrative inquiry study was to explore faculty self-efficacy instructing in a hybrid learning environment at a career college. Section 4 provides my reflections on this study. I outline the project's strengths, its limitations, and my recommendations for handling these limitations. I also reflect on the project's development and discuss the research process as well as analyze myself as a scholar, leader, and agent of change. Finally, I disclose the project's potential impact on social change and reflect on the direction of future research.

Project Strengths

As a scholar and practitioner, I suggest that the major strengths of the project include creating a collegial learning environment where teachers feel safe and supported as well as providing opportunities for teachers to be creative, innovative, and improve their hybrid learning instruction. This project outcome also addresses the college's problem of not understanding faculty self-efficacy instructing in a hybrid learning environment. Throughout the study, it was evident that faculty who instructed in a hybrid learning environment felt that they had a positive impact on students. Through the interviews, faculty revealed that hybrid instruction engaged students in a fun yet thought-provoking approach to teaching and learning. In their opinion, this approach allowed for teaching to be individualized and student-centered, and it provided real-world relevance as well as assisted in organization and providing timely feedback. However, the faculty did admit that there was a need for training in discussion teaching, adult learning theories, and classroom environment. Therefore, this project outcome was created to address this

concern as well as increase teachers' practice with this new instructional approach. This project outcome was written for both novice and experienced faculty teaching in a hybrid learning environment. Strengths of this project include increasing faculty self-efficacy instructing in a hybrid learning environment. There are also opportunities for faculty to be creative, innovative, and improve their technology integration. Although the project has several strengths, it also has limitations.

Recommendations for Remediation of Limitations

This project may have some limitations, as faculty "buy-in" is an essential factor in the success of efforts to promote teacher growth and increase teacher self-efficacy. It is essential that faculty want to increase their self-efficacy instructing in a hybrid learning environment. Additionally, professional development sessions are scheduled for hourly tasks that may require additional collaboration and interaction time, most specifically in the online sessions. Finally, there is no guarantee that the local administrators can allot time to begin the training program for increasing faculty self-efficacy in a hybrid learning environment professional development plan because the timetable could be interrupted by campus prioritized initiatives. Onyia (2012) concluded from other studies that change requires time. Therefore, more time will be needed for faculty to build upon newly acquired knowledge and apply hybrid instruction teaching strategies consistently in the hybrid learning environment.

Alternative Approaches

A professional development program was an appropriate genre for this project study. The professional development program will provide faculty with the training necessary for teaching in a hybrid learning environment. An alternative approach could

have been a policy paper; however, such a paper would not have adequately addressed the findings in my study. For example, as documented in Section 2, participants in this study felt that they were not prepared for instructing in a hybrid learning environment. A policy paper might have provided some guidance on how to address the problem; however, the professional development genre actually provides a laser focus on actual teaching pedagogies and strategies for instructing in a hybrid learning environment that can benefit faculty immediately.

Scholarship

Historically, established understandings of scholarship were linked more to theory than to practice, in that scholars were seen as faculty members whose priority is to conduct research and publish findings. According to Boyer (1990), the primary role of scholars was to publish numerous research studies and conference papers; thus, acquisition of knowledge occurred through research, not practice. In spite of this, the evolution of scholarship today is recognized for research, practical applications, synthesis, and teaching. Moreover, higher education institutions have adopted the definition of what Boyer characterized as "scholarship of discovery, of integration, of application, and of teaching" (p. 25). Today, a scholar is described as a researcher who is knowledgeable about and stays current about a particular field of study.

Scholarship of teaching and learning is evident in my doctoral project study because my goal was to gain an understanding of faculty self-efficacy instructing in a hybrid learning environment at a career college. Throughout this journey, I was driven by previous scholarly works that guided my research process to complete a narrative inquiry (Clandinin & Connelly, 2000) research study. I identified a gap in practice at

Hybrid College, critically evaluated recent and relevant literature, adhered to the qualitative research design of data collection and analysis, and presented a comprehensive professional development program.

Over the course of this study, I have learned the importance of using recent literature to support my practice. I also understand the current research surrounding faculty self-efficacy instructing in a hybrid learning environment. While I have personal experiences and have had discussions with faculty members struggling to teach in a hybrid learning environment, I did not have the theoretical background to understand why or how to address the issue. Additionally, using current research allowed me to approach the problem more thoughtfully as well as understand the various solutions. I will use this new knowledge to inform others about best practice and, I hope, inspire them to make positive changes in their practice.

Project Development and Evaluation

Although I had other viable options available with project genres such as program evaluation, curriculum plan, and policy paper, none of these were sufficient to address the gap in pedagogical practices for instructors teaching in a hybrid learning environment. I chose a professional development program because the purpose of this qualitative narrative inquiry study was to explore faculty self-efficacy instructing in a hybrid learning environment at a career college. A professional development program was the best approach to increase faculty self-efficacy instructing in a hybrid learning environment through interactive sessions designed to aid instructors in this new classroom environment.

Based on the findings documented in Section 2, Hybrid College faculty members needed an effective professional development program that would provide them with a clear understanding of pedagogical practices that would enhance their teaching skills in the areas of adult learning strategies, classroom environment, and discussion teaching. The sessions were designed to provide opportunities for reflection, interaction with peers, and collaboration on ideas. Additionally, through my research, I noted that traditional forms of professional development often occurred either exclusively online or in a FTF environment, and the content was usually extraneous and impractical (Dabner et al., 2012; Kennedy, 2014). In an effort to maximize change in pedagogical practices, I considered professional development models that are innovative, adaptable, and specific to the goals, resources, and circumstances of the local professional development context. Additionally, Dabner et al. (2012) posited that professional development programs need to expand from 1-day workshops to a more comprehensive time span in order to transform teaching practices.

HIT professional development program includes interactive sessions that allow faculty to develop pedagogical practices for instructing in a hybrid learning environment. HIT participants have the opportunity to collaborate with peers to engage in robust discussions regarding new instructional approaches and techniques. Because the professional development is delivered in a hybrid learning environment, faculty have the opportunity to discover and experiment teaching strategies and instructional techniques designed to increase faculty self-efficacy.

I learned through the development of this project about the importance of using findings to create a plan based on a problem and the recent literature. In developing the

project outcome, I considered the participants' thoughts and current research to formulate the best possible solution. Creating the purpose, goal, and objectives allowed me to develop an outcome that addressed the college's problem as well as evaluate its effectiveness.

As a scholar and practitioner, I realize that each project outcome not only must be carefully planned according to goals and objectives, but also must be evaluated for its effectiveness. A comprehensive evaluation allows for leaders to measure the success of the goals and objectives. Furthermore, the results will reflect how the project outcome impacted the college's problem.

For this project outcome, monthly meetings are designed to focus on various hybrid instruction techniques that foster individualization, communication, collaboration, and creativity. Formalizing the professional development sanctions the time for teachers to collaborate and share their experiences as well as instills a shared purpose. A major task of creating this project was creating all of the materials, handouts, and evaluation tools. It was important to create these materials so that the groups would have a focus and accountability in the process.

Leadership and Change

Working on this project further justified to me why educators must work toward increasing faculty self-efficacy instructing in a hybrid learning environment to transform from teacher-centered instruction to student centered learning. Technology serves as a useful tool to personalize and prepare students to be global citizens with 21st-century skills. Moreover, this project has reaffirmed my understanding that in order for professional development programs preparing faculty to teach in a hybrid learning

environment to be successful, educators must plan, design, and create together to reduce isolation and for change to endure. Furthermore, the study substantiated the importance of using peer-reviewed literature to address problems. For leaders, it is judicious to use the work of others to create positive social change. Implementing these factors to create this project provided me with more confidence and a better understanding of what is required to be a successful leader who fosters best practice. Being a leader requires scholarly work and lifelong learning.

As I reflect on my work as an academic dean, program manager, faculty developer, and teacher, I appreciate the relationship between my craft and scholarship. Moreover, my participation in the doctoral research process has accelerated my professional growth as a faculty developer and scholar. My teaching philosophy has evolved during my doctoral journey as I have navigated my way through new learning experiences. For example, as an academic dean, my role is to help faculty meet the needs of the learner. However, during this process, I have learned that in order for faculty to meet the needs of the learner, they themselves have to have the tools and resources necessary to accomplish this. I create opportunities for inclusive learning environments that meet the needs of diverse faculty.

My primary goal in designing the HIT professional development program was to increase faculty self-efficacy instructing in a hybrid learning environment. I wanted the hybrid learning environment instructors at Hybrid College to identify deficiencies in their discussion teaching, adult learning theories, and classroom environment approaches. Moreover, I wanted to provide opportunities to faculty to discuss current trends and

technology in the field of hybrid instruction and empower them in their role as advocates for change to improve student outcomes in hybrid programs.

Reflection on the Importance of the Work

Through this study, I have grown as a scholar. Being a scholar requires advanced erudition, which only comes from profound research and analysis. This process has enhanced my research skills, analytical thinking, and writing capabilities, as well as my confidence as a leader. I have thoroughly enjoyed the process, and I have persevered through all of the challenges, viewing them as opportunities to gain knowledge. This personal growth has inspired me to set new goals and dream of a career in academia. I realized that as a practitioner, it is my responsibility to share my knowledge and skills. Using the knowledge gained from this study, I have a commitment to student-centered pedagogy and am continually seeking improvements for students through research-based educational practices. Furthermore, I intend to enhance teachers' practices by building on their successes to create positive and engaging learning environments through innovative practices.

From a personal perspective, it was during the data analysis phase of this study that I finally felt the true meaning of scholarship. I was listening and reading the narrative of the study participants and was not sure where to begin. However, as I started going through the coding process, I realized that each set of data points had meaning. The meaning was up to me to articulate in the form of a narrative. It was challenging, to say the least; however, once the story began to unfold, the picture became clearer. It was at that moment that I realized how much I had grown into a scholar and practitioner of social change.

My passion for increasing faculty self-efficacy instructing in a hybrid learning environment guided me in developing a successful project. From the beginning, I knew that I wanted to investigate the impact that faculty self-efficacy has on teaching and learning. I quickly studied relevant literature, produced a solid proposal, and collected and analyzed data while carefully considering the participants' thoughts and suggestions as I assembled this final report. It has been my desire to improve practice that has served as my compass. I have learned to be a reflective, scholarly practitioner who is focused on best practice to make a positive impact on education.

I have extensive experience collaborating and creating presentations for training and conferences; however, developing a hybrid professional development program was a new experience for me. I thoughtfully revisited my findings, examined the literature in professional development, and crafted an outcome for the college. I developed a professional development that will be valuable for increasing faculty self-efficacy instructing in hybrid learning environments at Hybrid College.

The Project's Potential Impact on Social Change

The results of this project could impact social change at the local level and beyond. Increasing faculty members' self-efficacy instructing in a hybrid learning environment may change their teaching practice. Moreover, the impact that this approach may have on student learning could be profound and life changing. Research on hybrid instruction not only indicates improved academic performance (Beach, 2012), but also provides students with the proficiencies they need to succeed in technical careers (Gregory & Salmon, 2013). To have a broader impact, I intend to use the research

garnered from this study and reproduce the project at other Blended University schools, which have also recently adopted hybrid instruction.

Understanding and improving faculty self-efficacy instructing in a hybrid learning environment are dependent on teachers' knowledge, beliefs, and attitudes. Creating an environment where faculty feel empowered to enhance their pedagogical practices is critical to the success of hybrid programs. According to Beach (2012), if any barrier exists between teachers' previous assumptions or beliefs in teaching practices and pedagogical practices introduced during professional development, faculty will be less likely to adopt new strategies. Additionally, effective professional development should provide opportunities for participants to engage in robust discussions and critical reflection about pedagogical practices in the hybrid learning environment. Therefore, I designed a HIT professional development program that offers a flexible and adaptive approach wherein instructors receive the instructional strategies and resources necessary for instructing in the hybrid learning environment.

Implications, Applications, and Directions for Future Research

This research revealed how career college faculty described their self-efficacy instructing in a hybrid learning environment at Hybrid College. The faculty participants in this study described their self-reliance as they navigated their way through the hybrid learning environment. Furthermore, they relied on their previous knowledge of adult learning strategies and applied those strategies in their daily practices. However, the findings of this study suggested that faculty did not have a comprehensive understanding of the definition of hybrid instruction. Moreover, faculty described low self-efficacy in the areas of discussion teaching and classroom environment as they felt that they had the

knowledge and yet not the skills required in this pedagogy. This study could be expanded to the rest of the campuses within the Blended University system, thereby having a broader impact in increasing faculty self-efficacy within the higher education institution.

Another option for future research at the local level is a follow-up study with faculty after the professional development program ends. The research could explore how faculty applied the pedagogical practices learned in HIT professional development program to determine how faculty self-efficacy increased instructing in a hybrid learning environment. Moreover, faculty may present future HIT professional development programs to demonstrate how faculty self-efficacy has improved.

Conclusion

This project study was designed based on my beliefs as well as recent research on faculty self-efficacy instructing in a hybrid learning environment. It is unknown at this time if the school in this study will implement the project; however, the knowledge gained has served beneficial for me as a researcher. It is my intention to share the findings and project outcome with college administration hoping that they will implement the professional development for all faculty teaching in a hybrid learning environment throughout the Blended University system. Moreover, as a leader, I will continue to work towards enhancing teacher's practices by building on their successes to create positive and engaging learning environments that foster innovative practices. Innovative practices that are designed to increase faculty self-efficacy instructing in a hybrid learning environment. Continuous improvement of distance learning programs necessitates further research across disciplines and subject areas.

As an academic dean, I appreciated the opportunity to explore faculty self-efficacy instructing in a hybrid learning environment. The results of this project study demonstrated that faculty did not have a clear understanding of the hybrid learning environment. Moreover, faculty relied on previous assumptions, knowledge and skills that did not transfer into this new classroom environment. Thereby, creating the need for a comprehensive professional development program that addressed the gaps in pedagogical practices.

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Appendix A: The Project: Professional Development

Hybrid Instruction Toolkit

Course Overview

The Hybrid Instruction Toolkit (HIT) professional development program has been developed to support and/or prepare faculty and academic staff teaching in the hybrid learning environment for the college. The course will include opportunities to improve instructor knowledge, skills, and behaviors in a hybrid learning environment. Specific focus will be given to instructional methods and classroom management techniques in addition to the reinforcement of administrative responsibilities requested of instructors. The three-day course has been developed as a hybrid learning opportunity including three face-to-face (FTF) meetings and an online component being delivered through an LMS. Additionally, all participants will complete and submit to College Director of Education, Teacher Efficacy Scale (TSES) prior to attending HIT and 6-weeks after completion of HIT program. The rationale for waiting 6 weeks is for faculty to have the opportunity to implement practices taught during HIT in their courses (survey located at end of HIT curriculum).

Course Description

HIT has been developed to support and/or prepare faculty and academic staff teaching for the college. As a continuation of the commitment to professional development, this three-day hybrid orientation course has been created to support just-in-time development opportunities for those who are teaching for the college in the hybrid learning environment. The course has been designed to reinforce and enhance your knowledge, skills, and/or behaviors in hybrid classroom instruction and course administration as well as increase your understanding of the philosophy and practices of the profession and at the college.

Course Objectives

The specific goal of HIT is to increase faculty self-efficacy instructing in a hybrid learning environment. To meet this goal, specific performance objectives were designed to help faculty:

1. Develop a deeper understanding of who they are as teachers.
2. Understand how this deeper understanding affects the classroom environment.
3. Apply concepts to enhance their teaching skills.
4. Have increased faculty self-efficacy.
5. Experience increased satisfaction with teaching.

Course Outcomes

By the end of this program, you will be able to:

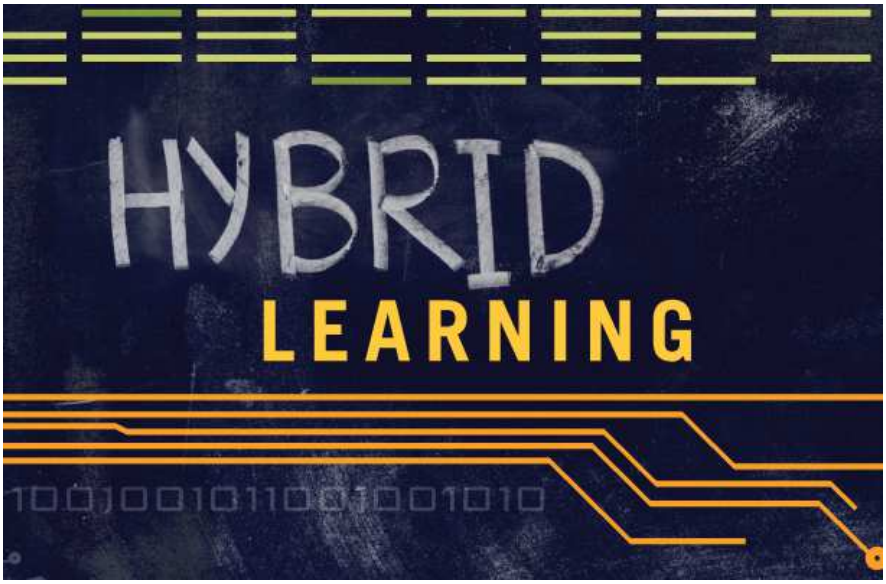
1. Identify how your role as an instructor supports the mission and vision of the college.

2. Work collaboratively with others in the college to provide high-quality, successful learning and career development experiences for students enrolled.

3. Locate and integrate information from instructional and student support resources, community resources, and personally collected data, to create active learning environments that support career focused learning outcomes and are inclusive of diverse student populations.

4. Create and evaluate course materials using the academic quality and rigor expectations of the college as the framework against which the materials are measured.

5. Evaluate instructional methods against the principles of good teaching practice and determine areas of proficiency and areas for continued improvement.



Course Subject Matter Scope

The scope of the course is limited to fundamental knowledge and skills for new adjunct faculty who are teaching in the hybrid learning environment for the college. The course topics have been selected which are crucial for meeting minimum instructor expectations in the classroom for instructional procedures and processes and basic instructional methods.

The topics covered in this orientation course are noted below. These topics will be covered here in the online course community and in the face-to-face workshops. The topics are presented in a just-in-time manner throughout the professional development and designed in a manner for knowledge construction as the program proceeds.

- Understanding Hybrid Instruction
- Using Adult Learning Theories to Drive Student Engagement and Classroom Management Strategies
- Discussion Teaching

Target Audience

The primary target audience is faculty who are new to the college and our scheduled to teach in the hybrid learning environment.

Prerequisites

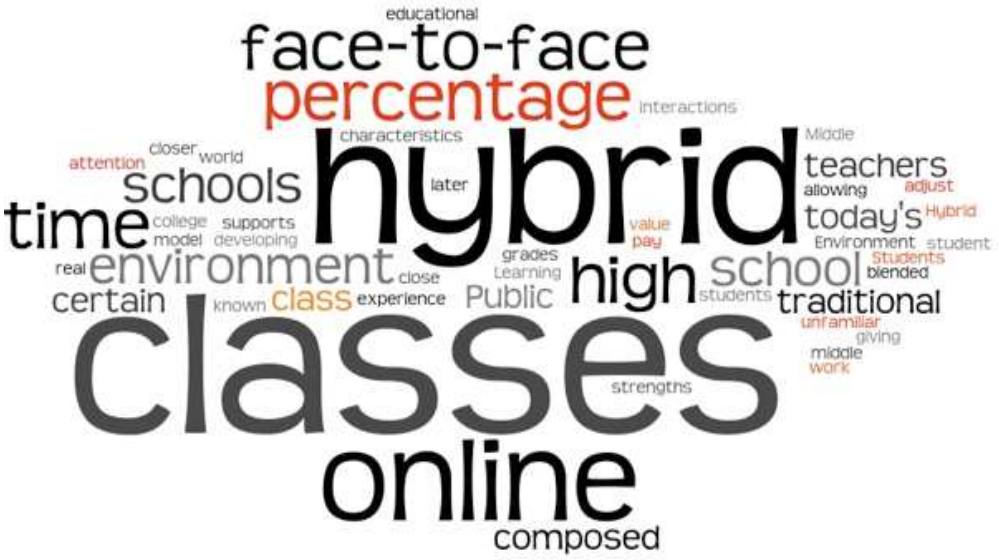
There are no pre-requisite requirements for this faculty development opportunity other than an active teaching assignment with the college.

Active Participation and Evaluation Strategy

Faculty are expected to participate in open discussions with classmates and the course facilitator through the LMS discussion board. There are one to two topics/questions required in discussion posting. Participants will use the information to create robust discussions. Responses can be drawn from the lesson overviews and other resources such as the suggested readings, videos, and scholarly literature, and/or personal experience.

Participants who are active in and successfully complete 90% or greater of the course activities, will receive a certification of successful completion of the training program at the conclusion of the program. Faculty will be provided updates as to their individual progress towards meeting that goal as the program progresses.

Active participation will be determined by the successful completion of the activities as described in each section. In a general sense, 90% correct on checks for learning and reflection and substantive discussion board participation will be noted as successes. The course facilitator is responsible for completing the evaluation and providing timely, constructive feedback to the faculty participants. Dialogic communication is required.



Faculty Participant Resources

Resources are listed in the sections in which subject matter is presented; resources are to be confirmed and or updated once per year to be sure the information included in the training course is current. Resources consist of links to university webpages (e.g. school/department and program pages, the university's Teaching and Technology Center, campus knowledgebase, and so forth). Additional resources include scholarly literature available through the university library or open source materials. Other anticipated resources are the artifacts shared by the participants for knowledge sharing or peer review.

Facilitator Resources

Resources are listed in the sections in which subject matter is presented; these resources are to be confirmed and or updated once per year by the course facilitator(s) to be sure the information included in the training course is current. Additional supplementary resources are captured in the course notes area, which is not visible to faculty participants. While some facilitation notes have been captured in this notes area, the development of a comprehensive facilitator guide is encouraged. In addition, budget consideration to hiring instructional deign professional with experience in hybrid instruction.

Participant Required and Optional Technology

Faculty and the course facilitator(s) will need to have access to a computer, the internet, and have a college network ID to be able to log in to the online portion of the course delivered through the LMS and to communicate with the training course facilitators through their college .edu email account. Media components are included for which participants may wish to have a headset to listen to the audio versus using their computer's speakers.

Corporate and Personal Firewalls

(adapted from www.uwplatt.edu)

Many corporations and individuals have installed firewalls to protect the computers on their networks. Firewalls can serve two purposes:

1. Prevent unwanted intrusion of the network (e.g., from hackers, viruses)
2. Control unwanted traffic to unapproved sites

If you are at work and encounter a firewall-related error message or have problems accessing restricted resources, you may need to contact your corporate IT group for assistance.

If you are using your personal computer and have installed and/or activated firewall or security software, you will need to verify the course sites are not blocked and that ports 80 (standard Web port) and 443 (secure sockets port) are open to your Web browser. Information on how to check this should be in the documentation provided with the software involved.

Technical Requirements

Hardware/Software Requirements for LMS and Online Resources

Component	Minimum Requirements
Operating Systems (Windows)	Windows XP (Windows 7 or higher recommended)
Operating System (Macintosh)	Mac OS X 10.6 or higher
Internet	Internet connection 56K, DSL, or Cable modem High Speed connection recommended
Browser	Chrome (latest version) Firefox 26 or higher Safari 6.1 or higher
Browser Plug-ins	Adobe Acrobat Reader 10 or higher Adobe Flash Player 10 (Active X) or higher
E-mail	You must have the ability to access email from a computer
Office Suites	Microsoft Office 2007 (Windows); Microsoft Office 2011 (Mac); *At least Word, Powerpoint, and Excel*
Multimedia	Monitor capable of 1024x768 resolution

Course Organization

Activities that encourage the timely sharing of information and reinforcement of quality teaching principles have been developed for each day of the program. The sessions have been carefully designed to support faculty in their teaching role for the college and to prepare each faculty member to successful meet the professional development program outcomes. Each outcome has been carefully considered as to the knowledge type and has been strategically paired with specific mechanisms with encourage knowledge creation or conversion.

The online component of HIT will span the 3 day professional development. Special focus will be given to good practices for teaching and learning, especially effective feedback. On occasion topics may be revisited that were covered in the face-to-face workshops to reinforce the concepts discussed and address any additional questions that may come up related to these topics throughout the term. This practice of revisiting the topics is an intentional aspect of incorporating knowledge principles and movement along the knowledge continuum.

Each day there will be introductory commentaries with links to brief development activities for the participant to complete. These activities have been designed to

complete within 60-90 minutes throughout the professional development program. The discussion board area is used frequently in this course.

Discussion Board

There are three main Discussion Forum Topic Areas. A brief explanation of each as shown to participants is provided below. As the sessions progress, items would be added to the Enrichment Room that would provide instruction for materials to look at in the content section, small activities to complete, and to encourage additional sharing and asking of questions. Note there is something each day to attempt to maintain momentum and value.

- **Questions for the Facilitators**
  We know there will be questions, please use the Questions for the Facilitators area to let us know what questions you have. Course facilitators will be checking this forum frequently to address questions posed.

- **The Lounge**
  The Lounge has been set up as an area for personal sharing or topics that may have segued from the intent of the course development topics. Daily assessment questions will be posted in this thread

- **Enrichment Room**
  The Enrichment Room will be the main forum utilized for discussions in this program. Each day new discussion topics, discussion questions, or activities are posted. Discussions will remain open for the duration of the program so that you can continue the valuable dialogue as well as revisit threads as needed.

Course Structure/Content Outline

A basic structure has been set up for the course reinforcing the just-in-time approach to the delivery of the course materials in conjunction with knowledge management principles that support the knowledge creation and conversion needed support participants in their achievement of the course learning outcomes.

See below a course outline as it would be shown to participants in the online portion of the course describing each day. The face-to-face (FTF) learning activities are designated in green text.

Hour-by-Hour Daily Overview

Day One

9:00-9:30am Welcome and icebreaker (examples below):

GOSSIP The group sits in a circle and Gossip begins with the facilitator sharing a secret with the person next in the circle. The secret is passed as each person shares it with the next person. In telling the secret, it may not be repeated twice to the same person (so the listener must get it all the first time.) When the secret is finally back to the facilitator, it is shared out loud. The facilitator then reads the original and a comparison is made.

IMPORTANT ITEM Have each person bring something to the meeting that means something special to him or her, and then take turns telling about it. Could have people try to guess who items belong to.

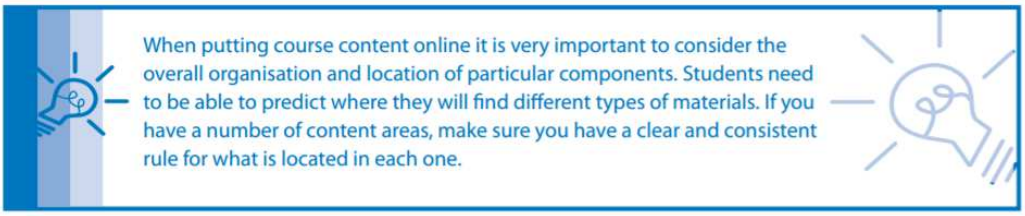
PAT ON THE BACK Have everyone draw an outline of their hand on a sheet of paper, then tape it to their back. Have group members mingle and write things on everyone's back that tells them something positive.
(ice breaker adapted from www.iastate.edu)

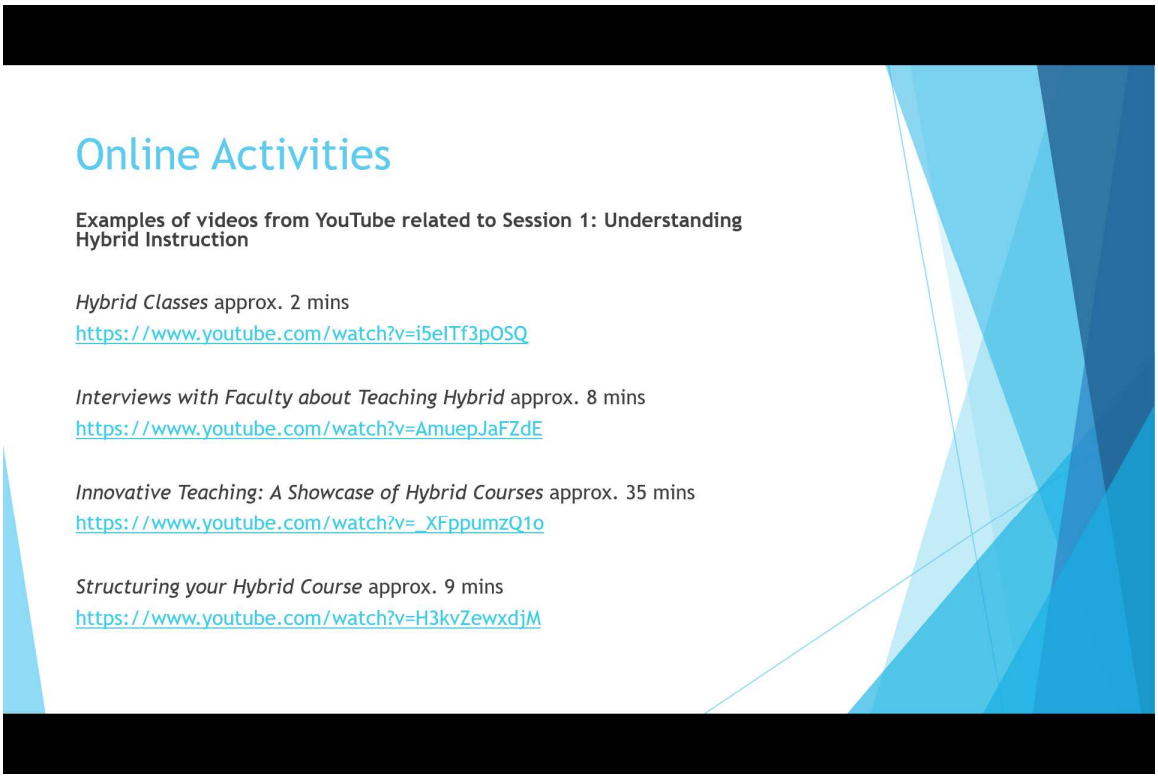
Session 1: Understanding Hybrid Instruction (facilitator slides and notes at the end of Day 1 activities)

9:30-10:45am Slides 1-9

10:45-11:00am Break

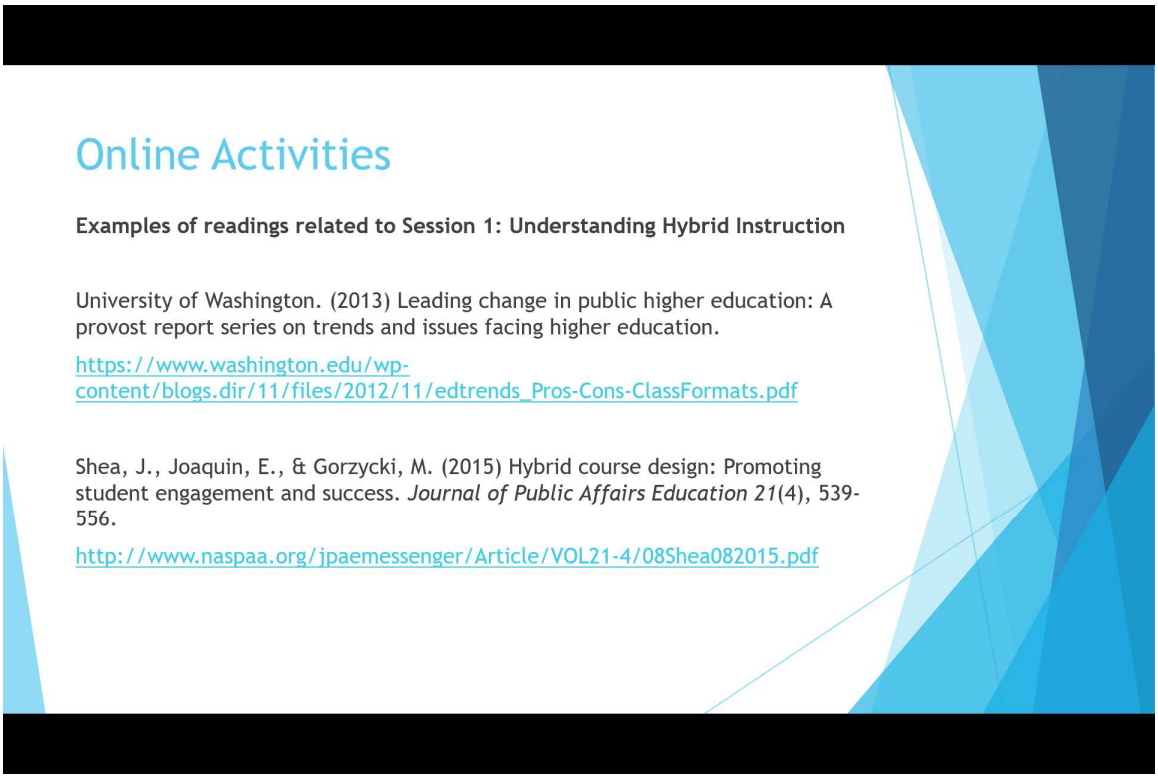
11:00am-12:30pm Session 1 continued: Slides 11-22

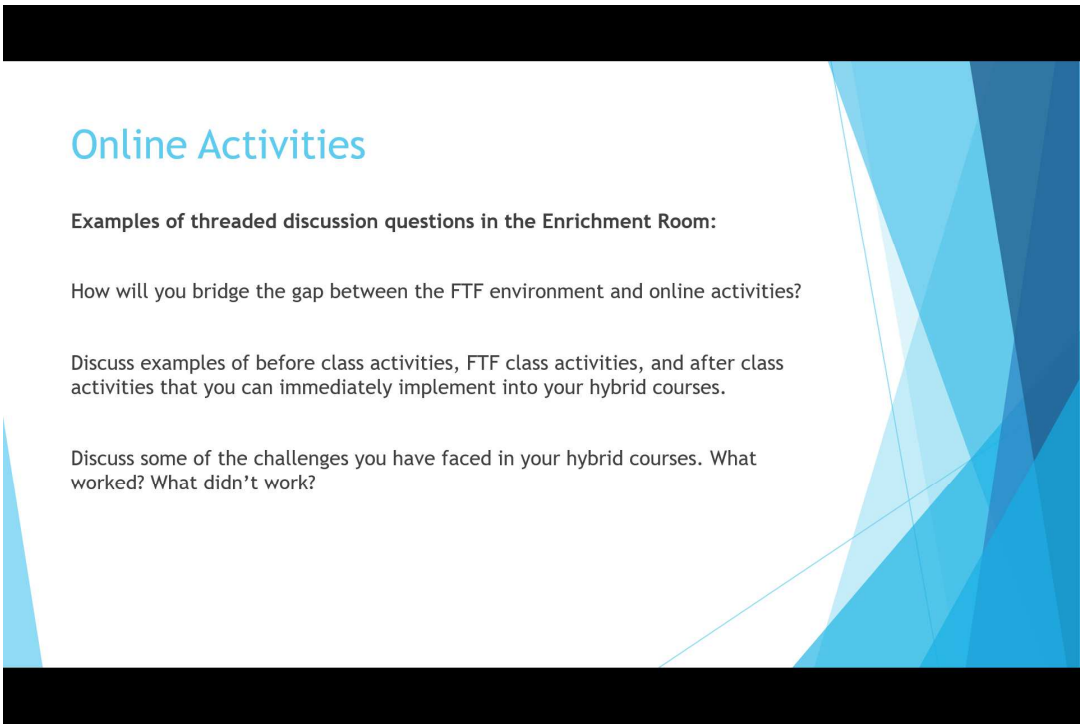


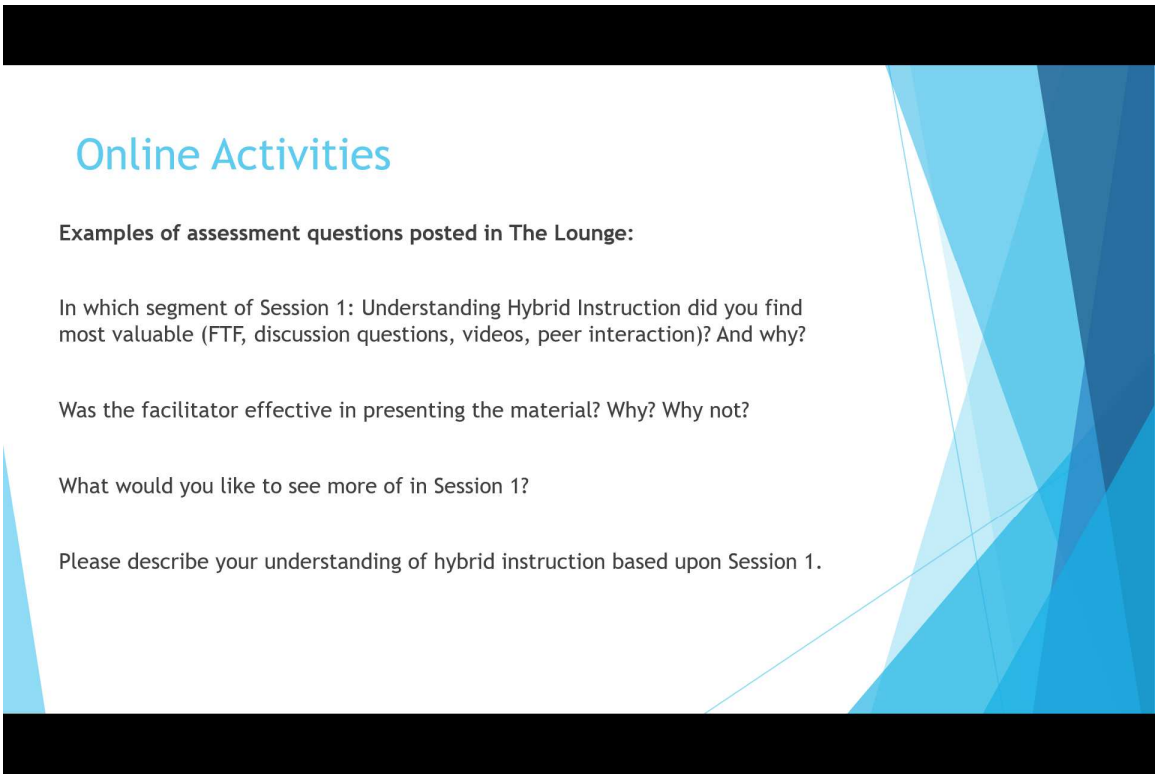


Day One Online Activities

Online activities will be conducted through the LMS system supported at the college. The expectation is that participants actively engage in 2 discussion postings daily. Additional reading and web-field trip assignments will be required for successful completion. Day 1 discussion postings will relate to material presented during Session 1: Understanding Hybrid Instruction and readings/videos presented in online environment. Participants will be required to post to initial discussion question and to collaborate with peers in a minimum of 2 responses from colleagues.


Online Activities
Examples of readings related to Session 1: Understanding Hybrid Instruction
University of Washington. (2013) Leading change in public higher education: A provost report series on trends and issues facing higher education.
https://www.washington.edu/wp-content/blogs.dir/11/files/2012/11/edtrends_Pros-Cons-ClassFormats.pdf
Shea, J., Joaquin, E., & Gorzycki, M. (2015) Hybrid course design: Promoting student engagement and success. Journal of Public Affairs Education 21(4), 539-556.
http://www.naspaa.org/jpaemessenger/Article/VOL21-4/08Shea082015.pdf

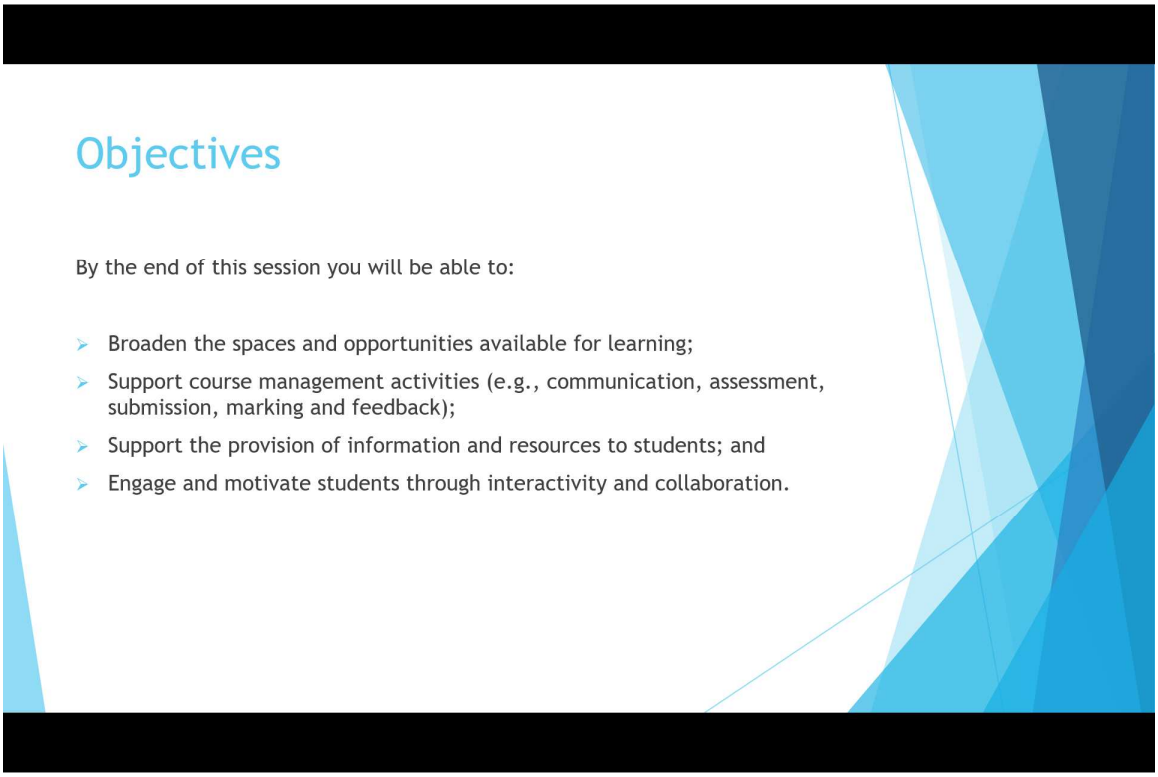

Online Activities
Examples of threaded discussion questions in the Enrichment Room:
How will you bridge the gap between the FTF environment and online activities?
Discuss examples of before class activities, FTF class activities, and after class activities that you can immediately implement into your hybrid courses.
Discuss some of the challenges you have faced in your hybrid courses. What worked? What didn't work?


Online Activities
Examples of assessment questions posted in The Lounge:
In which segment of Session 1: Understanding Hybrid Instruction did you find most valuable (FTF, discussion questions, videos, peer interaction)? And why?
Was the facilitator effective in presenting the material? Why? Why not?
What would you like to see more of in Session 1?
Please describe your understanding of hybrid instruction based upon Session 1.

Facilitator slides and notes below:

Slide 1

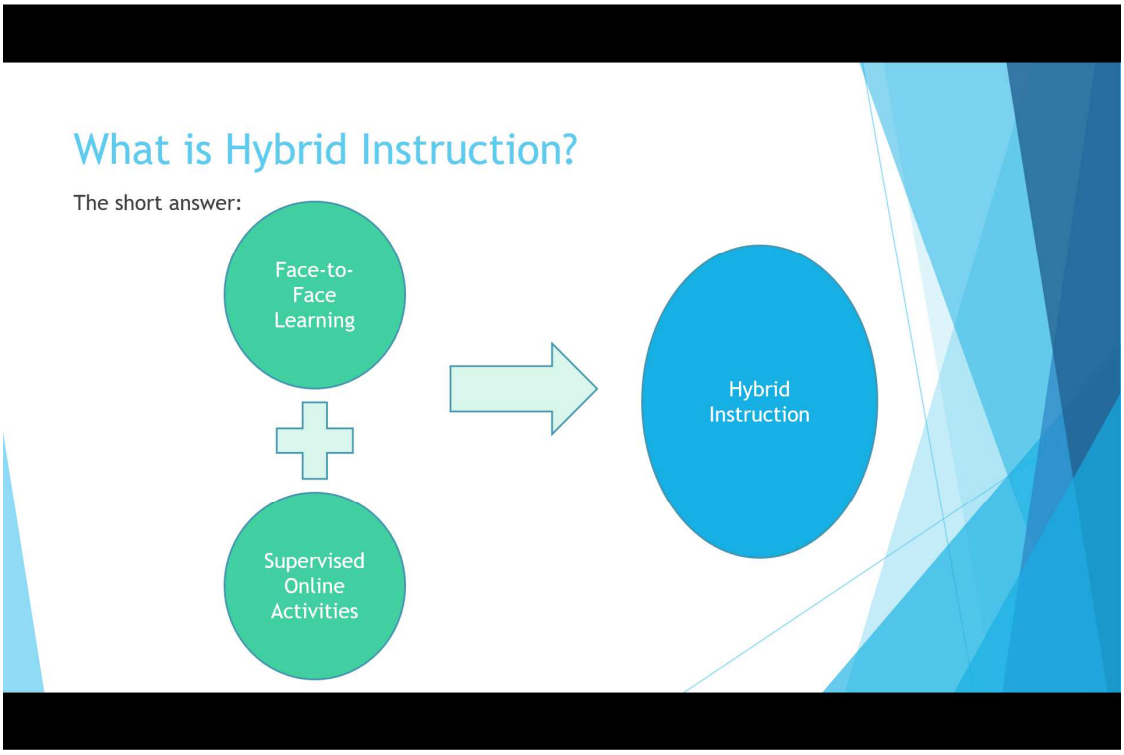
Slide 2



Talking points:

Provide brief discussion describing objectives of Session 1: Understanding Hybrid Instruction

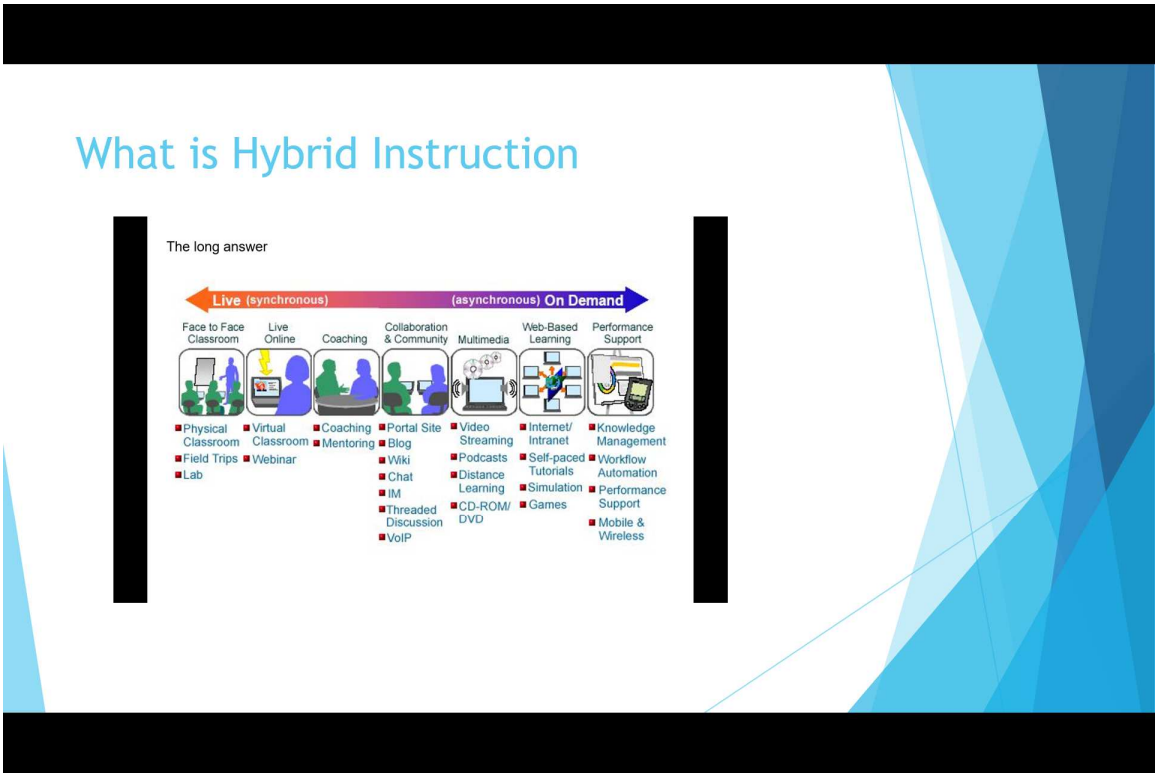
Slide 3



Talking Points:

Provide brief description of how Hybrid instruction integrates FTF environment and online activities.

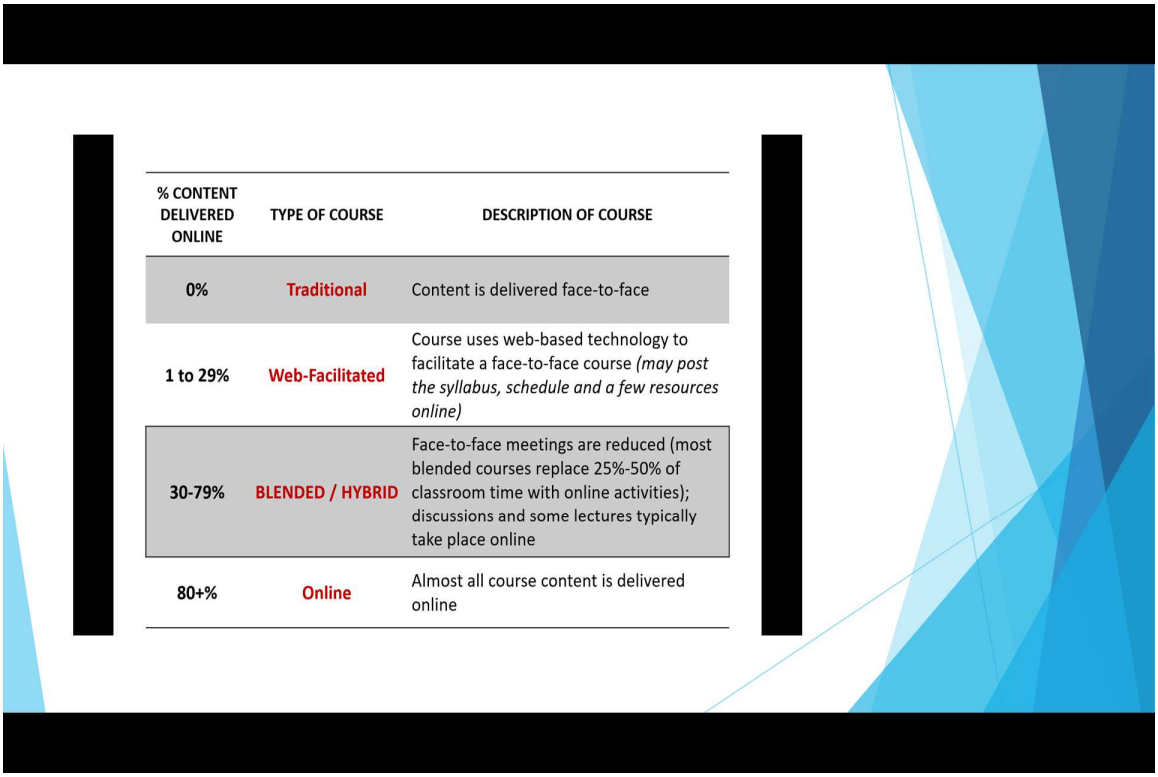
Slide 4



Talking points:

- The hybrid format creates a flexible and engaging learning environment that allows for robust discussions between classmates and instructors.
- Hybrid courses have been found to develop a sense of community.
- Hybrid courses provide opportunities for equitable student participation that is crucial to student learning.
- Hybrid courses provide a format that allows for expanded platforms and extended periods of time for students to think through questions and respond more thoughtfully.

Slide 5

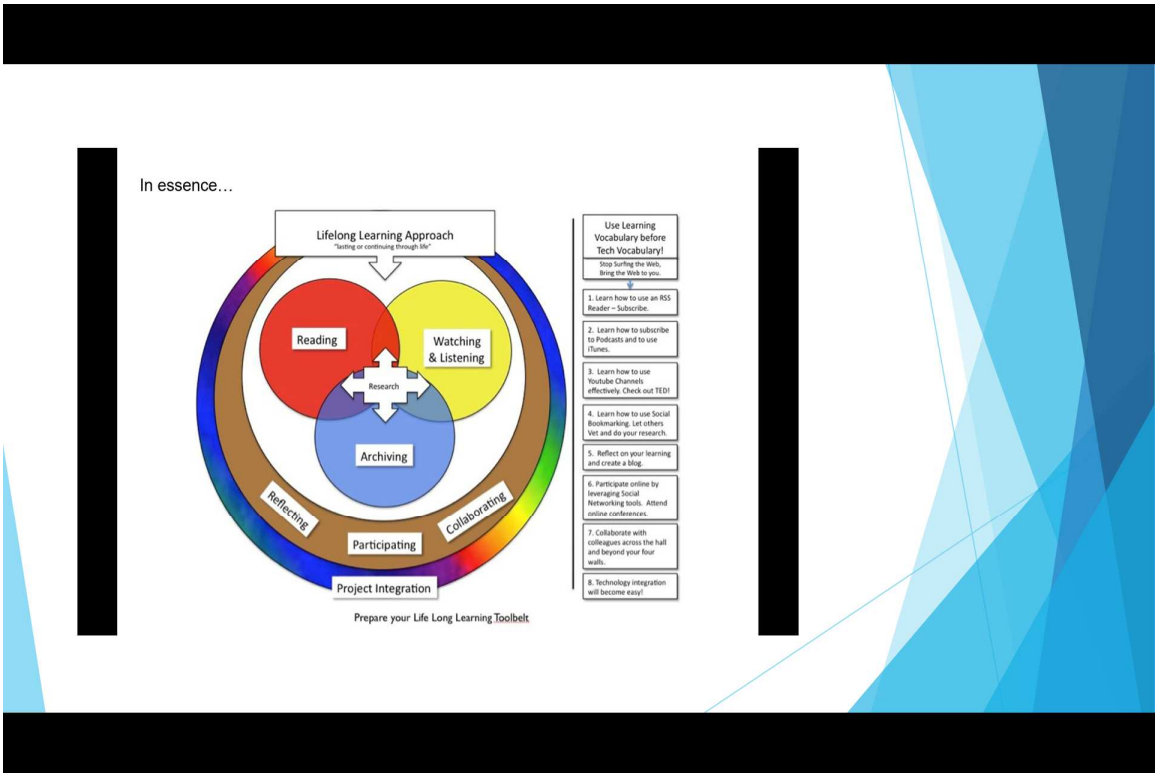


% CONTENT DELIVERED ONLINE	TYPE OF COURSE	DESCRIPTION OF COURSE
0%	Traditional	Content is delivered face-to-face
1 to 29%	Web-Facilitated	Course uses web-based technology to facilitate a face-to-face course *(may post the syllabus, schedule and a few resources online)*
30-79%	BLENDED / HYBRID	Face-to-face meetings are reduced (most blended courses replace 25%-50% of classroom time with online activities); discussions and some lectures typically take place online
80+%	Online	Almost all course content is delivered online

Talking Points:

Have participants discuss how they perceive the breakdown of time in their hybrid courses.

Slide 6



Talking Points:

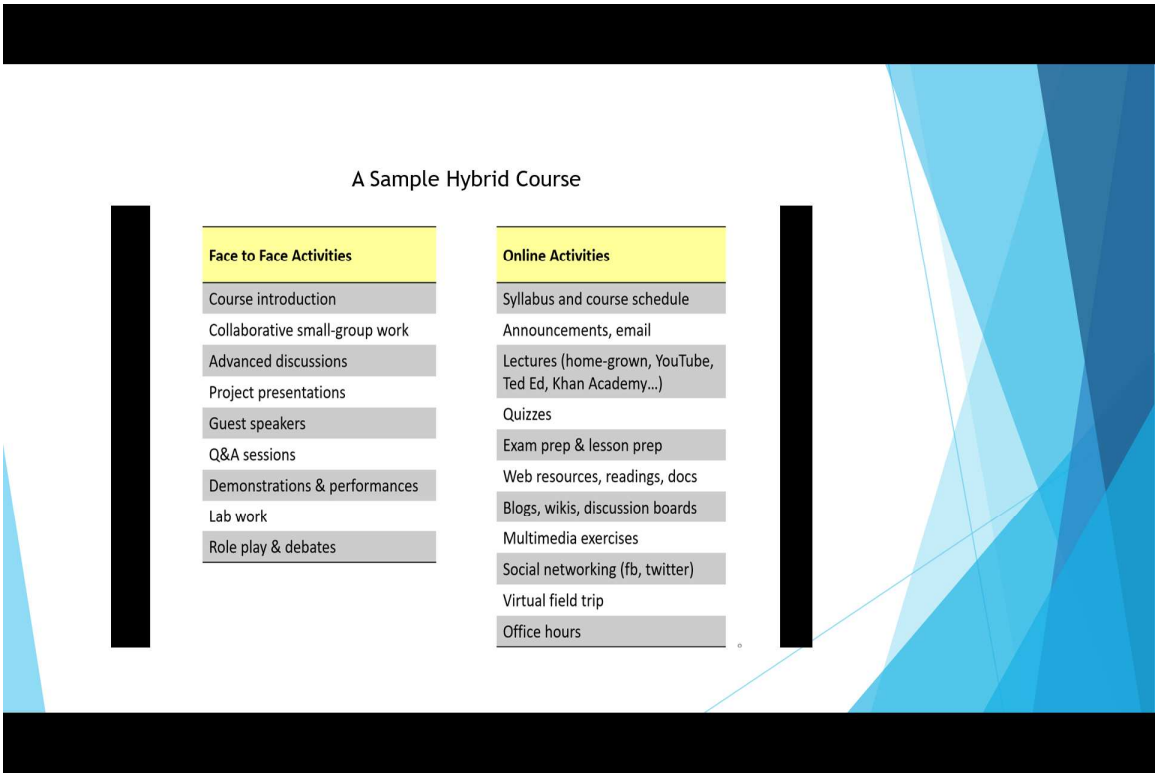
- When students are engaged in hybrid courses they develop a sense of community, which contributes to cognitive presence.
- Cognitive presence means the level in which the students and instructor are able to build and resolve meaning through engaging discussions.
- The instructor needs to provide timely feedback on the accuracy and quality of student discussion postings.
- One of the key elements in adult learning is the guided interaction and feedback from instructors.

Slide 7

Talking Points:

Short (5 min) video use to launch discussion about implementing hybrid instruction

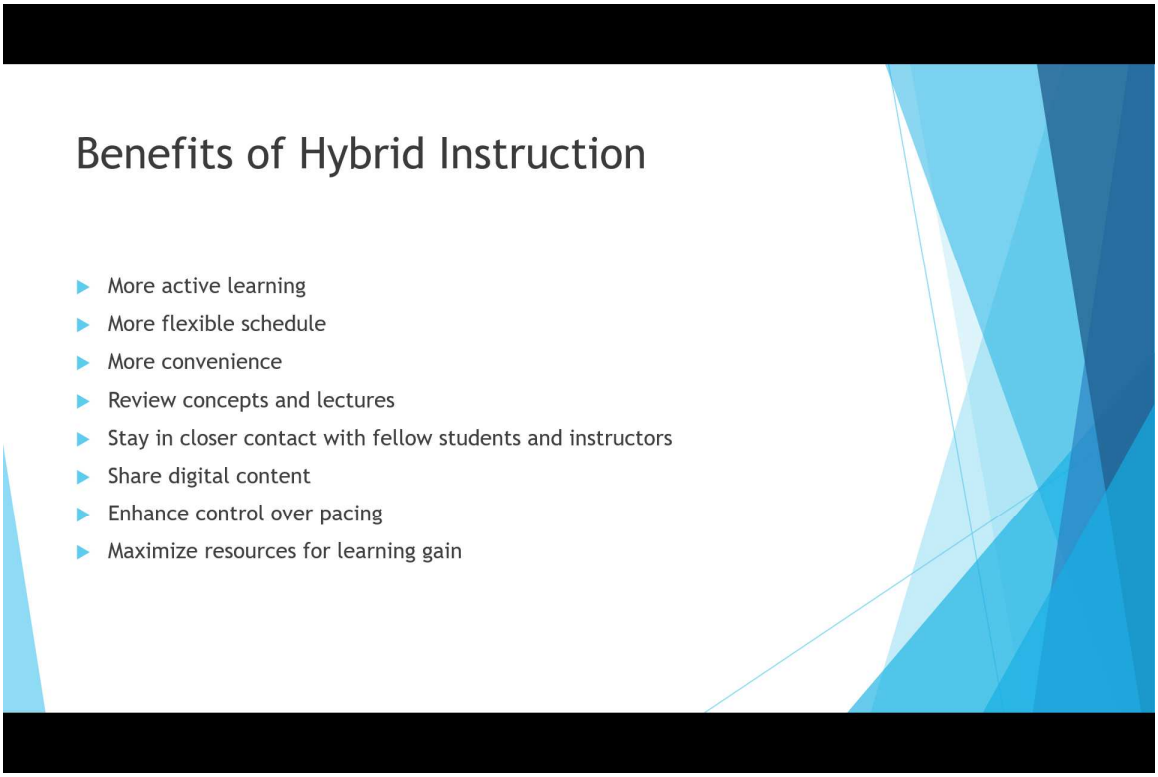
Slide 8



Talking Points

Compare and contrast activities above and use to engage participants in discussion

Slide 9



Talking Points

Use bullet items above to discuss the benefits of hybrid instruction.

Slide 10

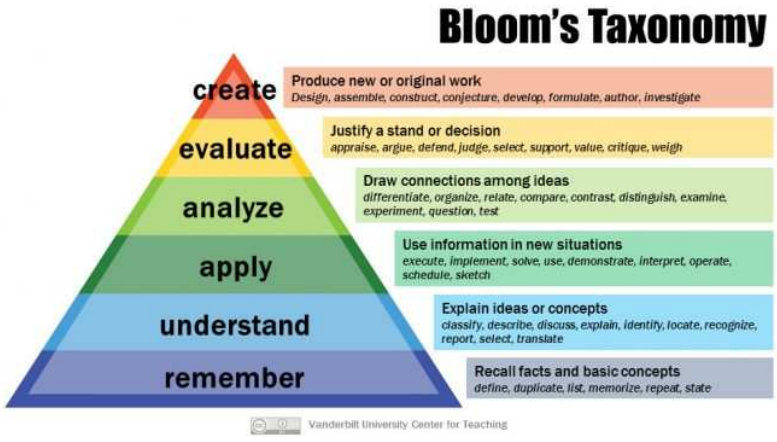
Slide 11

Hybrid Instruction Scheme

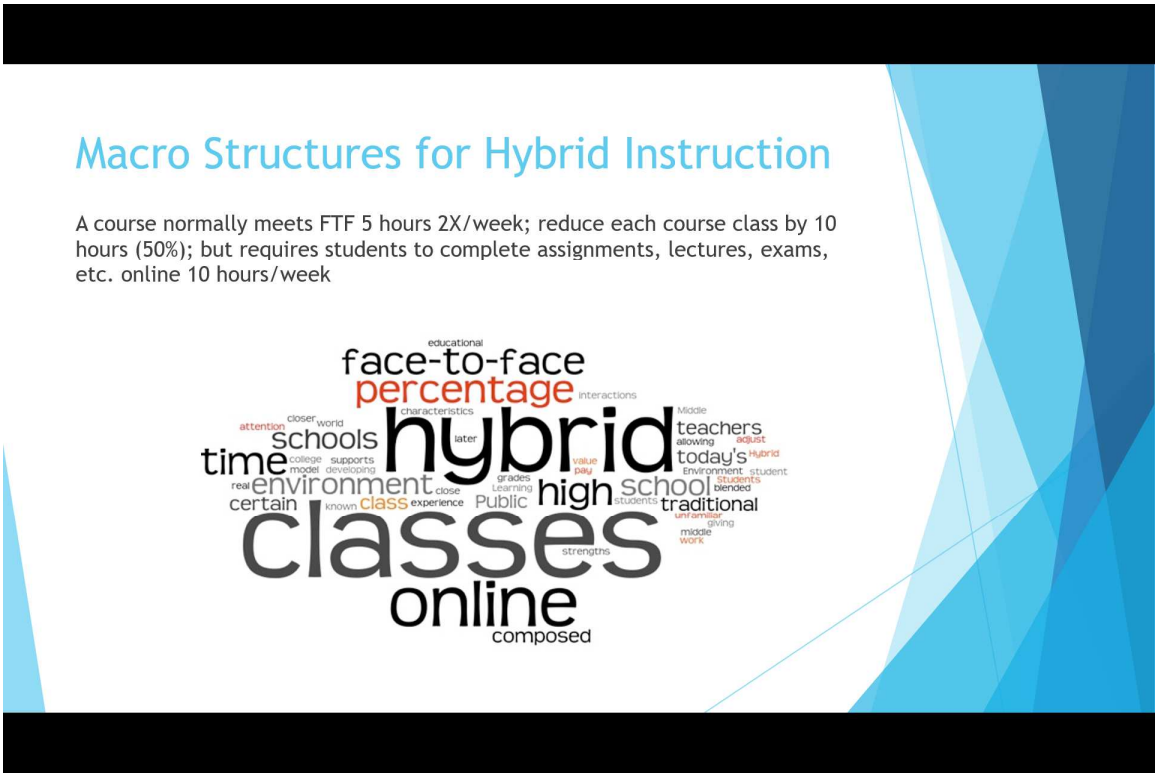
Phase	When	Where	What
1	Before class	Online	**Low-level learning** (pre-class assignment initiates feedback; ask students to respond to a passage, a video, audio, a chart or a rubric; instructor evaluates knowledge or skill and incorporates this into mid-level learning)
2	In class	Face-to-face	**Mid-level learning** (in-class dialogue builds upon what students conveyed in phase 1; emphasize student engagement and building on facts; could have a Socratic discussion, a lab, a lecture…)
3	After class	Online	**Mid-level to high-level learning** (in this post-class follow-up, students demonstrate knowledge of work covered in phases 1-2)

Talking Points

Use Bloom's Taxonomy to discuss



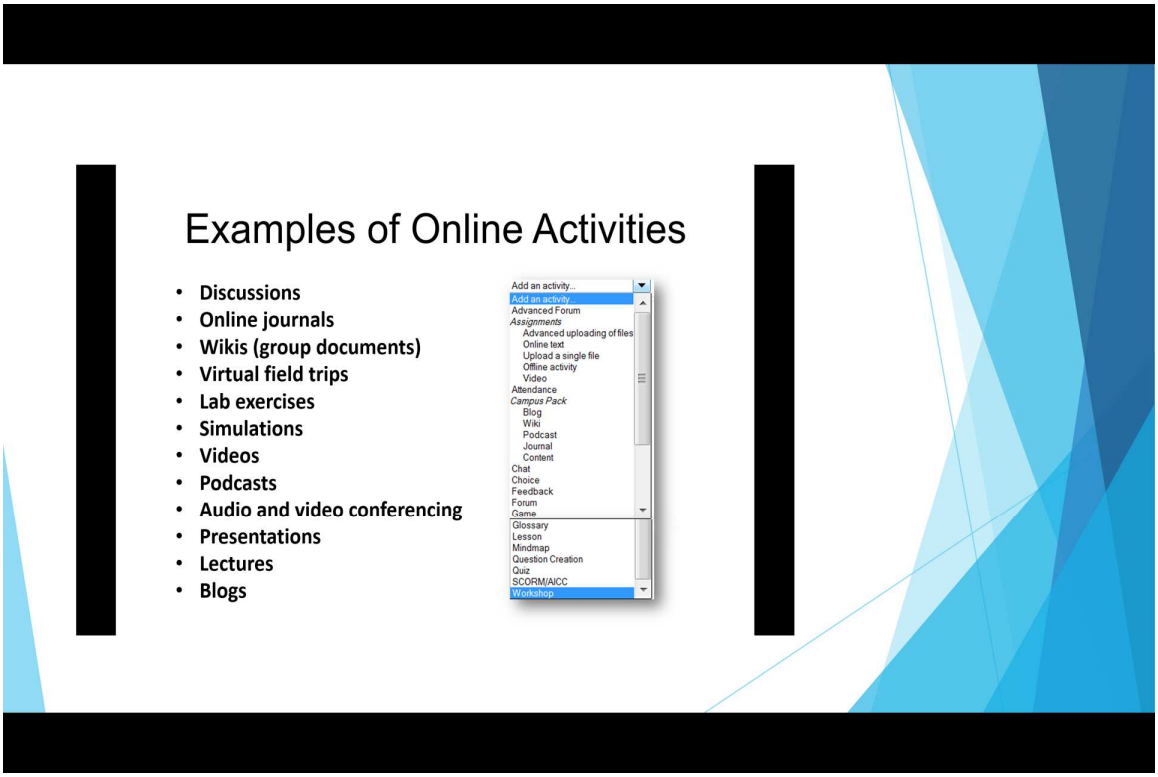
Slide 12



Talking Points

Briefly describe course structure

Slide 13

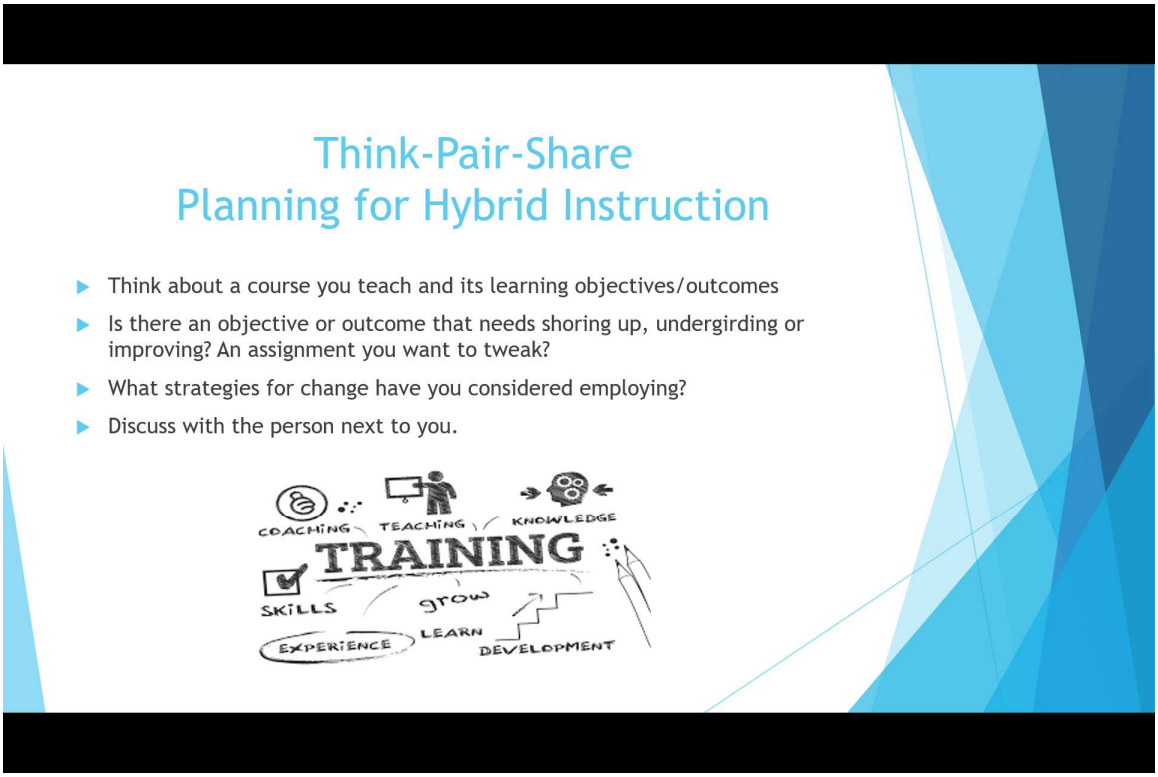


Talking Points:

Guide discussion using 7 principles for good practice in undergraduate education (http://citt.ufl.edu/tools/chickering-and-gamson-7-rules-for-undergraduate-education/)

- Encourage contact between students and faculty,
- Develop reciprocity and cooperation among students,
- Encourage active learning,
- Give prompt feedback,
- Emphasize time on task,
- Communicate high expectations, and
- Respect diverse talents and ways of learning.

Slide 14



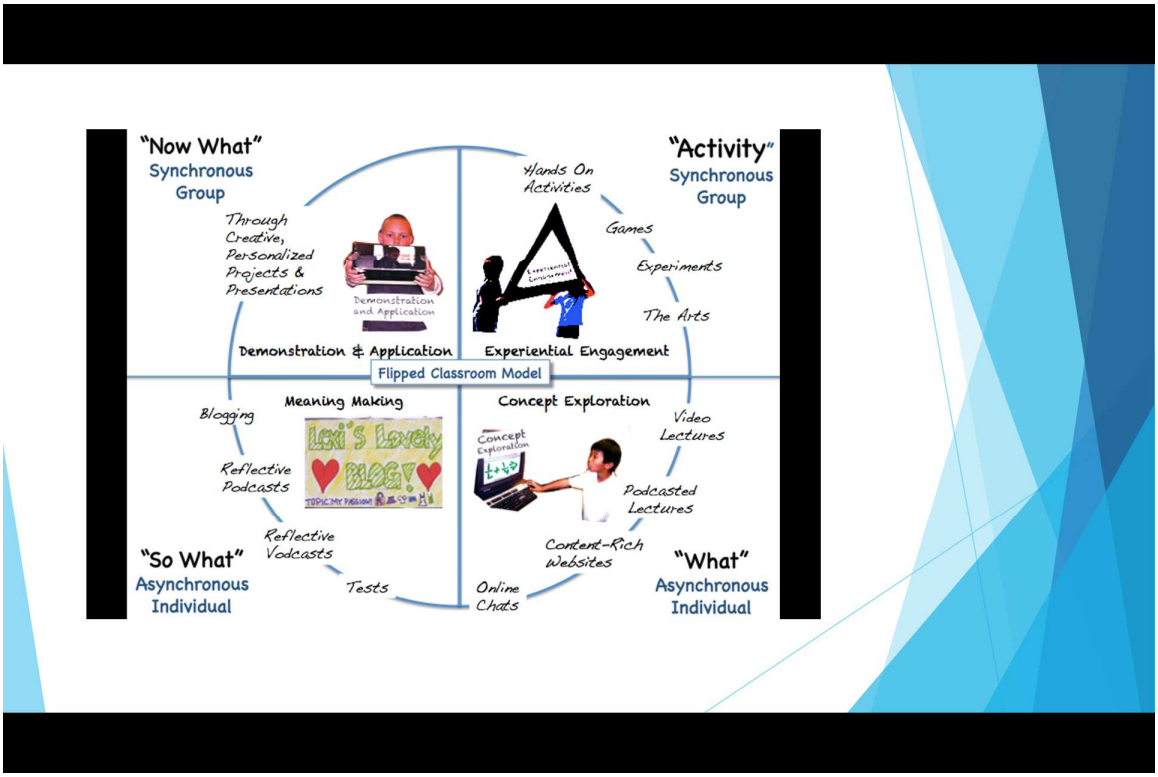
Walk around the room and help participants facilitate the discussion. Allow enough time for them to share what they discussed.

Slide 15

Talking points

Ask participants to describe what “flipping the classroom” means to them

Slide 16

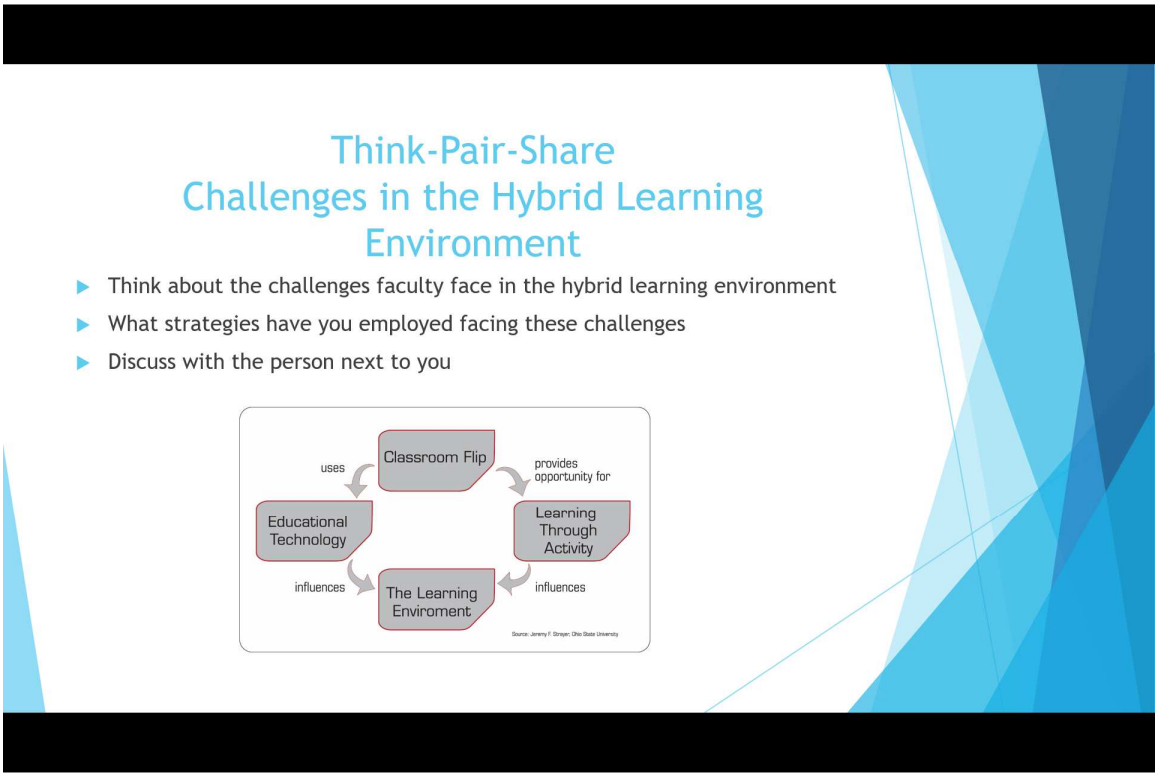


Talking points:

Four pillars of hybrid instruction

- Requires a shift in learning culture
- Requires flexible learning environments
- Requires intentional content
- Requires professional educators

Slide 17



Walk around the room and help participants facilitate the discussion. Allow enough time for them to share what they discussed.

Slide 18

Talking Points

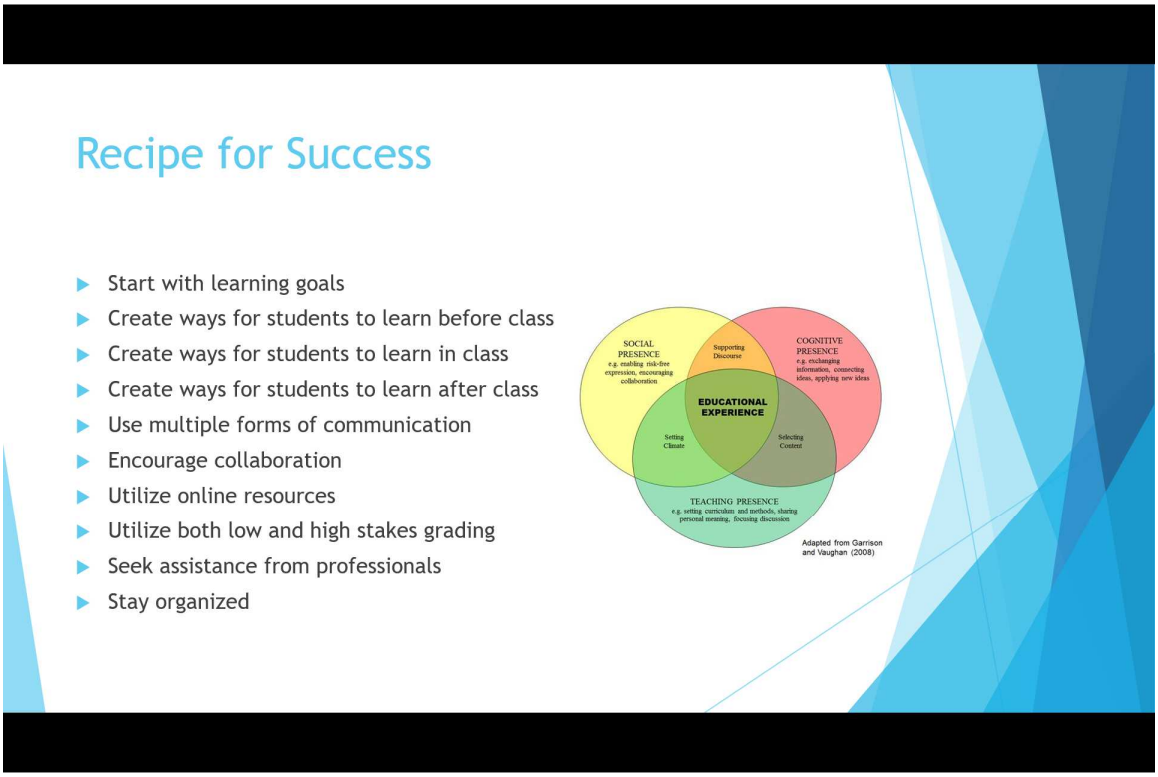
Discuss the vast amount of resources available for faculty instructing in a hybrid learning environment.

Slide 19

Talking Points

Have participants draft a sample lesson plan and share with their peers.

Slide 20



Talking Points

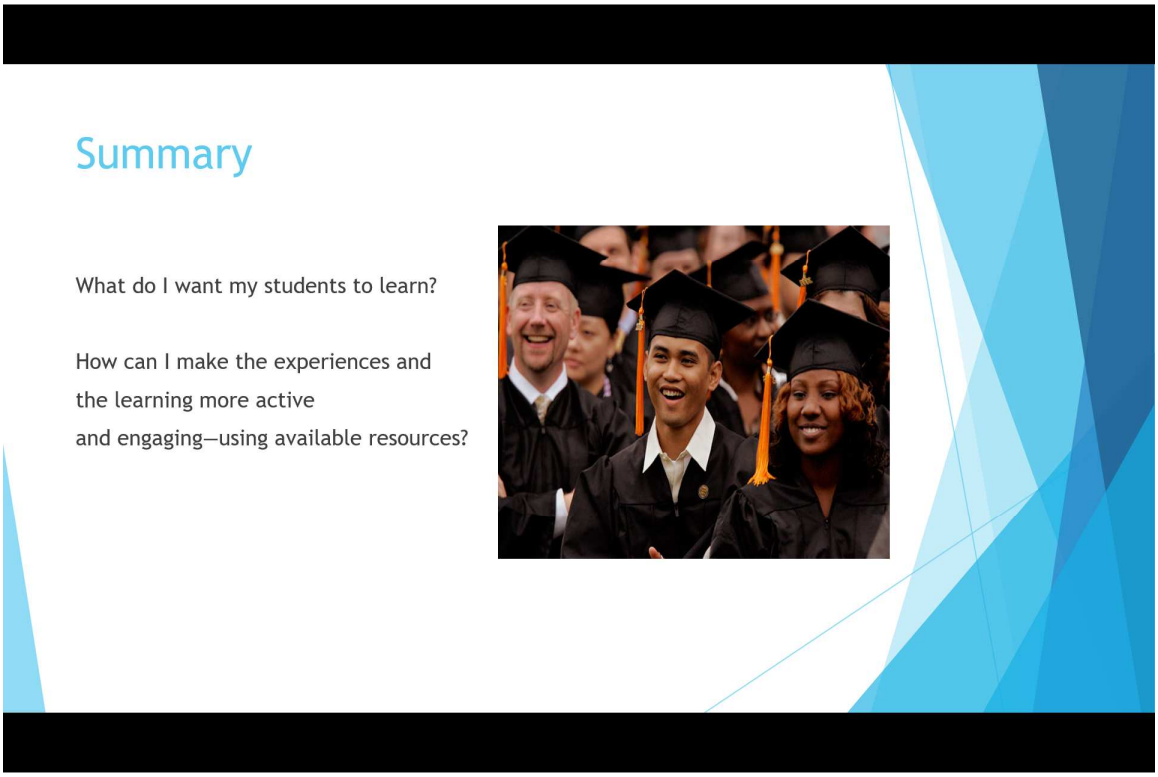
Discuss strategies for success. Allow enough time for feedback.

Slide 21

Talking Points

Review bullet items and allow time for participants to discuss. Facilitate discussion with prompting questions such as, how did you deal with that situation?

Slide 22



Talking Points

Briefly summarize presentation and make sure you ask participants for feedback on value of presentation. Thank participants for coming, remind them of their online component of the training. Additionally, give facilitator contact information if they have any questions or concerns regarding professional development. Finally, remind them that Day 2 session will cover classroom engagement/classroom management strategies. They can prepare for session by accessing LMS for Day 2 readings.

Day 2	Session 2: Using Adult Learning Theory to Drive Student Engagement and Classroom Management Strategies (facilitator slides and notes at the end of Day 2 activities)
9:00-10:30am	Slides 1-8
10:30-10:45am	Break
10:45am-12:00pm	Session 2 continued: Slides 10-20

Day Two Online Activities

Online activities will be conducted through the LMS system supported at the college. The expectation is that participants actively engage in 2 discussion postings daily. Additional reading and web-field trip assignments will be required for successful completion. Day 2 discussion postings will relate to material presented during Session 2: Using Adult Learning Theory to Drive Student Engagement and Classroom Strategies and readings/videos presented in online environment. Participants will be required to post to initial discussion question and to collaborate with peers in a minimum of 2 responses from colleagues.

Online Activities

Examples of videos from YouTube related to Session 2: Using Adult Learning Theories to Drive Student Engagement and Classroom Management

The Six Adult Learning Principles approx. 5 min

https://www.youtube.com/watch?v=vLJ7cRwKI-I

The 4 adult learning styles explained with JC Melvin approx. 5 min

https://www.youtube.com/watch?v=5mApEVWZESA

Creating Engagement in the Classroom: Formative Assessments and Real-Time Results approx. 15 min

https://www.youtube.com/watch?v=JiDhozKknKQ

Teaching Methods for Inspiring the Students of the Future approx. 18 min

https://www.youtube.com/watch?v=UCFg9bcW7Bk

Online Activities

Examples of readings related to Session 2: Using Adult Learning Theories to Drive Student Engagement and Classroom Management

Delialioğlu, Ö. (2012). Student Engagement in Blended Learning Environments with Lecture-Based and Problem-Based Instructional Approaches. Educational Technology & Society, 15 (3), 310-322.
http://www.ifets.info/journals/15_3/24.pdf

Vaughn, N. (2014). Student engagement and blended learning: Making the assessment connection. *Educ. Sci. 4,* 247-264.
file:///C:/Users/dgoss/Downloads/education-04-00247.pdf

Jeffrey, L. M., Milne, J., Suddaby. G., & Higgins, A. (2014). Blended learning: How teachers balance the blend of online and classroom components. Journal of Information Technology Education: Research, 13, 121-140.
http://www.jite.org/documents/Vol13/JITEv13ResearchP121-140Jeffrey0460.pdf

Online Activities

Examples of threaded discussion questions in the Enrichment Room:

Describe a scenario in which you applied an adult learning theory that helped you facilitate student engagement. Now describe when it didn't work and what was the difference?

Provide an example of how you facilitate student engagement in FTF environment. Now describe student engagement in an online environment. What approaches are the same? What approaches are different?

What strategies do you apply in classroom management in FTF environment? In online environment? Do the work the same? How?

Online Activities

Examples of assessment questions posted in The Lounge:

In which segment of Session 2: Using Adult Learning Theories to Drive Student Engagement and Classroom Management Strategies did you find most valuable (FTF, discussion questions, videos, peer interaction)? And why?

Was the facilitator effective in presenting the material? Why? Why not?

What would you like to see more of in Session 2?

Please describe your understanding of hybrid instruction based upon Session 2.

Session 2 Slides and Facilitator Talking Points

Slide 1

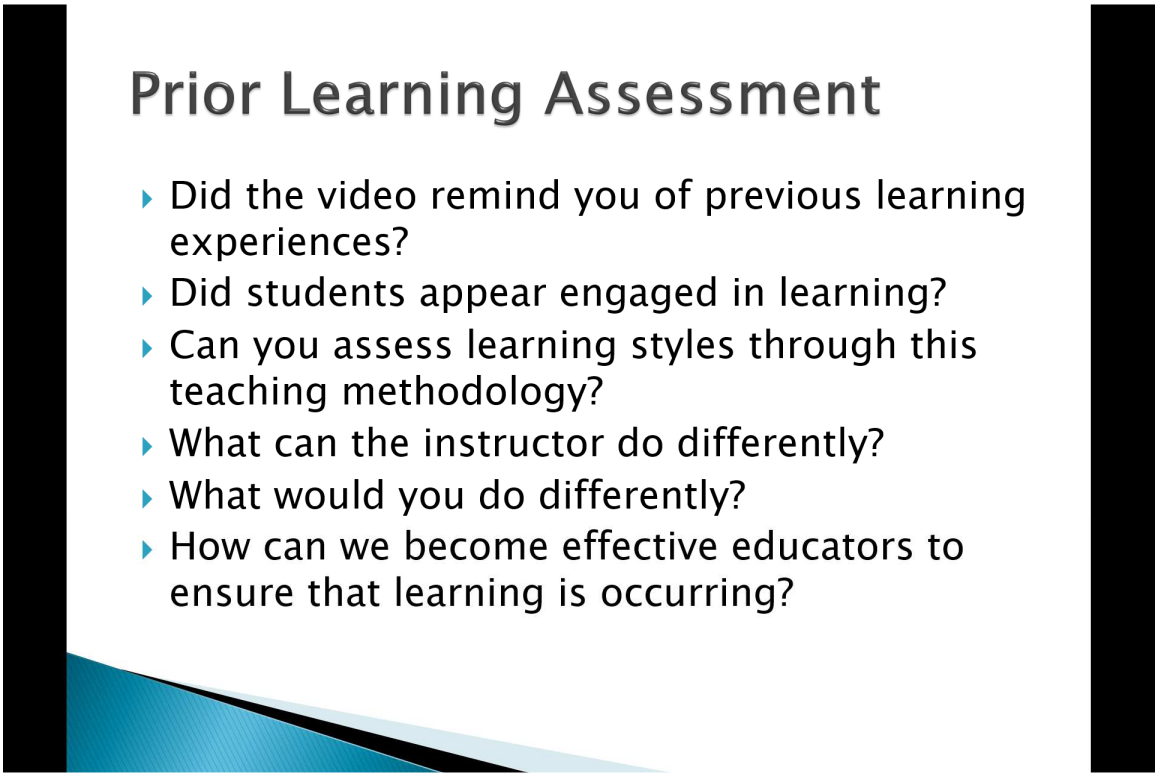
Slide 2

Talking Points:

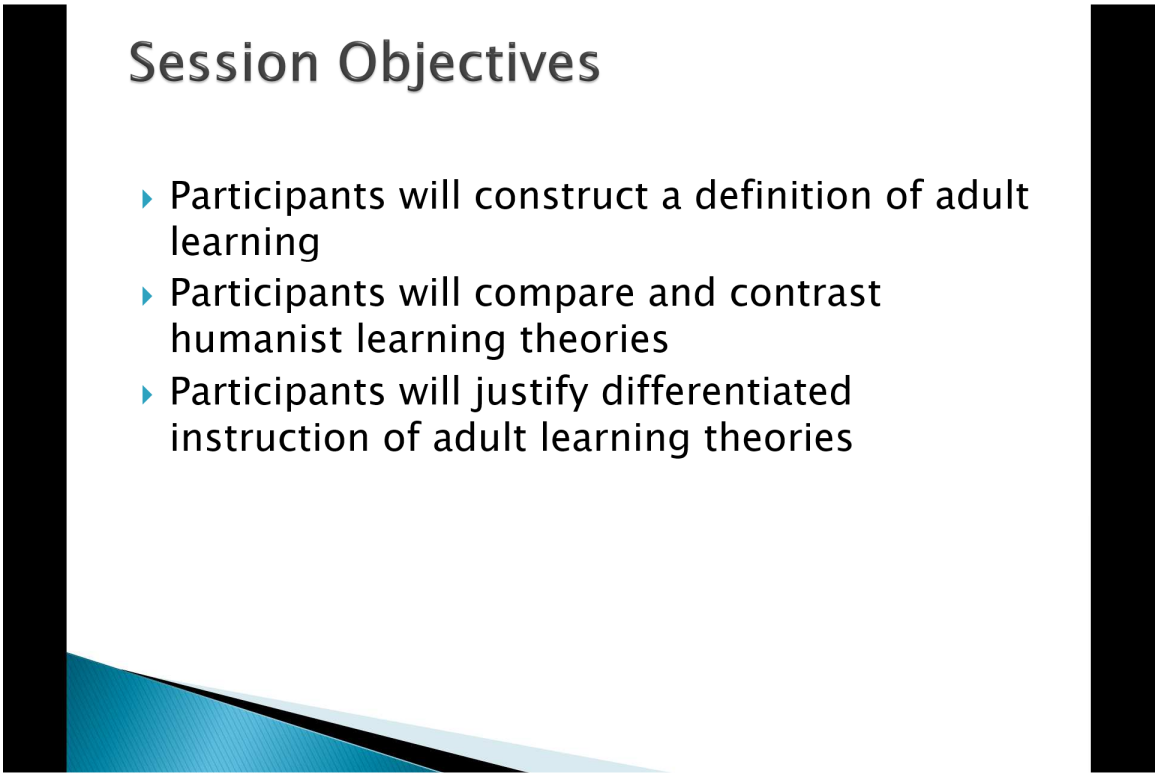
Before you click on the video please take some time to reflect on your learning experiences. Think about the experiences as it pertains to the learning process. Ask yourself the common questions, what did I learn, why did I learn, and most importantly how do I learn or how do I know I am learning?

If video does not come after clicking please go to http://www.youtube.com/watch?v=dxPVyieptwA&feature=share

Slide 3


Prior Learning Assessment
Did the video remind you of previous learning experiences?
Did students appear engaged in learning?
Can you assess learning styles through this teaching methodology?
What can the instructor do differently?
What would you do differently?
How can we become effective educators to ensure that learning is occurring?

Slide 4



Talking Points:

By the end of this presentation you will construct a definition of adult learning, you will compare and contrast humanist learning theories, and you will justify differentiated instruction of adult learning theories.

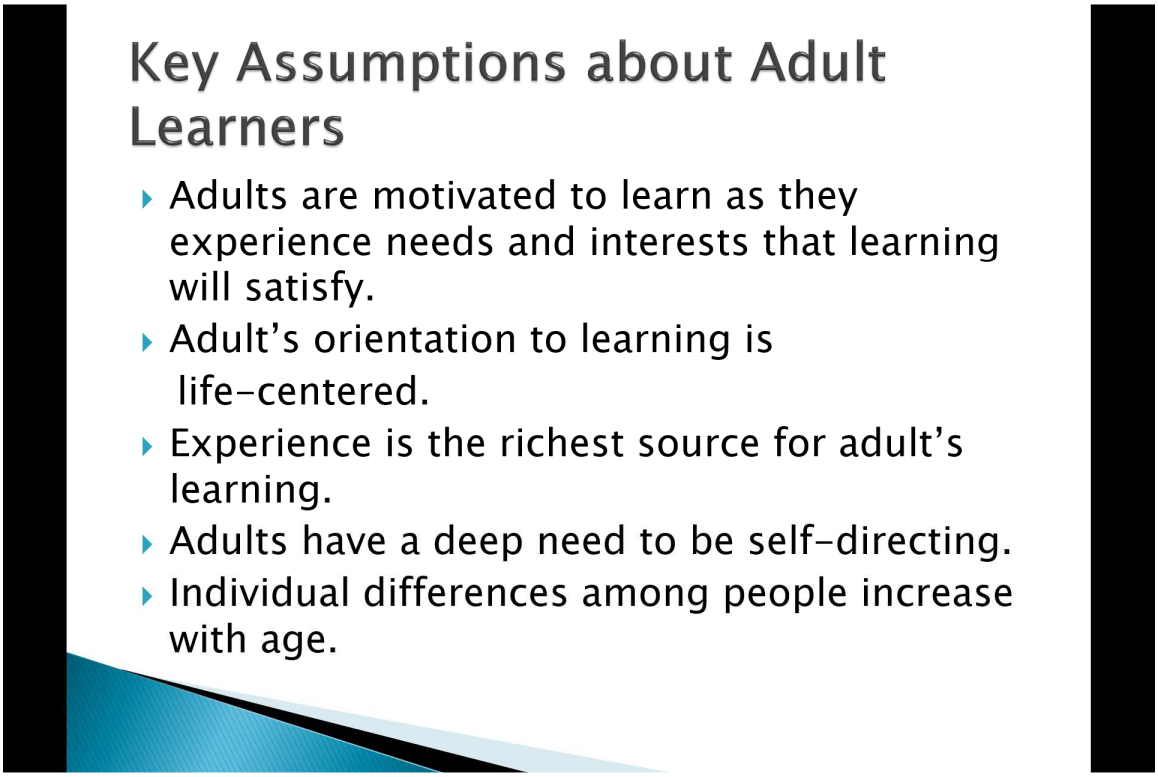
Slide 5

Talking Points:

Before you click on the above video, ask yourself; how do I learn, what motivates me to learn, and what is student engagement? Additionally, reflect on your experiences in the classroom, were you engaged, did the instruction model provide for student engagement? Most importantly, ask yourself, am I engaging my students? After the video provide a specific example of student engagement that you have experienced.

If video does not come on please go to
http://www.youtube.com/watch?v=tu24QNtRado&feature=share

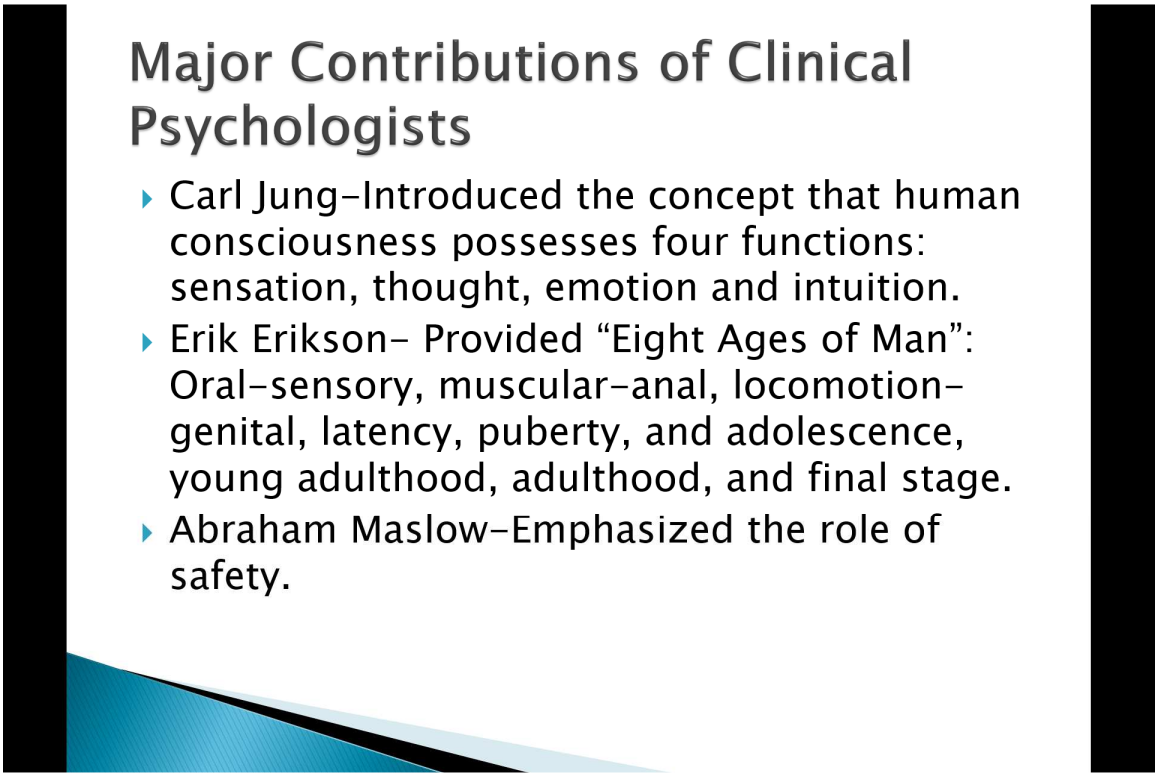
Slide 6



Talking Points:

Guide discussion using adult learning theory. Allow time for participants to discuss how they have practiced this in their hybrid classes. What works, what doesn't?

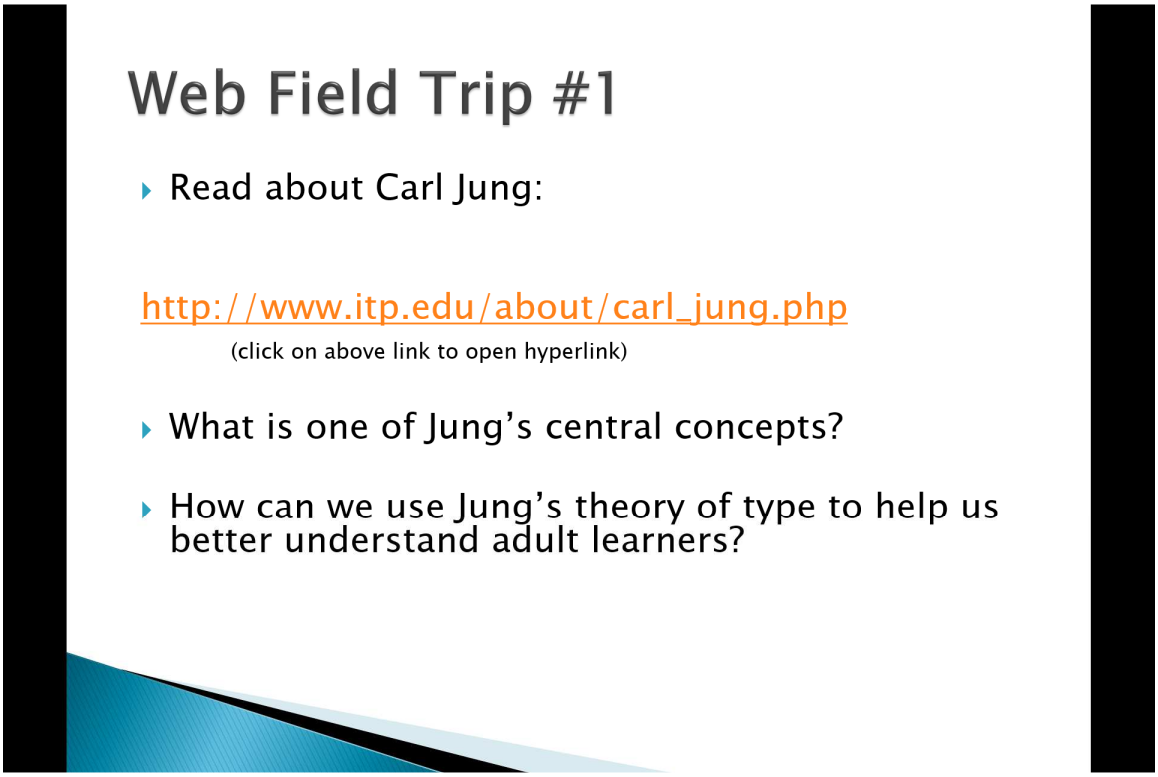
Slide 7



Talking Points:

Although this presentation focuses on adult learning, it is imperative that we understand the humanist approach to learning and development. These early pioneers have paved the way for the current theories on adult learning. The next few slides will provide an opportunity for you to get an up close and personal experience with two of these psychologists. However, it would be beneficial for the participant to review some other major contributions of clinical psychologists for greater understanding of human development and how it pertains to adult learning.

Slide 8

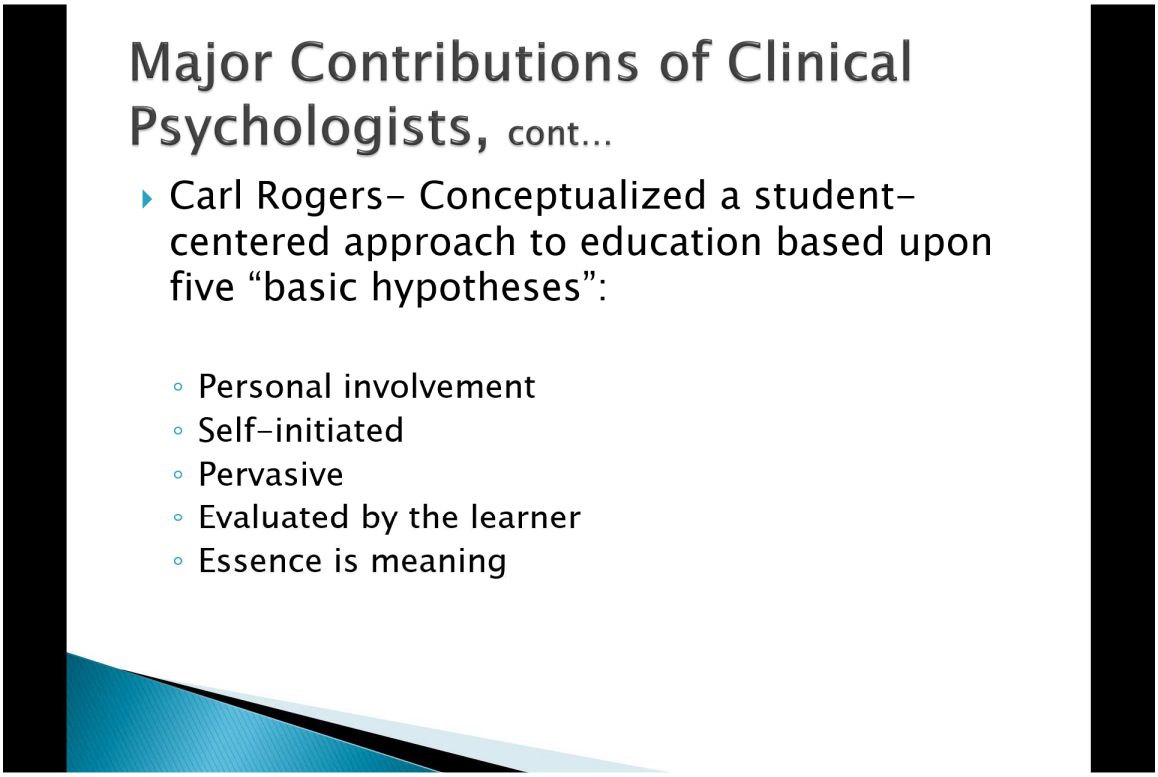


Talking Points:

As you read about Carl Jung's theories, write down a few thoughts as it pertains to adult learning. Specifically in the area of introversion and extroversion and the balance between conscious and unconscious emphasis on these qualities. What did you learn about Carl Jung that you didn't know prior to your web field trip?

Slide 9

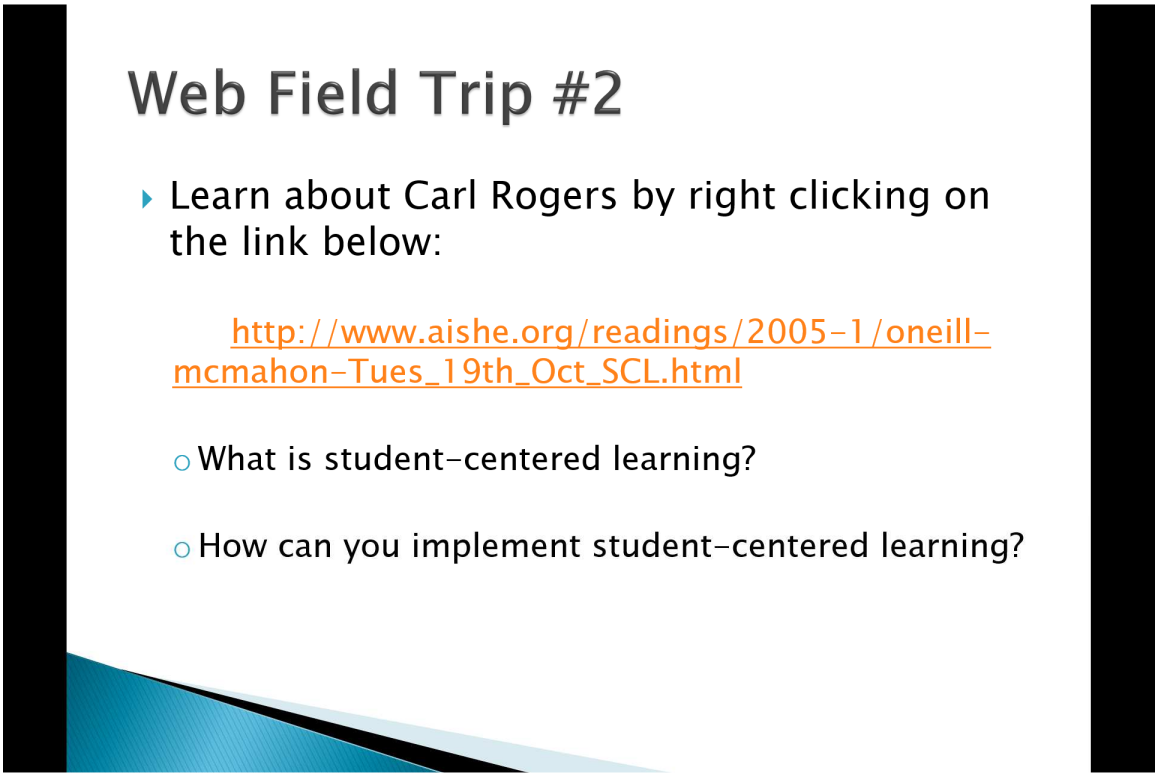
Slide 10



Talking Points:

Carl Roger's student-centered approach to education is based upon the above five hypotheses. On the next slide be prepared to indulge yourself in a concept that will help you to better understand student engagement and self-directed learning.

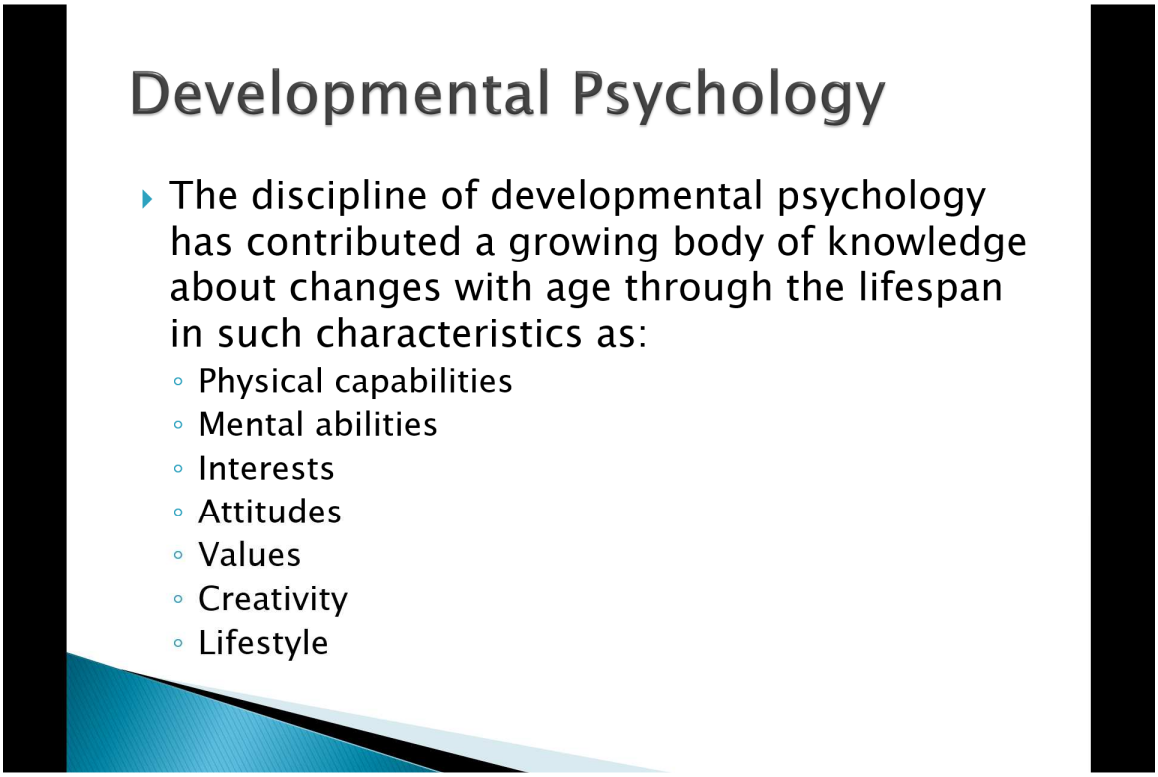
Slide 11



Talking Points:

Have participants work together to answer the slide questions. Have participants present their findings to the larger group.

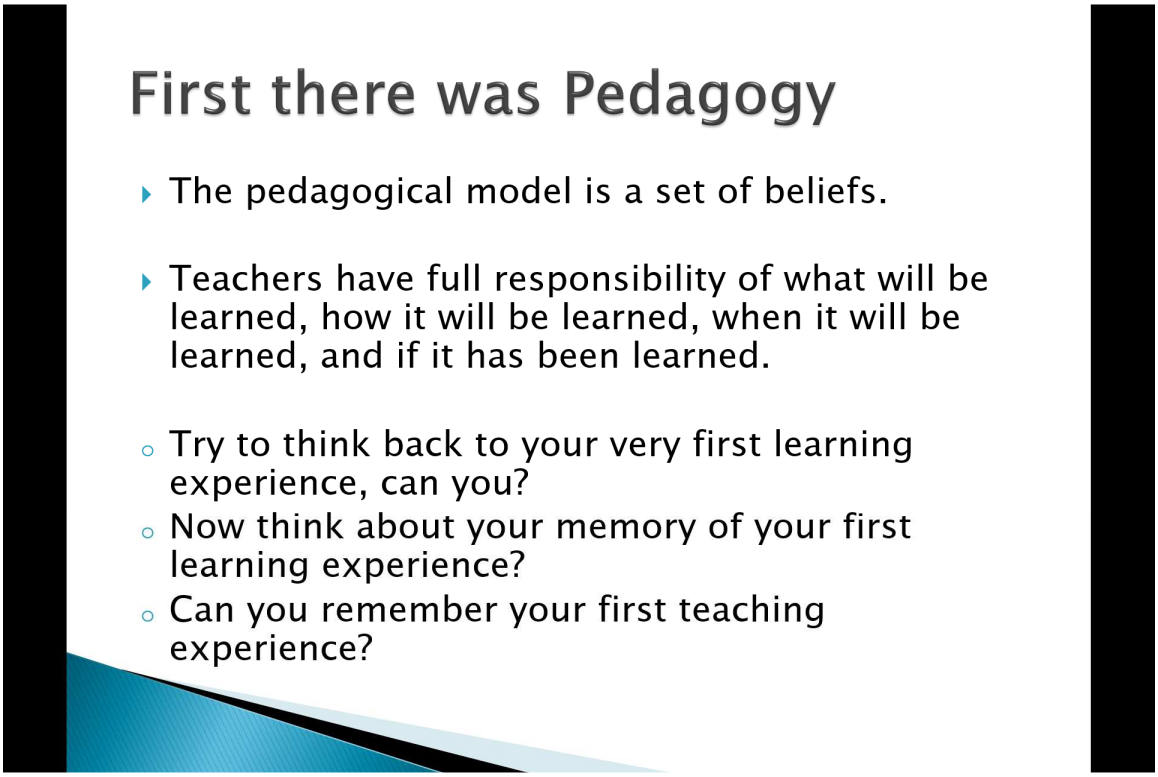
Slide 12



Talking Points:

Guide discussion breaking adult development theories into 3 categories; physical changes, cognitive or intellectual development, and personality and life-span development. Allow enough time for participants to apply to a hybrid learning environment. How may it impact the classroom environment?

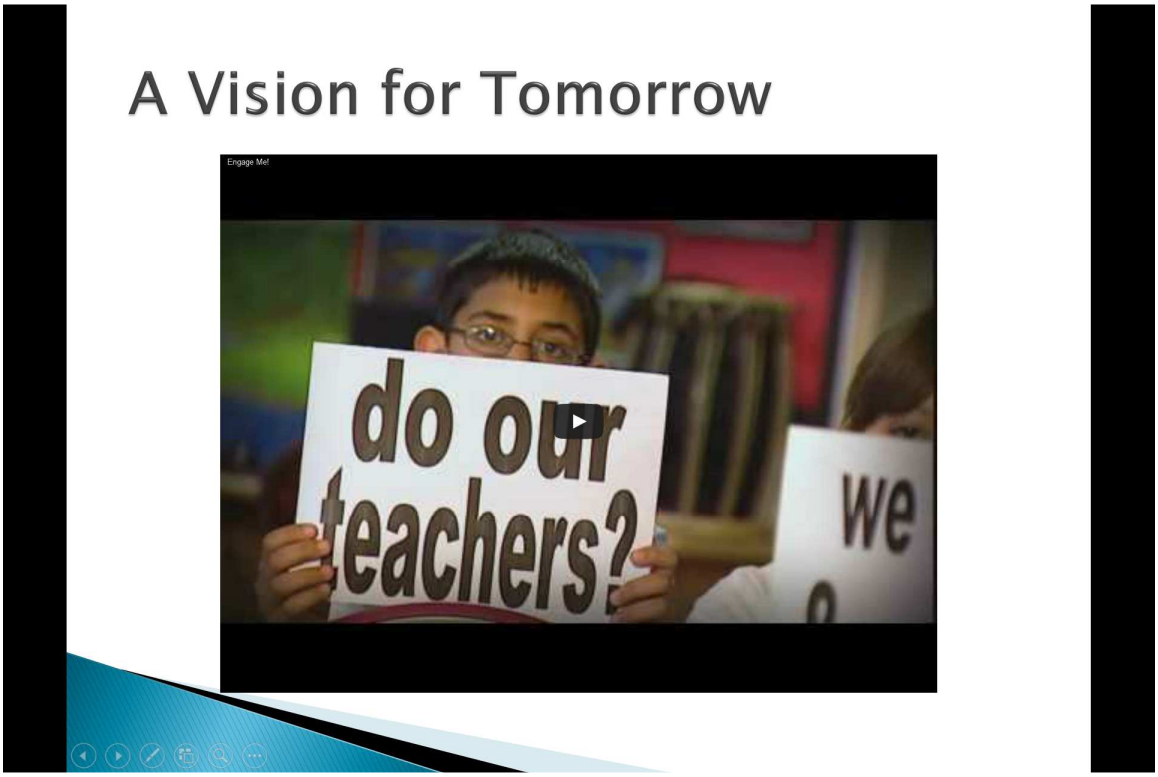
Slide 13



Talking Points:

Present principles of pedagogy and allow participants enough time to discuss origin and philosophy. Have them work in groups to answer slide questions and present back to larger group.

Slide 14

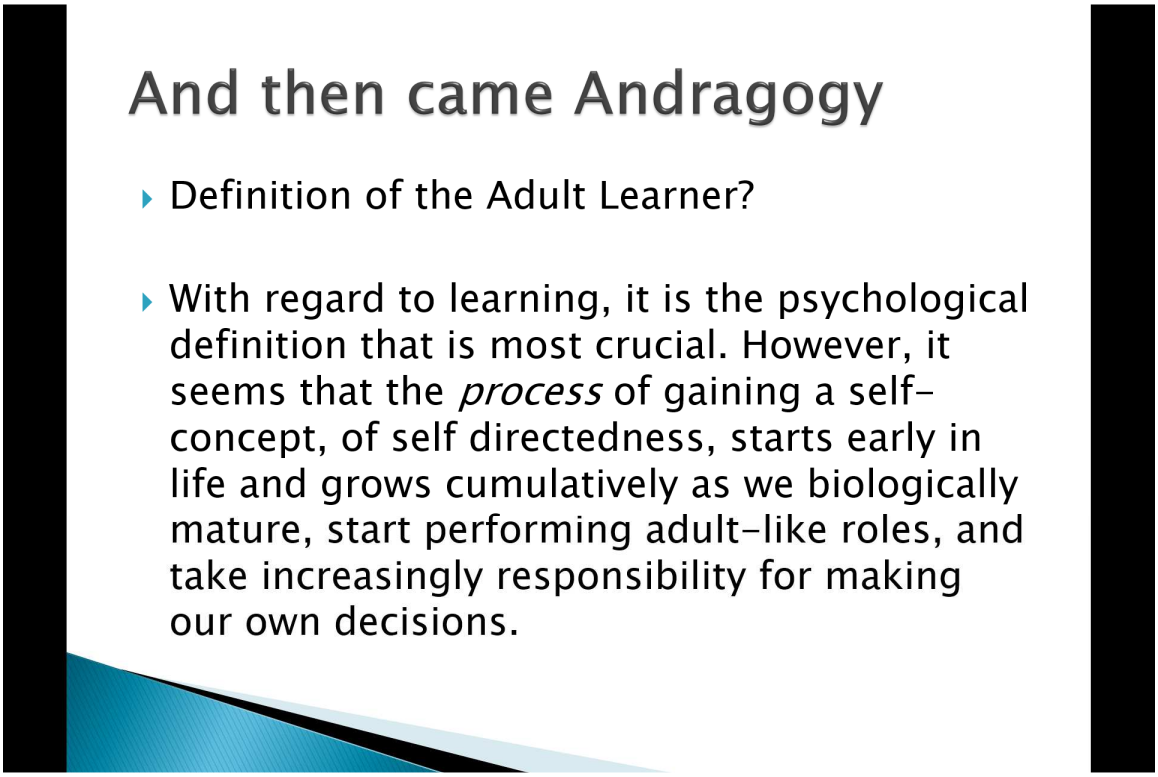


Talking Points:

Although most educators are still using the pedagogy approach we must ask ourselves, why? This approach may have worked in the early centuries; however, is it still effective? Have the times changed so much that we need to use a more technological approach even with our children and youth. As you watch this video, reflect on the assumptions of pedagogy and ask yourself, why? And, are these approaches effective in the 21st century?

If video does not come on please go to
http://www.youtube.com/watch?v=ZokqjjIy77Y&feature=related

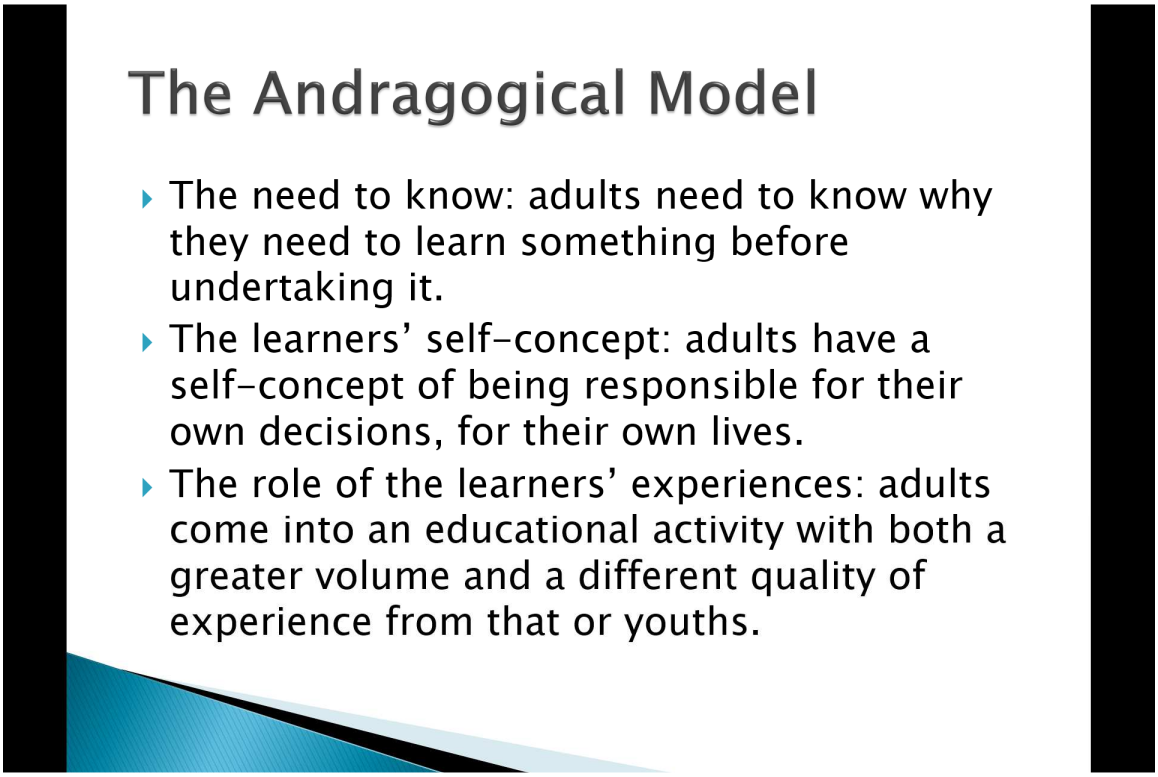
Slide 15



Talking Points:

Have participants pair up to define the adult learner. Guide the discussion so participants discuss self-concept and self-directed learning.

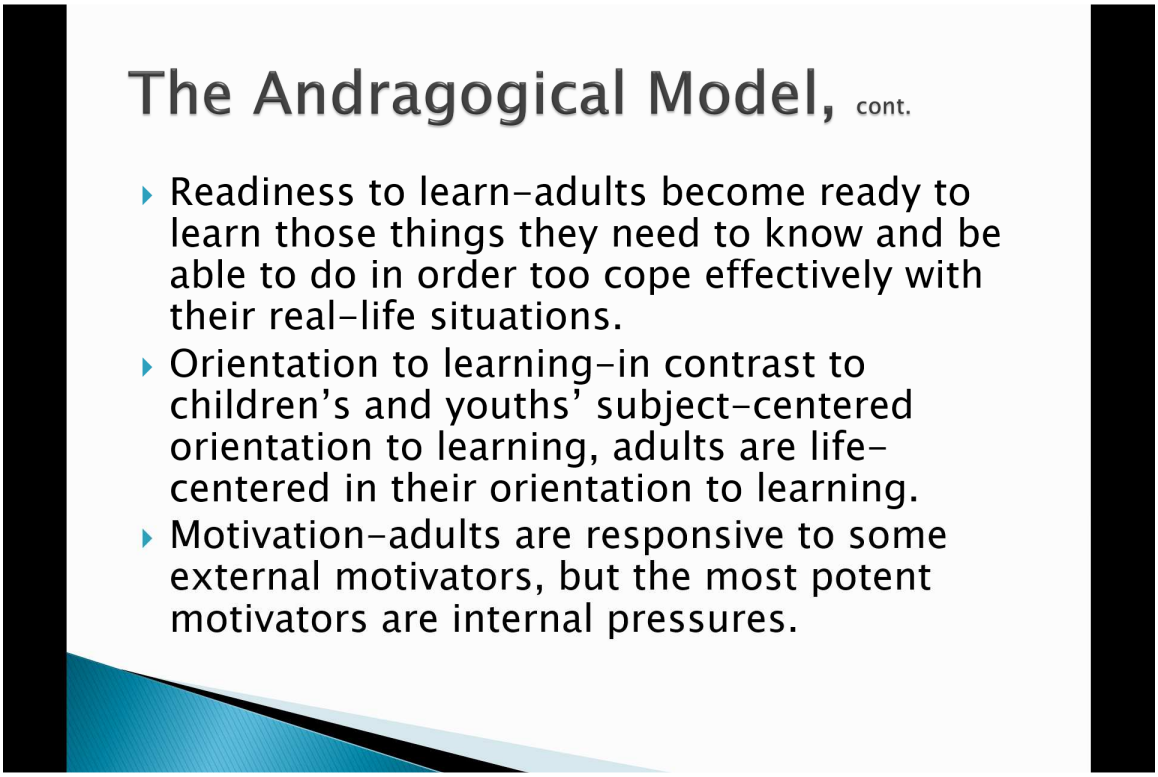
Slide 16



Talking Points:

Have participants pair up to identify best practice FTF and online activities that instructors can use in hybrid learning environment to engage learners. Examples may include case studies, role playing, simulation activities, and self-evaluation projects.

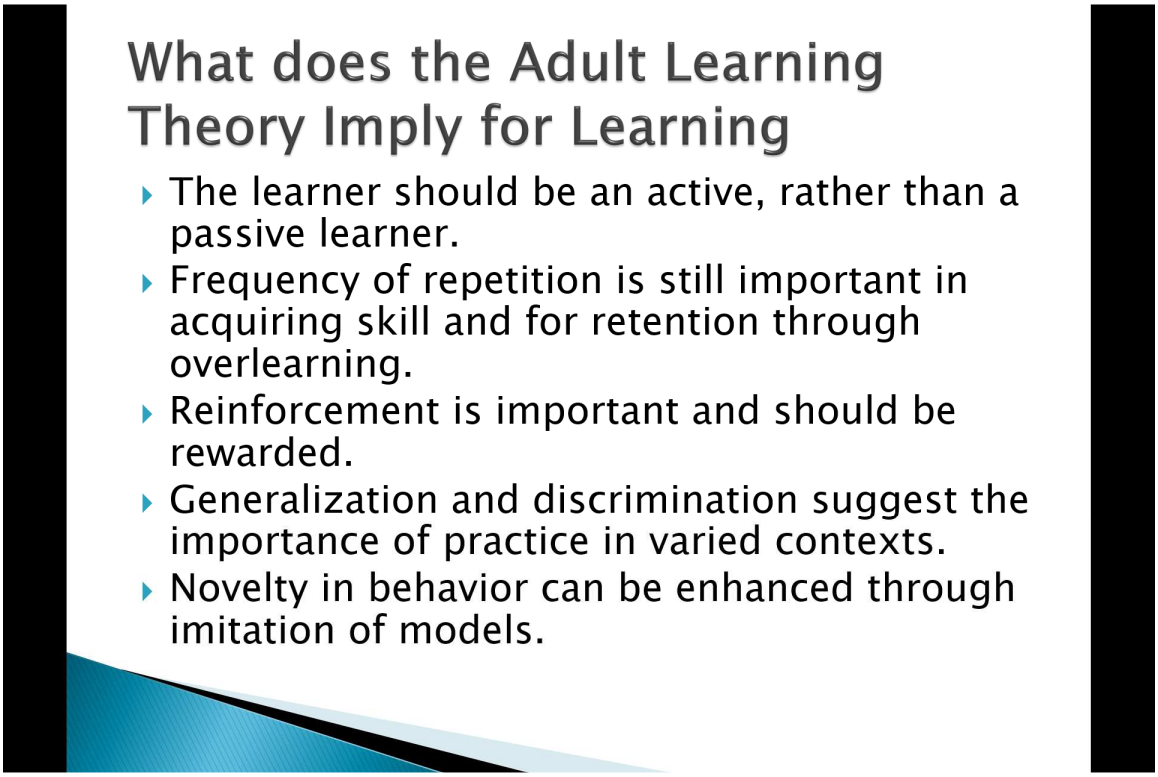
Slide 17



Talking Points:

Use slide information to engage participants in creation of best practices for hybrid instruction.

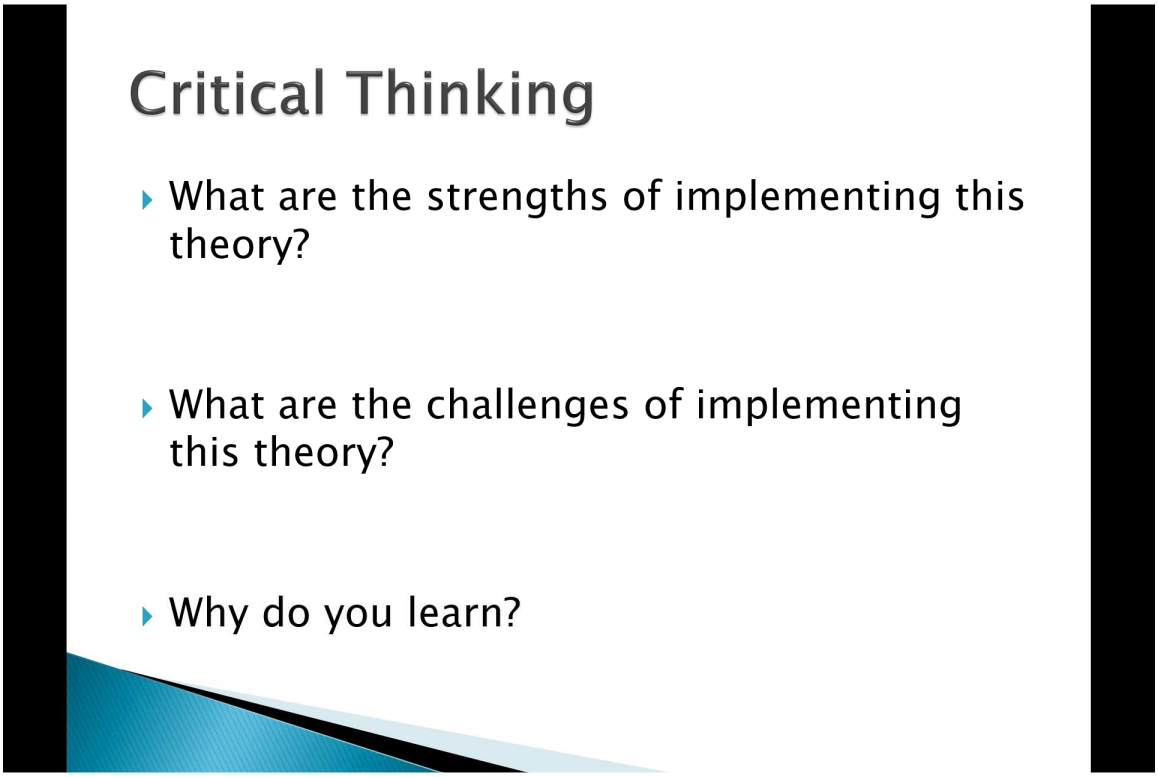
Slide 18



Talking Points:

Use slide information to discuss the process elements of Andragogy.

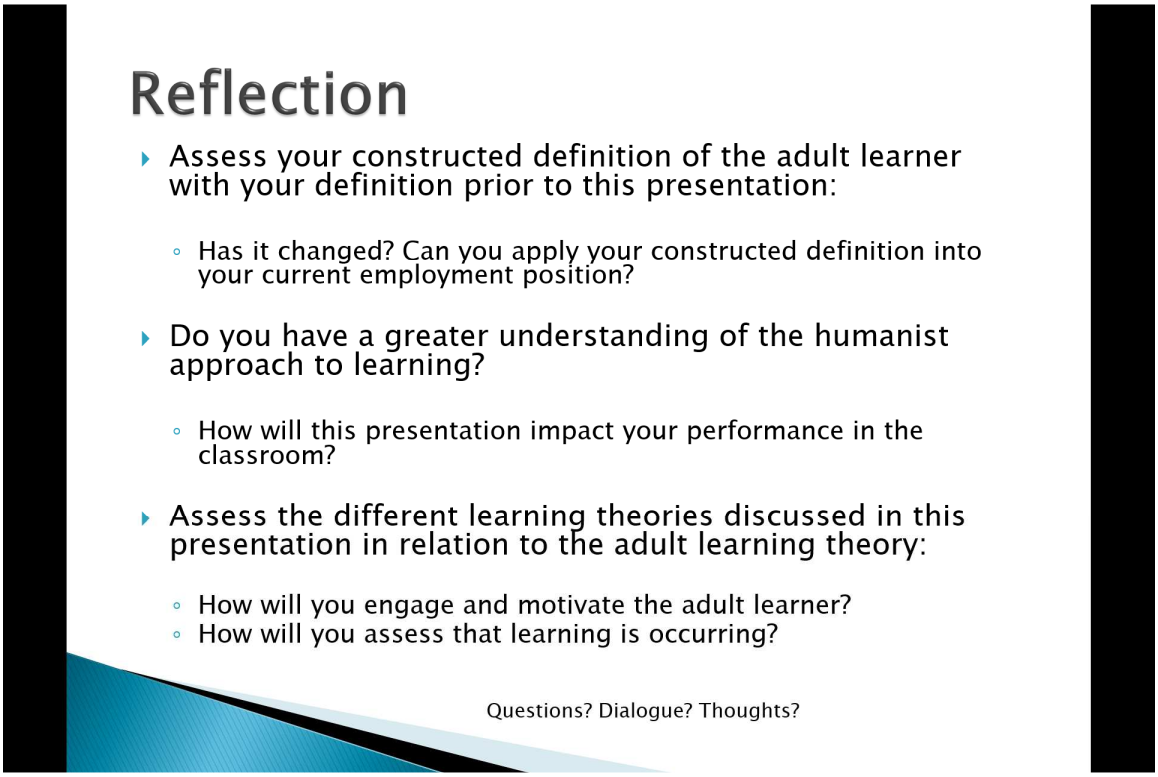
Slide 19



Talking Points:

Have participants work in groups to answer slide questions. Allow time for each group to present findings to larger group.

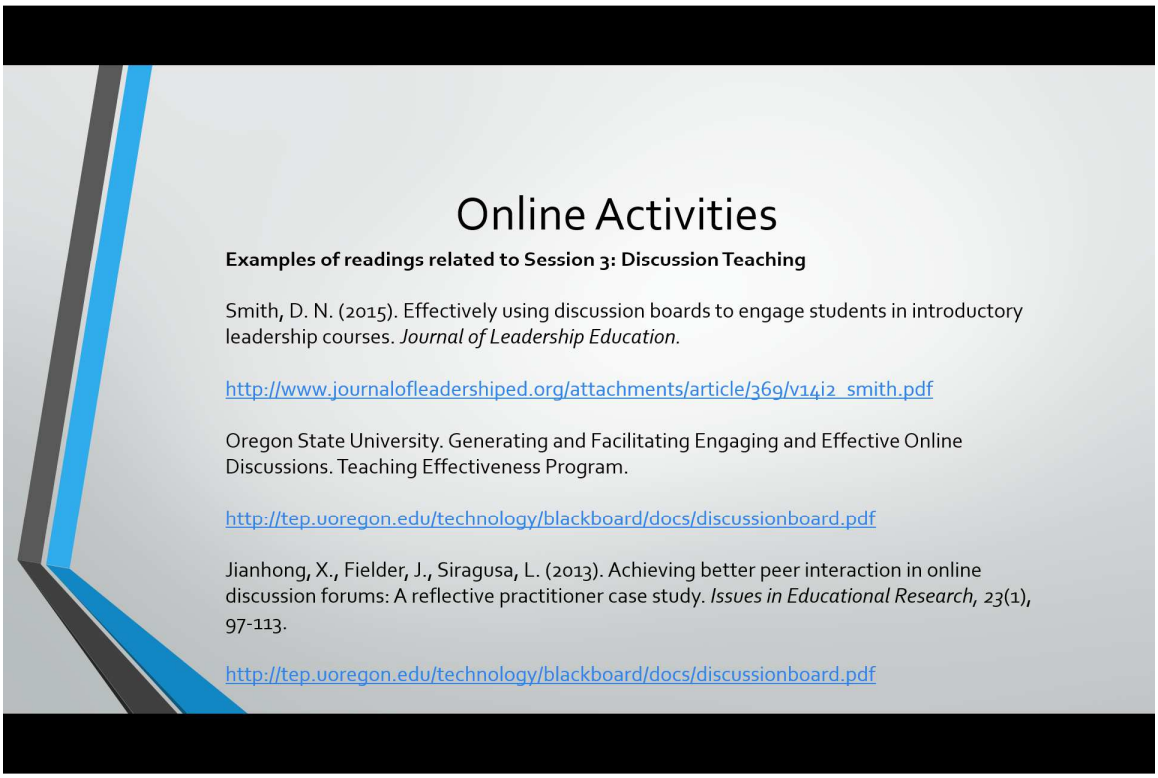
Slide 20

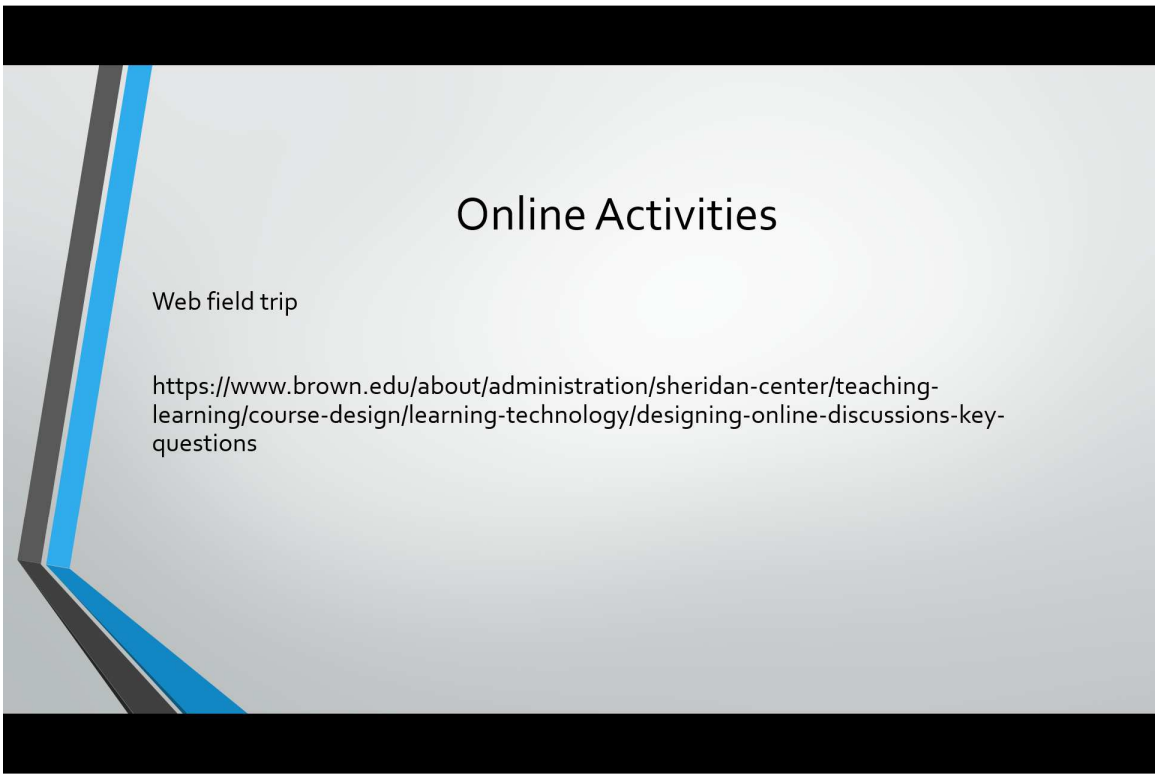


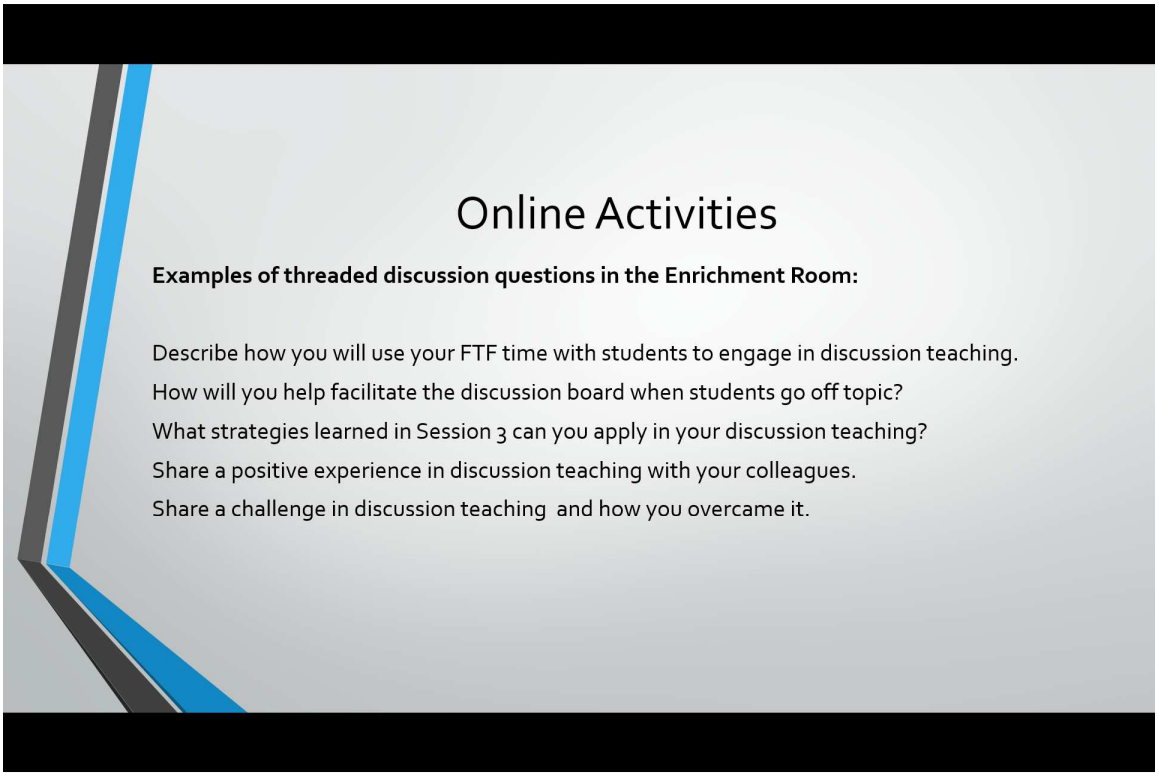
Day 3	Session 3: Discussion Teaching (facilitator slides and notes at the end of Day 3 activities)
9:00-10:30am	Slides 1-9
10:30-10:45am	Break
10:45am-12:00pm	Session 2 continued: Slides 11-21

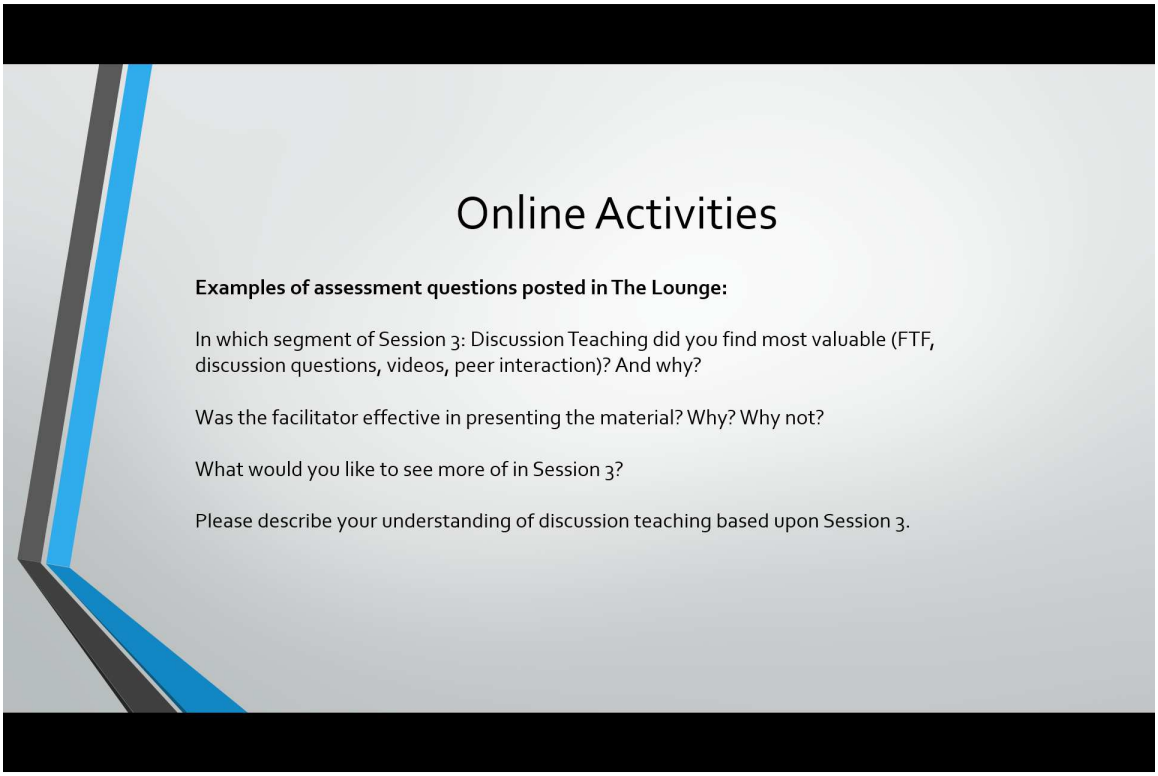
Day Three Online Activities

Online activities will be conducted through the LMS system supported at the college. The expectation is that participants actively engage in 2 discussion postings daily. Additional reading and web-field trip assignments will be required for successful completion. Day 3 discussion postings will relate to material presented during Session 3: Discussion Teaching and readings/videos presented in online environment. Participants will be required to post to initial discussion question and to collaborate with peers in a minimum of 2 responses from colleagues.


Online Activities
Examples of readings related to Session 3: Discussion Teaching
Smith, D. N. (2015). Effectively using discussion boards to engage students in introductory leadership courses. Journal of Leadership Education.
http://www.journalofleadershiped.org/attachments/article/369/v14i2_smith.pdf
Oregon State University. Generating and Facilitating Engaging and Effective Online Discussions. Teaching Effectiveness Program.
http://tep.uoregon.edu/technology/blackboard/docs/discussionboard.pdf
Jianhong, X., Fielder, J., Siragusa, L. (2013). Achieving better peer interaction in online discussion forums: A reflective practitioner case study. Issues in Educational Research, 23(1), 97-113.
http://tep.uoregon.edu/technology/blackboard/docs/discussionboard.pdf


Online Activities
Web field trip
https://www.brown.edu/about/administration/sheridan-center/teaching-learning/course-design/learning-technology/designing-online-discussions-key-questions


Online Activities
Examples of threaded discussion questions in the Enrichment Room:
Describe how you will use your FTF time with students to engage in discussion teaching.
How will you help facilitate the discussion board when students go off topic?
What strategies learned in Session 3 can you apply in your discussion teaching?
Share a positive experience in discussion teaching with your colleagues.
Share a challenge in discussion teaching and how you overcame it.


Online Activities
Examples of assessment questions posted in The Lounge:
In which segment of Session 3: Discussion Teaching did you find most valuable (FTF, discussion questions, videos, peer interaction)? And why?
Was the facilitator effective in presenting the material? Why? Why not?
What would you like to see more of in Session 3?
Please describe your understanding of discussion teaching based upon Session 3.

Session 3 Slides and Facilitator Talking Points

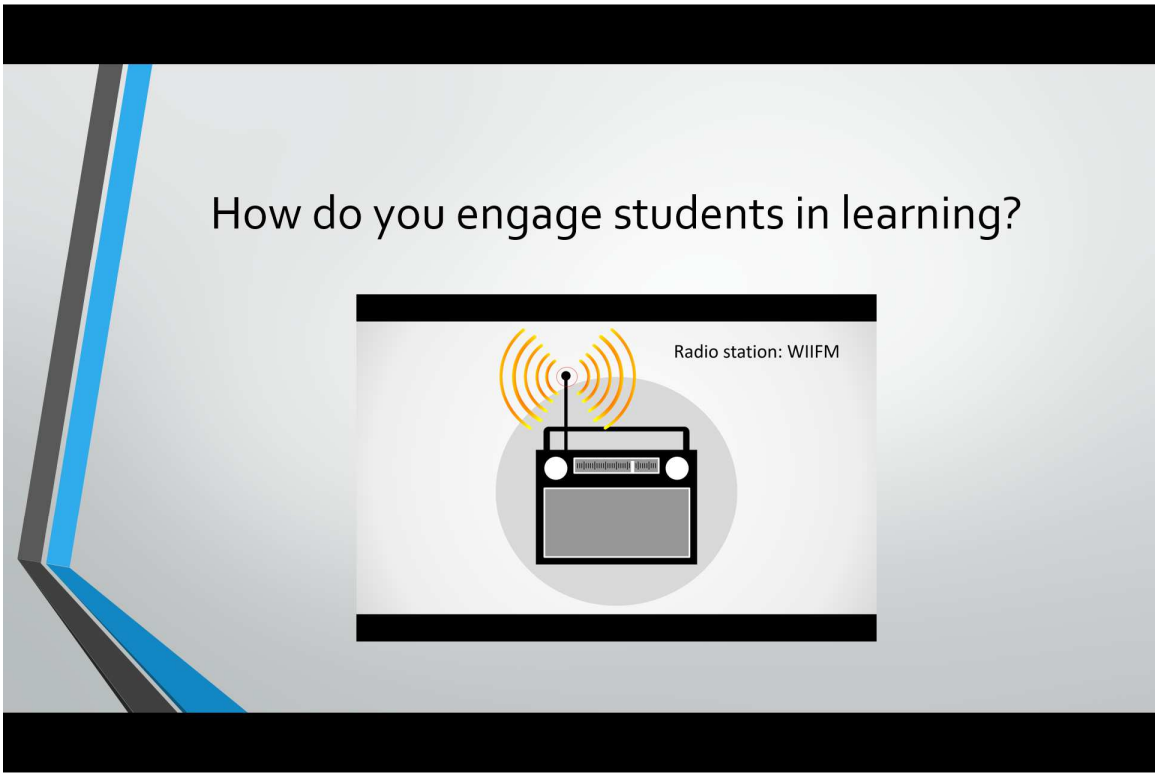
Slide 1

Slide 2

Talking Points:

Review objectives

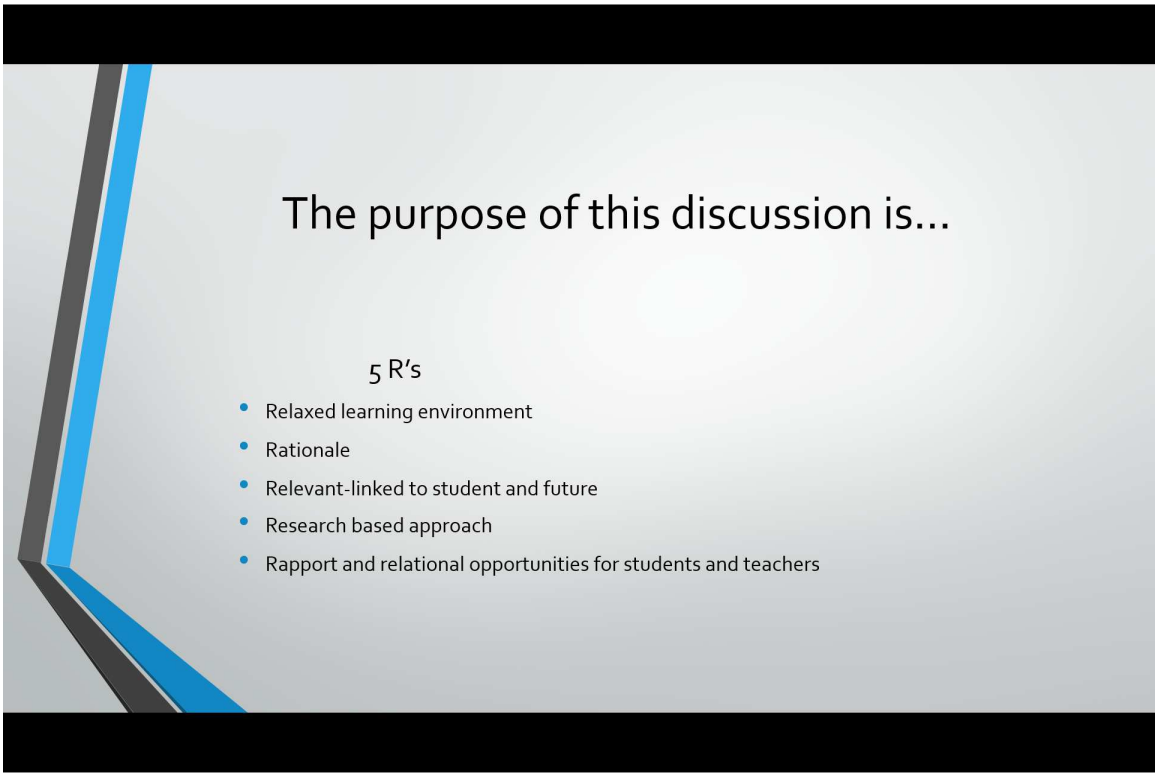
Slide 3



Talking Points:

Work in a group discuss 3 methods that you currently use to engage students. Be prepared to share with the group
Watch for:
Interesting, relevant, connected to prior learning, connected to learning goals
WIIFM

Slide 4



Talking Points:

Ask audience for suggestions from own practice.
Be sure to connect to the lesson objectives
Backwards design
What will the learner get out of it? How to listen? Learn others opinions
How to paraphrase, how to summarize,
How to involve others?
How to handle disagreement?

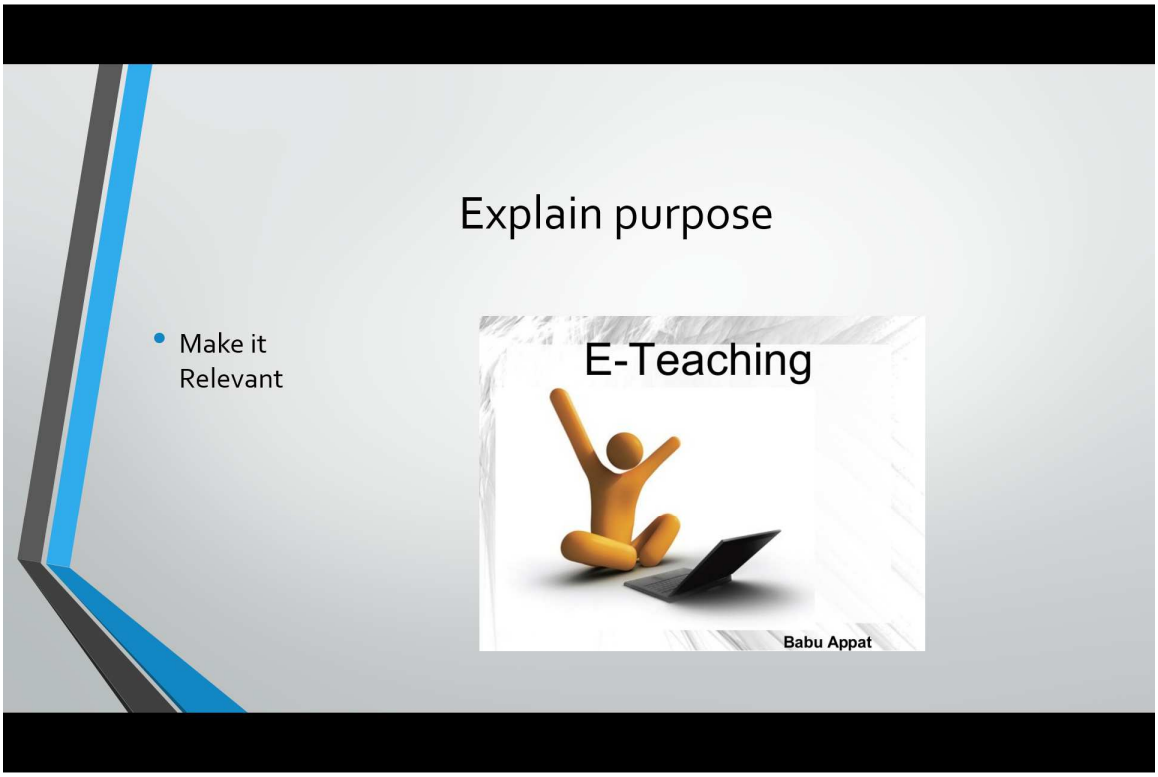
Slide 5

Talking Points:

Facilitate discussion on how to use effective discussion prompts to engage students

If video does play please go to https://www.youtube.com/watch?v=hj5HPtYMqtA

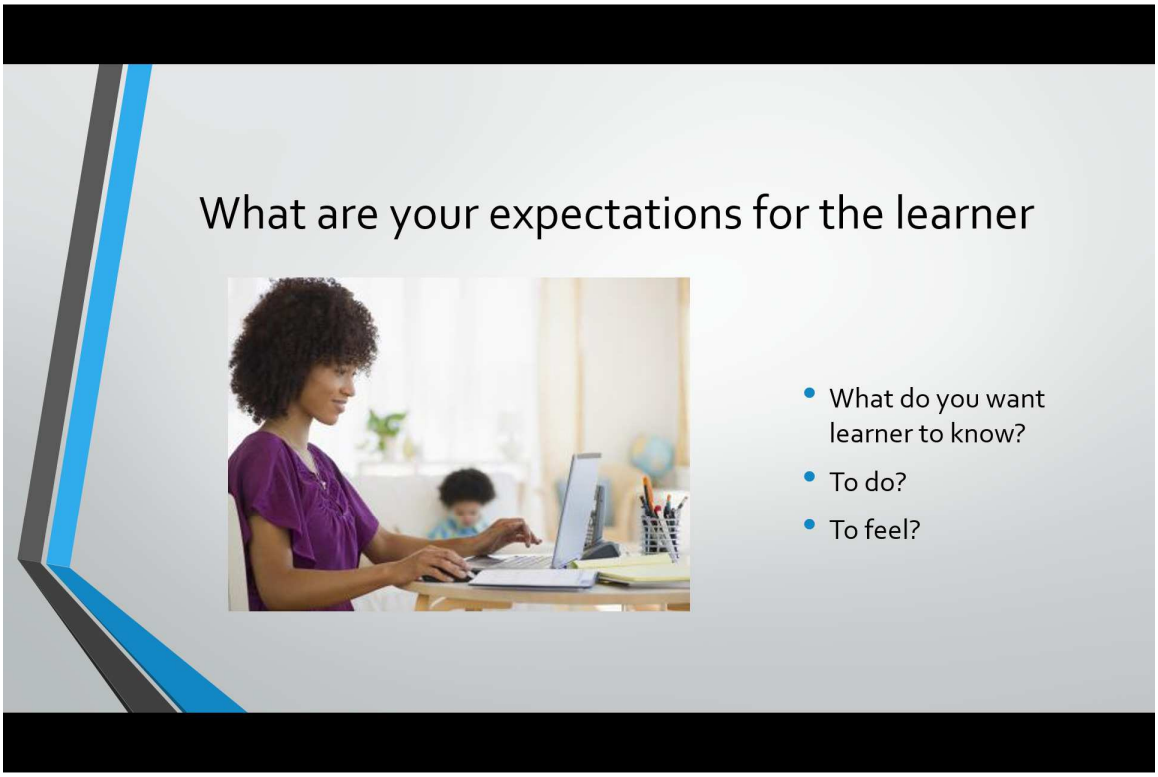
Slide 6



Talking Points:

Need connection, reason, how this relates

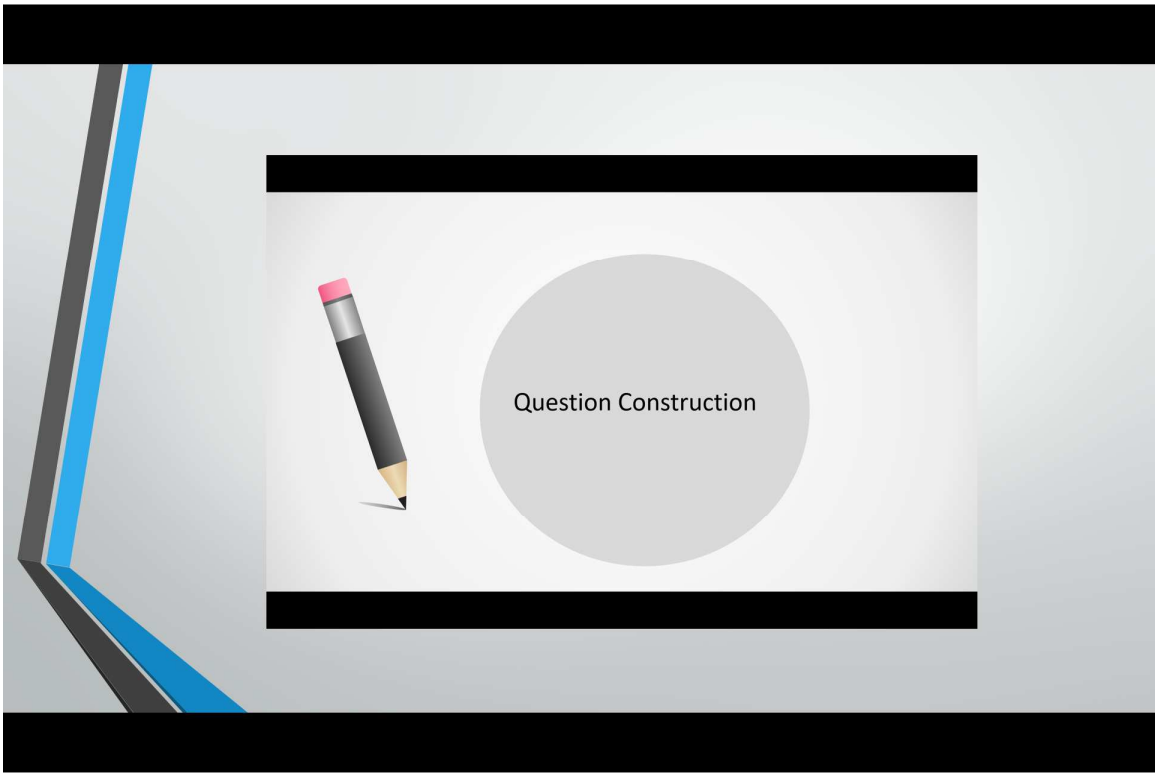
Slide 7



Talking Points:

Use this opportunity to help participants draft clear expectations for discussion teaching

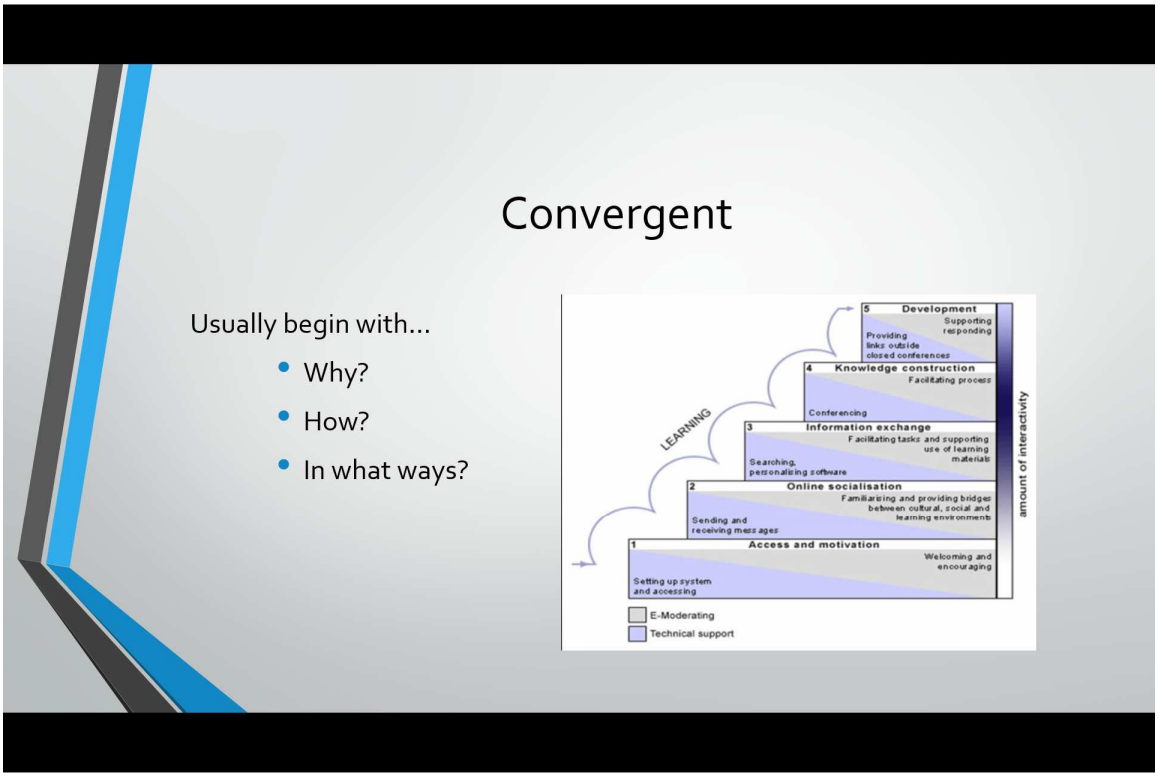
Slide 8



Talking Points:

Introduce topic of how to develop effective questions

Slide 9

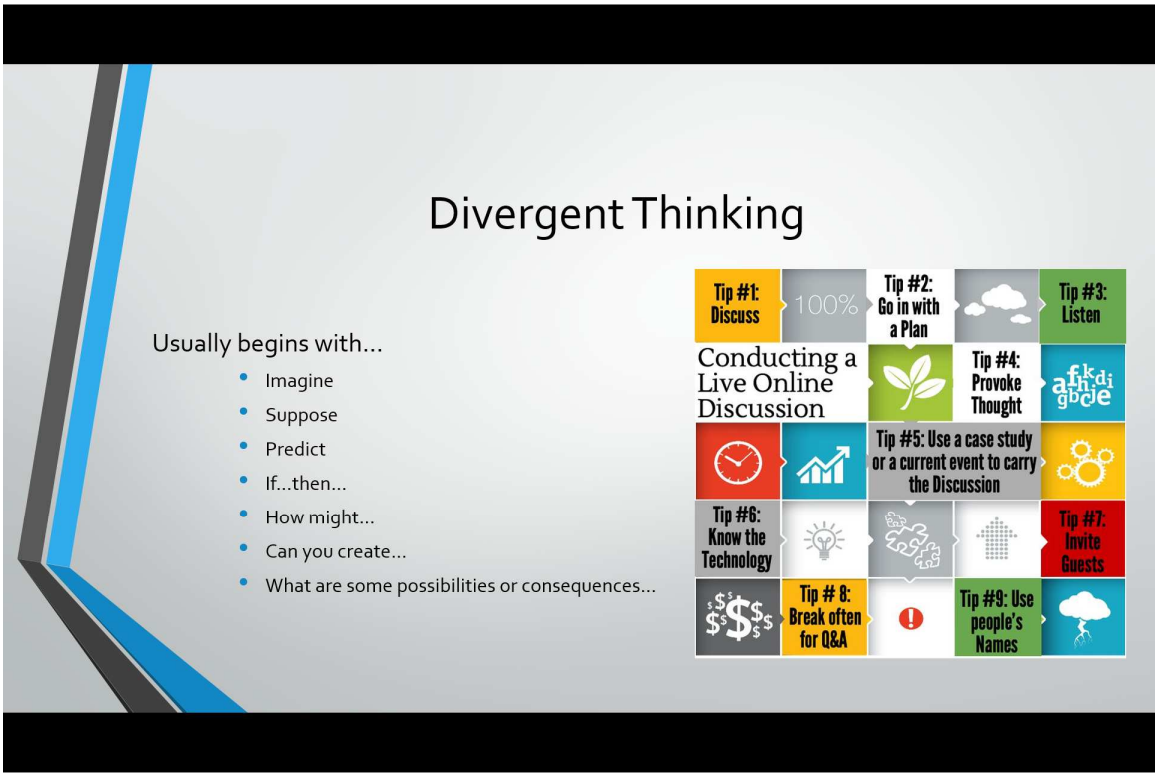


Talking Points:

Provide opportunities for participants to brainstorm ideas

Slide 10

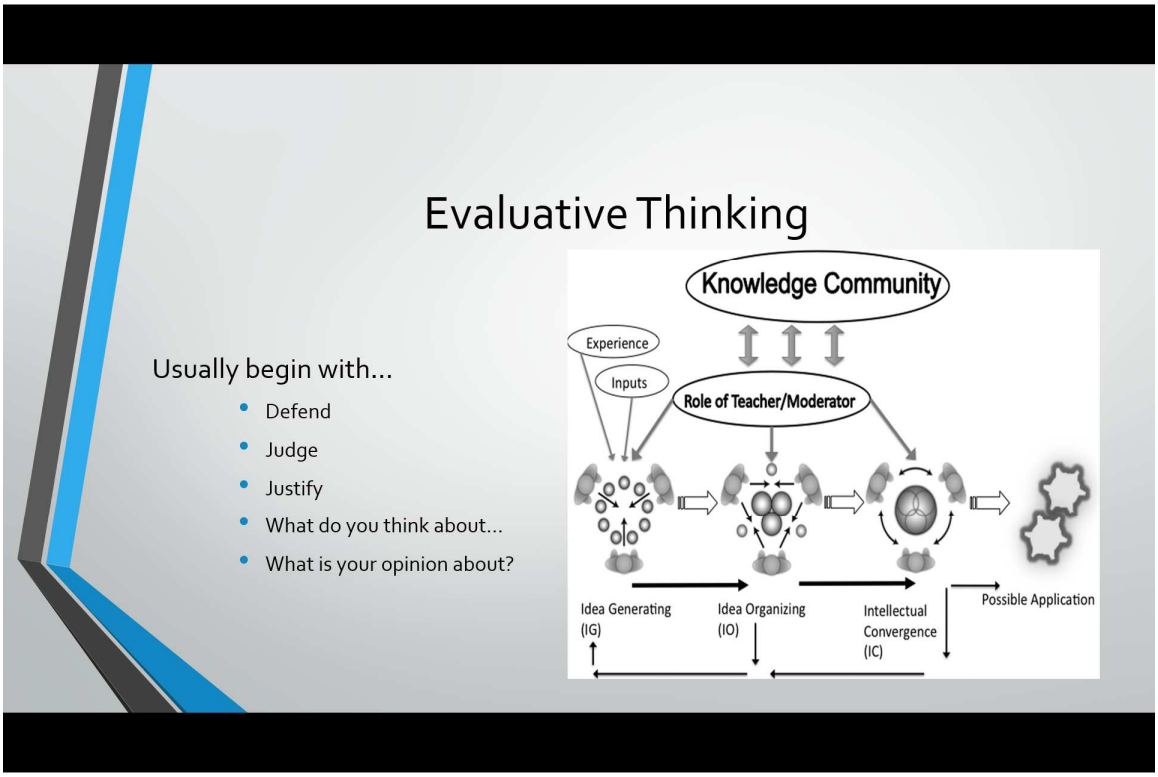
Slide 11



Talking Points:

Provide opportunities for participants to brainstorm ideas

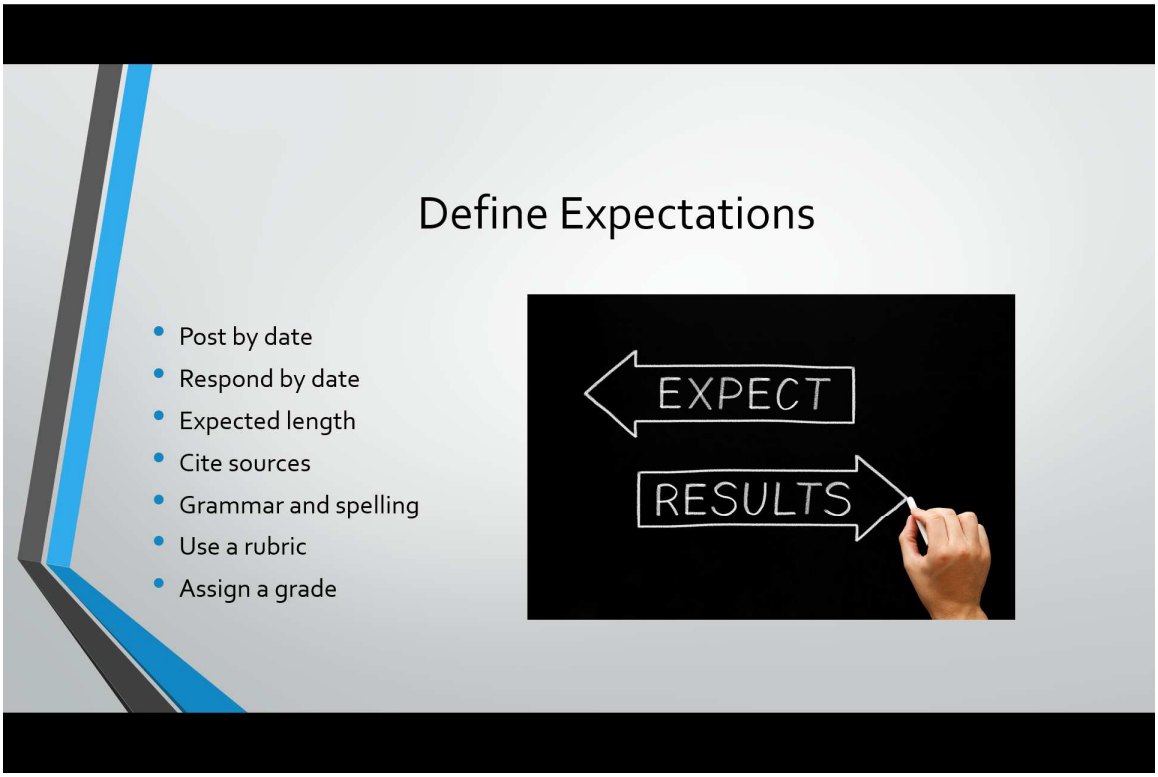
Slide 12



Talking Points:

Provide opportunities for participants to brainstorm ideas

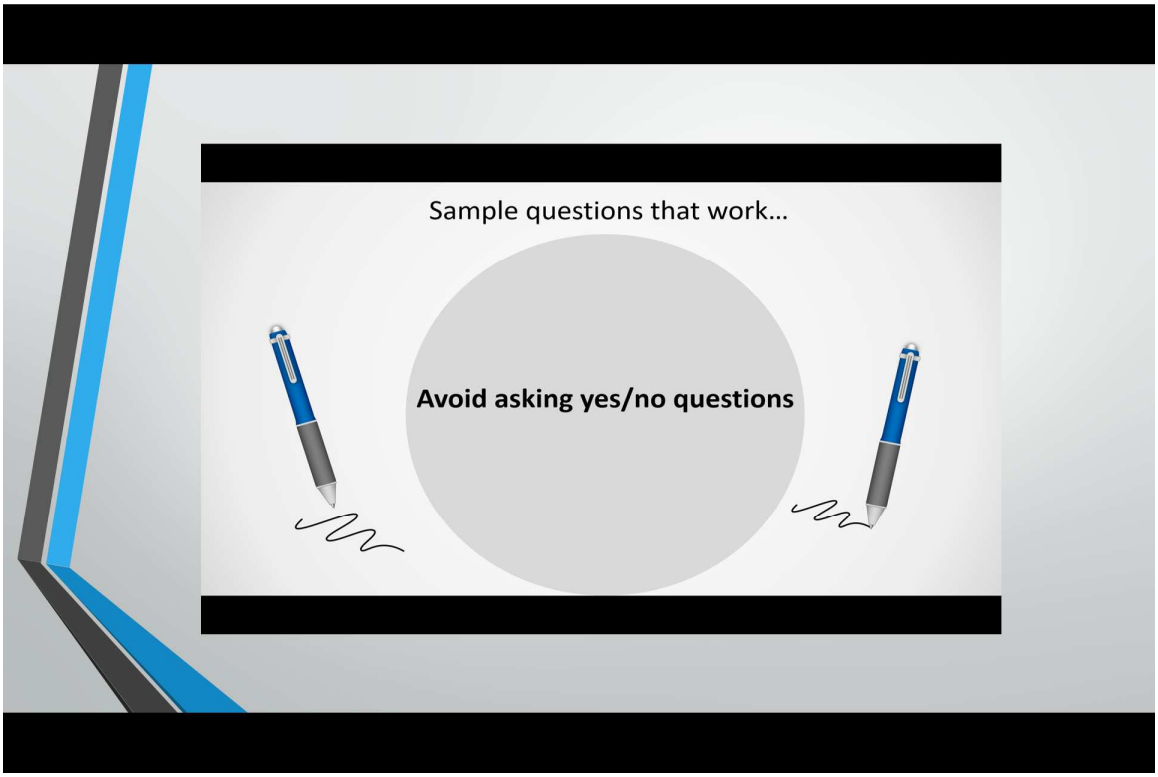
Slide 13



Talking Points:

Allow participants to voice concerns and challenges

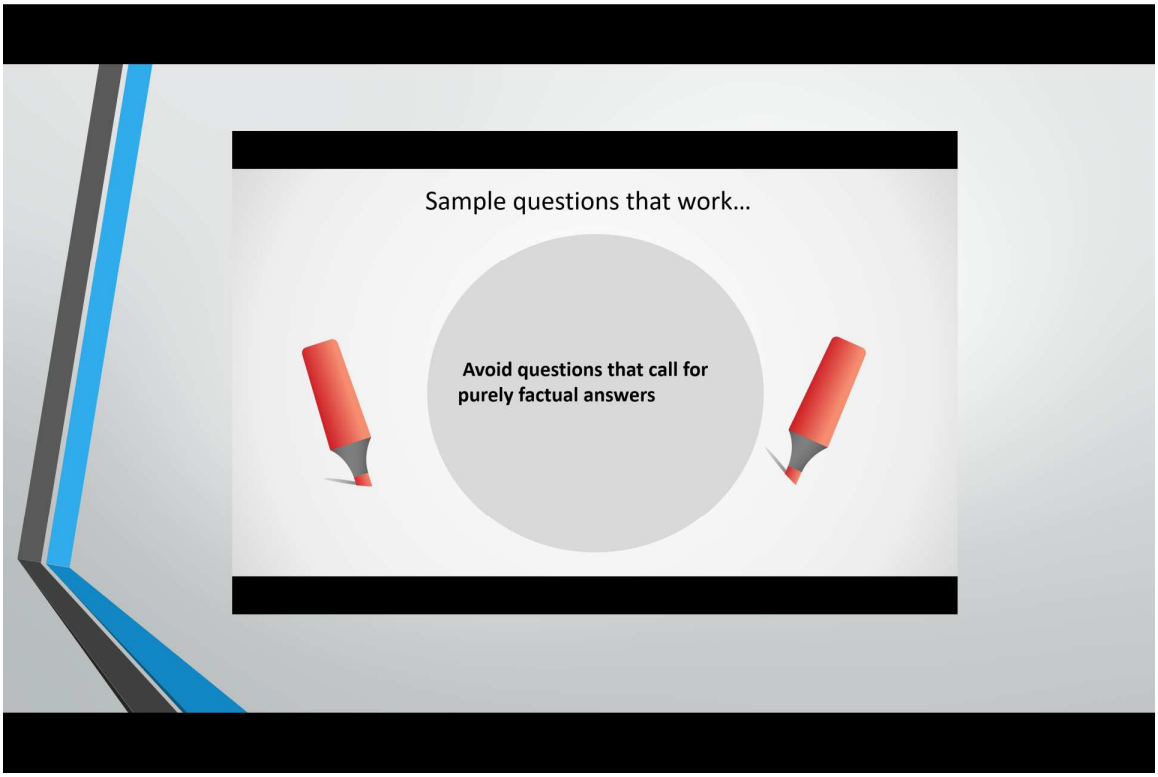
Slide 14



Talking Points:

A key element of effective discussion teaching is to ask open-ended questions. Pair up participants to create 3 open-ended questions to present back to larger group. Allow enough time for participants to demonstrate a clear understanding of how to develop effective questions.

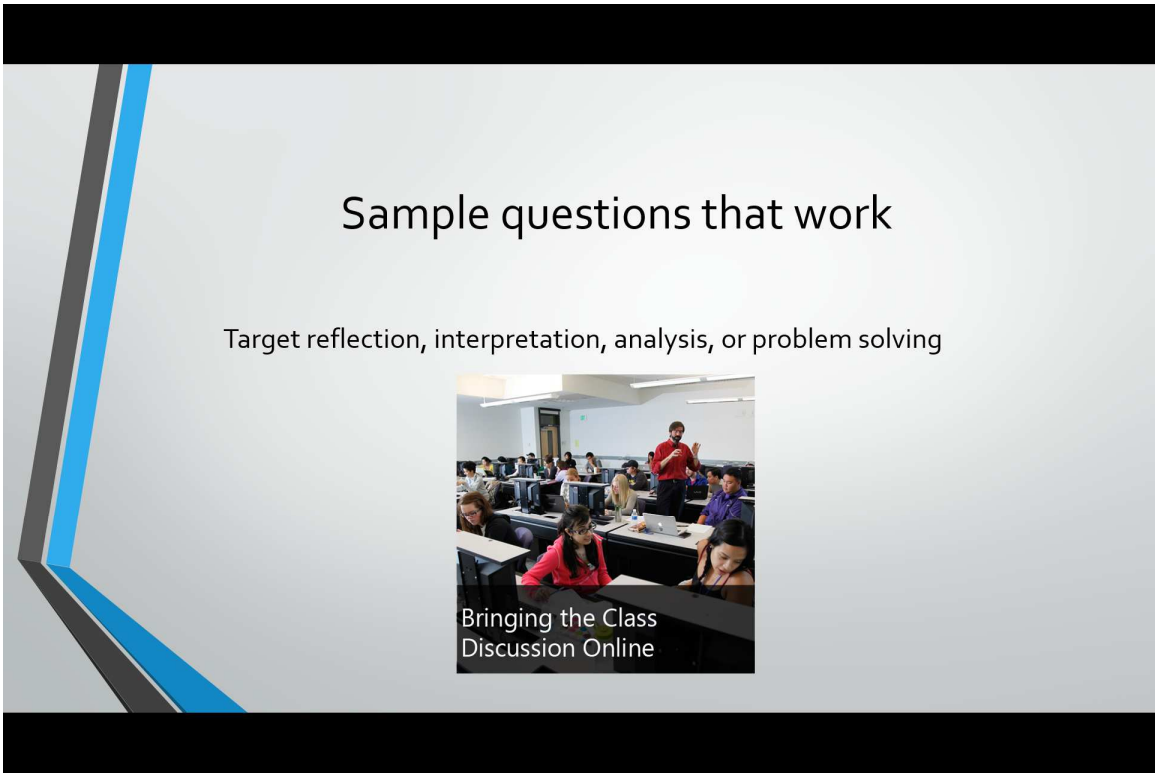
Slide 15



Talking Points:

Oftentimes factual based questions do not allow time for students to demonstrate clear conceptual understanding of meaning. Pair up participants to develop 1-2 questions that are not factual based yet can provide for larger critical thinking of discussion.

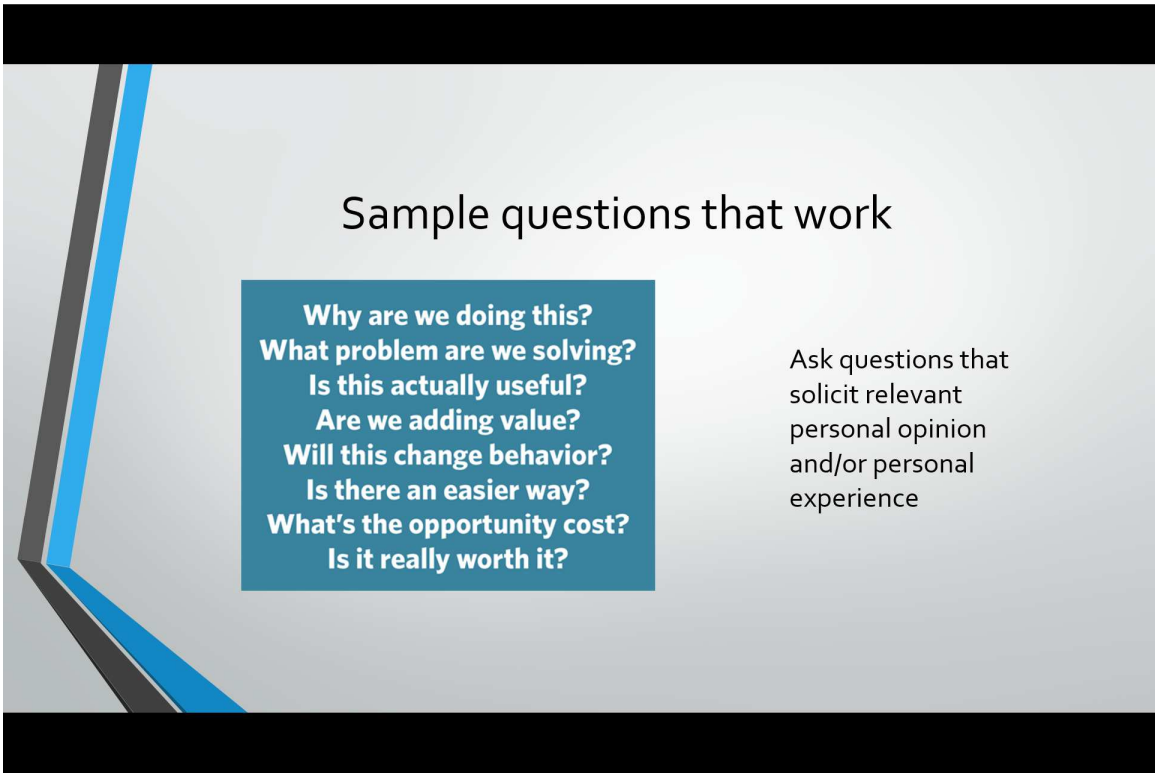
Slide 16



Talking Points:

Have participants work in groups to develop best practices for developing effective questioning techniques in discussion teaching. Present findings to larger group.

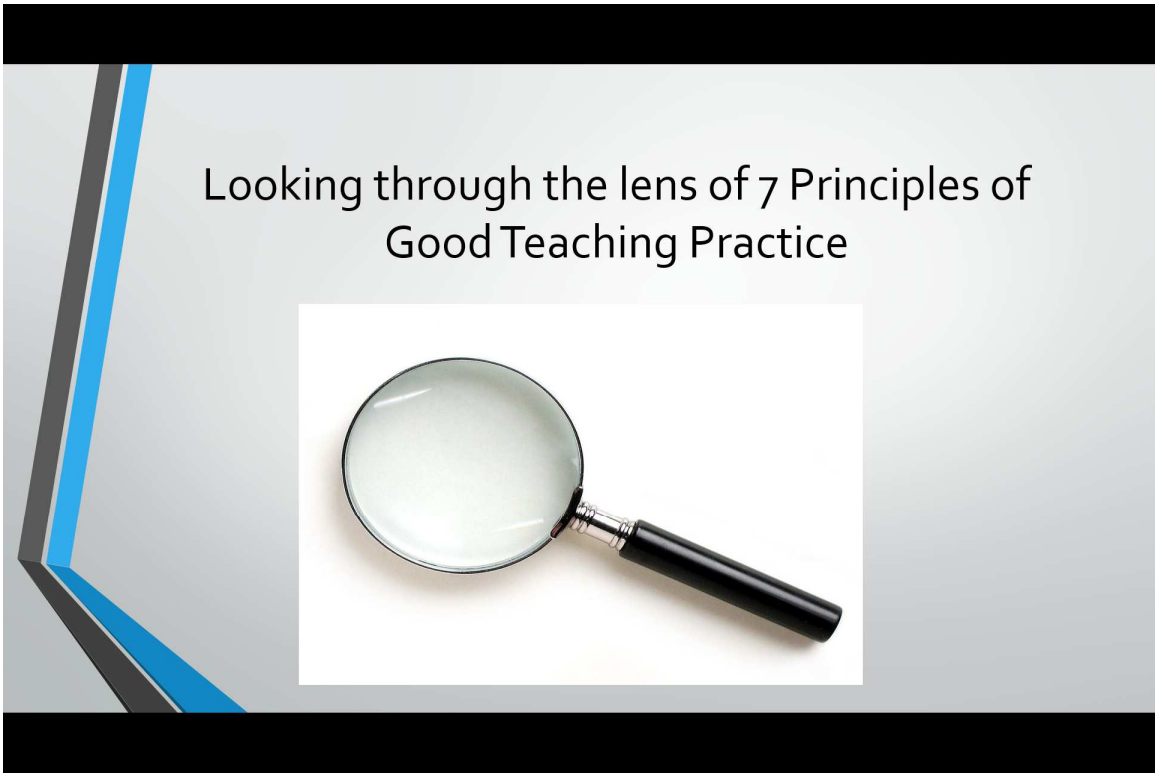
Slide 17



Talking Points:

Discuss how effective question techniques allow students to engage in robust discussion postings.

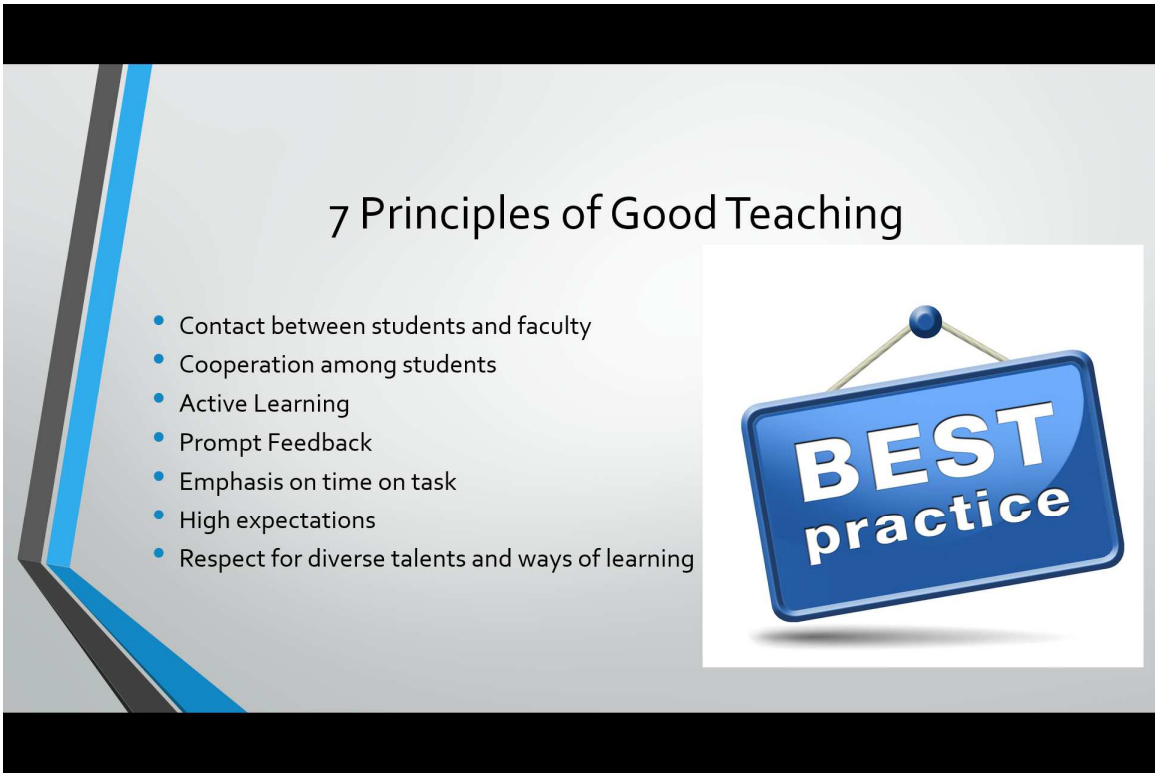
Slide 18



Talking Points:

Introduce Chickering and Gamson

Slide 19



Talking Points:

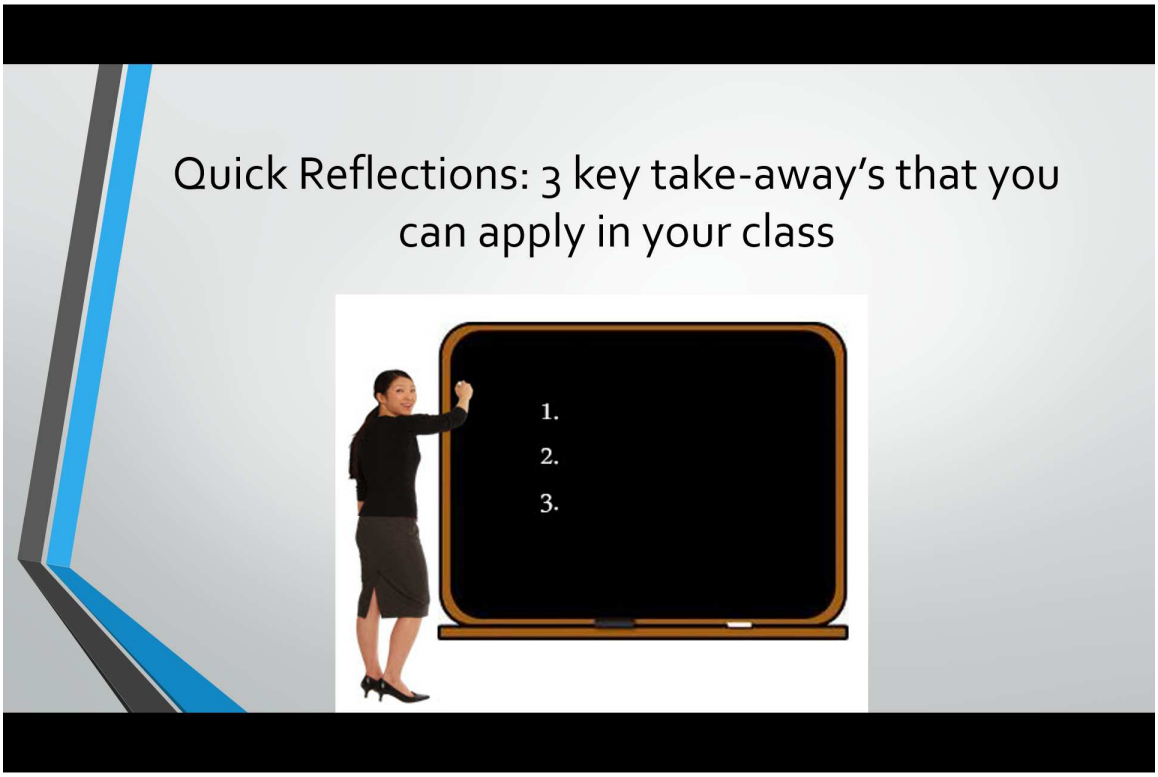
1. Instructor presence, not too much, not too little, cheerleader, connect with each other
2. Respect, listening, social, cooperative learning, comment on each other's posts, sharing ideas for deeper learning
3. Reflection, relate, apply
4. What's prompt? need feedback to improve, acknowledgement of work, chance to reflect on what they've learned
5. Effective use of time, time management skills, meeting deadlines, flexibility of online, use rubrics
6. Expect more and you'll get it, challenging problem to solve, significant real life problems, sharpens cognitive skills of analysis, synthesis, application, evaluation
7. Different students bring different styles, students need a variety of ways of learning, variety leads to increased learning, technology-something for everyone audio, visual, kinesthetic

Slide 20

Talking Points:

What are your tips for balancing a demanding workload?

Slide 21



Talking Points:

Allow enough time for this activity for participants to share take-away

End of HIT curriculum

HIT Professional Development Exit Survey

A SurveyMonkey Exit Survey will be sent to each HIT participant the day after the program ends via college email system. Data will be collected, analyzed, and reported back to the college for continuous improvement process.

Professional Development Exit Survey

* **1. The objectives of the professional development module was communicated clearly and was relevant to my professional experience.**

Strongly Agree	Agree	Disagree	Strongly Disagree
○	○	○	○

* **2. This professional development module provided exposure to current technology and presented new technology to explore and utilize.**

Strongly Agree	Agree	Disagree	Strongly Disagree
○	○	○	○

* **3. I am likely to implement the ideas and practices taught in my professional setting.**

Strongly Agree	Agree	Disagree	Strongly Disagree
○	○	○	○

* **4. How would you rate the following characteristics of the professional development module? (4 being the highest rating and 1 being the lowest rating).**

	4	3	2	1
Content	○	○	○	○
Delivery	○	○	○	○
Length	○	○	○	○
Quality of instruction	○	○	○	○
Provided a good balance between individual, team, and group work.	○	○	○	○

* **5. How would you rate the following characteristics of the facilitator (4 being the highest rating and 1 being the lowest rating).**

	4	3	2	1
Explained ideas and concepts clearly.	○	○	○	○
Provided timely feedback.	○	○	○	○
Knew alot about the subject.	○	○	○	○

* **6. I would attend another workshop by this facilitator and would likely recommend this professional development module to my colleagues.**

Strongly Agree	Agree	Disagree	Strongly Diasgree
○	○	○	○

* **7. Please state your favorite and least favorite aspects of the professional development module.**

Done

Teacher Efficacy Scale

A number of statements about organizations, people, and teaching are presented below. The purpose is to gather information regarding the actual attitudes of educators concerning these statements. There are no correct or incorrect answers. We are interested only in your frank opinions. Your responses will remain confidential.

INSTRUCTIONS: Please indicate your personal opinion about each statement by circling the appropriate response at the right of each statement.

KEY: 1=Strongly Agree 2=Moderately Agree 3=Agree slightly more than disagree 4=Disagree slightly more than agree 4=Moderately Disagree 6=Strongly Disagree

1.	When a student does better than usually, many times it is because I exert a little extra effort.	1 2 3 4 5 6
2.	The hours in my class have little influence on students compared to the influence of their home environment.	1 2 3 4 5 6
3.	The amount a student can learn is primarily related to family background.	1 2 3 4 5 6
4.	If students aren't disciplined at home, they aren't likely to accept any discipline.	1 2 3 4 5 6
5.	I have enough training to deal with almost any learning problem.	1 2 3 4 5 6
6.	When a student is having difficulty with an assignment, I am usually able to adjust it to his/her level.	1 2 3 4 5 6
7.	When a student gets a better grade than he/she gets, it is usually because I found better ways of teaching that student.	1 2 3 4 5 6
8.	When I really try, I can get through to most difficult students.	1 2 3 4 5 6

9.	A teacher is very limited in what he/she can achieve because a student's home environment large influence on his/her achievement	1 2 3 4 5 6
10.	Teachers are not a very powerful influence on student achievement when all factors are considered.	1 2 3 4 5 6
11.	When the grades of my students improve, it is usually because I found more effective approaches.	1 2 3 4 5 6
12.	If a student masters a new concept quickly, this might be because I knew the necessary steps in teaching that concept.	1 2 3 4 5 6
13.	If parents would do more for their children, I could do more.	1 2 3 4 5 6
14.	If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.	1 2 3 4 5 6
15.	The influences of a student's home experiences can be overcome by good teaching.	1 2 3 4 5 6
16.	If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly	1 2 3 4 5 6
17.	Even a teacher with good teaching abilities may not reach many students.	1 2 3 4 5 6
18.	If one of my students couldn't do a class assignment, I would be able to accurately assess whether the assignment was at the correct level of difficulty	1 2 3 4 5 6
19.	If I try really hard, I can get through to even the most difficult or unmotivated students	1 2 3 4 5 6

20.	When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his/her home environment	1 2 3 4 5 6
21.	Some students need to be placed in slower groups so they are not subjected to unreasonable expectations.	1 2 3 4 5 6
22.	My teacher training program and/or experience has given me the necessary skills to be an effective teacher.	1 2 3 4 5 6

From Woolfolk, A. E., & Hoy, W. K. (1990). Prospective teachers' sense of efficacy and beliefs about control. Journal of Educational Psychology, 82, 81-91. Originally based on the Teacher Efficacy Scale developed by S. Gibson & M. Dembo (1984). Teacher Efficacy: a construct validation. Journal of Educational Psychology, 76, 569-582.

ANITA WOOLFOLK HOY, PH.D.

PROFESSOR
PSYCHOLOGICAL STUDIES IN EDUCATION

Dear

You have my permission to use the *Teachers' Sense of Efficacy Scale* in your research. A copy the scoring instructions can be found at:

http://u.osu.edu/hoy.17/research/instruments/

Best wishes in your work,

Anita Woolfolk Hoy

Anita Woolfolk Hoy, Ph.D.
Professor Emeritus

Sample Budget

Sample Budget HIT Professional Development	
Facilitator Fees	$1500
Copies	$150
Office Supplies	$150
IT	$500
Refreshments	$200
Total	$2500

Appendix B: Faculty Self-Efficacy Interview Protocol

Research Topic: Faculty Self-Efficacy Instructing in a Hybrid Learning Environment at a Career College

Interview Steps and Procedures:

1. Welcoming and words of appreciation for the participant's time and interest
2. Introductions
3. Explanation of the interview process:

The interview lasts up to an hour.

- Remind the participant that the interview will be recorded and that the interviewer may take a few very brief notes.
- Explain the confidentiality of all identifying personal information and clarification that a pseudonym will be used.
- Ask if there are any questions or if additional information is needed.
- Take additional notes with observations immediately after the interview.

Project Study Research Questions

How do faculty describe their self-efficacy for instructing in a hybrid learning environment at Hybrid College?

Interview Questions

1. How do you describe hybrid learning instruction?
2. Tell me about your experiences with hybrid learning courses.
3. Tell me about any challenges that you expect teaching a hybrid course? How would you overcome these challenges?

4. What feelings or thoughts were generated by the experience of teaching a hybrid learning course?
5. What specific hybrid instruction activities do you feel very confident in performing? What specific hybrid instruction activities do you not feel very confident in performing?
6. What kind of technology do you use in your hybrid learning courses? Describe your experiences using this technology.
7. Tell me about professional development that you had related to teaching hybrid courses. What professional development do you think would enhance your confidence teaching hybrid courses?
8. What advice would you provide to a new faculty member required to teach courses in a hybrid learning environment?

Wrap Up:

Thank you for participating in this study. Your experiences with implementing technology in a blended learning environment may provide the necessary information to evaluate professional development programs. Your information will remain confidential and I will provide you with a transcribed copy for member checking purposes. In the event that I may need more information or clarification of an interview item, may I email you to set up a short follow-up interview? Once again, thank you for your participation.

Appendix C: Demographic Survey

Name: _____

Participant Number: _____

Age: _____

Gender: M F

Highest educational degree attained: _____

How many years have you been teaching: _____

How many hybrid learning courses

have you taught (circle): 0-2 3-6 > 6

Teaching Discipline: _____

Appendix D: Invitation to Participate Email

Donna Gosselin
209.620.4635
Donna.Gosselin@Waldenu.edu

Greetings,

My name is Donna Gosselin, and I am a student at the Walden University working on a Doctor of Education in Higher Education specializing in Adult Learning. I am conducting a research study entitled, *Faculty Self-Efficacy Instructing in a Hybrid Learning Environment at a Career College,* you were identified as a potential participant for this research. The criterion for participation in this study is that you have not instructed in more than two hybrid learning courses. Any direct reports of mine will be excluded from this study. Additionally, any pregnant women, elderly individuals, and those who may be in crisis will also be excluded from this study.

I would greatly appreciate the opportunity to discuss my research study in greater detail and your potential participation, at which time I could answer any questions you may have. (Please Note: Your participation is completely voluntary.). Please reply to this email this week to let me know if you are interested in learning more about my research study and, if so, supply a date/time in the email that I could telephone you to discuss your potential participation.

Thank you for your consideration,

Donna Gosselin, Ed.D candidate

Appendix E: Member-Checking Instrument

Donna Gosselin
209.620.4635
Donna.Gosselin@Waldenu.edu

Date: _____

Participant's Number: _____

Once again, thank you for your continued participation in my research study. As we previously discussed, attached is a transcribed document of our interview for your final review/confirmation by _____.

My data analysis will continue and will be added to, refined, honed and/or corrected as necessary – and any written comments you provide on the attached transcribed interview document will be incorporated in that data analysis.

Also: If you wish to be contacted when my full data analysis is completed – in order that you may review/confirm and/or comment on it at that time -- please provide an email address where I may contact you during the next few months: _____

Once again, thank you for your participation in my research study – it is greatly appreciated.

Sincerely,

Donna Gosselin, Ed. D. candidate

Appendix F: Sample Interview Using LaBovian Data Analysis

	Participant 7: Motivation for teaching in a hybrid learning environment		**Participant 7: Persistence for teaching in a hybrid learning environment**		**Participant 7: Overall performance in teaching in a hybrid environment**		**Participant 7: ability to cope with taxing environmental demands teaching in a hybrid learning environment**
Abstract-what was this about?	So I had a very brief, um, brief opportunity to, to participate in hybrid instruction	Abstract-what was this about?	It's [teaching in a hybrid environment] scary, it's scary because you don't really have that student connection	Abstract-what was this about?	I think for an instructor, uh ... You know, it, it's [instructor feeling comfortable in hybrid courses] gonna be really hard	Abstract-what was this about?	I think you [hybrid instructor] have to be really good,
Orientation- who, when, what, where?	building the courses or making sure that the courses flowed from the lecture, or the didactic, um, and then transferring over to the, the hands-on part of the basics so those flowed	Orientation- who, when, what, where?	And, and you are responsible for having these students meet these outcomes and meet your accreditation outcomes but without truly seeing it	Orientation- who, when, what, where?	I think you have to almost make sure you have the right personality of instructors to teach in a hybrid environment	Orientation- who, when, what, where?	you've gotta be able to critically think and you also have to be able to manage um students
Complicating Action- then what happened	building the class and really looking at it and how this would feel in a classroom setting	Complicating Action- then what happened	it makes me feel a little uneasy that I'm not a 100% uh you know sure that these students are meeting the needs of, meeting the standards because I'm not grading a test that they've taken in front of me.	Complicating Action- then what happened	I think it's harder to get an instructor who's taught one way, and, and they don't see the bigger picture, or they don't see how we're gonna, you know, be able to get more students	Complicating Action- then what happened	because if you put a group of students in a, in a classroom many of them don't participate I mean even if you are actively engaging
Results- what finally happened?	meaning how would the students understand the materials going from an online [environment] to ... in a classroom	Results- what finally happened?	Which I know that it's them completing the test and not, you know, Geraldo taking the test or whoever is taking the test.	Evaluation- so what?	So try to get the buy-in from an instructor	Results- what finally happened?	But certainly with the hybrid, um that's what's you know great about the hybrid is you learn a skill and then come back in the classroom and they can demonstrate the skill for you
Coda-final thoughts.	how would I bridge those together?	Complicating Action-then what happened	The threaded discussion is what I would feel most confident.	Results- what finally happened?	I don't know how to necessarily, you know, get an instructor to get buy-in if they don't believe in that message in which the instruction is being taught	Complicating Action-then what happened	I don't think that can be done if you're just going to a group of instructors that taught in the same traditional way
		Results- what finally happened?	Because I like that you can bring that and you can tie it in to the, the physical classroom setting.			Results- what finally happened?	It's a very different environment and I do think that people need additional training on that just to prepare themselves
		Coda-final thoughts.	Hey this is why it is so important			Coda-final thoughts.	you know prepare for a different type of classroom than they [instructors] are used to

Figure A1. Example of Labovian data analysis

Appendix G: Participant Profiles

Participant 1, is a 34 year-old female with an MBA who teaches in the dental assistant program. She has been teaching for 13 months and has yet to teach in the hybrid dental assistant program. She teaches full-time at Hybrid College and is also an adjunct instructor at the local community college. During her story she provided an example of her ability to cope with taxing environmental demands teaching in a hybrid learning environment outlined using LaBovian data analysis methodology:

Table A1

Participant 1 Sample Transcript

LaBovian Elements	Participant 1 Narrative
Abstract-what was this about?	I would say definitely having the opportunity, um, for them [hybrid instructors] to go through the course themselves
Orientation-who, when, what, where?	Having an opportunity to sit down and like, maybe follow the instructors in their computer and then they're able to have someone facilitate and walk-through all of the features
Complicating Action-then what happened?	I feel like one of the disadvantages of the technology and all of these smartphones is that you don't know all of the features
Results-what finally happened?	Or you've never gone through some official training of, this is this tool and this is everything that it does
Complicating Action-then what happened?	But I think if there were some formal training for us [instructors] it would be beneficial
Results-what finally happened?	But there is never any training for instructors
Coda-final thoughts.	Most of the time it's just trial and error

Participant 2, is a 45 year-old female with an MBA who teaches in the medical billing and coding program. She has been teaching for more than 10 years and has taught two courses in the hybrid program. She teaches part-time and also works in the career services department at Hybrid College. She shared her experience with her motivation to teach in a hybrid learning environment:

Table A2

Participant 2 Sample Transcript

LaBovian Elements	Participant 2 Narrative
Abstract-what was this about?	You can't assume that everything is going to be the same when you are teaching in hybrid program.
Orientation-who, when, what, where?	Actually, I have a clear concept of how difficult instructing can be because if you're used to it one way, that's the kind of way that you did and you have to be creative for hybrid.
Complicating Action-then what happened?	Creative is when that dialogue that keeps going, those questions that you guys are having, a conversation.
Evaluation-so what?	How it's a clear concept to me that they understand and that they [students] are excited.
Results-what finally happened?	I am explaining to my boss that really you guys didn't think about time allowed for the hybrid
Coda-final thoughts	I have to really sit down and keep it flowing.

Participant 3, is a 40 year-old female with an associate's degree who teaches in the dental assistant program. She has been teaching for seven years and has been a co-instructor for one hybrid course. She teaches part-time for Hybrid College and works full-time in her discipline. She shared her experiences with her overall performance instructing in a hybrid learning environment:

Table A3

Participant 3 Sample Transcript

LaBovian Elements	Participant 3 Narrative
Abstract-what was this about?	I think it's [hybrid environment] for an instructor
Orientation-who, when, what, where?	You don't get to really talk to the student or look in their eyes and see if they're really understanding the material or if they're just going through the motions
Complicating Action-then what happened?	You don't actually know if the student is actually doing the work themselves or paying somebody to do it for them
Results-what finally happened?	So, there's a lot of variables
Complicating Action-then what happened?	In a classroom learning setting [face-to-face], you are able to expand on the ideas whereas in a hybrid when they're reading something, you can't expand or give your personal experience.
Evaluation-so what?	Why do you need to learn it this way or change the learning style that lets students really understand the concept
Results-what finally happened?	I think that's the law in the hybrid program.

Participant 4 is a 46 year old female who teaches in the medical billing and coding program. She holds an associate degree in science and has been teaching for 10 years. She teaches full-time for Hybrid College and has been the program director for the program for one year. At the time of the interview she had just started teaching her first course in the hybrid program. She shared her experiences with her persistence teaching in a hybrid learning environment.

Table A4

Participant 4 Sample Transcript

LaBovian Elements	Participant 4 Narrative
Abstract-what was this about?	Well, you have to be more available with students in a hybrid program
Orientation-who, when, what, where?	I'm always reachable, because in class they come in everyday, so they'll see me everyday
Complicating Action-then what happened?	If there's a question they can wait until tomorrow but it's more comfort zone in the classroom
Results-what finally happened?	The instructor's going to be there
Complicating Action-then what happened?	With hybrid, the teacher being available two days a week as far as the learning center, they don't think they have to wait until those days of my availability to see me face-to-face.
Results-what finally happened?	I just make more effort for those students, but I'm still here, just a click away, just an email or even call.

Participant 5 is a 52 year-old male who teaches in the dental assistant program. He holds an associate of science degree and has been teaching for over 13 years. He teaches full-time for Hybrid College and has taught one course in the hybrid program. He shared his experiences with his motivation for instructing in a hybrid learning environment:

Table A5

Participant 5 Sample Transcript

LaBovian Elements	Participant 5 Narrative
Abstract-what was this about?	I was really looking forward to this new concept and this evolution in education
Orientation-who, when, what, where?	I really wanted to learn more about it and engage in it to be part of it
Complicating Action-then what happened?	I think a lot of potential students are busy and lead busy lives
Results-what finally happened?	They want to expand or improve their education
Complicating Action-then what happened?	I think that students who are now graduating from high school are looking to get their degree sooner, faster, and be able to control when they can do their program
Evaluation-so what?	It's because the world is constantly changing
Results-what finally happened?	I definitely see it as an evolution in education

Participant 6 is a 54 year-old female who teaches in the massage therapy program. She holds an associate degree in science and has been teaching for about five years. She teaches part-time for Hybrid College and also owns a small therapeutic spa. At the time of the interview she was getting ready to start teaching her first course in the hybrid program. She shared her experiences with her ability to cope with taxing environmental demands teaching in the hybrid learning environment:

Table A6

Participant 6 Sample Transcript

LaBovian Elements	Participant 6 Narrative
Abstract-what was this about?	I feel very conflicted
Orientation-who, when, what, where?	I would hope that any teacher that's teaching in a hybrid program feels like they can bring in some creative license
Complicating Action-then what happened?	Sometimes when I look at the books and the information that's in the hybrid program, I feel like there's a part that some students, some certain learners might not be able to access
Results-what finally happened?	I think every teacher needs to learn how to encourage students to use all their different learning techniques and help them find the best way to get through it
Complicating Action-then what happened?	I've been really lucky that when I need help, it's been very accessible to me, when I need support
Results-what finally happened?	I think that whoever is training them [faculty], if they're working with some people who haven't spent time with technology, that they need to be really, I don't know, sensitive, gentle, encouraging, that sort of thing
Coda-final thoughts	I think a lot of people who haven't worked in technology have the same reaction as me

Participant 7 is a 36 year-old female who teaches in the medical assistant program. She holds an associate degree in science and has been teaching for nine years. She works full-time at Hybrid College, is the program director, and wrote much of the curriculum for the hybrid program. She has taught one course in the hybrid learning environment. She shared her experiences with her overall performance teaching in a hybrid learning environment:

Table A7

Participant 7 Sample Transcript

LaBovian Elements	Participant 7 Narrative
Abstract-what was this about?	I think for an instructor, uh…You know, it, it's gonna be really hard for an instructor to feel comfortable in hybrid courses
Orientation-who, when, what, where?	I think you have to almost make sure you have the right personality of instructors to teach in a hybrid environment
Complicating Action-then what happened?	I think it's harder to get an instructor who's taught one way, and, and they don't see the bigger picture
Evaluation-so what?	So try to get the buy-in from an instructor
Results-what finally happened?	I don't know how to necessarily, you know, get an instructor to get buy-in if they don't believe in that message in which the instruction is being taught

Participant 9 is a 34 year-old female who teaches in the medical assistant program. She holds a bachelor in science degree and has been teaching for 12 years. She works full-time for Hybrid College. She has taught two courses in the hybrid program and shared her experiences with her persistence teaching in a hybrid learning environment:

Table A8

Participant 9 Sample Transcript

LaBovian Elements	Participant 9 Narrative
Abstract-what was this about?	I would say the technology in the online environment is pretty basic
Orientation-who, when, what, where?	I cannot say that there is, uh, something that I don't feel confident in performing
Complicating Action-then what happened?	I can say that the, um, the discussion questions sometimes for me are, um, are redundant and um, not needed in the course and the reason why I say they're redundant is because in the lectures the instructor is covering the material
Results-what finally happened?	When we're doing the lectures for the two days, we're basically going over these questions already
Complicating Action-then what happened?	If they are questions that me, as the instructor, cannot drum up on my own, that would be great, but because it's a standardized curriculum, these questions are standard
Results-what finally happened?	A lot of the time, uh, the, um, myself as well as the students feel it's like a little bit a waste of time to go through the discussion questions

Participant 10 is a 35 year-old female who teaches in the medical assistant program. She holds an associate in science degree and has been teaching for four years. She works full-time for Hybrid College and was teaching her first hybrid course at the time of the interview. She shared her experiences with her overall performance teaching in a hybrid learning environment:

Table A9

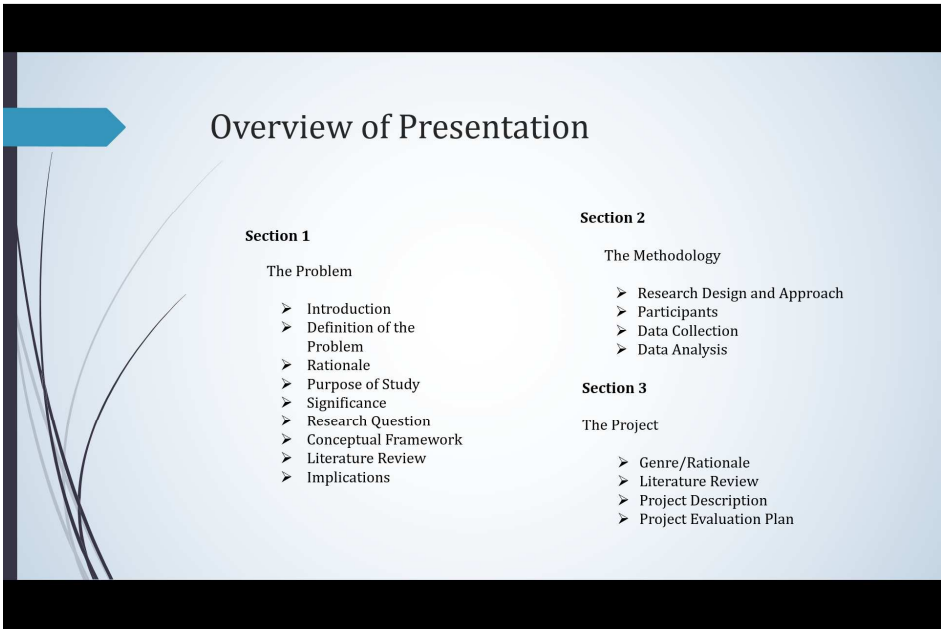
Participant 10 Sample Transcript

LaBovian Elements	Participant 10 Narrative
Abstract-what was this about?	I've only been teaching in hybrid program for two weeks, it's, uh, it's not going all that great
Orientation-who, when, what, where?	Everything is completely different in hybrid program, in the hybrid program, so it's kind of scattered all over the place instead of, um, being in a nice orderly fashion
Complicating Action-then what happened?	It takes a little bit longer to figure out where everything is and how it's going to be presented and make sure that I have everything
Results-what finally happened?	So it's, it's taking some time. I think, a little more time than it would prepping for a classroom that's in front of me
Complicating Action-then what happened?	I did hear about it from, um, the instructors who were supposed to be teaching the hybrid that it was, um, more involved
Results-what finally happened?	But what I didn't know was, um, that it was going to be kind of all over the place

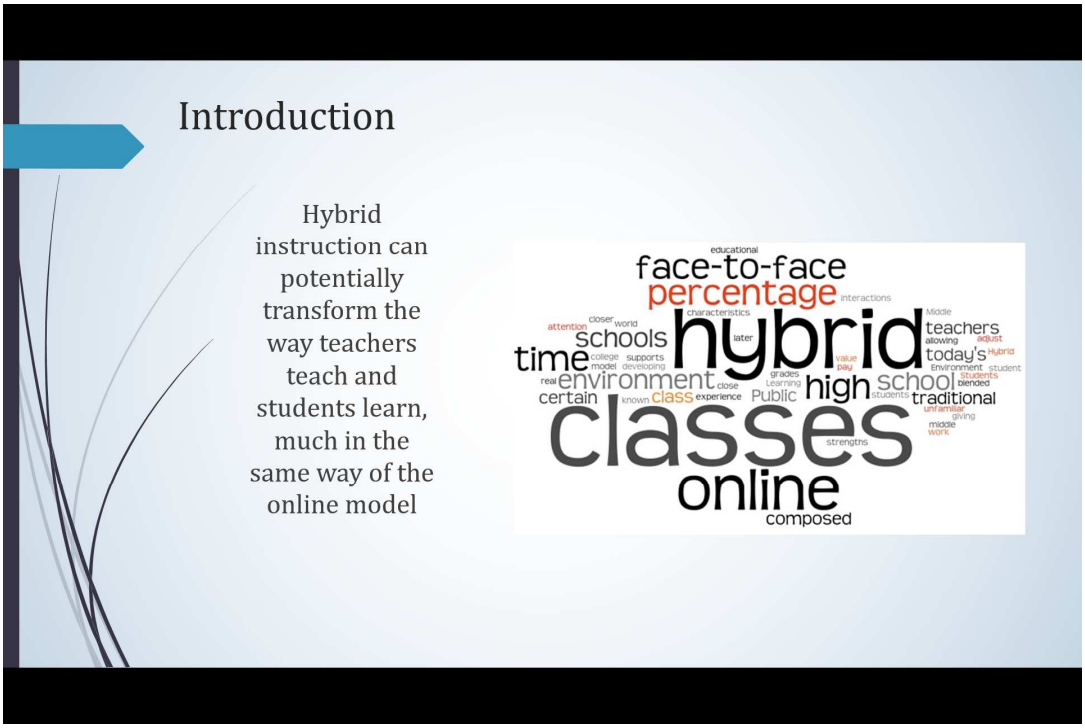
Appendix H: Project Presentation to Hybrid College

Slide 1

Slide 2



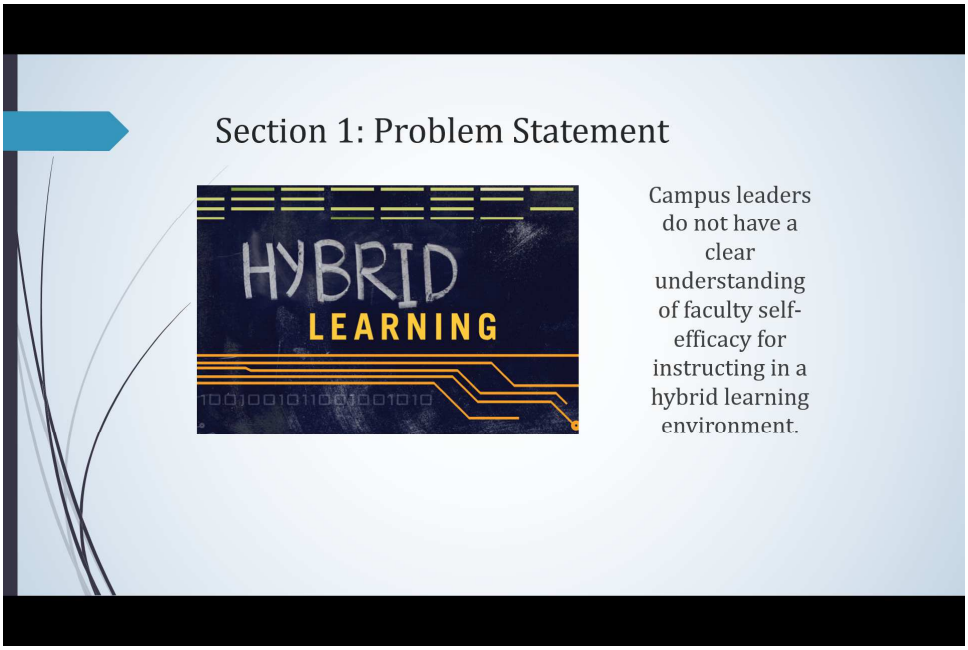
Slide 3



Slide Notes

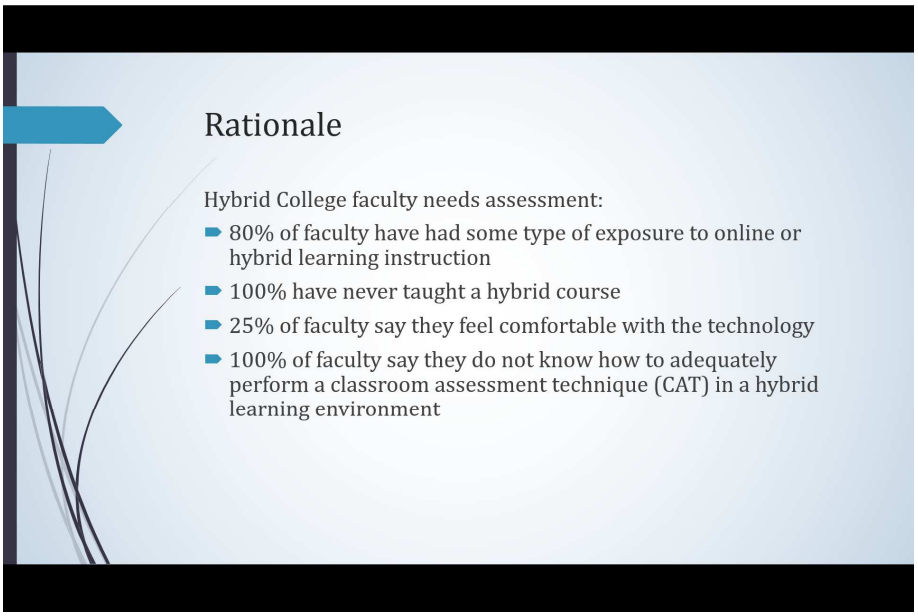
Introduce hybrid instruction

Slide 4



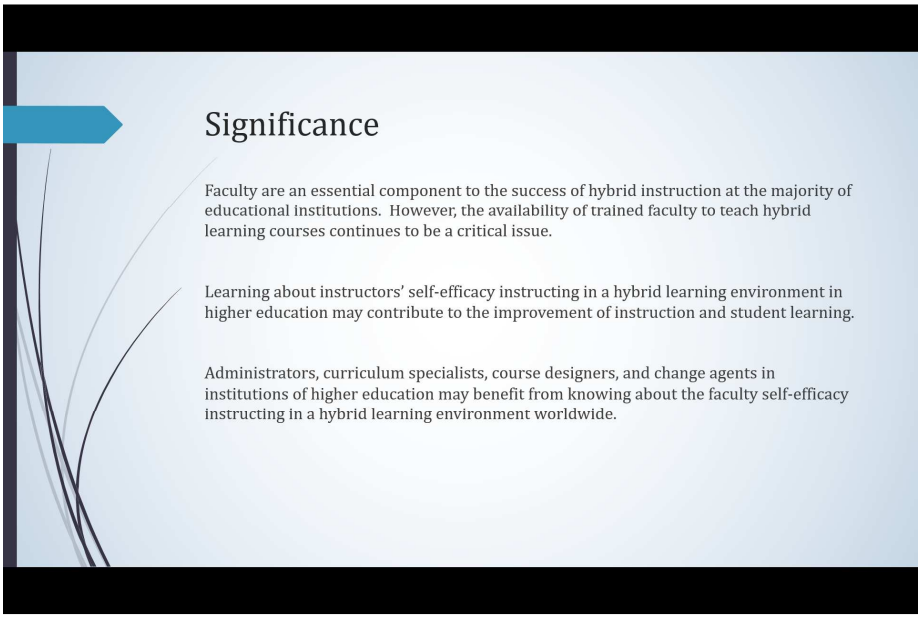
Slide Notes
Discuss the problem at Hybrid College regarding the gap in understanding between administrators and faculty self-efficacy instructing in hybrid learning environment.

Slide 5



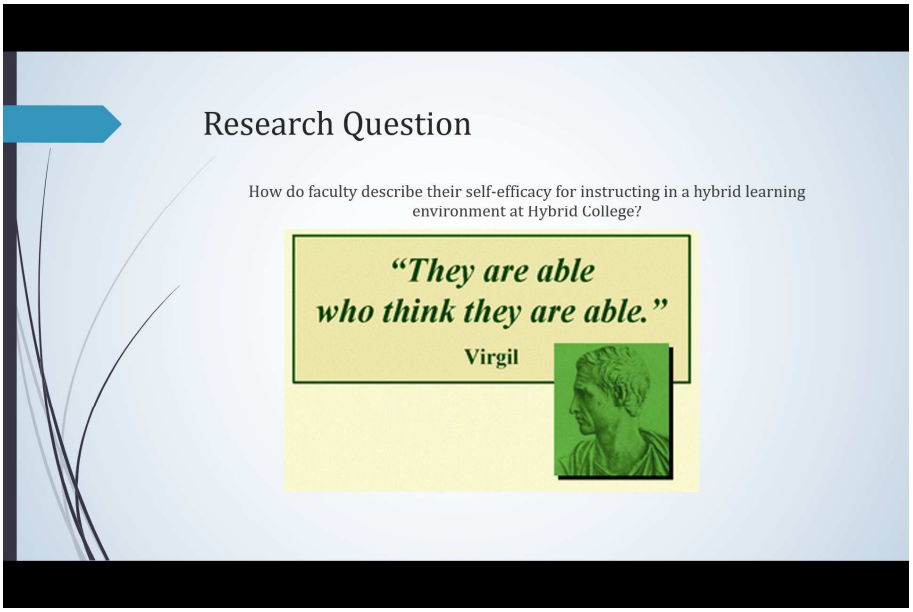
Slide Notes
Discuss rationale of study and how it impacts Hybrid College

Slide 6



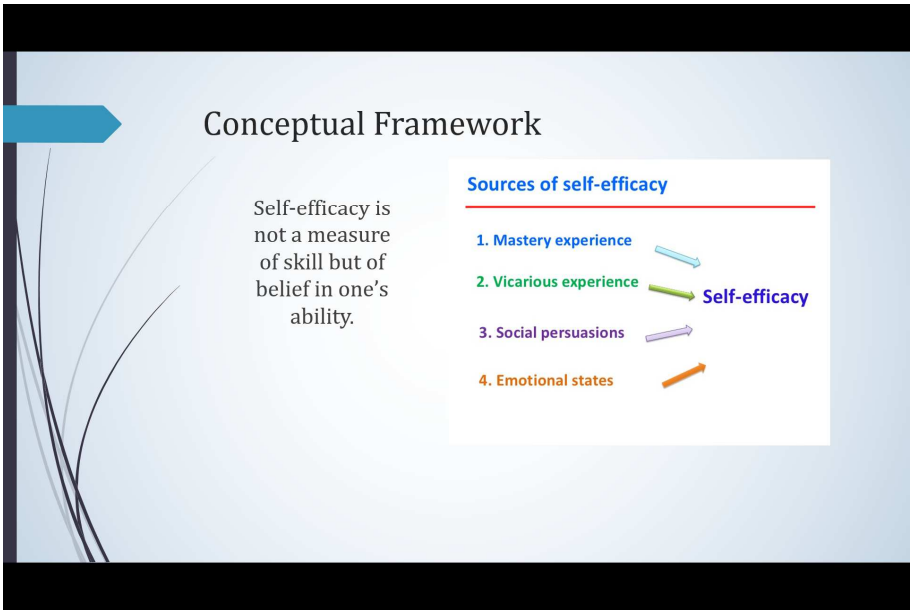
Slide Notes
Discuss the significance of study and how it can benefit Hybrid College.

Slide 7



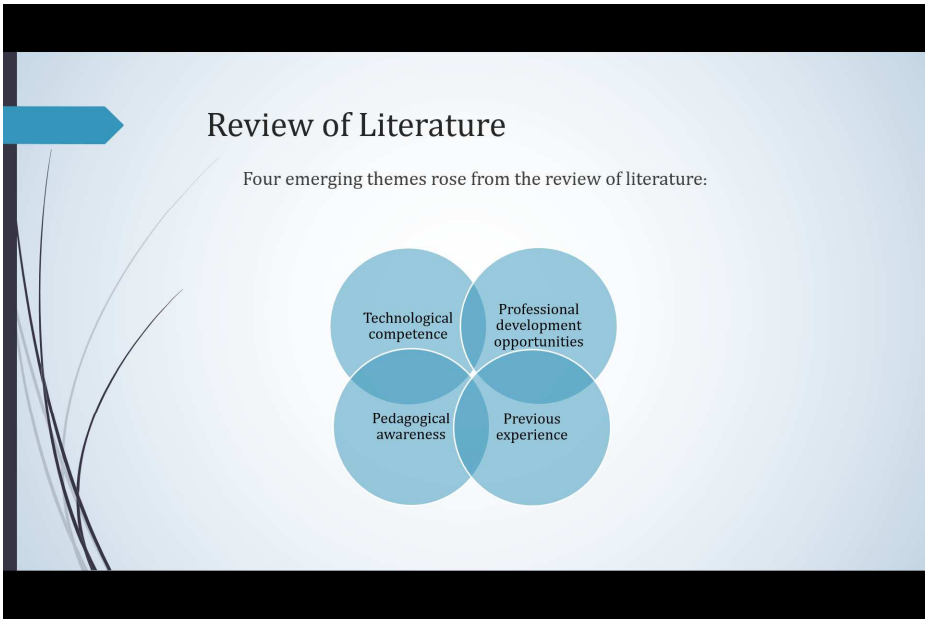
Slide Notes
Discuss how the research question was developed based upon the problem at Hybrid College.

Slide 8



Slide Notes
Discuss Bandura's social cognitive theory and how it relates to this study.

Slide 9



Slide Notes
Discuss the emerging themes of the literature review. Allow time for participants to discuss how this is demonstrated at the college.

Slide 10

Slide Notes
Discuss the implications of the project.

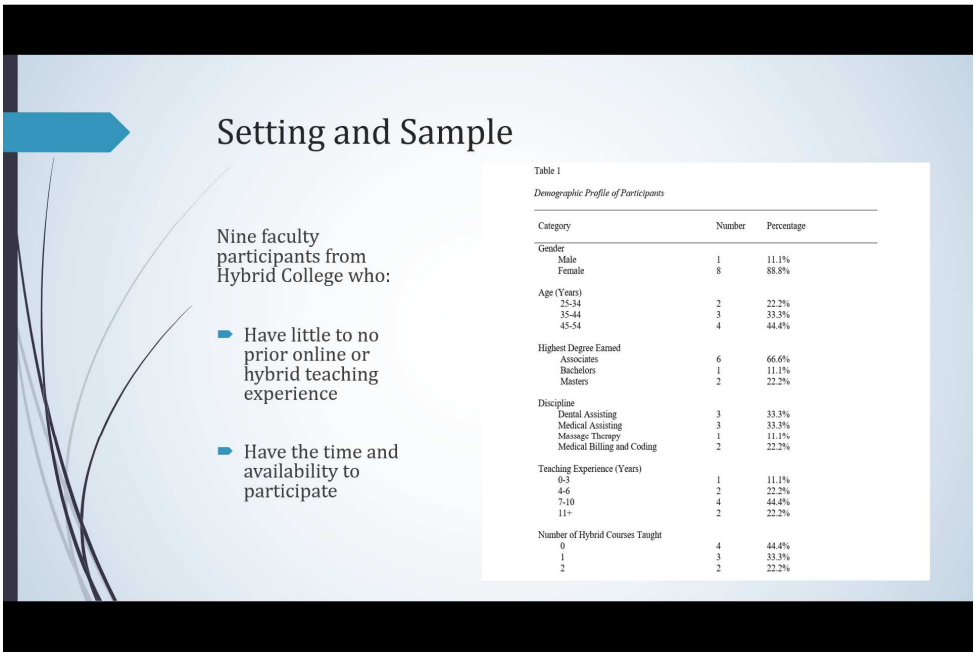
Slide 11

Slide 12

Slide Notes

Discuss why a qualitative study was the right approach for this study.

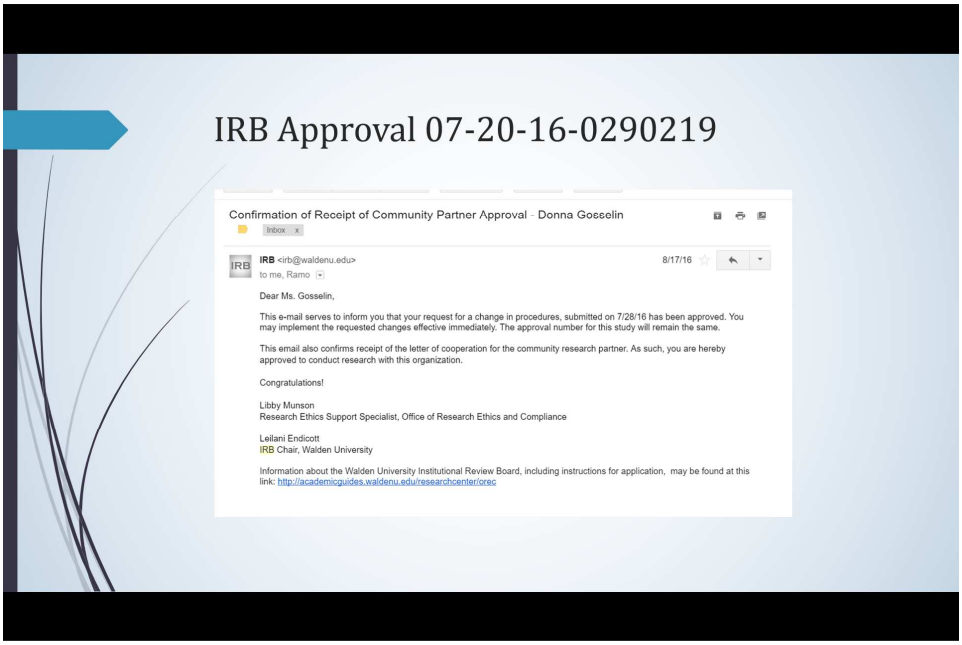
Slide 13



Slide Notes

Discuss the setting and sample. Allow time for participants to discuss broader aspects to Blended system.

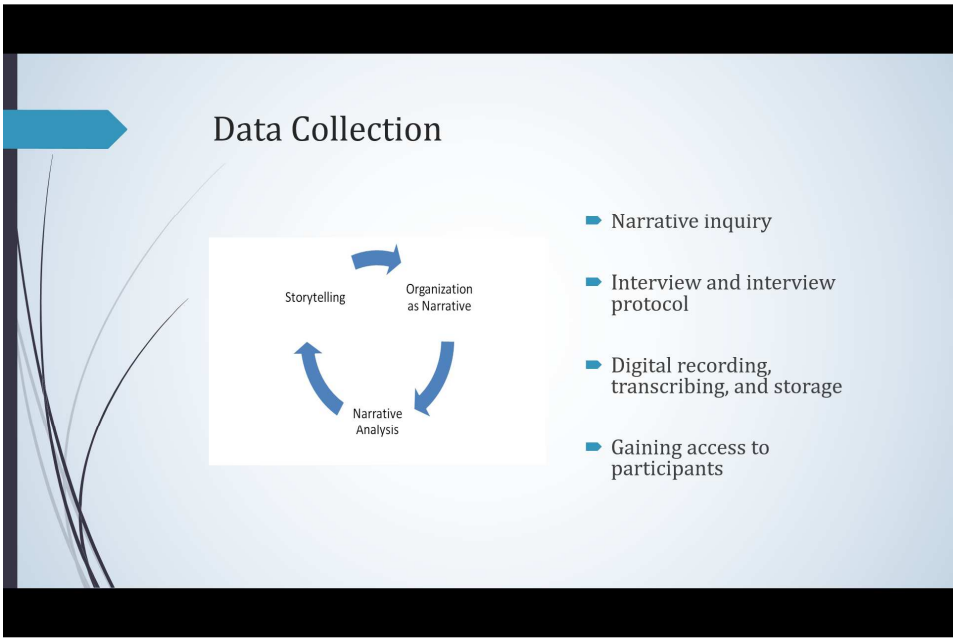
Slide 14



Slide Notes

Discuss ethical implications and IRB process.

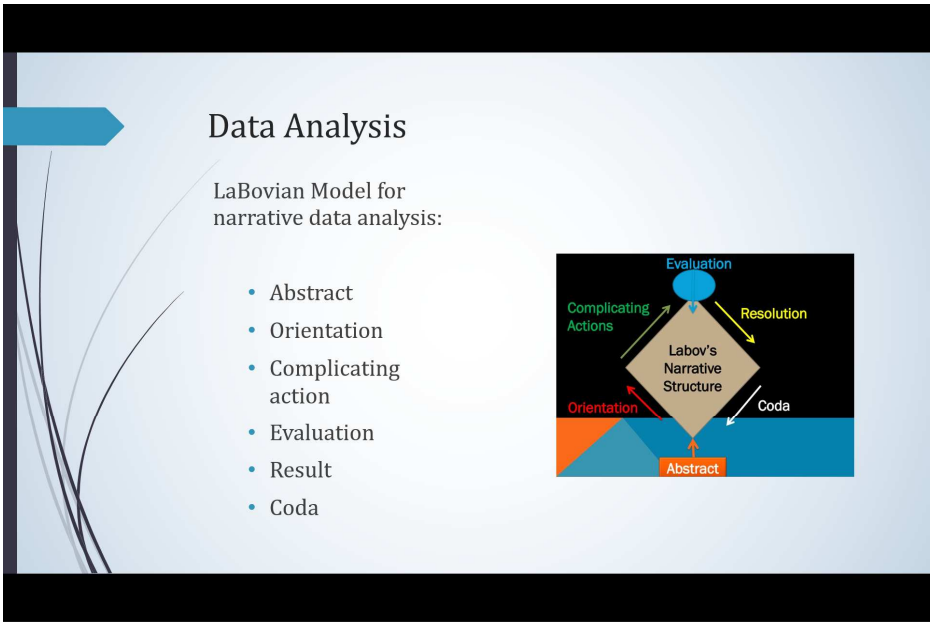
Slide 15



Slide Notes

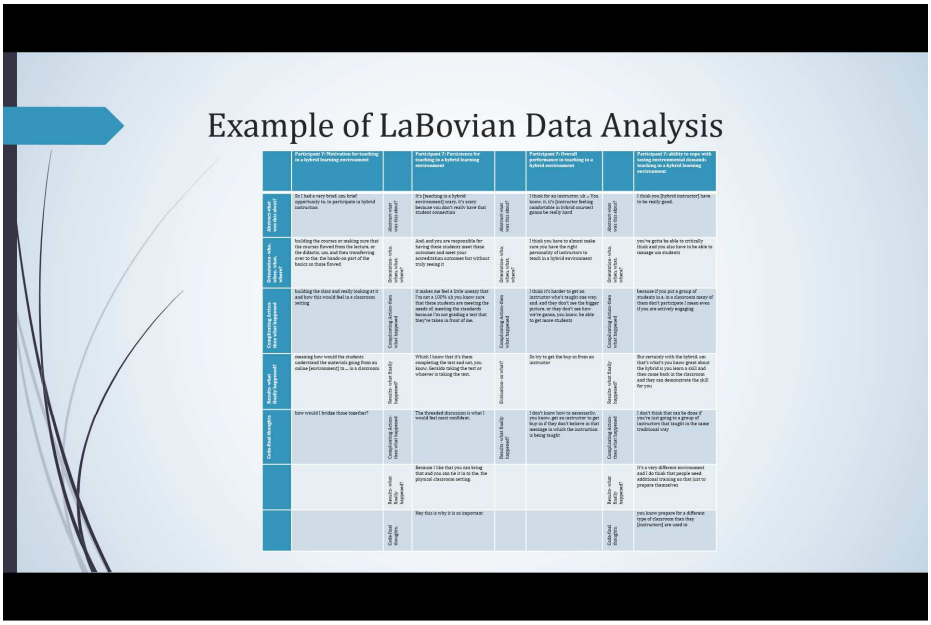
Discuss data collection methods and interview process.

Slide 16



Slide Notes
Discuss data analysis process.

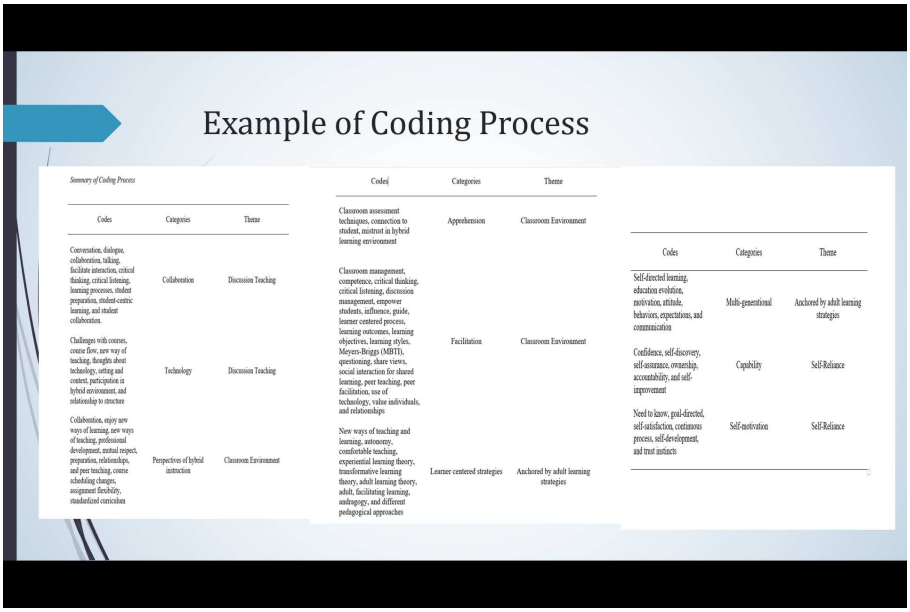
Slide 17



Slide Notes

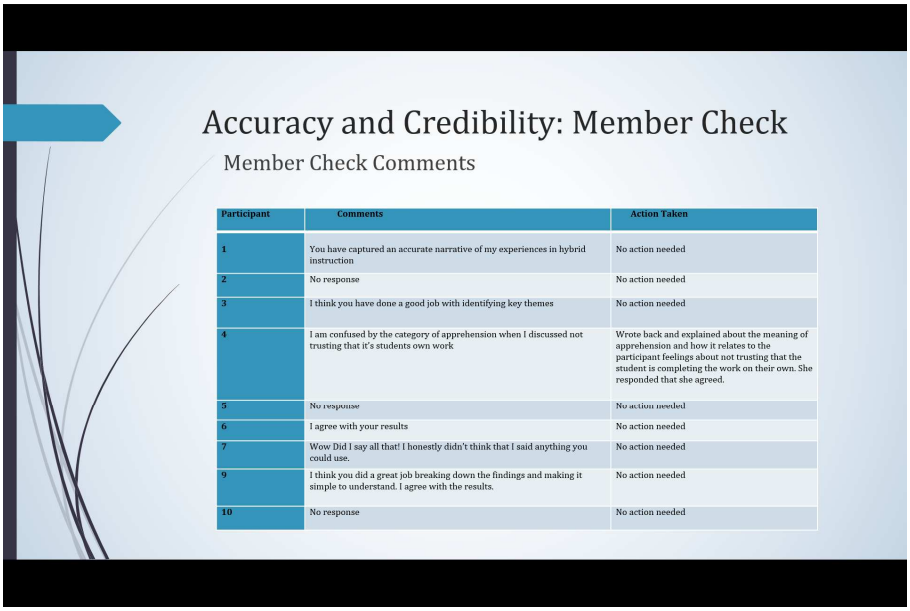
Discuss using NVivo® software for each Labovian element of the study.

Slide 18



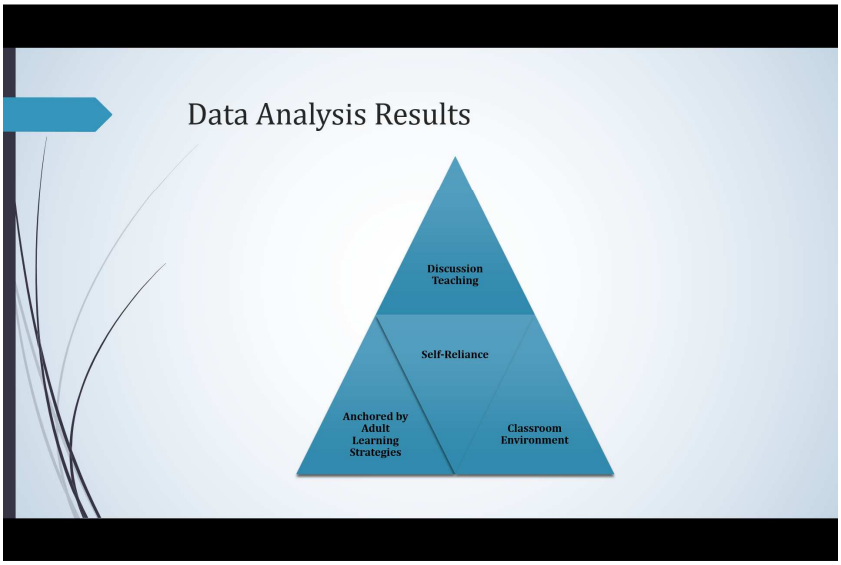
Slide Notes
Discuss the coding process.

Slide 19



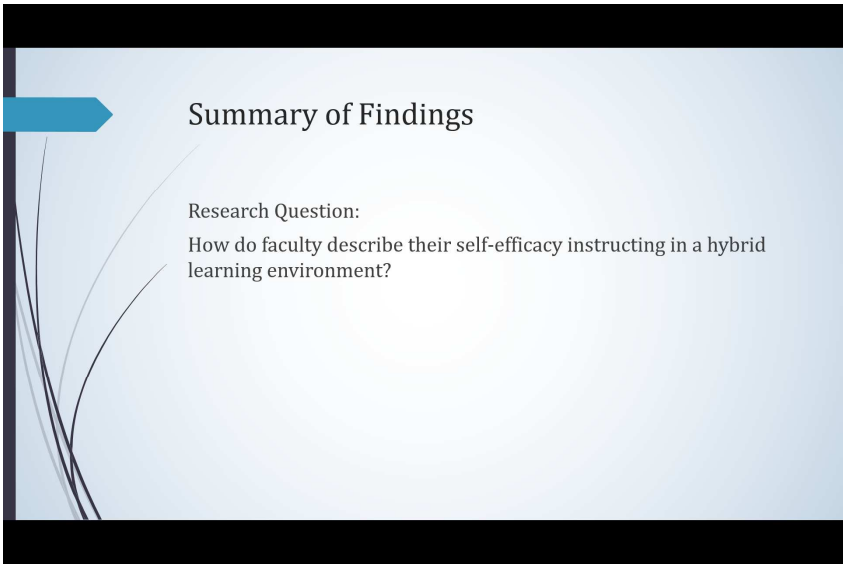
Slide Notes
Discuss member check process.

Slide 20



Slide Notes
Discuss the emerging themes from findings.

Slide 21



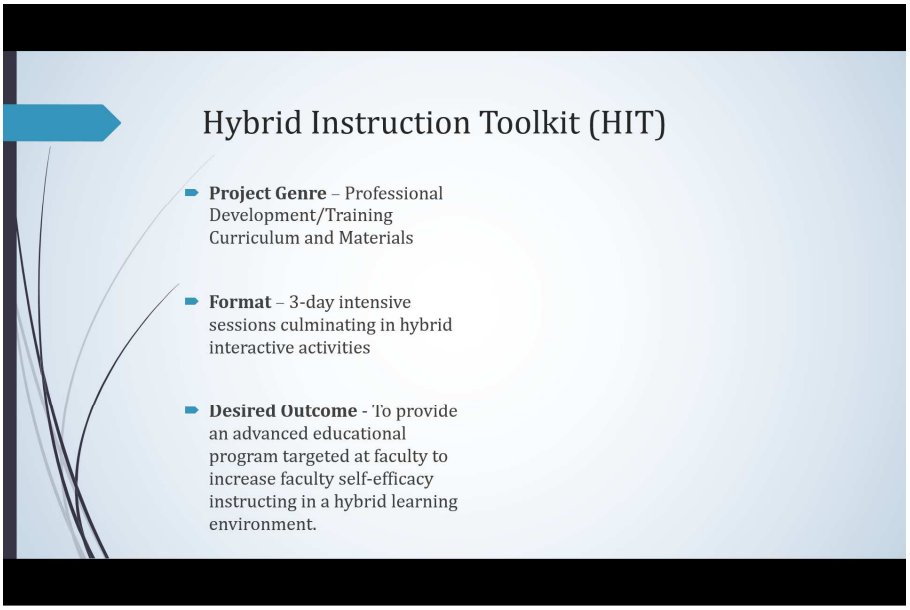
Slide Notes

Summarize findings from research study.

Slide 22

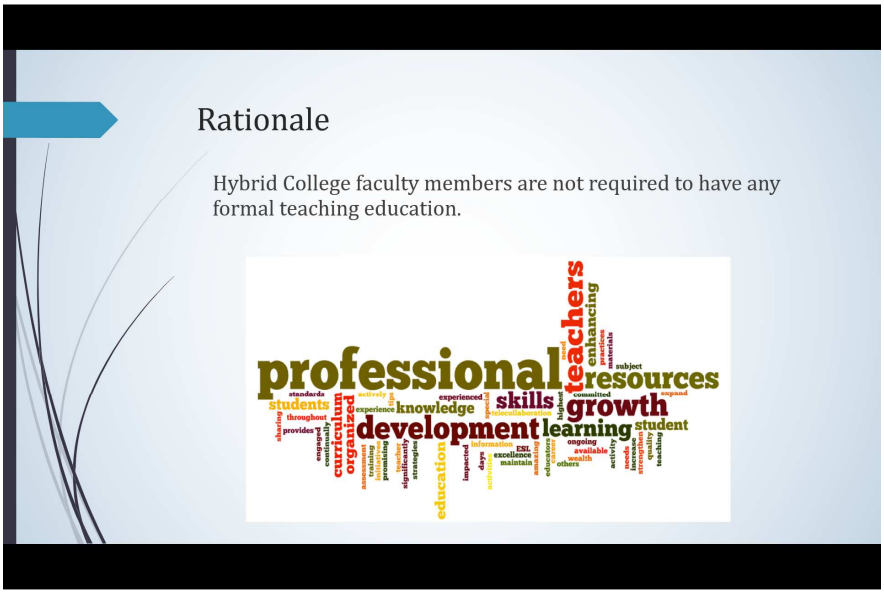
Slide Notes
Introduce the project: Hybrid Instruction Toolkit: HIT

Slide 23



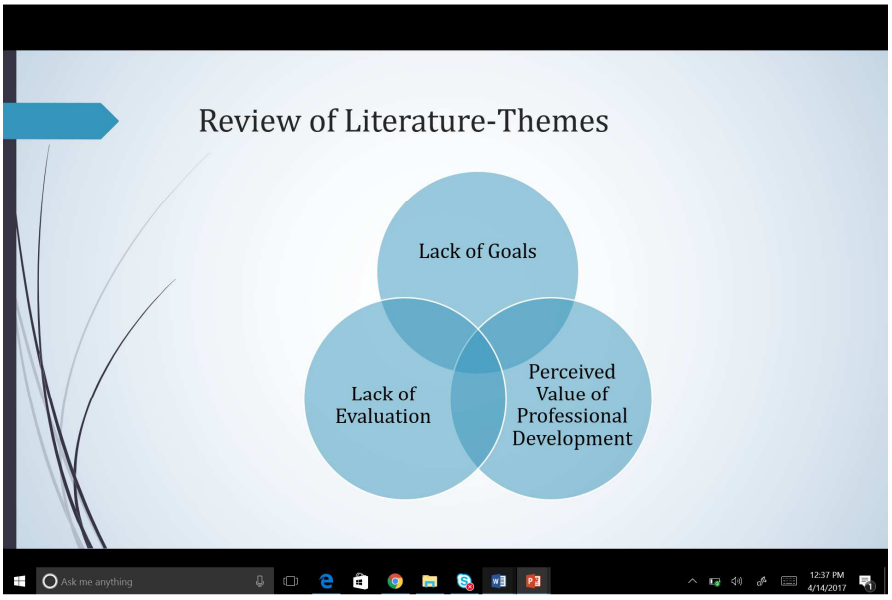
Slide Notes
Provide overview of professional development program.

Slide 24



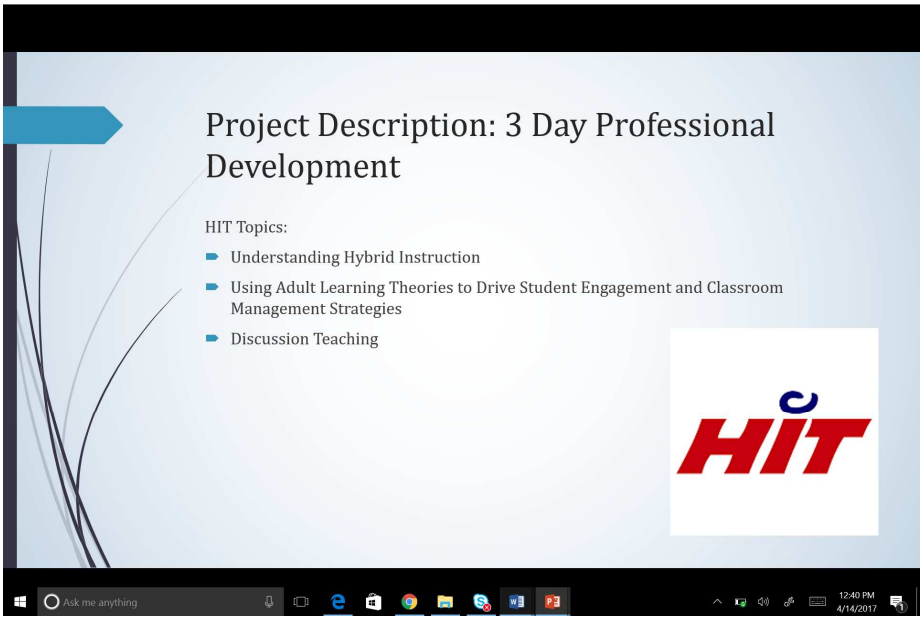
Slide Notes
Discuss rationale for HIT.

Slide 25



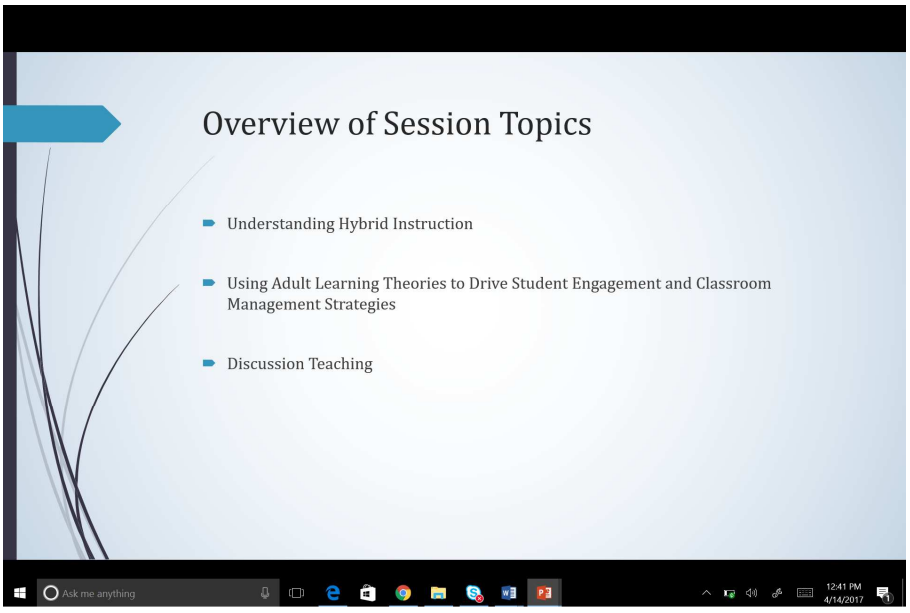
Slide Notes
Discuss themes of literature review and allow time for robust discussion.

Slide 26



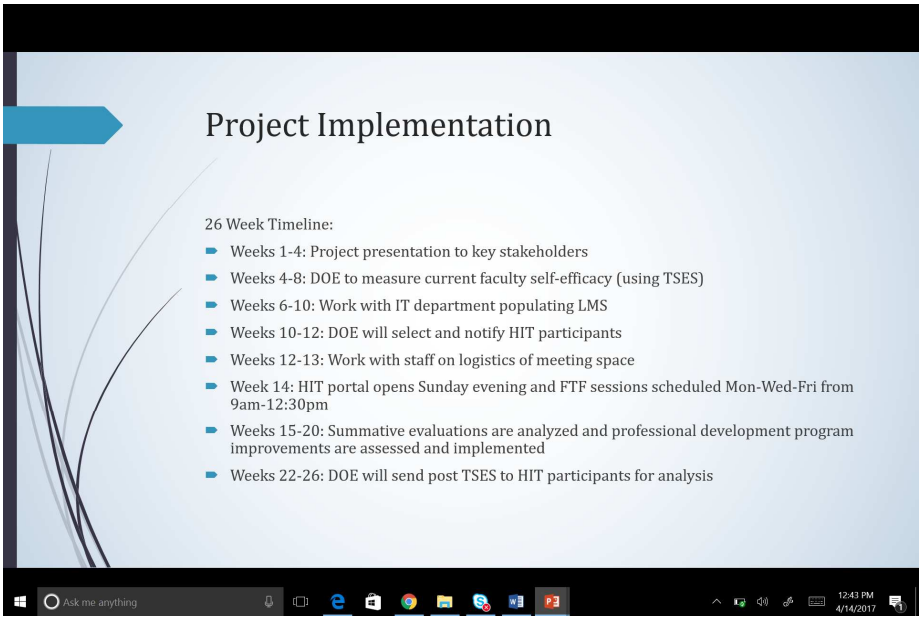
Slide Notes
Discuss session topics based upon themes from study. Provide quotes from research participants to illustrate the need for HIT.

Slide 27



Slide Notes
Discuss topics at large and allow for participants to discuss findings.

Slide 28



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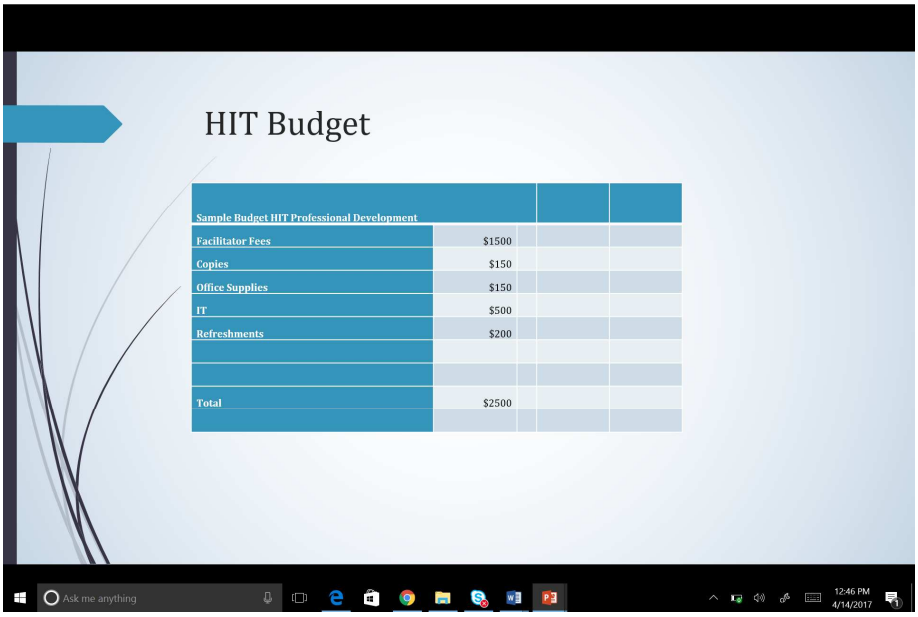

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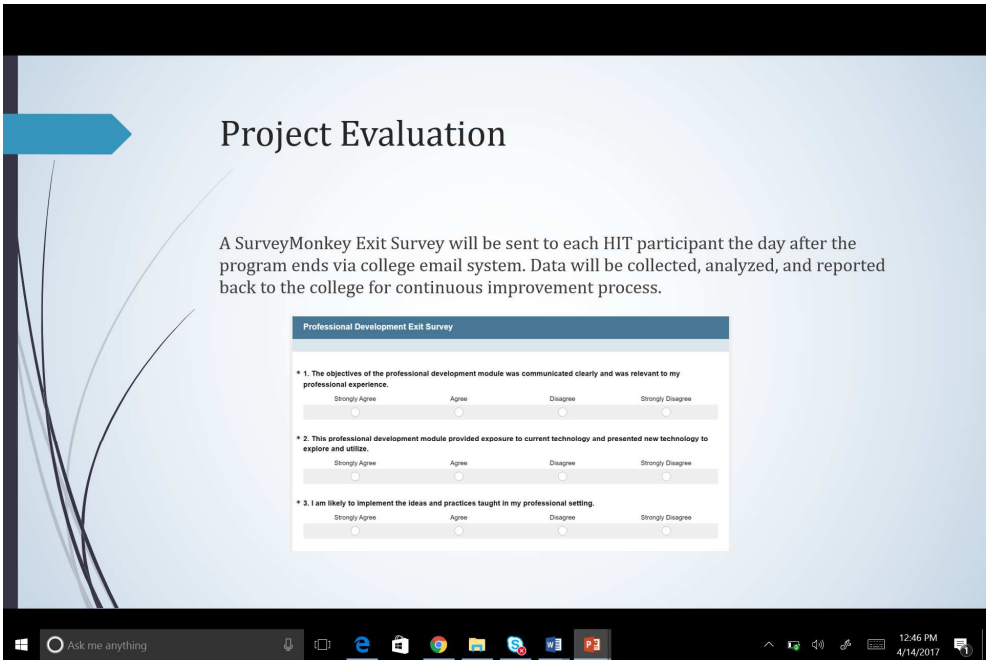
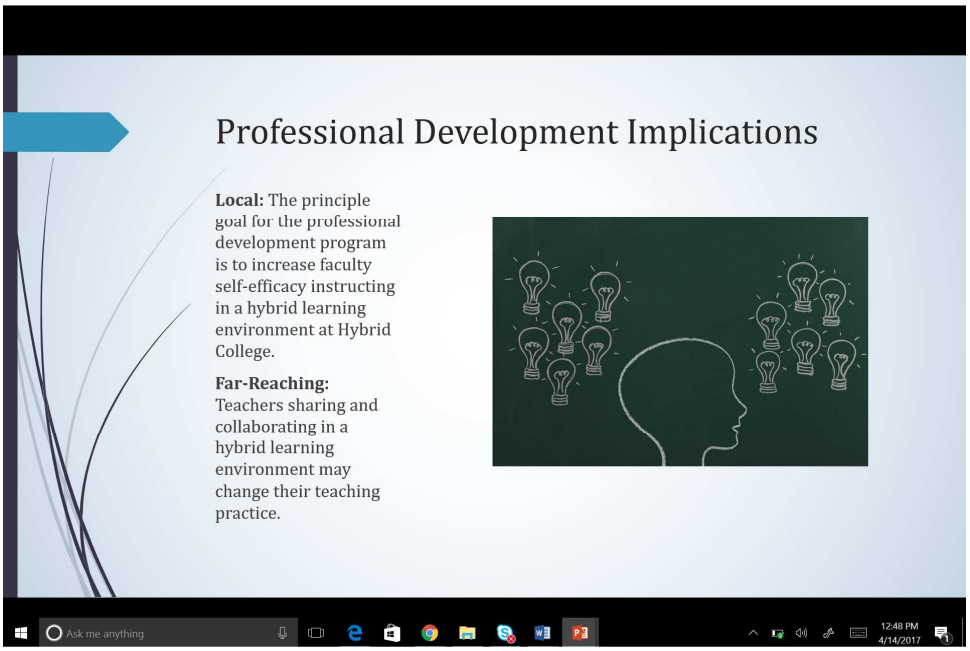


Slide Notes
Discuss the need for adequate evaluation of HIT and how this will benefit the college.

Slide 31



Slide Notes
Discuss implication of HIT.

Slide 32