Influence of Instructors' Attitudes, Gender, and Technology Training When Implementing Blended Learning

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ABSTRACT

Instructors who lack experience with technology might encounter difficulties implementing the blended learning method. The instructors' attitudes toward implementing the blended learning method may differ according to their degree of knowledge in technology. The purpose of this quantitative study was to determine the relationships between instructors' attitudes toward implementing blended learning and instructors' self-reported hours of technology training in blended learning and differences in attitudes toward blended learning by sex. A sample of 33 participants who taught blended learning completed the modified survey. Descriptive and inferential statistics were used to analyze the collected data. The findings demonstrated the relationship between instructors' degree of technology training and the use of multimedia resources was statistically significant, $r = 0.45$, $P = .01$, two-tailed. The study found the relationship between instructors' degree of technology training and the instructor/facilitator knowledge related to communication in learning activities, instructions, threaded discussions, and email was statistically significant, $r = 0.36$, $P = .05$, two-tailed. Furthermore, the study found no statistically significant difference in attitudes toward implementing blended learning held by male and female instructors. Moreover, the study found no statistically significant difference in instructors' self-reported degree of technology training for blended learning held by male and female instructors. The study concluded the importance of systematic technology training, instructor's expertise with technology, and knowledge of course content for the implementation of the blended learning courses. Future studies could have a greater number of instructors teaching blended learning to enhance the generalizability of research findings.

Clin Lab Sci 2018;31(2):111

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