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ABSTRACT

In order to respond to the demands of globalization process, governments worldwide are engaging in seriously educational reform because education plays an important role in the development of nations and it can be seen as central to economic growth and social development (Green, 1997). One of the key factors in the education reform is teacher professional development because 'the quality of an educational system cannot exceed the quality of its teachers' (Barber and Mourshed, 2007).

During its education reform process, the Vietnam Ministry of Education and Training (MOET) has developed many policies and strategies to enhance the professionalism of teachers. However, there is still a large number of secondary school teachers are facing difficulty to access to the professional development recourses for a variety of reasons. This becomes true for teachers who are working at remote areas, because almost of teacher professional development (TPD) programs were based on face-to-face classroom form.

Recently, knowledge management (KM) is becoming a new discipline that involves capturing, utilizing, sharing, presenting, distributing and creating knowledge (Ungaretti et al., 2011). Although there were many industrial institutions, which have been integrated KM in the development of human resource programs (Ferguson et al., 2005). However, KM is still rarely applied in teacher education programs (Yeh, et al., 2011).

The rapid development of computer, communication and Internet technologies in education has paved the way to the emergence of new teaching and learning environments and methodologies such as online learning, teleconferencing, web-based distance learning, computer assisted learning and blended learning…. A study of Means et al. (2009) pointed out that the outcomes for BL to be significantly better than either face-to-face or fully online modalities. Other studies argued that BL increased access and flexibility (Macedo-Rouet el al. 2009), and increased the cost and time effectiveness of learning (Dziuban et al., 2004). Therefore the interest in and research on BL in the context of teacher education have increased and developed respectively. However, empirical studies on using BL and KM for teacher professional development are limited (Keengwe et al. 2012; Means et al 2009; Owston et al., 2008; Young et al. 2008).

In this context, a new professional development model based on KM for teachers in blended learning (BL) environment was proposed. In which teacher's professional will be developed through four KM processes, namely, knowledge co-creation; knowledge internalization; knowledge sharing and knowledge evaluation (CISE model). And teacher's professionalism will be developed continuously and sustainably in a teacher learning community.

To examine the effectiveness of the CISE model, a quasi-experimental design was implemented. A 24-hour teacher-training course for Hands-on Approach (HOA) using the CISE model was administered to 117 secondary school teachers (SST), while face-to-face classroom modality was given to 60 SSTs. The following dependent variables such as degree of leaners' knowledge, teaching skills and satisfaction with the teacher-training course were compared.

The results indicated that the experimental group indicated a significantly higher level of knowledge for HOA and overall satisfaction with the TPD course. However, the teaching efficiency and others items related to learner's learning satisfaction were similar between two groups. Moreover, the findings indicated that access, flexibility, cost effectiveness, improving interaction, formation of teacher network and involvement of administrators, instructors and school leaders were factors that contributed to the success of CISE model.

Although results of the present study indicated that the experimental model for teacher professional

development which based knowledge management within blended learning environment was perceived positively by learners and stakeholders, there is a need for further research to determine the similar results could be obtained at other courses in different settings.

Keyword: Teacher professional development; blended learning; knowledge management; teacher learning community; in-service teacher training.