

2019

# Perceptions of Community College Students and Instructors on Traditional and Technology-Based Learning

Lukishia Denise Washington  
*Walden University*

Follow this and additional works at: <https://scholarworks.waldenu.edu/dissertations>

 Part of the [Teacher Education and Professional Development Commons](#)

---

This Dissertation is brought to you for free and open access by the Walden Dissertations and Doctoral Studies Collection at ScholarWorks. It has been accepted for inclusion in Walden Dissertations and Doctoral Studies by an authorized administrator of ScholarWorks. For more information, please contact [ScholarWorks@waldenu.edu](mailto:ScholarWorks@waldenu.edu).

# Walden University

College of Education

This is to certify that the doctoral study by

Lukishia Denise Washington

has been found to be complete and satisfactory in all respects,  
and that any and all revisions required by  
the review committee have been made.

Review Committee

Dr. Glenn Penny, Committee Chairperson, Education Faculty

Dr. J. Don Jones, Committee Member, Education Faculty

Dr. Mary Givens, University Reviewer, Education Faculty

Chief Academic Officer

Eric Riedel, Ph.D.

Walden University

2019

Abstract

Perceptions of Community College Students and Instructors  
on Traditional and Technology-Based Learning

by

Lukishia Denise Washington

MEd, Towson State University, 2004

BS, Coppin State University, 2001

Project Study Submitted in Partial Fulfillment  
of the Requirements for the Degree of  
Doctor of Education

Walden University

May 2019

## Abstract

The college under study only requires instructors to use traditional resources to teach literacy content leading to a variation in the use of technology within literacy courses. In this college, technology is not being integrated well, too little or inconsistent exposure to technology depending on the instructor. The purpose of this study was to investigate the attitudes of faculty toward integration of technology into classroom instruction and students' perceptions of technology as a part of their learning. Dewey's theory of educative experience was the conceptual framework used in this study. Data collection for this qualitative study was based on semistructured interviews from 6 students and 6 instructors from the community college under study. Data were analyzed, transcribed, and coded resulting in 3 major themes (technology integration, barriers, and traditional learning) and 5 sub-themes (trends in higher education, continuing learner, unlimited access, limited access and support and technology adoption and its potential). The findings revealed that instructors were primarily at ease with technology but limited in the integration of technology through Blackboard Learn. A professional development on Blackboard Learn was created. With this project and its overall results, stakeholders can decide the next action to take so that the college can meet the needs of its instructors and students. This project offered implications for a positive social change by extending an opportunity for instructors to learn a new Blackboard feature for managing and implementing technology into instructional practices. The professional development session allowed instructors to learn to integrate technology in their classrooms.

Perceptions of Community College Students and Instructors  
on Traditional and Technology-Based Learning

by

Lukishia Denise Washington

M.Ed., Towson State University, 2004

B.S., Coppin State University, 2001

Project Study Submitted in Partial Fulfillment  
of the Requirements for the Degree of  
Doctor of Education

Walden University

May 2019

## Dedication

I would like to say thank you to everyone that believed in me, with a special thanks to God, I am blessed! Throughout my journey and obstacles of life, my children have been my strength. Everything I seek to achieve is for them and their future endeavors. This major milestone is for my children. I have an extraordinary daughter who is now a college graduate as well as an amazing son, who is currently dominating grade school. Lastly, I must send a prayer to my late son Dustin. You gave me a new perspective on life. I need each of them to know that anything is possible if you set goals, work hard, and believe!

## Acknowledgments

I would like to send a special thanks to my committee chair members, both past and present. Dr. Amy White for getting me through my proposal stage. Dr. Don Jones for giving his ongoing support since the beginning of my journey. As well as, Dr. Glenn Penny, who stepped in and provided his expertise, support and feedback which challenged and encouraged me to be here, the end!

I must also thank the community college where I conducted my research. Along with all the participants, both the students and instructors. Thank you!

## Table of Contents

List of Tables .....	iv
Section 1: The Problem.....	1
The Local Problem.....	1
Rationale .....	2
Definition of Terms.....	4
Significance of the Study .....	4
Research Question(s) .....	6
Review of the Literature .....	6
Conceptual Framework.....	6
Review of the Broader Literature .....	8
Implications.....	17
Summary.....	19
Section 2: The Methodology.....	22
Research Design and Approach .....	22
Participants.....	23
Gaining Access to Participants .....	24
Data Collection .....	25
Role of the Researcher .....	26
Data Analysis .....	27
Credibility .....	27
Data Analysis Results .....	28
Results from the Research Question 1 .....	29



. Theme 1: Technology Integration.....	30
Subtheme 1: Trends in higher education. ....	31
Subtheme 2: Continuing learner. ....	32
Subtheme 3: Unlimited access.....	33
Results from Research Question 2.....	34
Theme 2: Barriers .....	35
Subtheme: Limited Access and Support.....	36
Theme 3: Traditional Learning.....	37
Subtheme: Technology adoption and its potential.....	38
Transferability.....	39
Dependability.....	40
Project Deliverable.....	40
Section 3: The Project.....	42
Introduction.....	42
Rationale .....	48
Review of the Literature .....	48
Literature Related to the Project Genre .....	50
Professional development.....	50
Professional Development in Higher Education.....	53
Professional Development and What Works.....	53
Timing of Professional Development .....	55
Best Practices .....	56
Professional Learning Needs .....	56

How the Project Genre is Appropriate.....	57
Content of the Project .....	59
Summary and Conclusions .....	61
Project Description.....	62
Project Evaluation Plan.....	63
Project Implications .....	63
Section 4: Reflections and Conclusions.....	66
Project Strengths and Limitations.....	66
Project Limitations.....	66
Recommendations for Alternative Approaches .....	67
Scholarship.....	68
Leadership and Change.....	69
Analysis of Self as Scholar .....	70
Analysis of Self as Practitioner.....	70
Analysis of Self as Project Developer .....	71
Reflection on Importance of the Work .....	72
Implications, Applications, and Directions for Future Research .....	72
Conclusion .....	73
Appendix A: The Project .....	87
Appendix B: Interview Tracker .....	99
Appendix C: Interview Protocol .....	101
Appendix D: Professional Development Sign-In Sheet.....	103
Appendix E: Survey Evaluation Form.....	104

## List of Tables

Table 1. Demographics of student participants.....	30
Table 2. Demographics of the instructor participants.....	31
Table 3. Theme and subthemes.....	32
Table 4. Theme and subthemes.....	37
Table 5. Professional development agenda.....	47
Table 6. Professional development program timeline.....	48

## Section 1: The Problem

### **The Local Problem**

Although technology was not a solution, it shaped the focus of education (Prensky, 2014). Furthermore, key factors such as attitudes toward teaching and learning had great impact on integration of technology into instruction (Kopcha, 2012). The fast and continual pace of change in technology generated many opportunities as well as challenges for schools (Keengwe & Agamba, 2015). The community college under study faced the pressure to transition traditional education practices within literacy courses using technology integration. Integrating technology in higher education classes that were structured was a standard practice in current college level programs (Shabalina, & Chickerur, 2016). Other programs have not progressed globally. Consequently, past research disclosed that educators in schools have not been as productive using technology as an academic resource to diversify learning (Morgan, Humphries, & Goette, 2015).

Previous researchers implied the need for an understanding of students and instructors' perceptions about technology integration practices to support student learning which created a problem because the college under study has not completed any research on this phenomenon (Zehra & Bilwani, 2016). Being reluctant to integrate technology lead to a lack of confidence and commitment, which impaired the classroom experience (Ayaz & Şekerci, 2015). The community college under study faced a problem. That problem, specifically, was that technology was not being integrated well. For example, as a part of the school's attempt to integrate technology; a yearlong computer lab was added to all literacy classes. Computer labs were an extended part of each literacy course.

However, according to the coordinator of the literacy department, laboratories are not being used effectively. There was too little exposure to technology and what exposure there was inconsistent, depending on the instructor (school coordinator, personal communication, May 17, 2016).

### **Rationale**

College students today are reported as being perceptive when it relates to technology and more advanced than any other generation (Petrović, 2015). As technology continued to emerge, community college educators must decide if a blended approach was necessary to enhance learning that has generally been accepted (Selingo, 2014). Research suggests that the way that technology was introduced, can influence one's perspective or attitude toward using technology (Hanover Research, 2014). However, there are limited studies that have evaluated students' perceptions in their learning environment (Ragupathi & Hubbell, 2015).

Technology offered the opportunity for instruction to change (school coordinator, personal communication, June 2016). However, the main forms of instruction such as lectures and testing are prevalent in traditional practices (Johnson, Adams Becker, Estrada, & Freeman, 2015). Technology usage was considered crucial regarding success within an enhanced curriculum (Morgan, et al., 2015). The integration of technology has the potential to enrich teaching lessons, patterns, upgrade class organization, and fertilize students' attention, while building their overall communication and growth (Mustafina, 2016).

When students use technology as a resource to communicate with others, they are in a mobile role rather than the unresisting role as a recipient of information conveyed through instructors, programs, or textbooks (Keengwe & Maxfield, 2015). Students make decisions on how to generate, retain, manipulate, or display information (Edna, Gikandi, & Solomon, 2014). Students actively using technology implemented strategies and executed skills to navigate information outside of the traditional teacher-directed lessons (Keengwe & Maxfield, 2015). Using authentic lessons and evaluations allowed learners to understand the context of their lessons through real world experiences (Ruggiero & Mong, 2015). Moreover, technology worked as an instrument to support learning of authentic activities by enhancing and executing student's progress (Keengwe & Agamba, 2015). Students learned the skills needed for the 21st century as technology emerged within the classroom (U.S. Department of Education, 2017). Mixed views exist regarding which learning methods works best, technology based learning or traditional learning. Technology should be presented in a variety of methods, but without direct instruction it may have a negative affect (Johnson et al., 2015). Technology provides access to enhance learning because students and instructors have an additional tool to use with traditional learning methods.

The practice of Learning management systems in higher education can have an affect on student's engagement (Thindwa, 2016). The current culture at the community college under study does not have a mandatory policy or require instructors to implement technology into their lessons. Effective planning required coordination of widespread input, but not all students or instructors had similar views on technology-related issues.

Technology-based learning as a growing trend required a blended approach (Keengwe & Onchwari, 2014). Researchers have suggested that instructors' attitudes, perceived hurdles, and perceptions about implementing technology has an impact on the amount of technology integration within the classroom (Keengwe & Agamba, 2015). Therefore, the overall purpose of this qualitative study was to investigate the perceptions of instructors and students regarding the integration of technology in a traditional literacy classroom environment in a community college setting.

### **Definition of Terms**

*Constructivism:* Constructivism focused on the belief that the truth was comparable, and perspectives are gained from personal experiences (Dagar & Yadav, 2016).

*Technology integration:* Technology integration, explained as merging of technology into traditional instruction of any academic area (Koehler, Mishra, Kereluik, Shin, & Graham, 2014).

*Traditional learning:* Traditional teaching methods a teacher oriented in a lecture style and were rigid. Traditional education was an active mode of learning opportunities for students to explore and experience new information (U.S. Department of Education, 2017).

### **Significance of the Study**

Current research was limited regarding student and instructor's perceptions toward transitioning from traditional class delivery modes into technology-based learning within the classroom. Researchers found that technology positively impacted student

achievement and motivates student interests while clarifying content (Abdelmalak, 2015). Community colleges make significant investments in technology, fueled by the belief that these technologies were useful because they helped students learn (Durre, Richardson, Smith, Shulman, & Steele, 2015). Instructors who used such technologies did so with a more specific intent, or with an instructional or pedagogical goal in mind (Van der Merwe, 2015). The use of technology in community colleges was ever increasingly important in this era of global, competency-based learning of the 21st century (Johnson et al., 2015).

Instructors and students in colleges and universities across the globe invested significant amounts of time learning to use and integrate various technologies into their teaching and learning practice (Ryan, Tynan, & Lamont-Mills, 2014). However, instructor's choice to implement technology practices were driven by experiences instead of data that would indicate how their teaching would be improved from the student perspective (Abdelmalak, 2015). Hence, the significance of the study problem may be useful because the willingness to embrace change was also a major requirement for successful technology integration. Technology is continuously, and rapidly, evolving. It is an ongoing process and demands continual learning (Keengwe (Ed.), 2015). The present way many communities' colleges function, with their outdated practices, for a changing population, a changing world and a rapidly evolving future, a strong desire that institutions focus on ways to use technology to help students to acquire content knowledge was important (Durre et al., 2015). According to Allen (2014), research



underpins the need for change in teacher perceptions, enthusiasm, and readiness to incorporate technological resources in their instructional techniques.

### **Research Question(s)**

Due to the problem and lack of clarity about the phenomenon of instructors and student's perceptions of technology integration in a literacy classroom, this study was conducted to provide an understanding of the phenomenon of integrating technology into the literacy courses. The perceptions about using technology have a direct impact on the use of technology integration in the classroom and may engage students and improve their overall academic experience, while allowing instructors to provide literacy skills needed for the 21<sup>st</sup> century (Keengwe, Mbae, & Ngigi, 2015). The following research questions guided this qualitative study:

1. What are students' perceptions of their technology-based versus traditional learning experiences in a literacy class?
2. What are instructors' perceptions regarding their technology-based versus traditional teaching approaches in a literacy class?

### **Review of the Literature**

#### **Conceptual Framework**

This study drew on the theoretical work of Dewey. According to Dewey (1938) education is an extension of society. Dewey's theory was the conceptual framework used in this study because it connected practical activities such as technology to students learning experience. Dewey believed that educators served as a guide and should create activities that are relevant to students' everyday lives and experiences. This contextual

approach accounts for the unique challenges facing educators today (Amineh & Asl, 2015).

As a theorist, Dewey (1938) introduced an individual view on the social, exploration and expanding knowledge of learning through experiences. Dewey's (1938) ideas influenced education by suggesting that education should engage the experience and inquiry of thinking through reflections correlated with the part of educators. In addition, Dewey recognized that technology required more than tools and devices. It also required the conceptual thought and practices which provided structure. Dewey wrote about a full range of topics studied as primary concerns regarding the culture and philosophy of technology (Bhattacharjee, 2015).

Constructivism is built on the theory of educators appealing to meaning using experience and formal education as a link to the world around them (Dewey, 1938). Dewey was considered a practical educator and philosopher. Dewey believed that people were tasked with the responsibility of using education with social reform to enhance the world (Nissen, 2016). According to Slaughter (2009), "Our world today has become the electronic world" (p. 16). Technology is a driving force and dominate part of learning. It can be used as a tool to promote a passion for learning. Dewey (1938) believed that educators were responsible for being resourceful by providing relevant educational trends that were effective with aligned with appropriate technology. Dewey's social learning theory focused on social needs which has proven evident in the 21<sup>st</sup> Century classrooms (Amineh & Asl, 2015).

Dewey's framework related to this study's approach and aligned with the key research questions on students' perceptions of their technology-based versus traditional learning experiences in a literacy class and instructors' perceptions regarding their technology-based versus traditional teaching approaches in a literacy class. As a theorist of technology, Dewey focused on conceptual theories of students' experiences in the classroom which aligned with the intent of this study (Dagar & Yadav, 2016). The data analysis from the interview protocol was used to identify the perception of students and instructors' perceptions and experiences in their learning environments.

### **Review of the Broader Literature**

**Importance of technology.** A strong pedagogy was necessary in supporting transitioning and reshaping the learning experience which eased the transition experience from traditional to technology-based learning. As an alternative measure, students were exposed to traditional learning through activities such as videos which have replaced lectures and PowerPoints and are now used instead of traditional note taking (June, Yaacob, & Kheng, 2014). Students have changed, educators have changed, and learning itself has changed. Assessing learning tools have evolved to include YouTube and interactive videos (Hazzard, 2014). Technology constructs a bridge where students can participate in their learning practices, which allows them to develop in a post-industrial civilization as professionals (Ayaz & Şekerci, 2015).

Developing a vast of information through understanding, organization, and habits allow students to thrive. Computers have many benefits in education including enhancing academic works. Educators that facilitate collaborative projects can encourage the

sharing of ideas and strengthen student's areas of knowledge (Kafyulilo & Keengwe, 2014). Keengwe and Maxfield (2015) explained that technology is a very important component in education with the advances of the Internet; educators can access and develop authentic opportunities by implementing real world experiences into the curriculum. Technological pedagogical content knowledge was a model that centered on learning communities' outlook on practical technology integration methods. It provided a vigorous scheme for thinking about educators' awareness related to successfully integrating technology into learning domains (June et al., 2014).

**Traditional learning.** There was a debate regarding traditional learning as the best way of maintaining a learning process at the college under study. However, there were no findings that supported this argument from the participants' perspectives. In addition, research showed that technology models were as good as traditional learning (Thindwa, 2016). Prior to technology, traditional classrooms consisted of desks, books, paper, and chalk boards. Students did not have the luxury of exploring learning through technology (U.S. Department of Education, 2017). Technology can be designed for traditional and nontraditional students as a tool of support to those with individual needs (U.S. Department of Education, 2017). Achola, Gudo, and Odongo (2016) argued that teaching using different instructional materials improved the performance of learners. The necessity to employ technology was often associated with the diversity of the students included. Students spent so much of their free time on mobile devices and laptops that being confined to lectures hindered their learning (Hargis, 2014). A disadvantage of this traditional method was that students who had learning difficulties

were unable to cope with how the lessons were delivered (Singh & Hardaker, 2014). Above-average students were also disadvantaged because the lessons were not challenging enough (Thindwa, 2016). This meant that students in either category were at an instant disadvantage compared to an average student without a learning disability (U.S. Department of Education, 2017)

Traditional teaching methods a teacher oriented in a lecture style and were rigid (U.S. Department of Education, 2017). Traditional education was an active mode of learning (U.S. Department of Education, 2017). Students learned quickly in the classroom (Van der Merwe, 2015). The one-on-one student teacher interaction helped students to actively learn the lessons delivered by the teacher (Van der Merwe, 2015). This was the most prominent feature of traditional education (Singh & Hardaker, 2014). The timetable and duration of lectures were all scheduled, which allowed it to be carried out effectively (Zehra & Bilwani, 2016). This helped in making students disciplined and civilized (Ruggiero & Mong, 2015). Students who were taught through traditional methods of instruction with technology integration significantly performed better than those pupils taught without the use of technology (Zehra & Bilwani, 2016). The learning atmosphere of the traditional classroom helped them to stay focused and kept them motivated, unlike virtual classrooms, where procrastination had become a common attitude, traditional classrooms preserved a feeling of comfort all through the learning process (Ruggiero & Mong, 2015). Technology can work as a great tool or supplement. However, traditional methods according to the research clearly demonstrated that instruction and guidance along with a personal touch is also a great source.

**Perceptions of technology.** Students have identified how technology in terms of transitioning, allowed them to be comfortable and organized when accessing information. Advantages in academic and social engagement have been reported through a study on tracking the perceptions, which outlined the benefits of technology during a 1-year period (Keengwe and Malapile, 2015). Unfortunately, negative issues were just as prevalent as positive views. Students who were completely engaged academically perform better as opposed to students that do not fully engage (Jie, Fallon, & Russo, 2014). Learning was steps taken to acquire individual interpretation and discussions with other individuals (Tarhini, Teo, & Tarhini, 2016).

Research suggested that when educators were acquainted with technology, they were more likely than not to include it in their instruction (Keengwe, et al., 2015). Some teachers displayed positive attitudes toward technology but pinpointing a specific reason as to what motivated actual integration was unclear (Ruggiero & Mong, 2015). Discussions on role changes of educators as facilitators and the expectations of skills, regarding perceptions; have expressed concerns over extended time (Zehra & Bilwani, 2016). When technological affordances can support meaningful interactions, students engaged in collaboration with their peers and instructors (Abdelmalak, 2015).

**Connecting with technology.** A major component of the literature focused on connecting with technology. Studies suggested that students explored technology every day, but their attention must be captured for them to be engaged (Thindwa, 2016). Technology played an important role in the learning process and even in improving pedagogy (Thindwa, 2016). To sustain the instructor's role and provide support, the

pedagogy featured fostered learning and allowed the instructor's roles to be delegated by students (Ozdemir & Dikilitaş, 2017). Learners had a variety of abilities and styles. All of this should be considered when discussing how to connect to technology (Ozdemir & Dikilitaş, 2017). A variety of information can be located on the online to enhance lessons and advance practices in the classroom. Ryan et al. (2014) suggested that implementing video technology had benefits in academic integration because students preferred technology activities. Being able to build in the early stages of transitioning was important. Educators considered how to use technology as a motivate tool to and encourage learning. Initiatives involving online environments fostered collaboration with support to ongoing engagement and student participation (McGuire, Scott, & Shaw, 2016).

Using technology and having students involved in social integration were important to their academic growth and social development. New social practices were needed in the classroom. The growing trend of social networking has inspired new research by exploring the precise usage. Social networking can enhance connections through personal relationships (Cook, 2015). Technology offered networking as a form of digital communication. Using technology to support networking among students and instructors at the university level, included peer mentoring (Cook, 2015). However, challenges occurred when technology was used as the only tool among students and instructors to communicate (Abdelmalak, 2015). Students cannot always articulate and present their understanding of a lesson using technology (June et al., 2014).

**Integrating technology.** A framework for educational technology was based on

Shulman's (1987) article, which referenced the formulation of content knowledge with teachers integrating technology into their pedagogy. Technological pedagogical content knowledge was explained as merging technology into instruction of any academic area (Koehler et al., 2014). Schulman's pedagogical content knowledge explored the idea of technology in a framework that explains usage in education. Koehler et al., (2014) identified technological pedagogical content knowledge as a foundation used in comprehending technology integration in educational research as it outlines how an instructor's abilities pertain to effective implementation (Robinson & Wizer, 2016). According to Koehler et al. (2014), what was taught and how teaching was conducted depended on available tools, which usually excluded Information and Communication Technologies (ICT) integration interventions. The teaching and learning emerged through technology. Successful technology integration included content and pedagogical knowledge (Rao, Edelen-Smith, & Wailehua, 2015). The success of technology in the classroom was also related to instructors' instructional practices. Technology in colleges were standard in academic courses (Khodabandelou et al., 2016).

When a learning environment is completely blended using the technological, pedagogical, and content knowledge. it should include the content and pedagogy of technology (Ozdemir & Dikilitaş, 2017). Koehler et al. (2014) suggested that the notion of technological pedagogical and content knowledge allowed educators and researchers to move pass false practices that did not include or blend technology in the classroom culture. However, there was little explanation for how technology is implemented or used by educators' well-informed versus those that were not as informed in modern



technology. For example, some educators used an interactive whiteboard that allowed for lessons to be demonstrated while others used the chalkboard to support the student learning process.

**Barriers.** Regarding diversity, higher education must provide resources for integrating technology so that it does not create a barrier for students or staff. On that note, practice strategies for embedding technology within the curriculum, teaching, and learning research, as well as meeting the needs of adult, was also crucial (Durre et al., 2015). Future developments included evaluation of approaches and the perceptions of students and staff as it related to purpose and planning (Hargis, 2014). In addition, a portion of data included both traditional and nontraditional students and their outlook since their college plan varied (Hargis, 2014). Literature surrounding educational institutions questioned their intentions and implementation of the curriculum if it did not prepare students for the 21<sup>st</sup> Century (U.S. Department of Education, 2017).

Edna et al. (2014) considered educators' attitudes and beliefs as minor. While, resources, culture and subject with organization identified such as schools or university; constitute as first order or major barrier. Furthermore, time was also a crucial barrier. Acquiring and maintaining knowledge of current technology practices was time consuming and required time outside of the normal work schedule. Many instructors did not possess individual experiences with using technology or the opportunity to apply the theory for growth of technology-constructed assignments (Foulger, Buss, Wetzel, & Lindsey, 2015). On that note, for educators to acquire knowledge and tools needed to formulate and maintain technology usage and skills, time must be set aside within a work

day (Hargis, 2014). In addition, information regarding technology was not maintained or formulated by an educator unless it was consistent to their current pedagogical methods (Foulger, Wetzel, Lindsey, Buss, & Pasquel, 2016).

When the availability of new technologies was accessible to educators, traditional teaching and technology integration were challenged with providing applications centered around research-based approaches that authentically engaged students in all aspects of curricula, subjects, activities, and assessment (Aslan & Zhu, 2016). Additional preparation and instructional time were required when integrating digital literacy (Robinson & Wizer, 2016). Technology can save time once strategies have been created, but it may take more time than the lesson itself if resources are scarce (Keengwe et al., 2015). Technical issues took time from learning when there was a technical issue, the instructor handled the situation during class time and that limited the time to teach and/or implement the lesson. Also, the availability of resources and professional development along with time to plan lessons hindered a teacher's position and/or perceptions of technology (Khodabandelou et al., 2016). The results from this study identified that not even half of instructors using technology during class time were for educational purposes (Ruggiero & Mong, 2015). Instead, those educators were completing the administrative part of their professional obligations; such as grades (Andersson & Palm, 2017). In addition, teachers outlook regarding time and computer availability as a barrier; determined how, when or if computers were a part of their instructional activities. A lack of leadership was also a barrier. Teaching as a practiced skill, required a combination of specialized training. Many teachers received degrees and certifications prior to the new

developments and discoveries of technology (Durre et al., 2015). However, it's not a surprise when educators do not consider themselves savvy enough to integrate technology in their classrooms, nor understand its relevance to the learning process. Bada and Olusegun (2015) suggested that in a constructivism approach, students are active participants.

Traditional perspective of education was planted through theories of adaptations and coping mechanisms (Zehra & Bilwani, 2016). The belief was that students could learn relative to the development of their abilities. The main argument was that learners actively constructed their own knowledge based on their previous experiences (Teo & Zhou, 2017). Adapting has proceeded a surge in the popularity for constructivist approach when employing instruction through technology. Technology has the power to change instructional practices if it is integrated appropriately (Ruggiero & Mong, 2015). Compared to traditional methods, which were classrooms that enforced textbook instruction and grading only on test performance; should grasp that technology provided many opportunities for students to demonstrate what they understood (Shabalina & Chickerur, 2016). The availability of technology must be accessible for instructors and students if it is expected to be integrated successfully, along with resources and materials (Hargis, 2014). Materials and resources included lap tops and training for students and staff, along with technology helplines for assistance. Unlimited resources may promote usage and knowledge (Hargis, 2014).

## **Implications**

Many colleges have included technology as a part of their curriculum by investing millions of dollars to equip schools with technology and software. The college under study provided access to the software Blackboard Learn 9.1, for both instructors and students, along with technology resources and tools. However, Blackboard did not guarantee that technology would be supported in traditional classroom methods or implement throughout the literacy lab courses assigned to integrate technology (Hargis, 2014). Consequently, investigating the perceptions of students' and instructors toward technology was needed to increase technology integration in the classroom (Abdelmalak, 2015).

Jie et al. (2014) conducted a study on the impact of technology usage at the college level and concluded that most of the participants had access or possession to, and used technology, students were still uncomfortable about using technology, which hindered student's growth and impacted their overall experiences. This qualitative case study has the potential to provide educators and learners with a thorough understanding of technology integration awareness.

It is important to understand what kind of support was needed to assist faculty in integrating their courses with technology. Ayaz & Şekerci (2015) argued that conversations regarding education should adopt the constructivist learning approach. This required help ranging from assistance in selecting appropriate technology to faculty support for implementation at their institutions for the professional development to succeed (Pete, 2016). Option one was to encourage technology practices among

instructors to share what they have learned through paid professional development training (Cooper, 2014). Another option was to offer more online learning class options with at least two mandatory face-to-face meetings (Cooper, 2014). Understanding that technology is a tool needed for 21<sup>st</sup> Century learners, can entice educators to utilize technology as a tool which will have a social change that is positive to traditional learning experiences (Gutek, 2014). Engaged learners participated in teaching and learning to find solutions to difficulties and to share what they have constructed with existing knowledge when using the internet (Petrović, 2015).

A qualitative descriptive case study can provide instructors with ideas on applying technology to the curriculum by using instructional designs that appeal to students' learning experiences and preferences (Fusch & Ness, 2015). When implementing many activities that included technology, educators could address the learning preferences and styles of the learners within their classroom (Keengwe, 2015). Higher educational institutions have a responsibility to prepare students with the necessities for going into the work force. Consequently, investigating students' and instructors' perceptions toward technology was needed to create an increase in technology integration within the classroom (Zehra & Bilwani, 2016). Technology integration provided a variety of modalities are acknowledged (Johnson et al., 2015). The overall direction is to enhance the effectiveness of technology integration and provide competency among instructors. In addition, information was facilitated both internally to staff and externally to students with the elimination of redundant data and resources (Shabalina & Chickerur, 2016). Also, provide a flexible and open technology base for new technology ideas and lessons.

## Summary

Being able to understand the effectiveness of technology and its role in enhancing education is important. For the classroom culture to become universal within higher education, understanding the traditional teaching methods versus the technology-based learning outlook is important. Technology and traditional learning are both identified just as effective as the other, if implemented correctly (Álvarez, 2012). Higher educational organizations can service learners through distance learning that typically are not able to attend college in a traditional manner for many reasons. Traditional education classroom instruction was similar to blended classes regarding student's product, engagement, and overall satisfaction (Tarhini et al., 2016). Students perceptions affect their experiences in traditional and technology-based courses (Tarhini et al., 2016).

Identifying how teachers and students perceive technology through a qualitative descriptive case study may ultimately determine their willingness to adapt. A constructivist approach was used because technology varies on experience or interest (Bhattacharjee, 2015). The culture can change within the classroom as the concept develops. Identifying the weight of perceptions can help with the goal of changing the current culture within the college under study (Ayaz & Şekerci, 2015). Constructivist views on how teachers traditionally implemented instruction have changed. Currently, a debate over basic classroom approaches became a hot topic. Constructivism focuses on the belief that the truth is comparable, and perspectives are gained from personal experiences (Dagar & Yadav, 2016). As technology emerges; instructors and learners must understand technology as an academic tool for them to become ready for the work

place and the 21<sup>st</sup> Century demands. Higher learning institutions that support and assist faculty in the transition process provide opportunities for growth as well as utilize best practices for transitioning to technology-based learning may find that perceptions change (Zehra & Bilwani, 2016). Instructors with constructivist beliefs are more likely to support student learning through technology using directed lessons with traditional models (Van der Merwe, 2015).

The major focus of technology is to direct students' learning, while accepting that technology, played a crucial role in the overall goal of their educational experience. Instructors and students that welcomed the experiences that technology offered, soared in the integration and social impact provided through learning experiences of technology (Shabalina & Chickerur, 2016). Section one introduced the problem and provided background information that included the community college of study current practices and requirements. Also, the need to conduct a qualitative descriptive case study that focused on transitioning and implementing technology in higher educational settings were identified. There were two research questions posed that surround perceptions of instructors and students technology practices in a literacy classroom. As a case study, this qualitative research investigated the perceptions of integration of technology into classroom instruction and students' perceptions of technology as a part of their learning.

Section two included the type of methodology approach implemented in this study. In addition, an overview of methods and data with analysis used to conduct the research needed for perceptions of instructors and students were reviewed. Choices for data collection with justification and coding system(s) used are explained. Furthermore,

the participants' selection process, ethical measures and researcher/ participants' relationship were justified. Finally, the researcher's role, system and biases were explained as well as the experiences used to relate the topic researched.



## Section 2: The Methodology

### **Research Design and Approach**

Section 2 contains a description of the qualitative method I used in this study. As I conducted this study, I sought to provide greater understanding about the phenomenon of students and instructors perceptions of instructors and students regarding the integration of technology in a traditional literacy classroom environment in a community college setting. The problem was that technology exposure was inconsistent and dependent on the instructor. The design, participants, ethical considerations, the role of the researcher, data collection, and data analysis described in this section of the project study focused on students' and instructors' perceptions of their technology-based versus traditional learning experiences in a literacy class.

A qualitative approach was chosen for this study to seek a better understanding of personal perceptions. A qualitative case study approach allowed me to highlight students and instructors' perceptions toward technological integration in the literacy classroom. This methodology allowed for a useful result within the data, without the need for numerical statistics to back up the theories represented. In gaining reactionary data from students and instructors, I gathered true and actual data in the opinions of participants experiences in a community college setting.

The case study method supported the procedures essential to conducting the case study research, which provided the tools for researchers to study complex phenomena within their contexts (see Creswell, 2014). Merriam (2009) supported a constructivist approach to case study research, whereby the researcher assumed that reality was

constructed intersubjectively through meanings and understandings developed socially and experientially. This case study focus was an inquiry using in-depth interviews. Creswell (2014) described the case study approach as a qualitative inquiry. Case study research was used when an issue needs an in-depth analysis to understand the perspective of the participants (Yin, 2014).

### **Participants**

The criteria for selecting participants for this study included instructors who were full-time faculty in the literacy department teaching a traditional or online academic literacy class with a lab attached, or who had taught an online course within the last 2 years. The second participant population included degree-seeking students between the ages of 18 to 23 willing to participate in a 45-60-minute interview session. All participants were free to withdraw from the study at any time without penalties. Participants that did not meet the criteria were excluded.

The case study analysis included data from six students who were enrolled in a literacy course and six full time instructors currently teaching a literacy course. The 12 participants were selected using a purposeful method, based on the enrollment or class assignment of each participant identified as possible research participants through the college under study, as their perceptions of the phenomenon were identified (see Creswell, 2014). Twelve semi structured interviews allowed me to gather descriptive detailed data from each participant and provide some criteria as well as receive an adequate amount of perspectives needed for the qualitative descriptive case study at hand.

I researched a single program. Using a single program increased the depth of the investigation (Creswell, 2014).

### **Gaining Access to Participants**

As the researcher, the first step was to communicate with USCC's department chair for arts and humanities as a tool to identify faculty and students as possible participants. Once information was received, participants that met the criteria were invited. Once approval to conduct research was received, scheduling sessions in the SSRV began in an effort to gather potential student participants. A consent form was given as a hard copy or sent to potential participants through email.

After being approved by institutional review board (IRB) of both the research site and Walden University, establishing a professional, yet friendly, respectful relationship within the college under study was important. Methods for initiating a relationship as the researcher and the participants included ethical guidelines and confidentiality of all participants. Protecting participants' confidentiality was crucial and required due to the small sample of the population studied to minimize any risk of personal details being divulged (Creswell, 2012).

Participants were informed that participation in the study was a completely voluntary study, that their privacy would be maintained through a pseudonym, and why the case study was being conducted. In addition, participants were not forced, hassled, or deceived. Once each participant agreed to be a part of the study, they were asked to complete a consent form. Deidentifying the information by not using characteristics that

would reveal the identities of the participants in this qualitative case study done was immediately to minimize any risk of personal details being divulge.

### **Data Collection**

For the purposes of this qualitative research study, interviews were used as the data collection method. Interviews were personal and semi structured, which allowed me to identify six instructors and six student participants' perceptions regarding their technology-based versus their traditional teaching approaches or learning experiences in a literacy classroom with an extended computer lab class attached.

I produced two instruments, which were created to collect and organize data; an interview tracker (Appendix B) and an interview protocol guide (Appendix C). Each instrument ensured preparation by using a predetermined agenda, which allowed me to capture the information for two research questions that guided this study. An interview tracker for the interviews was different from the protocol because it allowed me to introduce myself as the researcher, collect and manage participants' information, as well as organize board themes written as a result from my literature review. The interview process from start to finish lasted approximately 45 minutes for all 12 participants. Each interview was recorded to ensure accuracy and immediately transcribed verbatim. During the interviews, I documented the main points on the interview sheet and immediately placed them into my journal once the interview was done

Participants were asked 12 open-ended questions which were developed to gather data for two research questions. All interviews were transcribed within 48 hours, using a color coding to identify the themes. The interview guide ensured that similar information

was collected during each interview to establish sufficient data. Upon the completion of the interviewing process, I thanked each participant and ensured that they would receive a copy of their transcript for approval via email. I re-collected the instructor email addresses and asked them politely to respond as soon as possible upon receipt. A 2-week deadline was given, which was enough for six instructor participants. The students were also given a copy of their transcript to review, but a face to face review of their transcript took place instead because, due to a student protection policy at the study site, I could not contact them via email.

The interviews were recorded and transcribed verbatim. The interview protocol served as an outline for the 12 interview questions addressed throughout the study. Once data were collected, coding was used to identify patterns and themes (see Merriam, 2009).

### **Role of the Researcher**

As a former adjunct instructor for the college under study, I was actively involved with the literacy curriculum and the students within and outside of the college. I was employed with the college for 5 years. I was an instructor at one of the four campuses of the college that was not the campus under study.

To be clear, I am not currently an instructor, nor did I have any formal or informal relationships or prior contact with staff or students at the college under study that was used for this case study. The college campuses selected for this study offered convenient access to both student and instructor participants. I developed a professional respectful relationship with the participants, obtained the informed consent documentation needed,

scheduled the interviews, and performed the data collection through interviews and analyzed the collected data.

### **Data Analysis**

The data in Section 2 includes a detailed summary of findings that addressed two research questions: What are students' perceptions of their technology-based versus traditional learning experiences in a literacy class? What are instructors' perceptions regarding their technology-based versus traditional teaching approaches in a literacy class? The research questions were designed with the intent to understand student's perceptions and instructor's attitudes regarding technology integration. The outcome from this study along with the collection of data, data analysis, emerging themes, coding and interviews represent the findings for this study.

### **Credibility**

This case study consisted of interviews as the only data collection method, therefore member checking was completed to ensure internal validity and credibility (Merriam, 2009). This allowed two validations to happen, I was able to rule out the possibility of misinterpreting the participants perspectives and misunderstandings by asking whether my interpretations ring true. I documented my personal thoughts, insights, and ideas through reflective fieldnotes (see Creswell, 2012). Lastly, I adequately engaged in my data analysis over a 16-week period while actively searching for variations in the understanding of the phenomenon (see Merriam, 2009). Qualitative studies are limited to the integrity of the researcher (see Merriam, 2009). Because I was the primary instrument of data collection and analysis, being aware of my bias was

important. A peer reviewer assessed the interview question for biases prior to the data collection process, as recommended by Creswell (2012).

### **Data Analysis Results**

There were six instructors and six students who were invited to participate and provide their perspectives in this case study. Analyses were established from semistructured structured interviews in which data were derived that addressed the research questions and made conclusions. I developed major themes and subthemes for each research question (RQ). First, a review of participants' defining demographic data served to set the stage for better understanding the context of emergent themes. Table 1 lists demographics of student participants that emerged from data analysis. This table reported the enrollment, semesters attended and the degree status.

Table 1

#### *Demographics of Student Participants.*

Participants (Pseudonyms used)	Enrollment Status	Semesters at college	Degree Attainment Yes/no
S.1.	Full-time	2	NO
S.2.	Full-time	2	NO
S.3.	Full-time	2	NO
S.4.	Full-time	2	NO
S.5.	Full-time	1	NO
S.6.	Full-time	2	NO

Table 2 provides the demographics of the instructor participants. The demographics aligned the emerging themes with research for this study. Table 2 data provided employment, years of employment in higher education, preference of technology usage and degree level reached.

Table 2

*Demographics of the instructor participants.*

Participants letter-system Used	Employment Status	Years Employed in Higher Education	Frequency of Technology Integration Preferred	Degree Attainment
I.A.	Full-time	5	Every class	Ph.D.
I.B.	Full-time	17	Often	M.A.
I.C.	Full-time	21	Rarely	Ph.D.
I.D.	Full-time	2	Every class	Ph.D.
I.E.	Full-time	12	Often	Ph.D.
I.F.	Full-time	7	Every class	M.A.

### Results from the Research Question 1

**RQ1:** The first research question that guided this study stated: What are students' perceptions of their technology-based verses traditional learning experiences in a literacy class? In answering this question, I wanted to understand how students perceived their course that integrated technology verse the courses with more of a traditional style in their overall learning experience. As data were collected, one major theme that emerged during this process was technology integration in which two subthemes emerged: trends in higher education and continuing learner. The theme and subthemes addressed data



analysis included coding that represented occurrences throughout interview transcripts describing the perspectives of participants on technology integration for the targeted population, which were placed in a Microsoft Word document and color coded in red.

Table 3 lists the theme and subthemes that emerged from data analysis RQ1.

Table 3

*Theme and subthemes.*

<b>Theme</b>	<b>Subthemes</b>
<b>Technology Integration</b>	<b>Trends in Higher Education</b>
	<b>Continuing Learner</b>
	<b>Unlimited Access</b>

The major theme that emerged from the data collection and analysis of RQ1 was technology integration. Within this theme, two subthemes emerged which included trends and student needs. Data analysis for this area included coding and counting codes that represented occurrences within each interview transcript of descriptions of perspectives held by participants on writing practices for the target population, which were highlighted yellow and placed in a Microsoft word document. Theme 1: Technology Integration

Technology integration was noted as a major theme, based on the responses given to Questions 4 through 8, which was used to collect data. The responses from 11 out of 12 of the participants divulged that the perceptions and attitudes were positive despite the numerous concerns that are linked with technology integration. What I noticed was that participant I.C. was an instructor for 21 years and was more of a traditional teacher and

was least likely to integrate technology, while participant I.A. was newer to higher education and most likely to use technology during every class (see Table 2).

Experience with emerging technology is needed to acquire jobs now and, in the future, (Ozdemir & Dikilitaş, 2017). But students must also learn traditional content. In this global world, challenges continued with emerging technology. Participants I.A. I.B. I.D. I.E. and I.F. all shared similar perspectives, which included technology being a supplement to traditional learner. Today's students were no longer the people the current educational system was designed to teach. Integrating technology was important in the classroom because it allowed students to engage.

### **Subtheme 1: Trends in higher education.**

Students experience constant changes in education and must adapt in education to maintain accessibility to new technology and popular educational practices. The participants expressed how they would like to be prepared for future endeavors rather than work at another institute. Students also expressed their ability to stay current with class assignments. The problem was that outside technology was limited or not allowed in the classroom. Students felt that USCC could provide technology because other schools are currently providing laptops.

Participant S.1. shared that most students cannot access Blackboard which made it hard to use technology effectively and that time in class was often limited. Participant S.2. stated, that "being able to have access to technology, such as personal laptops, would help." Regarding the students, they have limited access to the computer lab, which

opened from 9:00 am to 4:30 pm. Six out of six student participants expressed the need to have more access to the computer lab.

### **Subtheme 2: Continuing learner.**

Based upon the interview data collected, current technology integration practices were crucial to participants as they learn, especially at different stages of their lives. Reasons and purposes varied from experiences, goals and employment opportunities, to educational gaps. The most commonly reported preference for technology integration was to prepare for transitioning to another school. The participants, because of the majors chosen and the need to continue their education beyond community college, expressed this common theme.

Participant S.1. stated: “Advances in technology can have a great impact on higher educational settings.” For example, Participant S.4 stated:

I am a student that loves using technology in my everyday life. I can stay abreast with the current trends through technology because it allowed for easy access to assignments, which were hard to keep up with if a class assignment was not accessible via technology.

Participant S.2. shared:

“Resources were limited and preferences to use personal technology in the classroom should be an option, due to the ease of accessibility.” Community colleges gained more attention from incoming students because working parents were drawn to the flexibility of a two-year program. Therefore, this trend was capitalized on and used as a recruitment strategy at the college under study. Participant S.4. also shared that some “friends

attending other schools have received laptops and that would help with 24-hour access.”

To ensure that the college under study provided students with flexibility, but the resources appeared limited according to the student participant ‘s responses.

**Subtheme 3: Unlimited access.**

Technology extends beyond the school and work environment. During the collection of data, students shared and gave personal testimonials about how much they were required to rely on technology. Four student participants reported that they were managing work and school, while two were managing families and school. Many students used the adoption of technology because it allowed them to go to school from their living room, complete class assignments on their lunch break and access library resources using their school’s login.

Listening to students elaborate on their experiences with technology provided great insight and clarity as to why technology was of preference. For example, participant S.5 stated, “being able to complete classes online was the best upgrade to the lectures and the old style of learning.” Participant S.2 expressed that Blackboard “was a great tool because it allowed for flexibility in learning.” Furthermore, S.1 shared that Blackboard “allows one to work full time and earn a degree online.” This theme emerged in relation to the role of expectation from both student and instructor participants. These responses were chosen as examples because they represented the consensus of the student participants. The responses that emerged from the data analysis revealed that six out of six students preferred technology integration because it made the class more accessible. As I engaged with students during the interview portion of this study, students stated

clear preferences regarding technology integration and how important access to technology was to a student as they responded to interview questions four, five, and six.

As student data were collected, data revealed that most student participants had positive perceptions toward using technology in their overall learning experience within a community college setting. In addition, strong preferences of technology integration were greatly desired over traditional methods in an academic course. All six participants shared positive perceptions and experiences towards technology being a part of their learning experiences. Students responded to three out of 12 preference-related questions. Five themes emerged from research question one.

### **Results from Research Question 2**

**RQ2:** The second research question that guided this study stated: What are instructors' perceptions regarding their technology-based versus traditional teaching approaches in a literacy class? In answering this question, the goal was to understand how instructors felt regarding their courses that integrated technology. Based on collected data, one major emergent theme was Barriers, with the sub-theme, limited access and support emerged. The second theme that emerged was traditional learning with the sub theme: Technology adoption and its potential. Table 4 lists the themes and subthemes that emerged from the data analysis for RQ2.

Table 4

## Theme and subthemes

Themes	Subthemes
Barriers	Limited Access and Support
Traditional Learning	Technology Adoption and its Potential

Data revealed that all instructor participants in this study used technology in their classrooms. However, the level of integration varied as well as the types of supplemental programs varied between the participants. Data suggests that the length of employment and degree level of instructors are linked to the frequency technology usage in each classroom.

**Theme 2: Barriers**

For instructors to integrate technology effectively into their instruction, availability and accessibility was a must. Limited training opportunities, lack of support and time for students to use computers were great barriers. In addition, the lack of professional development and support has been a barrier preventing the effective use of technology in education (Morgan et al., 2015). Many teachers were hesitant to integrate or explore technology in their classrooms. Another barrier to using technology in education was the participants' resistance to change. Some teachers have refused to change from the old way of doing things. Also, some instructors were withdrawn because they did not understand how to integrate technology regularly. Inadequate technology knowledge leaves many instructors uncomfortable and unable to integrate technology effectively (Zehra & Bilwani, 2016). Teachers who perceived time as a barrier were less

likely to create a lesson that required technology than an educator that did not perceive time as a barrier. For example, participant I.F. suggested that technology be used in every class as a way of inciting creativity and critical thinking. On the contrary, I.C. preferred traditional methods such as lectures designed as a power point for each class, in which technology was limit to the teacher and as a result student engagement with technology was limited. One of the most demanding aspects of technology was that it never stops evolving. The current lack of technology integration and access to technological tools has also acted as a great barrier towards the effective use of technology in education (Keengwe, 2015).

**Subtheme: Limited Access and Support.**

Limited technology training opportunities were available. According to participants, training which offered a variety of approaches to teach or learn technology integration and collaborate with colleagues was not an option. Data revealed the educators with the most job experience were least likely to participate in technology training, while instructors with the least amount of experience were likely to believe that their training would be beneficial. However, all the participants expressed that they were ready to learn technology because they realize the impact on student learning. Findings revealed that instructors were at ease with integrating technology. However, instructors were also unsure of how to use Blackboard Learn 9.1 effectively even though it was a preference for five out of six participants.

Participant I.A. stated, “I am an educator in my profession, however learning and staying up-to-date with technology must be done on my time because the school offered

very few professional development sessions.” Participant (I.F.) discussed how not receiving training on how to effectively use all the components of Black Board has hindered technology usage. Moreover, participant (I.E) stated, “being a veteran in this field, instructors get cozy with repeating the same style of teaching and never adjusting to fit the students.” Participant I.C. stated, “many problems with technology and time to prepare arise because instructors shared classrooms, and no one uses the same room for each class.” Participant I.C. expressed that when it came to technology, she wanted to be more engaged, but limited her usage due to limited support. In addition, participant I.E. shared that classrooms are equipped with technology, interactive white boards, and document cameras, but the professional development needed to operate the technology is limited. Five out of six instructor participants viewed locations for full time instructors as very accessible but only helpful when used. Participants shared that computers were in each classroom and the office of faculty, but often students complain that they do not have access to a computer, when instructor’s assignments work through Black board. Participant (I.E.) shared a similar view, training should be required for instructors and available for students.

### **Theme 3: Traditional Learning**

Participants expressed the importance of teacher to student, and teacher to teacher communication. Furthermore, participants conveyed the benefits of using their classroom websites to communicate all aspects of what was going on in the classroom. Participant 3 reflected, Students were aware of assignments ahead of time. Benefits of traditional methods includes diversity in social interaction along with specialized instruction.



Learners were submissive to information and authority. Teachers were the main source of information and authority. Also, learning is direct, and knowledge was assimilated through worksheets, lectures and texts. An instructor's lecture was generally a one-size-fit-all method. Every student learns at a different pace. While some learners can follow lectures with convenience, many require time to absorb information that they were receiving. A traditional educational setting has the advantage of including subjects such as math, reading, science and social studies. These subjects were a typical structure for a K-12 education, however higher education was not so traditional. Classes were individualized, and several different instructors were assigned to one student. In traditional settings, students were expected to be obedient as the instructor delivers a lecture that did not have students explore new concepts. Their learning ceased at a certain point, concepts were crammed, and a product was expected.

**Subtheme: Technology adoption and its potential.**

Participants expressed that technology adoption calls for skill developmental opportunities so that it could be integrated with purpose. Furthermore, participants conveyed that technology was beneficial to the growth of students both academically and socially. All six instructor participants mentioned that training for both students and teachers was needed to maximize or promote technology integration and to increase its potential as it related to academics. For example, participants I.A. responded, that technology made learning more interesting because it has changed how students and teachers interact. Similarly, participant I.F. indicated that technology played a major role in encouraging students to become critical thinkers. In addition, technology integration

provided more hands-on experiences and the ability to analyze information and an opportunity for students to be creative. Likewise, participant I.B. stated that “students learning and staying informed were the main reasons for integration, as well as faculty being pushed to do more.” Participant I.E. mentioned that faculty requiring students to use their own resources and bring technology into the classroom was a great way to integrate technology. Similar to one student’s sentiment, instructor participant I.E. commented that “It seemed that this works best for students in and out of the classroom.” Participant I.D. stated, “integrating technology into my lesson was a great way to make the lessons come alive!” Sharing similar perspectives, participant I.B. and I.C. stated, “students should be allowed to use their personal devices for assignments.” This insight shared by instructor participants gave additional clarity as to why many students preferred technology as a part of their learning experiences and that as instructors realize the affect that technology has on education, they can share with students to promote a positive outcome. Finally, data revealed despite these positive sentiments, instructors were generally hesitant in demonstrating technology to students due to their comfort levels.

### **Transferability**

This case study was provided through a thick description of the participants, both students and instructors perspectives on technology integration. According to Lincoln and Guba, thick description is when external validity has been achieved (1985). The findings explained a phenomenon for readers to evaluate in which the conclusions of the research done becomes transferable to other higher educational settings. As stated by, Lincoln and

Guba (1985); “It is, in summary, not the naturalist’s task to provide an index of transferability, it is his or her responsibility to provide the data base that makes transferability judgements possible on the part of potential applicators. Transferring the findings of this study, may assist readers in developing an understanding from evidence that can apply to other contexts.

### **Dependability**

As stated by Lincoln and Guba, accuracy and consistency are needed for a study to be dependable (1985), to construct the dependability for this study, I comprised the data derived from the interviews, a member checking strategy and written notes from my journal in which I used as an audit trail to track mistakes. Being consistent in the analysis of my data was crucial to the dependability of my results, therefore I was sure to describe specifically how I gathered, analyzed and interpret my data.

### **Project Deliverable**

Many colleges used Blackboard 9.1 as a resource and management system to promote teaching and learning in higher education. With this software, faculty and students may execute many areas from enrollment and financial aid to providing class materials and professional development. This management system was beneficial as it promoted technology integration in higher education. As the usage and competency of technology develops, so does the use of its content (Mustafina, 2016). Therefore, creating a professional development for instructors was the best choice for presenting resources that could equip faculty with on-going tools needed to build confidence among staff when integrating technology. The goal was to assist staff and display systematic lessons

on implementing blackboard tools that supports learning and teaching using traditional lesson planning to integrate technology.

### Section 3: The Project

#### **Introduction**

In this section, the findings from my research study revealed that a professional development activity would be beneficial. A professional development project was developed around the findings and implications to the literacy classroom experience. To develop the project, I included the purpose, goals, learning outcomes, targeted audience, as well as the materials needed to implement and an evaluation plan with a 3-hour outline of the training in detail. In addition, the rationale, a review of literature, a description of the project, and the evaluation plan appeared in this section along with the implications of this project.

The purpose of this qualitative study was to conduct a case study on the experiences of traditional and technology-based learning in the literacy classroom. Interviews from six instructors and six students produced the data that was used to implement the professional development session. The results suggested that it was crucial for instructors to have knowledge about technology and students learning preferences in their classes when considering their instruction and preparing material for the literacy classes. This project was important because there was an inconsistent use of technology among instructors. At the end of this professional development, each instructor was exposed to the same technology tool and integration experience giving them the option to build on the literacy feature Wiki which was introduced, demonstrated, and implemented as a part of the professional development session. The professional development activities provided community college instructors with a literacy feature located in

Blackboard that could be implemented across the literacy department. Exploring Wiki could help to advance students learning experiences in their literacy courses (Biasutti & EL-Deghaidy, 2015). Providing a universal experience through exposure in an interactive hands-on professional development was important when attempting to integrate technology into traditional learning methods (Keengwe, Onchwari, & Hucks, 2014).

My study explained how instructors at the college under study used Blackboard inconsistently. Providing a new feature in Blackboard allowed an additional option for consistency among instructors. I chose a professional development activity to support technology integration among instructors teaching a literacy course with an assigned lab. The goal of this professional development was to provide opportunities to build a universal culture of technology integration within the literacy department at the community college under study. The professional development activities occurred in a 3-hour professional development, prior to the start of each new semester. Creating a professional development provided instructors an opportunity to implement a culture of technology integration universally used throughout the literacy program (Ottenbreit-Leftwich, Ertmer, & Tondeur, 2015).

During this 3-hour professional development, I provided the outcomes of the study in a PowerPoint presentation. The key focus of the professional development activity was important to the culture within the college under study. The goal of this project was to ensure all participants acquired the understanding of how to implement technology as an instructional tool. With new progress in technology, such as Blackboard Learn 9.1 feature Wiki, the integration of technology can serve as a structured and

efficient tool for assisting instructors and learners in the literacy classroom. In addition, these tools can also provide both instructors and students with an interactive and consistent learning experiences beyond formal instruction times (Álvarez, 2012).

Table 5 presents the agenda for the professional development for instructor participants. The agenda was the aligned to meet the purpose, goal, learning outcomes, and the audience for this project study. The purpose of the professional development activity agenda was to build a universal culture of technology integration within the literacy department at the community college under study. Table 5 shows the activities that occurred in a 3-hour professional development prior to the start of each new semester. The audience included instructors, program coordinators, and the department chair at the college under study.

Table 5

*Professional Development Agenda*

Introduction	Sample Lesson	Interactive Discussion	Wrap up: Role Playing
Briefly explain the study and share the results that led to the create professional development.	Explain its usage and how it has helped with literacy.	Opening: What is the difference between traditional and integrated classrooms?	Demo lesson on wikis (role play).
Discussion: Why is technology important?	Add a lesson created using the feature Wiki(s).	Show visuals and quotes traditional classrooms verses integrated classrooms.	Have instructors create their own activity in wiki.
Explain its usage and how it has helped with literacy.	Impact on education.	Gallery walks. Ask instructors.	Survey.
What is technology integration?	Important that participants know that instructor is knowledgeable about content.	Who has used technology?	
What does it look like? Provide research and visual examples of technology as a learning tool.	Important that participants know that their instructor is knowledgeable about content	Experiences with technology.	
Why do we need to integrate technology?		Benefits.	
		Success stories. Integration.	
Students and instructors Personal testimonial			



In Table 6, the professional development timeline is provided. I used the timeline as a checklist to gather and prepare for the professional development session. The purpose of the professional development timeline was to identify which steps were needed each month. In Month 1, I completed several steps and recorded notes to keep myself organized. In Month 2, I completed the next seven steps and continued to record notes as I checked each step that was completed. Finally, In Month 3 the last four steps were check off as each one was completed.

Table 6

*Professional Development Program Timeline*

3-Month Timeline	Researcher Steps
Month 1:	<ol style="list-style-type: none"> <li>1. Present study to department chair</li> <li>2. Secure permission to conduct the professional development</li> <li>3. Collect email addresses</li> <li>4. Send invitations</li> <li>5. Arrange for caterer</li> <li>6. Reserve site location &amp; date</li> <li>7. Reserve faculty technology room</li> </ol>
Month 2:	<ol style="list-style-type: none"> <li>1. Confirm all dates</li> <li>2. Create tentative PD agenda</li> <li>3. Confirm attendees</li> <li>4. Prepare budget</li> <li>5. Gather materials</li> <li>6. Make contacts final attendee list</li> <li>7. Contact department chair for additional</li> </ol>
Month 3:	<ol style="list-style-type: none"> <li>1. Print hand-outs and sign in sheets</li> <li>2. Send out room assignments and invitations</li> <li>3. Set up signs and name tags</li> <li>4. Prepare for attendees and present</li> </ol>

### **Rationale**

The community college under study had a mandatory policy that required instructors to post their syllabus on Blackboard and their grades in PeopleSoft, which was the extent of faculty technology integration. Six out of six instructors reported that resources were far more available to faculty than students. However, students and instructor participants' training or integration of technology was scarce. To get instructors interested in expanding their Blackboard expertise in the literacy classrooms, a professional development training was implemented in a 3-hour session. I explained the study and shared the results that guided this hands-on professional development session. The focus of the professional development sessions was on how it would be used to assist the literacy department. All instructors had a demonstrative lesson on the feature Wiki, a literacy component in Blackboard. Instructors roleplayed as students and interacted with each other through the demonstration lesson which highlighted the benefits of integrating technology. The session ended with instructors creating their own class activity in Wiki as well as sharing how they will integrate this Blackboard feature into their literacy classrooms. The content of the professional development workshop allowed instructors the exposure needed to create a universal lesson and consistent feature that promotes literacy using Blackboard.

### **Review of the Literature**

The current project study provided clarity on the phenomenon of community college students and instructors perspectives on technology integration. To inform a project based on the study's findings, I sought literature on higher educational institutes

and technology integration regarding the need for professional development to promote technology usage among instructors using Blackboard Learn. My literature search was conducted using the following online scholarly database, initiated by key words and journal articles from Walden's databases as primary and secondary sources: Education Research Complete, Education from Sage, Academic Journal, and Dissertations. The key terms and phrases included the following: *Blackboard usage, professional development on technology integration, importance of technology, professional development in higher education, timing, learning needs, professional development that worked or did not work and best practices.*

To further improve the concept saturation, I reviewed additional search terms: *professional development, higher education, technology integration, technological literacy, pedagogical content knowledge, continuing education, educational practices, evidence based practice, instructional design, peer teaching and shared practice.* The concept saturation became sufficient when there was enough information to redo a similar study and the new information was attained (see Fusch & Ness, 2015). This study was supported by the latest articles along with other primary and secondary sources that have been explored as well. I was able to exhaust the sources while learning of other programs. However, I came as far as I could and feel confident that I have addressed the important issues of the theory underlying the question you are asking as well as the methods.

## **Literature Related to the Project Genre**

### **Professional development**

Professional development is emerging in today's higher educational sectors. It was important to enlist all instructors and provide current knowledge regarding technology trends in college classrooms. Department chairs, coordinators and stakeholders must also have the basic knowledge to lead a higher educational institution (Shabalina & Chickerur, 2016). Professional development was significant in educational settings for educators to improve their instructional approaches. Professional development delivered resources of current trends which allowed change to happen (Hilliard, 2015).

Key stakeholders need to communicate the expectations for change within the educational setting to all instructors to make sure that each program delivered the newest information needed to support all students. Louis, Hord, and Von Frank (2016) asserted key stakeholders in educational settings included anyone accountable for change. Department chair, coordinators, academic leaders and instructors were examples of leaders in an educational setting (Yusop & Sumari, 2015). Strong leaders acknowledged that everyone must be a part of the change for change to take place. Participation from all leaders ensured change and promote student achievement at all academic levels (Selingo, 2014). Professional development in educational setting provided educators the chance for enhancing instruction, collaborating among peers, and advocating effective for school improvement (Keengwe et al., 2015).

Implementing professional development activities that benefit higher learning institutions was not easy. Professional development was difficult because of time restraints. Professional development required teachers to implement knowledge about how students learn, grow, and need of support (Johnson, 2014). Understanding one's audience was important when planning the professional development to ensure the activities were beneficial the participants. Professional development can promote instructional improvement for educators in an educational setting. Educators must maintain knowledge of current tools and resources to provide instruction effectively (Foulger et al., 2016). Also, professional development was imperative for educators that wanted to elevate their professional skills to improve students overall learning experience (Hargis, 2014).

It was important to plan and implement goal-oriented professional development programs to benefit the students. Professional development activities must be planned and thoroughly executed with a specific goal in mind (Desimone & Garet, 2015). For professional development to be effective, a rigorous, thorough and in-depth activity must be implemented. However, implementing acquired knowledge from professional development activities can be a problem or an obstacle to use in daily instructional practices (Khodabandelou et al., 2016). The obstacles included a lack of opportunities to collaborate and limited resources (Hanover Research, 2014).

Professional development for technology integration should be detailed and aligned with instructional standards. Extending support through professional development provided a smooth transition when using technology and resources to

increase adaptability of professional learning. According to Hargis (2014), technology integration required strategic planning that included well informed instructors, adequate time and resources, on-going support, and continuous training.

Professional development created a starting point for educators to acquire new information while supporting professional commitments and student learning. Using professional development resources outside of the educational setting provided opportunities to apply new knowledge about a subject matter and develop a universal standard within the educational community. Professional development that focused on classroom instruction show a high success rate, as well as strong leadership development (Ozdemir & Dikilitaş, 2017). The goal of professional development was to build lessons that focus and keep the goal of the educational setting in mind while addressing the needs of the audience in attendance. Activities for professional development should be individualized and relevant to current problems within the educational setting. When school leaders prioritize time and support, educators tend to receive the goals of the professional development implemented (Podgornik & Mazgon, 2015).

Professional development can assist educators throughout the school year on any area of concern or development needed; however, consistent feedback and growth monitoring was important to the success of the programs (Yusop & Sumari, 2015). Limiting access to professional development hindered the progress of the school's overall goal. At no point should professional development be limited to only educators, but all members of an educational setting. Inclusion allowed all faculty to receive the most current information needed to provide leadership and student growth (Cooper, 2014).

Also, inclusion provided collaborative opportunities, while saving time and money for schoolwide program implementation (Rao et al., 2015). Professional development allowed all staff to receive the same training because it enabled educators to collaborate in practice and theory (Johnson, 2014).

### **Professional Development in Higher Education**

Professional development seminars were frequently managed by instructional leaders who had limited knowledge of the subject area participants were seeking to grow in professionally. As a result, the subject area of professional development was limited to pedagogical strategies, instead of technology strategies needed to teach specific content (Pang, Reinking, Hutchison, & Ramey, 2015). Professional development that brought improvements to student learning concentrated primarily on ideas received from outside experts. These individuals were either leaders or researchers who introduced ideas directly to instructors followed by implementing related activities. However, approaching professional development from a peer coaching, collaborative approach, or school-based learning community does not produce positive results (Mustafina, 2016). A popular approach for instructors to address effective technology integration in higher education concentrated on building background in technological pedagogical knowledge, which was independent of the instructional content allowing instructors to implement technological pedagogical knowledge on their own (Ozdemir & Dikilitaş, 2017).

### **Professional Development and What Works.**

The demand to aid faculty in enhancing higher tiers in the areas of technical literacy and approaches to use pedagogy tools effectively in instruction is a primary



interest in many institutions of higher education (Johnson et al., 2015). Although faculty embraced and incorporated technology into their instructional practices, many department chair and coordinators in higher education still scrutinize faculty lack of skills necessary to implement technology effectively (Keengwe & Agamba, 2015). Professional development opportunities were used to prepare instructors to effectively teach with technology in higher educational activities. However, research on technology professional development opportunities sometimes lack crucial information related to content and pedagogy which were not structured in a manner that supports instructors (Ozdemir & Dikilitaş, 2017).

Educational institutions that provided faculty professional development through centralized units, such as teaching for excellence and the Information Technology department offered diverse developmental programs created to meet the needs of faculty individual teaching disciplines which can be a challenge (Wetzel, Buss, Foulger, & Lindsey, 2014). The Education Center for Analysis and Research (ECAR) provided user data on higher education technology trends and practices as well as collaboration opportunities. Educause's recent article on technology and professional development in higher education affirmed that many centralized units perceived technology or pedagogy training as successful when programs had positive results on individualized services that was offered as a shared service or by academic units individually (Van der Merwe, 2015). The ECAR article also displayed that support units supply instructors with a range of technology support as well as time to learn and build technological competencies within

institutions that provided support and included knowledge in adequately using technology (Pang et al., 2015).

Professional development that disconnected knowledge from activities on specific technological practices and pedagogical content, often failed to sufficiently prepare the content knowledge that connected technology and pedagogy together within specific content areas. Therefore, all activities presented material for each activity in a contextualized environment (Gutek, 2014). Professional development needed to be consistent and influential for educators seeking to provide rigorous learning environment (Keengwe et al., 2014).

### **Timing of Professional Development**

Effective professional development was time consuming. To become effective, professional development must be an on-going practice, organized, strategic, meaningful, and the delivery of the content and pedagogy were presented through beneficial long-term programs (Foulger et al., 2015). In addition, considering how to facilitate and implement change in educator's knowledge of their content area, as well as their beliefs and perceptions were also common factors in effective professional development (Foulger et al., 2016). It was difficult to alter educators' perceptions in a one-time workshop. Ongoing professional development was necessary and crucial. The goal of professional development was to allow opportunities for educators to practice and reflect on new trends and technology over an extended period.

Continuous professional development for instructors in higher education was necessary in all academic areas (Foulger et al., 2016). This was mainly because university

instructors needed to grow professionally and keep the pace of the modern world, however instructors cannot be expected to contribute well to the overall education of students without professional development. To clarify, professional development was vital for the learners and the instructors. However, developing professionally was quite a big challenge for higher education instructors (Hargis, 2014).

### **Best Practices**

While many educational settings provided centralized support for faculty in technology, there was limited professional development of centralized opportunities that were implemented along with developing instructors' technological and pedagogical content knowledge in higher education (Elkaseh, Wong, & Fung, 2015). Centralized support assumed the role of helping instructors to learn specific content, while providing training seminars that helped instructors learn the hardware and software, must go further than professional development and offer ongoing support (U.S. Department of Education, 2017). Because technology changed so quickly, professional development trainings on instructional technology should be centered on assisting instructors in developing skills that enable them to explore unfamiliar content. Keengwe (2015) noted, learning the logistics of technology usage was not the same as training to teach technology integration and requires cross-culture consideration. Training must focus on long term strategies that reinforced student learning as well as support inquiry and collaboration.

### **Professional Learning Needs**

Students learning can be supported by merely adding technology as a part of instruction. however, the support required more than just providing up to date equipment

to classrooms. Technology integration happened when supported by professional development that was individualized and continuous over time (Batista et al., 2017). Technology has become a core capability within instruction in higher education, but many professional development activities focused on learning-specific applications of technology and fall short on preparing faculty on how to implement technology that was appropriate to their lesson or content. While the technological and pedagogical content knowledge framework has made great strides with professional development programs in higher education (Ozdemir & Dikilitaş, 2017).

As institutions implement professional development with a designed based approach, instructors develop a comfort level with using technology in their instructional practices. Providing faculty with the approaches to pursue training beyond a single professional development session, through peer-coaching, integrating technology and faculty learning communities (Elkaseh et al., 2015). Creating opportunities for informal learning through communities can sustain learning capabilities among instructor's professional growth. Incorporating approaches gave higher educational institutions the opportunity to promote technology integration through on-going professional development (Durre et al., 2015).

### **How the Project Genre is Appropriate**

The professional development literature addressed coordinated campus-based professional development practices for instructors was one possible way to increase technology integration among instructors. For example, while many instructors adapt to preparing and teaching independently, using a connected model for teaching unitedly was

important (Thindwa, 2016). To successfully integrate technology, instructors need consistent professional support, feedback and technology assistance. Hands-on activities were effective for professional development because it encouraged peer collaborations. Collaborative professional development fostered relationships that push instructors to engage as they sharpen skills while sharing experiences. Instructors tried new techniques for using technology in content areas if they were provided with appropriate professional development (Johnson et al., 2015).

Professional development was an appropriate resource that addressed the problem which was a lack of consistent technology integration among instructors. Professional development will only work if it has the criteria of accessibility as a hands-on or online activity that assisted and created a convenient and prompt experience that was a learning experience for instructors (Foulger et al., 2015). Instructors need the opportunity to collaborate with other instructors, peers and experts in an online learning community to share technology integration practices that were effective in the classroom. Standards for technology as a supplement to learning included the collaborative responsibility and commitment to continuous improvement (Johnson et al., 2015).

Traditional professional development does not fully meet the required changes to the standards in demand. Technology integration should be detailed and aligned with instructional standards (Jie et al., 2014). Extending support through professional development provided a smooth transition when using technology and resources to increase adaptability of professional learning. According to Jie et al. (2014) technology integration required a professional development that included well informed instructors,

adequate time and resources, on-going support and continuous training that included well informed instructors, adequate time and resources, on-going support and continuous training.

### **Content of the Project**

Instructors have a huge task in trying to prepare a 21<sup>st</sup> Century learning environment, while implementing technology independently in the classroom. Instructors teaching online and face-to-face courses used Blackboard to implement technology and to supplement instruction (Foulger et al., 2016). With the widespread of Blackboard usage, however the creation remained unknown to users and nonusers. Blackboard software created a strong environment that offered a notable opportunity to broaden the margins of the traditional classroom. According to Prensky (2014) students were digital natives that wanted to learn using technology as a learning tool. Many instructors concluded that using technology independently was enough, while paying little to no attention to pedagogy. Data revealed that all instructor participants in this study used technology in their classrooms. However, the level of integration varied as well as the types of supplemental programs varied between the participants. While, research suggested that technology alone does not promise that technology was effectively integrated into the classroom (Hanover Research, 2014). One suggested way to increase technology usage among instructors in the classroom was to propose a professional development opportunity for instructors (Johnson et al., 2015).

Technology integration using Blackboard was a requirement for many community colleges. Blackboard Learn provided instructors with the ability to provide students with

course documents, online assignments and assessments, individual grades, and other learning materials in a single environment (Allen & Seaman, 2014). Using Blackboard allowed instructors to optimize learning opportunities. Additionally, findings revealed that collaborative learning provided the opportunity to scaffold techniques for problem solving and promoting online pedagogy using multimedia lessons and strategies (Keengwe et al., 2015).

My research results supported the findings that instructors want to partake in professional development as a part of their continued professional growth to facilitates traditional and technological advancement in instruction. The findings from this study revealed that literacy instructors' instructional practices were impacted due to limited professional development. To clarify, the findings identified an inconsistent plan to integrate technology into literacy classrooms, among literacy instructors for instructional purposes. Hargis (2014) suggested that focusing specifically on staff training regarding technology integration would increase and extend knowledge for instructors to increase student learning.

When a well-planned technology lesson was facilitated, students became engaged. Integration can be used as an interactive tool to build communication as well pushing through literacy struggles (Cooper, 2014). Technology improved instruction considerably if it was integrated and run simultaneously with effective professional development. Understanding data was a useful step for integrating technology into instruction (McGuire et al., 2016).

## Summary and Conclusions

The most powerful way to raise student achievement was through professional learning. More than ever before, students need effective teaching if they were going to develop the higher order thinking skills they needed to be career and college ready in the 21st century (U.S. Department of Education, 2017). Current research showed that intensive ongoing professional development for administrators and teachers lead to an increase in student achievement. On average, instructors and institutes that engaged in better quality collaboration had a better achievement gains in math and reading. In addition, teachers improved at greater rates when they worked in schools with better collaboration quality (West & Borup, 2014).

The challenges of linking students learning to professional development had proven difficult. Higher education was inundated in approaches that pushed instructors to embrace evidence-based teaching. Technology has transformed the way learning took place in the classroom through instruction and delivery (Alqirim, Serhani, Rouibah, & Tarhini, 2017). Technology was defined as an abundance of functions in all aspects of today's society, including instructional needs (Batista et al., 2017). With technology, instructors made lessons creative and efficient, therefore enhancing the learning experience and goal for students. Research confirmed that educational technology was an instructional tool that positively impacted education and learning which motivated student's academic performance, while providing appropriate content (Morgan et al., 2015). Educational technology was defined as instruction assisted through computer enhanced learning that address instructional need.



When a well-planned technology lesson was facilitated, students became engaged. Integration can be used as an interactive tool to build communication as well pushing through literacy struggles. Technology can improve instructional practices considerably if integrated to run simultaneously with effective professional development (Pang et al., 2015). According to Prensky (2014) students were digital natives that wanted to learn using technology as a learning tool. Many instructors concluded that using technology independently was enough, while paying little to no attention to pedagogy.

### **Project Description**

The college under study required that each instructor uploaded a syllabus into Blackboard, a tool that allowed faculty to specify information for students to access online (school coordinator, personal communication, May 17, 2016). Instructors were also required to submit grades, monitor emails as well as receive assignments through the software. This was the extend of Blackboard usage required for instructors and students, which does not utilize the many areas that black board offered (school coordinator, personal communication, May 17, 2016). The findings from this study revealed that participants preferred that the integration of technology begun with mastering Blackboard Learn 9.1. Students and instructors reported that technology was very important for academic and professional growth, unfortunately very little training and management to explore and engage in class discussions, course readings, course materials, management of assignments and submission as well as review of materials prior to exams with 24 hours a day access through Blackboard is limited in many literacy classes in higher educational settings.

The professional development included current instructors at the college under study. The professional development took place in the faculty technology training classroom. Each staff member that participated received a certificate, which gave 5 hours toward their required training hours needed per semester. The deliverables included the opportunity to reach literacy faculty members who were not familiar with Blackboard feature wikis. The three-hour professional development covered the following:

- Hour 1: Presented results used to create the professional development technology usage and its role in literacy.
- Hour 2: Interactive Discussion/Lesson: Impact on education both traditional and technology based, benefits and experiences.
- Hour 3: Hands on Blackboard feature demonstration with a product of a completed lesson for instructors and their class using online content or access.

In a school setting, the use of technology required training

### **Project Evaluation Plan**

Professional development can create a positive shift in culture (Foulger et al., 2015). This professional development used a formative and summative evaluation. The summative evaluation occurred immediately at the end of the professional development. The evaluation allowed feedback to the presenter as well as assist with future trainings.

### **Project Implications**

Professional development was an appropriate resource that addressed the problem which is a lack of consistent technology integration among instructors. Professional development will only work if it has the criteria of accessibility as a hands-on or online

activity that assisted and created a convenient and prompt experience that was a learning experience for instructors. Instructors need the opportunity to collaborate with other instructors, peers and experts in an online learning community to share technology integration practices that were effective in the classroom (Desimone & Garet, 2015). Technology as a supplement to learning included the collaborative responsibility and commitment to continuous improvement (Yusop & Sumari, 2015). Traditional professional development does not fully meet the required changes to the standards in demand. Technology integration should be detailed and aligned with instructional standards. Extending support through professional development provided a smooth transition when using technology and resources to increase adaptability of professional learning (Alqirim et al., 2017). Technology integration required a professional development that included well informed instructors, adequate time and resources, on-going support and continuous training.

The findings from the study can be used to assist the literacy department chair and coordinators in developing a training using a feature from Blackboard 9.1 that all instructors can implement when integrating technology into their instruction. This study has the potential to create a culture within the college under study that guides a universal position regarding what's used in the literacy curriculum. The project offered implications for possible social change throughout the literacy department at the community college under study. The professional development training allowed local stakeholders, department chair, coordinators, students and instructors the opportunity to receive the knowledge needed to integrate technology into instruction and learning. The

professional development training may also be used for other community college literacy courses. The Department chair and faculty may choose to create and implement a universal curriculum that's used to increase student engagement. The social aspect may assist in the development of instructors' instructional practices. To increase the integration of technology across the literacy department, this project demonstrated an activity that brought a positive social change through a hands-on training where instructors could explore and share ideas on integrating a universal technology-based content that could be used in their traditional instructional lessons.

## Section 4: Reflections and Conclusions

Section 4 provides reflections about the study. The project's strengths, recommendations for remediation of limitations, recommendations for alternative interpretations, scholarship, project development and evaluation; leadership and change, reflection on the importance of the work, the implications, applications, and recommendations for future research are presented. The chapter ends with an overall conclusion to the study.

### **Project Strengths and Limitations**

This project was a professional development opportunity that presented knowledge on technology integration, support of literacy instruction, and the increase of technology usage. The project was developed from the interview responses, which provided the structure for the professional development plan using a conceptual framework of constructivist learning to build the content. The training was in a collaborative workplace setting so that learning was comfortable for all attendees. The schedule was designed to be considerate of instructors' busy schedules. The findings signaled a need for universal training on integrating technology (Kopcha, 2012). Therefore, developing a hands-on interactive professional development created an organized professional growth learning experience on technology integration (Eristi, Kurt, & Dindar, 2012).

### **Project Limitations**

The project limitations were professional development schedules which worked with all the participant's schedule. The training required additional time to support new

and veteran instructors. Lastly, there were no guarantees that the college under study would continue on-going support. The technology integration project needed time and a repetitive schedule. The project may be interrupted by other college initiatives. My study was designed to take place at the beginning of the semester; however, more time was needed for instructors to explore new features and apply technology-based instruction consistently in the classroom (see Pang et al., 2015).

### **Recommendations for Alternative Approaches**

Professional development as a growth tool depended on the follow-through of the literacy coordinators and department chair. An alternative approach to professional development was self-evaluations. This was any educational practice that was perceived as an educator's everyday tasks. The outcome of self-evaluation was used as the basis for extended planning for instruction as well as the elimination of weak areas to increase positive achievements. The self-evaluation approach should be organized and structured for reflection and continuing learning. Self-evaluation was becoming a characteristic of academic culture in higher educational institutions in many countries ((Batista et al., 2017). Self-evaluation was a process of reflection that lead to action by the instructor after the process was internalized and evaluated by the institution for results (Batista et al., 2017).

Another approach would be peer observations where colleges linked up coaching by faculty expertise. The peer evaluation process of collegial feedback can assist with the quality of teaching after gathering information on the effectiveness of instructional practices subjecting it to constructive feedback (Batista et al., 2017). The purpose of the

peer evaluation process was to assist higher educational institutions with assistance in ensuring that they meet the standards of quality and continual assessments that evaluated the educational quality of instructors, by instructors (Cook, 2015). Self-evaluations could serve as an additional tool for reflection on educational practices, where an instructor could be honest with themselves without judgement or someone else opinion of their practices. In addition, peer to peer observations could help with everyday practices for instructors seeking to evolve.

### **Scholarship**

When I decided to pursue my doctoral degree, I had very little knowledge of what this journey would require of me. My journey has led to attaining scholarship in the sense of knowledge acquired by my studies, research, and field experience. Scholarship referred to human nature and learning which applied to knowledge acquired through advanced schooling (Louis et al., 2016). As I come to the end of this journey, I wonder how all this time used to research and compile data to develop a project has prepared me for my future endeavors. The process included classes, but all my time has been committed to producing an academic scholarly paper that included a project on professional development.

As I worked through this strategic process, I also noted how this research helped with the leadership journey. I am not sure that this doctoral process really developed me as an academic leader, but I am confident that I could conduct an effective professional development program. According to Prensky (2014), changes should evolve in education. Prensky further suggested that pedagogy and education were excessive and over-

complicated which negates students' needs in the real world. However, I have gained valuable research strategies and organizational skills that allowed me to stay current in the pedagogy and content in education.

### **Leadership and Change**

I have always seen myself as a leader. However, it was not until I discovered what I wanted from a leader that I was able to change how I wanted to be as a leader.

Recognizing that trust was important and must be obtained from every one that was under my leadership was my first goal to implement during my project study. Trust was crucial to obtaining change when leading. If participants were not in agreement with leadership's goals and mission, change happened. Developing trust was contingent on understanding which leadership style best suited the desired results. If a team valued a participative style, then a hands-on, decision-making style worked. Conversely, if a team performed based on incentives or penalties for motivation then a transactional style may work best. Moreover, when team members worked best collectively, a transformational style may work best. Autocratic leadership used an aggressive leadership style which was based on control (Ciampa, Wolfe, & Merchant, 2017). I find myself somewhere between a participative and transformational style when it comes to me as a leader. I believe that it is important to involve everyone. As a leader, I want a team that's working towards the same goal. In addition, I also seek to inspire, promote and create a positive culture under my leadership (Onorato, 2013).

As I created the professional development workshop, I focused on the responses from the participants interviews which highlighted what they wanted and needed. Since I



could not predict the outcome of the professional development, I did not add topics based on what I wanted the outcome to be. Participants were looking for instruction on how to integrate technology into their literacy courses. A detailed PowerPoint was created (see Appendix A). The PowerPoint was used to lead and guide participants through the workshop. I also prepared a survey evaluation form for immediate feedback (see Appendix E). For this project study, a transformational style was the best option to implement my professional development workshop. Nonetheless, leaders may implement one or multiple styles to be effective.

### **Analysis of Self as Scholar**

Being a scholar was a reward within itself. The title of scholar provided me with the opportunity to share learning and knowledge of my studies with other scholars. As a future leader of change within the educational sector, my goal focused on support and encouragement throughout each emerging trend. As a scholar, being proactive and continuing on-going research assisted with anticipating the transitional process at different points and stages (Louis et al., 2016). Perfecting my skill set in communication, coaching, and listening was pivotal in supporting everyone under my leadership, so they can grow as individuals and as team players in their field as effectively as possible.

### **Analysis of Self as Practitioner**

The topic I choose for my project study focused on where I am and what I was looking to accomplish with conducting a project for this study. Being a reflective practitioner for me, meant that as an educator I must take time to process practices in the classroom to improve the quality of instruction for all students. This process also allowed

me to collaborate with fellow educators and develop in professional competence. Self-reflection along with sharing ideas and concepts with fellow educators was also how I personally like to get outside perspectives. In doing so, I learned from others while having my ideas respected by my peers. Additionally, in conducting interviews throughout my project study, I was able to discover changes that aided educators in achieving academic success for themselves and their students.

### **Analysis of Self as Project Developer**

Through my doctoral journey, my analytical thinking and research abilities have improved immeasurably. Once I decided on the genre of the project that would meet the needs of instructors, students, and the key stake holders, it was then difficult to decide how to implement the project as a professional development workshop. I struggled with moments of uncertainty as to how effective the professional development activities would be for the instructor participants. If the project was rated as unsuccessful or received by participants as useless, then my project or overall study could have been an academic failure. However, I quickly realized that failure could not be a deterrent. As a scholar, I completed the research and did the work needed to understand what the needs of instructor participants from their perspective. Therefore, confidence and hard work replaced fear. I went into this journey not knowing what I would gain outside of an accomplished title. I can now say that my review of myself as a project developer, is one that I welcome and will no longer view as a challenge.

### **Reflection on Importance of the Work**

This project offered implications for a positive social change by extending an opportunity for instructors to learn a new Blackboard feature for managing and implementing technology into instructional practices. The professional development session allowed instructors to learn to integrate technology in their classrooms. The professional development project could promote technology integration among instructors at the college under study (Cook, 2015). This project study can also serve as a reference for future studies on technology and traditional practices. The research supported the need for universal practices in literacy courses, practices, and instruction. The key stakeholders may decide to develop this project into a mandatory training and apply new guidelines that promoted consistent technology integration (Desimone & Garet, 2015). At the completion of this study, I was able to understand how perceptions could either promote or hinder the learning process.

### **Implications, Applications, and Directions for Future Research**

This study's project offered implications for a positive change within the culture of education because technology impacts society and people as a whole. The professional development session allowed the coordinators and department chair members to use technology to develop opportunities for instructors to build a culture that promoted technology integration (Cook, 2015). The professional development session can also be a sample lesson for other community colleges. The department chair, coordinators and instructors may choose to integrate the activities consistently within their literacy instruction.

The department Chair, coordinators and instructors must be responsible for making the universal cultural effective by deciding how often technology is implemented with the literacy instruction. The project was the first step to a series of continuing campus-based professional development sessions used to increase the use of technology in the literacy classroom. The findings of this project study outline the need for professional development. Instructors were expected but were not required to use technology in the classroom. It was crucial that this professional development activity provided resources based on instructor needs.

The recommendation for practice and future research included a more in-depth study that evaluate professional development and its ability to promote technology integration. The department chairs, coordinators, and instructors can set the goals of the program and identify how to best develop technology within the literacy program. A foundation for a program evaluation may aid in the planning and culture of successful integration among instructors. Overall, a follow up research study for improving how technology was implemented may strengthen the literacy program and support each campus with positive technology cultural identity.

### **Conclusion**

In conclusion, the findings from this study were the results of perceptions from instructors and students. It was important to understand what instructors needed to successfully integrate technology into literacy. The findings identified an inconsistent plan to integrate technology into literacy classrooms, among literacy instructors. Instructors should consider building collaborative communities for ongoing support and

universal integration among peers. There was a great need to assist instructors with ongoing training to ensure that collaborations opportunities were provided. Training could improve the accountability and create an ongoing increase of Blackboard usage among literacy instructors as well as pedagogical approaches effectively in higher education. Instructors shared a growing interest in implementing technology into their instruction, but many coordinators in higher education shared concerns that instructors lack the consistency necessary to implement technology as a universal tool (McGuire et al., 2016).

## References

- Abdelmalak, M. M. (2015). Web 2.0 technologies and building online learning communities' students' perspectives. *Online Learning, 19*(2), 87-106.
- Achola, O. R., Gudo, C. O., & Odongo, B. (2016). Implications of instructional materials on oral skills among early childhood learners in central zone, Kisumu County, Kenya. *International Journal of Education Policy, Research and Review, 3*(2), 20-28.
- Allen, E., & Seaman, J. (2014). *Grade change: Tracking online education in the United States*. Needham, MA: Babson College Survey Research Group.
- Allen, N. R. (2014). *Technological challenges of faculty at a historically black college and university*. (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3614081).
- Alqirim, M., Serhani, M., Rouibah, K., & Tarhini, A. (2017). Towards a personality understanding of information technology students and their IT learning in UAE university, *Education and Information Technologies, 23*(1), 29-40.
- Álvarez, G. (2012). New technologies in the university context: The use of blogs for developing students' reading and writing skills. *Universities and Knowledge Society Journal, 9*(2), 185-199.
- Amineh, R. J., & Asl, H. D. (2015). Review of constructivism and social constructivism. *Journal of Social Sciences, Literature and Languages, 1*(1), 9.
- Andersson, C., & Palm, T. (2017). The impact of formative assessment on student achievement: A study of the effects of changes to classroom practice after a

- comprehensive professional development programme. *Learning and Instruction*, 49, 92-102.
- Aslan, A., & Zhu, C. (2016). Influencing factors and integration of ICT into teaching practices of preservice and starting teachers. *International Journal of Research in Education and Science*, 2(2), 359-370.
- Ayaz, M. F., & Şekerci, H. (2015). The effects of the constructivist learning approach on student's academic achievement: A meta-analysis study. *Turkish Online Journal of Educational Technology-TOJET*, 14(4), 143-156.
- Bada, S. O., & Olusegun, S. (2015). Constructivism learning theory: A paradigm for teaching and learning. *International Organization of Scientific Research Journal of Research & Method in Education*, 5(6), 66-70.
- Batista, S., Pedro, N., Agonacs, N., Fonte, M., Oliveira, N., & Matos, J. F. (2017). Evaluation of teacher training satisfaction: A critical factor for technology integration in higher education. *European Conference on e-Learning*, 580-584. Academic Conferences International Limited.
- Bhattacharjee, J. (2015). Constructivist approach to learning—An effective approach of teaching learning. *International Research Journal of Interdisciplinary & Multidisciplinary Studies*, 1(4), 23-28.
- Biasutti, M., & EL-Deghaidy, H. (2015). Interdisciplinary project-based learning: An online wiki experience in teacher education. *Technology, Pedagogy and Education*, 24(3), 339–355.

- Ciampa, K., Wolfe, Z. M., & Merchant, W. R. (2017). Does an autonomous professional development model reflect professional development standards? A mixed methods case study. *Pennsylvania Educational Leadership*, 37(2), 4-37.
- Cook, G. (2015). Principal leadership: Focus on professional development. *Policy Priorities*, 21(1), 1-7. Retrieved from <http://www.ascd.org/publications/newsletters/policy-priorities>
- Cooper, C. (2014). The relationship between teachers' perceptions about job embedded professional development and teacher efficacy in implementing technology. (Doctoral dissertation). Available from ProQuest. (3616865)
- Creswell, J. W. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research* (4<sup>th</sup> Ed.). Upper Saddle, NJ: Pearson Education.
- Creswell, J. (2014). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (4th ed). Boston, MA: Pearson.
- Dagar, V., & Yadav, A. (2016). Constructivism: A paradigm for teaching and learning. *Arts Social Sciences Journal*, 7(4), 4. doi.org/10.4172/21516200.1000200.
- Desimone, L. M., & Garet, M. S. (2015). Best practices in teacher' professional development in the United States. *Psychology, Society, & Education*, 7(3), 252-263. Retrieved from <http://hub.mspnet.org/index.cfm/31536>
- Dewey, J. (1938). *Democracy and education in the world of today: Essays*. New York: Society for Ethical Culture and the Ethical Culture Schools.



- Durre, I., Richardson, M., Smith, C., Shulman, J. A., & Steele, S. (2015). In S. Burgstahler (Ed.). *Universal design in higher education: From principles to practice* (pp.117–130). Boston, MA: Harvard Education Press.
- Edna, J. M., Gikandi, J. W., & Solomon, K. N. (2014). Determinants of e-services use in higher education: A case of a Kenyan university academic and non-academic staff. *International Journal of Education and Research* 2(5), 71-80.
- Elkaseh, A. M., Wong, K. W., & Fung, C. C. (2015). The acceptance of e-learning as a tool for teaching and learning in Libyan higher education. *International Journal of Information Technology*, 3(4), 1-11.
- Eristi, S. D., Kurt, A. A., & Dindar, M. (2012). Teachers' views about effective use of technology in classrooms. *Turkish Online Journal of Qualitative Inquiry*, 3(2), 30-41.
- Foulger, T. S., Buss, R. R., Wetzel, K., & Lindsey, L. (2015). Instructors' growth in TPACK: Teaching technology-infused methods courses to pre-service teachers. *Journal of Digital Learning in Teacher Education*, 31(4), 134-147.  
doi:10.1080/21532974.1055010
- Foulger, T. S., Wetzel, K. A., Lindsey, L., Buss, R., & Pasquel, S. (2016, March). Using TPACK as a professional development framework: Benefits, limitations, and exploration of other possible frames. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2016* (pp. 2615-2622) Chesapeake, VA: Association for the Advancement of Computing in Education (AACE). Retrieved from <https://www.learntechlib.org/p/172097/>

- Fusch, P. I., & Ness, L. R. (2015). Are we there yet? Data saturation in qualitative research. *Qualitative Report, 20*(9), 1408-1416. Retrieved from <https://nsuworks.nova.edu/tqr/vol20/iss9/3>
- Gutek, G. (2014). *Philosophical, ideological, and theoretical perspectives on education*. (2nd Ed.). New York, NY: Pearson.
- Hanover Research. (2014). *Professional development for technology integration*. District Administration Practice. Retrieved from <http://www.hannoverresearch.com>
- Hargis, J. (2014). Eager adopters in education: Strategic plan ideas for integration instructional technology. *Turkish Online Journal of Distance Educational Technology, 14*(2), 116-129.
- Hazzard, E. (2014). A new take on student lab reports. *Science Teacher, 81*(3), 57-61.
- Hilliard, A. T. (2015). Global blended learning practices for teaching and learning, leadership and professional development. *Journal of Internal Education Research, 11*(3), 179-188. doi:10.19030/jier.v11i3.9369
- Jie, Z., Fallon, M. A., & Russo, T. J. (2014). Impact of Technology Devices on College Students' Comfortable Levels of Using Technology. *International Journal Of Technology in Teaching & Learning, 10*(2), 120-132.
- Johnson, L., Adams Becker, S., Estrada, V., & Freeman, A. (2015). *NMC horizon report: 2015 higher education edition*. Austin, TX: The New Media
- Johnson, P. (2014). Technology strategies in the classroom after completing professional development. (Doctoral dissertation). Retrieved from ProQuest Dissertations and Thesis database. (UMI No. 3628756)

- June, S., Yaacob, A., & Kheng, Y. K. (2014). Assessing the use of YouTube videos and Interactive activities as a critical thinking stimulator for tertiary students: An action research. *Internal Education Studies*, 7(8), 56-67.
- Kafyulilo, A., & Keengwe, J. (2014). Teachers' perspectives on their use of ICT in teaching and learning: A case study. *Education & Information Technologies Journal*, 19(4), 913-923.
- Keengwe, J. (Ed.). (2015). *Handbook of research on educational technology integration and active learning*. Hershey, PA: IGI Global.
- Keengwe, J., & Agamba, J. (Eds.). (2015). *Models for improving and optimizing online and blended learning in higher education*. Hershey, PA: IGI Global.
- Keengwe, J., & Maxfield, M. (Eds.). (2015). *Advancing higher education with mobile learning technologies: Cases, trends, and inquiry-based methods*. Hershey, PA: IGI Global.
- Keengwe, J., Mbae, J., & Ngigi., S. (Eds.). (2015). *Promoting global literacy skills through technology- infused teaching and learning*. Hershey, PA: IGI Global.
- Keengwe, J., & Onchwari, G. (Eds.). (2014). *Cross-cultural considerations in the education of young immigrant learners*. Hershey, PA: IGI Global.
- Keengwe, J., Onchwari, G., & Hucks, D. (Eds.). (2014). *Literacy enrichment and technology integration in pre-service teacher education*. Hershey, PA: IGI Global.
- Khodabandelou, R., That, J. E. M., Anne, A., & P S, S. (2016). Exploring the Main Barriers of Technology Integration in the English Language Teaching

- Classroom: A Qualitative Study. *International Journal of Education and Literacy Studies*, 4(1), 53-58.
- Koehler, M. J., Mishra, P., Kereluik, K., Shin, T. S., & Graham, C. R. (2014). The technological pedagogical content knowledge framework. In *Handbook of research on educational communications and technology* (pp. 101-111). New York, NY: Springer.
- Kopcha, T. J. (2012). Teachers' perceptions of the barriers to technology integration and practices with technology under situated professional development. *Computers & Education*, 59(4), 1109-1121. doi: 10.1016/j.compedu.2012.05.014
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage.
- Louis, K. S., Hord, S. M., & Von Frank, V. (2016). *Reach the highest standard in professional learning: Leadership*. Thousand Oaks, CA: Corwin Press.
- McGuire, J. M., Scott, S. S., & Shaw, S. F. (2016). Universal design and its applications in educational environments. *Remedial and Special Education*, 27, 166-175.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.
- Morgan, D., Humphries, S. A., & Goette, T. B. (2015). Integrating technology to achieve a measurable level of learning. *Communications of the IIMA*, 6(2), 6.
- Mustafina, A. (2016). Teachers' attitudes toward technology integration in a Kazakhstani secondary school. *International Journal of Research in Education and Science (IJRES)*, 2(2), 322-332.

- Nissen, L. A. (2016). *John Dewey's theory of inquiry and truth* (Vol. 5). Paris: Mouton Company.
- Onorato, M. (2013). Transformational leadership style in the educational sector: An empirical study of corporate managers and educational leaders. *Academy of Educational Leadership Journal*, 17(1), 33.
- Ottenbreit-Leftwich, A. T., Ertmer, P. A., & Tondeur, J. (2015). 7.2 Interpretation of research on technology integration in teacher education in the USA: Preparation and current practices. In *International Handbook of Interpretation in Educational Research* (pp. 1239-1262). Springer, Dordrecht.
- Ozdemir, E. A., & Dikilitaş, K. (2017). Teachers' Professional Development in the Digitized World: A Sample Blended Learning Environment for Educational Technology Training. In I. Management Association (Ed.), *Medical Education and Ethics: Concepts, Methodologies, Tools, and Applications* (pp. 1384-1394). Hershey, PA: IGI Global. doi:10.4018/978-1-5225-0978-3.ch062
- Pang, S., Reinking, D., Hutchison, A., & Ramey, D. (2015). South Korean teachers' perceptions of integrating information and communication technologies into literacy instruction. *Education Research International*, 2015, 1-13. doi 10.1155/2015/783593
- Pete, E. (2016). *Online training impact on adjunct faculty compliance and satisfaction with professional development*. Retrieved from ERIC database. (ED577507)
- Petrović, Z. S. (2015). Students preferences in using the internet contents. In *Conference proceedings of eLearning and Software for Education (eLSE)* (No. 02, pp. 316-321). Washington, DC: National Defense University Publishing House.

- Podgornik, V., & Mazgon, J. (2015). Self-evaluation as a factor of quality assurance in education. *Review of European Studies*, 7, 407–415.
- Prensky, M. (2014). Is the digital native a myth? No. *Learning & Leading with Technology*, 39(3), 6-7.
- Ragupathi, K & Hubball, H., 2015. Scholarly approaches to learning technology integration in a research-intensive university context: Impact of a new faculty initiative. *Transformative Dialogues: Teaching & Learning Journal*, 8(1), 1-16.
- Rao, K., Edelen-Smith, P., & Wailehua, C. (2015). Universal design for online courses: Applying principles to pedagogy. *Open Learning*, 30(1), 35-52.
- Robinson, D. E., & Wizer, D. R. (2016). Universal design for learning and the quality matters guidelines for the design and implementation of online learning events. *International Journal of Technology in Teaching and Learning*, 12(1), 17–32.
- Ruggiero, D., & Mong, C. J. (2015). The teacher technology integration experience: Practice and reflection in the classroom. *Journal of Information Technology Education: Research*, 14, 161–178. Retrieved from <http://www.informingscience.org/Publications/2227>
- Ryan, Y., Tynan, B., & Lamont-Mills, A. (2014). *Out of hours: Online and blended learning; workload in Australian Universities. Blended learning research perspectives: Volume 2* (pp. 215-234). New York, NY: Routledge/Taylor Francis Group.
- Selingo, J. J. (2014). The innovative university: What college presidents think about

change in American higher education. *The Chronicle of Higher Education*, 25.

Retrieved September 14, 2014 from

[http://strategicplanning.fairfield.edu/sites/default/files/innovative\\_university\\_140516.pdf](http://strategicplanning.fairfield.edu/sites/default/files/innovative_university_140516.pdf).

Shabalina, O., & Chickerur, S. (2016). Technology-centered higher education: Best approaches and practices in technology integration. *Recent Patents on Computer Science*, 9(2), 104-104.

Shulman, L. S. (1987). Knowledge and teaching: Foundation of the new reform. *Harvard Educational Review*, 57(1), 1-22.

Singh, G., & Hardaker, G. (2014). Barriers and enablers to adoption and diffusion of eLearning: A systematic review of the literature—a need for an integrative approach. *Education+ Training*, 56(2/3), 105-121.

Slaughter, T. (2009). Creating a successful academic climate for urban students. *Techniques: Connecting Education and Careers (J1)*, 84(1), 16-19.

Tarhini, A., Teo, T., & Tarhini, T. (2016). A cross-cultural validity of the E-learning Acceptance Measure (ElAM) in Lebanon and England: A confirmatory factor analysis. *Education and Information Technologies*, 21(5), 1269-1282.

Teo, T., & Zhou, M. (2017). The influence of teachers' conceptions of teaching and learning on their technology acceptance. *Interactive Learning Environments*, 25(4), 513-527.

Thindwa, H. (2016). The role of technology in improving quality of teaching in higher education: An international perspective. In *Teacher Education: Concepts*,

- Methodologies, Tools, and Applications* (pp. 207-227). New York, NY: IGI Global.
- U.S. Department of Education. (2017). *Reimagining the role of technology in education: 2017 national education technology plan update*. Washington DC: Office of Educational Technology.
- Van der Merwe, A. (2015). Activity theory, authentic learning and emerging technologies: Towards a transformative higher education pedagogy, In Bozalek, V., Ng'ambi, D., Wood, D., Herrington, J., Hardman, J. & Amory, A. (eds.): Book review. *Critical Studies in Teaching and Learning*,3(1), 89-93.
- West, R. E., & Borup, J. (2014). An analysis of a decade of research in 10 instructional Design and technology journals. *British Journal of Educational Technology*, 45(4), 545-556. doi:10.1111/bjet.12081
- Wetzel, K., Buss, R., Foulger, T. S., & Lindsey, L. (2014). Infusing educational technology in teaching methods courses: Successes and dilemmas. *Journal of Digital Learning in Teacher Education*. 30(3), 89-103. doi:10.1080/21532974.2014.891877
- Yin, R. K. (2014). *Case study research: Design and methods*. Thousand Oaks, CA: Sage Publications.
- Yusop, F. D., & Sumari, M. (2015). Pre-service teachers' learning styles and preferences towards instructional technology activities and collaborative works. *Turkish Online Journal of Educational Technology-TOJET*, 14(2), 116-129.



Zehra, R., & Bilwani, A. (2016). Perceptions of teachers regarding technology integration in classrooms: A comparative analysis of elite and mediocre schools Rida. *Journal of Education and Educational Development*, 3(1), 1-29.

## Appendix A: The Project

# A Professional Development

Lukishia Denise Washington  
Walden University

WALDEN  
UNIVERSITY  
*A higher degree. A higher purpose.*

## Introduction

A Qualitative Case Study of Perceptions of  
Community College Students and Instructors  
on Traditional and Technology-based Learning

## The Study's Purpose

- The overall purpose of this qualitative study was to investigate the perceptions of instructors and students regarding the integration of technology in a traditional literacy classroom environment in a community college setting.

## Research Questions:

### Research Question 1:

- What are students' perceptions of their technology-based versus traditional learning experiences in a literacy class?

### Research Question 2:

- What are instructors' perceptions regarding their technology-based versus traditional teaching approaches in a literacy class?

## Findings:

- The findings identified an inconsistent plan to integrate technology into literacy classrooms, among literacy instructors

## Discussion: Why is technology important?

Explain its usage and how it has helped with literacy:

- Students collaborating and discussing ideas, possible solutions.
- Project-based learning, designed around real world contexts.
- Connecting with other students around the world, on topics of study.
- Immersing students in a learning experience that allows them to grapple with a problem, gaining higher-order thinking skills from pursuing the solution.

## Discussion

- What is technology integration? Provide research and visual examples of technology being used as a learning tool
- What does it look like?

### Discussion

- Provide research and visual examples of technology being used as a learning tool.

## Why do we need to integrate technology?

Have several students and instructors explain why they prefer technology through personal testimonials.

## Student's Perspectives

- Students will share their experiences with technology usage in a literacy classroom.
- Students will be highlighted using different forms of technology as a part of their learning experience.

## Instructor's Perspectives

- Instructors will share their experiences with technology usage in a literacy classroom.
- Instructors will be highlighted on the integration of technology as a part of their teaching experience.

### Sample Lesson: Why use Wiki(s):

- Explain its usage and how it has helped with literacy

### **Sample Lesson: Why use Wiki(s):**

Continued :

- Add a lesson created using the feature Wiki(s) that demonstrates technology being integrated from a literacy approach.

### **Sample Lesson: Why use Wiki(s):**

Continued :

- Step by step guide on how the lesson was created( hand-out)
- Design an activity that attendees are able to practice with and have hands-on experience as a student.



## Sample Lesson: Why use Wiki(s):

Continued :

- Debrief: Why use wiki?

Ex. Impact on education. (ex. student collaborations)

## Interactive Discussion:

Opening: What is the difference between traditional and integrated classrooms?

### Traditional classrooms

**Provide current research on traditional classrooms.**

Ex. Research shows that technology models are as good as traditional learning (Allen et.al., 2012).

### Integrated classrooms

**Provide current research on integrated classrooms.**

- Ex. Using technology and having students involved in social integration is important to their academic growth and social development. New social practices are needed in the classroom (Leu et al., 2014).

## Interactive Discussion:

### Pictures

- Provide pictures that display different types of technology being used in the classroom.
- Provide pictures that display limited technology being used in the classroom.
- Provide pictures that display no technology being used in the classroom.

### Quotes

- Provide quotes that express different ranges of technology being integrated into instruction according to the instructors perspective.

## Interactive Discussion

### Instructors: Question?

- What visuals or quotes do you relate to?

### Groups=Preference

- Write responses and share out, regarding their preference.

## Interactive Discussion

- Who has used technology?
  - What are your experiences with using technology in the classroom?

## Interactive Discussion

What benefits have you noticed?

- Does anyone have a success story to share?

### Integration:

- If you are not using technology, what would it take for you to adapt to the new technological advances of the 21<sup>st</sup> century?

## Wrap up: Role Playing

- End with a demo lesson on wiki. Instructors will role play as students and interact with each other through the demo lesson I create.
- Have instructors create their own activity in wiki and share how they will integrate this Blackboard feature into their literacy classrooms.

## Evaluation

- Brief Survey!

## References

- Allen, E & Seaman, J. (2012). *Conflicted: Faculty and online education, 2012*. Needham, MA: Babson College Survey Research Group.
- Abdelmalak, M. M. (2015). Web 2.0 technologies and building online learning communities' students' perspectives. *Online Learning, 19(2)*, 87-106.

## Appendix B: Interview Tracker

### **Title:** Perceptions and of Community College Students and Instructors on Traditional and Technology Based Learning

**Introduction:** Hello, my name is Lukishia Washington, and I would like to thank you for your participation. I believe your input will be valuable to this study and will aid in the growth of our professional and learning experience. To facilitate in note-taking, I would like to record the interview. For your information, only the researcher(s) on the project will be privy to the recordings which will be destroyed five years after they have been transcribed and the study has concluded. Thank you for your agreeing to participate. I have planned this interview to last approximately 45-60 minutes. During this time, there are several areas that I would like to cover. I will repeat each statement to make sure it is correct.

#### **Interview Organizer**

Institutions: \_\_\_\_\_

Interviewee (Title and Name): \_\_\_\_\_

Interviewer: \_\_\_\_\_

Interview Sections Identified:

- \_\_\_\_\_ 1: Interviewee Background
- \_\_\_\_\_ 2: Importance of Technology
- \_\_\_\_\_ 3: Perceptions
- \_\_\_\_\_ 4: Connecting
- \_\_\_\_\_ 5: Integrating
- \_\_\_\_\_ 6: Barriers

Additional Topics Discussed:

\_\_\_\_\_

\_\_\_\_\_

Sample Lessons (optional)

\_\_\_\_\_

\_\_\_\_\_

Post Interview Concerns or Comments:

\_\_\_\_\_

\_\_\_\_\_

## Reflection by Interviewer

## Closure

- Thank participant for the interviewee \_\_\_\_\_
- Restate procedure of confidentiality \_\_\_\_\_
- Permission to follow-up \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

Consent form signed? \_\_\_\_\_

## Appendix C: Interview Protocol

This research project will focus on the integration of technology, with interest in understanding how Instructors and students in literacy programs are engaged in the transition of technology. The study will not in any way judge your experiences. The goal is to learn more about attitude(s) and perception(s), regarding technology practices in a Community College Setting.

### **Interviewee Background**

1. How long have you been ...?

\_\_\_\_\_ In your present position?

\_\_\_\_\_ At this institution?

2. Interesting background information on interviewee:

What is your highest degree? \_\_\_\_\_

What is your field of study? \_\_\_\_\_

### **Traditional Learning:**

3. Briefly describe your role as it relates to learning and/or implementing learning in the classroom.

\_\_\_\_\_

Probes: How are you involved in teaching and/or learning here?

### **Perspective/Attitude:**

4. What motivates you to use 21<sup>st</sup> century teaching and/or technology integration in your teaching/learning?

\_\_\_\_\_

### **Connecting w/Technology:**

5. What is the strategy used in your classroom for improving/integrating teaching and learning?

\_\_\_\_\_

Probes: Is it working – why or why not?

### **Integrating Technology:**

6. What specific traditional or technology practices have been implemented in your classes? What is your preference? Why?



---

---

---

7. What rewards do faculty/students receive from USCC for engaging in innovative teaching/learning and technology strategies?

---

---

---

**Barriers:**

8. What are the reasons that USCC Instructors/students do not use technology in the classroom or use it in a minimal manner?

---

---

---

9. What technology resources are available to faculty/students?

---

---

---

10. Does anyone assist you with the process if needed?

---

---

---

11. How accessible are the locations where teachers and students can use technology in appropriate ways?

---

---

---

Probe: If locations are limited, does that make technology meaningless?

12. How can opportunities to access technology be maximized at this Institution?

---

---

---



## Appendix E: Survey Evaluation Form

Professional Development Session title \_\_\_\_\_

Date: \_\_\_\_\_

Please take a moment to complete and return this evaluation to the facilitation/presenter at the end of this professional development session. I appreciate your time and I thank you for your immediate feedback.

	Strongly Disagree (5)	Disagree (4)	Neither Agree nor Disagree (3)	Agree (2)	Strongly Agree (1)
The content was organized and informative.					
The project finding was clearly defined.					
Adequate materials were available and relevant to the activity.					
The PD activity will help me to integrate technology.					
The presenter illustrated the demonstration on Wikis effectively.					
The presenter was knowledgeable and effective.					
I will be able to the lesson create today in my future instruction.					
The PD was organized and informative.					