VIRTUAL CLASSROOM METHODOLOGIES TO ENHANCE STUDENT ATTENDANCE

AND PARTICIPATION

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A Graduate Research Project

Presented to

The Faculty of the Department of Curriculum and Instruction

Sam Houston State University

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In Partial Fulfillment

Of the Requirements for the Degree of

Master of Education

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By

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Abstract

Recent events have called for a higher proportion of grade school students to learn virtually. The purpose of this qualitative research was to discover effective online teaching strategies that enhance attendance and participation within the virtual classroom setting. A sample of 24 virtual teachers participated in a survey to seek current methods used and student attendance and participation in the online classroom. The study found that further, detailed research needs to be examined in order to build a better foundation of reliable strategies for virtual teachers to incorporate. Due to timing of the study alongside legislation delays in determining availability of online learning, this study lacked the original extended study and was shortened and simplified.

Keywords: *online teaching, virtual teaching, online strategies, virtual education*

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Chapter I

Chapter I will discuss the background of the study; present the problem statement, statement of purpose, and research questions; explain the rationale and significance of the study; declare assumptions, limitations, and delimitations; and list conceptual and operational definitions unique to the study.

Background

With the advancements in technology as well as the recent pandemic, there has been an increase in online learning for the public school system. This comes in forms of being completely online or hybrid, as well as using technology within the classroom for in-person students. As Cross and Polk (2018) address, with this trend increasing there are new challenges for teachers to overcome and different reasons for teacher burn-out. Attendance and participation of students attending online learning is one of the greatest challenges to overcome. There are a variety of reasons for students to not want to attend or participate such as being insecure to show their home on camera, unsure where to focus on screen, or feeling overwhelmed (Lapp & Kunz, 2020). Many teachers faced a sudden shift from in-person to online during the 2019 pandemic which also created new burnout rates such as workload issues and isolation (Carrillo & Flores, 2020; Cross & Polk, 2018; Sharoff, 2019). Incorporating online methodologies into the virtual classroom is different than in person classrooms; focusing on creating interactions, course design when presenting information, and granting access to materials are important (Yang, 2017).

Problem Statement

This study will focus on simple methodologies that teachers can incorporate into their online classroom to help with ease of workload and enhance communication. Grade levels will be between kindergarten and twelfth grade within the public school system. There will be no adjustments to the curriculum being taught, only to the introduction of the presentation and interaction styles. The study will investigate teachers observations of student attendance and participation and teachers perspectives of the impact and effectiveness of the methodologies provided for them.

Though there are multiple studies regarding online learning within higher education, there are limited studies that connect online learning to public school grade levels, especially elementary general education (Schuetz et al., 2018 as cited in Wagner, 2021). "Several studies have analyzed how online schools compare to traditional public schools," (Saultz & Fusarelli, 2017, p. 32). Online learning for the K-12 environment is relatively new and growing, the depth of studies are shallow and elementary online learning studies are typically taken outside of the United States (Arnesen, 2019).

Statement of Purpose and Research Questions

The purpose of this research is to discover effective online teaching strategies that enhance attendance and participation within the virtual classroom setting. Components will be measured using qualitative data from the teacher's perspectives regarding impact and effectiveness of the methodologies used to examine student attendance and participation within the virtual classroom setting.

The research questions that guided the study were:

1. What impact does virtual classroom methods have on attendance and participation?

2. What are the most effective methodologies for increasing student attendance and
   participation?

Rationale/Significance of the Study

Online learning was previously a growing trend and the 2019 pandemic rushed the need for online teachers. Though there have been surface level studies of comparisons of online versus traditional schooling, and methodologies have been generalized and broad, there is still a need for specific strategies. Good classroom management is based on what teachers do and the procedures they have (Wong et al., 2014). Providing online teachers with concrete examples of online methodologies to incorporate into their daily lessons, there could be new insight on precisely what methodologies need to be used within the virtual classroom. If online students' attendance and participation increases and teachers' perceptions are positive, there can be new recommendations on methodologies to bring into the virtual classroom.

Assumptions

It was assumed that online teachers' were not already implementing the given methodologies prior to receiving the information about the methodologies to incorporate. The study assumes that the teachers' perspective surveys were answered openly and honestly. The participants in the study may not have given unbiased responses.

Limitations

While the results of the study will provide valuable information for the virtual classroom setting, the data collected from this study cannot be generalized to specific student populations. Results cannot be generalized to states outside of Texas school districts or to non-participating

districts. Results cannot be generalized to specialized subjects such as art, music, physical education, or other fine arts or elective subjects.

Delimitations

This study was delimited to K-12 general education teachers and students. The study was also delimited to Texas virtual teachers.

Definitions

- Asynchronous learning - Form of learning that does not take place at the same place or the same time.

- Best practices - Method or technique that has been generally accepted as superior; a standard method or technique.

- Burnout - State of emotional, physical, or mental exhaustion caused by excessive or prolonged stress.

- Collaborative - Produced or conducted learning with two or more peers.

- Curriculum - Subject and sequence of instructional goals.

- General Education - Core disciplines that include Math, Science, Social Studies, and Language Arts.

- Hybrid learning - Combining traditional and online classroom experience.

- Objectives - Brief statements that describe what students will be expected to learn within a specified period of time.

- Online learning - Web-based platform used for a complete online experience.

- Synchronous learning - Form of learning that takes place at the same place or the same time.

- Virtual learning - Web-based platform used for a complete online experience.

Summary and Organization of the Study

In Chapter I, the researcher has introduced the study. In Chapter II, the literature is reviewed. Chapter III will present the methodology of the study and Chapter IV will present the data. Chapter V will include the results, recommendations for future research, and implications of the teaching practice.

Chapter II

Introduction

Chapter II will present a review of the literature regarding methods successfully used within the virtual classroom. It will begin focusing on an examination of current research pertaining to online methods. From there, it will analyze the effectiveness of the trends.

Examination of Online Strategies and Methodologies

There is an increasing trend of research pertaining to online learning or the virtual classroom. Most research found evaluates the rush of online learning during the global pandemic or higher education. Wagner (2021) researches PK through 5 teacher perspectives regarding online design during the COVID pandemic. He summarizes with, "...teaching practices and their needs online differ in substantive ways from the practices and needs of teachers in brick-and-mortar classroom instruction, and many of the needs the teachers identified are new or substantively different than in brick-and-mortar contexts," (Wagner, 2021, p. 14). Carrillo and Flores (2020) also research due to COVID, in regards to online teaching and learning practices. The primary factors of Carrillo and Flores (2020) study is the need for the teaching presence, cognitive presence, and social presence within the virtual environment to create a holistic approach. Students' success rate is much higher in a collaborative setting, where they have relationships with peers (Koptelov & Turner, 2021). Morgan (2020) reviews best practices for online learning, discussing in depth the International Society for Technology in Education (ISTE) standards. Ensuring equity regarding devices and internet, communicating expectations clearly in various ways including having a help section and responding in various formats, providing student-centered learning by considering short assignments and communication formats, using free high-quality resources such as virtual field trips but also considering screen

time and responding to the emotional toll of COVID by checking in periodically with student and letting students see the teachers face through other formats such as self-made videos are the described best practices for remote learning (Morgan, 2020). Morgan (2020) also lists a number of ISTE standards for both students and teachers to consider; the students standards relate to how they should be thinking with online learning - such as being a digital citizen, innovative designer, or creative communicator; while teachers standards are shortened but similar - such as leader, designer, and facilitator. Bishop-Monroe (2020) reflects on virtual learning due to COVID discussing the challenges and strategies by listing a question and completing his answers. He considers both his perspective as a teacher and the observations of his students, reflecting on his face-to-face instructional experience to compare the considerations (Bishop-Monroe, 2020). Some strategies and challenges listed by Bishop-Monroe (2020) include gathering feedback from students, being flexible and understanding, dress professionally while on camera, engage students, and other tips for a quick transition. Arnesen et al. (2019) states, "There is strong evidence that the field of K-12 online learning is growing at an accelerated pace...while the field of distance education in general is large with many prominent journals, handbooks, and decades of scholarship, we found the field of K-12 online learning to be much narrower - but growing," (p. 50). Arnesen et al. (2019),"Analyzed 356 journal articles representing our best estimate of the field of K-12 online learning scholarship since 1994," (p. 50). There have been many examinations of the effect of education regarding the emergency shut-down due to COVID, especially in transitioning to an online platform; despite this there is still a lack of methodologies regarding the virtual classroom, especially for the lower grade levels (Carrillo & Flores, 2020).

Effectiveness of Current Virtual Methodologies

Looking at the perspectives of students and teachers regarding instructional strategies and course design, there are strategies that have proven beneficial. Online instructional strategies are the guide and organization of, "...learning activities, course content, and student engagement in online course," (Bonk & Dennen, 2003 as cited in Yang, 2017, p. 2). Course design includes, "...the features that shape the overall structure of the course, including learning activities, sequence of content and communication,and structure of assignments," (Yang, 2017, p. 4). It is important to remember that the online objective is the same for face-to-face methodology; that is for students to have an excitement to learn, engage with the learning, and seek knowledge (Sharoff, 2019). A factor that must be considered with the virtual classroom versus the in-person one is to develop opportunities daily to incorporate collaboration and communication with peers. "Group dynamics are a part of all relationships, which is why grouping five to seven students in each group is sufficient to have a thoughtful and engaged dialogue," (Sharoff, 2019, para. 9). Sharoff (2019) also goes on to discuss a group leader rotation strategy where the group leader posts summaries of the groups discussions. For online course design, "Not only is it a key to organize course materials and make that course structure is set up in advance, it is also helpful to create various policies about class communication norms and the expectations of student and faculty roles," (Cross & Polk, 2018, para. 7). Cross & Polk (2018) also recommend the use of a journey map, a graphic organizer for teachers to use to gain a perspective of students' process in order to ensure a smooth learning environment. They also mention the need for time management as both an instructor and a student in order to manage the workload along with useful digital tools such as interactive websites or speech-to-text tools. "Create an environment that acknowledges, celebrates, and builds upon the cultural capital that learners and teachers

bring to the online classroom," (Woodley et al., 2017, p. 470). Kavrayici (2020) researched the correlation of online classroom management and community and determined that leadership, planning, and implementation of management strategies predicted the connectedness of the community. He states that instructors need to consider the design of virtual classrooms to incorporate classroom management strategies and actively develop a community. When searching the ERIC database, there are no results that collaborate the search words elementary, virtual, and methods. Again, this shows the lack of scholarships that benefit the virtual classrooms of younger students. There is a plethora of scholarships that provide strategies and activities pertaining to particular subjects such as science or reading, but there is a lack of methodologies to bring within the general education, virtual classroom setting.

Strengthening Virtual Student Attendance and Participation

One of the biggest components is to have students attend the synchronous learning time. Teachers need to notify families of the meeting times, provide reminders, and engage the students to make them want to return. Lapp and Kunz (2020) suggest four tips: send reminders through classroom communication tools, celebrate attendance regularly, contact absent students daily, and invite parents to attend. "Entwined family and teacher supports have the power to get students to show up in Zoom meetings or at the school door," (Lapp & Kunz, 2020, p. 8). Saultz and Fusarelli (2017) state the four greatest challenges to virtual learning being fluctuating enrollment - families not understanding the dedication it takes to complete school from home, money - affording school funding with limited attendance, quality assurance - ensuring students are learning and successfully passing tests, and accountability - ensuring students are attending live sessions and completing assignments. Valantinaitė and Sederevičiūtė-Pačiauskienė (2020) study the students' attitudes towards online learning environments by taking a survey of

students' perspectives at the beginning and end of a semester. It showed that at the beginning of

the semester, the teachers' attitude and competence of the online learning platform were most

important, and by the end of the semester it changed to the design of the online learning platform

and attitudes of both students and teacher were important, desiring the collaboration and

communication of peers and instructor. Students need specific directions to navigate the online

learning platform in order to easily complete and submit online assignments and locate

information. They also need a teacher understanding of the need for specific directions, followed

by a positive attitude that lessens the intimidation to seek help (Valantinaitė and

Sederevičiūtė-Pačiauskienė, 2020). Yang et al. (2018) researched a variety of higher education

engagement factors and noted that, "The frequency of posting messages and answering others'

messages reflects critical thinking and deep processing of knowledge...promoting cognitive

engagement," (p. 8). They also noted that, "Instructors' scaffolding fostered interaction directly,

which, in turn, affected students' emotional and behavioral engagement," (p. 9). To increase

students attendance and participation, teachers need to initial communication amongst the

classroom, then amongst peers.

Summary

The literature indicates a lack of developed methodologies that virtual teachers can use

within their virtual classroom. Yang et al. (2018) evaluated 40 academic articles and found that

the majority of the focus is on course design and the learning environment. There is a lack of

understanding of strategies that teachers can use in their online classroom, other than broad

concepts for them to contemplate or consider the face-to-face approaches. Virtual teachers need

to have an understanding of the online platform they use in order to be successful with teaching

students, just like face-to-face teachers need an understanding of how to set-up their classrooms

(Valantinaitė and Sederevičiūtė-Pačiauskienė, 2020). "Cyber schools benefit greatly from their ability to be flexible and serve students in unique ways...we recommend expanding requirements for virtual schooling data and identifying ways to hold accountability for students," (Saultz & Fusarelli, 2017, p. 39).

Chapter II presented the review of the literature. Chapter III will present the methodology of the study, and Chapter IV will present the data. Chapter V will include the results, recommendations for future research, and implications for the teaching practice.

Chapter III

The purpose of this research is to discover effective online teaching strategies that enhance attendance and participation within the virtual classroom setting. In order to conduct this study there is a single survey for the virtual teaching participants. The survey evaluated virtual teachers demographics, strategies being used, student attendance, and student participation. This chapter includes the research design, participants and sampling methods, data collection and procedures, and summary.

Research Design

This study intends to examine the current trends of online attendance and participation of students from a teachers perspective. It is to also examine the effectiveness of specific strategies that online teachers can incorporate into their daily presentations for students and analyze if there are improved trends. The participants selected for the study were kindergarten through twelfth grade teachers that teach solely online.

The survey will have utilized a qualitative data approach. The survey will be provided a few weeks after the school year starts in order to properly evaluate student attendance and participation levels. The questions include 3 demographic identifying questions, one likert scale question regarding technology comfortability, and 3 qualitative questions about current virtual teaching strategies, student attendance and student participation.

Participants and Sampling Methods

The target population of this study is virtual teachers for elementary grades kindergarten through twelfth grade. The participant pool is purposeful as well as one of convenience. The individuals who participated in this study are virtual teachers a part of a variety of Online Teaching Facebook Groups. The teachers selected were 100% virtual teachers who hosted 4 or

more online synchronous sessions daily with the same students. The link to the survey was posted to Facebook on September 27, 2021. A total of 24 teachers responded to the survey by the deadline of October 3, 2021; providing a total of 7 days for participants to respond.

Sampling was done through the use of Facebook, posting to a total of six different groups seeking elementary virtual teachers. 3 were fifth grade teachers, 3 were fourth grade teachers, 4 were third grade teachers, 3 were second grade teachers, 3 were first grade teachers, and 5 were kindergarten teachers; there were 2 participants who taught all grade levels and 1 participant who taught pre-kindergarten to middle school. The participants had between 1 year - 20 years of experience teaching. There were 6 first-year virtual teachers, 4 second-year virtual teachers, 4 third-year virtual teachers, 4 fourth-year virtual teachers, 4 five-years virtual teachers, and 2 teachers who have taught for more than 5 years. (See Table 1).

Table 1

Participants Years of Experience in Education and Years of Experience Virtual Teaching

Question	Years				
	0-3	4-6	7-9	10-12	13+
Experience in Education	4	8	3	6	3
Question	1	2	3	4	5+
Experience Virtual Teaching	6	4	4	4	6

Data Collection and Procedures

Data was collected in the form of a questionnaire sent to participants as a 8 item survey created using Google Forms. The survey included 4 demographic questions, 1 5-point Likert scale, and 3 open-ended response questions. The demographic questions helped to understand the expertise the participants currently have with online teaching, the Likert scale question related to the comfortability of the technology applications and features the teachers are expected to use

while virtual teaching, and the open-ended response questions show what is currently in place for virtual teaching strategies, student attendance, and student participation.

The demographic information collected from participants included the current grade level being taught, how many total years of teaching experience they have, and how many years they have been teaching online only.

The first step in the data collection process was to seek appropriate Facebook groups. After receiving approval to join the six Facebook groups, the Google Forms initial survey was created and a link to the survey was included in a Facebook post that was posted on September 24, 2021. Within the post, the process for the research was stated as the first step is to complete the initial survey and then incorporate 3 strategies into the daily presentations. After a month of incorporating these strategies, there will be a final survey posted to the same six Facebook groups. The survey included the informed consent form that states participation is voluntary. A reminder post was then posted on October 1, 2021 stating that there are only 2 more days left to complete the survey. Once the deadline passed, the researcher reviewed the automatically-collected data through Google Forms and continued with data analysis.

Summary

Chapter III presented the research design and methodology of the study. Chapter IV will present the data. Chapter V will include the results, recommendations for future research, and implications for the teaching practice.
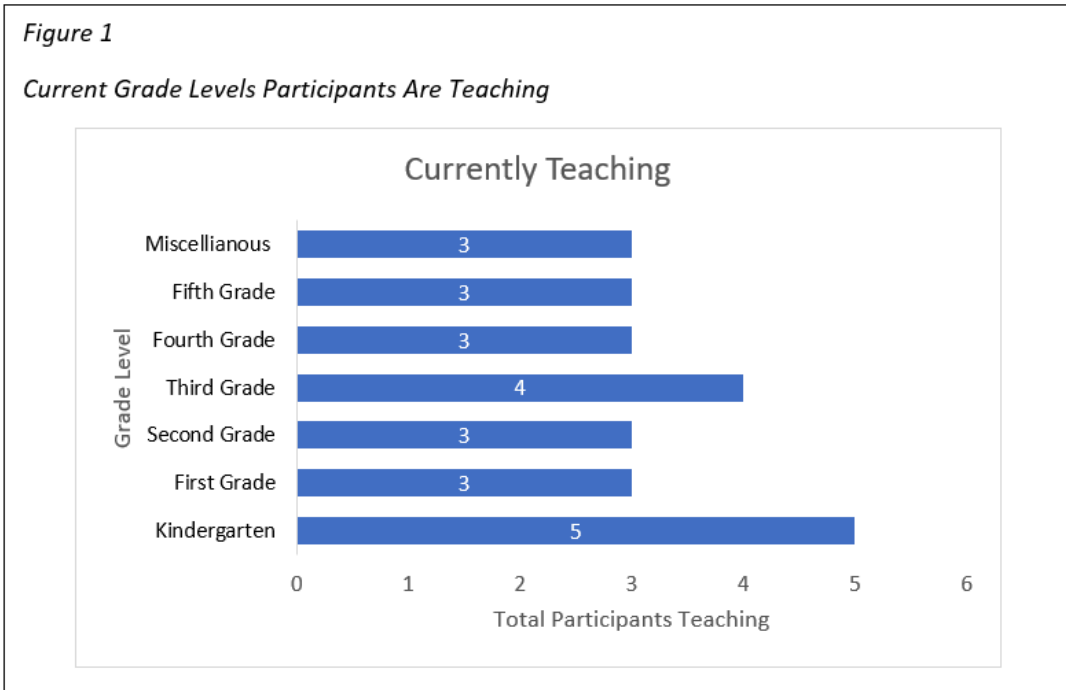
Chapter IV

The purpose of this qualitative research is to discover effective online teaching strategies that enhance attendance and participation within the virtual classroom setting. The research questions used that guided the study included: What impact does virtual classroom methods have on attendance and participation? What are the most effective methodologies for increasing student attendance and participation?

Chapter IV will discuss the data of the study by presenting the participant responses for each component of the survey forms being examined. This chapter is sectioned into each of the components of the questionnaires: demographic information, technology competence, strategies used, student attendance, and student participation; ending with the summary.

Demographic Information

Participants were presented with 3 demographic questions that included 3 open-ended response questions. The demographic questions helped to understand that expertise the participants currently have with online teaching and the aspects of it. When asked what the current grade level(s) being taught are, there were 3 fifth grade teachers, 3 fourth grade teachers, 4 third grade teachers, 3 second grade teachers, 3 first grade teachers, and 5 kindergarten teachers; there were 2 participants who taught all grade levels and 1 participant who taught pre-kindergarten to middle school. See Figure 1.

Figure 1

Current Grade Levels Participants Are Teaching

The participants had between 1 year - 20 years of experience teaching. There were 6 first-year virtual teachers, 4 second-year virtual teachers, 4 third-year virtual teachers, 4 fourth-year virtual teachers, 4 five-years virtual teachers, and 2 teachers who have taught for more than 5 years. (See Table 1).

Table 1

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Question	**0-3**	**4-6**	**7-9**	**10-12**	**13+**
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Question	**1**	**2**	**3**	**4**	**5+**
Experience Virtual Teaching	6	4	4	4	6

Technology Competence

   The Likert scale question pertained to participants' comfortability with using the required technology applications that their school used. The range options were novice, beginner, intermediate, advanced, and expert. 66.7% of participants selected expert, while 33.3% selected Advanced. See Figure 2.

Figure 2

Participants Comfortability with Technology Applications

Comfortability Level

8, 33%

16, 67%

■ Novice ■ Beginner ■ Intermediate ■ Advanced ■ Expert ■

Note. Data not listed signifies 0 participants selected the response, thus 0% for the comfortability level.
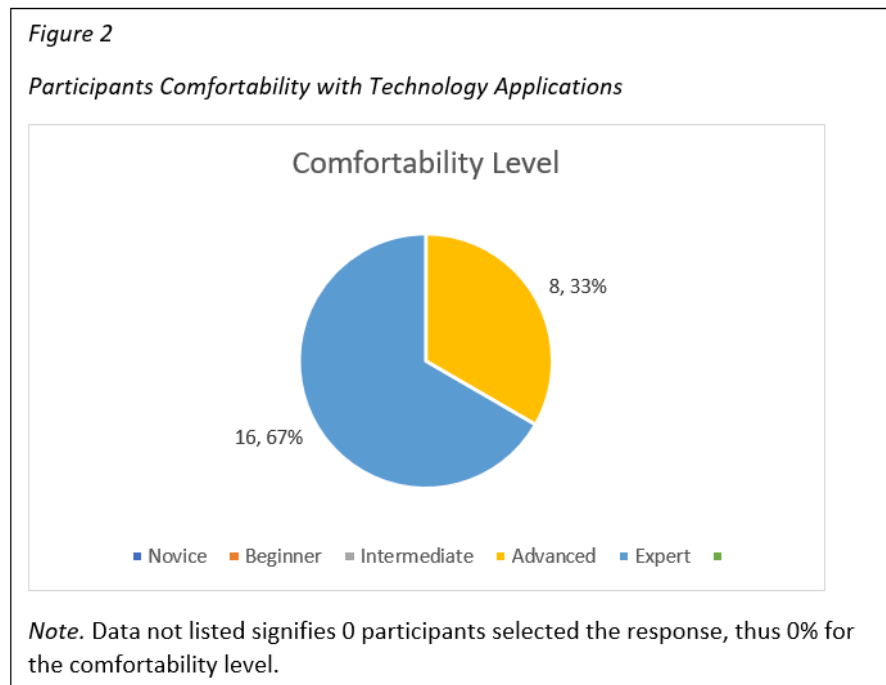
Strategies Used

        Participants had an open-ended question asking what classroom management strategies are incorporated into their online teaching. 8 teachers utilized reminders of class rules that include hand signals, 7 teachers stated they utilized the first few minutes of sessions by asking having personal discussions, 5 teachers stated they offered verbal feedback to students individually, 3 teachers incorporated a daily greeting and student jobs, and 1 teacher utilized CCQ (Concept Checking Questions) frequently during discussions. See Figure 3.

Figure 3

Strategies used by the participants
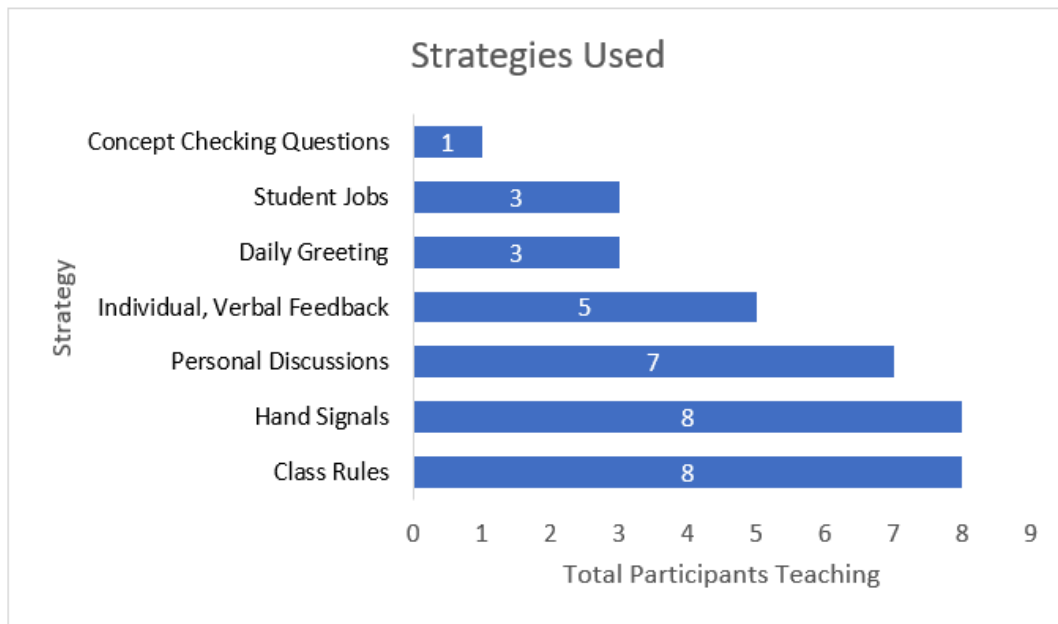
Student Attendance

Participants had an open-ended question asking about student attendance and to include how many sessions they teach in a day, how many students join in, and how many students total they have. All participants stated they have sessions during Monday-Friday, while teaching 3-6 sessions each day. 10 participants stated they teach one-on-one with students, and the remaining 14 participants stated between 3-10 students will be in a session. Majority of participants stated that attendance is positive with all students attending.

Student Participation

Participants had an open-ended question asking to describe how students participate and to include information such as what ways participation was offered and an average of how many students are engaged. 18 teachers incorporated discussions into their lesson or presentation, 5 teachers mentioned games, and 1 teacher utilized calling on students. The 10 participants who

teach one-on-one have full participation, and the remaining 14 teachers with multiple students also state they have full participation.

Summary

Chapter IV presented the data of the study gathered from the questionnaires, including participant responses to the demographic questions, Likert scale and the open-ended response questions. This data was sectioned into each of the components of the questionnaires: demographic information, technology competence, strategies used, student attendance, and student participation. Chapter V will include recommendations for future research, and implications for the teaching practice.

Chapter V

The purpose of this qualitative research is to discover effective online teaching strategies that enhance attendance and participation within the virtual classroom setting. The research questions used that guided the study included: What impact does virtual classroom methods have on attendance and participation? What are the most effective methodologies for increasing student attendance and participation?

Summary of Findings

Examining the strategies that were used by virtual teachers, it showed that a commonly used strategy within the virtual setting is a set of classroom rules that includes hand signals. This showed that a majority of virtual teachers have been including some concept of a behavioral support system and of attention signals. Of the three strategies that were focused on, zero teachers implicated the use of a schedule for students to be able to visually examine for the daily session(s).

The majority of the volunteering participants hosted small group sessions and stated that attendance was positive. In this case, small group sessions are 10 or less students on the roster to attend a class. Participation looked similar to attendance. 10 out of the 24 participating teachers stated they hosted one-on-one sessions with students that incorporated positive attendance and full participation. The remaining participants who hosted small group sessions also stated they have full participation.

The summary of data contradicts the origin of research. The researchers personal experience with online teaching and working alongside other virtual teachers show an opposite view of what the data entailed. The researcher's experience comes from working at an online public school that hosted multiple live sessions a day with an average class size of 20 students.

This is compared to the participants who hosted small groups or one-on-one sessions that provided the data given for this research.

Interpretation of Data

Due to the needed approach of this research, the researcher believes that effective strategies for online learning still needs a closer examination under a more formal setting. This research failed in addressing a public virtual setting due to legislation over the course of Summer 2021. The Senate Bill 15 was neglected due to a walk out from the Texas Democrats on May 31, 2021. This caused virtual public schools to face delays and closures for others, such as Lone Star Online Academy at K12 where this research was originally going to take place at.

The researcher believes that a thorough examination of specific strategies provided for virtual teachers over a period of time would provide an exuberant amount of aid to many virtual teachers that need it. Due to Senate Bill 15 at the time of research, the extended research plan was not possible to implement. Thus, a revised and shortened research plan was then implemented that included using the Facebook platform of volunteers and a survey.

Implications of Future Research and Recommendations

While this study examined strategies and student attendance and participation for virtual teachers in a smaller setting, strategies in a more formal setting still need to be examined. Specific strategies need to be presented and observed to determine effectiveness in order to begin developing online strategies for teachers. Just as Wong & Wong (2014) stated, "Effectiveness is achieved by employing effective practices," (pg. 2) virtual teachers also need effective practices.

Potential research for the future includes examining student and family technology training, teacher technology training, and more specific strategies that teachers can bring into the virtual classroom. Possible research questions include: How effective are the technology

trainings? What strategies can virtual teachers benefit from using regularly? What difference do

the strategies have regarding student attendance and/or participation?

Concluding Remarks

Chapter V summarized the results, interpreted the data, and discussed the implications for

future research and recommendations for virtual teaching.

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Appendix A: Informed Consent for Participation in Research

Click Here for a Copy of your Informed Consent:

https://docs.google.com/document/d/1ydIHj6W2NQAu93zNRcqIRInRomTA7uv4TR
KsY-SfS24/edit?usp=sharing

Sam Houston
STATE UNIVERSITY
A Member of The Texas State University System

Informed Consent

My name is Wendy Bachmeyer and I am a graduate student in the School of Teaching and Learning at Sam Houston State University. I would like to take this opportunity to invite you to participate in a research study of online teaching strategies. I hope that data from this research will demonstrate effective online teaching strategies that enhance student attendance and participation. You have been asked to participate in the research because you are currently an online educator who teaches students synchronously.

The research is relatively straightforward, and we do not expect the research to pose any risk to any of the volunteer participants. If you consent to participate in this research, you will be asked to complete two surveys and implement three strategies that can easily adapt to your synchronous teaching sessions. Any data obtained from you will only be used for the purpose of research for my master's program. Under no circumstances will you or any other participants who participated in this research be identified. In addition, your data will remain confidential. This research will require about 15 minutes per survey (there are 2 surveys) of your time. The strategies to be used will be provided after the first survey is completed. Participants will not be paid or otherwise compensated for their participation in this project.

Participation is voluntary. If you decide to not participate in this research, your decision will not affect your future relations with Sam Houston State University. Also, if at any point during the research you decide to withdraw, or do not wish to, participate in the remainder of the research you are free to withdraw your consent and to discontinue participation at any time without affecting that relationship. If you have any questions, please feel free to ask me using the contact information below. If you are interested, the results of this study will be available at the conclusion of the project.

If you have any questions about this research, please feel free to contact me, Wendy Bachmeyer. If you have questions or concerns about your rights as research participants, please contact Sharla Miles, Office of Research and Sponsored Programs, using her contact information below.

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Appendix B: Questionnaire

Please select the grade level(s) you are currently teaching. *

☐ Kindergarten

☐ First Grade

☐ Second Grade

☐ Third Grade

☐ Fourth Grade

☐ Fifth Grade

☐ Other:

How many years total of teaching experience do you have? (In- person, hybrid, and virtual included) *

Your answer

How many years of teaching experience have you exclusively taught online only?
*

○ First year teaching exclusively online

○ Second year teaching exclusively online

○ Third year teaching exclusively online

○ Fourth year teaching exclusively online

○ Other:

How comfortable are you with using the technology applications offered at your
school within daily classroom time? *

○ Expert -- I understand all the technology applications and the features with each

○ Advanced -- I understand all the technology applications but am still learning some
features

○ Intermediate -- I know all the technology applications and am sufficient with the
features, especially the ones I use

○ Beginner -- I know majority of the technology applications and am still learning about
the features each has

○ Novice -- I am still learning about both the technology applications and the features
each has to offer

What classroom management strategies do you incorporate into your online presentations? Please be as detailed as possible. (Examples Include: I have a schedule posted during my first session of the day, I have thumbs-up or thumbs-down comprehension check reminders throughout the presentations, I include our class rules into each session meeting, etc..) *

Your answer

Describe your classroom attendance. Include: How many sessions you have a day, how many students you have within each class on your roster, and how many students attend class. *

Your answer

Describe your classroom participation. Include: What ways do you offer your students to participate, on average how many students participate within each session, do the same students participate, are there students who do not participate -- if so, how many students do not participate.

Your answer

Appendix C: CITI Certificate

Completion Date 16-Jun-2021
Expiration Date 15-Jun-2026
Record ID   43145149

This is to certify that:

Wendy Bachmeyer

Has completed the following CITI Program course:

Not valid for renewal of certification through CME.

Social-Behavioral-Educational Researchers
(Curriculum Group)
Social-Behavioral-Educational Researchers
(Course Learner Group)
1 - Basic Course
(Stage)

Under requirements set by:

Sam Houston State University

CITI
Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?w934bda2d-bd61-4ec2-9679-5adf8eec4667-43145149