A Qualitative Case Study of the Evolution of Community College Faculty During a

Rapid Transition from Direct to eLearning Instruction During a Pandemic

Dissertation Manuscript

Submitted to Northcentral University

School of Education

in Partial Fulfillment of the

Requirements for the Degree of

DOCTOR OF EDUCATION

by

CHARLOTTE M. APPLEWHITE
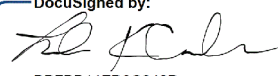

La Jolla, California

June 2021

Approval Page

A Qualitative Case Study of the Evolution of Community College Faculty During a
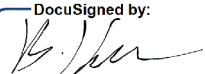Rapid Transition from Direct to eLearning Instruction During a Pandemic

By

CHARLOTTE M. APPLEWHITE

Approved by the Doctoral Committee:

DocuSigned by:	PhD	08/13/2021 | 13:27:04 MST
BD7BB11FD8C242D...		
Dissertation Chair: Leslie Curda	Degree Held	Date

DocuSigned by:	PhD	08/13/2021 | 12:43:18 MST
lisa St. Louis 9C2F92309F4B4DC...		
Committee Member: Lisa St. Louis	Degree Held	Date

DocuSigned by:	PhD	08/13/2021 | 12:27:27 MST
F0B573A677C7497...		
Committee Member: Brandy Kamm	Degree Held	Date

Abstract

The problem addressed was post-secondary faculty's continued resistance to learning and using eLearning technology to its maximum capacity to achieve learning outcomes in concert with the often-biased samples in research on the change process and faculty perceptions of their transition from direct instruction to eLearning. Most research on faculty perceptions of transitioning from direct instruction to eLearning solely includes faculty who voluntarily transitioned and were not forced; thus, the sample is often biased about faculty opinions and perceptions regarding their experience. The purpose of this qualitative, descriptive single-case study was to explore community college faculty experiences with transition from direct to eLearning instruction and uses of a learning management system in the context of the rapid change process before and during the COVID-19 pandemic. Twenty-seven community college faculty employed full-time during the 2019-2020 school year participated in the study. All were forced to transition to a full eLearning model due to the national emergency declaration and school closures due to the COVID-19 pandemic. Data were collected from semi-structured interviews, surveys, and secondary documents. Lewin's (1951) change theory served as the theoretical framework. Thematic analysis revealed participants represented their lived experiences through the following themes evolving states of readiness, emotionally charged, and a time of personal growth. The faculty reported that (a) administrative and institutional guidance and (b) asynchronous and synchronous accessibility and usability tools acted as both driving and restraining forces during their forced unfreezing. The participants' varying levels of readiness for eLearning impacted their change experience. Limitations were that only one community college was sampled, and only full-time faculty were sampled. Key recommendations for practice include the exploration and re-evaluation of professional development offerings, more resources and strategies to fast-

track transformative initiatives, and integration of modern technological advancements. Future research should focus on conducting a mixed-methods study to explore Community College Faculty (CCF) needs during change and technology that may result in a strategic plan for future rapid institutional change to increase readiness for instructional delivery changes that stem from outside forces.

Acknowledgments

First and foremost, I want to offer thanks to God, my eternal King, and Redeemer. Your faithfulness is great. I want to thank everyone who showed love, extended encouragement, and provided support during my doctoral program. I want to extend my sincere thanks to Dr. Leslie Curda, Dissertation Chair, and Dr. Brandy Kamm, Academic Reader, for their immense knowledge, guidance, and help throughout my dissertation research processes. I want to express my sincere gratitude and special thanks to Dr. Lisa St. Louis, Subject Matter Expert, for her advice, inspiration, confidence in my abilities, and continued support from early on and throughout my program. Because of Dr. St. Louis, I returned to NCU after a yearlong break to complete my program. I also appreciate all the support I received from my eldest brother, Doran Gandy; Sister-in-law, Cheryl Sherrill; and my sister, Vivian Littleton. Finally, I want to express my gratitude to my husband, Mitchell Applewhite, USMC Retiree; my eldest grandson, Jaiden Izaiah Applewhite; and my youngest grandson, Enzo Julian Applewhite. Without their patience, understanding, encouragement, and support it would have been more challenging for me to complete my program.

Thank you all,

Charlotte M. Applewhite

Table of Contents

List of Tables

List of Figures

Chapter 1: Introduction

Learning through the medium of digital technology is an attractive alternative for facilitating the acquisition of knowledge and providing wider access to postsecondary education; it gives learners the opportunity to achieve higher academic goals and has contributed to a marked increase in student enrollment in higher education (Benta et al., 2015; Rege Colet, 2017). eLearning instruction may include online-only as well as blended learning formats that merge direct classroom instruction with online interactions and support, reciprocated involvement, and accommodated learning arrangements (Zydney et al., 2020). eLearning instruction has rapidly increased in popularity and generated substantial revenue; between 2012 and 2016, 14.9% of United States higher education learners registered for all online courses, and 31.6% took at least one online course (Duffin, 2020). In 2016, global eLearning revenue amounted to 16.97 billion dollars in the United States currency, with a forecast of 33.5 billion by 2021 (Duffin, 2020).

Currently, eLearning instruction offered by colleges is typically delivered using a learning management system (LMS), a software interface that tracks learning activities and initiatives (Fathema et al., 2015). Learning management systems (LMS) are learning environments designed with built-in, ready-to-use instructional delivery tools to achieve management and delivery of learning resources to learners by instructors who may or may not have the technical expertise to design online learning environments on their own (Aldowah et al., 2019). The ease of design and access to a variety of tools afforded within an LMS are included to address and facilitate common learning events, such as class discussion; distribution of assignments; assessments; grading and feedback; and content delivery through text, graphics, and lecture (Aldowah et al., 2019). Most LMS are designed to provide collaborative learner-centered support in eLearning environments through synchronous and asynchronous feedback

exchanges between faculty and learners that can be tailored to fit the needs of learners, faculty, and subject matter (Benta et al., 2015). Nevertheless, not all faculty find LMS easy to use or congruent with their philosophy of education, teaching style, and/or content area.

The effective use of diverse pedagogical techniques and methodologies within an LMS requires supportive institutional resources, the best technological modernizations and practices, and the integration of applicable teaching and learning models (Gachago et al., 2017). Pape and Prosser (2018) concluded that perceived impediments to LMS integration include insufficient preparation and planning time; unsatisfactory technical support; administrative inadequacies, such as the misalignment between institutional and curriculum mandates; and performances of both students and teachers. Faculty perceptions of LMS tools and technological enhancements are important to assess. Faculty opinions about the value of instructional methods an LMS supports, approaches and resources required for teaching online, and the ability to deliver content through the LMS are essential for addressing any opposition faculty might possess (Aldowah et al., 2019; Khalil & Elkhider, 2016). The assessment of faculty perceptions regarding the extent to which their subject area content can be delivered through an LMS and the practicality and efficacy of technological resources to do so with fidelity are essential to development and sustainment of higher education institutions and their capacity to deliver the learning opportunities their students demand (Aldowah et al., 2019; Khalil & Elkhider, 2016). Effective eLearning knowledge and strategies for implementation of an LMS coupled with positive faculty perceptions can facilitate effective transitions from direct to eLearning instructional practices as well as design, create, and normalize institutional eLearning processes through successful implementation and effective execution.

Though in some higher education institutions there has been a rapid transition from the use of traditional learning methods through direct instruction to the adoption of learning strategies that employ digital technology that include online and blended offerings (Benta et al., 2015), disparities exist, and some institutions and faculty have been slow to fully embrace and integrate eLearning technologies (Perrin et al., 2015). The role of an LMS has also been controversial among educators who focus more on content than methods or tools for instructional delivery (Aldowah et al., 2019), and the training required to use an LMS as intended emerged as a barrier to eLearning instruction. According to a 2016 national survey of United States college educators, 41% identified training as the greatest obstacle to eLearning implementation (Duffin, 2020). Perrin et al. (2015) reported poor planning, training, and support were impediments to the transition process from direct to eLearning instruction.

While faculty concerns with transitioning to eLearning instructional delivery exist and are well documented (Duffin, 2020), the United States was forced to declare a national emergency in response to the novel coronavirus (COVID-19) in early 2020, which necessitated college closures and a rapid transition from delivering direct instruction to eLearning instruction for all faculty (McCarthy, 2020). eLearning instruction became the only nationwide viable option to minimize disruptions in student learning while reducing the spread of the virus (McCarthy, 2020). In most eLearning transition processes, college educators are given time, training, and sometimes a choice as to whether they would like to transition and perfect their online instructional delivery content and methods (Aldowah et al., 2019). However, the pandemic forced an immediate transition for all faculty with little to no planning and regardless of training, technical expertise, opinions about eLearning, and content needing to be taught (Basilaia & Kvavadze, 2020) even though poor planning, training, and support have been often noted as

failures of institutions who transitioned to eLearning initiatives long before this current crisis. Since the pandemic forced a hasty change without sufficient planning, training, staffing, or preparedness (McCarthy, 2020), the mandatory transition raised questions about educators' perceptions of current instructional demands and the role and value of an LMS when eLearning is the only delivery option available (Basilaia & Kvavadze, 2020).

In proposing a change theory, Lewin (1951) postulated how the change process occurs and provided a change management model with three steps: unfreeze, change, and freeze. Lewin also developed a force field analysis (FFA) tool to evaluate restraining and driving forces for change (Lewin, 1939). While some higher learning institutions, including community colleges (CCs), employ a voluntary approach of unfreezing, others have employed forced methods (Seyfried & Ansmann, 2018). The forced unfreezing of all postsecondary faculty due to the pandemic and the hasty transition to eLearning instruction from direct instruction for a large percentage of faculty with little to no prior experience with eLearning (McCarthy, 2020) presented a unique opportunity to examine change under this condition, particularly how faculty view and use an LMS and its tools to deliver content, engage students, and conduct assessments. Much remains to be learned about how faculty perceive the institutional efficacy of integration of an LMS and its contributions to instructional outcomes when transitioning from direct to eLearning instruction (Khamparia & Pandey, 2019), and the forced transitioning from direct to eLearning instructional delivery resulting from the COVID-19 pandemic allowed for a wider range of faculty than ever before to experience LMS tools and develop a reliance on or aversion to them, and many views in between, that should be captured to further inform models of change under a widespread forced unfreezing.

Community colleges are post-secondary learning institutions in which the highest degree granted is a two-year degree or a vocational-related certificate (Northern Indiana Community College [NICC], 2019a). The mission of community colleges is to provide specialized continuing and adult education, vocational and career education, and general and liberal arts education to their learners (Ratcliff, 2020). According to Ratcliff (2020), community colleges in the United States serve the most diverse group of post-secondary learners and provide adaptive and practical education regardless of socioeconomics, demographics, or locality. Young (2016) noted that community college faculty (CCF) comprise almost a third of higher education faculty in the United States and educate around half of all United States undergraduate students. Community colleges in the United States have devoted their attention to the continuous incorporation of new courses based on the interest of the populace and societal expectations (Ratcliff, 2020). Over the past decade, eLearning enrollment in community colleges has been credited for almost all student enrollment increases; because of this eLearning demand, CCF must guarantee that eLearning is authenticated as equitable to direct on-campus instruction (Young, 2016). Because community colleges attract a wide variety of diverse learners ranging from teens, older adults, the working class, and a larger number from lower socioeconomic levels, faculty must incorporate varied teaching and learning modalities and meet societal, educational shifts, such as eLearning, to ensure favorable student outcomes and successes.

Although there was an immediate transition from direct to eLearning instruction across the United States, the pre-pandemic transition process and timelines for transitions varied as some community colleges offered eLearning opportunities more often and at a faster rate before the pandemic than others (McCarthy, 2020). The knowledge of and skills to use existing technology by some CCF impeded the integration of eLearning prior to the pandemic (Young,

2016), and these barriers likely still exist. Although the nurturing of technological skills is a prerequisite to eLearning among CCF, successful change processes also require acknowledging and addressing current eLearning perceptions and attitudes of faculty that may prevent successful change (Al-Azawei et al., 2017; Khalil & Elkhider, 2016); however, the rapid transition required during the pandemic prevented any such strategy and, essentially, forced CCF to develop and apply skills to deliver eLearning regardless of their prior perceptions and attitudes. Evaluative activities may help improve the implementation and effective use of eLearning for instructional delivery (Gachago et al., 2017), but faculty must be active participants.

The forced unfreezing of faculty due to the pandemic allowed for and required all CCF to explore eLearning methods and tools, including any LMS available at their institution, and to consider or reconsider how they can be used to support student learning. There was a clear opportunity, more than ever before, to gather experiences and perspectives from a broad sampling of CCF who were engaging in eLearning and using an LMS during the transition process. Moreover, the essential haste in which the change process occurred allowed faculty to reflect on their experiences and perceptions prior to and after the pandemic-related closures and presented an opportunity for identifying institutional concerns that might lead to improved eLearning practices and LMS use (Burch & Mohammed, 2019).

Statement of the Problem

The problem addressed was postsecondary faculty's continued resistance to learning and using eLearning technology, in this case, an LMS, to its maximum capacity (Sarsa & Escudero, 2016; Udod & Wagner, 2018; Young, 2016) to achieve learning outcomes coupled with the often-biased samples in research on the change process and faculty perceptions of their transition from direct instruction to eLearning (Sarsa & Escudero, 2016). Prior to the COVID-19

pandemic, some researchers examined faculty perceptions of transitioning from direct to eLearning instruction but frequently included faculty who voluntarily transitioned and were not forced to unfreeze; thus, the sample was often biased regarding faculty opinions and perceptions regarding their experience (Sarsa & Escudero, 2016). In contrast, the sampling pool of faculty now engaged in eLearning has increased to an unprecedented 100%, thereby creating a context by which faculty across all content areas, and who may never have considered using or attempting to use eLearning tools prior to the pandemic, have now experienced such a transition.

Current publications lack adequate community college-level qualitative studies exploring perceptions of institutional or CCF practices designed to accelerate contemporary technological integration in academic environments (Aldowah et al., 2019; Gachago et al., 2017; Pape & Prosser, 2018). The lack of need before the pandemic and the essential need during the pandemic contributed to all CCF experiencing eLearning methods and tools and prompted shifts in perceptions of how instructional practices can be mirrored or are required to change because of the immediate eLearning mandate and increased access to and use of an LMS and other eLearning tools (Benta et al., 2015). Faculty might have been pleasantly surprised or bitterly disappointed with the methods and tools available within an LMS to deliver their course successfully online, given they had never explored or engaged in eLearning initiatives. Thus, faculty may become resistant to learning and using eLearning technologies based on their recent experiences.

Higher learning institutions across the United States are struggling to enhance the success and retention of their students, who are now all online learners (Perrin et al., 2015) while faculty grapple to learn and employ LMS tools to support their instruction, engage students, and achieve learning outcomes (Pape & Prosser, 2018). Exploration of faculty experiences and perceptions of

the change process from direct to eLearning instruction during a forced unfreezing revealed concerns and needs for methods and tools in future preparation, especially given pandemic-related closures may become more common, thus necessitating strategic planning for the future. Additional perspectives of faculty who are accessing and integrating an LMS for delivering eLearning instruction uncovered needed improvements of the LMS tool to achieve greater faculty buy-in, learner engagement, and student success (McKnight et al., 2016). Without exploring unbiased samples of faculty engaging in eLearning and application of LMS tools and learning how faculty experienced a forced unfreezing requiring the transition from direct instruction to eLearning, administrators are limited in their ability to address continued challenges and resistance.

Purpose of the Study

The purpose of this qualitative, descriptive single-case study (Yin, 2018) was to explore CCF experiences with transition from direct to eLearning instruction and uses of an LMS in the context of the rapid change process before and during the COVID-19 pandemic. A case study is an in-depth analysis of a specific condition rather than an extensive statistical survey and is used to reduce a broader area of research into one easy topic of exploration or investigation (Yin, 2018). Specifically, this case study placed focus on a community college located in Indiana that, pre-pandemic, offered more than 1,000 online courses and some blended learning options, and faculty have had access and training on an LMS since 2016 (NICC, 2019b). A committee of approximately 80 faculty, staff, and students were invited to partake in evaluating four LMS through demonstrations and comparative analysis, and the majority selected the Canvas platform, which was adopted institution-wide in November of 2016 (NICC, 2020). Since the pandemic, all courses offered transitioned to eLearning (McCarthy, 2020).

Some CCF have been slow to embrace eLearning as many community college learners lack Internet access at home due to inadequate income (Burch & Mohammed, 2019). Particularly with community colleges, the digital divide can limit student access to technology and the ability to benefit from eLearning offerings (Young, 2016). Such limitations had to be addressed in the pandemic climate while at the same time requiring and supporting all faculty transitioning to eLearning. However, the forced unfreezing and the mandatory transition to eLearning and integration of an LMS into their teaching presented an opportunity to explore how faculty experienced the change process, especially for those who had only used the LMS to supplement their course or those who had never engaged in eLearning and were experiencing the LMS for the first time.

The target population consisted of all faculty members at Northern Indiana Community College (NICC) as they had all been forced to freeze their regular teaching practices and undergo a rapid change to eLearning instruction. This community college has 40 locations in approximately 75 communities, offering over 150 programs, which vary by location; it has 100 transfer programs and more than 1,000 online classes. According to NICC's most recent published demographic data, in 2017, 358 faculty members were female and 272 were male. Out of the 630-faculty employed, 204 were female associate professors, but no other demographic data regarding age or ethnicity was accessible. Among the CCF, there are diverse levels of knowledge of and experience with eLearning and the available LMS. The faculty included those who had already been teaching courses fully online, those who had been teaching courses in blended formats or utilizing the LMS to support their on-campus teaching, and those who had never used any eLearning methods or tools or the LMS.

The sample included 17 participants, which aligns with Adler and Adler's (2011) recommended maximum sample size for conducting qualitative case studies (Baker & Edwards, 2012), although Yin (2018) contended data saturation might be reached at between 12 and 16 participants. The goal was to include faculty with varying levels of knowledge and experience noted. Purposive sampling was used to ensure participants represented experience with and knowledge of the phenomenon, which was the immediate transition from direct to eLearning instruction prior to and during a pandemic. Faculty were also purposefully sampled to ensure all experience levels prior to the pandemic were represented. Additionally, efforts were made to include faculty from as many academic disciplines as possible. Purposive sampling is critical for conducting qualitative case studies, as Boeije (2002) contended that researchers must select participants of case studies based on their ability to answer the posed research questions effectively and thoroughly.

The data sources included a semi-structured individual interviews with each CCF (see Appendix G), a FFA survey (see Appendix E and F), comprised predominantly of open-ended questions modeled on Lewin's (1951) FFA tool, and secondary documents from the community college pertaining to the transition process and disseminated to the faculty as well as any training and audio-visual materials showcasing eLearning demonstrations. The data were analyzed using the six steps of thematic analysis by Braun and Clarke (2006). The six steps included the following: (1) familiarizing oneself with the data; (2) creating initial codes; (3) searching for themes; (4) reviewing themes; (5) defining and naming themes; and (6) writing the report (Braun & Clarke, 2006; Scharp & Sanders, 2019). Additionally, comparative inquiry was embedded into the first three steps of thematic analysis through organization of the participants into three groups based on pre-pandemic knowledge and experience for comparison. I compared and contrasted

participant data both within and between groups as well as across all participants. It was through the six steps of thematic analysis with comparative inquiry that findings were revealed, using the words from the participants to describe the phenomenon and contribute to the literature regarding CCF perceptions of the forced unfreezing and change process from direct to eLearning instruction.

Theoretical Framework

Lewin's (1951) change theory is comprised of his change management model, also known as the change model, 3-step model, three-step model change management, and changing as three steps (CATS), and served as the theoretical framework for the exploration of CCF lived experiences of the transition from direct to eLearning instruction amid the COVID-19 pandemic. Lewin (1951) theorized change occurs in three steps: (1) unfreezing, (2) change, and (3) refreeze. Throughout the change process, there are restraining forces that push people to resist change and maintain the status quo, competing against driving forces that push for change (Lewin, 1951; Manchester et al., 2014). In the current case, these forces were at play in a unique combination given that, regardless of faculty's desire to resist or move toward change, the current pandemic forced them all to change in some manner to continue to deliver instruction and achieve learning outcomes. Though most faculty experienced some level of disequilibrium, given the hastiness of the change needed, sharing their lived experiences developed a greater understanding of how these forces influenced their decisions regarding delivering instruction online and the use of an LMS to achieve a degree of equilibrium and continuity in teaching.

Equilibrium is maintained because of the dual pressure of the restraining and driving forces, which Lewin described as a force field and for which he created the FFA, a tool that allows organizations to assess the restraining and driving forces that are hindering or promoting

change (Lewin, 1951; Vines et al., 2014). Generally, before initiating change, organizations should assess the restraining and driving factors and then implement planned change activities to be successful (Lewin, 1951). Again, in the current case, such an analysis was not conducted since there was no plan in place for the pandemic and the resulting havoc it created for higher education institutions.

In addition to Lewin's (1951) change management model and FFA, there were other facets of his theory, including field theory, group dynamics, action research, and planned change (Burnes, 2009), considered. Lewin contended each facet to be integral and unified (Lewin, 1947a) and encompass how planned change may occur at the individual, organizational, or societal level (Bargal & Bar, 1992; Burnes, 2009). According to Lewin (1951), unfreezing, changing, and refreezing is a process that individuals and organizations undergo to transition from the current state of equilibrium to a new state through changing and reestablishing the equilibrium. Awareness of the equilibrium in its current state occurs during the unfreezing stage and assists in determining the process needed to implement change, as the behaviors and attitudes that support the existing status are identified (Armstrong, 2006; Brisson-Banks, 2009; Lewin, 1951). Individuals and organizations must acknowledge the concerns and threats that arise when undergoing change as part of the process for establishing the approach for implementing change as well as the motivation necessary to complete the change process that results in change acceptance.

During the changing step, individuals and organizations are developing new behaviors, attitudes, and responses based on the incorporation of the newly provided information. Once responses are established, the refreezing step solidifies the change by stabilizing the new responses while promoting and supporting the change in their practices (Armstrong, 2006).

Lewin's (1951) change theory is built upon the idea of replacing one behavior with another (Cummings et al., 2015). The changing step is likely what most faculty were engaged in while conducting this study, and their lived experiences in the case of unplanned change and forced unfreezing were of greatest interest. How faculty were individually experiencing the changing step, what new behaviors, attitudes, and responses they developed in moving from direct to eLearning instruction and in relation to the LMS further informed the theory and how it applied in forced unfreezing and unplanned change contexts. Further exploration with any faculty who had reached the refreezing step also generated a deeper understanding of what pre-pandemic behaviors, attitudes, and responses they possessed that possibly facilitated promotion and support of a complete change.

Change is a process that requires planning, motivation, and implementation within an environment that also influences group behaviors and actions (Burnes, 2009; Lewin, 1951), which is essential for exploring the transition from an established, synchronous teaching modality to an asynchronous, technology-based modality (Al-Azawei et al., 2017). However, when no time for planning was available and the necessity of the change provided the sole motivation for some faculty, how faculty experienced implementation of change was of interest. The CATS Model assisted in understanding the phases of change, while the force field model aided in identifying restraining and driving forces experienced by the CCF. Further, guidance from field theory directed examination of the group environment that influenced the change process, and group dynamics aided in understanding how the group shaped the behaviors of the individuals within the group or organization.

Lewin (1939) contended, "One should view the present situation – the status quo – as being maintained by certain conditions or forces" (p. 172) to understand a given situation. Field

is defined as the combination of all coexisting facts believed to be interdependent, and Lewin (1939) suggested that a field remains in a state of continuous adaptation in which change regularly occurs; if the forces or circumstances that influence the change can be identified, plotted, and understood, then one can understand change within the organization and what forces need to be used to elicit change (Burnes, 2009). With his concept of group dynamics, Lewin contended group behavior should be the focus for change rather than the behaviors of the individuals (Burnes, 2009; Lewin, 1947b), which was essential in understanding the transition process in a community college through the perceptions of individuals reflecting upon the group's behaviors. Lewin (1951) stated, "For change to be effective, it must take place at the group level, and must be a participative and collaborative process which involves all of those concerned" (Burnes, 2009, p. 984).

Case study methods were applied to explore the lived experiences of faculty as the organization underwent the change process. Examination of how the community college and individual faculty prepared for the change, if at all, revealed if or how correct identification of needs were achieved, motivation was promoted and monitored, and the degree to which change was achieved in alignment with the organization's mission and goals. Lewin's (1951) change theory was essential in constructing the research questions for the study, which informed the development of the semi-structured interview protocol, assisted in creating a FFA, and guided the data analysis when searching for codes, patterns, and themes.

Nature of the Study

A qualitative, descriptive single-case study design was employed. The qualitative methodology was selected based on the need for further investigation of the phenomenon in support of addressing the problem, purpose, and research questions outlined to guide the study.

In qualitative research, the focus is on learning from participants by listening to their experiences and perceptions and accepting them as experts with direct knowledge of or experience with a phenomenon (Auerbach & Silverstein, 2003). Considering the purpose of this study was to gather the perceptions of participants regarding the transition from direct to eLearning instruction amidst a pandemic, the qualitative methodology was selected because it is considered most appropriate for exploring perceptions and experiences of individuals (Auerbach & Silverstein, 2003; Yin, 2018). Further, the research questions posed include a focus on *how* questions that Yin (2018) contended are best answered through qualitative case studies. In examining a phenomenon that cannot be manipulated and from a mindset absent of preconceptions or an expected singular truth, the qualitative methodology ensures participant perceptions and experiences are heard and reported in the findings (Stake, 1995; Yin, 2018). Yin (2018) argued only qualitative methodology can gather a richness of participant perceptions and experiences in such a way that fully presents participant accounts by giving them a voice.

Since quantitative research seeks to aggregate findings, present singular truths, and answer close-ended questions (Patton, 2015), this methodology was dismissed as a possibility to achieve the purpose and goals of the study. According to Auerbach and Silverstein (2003), "For the traditional quantitative researcher, human phenomena are studied scientifically by converting them into numerically measurable independent and dependent variables" (p. 29). However, when exploring subjective material, such as an individual's perceptions or experiences, quantitative research and instruments restrict opportunities for participants to share their experiences (Auerbach & Silverstein, 2003). Thus, the quantitative methodology is designed to establish measurements, report on statistical findings, and answer close-ended questions (Yin, 2018), which hinders the ability to ascertain subjective information, like held perceptions and

experiences (Auerbach & Silverstein, 2003). As such, the quantitative methodology is misaligned with the intent of the study, purpose, research questions, and phenomenon of interest.

To fully explore the phenomenon and answer the research questions, lived experiences of purposefully selected participants were required to gather sufficient data that reported on the phenomenon. Since rich, descriptive data was essential to presenting participant perceptions (Stake, 1995) of the phenomenon that could not be manipulated by a researcher (Yin, 2018), the qualitative methodology was selected. Yin (2018) contended a descriptive case study is appropriate when the "purpose is to describe a phenomenon [the 'case'] in its real-world context" (pp. 286–287). In the case selected for this study, the phenomenon of interest was the transition process from direct to eLearning instruction, created out of necessity during the global COVID-19 pandemic, from the perspective of CCF employed full-time at a select community college during the 2019-2020 academic year. Thus, the unit of analysis was the transition process, and the unit of observation included the CCF who participated as well as secondary data provided by participants or the site. The phenomenon was considered common since the COVID-19 worldwide pandemic had especially impacted the United States and resulted in a prompt transition from direct to eLearning instruction across K-12 schools and institutions of higher education alike (McCarthy, 2020). The phenomenon was explored in its real-world context; the transition is recent (within the past two years) and currently occurring as all educators transitioned to eLearning instruction (Khamparia & Pandey, 2019).

Therefore, this case was bounded by geographic location, time, and organization, which bound the case to a singular unit, making it holistic with no other identified units. The case was singular, as it was comprised of individuals in a specific situation experiencing a common phenomenon (Yin, 2018). The descriptive single-case study design allowed me to best answer

the posed research questions, explore the common phenomenon, and address the purpose of the study by fully exploring the lived experiences of participants who were currently engaged in the phenomenon. The case study design was consistent with the intent of the study and answered the research questions.

Since qualitative case studies are commonly conducted using multiple data sources (DiCicco-Bloom & Crabtree, 2006; Stake, 1995) with 12 to 15 participants to achieve data saturation (Guest et al., 2006), three data sources were used, including semi-structured interviews, an open-ended survey, and secondary data. The semi-structured interview protocol was comprised of predominantly open-ended questions I generated. Castillo-Montoya (2016) asserted self-created protocols are appropriate to ensure alignment with the research questions, while Stake (1995) contended open-ended questions are essential when conducting qualitative case studies. Data collection instruments were designed to allow for participants to provide narrative, in-depth responses to the posed questions. The secondary data provided by individual participants and from the community college website included a limited range of documents, including training and training material provided to facilitate the transition process from direct to eLearning instruction.

The three sources of data allowed for methodological triangulation, which Guion et al. (2011) described as a comparison of multiple data sources assessing for similar results. The inclusion of multiple participants enabled me to conduct data triangulation since the perspectives of multiple participants were gathered, consistent with Guion et al.'s (2011) description of data triangulation. Lincoln and Guba (1986) contended triangulation in qualitative research is essential for capturing and presenting findings and allows researchers to analyze findings across and within the population to achieve reliability.

To gather data that described the phenomenon, I used purposive sampling to ensure the participants were knowledgeable of and had experience with the phenomenon. Purposive sampling is recommended for qualitative case studies as purposefully selected participants are essential for gathering rich, descriptive data of the phenomenon (Stake, 1995). Therefore, participation in this study was limited to 2019-2020 full-time CCF at the selected community college who lived the experience of transitioning from direct to eLearning instruction during the COVID-19 pandemic. Twenty-seven CCF were recruited who met eligibility criteria and fell into varying levels of prior knowledge and experiences with eLearning.

Research Questions

RQ1

How do community college faculty represent their lived experiences and perceptions of eLearning methods and tools prior to and after their forced unfreezing and rapid transition to eLearning at Northern Indiana Community College?

RQ2

What driving and restraining forces do faculty report in their lived experience transitioning to eLearning during the COVID-19 pandemic?

RQ3

How do faculty experiences differ among those with varying experience levels prior to the forced unfreezing?

Significance of the Study

The three research questions emerged as the goal was to explore CCF experiences during the rapid shift in instructional delivery without sufficient planning, training, staffing, or preparedness, which had been documented in many cases (McCarthy, 2020). Further, Gachago et

al. (2017) already established that the acceptance of new technology in higher education is problematic for some educators resulting in stagnation of eLearning integration. Absent from current surveyed research were the perceptions of CCF regarding the transition process from direct to eLearning instruction (Khamparia & Pandey, 2019), particularly those who were not presented with a choice and voluntarily engaged in transitioning to eLearning. The scarcity of research regarding CCF instructional practices transitioning from direct to eLearning instruction warranted an exploration into how they perceived their experiences and perceptions of eLearning methods and tools provided prior to forced unfreezing of direct instruction and after the rapid transition to eLearning (Pour-Previti, 2019). Further, the perceptions of faculty regarding driving and restraining forces to transition to eLearning resulting from the COVID-19 pandemic were unknown considering its recent, widespread onset altering traditional instructional delivery nationwide. Moreover, since faculty experiences with eLearning instruction differed prior to the forced unfreezing, there was a need to explore perceptions of CCF that have different experiences with eLearning prior to the forced unfreezing. Gachago et al. (2017) recommended further research to ascertain how these faculty members perceived the integration and use of an LMS in instructional practices, and this study contributed to expanding the research literature on this topic.

Based on the scarcity of research on faculty who were forced to transition from direct to eLearning instruction, there was a need to explore the transition process from the perspective of professors who underwent the process requiring them to change their instructional practices regardless of prior attitudes and beliefs about eLearning, knowledge and experiences using eLearning technology and an LMS, and the provision of training and time. Through understanding the transition process from CCF who experienced it, the significance of this study

relied on being able to reveal the change process when faculty were forced to undergo an expeditious transition to eLearning. Lewin (1951) contended change occurs in a three-step process - unfreeze, change, and freeze. Using Lewin's (1951) CATS model to conceptualize the transition process experienced by the CCF participants guided the study and yielded an understanding of barriers encountered by participants during the transition process as well as strategies that mitigated those barriers and approaches used to achieve a successful transition from direct to eLearning instruction for faculty. Implications and recommendations generated from the findings can be used to improve the transition process from direct to eLearning instruction and inform how institutions can plan for other hasty transitions in the future.

Definitions of Key Terms

Community College

A community or junior college in the United States is a postsecondary learning institution that offers two-year and technical vocational training and certifications as a passageway to a four-year university-level degree program (The Department of Homeland Security, 2012). Technical vocational institutions have a specific mission to provide specialized education to learners (NICC, 2019b). The acronym CC is for community college while CCs is the abbreviation used for community colleges.

Community College Faculty (CCF)

A CCF is a formally educated individual, typically holding a master's or doctoral degree, who works in a professional academic capacity at a community college (Palmer, 2015).

eLearning

eLearning is the dissemination of education and training using digital technology, usually through the Internet, which has become an attractive learning alternative and marks a paradigmatic shift from traditional learning settings (Benta et al., 2015; Rege Colet, 2017).

Learning Management Systems (LMS)

Learning management systems in education are software used to track eLearning activities and initiatives; they are also known as course management systems (Fathema et al., 2015).

Pandemic

The global spread of a new disease among masses who do not have immunity to ward off or mitigate the effects (Center for Disease Control and Prevention [CDC], 2016).

Pedagogy

Pedagogy emphasizes the dexterity of informative transference from teaching. To tackle and satisfy learner needs, the incorporation of pedagogical techniques should be an essential factor when constructing eLearning courses (Al-Azawei et al., 2017).

Technology-Based Education

Technology-based education is the integration of instructional didactical technologies like computers and other electronic devices into learning environments (Goradia, 2018).

Summary

Timely exploration of CCF's lived experiences transitioning from direct to eLearning instruction during the COVID-19 pandemic was needed (Curtis et al., 2016; Eagan et al., 2014). Gachago et al. (2017) previously recognized that the acceptance of new technology in higher education is problematic for some educators resulting in stagnation of eLearning integration.

Instructional delivery in higher learning institutions without sufficient planning, training, staffing, or preparedness and support serves as transitioning barriers, especially in some community college environments (McCarthy, 2020). A leading objective of higher education institutions throughout the world is to produce technologically intelligent educators and learners with the ability to communicate (Al-Azawei et al., 2017). Given recent current events and the scarcity of research on the transition from direct to eLearning instruction for faculty from all levels of knowledge, experience, and attitudes regarding eLearning, there was an opportunity to explore the transition process from the perspective of faculty who endured the forced unfreezing and change process of transitioning from traditional instructional practices to eLearning. Greater understanding of the transition process, as experienced by CCF, also served to expand the literature on Lewin's (1951) change theory. As such, specific conditions of forced unfreezing are elucidated and may be used to inform stakeholders of elements that hindered and promoted institutional and instructional changes that can be applied to other community colleges during similar transitions.

Chapter 2: Literature Review

The purpose of this qualitative descriptive single-case study (Yin, 2018) was to explore community college faculty (CCF) members' experiences with eLearning instruction and uses of an LMS in the context of the rapid change process before and during the COVID-19 pandemic. Specifically, the focus of this case study was on a community college located in Indiana that, pre-pandemic, offered more than 1,000 online courses and some blended learning options (NICC, 2019a). Since the pandemic, all courses transitioned to eLearning (McCarthy, 2020). In some community colleges, the digital divide limits student access to technology and the ability to benefit from eLearning offerings (Young, 2016); this had to be addressed in the current climate while at the same time requiring and supporting all faculty transitioning to eLearning.

Post-secondary faculty have displayed continued resistance to learning and using eLearning technology to its maximum capacity to achieve learning outcomes (Sarsa & Escudero, 2016; Udod & Wagner, 2018; Young, 2016). Moreover, the often-biased samples in research on the change process and faculty perceptions of their transition from direct instruction to eLearning may not accurately represent the average postsecondary faculty member (Sarsa & Escudero, 2016). Researchers who have focused on faculty perceptions of transitioning from direct instruction to eLearning most often engaged faculty who voluntarily transitioned and were not forced to unfreeze; thus, the sample is often biased regarding faculty opinions and perceptions regarding their experience (Sarsa & Escudero, 2016). In contrast, the sampling pool of faculty now engaged in eLearning has increased to an unprecedented 100% of all faculty, thereby creating a context by which faculty across all content areas, and who may never have even considered or attempted using eLearning tools prior to the pandemic, are now experiencing the transition. The lack of need before the pandemic and the essential need during the pandemic have

contributed to all CCF experiencing eLearning methods and tools and likely shifted perceptions

of how their instructional practices can be mirrored or are required to change because of the

immediate eLearning implementation mandate and access and use of an LMS and other

eLearning tools (Benta et al., 2015). They may be pleasantly surprised or bitterly disappointed at

the methods and tools available to them within an LMS to deliver their course successfully

online given they never explored or engaged in eLearning initiatives. Faculty may become

resistant to learning and using eLearning technologies due to their recent experiences.

A search of the existing literature surrounding the topic was performed using key terms,

phrases, and idioms. These included but were not limited to: (a) *community college faculty;* (b)

COVID-19 pandemic; (c) *eLearning transition;* (d) *instructional technology;* (e) *phenomenon of*

eLearning; (f) *Learning Management Systems (LMS);* (g) *eLearning instructional delivery;* (h)

hybrid/blended learning; (i) *processes for learning modalities;* and (j) *professional development*.

The Northcentral University Library was utilized to access peer-reviewed scholarly publications.

Online databases used included EBSCOhost, the Learning and Technology Library, ERIC, and

Elsevier. Reference portions of publications containing empirical articles were also employed as

sources of data. The following review of the current research literature is structured around the

following topics: (a) theoretical framework of change theory; (b) pandemics and education; (c)

phenomenon of eLearning; (d) learning management systems (LMS); and (e) professional

development for online teaching.

Theoretical Framework

Lewin's (1951) change theory is used to manage and understand how organizational

changes occur and outlines three specific steps: unfreezing, change, and refreeze. During change,

there are restraining forces that drive people to resist change and remain in their current

situations by competing against driving forces that push for them to change (Lewin, 1951; Manchester et al., 2014). Equilibrium is achieved because of the dual pressure of the restraining and driving forces, which Lewin described as a force field. Lewin created the force field analysis (FFA), a tool that allows organizations to assess the restraining and driving forces that are hindering or promoting change (Lewin, 1951; Vines et al., 2014). Before initiating change, organizations should assess the restraining and driving factors, and then implement planned change activities to be successful (Lewin, 1951). While the context of the current study had provided many opportunities for faculty to gain skills and prepare for eLearning, this was not a requirement prior to the pandemic; thus, the lack of a driving force prior to the pandemic will likely play a role in faculty's perceptions of their change experience.

According to Lewin's (1951) change theory, the unfreezing, changing, and refreezing steps constitute a process that individuals and organizations undergo to transition from the current state of equilibrium to a new state through changing and reestablishing equilibrium. Awareness of the equilibrium in its current state occurs during the unfreezing stage and assists in determining the process needed to implement change as the behaviors and attitudes that support the existing status are identified (Armstrong, 2006; Brisson-Banks, 2009; Lewin, 1951). Additionally, the individual and organizations must acknowledge the concerns and threats that arise when undergoing change as part of the process for establishing the approach for implementing change as well as the motivation necessary to complete the change process that results in change acceptance. How faculty experienced these elements of change during their eLearning transition when concerns and threats were difficult to immediately address, given the rapid change, required was an important aspect in the current study.

Lewin's (1951) change theory is popular among academics because it only involves the highlighted three easy steps. According to Cummings et al. (2015), many experts revere Lewin as the "father-of-change" and employ this model as a framework when trying to scrutinize how transformational learning transpires. Lewin's theory was referenced throughout this study to assist with understanding and evaluating CCF perceptions regarding their necessary change to eLearning and their associated LMS use during the pandemic. During the changing step, individuals and organizations are developing the new behaviors, attitudes, and responses based on the incorporation of the newly provided information (planned change). Once the responses are established, the refreezing step solidifies the change through stabilizing the new responses while promoting and supporting the change into their practices (Armstrong, 2006). Lewin's (1951) change theory is based on replacing one behavior with another (Cummings et al., 2015).

Understanding the mission of community colleges is significant when it comes to grasping why their enrollment has steadily increased, and the instructional impacts that both direct and eLearning have on their stakeholders. A community college in the United States is defined as a postsecondary learning institution that provides specialized education in the form of two-year, technical, and certification programs and serves as a conduit for entry to a four-year university-level program (The Department of Homeland Security, 2012; Pierce, 2019). Pierce (2019) stated, "Community colleges can morph into what their community needs very quickly while universities are based in tradition, and while they are good at what they do, community colleges need to remain nimble to facilitate change along with the private sector" (p. 10). According to Herbert et al. (2018), community colleges are open-access institutions catering to predominately lower-income individuals seeking to change their economic and educational situations. Lewin's (1939) field theory suggests that to influence change, an adaptation that

forces and provokes change must be understood organizationally (Burnes, 2009). This study served as an entrance to understanding the obstacles, tools, and supports that were essential when instructional transitioning was mandated. Furthermore, the demand for additional studies to be piloted on the phenomenon of forced eLearning didactics may emerge from this study. Lewin's (1951) change theory is multi-faceted and embeds the change-as-three-steps (CATS) and force field models, field theory, group dynamics, action research, and planned change. Each of these embedded facets were relevant to this study that explored CCF perceptions transitioning from direct to eLearning instruction. Change is a process that requires planning, motivation, and implementation within an environment that also influences group behaviors and actions (Burnes, 2009; Lewin, 1951); this was essential for exploring the transition from an established, synchronous teaching modality to an asynchronous, technology-based modality (Al-Azawei et al., 2017).

The CATS model was applied to frame the understanding of the phases of change while the force field model aided in identifying restraining and driving forces experienced by the CCF; this allowed for the exploration into what factors hindered and promoted change as well as how the process occurred, based on CCF perceptions. Further, the Field theory directed examination to the group environment that influenced the change process, while group dynamics facilitated the understanding of how the group shaped the behaviors of the individuals within the group or organization. Lewin (1939) contended, "One should view the present situation – the status quo – as being maintained by certain conditions or forces" (p. 172) to understand a given situation and defined *field* as the combination of all coexisting facts believed to be interdependent. In Field theory, Lewin (1939) suggested that a field remains in a state of continuous adaptation in which change regularly occurs; if the forces or circumstances that influence the change can be

identified, plotted, and understood, then one can understand change within the organization and what forces need to be used to elicit change (Burnes, 2009). In concert, group dynamics contends group behavior should be the focus for change rather than the behaviors of the individuals (Burnes, 2009; Lewin, 1947b); this was essential in understanding the transition process in a community college through the perceptions of individuals reflecting upon the group's behaviors. Lewin (1951) contended, "For change to be effective, it must take place at the group level, and must be a participative and collaborative process which involves all of those concerned (Allport, 1948; Bargal et al., 1992; French & Bell, 1984; Lewin, 1947b)" (Burnes, 2009, p. 984). In this study, the aspect of collaboration within the change process was explored through ascertaining CCF perceptions of the transition process including their involvement within the process.

Planned change was examined through understanding what the community college did to prepare for the change. Lewin (1946) theorized that planned change is intentional change resulting from correct identification of needs, recognizing motivations of individuals, and implementing change in alignment with the organization and its members. Each theme of Lewin's (1951) change theory served to establish the framework for this study and allowed me to conduct a comprehensive exploration of CCF perceptions of the transition (change) process within its organization from direct to eLearning instruction. Lewin's (1951) change theory themes and models informed the semi-structured interview questions developed, assisted in creating survey items pertaining to the force field model, and guided the data analysis procedures when searching for codes, patterns, and themes. Lewin's change theory was beneficial in understanding how CCF behaved, believed, felt, and thought about instructional transitioning. Therefore, the focus was on learning from participants by listening to their experiences and perceptions and accepting them as experts with direct knowledge of or experience with the

phenomenon of interest (Auerbach & Silverstein, 2003). According to Day (2015), any academic disruption like a pandemic impedes educational continuity and requires solid strategic planning and administrative support and execution. The following section highlights research regarding a pandemic and educational interruptions.

Pandemics and Education

A pandemic is the spread of a global disease. The COVID-19 pandemic forced an academic disruption requiring immediate instructional transitioning from traditional to non-traditional instruction for all stakeholders with little to no advanced technological planning (Basilaia & Kvavadze, 2020; McCarthy, 2020). The pandemic forced immediate American shutdowns of higher learning institutions with the expectations of slowing the rate of infections and ultimately deaths in the higher risk older adult learning population. Murphy (2020) argued that because of the threat of COVID-19 transmission, "extraordinary measures" like social distancing were employed calling for "emergency eLearning" (p. 492) transitioning from the traditional learning procedure to a rapid online learning protocol. As a result of the pandemic and the increasing number of positive reports in the United States currently, it was challenging bringing large numbers of learners together (Hellmann, 2020).

The COVID-19 pandemic exposed numerous vulnerabilities in higher learning institutions in the US (Ali, 2020). According to a recent exploratory study on remote education in higher learning, the findings revealed that despite the pandemic, higher learning institutions were advancing towards eLearning and information communication and technology (ICT) were crucial components in the transitioning process (Ali, 2020). Because of the pandemic, all instructional delivery involved some form of Internet-based education; however, the scope to which these methods work when students expect face-to-face delivery has not been fully

assessed or examined (Day, 2015). College and university faculty were involuntarily obligated to move from direct to remote and eLearning formats, hold web-based meetings and conferences, and, at times, overdo it with synchronous communications (Lowenthal et al., 2020). According to Dumford and Miller (2018), teaching professionals should contemplate ways of encouraging learner engagement using diverse instructional strategies and learning tools. Conversely, the COVID-19 predicament intensified prevailing higher educational gaps regarding adaptability of students, faculty, and staff to teaching and learning remotely (Beal et al., 2020). The focus of this research study was on the exploration of CCF perceptions to better comprehend the eLearning phenomenon during the transitioning processes required when going from direct instruction to immediate eLearning instruction before and during the COVID-19 Pandemic.

Phenomenon of eLearning

The phenomenon of eLearning surfaced in 1999 when Elliott Masie mentioned it at a Disney World conference. However, eLearning can be traced as far back as 1924 when the first electronic learning apparatus called the Automatic Teacher was created (E-student.org, 2019). Donald L. Bitzer, in 1960, invented the first interactive education learning computer system called PLATO (Kroeker, 2010). Kroeker (2010) and Jones and McKenna (2015) contended that university-level institutions delayed eLearning offerings as instructional and learning options because of the lagging development of technological interfacing, unfavorable and untrustworthy computerized foundations, fiscal conditions, as well as other essential hardware and software support to assist in satisfactory implementation and execution. For example, taking and scoring tests and quizzes, completing coursework assignments, and other relevant teaching and learning requirements were difficult to administer (E-student.org, 2019; Jones & McKenna, 2015; Kroeker, 2010). However, as higher learning institutions continued to evolve, the mandates for

technology to achieve eLearning pedagogical principles were critical to the transitioning process (McCarthy, 2020).

eLearning instruments are defined as digitally enhanced web-based educational activities used for remote communication between learners and instructors that aid with comprehending a subject matter. The idea that eLearning instruments can favorably impact distant learners in educational settings by supporting self-efficacy is noteworthy. According to Ponomariova and Vasin (2016), e-tools foster students' learning experiences and aid-in connecting learners with course content. Jeffery (2018) emphasized the use of e-tools to bolster technology with web-based applications contributing to the various ways that learners can access and intensify their distance learning experiences. Although e-tools provide interactive learning opportunities, they also add to the effectiveness of teacher-learner engagement (Benta et al., 2015). For example, e-tools can be used in synchronous or asynchronous learning environments such as a webinar, videoconference, YouTube, or Google Classroom.

Various researchers (Alnajdi, 2018; Ponomariova & Vasin, 2016) have emphasized learners possess two levels of learning engagement, authentic engagement, and formal engagement. Authentic engagement consists of intrinsic longings to engage in individually significant alignment. For example, when a learner understands the importance of what he or she is studying and discovers its relevance, then the student is genuinely engaged (Ponomariova & Vasin, 2016). The second is formalized engagement, which denotes that a learner is participating in learning activities for causes other than the subject area correlated activity (Alnajdi, 2018; Ponomariova & Vasin, 2016). It is generally agreed that online learning necessitates the use of diverse e-tools to warrant essential communication efficacy for learners to feel a sense of connectedness in their non-traditional learning environments (Benta et al., 2015; Jeffery, 2018).

Consequently, some researchers suggest that although e-tools provide sufficient learner engagement, some students still feel a sense of isolation (Alnajdi, 2018; Benta et al., 2015; Ponomariova & Vasin, 2016).

The apparent differences between eLearning and traditional learning imply that distinctive teaching and learning strategies must be employed that are unique to each specific learning environment (Allen & Seaman, 2016; Martin, Wang, et al., 2019). For example, traditional learning warrants old-fashioned face-to-face instructional practices, whereas eLearning can be either synchronous or asynchronous, calling for different activities and learning dynamics (Kornegay et al., 2016). In a qualitative case study to explore how professional development assistance enhances eLearning instructors' technical, pedagogical, and content knowledge, faculty perceived their roles as relevant only in classroom environments, and faculty in the distance program desired more professional development around online pedagogy (Berry, 2019). However, online teaching and learning competence is personalized and a remaining obstacle associated with professional development and competency-based tactics is that a small level of performance is recognized rather than attempting to pursue high benchmarks (Martin, Budhrani, et al., 2019).

Some higher learning institutions still grapple with the most effective ways to integrate teaching and learning methods for assessing their technological pedagogical efficacies. Aldowah et al. (2019) found evidence that datamining and learning analytics can be utilized contextually to solve many higher-level eLearning complications. Also, previous research has supported the hypothesis that information and communication technologies (ICTs) establish pathways for eLearning and improved pedagogical habits in tertiary educational settings (Livingstone, 2015). There is a growing body of research on eLearning teaching and learning modernizations using

technological integration models (Gachago et al., 2017). While there is a broad consensus that technological integration is essential for re-enforcing institutional teaching and learning methodology and learner engagement, controversy remains regarding the best implementation techniques.

E-instructors struggle with fostering meaningful relationships with some distant learners and do not connect in the same way as they do with their traditional learners. It was revealed in information analyzed from the National Survey of Student Engagement that online learning environments may have beneficial engagement qualities for some students but may be a turn off for other learners (Dumford & Miller, 2018; Martin, Wang, et al., 2019). Because learner engagement in educational environments is the basis for instructor/learner and institutional communication exchanges to aid in academic progression, learner preservation, and attrition prevention (Martin & Bollinger, 2018), higher education institutions should make eLearning engagement a high priority.

Engagement in eLearning environments is vital due to the differing levels of learning skills, experiences, and individual circumstances (Kornegay et al., 2016). To encourage and increase active eLearning engagement, thoughtful opportunities should be measured and incorporated into the e-course design (Yildiz, 2015). Dumford and Miller (2018) found evidence that learners taking an increased number of e-courses were more prone to participate in thinking actively and less participatory in shared learning. Their findings included several strong associations between taking e-courses and learner engagement for both freshmen and senior learners (Dumford & Miller, 2018). Despite variations in learning engagement approaches and techniques, it is generally agreed that when designing e-courses institutionally, academic

practitioners should ponder ways of fostering learner engagement using diverse instructional strategies (Dumford & Miller, 2018; Yildiz, 2015).

E-Learning delivery and practices remain subjective in the eyes of the beholders. Debattista (2018) contended that diverse approach and interpretations' causation results from rapidity in technological advancements as well as societal demands for flexibility and varied offerings. For higher learning institutions to remain open and competitive, eLearning and hybrid learning programs and instructional delivery are crucial components (Raspopovic et al., 2016). Recent technological implementations and adoption allow instructors to design and facilitate customized course work by utilizing e-tools to render more efficient and better instructional outcomes (Tila & Levy, 2020). According to Grove (2017), instructor-learner communication remains stagnant via social media modalities despite students' demands. This is significant as a 2017 survey published by the Times Higher Education Teaching found that 68% of higher learning administrators contend that learners greatly benefit from digitized content.

In addition, Adams Becker et al. (2017) cited that using technological tools in collaborative instructional ways to measure learning and aptitude in online education environments is increasing. The anatomy of online offerings in higher education, according to Hilliam and Goldrei (2019), requires a well-established community of dedicated instructors to stimulate learner engagement by incorporating authentic and transformational personal learning experiences. Dancy et al. (2019) asserted that knowledge and motivation are not enough to solely maintain online instructional adoption but also require the incorporation of research-based instructional strategies. Researchers are examining assorted comprehensive instructional design and delivery approaches to make available additional resources for e-instructors in higher learning institutions to analyze and evaluate best industry practices (Debattista, 2018).

Many community colleges offer traditional and expanded online and hybrid courses to meet the flexible learning needs of their students and require regular evaluations of modalities to foster optimal relevance and collaborative opportunities for their stakeholders (Campbell, 2017). According to Fredericksen (2018), a considerable amount of online education is rendered at two-year higher learning institutions; however, despite that data, limited information and research is available about leadership and faculty. Still, debates about online learning and fundamental challenges persist (Cameron, 2019). In the past, community colleges were considered substandard to four-year educational institutions, but that reputation has since improved with technological innovations and educational advancements (Chen, 2020). Currently, community colleges in the United States employ nearly one-third of higher education faculty while educating practically half of all undergraduate learners (Ratcliff, 2020). As the COVID-19 treatments are advancing, some higher learning institutions are relaxing their strict social distancing standards by allowing a limited number of learners to participate in hybrid learning while faculty continue LMS implementation to meet teaching and learning mandates (Pape & Prosser, 2018).

Hybrid or blended learning is an asynchronous technological based instructional method employed to integrate synchronous face-to-face instruction (Skelcher et al., 2020). According to Gramatakos and Lavau (2019), non-traditional education like hybrid learning in higher education settings has become a priority as a support for developing professional competencies and for academic sustainability. Washington et al. (2020), in a qualitative study, probed six instructors and six CC students about their perceptions of using hybrid learning. Employing a semi-structured interview approach, the authors found that faculty felt comfortable with technology but unsuccessfully incorporated it in an effective instructional manner. The students expressed a desire for the use of more learning technology for future employment and occupational

competitiveness. The authors recommended increased faculty training incorporating instructional technology and institutional supports to address both faculty and student perceptions about hybrid learning improvements.

In a quantitative study, Rodriguez, and Rima (2020) surveyed 34 instructors about job satisfaction and their experiences socially relating with their colleagues and learners using technological tools. The results yielded overall positive views and the faculty noted that they formed meaningful relationships with the two identified groups. Although, according to the authors the findings were limited because of narrow knowledge of community-college faculty teaching and learning experiences (Rodriguez & Rima, 2020), the data contributed to this study, including hybrid teaching, and learning environments in community college settings (Rodriguez & Rima, 2020).

There remains a societal demand for building more robust online academic infrastructure in higher educational institutions globally, but more specifically in response to COVID-19 pandemic in America. According to Chow and Croxton (2017), pre-pandemic, higher learning administrators were concentrating on increasing institutional online offerings because of educational market requests and interests. Still, faculty and learners' perceptions and buy-ins were deemed vital to effective online transitioning and eLearning processes requiring immediate attention. In addition, Taat and Francis (2020) found the key influences for usability were lecturer features, quality, availability of data, and technical support. In addition, ease of use, applicable course content and tools, simplicity, functionality, and time saving mechanisms were cited as benefits as well (Taat & Francis, 2020). Conversely, the authors comparatively noted that in a similar study by Kusuma (2008), usability and ease-of-use were not perceived as influential factors for eLearning acceptance.

eLearning pedagogical practices in higher educational environments are not a one size fits all approach and require all stakeholders' buy-in, specifically institutional and technical supports as well as the utilization of social media communities and ongoing faculty/student evaluations for sustainability prior to, during and after transitioning (Richardson et al., 2020). Incorporating instructional strategies and tools is vital in direct, hybrid, and eLearning environments; however, forced transitioning due to a pandemic creates unique and unanticipated challenges and problems for all stakeholders. A major challenge that higher learning institutions and instructors are tasked with is determining a suitable LMS to meet institutional requirements while adhering to instructional demands (Walker et al., 2016).

Learning Management Systems (LMS)

Learning management systems (LMS) are learning environments designed with built-in, ready-to-use instructional delivery tools to achieve management and delivery of learning resources to students by instructors who may or may not have the technology expertise to design online learning environments on their own (Aldowah et al., 2019). Learning management systems interface with administration, documentation, tracking, reporting, computerization, and content delivery to track learning activities and initiatives (Fathema et al., 2015). According to Benta et al. (2015), many LMS are designed to provide collaborative learner-centered support in eLearning environments by allowing synchronous and asynchronous feedback exchanges between faculty and learners and can be tailored to fit the needs of learners, faculty, and the subject matter. Simonson and Schlosser (2016) argued there are perceived benefits and challenges integrating LMS in higher academic settings, to include functionality, capability, and perceived efficacy. However, not all faculty find LMS easy to use or applicable to their educational instructional philosophy, teaching and learning applications, and/or content area.

Globally, LMS were rapidly incorporated throughout all higher learning institutions due to the COVID-19 pandemic. However, according to Walker et al. (2016), pre-pandemic, LMS were being normalized both in traditional and non-traditional settings as supportive schematics for distance education throughout numerous higher learning institutions over the past decade. Walker et al. (2016) noted how Westera (2015) contended a need for a single LMS as being essential since eLearning offerings are expanded but may not be positively received by faculty without persuasion or force and should be managed carefully (Walker et al., 2016).

In an empirical study conducted by Zheng et al. (2018), 379 instructional faculty members from different universities were surveyed on how organizational support influences LMS use, self-efficacy, technical support, and faculty perceived benefits. The results supported the premise that with both technical and organizational supports LMS effectiveness and perceived usefulness by instructional faculty for web-based and web-sponsored curriculum were beneficial. The implications from the research were that by increasing and improving supportive LMS mechanisms, more favorable institutional teaching and learning outcomes can be achieved (Zheng et al., 2018, p. 311).

Understanding faculty use of LMS has become crucial and a driving force in practically all higher learning environments (Rhode et al., 2017). In a 2014 report published by the Educause Center for Analysis and Research, an LMS is being used in 99% of postsecondary institutions with 85% being used by faculty members and 83% by enrolled learners (Rhode et al., 2017). Because of advancements and the rapid expansion in technological innovations in the past several decades, LMS formats and platforms are viewed as the backbone of the educational workflow, and multiple LMS may be essential to effectively managing diverse learning environments like hybrid learning and eLearning courses (Walker et al., 2016; Zheng et al.,

2018). According to McKnight et al. (2016), LMS platforms, like Blackboard, Moodle, Zoom, and Google enable instructors to effectively oversee multiple and diverse learning environments separately like hybrid, eLearning, and traditional learning while nurturing intellectual competences.

The use of LMS tools and resources for teaching and learning in online environments has expanded in the twenty-first century and is important for all stakeholders. As there are several LMS with diverse capabilities, Kasim and Khalid (2016) contended there are a variety of LMS that can be employed in both synchronous and/or asynchronous environments to assist with instructional and learning procedures and teaching/learning aptitudes. Comparing LMS and evaluating eLearning tools according to their findings can help higher learning institutions make informed decisions about cost effectiveness, user friendliness, and accessibility of existing technological systems that interface smoothly according to institutional needs (Kasim & Khalid, 2016). With every LMS, there are faculty perceived advantages and disadvantages, especially in distance learning environments.

Colleges and universities are challenged with meeting the needs of instructors as well as fulfilling institutional requirements through their selection of educational delivery methods (Walker et al., 2016). Institutional LMS are exceptionally crucial during a pandemic when online learning transitioning is the national mandate (Hellmann, 2020; Murphy, 2020). Some of the items to consider in the selection process are assessment tools, grading capabilities, course materials, communication instruments, accessibility, ease-of- use, interfacing, and users' attitudes (Cabero-Almenara et al., 2019). The quality and quantity of education is vital to eLearning transitioning and implementation, and, according to Radif et al. (2015), LMS platforms can make a significant difference in the success of these integrated processes. A lack

of instructional dedication and understanding of LMS usage, teaching pedagogical competencies, adequate software and supports as well as institutional provisions are viewed as substantial disadvantages (Radif et al., 2015). Though the authors conducted their study specifically with a higher learning institution in Iraq, a developing war-torn country, Cabero-Almenara et al. (2019) cited similar higher educational LMS barriers in developed countries, specifically the lack of didactical and pedagogical LMS applications and developments.

According to Cabero-Almenara et al. (2019), although LMS platforms are intended to support the teaching and learning processes, and are perceived as advantages, some higher learning educators are still using them solely as material and information repositories. Faculty use of an LMS determines their degree of acceptance and effective implementation. Zamora (2018) stated that because educators are expected to have the educational and technological training and instruments to run virtual classrooms, LMS tools and platforms should be focused on instructive, interactive, and expansive processes that are standard in higher education settings requiring diverse sensory functions referred to as multiple intelligences.

Howard Gardner, in 1983, asserted that individuals possess many intellectual techniques for processing data using different methods and a variety of instructional LMS can emphasize the impact that multiple intelligences have on educational performances (Arulselvi, 2018). Gardner theorized there are eight intelligences: (a) spatial; (b) linguistic; (c) logical; (d) musical; (e) kinesthetic; (f) interpersonal; (g) naturalistic; and (h) intrapersonal (Arulselvi, 2018). In meeting the needs of diverse learners and learning environments, it is essential for instructors to understand some fundamental beliefs about the significant transformational impact that multiple intelligences have on teaching and learning in general. This is especially true during the eLearning transitioning process in postsecondary learning settings for accountability of

movement. Accountability of movement denotes results-centered education for instructional transparency and visibility (Smith & Benavot, 2019). Transparency and visibility in remote learning is an emerging societal focus especially since the world has been forced to immediately transition to eLearning until an undisclosed date and encouraged to actively practice social isolation, which requires the use of diverse cognitive skills (Arulselvi, 2018; Choi, 2016).

Pathak (2018) examined the role those multiple intelligences have in higher eLearning environments to achieve cognitive transformation and noted that by employing pedagogical instruments appealing to an assortment of learning approaches, student engagement and learning outcomes can be improved. Choi (2016) recognized the importance of learning strategies and learning satisfaction, specifically in asynchronous settings, to bring attention to understanding how people learn in online milieus. Many psychologists and educationalists argue that Gardner's explanation of intelligence is far too expansive and merely denotes traits and capabilities and remains deficient in empirical support. However, regardless of the voiced concerns about multiple intelligences, a new line of research noted that many educators still employ multiple intelligences in their instructional settings (Choi, 2016; Pathak, 2018).

The existence of multiple intelligences and learning preferences authenticates the improvement of learners' achievements due to learning and instructional modernizations in the US and abroad (Alrabah et al., 2018). A recent line of research focused on higher learning emotional intelligence and noted that the proficiencies and procedures for emotional intelligence may be grown throughout someone's life as a fragment of constant learning, professional development and would shape the basis for a balanced routine (Machera & Machera, 2017). Several authors like Choi (2016) and Pathak (2018) imply there are beneficial components of understanding the associations between multiple intelligences in higher education environments.

The importance and relevance of professional development for eLearning transitioning must include development of knowledge and skills not only in learning theories but also practices specific to online teaching.

Professional Development for Online Teaching

Professional development in higher educational environments for eLearning has received a lot of research attention in recent decades and has become even more important since the current pandemic and the forced transition to online learning. Although traditional and non-traditional instruction have similarities, there are fundamental operational differences requiring varied modified pedagogical and didactical approaches and techniques (Ocana-Fernandez et al., 2019). These approaches are vital in determining professional development needs to fulfill the requirements of e-instructors and the learning needs of e-learners (Choi, 2016; Kornegay et al., 2016; Ocana-Fernandez et al., 2019). According to researchers, digital immigrants who historically dominated the higher learning instructional roles were not exposed to eLearning as learners, so benchmarking or using an identified model to tackle e-instruction processes is missing (Salazar-Marquez, 2017; Schmidt et al., 2016). However, Schmidt et al. (2016) emphasized that although many eLearning studies highlight the necessity and value of online faculty development, few publications specify how the training should be structured.

Ching et al. (2018) found that eLearning frequently causes new instructional trials. For example, fostering student engagement and active learner participation requires instructional expertise in order to produce favorable learning outcomes essential for effective pedagogical and technological content delivery (Zehetmeier et al., 2015). Without the necessary professional teaching skillset and training, instructional obstacles persist (Ching et al., 2018). Until recently, limited studies fixated on prior learning experiences and online instructional competencies of e-

instructors but dedicated their research to exploring data about e-learners and teaching strategies (Ching et al., 2018). In some community colleges, the digital divide can limit student access to technology and the ability to benefit from eLearning offerings. However, changing to a competency-focused program can redirect instructional and learning concentrations (Hornsby & Wright, 2020) and should be addressed in the current societal climate while simultaneously requiring and supporting all faculty transitioning to eLearning requiring specific instructional competencies.

Because higher learning educators are actively engaged in direct and online instructional design undertakings, oftentimes without proper training, it is crucial they have foundational knowledge about instructional strategies and learning theories (Khalil & Elkhider, 2016). Learning theories both describe and aid our comprehension of how individuals learn (Picciano, 2017). It is important for online educators to fully understand and facilitate their approaches to teaching, and how to best motivate their learners. Educators and university level officials study behavioral, cognitive, developmental, and environmental contributors to identify effective instructional designs and practices, behaviors, barriers, and perceptions to understand influences (Linkhauer, 2017). Learning theories provide opportunities to discover cognitive, environmental, and emotional stimuli (Devisakti & Ramayah, 2019).

Education theorists like Piaget and Vygotsky suggested that education occurs through the transmission of new knowledge, real world experiences and events (Devisakti & Ramayah, 2019; Linkhauer, 2017). More distinctively, developmental psychologist Howard Gardner theorized that multiple intelligence practices could mature over a lifetime to enhance educational experiences (Arulselvi, 2018; Wilson, 2018). Crucial components associated with adult educational performance from both instructional and learning perspectives through direct or

online instruction should be intentional, developed, and constantly evaluated (Arulselvi, 2018; Wilson, 2018).

More than two decades ago, Gagne et al. (1992) introduced the Nine Events of Instruction. Gagne et al. recognized the importance of defining purposes and schemes for instructional design resources when he created the taxonomy of the events of instruction. Gagne et al. developed the events of instruction from Bloom's Taxonomy, which focused on learning theories and challenges associated with psychological cognition and development – probing both Bloom's and Gagne's theoretical frameworks aids in understanding pedagogical characteristics associated with learning, although not specific to online (Picciano, 2017; Ullah et al., 2015). Based on the work of various educational researchers, there are a host of theories pertaining to how people learn, specifically adult learning.

Knowles' (1980, 1984) theory of adult learning makes five andragogical assertions about adult learners (Yarbrough, 2018). The five conditions Knowles identified, regarding adult learning, are that adult learners are: (a) self-directed; (b) task-oriented; (c) interested in learning; (d) problem-centered; and (e) motivated learners (Morris, 2019). Self-directed learning means that the learner goes from having a dependent outlook of self to an independent self-image. Task-oriented includes using the collection of acquired skillset from real-life experiences and incorporating those skills into their learning processes. In other words, the adult learner sets learning activities into motion (Yarbrough, 2018). The third assertion is the learner is interested and willing to participate in the acquisition of new knowledge actively (Cox, 2015; Morris, 2019). Next, adult learners are problem-centered, deliberately transitioning from a suspended learning focus to a topical application of learned information (Yarbrough, 2018). Lastly, the motivation to learn is progressively maturing, which internally transforms their knowledge

applications and learning processes collectively (Charungkaittikul & Henschke, 2017; Devisakti & Ramayah, 2019).

According to Cox (2015), the adult learning theory (ALT) is a practical and useful model that aids in encouraging life changes that are essential in addressing teaching and learning challenges that adults encounter. Also, ALT explains learning anxieties and addresses apprehensions associated with learning (Khalil & Elkhider, 2016), providing for an assortment of adaptations for adult eLearning proficiencies and aptitude (Charungkaittikul & Henschke, 2017; Cox, 2015). The ALT further explains the psychosocial and developmental cognitive processes crucial to transitioning to eLearning environments (Yarbrough, 2018).

Online Teaching Competencies

A competency is a skill or ability that permits an individual to successfully implement or execute a task to an expected standard (Martin, Budhrani, et al., 2019). Thomas and Graham (2018) pointed out that, traditionally, higher learning environments only offered conventional onsite courses and, have since, had to incorporate non-traditional didactics into their educational repertoire (Allen & Seaman, 2016). Therefore, instructional competency skills for online learning environments are different from the required competency skills in a traditional learning setting causing independent summative evaluations with greatly varying results (Thomas & Graham, 2018). For example, a newly assigned e-instructor with limited professional development in online teaching may receive favorable evaluations during his/her traditional teaching assessments; however, in their non-traditional teaching course much lower marks may be exhibited (Thomas & Graham, 2018). Albrahim (2020) postulated that by enhancing instructional competencies through professional development for online teachers, a dual benefit might result, the acquisition of preparatory teaching for direct instruction and futuristic

eLearning instruction for upcoming educators. Consequently, Martin, Budhrani, et al. (2019) acknowledged the fact that the immediacy for additional studies exploring the types and phases of higher-level online instructional expertise based on reliable procedures is still compulsory and lacking at this time.

However, there are at least six basic competencies required for online teaching in postsecondary learning environments with additional abilities required depending upon the instructional role. These competencies are: (a) pedagogical/didactic skills; (b) content skills; (c) design skills; (d) technological skills; (e) organization skills; and (f) social skills (Albrahim, 2020; Martin, Budhrani, et al., 2019). According to Albrahim (2020), because the instructional landscape has drastically changed over the past two decades, the concept of learning has surpassed the realm of time, geographic location and physical attendance warranting new teaching skills and competencies. However, due to the continuous and rapid changes in information, communication, and technology, constant assessment of professional development and identification of essential instructional competencies for online educators are key to learning transitioning, remaining abreast of and fostering pathways to successful instructional practices and outcomes (Martin, Budhrani, et al., 2019).

In the past decade pre-pandemic, eLearning has expanded, and nearly six million learners actively participated in at least one online higher learning course resulting in the need for more faculties' members to be trained in eLearning erudition (Martin, Wang, et al., 2019). According to Arasaratnam-Smith and Northcote (2017), eLearning communities require exclusive instructional and learning strategies and educators in higher learning are attempting to virtually re-create traditional interpersonal dynamics of an actual classroom environment. Because of the forced immediacy of learning transitioning, updated instructive guidelines and rules are required

to orientate and direct educators on how to effectively transition and transfer essential teaching skills from traditional settings to teaching in online learning environments (Martin, Wang, et al., 2019). However, pre-pandemic, existing research appeared to indicate that some higher educational institutions failed to differentiate traditional and non-traditional e-instructors adequately and employ similar evaluation tools based on prior teaching practices (Thomas & Graham, 2018). Due to the immediacy of eLearning transitioning and the short preparation window allotted, instructional delivery challenges continue to emerge making implementation of online and blended learning modalities more problematic for higher learning institutions, specifically CCs (Raspopovic et al., 2016).

Educational and institutional changes are usually met with resistance and challenges; the thought of shifting practices and requirements are factors that may cause instructional and operational discomfort, fear and opposition in some instructors and learners. Perceptions about academic shifting in higher learning have advantages and disadvantages (Rodriguez & Rima, 2020; Skelcher et al., 2020). In a mixed method teaching and learning study investigating faculty didactics and pedagogical perceptions when adopting higher learning online environments, a survey was used to collect data to measure perceptive characteristics (Richardson et al., 2020). The results from the survey of 31 participants and one-on-one interviews of 13 instructors revealed perceived obstacles and successes when transitioning to online and hybrid curriculums in colleges and universities. The research implications were that professional social networking, training and development classes, and the creation of faculty learning communities permitted direct shared valuable expert innovations, instructional aptitude improvement, and the increase of both quality and quantity benefits associated with the teaching and learning of courses in online and hybrid environments (Richardson et al., 2020).

Pre-pandemic, online education was experiencing an increased growth-transitioning trajectory in the double-digits in some colleges and universities (De Los Santos & Zanca, 2018). As a result of the current pandemic, online transitioning due to social distancing was and remains a national mandate for all higher learning sectors, both private and public. Educators in higher learning environments are on the frontline of the transitioning process (Pedro & Kumar, 2020). Community colleges have the reputation of being forward thinking organizations and dedicate many resources to scenario planning; however, because of COVID-19, faculty and administrators found themselves unprepared for a total shutdown and immediate online transitioning (Johnson, 2020).

Summary

In summary, the literature detailed higher learning faculty's perceived challenges and diverse institutional practices that colleges and universities encountered when forced to transition from direct to online and hybrid instruction due to the COVID-19 pandemic. The LMS implementations have proven problematic in many instances with perceived advantages and disadvantages. Various treatments, practices, and approaches are being used in the LMS integration processes. Higher learning educators believe in the importance of professional development and ongoing technological evaluation of higher learning didactics and pedagogy; all agree that the learning process must combine cognitive, emotional, and environmental influences and experiences for acquiring transformational knowledge (International Bureau of Education, n.d.).

Collaborative learner-centered support in synchronous and asynchronous eLearning environments is critical to student confidence and often echoes the essence of the educator (Bøe, 2018). Constant communication, genuine encouragement, and affirmation are ingredients for

both e-instructors' and e-learners' successes (Zhang & Bayley, 2019). E-learners can achieve

more if CCs, instructors, and others extend support, constructive criticism, and provide feedback

(Wang et al., 2020). The most significant and most active learning both occur when stakeholders

are physically, emotionally, and socially stimulated and supported. The role of the e-educator in

learning is more significant than just disseminating knowledge and information (Dumford &

Miller, 2018). In addition to equipping learners with enhanced academic experiences relevant to

their respective areas of specialization, e-instructors have the responsibility of assisting and

preparing learners for real-life challenges of becoming responsible and productive members of

society (Wang et al., 2020; Yildiz, 2015).

Diverse tools and instructional engagement are essential components of the direct to

eLearning transitioning experience. Knowledge exchanges must be reciprocated and impactful.

Education is an ongoing and evolving process for both e-learners and e-instructors (Fahara &

Castro, 2015). Although many scholars agree eLearning environments require incorporating

diverse and blended e-tools and techniques to communicate, instruct, and impact e-learners

effectively, few research studies focus on what happens in higher educational settings during

forced transitioning but rather focus more on the challenges associated with incorporating an

LMS (Futch et al., 2016; Page, 2016).

Chapter 3: Methodology

In the last 20 years, some higher education institutions, including community colleges, have invested significant efforts into the adoption of learning strategies that employ digital technology to include online and blended offerings (Benta et al., 2015). However, disparities exist, and some institutions and faculty have been slow to embrace and integrate eLearning technologies (Perrin et al., 2015). With this transition, choice and use of a learning management system (LMS) have been controversial, as educators focused more on content than methods or tools of instructional delivery (Aldowah et al., 2019) and noting the training required to use an LMS as a barrier. Faculty concerns during transitions to eLearning are well documented (Duffin, 2020), but most samples are focused on faculty who are given time, training, and often a choice to transition their course for online delivery (Aldowah et al., 2019). The problem addressed in the current study was postsecondary faculty's continued resistance to learning and using an LMS and other eLearning technology (Sarsa & Escudero, 2016; Udod & Wagner, 2018; Young, 2016) to achieve learning outcomes in concert with the often-biased samples in research on the change process and faculty perceptions of their transition from direct instruction to eLearning (Sarsa & Escudero, 2016).

In early 2020, the United States was forced to declare a national emergency in response to the novel coronavirus (COVID-19); this mandated college closures and resulted in a rapid transition from delivering direct instruction to eLearning instruction for all faculty (McCarthy, 2020) with little to no planning and regardless of training, technology expertise, opinions about eLearning, and content needing to be taught (Basilaia & Kvavadze, 2020). This unique set of circumstances lent itself to a deeper examination of Lewin's (1951) postulation of how the change process unfolds when there is a forced unfreezing of all postsecondary faculty and a

hasty transition to eLearning instruction had to be made across all faculty, many who may have never explored eLearning as an option (McCarthy, 2020). Given the pandemic forced a rapid change process without sufficient planning, training, staffing, or preparedness (McCarthy, 2020), the mandatory transition raised questions about educators' perceptions of current instructional demands and the role and value their LMS played when eLearning was the only delivery option available (Basilaia & Kvavadze, 2020). Moreover, the opportunity presented itself to include more generalizable samples of faculty experiencing the change process given that all faculty had to transition. The purpose of this qualitative, descriptive single-case study was to explore experiences of community college faculty (CCF) transitioning from direct to eLearning instruction and uses of an LMS in the context of the rapid change process during the COVID-19 pandemic. Three research questions guided this study.

The first research question asks how community college faculty represent their lived experiences and perceptions of eLearning methods and tools prior to and after their forced unfreezing and rapid transition to eLearning at Northern Indiana Community College. The second question inquired about what driving and restraining forces do faculty report in their lived experience transitioning to eLearning during the COVID-19 pandemic. And the third research question asked how faculty experiences differ among those with varying experience levels prior to the forced unfreezing.

Gachago et al. (2017) already established the acceptance of new technology in higher education is problematic for some educators and has resulted in stagnation of eLearning integration at some postsecondary institutions. Research pertaining to the transition from direct to eLearning instruction is somewhat plentiful (Palmer, 2015; Pape & Prosser, 2018). However, perceptions of CCF regarding the transition process of direct to eLearning instruction are not

well studied (Khamparia & Pandey, 2019). Additionally, the specific context and immediate

need for the transition included a forced unfreezing not commonly occurring in higher education

environments. The scarcity of research in this context and regarding CCF instructional practices

transitioning from direct to eLearning instruction warranted an exploration into how they

perceive their experiences and perceptions of eLearning methods and tools provided prior to

forced unfreezing of direct instruction and after the rapid transition to eLearning (Pour-Previti,

2019). Further, the perceptions of faculty regarding driving and restraining forces to transition to

eLearning resulting from the COVID-19 pandemic was unknown, considering its recent

widespread onset altering traditional instructional delivery nationwide. Additionally, since

faculty experiences with eLearning instruction differed prior to the forced unfreezing, there was

a need to explore perceptions of CCF who had differing experiences with eLearning prior to the

forced unfreezing. Gachago et al. (2017) recommended further research to ascertain how these

faculty members perceive the integration and use of an LMS in instructional practices, and this

study contributed to filling the present gap in literature.

This chapter includes the research methodology and design, population and sample,

materials, and the study procedures. Additionally, this section presents how the data were

collected and analyzed. Assumptions, limitations, and delimitations are then presented followed

by discussion of ethical assurances. The chapter concludes with a summary.

Research Methodology and Design

A qualitative, descriptive single-case study design (Yin, 2018) was employed to achieve

the purpose of this study. A case study is an in-depth analysis of a specific condition rather than

an extensive statistical survey and was used to reduce a broader area of research into one easy

topic of exploration or investigation (Yin, 2018). Specifically, this case study focused on a

community college located in Indiana that, pre-pandemic, offered more than 1,000 online courses and some blended learning options (NICC, 2019a). Since the pandemic, all courses transitioned to eLearning (McCarthy, 2020). The qualitative methodology was selected based on the need for further investigation of the phenomenon and the problem, purpose, and research questions. In qualitative research, the focus is on learning from participants by listening to their experiences and perceptions and accepting them as experts with direct knowledge of or experience with a phenomenon (Auerbach & Silverstein, 2003). According to Auerbach and Silverstein (2003), qualitative research is especially suited for studying people, diversity, and social phenomenon, especially when there are no assumptions or expectations that a universal truth exists within a population, group, or across individuals. Considering the purpose of this study was to explore the perceptions of participants with knowledge of and experience with the transition from direct to eLearning instruction amidst the pandemic, in-depth, rich data from the lived experiences of participants was used to describe this phenomenon with an understanding that no singular truth existed. The absence of preconceptions, assumptions, or desire to ascertain a single truth for this study, therefore, aligned with the qualitative methodology for conducting research. Moreover, a qualitative methodology was selected because it was considered most appropriate for exploring perceptions and experiences of individuals (Auerbach & Silverstein, 2003; Yin, 2018).

Further, the research questions posed included a focus on *how* questions that Yin (2018) contended were best answered through qualitative case studies. In examining a phenomenon that cannot be manipulated and from a mindset absent of preconceptions or an expected singular truth, the qualitative methodology ensured participant perceptions and experiences were heard and reported in the findings (Stake, 1995; Yin, 2018). Yin (2018) argued only qualitative

methodology can gather a richness of participant perceptions and experiences in such a way that fully presents participant accounts by giving them a voice. Further, to fully explore the phenomenon, the findings of the study were revealed using the words of participants in a meaningful, clear manner consistent with the nature and reporting expectations for qualitative research (Auerbach & Silverstein, 2003; Yin, 2018). Addressing the problem of this study resulted from a true understanding of the transition process that could not be obtained without asking exploratory, open-ended questions that captured the phenomenon. The qualitative methodology was the only methodology capable of gathering rich, descriptive data from participants could inform on and describe the phenomenon (Stake, 1995; Yin, 2018); this is accomplished by asking open-ended questions (Adler & Adler, 2011, as cited in Baker & Edwards, 2012) and engaging with participants (Crabtree & Miller, 1999, as cited in Baxter & Jack, 2008; DiCicco-Bloom & Crabtree, 2006) for the purpose of describing a common phenomenon (Yin, 2018). Therefore, the qualitative methodology was best suited for addressing the problem and thoroughly exploring the phenomenon.

Case studies are defined as an "'intensive study of a single unit for the purpose of understanding a larger class of (similar) units … observed at a single point in time or over some delimited period of time'" (Baskarda, 2014, p. 1). According to Yin (2018), a case is a "concrete entity" (p. 28) that may be a group, person, organization, program, or practice bounded by conditions that distinguish the conditions of the case from conditions outside of the case including geographic locations, organizations, or other features. Further, a single case is chosen when the phenomenon is common or unusual, critical, or revelatory (Yin, 2018), which justified the decision for a single-case study design.

The case for this study was the transition from direct to eLearning instruction (phenomenon) as perceived by CCF working full-time at a community college located in northern Indiana. The unit of analysis was the change process, the evolution of faculty from direct to eLearning at a select CC, which established a single case as opposed to multiple cases since the case for this study was isolated to a singular phenomenon (i.e., the transition process) distinct from other cases based on how it was bounded. The case was bounded by the geographical location of northern Indiana, the organization of Northern Indiana Community College (NICC), and time, being CCF with full-time employment during the 2019-2020 academic year. The unit of observation was the individual CCF participants that had experienced the phenomenon at this select CC and who had varied prior experience and knowledge with eLearning and the campus LMS, as well as secondary data provided to or exchanged between CCF. Considering this study was bounded, it created a holistic singular case, and, as such, the single-case study design was determined most appropriate as opposed to a multiple case study design. Further, the purpose of this study was to describe the transition from direct to eLearning instruction before and during a pandemic, which was currently being experienced by educators throughout the United States because of the ongoing COVID-19 pandemic (McCarthy, 2020); thus, the phenomenon is considered common. Since Yin (2018) contended case study research to be appropriate for studying a common phenomenon, the case study design was further deemed necessary for exploring this phenomenon.

Yin (2018) defined a descriptive case study as, "A case study whose purpose is to describe a phenomenon [the 'case'] in its real-world context" (pp. 286-287). In contrast, an explanatory case study is used "to explain how or why some condition came to be [e.g., how, or why some sequence of events occurred or did not occur]" (Yin, 2018, p. 287). The purpose of

this study was to understand the phenomenon in the real-world context of the chosen community college. The researcher could not manipulate the phenomenon, which was a consistent aspect of research specific to conducting descriptive case studies (Yin, 2018). Therefore, despite the similarities between explanatory and descriptive case studies, the descriptive case study was best aligned and most appropriate for ascertaining the lived experiences of CCF regarding the phenomenon.

Considering the phenomenon of the transition from direct to eLearning instruction could not be replicated or manipulated, the phenomenon was best explored through a qualitative study, based on Yin's (2018) rationale for conducting qualitative studies. Yin (2018) contended that case study research is justified by the research questions, investigator's control over the events or phenomenon, and the purpose of exploring a contemporary rather than historical phenomenon. Further, according to Yin (2018), case study research is best for answering *how* and/or *why* questions. To answer the research questions, three data sources were used as Yin (2018) asserted that case studies are comprised of more variables than data points and, therefore, require multiple data sources for which data must converge through triangulation. Since *how* questions are best answered through qualitative studies that incorporate specific data sources, including individual interviews, observations, secondary data, and surveys (Yin, 2018), three of these data sources were used including semi-structured in-depth individual interviews, surveys, and secondary data. The three data sources allowed for methodological triangulation, which was triangulation across multiple sources of data (Guion et al., 2011), and data triangulation, involving analysis and convergence of different sources (participants) of information (Lincoln & Guba, 1986).

Since the focus of quantitative research designs is to aggregate findings, present singular truths, and answer closed-ended questions (Patton, 2015), this methodology was dismissed as a

possibility to achieve the purpose and goals of the study. According to Auerbach and Silverstein (2003), "For the traditional quantitative researcher, human phenomena are studied scientifically by converting them into numerically measurable independent and dependent variables" (p. 29). However, when exploring subjective material, such as an individual's perceptions or experiences, quantitative research and instruments restrict opportunities for participants to share their experiences (Auerbach & Silverstein, 2003). Thus, the quantitative methodology is designed to establish measurements, report on statistical findings, and answer closed-ended questions (Yin, 2018), which hinders the ability to ascertain subjective information, like held perceptions and experiences (Auerbach & Silverstein, 2003). As such, the quantitative methodology was misaligned with the intent of this study, purpose, research questions, and phenomenon of interest.

To fully explore the phenomenon and answer the posed research questions, lived experiences of purposefully selected participants are required to gather sufficient data that can report on the phenomenon. Since rich, descriptive data is essential to presenting participant perceptions (Stake, 1995) of a phenomenon that cannot be manipulated by the researcher (Yin, 2018), the qualitative methodology was selected. Yin (2018) contended a descriptive case study is appropriate when the "purpose is to describe a phenomenon [the 'case'] in its real-world context" (pp. 286-287). As such, I conducted a descriptive single-case study.

Population and Sample

The case explored in this study was the transition process as experienced and perceived by CCF employed full-time at a select community college located in Indiana during the 2019-2020 school year. Therefore, this case was bounded by geographic location, time, and organization, which bound the case to a singular unit making it holistic with no other identified

units. The case was singular, as it was comprised of individuals in a specific situation experiencing a common phenomenon (Yin, 2018). Purposive sampling was employed to select participants with at least one year of full-time experience as a CCF, and with at least one year of full-time teaching at the selected community college site. Based on the demographics within the selected site, it was expected that the sample would be comprised of ethnically diverse participants. However, eligibility was determined more on participants' ability to report on the phenomenon while ascertaining perceptions representative of the targeted population with varying degrees of experiences. It was expected that the average age of participants would be 25, based on years of experience and level of education. According to NICC's most recent published common demographic data, there are 358 diverse female faculty members and 272 are male. Of the 630 total employed faculty, 204 are female associate professors; no other demographic information was provided.

To address the purpose of this study, exploring the lived experiences of participants who were currently engaged in the phenomenon was necessary. Thus, purposive sampling ensured that the participants were knowledgeable of and had experiences with the phenomenon. Purposive sampling is recommended for conducting qualitative case studies as purposefully selected participants are essential for gathering rich, descriptive data of the phenomenon (Stake, 1995). Therefore, participation in this study was limited to 2019-2020 full-time CCF at a select community college in northern Indiana who had the experience of transitioning from direct to eLearning instruction during the COVID-19 pandemic. Purposive sampling is essential in qualitative case studies. According to Adler and Adler (2011), "Qualitative researchers generally study many fewer people, but delve more deeply into those individuals, settings, subcultures, and scenes, hoping to generate a subjective understanding of *how* and *why* people perceive, reflect,

role-take, interpret, and interact" (as cited in Baker & Edwards, 2012, p. 7). To delve into the experiences and perceptions of individuals or generate an understanding of a phenomenon, purposive sampling is necessary to select the best individuals, places, or occasions to "best help us understand the case, whether typical or not" (Stake, 1995, p. 56). Further, Stake (1995) contended that the best participants are typically not the same individuals present at the same time as a researcher, hence the necessity to identify those who can best contribute to understanding the case. Boeije (2002) explained the units, or participants, must be carefully chosen based on their ability to answer the posed research questions efficiently and effectively in a way that would allow for comparison between new data with old, which aligns with Stake's (1995) position on purposive sampling. This process of comparison may be repeated and would end when data saturation is met, which is when no new information is identified, and cases may be categorized into existing groups in relation to the expanding theory (Boeije, 2002).

For understanding the phenomenon, it was critical to identify individuals who had direct knowledge of and experience with it to reveal answers to the research questions posed. Selecting the best-suited participants is critical in conducting qualitative case studies (Stake, 1995); thus, purposive sampling was used to recruit only those participants with direct knowledge of and experience with the phenomenon. Purposive sampling involved selecting only participants that could inform on their perceptions and experience with the phenomenon to best understand and report on it using participant descriptions. Eligibility criteria were disseminated as part of the recruitment process to ensure CCF receiving notice of the study were aware of participation eligibility. Based on the recommendations by Stake (1995), Boeije (2002), and Adler and Adler (2011), the specific criteria for participation in this study included ensuring participants were

knowledgeable of the phenomenon, based on their experience with the transition from direct to eLearning instruction including the use and integration of an LMS platform.

Twenty-seven CCF who met eligibility criteria and fell into varying levels of prior knowledge and experience with eLearning were recruited. Although qualitative case studies do not adhere to a set number of participants but rather focus on when theoretical data saturation is reached, or when no new findings are revealed (Guest et al., 2006), Guest et al. (2006) and Yin (2018) suggest 12 to 20 participants can result in data saturation when researchers rely on the use of a structured research design, recruit a homogenous sample, and maintain a focus on the purpose of the study. According to Adler and Adler (2011), a sample of 12 to 20 participants is appropriate for completing a time-restricted study, such as a thesis or dissertation bound by university constraints. Guest et al. (2006) also contended that a sample of six to 12 participants might result in data saturation, when the population is a homogenous target population, while Baker and Edwards (2012) asserted a sample of 15 participants in a qualitative case study would allow data saturation to be reached. Therefore, the expectation was to reach data saturation with the inclusion of the 21 participants with 27 responses who participated in semi-structured individual interviews, 17 completed a survey, and provided secondary data. The use of purposive sampling, multiple sources of data, and a sample 17 participants with 27 responses yielded sufficient meaningful data to answer the research questions and provide thick, rich descriptions of the phenomenon, thus meeting the purpose of this study.

Participants were recruited from an email sent out by designated campus leaders approved by NICC's Institutional Review Board (IRB) guidelines for recruiting participants. To identify potential participants, letters describing the eligibility for participation and the research purpose of this study were disseminated to all full-time instructional faculty employed within the

NICC system in alignment with the targeted population. The invitation for participation was extended to employees throughout the institution and allowed me to connect with participants from all programs, as opposed to only inviting potential participants within one specific program or location. Although the invitation was extended to faculty working in various locations, these venues remained specific to the targeted population. Eligibility for participation remained consistent (Yin, 2018). All potential participants who indicated interest were provided the informed consent document (Appendix A) and asked to identify which selection criteria they met to identify to which prior experience group they belonged. Those who returned the informed consent were contacted to schedule an interview. All participants were assigned pseudonyms to maintain anonymity.

Instrumentation

This qualitative, descriptive single-case study relied on three sources of data: semi-structured individual interviews, surveys, and secondary data. These data sources were in alignment with qualitative data sources recommended by Yin (2018) for conducting case study research. Semi-structured individual interviews with each participant, distribution of a survey via an online survey generator, and collection of secondary data from participants and the community college were the three main sources of data. The semi-structured individual interview protocol (see Appendix G) was field-tested, and the survey (Appendix E and F) was researcher-created and validated by an expert panel due to the lack of pre-existing interview protocols and surveys appropriate for this study. Secondary data were collected during the data collection process with requests for documents from participants and the community college, following university IRB approval and site authorization; ample time was provided to acquire documents for review in advance of interviews.

The semi-structured individual interview protocol was researcher-created and comprised predominantly of open-ended questions designed to elicit the lived experiences of the participants focused on answering the research questions posed. The interview began with questions designed to build a rapport with participants, as Baxter and Jack (2008) recommended building rapport with participants while saving the study-specific questions for the middle of the interview. DiCicco-Bloom and Crabtree (2006) contended semi-structured, in-depth individual interviews be comprised of predominantly open-ended questions aligned with the purpose of the study as being vital for acquiring participant perceptions and experiences of a phenomenon.

Castillo-Montoya (2016) encouraged researchers to prepare for conducting interviews and proposed an Interview Protocol Refinement (IPR) framework comprised of four steps that include: "(1) ensuring interview questions align with research questions, (2) constructing an inquiry-based conversation, (3) receiving feedback on interview protocols, and (4) piloting the interview protocol" (p. 812). As such, self-created interview questions were written for the purpose of establishing alignment with the research questions while being unique and specific to this study, consistent with Castillo-Montoya's (2016) recommendation for generating interview questions for qualitative case study research. Further, I constructed an interview protocol, which Zucker (2009) considers essential for interviewing. DiCicco-Bloom and Crabtree (2006) argued pre-written interview and probing questions are vital aids for preventing potential misleading questions or statements that may influence participant responses. Further, DiCicco-Bloom and Crabtree (2006) determined these interviews should be at least 30 minutes in length or longer to gather rich, meaningful data. The semi-structured individual interviews with participants ranged from 25 to 90 minutes in length.

Since the interview protocol was researcher-created, it was vetted by a panel of experts comprised of three professionals in the field of education who hold doctoral degrees, have knowledge of the phenomenon, and are experienced with conducting qualitative case studies. Expert panel validation was an iterative process of submitting the questions and protocol for review, amending per recommendations, and resubmitting until all panel members approved. The amendments recommended consisted of the sequential flow of the questions, the alignment of questions, and word consistency. Field-testing involved interviews with volunteers who could inform the interview process, offer recommendations for improvement, and assist in refining interview techniques and questions, per recommendations by Castillo-Montoya (2016) for applying an interview protocol refinement framework. For field-testing of the interview protocol and questions, I sought volunteers with similar characteristics to potential participants to sit for a run-through of the interview and answer the questions. Boyatzis (1998) and Radhakrishna (2007) asserted field-testing is essential for increasing a researcher's confidence and, therefore, the study's reliability.

The second source of data came from a self-constructed survey loosely based on Lewin's (1951) force field analysis (FFA) tool with 17 open-ended questions posed to participants; these questions were not asked during the individual interviews, thus allowing participants to openly share their responses without any pressure to respond promptly. Since the survey was self-created, the same members that conducted expert panel validation of the interview question and protocol were asked to validate the survey. The panel members assessed for alignment with the research questions, language sensitivity and appropriateness, and determined the survey would gather sufficient data to serve as a valid data source.

Secondary data was obtained during data collection. Documents pertaining to the transition process were sought from participants and the CC site immediately following approval to conduct data collection. Documents sought included communication exchanges, professional development opportunities and/or materials, resources, or other tangible information that would provide insight into the transition from direct to eLearning instruction within the CC. Participants were asked if they could provide a demonstration of an eLearning lesson or provide a sample of a pre-recorded lesson they already delivered that might be discussed or referenced during the semi-structured individual interview for which this demonstration or sample lesson would be classified as secondary data. Participants were invited to share their LMS screenshots, if they use screenshots, and demonstrate and discuss the various tools they used.

Of the 17 participants, there were 27 responses, 10 contributed data via the semi-structured individual interviews and 17 completed the survey made available to them through an online survey generator while the remaining only completed the survey. The third source of data was secondary data provided by participants and/or the community college reflecting the transition process, which informed how the transition was handled and was used to corroborate participant responses regarding their perceptions of the process. The selected data sources aligned with recommendations by Yin (2018), Stake (1995), and other seminal sources regarding appropriate sources of data for conducting qualitative case research.

The inclusion of three data sources achieved both methodological and data triangulation. Denzin (2009) defined methodological triangulation as the corroboration of data across multiple data sources and data triangulation to be the correlation of findings across people, space, and time. The completion of semi-structured individual interviews and surveys and a review of secondary data provided by participants and/or the community college allowed for corroboration

of findings across the data sources. Further, findings correlated across and within the sample, as participants were bounded by time (full-time employment during the 2019-2020 school year), space (selected community college), and experience with the phenomenon, which aligned with Denzin's (2009) description of data triangulation, especially since participants were categorized based on their past experiences with eLearning. Denzin (2009) further contended triangulation increases the likelihood of reaching data saturation, which is essential for ensuring a thorough, in-depth exploration of the phenomenon. As such, all three data sources contributed to the exploration of the phenomenon and answered the three posed research questions.

Study Procedures

Approval to conduct the study was first obtained from NICC with documentation of a descriptive letter outlining the purpose, data sources, data collection methods, and other requested pertinent information. Next, approval from Northcentral University (NCU) was granted. A copy of the NICC IRB approval letter, was distributed via email to all designated community college leaders to review along with the recruitment message for all eligible full-time faculty and an informed consent (Appendix A) with directions to contact me with any questions or concerns. Subsequently, an email invitation was sent to all full-time CCF. The invitation included an introduction to the study, a summary of the research questions, purpose, activities they would be asked to complete, and all other pertinent information. Interested participants were directed to contact me with any questions and required to sign the informed consent document and return it to me via email to participate. Demographic data (Appendix F) were requested from CCF who expressed an interest in participating to ensure diverse groups were represented.

The semi-structured individual interviews were conducted at an agreed-upon date and time and audio recorded using the videoconferencing platform. Participants were informed the

interviews might range from 25 to 90 minutes in length. Participants were provided a link to the online survey in advance of the semi-structured individual interviews and asked to complete it prior to their interview time. However, participants who did not complete the survey before their interview had an opportunity to complete it following the conclusion of their interview.

To ascertain the lived experiences of the participants, I first developed a rapport with them. DiCicco-Bloom and Crabtree (2006) contended a researcher develops a rapport through "establishing a safe and comfortable environment for sharing the interviewees' personal experiences and attitudes as they actually occurred" (p. 316). As such, the interview started with open-ended, reflective questions that were broad and non-threatening (DiCicco-Bloom & Crabtree, 2006) for establishing rapport with participants. Further, as part of the interview protocol, participants were reminded, at the beginning of the interview, of their rights including their right to withdraw from the study at any time without consequence and were asked to provide consent for audio-recording of the interview. Reminding participants of their rights and requesting consent addressed an ethical concern in conducting qualitative interviews but also reinforced rapport with participants (DiCicco-Bloom & Crabtree, 2006).

I employed a video-conferencing platform to record and saved the interviews; only the audio recording was recorded, and the video component was disabled prior to the interviewing process. No participant chose to share their screen to demonstrate eLearning tools, resources, or platforms so there were no privacy or security concerns. I created Word and Excel documents for each semi-structured individual interview transcription. Documents were saved using the participant's assigned alias. The aliases were assigned according to names of gemstones for memory purposes and to make recalling their interview and alias easier and reducing the possibility of mixing up the names.

After completion of the survey by all participants, I exported the contents into a single Word document and saved it using a title that reflected the participant and survey data. As such, I saved individual Word documents containing everyone's interview transcriptions, one document with the collective transcriptions of all participants with the removal of my remarks, one document with survey responses per participant, and one document with all survey responses. Secondary data was combined into a single Word or PDF document, contingent upon how the documents and secondary data were made available. In addition to a single document consisting of all secondary data, each secondary piece of data was individually saved with a title mimicking the alias of the participant and a basic description of the item (i.e., email, material, training, etc.), so I could substantiate interviews with survey and secondary data centered on what participants said in combination to what the community college shared. With a single document reflecting all raw data from each individual data source, I copied and pasted all contents from each data source into a new Word document to have a single document containing all raw data from across the population and data sources. Once all data were collected, analysis began.

Data Collection and Analysis

To conduct data analysis involving the three sources of data, I employed the six steps of thematic analysis outlined by Braun and Clarke (2006), which is a common analysis approach for analyzing qualitative case study data. The first step was to familiarize oneself with the data. I listened to all audio-recorded interviews three times and read through the transcriptions, survey responses, and secondary data three times. Throughout this process, I started thinking about potential key words or phrases that were consistently used or referenced throughout the three data sources. During this step of thematic analysis, I simultaneously began conducting comparative inquiry by reading each interview transcription promptly following the receipt of

the transcription, making notes on the document about relevant terms and keywords, and continued referencing each transcription throughout thematic analysis.

The second step of thematic analysis required the generation of initial codes based on repeated terms, key words or phrases, or other aspects of data that were reflected throughout the data sources (Braun & Clarke, 2006). During this step, I started assessing for individual words and phrases that reflected the participants' perceptions of the phenomenon and identifying what information contributed to answering the research questions. This second step of thematic analysis was concurrent with comparative inquiry, as I reviewed individual interview transcriptions, transcriptions from individuals within each group, across each group, and holistically, consistent with the comparative analysis described by Boeije (2002). For the surveys, I utilized Word's *Find* option to search for and assess the frequency of times each key word of phrase was used and note the words and phrases used most frequently within and across the data, including the transcriptions, survey responses, and in secondary data. This meant I assessed how often each individual participant referenced specific words or used specific phrases in each of the data sources, per participant, and did the same search to obtain frequencies of these words or phrases. In this way, I conducted open initial coding and proceeded to the third step, which was theme searching.

While I performed hand coding, I also employed NVivo (v2020) qualitative software to code all interviews. Ten interviews were transcribed using Otter.ai automated audio recording and transcription software. Ten transcribed interviews were imported into NVivo (v2020) qualitative software. Each line was read and coded with contextual content to nodes. Multiple subcategory nodes were created relating to the interview questions as content was read and codes were refined within the nodes. An additional node, *Keywords*, was created for the information

resulting from the eighteen parent node titles. Refinement of coding resulted in eighteen parent nodes with 206 subcategory nodes.

Once I ascertained initial codes based on key words and phrases, I began theme searching, the third step. During this step, I conducted axial coding, which merged like or similar key words and phrases to create specific codes that formed the foundation and justification for patterns and themes developed during data analysis (Braun & Clarke, 2006). Following axial coding, I assessed for potential themes present within the literature that either addressed or corresponded to one or more of the research questions or related to the phenomenon. It was during this step that I looked for patterns and themes, identified them, and used the axial codes to support the patterns and themes.

The fourth step was to conduct a theme revision. During this step, I refined the themes, established the overarching themes, and identified any patterns within the themes. Codes were used to support each pattern and/or theme, depending on what I found during analysis.

The fifth step of thematic analysis required defining and naming the themes (Braun & Clarke, 2006), in which I clearly defined and named the themes using current literature to assist in the naming conventions and ensured alignment with common terminology used in higher education and eLearning. Further, I determined the relationships between themes and the distinguishing features to ensure each theme was unique and supported by data. The final step was to write the report and present the findings including the themes, patterns, codes, and participant excerpts. The organization of the report for the surveys was determined based on the findings in relation to the posed research questions.

Assumptions

It was assumed that the qualitative methodology and use of three data sources and 17 participants rendered 27 responses would generate enough data to reach saturation and answer the posed research questions. To assist in meeting this assumption, I employed member checking, which allowed interviewees to elaborate, clarify, or expand upon their answers to provide greater clarity and reflection of their responses and experiences. As part of the member checking process, I asked follow-up and clarifying questions during the semi-structured individual interviews to gather additional information, which assisted in ensuring data saturation was met. It was also assumed that participants would represent demographic diversity present at other community colleges making the findings more transferable in terms of demographic diversity. However, the demographic diversity of the participants obtained was minimal, thus limiting the transferability and generalizability of the findings.

I assumed that participants would provide honest answers to all questions asked during the semi-structured individual interview and on the survey. Any false, inflated, exaggerated, or otherwise misleading responses would have jeopardized the trustworthiness of the findings. I encouraged participants to be open and honest in their responses by reminding them of strategies and procedures in place to ensure confidentiality. Further, participants were reminded of their right to withdraw from the study without any consequences, which should have promoted honest responses. I also assumed that purposive sampling and established participant criteria meant participants with knowledge of and experience with the phenomenon were involved in this study. Any secondhand accounts from participants lacking direct experience with the phenomenon would have jeopardized the findings of the study.

Limitations

A limitation of this qualitative, descriptive single-case study was that it relied on participant semi-structured individual interviews in which participants were asked to recollect experiences integrating eLearning teaching modalities. Self-reporting presents limitations, as there are concerns that social desirability to enhance the results of the study or self-promotion occurs, since the process of self-reporting is reactive (Stangor, 2011). It was possible for subjects to embellish their experiences or present misinformation that would skew responses and findings of this study, which would affect the trustworthiness of the findings. Additionally, Seidman (2013) noted self-reports are contingent upon one's memory and recollection, and memory distortions or misrepresentations are known to occur; thus, self-reporting is an acknowledged limitation of qualitative case studies (Yin, 2018). However, the aim was to conduct this study in a timely manner while the pandemic was still underway, which meant the change process was ongoing during data collection. As such, there was an expectation of superior or better recollections of lived experiences prior to and during the pandemic from which the phenomenon was experienced.

Another limitation of the study was the researcher-made semi-structured individual interview questions and survey items to extract pertinent and relevant data specific to this study. The creation of the questions was preferred over utilizing other data sources, as the intent was to explore a phenomenon not yet present within the literature. Therefore, the interview and survey were specific to the purpose of this study. However, a novice researcher with self-constructed questions presents a limitation. The decision to construct the interview questions and survey content could have impacted the trustworthiness of the findings, even though the data sources underwent expert panel validation and were field-tested. A few survey limitations existed. There

were participants who did not complete the survey. However, other limitations with the survey may be that some or all responses to the survey items were untruthful, lacked merit or clarity, and a participant possessed limited experiences regarding one or more of the questions (Yin, 2018).

Another limitation of this study related to the methodology and research design was the sample size was small. The sample size was appropriate for the selected methodology and design, though it was too small to generalize beyond the site of the study. This limitation is common to qualitative studies since the sample will only represent a set number of individuals and their experiences, which prevents generalization (Chenail, 2011). Further, this limitation may impact the trustworthiness of the study due to the small sample, as findings cannot be generalized to other locations and the demographic diversity may not be reflective of other CCF.

Since I am a novice researcher, bias or insensitivity within the language or structure of the interview questions may have existed, which may have influenced the results of the study. This limitation may have impacted the trustworthiness since findings were contingent upon the performance of a novice researcher. Boyatzis (1998) found that confident researchers result in higher levels of reliability. Yin (2018) found that the data collection and analysis are also influenced by the researcher's confidence level. Since I am inexperienced with conducting qualitative single-case studies, the process of data collection and analysis were limitations based on a lack of experience, which may have limited the trustworthiness of the findings and conclusions. Procedures were taken to mitigate the limitations, especially regarding the researcher-created semi-structured individual interview questions, survey questions, and building researcher's confidence. Since researcher partiality is always a concern in studies, I vowed to

uphold the values of honesty and confidentiality and made a commitment to avoid the falsification of information (Chenail, 2011).

Delimitations

A few delimitations of the study should be noted. The research was confined to collecting data from one community college location. I purposely delimited the problem statement that defined the scope of this study and bounded it to a specific geographical place and time. The participant pool was delimited to full time faculty only to create a homogenous sample. I purposely delimited the sample using purposive sampling to select participants based on their experience with the phenomenon. The study was purposely delimited to participant responses to qualitative data sources including semi-structured individual interviews, surveys, and secondary data with participants also being asked to complete demographic surveys. The selected data sources explored a specific population and phenomenon during a set time at a designated location, which established boundaries for the study and defined the case.

Ethical Assurances

Ethical challenges were considered before, during, and after the study (Yin, 2018). Ethical matters included ensuring trustworthiness, participant protections, participant and data confidentiality, and safeguarding notifications and transparent consent articles. To guarantee ethical standards were maintained, pre-approval and instrumentation inspections were conducted by NCU's IRB to confirm propriety and that the outlined research study adhered to compliance standards and the expected parameters (Office for Human Resource Protections, 2016). I developed the semi-structured individual interview protocol and survey items that underwent expert panel validation and field-testing.

After obtaining IRB approval, CCF were invited to participate and those who agreed were asked to endorse a letter of consent that defined the reason for the study, related perils, the research questions, individual confidentiality declarations, all pertinent researcher-linked contact information, and a voluntary withdrawal form. Finally, the anonymity of answers and all other shared data were encrypted through the controls associated with the online survey platform, which managed all data input (Office for Human Resource Protections, 2016). Surveyplanet.com tools comply with the United States Privacy Shield framework. Further, since I contacted individuals to conduct semi-structured individual interviews, the participants were assigned a random alias to preserve their identity. The assignment of the alias happened following the return of their signed informed consent form. The researcher maintained a written record of participants and their assigned alias to allow for analyzing their responses with the demographics survey and interviews. This information remained on my locked premises and will be shredded and recycled in accordance with NCU's requirements.

Summary

The purpose of this qualitative, descriptive single-case study (Yin, 2018) was to explore the lived experiences of CCF during the transition from direct to eLearning instruction and the uses of an LMS in the context of the rapid change process during the COVID-19 pandemic. Chapter 0ne presented the research questions, rationale for methodology and research design, data collection and management procedures, and data analysis procedures in addition to the assumptions[AS1], limitations, and delimitations of this study. The next chapter reports the findings of the study

Chapter 4: Findings

The purpose of this qualitative, descriptive single-case study was to explore community college faculty (CCF) experiences at a community college in the Midwest transitioning from direct to eLearning instruction and uses of a learning management system (LMS) in the context of the rapid change process before and during the COVID-19 pandemic. A case study provided a means of examining and understanding the lived experiences of faculty as their organization underwent a rapid change process from direct instruction to eLearning instruction due to the pandemic, which created a unique context in higher education of forced unfreezing, as conceived by Lewin (1951) in his change theory. One focus of the study was to explore the change process from an unbiased sample of faculty who were all forced to engage in change from direct to eLearning instruction regardless of training, beliefs, subject area, preparedness, and other factors to develop a greater understanding of how faculty of varying experience levels represent and perceive their engagement in change. A second focus was to achieve a greater understanding of how faculty engaged with an LMS to assist in utilizing eLearning methods and tools to achieve student learning and engagement in their courses. The opportunity created with the transition to eLearning during the pandemic was one of exploration, observation, and documentation of faculty who may never have considered or attempted eLearning prior to the pandemic and the essential need to engage in change, which likely prompted various shifts in perceptions (i.e., positive, negative, and/or neutral) of eLearning.

Twenty-seven CCF employed full-time during the 2019-2020 school year participated in the study. All CCF were employed at the same community college in the Midwest and were forced to transition to a full eLearning model in the spring semester of the 2019-2020 academic year due to the national emergency declaration of the COVID-19 pandemic. Data for analysis

were collected from semi-structured interviews, surveys, and relevant archival documents to answer the posed research questions. All participants were recruited through their institutional email account and voluntarily consented to engage in interviews and survey completion to share their experiences with the forced change. Faculty participants provided their experiences and perceptions prior to and during an institutional-wide forced teaching and learning transition. Prior research investigating institutional policies and instructional practices documented perceived eLearning transitioning barriers and challenges for faculty, students, and administrators academically, emotionally, and logistically (Benta et al., 2015; McKnight et al., 2016). The intent was for this study to provide insight into instructional challenges and successes of CCF when mandated to transition from a traditional to a nontraditional learning environment. Use of new teaching strategies, methodologies, and technological tools were explored in hopes of providing CCF and administrators useful feedback to better support their stakeholder population.

This chapter begins with a discussion of the procedures used to establish trustworthiness of the data. Next, the results of data analysis are presented, which are organized by research question. The findings are evaluated, providing my interpretation and perspective of the results in the context of existing research and the theoretical framework, and outlining the extent to which the results aligned with or differed from prior research. The chapter concludes with a summary.

Trustworthiness of the Data

Establishing trustworthiness of the data was achieved by attending to the design and implementation of the study to address credibility, transferability, dependability, and confirmability (Lowe et al., 2018; Nowell et al., 2017). Addressing the need for credibility of

findings is considered a significant criterion for qualitative studies (Yin, 2018). Credibility was endorsed by exercising several provisions to corroborate data and findings in multiple ways (Lincoln & Guba, 1986). First, interview questions were developed in alignment with the research questions, consistent with Castillo-Montoya's (2016) recommendation for generating interview questions for qualitative case study research and underwent expert panel validation as did the researcher-created survey questions. Further, the interview protocol constructed, which Zucker (2009) considers the protocol and pre-written questions essential for interviewing, was field-tested prior to implementation. Researcher credibility and familiarity with the research site assisted in establishing trust with the participants, as I have experience working as a director at a higher learning institution with a student population like CC.

The researcher received written approval from the community college institutional review board (IRB) to conduct the study. All participants recruited were provided with a brief background summary of the study and encouraged to be honest about their experiences and responses; were informed their participation was voluntary and they could withdraw or refuse to answer any question(s) and were assured all information would be de-identified, remain confidential, and informed pseudonyms would be used to protect their identities. Data triangulation was achieved through collection of data through interviews, surveys, and archival documents to corroborate and fortify themes and findings (Guion et al., 2011).

To allow for transferability of findings, demographic elements of the community college are shared and the criterion for purposeful sampling is outlined so that other researchers and practitioners can determine if and how the results can be applied (Yin, 2018). As with most qualitative designs, the transferability of findings is limited (Stake, 1995). However, the sample of 27 includes faculty with varied characteristics that include levels of experiences, such as years

of service, educational backgrounds and degree levels, courses taught, and experience using diverse teaching modalities in addition to gender, age, and ethnicity.

Dependability was established through careful and thorough description of the design and methodology as well as the analysis procedures employed within this manuscript to allow for replication. The survey questions, interview protocol, and archival data are documented and provided in the appendices. Establishing confirmability of the findings is focused on ensuring data and results are not due to participant and/or research bias. Because I used a self-developed interview protocol and conducted all coding and analysis, findings emerging from data may reflect my own predispositions; however, data triangulation confirmed participant responses were similar across interviews, surveys, and archival data. Methods used to protect against participant bias included unfamiliarity with participants, limited researcher input during the interview process aside from restating or rephrasing interview questions, and perceived truthful responses by reassurances and references to participation confidentiality and voluntary participation or withdrawal outlined in the consent letter. Moreover, the electronic survey was brief containing multiple choice and essay questions. Clear, user-friendly instructions were given to direct participants to applicable questions according to their respective instructional experiences, teaching modalities, and learning environments.

Results

The purpose of this qualitative research study was to explore CCF experiences with transition from direct to eLearning instruction and uses of an LMS in the context of the rapid change process before and during the COVID-19 pandemic. Three research questions were posed based on Lewin's (1951) change theory comprised of his change management model, also known as change model, 3-step model, three-step model change management, and changing as

three steps (CATS). Lewin (1951) theorized change occurs in three steps: (1) unfreezing, (2) change, and (3) refreeze. Throughout the change process, there are restraining forces that push people to resist change and maintain the status quo competing against driving forces that push for change (Lewin, 1951; Manchester et al., 2014).

The participants in this study provided important insights through contributions via interviews, surveys, and secondary data about their lived experiences with the transition from direct to eLearning instruction amid the COVID-19 pandemic and additional information on the research questions. Faculty participants actively employed full-time during the 2019-2020 academic year were recruited from one Northern Indiana Community College. Potential participants solicited were full-time instructors with varying degree levels, ages, gender, and courses taught. In accordance with institutional policy and procedures, an electronic attachment of the site institution's IRB approval letter with a copy of the recruitment instrument and letter of consent were emailed to all 18 chancellors representing each CC campus. These chancellors circulated the invitation to participate to full-time faculty via email.

Faculty were invited to participate in either or both the interview and online survey. The informed consent letter noted how all activities were optional, and participants could opt out of all or any activity without question (Appendix A). All 17 participants who volunteered met the participation criteria outlined in the recruitment letter and completed the electronic survey. Ten of these participants also agreed to an interview. All participants are referred to by their assigned pseudonyms. Table 1 depicts the participants that completed the semi-structured individual interviews and surveys and those that only completed the survey.

Table 1

Sampling Pseudonym and Data Source Participation

Participant Pseudonym	Interview	Survey
Alexandrite	X	X
Citrine	X	X
Crystal	X	X
Emerald	X	X
Opal	X	X
Rose	X	X
Ruby	X	X
Sapphire	X	X
Topaz	X	X
Zircon	X	X
Amethyst		X
Aquamarine		X
Diamond		X
Garnet		X
Jade		X
Pearl		X
Peridot		X

Demographics of the participants are displayed in Figure 1. Participants' ages varied. Of the 10 participants who completed the interview and survey, five (50%) identified as female, four (40%) identified as male, and one (10%) identified as non-binary. There were 17 survey-only participants of whom 53% identified as female, 41% identified as male, and 6% identified as non-binary. Participants identified their highest level of education; one has only a bachelor's degree, 11 have master's degrees, three have post master's (more than one) certificates, and one has a doctoral degree. Of the 15 participants who provided their ethnicity, 14 (93.3%) identified as White/Caucasian and one (6.7%) identified as multi-Racial.

Figure 1

Demographic Statistics of Interview and Survey Participants
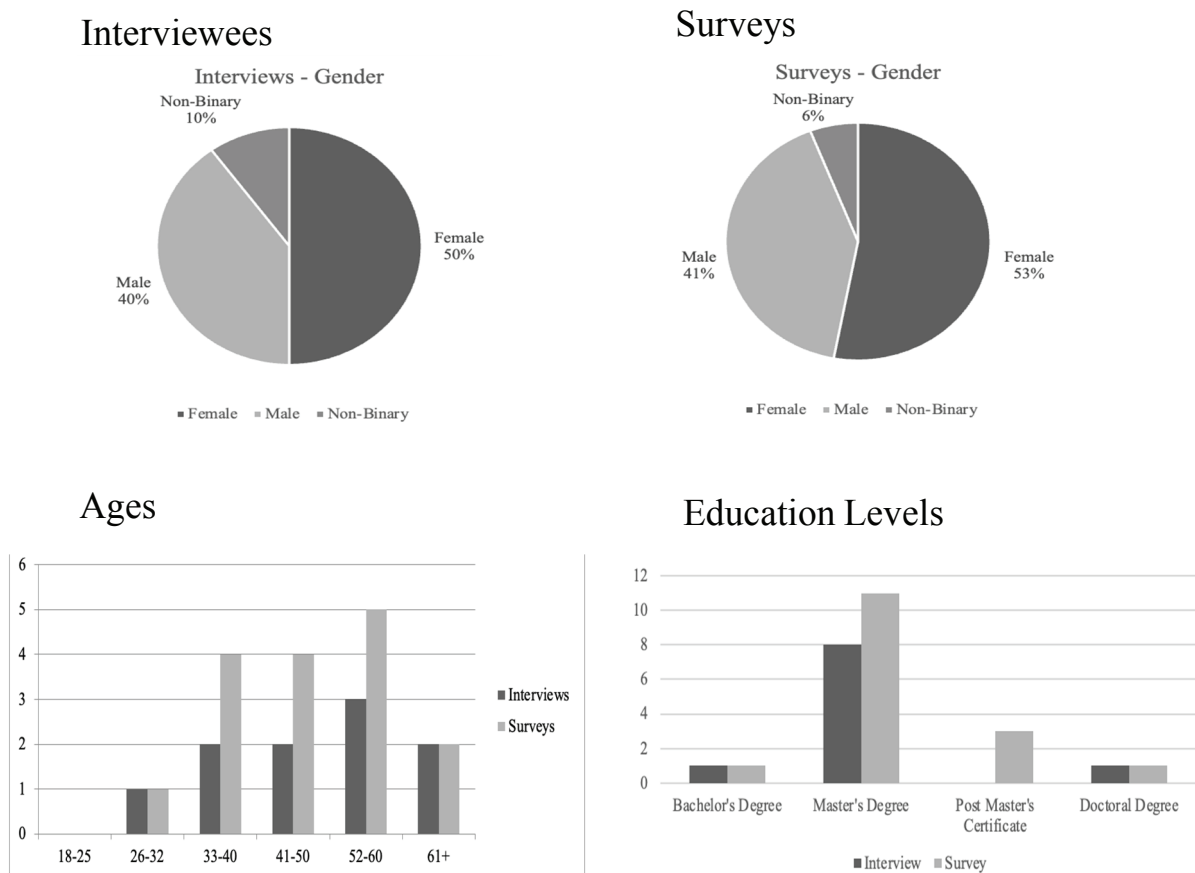
Prior to conducting each individual interview, CCF were encouraged to complete an online 22-question survey designed to share pre- and post-teaching perceptions and experiences (Appendix F). After the introductions and prior to the beginning the interview questions, participants were asked if there was additional information from the survey they wanted to share. The interview protocol was comprised of 17 questions (Appendix G). After audio-recorded Zoom interviews were completed, the interviews were transcribed using Zoom audio files and uploaded to Otter.ai transcription applications. A third recording using the iPhone Voice Memos application provided a backup recording. After the initial transcription, the full audio recording

was played again while reviewing the transcribed narrative for consistency and to make

necessary corrections and edits to ensure verbatim, clean transcriptions of each interview. Each

interview participant was emailed a transcribed summary of their respective audio interviews to

make modifications, corrections, or clarifications they desired as part of the member checking

process to establish trustworthiness of the data.

Three data sources were used including semi-structured interviews, electronic surveys,

and secondary archival data. Secondary data were limited to lists of education technology tools

and products used by CCF to assist students with eLearning and content on the institution's

website outlining remote work and instruction for students and faculty. Method and source

triangulation were achieved to ensure biases were minimized or eliminated through data analysis

and comparisons. After all data were collected, the six steps of thematic analysis by Braun and

Clarke (2006) were employed to analyze the raw data and answer the research questions posed.

The first step was to become familiar with the data, which was accomplished through manual

data transcription and verification, listening to the Zoom audio-recordings, and reading through

all raw data. After verifying transcription accuracy and member checking, step two of thematic

analysis was initiated, which involved generated initial codes. The transcribed interview data

were coded manually and using NVivo (v2020) qualitative software while surveys were

manually coded in Microsoft applications (Word and Excel). Secondary data were incorporated

within the findings to further substantiate themes revealed.

Ten transcribed interviews were prepared and imported into NVivo (v2020) qualitative

analysis software. Each line was manually coded with contextual content to the nodes (see

Appendix H). Nodes are passages of comments or statements. Multiple subcategory nodes were

created that related to the research questions as content was read and coding was refined within

the nodes. Seventeen nodes were created that corresponded to the questions in the interview protocol. An additional node, *keywords*, was created, resulting in 18 parent node labels. Refinement of coding resulted in 206 nodes (18 parent nodes with multiple subcategory nodes). In this study, categories had multiple meanings and content was coded to multiple nodes when relevant.

Another method of coding conducted in NVivo included keyword and frequency word-count queries; frequency counts were tallied from the number of documents coded to each node. The labels were organized alphabetically by node labels (Column A) with frequency counts (Column B) and percentages (Column C); each column was based on 10 interview documents (see Appendix 10). The initial nodes created were first layer nodes. Multiple nodes emerged from the initial nodes. Also, numerous nodes emerged from the second layer nodes. Many nodes emerged from the third layer nodes.

The coding process included inductive and deductive reasoning within three phases. Manually reading each interview transcript line-by-line was the initial step and an essential part of the coding process practiced throughout this study. The first coding phase was open coding of the data to develop descriptive codes that led to the creation of themes and assigning labels to categories (Braun & Clarke, 2006). This phase included in vivo coding, which is the selection of specific words and phrases from the interviews for labeling purposes. The third step of thematic analysis involved axial coding, searching for patterns, and identifying emerging themes (Braun & Clarke). In this phase, merging, clustering, labeling, and eliminating categories was accomplished. This step also included selective coding, the concentrated level of analysis in which the researcher interprets and synthesizes meaning (Auerbach & Silverstein, 2003). New themes were created and compared requiring additional merging, clustering, and the elimination

of categories. Since the six steps of thematic analysis are not linear, and, as such, additional coding was performed.

Based on the shared views of participants, a common theme connected to direct instruction, hybrid instruction, and/or eLearning instruction prior to and after an institution-wide eLearning mandate because of the pandemic emerged. After the NVivo initial coding processes with assigned nodes, a second round of deductive coding took place using NVivo queries tools. After NVivo reports were printed, a third manual review was completed incorporating questions from both interview and survey questions. Patterns were observed and new categories were assigned and coded for each new theme, as they were employed to answer each of the research questions posed. With established codes, patterns, and categories, I completed the fourth step of thematic analysis by revising themes and proceeded to the fifth step of defining and naming themes. The sixth and final step of thematic analysis was writing the report (Braun & Clarke, 2006). Findings are organized by research question and contain the corresponding themes that answer each question.

Research Question 1

The first research question posed was: How do community college faculty represent their lived experiences and perceptions of eLearning methods and tools prior to and after their forced unfreezing and rapid transition to eLearning at Northern Indiana Community College? The overarching way CCF represented their lived experiences throughout their rapid transition was captured across three themes. The pandemic created a unique situation for faculty inexperienced in non-traditional learning environments causing instructional, emotional, and physical challenges for many and successes for others. The CCF shared experiences related to their successes and challenges teaching in direct, hybrid, and eLearning environments as they shared

both their lived experiences prior to and during the pandemic resulting in the forced full transition to only eLearning. The three themes that emerged through inductive coding and supported by participant responses were that CCF represented their lived experiences as: (a) evolving states of readiness, (b) emotionally charged, and (c) time of personal growth.

Theme 1: Evolving States of Readiness. The CCF participants represented their lived experiences and perceptions of eLearning methods and tools prior to and after their forced unfreezing and rapid transition to eLearning as a somewhat constant process of evolving levels of readiness for teaching in direct, hybrid, and eLearning environments. Participants identified what traits and experiences they had that led them to feel prepared, semi-prepared, or unprepared as they underwent the rapid eLearning transition. Most participants expressed feelings of unpreparedness due to their (a) inability and unfamiliarity with navigating online instruction, (b) lack of face-to-face student engagement, and (c) personal impediments like pandemic fears, emotional supports, and other essential efficacious transitioning readiness skills.

Participants expressed feeling of unpreparedness due to their inability and unfamiliarity with navigating online instruction. Some of the comments that participants stated were:

- "I have limited experiences using diverse eTools and platforms" (Topaz).
- "A challenge was to learn how to run a formal classroom in an informal setting" (Ruby).
- "Figuring out how to manage my classroom…adapting to online curriculum and resources" (Opal).

Participants also expressed feelings of unpreparedness due to the lack of face-to-face student engagement. Data included statements such as, "I was worried about if I would be able to establish or maintain student relationships in virtual environments" (Amethyst). Although Amethyst expressed feelings of transitioning unpreparedness in several areas, her student engagement opinions were more robust. Similarly, in emotion to Amethyst, Rose stated, "I found

it difficult to connect with students in the same way as being face-to-face…there was a bit of frustration, fear, and disappointment because some students already told me their Internet was weak and had issues supporting stuff."

Participants identified lived experiences related to direct, hybrid, and eLearning environments in relation to student accountability, engagement, and modalities. As Opal shared, the "advantages of face-to-face classes are that I can read my students, I can, you know, they don't turn off their camera." The transition to eLearning presented challenges with their ability to garner the cues CCF realized they used when they taught within the classroom. Emerald expressed it best when she explained that "the struggle with eLearning is that I don't notice patterns quicker. I don't notice when students aren't participating as quickly, I don't notice when quality of work has gone down." Emerald expounded that she was unprepared to effectively navigate in synchronous environments and her focus was primarily on content delivery instead of warning signs. For example, student frustrations, nonparticipation, or diminished participation, and decreases in quality of work or dropping grades until later in the course were a few behaviors she highlighted.

Zircon, prior to the eLearning mandate, thought that his direct student engagement was a success, "I didn't have to be Mister, behind-the-podium, you know, 'Sage-on- the-Stage,' [and that] I could go around and sit next to the students before COVID, and let them know that it's okay to make mistakes." Zircon shared that during the transition more students dropped out of his class, which he felt was a result of his inability to provide the same type of student engagement his students expected. He also shared that math is already a hard subject for many learners, and how he spent an unprecedented amount of time meeting with students remotely

during odd hours. According to Zircon, students experienced intermittent Internet connectivity, and he shared how some students had to drive to various locations to access the Internet.

Like Zircon, Citrine expressed feeling unprepared for the transition to eLearning. Citrine also compared her in-person instructional experiences and styles to her eLearning interactions. She explained:

> There was a time when you could have one-on-one [interactions] where you can pull a student to the side and expound on conversations that may have transpired during the regular course. But the student may need extra coaching or instruction or clarity [during distance learning]. And I also, well, I know I harassed, and I nagged them [students] to get them to be involved in other things with me besides class, like service learning or community projects.

As a result of the pandemic, Citrine shared that many of her students were ill-prepared to take on additional responsibilities, like assisting their children with their own eLearning. She also added that there were expressed fears of virus transmission among students, and other perceived important responsibilities like paying rent or mortgages and finding resources to feed their families. She concluded her discussion by expressing how there just is not enough time for outside classroom engagement during eLearning.

Participants also expressed feelings of unpreparedness due to personal impediments. The personal impediments to readiness noted were related to a lack of professional and personal experiences with online teaching and learning and associated feelings of inadequacies in diverse teaching styles because they had exclusively taught in a traditional classroom and illegible handwriting that was evident with the essential incorporation of a technological writing pad. Crystal and Opal attested to the time investment and teaching style variations and felt like lack of

experiences incorporating diverse teaching styles were impediments prior to and during their eLearning transition. Separately, Crystal and Opal noted that online instruction took up less of their time than direct instruction. In comparing her pros and cons experiences prior to and during the transition in both direct and eLearning environment, Opal stated, "It [traditional classroom instruction] eats up a lot of time." Opal's reflections included that she personally managed her instructional times better online. Crystal felt like this was an instructional impediment of sorts. Opal felt that the transitioning expectations in teaching styles from direct to hybrid and then to eLearning was a personal impediment in that it consumed lots of her efforts and time adapting initially, but once a teaching rhythm was established, she felt her online took less time.

Zircon's personal impediment was his struggle with handwriting; he expressed that, "Personally, for me I know, what affects the students is that my handwriting is atrocious. And, face-to-face [instruction] was the opposite" Zircon elaborated on handwriting prior to the forced transition explaining that in his traditional classroom setting PowerPoint and other tools were used in lieu of personal handwriting and this is now the opposite of what he is doing since the forced eLearning transition. eLearning necessitated integrating new instructional tools like an electronic writing pad, that required more handwritten content of lecture notes and the use of a sticky pad by professors. Zircon stated that his handwriting was an area of focus requiring more readiness.

Alexandrite labored with course materials and proclaimed his lack of readiness related to course materials. According to Alexandrite, "All the books being pure [solely] online, [required] getting up to speed [on the content] and trying not to be boring [in instructional delivery]." He believed practice and professional development were needed to be prepared for eLearning instruction, yet these supports were not provided.

Ruby noted that her initial direct teaching challenges dealt more with inexperience in a

traditional learning environment and contended:

The challenge was just learning how to, you know, run a classroom in a formal

[traditional brick and mortar] setting. So, the current informal [eLearning] setting is far

different than I had before because I was still real [new], I'm still relatively new to formal

[teaching in traditional college] settings.

Ruby, a new CCF, perceived her experience transitioning from direct to eLearning as vastly

different because her perceptions of her teaching confidence and readiness simply from being a

new CCF were an impediment.

Some participants expressed their lived experience as less stark, often related to greater

preparedness or experience, and this was often represented as experiencing opportunities to

upgrade their readiness to another level. The CCF participants who reported they were semi-

prepared or prepared expressed feelings of (a) comfortability navigating online and limited

personal transitioning impediments like technological interfacing, and (b) confidence

communicating remotely with student, administrators, and peers.

Alexandrite felt his ability to render asynchronous and synchronous instructional delivery

was successful; he was ready to take advantage of the transition and upgrade himself to a next

level of readiness stating, "The upside is that [the transition] forced me to do some of the

recordings of chapter lectures, just a quick PowerPoint that I always kind of wanted to do within

the class." Opal disclosed comparable transitioning preparation to Alexandrite's experience from

prior teaching practices, "To maintain [a student/teacher] relationship that had been built

previously, I needed to conduct classes [synchronously], as much as humanly possible, the same

way that I had been [doing] prior to the pandemic." Opal expressed feelings of confidence and readiness after upgrading to e-tools and developing her user skills:

> So, I bought myself a graphics tablet [to continue delivering course content effectively]. And [because] I could [use this tool], I taught myself how to go in and use [the graphics tablet and] I started, started trying to do it with my iPad [but] that didn't work very well, it didn't integrate, because I have an Apple Pencil. And then I went and got the graphics tablet. And it integrates beautifully with Zoom.

Opal was able to integrate new tools into instruction successfully, which increased her sense of preparedness.

Other CCF participants shared their comfortability navigating online. Rose shared, "I was a technological team leader prior to the pandemic, so during, the transition I was a troubleshooter [for my peers and institution]." Rose explained that she was excited and taught online classes from home regularly. She also shared, "eLearning is my normal platform, so transitioning institutionally was not problematic for me…my comfort level with technology is great and I had no problems transitioning."

Participants also expressed their confidence communicating remotely with students, administrators, and peers/colleagues. According to Topaz, "We have a pretty close faculty community, so, there was a lot of ideas [and] exchanges through email and [we had] Microsoft Teams [to aid with effective communications]." Despite noted concerns about virtual communications and interactions with students, some participants expressed ample collaboration among faculty that contributed to their perceived degree of preparedness. Sapphire added to this theme by sharing her experiences. Prior to the pandemic, Sapphire explained that nursing clinicals were performed with students on their peers in labs at the institution instead of at local

hospitals. She stated that labs or clinicals could not be performed or completed through eLearning. However, during the national mandate to temporarily suspend direct instruction at their institution until further notice, collaborations with hospitals were essential in preparing students to meet program requirements in completing the required lab hours. Opal shared: "We also are having clinical[s] at the hospital [for nursing majors]. Those are the two areas that are identified by the nursing board that you just really need to do in person." She explained how the institution was able to comply with nursing board standards through a change in institutional practices and collaboration with colleagues and administrators.

Theme 2: Emotionally Charged. The CCF participants represented their lived experiences and perceptions of eLearning methods and tools prior to and after their forced unfreezing and rapid transition to eLearning as emotionally charged. These reactions and perceptions from CCF were both prior to and during their forced unfreezing and rapid transition and varied according to personal and professional skills, understanding, and experiences in direct, hybrid, and eLearning settings. When CCF were notified about immediate eLearning transitioning, some of the common descriptive words used were: (a) concerned; (b) frustrated; (c) excited; (d) nervous; (e) overwhelmed; and (f) terrified. Several CCF discussed how they were apprehensive about teaching remotely because of their inadequate technological skills and inadequate off-site support and resources.

Rose shared her reaction of the immediacy of the eLearning transitioning and voiced that she was more afraid about her students' readiness than her own in sharing, "It [her fear] wasn't really a fear of the technology, it was a fear for some of my students that already told me their Internet was weak and had issues supporting stuff [like applications or software]." Ruby reiterated Rose's view in sharing that his anxiety was centered around personal trepidation for

the students, "Their infrastructure or situation was my bigger concern. It [my feelings] was less about me and more about the students." Sapphire recalled having feelings of isolation about the instructional format changes because of the pandemic and added, "I'm 65 years old! You know, I do the best I can with technology because I want to be able to [continue] teaching, but I'm a digital immigrant." Sapphire articulated feelings of unpreparedness and apprehension to the point of considering early retirement. Lastly, Aquamarine also shared an unenthusiastic reaction to eLearning transitioning: "I felt terrified almost to the point of an [emotional] breakdown."

In contrast, Topaz stated that he predicted how he would eventually encounter instructional changes and said, "I was glad [because] that [remote instruction] was the only thing on my mind. I was watching things play out in China in December." Topaz explained that he mentally started preparing early for eLearning; however, he verbalized that his skills were deficient, and he could greatly benefit from professional development to be better prepared for eLearning transitioning. Emerald had a similar reaction to Topaz and expressed feelings of elation to the transition due to her prior experiences in direct, hybrid, and eLearning instructions: "I was excited and okay with it [eLearning transitioning] because I had a mixture of face-to-face and online courses." Crystal, who teaches psychology and helped both students and colleagues with troubleshooting during the rapid transition, shared Emerald and Topaz's enthusiasm:

> I feel like COVID has been dragging us out of the dark ages. And we could get updated. So yeah, I'm pleased with it. I wish we could go further. But there's only so much that some of us could [do], you know, [we had to] drag people kicking and screaming into the void.

Other participants had mixed reactions. As Ruby articulated:

I sort of already knew that [an institutional-wide eLearning transition] was going to be

coming [because of the pandemic]. And once again, I [had] mostly been working in it

[eLearning environments], where I was supporting a worldwide organization, [so] I was

already used to working from home, [and] there was a little bit of disappointment, a little

bit of frustration, because I wanted to leave those bad habits that you get working from

home. But I knew with the technology available, we would be able to succeed

[transitioning].

Garnet shared, "I have mixed feelings…it is mentally draining without reciprocation from the

students who are receiving the information [remote instruction]." Amethyst's discernment was

somewhat matter-of-fact, "It is a once in a lifetime event that we had to deal with. We were

successfully delivering courses that are traditionally hands-on [direct instruction] virtually."

Those CCF who felt they were less prepared were more likely to report negative

emotional reactions and perceptions; they felt overwhelmed and unprepared for the immediate

teaching transition. Concerns were also expressed for students and their lack of preparedness for

the transition as well. Participants who had mentally prepared themselves or had prior experience

with hybrid and eLearning shared more positive emotional reactions.

Theme 3: Time for Personal Growth. The CCF participants presented their lived

experiences and perceptions of eLearning methods and tools prior to and after their forced

unfreezing and rapid transition to eLearning through acknowledging it as a time for personal

growth. Participants shared lived experiences and perceptions of eLearning methods and tools

required or acquired prior to and after the forced unfreezing and rapid transition to eLearning.

All participants acknowledged a necessity for personal development and training. Participants

articulated what skills and preparations they needed or had. Their time of personal growth

encompassed prior eLearning involvements or newly acquired skill(s), either instructionally or as learners themselves.

All participants discussed the importance of professional development and familiarity with e-tools and teaching methods as important elements of their transition to eLearning. Accessing resources from the Center for Teaching and Learning (CTL), experience using diverse modalities, and easily accessible and reliable technical support were perceived as vital factors to their personal growth and enabled effective remote instruction. Because the participants were given unprecedented control of their eLearning environments and transition, they believed they required every available resource as well as administrative guidance and support to achieve the personal growth necessary.

When asked to describe specific changes necessary for transitioning from previous hybrid delivery to remote instruction, Jade stated that her personal experiences discerning how to shift instruction was profound [introspective], revealing that, "I needed to figure out how to run my courses as I had in my f2f [face-to-face] classes." Delivering eLearning 100% of the time, Diamond voiced, "It's easier and harder, but harder to ensure that students are really reading, but duplication of classes and recorded lectures are easier though." In some contrast, Pearl shared a perspective of realizing the needed personal growth was not what she planned for in her future: "I know that it [eLearning] is the direction that education is going, and I am glad that I will soon retire, because I have taught at this institution for 18 years."

Lapis believed, "My quality of instruction is similar to that of prior to the transition," but did acknowledge some feelings of personal growth due to the transition. Garnet declared, "I teach hands on learning-based courses…the quality of instruction in theory is the same [effectively engaging learners by arousing learning interest in a meaningful way]." Garnet

explained that although, theoretically, direct, hybrid, and eLearning can evoke student critical thinking, the practical application due to instructional methodology is dissimilar and required more diverse training, different teaching practices, and adjustment of overall expectations.

Amethyst verbalized a more detailed instructional comparison and contrast response by expressing that, "Teaching experiences traditionally as a full-time instructor for 14.5 years, the quality of teaching technology courses decreased dramatically when the hands-on component was removed." Seemingly dismissing any personal growth, he explained that skilled trades, such as welding, automotive technology courses, or automotive paint and body repair simply cannot be taught in a 100% eLearning format. However, he clarified that because of the immediate eLearning transition, he learned how to use Zoom to host parts of his course instruction. Therefore, he learned a new teaching skill and experienced personal growth. Like Amethyst, Topaz had not had much experience teaching virtually (synchronously) but explained that he has 10 years of experience teaching (asynchronously). He revealed, "In the online world, I am more of a paper grader than an instructor." However, he experienced personal growth from learning how to proficiently use Zoom meetings to continue conducting his courses synchronously.

Research Question 2

The second research question posed was: What driving and restraining forces do faculty report in their lived experience transitioning to eLearning prior to and during the COVID-19 pandemic? The CCF participants reported driving and restraining forces as part of their forced unfreezing and eLearning transitioning. The two themes that emerged through coding and supported by participant responses were administrative and institutional guidance and LMS asynchronous and synchronous accessibility and usability tools. Some participants described administrative and institutional guidance as well as LMS asynchronous and synchronous

accessibility and usability tools as driving forces while others cited them as restraining forces according to their lived experiences prior to and during the forced eLearning transition.

Theme 1: Administrative and Institutional Guidance. Unanimously, CCF expressed administrative and institutional guidance and practices as a key force during their transition to eLearning. However, some CCF presented these as driving forces while others viewed them as restraining forces. Patterns linked to notifications and directives, like who was responsible for faculty notifications and feelings surrounding these actions, persisted throughout interview and survey data.

In the context of the driving force of administrative and institutional guidance, Crystal and Jade expressed satisfaction with administrative and institutional guidance both prior to and during the transition and described them as driving forces. For example, Jade stated, "My dean was fantastic getting us to use Zoom in meetings during the transition. Also, the instruction design team held great workshops." Several CCF mentioned the importance of the immediate guidance and training on using Zoom and other teaching modalities and saw it as a driving force. Alexandrite reported that the Center for Teaching and Learning (CTL) was available for faculty to go for training and other support resources. Opal, Rose, Topaz, and Emerald all mentioned, individually, that, primarily, their dean, and then other colleagues, were instrumental in training, providing technical and other necessary supportive services or sharing instructional methods and practices, communicating announcements, or serving as sounding boards during the transition.

In contrast, because of varying levels of CCF familiarity and comfort moving from traditional to non-traditional teaching and learning environments, many institutional deficiencies materialized that CCF labeled as restraining forces. For example, Diamond said,

"The transition process was a hot mess, little administrative help was given, it was a clusterfuck in the beginning for many faculty [members]." Amethyst stated, "We did what we had to do [when describing institutional deficiencies], but it was not ideal," and Lapis expressed, "I had a huge amount of demand from [administrators] on my time supporting other instructors and [I was] required to [do the] rewriting [of] exams for all their [his colleagues'] different instructional needs." Crystal remarked, "Faculty expected to receive more administrative guidance and support for LMS platform integration, troubleshooting, and educational technology training [than what was provided]." Emerald noted:

> We use Canvas and there wasn't much to learn there for me. If there are publisher problems, I refer them directly to the publisher. If it's an actual Content Area problem, then either I troubleshoot it, or I'll go to my boss who was another content expert, and I'll troubleshoot it [with them].

Sapphire voiced, "Our Dean, then the President and the Chancellor, and everybody made us do all these Zoom meetings to tell us about it [the transition], but who we really heard it from was our dean." Ruby disclosed that although supervisory support was present, it was limited due to their instructional and eLearning capabilities and familiarity. Ruby explained, "My immediate supervisor provided some guidance on what she expected [regarding] the additional hands-on stuff we needed to do to help the students make that abrupt transition, [although] we could select what we were still involved in" regarding methods they could use.

Participants acknowledged that some training took place during the transition but was optional prior to the pandemic for interested CCF. Several CCF participants voiced that training courses during the transition were short, limited, and often lacked continuity, resulting in a restraining force to their change process. Citrine expressed the need to personally purchase art

tablets: "We didn't have any direction or anything; we were just, you know, go into Best Buy and going, 'Hey, this month this might work'." Zircon shared his view that we "didn't really receive any" administrative support, guidance, or additional resources. Ruby noted that his classes were "already blended and integrated" and additional resources were not received nor support rendered. He additionally expressed that he saw the lack of support as a student-related restraining force. Crystal's response was like Citrine and Zircon's, corroborating the absence of additional resources (restraining force), but from a technological provision and support perspective she noted, "When you have students that have problems, I would troubleshoot them using my app [application]." Crystal concluded that her technological skills and abilities were driving forces both prior to and during the pandemic that compensated for the restraining force of a lack of administrative and institutional guidance.

Theme 2: LMS Asynchronous and Synchronous Accessibility and Usability Tools.
CCF participants presented their lived experiences and perceptions of eLearning LMS and tools prior to and after their forced unfreezing and rapid transition to eLearning with perspectives of the technology tools as both a restraining and driving force. Some CCF acknowledged that LMS implementation was "easy, user-friendly, and comfortable" while others found the LMS integration and usage to be "stressful, not easy, and confusing." Rose reported, "There was a person on every campus, in some of the larger campuses more than one, who trained everyone how to use it (LMS-Canvas) …yeah, there were some learning curves, but Canvas is pretty intuitive." Rose's statements reflect that of an institutional and technological driving force.

In contrast, Pearl did not feel as though there was "much of a transition" and expressed that she was not provided an "appropriate amount of user training, support, or resources for the technology tools." She reasoned that the absence of training and support was a restraining

transitioning force. However, Topaz, in contrast to Pearl, shared that "most of us [CCF] had been transitioning slowly and [we] developed [user skills] over time." Topaz believed that every faculty member "was in a different boat; every one of us had developed our own courses to varying degrees in our learning management system, [as] we use Canvas!" He felt confident that the majority of CCF could transition with little difficulty because of the abundance of administrative and peer supports; he believed this to be an institutional driving force prior to and during the forced transition.

Participants pinpointed certain technological modalities and tools like (a) Zoom; (b) YouTube videos; (c) Webinars; and (d) Google Hangouts/Meets used to engage students, peers, and administrators but participants differed asynchronously and synchronously in their perceptions on if they were driving or restraining forces. For example, Citrine noted, "We had some [previous] training in Canvas and some [institutional] training and [support] in Blackboard," so the integration of certain technological tools was familiar [a driving force]. Ruby reported that, "Our educational technology team provided most of those interactive trainings via Zoom" to allow for questions and answers immediately at that time [driving force]. Zircon highlighted that, e-tools, like OneNote helped in the transition: "Not only is it a good kind of sketching drawing program, but you also save it as a PDF, and then upload it." Although Zircon admitted to having a fascination for technology use, he differed in perception from Citrine and Ruby on institutional accessibility, availability and supports [restraining force]. However, both Jade and Peridot communicated separately that they enjoyed employing eLearning tools asynchronously and synchronously to share "screenshots" and expressed that, as a result, they were able to foster new student relationships, making this a driving force.

Most participants provided more discussion and details on the transition rather than their experiences prior to the transition. For example, Garnet complimented the community college's LMS tools when discussing LMS usability because of rapid teaching transitioning from direct to eLearning: "The quality of equipment makes things look professional [when creating course materials]." Sapphire touched on her pre-pandemic perceptions of "We were not in a hybrid format for any classes" and noted, "I struggled, but I think all things considered it [LMS integration] went as well as it could." Amethyst felt that because of "being somewhat familiar with eLearning before the pandemic, general education classes can be successfully delivered virtually." Though Aquamarine considered early retirement because of the mandate to immediately incorporate technological tools, after receiving some usability guidance, she "eventually felt more comfortable." There were mixed experiences and views of the facilitation of the transition of the technology tools provided, but participants unanimously expressed that there were various levels of resources provided and the need to explore better options in the future is necessary.

Sapphire, Crystal, Rose, and Ruby individually stated that they were operating as peer and institutional trainers, mentors, and troubleshooters in one way or another, and felt confident about both LMS accessibility and usability. Ruby reported how he installed some of the programs that her students needed to take their course on Chromebooks. Rose shared that the expectation was for faculty to begin using eTools to record lectures for asynchronous instruction and the ability to do "so would be useful for students who can't immediately participate." Several participants shared their use of instructional aids. For example, Crystal reported,

I have a welcome video with YouTube links on how to use and learn [YouTube]

functions. So, I made a YouTube video [user-friendly instructional video] where you can

click in the box on YouTube for videos [related videos] on how to do things [maneuver

around] and [skills that] I learned [and make accessible] for every class.

Notably, several CCF commented on the institution's commitment to facilitating student

access to tools. Emerald revealed that, in response to the transition, a valuable resource was

allocated by the CC for both students and faculty that included an emergency fund for

technology purchases and services like "Wi-Fi hotspots, cameras, laptops, and things of that

nature." Emerald believed that meeting staff and learner needs is something that needs to remain

consistent. Opal explained that one of the things that happened during the transition was being

given a large pool of money to distribute to students through the federal government, so the

school bought supplies and LMS integration programs and tools. Student resources were

provided by faculty, too. Collectively, all faculties expressed those whatever duties were

necessary to increase their abilities to deliver eLearning instruction through LMS integration

they instituted, some with favorable results and some with unfavorable results.

Research Question 3

The third research question posed was: How do faculty experiences differ among

those with varying experience levels prior to the forced unfreezing? The CCF participants

communicated varying views and feelings about classroom management, technological

interfacing, student engagement, and instructional preparation. CCF found that knowledge

and the capacity to use Zoom and other eTools and modalities to conduct classes, host

meetings, and record videos were key components to their transition. Participants cited the

barriers or facilitators they possessed or experienced that led them to feel prepared, semi-

prepared, or unprepared to go through eLearning transition and how these impacted their

change experience. Some of the participants expressed feelings of being prepared, a few

stated feelings of being semi-prepared, and others expressed feelings of being unprepared. Because of the enormity and rapidity of the pandemic, unique and unpredicted situations arose regarding (a) teaching obstacles, (b) Internet connectivity, and (c) student participation and engagement. Other perceived challenges were commonly highlighted through the data collection processes, and participants offered recommendations to improve the process.

The participants who felt prepared attributed it to their (a) familiarity and comfort using technology and their LMS platform; (b) availability of technical, administrative, and peer supports; and (c) other available resources. For example, Crystal said, "I have to juggle having children at home [so] I feel like I worked more" and felt very comfortable using technology and their LMS platform remotely. Pearl revealed that the institution-wide transition process was limited but felt prepared for the transition because "spring break occurred and upon return everyone was thrust into an eLearning platform." She expounded by explaining the break allowed more time for transitioning preparation. Peridot and Zircon separately pointed out that they felt comfortable [prepared] using and accessing eTools themselves, but noted challenges directing students to videos and supports associated with course instructions. Comparably, Emerald voiced concerns about students understanding course expectations because of the pandemic but felt personally and professionally equipped [prepared] to transition to eLearning rapidly. Like Emerald, Sapphire mentioned that after self-reflection and calming down from the initial transitioning impact, informing the students to "learn how to chill" was the biggest take away as she felt confidently prepared from successful lived experiences using the LMS technology as well as accessing other resources.

Although Ruby expressed feelings of preparedness about the transition, he explained that having previously worked from home, he already had all the teaching equipment he

needed. Conversely, Citrine expressed positive feelings of teaching adaptability and preparedness but thought the availability of interfacing equipment was hastily purchased and inadequate, which referenced technological compatibility and interfacing. She stated, "Because faculty input was not sought, a huge amount of money was spent on laptops and, like I said, it did me zero good." Because she realized that the equipment purchased did not interface with pre-existing technology, Citrine explained that there were "absolutely" no technological integration benefits to her or her students.

Those participants who felt semi-prepared stated that it was due to their (a) occasional experiences teaching hybrid classes, (b) prior personal eLearning experiences as students, (c) satisfactory Internet connectivity, and (d) positive student feedback about remote learning. For example, Alexandrite said that he felt semi-prepared "due to past lived experiences with hybrid/blended models, which I never liked." He acknowledged, "Although I received modest to little support from the school, my processes during the pandemic are [were] more [of the] learn as you go, but we were flooded with invitations to attend online lectures, updates, news, etc." Diamond differed in lived experiences and perceptions from Alexandrite but still felt a degree of semi-preparedness. Diamond expressed deep feelings about institutional deficiencies during the transition but concluded that she was semi-prepared because of peer supports. She believes eLearning is both "easier and harder." She detailed, "Providing students with virtual information and resources are easy but ensuring that they are actually reading them is problematic." However, Jade, prior to the pandemic, was integrating face-to-face with online testing and felt semi-prepared for the transition stating:

> Since I was already joining f2f [face-to-face] classes with some online quizzes
> and assignments through Canvas, there was not a huge change for me. The

biggest transition was my essay exams. I found that through the virtual environment, I can establish relationships and get to know students better than I had ever imagined.

Participants who reported feeling unprepared voiced that it was due to their (a) feelings of administrative disconnects, (b) inexperience using technology, (c) feelings of fearfulness and being overwhelmed about significant instructional changes, (d) perceptions of insufficient resources and time, and (e) concerns on restrictive student engagement. Pearl said, "I guess I am old school I find it very difficult engaging in a virtual [teaching] environment." However, Rose said, "Generally speaking, I think when students are with me live, they have fewer questions and concerns [about coursework] and engagement is active." For Garnet, his "feelings are mixed, and it is a mentally draining [experience] because my student participation was way down, and I don't think there are real ways to combat cheating and student preparedness." Like Garnet, Opal shared her lived experiences and concerns regarding student engagement but were mainly concentrated on the financial impact affecting the students. Opal shared:

I wrote huge announcements [about the learning transition], and I talked to them [students]. And I kept saying, this is easy, you just contact this person, if you have lost income, doesn't have to be school related, right? Please, please, please call them they will help you. And I had many, many students take advantage of that by saying, oh, my gosh, you know, I got my rent paid.

Student engagement and administration disconnects were common topics of discussion throughout the data collection process. Amethyst divulged, "Amendments needed to be added to the syllabus to ensure social distancing and proper PPE, and cleaning of workspaces." She

contended this added to issues associated with feelings of student and administration detachments. Oppositely, Jade saw an opportunity to better connect with her students during the transition and said, in terms of student engagement, "I love helping students to locate and research information." Meanwhile, Sapphire voiced favor towards "pre-pandemic direct and hands-on teaching and kinesthetic learning as a better fit over eLearning."

Lastly, a prevalent topic was eLearning recommendations for improvement processes and future transitioning. The comments included LMS resources, equipment, student and faculty accesses, system upgrades, and mental health awareness. Topaz recommended that all administrators make more attempts to communicate more with other departments like the Vice Chancellor for Academic Affairs did at his campus prior to and during the transitioning. Ruby did not have an answer readily available but felt that it was a "good question" worthy of considering. However, Alexandrite suggested:

Give everyone resources like, if you're on a MacBook or iPhone or something, here's kind of how you do it. Also, whatever content you can get for students, the guides, and things like that, to show them how this is what we're doing with zoom, here's how you go click on the link, be admitted into the to the Zoom meeting and things like that.

Citrine proposed more and better training to students and faculty on OneNote and other applications about the functionality by making some kind of "video or presentation." Emerald advocated for better work-life balance. Emerald shared:

Some things [situations] having to do with kind of a work life balance, mental health kind of thing, because I think students also need to know that. Yeah, we want you to do well in school, but put it down, take a break, go for a walk, get something to eat, go pee, you know, you've got to get up and you got to get away from this, because you're sitting here

[and that] will suck up your life. And so, find those ways [other methods help you to cope].

Zircon and Topaz echoed Emerald's recommended sentiments by explaining that not only did the students suffer with mental health issues, so did faculty. Rose stated, "free access to textbooks" and other tools essential to course completion should be made available because of COVID-19. Rose explained that free access to textbooks would alleviate some of the financial strain that students were experiencing. In addition to the abovementioned, Crystal, Diamond, and Opal proposed separately as recommendations making changes to orientation and onboarding by introducing remote learning components, tutorials, and hands-on learning opportunities. Next, incorporate technological upgrades and upgrading storage capacity. Also, each suggested making modality modifications by approval more diverse applications, and improvements as new students' prerequisites in case mandated eLearning transitioning occurs again.

eLearning transitioning requires different tools, teaching and learning approaches, modalities, considerations, and accommodations than direct instruction. While some elements might be transferable, others are not. Hands-on requisites for labs, childcare, and other service-oriented rudiments significantly impact higher learning institutions and must be addressed. Lewin's force field analysis (FFA) includes driving forces and restraining forces that must be addressed to achieve balance or the state of equilibrium, which is making a successful institutional eLearning transition that includes accounting for the needs of all stakeholders.

Evaluation of the Findings

The findings across the three research questions can be interpreted considering existing research and the extent to which they are consistent with the guiding theoretical framework of Lewin (1951). The predominant themes revealed encompassed aspects of Lewin's theory of

change and illuminated driving and restraining forces associated with CCF experiencing forced

unfreezing and rapid transition from traditional to non-traditional instruction during the

pandemic and were consistent with existing research (Lewin, 1951; Manchester et al., 2014).

Driving and restraining forces like professional, development, institutional and technological

supports, and student engagement were both used by CCF to describe perceptions of their lived

experiences during the forced change.

For the first research question, CCF represented their lived experiences as (a) evolving

states of readiness, (b) emotionally charged, and (c) time of personal growth. The apparent

differences between eLearning and traditional learning implied that distinctive teaching and

learning strategies must be employed and are unique to each specific learning environment

(Allen & Seaman, 2016; Martin, Wang, et al., 2019). Pre-pandemic, eLearning course offerings

were becoming unexceptional in postsecondary learning environments, yet challenges prevailed,

biased faculty perceptions and transitioning resistance (Sarsa & Escudero, 2016; Udod &

Wagner, 2018). Operating in the current technology era with cellphones, electronic tablets, smart

televisions, and other interactive devices, many students and faculty members still lack

confidence in using teaching and learning platforms to assist them during the transition.

Participants identified traits and experiences they had that led them to feel prepared,

semi-prepared, or unprepared to undergo the rapid eLearning transition. Most participants

expressed feelings of unpreparedness. Various faculty members cited adapting to a new learning

environment and curriculum and their inability to skillfully navigate using technological

resources to transition virtually as challenges. These processes required familiarity with

technology that some participants lacked. Similar to current findings, Martin, Budhrani, et al.

(2019) found that online didactics remains problematic for some educators requiring incremental

levels of performance targets using competence-based tactics. Also, Gachago et al. (2017) established that the acceptance of new technology in higher education is challenging for some educators, resulting in stagnation of eLearning integration.

Online teaching competencies allow educators to successfully implement and execute required eLearning teaching standards (Martin, Budhrani, et al., 2019). Berry (2019) found that faculty in distance programs need more specialized training around online pedagogy. The acceptance of new technology in higher education is challenging because synchronous and asynchronous eLearning requires distinctive activities and learning dynamics (Kornegay et al., 2016; Ocana-Fernandez et al., 2019). Similarly, Choi (2016) discovered that pedagogical and didactical approaches and techniques are central in fulfilling the requirements of e-instructors in eLearning environments. Lewin's (1951) FFA allows organizations to assess the restraining and driving forces that are hindering or promoting change and aligns with the current findings.

Other participants stated that their training or professional development in technology, nontraditional learning environments, and LMS integration were inadequate, and they needed more and specialized training in those areas. Participants found administrative and institutional supports were insufficient. These findings converge with Pape and Prosser (2018) who revealed that administrative inadequacies between institutional and curriculum mandates are perceived impediments that can hinder performances of both students and teachers. Likewise, Gachago et al. (2017) contended that an LMS requires supportive institutional resources, the best technological modernizations practices, and the integration of applicable teaching and learning models. When these elements were missing, they became restraining factors for the participants. Comparably, Khalil and Elkhider (2016) aligned with these same findings given they found that

for higher learning institutions to deliver sustainable learning opportunities to meet student demands, technological support and resources are vital.

Other CCF participants said that they did not require much training and felt like the supports and resources were adequate. The semi-prepared and prepared CCF participants shared a level of comfort navigating online and confidence in online communication and experienced limited impediments during their transition. These findings align with prior research by Albrahim (2020) who suggested that by enhancing instructional competencies through professional development for online teachers, double benefits might be results, the acquisition of preparatory teaching for instruction and futuristic eLearning instruction for upcoming educators. Zhang and Bayley (2019) asserted that constant communication, genuine encouragement, and affirmation are ingredients for both eInstructors' and eLearners' successes. It was expected that many CCF would be familiar with some form of virtual and eLearning courses and technology across all content areas and likely to experience shifted perceptions due to the change process (Benta et al., 2015; Sarsa & Escudero, 2016).

All participants shared concerns about how student engagement was impacted because of the immediacy of the transition with little to no advanced technological planning. Basilaia and Kvavadze (2020) also found that the pandemic forced an immediate transition for all educators with little to no planning and regardless of training, technology expertise, opinions about eLearning, and content needing to be taught. Further, McCarthy (2020) noted that due to the COVID-19 in 2020, college closures and a rapid transition from delivering direct instruction to eLearning instruction was mandatory for all faculty. Lewin (1951) theorized change occurs in three steps: (1) unfreezing, (2) change, and (3) refreeze. Throughout the change process, there are restraining forces that push people to resist change and maintain the status quo competing

against driving forces that push for change (Lewin, 1951; Manchester et al., 2014). In this single case study, forces influenced faculty's desire to resist or move toward change.

Furthermore, all faculty experienced some level of disequilibrium given the hastiness of the change and communicating their lived experiences will develop a better understanding of how these forces influenced decisions regarding delivering their instruction online and the use of their institution designated LMS (Canvas) to achieve instructional equilibrium. Murphy (2020) argued that because of the threat of COVID-19 transmission, "extraordinary measures" like social distancing were employed and it was challenging bringing large numbers of learners together (Hellmann, 2020; Murphy, 2020). When queried about transitioning, CCF participants used emotional terms like frustrated, nervous, overwhelmed, worried/concerned, neutral, and excited that were also used by participants in the studies by Raspopovic et al. (2016) and Rodriguez and Rima (2020). Raspopovic et al. asserted that instructional transitioning challenges may endanger learning quality and reputation of higher education institutions as well as the performances of students and faculty.

Online educators need to fully understand and facilitate appropriate direct, hybrid, and eLearning teaching approaches to completely comprehend how to best motivate their learners. According to Linkhauer (2017), educators and university level officials study behavioral and environmental contributors to identify effective instructional designs and practices, behaviors, barriers, and perceptions to understand and facilitate learning in direct, hybrid, and eLearning settings. Devisakti and Ramayah (2019) emphasized that education occurs through the transmission of new knowledge, real world experiences and events. Educational and institutional transformations are usually met with resistance and face challenges; the thought of shifting

practices and requirements are factors that may cause instructional and operational discomfort, fear and opposition in some instructors and learners.

Finally, for research question one, CCF participants represented their lived experiences as a time for personal growth. This finding aligns with Schmidt et al. (2016) who found that online instructors lack a specific model or point of reference for remote teaching because many of them have not taken online courses as learners. For these reasons, CCF participants in this study expressed desires for more professional development to enhance eLearning competencies consistent with findings by Berry (2019). Personal growth, as an element of the change process, also aligns with Lewin's theory in that individuals and organizations must acknowledge the concerns and threats that arise when undergoing change as part of the process for establishing the approach for implementing change as well as the motivation necessary to complete the change process that results in change acceptance. Lewin's (1951) change theory is used to manage and understand how organizational changes occur through unfreezing, change, and refreezing (Lewin, 1951; Manchester et al., 2014). The COVID-19 pandemic exposed numerous vulnerabilities causing faculty to increase their ability to deliver instruction using an eLearning platform (Ali, 2020). McCarthy (2020) stated that because higher learning institutions continued to evolve, the mandates for technology to achieve eLearning pedagogical principles are critical to the transitioning process.

In answering research question two, CCF participants reported (a) administrative and institutional guidance, and (b) LMS asynchronous and synchronous accessibility and usability tools as driving and restraining forces as part of their forced unfreezing and eLearning transitioning. For these participants, some CCF viewed each of these as driving forces and others perceived them as restraining forces. Because of the pandemic, all instructional delivery involved

some form of Internet-based education. Colleges and university faculty were involuntarily obligated to move from direct to remote and eLearning formats, hold web-based meetings and conferences, and, at times, overdo it with synchronous communications (Lowenthal et al., 2020). The findings that some faculty perceived administrative and institutional guidance as inadequate and a restraining force while others viewed it as adequate and a driving force for change align with prior research by Day (2015) who found that any academic disruption, like a pandemic, impedes educational continuity and requires solid strategic planning and administrative support and execution.

Participants stressed that the LMS provided support to them, as instructors, and the students, as learners. Ponomariova and Vasin (2016) emphasized that e-tools foster students' learning experiences and aid in connecting learners with course content. Jeffery (2018) explained how the use of e-tools to bolster technology with web-based applications contributes to the various ways that learners can access and intensify their distance learning experiences. Authentic engagement consists of intrinsic longings to engage in individually significant alignment (Alnajdi, 2018; Ponomariova & Vasin, 2016). However, some CCF perceived the LMS and other access to tools as inadequate and a restraining force while others viewed it as adequate and a driving force for change. This finding aligns with prior research by Pape and Prosser (2018) who found that faculty continue to struggle with LMS implementation to fulfill teaching and learning directives. Similarly, Walker et al. (2016) argued that a main challenge that higher learning institutions and instructors are tasked with is settling on a suitable LMS to meet institutional requirements while adhering to instructional demands. CCF faculty drew attention to student feedback, which underscored that Internet connectivity and lack of access to technology were

restraining forces. Also, faculty expressed that home distractions and administrative disconnects were restraining forces.

The final research question was associated with varying levels of experience CCF had going into the transition and how and if the change process differed based on these levels prior to the forced unfreezing. As a result of the current pandemic, the CCF were on the frontline of the transitioning process (Pedro & Kumar, 2020). Understanding restrictive COVID-19 policies presented unanticipated barriers and strains on all stakeholders' relationships. In fact, the majority of CCF stated that they had personal eLearning experiences as learners prior to the forced transition while others said that they were digital natives born into the technological era and felt quite comfortable. It was not surprising that all CCF had used some sort of non-traditional instructional modalities like web-conferencing, YouTube videos, and the Canvas LMS for grading and syllabus creation and recording.

Findings in this study revealed that, due to the enormity and rapidity of the pandemic, (a) teaching obstacles, (b) Internet connectivity, and (c) student participation and engagement presented unanticipated circumstances. These findings align with research by Ching et al. (2018) given they found that without the necessary professional teaching skillset and training, instructional obstacles persist. Also, Burch and Mohammed (2019) asserted some CCF have been slow to embrace eLearning as many CC learners lack Internet access at home due to inadequate income. Similarly, Young (2016) argued that particularly with community colleges the digital divide can limit student access to technology and the ability to benefit from eLearning offerings. These challenges must be confronted in the current climate while, at the same time, requiring and supporting all faculty transitioning to eLearning. Lastly, in a study by Zehetmeier et al. (2015), I acknowledged that fostering student engagement and

active learner participation requires instructional expertise to produce favorable learning outcomes essential for effective pedagogical and technological content delivery.

The findings from this study align with Lewin's three-step model change management Theory. Lewin's (1951) change theory is built upon the idea of replacing one behavior with another (Cummings et al., 2015). Awareness of the equilibrium in its current state occurs during the unfreezing stage and assists in determining the process needed to implement change as the behaviors and attitudes that support the existing status are identified (Armstrong, 2006; Brisson-Banks, 2009; Lewin, 1951). The findings in this study show that CCF took added steps to aid students with adapting to learning eLearning conditions, such as meeting students' academic and personal needs. As a result of the pandemic, learning facilities like community colleges have had to immediately incorporate non-traditional didactics into their previous educational repertoire (Allen & Seaman, 2016). Martin, Budhrani, et al. (2019) asserted that online teaching and learning competence is personalized. Nevertheless, even with well-executed strategies, there will be unanticipated challenges, but now is the time to maintain the status quo from this point forward (Alexandrite).

Summary

The CCF perspectives of their eLearning transitioning experiences offer insight into the needs of all participants. Without faculty input and active participation, major challenges will persist, and the transitioning process will continually be met with some resistance even after the pandemic has been contained. Faculty members will continue to serve as instructional frontline champions and the failure of higher learning institutions to appreciate their value through the solicitation of honest feedback, providing ongoing professional development training, upgrading LMS, and other suggestions provided will impede successful eLearning transition and prevent

institutional equilibrium. The findings from this case study can be used for newly forming CCs as an eLearning integration guide, used to understand perceived challenges and successes of eLearning transitioning during a global crisis, or serve as a framework for other researchers interested in Lewin's theory of change using the FFA as a tool to comprehend organizational driving forces and restraining forces to achieve equilibrium.

Chapter 5: Implications, Recommendations, and Conclusions

The problem addressed in this study was post-secondary faculty's continued resistance to learning and using eLearning technology, in this case a learning management system (LMS), to its maximum capacity (Sarsa & Escudero, 2016; Udod & Wagner, 2018; Young, 2016) to achieve learning outcomes in concert with the often-biased samples in research on the change process and faculty perceptions of their transition from direct instruction to eLearning (Sarsa & Escudero, 2016). Research on faculty perceptions of transitioning from direct instruction to eLearning often only included faculty who voluntarily transitioned but not those who were forced to unfreeze; thus, the restricted sample and subsequent results were not inclusive of those who experienced a forced transition (Sarsa & Escudero, 2016). Post COVID-19, the sampling pool of faculty now engaged in eLearning increased to an unprecedented 100% of all faculty, thereby creating a context by which faculty across all content areas, including those who may never have considered or attempted to use eLearning tools were now experiencing the transition. The purpose of this qualitative, descriptive single-case study was to explore community college faculty (CCF) experiences with transition from direct to eLearning instruction and uses of an LMS in the context of the rapid change process before and during the COVID-19 pandemic. A case study was chosen for its focus on in-depth analysis of a phenomenon within a specific context (Yin, 2018).

A total of 10 interviews were conducted and 17 surveys were completed by full-time CCF employed during the 2019-2020 academic year. Both inductive and deductive coding were employed to analyze the data and identify themes to answer the research questions posed (Auerbach & Silverstein, 2003). Thematic and descriptive analyses resulted in categories and

themes developed from the data collected (Saldana, 2016; Yin, 2018). Three research questions were posed based on Lewin's (1951) change theory comprised of his change management model.

The first research question asks how community college faculty represent their lived experiences and perceptions of eLearning methods and tools prior to and after their forced unfreezing and rapid transition to eLearning at Northern Indiana Community College. The second question inquired about what driving and restraining forces do faculty report in their lived experience transitioning to eLearning during the COVID-19 pandemic. And the third research question asked how faculty experiences differ among those with varying experience levels prior to the forced unfreezing.

Lewin (1951) theorized change occurs in three steps: (1) unfreezing, (2) change, and (3) refreeze (Lewin, 1951; Manchester et al., 2014). The CCF participants represented their lived experiences of their forced unfreezing as (a) evolving states of readiness, (b) emotionally charged, and (c) a time for personal growth. Many CCF expressed being unprepared for the change due to lack of skills and familiarity with delivering online instruction, inability to engage face-to-face with students, and personal impediments such as inadequately diverse teaching styles. Those CCF who presented their lived experiences as somewhat less harrowing shared a level of comfort with navigating online and technology skills and confidence in the ability to communicate with students remotely. Participants noted wide ranging emotions as part of their change process, from concerned and frustrated to excited and nervous to overwhelmed and terrified. These CCF also all experienced growth, some reflected on the growth as a much-needed push to develop professionally, while others acknowledged their comfort with knowing they or their courses were not meant for the online world.

In alignment with Lewin's change model, the CCF reported driving and restraining forces, specifically (a) administrative and institutional guidance and (b) LMS asynchronous and synchronous accessibility and usability tools. Some CCF described both elements as driving forces while others described them as restraining forces in their change process. Finally, the differing experiences among CCF faculty somewhat aligned with varying experience levels prior to the forced unfreezing. Those CCF who felt prepared for the change credited the (a) familiarity and comfort using technology and the LMS platform; (b) availability of technical, administrative, and peer supports; and (c) other available resources. Those CCF who reported feeling unprepared shared (a) feelings of administrative disconnects, (b) inexperience using technology, (c) feelings of fearfulness and being overwhelmed, (d) perceptions of insufficient resources and time, and (e) concerns for restrictive student engagement.

While the findings were robust, there were limitations associated with this study. The goal was to recruit at least 30 participants with varying levels of knowledge and teaching experiences (Yin, 2018). Due to the COVID-19 pandemic, no face-to-face interviews could be conducted, all courses were managed remotely, and limited CCF were available or interested in participating due to many perceived transitioning challenges and feeling overwhelmed. As such, a smaller sample of 10 CCF was obtained who completed one-on-one virtual semi-structured interviews. However, these CCF did represent eight different campuses out of the 40 locations. Anonymous online surveys were completed by 16 participants and included in data analysis, but limited secondary information was gathered from participants overall and only a few completed the requested follow-up member check.

The study was limited to one community college located in the Midwest and was only open to those CCF who were employed full-time in an instructional capacity. Although this

community college has 40 locations in approximately 75 communities and offers over 150 varying programs, as with most community colleges, they employ primarily adjunct faculty making full-time faculty limited. The limited full-time faculty of CCF prevented me from fully exploring perceptions of all CCF and narrowed participant demographics. Because of the pandemic and mandate on temporary school closings, all traditional and blended courses were cancelled for multiple semesters, which limited access to administrators and full-time CCF potential participants further reducing the potential participants for inclusion. Upon reopening, CCF were directed to commence instruction virtually, both asynchronously and synchronously. As a result, written and verbal communication challenges persisted and the number of potential and expected participants for this study was negatively impacted. As such, the transferability of findings is limited, as participant demographics in this study may not be representative of the larger population or other community colleges across the United States and the small sample size limits the transferability of findings and prevents generalizability.

The data gathered and analyzed during this qualitative single case study was also limited to semi-structured interviews and surveys composed of a prepared set of opened-ended questions (Castillo-Montoya, 2016; Stake, 1995). As the researcher, I created the semi-structured individual interview questions used for this study as well as the open-ended survey questions, which is a limitation since I am a novice researcher. Further, data were collected using Zoom video conferencing, online questionnaires, and email exchanges rather than face-to-face interactions, which are generally more helpful with promoting accurate memoing. Moreover, interpretation of the data was limited to my own understanding and truthfulness as an amateur researcher.

This study was limited by the qualitative methodology and case study design. The qualitative methodology relies on participants to provide insight into a phenomenon, which requires self-reporting of their experiences and perceptions. The self-reporting of participants was a limitation, as participant recounts of experiences may have been impacted by time, memory, or personal biases (Seidman, 2013), and this study relied on self-reporting for answering the interview and questionnaire questions. A limitation was also the completion of data collection within the allotted timeframe.

In sum, this study was intended to explore CCF responses to three research questions and provide findings about eLearning transitioning during a global pandemic through perceptive feedback extracted from audio-recorded interviews, electronic surveys, and participant-provided secondary information. The results of the study are not comprehensive of CCF at large or wide-ranging but restricted to one institution with very limited participants; therefore, the perceptions and data were limited as well. The data collected from participants hinged on trustworthiness and generated sufficient information needed to answer the three research questions.

Trustworthiness was increased through member checking to ensure accurate recording and interpretation of responses. Further, to encourage honesty, participants were reminded of their rights, including their right to withdraw for any reason and informed of how the researcher would maintain confidentiality. I followed Braun and Clarke's (2006) six steps of thematic analysis that provided a systematic approach to analysis and maintained an audit trail of the data collection and management process that further increased the trustworthiness of this study. Triangulation was achieved using the two primary sources of data, namely the semi-structured individual interviews and survey responses to open-ended questions. To minimize bias, I had no additional interaction with study participants outside of the specified research timeframe and

design. Scheduling was problematic due to unforeseen challenges associated with the pandemic, spring break, and an extended one-week institutional break for teaching and learning transitioning. There were several cancellations, interview reschedules and recruitment invitations either sent directly to spam mail or not received by CCF. Despite challenges, participant responses were used to present and justify the findings, which also increased the reliability of the findings. Data saturation was achieved, and the participants' responses produced a distinct collection of data, based solely on their lived teaching and transitioning experiences.

This chapter begins with an introduction of the problem statement, purpose statement, methodology and design, and results as well as study limitations. What follows includes discussion of the implications of the results for practice, policy, and theory. Key findings are noted in relation to the literature presented in Chapter 2 and the theoretical framework of Lewin's (1951) change theory that grounded this study. Recommendations for both practice and future research are presented next, and the chapter closes with a conclusion to the study.

Implications

The implications of this study are connected to the literature as they relate to how the findings may be used to improve the transition process from direct to eLearning instruction. The predominant themes revealed in the study (a) contain aspects of Lewin's theory of change and illuminate driving and restraining forces associated with CCF experiencing forced unfreezing and rapid transition from traditional to non-traditional instruction during the pandemic and (b) are consistent with existing research. The implications of the results are discussed for each research question in turn.

Research Question 1

For the first research question, all CCF were confronted with forced instructional transformation from face-to-face instruction to eLearning in a short period of time because of the pandemic. Many unforeseen and unanticipated obstacles were experienced, to include inadequate teaching and learning tools, poor Internet accessibility and connectivity for instructors and students, mental and psychological impacts, shifts in student engagement, and family interruptions. Many CCF lacked required skills, training methods, and tools required to effectively employ the LMS to deliver their course successfully online given they never previously explored or engaged in eLearning initiatives. Without the necessary professional teaching skillset and training, instructional obstacles will persist (Ching et al., 2018).

The lack of need before the pandemic and the essential need during the pandemic contributed to all CCF experiencing eLearning methods and tools and prompted shifts in perceptions of how their instructional practices can be effectively mirrored or required to change because of the immediate eLearning implementation mandate and access and use of an LMS and other eLearning tools (Benta et al., 2015). Prior to the COVID-19 pandemic, some researchers, like Khamparia and Pandey (2019), focused on faculty perceptions of transitioning from direct instruction to eLearning but more exclusively included faculty who voluntarily transitioned and were not forced to unfreeze; thus, the biased sample in such studies may not have fully represented faculty opinions and perceptions regarding their experience (Sarsa & Escudero, 2016). The CCF in the current study were willing to actively participate in professional development training, invest personal resources in purchasing needed equipment in addition to the limited grant monies provided from their institution, to learn new skills and instructional strategies, and integrate modern technology that interfaced with the institutional LMS to

positively impact their abilities to teach and achieve favorable outcomes and student successes. Other researchers have also noted that faculty are willing to engage in professional development to enhance their skills and impact student learning and outcomes (Berry, 2019; Schmidt et al., 2016).

The CCF in the current study were met with ongoing challenges and obstacles transitioning from face-to-face to eLearning. Exploration of faculty experiences and perceptions of the change process from direct to eLearning instruction during a forced unfreezing revealed varied emotions and concerns and needs for methods and tools in future preparation, especially given pandemic-related closures may become more common and strategic planning for the future is needed. Higher learning institutions across the United States struggle to enhance the success and retention of their students who are taking online courses (Perrin et al., 2015) while faculty grapple to learn and employ LMS tools to support their instruction, engage students, and achieve learning outcomes (Pape & Prosser, 2018); the CCF in the current study aligned with these prior findings.

In this case study, the lived experiences occurred in unique combinations but regardless of faculty's desire to resist or move toward change, the current pandemic forced them all to change in some manner to continue to deliver instruction and achieve learning outcomes. Though most faculty were forced into some level of disequilibrium given the hastiness of the change needed, sharing their lived experiences developed a greater understanding of how the change process was experienced as they made decisions regarding delivering their instruction online and the use of their institution's adopted LMS to achieve some level of equilibrium and continue teaching (Walker et al., 2016). Equilibrium is maintained because of the dual pressure of the restraining and driving forces, which Lewin described as a force field and created the FFA, a tool

that allows organizations to assess the restraining and driving forces that are hindering or promoting change (Lewin, 1951; Vines et al., 2014). The evolving states of readiness the CCF revealed align with a cycle of disequilibrium to equilibrium and then possibly to disequilibrium and equilibrium again in continuous cycles. Along with cycle, it is not surprising that CCF described their experiences as emotionally charged as they were constantly living in the ups and downs of the forced unfreezing, addressing one obstacle only to have the next obstacle revealed. Nevertheless, the CCF represented the rapid transition as a time for personal growth.

Research Question 2

For the second research question, driving and restraining forces, like professional development, institutional and technological supports, and student engagement were referenced by CCF to describe perceptions of their lived experiences during the forced change. The theoretical framework used for this study was Lewin's (1951) change theory. Lewin (1951) theorized change occurs in three steps: (1) unfreezing, (2) change, and (3) refreeze. Throughout the change process, there are restraining forces that push people to resist change and maintain the status quo competing against driving forces that push for change (Lewin, 1951; Manchester et al., 2014).

According to CCF participants, there is a need for suitable resources, internal and external supports, and stakeholder contributions to achieve an organization-wide successful transition. Because higher learning institutions continue to evolve, the mandate for technology to achieve eLearning pedagogical principles was critical to the transitioning process (McCarthy, 2020), but for some CCF in the current study mandates for training were not adhered to or were believed unnecessary for their traditional role and this left them unprepared for the forced unfreezing. The effective use of diverse pedagogical techniques and methodologies within an

LMS requires supportive institutional resources, technological modernizations and practices, and the integration of applicable teaching and learning models, and CCF are key to orchestrating these processes (Gachago et al., 2017). Some CCF in the current study expressed preparedness and support due to taking advantage of professional development opportunities prior to the pandemic or being an early adopter of technology integration. Faculty perceptions of tools and technological enhancements an LMS provides are important to assess; their opinions about the value of instructional methods an LMS supports, and the approaches and resources required for teaching online and how well aligned an LMS is with their ability to deliver their content are important to know to address any possible opposition faculty might possess (Aldowah et al., 2019; Khalil & Elkhider, 2016). Actual eLearning knowledge and strategies for implementation of an LMS joined with positive perceptions by CCF can support and influence meaningful transitions from direct to eLearning instructional practices, designs, and regularize institutional eLearning progressions. This was evident in the current findings given the varied experience and skill levels prior to the change often determined whether experiences and emotions shared were positive or negative.

The findings documented the crucial need for more exploration of continuing professional development training, suitable technological interfacing and upgrades, and internal and external resources and supports as significant factors to achieve successful organizational transitioning (Pour-Previti, 2019). The CCF perceived impediments to LMS integration such as insufficient preparation and planning time, unsatisfactory technical support, administrative inadequacies, such as the misalignment between institutional and curriculum mandates, and performances of both students and teachers. These perceptive conclusions aligned with Pape and

Prosser's (2018) assertion that the abovementioned impediments adversely affect favorable teaching and learning outcomes.

Research Question 3

For the third research question, all participants reported that experience and varying levels of user comfort resulted in perceptions of eLearning transitioning and willingness to embrace instructional change. Some CCF stated their knowledge and ability to use eTools and diverse modalities were key factors to their transition successes. They cited (a) occasional experiences teaching hybrid classes, (b) prior personal eLearning experiences as students, and (c) satisfactory Internet connectivity as contributing to their comfort with the rapid transition. However, differing student feedback about eLearning affected CCF's perceptions because even some who expressed feelings of being prepared reported negative experiences specifically related to concerns for students and the obstacles they faced during the rapid transition. As key stakeholders in this transition, the CCF naturally provided recommendations for institutional improvement in preparing for subsequent emergencies.

Generally, before initiating change, organizations would assess the restraining and driving factors and then implement planned change activities to be successful (Lewin, 1951). Because the pandemic was prevalent and institutional normalcy has not commenced, Lewin's (1951) change theory applied to this single case study because of how CCF experienced forced transitioning from direct to eLearning instruction. The assessment of faculty perceptions regarding the extent to which their subject area content could be modified and delivered via an LMS using available technological resources to do so with fidelity is essential to development and sustainment of higher education institutions and their capacity to deliver learning opportunities their students demand (Aldowah et al., 2019; Khalil & Elkhider, 2016). The

findings of this study suggest that these CCF discussions and contributions are only an initial step in exploring rapid learning transitioning processes.

Faculty and learners' perceptions and buy-in to effective online transitioning and eLearning processes still require immediate attention (Richardson et al., 2020) and influence eLearning adoption and usability. According to Chow and Croxton (2017), pre-pandemic, higher learning administrators were concentrating on increasing institutional online offerings because of educational market requests and interests. Although many researchers have reported that key influences for usability are features, quality, availability of data, and technical support (Taat & Francis, 2020), most institutions still struggle because of varying CCF experience levels. Conversely, Taat and Francis (2020), stated that usability and ease-of-use were not perceived by faculty as influential factors for eLearning acceptance.

Recommendations for Practice

Community colleges delay eLearning offerings as learning options because of CCF apprehensions, the lagging development of technological interfacing, fiscal conditions, and other essential challenges (Jones & McKenna, 2015; Kroeker, 2010). eLearning and traditional learning often employ different teaching and learning strategies and technology skillsets (Allen & Seaman, 2016; Martin, Wang, et al., 2019). Those CCF who do teach online often do so by choice, volunteering to attend professional development and motivated to add this skillset to their teaching arsenal. In the current case, the CCF did not have a choice given the pandemic. Based on the findings in this study, several recommendations for eLearning transitioning can be made.

To impact CCF perceptions of transitioning from direct instruction to eLearning, community colleges will need to explore and re-evaluate their professional development offerings, provide more resources and strategies to fast-track transformative initiatives, and

integrate modern technological advancements in their academic environments (Aldowah et al., 2019; Gachago et al., 2017; Pape & Prosser, 2018; Sarsa & Escudero, 2016). It is recommended that community colleges assess all CCF perceptions, including fulltime and adjunct faculty, to gather feedback on the eLearning transition and how to improve preparation for future rapid transitions moving forward. The imperativeness of eLearning transitioning preparedness during national emergencies or institutional shutdowns can no longer be ignored or put off until fiscal resources are freed. Moreover, CCF themselves must assess, reassess, and identify personal improvements needed and their instructional or professional development needs; they need to also set personal goals to adhere to institutional guidelines and learning mandates regarding maintaining technology skills, attending required training, and taking advantage of institutional resources and supports. The need for ongoing professional development offerings emerged because of participants reporting the lack of ongoing professional development to increase their preparedness, such as Alexandrite and Ruby who found training was lacking in handling the transition from direct to eLearning instruction. Community colleges could incorporate professional development training as part of their continuing education criteria and faculty annual evaluation and review processes as a future practice based on the findings of this study.

Another recommendation for practice is ensuring effective instructional strategies are available to CCF and students for teaching in eLearning environments. This recommendation was the result of participants sharing their need for instructional strategies for delivering eLearning instruction, as noted by Sapphire and Opal when sharing how their instructional strategies for delivering direct instruction had to morph to accommodate the online environment. The CCF in the current study also voiced concerns for their ability to maintain student engagement and for students' ability to experience success. Although traditional and non-

traditional learning environments have similarities, there are fundamental operational differences requiring varied modified pedagogical and didactical approaches and techniques (Ocana-Fernandez et al., 2019). Consistent with past studies, these approaches are vital in determining professional development needs to fulfill the requirements of e-instructors and the learning needs of students (Choi, 2016; Kornegay et al., 2016; Ocana-Fernandez et al., 2019). Professional development offerings can provide foundational information about learning theories and strategies (Khalil & Elkhider, 2016). A component of this process should include engaging CCF in sharing skills and knowledge by incentivizing faculty to lead peer workshops, seminars, and other opportunities to present learned and other technological skills acquired.

A third recommendation for practice unanimously revealed by CCF is upgraded interfacing of teaching and learning technologies to assist CCF and community colleges in long term sustainable eLearning transitioning. Many CCF reported problem solving and determining the appropriate tool that would integrate with the LMS and serve a specific purpose they needed. Participants like Pearl and Topaz also shared the necessity for more user-friendly and appropriate training and faculty support for accessing new technologies. The CCF participants reported the absence of resources essential for managing and integrating technological tools to effectively accommodate and impact instructional changes. According to Benta et al. (2015), many LMS are designed to provide collaborative learner-centered support in eLearning environments by allowing synchronous and asynchronous feedback exchanges between faculty and learners and can be tailored to fit the needs of learners, faculty, and the subject matter. However, not all faculty find LMS easy to use or applicable to their educational instructional philosophy, teaching and learning applications, and/or content area. Simonson and Schlosser (2016) posited there are

perceived benefits and challenges integrating LMS in higher academic settings to include

functionality, capability, and perceived efficacy.

A fourth recommendation for practice is for community college administrators to seek

faculty input in strategic planning sessions and maintenance of effective eLearning protocols

moving forward. The basis for this recommendation is the input of participants, like Alexandrite,

Citrine, and Diamond who each expressed belief that CCF function as conduits between learners

and administrators and are better equipped to provide valuable and timely feedback to other

stakeholders to improve online transitioning. By drafting a strategic plan for managing future

institutional changes that stem from outside forces and forming committees with members

representing all stakeholders for rapidly instituting eLearning curriculums in case of future

national or global emergencies, restraining forces related to technology, skills, proper

procedures, and codes of behavior may be mitigated. Lewin (1946) theorized planned change as

intentional change, resulting from correct identification of needs, recognition of motivations of

individuals, and implementation of change in alignment with the organization and its members.

Moreover, the strategic plan should include preparing incoming students for the potential of such

a rapid transition to their learning environment.

The lived experiences of these CCF participants concerning the rapid eLearning

transition during the COVID-19 pandemic exposed numerous institutional vulnerabilities and in

agreement with Ali (2020). The forced unfreezing of faculty due to the pandemic required all

CCF to immediately implement eLearning methods and tools, including any available LMS and

to either newly contemplate or reconsider their evaluation of how they could be used to support

student learning. All CCF expressed student engagement challenges as a major concern. In

online learning environments, student engagement may have beneficial engagement qualities for

some students but may be a deterrent for other learners (Dumford & Miller, 2018). Martin and

Bollinger (2018) postulated that learner engagement in educational environments is the basis for

instructor, learner and institutional communication exchanges that impact academic progression,

learner preservation, and prevent attrition. Further, engagement in eLearning environments is

vital due to the differing levels of learning skills, experiences, and individual circumstances

(Kornegay et al., 2016). Nevertheless, nurturing of technological skills is a prerequisite for

growth of eLearning among CCF and community college students. Successful change processes

require acknowledging and addressing current eLearning perceptions and feelings of CCF that

can serve as barriers to successful change (Al-Azawei et al., 2017; Khalil & Elkhider, 2016).

Recommendations for Future Research

Several recommendations for future research can be made as a result of the findings and

limitations of this study. The first recommendation for future research is to conduct both

qualitative research and mixed-methods research to expand the exploration of CCF needs in

relation to change and technology that may result in a strategic plan for future rapid institutional

change and to increase readiness for instructional delivery changes that stem from outside forces.

Through exploration of CCF needs in relation to change and technology, community colleges

can form committees that contain members representing all stakeholders to create data-driven

plans and strategies to prepare for the likelihood of another future national or global emergency

that forces rapid institutional changes. Various committees might engage in survey methodology

to capture a quantitative picture of (a) percentages of faculty who believe they are unprepared,

partially prepared, or fully prepared, (b) frequencies of requested training or technology, or (c)

the efficacy CCF have for outcomes should another rapid transition be needed. However, a

quantitative picture alone will not suffice in achieving a complete picture of the perceptions,

opinions, and needs of CCF; thus, mixed method studies are recommended to achieve deeper meaning behind quantitative results.

Another recommendation for future research is to conduct a replication of this study at multiple community colleges to explore how other CCF experienced the transition to eLearning instruction because of the COVID-19 pandemic. Research and literature exploring perceptions of practices designed to accelerate contemporary technological integration in academic environments during the COVID-19 pandemic are limited at the community college level (Aldowah et al., 2019; Gachago et al., 2017; Pape & Prosser, 2018). No doubt many such studies might already be underway, and a synthesis across any such studies might provide greater trustworthiness of the current findings, especially about credibility and transferability. A multiple case study with CCF from numerous other states and regions would also be appropriate. Moreover, exploration of the lived experiences from community college students is absent from the current study. Student experiences revealed in the current study were as perceived of and reported by faculty in their interactions with students and greater exploration is needed if community colleges are to better prepare not only their faculty but students as well.

Future research could also include a follow-up study of how CCF perceived their lived experiences post-pandemic and after traditional instruction has resumed. Of interest would be reflections CCF might have on their rapid transition to eLearning and if and how their lived experiences have impacted their instruction once they returned to classroom instruction. The impact of the pandemic is likely to be far-reaching in many ways yet to be determined, and how CCF teach when they return to the classroom should be explored, especially regarding any new integration of LMS tools or ways to engage students beyond the classroom.

A fourth recommendation for further research includes deeper exploration of CCF's adoption of technology to integrate with an LMS. The CCF participants reported purchasing technological upgrades at both their expense as well as the community college's expense, unique teaching and learning instruments, and other essential eLearning equipment to achieve their teaching goals. Many LMS are designed to provide collaborative learner-centered support in eLearning environments by allowing synchronous and asynchronous feedback exchanges between faculty and learners and can be tailored to fit the needs of learners, faculty, and the subject matter (Benta et al., 2015). However, some faculty would not agree that the LMS had everything they needed. Greater understanding of where the LMS fell short and their rationale for various additional tools and techniques beyond what the LMS offered is needed.

Conclusions

The purpose of this qualitative, descriptive single-case study was to explore CCF experiences with transition from direct to eLearning instruction and uses of an LMS in the context of the rapid change process before and during the COVID-19 pandemic. The goal was to reveal the lived experiences community college faculty encountered during a forced unfreezing. The case study addressed the problem associated with the reluctance of some community college faculty to learn and employ LMS technologies; the forced unfreezing required by the pandemic provided an opportunity to better understand the wide range of CCF experiences in relation to eLearning given the transition was required regardless of skills, perceptions, opinions, preparedness, or motivation. Educational and institutional changes have advantages and disadvantages and are usually met with resistance and challenges without a pandemic; this case study was an opportunity to explore such a transition that was required by all CCF; no one was able to simply choose not to transition. The thought of shifting practices and requirements are

factors that may cause instructional and operational discomfort, fear, and opposition in some instructors and learners and so are avoided at all costs, but such a strategy was impossible during the pandemic and presented a unique opportunity to gather data across CCF with varying experience, skills, motivation, and opinions. This served to further address the noted biased samples in research on the change process and faculty perceptions of their transition from direct instruction to eLearning (Sarsa & Escudero, 2016).

Because community colleges attract a wide variety of diverse learners ranging from teens, older adults, the working class, and a larger number from lower socioeconomic levels, faculty must incorporate varied teaching and learning modalities and meet societal educational shifts, such as eLearning, to impact favorable student outcomes and successes on an extremely wide audience of learners. Community colleges have the reputation of being forward-thinking organizations and dedicate many resources to maintaining that standing. To maintain momentum gained around eLearning, recommendations for practice include community college leaders re-evaluating their professional development offerings, providing more resources and strategies for eLearning and associated initiatives, and integrating modern technological advancements in their academic environments.

Community colleges must evaluate their current emergency contingency plans and update those plans to include strategic plans moving forward for continued preparedness for future rapid change processes. Future research to further establish the credibility and transferability of the current findings is warranted given the limitations of the current study. Particularly of interest would be a post COVID-19 pandemic investigation of how CCF apply lessons learned during the rapid transition when returning to traditional classroom instruction. The findings of the current study advance the availability of literature as well as applied approaches that offer valuable

teaching insight prior to, during, and after eLearning transitioning, particularly in the context of Lewin's change model. The results enhance collective information, practices, knowledge, and perceptions of the lived experiences and strategies, as well as teaching conditions, vital for identifying, addressing, and improving instructional restraining and driving forces and other related procedures required to achieve organizational equilibrium when rapidly transitioning from traditional to eLearning environments, particularly during a pandemic. Based on the findings of this study, key aspects of the theoretical framework were revealed providing further support for Lewin's theory. The findings extracted from the data underscored the importance of identifying restraining and driving forces and revealed that isolating and addressing both forces are key factors in enhancing eLearning transitioning and, ultimately, contributing to achieving institutional equilibrium.

References

Adams Becker, S., Cummins, M., Davis, A., Freeman, A., Hall Giesinger, C., & Ananthanarayanan, V. (2017). *NMC Horizon Report: 2017 Higher Education Edition.* New Media Consortium. https://eric.ed.gov/?id=ED582134

Adler, P. A., & Adler, P. (2011). *The tender cut: Inside the hidden world of self-injury.* University Press.

Al-Azawei, A., Parslow, P., & Lundqvist, K. (2017). The effect of universal design for eLearning (UDL) Application on eLearning acceptance: A structural equation model. *International Review of Research in Open and Distributed Learning, 18*(6), 54. https://doi.org/10.19173/irrodl.v18i6.2880

Albrahim, F. A. (2020). Online teaching skills and competencies. *The Turkish Online Journal of Education Technology, 19*(1), 9-20. https://files.eric.ed.gov/fulltext/EJ1239983.pdf

Aldowah, H., Al-Samarrale, H., & Mohammad Fauzy, W. (2019). Educational data mining and learning analytics for 21st century higher education: A review and synthesis. *Science Direct, 37*(1), 13-49. https://doi.org/10.1016/j.tele.2019.01.007

Ali, W. (2020). Online and remote learning in higher education institutes: A necessity in light of COVID-19 Pandemic. *Higher Education Studies, 10*(3), 16-25. https://doi.org/10.5539/hes.v10n3p16

Allen, I. E., & Seaman, J. (2016). *Online report card: Tracking online education in the United States.* Babson Survey Research Group. https://eric.ed.gov/?q=tracking+online+education+in+the+united+states&ff1=dtySince_2016&id=ED572777

Allport, G. W. (1948). 'Foreword'. In G. W. Lewin (Ed.), *Resolving social conflict*. Harper & Row.

Alnajdi, S. M. (2018, November 06). The effectiveness of designing and using a practical interactive lesson based on ADDIE Model to enhance students' learning performances in university of Tabuk. *Journal of Education and Learning*, *7*(1), 212. https://doi.org/10.5539/jel.v7n6p212

Alrabah, S., Wu, S., & Alotaibi, A. M. (2018). The learning style and multiple intelligence of EFL college students in Kuwait. *International Education Studies, 11*(3), 38-47. https://doi.org/10.5539/ies.v11n3p38

Arasaratnam-Smith, L. A., & Northcote, M. (2017). Community in online higher education: Challenges and opportunities. *The Electronic Journal of eLearning, 15*(2), 188-198. https://files.eric.ed.gov/fulltext/EJ1141773.pdf

Armstrong, M. (2006). *A handbook of human resource management practice* (10th ed). Kogan Page Publishing

Arulselvi, E. (2018). Incorporating multiple intelligences in the English classroom. *The Excellence in Education Journal, 7*(2), 101-121. https://files.eric.ed.gov/fulltext/EJ1208657.pdf

Auerbach, C. F., & Silverstein, L. B. (2003). *Qualitative data: An introduction to coding and analysis.* New York University Press.

Baker, S. E., & Edwards, R. (2012). How many qualitative interviews is enough? Expert voices and early career reflections on sampling and cases in qualitative research. *National Centre for Research Methods Review Paper.*

Bargal, D., & Bar, H. (1992). A Lewinian approach to intergroup workshops for Arab-

    Palestinian and Jewish Youth. *Journal of Social Issues, 48*(2), 139-54.

    https://doi.org/10.1111/j.1540-4560.1992.tb00889.x

Bargal, D., Gold, M., & Lewin, M. (1992). The heritage of Kurt Lewin – Introduction. *Journal of*

    Social Issues, 48(2), 3-13. https://doi.org/10.1111/j.1540-4560.1992.tb00879.x

Basilaia, G., & Kvavadze, D. (2020). Transition to online education in schools during a SARS-

    CoV-2 Coronavirus (COVID-19) pandemic in Georgia. *Pedagogical Research, 5*(4),

    em0060. https://doi.org/10.29333/pr/7937

Baskarda, S. (2014). Qualitative case study guidelines. *The Qualitative Report, 19*(3), 1-8.

    https://nsuworks.nova.edu/tqr/vol19/iss40/3

Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and

    implementation for novice researchers. *The Qualitative Report, 13*(4), 544-559.

    http://www.nova.edu/ssss/QR13-4/baxter.pdf

Beal, K., Sommo, C., & Ratledge, A. (2020). Forging ahead with SUCCESS: Providing remote

    support services to college students. *Issue Focus*.

    https://eric.ed.gov/?q=eLearning+transitioning+in+higher+education+during+a+pandemi

    c&id=ED605000

Benta, D., Bologa, G., Dzitac, S., & Dzitac, I. (2015). University level learning and teaching via

    eLearning platforms. *Procedia Computer Science*, *55*(1), 1366-1373. https://doi-

    org.10.1016/j.procs.2015.07.123

Berry, S. (2019). Faculty perspectives on online learning: The instructor's role in creating

    community. *Online Learning, 23*(4), 181-191. https://doi:10.24059/olj.v23i4.2038

Bøe, T. (2018). eLearning technology and higher education: The impact of organizational trust. *Tertiary Education and Management, 24*(4), 362-376. https://eric.ed.gov/?q=phenomenon+of+direct+instruction+to+eLearning&pr=on&id=EJ 1197400

Boeije, H. (2002). A purposeful approach to the comparative method in the analysis of qualitative interviews. *Quality & Quantity, 36*(4), 391-409. https://doi.org/0.1023/A:1020909529486

Boyatzis, R. E. (1998). *Transforming qualitative information: Thematic analysis and code development.* SAGE Publications, Inc.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77-101. https://doi.org/abs/10.1191/1478088706qp063oa

Brisson-Banks, C. V. (2009). Managing change and transitions: A comparison of different models and their commonalities. *Library Management, 31*(5), 241-252. https://doi.org/10.1108/01435121011046317

Burch, Z. A., & Mohammed, S. (2019). Exploring faculty perceptions about classroom technology integration and acceptance: A literature review. *International Journal of Research in Education and Science, 5*(2), 722-727. https://www.ijres.net/index.php/ijres/article/view/636

Burnes, B. (2009). Kurt Lewin and the planned approach to change: A re-appraisal. *Journal of Management Studies, 41*(6), 977-1002. https://doi.org/10.1111/j.1467-6486.2004.00463.x

Cabero-Almenara, J., Aranciba, M. L., & Del Prete, A. (2019). Technical and didactic knowledge of the Moodle LMS in higher education: Beyond use. *Journal of New Approaches in Educational Research, 8*(1), 25-33. https://doi:10.782/near.2019.1.327

Cameron, S. (2019). What do we know about online course-taking, persistence, transfer, and

    degree completion among community college students? *Community College Journal of*

    Research and Practice, 43(12), 813-828.

    https://doi.org/10.1080/10668926.2018.1530620

Campbell, C. (2017). Online and hybrid water industry courses for community college students.

    Community College Journal of Research and Practice, 41(6), 351-354.

    https://doi.org/10.1080/10668926.2017.1279091

Castillo-Montoya, M. (2016). Preparing for interview research: The interview protocol

    refinement framework. *The Qualitative Report, 21*(5), 811-831.

    hhtp://nsuworks.nova.edu/tqr/vol21/iss5/2

Center for Disease Control and Prevention. (2016). *Pandemic basics*.

    https://www.cdc.gov/flu/pandemic-resources/basics/index.html

Charungkaittikul, S., & Henschke, J. A. (2017). Applying andragogical concepts in creating a

    sustainable lifelong learning society. *International Journal of Adult Vocational Education*

    and Technology, 8(4), 38-41.

    https://eric.ed.gov/?q=andragogy&pr=on&ff1=eduAdult+Education&id=EJ1161692

Chen, G. (2020). *The pros and cons of online courses*.

    https://www.communitycollegereview.com/blog/the-pros-and-cons-of-online-courses

Chenail, R. J. (2011). Ten steps for conceptualizing and conducting qualitative research studies

    in a pragmatically curious manner. *The Qualitative Report, 16*(6), 1713-1730.

    https://doi:10.1177/1473325011429020

Ching, Y., Hsu, Y., & Baldwin, S. (2018). Developing online teaching expertise: An analysis of prospective online instructors' reflections. *Journal of Interactive Learning Research*, *29*(2), 145-168. https://www.learntechlib.org/primary/p/181339/

Choi, B. (2016). How people learn in an asynchronous online learning environment: The relationships between graduate students' learning strategies and learning satisfaction. *Canadian Journal of Learning and Technology*, *42*(1). https://www.learntechlib.org/p/178000/

Chow, A. S., & Croxton, R. A. (2017). Designing a responsive eLearning infrastructure: Systematic change in higher education. *American Journal of Distance Education, 31*(1), 20-42. https://doi.org/10.1080/08923647.2017.1262733

Cox, E. (2015). Coaching and adult learning: Theory and practice. *New Directions for Adult and Continuing Education, 2015*(148) special issue, 1-91. https://doi.org/10.1002/ace.20149

Crabtree, B. F., & Miller, W. L. (1999). *Doing qualitative research.* SAGE Publications.

Cummings, S., Bridgman, T., & Brown, K. G. (2015). Unfreezing change as three steps: Rethinking Kurt Lewin's legacy for change management. *Human Relations, 69*(1), 33-60. https://doi.org/10.1177/0018726715577707

Curtis, J. W., Mahabir, C., & Vitullo, M. W. (2016). Sociology faculty members employed part-time in community colleges: Structural disadvantage, cultural devaluation, and faculty-student relationships. *Teaching Sociology, 44*(4), 1. https://doi.org/10.1177/0092055X16654744

Dancy, M., Lau, A. C., Rundquist, A., & Henderson, C. (2019). Faculty online learning communities: A model for sustained teaching transformation. *Physical Review Physics Education Research*, *15*(2), 1. https://doi.org/10.1103/PhysRevPhysEducRes.15.020147

Day, T. (2015). Academic continuity: Staying true to teaching values and objectives in the face of course interruptions. *Teaching & Learning Inquiry*, *3*(1), 75-89. https://eric.ed.gov/?q=pandemic+and+learning&pr=on&id=EJ1148643

Debattista, M. (2018). A comprehensive rubric for instructional design in eLearning. *International Journal of Information and Learning Technology, 35*(2), 93-104. https://doi.org/10/1108/IJILT-09-2017-0092

De Los Santos, E., & Zanca, N. A. (2018). Transitioning to online: A SWOT analysis by first time online business faculty. *E-Journal of Business Education and Scholarship of Teaching*, *12*(3), 69-84. https://files.eric.ed.gov/fulltext/EJ1203826.pdf

Denzin, N. K. (2009). *The research art: A theoretical introduction to sociological methods.* Aldine Transaction.

Devisakti, A., & Ramayah, T. (2019). eLearning usage outcomes among university learners: A pilot study. *Journal of Education and eLearning Research, 6*(3), 149-155. https://doi:10.20448/journal.509.2019.63.149.155

DiCicco-Bloom, B., & Crabtree, B. F. (2006). Making sense of qualitative research: The qualitative research interview. *Medical Education, 40*(4)*,* 314-321. https://doi.org/10.1111/j.1365-2929.2006.02418.x

Duffin, E. (2020). *Percentage of students in the United States taking distance learning courses from 2012 to 2016*. https://www.statista.com/statistics/944245/student-distanceLearning-enrollment-usa/

Dumford, A. D., & Miller, A. L. (2018). Online learning in higher education: Exploring advantages and disadvantages for engagement. *Journal of Computing in Higher Education, 30*(3), 452-465. https://doi.org/10.100/s12528-018-9179-z

Eagan, M. K., Stolzenberg, E. B., Berdan Lozano, J., Aragon, M. C., Suchard, M. R., & Hurtado, S. (2014). Undergraduate teaching faculty: The 2013-2014 HERI faculty survey. *UCLA Higher Education Research Institute.* http://www.heri.ucla.edu

E-student.org. (2019). *The history of eLearning*. https://e-student.org/history-of-eLearning/

Fahara, M. F., & Castro, A. L. (2015). Teaching strategies to promote immediacy in online graduate courses. *Open Praxis, 7*(4), 1. https://files.eric.ed.gov/fulltext/EJ1083260.pdf

Fathema, N., Shannon, D., & Ross, M. (2015). Expanding the technology acceptance model (TAM) to examine CCF use of learning management systems (LMS). *MERLOT Journal of Online Learning and Teaching, 11*(2), 210-233. https://doi:10.1007/s/10639-019-09869-4

Fredericksen, E. E. (2018). A national study of online learning leaders in U. S. community colleges. *Online Learning, 22*(4), 383-405. https://doi:10.24059/olj.v22i4.1458

French, W. L., & Bell, C. H. (1984). *Organization development* (4th ed.). Prentice-Hall

Futch, L. S., deNoyelles, A., Thompson, K., & Howard, W. (2016). Comfort as a critical success factor in blended learning courses. *Online Learning*, *20*(3), 140-158. https://eric.ed.gov/?q=what+are+community+colleges&pr=on&id=EJ1113303

Gachago, D., Morkel, J., Van Zyl, L., & Ivala, E. (2017). Developing eLearning champions: A design thinking approach. *International Journal of Educational Technology, 14*(1)*,* 30. https://doi:10.1186/s41239-017-0068-8

Gagne, R. M., Briggs, L. J., & Wager, W. W. (1992). *Principles of instructional design* (4th ed.). Harcourt Brace Jovanovich.

Goradia, T. (2018). Role of educational technologies utilizing the TPACK framework and 21st century pedagogies: Academics' perspectives. *IAFOR Journal of Education*, *3*(43), 44-58. https://doi.org/10.22492/ije.6.3.03

Gramatakos, A. L., & Lavau, S. (2019). Informal learning for sustainability in higher education institutions. *International Journal of Sustainability in Higher Education, 20*(2), 378-392. https://doi.org/10.1108/IJSHE-10-2018-0177

Grove, J. (2017). The teaching survey 2017: Results and analysis. *Time Higher Education (THE)*. https://www.timeshighereducation.com/features/the-teaching-survey-2017-results-and-analysis.

Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. *Field Methods, 18*(1), 59-82. https://doi: 10.1177/1525822X05279903

Guion, L. A., Diehl, D. C., & McDonald, D. (2011). *Triangulation: Establishing the validity of qualitative studies*. https://edis.ifas.ufl.edu

Hellmann, J. (2020, August 23). *As COVID-19 surges on campuses, in-person learning becomes less of a reality*. https://*thehill*.com/policy/healthcare/513177-as-Covid-19-surges-on-campuses-in-person-learning-is-less-of-a-reality

Herbert, K. J., Baize-Ward, A., & Latz, A. O. (2018). Transformative pedagogy with innovative methodology: Using photovoice to understand community college students' needs. *Community College Journal of Research and Practice*, *42*(7-8), 536-549. https://eric.ed.gov/?q=what+are+community+colleges&pr=on&id=EJ1177570

Hilliam, R., & Goldrei, D. (2019). Creating an online mathematics and statistics community of

    learners. *New Directions in the Teaching of Physical Sciences, 14*(1).

    https://files.eric.ed.gov/fulltext/EJ1231847.pdf

Hornsby, L., & Wright, B. M. (2020). Transitioning to a competency-driven curriculum. *New*

    Directions for Teaching and Learning, 2020(162), 187-197.

    https://doi.org/10.1002/tl.20403

International Bureau of Education. (n.d.). *Most influential theories of learning.*

    http://www.ibe.unesco.org/en/geqaf/annexes/technical-notes/most-influential-theories-

    learning

Jeffery, M. (2018). A conceptual framework for efficient design of an online operations

    management course. *Journal of Educators Online*, *15*(3), 1-14.

    https://eric.ed.gov/?q=Gagne%27s+nine+events+of+instruction&pr=on&ff1=dtySince_2

    015&id=EJ1199108

Johnson, A. (2020). Opportunities won. *Community College Journal, 90*(6). https://www.ccjournal-

    digital.com/ccjournal/june_july_2020/MobilePagedReplica.action?pm=2&folio=8#pg10

Jones, S., & McKenna, A. (2015). *PLATO: Computer-based education system*.

    https://www.britannica.com/topic/PLATO-education-system

Kasim, N. N. M., & Khalid, F. (2016). Choosing the right learning management system (LMS)

    for higher education institution context: A systematic review. *International Journal of*

    Educational Technology, 11(6), 55-61. https://doi.org/10.3991/ijet.v11i06.5644

Khalil, M. K., & Elkhider, I. A. (2016). Applying learning theories and instructional design

    models for effective instruction. *Advances in Physiology Education, 40*(2), 147-156.

    https://doi:10.1152/advan.00138.2015

Khamparia, A., & Pandey, B. (2019). Association of learning styles with different eLearning problems: A systematic review and classification. *Education Information Technologies 25*(1), 1303-1331. https://doi.org/10.1007/s10639-019-10028-y

Kornegay, J. G., Leone, K. A., Wallner, C., Hansen, M., & Yarris, L. M. (2016). Development and implementation of an asynchronous emergency medicine residency curriculum using a web-based platform. *Internal Emergency Medicine*, *11*(1), 1115–1120. https://doi.org/10.1007/s11739-016-1418-6.ris

Kroeker, K. L. (2010). Celebrating the legacy of PLATO. *Communications of the ACM, 53*(8), 19-20. https://doi-org10.1145/1787234.1787261

Kusuma, H. (2008). Modeling of information technology acceptance: The role of personal values, speech. *Human-Computer Studies, 64*, 683-696.

Lewin, K. (1939). Field theory and experiment in social psychology: Concepts and methods. *American Journal of Sociology, 44*(6), 868-896. https://www.jstor.org/stable/2769418

Lewin, K. (1946). Action research and minority problems. In G. W. Lewin (Ed.), *Resolving social conflict* (pp. 201-216). Harper & Row.

Lewin, K. (1947a). Frontiers in group dynamics. In D. Cartwright (Ed.), *Field theory in social science* (pp. 5-41). Social Science Paperbacks.

Lewin, K. (1947b). Group decisions and social change. In T. Newcomb, & E. L. Hartley (Eds.), *Readings in social psychology* (pp. 197-211). Henry Holt.

Lewin, K. C. (1951). *Field theory in social science: Selected theoretical papers* (D. Cartwright, Ed.). Harpers & Brothers.

Lincoln, Y. S., & Guba, E. G. (1986). But is it rigorous? Trustworthiness and authenticity in

   naturalistic evaluation. In D. D. Williams (Ed.) *Naturalistic evaluation,* (pp. 73-84).

   Jossey-Bass.

Linkhauer, L. D. (2017). Perceptions of creative arts students to accelerator and barriers to

   creativity, innovation, and their relationship to adult learning theory and employability: A

   qualitative case study. (Publication No. 10682144) [Doctoral dissertation, Northcentral

   University]. ProQuest Dissertations and Theses Global.

   eric.ed.gov/?=context+and+creativity+the+theory+of+planned+behavior+in+education&i

   d=ED581829

Livingstone, K. A. (2015). Teaching faculty's perception about implementing eLearning

   practices at the University of Guyana. *International Journal of Education and*

   Development Using Information and Communication Technology, 11, 85-103.

   https://files.eric.ed.gov/fulltext/EJ1074164.pdf

Lowe, A., Norris, A. C., Farris, A. J., & Babbage, D. R. (2018). Quantifying thematic saturation

   in qualitative data analysis. *Sage Journal, 30*(30), 191-207.

   https://doi.org/10.1177/1525822x17749386

Lowenthal, P., Borup, J., West, R., & Archambault, L. (2020). Using asynchronous video to

   maintain connections and engagement during the COVID-19 pandemic. *Journal of*

   Technology and Teacher Education, 28(2), 383-391.

   https://www.learntechlib.org/primary/p/216192*l*

Machera, R. P., & Machera, P. C. (2017). Emotional intelligence (EI) a therapy for higher

   education students. *Universal Journal of Educational Research, 5*(3), 461-471.

   https://doi.org/10.13189/ujer.2017.050318

Manchester, J., Gray-Miceli, D. L., Metcalf, J. A., Paolini, C. A., Napier, A. H., Coogle, C. L., & Owens, M. G. (2014). Facilitating Lewin's change model with collaborative evaluation in promoting evidence-based practices of health professionals. *Evaluation and Program Planning, 47*, 82-90. https://doi: 10.1016/j.evalprogplan.2014.08.007

Martin, F., & Bollinger, D. U. (2018). Engagement matters: Student perceptions on the importance of engagement strategies in the online learning environment. *Online Learning*, *22*(1), 205-222. https://eric.ed.gov/?id=EJ1179659

Martin, F., Budhrani, K., Kumar, S., & Ritzhaupt, A. (2019). Award-winning faculty online teaching practices: Roles and competencies. *Online Learning, 23*(1), 184-205. https://eric.ed.gov/?id=EJ1211042

Martin, F., Wang, C., Budhrani, K., Moore, R. L., & Jokiaho, A. (2019). Professional development support for the online instructor: Perspectives of United States and German instructors. *Online Journal of Distance Learning Administration, 22*(3). https://digitalcommons.odu.edu/cgi/viewcontent.cgi?article=1099&context=stemps_fac_pubs

McCarthy, K. (2020). *The impact of coronavirus on education*. abcnews.go.com/International/global-impact-coronavirus-education/story?id=69411738

McKnight, K., O'Malley, K., Ruzic, R., Horsley, M., Franey, J., & Bassett, K. (2016). Teaching in a digital age: How educators use technology to improve student learning. *Journal of Research on Technology in Education, 48*(3), 194-211. https://doi.org/10.1080/15391523.2016.1175856

Morris, T. H. (2019). Adaptivity through self-directed learning to meet the challenges of our

    ever-changing world. *Adult Learning, 30*(2), 56-66.

    https://doi.org:10.1177/1045159518814486

Murphy, M. P. A. (2020). COVID-19 and emergency eLearning: Consequences of the

    securitization of higher education for post-pandemic pedagogy. *Contemporary Security*

    Policy, 41(3), 492-505. https://doi.org/10.1080/13523260.2020.1761749

Northern Indiana Community College. (2019a). *About northern Indiana community college.*

    https://www.ivytech.edu/about/index.html

Northern Indiana Community College. (2019b). *Northern Indiana community college online*

    classes. https://www.ivytech.edu/online/

Northern Indiana Community College. (2020). *Northern Indiana learning management system*

    selection process. https://www.ivytech.edu/ivylearn/17643.html

Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to

    meet the trustworthiness criteria. *International Journal of Qualitative Methods Journal,*

    16(1), 1-13. https://doi.org/10.1177/1609406917733847

Ocana-Fernandez, Y., Valenzuela-Fernandez, L. A., & Garro-Aburto, L. L. (2019). Artificial

    Intelligence and its implications in higher education. *Journal of Educational Psychology -*

    Propositosy Representaciones, *7*(2), 553-568.

    https://eric.ed.gov/?q=Gardner%e2%80%99s+intelligence+higher+educational+environ

    ments&ff1=dtySince_2019&id=EJ1220536

Office for Human Resource Protections. (2016). *The Belmont report: Ethical principles and*

    guidelines for the protection of human subjects of research. U.S. Department of Health

and Human Services. https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/index.html

Page, V. (2016). Transitioning to the learning management system Moodle from Blackboard: Impacts to faculty. *Online Journal of Distance Learning Administration*, *19*(2). https://eric.ed.gov/?q=what+happens+in+college+settings+during+forced+instructional+and+learning+transitioning+&id=EJ1106661

Palmer, J. C. (2015). Scholarship and the professional identity of community college faculty members. *New Directions for Community Colleges, 171,* 3-48. https://doi:/epdf/10.1002/cc.20153

Pape, S. J., & Prosser, S. K. (2018). Barriers to technology implementation in community college mathematics classrooms. *Journal of Computing in Higher Education, 30*(3), 620-636. https://eric.ed.gov/?q=community+colleges+and+technology+integration&id=EJ1194719

Pathak, S. (2018). Encouraging development of a global mindset among students in online international management courses. *Journal of Teaching in International Business, 29*(1), 20-48. https://doi.org/10.1080/08975930.2018.1455920

Patton, M. Q. (2015). *Qualitative research & evaluation methods* (4th ed.). SAGE.

Pedro, N. S., & Kumar, S. (2020). Institutional support for online teaching in quality assurance frameworks. *The Official Journal of Online Learning, 24*(3), 50-66. https://doi.org/10.24059/olj.v24i3.2309

Perrin, D. G., Perrin, E., Muirhead, B., & Betz, M. (2015). Instructional technology and distance learning. *International Journal of Instructional Technology and Distance Learning, 12*(1), 33.

http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.694.3077&rep=rep1&type=pdf
#page=33

Picciano, A. G. (2017). Theories and frameworks for online education: Seeking an integrated model. *Online Learning, 21*(3), 166-190. https://doi.org/10.24059/olj.v21i3.1225

Pierce, D. (2019). Some things never change. *Community College Journal, 90*(2), 10-15. https://www.aacc.nche.edu/publications-news/community-college-journal/

Ponomariova, O. N., & Vasin, O. N. (2016). Setting up the interactive educational process in higher education. *International Journal of Environmental and Science Education, 11*(15), 8617-8627. https://www.learntechlib.org/p/195192/

Pour-Previti, M. (2019). *Engaging experience: Experiential learning & student engagement in online community college course.* https://eric.ed.gov/?q=eLearning+integration+in+community+colleges+in+the+United+States&id=ED598922

Radhakrishna, R. B. (2007). Tips for developing and testing surveys/instruments. *Journal of Extension, 45*(1). https://www.joe.org/joe/2007february/tt2.php

Radif, M., Fan, I., McLaughln, P. (2015). *Internal and external barriers influencing LMS implementation in Iraqi higher education* [Paper presentation]. ICERI2015 Proceedings: 8th International Conference of Education, Research and Innovation, 2015, Seville, Spain. https://dspace.lib.cranfield.ac.uk/bitstream/handle/1826/12233/barriers_influencing_LMS_implementation_in_Iraqi_higher_education-2015.pdf?sequence=1&isAllowed=y

Raspopovic, M., Cvetanovic, S., & Jankulovic, A. (2016). Challenges of transitioning to an eLearning system with learning objects capabilities. *International Review of Research in Open and Distributes Learning, 17*(1), 123-147.

https://eric.ed.gov/?q=community+colleges+transitioning+from+direct+teaching+to+eLe
arning+instruction&id=EJ1090886

Ratcliff, J. (2020). *Community colleges - The history of community colleges, the junior college,
and the research university: The college mission*.
education.stateuniversity.com/pages/1873/Community-Colleges.html

Rege Colet, N. M. (2017). From content-centered to learning-centered approaches: Shifting
educational paradigm in higher education. *Journal of Educational Administration and
History*, *49*(1), 72-86. https://doi.org/10.1080/00220620.2017.1252737

Rhode, J., Richter, S., Gowen, P., Miller, T., & Willis, C. (2017). Understanding faculty use of
the Learning Management System. *Online Learning, 21*(3), 68-86.
eric.ed.gov/?id=EJ1154161

Richardson, J. W., Lingat, J. E., Hollis, E., & Pritchard, M. (2020). Shifting teaching and
learning in online learning spaces: An investigation of faculty teaching and learning
initiative. *Online Learning Journal, 24*(1), 67-91. https://doi.org/10.24059/olj.v24i1.1629

Rodriguez, C., & Rima, B. (2020). The perceptions of community-college faculty teaching in
learning communities. *Community College Journal if Research and Practices, 44*(7),
469-481. https://doi.org/10.1080/10668926.2019.1615014

Salazar-Marquez, R. (2017). Digital immigrants in distance education. *International Review of
Research in Open and Distributed Learning*, *18*(6), 231-242.
https://files.eric.ed.gov/fulltext/EJ1155794.pdf

Saldana, J. (2016). *The coding manual for qualitative researchers* (3rd ed.). SAGE Publication,
Inc.

Sarsa, J., & Escudero, T. (2016). *A roadmap to cope with common problems in eLearning research designs.* https://files.eric.ed.gov/fulltext/EJ1129888.pdf

Scharp, K. M., & Sanders, M. L. (2019). What is a theme? Teaching thematic analysis in qualitative communication research methods. *Communication Teacher Journal, 33*(2), 117-121. https://doi:10.108/17404622.2018.1536794

Schmidt, S. W., Tschida, C. M., & Hodge, E. M. (2016). *How faculty learn to teach online: What administrators need to know.*

https://www.westga.edu/~distance/ojdla/spring191/schmidt_tschida_hodge191.html

Seidman, I. (2013). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. Teachers College Press.

Simonson, M., & Schlosser, C. (2016). The quarterly review of distance education: Research that guides practice. *Journal of the Association for Educational Communications and Technology 17*(2). Information Age Publishing.

Skelcher, S., Yang, D., Trespalacios, J., & Snelson, C. (2020). Connecting online students to their higher learning institutions. *Distance Education, 41*(1), 128-147. https://doi.org/10/1080/01587919.2020.1724771

Smith, W. C., & Benavot, A. (2019). Improving accountability in education: The importance of structured democratic voice. *Asian Pacific Education Review, 20*(1), 193-205. https://doi.org/10.1007/s12564-019-09599-9.pdf

Stake, R. E. (1995). *The art of case study research*. SAGE Publications, Inc.

Stangor, C. (2011). *Research methods for the behavioral sciences* (4th ed.). Cengage

Taat, M. S., & Francis, A. (2020). Factors influencing the students' acceptance of eLearning at Teacher education institute: An exploratory study in Malaysia. *International Journal of Higher Education, 9*(1), 133-141. https://doi.org/10.5430/ijhe.v9n1p133

The Department of Homeland Security. (2012). *Studying in the States: What is a community college?* https://studyinthestates.dhs.gov/2012/03/what-is-community-college

Thomas, J. E., & Graham, C. R. (2018). Online teaching competencies in observational rubrics: What are institutions evaluating? *Distance Education*, *40*(1), 114-132. https://doi.org/10.1080/01587919.2018.1553564

Tila, D., & Levy, D. (2020). Revising online assignments and the impact on student performance at a community college. *Community College Journal of Research and Practices, 44*(3), 163-180. https://doi.org/10.1080/10668926.2018.1564089

Udod, S., & Wagner, J. (2018). *Leadership and influencing change in nursing: Common change theories and application to different nursing situations.* https://leadershipandinfluencingchangeinnursing.pressbooks.com/chapter/chapter-9-common-change-theories-and-application-to-different-nursing-situations/

Ullah, H., Rehman, A., & Bibi, S. (2015). Gagne's 9 events of instruction: A time tested way to improve teaching. *Pakistan Armed Forces Medical Journal*, *65*(4), 535-539. https://pafmj.org/index.php/PAFMJ/article/view/1009

Vines, M. M., Dupler, A. E., Van Son, C. R., & Guido, G. W. (2014). Improving client and nurse satisfaction through the utilization of bedside report. *Journal of Nurses in Professional Development, 30*(4), 166-173. https://doi: 10.1097/nnd.0000000000000057

Walker, D. S., Lindner, J. R., Murphrey, T. P., & Dooley, K. (2016). Learning management system usage: Perspective from university instructors. *The Quarterly Review of Distance Education, 17*(2), 41-50. Information Age Publishing, Inc.

Wang, R., Lowe, R., Newton, S., & Kocaturk, T. (2020). Task complexity and learning styles in situated virtual learning environments for construction higher education. *Automation in Construction, 113*(1), 1. https://doi.org/10/1016/j.autcon.2020.103148

Washington, L. D., Penny, G. R., & Jones, D. (2020). Perceptions of community college students and instructors on traditional and technology-based learning in a hybrid learning environment. *Journal of Instructional Pedagogies, 23*(1), 1-11. https://eric.ed.gov/?q=professor+perceptions+and+learning+experiences+of+hybrid+learning+in+higher+education+institutions&pr=on&id=EJ1241972

Wilson, S. D. (2018). Implementing co-creation and multiple intelligence practices to transform the classroom experience. *Contemporary Issues in Education Research*, *11*(4), 127-132. https://eric.ed.gov/?q=implementing+co-creation+and+multiple+intelligence+practices+to+transform+the+classroom+experience&pr=on&id=EJ1193191

Yarbrough, J. R. (2018). Adapting adult learning theory to support innovative, advanced, online learning - Adapting adult learning theory to support innovative, advanced, online learning -- WVMD model. *Research in Higher Education Journal, 35*(1), 1-15. https://eric.ed.gov/?id=EJ1194405

Yildiz, N. G. (2015). Teacher and student behaviors in inclusive classrooms. *Educational Sciences: Theory and Practice, 15*(1), 177-184. https://doi:10.12738/estp.2015.1.2155

Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). SAGE Publishing, Inc.

Young, L. (2016). *eLearning, the digital divide, and student success at community colleges*. https://er.educause.edu/articles/2016/8/eLearning-the-digital-divide-and-student-success-at-community-colleges

Zamora, E. G. (2018). The degree of incidence and level of impact of the management of teaching resources by teachers and students within the virtual classroom: An empirical approach. *3C TIC*, *7*(1), 33-46. https://doi:10.17993/3ctic.2018.59.33-46

Zehetmeier, S., Andreitz, I., Erlacher, W., & Rauch, F. (2015). Researching the impact of teacher professional development programmes based on action research, constructivism, and systems theory. *Educational Action Research*, *23*(2), 162-177. https://doi.org/10/1080/09650792.2014.997261

Zhang, Z., & Bayley, J. G. (2019). Peer learning for university students' learning enrichment: Perspectives of undergraduate students. *Journal of Peer Learning 2*(1), 5. eric.ed.gov/?=+incorporate+connectivism+in+higher+lerning&pr=on&ft1=dtySince_2016&id=EJ1219654

Zheng, Y., Wang, J., Doll, W., Deng, X., & Williams, M. (2018). The impact of organizational support, technical support, and self-efficacy on faculty perceived benefits of using learning management systems. *Behaviour & Information Technology, 37*(4), 311-319. https://doi.org/10.1080/0144929X.2018.1436590

Zucker, D. M. (2009). How to do case study research. *School of Nursing Faculty Publication Services.* Paper 2. http://scholarworks.umass.edu/nursing_faculty_pubs/2

Zydney, J. M., Warner, Z., & Angelone, L. (2020). Learning through experience: Using design-

    based research to redesign protocols for blended learning environments. *Computers &*

    Education, 143(1), 1. https://doi: 10.1016/j.compedu.2019.103678

Appendix A

Informed Consent Form

Introduction

My name is Charlotte Applewhite. I am a doctoral student at Northcentral University and am conducting a research study on community college faculty members' (CCFM) perceptions of the transition from direct to eLearning instruction at Ivy Technical Community Colleges. This study will address the perceived challenges associated with transitioning from traditional instruction to eLearning, and the integration of learning management system Canvas. I am seeking your consent to participate in this study. Your participation is completely voluntary, and I am here to address your questions or concerns at any point during the study.

Activities

In this study, participants will:
1. Take an anonymous online demographics questionnaire via a link to Surveyplanet.com
2. Participate in a telephone interview, which takes approximately 20 minutes.

Eligibility

You are eligible to participate in this research if you:
1. An active employee/faculty member responsible for eLearning design, implementation, or instruction.
2. Employed full-time at one of the Ivy Technical Community College campuses.

I hope to include 12-20 participants in this research.

Risks

Some possible risks include Research bias, inability to capture all the intended participants.

To decrease the impact of these risks, you can: perform a thorough researcher plagiarism check, skip any question, stop participation at any time – and information about the survey, the purpose of the study will be provided to participants prior to participation of the survey process. Although surveys constitute accessible and viable research tools, they may not represent or capture all the intended population, so generalized anonymous questions will be employed.

Benefits

If you participate, there are no direct benefits to you. This research may increase the body of knowledge in the subject area of this study.

Privacy and Confidentiality

In this study, I will not ask for your name, or any other identifying/private information.

Contact Information

If you have questions, you can contact me at: C.applewhite8175@o365.ncu.edu

My dissertation chair's name is Dr. Leslie Curda. They work at Northcentral University and are supervising me on the research. You can contact them at: (Lcurda@ncu.edu, 1-888-776-0331.

If you contact us, your information will not be linked to your responses if your study is otherwise anonymous.

If you have questions about your rights in the research or if a problem or injury has occurred during your participation, please contact the NCU Institutional Review Board at irb@ncu.edu or 1-888-327-2877 ext. 8014.

Voluntary Participation

If you decide not to participate, or if you stop participation after you start, there will be no penalty to you: you will not lose any benefit to which you are otherwise entitled.

Appendix B

Northcentral University

NORTHCENTRAL
UNIVERSITY

11355 N. Torrey Pines Road
La Jolla, CA 92037

Date: October 06, 2020
PI Name: Charlotte Applewhite
Chair Name (if applicable): Leslie Curda
Application Type: Initial Submission
Review Level: Exempt - Category 2
Study Title: A Qualitative Case Study of the Evolution of Community College Faculty During Transition from Direct to E-learning Instruction During a Pandemic.

Approval Date: October 06, 2020

Dear Charlotte:

Congratulations! Your IRB application has been approved. Your responsibilities include the following:

1. Follow the protocol as approved. If you need to make changes with your population, recruitment, or consent, please submit a modification form. Remember that we have office hours and group writing sessions to support you.
2. If there is a consent process in your research, you must use the consent form approved with your final application. Please make sure all participants receive a copy of the consent form.
3. **If there are any injuries, problems, or complaints from participants (adverse events), you must notify the IRB at IRB@ncu.edu within 24 hours.**
4. IRB audit of procedures may occur. The IRB will notify you if your study will be audited.
5. When data are collected and de-identified, please submit a study closure form to the IRB. See the IRBManager instructions on our website.
6. You must maintain current CITI certification until you have submitted a study closure form.
7. If you are a student, please be aware that you must be enrolled in an active dissertation course with NCU in order to collect data.

Best wishes as you conduct your research!

Respectfully,

Northcentral University Institutional Review Board
Email: irb@ncu.edu

NCU.edu

NORTHCENTRAL
UNIVERSITY

11355 N. Torrey Pines Road
La Jolla, CA 92037

Response to COVID-19

As state orders change with regards to interacting with people, and as you consider your research, please abide by all CDC and WHO recommendations regarding COVID 19. Please abide by their recommendations as the primary source of guidance.

For face-to-face human subject research, until an effective vaccine for COVID-19 is widely available, please abide by the following for all data collection.

- Study personnel and participants must pass self-screening prior to in-person interactions. Passing requires an answer of "No" to all of the following questions:
    - Have you recently started experiencing any of these symptoms?
        - Fever or chills, or
        - Mild or moderate difficulty breathing, or
        - New or worsening cough, or
        - Sustained loss of smell, taste, or appetite, or
        - Sore throat, or
        - Vomiting or diarrhea, or
        - Aching throughout the body
- A distance of 6 feet must be maintained between study personnel and participants throughout in-person interactions, unless participation requires closer contact.
- Surgical or N95 masks must be worn by study personnel and participants throughout in-person interactions. If study participation requires contact closer than 6 feet, N95 masks, gloves, and safety glasses must be employed.
- Study spaces, facilities, and equipment must be thoroughly cleaned and disinfected before and after in-person interactions.
- Adequate supplies of equipment, disinfectants, and PPE must be ensured before the study begins, and must not detract from the local community's ability to respond to a potential surge.

NCU.edu

Appendix C

Recruitment Letter

My name is Charlotte Applewhite. I am a doctoral student at Northcentral University and am conducting a research study to understand the phenomenon and processes associated with an immediate transition from direct to eLearning instruction during COVID-19. The name of this research study is "A Qualitative Case Study of the Evolution of Community College Faculty During Transition from Direct to eLearning Instruction Prior to and During a Pandemic.

I am recruiting individuals that meet these criteria:

- Full-time faculty member currently teaching courses at any of the Northern Indiana Community College Campuses

- The activities for this research project will include:

- Complete an online survey for 8-minutes about direct instruction, hybrid instruction, or eLearning instruction in addition to 5 demographics questions about gender, ethnicity, age group, education level, and course(s) of instruction, via the following SurveyPlanet.com link https://s.surveyplanet.com/dbLGgAEF1. These questions are optional, and you may skip any question at any time.

- Complete a virtual interview (via Zoom, Google hangout, or telephone), which takes approximately 20 minutes. Please note that activities are **optional,** and participants can choose which activities they do or do not want to participate in.

Your participation in this study is voluntary.

If you are interested in participating in this study, please contact me at C.applewhite8175@o365.ncu.edu, Cmapplewhite8175@gmail.com or 574-584-6030.

Thank you!

Appendix D

Force Field Analysis

Hello: You are invited to participate in a questionnaire, as part of my study, titled eLearning Instructional Transition Process. This questionnaire will take approximately 8 minutes to complete. Your participation is completely voluntary. If you feel uncomfortable answering any questions, you can skip the question or questions. You may also withdraw from the questionnaire and/or study at any point. Your opinions are crucial to this study, and I greatly appreciate your willingness to contribute to learning more about the transition to eLearning. As a reminder, your questionnaire responses will be strictly confidential, as outlined in the Informed Consent document, and data from this research will be reported only in the aggregate. Your personal identifiable information will remain confidential, and you will be assigned a pseudonym to preserve your identity. If you have questions about the questionnaire or the instructions for completing the questionnaire, you may contact me, Charlotte Applewhite, at 574-584-6030 or by email at C.applewhite8175@o365.ncu.edu. I want to thank you very much for your time and support. Please click the Continue button below to begin the questionnaire. Please reference the Informed Consent document to review your rights and how data will be stored and presented.

The questions are arranged based on the type of instruction that you deliver (traditional, hybrid, eLearning) and five demographic questions. Direct instruction questions are intended for professors that only provided direct instruction (prior to national mandate). For direct instruction professors, please answer questions 1-6. Hybrid instruction questions are intended for professors that provided direct in-person instruction and online learning. For hybrid instruction professors, please answer questions 7-12. Online instruction questions are intended for professors that only provided online instruction to students. For online instruction professors, please answer questions 13-17. All participants are invited to answer questions 18-22, which are demographic questions.

Appendix E

Force Field Analysis Questionnaire

Direct Instruction - Questions 1-6

Q1   Please describe how you feel about face-to-face/direct instruction. Include your initial concerns, feelings, and thoughts.

Q2   Please describe how you felt when you were first informed that you would be transitioning from direct to eLearning instruction and what the process was for transitioning. Be sure to include any initial thoughts and feelings as well as reflect on what tasks, activities, or training you were required to complete.

Q3   Please describe your reaction to the transition process reflecting on what you received from the CC to transition, your personal experience transitioning, and what successes and challenges you encountered during the transition.

Q4   Now that you are somewhat familiar with eLearning, please describe your feelings about eLearning.

Q5   How long have you worked at your learning institution as a direct instructor? What course or courses do you teach or have taught at your learning institution and how do you perceive the quality of your instruction in these courses following the transition? For example, being unable to complete labs, and other hands-on activities.

Q6   Please provide any other information or thoughts that you would like the researcher to know regarding your rapid forced transition instruction from direct instruction to eLearning instruction.

Hybrid (Blended) Instruction - Questions 7-12

Q7   Please describe how you felt about hybrid (blended) instruction when you were forced to transition from hybrid instruction (blended) to exclusive eLearning instruction. Include your thoughts about transitioning to full eLearning.

Q8   Please describe specific changes and challenges associated with removing direct instruction from the hybrid instructional delivery method to deliver exclusive eLearning instruction.

Q9   Please describe your instructional experiences delivering eLearning instruction 100% of the time. Include successes and challenges you have encountered with this full-time delivery method.

Q10   Please describe your reaction to the transition process reflecting on what you received from the CC to transition, your personal experience transitioning, and what successes and challenges you encountered during the transition.

Q11   Please describe your reaction to the transition process reflecting on what you received from the CC to transition, your personal experience transitioning, and what successes and challenges you encountered during the transition.

Q12   Please provide any other information or thoughts that you would like the researcher to know regarding your rapid forced transition instruction from hybrid (blended) instruction to eLearning instruction.

eLearning - Questions 13-17

Q13   Please describe your instructional experiences delivering eLearning instruction 100% of the time. Include successes and challenges you have encountered with this full-time delivery method.

Q14   Please describe new processes required or asked of you to complete during the transition to eLearning instruction. Consider tasks, activities, and training that may have been new, updates or changes to LMS, resources and supports, and additional roles or responsibilities, such as supporting colleagues with the transition or sharing materials.

Q15   Because eLearning has been your primary method of instruction delivery, please describe your pre-pandemic delivery experiences. Include successes and challenges you have encountered throughout this process.

Q16   How long have you worked at your learning institution as an eLearning instructor? What eCourse or eCourses do you teach or have taught at your learning institution?

Q17   Please provide any other thoughts or information you would like for the researcher to know regarding the organization-wide eLearning instruction transition process.

Thanks for taking this questionnaire!

Appendix F

Interview Table

CCF Interview Table

Interview Questions	Level	RQ1. How do CCF represent their experiences and perceptions of eLearning methods and tools prior to and after their forced unfreezing and rapid transition to eLearning at ABC Community College?	RQ2. How do faculty perceive driving and restraining forces experienced while transitioning to eLearning during the COVID-19 pandemic?	RQ3. How do faculty experiences differ among those with varying experience levels prior to the forced unfreezing?
Rapport building questions 1a – 2a 1. What inspired you to become an educator?	1			
a). What motivates you to stay in education?	1			
b). What was the process that resulted in your teaching position at Northern Indiana Community College? Did someone recruit you, or did you apply, and was this your preferred choice?	1			
c). When you think about your personal goals met and success achieved in this position, how would you describe those?	1			
d). Please describe some of your most recent challenges you have experienced as a CC educator.	1			
2. What teaching modalities have you used to deliver instruction at this CC?	1			
a). Do you prefer direct instruction or distance-based instruction? What makes you prefer one over the other?	1			
b). What successes and challenges have you experienced in teaching using **direct instruction**?	1			
c). What successes and challenges have you	2	X	X	X

experienced in teaching via **eLearning**?				
3. What information was provided to you to assist in transitioning from direct to eLearning?	2	X		
a). Who provided you with information or support for making the transition and what was their role? What about for LMS integration?	2	X	X	X
b). Please tell me about any support or training you received to assist in the transition process to eLearning.	2	X		
c). Please tell me about any support or training you received to assist in transitioning to an LMS platform.	2		X	X
4. Please tell me about your experiences with the transition process from direct instruction to eLearning.	2	X		X
a). What emotions did you have when being informed of the transition to eLearning?	2	X		
b). How would you describe your success transitioning based on the information and direction provided to you?	2	X		
c). What did you feel facilitated the transition process to eLearning? This may include LMS platform support.	2	X	X	
d). What did you find challenging? This may include LMS platform integration.	2	X	X	
e). Were there any barriers you experienced that hindered the transition to eLearning? If so, please share.	2	X		
f). Prior to making the transition to eLearning, did you have any personal experience with eLearning as a student yourself? If so, do	2	X		

you feel this influenced your transition to eLearning instruction and how so?		
g). What, if anything, did you have to do to increase your ability to deliver eLearning instruction?	2	X
5. Based on your experience transitioning to eLearning, what steps would you take to instruct students and what resources would you provide?	2	X
a). What would you recommend CC directors or supervisors do to improve the eLearning transition process? Why?	2	X
b). If you were to train a CCF colleague to deliver e-instruction, what would you do or provide, and why?	2	X
6. What general recommendations would you make to improve the transition to eLearning instruction?	2	X
a). What recommendations would you make for CCF transitioning to eLearning?	2	X

Appendix G

Interview Questions Keywords

Name (Titles alphabetical)	No of Docs (10)	% of 10 Docs
Interview Questions		
Keywords	10	100%
Q01. Successes challenges eLearning	10	100%
Challenges	10	100%
Adapting to curriculum & resources	2	20%
Assessment - oversight	3	30%
Atrocious handwriting (teacher)	1	10%
Classroom management	5	50%
Faculty transitioning to virtual	2	20%
Persona	2	20%
Preparing and planning	1	10%
Relationships	2	20%
Student expectations of faculty	3	30%
Technology	2	20%
Working at home	1	10%
Workload	2	20%
Successes	8	80%
Administration support	1	10%
Assessment - oversight	1	10%
Attendance	1	10%
Classroom management	4	40%
Feedback	1	10%
Instructional strategies	2	20%
Personally rewarding - happy	1	10%
Student access	3	30%
Teaching resources	1	10%
Working away from home	1	10%
Q02. Information transition direct to eLearning	10	100%
Curriculum - class descriptions	1	10%
Equipment availability	1	10%
Extended spring break for training	3	30%
Faculty ID	1	10%
Meetings - breakout sessions	1	10%
Needed more support & professional development	3	30%
Online resources	1	10%

Open labs for anything technological	1	10%
'Techno fabulous' - trained others	5	50%
Webinars - interactive sessions	1	10%
Zoom training	2	20%
Q03. Who – role - provided information transition	10	100%
Administration	4	40%
Department chairs & colleagues	2	20%
None - super user - no problems	2	20%
Self-study	2	20%
Team effort	2	20%
Q04. Support or training eLearning	10	100%
Did not get any or enough	3	30%
Did not need - classes already blended	1	10%
eLearning support provided by interviewee	3	30%
Counseling students	1	10%
Experienced with various modalities e.g., webcams	1	10%
Troubleshooting	2	20%
eLearning support received	5	50%
Center for Teaching and Learning (CTL)	1	10%
Dean	1	10%
Instructional Technology (IT)	1	10%
Paired with adjuncts	1	10%
Training	2	20%
Transitioning over time	1	10%
Q05. Support or training LMS platform	10	100%
Did not get support	1	10%
Did not need LMS training	1	10%
LMS Platform support provided by interviewee	2	20%
Provided support to students and others	1	10%
Troubleshooting	1	10%
LMS Platform support received	7	70%
Blackboard	2	20%
Canvas	4	40%
Center for Teaching and Learning (CTL)	1	10%
Educational technology training	1	10%
Onboarding training	1	10%
Online support ticket	1	10%
Weekly emails	1	10%

Poor support from Xfinity	1	10%
Purchased our own equipment	2	20%
Q06. Experiences direct to eLearning	10	100%
Experienced users - comfortable	4	40%
Flexible - hybrid - blended	2	20%
Improved my online modality	1	10%
Instructional strategies	2	20%
New users - learning curve	3	30%
Purchased my own equipment	2	20%
Working at home - pros & cons	1	10%
Q07. Emotions when informed transition to eLearning	10	100%
Disappointed, frustrated	1	10%
Excited	2	20%
Happy for the distraction from COVID	1	10%
Isolated	1	10%
Nervous	1	10%
Neutral	1	10%
Overwhelmed	1	10%
Terrified, scared, fearful	3	30%
Worry - concerns	4	40%
Q08. Success of transition based on info & guidance	10	100%
Equipment provided or reimbursed	1	10%
Inspired higher education goals - doctorate	1	10%
Mental stimulation - new routine	1	10%
Minimal directions - interviewee resolved	3	30%
Alternative assessment strategies	1	10%
On your own - best wishes	1	10%
Reality - some students will always struggle	1	10%
Not successful yet - student engagement	1	10%
Reassurance	1	10%
Safe environment due to COVID policies	1	10%
Q09. What facilitated transition process	10	100%
Chromebook policies and programs	1	10%
Comfort with technology	1	10%
Federal grant for supplies-CCF & students	1	10%
Media - recordings - videos - modules	2	20%
Migrating to Canvas	1	10%

One-on-one training	1	10%
Prior teaching knowledge	2	20%
Purchased gaming chair to teach remote	1	10%
Student feedback	1	10%
Support - sufficient and motivating	1	10%
Tech support resources	1	10%
Technology connectivity policies	1	10%
Q10. Challenges	10	100%
Assessment - testing	1	10%
Choosing and migrating to new platform	1	10%
Classroom management	1	10%
Connectivity	4	40%
Interfacing	1	10%
Not much - comfortable	1	10%
Recordings	1	10%
Simulating successful in-person instructional strategies	1	10%
Space for home office	1	10%
Student participation	1	10%
Q11. Barriers that hindered	10	100%
Administration disconnects with needs	1	10%
Computers without touchscreens	1	10%
Connectivity	4	40%
Keeping up with workload	1	10%
None	2	20%
Restrictive COVID on-campus policies	2	20%
Student engagement	1	10%
Students' distractions in home environment	1	10%
Students' lack of access to technology	1	10%
Q12. Prior personal experience eLearning as a student		
Digital native - techie	2	20%
Instructor	1	10%
None	4	40%
Online student - undergrad - Masters	3	30%
Yes and no - not specified	1	10%
Q13. What had to do to increase ability to deliver eL	10	100%
Adapt to meet nursing students' needs	1	10%
Canvas training - using - migrating	1	10%

Content on platform	2	20%
Faculty sharing ideas - email - Microsoft teams	1	10%
Gradebook and syllabus on platform	1	10%
Increase connectivity or modem speed	1	10%
Managing online relationships	1	10%
Nothing	2	20%
Purchase or use own equipment	2	20%
Self-study - YouTube videos	1	10%
Support student technology needs	1	10%
Q14. Steps to instruct students – resources provided	10	100%
Announcements	2	20%
Asynchronous instruction - challenges	1	10%
CCF emergency technology funds	2	20%
Faculty input for equipment needs	1	10%
Financial resources for students' needs	1	10%
Guides to using Canvas, Zoom	4	40%
Learn to chill	1	10%
OneNote	1	10%
One-on-one training	1	10%
Rules	1	10%
Team chats	1	10%
Tech support sources	1	10%
Wi-Fi connectivity in parking lot	1	10%
YouTube instructional videos - modules	4	40%
Q15. How CC directors or supervisors can improve process	10	100%
Access to decision-makers	1	10%
Do not know	1	10%
Equipment & software resources for teachers and students	3	30%
Incorporate work, life, mental health balance into program	1	10%
Need a better software delivery system	1	10%
Provide student needs	1	10%
Stay committed to eLearning after COVID crisis	1	10%
Textbooks	1	10%
Q16. General recommendations to improve transition to eL	10	100%
Alternative instructional strategies	1	10%
Cameras on!	1	10%
Communication with students	2	20%
Equipment	2	20%

Faculty input	1	10%
List of common language	1	10%
Maintain status quo from this point forward	2	20%
Personal connections	1	10%
Relax	1	10%
Resources	1	10%
Strategic planning	1	10%
Technology skills	1	10%
Textbook publisher options	1	10%
VCA	1	10%
Q17. Recommendations for CCF transitioning to eLearning	10	100%
Communication with students	3	30%
Increase access to software (number of licenses)	1	10%
Increase storage capacity (server)	1	10%
Orientation - onboarding	1	10%
Professional development	3	30%
Provide equipment with training	1	10%
Realistic view of students' lives	1	10%
Resistance to change - new systems	1	10%
Share knowledge and skills with colleagues	2	20%
VCA	1	10%