

Designing Professional Development Workshops to Foster Critical Thinking in Hybrid Learning Environments

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Abstract

As hybrid learning becomes increasingly prevalent in higher education, fostering critical thinking (CT) skills presents a significant challenge. This study examines the design and implementation of professional development workshops aimed at equipping educators with effective strategies to promote CT in hybrid learning environments. Grounded in Merrill's Principles of Instruction and Paul and Elder's Intellectual Standards, the workshop framework incorporates scenario-based learning, collaborative discussions, and technology-enhanced activities to deepen engagement with CT.

Using qualitative methods, including pre- and post-workshop interviews, lesson plan analysis, and participant reflections, the study investigates how instructors and preservice teachers apply these strategies in their teaching practices and the challenges they face. Findings reveal that structured guidance, sustained support, and adaptability are essential for successfully integrating CT into hybrid learning. The results suggest that professional development initiatives should emphasize ongoing mentorship and practical application to enhance long-term effectiveness.

This presentation will provide insights into best practices, instructional design considerations, and recommendations for future professional development programs aimed at fostering CT in hybrid education.

Keywords

Critical Thinking, Hybrid Learning, Professional Development, Preservice Teachers.