



Transforming Teachers and Classrooms with Online Learning: The Impact of Teacher Professional Development for Online Teaching on Face-to-Face Classroom Teaching Practices

Julia Parra

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There has been a widening gap between digital immigrant educators and digital native students in the classroom. Today's teachers need preparation and professional development to help them change their curriculum and teaching practices in order to bridge this gap. One area of potential support is with professional development for online teaching. Recent research suggests that preparing teachers for teaching online also positively changes their face-to-face teaching practices. The purpose of this qualitative multiple-case study was to understand and describe the face-to-face classroom teaching changes that teachers experienced as a result of teacher professional development for online teaching as well as to identify elements of the professional development that are necessary in supporting these changes. This research can be a resource for researchers in the areas of online teaching and classroom technology integration as well as colleges of education and professional developers who support pre-service and in-service teachers in the areas of online teaching and classroom technology integration.

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