

Post-COVID-19 Teaching with Technology Support in Higher Education

Landon Nalepinski

A Thesis Submitted to the Graduate Faculty of

GRAND VALLEY STATE UNIVERSITY

In

Partial Fulfillment of the Requirements

For the Degree of

Master of Arts in Social Innovation

School of Community Leadership and Development

December 2022



The signatures of the individuals below indicate that they have read and approved the project of Landon Nalepinski in partial fulfillment of the requirements for the degree of Master of Arts in Social Innovation.

Krista Benson

12/6/2022

Krista Benson, Project Advisor

Date

Azfar Hussain

12/6/2022

Azfar Hussain, Graduate Program Director

Date

Raymond Higbea, PhD

7 December 2022

Raymond Higbea, Unit Head/School Director

Date

Table of Contents

Introduction	4
Background & Summary of Themes	5
- Barriers and Challenges	5
- Rethinking Practices	6
- The Gap in Technology Support	7
Methodology	9
Research Findings	12
- What is Teaching with Technology?	12
- Offered Services	14
- Recommendations Based on Faculty Needs	15
Analysis	17
Conclusion	18
References	20
Appendix	22
- Institutional Review Board Approval	23

- Consent Forms	25
- Recruitment Scripts	26

Introduction

As the COVID-19 pandemic began to spread throughout the corners of the globe in the early months of 2020, many higher education institutions were forced to move to a remote online learning format. This came as a shock to many who were used to teaching and learning in the traditional face-to-face format. It also put many folks, especially educators, in an uncomfortable position where they were being thrown into a new environment of teaching and learning with some having little to no experience with technologically-facilitated education. Due to the changes that the pandemic brought, the education system ultimately adopted an “Education in Emergency” using “various online platforms” where educators “are compelled to adopt a system that they are not prepared for” (Pokhrel & Chhetri, 2021). What began as a sudden shift to online learning to keep things moving for the semester, expanded into a new world where teaching in an online environment became a part of the new “normal.”

With nearly three years having passed since the beginning of the COVID-19 pandemic, vaccines have now become readily available and COVID-19 cases have decreased around the world. These changes have higher education institutions transitioning back to pre-pandemic operations. As of 2021, the pandemic had affected nearly 1.6 billion learners in more than 200 countries, which accounts for more than 94% of the world's student population. The COVID-19 pandemic is the largest disruption to the education system in human history (Pokhrel & Chhetri, 2021). When we think of this change, many immediately think about the students and how they are adjusting to this new way of learning. But what about educators? How are their teaching practices affected? Especially those who are unfamiliar or new to teaching with technology. What kind of support is there for them? Can this technical support assist them in improving their teaching with technology practices? Using a variety of methods and research, this paper will

explain how technological support in higher education can encourage educators to continue using and developing their teaching with technology practices post-COVID-19.

Background & Summary of Themes

The primary focus of this case study was to better understand how technological support for college and university educators would encourage them to continue using or developing their teaching with technology practices even after we shift out of the COVID-19 pandemic. Along with that, there was a focus on the technical support that they are currently receiving and how faculty can further be supported, if necessary. During my first initial phases of research, I found three themes: Barriers and Challenges, Rethinking Practices, and The Gap in Technology Support. These themes played into different aspects of education and the stakeholders that are involved which included faculty, higher education institutions, and educational technology support staff.

Barriers and Challenges

One of the biggest things to consider in an online teaching and learning environment is the barriers and challenges that may arise. One of the first immediate stakeholders that are affected by an educator's technological skills is the students. With educators traditionally teaching face-to-face, the transition to online learning can be a challenge for both the educator and their students. Throughout the pandemic, we have seen that it is seemingly more difficult to keep students engaged in an online format. The constructed space of a physical classroom and college campus contributes to the student's "ability to focus and engage in the learning" (Turner et al., 2020 p. 85). The shift to online learning also created this sense of invisibility as the "virtual window" of learning created a disconnect between the students, educators, and class

content (Turner et al., 2020). Studies found that compared to in-person in instruction, online instruction during the COVID-19 shutdown resulted in lower student performance. However, hybrid instruction had similar results to that of in-person. The sudden shift that came with the COVID-19 pandemic ultimately resulted in students having lower GPAs, feelings of being less prepared for future classes, and an overall decline in learning (Cellini, 2021).

There is a steep learning curve that comes with acquiring skills to teach with technology, especially in a way where the skills are effectively being used. In 2018, a study was conducted to examine faculty, administrators, and technology support staff barriers to teaching with technology as well as the type of support that they require. The study found multiple barriers to teaching with technology which included time commitment, workload balance, and return on investment. Although the primary barriers to teaching with technology were 1) the amount of time needed to learn these skills, and 2) the support being offered wasn't meeting the expectations of what the faculty needed (Polly et al., 2020). Along with all of this, taking the time to learn these new skills is another added responsibility for educators.

Rethinking Practices

As we move through the pandemic, an important aspect of our teaching and learning is rethinking our traditional practices and approaches to education. This rethinking can include integrating the use of technological tools and applications, realizing the shift in engagement, and how both students and educators feel about the teaching and learning system as a whole. The COVID-19 pandemic offered “[...] new alternatives for learning” (García-Morales, et al., 2021, p. 2) since current methodological ways of teaching were needing to be rethought with the majority of teaching and learning transitioning to an online format. Even with some of the alternatives being proposed pre-COVID-19, they never realized their full potential until the

pandemic began. The pandemic overall “created a unique opportunity for educational changes” (Zhao & Watterston, 2021, p. 3) as educators were provided with the opportunity to become innovative with their teaching practices and their new online classroom environments.

Zhao and Watterston (2021) note there are major changes that the education system should make post-COVID-19 pandemic. First, developing a new curriculum that is personalized and ever-evolving. No more “one-method-fits-all” style of teaching but rather a curriculum that focuses on “developing students' capabilities” instead of on the “‘template’ content and knowledge.” (Zhao & Watterston, 2021, p. 5) Secondly, the pedagogy of “how-to teach” should be student-centered, authentic, and purposeful. Each student has a different level of ability and interest when it comes to their learning so being able to accommodate that creates a massive change in the classroom. It allows students the opportunity to “become more active in understanding and charting their learning pathways.” (Zhao & Watterston, 2021, p. 6) And lastly, we need to consider the strengths of both synchronous and asynchronous learning and the importance of delivery of instruction. We have seen throughout the past two years that the use of technology has made it possible for educational institutions to offer and conduct online or hybrid learning, more so than in pre-pandemic times. This shift is significant as it allows us to recognize that there is more than one method of teaching and learning and that this provides educators an opportunity to “rethink the purpose of teaching and connecting with students” (Zhao & Watterston, 2021, p. 8).

The Gap in Technology Support

Research has shown that there is a gap in technology support. This gap includes 1) a lack of literacy findings on how technology support specialists were providing assistance to educators, 2) higher education institutions not having, or having very little support for educators,

and 3) a disconnect between technology, theory, and practice. A study conducted in 2012 on Faculty Development Programs, found that 70% of educators described that their higher education institutions' online instruction support was “as or below average.” Where 20% of institutions didn't have any sort of support for educators when it came to online instruction (Herman, 2012, p. 88). According to the same study, higher education institutions are compelled to “offer some form of support to faculty”, although the extent of the support was not specified (Herman, 2012, p. 87). Based on other literary findings though, oftentimes faculty are not provided with the adequate support that they need (Polly et al., 2020).

It has become increasingly clear throughout my research that educators are, inevitably, dissatisfied with the “current level of institutional support for online instruction.” (Herman, 2012, p. 88) This was especially true for educators who have not taught in an online format before the emergency move to online education due to the COVID pandemic in winter of 2020. The study that was conducted on Faculty Development Programs found multiple effective programs to better assist educators in increasing their technical skills. These programs include self-teaching, peer mentoring, collaborative course design, and “one-shot” professional development workshops“ (Herman, 2021, p. 94). If the goal of higher education institutions is to increase the ability of online instruction, then the institution and its administrators must invest in faculty development that is not only useful but effective as well. It is my hope that research and analyzed findings from current educators in higher education mixed with my own experiences within the field will add value and with that, fill in more of the missing literary pieces of the gap in technology support.

Methodology

This case study used a mixed methods approach to collect data and information. A mixed-method approach to research means that both quantitative and qualitative data are collected and analyzed within the same study. This approach “[...] draws on potential strengths of both [qualitative and quantitative] methods, allowing researchers to explore diverse perspectives and uncover relationships that exist between the intricate layers of our multifaceted research questions” (Shorten & Smith, 2017, p. 74). Data is purposefully gathered using a mix of “data collection, data analysis, and interpretation of the evidence.” (Shorten & Smith, 2017, p. 74)

For this case study, a total of 18 responses were collected from survey participants, 14 of which were completed submissions as four participants failed to or opted out of responding to part(s) of the survey. This case study focused on collecting qualitative data but our total number of participants does not reflect the overall majority of faculty at Grand Valley State University or educators in general. GVSU is a teaching-focused, mid-sized regional university.

The main data collection method that was used was a survey, which consisted of a mix of 14 multiple-choice and short-answer questions where data and information were gathered on teaching modalities, the use of technology or web-based tools, and technology support needs. Integrating multiple-choice and short-answer questions allows for mixed analysis of qualitative data for the short-answer and quantitative data for the multiple-choice questions. I found this approach the most appropriate due to the nature of the research question and the fact that neither quantitative nor qualitative methods could have answered it alone. The quantitative data would provide us with statistics but the qualitative data would provide us with the actual answers and viewpoints from educators. Using this approach can help “be used to gain a better understanding of connections or contradictions between qualitative and quantitative data” (Shorten & Smith,

2017, p. 75). Participation in the survey was voluntary and all participants remain anonymous. The focus of the survey was to understand faculty viewpoints on teaching with technology and how, or if, the COVID-19 pandemic brought changes to their teaching practices. Understanding this was significant as GVSU faculty and staff transitioned back to the majority of classes integrating face-to-face teaching and learning after the impacts of COVID-19 in the 2019-2020 and 2020-2021 academic years.

An inductive coding method was used to analyze the data and information gathered from the survey. Alfred Schutz's theory of social phenomenology helped formulate two methods of interpretive understanding—inductive and deductive coding. Schutz described inductive coding as an “order of understanding involving generating ‘ideal types’ through which to interpret and describe the phenomenon under investigation” (quoted in Fereday & Muir-Cochrane, 2006, p. 81). Another way to describe the inductive coding method is “themes emerging from participant’s discussions” (Fereday & Muir-Cochrane, 2006, p. 91). For this case study, I started with a small framework of themes found within current literature about teaching with technology. Those themes started a foundation for the answers that we were searching for and the questions that I should be asking. Once the survey was crafted and responses were gathered from participants, I began to look for any commonalities or themes with participants' answers. I analyzed each question and their responses and grouped together any common responses to a single question. From there, I analyzed the questions as a whole and began splitting them into their own categories or themes based on what was being asked and the response that was were receiving.

Along with designing and conducting the survey, I participated in an Online & Hybrid eLearning Foundations Workshop hosted through Grand Valley State University eLearning

Technologies. The eLearning Foundations Workshop is a self-paced course that guides educators through practices that are best associated with efficient online teaching. Prior to the COVID-19 pandemic, faculty in most programs had the option of whether they would teach online or hybrid and, thus, had the option of participating in the workshop. In the wake of the pandemic, the workshop became a requirement for all faculty who will be teaching an online or hybrid course(s) with Grand Valley, which was increasingly common due to the pandemic. In recent months, eLearning Technologies has also adopted another Online & Hybrid Teaching Faculty workshop in Blackboard Learn Ultra, which is the predecessor to the current Learning Management System (LMS) at Grand Valley, Blackboard Learn Original. eLearning Technologies began offering the workshop in Blackboard Learn Ultra in anticipation of the migration to the university-wide use of Blackboard Learn Ultra beginning in the Spring/Summer 2023 semester.

The eLearning Foundations workshop includes a variety of modalities to assist educators in navigating themselves, and their students, through an online or hybrid course. The content within the workshop consists of five pedagogical focus modules — Conceptual Foundations, Content Delivery, Assessing Student Learning, Focusing on the Learner, and Ensuring Quality, as well as a variety of elective modules, such as Blackboard 101 and Engaging Students Through Discussion. Each of these modules covers more practical and technical topics than the next to best enhance practices in online and hybrid instruction. By the end of the workshop, participants should be able to develop quality online and hybrid courses, develop engaging and appropriate content for the online environment, and other necessary skills for teaching in online or hybrid environments. A mixed methods approach was chosen for this case study because we wanted to

be able to understand the support that faculty at Grand Valley State University are receiving while also being able to hear feedback from them directly.

Research Findings

On September 26th, 2022 a recruitment email was sent out to all academic unit heads (i.e. Chairs and Directors) and Associate Deans responsible for instruction/curriculum in each of the colleges at Grand Valley State University. In total, 54 academic unit heads were contacted. The email requested that unit heads share the recruitment email, with an attached survey, with the faculty members of their college and department. To participate in the survey, participants must have been current faculty members of Grand Valley State University as well as have been teaching in higher education for at least 2+ years. This was to ensure that participants had been teaching prior to, or started at the beginning of, the COVID-19 pandemic. Faculty members had until October 28th, 2022 to complete the survey. Within the 33-day timeframe, 18 faculty members, or participants, responded to the survey, with 14 people completing their submissions. Four participants failed to or opted out of responding to part(s) of the survey Using an inductive coding method to analyze survey results, I found three recurring themes within participants' answers: What is Teaching with Technology?, GVSU Offered Services, and Recommendations Based on Faculty Needs.

What is Teaching with Technology?

What is the best way to describe teaching with technology? Or better yet, what does teaching with technology mean to an educator? I asked survey participants the question in hopes of gaining a better viewpoint of how current educators view this new way of teaching and learning. This question would offer me the insight and perspective that I needed to gather a

baseline of understanding. The answers that I received from participants ultimately seemed to be based on different purposes and needs within the classroom. One participant mentioned that they “love using technology to enhance [their] instruction and to provide access to learning opportunities to students that are meaningful.” Similarly, another participant uses it as a way to “enhance an in-person morality course, or to replicate as best as possible the components of an interactive, hands-on in-person course when all instruction was done virtually.” While many of the responses from participants are quite similar, I found this response to be one of the most valuable and best ways to describe what teaching with technology can be: “[teaching with technology] means, to me, that I am using something other than my own voice to teach.” As we could see from the survey results, teaching with technology can mean various things depending on the educator's purpose and needs but it ultimately comes down to using another method of teaching that is more than just your own words and knowledge. And with that, student engagement is the core focus of that purpose when it comes to using technology in their teaching practices.

In response to what is teaching with technology, multiple participants mentioned how students and their engagement within the course is a major factor for them. As one participant mentioned, “Keep the students at the forefront as you teach with technology” as this way of teaching and learning is here to stay. Similarly, other participants mentioned how the “Ease of use for the instructor and the student are the most important aspects of new technology.” and that the use of technology “enhances student engagement opportunities in both online and traditional settings”. These responses prove that at the end of the day, faculty have a focus on the students.

Regarding the use of technology and web-based tools used within teaching practices, Zoom was used the most among participants, with 14.29% using it within their own practices.

Microsoft Office and Panopto, the video and audio streaming service that Grand Valley State University supports, were also used by 10.92% of the participants. Participants also reported that 10.37% of them were using the university Learning Management System (LMS) Blackboard Learn Original, which I found as an underrepresentation of the actual number of faculty who utilize Blackboard from my job working as technical support for faculty at GVSU.

Offered Services

Grand Valley State University offers an array of support for faculty when it comes to teaching with technology. This support includes staff-led teams such as the Pew Faculty Teaching and Learning Center (FTLC), which promotes and supports teaching and learning while encouraging innovation, and Instructional Design for eLearning (IDeL), which prepares faculty to teach in fully online and blended in-person and online learning environments with technology being the main pedagogical tool. Both services strive to promote teaching and learning in unconventional ways while supporting faculty and their practices. I asked participants which of the most familiar GVSU services-offered services they had heard of and used for assistance, including IDeL, FTLC, eLearning Technologies, and Zoom. According to participant answers, the majority have heard of at least one of the services offered by Grand Valley. Taken together, about 26.53%-28.57% of participants were most familiar with FTLC and eLearning Technologies. Faculty were also quite familiar with Zoom (26.53%), although it is uncertain whether participants were referring to university-offered Zoom support or utilizing Zoom as a new university standard. Participants seemed least familiar with IDeL, with only 18.37% of participants being familiar. Ultimately, though, 85.71% of those participants who were familiar with at least one of the offered services also voted yes to accessing support through these services at least once.

Participants were also asked if they participated in eLearning Technologies Online & Hybrid Course Development, eleven (or 78.57%) of which answered “yes.” Of those, eight participated in the workshop prior to the Winter 2020 semester and three participated after the Winter 2020 semester. This is relevant to understand teaching with technology support at GVSU. During the Winter 2020 semester, eLearning Technologies suspended the need to complete the Online & Hybrid Course Development training but resumed that requirement again in the Fall 2020 semester. It has since been a requirement for all faculty to complete prior to teaching an online or hybrid course with the university. This was to ensure that faculty were starting with the same level of understanding when heading into teaching an online or hybrid course. Prior to this, the training was optional for faculty.

Another integrated service offered at Grand Valley is the eLearning Technologies, liaison model. Each department or program at Grand Valley has a dedicated Instructional Designer and Instructional Technology Project Specialist from eLearning who works directly with the faculty and staff as a liaison. The liaisons can not only offer one-on-one support but also join in on departmental meetings or hold departmental training to reach many faculty at once. The overall purpose is to get their specific department or program and its staff more comfortable with eLearning and the services they offer as it helps establish relations and encourage engagement. Participants were asked if they were familiar with the liaison that works directly with their department or programs, of which, 11 participants voted yes and proceeded to accurately list the name(s) of the liaison who works with their department or program.

Recommendations Based on Faculty Needs

The final two questions on the survey were directed toward participants' own support needs as an educator at Grand Valley State University. When asked, 64.29% of participants said

that if they were provided with the support they would feel more encouraged to use technology in their teaching practices. But what kind of support do faculty need to feel successful in their teaching with technology abilities? According to survey results, there were four recurring themes found among survey responses — access, funding, time, and ways to keep students engaged and enhance their experience. It is important to note that not every participant listed a specific support need and these were the most common themes found in responses.

When it came to participants needing access and time, those two needs oftentimes fell hand in hand. During my initial phases of research and reviewing responses from the survey, many educators reported the amount of time needed to learn these new technological practices was a great barrier and along with that, is another added responsibility for them in the classroom. One participant noted that while technology added convenience for students is ultimately more work for faculty. This perception may be connected to the workload changes and demands of faculty with Grand Valley State University going through its own migration period with its Learning Management System (LMS) over the past year. Along with finding extra time to learn and build on these new skills, access to specific tools and technology may not always be available to educators. One participant mentioned that “funding through the department to purchase technology to trial and use in the classroom” is something that they need in order to feel successful in their teaching with a technology skillset.

There were also many faculty who mentioned that current ways of support have encouraged them to want to develop their teaching with technology practices and skills. For one participant, “Continued IDEL and IT support” encourages them. Whereas another participant got more specific stating “Support from Mr. Justin Melick; from e-Learning training sessions, and from the GVSU Hybrid & Online Learning Community.” Additionally, some faculty not only

appreciate the assistance that instructional designers provide (such as Justin Melick mentioned above) but also the “one on one consultations that align with my [personal] schedule”. This one-on-one time was seen as a necessity for a handful of participants to feel more confident in their skills and abilities. The most mentioned GVSU offered services that were helpful for faculty were eLearning Technology Liaisons, training sessions, and online & Hybrid Training courses. All of this support falls under GVSU’s eLearning Technologies which provide a wide array of services and resources designed to facilitate a cohesive and seamless digital learning experience for students.

Analysis

The reason why a mixed methods approach was chosen for this case study was so we would be able to understand the support that faculty at GVSU are receiving while also being able to receive feedback from them directly. This would allow us to compare participant responses to currently offered services such as eLearning Technologies Online & Hybrid Course Development. The content provided within the training course focuses on five pedagogical modules which ultimately aim to best enhance practices in online and hybrid instruction. For some faculty at Grand Valley, the integration of technology into pedagogical practices is meant to “enhance learning and teaching experience” and by enhancing these experiences they can “engage students in their learning.” I found these comments from participants to be intriguing as their student-focused pedagogy related back multiple modules from the Online & Hybrid Course Development such as Focusing on the Learner and Engaging Students through Discussion.

Another connection was between the eLearning Technologies liaisons and the specific department or programs that they service. On the survey, participants were asked what department or program they work for at GVSU as well as if they were familiar with the liaison

that works directly with their department or programs. 11 of the 14 participants both knew they had a designated liaison and proceeded to accurately list the name(s) of the liaison who works with their department or program. From survey findings, it was also noted that many faculty had listed Senior Instructional Design Specialist, Justin Melick, as their eLearning Technologies liaison. Of those 11 participants who voted yes and listed their liaison, 7 of those came from one of two colleges at Grand Valley — College of Education and Community Innovation and the School of Engineering. Those are two of the multiple colleges that Justin services and works one on one with faculty within the college's departments and programs. While this was not the main focus of the case study and its research findings, it was a surprising result to find. This information could be further investigated as an additional case study that specifically surrounds the support that Justin provides and how that affects the faculty members' skillsets and perceptions moving forward.

Conclusion

There were ultimately two main objectives that we were trying to achieve through this case study. First, I wanted to understand how support with technology is being provided to educators at Grand Valley State University and how that can be changed based on educators' needs. Secondly, I hoped that through my research and survey findings I would be able to gather a better understanding of how we can support educators in this journey. Along with that, I had hoped that my findings would allow me to fill in some of the gaps in technology support. With the data that has been collected, we can see that with the proper support and resources, educators would feel more comfortable and encouraged to expand upon their teaching practices and integrate new skills.

Moving forward, I have two goals for the future of this project. First, I will be sharing my research findings with Grand Valleys' eLearning Technologies. In sharing my findings with them, I hope that the information will be able to assist them as they move forward with their support. This is especially prevalent as their team and the entire university are roughly six months away from migrating to a new Learning Management System (LMS). The support that is being provided for the migration to the new LMS is there to benefit all users as this change is monumental to the university's online teaching and learning experience. Secondly, I hope that not only will my research findings be able to fill in some of those gaps in the literature but I will be able to take the knowledge that I have accrued throughout this process and apply it to my own skill sets. The data and information gathered from the research and survey findings have allowed me to gain a better perspective of the educator side of the impact of the COVID-19 pandemic and teaching with technology. This helps me better understand what they need moving forward. I hope and plan to use these skills and knowledge in the future to better assist educators in improving their own skillsets when it comes to teaching with technology.

References

- Cellini, S. (2021, August 13). *How does virtual learning impact students in higher education?* Brookings. Retrieved from <https://www.brookings.edu/blog/brown-center-chalkboard/2021/08/13/how-does-virtual-learning-impact-students-in-higher-education/>
- Fereday, J., & Muir-Cochrane, E. (2006). Demonstrating Rigor Using Thematic Analysis: A Hybrid Approach of Inductive and Deductive Coding and Theme Development. *International Journal of Qualitative Methods*, 5(1), 80–92. <https://doi.org/10.1177/160940690600500107>
- García-Morales, V. J., Garrido-Moreno, A., & Martín-Rojas, R. (2021, February 11). *The Transformation of Higher Education After the COVID Disruption: Emerging Challenges in an Online Learning Scenario*. *Frontiers*. Retrieved from <https://www.frontiersin.org/articles/10.3389/fpsyg.2021.616059/full>
- Herman, J. H. (2012, October). *Faculty Development Programs: The Frequency and Variety of Professional Development Programs Available to Online Instructors*. *Journal of Asynchronous Learning Networks*. Retrieved from <https://eric.ed.gov/?id=EJ1000093>
- Pokhrel, S., & Chhetri, R. (2021, January 21). *A Literature Review on the Impact of COVID-19 Pandemic on Teaching and Learning*. *Sage Journals*. Retrieved from <https://journals.sagepub.com/doi/10.1177/2347631120983481>
- Polly, D., Martin, F., & Guilbaud, T. C. (2020, June 28). *Examining barriers and desired supports to increase faculty members' use of digital technologies: perspectives of faculty, staff, and administrators*. SpringerLink. Retrieved from <https://link.springer.com/article/10.1007/s12528-020-09259-7>

Shorten, A., & Smith, J. (2017). Mixed methods research: Expanding the evidence base.

Evidence-Based Nursing, 20(3), 74–75. <https://doi.org/10.1136/eb-2017-102699>

Turner, J. W., Fan Wang, & Reinsch Jr, N. L. (2020). *How to Be Socially Present When the Class*

Becomes “Suddenly Distant.” Journal of Literacy & Technology, 21(2), 76–101.

Zhao, Y., & Watterston, J. (2021, February 18). *The changes we need: Education*

post-COVID-19. SpringerLink. Retrieved from

<https://link.springer.com/article/10.1007/s10833-021-09417-3>

Appendix

Institutional Review Board Approval	24
Consent Form	26
Recruitment Scripts	27



Date: September 23, 2022

To: Krista Benson Ph.D.
From: GVSU Institutional Review Board (IRB)
Study Title: Post-Covid-19 Teaching with Technology Support
Study Number: 23-051-H
Submission Type: IRB Initial Submission

Action: Exempt Determination
Effective Date: September 22, 2022
Review Type: Exempt Review

Thank you for your submission of materials for this research study. This study received exempt review and has been determined to qualify for Exempt Category 2, GVSU IRB Policy 911, "Exemption determinations and research ethics standards," and 45 CFR 46.104 when applicable. You may now proceed with your research.

The following personnel are permitted to work on this protocol:

- Krista Benson Ph.D. - Principal Investigator
- Landon Nalepinski - Co-Investigator, Student

It is the Principal Investigator's responsibility to continue to monitor the [GVSU Lakers Together website](#) for additional coronavirus guidance provided by GVSU as well as all state, federal, and CDC guidelines for minimizing the risk of infection. In the event that new data regarding transmission minimization or guidelines for risk mitigation emerge, the researcher should submit an *IRB Amendment Request Form* to remain in compliance with new recommendations for safety to the participants and the researchers.

Exempt protocols do not require formal approval, renewal or closure by the IRB. However, any revision to exempt research that alters the risk/benefit ratio or affects eligibility for exempt review must be reviewed and acknowledged by the IRB prior to implementing the change. All personnel additions must also be reviewed and permitted by the Office of Research Compliance and Integrity before the individual can begin work on the protocol. Requests for revisions and personnel additions must be submitted using the *IRB Amendment Request Form*.

Any research-related problem or event resulting in a fatality or hospitalization requires immediate notification to the Office of Research Compliance and Integrity (rci@gvsu.edu or 616-331-3197), the IRB chair, Dr. Kevin Lehnert at (616) 331-7471 **and** the Research Integrity Officer, Jeffrey Potteiger at 616-331-7207. (See *IRB policy 1020, Reportable Events: Protocol Deviations, Unanticipated Problems and Adverse Events*.)

Protocol deviations not impacting participant safety, confidentiality, information security or privacy only require reporting to the IRB if they affect ten or more participants, or 10% of the total sample population, whichever is smaller, within a one-year period. Use the *IRB Reportable Event Form* in IRBManager to report this information. (See *IRB policy 1030, Research Noncompliance*. Refer to *IRB policy 1020, Reportable Events: Protocol Deviations, Unanticipated Problems and Adverse Events* for examples of reportable protocol deviations.)

While not required, it is highly recommended that this research be closed when it is completed by submitting the *IRB Closure Form*. Exempt research studies are eligible for post-approval compliance reviews and will remain eligible for these reviews until the research has been closed. (See *IRB policy 1060, Closure of Approved Research Studies*, and *IRB policy 1040, Post-Approval Compliance Review*.)

If you have any questions, please contact the Office of Research Compliance and Integrity at 616-331-3197 or rci@gvsu.edu. Please include the study title and study number in all correspondence with our office.

Consent Forms

Survey Consent Form (attached to Qualtrics survey)

You are being invited to participate in a research study about teaching with technology in higher education post-COVID-19. The purpose of this research study is to better understand faculty viewpoints on teaching with technology and if support can encourage them to continue using and developing those practices post-COVID-19. This research study is conducted by Grand Valley State University graduate student, Landon Nalepinski, with Dr. Krista Benson, Associate Professor & Assistant Chair of Integrative, Religious, and Intercultural Studies (IRIS), assisting on the project as a Principal Investigator.

The study is open to any faculty member and/or Instructional Designer associated with Grand Valley State University. As a Grand Valley State University employee, you cannot be required to participate in this research as part of any academic course or employment duties. Your participation in this study must be voluntary and free of coercion. You may refuse to participate or withdraw at any time without penalty or loss of benefits to which you are otherwise entitled. You may also refuse to answer certain questions. If you agree to take part in this research study, the researchers are responsible for protecting your privacy and the confidentiality of the information you provide as required by federal and state regulations and GVSU policies.

Depending upon the depth of your responses, participation time for the survey varies from 20 to 30 minutes to complete. Your participation in this research study is completely anonymous. No information you share electronically can be traced to you, or the computer you used, nor can you be traced by any information that you provide. Your participation in the survey indicates that you read this consent information and agree to participate willingly as an anonymous participant in the survey.

If you have any questions or concerns about this survey or the research study, please contact the Primary Researcher and the Principal Investigator.

Recruitment Scripts

Recruitment Script (sent via email to Associate Deans and Department Chairs)

Good Morning,

My name is Landon Nalepinski and I am a graduate student in the Masters of Arts in Social Innovation program at Grand Valley State University. For my master's thesis project, I will be conducting research on teaching with technology in higher education in a post-COVID-19 world. With this project, I plan to survey current faculty members of Grand Valley State University to help better understand their viewpoints on teaching with technology as well as to see if support with technology can help encourage them to continue using and developing these skills & practices post-COVID-19.

Attached to this email is a recruitment letter for the survey. I ask that if you are willing to send this recruitment letter over to the faculty members of your college and/or department it would be greatly appreciated as a contribution to my master's thesis project. Oftentimes faculty are more adapted to pay closer attention when a message comes from within their college/department. So your willingness to share this information with your faculty members would be most appreciated.

If you have any questions or concerns about this survey or the research study, please contact the Primary Researcher and the Principal Investigator. **NOTE: This survey will remain open through October 21st, 2022.**

Primary Researcher

Landon Nalepinski

nalepinl@mail.gvsu.edu

Principal Investigator

Krista Benson

bensokri@gvsu.edu

Recruitment Script (sent via email)

Greetings!

You are invited to participate in a research study about teaching with technology in higher education post-COVID-19. The purpose of this research study is to better understand faculty viewpoints on teaching with technology and if support can encourage them to continue using and developing those practices post-COVID-19.

To participate in this study, you must meet the following criteria:

- Current faculty member of Grand Valley State University
- Have been teaching in higher education for at least 2+ years

DEADLINE: This survey will remain open through October 21st, 2022.

For your participation in this research study, you will be asked to complete a survey on your experience with teaching with technology. Depending on the depth of your response, the completion time of the survey varies from 20 to 30 minutes. Your participation in the survey will remain anonymous but your consent is still needed on the survey to participate in the research study. You are free to refuse to participate or may withdraw your participation from this study at any time.

If you would like to participate in the study, you can do so here ([Teaching with Technology Survey](#)).

If you have any questions or concerns about this survey or the research study, please contact the Primary Researcher and the Principal Investigator.

Primary Researcher

Landon Nalepinski

nalepinl@mail.gvsu.edu

Principal Investigator

Krista Benson

bensokri@gvsu.edu