2022

How College Faculty Adapted Instruction to Online Learning During the COVID-19

Rosie Ah Chee-Toeava
Walden University

Walden University

College of Education

This is to certify that the doctoral study by

Rosie Ah Chee-Toeava

has been found to be complete and satisfactory in all respects,
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Review Committee
Dr. Lynne Orr, Committee Chairperson, Education Faculty
Dr. Brenda Kennedy, Committee Member, Education Faculty
Dr. Tammy Hoffman, University Reviewer, Education Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Walden University
2022

Abstract

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by

Rosie Ah Chee-Toeava

MS, Walden University, 2013

BA, University of Hawaii at Hilo, 2011

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

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November 2022

Abstract

The problem addressed in this study was the challenges of the transition of courses to online platforms during the COVID-19 pandemic. The purpose of this basic qualitative study was to collect and examine the experiences of XYZ (pseudonym) faculty who transitioned their courses to online learning platforms in response to the COVID-19 pandemic. Piaget's constructivism was the conceptual framework of this project. The research questions examined the experiences of college faculty members about previous knowledge that contributed to the transition of courses using online platforms. Ten research participants were selected using purposeful sampling while conducting semistructured interviews. Content thematic analysis was employed for data analysis with findings to answer the research questions, revealing six major themes: (a) unprepared for online instruction; (b) lack of support and training; (c) faculty attitudes towards Moodle; (d) student issues; (e) internet connectivity, accessibility to technology, and technical support; and (f) accessible information. A 3-day professional development was created to train faculty on how to effectively transition to online instructions using Moodle and online pedagogy. The findings from this study can contribute to positive social change for educators and administrators to understand the barriers that impacts the performance of educators transitioning to online instructions in response to a future crisis.

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Dedication

This study is dedicated to my pepe, husband, and eternal companion, Ignosy “Iki” Toeava. Thank you for being my source of motivation and anchor of hope during times of discouragement and uncertainty. We have both shared the speed bumps and smooth lanes of my doctoral journey with your words of encouragement and dinner dates. Second dedication, to my parents Maselino Afoa and Losalia Ah Chee, for their endless prayers and unconditional love as a reminder that anything is possible with God’s guidance. Lastly, I dedicate this study to my children, my daughter Sherneil Toeava and son Tyrael Toeava. I hope my accomplishment will inspire you both to reach your maximum potential in life.

Acknowledgments

First and foremost, all glory to our Heavenly Father for the gift of life, his love, and guidance throughout this doctoral journey. To my committee members, chairperson and mentor, Dr. Lynne Orr, second member Dr. Brenda Kennedy, and University Research Reviewer, Dr. Tammy Hoffman. Thank you for your guidance, support, and areas of expertise; without it, I would have not completed this study.

I would like to acknowledge my in-law family for providing care to my son while I attended to my writing and studies. I am truly blessed to be part of the Toeava family. To my family, thank you for providing and attending to my small family and personal needs. Special thank you to Inugā Tea family and Dr. Reupena Lesā for the constant reminder to push this study to the finish line.

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Section 1: The Problem

Introduction

In the middle of the college spring term of 2020, higher learning institutions abruptly closed campuses, discontinued face-to-face instruction, and transitioned to emergency remote teaching in response to the COVID-19 pandemic. The World Health Organization (WHO, 2021) COVID-19 is also known as the Coronavirus, an infectious and contagious respiratory illness transmitted through droplets of saliva and nasal discharge. The Centers for Disease Control and Prevention (CDC, 2021) mandated social distancing and facial masks as preventive measures to contain the spread of the virus. Based on the CDC recommendations and the local government, learning institutions were forced to transition to remote teaching and learning. Online learning was not only introduced to traditional learning institutions, it was immediately implemented with and without adequate training of educators to conduct instruction online due to COVID-19 pandemic. This study was conducted at a 2-year college located in American Samoa. American Samoa is located in the south-central Pacific Ocean, 1,600 miles northeast of New Zealand and 2,200 miles southwest of Hawaii (Encyclopedia Britannica, 2021).

The classroom teaching was no longer an option to continue instruction for educational institutions during the pandemic, forcing colleges and universities to switch to online instruction immediately to avoid disconnection of instruction. However, the transition came with its own obstacles for educators. Prior to COVID-19, some colleges and universities did not offer online courses or hybrid/blended learning courses; therefore, challenges surfaced for educators who were not tech-savvy and who had no

experience in conducting instructions online. This lack of experience in online pedagogy and virtual teaching experience contributed to the quality of learning outcomes. Alolaywi (2021) mentioned that open communication brings forth a better understanding of the learners' challenges.

Educators were unprepared for the transition to online instruction because it was an emergency remote learning in response to the COVID-19 pandemic. Gómez-Rey et al. (2021) reported that the majority of educators from traditional universities did not offer specialized training in distance or online education, thus prompting educators to continue instruction using online platforms such as Google Classroom, Blackboard, and Moodle. The transition to online learning with unprepared educators to teach effectively in a virtual learning environment raised concerns about the quality of instruction delivered online. The online virtual learning environment impacts students learning. Since online learning is virtual learning environment students are missing the physical presence of an educator and other students.

The rapid growth of published literature continued about how COVID-19 impacted the education system in the United States and other countries. All areas of content, discipline, and trade were overturned by the pandemic using only online platforms to carry out the current curriculum, instruction, and assessments. In current literature, a gap was identified: Many of the studies were conducted from colleges and universities in the United States, excluding United States territories such as American Samoa. Being able to conduct a study with educators from a Pacific Island reflects the challenges and advantages of how a different target audience responded to the transition

to online learning during the COVID-19 pandemic. This gap was addressed in the project study.

The psychological and socioeconomic impact on educators and students were risk factors for their readiness to achieve high-quality online learning. To achieve effectiveness in transitioning from face-to-face learning to online instruction, educators used different platforms for online learning and software to enhance student interaction between learners and educators. The challenges and opportunities that came with the pandemic included the introduction of online learning to traditional learning institutions, and all educators have now gained online teaching experience. However, there is little literature specifically on educators from the Pacific Islands such as American Samoa; the majority of the literature has focused on educators from international countries such as Turkey, Saudi Arabia, and the United States.

The Local Problem

The local problem was reported by the president of XYZ (pseudonym) college, who shared that educators were unprepared with the sudden change in methods of instruction during the COVID-19 pandemic. XYZ educators were unprepared and had inadequate training to facilitate learning using Moodle as the remote learning platform. In the middle of the spring 2020 semester, all courses at XYZ were taught using Moodle as a learning management tool in order for instruction to continue in the midst of the COVID-19 pandemic. The COVID-19 pandemic forced colleges and universities to transition from face-to-face instruction to online learning or instruction. The COVID-19 pandemic also impacted higher learning institutions to temporarily shut down their

campuses and transition from face-to-face instruction to emergency remote learning. Some were given scant training on how to navigate various online learning management systems (LMS) such as a modular object-oriented dynamic learning environment (Moodle), Google Classroom, Blackboard, as well as video lecture devices, Zoom, and Skype.

Debes (2021) commented that the COVID-19 pandemic came with its own challenges and obstacles, primarily decreasing the effectiveness of teaching due to educators' poor adaption and use of technologies to deliver the curriculum. In addition, Markova (2021) stated that there was a lack of remote teaching experience prior to the pandemic. Colclasure et al. (2021) educators with no online teaching experience felt isolated from the virtual learning environment. Moreover, Noor et al. (2020) suggested that the issues with online connection were prevalent. Finally, Gómez-Rey et al. (2021) commented that instructors and professors from traditional colleges and universities were not provided specialized training in distance and online learning.

The research problem addressed in this study was the ineffective transition of courses to online platforms during the COVID-19 pandemic. The purpose of this basic qualitative study was to collect and examine the experiences of XYZ faculty who transitioned their courses to online learning platforms in response to the COVID-19 pandemic. The president of XYZ college reported that the transition to online instruction was challenging to faculty members and the institution. Faculty members from the study site expressed frustration and challenges in transitioning and adapting to online learning

using Moodle due to the lack of training and resources to support the continuation of instruction online.

Rationale

The COVID-19 pandemic induced online learning as an alternative to avoid discontinuation of instruction. Educators from all levels with and without online teaching experience were placed in a foreign learning environment along with students to independently adapt to online teaching and learning. The quality of curriculum, instruction, and assessment questioned the credibility and integrity of educators, for example, uploading course materials and assignments for students to review and complete assignments within a set timeline. Therefore, I sought to explore and understand the XYZ faculty experiences transitioning to online instruction using Moodle during the COVID-19 pandemic. The rationale for this project study was to collect and analyze the experiences of educators from XYZ college while conducting online instruction. The results can inform areas for improvement and resources needed for XYZ educators to better prepare for an unforeseen crisis aside from pandemics. The results revealed adequate support and resources and identified areas of improvement and allowed me to design applicable training to better prepare faculty members for future crises aside from pandemics. Early exposure to Moodle can be implemented into blending learning as a continued practice for traditional institutions to familiarize both educators and students.

Definition of Terms

Specific terms associated with this research are described and cited as follows.

Asynchronous learning: Students review course materials and proceed at their own pace (Ogbonna et al., 2019).

COVID-19 pandemic: Also known as Coronavirus, an infectious and contagious respiratory illness transmitted through droplets of saliva and nasal discharge (WHO, 2021).

Emergency remote teaching: A temporary solution to change method of instruction to online due to crisis (Bozkurt & Sharma, 2020).

Face-to-face learning: Learning environment that requires the physical presence of both the learner and teacher (Mbandlwa, 2021).

Modular object-oriented dynamic learning environment (MOODLE): A course management system designed to assist faculty create quality online courses (Seiuli, 2020).

Online learning: Education conducted and provided over the internet (Morgan, 2014).

Remote emergency education: Solution to overcome the impossibility of students and teachers being physically close in the classroom (Dorsah, 2021).

Synchronous learning: Participants are learning and interacting at the same period of time (Ogbonna et al., 2019).

Significance of the Study

This project study could assist XYZ administrators to design training programs, technical support, and resources to prepare and support faculty with adequate training in transitioning to online instruction during times of crisis, such as natural disasters,

pandemics, campus lockdowns, or any other unforeseen circumstances. The significance of this project study is that I assessed the experiences of XYZ educators with no experience in online instruction, especially during the time of the COVID-19 pandemic, when traditional higher learning institutions around the world resorted to online learning. This project study may foster positive social change in emerging online learning with face-to-face practice incorporating hybrid or blended learning in the future.

Research Questions

The research problem addressed in this study was the ineffective transition of courses to online platforms during the COVID-19 pandemic. The purpose of this basic qualitative study was to collect and examine the experiences of XYZ faculty who transitioned their courses to online learning platforms in response to the COVID-19 pandemic. The research problem addressed in the project study was prompted by the COVID-19 pandemic, restricting XYZ college to continue face-to-face instruction and suddenly transition to online instruction using Moodle. XYZ college does not offer distance learning, and practices online instruction to deliver its courses. Due to CDC social distance and mask requirements, the campus was forced to shut down without preparing its educators to convert and conduct courses online.

The research questions for this study were developed from the conceptual framework, research problem, and research purpose. Semistructured interviews were used to collect the data. After collecting and analyzing data, the emerging themes were used to categorize the experiences of XYZ educators. There is a need to know the different experiences XYZ educators had while abruptly transitioning to online instruction during

the COVID-19 pandemic. The research problem addressed in this study was the transition of courses to online platforms during the COVID-19 pandemic. The purpose of this basic qualitative study was to collect and examine the experiences of XYZ faculty who transitioned their courses to online learning platforms in response to the COVID-19 pandemic.

The research questions guiding this study were as follows:

Research Question (RQ)1: What are the experiences of XYZ educators using MOODLE in transitioning to online instructions during the COVID-19 pandemic?

RQ2: What did XYZ educators report as challenges and advantages to using MOODLE during the pandemic?

Review of the Literature

The literature review addressed the research problem from a broad perspective. The president of XYZ college reported the struggle of its faculty members adjusting and engaging in online instruction in a short period of time as a local problem at the study site. The research problem addressed in this study was the transition of courses to online platforms during the COVID-19 pandemic. The purpose of this basic qualitative study was to collect and examine the experiences of XYZ faculty who transitioned their courses to online learning platforms in response to the COVID-19 pandemic.

The review of the literature was conducted through multiple databases to search for peer-reviewed journals and electronic articles from the Walden University Library, ERIC, PROQUEST, EDUCATIONAL DATABASE, and Google Scholar. The terms used in the searches included *college faculty, professors, educators, transition to online*

learning, adapt to online learning, emergency remote learning, emergency remote teaching, attitudes, experiences, and perceptions of educators, COVID-19 impact on education, challenges to online learning, and *benefits to online learning.*

Conceptual Framework

The conceptual framework of this study was guided by Piaget's constructivism and was directed to the individual on how they construct knowledge and incorporate it into individual experiences (Powell & Kalina, 2009). The focus of constructivism was to enable learners to reference and bring their previous experiences to construct knowledge (Ugwuozor & Hui, 2020). Bodner (1986) illustrated constructivism as a process where knowledge is built and tested concurrently. The context of constructivism is making learning meaningful and purposeful whereas learners apply new knowledge to practice in the real world.

The conceptual framework related to this qualitative research approach and RQs because I focused directly on XYZ educators. Constructivism is an approach to constructing knowledge from participants' experiences to generate new knowledge and understanding by individual concepts and categories to define meaningful previous experiences that can be applied to future situations (Jardine, 2005). I applied the constructivism concepts to the interview questions aligned to each RQ. Understanding the problem through the lens of XYZ educators clarified their challenges and obstacles. The interview questions allowed me to identify educators with and without previous online learning experiences prior to the pandemic and observe any constructive measures the educator took to adapt and create new knowledge. The categorized data themes helped

me better understand XYZ educators' experiences using Moodle and revealed variables that contributed to the quality of instruction during the pandemic.

The purpose of this qualitative research study was to explore and understand the experiences of XYZ educators using Moodle to transition to online instruction during the COVID-19 pandemic. Identifying XYZ educators' experiences explained their behaviors, attitudes, beliefs, and perceptions in shifting to online instruction. Using constructivism helped me to understand the experiences of XYZ educators using Moodle to transition to online instruction during the COVID-19 pandemic.

The results from XYZ participants provided answers to each of the RQs. The first RQ helped me label the themes, indicating the positive and negative experiences of participants. The second RQ entailed applying constructivism to analyze the challenges and advantages reported by XYZ educators in transitioning to online instruction during the COVID-19 pandemic. Answers to this question highlighted differences in how each educator responded to using Moodle or transitioned to online instruction due to various factors or variables. These factors or variables were then used as supporting evidence on how XYZ college administrators and stakeholders can better prepare its educators in transitioning to online instruction using Moodle or any other form of learning management system.

Historical Perspective of Online Learning

The rapid growth of technology and the internet is essential to online learning. Online courses connect students and educators worldwide to achieve college degrees without physical appearance on the college campus. Online learning or distance learning

or online education is popular in many colleges and universities worldwide; however, some colleges are still practicing face-to-face instruction, requiring students to attend classes on campus and receive instruction in traditional settings.

Zhou et al. (2020) stated that the birthplace of online learning or distance learning or distance education is the United States. A brief history of how distance learning emerged in the United States began in the 1700s when printed instructional materials were mailed using the standard form of mail through postal services (Harting & Erthal, 2005). From the 1900s to 1930s, radios and televisions were used by educators to facilitate instructional materials, and from the 1980s to 2000s, distance learning expanded using the internet and satellite television (Hansen, 2001). The expansion of online learning slowly gained popularity in learning institutions by recruiting and attracting students from different geographic areas due to flexibility and accessibility.

In the 21st century, technology devices and the internet have become affordable and rapidly advanced, thus impacting the education system. Forms of communication from a simple email to Google Meetings and Zoom can now be used to conduct video chats with advanced features to create web-based virtual conferences. Zoom, launched in 2011 by Yuan, is a video teleconference software featuring chat rooms and high definition of video, audio, and screensharing (Serhan, 2020).

Types of Distance Learning

Online learning is not offered in all higher learning institutions. Different types of online learning or distance learning can be delivered as synchronous, asynchronous, and hybrid. Ogbonna et al. (2019) explained that asynchronous learning enables students to

review course materials and proceed at their own pace, and synchronous learning requires an educator and learners to interact and be present at the same period of time. Sónia et al. (2021) suggested that synchronous and asynchronous learning are adapted to one type of learner and subject but not adaptive to other learners and subjects. Teachers are encouraged to employ various techniques and adjust methodologies to meet the needs of learners and fulfill learning outcomes. Hybrid learning occurs both in face-to-face instruction and online instruction (Goodyear, 2020). The benefit of asynchronous learning is that it improves the psychological level of learners; however, it omits the physical interaction between learners and educators because learning takes place in a virtual setting (Redman & Perry, 2020).

Challenges to Online Learning for Faculty

By temporarily shifting to online learning, traditional educators had the opportunity to conduct instruction online due to the COVID-19 pandemic. A shift from face-to-face instruction to online instruction came with challenges and benefits. Farooq et al. (2020) maintaining online student engagement is reported as a challenge for faculty. Creating a high-quality online learning environment requires the internet, technology accessibility, infrastructure, active communication, and participation of learners and educators (Kamble et al., 2021). Zalavra and Makri (2022) commented that the shifting of courses to an online platform has shown a decrease in student participation versus a face-to-face environment. Faculty must be willing to learn new skills and knowledge to teach online and not be forced by the administration (Ramani, 2022).

There are four challenges to online learning: limited resources, lack of technology literacy, uncooperative learners, and time restrictions. First, unavailability and accessibility to digital devices and the internet has resulted in challenges for students, compromising their online experiences (Dhawan, 2020). Second, the social-economic status of parents and students has led to a battle between purchasing electronic devices and internet connectivity to continue school virtually and meeting essential needs such as rent, utilities, insurance, and food (Ahsan et al., 2021; Gillis & Krull, 2020; Kumaraperumal et al., 2021; Priyadarshani & Jesuiya, 2021). Third, the cost of hardware and software, technology devices, and infrastructure has impacted learning institutions' financial stand to have available funds to purchase the essential resources to ensure online learning occurred and mitigated any technical difficulties (Kasani et al., 2020). Finally, educators perform and conduct face-to-face and online instruction the same; the only difference is the learning environment and accessibility.

The lack of technology literacy is another challenge to online learning for both educators and learners. Sónia et al. (2021) stated that transformation from traditional teaching to distance relies on resolving equipment problems and pedagogical knowledge. Educators have experienced and witnessed the rich experiences of online learning through a well-planned continuous support, sufficient facilities, and facilitative environment (Sim et al., 2020). Al-Karaki et al. (2021) reported that maintaining the integrity and authenticity of assessments online is a challenge to educators because of student cheating or academic dishonesty. Obtaining technical skills and prior experience

to online teaching and preparation to emergency and crises were challenges faced by faculty (Ghazi-Saidi et al., 2020).

Uncooperative learners are a challenge for educators to ensure that all students have a positive and rich online experience. Gillis and Krull (2020) reported that the COVID-19 pandemic affected the academic success of students experiencing anxiety, staying unmotivated, and being distracted due to mental health and lack of sleep. Time restrictions or conflicts were also a challenge because of personal obligations and employment, interfering with synchronous and asynchronous learning. Furthermore, Priyadarshani and Jesuiya (2021) reported challenges to conducting online learning, such as limited space in homes and distractions from family members.

Benefits to Online Learning

Mbandlwa (2021) commented that higher education benefits from deploying online learning resources by increasing the quality of teaching and analysis of incoming knowledge. In addition, online learning can provide accessibility and flexibility, be student-centered, promote live interaction and reduce time allocation. In addition, online assessments have improved student academic performances versus face-to-face assessments (Domínguez-Figaredo et al., 2022). Furthermore, online learning is cost-efficient for both the institution and the learner (Ibna Seraj et al., 2022).

Accessibility and Flexibility

Distance education can create equity for all students worldwide by providing quality education through the use of the internet and computer devices. Online learning provides accessibility and flexibility for students who may not have the opportunity and

resources to complete a college degree by physically attending higher learning institution campuses (Al-Karaki et al., 2021; Liu et al., 2020). For example, asynchronous video increases flexibility to participate in live sessions in accommodating time differences (Dhawan, 2020; Lowenthal et al., 2020). Moreover, Meina Zhu et al. (2022) suggested that online learning promotes student accountability and independence to direct their own learning at a preferred time. Furthermore, online learning flexibility accommodates different types of student proficiency levels because the availability of course materials and assignments enable the student to work at their own pace (Hamza Sheerah et al., 2022).

Student-Centered

Aljaraideh (2019) found that faculty preferred online learning as a tool to introduce new teaching strategies, learning methods, and techniques aligning to students' learning preferences. This encourages students to learn at their own pace and become self-directed helped with student-centered learning. Similarly, Scutelnicu et al. (2019) used an online course template to increase student-instructor communication and effective course engagement, thus enriching students' experiences by focusing on the course content.

Offering Live Interaction and Freedom with Time Allocation

Using Zoom to conduct virtual face-to-face learning using features such as screen sharing enables the educator and learner to have engaging discussions and interactions. Zoom offers virtual breakout rooms similar to small group discussion in person before meeting with the rest of the class (Langer de Ramírez, 2020). In addition, students are

allocated more time to review course materials to create well thought and productive classroom contributions without hesitations of stalling a live discussion (Ogbonna et al., 2019). Videos and audio connect educators to students and allows teaching and learning outside of the classroom (Dhawan, 2020).

Beliefs and Attitudes of Educators Transitioning to Online Learning

The profession of an educator is rich with experiences that enhance teaching and learning with students. Christopoulos and Sprangers (2021) reported that educators often lack self-confidence to explore and implement new educational technologies. Challenges and obstacles are always be present in light of implementing new tools of teaching and learning. Along those same lines, Aytaç (2021) found that inexperienced educators often struggle to understand the features of online tools and resources to experience a rich online learning experience. Since the COVID-19 pandemic, educators have become overwhelmed with online learning pedagogy and navigating various learning management systems to deliver instructions online. Students with special needs and English language learners are also challenging for educators who use online learning platforms (Marshall et al., 2020).

Preparedness and Readiness

Preparedness or readiness and content barriers were some of the popular experiences of educators towards online learning or instruction during the COVID-19 pandemic. Several variables have contributed to how well educators prepared or determined their readiness to conduct online instructions. Almazova et al. (2020) noted that teachers' and students' readiness are crucial to implementing online learning.

Likewise, Grynyuk et al. (2022) discussed that universities must provide training for teachers to develop new platforms in utilizing distance learning. Additionally, Junus et al. (2021) found that educators with no online teaching experience were less prepared to execute online communication, time management, and class planning. Moreover, Johnson et al. (2020) noted that faculty must be well prepared to teach online, and using blended modes will result in a quality online educational experience. However, the one-size-fits-all concept does not apply to all educators. Asio and Bayucca (2021) acknowledged that some teachers were not tech-savvy and preferred face-to-face instruction versus virtual learning.

Content Barriers

Theoretical courses may consist of laboratories or practicums to satisfy the course's learning outcomes and curriculum standards. The critical challenges to online learning are courses with required hands-on training. Kummitha et al. (2021) discussed that courses without laboratories and practicums are easy to reach their full potential; however, courses with laboratories and practicums are difficult to fulfill their learning outcomes because they require face-to-face or hands-on experience.

Conducting online assessments is challenging in ensuring the authenticity of student assignments in major projects and examinations. Sharadgah and Sa'di (2020) reported that educators were not convinced of using online assessments to assess learning outcomes due to academic dishonesty. In a similar vein, Marshall et al. (2020) reported that educators from content areas in physical education, music, and art refrained from distributing assignments to allow students to focus on core content areas only.

Applying MOODLE as a Learning Management Tool

Moodle was a course management system designed to assist faculty to create quality online courses (Seiuli, 2020) and offered features to create online assignments and assessments, submissions, discussion forums, and access to course learning materials (Ramos et al., 2021). Implementing Moodle or any other LMS was costly with the expectation to improve the quality of education and increase enrollment (Zhang et al., 2020).

Other Learning Management Tools

Educational institutions use other learning management systems aside from Moodle such as Canvas, Blackboard, and Google Class to name a few. Canvas offers similar features as Moodle at the same time it varies by bandwidth, financial stability, and utilization (Mpungose & Khoza, 2020). Blackboard was an additional virtual learning environment that also shares similar features to other LMS (Kumar et al., 2021). Different LMS were made available to learning institutions based on their specific needs to support its curriculum, instruction, and assessment.

Implications

The purpose of this basic qualitative study was to collect and examine the experiences of XYZ faculty who transitioned their courses to online learning platforms in response to the COVID-19 pandemic. The collective data translated to rich information for the institution to better understand the needs of faculty and students' sudden transition to online learning. The study might benefit educators by obtaining the skills and knowledge to provide high-quality education using online learning tools and maximizing

student learning experiences. This study holds the potential to create social change by providing opportunities for educators to use lessons learned from an abrupt pivot to online learning during the pandemic, to improve teaching experiences in future online classes. The findings from this study can have important implications for educators in terms of building a teacher-student relationship, effective methods of online instruction, and efficient methods of assessment to achieve student learning outcomes and increase student achievement.

A possible project direction for this study could modify the current curriculum to implement a technology service component as an additional program or course learning outcome. This curriculum could require all degree programs to create a new learning outcome to be satisfied by an online component in the course. Implementing the practice of blended learning to encourage faculty and students to learn from different learning platforms, however, achieving the same outcomes. The advantage of this curriculum would allow flexibility for faculty and students to support teaching and learning more efficiently. The findings of this study led to a 3-day professional development for faculty. The professional development training addressed the research problem, summarizes findings, and relied on literature for best practices for faculty engagement online.

Summary

The COVID-19 was the main instigator of the sudden transition to online learning by mandating CDC's social distance and mask policies. Learning institutions worldwide resorted to online learning to continue instructions and refrain from canceling instruction; a solution that came with its own characteristics of obstacles from its stakeholders,

especially educators and students. This study is directed to educators; the majority of the literature review was conducted within the United States and international countries, but rarely published literature regarding the experiences of Pacific Island educators from American Samoa. This presents a gap in the literature. The findings from the literature review reported numerous educators' experiences, attitudes, and beliefs towards teaching online during the COVID-19 pandemic. It found that educators with low self-efficacy, online teaching experience, and limited resources explain how, why, and what educators are; they are either frustrated or had a positive experience teaching during the pandemic. It also reported the need to convince educators the authenticity of using online assessments to assess learning outcomes without prejudice of students cheating. Section 2 is the methodology which entails a research design and approach, participants, data collection, data analysis, and limitations.

Section 2: The Methodology

Research Design and Approach

This section includes a description and justification of the research design and approach aligned to the research problem and questions. The rationale for alternative research methods and designs from qualitative and quantitative includes an explanation to why it was not selected for this project study. The description of participants and their selection requires criteria that aligned with the research problem and questions. A descriptive process in conducting the research at the research site includes the Walden University Institutional Review Board (IRB) process, site permission letter to the XYZ college president, procedures to access prospective research participants and their selection, data collection, analysis, and themes.

The research design selected for this doctoral study was basic qualitative research. Merriam and Tisdell (2016) explained that the purpose of qualitative research was primarily to construct the meaning of peoples' actions to a specific phenomenon to better understand their experiences and develop new knowledge. A basic qualitative research design is used to discover and understand a phenomenon or perspective and perceptions through the lens of participating individuals (Merriam, 1988). The rationale for using a basic qualitative research design was to collect and analyze in-depth information about XYZ educators' experiences transitioning to online instruction using Moodle during the COVID-19 pandemic, and it aligned with the problem, purpose, and RQs.

Rationale for Research Method Alternatives

A quantitative research design helps to understand and describe a phenomenon, behavior, or problem using numerical data and statistical analysis to identify patterns, measure variables, and make predictions (Burkholder et al., 2019). Quantitative research was not selected for this study because it misaligned with the research problem and questions in collecting the experiences of XYZ educators transitioning to online learning using Moodle. Additional qualitative research designs served the best interest of this study. The qualitative research designs included ethnography, case study, phenomenology, and narrative. Walford (2020) discussed that an ethnography research design requires a long-term engagement with a cultural group to observe and interact with its research participants in their real-life environment. A case study provides a descriptive analysis on the behavior of a group, and a phenomenology study identifies and describes themes and patterns of lived experiences of individuals to a specific phenomenon different from a narrative study, which retells the stories of individuals (Burkholder et al., 2019). The alternative qualitative research design methods were not selected for the project study because they could not fulfill the purpose of the research problem and provide insight and understanding to the RQs intended to examine the experiences of XYZ faculty who transitioned to online learning platforms in response to the COVID-19 pandemic.

Research Questions

The key RQs for this project included the following:

RQ1: What are the experiences of XYZ educators using MOODLE in transitioning to online instructions during the COVID-19 pandemic?

RQ2: What did XYZ educators report as challenges and advantages to using MOODLE during the pandemic?

Research Method

The study was guided by a basic qualitative research design using semistructured interviews as a research method to collect the data needed to address the RQs and research problem to develop the deliverables. In compliance with Walden IRB guidelines, there were four steps to be completed in order to receive approval to conduct the study. First, I sent a site permission letter to the XYZ college president seeking approval to conduct the study on-site and to gain access to research participants. Prior to conducting the interviews, I asked for participants' consent and informed them of their protection of identity, physical, social, legal, and economic form of any harm. Further, I ensured that participants understood their role in the study, how their confidentiality would be maintained, and their right to withdraw at any time without any repercussions. Lastly, I informed participants that their identity and their responses would not be disclosed, and the information will be safely stored and discarded after 5 years.

Gaining Access to Participants

The study was guided by a basic qualitative research design using semistructured interviews as a research method to collect the data needed to address the RQs and research problem to develop the deliverables. In compliance with Walden IRB guidelines, there were four steps completed in order to receive approval to conduct the

study. A letter of intent was sent to the XYZ college president seeking approval to conduct the study on-site and to gain access to research participants available. This was approved on January 27, 2022. Prior to conducting the study, the consent form was included in the email invitation for all prospective participants, informing them of their protection of identity, physical, social, legal, and economic form of any harm. I ensured that participants understood their role in the study, how their confidentiality was maintained, and their right to withdraw at any time without any repercussions. Also, I informed participants that their identity and their responses would not be disclosed and the information would be safely stored and discarded after 5 years. A researcher journal was used to avoid bias during the interview process and ensured that I remained neutral.

Data collection began after approval from Walden University IRB (IRB# 06-21-22-0332747). I received consent and approval from the XYZ president to conduct the study on campus and to gain access to its faculty members. The study site was a local 2-year community college (XYZ college) in American Samoa, offering associate degrees, certificates of completion and proficiency, and trades and technology certificates. An email invitation was sent out to prospective participants with a brief introduction of myself, an overview of the research study, the purpose of the interview, a description of how the interview would be conducted, consent forms, and measures of maintaining confidentiality between myself and the participants. Prospective participants interested in the study acknowledged and confirmed through email by responding “I consent.” The study required 10 to 12 research participants from different disciplines, genders, age

differences, and years of service to the teaching profession. Overall, 10 educators participated in the semistructured interviews.

Participation Selection

Purposeful sampling was used to select 10 participants out of the 56 full-time faculty members at XYZ college. This rationale was chosen because XYZ educators were primarily impacted by the sudden transition to emergency remote teaching due to the COVID-19 pandemic. The rationale provided rich information to answer the RQs and address the research problem. After sending the invitation through email to all faculty at XYZ college, interested participants responded through email by "I Consent" to confirm and satisfy their understanding and review of the consent form. Research participants had the right to withdraw from the interview at any time without penalty and were reminded of this prior to the interview.

Data Collection

Semistructured interviews were used for data collection because they captured the perceptions and experiences of respondents (Barriball & While, 1994). I used semistructured interviews to explore and collect the experiences of how XYZ educators used Moodle to continue instructions during the COVID-19 pandemic. I conducted the semistructured interviews one-on-one with research participants instead of in a focus group. The interview protocol consisted of all the interview questions. Rubin and Rubin (2011) follow-up or probing questions further clarify the information during an interview process in detail.

The data collection process revealed in-depth and data-rich results from respondents' audio recordings (Burkholder et al., 2019). I then analyzed them into codes, themes, and categories. In addition, semistructured interviews allowed me to explore and collect the experiences of how XYZ educators used Moodle to continue instructions during the COVID-19 pandemic. The estimated length of time of the interviews was 35 minutes to 1 hour. First, the interview protocol was followed as a guide to initiate the interview process. Next, inform their permission to begin the interview and recording. The recordings was replayed and transcribed data to match the participants' responses. The next step was member checking; each participant reviewed their transcripts to verify the accuracy of the information and ensure credibility.

Data Analysis Process

The method of data collection used in the study was semistructured interviews. All interviews were transcribed from audio to text using Microsoft Word and then transferred to Microsoft Excel. Followed by member checking, a process to ensure the creditability and accuracy of the information before data analysis (Tracy, 2010). This process allows research participants to correct any misinterpretations by the researcher and verify the accuracy of interview transcripts, and researchers can inquire for clarification. Finally, the content analysis process was conducted as the data analysis for this study. The appearance of certain terms, themes, or categories enables researchers to create meaning and relationships (Stemler, 2015). The key findings directed and developed which project deliverable applied to the research problem. Thus, the 3-day professional development was preferred as the project deliverable.

Data Analysis Results

I gained approval from Walden University's IRB (IRB# 06-21-22-0332747). After receiving approval from IRB, an email invitation was sent to all XYZ faculty. A few interested participants did not meet the criteria. Twelve prospective research participants commented "I Consent" to participate in the study. An interview schedule was sent after achieving the desired number of 12 research participants needed; however, two did not show up to their scheduled interviews on Zoom. Only nine XYZ faculty members were interviewed through Zoom, and one faculty was interviewed in person.

I transcribed each audio recording after each individual interview to match with the live transcript to ensure that the responses were accurate. This process required multiple reviews of the audio recording to correct the words from the live transcript. The next step was member checking; each participant received their own transcript to review, evaluate, and ensure the accuracy of the information. All participants verified that their information was accurate. The audio recording and transcripts were stored separately and protected by a password.

Table 1 displays the scheduled dates and times and contact preferences of each research participant. Each participant was coded by alphabet letters; the first letter represented the researcher's first research study, and the second letter identified the order of research participants.

Table 1

Scheduled Interview

Date/time	Participant	Zoom/Face-to-Face
June 30, 2022/8:00-9:00AM	AA	Zoom

June 30, 2022/12:00-1:00PM	AB	Zoom
June 30, 2022/4:00-5:00PM	AC	Zoom
July 1, 2022/8:00-9:00AM	AD	Zoom
July 1, 2022/3:00-4:00PM	AE	Zoom
July 2, 2022/10:00-11:00AM	AF	Zoom
July 2, 2022/:12:00-1:00PM	AG	In person
July 4, 2022/ 12:00-1:00PM	AH	Zoom
July 5, 2022/6:00-7:00PM	----	Zoom (no show)
July 5, 2022/4:00-5:00PM	----	In person (no show)
July 6, 2022/8:00-9:00AM	AI	Zoom
July 8, 2022/8:00-9:00PM	AJ	In person

Content thematic analysis was used to analyze the data. I manually coded the data using Microsoft Excel to record identified patterns and create clusters of codes generating themes. The acquired data revealed six themes: (a) unprepared for online instruction; (b) lack of support and training; (c) faculty attitudes towards Moodle; (d) student issues; (e) internet connectivity, accessibility to technology, and technical support; and (f) accessible information. Table 2 displays the RQs with generated themes. The themes were generated from codes listed in Table 3. Table 3 provides the direct quotes from research participants to create codes and develop themes.

Table 2

Research Questions and Themes

Research question	Theme
RQ1: What are the experiences of XYZ educators for online instructions?	1). Unprepared for online instruction
	2). Lack of support and training using MOODLE in transitioning to online
	3). Faculty attitudes towards Moodle
RQ2: What did XYZ educators report as challenges and advantages to using MOODLE during the COVID-19 Pandemic	4). Student issues challenges and advantages to using MOODLE
	5) Internet connectivity, accessibility to technology, and technical support
	6). Accessible information

Table 3

Themes, Codes, and Quotations

Themes	Codes	Quotes
1). Unprepared for online instruction	Inexperience Unprepared	"I've never experienced online learning" "I was unprepared, honestly because I didn't set up the Moodle, before when we were hit with the pandemic back in spring 2020"
2). Lack of support and training using MOODLE in transitioning to online	Ineffective Inadequate Support	"There was training but not effective" "Short training before the lockdown" "Lack of support to assist faculty with technology and internet resources"
3). Faculty attitudes towards Moodle	Self-motivated Initiative Resistant	"Navigate Moodle on my own to explore its features" "I was able to improvise and learn on the job" "Resistant with online learning, because they are accustomed to their old methodology and instructions"
4). Student issues challenges and advantages to using MOODLE	Excuse Academic integrity Independent learning	"Students having problems accessing Moodle account used as an excuse" "Avoid student cheating during online assessments" "Students can learn on their own with available resources in Moodle"
5) Internet connectivity, accessibility to technology, and technical support	Stabilize internet No technology support Delay response	"Need to stabilize internet on campus" "The college did not provide any laptops or desktops and internet to conduct online learning from home" "MIS office delay response to trouble tickets for both students and faculty"
6). Accessible information	Archive	"Archived course information, student records, and materials"

Content thematic analysis was used to analyze the data. The content thematic analysis consisted of six steps to analyze the data. The first step was familiarization, the second step was coding, the third step was generating themes, the fourth step was reviewing themes, the fifth step was defining and naming themes, and the final step was writing up.

Narrative Report

The research problem for this study was the ineffective transition of courses to Moodle during the COVID-19 pandemic. A basic qualitative study was selected to collect and examine the experiences of XYZ faculty using Moodle to conduct online instructions in the mid-spring semester of 2020. Purposeful sampling selected 10 participants, semi-structured interviews were used to collect the data, and content thematic analysis was used to analyze the data. This narrative report tells the story of the 10 participants using six major themes: (a) unprepared for online instruction; (b) lack of support and training; (c) faculty attitudes towards Moodle; (d) student issues; (e) internet connectivity, accessibility to technology, and technical support; and (f) accessible information. The RQ1 was answered in the context of Themes (a) through (c), understanding the experiences of XYZ educators using Moodle in transitioning to online instructions during the COVID-19 pandemic. The RQ2 was answered in the context of Themes 4 through 6, unveiling the challenges and advantages of XYZ educators using Moodle during the COVID-19 pandemic.

The first theme was faculty unprepared for online instruction. The data results revealed the majority of the participants are unprepared to transition to online instruction

using Moodle because they were inexperienced and unfamiliar with online instruction. The majority of the participants had never taught online before the COVID-19 pandemic. AC described the transition to online instruction as overwhelming: “I did not know what to expect and how to teach in front of a laptop I was lost.” However, they relied on their past experiences from their graduate degree programs online. AI shared that being a former online graduate somewhat prepared them to teach online: “I’ve never taught online before, but I have experienced online learning before in my own personal academic journey.”

The second theme, the lack of support and training. RQ1, the responses uttered faculty frustrations towards the administrators in planning and executing training for faculty. The negative faculty experiences are poor results from the lack of and inadequate training. AD’s perspective of the provided training was as follows: “There was training but not effective, it was informational, not technical.” The majority of the participants responded with similar answers. AE explained the context of the training to be limited: “Training only covered basic information for Moodle but how to teach online was in the dark.” The next theme, faculty attitudes towards Moodle, and mixed responses divided the attitudes of faculty towards using Moodle. The other half of the participants are self-motivated and taking the initiative to learn how to use Moodle for their technical literacy. According to AG, when taking the initiative to learn and invest in Moodle: “I have learned more on my own than the training we had.” While the other half were resistant to online instruction because they are accustomed to their traditional ways of teaching methodology and instructions.

RQ2 unveiled the challenges and advantages of XYZ educators using Moodle during the COVID-19 pandemic. The fourth theme, student issues in Moodle are challenges for faculty. In the mid-spring of the 2020 semester, the campus was shut down due to an emergency declaration that discontinued face-to-face instruction surfaced student issues. Participants reported students' engagement as a major challenge when using Moodle encountering technical issues, digital literacy, lack of participation, and a high number of absences. AA shared how students can use technical issues to their benefit: "Students having problems accessing their Moodle account is used as an excuse." As AH echoed, it is the institution's responsibility to prepare students to continue instructions online despite "students' inability to learn how to navigate Moodle." AE also shared the additional task faculty carries to teach students how to navigate Moodle: "Much of my instruction time was to help students understand the features of Moodle such as uploading assignments." Participants reported poor student engagement in online learning as a major challenge when using Moodle.

The data reported several challenges with internet connectivity, accessibility to technology, and technical support identified as the fifth theme when using Moodle during the COVID-19 pandemic. The internet connectivity causes technical issues for both the students and faculty. AK furthered stated: "Need to stabilize internet connection on campus…our department been having power outages and poor internet connection." Poor internet connections negatively impact the performance of students and the quality of instruction online. Participants expressed their frustration about the institution not providing the technology devices to assist and support faculty in continuing online

instructions using Moodle. For example, AF mentioned: “I had to use my own personal electronic devices and internet to continue instruction online from home.” The majority of the faculty used their own personal electronic devices, residential internet, and purchase data to conduct online learning. It was reported that the faculty did not receive any compensation for utilizing their personal resources to facilitate online instructions. The technical support was reported as a challenge, for the institution's management information system (MIS). The data revealed delayed response from the MIS to assist faculty and students and incorrect course information in Moodle. AA shared: “The first session in Moodle is different from the second session because of the information listed in the catalog;” therefore, one department encountered issues with MIS copying and pasting the course information context to the second session 6 weeks of the course.

The final theme was accessible information as an advantage to using Moodle. The data revealed that Moodle archived course information, course resources, and student information from previous semesters. Several participants shared that it saves time for course preparation such as printing a large sum of student assignments eliminates paper printing. AA embraced the elimination of paper trail: “I don’t have to prepare or make hard copies for tests and assignments.” AC highlighted one of the Moodle features to identify students’ assignment submission time stamp: “At a glance to already who submitted and who did not submit their assignment, monitoring submissions and everything” Moodle flags out students with no assignment and late submissions. Participants expressed relief from paper trail assignments and taking student work home for grading. Using Moodle students could upload their assignments into Moodle,

however, faculty set deadlines for submissions. Instructions, assignments, and resources were available for students to access at any time; this saved time for faculty to repeat instructions. The Moodle grade feature customized the grading scale and generated outcome reports for individual students and classes. AH shared the main advantage of using Moodle was a game changer: “I enjoyed using the updated Moodle loaded with all the features that we have now, advantages such as attendance.” The attendance feature created a log for each individual student displaying their login time.

Review of the Findings

The previous section described the major themes with supporting details from the collected data from each research participant. In this section, the review of findings section addressed the literature, conceptual framework, and accuracy of the data report, and deliverable. The data analysis revealed six major themes, (a) unprepared for online instruction, (b) lack of support and training, (c) faculty attitudes towards Moodle, (d) student issues, (e) internet connectivity, accessibility to technology, and technical support, and (f) accessible information.

The data reported that the participants' experiences transitioning to online instructions using Moodle surfaced faculty concerns regarding training provided by the institution and faculty attitudes. The participants shared their frustration with the sudden transition to online instructions with a lack of and nonapplicable training, no resources provided by the institution, and inexperienced faculty with online learning struggling with the basics of Moodle. However, despite the recorded challenges, participants slowly adapted to online instruction using Moodle and appreciated it in the end. Most

participants reported enjoying online instruction because they gained new teaching methods and skills, enhancing their methodology by implementing technology into instruction.

Findings Related to the Conceptual Framework

The conceptual framework for this project study was Piaget's constructivism. Constructivism is an approach to constructing knowledge from an individual's experience to conceive new knowledge (Powell & Kalina, 2009). The research and interview questions were guided by constructivism. The data analysis of the participants indicated that faculty who completed their graduate degrees online relied on their experience to adapt to online instruction using Moodle during the COVID-19 pandemic. Although the institution provided training, the participants' responses indicated that it did not prepare them for the sudden transition to online instruction. The data indicated that the participants were self-motivated learners exploring outside resources to enhance their knowledge and obtain new pedagogy to provide their students with a rich online learning experience. Their past experiences as online learners helped them understand the expectations of online learning and instruction. However, they lack the knowledge and skills to effectively and efficiently transition courses online using different learning management systems. A process illustrating constructivism that knowledge is built and tested concurrently (Bodner, 1986).

Findings Related to the Literature

The results of this basic qualitative study were supported in the literature review in Section 1. The findings from the data analysis revealed faculty experiences of how

they adapted instruction to online learning using Moodle during the COVID-19 pandemic. The participants' experiences highlighted how faculty members took their own experiences with online learning as a student to prepare themselves to continue instructions immediately—determining their readiness to step into a new learning environment using technology and the internet. Almazova et al. (2020) noted that teachers' and students' readiness were crucial to implementing online learning. The existing literature showed that inexperienced educators and no online teaching experiences were less likely to be prepared and struggled to adapt to online learning (Aytaç, 202; Junus et al., 2021). Zalavra and Makri (2022) commented that the shifting of courses to an online platform decreased student participation versus a face-to-face environment.

The lack of student participation was one of the significant challenges revealed in the data. Students' poor participation in online discussion forums, poor attendance, and failure to submit assignments contributed to failing grades at the end of the course. Another challenge was internet connectivity and technology accessibility. Online learning requires internet and technology accessibility (Kamble et al., 2021). Participants expressed that students and faculty must have access to a computer or electronic device and the internet to conduct online learning. From the participants' responses, there are issues with veteran faculty accustomed to traditional learning and refusing to learn new teaching methodologies and pedagogy to transition courses online using Moodle. Faculty must be willing to learn new skills and knowledge to teach online while not being forced by the administration (Ramani, 2022). All faculty must acquire new teaching

methodologies to effectively teach online with adequate knowledge and skills to carry out the curriculum with applicable instruction and assessment tools.

Project Deliverable

The six themes justified the need for professional development as a project deliverable for this study. The main areas to address are negative faculty experiences and maintaining high-quality education in the 3-day professional development series. The responses address faculty challenges in using Moodle and acquiring new knowledge and skills to enhance their online teaching pedagogy and achieve meaningful online learning experiences. A 3-day professional development tailors to the needs of the faculty to provide technical literacy in Moodle, online pedagogy, online assessment, and hands experience.

Summary

In this section, I have specified the description of the research methodology used for this project study. The data collection process included purposeful sampling and semi-structured interviews. The content thematic analysis was used to analyze the data. Member checking was used to check the accuracy of the collected data. The data analysis revealed 6 major themes that addressed each of the RQs. The review of findings related to the conceptual framework and literature review. Section 3 provides a literature review of the project genre and the project's description, evaluation, and implication.

Section 3: The Project

Introduction

This qualitative study aimed to collect and examine the experiences of XYZ faculty who transitioned their courses to online learning platforms in response to the COVID-19 pandemic. Purposeful sampling and semistructured interviews used to collect the data to collect the experiences of 10 XYZ faculty. The content thematic analysis was used to analyze the data. The findings from the data analysis determined which deliverables from the genres of projects served as a solution to the project study. The four genres of projects were evaluation reports, curriculum plans, professional development/training curriculum and materials, and position papers. Therefore, the findings recommended professional development to address the challenges and needs of XYZ faculty in transitioning to online platforms in response to an emergency remote learning due to any crisis. The goal of the 3-day professional development training was to provide technical literacy in Moodle, online pedagogy, online assessments, and hands-on experience in delivering instructions effectively using Moodle. In addition, this study aimed to identify strategies and barriers to teaching in an online environment, mainly using Moodle.

Rationale

The research problem that guided this study was prompted by the COVID-19 pandemic, restricting XYZ college from continuing face-to-face instruction and suddenly transitioning to online instruction using Moodle. The study findings indicated the need for professional development for XYZ faculty to be trained in using Moodle efficiently

using online pedagogy. The data analysis surfaced the need for professional development to address the challenges and expand faculty Moodle literacy to maximize the quality of online instructions. Craig and Frey (2022) stated that professional development is essential to faculty growth. Jones et al. (2021) asserted that professional development placed teachers to become learners and understand students' challenges. Adequate planning and design of instructions are critical components of establishing online education (Adedoyin & Soykan, 2020). This 3-day professional development training may achieve the goals of this project study by ensuring to provide faculty with creative skills, knowledge, online assessment, and pedagogy to improve and enhance their online teaching experience.

Review of the Literature

The second literature review is a comprehensive search and review of the literature to support professional development for educators. This literature review guides and identifies the best practices for designing practical professional development training for educators. Transformative learning theory guided the understanding of the learners for this professional development. The findings from the study revealed the need for extensive professional development to address the challenges and needs of the faculty at XYZ college. The data sources for this literature review were the Educational Resources Center (ERIC), Educational Resource, and Google Scholar. The following keywords were used to conduct the literature review: *professional development, strategies for professional development, training for professional development, instructional practices,*

adult learners, collaboration, transformational learning, online assessment, and *online instructional strategies.*

Professional Development

Professional development includes an opportunity for faculty to share similar experiences about their learning and use of technology (Bedford, 2019; Noonan, 2019). Bloomberg (2020) stated that professional development is a tool to address learning challenges. Professional development enhances teaching methods to apply knowledge and skillsets to improve job performance (Ali & Haider, 2021). Saleem et al. (2021) mentioned that professional development is essential for teachers because it improves effectiveness and efficiency. Online professional development training places teachers in the position of a learner to experience the position of students (Shagiakhmetova et al., 2022). These studies provided evidence that professional developments are responsive solutions to address the needs, challenges, and improvement of educators.

Collaboration

Professional development provides collaborative opportunities and community establishment. Mustafa and Paçarizi (2021) recognized that teacher community and collaborations create a nurturing environment to share professional experiences and exchange information. Hontvedt et al. (2021) claimed that collaboration could also evaluate and reflect educators' instructional practices, define the means to teach, and identify areas of improvement. De Simone (2020) further shared that collaboration increases motivation to perform at a higher level and succeed in future endeavors to learn new skills. Additionally, Höfrová et al. (2021) revealed that a relationship between the

number of benefits and contribution impacts professional development outcomes because of faculty satisfaction. Finally, Al-Naabi et al. (2021) encouraged learning institutions to provide environments and tools for collaboration to support social learning and practice-based learning approaches. The conclusion of these studies indicated collaboration as a tool for success to increase motivation and enhances professional practices.

Effective Professional Development

Professional development is delivered virtually or face-to-face and hybrid. Virtual professional developments are asynchronous and /or synchronous formats. The benefit of a virtual professional development asynchronous format is availability and flexibility, accommodating time conflicts between schedules for learners, and increasing participation (Borup & Evmenova, 2019). Also, Learners' needs and unique characteristics promote efficacy in professional development (Powell & Bodur, 2019; Yurtseven Avci et al., 2020). Then, Sancar et al. (2021) found that reinforcement and the value of individual characteristics seem to increase teacher motivation. Tafazoli (2021) further stated that teacher professional development integrates content, pedagogical, and technology knowledge. In addition, the advances in technology facilitate new and different forms of professional development for teachers to enhance their teaching experiences (Parsons et al., 2019). Then in order for change to occur and for there to be an implementation of new practices, stimulation would be applicable to prepare teachers on how to address when they encounter issues (Martin et al., 2019). Leary et al. (2020) also commented that during professional development, an opportunity must be given to instructors to reflect on the new knowledge, skills, and practices. Equally important is the

support and feedback from all various departments of an institution are vital to designing effective professional development (Heap et al., 2021). In summary, professional development is highly recommended to introduce new practices to enhance the quality of teaching and learning.

Transformational Learning Theory

Mezirow developed transformational learning theory using an individual's experiences to make new interpretations in shifting one's perspective, belief, and attitude (Kurnia, 2021). In the same way, Kallou and Kikilia's (2021) transformation learning changed students' perspectives, assumptions, and beliefs using critical reflection and rich dialogue. For instance, critical reflection, rich dialogue, and authentic relationships promote transformative learning fostered by using groups (Baumgartner, 2019). Tsimane and Downing (2020) even revealed that transformational learning is an integrative learning approach to constructing new knowledge. Then, Schnepfleitner and Ferreira (2021) focused on the learner's need to acquire new knowledge that requires active participation and engagement that connects their experiences to create meaningful learning experiences. To conclude, transformational learning theory is essential to understand how learners can adjust their thinking through rich dialogues within groups.

Online Course Development

Using the curriculum development called backward design by Wiggins and McTighe begins from the end of the course's learning outcomes aligning with the assessments and activities (Bitetti, 2019; Ziegenfuss & LeMire, 2020). Hosseini et al. (2019) explained that backward design aids the learners' perspective from a different

standpoint by understanding the learning process to achieve the outcomes. The backward design consists of three steps, including crafting desired outcomes, assessments, and instructions (Del Favero, 2018). Step 1 is an understanding between the learner and the course, followed by Step 2 to identify assessments that best measures the learners' understanding, and the last step select the methods of instruction accustomed to the learners' ability (Button, 2021). These are the steps taken to design the professional development to address the areas of deficiency from the findings.

Online Instructional Strategies

The methods of instruction do not fit the saying “one size fits all” because online instruction differs from traditional or face-to-face instruction. Halim and Sunarti (2021) elaborated on the importance of the mode of delivery to promote students’ learning styles and cultures to establish a student-centeredness. Scaffolding is an instructional strategy that guides and supports student learning (Abdelshaheed, 2019). Abdelshaheed (2019) identified scaffolding as a best practice for effective online learning because it assists teachers in specifying ways to support learners learn and develop new skills and concepts to achieve goals. Doo et al. (2020) used computers to apply a scaffolding strategy to improve student engagement through social interaction and enhance online learning quality. Valencia-Vallejo et al. (2018) found that students’ efficacy is influenced by motivational scaffolding in online learning. Active student engagement is vital in education because of the ability to develop new knowledge and promote social interactions.

Online Assessments

Online assessments are different from face-to-face assessments because of the physical appearance and attendance of the instructor and students. Zaleha and Mohd (2022) reported that online examinations, such as the open book method, do not prevent academic integrity but recommended that project-based assessments apply to online learning and serve as a solution to academic integrity and plagiarism. Similarly, when using online examinations, it is imperative to consider adequate time for students to complete and review their answers and alleviate text anxiety (Khan & Khan, 2019). Tartavulea et al. (2020) also found that online formative assessments, such as homework and projects, increased during the COVID-19 pandemic. In agreement with other researchers, Wahid et al. (2021) recommended conducting synchronous online examinations with objective and subjective questions that validate student performances. To conclude, online assessments rely on the faculty's discretion on what assessment tools eliminates academic dishonesty and assess student learning.

Project Description

The data analysis revealed the active engagement of faculty in online learning; however, they needed professional development training. Thus, I created a 3-day professional development training in response to the results. The purpose of the professional development was to provide faculty with the knowledge, skills, and online pedagogy to effectively transition courses to online learning using Moodle. The results of the study indicated that faculty would gain valuable insight from professional development training that focuses on areas in online pedagogy, is learner-centered, and

navigates the features of Moodle to maximize student learning and achievement to achieve a seamless transition to online learning.

Needed Resources

The professional development needed the support of the dean of academic affairs, MIS, and the Computer Science academic department. The dean of academic affairs must approve the 3-day professional development for faculty and grant access to MIS and selective academic departments. MIS is responsible for all the technical support to assist faculty in accessing Moodle and ensure connectivity during professional development. The Computer Science department could assist with professional development by sharing their experiences and areas of expertise in using the features of Moodle in assessment.

Existing Support

The MIS is an existing support service the institution provides to assist with all technical, internet connectivity, and electronic equipment and devices on campus. MIS serves promptly to help all students, faculty, staff, and administrators with any technical difficulties. The computer labs are made available for faculty during training. Each computer lab is equipped with a smartboard to display PowerPoint presentations. All printed materials for handouts are to be provided by the Academic Affairs Office.

Potential Barriers

The potential barriers that may hinder the professional development's success are inactive participants and the training venue. Inactive participants may refuse to learn new methodologies and pedagogy because they are accustomed to traditional learning. As a solution to resolve this issue, all faculty members will share the advantages and

challenges of conducting online instructions. From here, I will acknowledge their challenges and motivate them to learn new knowledge and skills to achieve a meaningful and rich online instruction experience with their students. The next barrier is securing a training venue (computer lab) to accommodate a large number of faculty members. However, I will create multiple sessions to accommodate the number of participating faculty.

Roles and Responsibilities

My role as a coordinator is to collaborate with the administrators and trainers to design the professional development tailored to the needs and main areas found in the data analysis to better prepare faculty for online instructions. In addition, I am responsible for preparing and providing all materials and resources needed for the training. I am also responsible for securing and scheduling the training dates based on the recommended dates and times from administrators to conduct the professional development on campus. Finally, I will assist the presenters by distributing handouts, timekeeping, and monitoring participants.

Implementation and Timetable

The dean of academic affairs and vice president of student services and academic affairs will receive a summary of the data findings and project study. Once they review the documents, I will arrange a meeting with the dean of academic affairs and invite all academic department chairpersons to present the research findings. Each chairperson may share their insights about the data findings. I will also highlight the need for professional development revealed and supported by the data analysis addressing specific areas. With

the approval from the dean of academic affairs, I will conduct a 3-day professional development program to train all faculty to efficiently use Moodle to show online instruction and different tools of assessment.

Highly recommend professional development during faculty orientation. A documented professional development ensures the credibility of faculty members to teach online courses due to sudden emergency remote learning due to a pandemic or crisis. In addition, professional development may enhance the online teaching experiences of faculty and execute its curriculum, instruction, and assessment. The timetable of the professional development is a 3-day. Figure 1 shows the timetable.

Figure 1

3-Day Professional Development Timetable

3-Day Professional Development		
DAY 1: Navigate Moodle		
8:00-8:30am	Sign-in/Breakfast/Pick up packages	Coordinator
8:30-9:00am	Welcome faculty, brief overview on professional development, and introduce the trainers	Coordinator
9:00-9:30am	Present challenges and needs to online instructions	Trainers
9:30am-12:30pm	Introduction to Moodle Implement Moodle to instruction Moodle Overview Open Discussion	Trainers
12:30-1:30pm	Lunch Break	Lunch provided
1:30-3:30pm	Hands-on: Activity 1: Login to Moodle Activity 2: Create a course general display Activity 3: Enroll students to course Activity 4: Construct 2 weekly modules	Faculty

3:30-3:45pm	End of day 1 Wrap-up and Assessment	Coordinator
Day 2: Online Pedagogy		
8:00-8:30am	Welcome faculty to Day 2 Introduction and Overview	Coordinator
8:30-10:30am	Online Pedagogy - Student learner centered - Small/Large Groups -Live Lecture and discussion -Collaborative Learning	Trainers
10:30-10:45am	15-minute break	
10:45am- 12:00pm	Moodle Discussion Forum Zoom and Google Meet	Trainers
12:00-1:00pm	Lunch Break	Lunch Provided
1:00-3:30pm	Hands-on: Activity 1: Create discussion question forum using Moodle. Activity 2: Create discussion question forum using Zoom/Google Meet	Faculty
3:30-3:45pm	End of day 2	Coordinator

	Wrap-up and assessment	
Day 3: Assessments & Display		
8:00-8:30am	Welcome faculty to day 3 Introduction and Overview	Coordinator
8:30-10:00am	Form of Assessments Online Examination using Moodle PowerPoint Presentation Projects Virtual Presentations Grade Rubric	Trainers
10:00-10:15am	15-minute break	
10:15am- 12:00pm	Hands-on: Activity 1: Create a short online examination in Moodle.	Trainers
12:00-1:00pm	Lunch Break	Lunch Provided
1:00-3:00	Presentation Course Display	Faculty
3:00-3:30	End of day 3 and professional development Wrap-up and assessment	Coordinator

Project Evaluation Plan

Stewart et al. (2021) defined program evaluation as a "systematic process for planning, documenting, and assessing the implementation and outcomes of a program"

(p. 1). The program evaluation's goal included successfully training all faculty to teach efficiently online, and mastering the outcomes of each professional development day. Broken down into 3 days, and the first day is the overview of Moodle. The second day is online pedagogy. Trainers will introduce different online teaching strategies using synchronous and asynchronous learning supported by Zoom and Google Meet. The final day is the assessment and display, and trainers will exemplify a variety of online assessments. Faculty will showcase their online course implementing information from Day 1 to 3.

A survey will be disseminated at the end of each professional development day. The survey consisted of measurable statements to evaluate the professional development and trainers—open-ended questions for any recommendations and concerns from participants to improve or address in the future. The summative assessment offered a method of evaluating the learners' understanding at the end of the course (Ahmed et al., 2019). The summative assessment measures each learner's knowledge of the content and ensures the professional development goals and objectives are satisfied. All surveys are anonymous to ensure confidentiality and compiled for data purposes to design future professional development. The key stakeholders for this project study are faculty members, administrators, and the Board of Higher Education. Administrators and members of the Board of Higher Education must listen to faculty's challenges, advantages, and needs and conduct instructions online. It clarifies the disconnectedness between faculty and student and faculty and administrators/board members, and the

institution must provide the resources, training, and support for faculty to maximize student learning and achievement online learning environment.

Project Implications

The data analysis revealed the need for meaningful professional development that tailors to the targeted area of needs and improves faculty efficiency in conducting online instructions using Moodle. The local setting benefited from the project to satisfy institutional goals and instructional outcomes as evidence for accreditation reporting. Faculty voices about what works for them to conduct online instructions is crucial for students because faculty should be competent to teach online in order for students to learn the content using a variety of online pedagogy and utilize different assessment tools. The findings from this study may contribute to positive social change by providing educators and administrators a greater understanding of the factors and identifying skills that can improve best practices to prepare faculty transitioning to online learning. This project is important to the local stakeholders and other higher learning institutions. The study site stakeholders benefit from the project accessing information about faculty barriers to online instructions, effective planning, and evidence to justify budgeting planning to support and enhance the quality of teaching.

Section 4: Reflections and Conclusions

Project Strengths and Limitations

The 3-day professional development was the project to address the challenges and needs of faculty to successfully transition to online instruction. I guided faculty to expand their teaching methodology, implementation of technology into the curriculum, instruction, and assessment. There were two limitations to professional development. The first limitation is that the lack of participation from the attending faculty could negatively impact the overall performances and outcomes of the professional development and program evaluation results. The second limitation is the potential negative attitudes of faculty who decline to learn new knowledge and skills because of the increased workload.

Recommendations for Alternative Approaches

An alternative approach to professional development is to develop a 12-week curriculum course. The curriculum course could be designed with the same content as the professional development with assessments. It could be beneficial to faculty because of its flexibility and accommodation to self-directed learners and reduce anxiety of learning to absorb all the information in a limited time frame in a professional development program. Faculty would have to pass all assessments with a minimum score of 70%. Once faculty successfully complete the curriculum course, it would qualify them to teach online. An alternative solution to the problem could focus on the students' experiences in online learning during the COVID-19 pandemic. The alternative solution would require

all new, continuing, and returning students to complete a noncredit course or enroll in Introduction to Computers (ICT)150 during their first semester at the local study site.

Scholarship, Project Development and Evaluation, and Leadership and Change

Every starting line is different for the challenger, but there is the same goal at the end of the line. The prospectus to the proposal milestones of the doctoral journey were frustrating and challenging for me to create a cohesive and seamless research proposal with multiple rounds of denies and resubmissions before approval. This truly was a rigorous learning process to develop the project using the methodology. As an educator, I have matured into a scholar because of the doctoral experience Walden University has provided. As a researcher, I improved my scholarly writing and research skills. This was a long-life learning experience for me, and because of my credibility as a researcher and scholar, it may grant numerous opportunities for me to utilize my areas of expertise in curriculum, instruction, and assessment.

Reflection on Importance of the Work

Once I completed my data analysis and identified the deliverable as a project, the flow of work fell into place. This was my experience because of the length of time in developing the prospectus to refining the research proposal, which gave me the confidence in my research to complete the final study. The spark of interest in research accelerated after collecting and analyzing the data, urging me to make a positive change to research problems in my field of study. The important element I learned from this process is contributing to the body of literature and knowledge in my field of study and promoting social change.

Implications, Applications, and Directions for Future Research

The potential positive social change for educators and administrators is to understand the barriers that impact the performance of educators transitioning to online instruction in response to future crises. The purpose of this basic qualitative study was to collect and examine the experiences of XYZ faculty who transitioned their courses to online learning platforms in response to the COVID-19 pandemic. The research participants did not represent the vast majority of the different content areas to provide information on how other faculty with hands-on, labs, clinical hours, and practicum. A recommendation for future research would be to broaden the sample population criteria and outlook on student experiences of sudden emergency remote learning. A mixed-method study would suffice to collect significant and rich data to address the research problems in future research.

Conclusion

In the COVID-19 pandemic, all levels of education have been impacted and threatened to discontinue because of the high risk of spreading a deadly virus. The research problem was the ineffective transition of courses to online platforms during the COVID-19 pandemic. A basic qualitative study was used to collect and examine the experiences of XYZ faculty who transitioned their courses to online learning platforms in response to the COVID-19 pandemic. The findings from the data analysis revealed the challenges and needs of faculty to actively and effectively engage in online instruction through professional development. Professional development can highly benefit faculty members and the institution at large. The voice of faculty members was valuable because

they are in direct contact with students, and to better serve the students by supporting and providing the resources required enhancing the online teaching experience to generate high-quality education. Iglesias-Pradas et al. (2021) asserted that the COVID-19 pandemic should be treated as an opportunity to implement technology and improve digital readiness for all higher learning institutions. This project can impact positive social change for educators and administrators to redesign curriculum, instructions, and assessments by aligning to the needs of the real world in order to better prepare students to maximize learning and shape society in the future.

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Appendix A: The Project

The appendix provides an overview of the 3-day professional development project. The selection of the project deliverable was supported by the research data analysis. The research problem addressed in this study was the ineffective transition of courses to online platforms during the COVID-19 pandemic. The purpose of this basic qualitative study was to collect and examine the experiences of XYZ faculty who transitioned their courses to online learning platforms in response to the COVID-19 pandemic. The professional development was designed for college-level faculty to acquire the knowledge and skills to transition courses online using Moodle effectively.

The professional development was categorized into a 3-day training. The implementation date of the project was recommended during regular semester faculty orientation before instruction begins or alternative dates approved by institutional administrators. The goals of the professional development are as follow:

1). Understand the purpose and use of Moodle and different methods of online instruction
and assessments.
2). Create an online course applying the different methods of online instruction and assessments.

Target Audience

The targeted audience for the professional development is faculty (full-time and adjunct faculty members). The professional development aims to maximize 3 days of constructive and beneficial training featuring discussions, group activities, and hands-on.

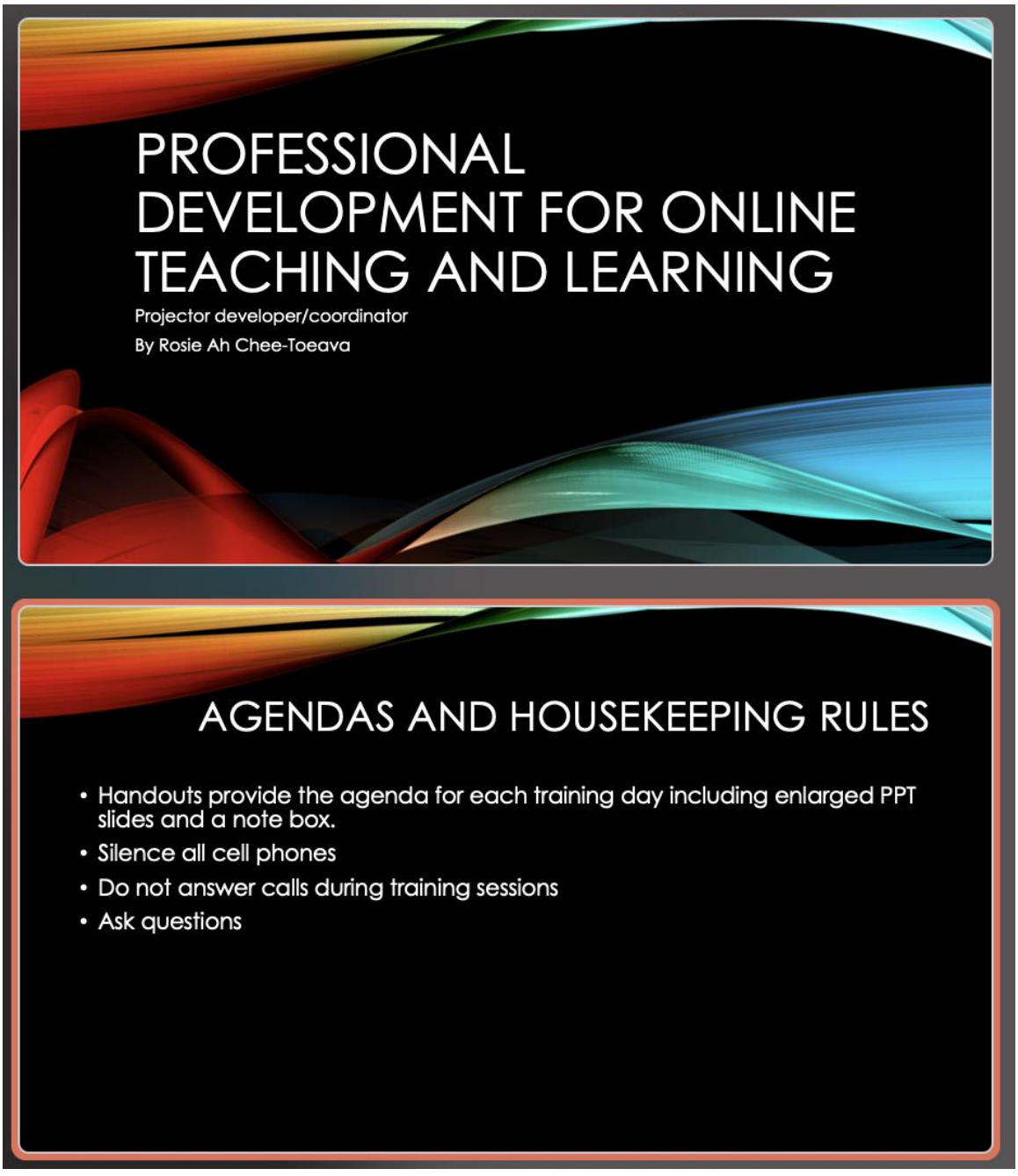
Materials and Equipment

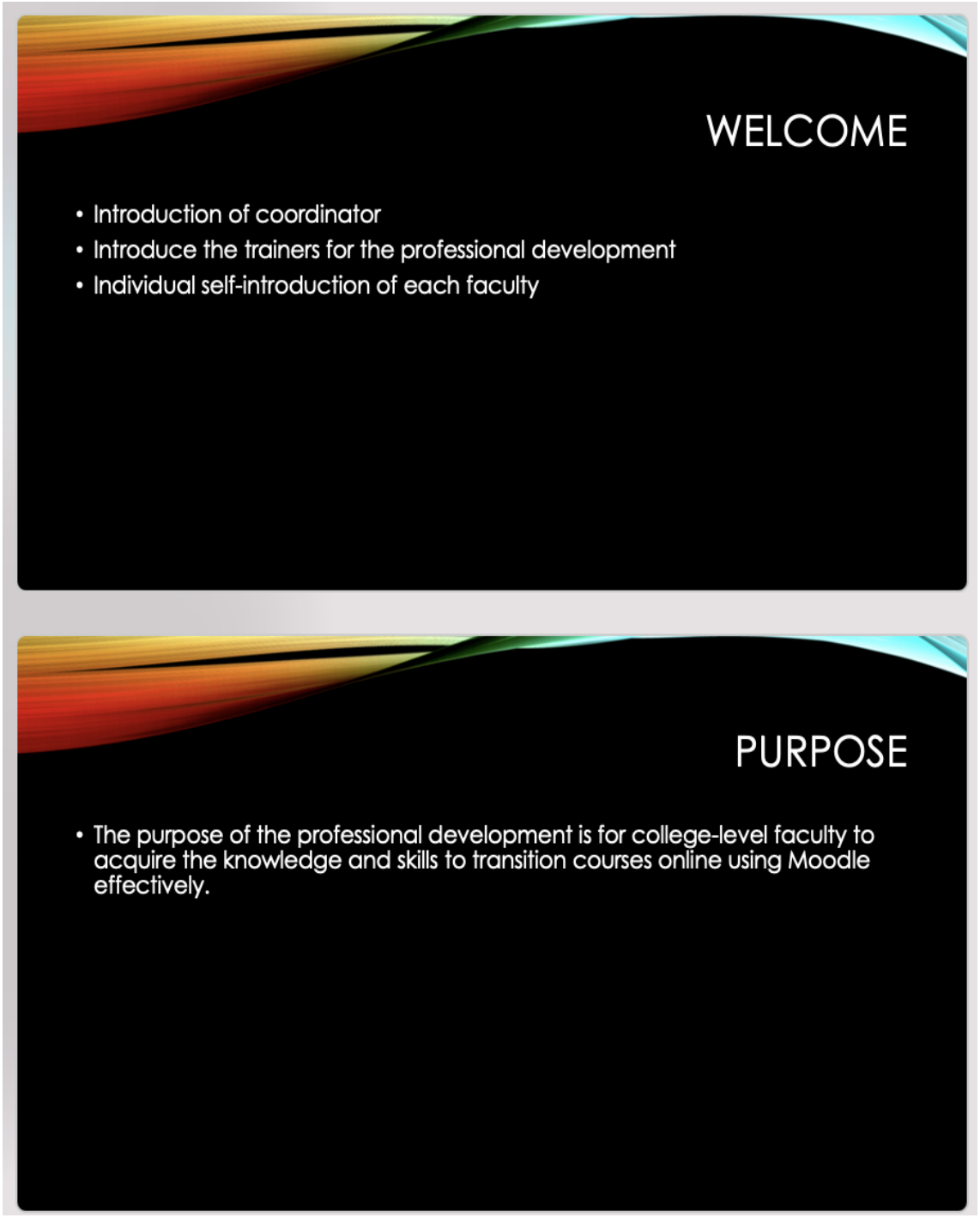
- Computer lab
- Smart Board
- Desktops/laptops
- Projector
- Handout booklet (includes daily agenda and PPT enlarged images)
- Writing note pad
- Pens
- Highlighters

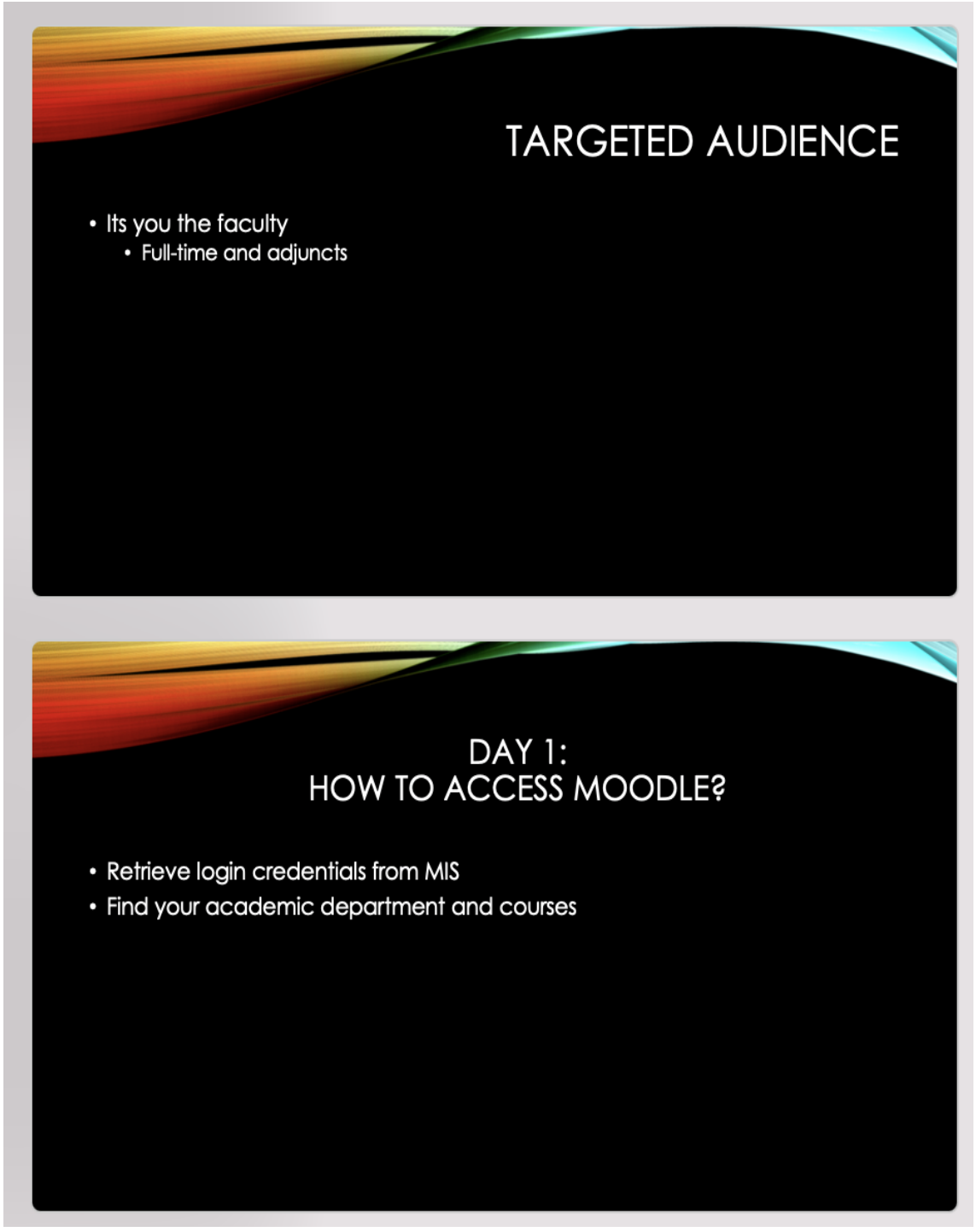
3-Day Professional Development		
DAY 1: Navigate Moodle		
8:00-8:30am	Sign-in/Breakfast/Pick up packages	Coordinator
8:30-9:00am	Welcome faculty, brief overview on professional development, and introduce the trainers	Coordinator
9:00-9:30am	Present challenges and needs to online instructions	Trainers
9:30am-12:30pm	Introduction to Moodle Implement Moodle to instruction Moodle Overview Open Discussion	Trainers
12:30-1:30pm	Lunch Break	Lunch provided
1:30-3:30pm	Hands-on: Activity 1: Login to Moodle Activity 2: Create a course general display Activity 3: Enroll students to course Activity 4: Construct 2 weekly modules	Faculty
3:30-3:45pm	End of Day 1 Wrap-up and Assessment	Coordinator
Day 2: Online Pedagogy		
8:00-8:30am	Welcome faculty to Day 2 Introduction and Overview	Coordinator
8:30-10:30am	Online Pedagogy - Student learner centered - Small/Large Groups -Live Lecture and discussion -Collaborative Learning	Trainers
10:30-10:45am	15-minute break	
10:45am-12:00pm	Moodle Discussion Forum Zoom and Google Meet	Trainers
12:00-1:00pm	Lunch Break	Lunch Provided
1:00-3:30pm	Hands-on: Activity 1: Create discussion question forum using Moodle. Activity 2: Create discussion question forum using Zoom/Google Meet	Faculty
3:30-3:45pm	End of Day 2 Wrap-up and assessment	Coordinator

Day 3: Assessments & Display		
8:00-8:30am	Welcome faculty to day 3 Introduction and Overview	Coordinator
8:30-10:00am	Form of Assessments Online Examination using Moodle PowerPoint Presentation Projects Virtual Presentations Grade Rubric	Trainers
10:00-10:15am	15-minute break	
10:15am-12:00pm	Hands-on: Activity 1: Create a short online examination in Moodle.	Trainers
12:00-1:00pm	Lunch Break	Lunch Provided
1:00-3:00	Presentation Course Display	Faculty
3:00-3:30	End of Day 3 and professional development Wrap-up and assessment	Coordinator

Appendix B: The PowerPoint




WELCOME
• Introduction of coordinator
• Introduce the trainers for the professional development
• Individual self-introduction of each faculty
PURPOSE
• The purpose of the professional development is for college-level faculty to acquire the knowledge and skills to transition courses online using Moodle effectively.


TARGETED AUDIENCE
• Its you the faculty
• Full-time and adjuncts
DAY 1:
HOW TO ACCESS MOODLE?
• Retrieve login credentials from MIS
• Find your academic department and courses

SAMPLE OF COURSE FORMAT

Tabs:

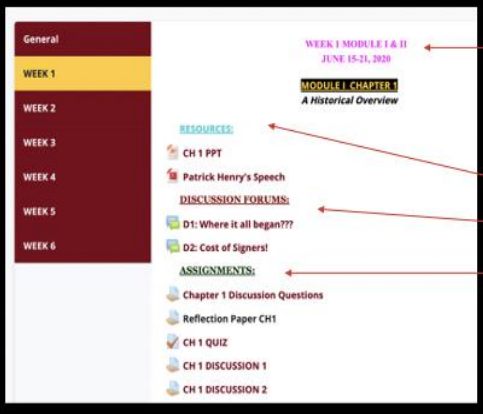
General displays course information and resources provided by instructor

Week 1-6 displays and access resources and assignments

General information: Name and alpha course, semester, instructor and contact

Include:
* Course syllabus
* Ebook
* Introduction

WEEK 1



Week 1 include the following:
* Dates
* Module information
* Chapter Title

Create labels such as resources (includes reading materials, Youtube clips, and URLs

Discussion forums reinforce reading materials.

Assignments includes worksheets, reflection papers, quizzes, and exams

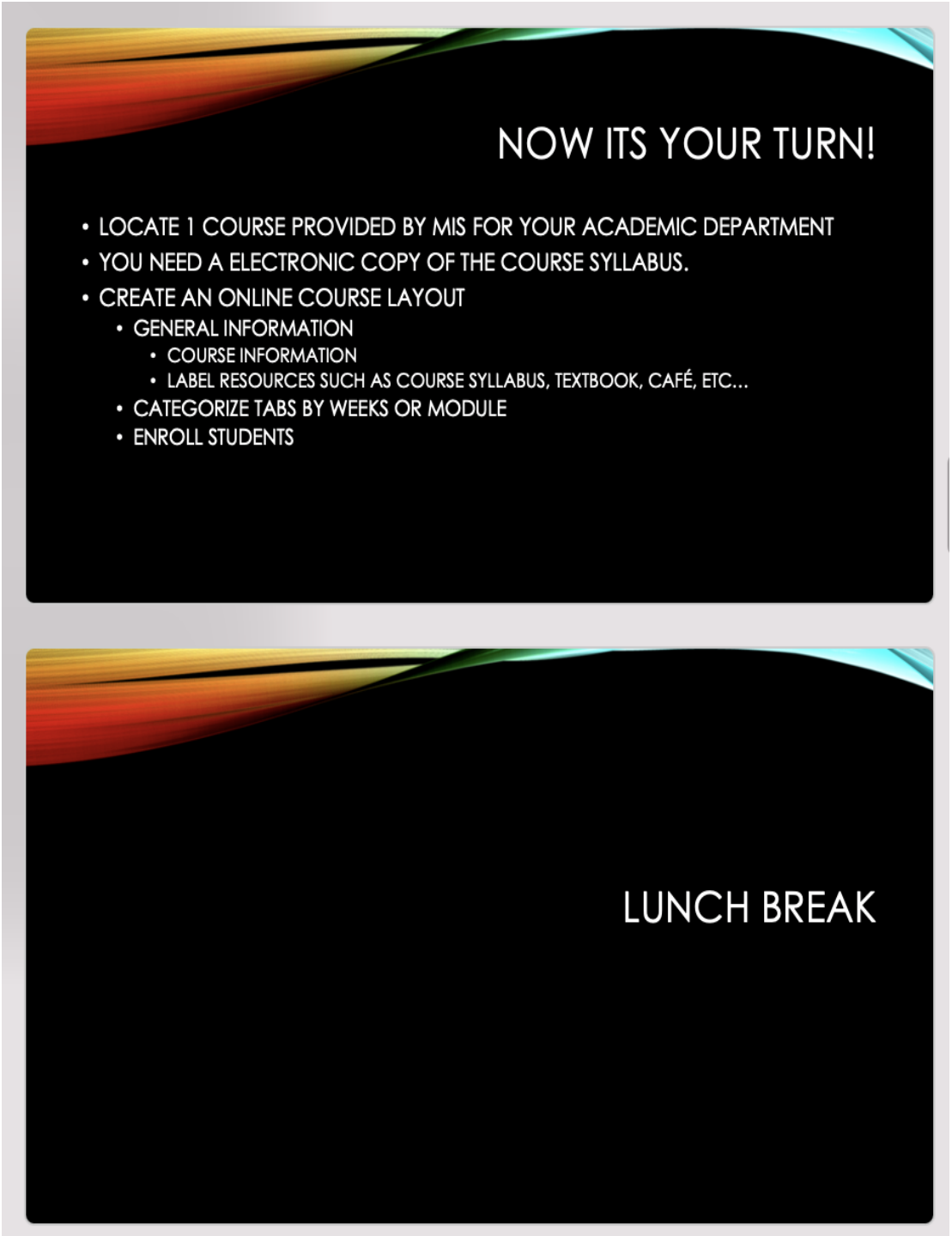
ENROLL STUDENTS

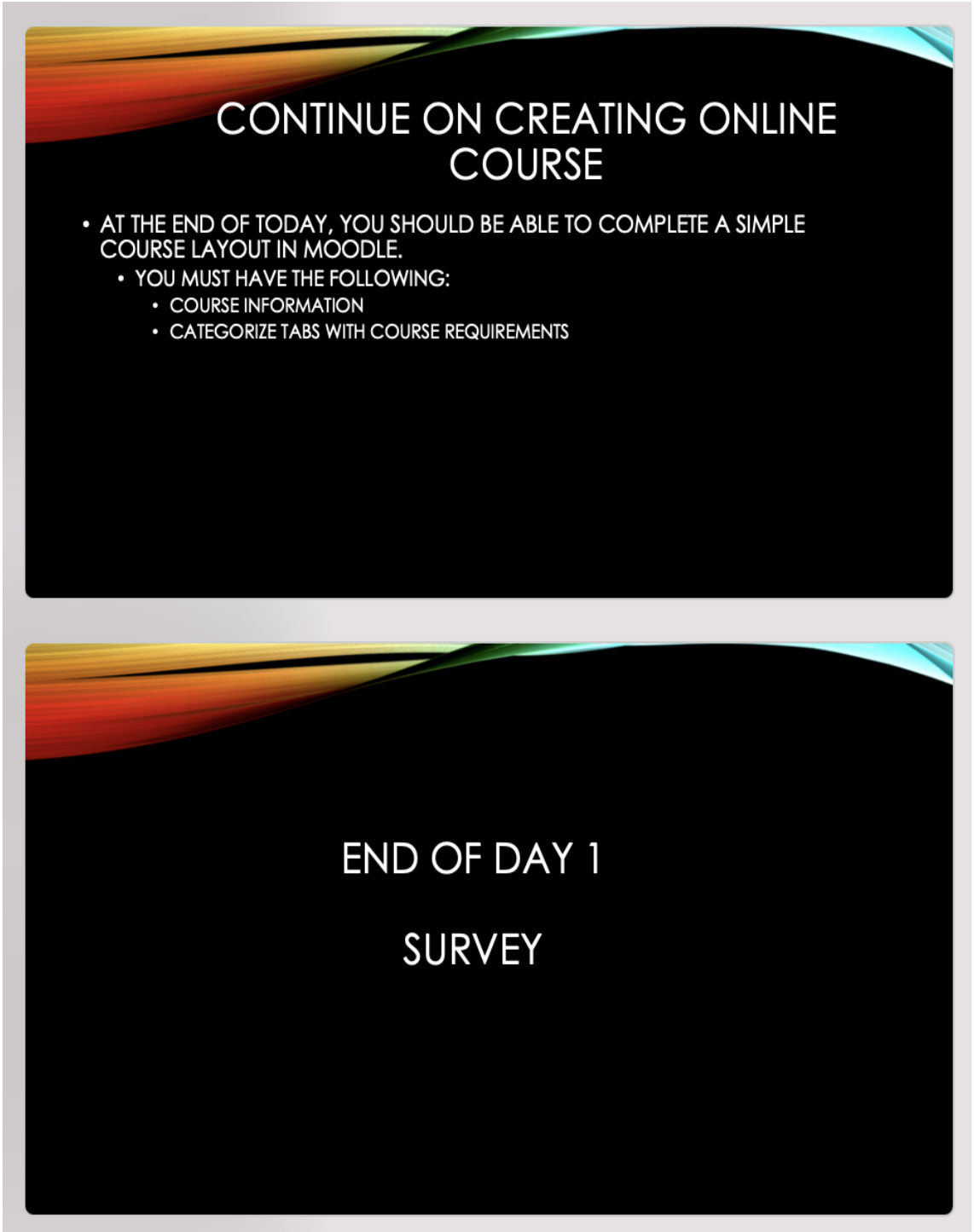
Click on menu to access course setting

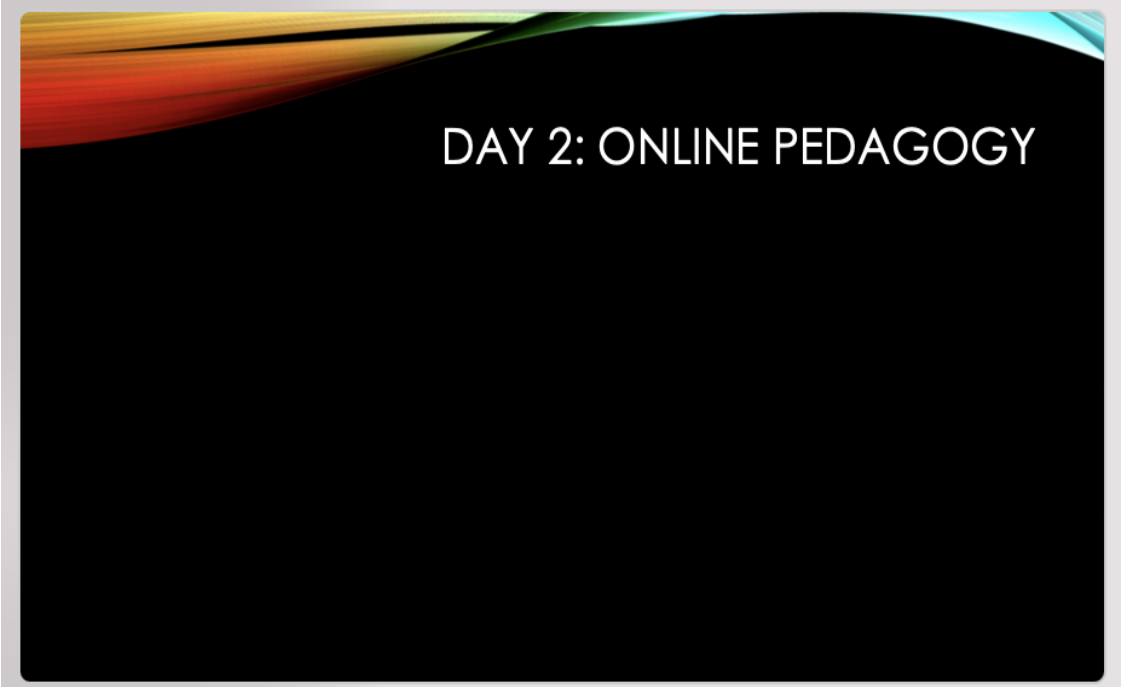
Select participants

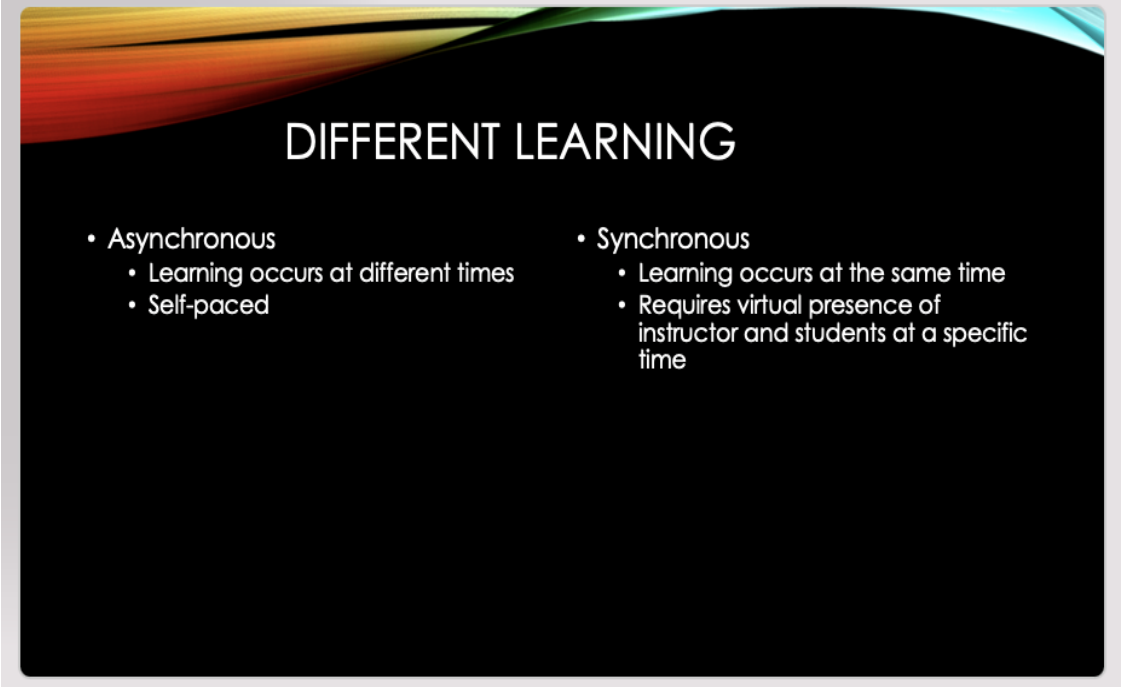
Search for students and click enroll

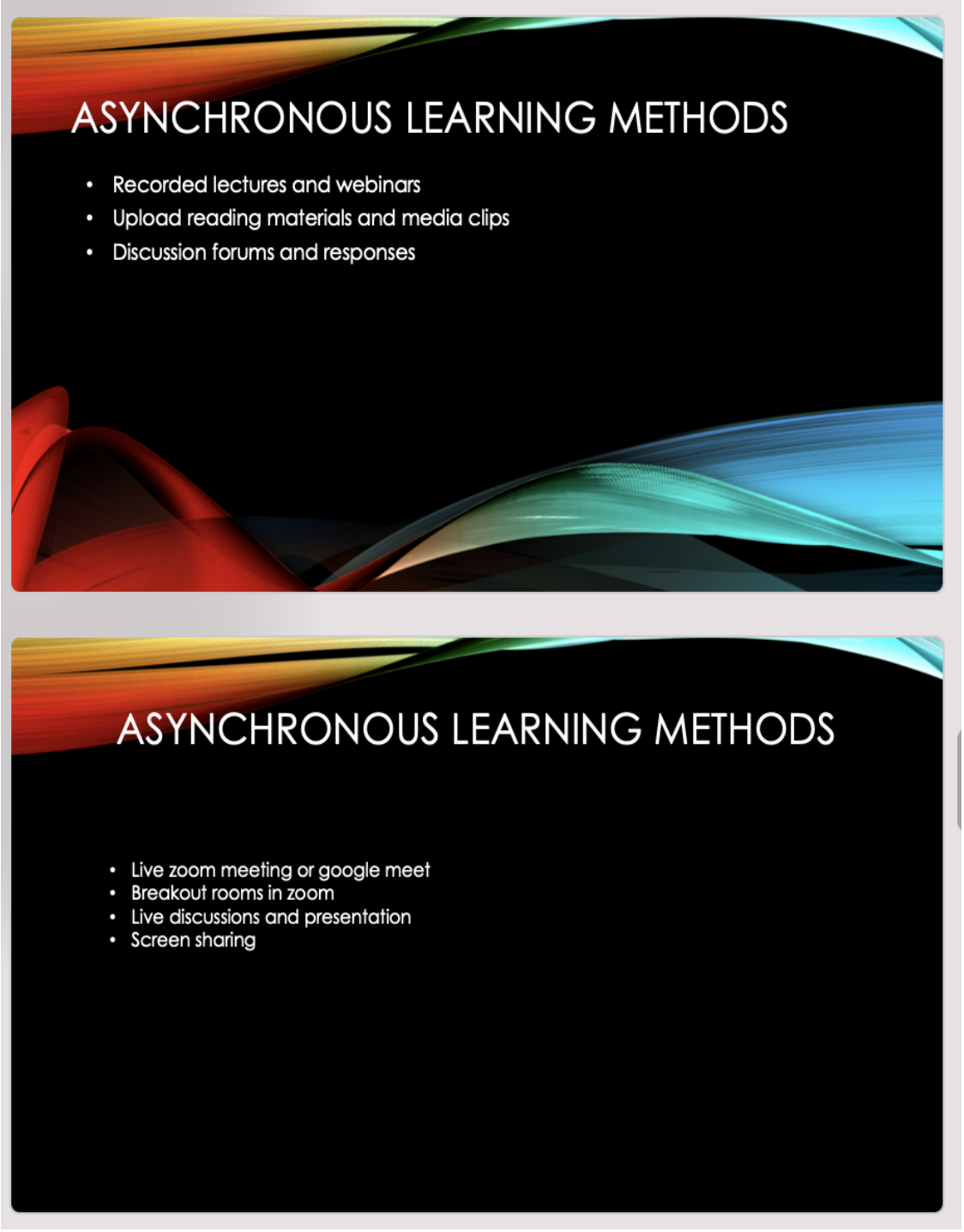
15 MINUTES BREAK

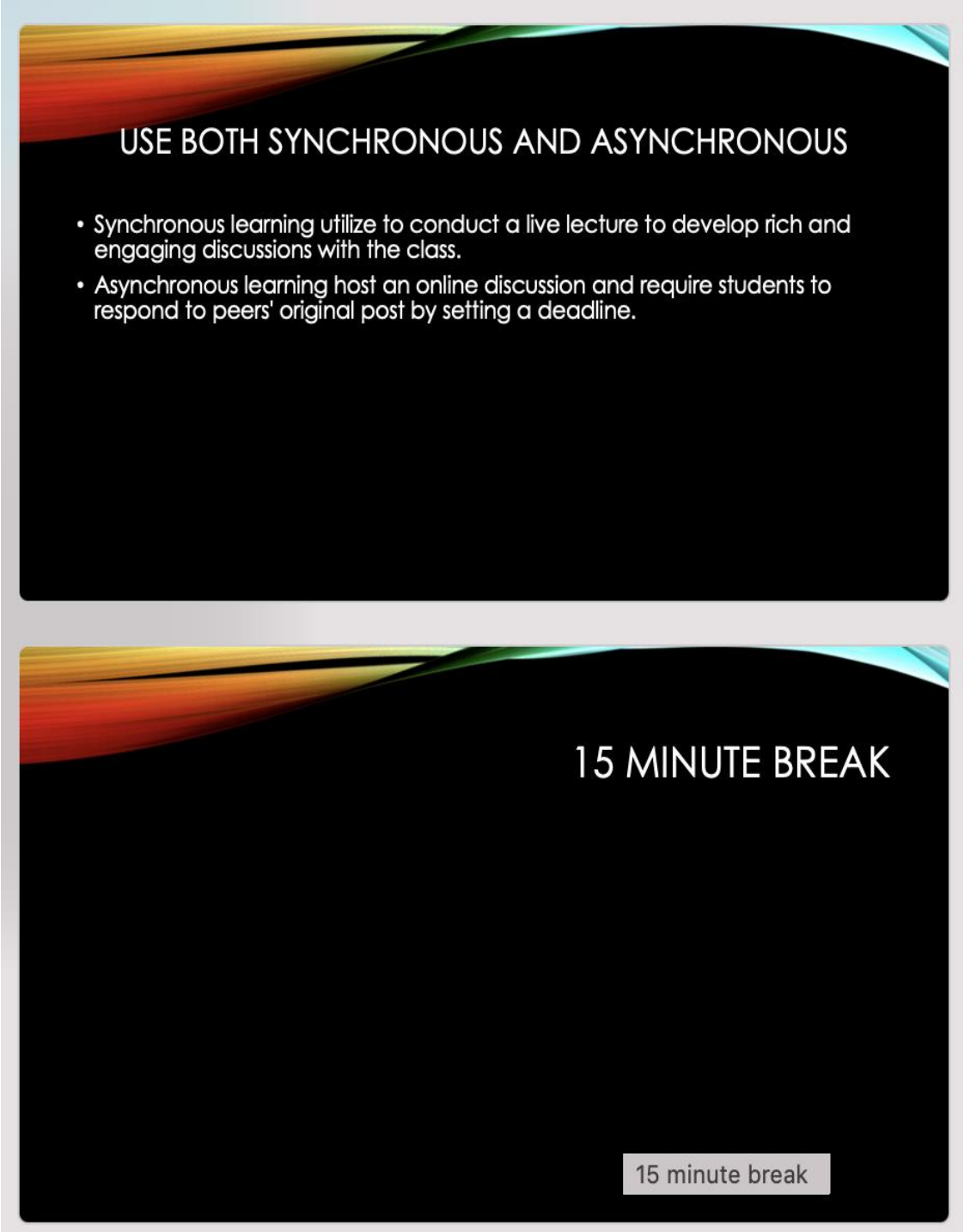

NOW ITS YOUR TURN!
• LOCATE 1 COURSE PROVIDED BY MIS FOR YOUR ACADEMIC DEPARTMENT
• YOU NEED A ELECTRONIC COPY OF THE COURSE SYLLABUS.
• CREATE AN ONLINE COURSE LAYOUT
• GENERAL INFORMATION
• COURSE INFORMATION
• LABEL RESOURCES SUCH AS COURSE SYLLABUS, TEXTBOOK, CAFÉ, ETC...
• CATEGORIZE TABS BY WEEKS OR MODULE
• ENROLL STUDENTS
LUNCH BREAK


CONTINUE ON CREATING ONLINE COURSE
• AT THE END OF TODAY, YOU SHOULD BE ABLE TO COMPLETE A SIMPLE COURSE LAYOUT IN MOODLE.
• YOU MUST HAVE THE FOLLOWING:
• COURSE INFORMATION
• CATEGORIZE TABS WITH COURSE REQUIREMENTS
END OF DAY 1
SURVEY

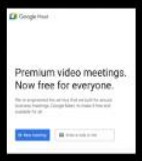

DAY 2: ONLINE PEDAGOGY


DIFFERENT LEARNING
• Asynchronous
• Learning occurs at different times
• Self-paced
• Synchronous
• Learning occurs at the same time
• Requires virtual presence of instructor and students at a specific time


ASYNCHRONOUS LEARNING METHODS
• Recorded lectures and webinars
• Upload reading materials and media clips
• Discussion forums and responses
ASYNCHRONOUS LEARNING METHODS
• Live zoom meeting or google meet
• Breakout rooms in zoom
• Live discussions and presentation
• Screen sharing


USE BOTH SYNCHRONOUS AND ASYNCHRONOUS
• Synchronous learning utilize to conduct a live lecture to develop rich and engaging discussions with the class.
• Asynchronous learning host an online discussion and require students to respond to peers' original post by setting a deadline.
15 MINUTE BREAK
15 minute break

ZOOM & GOOGLE MEET

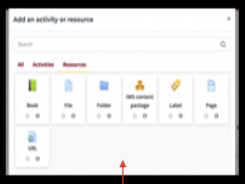


* Share screen
- Chat
- Pin participants
- Breakout rooms
- Record meeting
- Live transcripts
- Closed captions
- Attendance report
- Host control such as removing participants

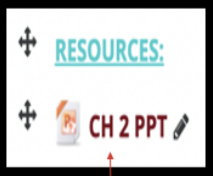
LUNCH BREAK

CREATE RESOURCES

Turn on editing and select add an activity or resource



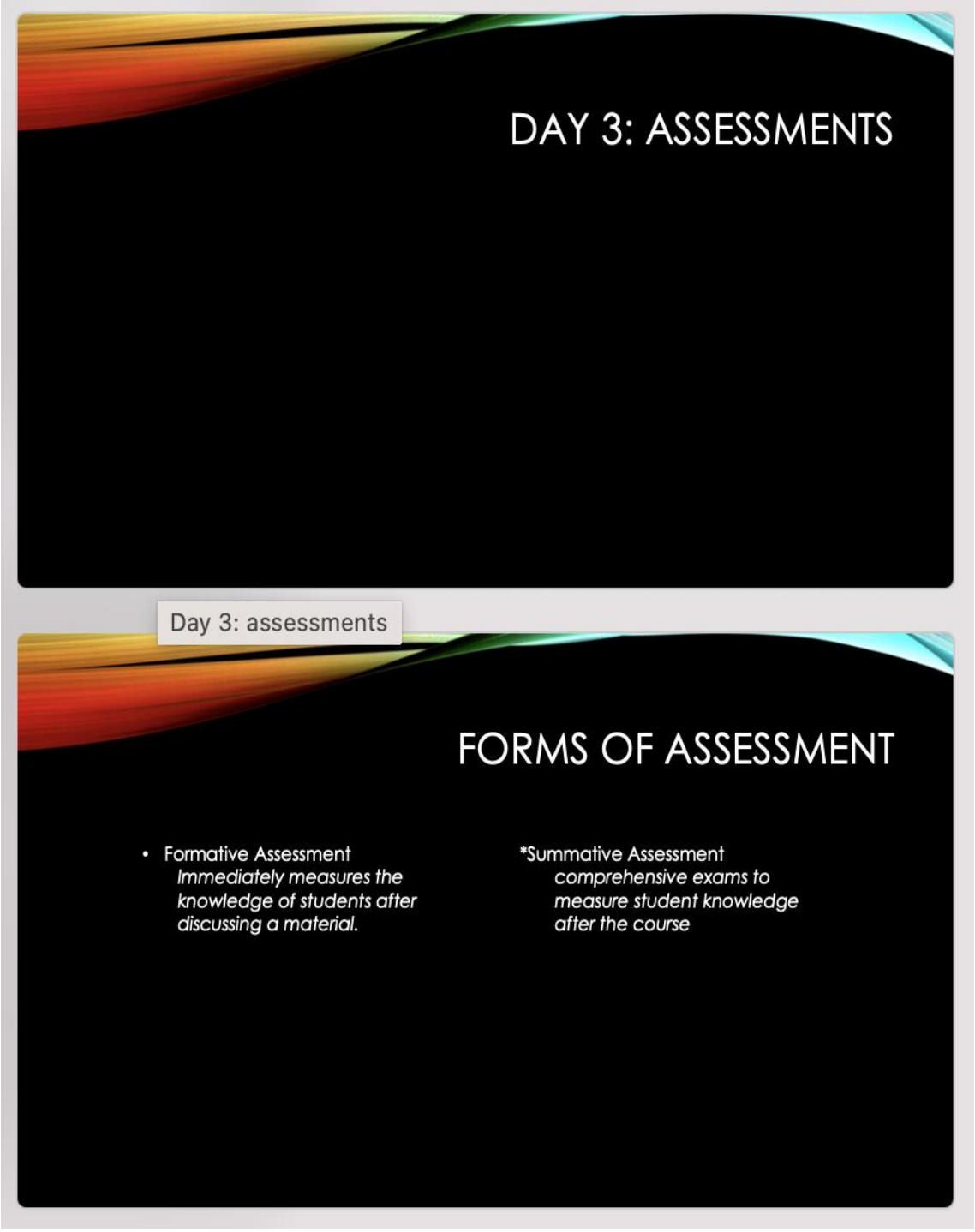
Select resources to support delivery of context

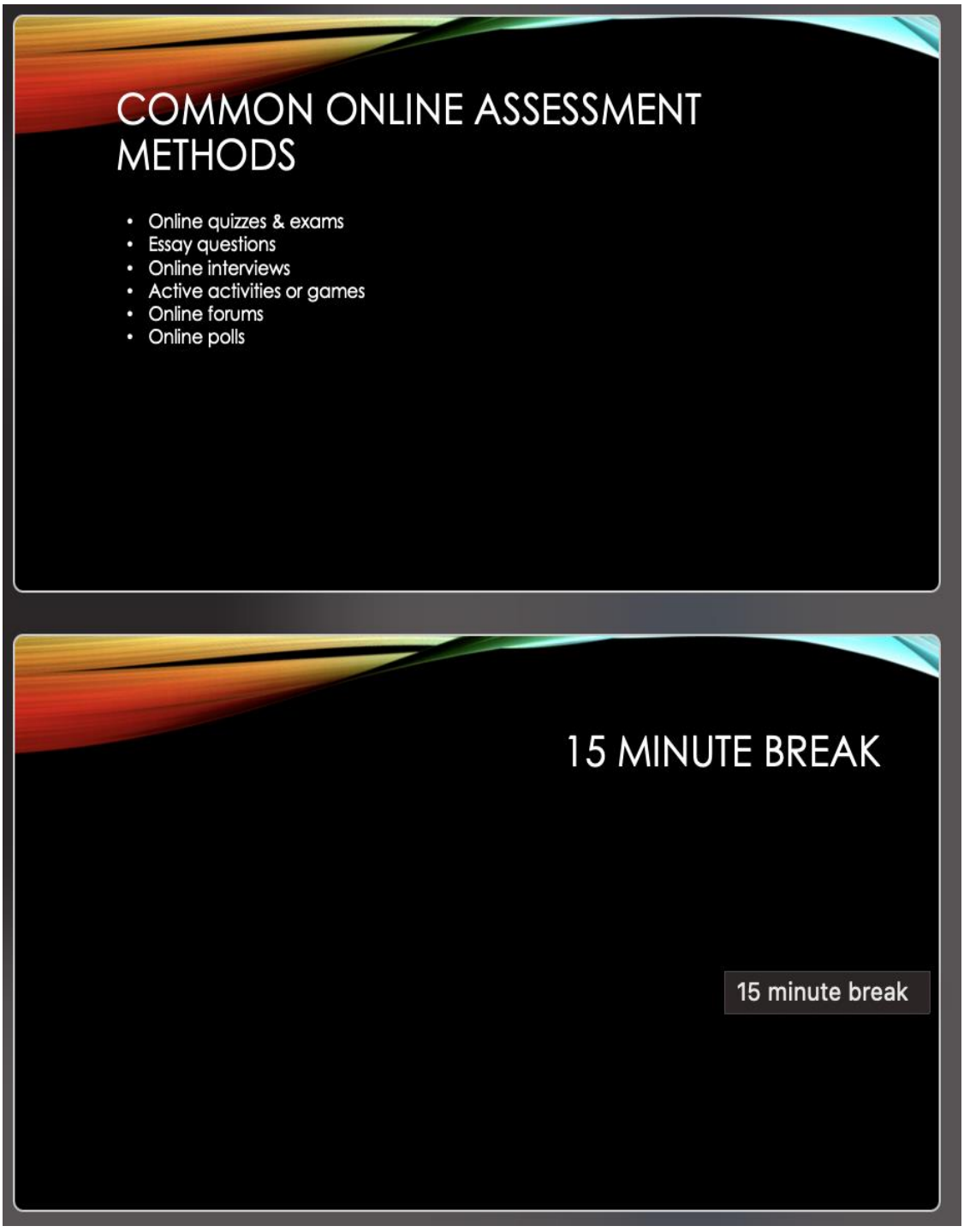


Create resources and display

END OF DAY 2

SURVEY


DAY 3: ASSESSMENTS
Day 3: assessments
FORMS OF ASSESSMENT
• Formative Assessment
Immediately measures the knowledge of students after discussing a material.
*Summative Assessment
comprehensive exams to measure student knowledge after the course


COMMON ONLINE ASSESSMENT METHODS
• Online quizzes & exams
• Essay questions
• Online interviews
• Active activities or games
• Online forums
• Online polls
15 MINUTE BREAK
15 minute break

CREATE STUDENT ASSESSMENT

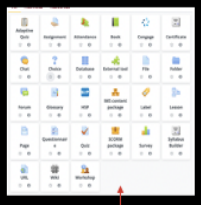
Create 2 learning assessments:

1 formative that aligns to instructional context

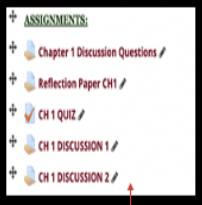
1 summative that will assess the overall context at the end of the week or module

CREATE ASSESSMENT ASSIGNMENTS

Turn on editing icon, select add an activity or resources

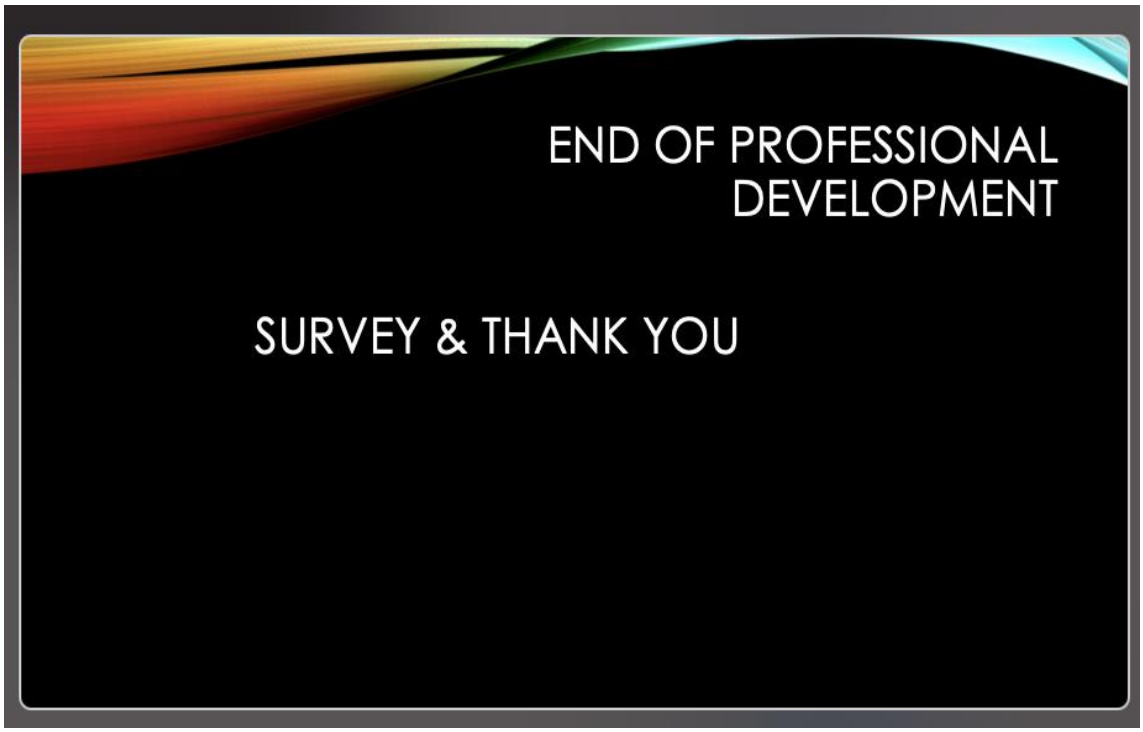


List of available assessments



Create and display assignments


LUNCH BREAK
DISPLAY COURSE DESIGN
Each faculty will have 5 minutes to present their created online course.
You have must the following:
1). Course format/layout with all required information
2). Week 1 resources highlighting at least 2 methods of online pedagogy
3). Week 1 assignments highlight 1 formative and 1 summative assessment method.


END OF PROFESSIONAL DEVELOPMENT
SURVEY & THANK YOU

Appendix C: The Activity Sheets

Day 1: Activity Sheet

Introduction

Time: 5 minutes

The purpose of these activities is to familiarize and engage faculty in using Moodle as a resource to instruction and assessment. Learn how to design a course layout in Moodle and maximize its features.

Objectives

a. Use institution credentials to successfully login to Moodle.
b. Formulate a course general display.
c. Enroll students to the course.
d. Create 2 weekly modules from tentative course outline from course syllabus.

Materials:

- Desktop
- Internet
- Course syllabus (retrieved from Academic Office per instructors' content course)
- Class roster

Activity 1: login to Moodle

Time: 10 minutes

Each faculty received their login credentials from MIS. After successful login to Moodle each faculty must search and select their course that matches with the course syllabus provided in the handouts. Trainers will check each faculty before proceeding to the next activity.

Activity 2: Create course layout

Time: 30 minutes

The trainers will display a course layout example from the smartboard and explain all the required information in general display. Each faculty will review their course syllabus to identify general course information to display. Once identified information, faculty

must enable the edit feature of Moodle to input the course information for display. A question-and-answer session in between to provide clarification. Trainers will assist faculty to address any issues and provide further assistance. Trainers will check each faculty before proceeding to the next activity.

Activity 3: Enroll students to class

Time: 30 minutes

Inside the handouts, a class roster is provided for faculty to enroll into the course. Trainers will demonstrate how to search and enroll students into course. A question-and-answer session to address any concerns from faculty before heading to activity. Faculty must select menu, click on participants to search and enroll students to the course. Trainers will assist faculty for additional instructions. Trainers will check each faculty before proceeding to the next activity.

15-minute break

Activity 4: Create 2 weekly modules labels

Time: 1 hour

Trainers will display and demonstrate how to construct a weekly module or weekly assignments labels. A question-and-answer session will follow to address faculty concerns and clarifications. Faculty must enable the edit feature in Moodle to create labels to categorize resources, assignments, etc.…Trainers will monitor faculty and provide further assistance. All faculty must complete the final activity for day 1.

End of Day 1 Activities

Day 2: Activity Sheet

Introduction

Time: 5 minutes

Day 2 activities, faculty will gain knowledge in deploying synchronous and asynchronous learning using Moodle, Zoom, and Google Meet.

Objectives

a. Create a discussion question forum in Moodle.
b. Create discussion using Zoom and Google Meet.

Materials:

- Desktop
- Internet
- Course syllabus (retrieved from Academic Office per instructors' content course)

Activity 1: Create a discussion forum using synchronous learning.

Time: 1 hour

Trainers will display and demonstrate how to create an online discussion forum in Moodle guided by synchronous learning. A question-and-answer session will follow to accommodate faculty concerns. Each faculty will create a brief online discussion reflecting an assignment or reading content from the first or second week of instruction from their course outline from the syllabus. Trainers will check each faculty before proceeding to the next activity.

Activity 2: Create a discussion forum using asynchronous learning.

Time: 1 hour

Trainers will display and demonstrate how to create an online discussion forum in Moodle guided by asynchronous learning. A question-and-answer session will follow to accommodate faculty concerns. Each faculty will create a brief online discussion reflecting an assignment or reading content from the first or second week of instruction from their course outline from the syllabus. Trainers will check each faculty before proceeding to the next activity.

Day 3: Activity Sheet

Introduction

Time: 5 minutes

The first activity focuses on online assessments to assess student learning. Online examinations and projects are recommended for online assessments. These assessments prevent students from cheating. The last activity requires all faculty to present their course layout by applying all information from day 1 to 3 activities.

Objectives

a. Formulate a short online examination in Moodle.
b. Successfully designed course layout.

Materials:

- Desktop
- Internet
- Course syllabus (retrieved from Academic Office per instructors' content course)

Activity 1: Create a brief online examination.

Time: 1 hour

Trainers will display and demonstrate how to create an online examination in Moodle guided by asynchronous or synchronous learning. A question-and-answer session will follow to accommodate faculty concerns. Each faculty will create an online examination to assess student learning reflecting a module. Trainers will check each faculty before proceeding to the final activity.

Activity 2: Faculty presentation on course layout

Time: 2 hours

Faculty will present their course layout with the general information, selective online pedagogy and assessment.

Once faculty successfully complete the final activity, they will receive a certificate of completion in completing the professional development.

End of day 3

Appendix D: Project Evaluation

Name of Trainer(s):
Date:
Topic:

	Strongly Disagree	Somewhat Disagree	Neither Agree nor disagree	Somewhat Agree	Strongly Agree
The content was relevant to my job as an instructor.	1	2	3	4	5
The content improved my understanding and knowledge to transition courses to Moodle.	1	2	3	4	5
The content prepared me with sufficient knowledge, skills, and practices to teach online.	1	2	3	4	5
The content improved and enhanced my online teaching methods.	1	2	3	4	5
What are your recommendations to improve or enrich the professional development in the future?					