Abstract

In today's post-secondary settings there is an increasing push to integrate technology into the delivery of courses and programs. In spite of technology-rich environments (access to equipment, technical support, etc.), the potential of technology to transform teaching and learning has not been completely realized. The literature suggests that second-order barriers, teacher belief systems, are the true gatekeepers to realizing this transformation and point to the important role professional development (PD) can serve in affecting beliefs. This qualitative case study sought to explore how faculty, who had completed a PD program aimed at hybrid course development, integrated technology and the barriers and enablers they perceived to technology integration. The findings of this study support the notion of a fully integrated PD model, including institutional knowledge building around the affordances and benefits of technology supported pedagogy.

**Keywords:** Technology Integration; Pedagogy; Post-secondary; Adoption; Teaching and Learning; Barriers