

EXPERIENCES OF TEACHING ENGLISH TEACHER EDUCATION ONLINE
IN THE TIME OF COVID-19

by

Xinzhi Wu

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ABSTRACT

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Xinzhi Wu

The University of Wisconsin-Milwaukee, 2023
Under the Supervision of Dr. Donna L. Pasternak

Previous research (Johnson, Veletsianos, & Seaman, 2020) has highlighted that the abrupt shift from traditional in-person to online delivery during the COVID-19 pandemic caught many educators off guard, distinguishing it from the well-planned approach to online education before the pandemic. The disparities between well-planned pre-COVID online education and the impromptu shift to online teaching during COVID give rise to diverse challenges for educators in designing and delivering courses in the online realm. This interpretive study aimed to delve into the lived experiences of English teacher educators as they navigated the design and delivery of online English language arts methods courses during the COVID-19 pandemic. The questions guiding this study revolved around the insights gained into the experiences of English teacher educators in preparing and teaching online courses, as well as the challenges they faced in designing and delivering online instructional practices amid the COVID-19 pandemic. Data were gathered through online questionnaires, submissions of course syllabi, and the follow-up semi-structured interviews of English teacher educators. The findings reveal that English teacher educators experienced notable disparities between in-person and online instruction, encompassing course aspects such as organizing the course structure, presenting and delivering course content, adapting learning activities, fostering social interactions, and assessing student work and providing feedback. Additionally, this study sheds light on the challenges faced as well

as support received by English teacher educators during this transition. By understanding English teacher educators' online teaching experiences in the context of this pandemic, this research ascertained their needs. This implies the importance of emphasizing preparedness and flexibility to teach through different delivery modes. It also provides valuable insights for higher education administrators in offering targeted support to teacher educators for future online education endeavors.

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Chapter One: Introduction

Background and Problem Statement

The swift spread of Coronavirus Disease 2019 (COVID-19) globally caused a widespread pandemic. This prompted numerous schools and institutions in the U.S. higher education system to face the tough choice of either canceling or postponing in-person classes, starting in mid-March of 2020 (Gacs, Goertler, & Spasova, 2020). Under this emerging situation, the higher education community confronted significant challenges, such as sustaining funding, enrollment, and recruiting (Blankenberger & Williams, 2020; Houlden & Veletsianos, 2020). Due to the surging numbers of the confirmed COVID-19 cases, particularly in states with larger populations, a majority of colleges and universities in the US mandated a shift from traditional face-to-face instruction to online teaching and learning for university instructors and students (Carrillo & Flores, 2020). This shift also affected Colleges of Education and the teacher education programs, necessitating a similar move to virtual instruction and supervision of practicum students (Quezada, Talbot, & Quezada-Parker, 2020). The teacher education programs in most universities found themselves obliged to switch from the traditional approach of in-person teaching and on-site supervision to virtual alternatives (Carrillo & Flores, 2020). Even though the transition to online education in higher education in response to a crisis or a disaster is not a new solution and has been previously discussed (Ayebi-Arthur, 2017; Czerniewicz, Trotter, & Haupt, 2019), the unprecedented speed of this shift is noteworthy. Regarding the impact and duration of the effects, the rapid transition induced by COVID-19 is not comparable to the previous events (Johnson, Veletsianos, & Seaman, 2020), such as the 2011 earthquakes in New Zealand (Ayebi-Arthur, 2017) and student protests leading to university shutdowns in South Africa (Czerniewicz et al., 2019).

In the time of COVID-19, given that most universities in the US underwent a similar transition period (March 16-20), many instructors found themselves facing varying degrees of institutional support, ranging from sufficient technology resources and technical assistance to a lack thereof. Consequently, teacher educators with little or no online teaching experience had to quickly acquire the knowledge and skills necessary for remote teaching while already engaged in teaching remotely. This situation presented challenges teacher educators confronted in finding, evaluating, and implementing technology for teaching and interacting with students in the online setting (Trust & Whalen, 2021). Moreover, as Bates (2020) notes, online education goes beyond being a mere mode of delivery, and it represents a type of distance education that is “intentionally designed in advance to be delivered fully online” (p.18). However, transitioning from in-person instruction to online delivery in the time of COVID-19 is a temporary change in how instruction is delivered. It serves as an alternative method that would typically involve face-to-face interactions or a combination of different approaches after the crisis circumstances have subsided (Hodges, Moore, Lockee, Trust, & Bond, 2020). In other words, the sudden switch to online teaching wasn't something many educators had anticipated, and it wasn't part of the well-thought-out online teaching plans they had before the pandemic hit. As a result, creating and delivering online courses during the COVID-19 period turned out to be quite challenging and brought about various difficulties, especially for instructors who hadn't previously dabbled much in online teaching (Johnson et al., 2020).

As detailed in the literature review (See Chapter 2), many researchers focused on exploring teaching experiences of university instructors in general disciplines during the pandemic (i.e., Carrillo & Flores, 2020; Dhawan, 2020; Quezada et al., 2020). Given English teacher preparation programs also took an action plan of moving in-person teaching to online

delivery, English teacher educators might encounter similar or different challenges in designing and teaching courses online in the time of COVID-19. This led to the need for further research, which is the focus of this present study as well, to explore English teacher education instructors' online teaching experiences in the time of COVID-19.

Statement of Purpose

The purpose of the present study was to explore English teacher educators' experiences of designing and teaching English language arts methods courses online during the COVID-19 pandemic, as well as to examine the challenges they confronted. Understanding these educators' online teaching experiences in the context of this pandemic helped identify their needs, and enable higher education administrators to offer support to those instructors.

Research Questions

The overarching research inquiry was shaped as an extension of the study's problem statement and purpose: "How did English teacher education instructors experience online course design and teaching during the COVID-19 pandemic?" Subquestions aimed at deepening this query included:

- a. How did English teacher education instructors prepare to teach online English language arts methods courses during the COVID-19 pandemic?
- b. What challenges have English teacher education instructors confronted in designing and teaching online English language arts methods courses during the COVID-19 pandemic?

Research Design

A qualitative interpretive approach (Schwartz-Shea & Yanow, 2012) to research was employed to describe and interpret the experiences and perceptions of the participants on how they designed and delivered online English language arts methods course during the COVID-19

pandemic. The interpretive research approach, employing inductive investigative strategies, assisted the researcher in exploring the meaning and understanding that participants associate with the study problem (Creswell, 2013; Schwartz-Shea & Yanow, 2012).

In this study, an interpretive methods approach was the methodology of choice because it enabled the exploration and interpretation of the meanings constructed by participants while making sense of moving from face-to-face instruction to online delivery during the COVID. The present study, employing an interpretive research design, assisted the investigations for meaning and understanding attributed by study participants to the study problem regarding their experiences and perspectives (Creswell, 2013; Schwartz-Shea & Yanow, 2012). It allowed not only a depiction of English teacher educators' online teaching experiences during the pandemic, but also an interpretation of the events that unfolded when these instructors transitioned from in-person instruction to online delivery in response to the pandemic. Further, in the qualitative interpretive research design, where there existed a close connection between the participants and the researcher (Yanow & Schwartz-Shea, 2015), the researcher took on the central role as the primary instrument for collecting and analyzing data. Employing an interpretive approach in this study assisted the researcher in comprehending the participants' experiences and perceptions from their standpoint, ensuring a rigorous representation of the data (Yin, 2009). This approach contributed to the expansion of the research landscape regarding English teacher educators' online teaching experiences amid the COVID-19 pandemic. Therefore, the use of an interpretive approach was an appropriate methodology for the current study, which best identified and investigated this phenomenon and aligned well with the study's goal of understanding the participants' experiences.

Theoretical Framework

To answer the research question, “How did English teacher education instructors experience online course design and teaching during the COVID-19 pandemic?”, the integrated framework for designing the Online Learning Experience (Conceição & Howles, 2020) formed the theoretical base for this interpretive study. This theoretical framework is relevant to this study regarding English teacher educators’ online course designing and online instructions delivering experiences. This pragmatic and evidence-based framework, designed to achieve learner-centered objectives and create engaging and deep learning experiences, consists of four interconnected learning dimensions: cognitive, emotional, behavioral, and social. Additionally, the framework outlines five course design aspects within the online course environment, namely course structure and interface, content interactions, learning activities, social interactions, and assessments and feedback.

This theoretical framework served as a theoretical lens for this research study, examining participants’ experiences of designing and teaching online English language arts methods courses. It contributed to a deeper comprehension of their experiences and perspectives. Specifically, this framework in the present study was useful in framing the questions in the data collection procedures and establishing the theoretical views in the data analysis process.

Overview of the Methodology

This present study employed a qualitative interpretive research design (Schwartz-Shea & Yanow, 2012) to explore English teacher education instructors’ experiences during the COVID-19 pandemic. A purposive sampling developed a wider picture of the phenomena involving a total of 12 online instructors of various personal and professional experiences and perceptions on designing and delivering their English language arts methods courses during the pandemic. Data

sources included online questionnaire responses, the course syllabus prior to COVID, the adapted syllabus when the course moved online due to COVID, the online methods course syllabus during COVID, and transcriptions of audio-recorded interviews. An audio-recorded semi-structured interview was scheduled and collected from each participant who completed the online questionnaire and expressed willingness for a follow-up interview.

In this study, all collected data were coded to maintain anonymity and the participants were assigned pseudonyms. All identifiers were removed from the questionnaire responses, collected course syllabi, and transcript data by a research assistant. Data analysis was conducted both simultaneously with the data collection process and subsequently after the completion of data collection. Initially, the researcher analyzed participant demographics according to online questionnaire responses to accurately describe the study sample. Descriptive data derived from Likert-scale questions in the online questionnaire were also subject to analysis, with results presented graphically. Additionally, inductive coding was conducted on two short-answer questions in the questionnaire, following the method outlined by Miles, Huberman, and Saldaña (2014). Following the de-identification of the syllabi by a research assistant, the researcher reviewed each one using the aforementioned theoretical framework to identify the course design aspects and conduct the analysis. The analysis of the questionnaire responses and syllabi then led to the questions in the follow-up semi-structured interviews. Subsequent to the interviews, the audio recordings underwent transcription and deductive coding to align with the analysis of questionnaire responses and syllabi. Additionally, inductive coding was applied to uncover any novel findings not addressed in the prior analysis. Analyzing and synthesizing the collected data from multiple sources, including questionnaire responses, syllabi, and transcriptions of audio recordings of interviews allowed for a comprehensive understanding of the participants'

experiences and perceptions regarding how they interpreted events during this period, the particulars of specific situations, and the responses that occurred.

Significance

By examining the data on English teacher education faculty members' experiences in preparing to teach online courses during the COVID-19 pandemic, along with the challenges they confronted, rather than making assumptions about how they delivered the online courses and the support they needed during this time, higher education administrators can gain valuable insights on how to better assist English teacher educators in online teaching. Specifically, eliminating this unknown enables higher education administrators to plan effective teaching preparation in response to crisis circumstances and offer targeted professional development for English teacher educators. This support can extend to online instruction delivery and promotes effective online teaching practices in the future.

Limitations

This study faced limitations that mainly emerged from two main areas: the chosen methodology and the data collection, including data sources. One limitation was associated with the qualitative interpretive approach selected for this study. While the researcher's involvement was considered inevitable in an interpretive study (Yanow & Schwartz-Shea, 2015), it brought in the potential for bias in the data analysis due to the researcher's personal experiences. An additional limitation in this study was participants who had have moved back to teach in-person methods courses. More meaning of their online teaching experience may be explored and examined, if the research study could be conducted earlier. Since syllabi are inconsistent data sources (Pasternak, Caughlan, Hallman, Renzi & Rush, 2018), relying on the collected syllabi as data sources was another limitation of this study. Moreover, online questionnaire responses and

interview data utilized as data sources also include reliance on participants' accuracy that might be influenced by their personal bias and/or possible emotional response, which limited the credibility of the findings. Further discussions on these limitations and delimitations are detailed in Chapter 3.

Defining Terms

The following pertinent terms and definitions were established for consistent reference and understanding throughout this study:

Digital Technology

The technology, according to the U.S. Department of Education (2010), encompasses computer equipment, software, and various electronic devices, and it also extends as "digital devices, software, and connectivity that allow the use of digital content in the classroom" (Harmes, Welsh, & Winkelman, 2016, p. 162). Pasternak and her colleagues (2018) suggest that the technology can be sorted into two groups that are not mutually exclusive: (a) "technology that opens spaces for collaborative learning, such as wikis, blogs, discussion boards, and online tutoring; and (b) technology that closes spaces to support individualized learning or assess that learning, such as desktop applications, e-portfolios, and multimodal and multimedia software" (Pasternak et, 2018, p. 135). Through both categories of open and closed technology, students cultivate a comprehension of the content knowledge within various disciplines.

English Education Methods Course

The course included in English teacher education program that emphasizes the representation and instruction of English languages arts content (Pasternak et al., 2018). More specifically, "a method course often also involves inquiry into the beliefs or opinions of participants regarding concepts of English language arts at the secondary level, the planning of

lessons or courses of study, and classroom management related to content specific methods” (Pasternak et al., 2018, p. 25).

Face-To-Face Courses

Courses are traditional learning settings where students attend in-person, instructor-led lectures in a location designated by the institution. This term was used interchangeably with “in-person courses” in the present study.

Technology Integration

The integration of technology is articulated as “a tool to support instructional practices and address conceptual, procedure knowledge, and attitudinal and/or value-based knowledge” (Pasternak et al., 2018, p. 138), as well as empower learners and learning (Roswell, Morrell, & Alvermann, 2017). The incorporation of technology into everyday classroom practices emphasizes fostering the learning process itself, rather than solely concentrating on individual technological tools (Ruggiero & Mong, 2015).

Online Courses

Courses, accessible through Internet connectivity using a learning management system (LMS), involve students who are geographically distant from their instructor and fellow enrolled students.

Online Education

Online education occurs in a non-traditional classroom context, employing various technologies to establish connections between teachers and students beyond the confines of traditional settings. Students engage in courses from diverse locations, including their homes, workplaces, nearby campuses, or even libraries, while the instructor is situated remotely (Reyes,

2013). Distance education encompasses more than just the method of delivery; it's a form of education intentionally designed beforehand for complete online delivery (Bates, 2020).

Online Instructor

An instructor who delivers educational content exclusively to online students through the use of a LMS.

Online Learning

Online learning, a key component of online education, traces its roots back to 1995 with the emergence of the initial web-based course management system, WebCT. This platform eventually evolved into the inaugural Learning Management System (LMS), known today as Blackboard (Singh & Thurman, 2019). Within the context of this study, online learning is perceived as a formal educational approach entrenched in institutional frameworks. It entails a learning community that is geographically separated from physical spaces and isn't bound to convene in a traditional campus-based college or university setting (Demirel, 2016; Kentnor, 2015). Instead, it occurs either partially or entirely over the Internet (Bakia, Shear, Toyama, & Lasseeter, 2012).

Online Teaching

Instruction is delivered in which learners and instructors are at a distance but connected to the Internet and Web.

Web 2.0 Tools

Tools refers to web-based platforms that provide users with the capability to access, generate and share a diverse range of web-based content (Macaskill & Owen, 2006).

Chapter Two: Literature Review

Integrating Technology in English Teacher Education

A Historical Overview of (English) Teacher Education in the US

Teaching existed long before teacher education became a program of study (Labaree, 2004). The initiation of formal teacher preparation programs dates back to the 1820s, marked by the inception of normal schools in Vermont and Massachusetts. As the 19th century progressed, the establishment of normal schools gained momentum, evolving into a widespread movement; almost every state had at least one of them (Ducharme, Ducharme, & Dunkin, 2012). At this early stage of formal teacher preparation, the normal schools' entire mission was perfectly straightforward: preparing teachers for a single occupation, teaching (Ducharme et al., 2012).

Ducharme and his colleagues (2012) provide an historical overview on teacher education in the U.S. and report that during the initial decades of the 19th century, prospective teachers had to demonstrate their moral character to a local school board to gain entry into teaching. Additionally, in certain districts, they were required to pass a test assessing their general knowledge. By 1867, the majority of states mandated teachers to successfully complete a locally administered test in order to obtain a state certificate. This assessment typically covered fundamental skills along with subjects like U.S. history, geography, spelling, and grammar. Ravitch (2003) contends that in the 19th century, various states adopted distinct methods to train prospective teachers. Teacher certification during this period was characterized by irregularity and diversity, lacking a uniform pattern, and without a well-defined teaching profession. Generally, the prevailing assumption was that individuals who had attained a certain level of education could readily become teachers. There was no requirement for teachers to undergo specific training in the art of teaching; instead, they merely needed a basic familiarity with with

the subject matter they intended to teach sufficed (Labaree, 2018). Some of these practices continue today, at certain situations. For example, in order to address its teacher workforce shortages, the state of Wisconsin made several changes on lifetime teaching licenses, such as adjustments to the tiers of its licensing structure, the expansion of specific license content areas, and other relevant modifications (Pasternak, 2019). These changes imply that “teachers in the State of Wisconsin are no longer required to earn a master’s degree or professionally develop to retain their licenses; and some individual school districts may or may not require any professional development or allow for content specific development or teacher choice specific to a classroom’s context” (Pasternak, 2019).

However, at the start of the 20th century, the former normal schools underwent a transformation, evolving into four-year colleges, and ultimately, state universities (Labaree, 2018). According to Labaree (2018), teacher education began to be conducted within a university setting, guided by professors within a school or college of education. The growing demand of teachers with college degrees, as accreditation of secondary schools grew, underscored the needs of the change of the norm. This transition entailed a dual requirement of earning a degree with a major in a discipline and fulfilling the necessary courses in education (Ducharme et al., 2012). As a result of this change, there was substantial expansion in university and college teacher education programs, often accompanied by states establishing licensure prerequisites closely tied to coursework at the college level. During this era, the university became a powerful and influential force in higher education in the United States (Veysey, 1965). As a result, by the latter part of the 20th century, most universities had robustly set up teacher education programs on their campuses (Ducharme et al., 2012).

The 1960s brought a significant period of change to English language arts globally, with a focus on literature courses and exams for high school students. During this time, there were also efforts to professionalize teaching by establishing standards for teacher preparation across various subjects. The National Association of State Directors of Teacher Education and Certification (NASDTEC) took the lead in this initiative (Pasternak et al., 2018). In 1967, the first set of guidelines for preparing English teachers, titled the Guidelines for the Preparation of Teachers of English (NCTE, 1968a), was released. These guidelines were a collaborative effort involving the Modern Language Association (MLA), NASDTEC, and the National Council of Teachers of English (NCTE). It was anticipated that teacher candidates should acquire “a knowledge of American and British literature, of rhetoric as it relates to composition, of child development as it relates to learning language and literacy, and of clear written and spoken expression” (Pasternak et al., 2018, p.12), as well as stand on solid ground on adolescent literature and in teaching reading. Further, teacher candidates were also expected to have a methods course, demonstrate the capability to plan and execute lessons, utilize diverse instructional media, and provide instruction to students with diverse cultures, interests, and abilities (NCTE, 1968b, cited in Pasternak et al., 2018). Over the past five decades, various groups like NCTE, the Conference on College Composition and Communication (CCCC), the MLA, and others have been actively discussing and shaping the English Language Arts curriculum. However, the 1967 Guidelines had largely been enacted to a great extent (Smagorinsky & Whiting, 1995). Smagorinsky and Whiting (1995) established the groundwork for studying course syllabi to comprehend methods courses in English education. In their research, the methods courses were rooted in a comprehensive perspective of language arts,

serving as spaces for teacher candidates to acquire skills in planning and learning disciplinary instructional practices.

In this study, the researcher adopted a definition of an English language arts methods course as the course within an English teacher education program that primarily centers on presenting and instructing of content related to English Language arts (Pasternak et al., 2018). More specifically, “a method course often also involves inquiry into the beliefs or opinions of participants regarding concepts of English language arts at the secondary level, the planning of lessons or courses of study, and classroom management related to content specific methods” (Pasternak et al., 2018, p. 25).

As it continues to impact our communication practices, English educators, aiming to instruct English language arts teachers on integrating technology into their classrooms, have consistently incorporated technology teachings in English methods courses. This approach seeks to educate teachers on how to effectively "integrate, infuse, and implement" technology in their classes (George, Pope, & Reid, 2015, p. 9). For example, teacher candidates use PowerPoint to present learning contents, use a LMS to organize readings, share links to videos, submit assignments, and facilitate online discussions, as well as using software to produce a media production project (i.e., digital stories) to express and/or reflect thoughts. In the following sections, the researcher details how technology is employed in English Teacher Education as well as obstacles to its integration into teaching practices.

Technology Integration into Teacher Education

For many, digital technology is interchangeable with computer equipment, software, and other electronic devices, as defined by the U.S. Department of Education (2010). It also extends as "digital devices, software, and connectivity that allow the use of digital content in the

classroom" (Harmes et al., 2016, p. 162). It plays a significant role in today's social, political, and economic context. For example, web 2.0 tools have transformed virtually all aspects of everyday life as we work, socialize, and think over the past decades (Castells, 2014). This reality has also boosted enormous investments in the U.S. educational field. Large amounts of money have been invested in establishing the fundamental hardware and software necessary to get classrooms connected to the Internet. Research showed that the availability and access to computers and the Internet has witnessed an increase. As of 2009, 99% of instructors either possessed one or more computers in the classroom or had the capability to bring them in, and 95% of these computers were equipped with internet access (Gray, Thomas, & Lewis, 2010).

However, the widespread integration of technology integration in the classrooms has not mirrored this pattern. Increasing availability and accessibility of digital technology did not enhance the integration of technology-based instructional practices (Georgina & Olson, 2008); and the integration of technology extends beyond the mere presence of digital tools in the classroom. In other words, technology integration in daily classroom routines involves creating a learning process, emphasizing the approach rather than focusing solely on a specific technological tool (Ruggiero & Mong, 2015). More specific, instead of using technology as a teacher resource tool for classroom management, communication, assessment, or, technology should be employed as an instructional tool to deliver content knowledge and/or promote student learning by having them engage with contents (e.g., articles, websites), create learning artifacts (e.g., presentations, e-portfolios), or develop skills (e.g., comprehending texts, critical thinking skills) (Cherner, Dix, & Lee, 2014). Integrating technology into the learning process enhances students' educational experiences by involving them in activities that leveraging what they already know, encouraging them to actively participate in learning, creating a web of

interconnected knowledge, fostering a deep understanding of the subject through collaboration and social interactions, and incorporating self-monitoring of learning with helpful feedback from the teacher (U.S. Department of Education, 2014). Under these circumstances, using technology as an instructional tool illustrates the approach to integrating technology in the classroom, aligning with the study's emphasis on how technology serves as a tool in instructional practices.

Davies and West (2014) suggest that technology integration involves skillfully using technology to accomplish specific learning objectives. Both students and teachers, when employing technology, are expected to contribute to "enhancing, extending, or enriching learning" (Harmes et al., 2016, p. 162). Therefore, the integration of technology could be articulated as "a tool to support instructional practices and address conceptual, procedure knowledge, and attitudinal and/or value-based knowledge" (Pasternak et al., 2018, p. 137), as well as empower learners and learning (Roswell et al., 2017). As outlined in the National Education Technology Plan update (2017), for a comprehensive acknowledgment of "the benefits of technology in our education system and provide authentic learning experiences, educators need to use technology effectively in their practice" (p. 3).

However, Ruggiero and Mong (2015) find that technology use was pervasive but superficial in the classroom. The primary technologies utilized in classroom practices encompassed PowerPoint presentations, video content, educational games, and music. According to surveys conducted on the use of technology in the classroom, the responses received by the research team in Ruggiero and Mong's (2015) study varied, encompassing practices such as email and a daily attendance system to the implementation of paperless classrooms utilizing social media for idea-sharing. Gorder (2008) also identifies that the teachers' self-reported technology integration level mainly delivers content, rather than student use for more in-depth

learning. Further, according to Martin's (2018) study, teachers today are digital natives who understand well enough to use technology in their daily life, but they also express concerns on acknowledging how to integrate technology into their teaching effectively.

Concerning effective technology integration in the classroom, Wang, Ertmer, and Newby (2004) argue that "computers will not be effective in enhancing teaching and learning if their usage is limited to supporting teachers' traditional pedagogical beliefs" (p. 808). Additionally, implementing technology successfully demands a substantial investment of time and commitment due to a personal shortage in knowledge of both teaching methods and technology use (An & Reigeluth, 2012; Carver, 2016). This implies that teachers must get access to knowledge and skills in using the tools, not just given access to the tools. Thus, effective technology integration becomes one of the critical challenges faced by many teachers as well as higher education professionals in the 21st century (O'bannon & Thomas, 2014; Liesa-Orús, Latorre-Coscolluela, Vázquez-Toledo, & Sierra-Sánchez, 2020). As highlighted in the study by Spiteri and Chang-Runfgren (2017), establishing a collaborative teaching-learning network and integrating new content and knowledge through technology not only results in effective technology utilization in the classroom but also introduces greater challenges in the teaching-learning process for educators. Further, some instructors report encountering specific difficulties with technology-based pedagogy as it may conflict with their traditional teaching practices (Tsai & Chai, 2012). Regarding these concerns of achieving the effectiveness of technology integration, it is necessary for educators to acquire knowledge, capabilities, skills, as well as attitudes for teaching with technology nowadays (Spante, Hashemi, Lundin, & Algers, 2018). Moreover, teacher educators need to exercise caution in presuming that teacher candidates, often categorized as digital natives, are inherently willing and capable of effectively using technology

as an instructional tool (Kumar & Vigil, 2011; Shifflet & Weilbacher, 2015). It should be taken into consideration, particularly for teacher education programs, that addressing teaching standards with technology usage is not enough. Providing opportunities for teacher candidates to actively practice and implement technology in classrooms as an instructional tool is crucial.

Integrating Technology into Teaching English. Integrating technology into the teaching and learning process, either general teacher education programs or specific to English teacher education programs, has common but different success and concerns. Instead of using technology in a pervasive but superficial way in the classroom, some research studies (Benko, Guise, Earl, & Gill, 2016; Pasternak et al., 2018; Schieble, Vetter, & Meacham, 2015) present examples of effective technology integration practices in English language arts teacher education. With regard to diverse technology integration practices in the teaching of English language arts, Pasternak and her colleagues (2018) suggest that the technology can be sorted into two groups that are not mutually exclusive: (a) "technology that opens spaces for collaborative learning, such as wikis, blogs, discussion boards, and online tutoring; and (b) technology that closes spaces to support individualized learning or assess that learning, such as desktop applications, e-portfolios, and multimodal and multimedia software" (Pasternak et al., 2018, p. 135). In Pasternak's (2020) study on technology, both open and closed technology categories were employed, allowing students to grasp the content knowledge of various disciplines. For instance, one instructor tasked students with creating and delivering a lesson on rhetorically analyzing a website. Following this, students had to document and share their plans with both the instructor and peers using the course management system. This task included the utilization of both open and closed technology. Teacher candidates delved into website rhetorical analysis by examining a particular website (closed) and subsequently shared their newfound insights

collectively with peers through the course management system (open). Throughout this process, students grasped and assessed both content knowledge and digital resources.

Schieble and colleagues (2015) delved into how video analysis was used to observe and understand the teaching practices of aspiring teachers during their student teaching experience. The researchers discovered that employing video, coupled with discourse analytic frameworks, facilitated personalized learning for teacher candidates in the challenging process of evolving into the educators they aspired to be. The candidates analyzed their videos to discern whether and how they manifested their desired teacher identities. Furthermore, in Benko and colleagues' (2016) study, Twitter (Twitter.com) provided a platform for teacher candidates not just to engage in critical self-reflection on their teaching but also to collaborate with fellow educators and teacher candidates (open). The results suggest that Twitter proves beneficial for continuous reflection and collaborative learning, providing teacher candidates with the opportunity to connect with broader communities of practice both within and beyond their institution.

Integrating technology into the teaching of English, whether through open or closed technology, establishes collaborative environments and supports the learning of the content of English language arts. This integration transforms technology into new content, requiring mastery for effective engagement with the traditional subject matter (Pasternak, 2020). Additionally, it contributes to "creating a new ecology of learning that fosters collaboration, communication, and creativity" (Mirra, 2018, p. 1). However, given the constant evolution of technology, including new hardware, software, and applications that shape novel communication practices, there are challenges associated with integrating these advancements into the education of prospective English teachers. This challenge is even more pronounced for teacher educators, as it necessitates proficiency in the software applications and devices being used, along with the

creation of spaces for offering guided support and hands-on experience in integrating technology into the learning and teaching of teacher candidates (Hsieh, 2018; Pasternak, 2020). Regrettably, creating spaces for modeling and providing guided support for effective technology integration comes with a significant cost, and sustaining them demands ongoing professional development (Pasternak, 2020). To ensure the successful integration of technology into an English teacher education program, it's vital to invest in available resources such as devices, technical support, and dedicated time for professional development for teacher educators. Moreover, there's a need for increased opportunities for teacher educators and candidates to actively participate in technology integration practices with guided support.

As the reviews of technology integration into face-to-face classrooms for teaching and learning, it is noted that teacher educators experienced success as well as challenges in their teaching practices. Further discussions on obstacles to technology integration when teaching in in-person classrooms are provided in the next section.

Barriers to Integrate Technology into Teaching. Although the advantages of using technologies in classrooms have been widely studied for many years, researchers also are concerned about barriers or challenges associated with its use. Increasing availability and accessibility of digital technology in classrooms indeed improves some situations in integrating technology into teaching practices to some extent, however, other barriers to technology integration are prevalent still over a decade, that limits the effective implementation of technology use in classrooms. For instance, An and Reigeluth (2012) identify several common challenges hindering its integration into teaching, including factors such as lack of personal time, alignment issues with assessments, limited administrative support, insufficient pedagogical knowledge (i.e., teaching methods), inadequate technological content knowledge (i.e.,

understanding of technology use), insufficient technical support, personal beliefs and attitudes toward teaching methods as well as technology, school climate/culture, and institutional barriers (e.g., school leadership, school schedule, school rules). These obstacles can be broadly categorized into two types: First-order barriers, labeled "institutional," are external and beyond the teacher's control, while second-order barriers, termed "personal," originate from the teacher (Ertmer, 1999, 2005). The details of these two barriers are discussed as follows.

First-order barriers are typically external factors imposed at the school or district level, including lack of available resources, such as equipment, funds, time for learning and planning instruction, as well as inadequate technical and administrative support (Ertmer, 1999, 2005). It is important to highlight that the substantial cost associated with technology acquisition and funding has been recognized as a crucial factor influencing the effective integration of technology into instructional practices (Sultan, 2010; Thomas, 2011). As indicated in the studies of Dolan (2016) and Harper and Milman (2016), if the teacher perceives that computing resources will not be available, it will influence his or her willingness to incorporate technological tools when designing lesson plans and delivering the technology-based teaching practices. Moreover, there is evidence suggesting that institutional support, whether provided by the teacher education program or the school community, positively influences the beliefs of both preservice and in-service teachers. This support indirectly affects their behaviors related to technology integration (Howard & Thompson, 2016). Heath's (2017) research highlights that when administration supports and implements a technology within the learning environment, it tends to gain followers and sees increased use in the classroom.

Second-Order Barriers (Ertmer, 1999, 2005) are some internal factors including impediments within the teacher, like knowledge and skills associated with technology use, as

well as beliefs and attitudes toward technology use (Kim, Kim, Lee, Spector, & DeMeester, 2013). Researchers (An & Reigeluth, 2012; Carver, 2016) posit that a deficiency in teaching methods and a limited understanding of technology use demand significant time and commitment to effectively integrate technology into teaching. Heath (2017) and Kim et al. (2013) point out that lacking prior knowledge and skills related to technology use often leads teachers to adopt a "wait and see approach" before integrating technology into their classrooms. This emphasizes the significance of teachers acquiring both knowledge and skills related to new instructional methods and technology to fully harness the potential of integrated technology.

Moreover, given that "teacher beliefs influence professional practice" (Groff & Mouza, 2008, p. 30), teachers' attitudes and beliefs regarding technology integration receive the majority of scholarly attention (e.g., Carver, 2016; Pasternak, 2007). In an attempt to mitigate various contextual factors (e.g., available resources, institutional support), the researchers (Ertmer, Ottenbreit-Leftwich, Sadik, Sendurur, & Sendurur, 2012) deliberately selected twelve exceptional teachers known for their expertise in using technology. They aimed to reassess the gap between teachers' beliefs and how they actually integrate technology into their teaching methods. In this study, respondents highlighted that their personal attitudes and beliefs emerged as crucial factors facilitating technology integration. These positive attitudes provided the motivation and commitment necessary to invest additional time and effort in aligning their strong convictions about effective teaching and learning with the integration of technology. Nonetheless, it's noteworthy that teacher beliefs and attitudes toward both technology and teaching methods are acknowledged as significant challenges to teachers' efforts in incorporating technology into the classroom (Carver, 2016; Kim et al., 2013). Teacher beliefs and attitudes toward technology and teaching methods pose considerable challenges as they are deeply

personal and ingrained (Ertmer, 1999). If a teacher has a personal dislike for a specific teaching method or technology, it might not be incorporated into their classroom practices. Each teacher brings their own unique touch to their teaching methods, influenced by personal experiences and preferences for the strategies they prefer (Liu, Ritzhaupt, Dawson, & Barron, 2017).

Additionally, while many teachers recognize the value of technology in enhancing communication practices, some express concerns that "it could be a distraction to the real content of the discipline" (Pasternak, 2020, p. 32). Hutchison and Reinking's study (2011) reveals that certain English teachers resist incorporating technology into their teaching practices because they believe these activities don't align with their perceptions of what should be included in the instruction.

In conclusion, overcoming the barriers discussed in this section requires providing teachers with institutional support, ensuring accessible computing resources, and offering opportunities along with time for them to enhance their knowledge and skills. It is also essential for instructors to foster and sustain positive attitudes and beliefs toward the use of technology and embracing new teaching methods. Ultimately, once the barriers are identified and eliminated, it may allow teachers to design instructional methods and implement technology integration effectively within their classrooms.

As technology has been impacting many aspects of education, it also brings changes to the traditional mode of instruction delivery. In other words, technology integration practices are not limited to face-to-face classes, but also have moved to online settings. In the next section, the researcher addresses technology integration practices and the challenges teachers experienced when teaching online.

Technology Integration into Online English Teacher Education

In 2007, Allen and Seaman reported that among the largest research institutions in the nation, 99% offered at least one online course, and over half provided fully online programs. The prevalence of fully online programs continued to grow over the next decade (Crawford-Ferre & Wiest, 2012). In 2013, there was a 9.3% increase in the number of students enrolling in at least one online course (Allen & Seaman, 2013), with an estimated five million students participating in online courses in the United States (Norris et al., 2013). According to the U.S. Department of Education (National Center for Education Statistics, 2021), more than three million students earned their degrees through fully online programs in 2018, with approximately thirty percent engaged in graduate-level studies.

Taking a closer look at integrating technology into online teaching, in a recent study of Duesbery, Frizelle, Twyman, Naranjo and Timmermans (2019), full-time faculty and adjunct instructors taught in a fully online Master of Arts in Teaching (MAT) program and presented how they employed available technology in different ways and to varying degrees in their teaching practices. In this online program, completing the master's degree requires undertaking twenty-four units of study, equivalent to eight courses. The study revealed that roughly half of these courses utilized discussion boards to foster student interactions. Approximately three-quarters of the courses incorporated recorded presentations accompanied by transcripts, enhancing accessibility. External video resources from platforms like YouTube, Vimeo, and the Teaching Channel were employed in some courses to support content learning. Nearly three-quarters of the courses mandated a textbook available in digital format, alongside weekly readings accessible as PDFs. Certain faculty members opted for continuous and easily traceable feedback on assignment submissions, and a few courses included synchronous class meetings via Blackboard.

Likewise, Pasternak (2020) engages in a discourse on the incorporation of technology within two online English language arts method courses. This discussion centers on how English teacher educators encouraged students to utilize technology as a means of acquiring course content, drawing insights from the national study of English language arts methods courses (Pasternak et al., 2018). The digital texts of course materials (i.e., a required textbook, supplemental readings, links to websites or videos) were posted in the course management system, Blackboard or available in the syllabus. And teacher candidates in one of the method classes also participated in a web quest and engaged in a role-play activity by blogging with their peers in an online discussion forum in Blackboard.

Other than navigating a course's infrastructure and submitting course requirements as technology employed in most of face-to-face classrooms, Van Wyk (2017) highlights an alternative use of technology in an online environment, emphasizing the significance of e-Portfolios as a tool to empower teacher candidates in enhancing self-directed learning within an online teacher education course. E-Portfolios, serving as digital or online teaching portfolios, play a crucial role in managing the academic progress of each teacher candidate, paralleling their role in paper-based formats. However, e-Portfolios offer advantages over their traditional counterparts due to their accessibility on an online platform, enabling learners, educators, and school principals to access them anytime and from anywhere (Garrett, 2011).

Critically, technology integration in the online setting should not be simply a repetition as integrating it in the face-to-face classrooms, however, instructional methods with technology used in online teaching vary greatly. In the study conducted by Başal and Education (2013), they propose that online English teachers take on a distinct role as creators of their course materials, to some extent, in the realm of online teaching. Within an online teaching environment, English

teachers are required to develop interactive materials using various digital technologies, aligning with the unique delivery method inherent in online education, which differs from traditional approaches (Başal & Education, 2013). Additionally, teachers must adeptly organize teaching resources for independent study, showcasing essential skills for effective online teaching (Schlosser & Anderson, 1994). Moreover, for effective delivery of instructional methods in the online setting, online instructors must create opportunities for student interaction and collaboration with peers and instructors, active participation in course activities, feedback reception, and establishment of connections with both people and content (Vernon-Dotson, Floyd, Dukes, & Darling, 2014). Furthermore, other critical factors including the knowledge and teaching proficiency with technology of the instructor, personal beliefs and attitudes regarding teaching methods as well as technology, and the necessity for standardized assessments in online courses, etc., also lead to the success of technology integration practices in online teaching.

In reviewing technology integration practices in both in-person and online settings alike, teacher educators who taught face-to-face classes and online educators had similar but different challenges within their teaching experience. It is important to take a closer look at the challenges with technology use English educators confronted when teaching online.

Obstacles to Teaching Online. While online learning provides more students with the opportunity to access higher education, it is not without its challenges and drawbacks (Sadeghi, 2019). Conducting teaching exclusively online, coupled with sufficient computing resources, enables educators to provide students with diverse tools and support to construct their learning environment (Damsa, Nerland, & Andreadakis, 2019). Nevertheless, excessive reliance on technology poses a significant challenge in online teaching (Sadeghi, 2019). Technical difficulties frequently encountered by teachers in the online setting can impede and disrupt the

teaching process (Favale, Soro, Trevisan, Drago, & Mellia, 2020). In the study conducted by Ibrahim, Attia, Asma'M, and Ali (2021), 65% of university faculty members reported facing challenges related to technical difficulties during online teaching, such as slow Internet speed, downloading errors, problems with computer devices. Similarly, Brown (2017) also notes that interruptions or other system errors may appear during online courses as a disadvantage of online teaching.

In the study conducted by Song, Singleton, Hill, and Koh (2004), students identified the absence of community engagement in online courses as a significant barrier to their learning. Students expressed a desire for two-way interaction, which proved challenging to implement. While some instructors turned to video conferencing tools, students felt that the context-rich environment of face-to-face classes was not adequately replicated in video conferencing (Benander, 2020). This suggests that online teaching presents additional challenges for instructors in facilitating interaction between students and the instructor, as well as among students, and in fostering an effective learning climate beyond the facilitation of the course (Boelens, De Wever, & Voet, 2017).

Facilitating and assessing students' learning processes is also identified as another key obstacle to teaching online (Boelens et al., 2017b). This difficulty arises because online classes can be particularly tough for students lacking self-regulated learning skills (Tichavsky, Hunt, Driscoll, & Jicha, 2015) or lacking the confidence and proficiency in using technology (Jaques & Salmon, 2007). Some challenges that students encountered in online courses included feelings of anxiety related to technology usage, perceived inequity in assessment (such as group presentations), and perceived difficulties or obstacles in engaging with peers through technology. These issues may pose challenges for online educators in facilitating and evaluating students'

achievements, especially in the context of group assignments (Gillett-Swan, 2017). Moreover, in a survey with 101 respondents utilizing an open-ended format to evaluate factors crucial for successful online instruction, faculty members highlighted the importance of students being prepared for the distinctive demands of online learning. They stressed the need for technical support not only for faculty but also for students. Furthermore, faculty expressed concerns about potential plagiarism and cheating, identifying these issues as hurdles to effectively assessing students' performance in online teaching (Oomen-Early & Murphy, 2009). To overcome the challenges mentioned earlier in this section, researchers propose that online instructors should enhance their technological proficiency (Gillett-Swan, 2017) and acquire substantial knowledge about online course design and teaching (Ching, Hsu, & Baldwin, 2018). Additionally, as highlighted in Lloyd, Byrne, and McCoy's (2012) research, findings from a survey involving seventy-five faculty members at a state university indicate that having experience with online education, either as a student or instructor, significantly reduces challenges associated with online instruction. This suggests that dedicating extra time and effort to gaining experience in online education could be a potential solution for overcoming obstacles in online teaching.

The focus of the literature review in this section is on teaching practices with technology use prior to the COVID-19 pandemic. These reviews on technology integration practices as well as challenges teacher educators may confront in both face-to-face and online frame an understanding of the similarities and differences regarding how technology is employed in two different teaching environments. In the next section, the researcher takes a closer look at how technology is used during the COVID-19 pandemic, which is important to define the research context and provide an insight into the research question in present study.

Teacher Education During the COVID-19 Pandemic

Situations in Teacher Education

COVID-19 had a profound impact on higher education institutions, significantly altering operations starting in March 2020. The United Nations Educational, Scientific and Cultural Organization (UNESCO) reported that around 850 million people worldwide transitioned to alternative methods of teaching and learning within a span of two months (UNESCO, 2020). With the escalation of COVID-19 to a global pandemic, numerous schools and institutions within the U.S. higher education system opted to either cancel or defer in-person classes from mid-March 2020 onward (Gacs et al., 2020). Under this emergent situation, higher education administrators faced a number of challenges stemming from sustaining funding, enrollment, and recruitment (Blankenberger & Williams, 2020). Due to the surging numbers of the confirmed COVID-19 cases in states with larger populations, faculty members and students in a majority of colleges and universities in the US were necessitated to switch in-person classes to remote teaching and learning (Carrillo & Flores, 2020).

Teacher preparation programs within Colleges of Education similarly adapted to the circumstances in light of the COVID-19 pandemic, many university teacher education programs had to adapt by shifting from conventional face-to-face instruction and on-site supervision to virtual methods. This adjustment also extended to the supervision of practicum students (Carrillo & Flores, 2020). According to Quezada, Talbot, and Quezada-Parker's (2020) study, In response to the pandemic, a university in California discontinued onsite classes from March 14 through the end of the Spring semester. The institution subsequently transitioned to online delivery, commencing the week of March 23. Simultaneously, the university provided professional development (PD) support through the Instructional Technology Center and the Learning Design

Center. This support aimed to assist university faculty in transforming their courses for remote teaching. Faculty and staff received personal Microsoft Teams or Zoom accounts and participated in a series of online boot camps and workshops guiding them on designing courses using the online learning management system, Blackboard.

Given that most universities in the US had a similar period for transition (March 16-20), many may or may not have been provided with adequate institutional support (i.e., technology resources, technical support). Thus, teacher educators with little or no online teaching experience had to learn the knowledge and skills to instruct remote teaching while teaching remotely. This situation results in challenges teacher educators confronted in finding, evaluating, and implementing technology for teaching and interacting with students in the online setting (Trust & Whalen, 2021). This situation emphasizes the imperative for teacher educators to be highly prepared, enabling them to swiftly adjust to environmental changes and adapt to various delivery modes, such as online teaching during pandemics like COVID-19 (Dhawan, 2020). In the following section, the researcher further discusses how faculty in the teacher education programs adapted and changed when moving from face-to-face teaching to online teaching during the pandemic.

Online Teaching Before and During the Pandemic

Even though the transition to online education in higher education in response to a crisis or a disaster is not a new solution and has been discussed widely (Ayebi-Arthur, 2017; Czerniewicz et al., 2019), the speed with which this shift is expected to happen is unprecedented during COVID-19. Such rapid transition induced by COVID-19 is not comparable to the previous events regarding the impact and persistence of the effects (Johnson et al., 2020). In this

context, it is essential to address and underscore concerns regarding the distinctions between online education practices before and during the COVID-19 pandemic.

As Bates (2020) notes, online education represents a form of distance learning that goes beyond just the method of delivery., and it is “intentionally designed in advance to be delivered fully online” (p.18). This design encompasses the selection and utilization of technology, the establishment of participation methods, and the creation of learning activities that are all in harmony with teaching strategies specifically crafted for the online environment. This alignment is crucial in fostering purposeful learning within online settings (Langford & Damsa, 2020). In contrast to the structured approach of online education during the COVID-19 pandemic, Hodges, Moore, Lockee, Trust, and Bond (2020) point out that the move from traditional face-to-face teaching to online delivery is a temporary adjustment in the mode of instructional delivery. This transition is typically reserved for situations where face-to-face or blended courses would be the norm, and it is implemented as a response to crises or emergencies. University educators faced significant challenges, dealing with complexities in instructional situations and issues in planning and organization (Ocak, 2011; Ching et al., 2018). It suggests that the sudden shift from in-person to online teaching was more of a quick response to keep teaching and learning going during the crisis, catching many educators unprepared. This is quite different from the well-thought-out approach to online education that existed before the pandemic (Johnson et al., 2020).

Shifting to Online Teaching in Response to a Crisis

Previous research has shown that the shift from in-person to online instruction during disasters or crises is not something new. For instance, in a case study exploring resilience following the 2011 earthquakes in New Zealand (Ayebi-Arthur, 2017), the researcher noted that some academic staff faced challenges due to inadequate technology resources and a lack of

knowledge and competence in online teaching, became disengaged from online instruction. The findings underscored the significance of providing faculty with the necessary technologies, ensuring their user-friendliness, and offering effective professional development to positively impact their engagement in online teaching. Similarly, in another study during student protests and university shutdowns in South Africa (Czerniewicz et al., 2019), a university implemented an action plan to shift from in-person teaching to online and blended learning. Czerniewicz and her colleagues (2019) note that experience and familiarity with online teaching among academic instructors was extremely uneven, which leads to challenges academics faced within the instruction delivery transition, especially for staff who lack prior online teaching experience, for instance, planning the course modules, creating the online environments, choosing the digital resources and course materials.

Despite the acknowledgement that instructors needed support to move their instruction online as indicated in previous two cases (Ayebi-Arthur, 2017; Czerniewicz et al., 2019), instructors still confronted inadequate support when teaching online during the COVID-19 pandemic. In response to COVID, many universities took the same action plan as indicated in previous two studies (Ayebi-Arthur, 2017; Czerniewicz et al., 2019) – moving to online modes of delivery. Even though moving instruction online in response to this pandemic as a solution enabled the possibilities of teaching and learning to be continued anywhere and anytime (Dhawan, 2020), it also caused difficulties for many instructors when transitioning their instruction delivery due to lack of support from university technology support teams at the beginning of this rapid shift caused by the COVID-19 pandemic. Considering the support from university technology support teams, the teams are usually available to faculty members to seek help to learn about and implement digital resources during online teaching, however, they did not

have the capacity to provide continued learning to the vast number of faculty members who now needed support within such immediate response to crisis circumstances (Hodges et al., 2020). Other than inadequate support from technology teams to take advantage of digital resources to deliver instructions, varying issues on designing and teaching courses online during this pandemic also challenged many instructors who had not had adequate experience in online education (Simamora, 2020). Those instructors were not fully prepared for the urgent transition, and struggled with acquiring digital knowledge and competence, adapting to new teaching methods and new digital platforms, enabling the high levels of student engagement and outcomes, etc. (e.g., Bao, 2020; Dhawan, 2020; Johnson et al., 2020; Langford & Damsa, 2020).

Findings from studies that explored online teaching in response to crises or disasters indicate that moving from in-person to online delivery during urgent events indeed presents various challenges in effectively delivering instruction and supporting students in the online setting, especially for the instructors who had not had adequate experience with online teaching. Exploring these faculty experiences from these studies enables me to gain valuable insights on the challenges instructors confronted with online course design and teaching practices that emerged during the crisis period. It also guides the researcher to understand and interpret challenges participants experienced during the COVID-19 pandemic, which is one of the focuses that this present study addresses. In the next section, the researcher discusses online learning and teaching, and introduce the framework for online course design which was adopted in the present study to guide the examinations on how participants designed their online courses during the COVID-19 pandemic.

Online Course Design

Online Learning and Teaching

Online education has become increasingly popular in postsecondary settings, with approximately five to seven million students enrolling in at least one online course each year (Allen & Seaman, 2015). The concept of "online learning" emerged back in 1995 with the introduction of WebCT, the first web-based course management system, which later transformed into Blackboard, a widely used Learning Management System (LMS) (Singh & Thurman, 2019). Since then, scholars have engaged in ongoing discussions to interpret the concept of online learning, leading to the proposal of various terms like e-learning, blended learning, and online education, each with its distinct yet sometimes overlapping connotations. For the purposes of this study, online learning is characterized as a formally structured educational approach rooted in institutions. In this context, the learning community is geographically distant from physical spaces and is not required to be physically present in a traditional campus setting at a college or university (Demirel, 2016; Kentnor, 2015). This mode of learning occurs either partially or entirely over the Internet (Bakia et al., 2012). Specifically, Online learning, seen as a subset of distance learning (Bates, 2020), is defined as a teaching and learning scenario encompassing four key aspects: (1) physical separation between the learner and the instructor, (2) the utilization of technology by the learner to access learning materials, (3) technology facilitating interaction among the learner, instructor, and other learners, and (4) the provision of support to learners (Anderson, 2011). When engaging in an online learning process, students have the flexibility to learn and interact with instructors and fellow students from any location, employing either synchronous or asynchronous communication means in the online environment (Singh & Thurman, 2019). Asynchronous communication (i.e., emails, discussion forums, blogs,

announcements, shared documents, instant messaging, etc.) enables the exchange of messages that can be accessed and replied to at any time (Kearns, 2012). Synchronous communication involves immediate, real-time interaction where both instructors and learners must be online together. This form of engagement encompasses various activities like text chats, sharing applications, participating in audioconferences, and engaging in videoconferences. (Huang, Liu, Tlili, Yang, & Wang, 2020).

In the realm of online teaching, course designs should provide students with the tools and support necessary to construct their own learning environment (Damsa et al., 2019), particularly when instruction is conducted exclusively online. This means that being a great online teacher involves being flexible in how you organize and conduct your courses and learning activities. It includes the capacity to encourage participation and engagement, the option for students to oversee their learning activities based on individual needs and pace, and the provision of opportunities for students to offer feedback about their experiences with various activities, support mechanisms, or guidance received during the online learning process (Langford & Damşa, 2020). Indeed, designing and delivering online courses can pose challenges, particularly for instructors who lack experience in online teaching. In exclusive online teaching environments, instructors not only take on the role of course designers but also act as facilitators of the learning experience tailored for online settings (Rapanta, Botturi, Goodyear, Guàrdia, & Koole, 2020). This dual responsibility demands a comprehensive understanding of online pedagogy and the ability to create engaging, effective learning experiences within digital spaces. As a designer, the teacher needs to organize the learning contents and tasks and create learning communities while taking advantage of digital technology resources, that help students engage in the learning specific to the online environments. As a facilitator, the teacher should employ

themselves to enact the designed lesson plan, facilitating discourse and direct instruction to support students in the online learning process (Goodyear & Dimitriadis, 2013). Moreover, it's important to highlight that the design features of online courses can significantly impact student learning outcomes (Alabbasi, 2017). In investigating the influence of different aspects of online course design on students' end-of-semester performance, Jaggars and Xu (2016) discovered a positive correlation between interpersonal interaction in fully online courses and student academic outcomes. Particularly, student-instructor interaction plays a crucial role in fostering an online environment that motivates students to engage with the course content and achieve higher academic performance, when compared with other online courses without interactive student-instructor relationship.

In short, Bates (2019) emphasizes that a high-quality online learning experience is linked to several key elements: “clear learning objectives, carefully structured content, controlled workloads for faculty and students, integrated multimedia, relevant student activities, and assessments strongly tied to desired learning outcomes” (p. 167). Thus, in the design of effective online courses, online instructors should give thoughtful consideration to a range of pedagogical strategies. These strategies should address instruction, student engagement, and assessment, ensuring they are well-suited to the online learning experience and performance (Dixson, 2010; Bates, 2020). In the following section, the researcher delves into online learning experience design and the framework on how to integrate learner-centered learning experience with course aspects when designing online courses while enhancing the online learning experience.

Online Learning Experience Design

According to Conceição and Les Howles (2020), students engage deeply at multiple levels—cognitive, emotional, social, and behavioral—when interacting with course content,

instructors, peers, and the diverse digital technologies present in the online learning process. As described by Kolb and Kolb (2009), this engagement constitutes a holistic process, involving not just cognitive functions but also the integrated functioning of the entire person—"thinking, feeling, perceiving, and behaving" (p.43). The learning experience for students encompasses a deep involvement that integrates cognitive, emotional, social, and behavioral dimensions.

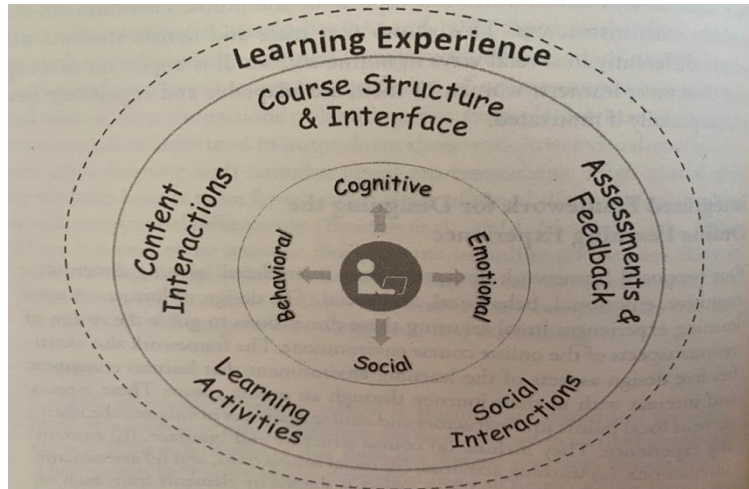
Regarding the challenges presented by the online learning environment, Conceição and Les Howles (2020) propose that online instructors may alleviate the sense of disconnectedness and enhance learner engagement by adopting a learner-centered approach. This approach, as outlined by the Learner-Centered Principles Workgroup (1997), presents a thorough understanding of both the learner and the process of learning, acknowledging the complex interplay between learning environments and the learner's cognitive, affective, developmental, social, and other individual differences. This learner-centered approach aims to address the complexities of real-world learning situations by focusing on the learner and their unique characteristics within the learning process. As same as designing face-to-face courses, designing learner-centered online courses needs to consider meeting the needs, goals, and expectations of a diverse group of learners. Further, engaging learners in thinking, feeling, and behaving with impactful online learning experiences that contribute to deep and impactful learning outcomes is of major importance in learner-centered online courses as well.

However, the instructional design as an approach available to online course design which centers around "the expertise and decisions of the content expert but fails to fully embrace learner empathy as a driving factor in course design" (Mandernach, 2020, p. x, as cited in Conceição & Les Howles, 2020). Acknowledging the limitations of traditional approaches, theorists have proposed alternatives, such as user-experience approach (Norman, 1986),

participatory design (Schuler & Namioka, 1993), etc. However, while traditional instructional design principles are crucial, they alone may not be sufficient. Learning experience design, as proposed by Conceição and Les Howles (2020), bridges the philosophies of these approaches to provide a comprehensive and holistic method for online course design. This integrated approach aims to meet the diverse needs of online instructors and course designers, offering a more encompassing perspective that goes beyond traditional instructional design. The researcher chose this framework to guide the exploration of how online English teacher education instructors experienced the design and teaching their online courses.

Conceição and Les Howles (2020) have developed an integrated framework for designing online learning that really focuses on students' needs. This framework is different because it looks at cognitive, emotional, behavioral, and social aspects when designing courses. More than just planning lessons; instead, it builds a learning experience step by step guided by specific principles. This study used this framework to understand how English teacher educators design their courses and deliver instructions in the online setting. This framework served as a theoretical lens to examine how participants designed and instructed online English language arts methods courses, ultimately creating a meaningful online learning experience for their students. Figure 1 shows the Integrated Framework for Designing the Online Learning Experience (Conceição & Les Howles, 2020) and the interaction between the four dimensions and the five aspects of course design.

Figure 1. Integrated Framework for Designing the Online Learning Experience



Dimensions of the Learning Experience. In this study, the researcher used this framework that considers four key aspects of learning: cognitive, emotional, behavioral, and social. When creating learner-centered experiences, it leverages four aspects to shape different elements in the online setting. It's important to look at each aspect individually and as part of a bigger picture. As learners dive into the online environment, these aspects come into play to different extents, especially as they interact with the various online courses aspects, which are briefly elucidated later.

Cognitive dimension. The cognitive side of things deals with mental activities like perception, memory, sorting information, thinking things through, being critical, and solving problems. In this space, learning usually focuses on grabbing information, building knowledge, and getting better at thinking (Anderson & Krathwohl, 2001).

Emotional dimension. The emotional dimension is intricately tied to learner motivation and covers a range of emotions, both positive and negative. Although learners may aim for enjoyable and engaging learning experiences, the deepest and most meaningful learning often involves moments when things get a bit confusing, frustrating, and challenging before that

satisfying feeling of accomplishment kicks in (D’Mello, Lehman, Pekrun, & Graesser, 2014; Graesser & D’Mello, 2011).

Behavioral dimension. The behavioral dimension expands on and externalizes the other three dimensions, acting as a bridge between knowledge construction and application, thereby addressing the knowing-doing gap. Behavior is influenced and reinforced by cognitive processes, emotional experiences, and social interactions. Moreover, learners take charge of their learning process through the decisions and choices they make, which reflect in their behaviors throughout the course (Cazan, 2013).

Social Dimension. The social dimension emphasizes the connections and interactions among individuals within a learning environment. Meaningful and deep learning through social interaction stands apart from the other three dimensions, as it requires a more deliberate approach. Although the cognitive, emotional, and behavioral aspects are crucial for most types of learning, the social dimension might not always have to take a central role in designing every learning experience. Its inclusion should be thoughtfully considered, taking into account the specific context and goals of the learning environment.

Course Design Aspects. The integrated framework dives into five key course aspects in an online course that instructors can zoom in on to make the learner experience even better. These aspects are influenced by the four learning dimensions proposed by Conceição and Les Howles (2020), working together to shape the overall learning vibe in online courses.

Course structure and interface. This aspect refers to the medium facilitating the exchange of course content and interactions between learners and instructors. It includes design elements inspired by Learning Management Systems (LMS) like Blackboard, Schoology, or Canvas. The structure of an online course involves how all the course content is laid out—

covering units, lessons, resources, links, text blocks, and other digital learning materials. On the other hand, the learner interface serves as the visual bridge that connects learners to the tech-driven learning world. It showcases content through various page layouts, each with its unique look, featuring clickable menu items and navigation tools. Together, these pieces form a unified platform, creating a space for individuals to engage with both the content and their peers in the virtual realm.

Content interactions. This part is about making online course content that's all about teaching stuff. It's mostly about instructors putting in the work to create, organize, structure, and share content. They use different media and ways to design messages, whether it's live or recorded. The content gets to learners through things like written stuff, online modules, tutorials, case studies, cool presentations with pictures and videos, podcasts, and live talks like webinars. Good teaching content aims to get learners excited and involved, helping them really dive into the learning experience.

Learning activities. When instructors apply the integrated approach to design online courses, regular assignments can transform into more comprehensive learning activities, expanding to "learning experiences." For instance, crafting a digital story and engaging in peer feedback through an online platform is viewed as a holistic learning experience, surpassing the conventional approach of submitting a diary entry solely to the teacher. Within the framework of online learning experience design, learning activities can be carefully developed to attain higher-level learning goals, covering analysis, application, synthesis, and evaluation as an integrated set of tasks. These activities are purposefully crafted to get learners fully engaged, making sure they're thinking, feeling, doing, and connecting with others. By making the most of new digital teaching methods and tech tools, online learning activities can include just the right amount of

challenge, real-world connections, storytelling, smooth progression, hands-on learning, and opportunities for learners to take charge and make choices.

Social interactions. The social aspect in designing online courses involves all sorts of technology-powered conversations happening between students, groups, and the teacher to enhance the learning experience. These encompass online discussions, emails, and messages from the instructor, all of which revolve around and pertain to the formal subject matter of the course (referred to as content interactions). These engagements provide avenues for coaching, mentoring, and guidance, simultaneously cultivating connections between instructors and learners, as well as among learners, with the aim of promoting engagement and facilitating more profound learning experiences. When it comes to designing interactions led by the instructor, it's about having the skills to communicate in a personal way and making the online learning environment feel close-knit, intimate, and instantly connected.

Assessments and feedback. Learning assessments play a vital role in the holistic learning experience design, seamlessly integrated into course content, learning activities, social interactions, and facilitated through instructor feedback. These assessments encompass both formative and summative approaches, continuously present throughout the online course, offering comprehensive insights into learners' advancements and accomplishments. Feedback, whether is a more official note or a friendly message from the instructor, when students respond to (Mason & Bruning, 2001), significantly influences learner motivation, self-confidence, and subsequently, learning outcomes within the online setting.

The framework, introducing four learning experience dimensions and five course design aspects, serves as a guide for the researcher to embrace a learner-centered approach when investigating how English teacher educators craft a comprehensive online learning experience.

This involves how the course content, social interactions, learning activities, and assessments were designed in the online courses. These ideas are used consistently throughout the research design and data analysis in this study.

Online Learning Experience Design Principles

According to Conceição and Les Howles (2020), the integrated framework for designing learning experiences emphasized the importance for online instructors to adopt a learner-centered approach. They also proposed five key principles to shape the design process, guiding the integration of the four learning dimensions and the five course design aspects into creating online learning experience. In this study, the researcher followed these five core principles to explore how teacher educators made decisions for each course aspect when designed their online courses. The details of each core principle are explained as follows.

The first core principle underscores that learning experience design focuses on how learners employ cognitive processing demands while interacting with diverse content and learning activities. Essentially, online instructors are encouraged to shape online learning that foster cognitive engagement and development. This involves designing learning interactions that enable learners to utilize their cognitive abilities efficiently and proficiently in attaining the intended learning objectives.

The second principle emphasizes the significance of incorporating affective elements in the design of online learning experiences to engage learners and stimulate increased mental effort (Plass & Kaplan, 2016). By enhancing learner engagement, cognitive processes are activated, consequently facilitating deeper learning. Therefore, in learning experience design, special attention should be given to establishing an emotional connection that not only activates but also

sustains learner interest and motivation, fostering a more comprehensive engagement with the online learning experience.

The third principle highlights that online instructors and course designers should craft learning experiences that seamlessly connect the cognitive, emotional, and social aspects of learning with the behavioral aspect. This involves creating opportunities for learners to link knowledge to practical application. Learning should be an active, hands-on experience where you get to practice tasks repeatedly. It's like a journey of doing things, receiving feedback, and doing them again until you really get the hang of the content or skills being taught.

The fourth principle highlights how important it is to keep learners motivated and curious by bringing in social interactions during the learning experience. Thus, when designing online learning experience, the focus should be on meeting their social needs. This is especially crucial in online settings where the lack of physical presence might make learners feel isolated or disconnected. By creating chances for social interactions in the learning experience, it would address these challenges and keep learners engaged and interested.

The last principle emphasizes taking a full-picture approach when instructors and course designers create learning experiences online. It's about seeing how all the different ways we learn—thinking, feeling, doing, and connecting with others—fit together. This means making sure that everything in the learning experience—like what to learn, how to learn, how to interact, and how to be assessed—fits well together, covering all the ways in the learning experience.

The framework for designing learning experiences does not just involve using the four dimensions of learning and the five design aspects in the study design and data analysis. It also relies on five core design principles as a guide. These principles help the researcher understand

how English teacher educators made decisions about different elements in their online courses. This is crucial for addressing the research question in the current study.

Conclusion

The literature review examined technology integration practices in (English) teacher education and the challenges faced in implementing these practices in face-to-face and online instruction before the COVID-19 outbreak. Additionally, within the study's context, it was highlighted that the swift shift from in-person to online delivery served as an impromptu solution for educators during the COVID-19 pandemic (Johnson et al., 2020). The differences between the well-planned online education prior to this pandemic and unplanned online teaching during the pandemic lead to varying challenges for online educators when designing and delivering courses in the online setting. The examination of similarities and differences in technology utilization and course design before and during the COVID-19 pandemic serves as a guide for the researcher to comprehend and interpret the challenges faced by participants in the current study. Many researchers have directed their focus on investigating the teaching experiences of university instructors across various disciplines amid the COVID-19 pandemic (i.e., Carrillo & Flores, 2020; Dhawan, 2020; Johnson et al., 2020; Quezada et al., 2020). Given English teacher preparation programs also took an action plan of moving in-person teaching to online delivery, English teacher educators might encounter similar or different challenges in designing and teaching courses online in the time of COVID-19. This necessitates additional research, aligning with the focus of the current study, to delve into the online teaching experiences of instructors in English teacher education during the COVID-19. In addition, the integrated framework for designing the online learning experience (Conceição & Les Howles, 2020) introduced in this chapter enables the researcher to gain insight on the components of designing online learning

experience and online courses. The researcher also applied it as a theoretical lens to guide the examinations on the participants' experiences of designing and teaching English methods course online during the COVID-19 pandemic and enrich the understanding of their experiences as well in the present study.

In the next chapter, the researcher delineates the design of the present study, encompassing the application of the theoretical framework, participant recruitment, and the processes involved in data collection and analysis.

Chapter Three: Methodology

Previous research (Johnson et al., 2020) has highlighted that the abrupt shift from traditional in-person to online delivery during the COVID-19 pandemic caught many educators off guard, distinguishing it from the well-planned approach to online education before the pandemic. The disparities between well-planned pre-COVID online education and the impromptu shift to online teaching during COVID give rise to diverse challenges for educators in designing and delivering courses in the online realm. This study aimed to delve into the lived experiences of English teacher educators as they navigated the design and delivery of online English language arts methods courses during the COVID-19 pandemic. The questions guiding this study revolved around the insights gained into the experiences of English teacher educators in preparing and teaching online courses, as well as the challenges they faced in designing and delivering online instructional practices amid the COVID-19 pandemic.

This qualitative study employed an interpretive research design, as outlined by Schwartz-Shea and Yanow (2012). The intention behind adopting a qualitative interpretive approach was to center the participants, who share the experience of serving as online instructors for English language arts methods courses during the COVID-19 pandemic, as the primary unit of analysis. Through this interpretive lens, the research aimed to objectively describe and interpret the phenomenon being studied as accurately as possible (Schwartz-Shea & Yanow, 2012).

This chapter outlines the design and methodology of the present study, detailing the procedures for recruiting study participants, data collection, and analysis. The discussion encompasses aspects of trustworthiness, ethical considerations, and limitations inherent to the study, ultimately concluding the chapter.

Research Questions

The guiding research question was as follows: “How did English teacher education instructors experience online course design and teaching during the COVID-19 pandemic?”

Subquestions aimed at deepening this inquiry include:

- a. How did English teacher education instructors prepare to teach online English language arts methods courses during the COVID-19 pandemic?
- b. What challenges have English teacher education instructors confronted in designing and teaching online English language arts methods courses during the COVID-19 pandemic?

Position Statement

In the spring of 2020, when teacher education programs in most universities moved from face-to-face instruction and on-site supervision to online setting due to the COVID-19 pandemic (Carrillo & Flores, 2020), the researcher found herself pondering the potential challenges faced by English teacher educators, especially those with limited or no prior experience in online teaching. The researcher's interest in the topic of teaching English teacher education online was fueled by both personal and professional experiences. During the doctoral program study, as a graduate student, the researcher enriched their knowledge of technology integration in English teaching and online education through a blend of face-to-face and online coursework.

Additionally, the researcher took on the role of a teaching assistant in a year-long English language arts methods course at the university. These dual roles as a learner and instructor provided the researcher with an insider's perspective, offering deep insights into how English language arts methods courses are conducted and what online teaching and learning entail. This deeper understanding positions the researcher to comprehend the research context more comprehensively.

The researcher acknowledged the challenge of maintain complete objectivity in this qualitative research, given her active involvement and personal experiences in the study. With an open mind, the researcher attempted to be aware of any potential biases arising from these experiences. To address this concern, a journal was kept, and notes were taken throughout the process to identify and mitigate potential biases.

Considering the specific focus of this study on the lived experiences of teaching English teacher education online during the COVID-19 pandemic, the findings bring valuable and practical insights. These results not only offer direction for educators, also inform higher education administrators guiding them on how to better support English teacher educators in transitioning to online teaching. Further, the findings also offer a foundation for future research on teaching English language arts methods courses in online settings.

Research Design

A qualitative interpretive approach (Schwartz-Shea & Yanow, 2012) to research was employed to describe and interpret the experiences and perceptions of the participants on how they designed and delivered online English language arts methods course during the COVID-19 pandemic. The interpretive research approach is rooted in the philosophy of interpretivism, which proposes that social realities are something being understood together. It acknowledges that individuals are part of relationships, using language and shared beliefs to give meaning to their lived experiences (Schwartz-Shea & Yanow, 2012). An interpretive study aims to gain a deeper understanding of the inherent truths in participants' experiences and perceptions within a social phenomenon, exploring how they make sense of their experiences (Schwartz-Shea & Yanow, 2012). While constructionist researchers seek to explore through investigative methods,

interpretivist researchers aim to explain the experiences and work to comprehend how participants give meaning to their environment (Schwartz-Shea & Yanow, 2012).

In this study, an interpretive methods approach was the methodology of choice because it enabled the exploration and interpretation of the meanings constructed by participants while making sense of moving from face-to-face instruction to online delivery during the COVID. The present study, employing an interpretive research design, assisted the investigations for meaning and understanding attributed by study participants to the study problem regarding their experiences and perspectives (Creswell, 2013; Schwartz-Shea & Yanow, 2012). It allowed not only a depiction of English teacher educators' online teaching experiences during the pandemic, but also an interpretation of the events that unfolded when these instructors transitioned from in-person instruction to online delivery in response to the pandemic (Schwartz-Shea & Yanow, 2012). As the phenomenon identified for the present study is the rapid transition that occurs when moving in-person to online delivery in the context of the COVID-19 pandemic, the use of an interpretive approach was an appropriate methodology for the current study, which best identified and investigated the shared experience of this phenomenon. This interpretive study delves into how participants understood their experiences, examines how these experiences impacted their perspectives, and synthesizes the meanings attached to these experiences. The results are detailed, full of descriptions, and really capture what the participants had to say (Creswell, 2013; Merriam, 2002; Schwartz-Shea & Yanow, 2012).

As qualitative interpretive research emphasizes the close connection between researchers and participants (Yanow & Schwartz-Shea, 2015), this study relies on the researcher as the main tool for collecting and analyzing data. Adopting an interpretive approach allows for an in-depth exploration of participants' viewpoints and experiences. This method ensures a thorough and

credible presentation of data, contributing to the broader understanding of how English teacher educators adapted to online teaching during the COVID-19 pandemic (Yin, 2009). Therefore, the chosen interpretive methodology aligns well with the study's objective of comprehensively grasping the participants' experiences.

Theoretical Framework

To address the research question, “How did English teacher education educators experience online course design and teaching during the COVID-19 pandemic?”, the integrated framework for designing the Online Learning Experience (Conceição & Howles, 2020) formed the theoretical base for this interpretive study. This theoretical framework is relevant to this study in regard to English teacher educators’ online course design and online instructions delivery experiences. This pragmatic, comprehensive, and evidence-based framework, designed to fulfill learner-centered objectives and foster engaging and profound learning experiences, encompasses four interconnected dimensions: cognitive, emotional, behavioral, and social. Additionally, the framework delineates five aspects of course design within the online learning environment, namely course structure and interface, content interactions, learning activities, social interactions, and assessments and feedback.

Employing this theoretical framework equipped the researcher with a conceptual perspective to scrutinize participants' encounters in designing and teaching online English language arts methods courses, thereby enhancing the comprehension of their experiences and perceptions. This framework, in particular, was utilized in framing questions in the data collection phase and establishing theoretical perspectives in the subsequent data analysis process within the current study.

Participants

In the present study, a total of twelve English teacher education instructors from various universities who taught the English language arts methods courses online during the COVID-19 pandemic were recruited.

Purposeful Sampling

To identify the primary participants, purposeful sampling was employed. This method involved the intentional selection of participants to obtain crucial information pertinent to the study, allowing the researcher to gather data from "information-rich cases for in-depth study" (Patton, 2015, p. 264). The sample for this study was selected based on the study's purpose and judgment, using the following criteria:

1. Participants taught English language arts methods course(s) fully in a face-to-face university/college classroom for at least one semester before the COVID-19 pandemic.
2. Participants taught English language arts methods course(s) at the university/college level in a fully web-based learning management system during the COVID-19 pandemic.
3. Participants expressed willingness to participate in the data collection process, including an online questionnaire, the submission of two course syllabi, and participation in a semi-structured interview.

Recruitment of Participants

To recruit the potential participants from various universities, an online recruitment letter including a link to the online questionnaire was shared in a private, invitation-only Facebook group of English teacher educators. This group is comprised of 457 members from across the US who teach or field supervise at the university/college level. In order to recruit enough potential participants, a contact list was also be created through the US Department of Education' Title II

website that lists universities and colleges that have certified English teachers in 2020. The researcher used this list to email the program directors by visiting the English teacher education programs on multiple university websites. The online recruitment letter included the research title and topic, research purpose, procedures for data collection, and study-related information related to confidential issues.

Those instructors (n=12) who responded to the recruitment letter to participate and meet the sampling criteria were sent the consent form via email and instructed to return the signed content form to a research assistant who deidentified the consent forms. When consent was obtained and deidentified, the researcher made initial contact with each participant through email informing them of enrollment into the study. To maintain the confidentiality of study participants in the study, pseudonyms were used in reporting data, and no information was provided that could identify any personal information of participants and participating universities.

Data Collection

In the pursuit of answering the research questions, three qualitative data collection methods were used: an online questionnaire, the course syllabi submissions, and interviews. The researcher considered these three data collection methods in this study regarding the information provided by these instruments to develop a comprehensive description of study participants' experiences that supported addressing the research study questions and increase the credibility of the findings.

Data Collection Steps

Data collection for this interpretive study followed steps: (a) sending an invitation (study enrollment) to potential participants via email with a brief overview of the study, which outlines the purpose, significance, and rationale for why their participation is vital, (b) providing

confirmed participants with a copy of the IRB consent form for their review and to obtain their e-signatures, (c) emailing participants the link of the online questionnaire and collecting three syllabi of methods courses, (d) contacting each participant who agreed to participate in a follow-up interview to schedule date and time and select an appropriate interview tool, (e) conducting follow-up semi-structured interviews and completing the data collection. In an attempt to protect the rights of the study participants, an approval was obtained from the University's Institutional Review Board (IRB) prior to the beginning of the study. The rationale for each data collection method in this present study is described below.

Online Questionnaires

Once the consent form was obtained, the researcher made initial contact with each participant through email informing them of enrollment into the study. Simultaneously, each participant was emailed a questionnaire link to secure the collection of their responses. This online questionnaire was designed to collect descriptive data on participants' demographics as well as their perceived understanding of online course design and teaching. Questions 1-3 were designed to screen the study sample. Questions 4-12 in the online questionnaire asked for information about participants. Questions 13-24 regarding participants' perceived understanding of online course design and teaching were developed based on online learning experience design principles according to the integrated framework of learning experience design (Conceição & Les Howles, 2020) (See Chapter 2). The last two questions sought responses that led to the later analysis on another collected data source (course syllabi).

The online questionnaire was developed through an online survey tool. This online questionnaire took around 10-15 minutes to be completed. The questionnaire did not collect the personal identification from the participants, and their demographic information remained

unlinked to their names and current working places. Data from completed questionnaires was secured and downloaded and stored on a password-protected computer, and accessible only to a research assistant and the researcher. The questionnaire's questions are as follows:

(Information about the participants)

1. Did you teach English language arts methods courses in person at the university/college level prior to Spring 2020? (Yes/No)
2. Did you move your English language arts methods courses to online in Spring 2020? (Yes/No)
3. Did you teach English language arts methods courses online at the university/college level in Fall 2020 or later? (Yes/No)

Participants who responded “No” to questions 1, 2 and 3 directed to end their participation in the questionnaire. Participants who responded “Yes” to all three questions directed to continue to answer questions as follows:

4. Please indicate your gender.
5. Please indicate your age.
6. Please indicate how you identify yourself (racial/ethnic group).
7. Please indicate your highest education level.
8. Please indicate your position at your current location.
9. Please indicate how long you have taught English language arts methods courses at your current location.
10. Have you ever taught English language arts methods courses online before Spring 2020?
11. Are you currently teaching English at the middle/high school level?

12. How many years have you taught English at the middle/high school level?

(Their perceived understanding of online course design and teaching)

Please indicate the extent to which you agree with the following statements about your experience of designing and teaching English language arts methods courses online during the COVID-19 pandemic.

13. I designed learner interfaces that permit easy navigation and access to course materials.

14. I integrated aesthetic and visually appealing features into the course interface.

15. I selected appropriate media formats that effectively make learning more efficient.

16. I crafted course content that provides scaffolding for supporting the performance of certain learning activities.

17. I included active learning activities focused on the application of higher-order knowledge and skills.

18. I integrated knowledge application and skills into social learning activities.

19. I used a personalized communication style in content design and social discourse.

20. I integrated social interactions with content modules and reading assignments.

21. I promoted deep learning through learner-content and learner-instructor interactions.

22. I embedded performance-type assessments and practice exercises into learning activities.

23. I provided assessment and feedback that cognitively challenged and stimulated my students.

24. I incorporated my feedback throughout the course to inspire, encourage, and motivate my students.

(Any changes if participants made for the online methods course)

25. Please describe any differences you experienced between in-person teaching prior to the pandemic and online teaching due to the COVID-19 pandemic in your methods course.

26. Please indicate an example if you made any change(s) for your online methods course in the following course aspects. (a. course modules designed, b. readings assigned, c. learning activities, d. assessments) (“check all that apply”)

Course Syllabi Submissions

In order to examine how participants designed and taught online methods courses, as well as whether few or no changes they made when taught the same methods course in the face-to-face classroom and in the online setting, the syllabus prior to COVID, the adapted syllabus when the course moved online due to COVID, and the online methods course syllabus during the pandemic were collected from each participant. Each participant had the option to voluntarily upload copies of their methods course syllabi at the end of the questionnaire. These syllabi as a data source were analyzed for course modules designed, readings assigned, learning activities, and assessments included in the methods courses. The changes made between the three course syllabi of the same methods course from each participant were also be taken into consideration in the analysis process. Further, any (in)consistency between the analysis of questionnaire responses and syllabi led to follow-up semi-structured interviews. All syllabi collected was de-identified by a research assistant, and downloaded and stored in a locked folder on my password-protected computer.

Semi-structured Interviews

The participants who completed the online questionnaire and expressed willingness for a follow-up semi-structured interview were contacted to schedule an interview with the researcher. The interview consisting of open-ended questions directs the participants to reflect upon experiences, feelings, and perspectives about online teaching during the COVID-19 pandemic. The interview provided the researcher with a means to better understand each participant's experiences of online course design and teaching as well as other perspectives on their future teaching. To protect the confidentiality of the participants, the interview link for every participant was password protected. The semi-structured interview took around 30-60 minutes. All interviews were digitally audio recorded and later transcribed for further analysis. All the audio files and transcript data were downloaded and stored on a password-protected computer, and accessible only to the researcher.

The general structure of this follow-up interview consists of 1) an opening question, 2) six main questions related to online course design and teaching experiences and, 3) closing remarks, "Do you have any questions before we end the interview?" The researcher addressed the interviewee's question(s). The questions in the interviews are as follows:

1. Can you tell me a little bit about your professional background information related to teaching English language arts methods courses?
2. What does the term "online teaching" mean to you?
3. How do you feel about preparing and teaching the methods course online during COVID?
 - a. Were there any challenges you encountered?
 - b. Was there any support you had?

4. How would you describe your experience of designing the methods course online?
 - a. Can you describe the ways you guided the students about using the LMS?
 - b. Were there any differences in course modules organized compared to when you taught the face-to-face methods course? Why did you make those changes?
 - c. What are some examples of how you presented the course materials and delivered lecture presentations?
 - d. What activities were included to keep class engagement?
 - e. What kind of technology (text, audio, video, or blend of each) did you include to connect yourself (emotionally) with students in the online setting?
 - f. What activities were designed to build an online community of learners?
 - g. Can you give me an example of assessment-based activities/assignments included in your online methods course?
 - h. Can you describe the ways you provided students with feedback?
5. Tell me more about the changes you made compared to when you taught this course in your face-to-face classroom? Why did you make those changes?
6. Do you see these experiences being part of your future online teaching?
7. Is there anything else you'd like to share about this topic today?

Data Analysis

Qualitative data analysis process involves preparing, organizing, finding themes, understanding and presenting data (Creswell, 2013). Interpretive research makes nuances with this data analysis because it doesn't focus on finding a single truth. Instead, it allows the researchers to explore various truths about how study participants understand their experiences (Schwartz-Shea & Yanow, 2012). The analysis in interpretive studies aimed to uncover deep

patterns in the study context and describe how participants made sense of their experiences (SchwartzShea & Yanow, 2012). In this study, an interpretive research approach was employed to aid the researcher in seeking meaning and understanding within the experiences and perceptions of the study participants as related to the research problem (Creswell, 2013; Schwartz-Shea & Yanow, 2012). The participants were assigned pseudonyms, and all collected data were coded to maintain anonymity. All identifiers were removed from all collected data by a research assistant before the data analysis process.

According to Schwartz-Shea and Yanow (2012), interpretive research is like an ongoing conversation with the data, where the researchers keep trying to understand, interpret, reconsider, and reevaluate the data. It allows for the evolving development of concepts based on the data throughout the analysis. In this present study, data analysis occurred during and after data collection. Initially, the researcher analyzed participant demographics based on the online questionnaire responses, thereby compiling a precise profile of the study sample. Descriptive data derived from Likert-scale questions in the online questionnaire were also subject to analysis, with results presented graphically. Additionally, inductive coding was conducted on two short-answer questions in the questionnaire, following the method outlined by Miles, Huberman, and Saldaña (2014). Inductive analysis was employed to enable the interpretation of participants' experiences and perceptions from the data. Inductive analysis is like allowing the story to unfold from the data itself, rather than starting with a preconceived theory that the researcher aims to confirm or refute using the data (Bogdan & Biklen, 2011). After the syllabi were deidentified by a research assistant, the researcher reviewed each one using the integrated framework for designing the Online Learning Experience (Conceição & Howles, 2020). This was done to identify specific course design aspects and facilitate the subsequent analysis. The analysis of the

questionnaire responses and syllabi led to the questions in the follow-up semi-structured interviews. This approach aimed to enhance the interviews, ensuring they delved deeply into the contextualized dialogue, exploring the experiences of the study participants. After the interviews, the audio recordings underwent transcription and deductive coding to align with the analysis of questionnaire responses and syllabi. The researcher read and reread the transcript data to understand the participants' experiences and identify key statements that captured how they comprehended, interpreted, and made sense of online course design, teaching, and shared decision-making. The analysis of transcript data was also associated with the analysis of the questionnaire responses and syllabi and coded inductively to discover any new findings that were not addressed in the previous analysis.

Analyzing and synthesizing the collected data in an analysis circle from three data sources, including questionnaire responses, course syllabi submissions, and transcriptions of audio recordings of interviews allowed for an exploration of interpretive meanings to arrange codes into themes, better representing and reflecting the “what” and the “how” of the phenomena (SchwartzShea & Yanow, 2012). That is, it allowed for a comprehensive understanding of the participants’ experiences and perceptions regarding how they interpreted events during this period, the particulars of specific situations, and the responses that occurred.

Trustworthiness

Trustworthiness is reflected in the thoughtful choice of data collection methods. To present credible findings, the researcher conducted triangulation between three data collection methods, including an online questionnaire, course syllabi, and interviews. By drawing on insights from various sources, as highlighted by Glesne (2006), the research gains a richer understanding of different facets of the experience, identifying limitations and uncovering new

dimensions. Triangulation serves as a valuable tool, helping the researcher make sense of instances where data might not align perfectly and providing insights into any inconsistencies or contradictions.

Transferability

As Thorne (2008) notes, giving a vivid picture of the research setting and sharing contextual findings sets the stage for future exploration. In this study, the researcher addressed transferability through the process of purposeful sampling. The sampling criterion was critical to recruit participants relevant to the research purpose and questions in this study, and also as an appropriate indicator for other researchers when making decisions applicable to other settings. The prospective findings related to English teacher educators' online teaching experiences could be useful for educators in other subjects or situations where educators adapt their teaching methods.

Ethical Consideration

Human subjects approval was granted from the University's Institutional Review Board (IRB). The data collection procedures presented in this chapter explain the steps taken to ensure the confidentiality and privacy of the participants who volunteered to participate in the online questionnaire, course syllabi submissions, and follow-up interviews of the study. The consent forms clearly outlined the purpose and data collection procedures of the study and the limited risks associated with the study. All participants were asked to carefully review consent forms and contact the researcher prior to participation in the study if they had any questions or concerns. And the researcher repeatedly emphasized that participation was completely voluntary and that participants may withdraw from the study at any time. The participants in this study were referred to by pseudonyms, and all relevant references was de-identified in the questionnaire

responses, submitted syllabi as well as interview transcripts. All data sources were stored securely in a locked folder on a personal password-protected computer, and accessible only to a research assistant and the researcher.

Limitations

This study faced limitations that mainly emerged from two main areas: the chosen methodology and the data collection, including data sources. In the present study, one limitation was associated with the qualitative interpretive approach selected for this study. While the researcher's involvement was considered inevitable in an interpretive study (Yanow & Schwartz-Shea, 2015), it brought in the potential for bias in the data analysis due to the researcher's personal experiences. In order to increase the reliability, the researcher attempted to be aware of any potential biases arising from these experiences with an open mind. In addition, a journal was kept, and notes were taken throughout the process to identify and mitigate potential biases.

An additional limitation in this study was within data collection procedures. Data needed for the present study was from the study participants who have had to move from in-person teaching to online teaching during the COVID-19 pandemic; however, data was collected when participants have moved back to teach in-person methods courses. Compared to recall the past experience, study participants might be able to share more meaning of their online teaching experience if the research study could be conducted earlier.

Relying on the collected syllabi as data sources can be another limitation of this study. Acknowledging that syllabi are inconsistent data sources (Pasternak et al., 2018), the researcher utilized course syllabi as one of the supplemental data sources to explore some inconsistencies between the questionnaire responses, course syllabi submissions, and semi-structured interviews, which complicated the findings and then ensured the accuracy of the findings.

Moreover, online questionnaire responses and interview data utilized as data sources also included reliance on participants' accuracy that might be influenced by their personal bias and/or possible emotional response, which might limit the credibility of the findings.

Summary

This chapter describes the design and methodology used to explore the experiences of English teacher educators as they experienced online course design and implementation of English language arts methods courses during the COVID-19 pandemic. A qualitative interpretive approach for this study was employed to thoroughly explore and understand the participants' experiences and perspectives. Data was collected through an online questionnaire, three syllabi of English language arts methods courses, and follow-up interviews.

Chapter four presents the results of the data collection and analysis, establishing the connections between the problem, purpose, and research questions of the present study.

Chapter Four: Data Analysis and Findings

This study was designed to investigate the lived experiences of English teacher educators as they designed and taught online English language arts methods courses during the COVID-19 pandemic. This chapter delves into the collected data in detail to address the guiding research questions: How did English teacher education instructors experience online course design and teaching during the COVID-19 pandemic, and the following subquestions:

- a. How did English teacher education instructors prepare to teach online English language arts methods courses during the COVID-19 pandemic?
- b. What challenges did English teacher education instructors encounter in designing and teaching online English language arts methods courses during the COVID-19 pandemic?

Data were gathered through online questionnaires, submissions of course syllabi, and the follow-up semi-structured interviews of English teacher educators. Twelve teacher educators willingly participated in the online questionnaire, of whom six agreed to take part in the follow-up interview. Five of these six participants opted to upload copies of their methods course syllabi upon completing the questionnaire.

The online questionnaire was designed to gather descriptive data on participants' demographics as well as their perceived understanding of online course design and teaching. Questionnaire items included Likert-scale statements and semi-structured, open-ended questions designed to elicit responses that provided insights into the study participants' experiences of teaching English language arts methods courses during the COVID-19 pandemic. The collected copies of course syllabi were examined to understand how study participants designed and conducted their methods courses. The analysis of course syllabi submissions also aimed to explore whether minimal or no changes were made when teaching the same methods course in

an in-person setting prior to COVID-19 compared to the online setting during COVID-19. Any discrepancies or consistencies between the analysis of questionnaire responses and the course syllabi prompted follow-up semi-structured interviews. These interviews, which consisted of open-ended questions, directed the participants to reflect upon their experiences, feelings, and perspectives regarding online teaching during the COVID-19 pandemic.

This data collection method provided the researcher with a means to better understand each participant's experiences in online course design and teaching, as well as their outlook on future teaching endeavors. Moreover, through the analysis and synthesis of data gathered from three data sources, a comprehensive understanding of the participants' experiences and perceptions emerged. This included how they were making sense of events during this period, what happened in particular situations, and what responses they imitated.

This chapter begins with a concise overview of the participants and then delves into the data analysis and findings obtained through three data collection methods. The findings of this study are presented through the analysis of each collection instrument in relation to research questions. The chapter concludes with a discussion that summarizes the key findings.

Description of Participants

A recruitment letter detailing the research study and including a link to the online questionnaire was shared in a private, invitation-only Facebook group of English teacher educators. Additionally, the letter was sent to some potential participants via email, utilizing a contact list compiled from the US Department of Education's Title II website, which lists universities and colleges with certified English teachers in 2020. Subsequently, twelve English teacher educators provided informed consent and completed the online questionnaire. Out of

these, six agreed to participate in the follow-up interview. Among these six participants, five chose to upload copies of their methods course syllabi upon completing the questionnaire.

Table 1 provides a detailed overview of the demographics and characteristics of the participants. Each participant was assigned a pseudonym instead of using numbered codes, to present the data individually without any potential confusion. Out of the 12 participants, 10 were females, and 2 were males. All participants identified as White and held doctoral degrees. In terms of age distribution, 7 of the 12 participants fell within the 41-50 year-old range, 3 participants were in the 31-40 year-old category, and 2 participants in the 51-60 year-old. The study participants encompassed two full-time lecturers, three assistant professors, two associate professors, and five full professors. Their teaching experience in English language arts methods courses at their current location ranged from 3 to over 10 years. The majority of participants had also taught at the middle/high school level for durations spanning 6 to 10 years.

Regarding online teaching experience of English language arts methods course(s), 5 of the 12 participants had prior experience teaching these course(s) online before the onset of the COVID-19 pandemic, while the remaining 7 participants did not have such experience. Among the five participants with prior experience in online methods course instruction, Kristen and Lauren agreed to participate in the follow-up interview.

Table 1. Demographics and Participant Characteristics

Pseudonym	Gender	Rank at Current Location	Years of Teaching at Current Location	Years of Teaching at the Middle/High School Level	Online Teaching Experience Before COVID*
Hannah	F	Associate professor	6-10 years	6-10 years	No
Anna	F	Full-time lecturer	3-5 years	6-10 years	Yes
Kristen	F	Full-time lecturer	3-5 years	6-10 years	Yes

Rose	F	Full professor	over 10 years	6-10 years	Yes
Amelia	F	Full professor	over 10 years	3-5 years	No
Jenny	F	Assistant professor	3-5 years	6-10 years	No
Mary	F	Full professor	over 10 years	6-10 years	No
Carl	M	Full professor	over 10 years	0-2 years	No
Lauren	F	Associate professor	6-10 years	6-10 years	Yes
Andrew	M	Assistant professor	3-5 years	6-10 years	Yes
Jane	F	Assistant professor	3-5 years	3-5 years	No
Bette	F	Full professor	over 10 years	6-10 years	No

Note. F=Female; M=Male; Online Teaching Experience Before COVID specified for online teaching experience for English Language Art methods course(s) before Spring 2020.

Data Analysis Procedures

In this present study, data analysis occurred during and after data collection. An interpretive research approach was employed to aid the researcher in seeking meaning and understanding within the experiences and perceptions of the study participants as related to the research problem (Creswell, 2013; Schwartz-Shea & Yanow, 2012).

Initially, the researcher analyzed participant demographics based on the online questionnaire responses, thereby compiling a precise profile of the study sample. Descriptive data derived from Likert-scale questions in the online questionnaire were also subject to analysis, with results presented graphically. Additionally, inductive coding was conducted on two short-answer questions in the questionnaire, following the method outlined by Miles, Huberman, and Saldaña (2014). Inductive analysis was employed to enable the interpretation of participants' experiences and perceptions from the data. The researcher initiated the coding process by thoroughly reading the responses multiple times, and examining each response data. During a second reading, relevant segments of information were highlighted, and codes were created for

these highlighted segments. An initial code, such as a word or a phrase (e.g., “missing communication”, “fewer readings/activities”), was assigned to each highlighted segment to capture the underlying topics or ideas within a specific section of response data. Subsequently, these segments were grouped by their respective codes, forming categories that were then assigned a themed label (e.g., “limited social interaction”, “reduced workload”). The response data underwent a second round of coding to ensure the reliability of the process, while simultaneously checking for any duplication or closely overlapping descriptions. The emergent themes developed from the data analysis of the online questionnaire were also used to as foundational elements for category development during the analysis of the course syllabi submissions.

After the syllabi were deidentified by a research assistant, the researcher reviewed each one using the integrated framework for designing the Online Learning Experience (Conceição & Howles, 2020). This was done to identify specific course design aspects and facilitate the subsequent analysis. With the exception of the course interface, all four other course design aspects (course modules designed, readings assigned, learning activities, and assessments) were taken into consideration during this process. The codes derived from previous data analysis were also taken into account. Moreover, changes in course design aspects made in the three collected course syllabi for the same methods course from each study participant were coded and subjected to further examination in the follow-up interviews. New codes, such as “synchronous/asynchronous communication methods” and “written instructions for assignments”, were created at this phase. Additionally, any (in)consistencies between the analysis of the questionnaire responses and the course syllabi were thoroughly explored through targeted questions during the interviews.

Following the interviews, the audio recordings were transcribed. The researcher conducted two readings of the transcript to enhance reliability and accuracy prior to starting the analysis process. Meanwhile, within Dedoose analysis software, initial deductive codes were established based on previous data analysis and the aforementioned theoretical framework. These codes included categories like “missing communication”, “missing field experience”, “content interactions”, “learning activities”, and “social interaction”, and so on. During the third reading of the transcript, relevant segments of the data were identified, highlighted, and assigned to these deductive codes. Further, an open-coding process, similar to the one employed for analyzing the short-answer questionnaire responses, was applied to the interview data. This approach resulted in the creation of new codes, such as “available support,” and “future online teaching”, etc. After completing the initial coding of the data, both the new codes and deductive codes were reviewed to identify any duplication or closely overlapping descriptions. Based on the content of the segment, some of the initial codes were also refined. The newly coded data were then categorized into the emerged themes that emerged from the interview data (e.g., “online teaching”, “challenges confronted”, “course structure and interface”). These themes were subsequently reviewed to ensure alignment with those that emerged during the analysis of online questionnaire responses and course syllabi submissions. The following sections present the results of the analysis of three data sources.

Results From the Online Questionnaire Analysis

Questions 13 to 24 of the online questionnaire were designed to elicit participants’ perceptions of their experience in designing and teaching online English language arts methods courses during the COVID-19 pandemic. These four Likert scale questions comprised twelve statements, allowing respondents to indicate their level of agreement, ranging from strongly

disagree to strongly agree. The findings regarding the respondents' perceived experiences in designing and teaching online courses are classified into five aspects: course structure and interface, content interactions, learning activities, social interaction, and assessments and feedback. Figure 2 to 6 visually represent the participants' responses to these statements.

Figure 2 presents the results from questions 13 and 14, which explores respondents' perspectives on their online course structure and interface. Notably, all participants in this study expressed agreement that they perceived that their designed course interfaces facilitate easy navigation to course materials. Additionally, six participants concurred that their course interface possessed aesthetic and visually appealing features. However, 4 participants disagreed, and 2 reported being neutral on this aspect. Further elaboration on this statement is provided later in this chapter.

Figure 2. How Respondents Viewed Their Online Course Structure and Interface

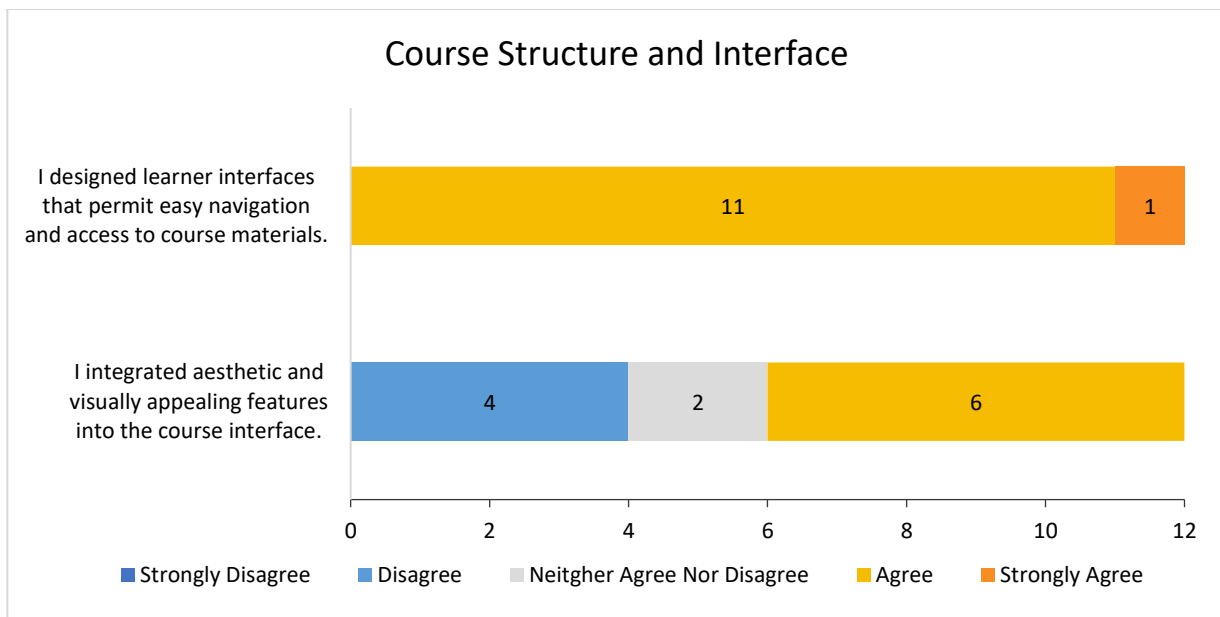


Figure 3 summarizes the results of how respondents assessed content interactions in their online methods courses. Out of the 12 respondents, 8 participants believed they had chosen suitable media formats that enhanced learning efficiency. One participant held a contrary view,

and 3 participants remained neutral on this matter. In addition, 10 participants perceived that they successfully created, structured, and presented course content that actively engaged learners and promoted deep learning in their online courses during the pandemic. Conversely, 2 participants expressed no strong agreement or disagreement. Analysis of the online questionnaire responses also indicates that participants with greater experience in teaching English language methods courses are more likely to have a positive reflection on designing and delivering course content in the online setting.

Figure 3. How Respondents Viewed Content Interactions in Their Online Methods Courses

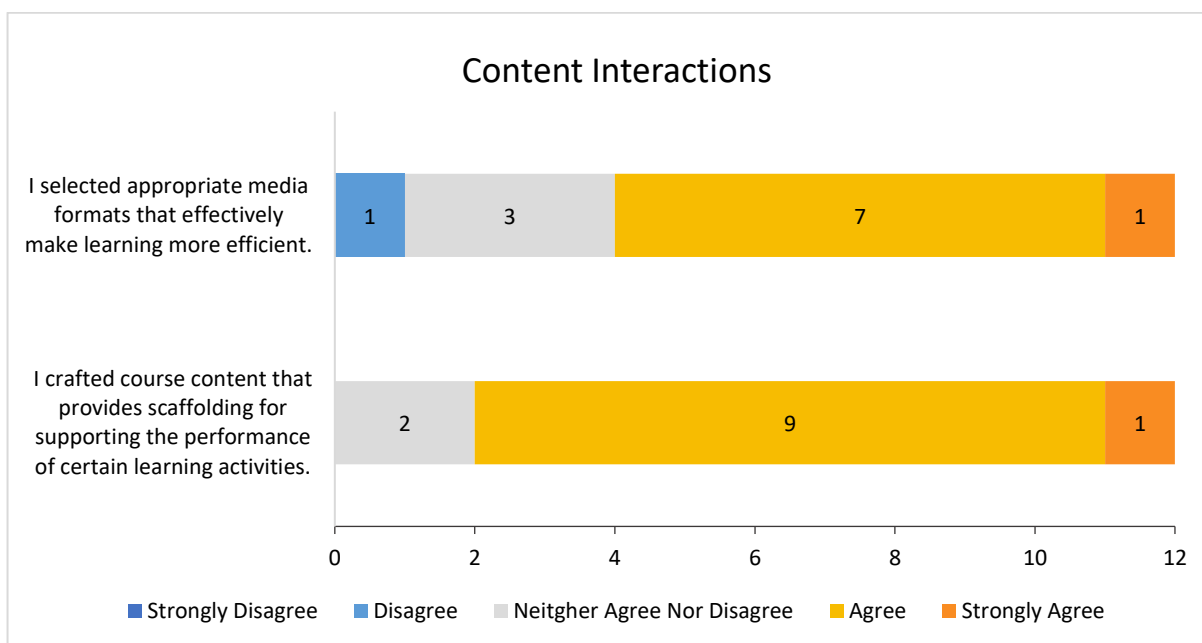


Figure 4 presents the results pertaining to how respondents viewed learning activities in their online methods courses. Among the 12 participants, 10 affirmed that they incorporated interactive learning tasks emphasizing the application of higher-order knowledge and skills. In contrast, 1 participant held a different opinion, and 1 expressed a neutral stance on this matter. Further, nearly all respondents believed that they included learning activities as a means for learners to build skills, engage in higher-order thinking, and connect their learning to real-life

contexts. Similar to the findings observed in the content interactions survey section (as illustrated in Figure 3), the data suggests that participants with greater experience in teaching English language methods courses tended to report a favorable experience with integrating learning activities into their online methods courses.

Figure 4. How Respondents Viewed Learning Activities in Their Online Methods Courses

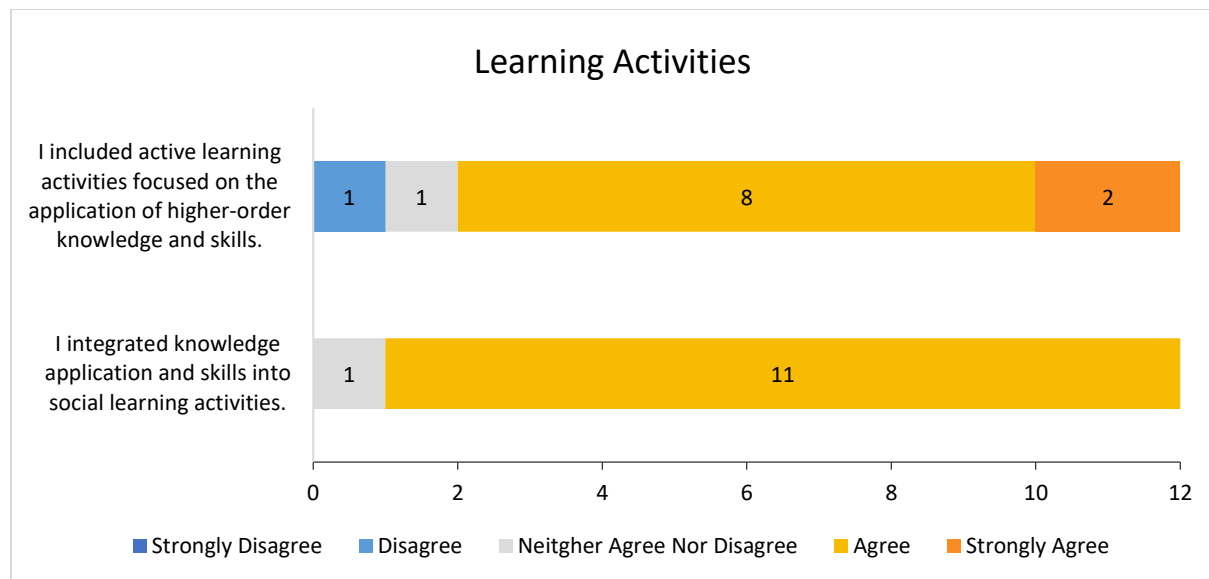


Figure 5 showcases the results from questions 19 to 21 , which probes how respondents perceived social interaction in their online methods courses. Overall, among the 12 respondents, more than half of the participants held a positive viewpoint on all three statements. This suggests that they implemented a customized communication approach in both content design and social interactions, blending social engagement into content modules and reading assignments, and fostering in-depth learning by facilitating interactions among learners, content, and instructors. However, in comparison to other survey sections that address course design aspects, a greater number of participants remained neutral, stating “neither agree nor disagree.” Additionally, a few participants expressed disagreement with the provided statements. Findings from other data

collection methods also provide further evidence in support of these results, which are discussed later in this chapter.

Figure 5. How Respondents Viewed Social Interaction in Their Online Methods Courses

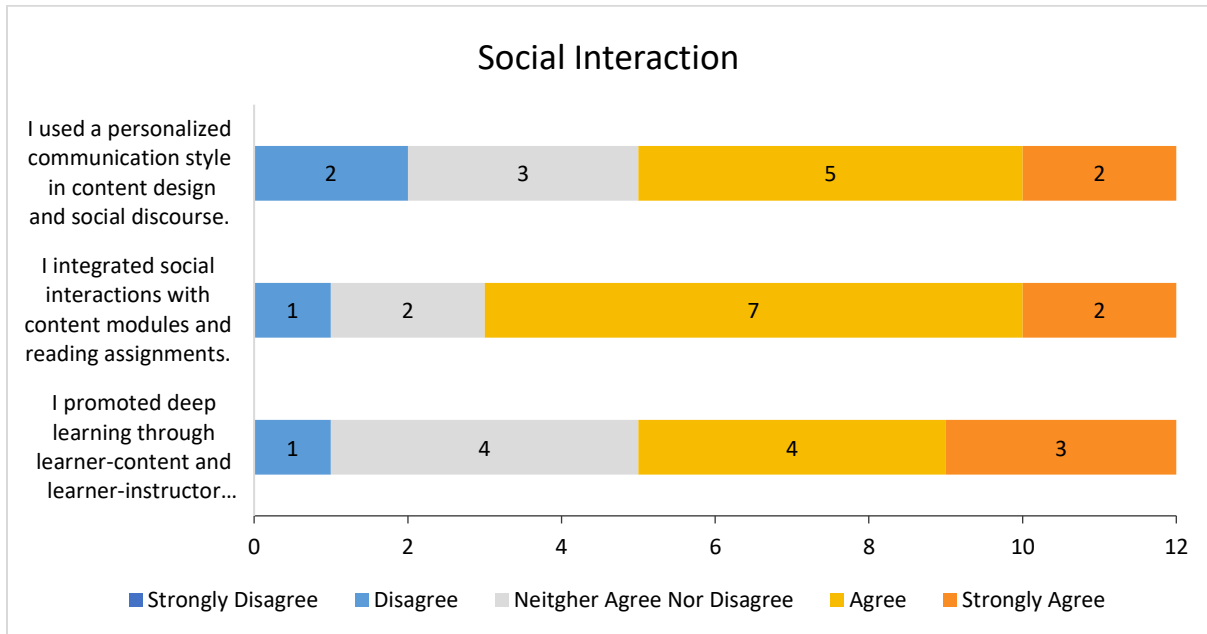
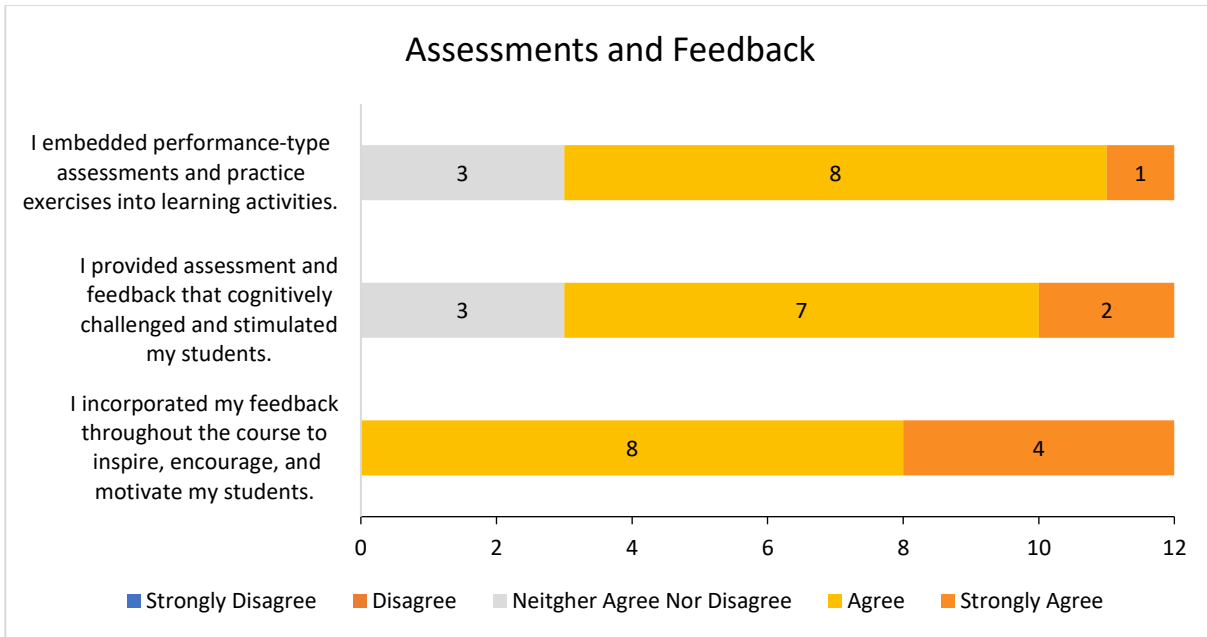


Figure 6 provides an overview of participants' responses to questions 22 to 24, focusing on their perspectives on assessments and feedback in their online methods courses. Notably, these perspectives exhibit similarities. Out of the 12 participants, 9 expressed agreement with both the first and second statements. This indicates that they incorporated performance-based assessments, practiced exercises, and provided assessments and feedback designed to intellectually challenge and engage students within the learning activities. Additionally, all participants perceived that assessments and feedback were integrated into the entire learning experience, fostering engagement, monitoring student performance, and sustaining student motivation in their online courses during the pandemic.

Figure 6. How Respondents Viewed Assessments and Feedback in Their Online Methods Courses



Question 25 of the questionnaire invited respondents to offer open-ended reflections on the disparities they encountered between in-person teaching prior to the pandemic and the shift to online teaching due to the COVID-19 pandemic in their methods courses. Teacher educators in the study responded to this question, revealing that their students were grappling with various challenges in multiple aspects of their lives. For some students, continuing coursework in the online setting during the COVID-19 pandemic proved to be an arduous task. As Hannah pointed out, “Our campus shut down over spring break, so many students didn't have their books or laptops with them...I used Flipgrid to check in with students, but not all participated. Some students just disappeared because they are caretakers or have to work at home. Some did not have access to computers or the internet or had to do schoolwork on their phones.” Anna echoed a similar experience of her students in the written response, explaining that “Due to perceived student distress and actual student feedback, I reduced the workload, cutting one major assignment and a few readings.” In this emergent situation, several participants also underscored the challenges faced in providing fieldwork experience at local middle and high schools for their

students. Field experience opportunities were limited in their online methods courses due to restrictions imposed by local schools. As Kristen elaborated, “Local schools wouldn’t allow pre-service teachers to join online class sessions.”

Upon closer examinations of the distinctions highlighted by participants in delivering in-person methods courses prior to COVID and online methods courses during COVID, it was evident that most participants emphasized synchronous teaching and written interactions. For example, Anna articulated in her response, “I included more asynchronous and written social interactions using tools like Padlet and Jamboard.” Kristen’s experience mirrored this sentiment, as she pointed out, “In my [online] classes, I incorporated more opportunities for synchronous and asynchronous written interactions, while during in-person instruction, my class mostly utilizes verbal discussion.”

When comparing in-person teaching prior to the pandemic to online teaching during the pandemic, participants identified several differences in their written responses. Hannah pointed out that “some in-person activities didn't have an easy online switch.” Amelia also shared her experience of transitioning verbal discussions to a written format in her online class, explaining that “we did a lot of discussion in my in-person methods classes. Though I moved those discussions to discussion boards due to COVID-19, [students] seemed to get a little ‘stale’ after using discussion boards for several weeks.” Mary highlighted the struggle she encountered in modeling strategies for her students online, stating that “I like to model all of the strategies I teach my preservice teachers; I really struggled modeling everything in the online format. I had to rely on technology (that didn't always work) to do some of that work for me.” Carl addressed a major difference in teaching his online methods course, particularly regarding “synchronous discussions that could approximate the in-person experience in a face-to-face classroom.” He

further elaborated, stating, “Whether or not students should have their cameras on, what counted as ‘participation,’ how I might adapt topics and conversations to keep class sessions as engaging and activity-oriented as possible.... all and more were challenges [to my online methods course].”

Furthermore, the data underscores the participants’ concerns about limited social interactions within the learning community in the online environment. Jane addressed in her response that “the community ‘feel’ of the class suffered during the online pandemic teaching. Parallel to my [face-to-face] methods classes, my students usually spend time in practice in classrooms. However, they weren't able to do that [in the online setting] during the pandemic, so it was harder to support practical applications of pedagogies in their learning”. Jenny also shared her online teaching experience during COVID-19, stating,

My main difference in teaching my online methods course, [which] I taught with synchronous and asynchronous elements--was that we missed the social connection we usually have in person. I started each Zoom session with a game or an icebreaker, like displaying a graphic on Halloween and asking how many Halloween movies they saw depicted in it. However, it still did not have the same warmth and collegiality as an in-person section. That made the teaching less rewarding for me, and it seems to have not generated as many long-lasting connections with that cohort of students.

Following their reflections on differences between in-person and online methods courses, 8 respondents addressed the final question of the questionnaire, sharing examples of any changes they made in various course aspects (i.e., course modules designed, reading assigned, learning activities, and assessments) when transitioning to online teaching due to the COVID-19 pandemic. Regarding the alterations made to the designed course modules after moving from in-person to online instruction, several participants noted that they did not necessarily change the

course modules for the online format. One explained, “[the class] was synchronous online”, while another wrote, “I didn't teach via modules, but rather via assignments with lots of embedded online activities and with synchronous Zoom sessions.” Kristen mentioned that while there were no significant changes to the course modules, the fieldwork component did differ. In terms of assigned readings, half of the respondents chose to reduce the reading load. For instance, Jenny stated, “I reduced the readings I assigned so students were less overwhelmed and more able to talk in-depth about the most important readings.” Instead of relying on print readings, Hannah chose to “get e-book codes for some required hardcopy books from publishers.” Additionally, she “found old editions as alternatives at the digital library archive” for her classes. Kristen and Lauren decided to “include more video content” in their online methods courses.

Concerning the changes to learning activities, two participants chose to remove some activities that were more effective in a face-to-face classroom and didn't translate well to the online format. Meanwhile, other participants incorporated more learning tasks with online components, such as online discussion forums, and introduced written learning tasks using tools like Flipgrid and Jamboard. In terms of assessments and feedback, five participants indicated that they made no change in their online courses. They maintained their assessment methods, such as “using written assignments and dialogue-based assessments” in the online class as they did in their face-to-face setting. However, Carl explained that he “dropped some homework-type work in favor of more ‘doing’ activities during class periods and maintaining larger project-based assignments.” Additionally, Lauren highlighted that the multimodal nature of the online environment provides her with more options for giving feedback on student work.

The analysis of online questionnaires briefly depicted the study participants' perceived understanding of their online English language arts methods course design and teaching experiences. In addition, the results gleaned from this data collection method were utilized to further inform the analysis of the methods course syllabi submissions.

Results From the Course Syllabi Submissions

Five participants voluntarily submitted copies of their methods course syllabi upon completing the questionnaire. Each participant was suggested to upload three course syllabi, including the syllabus prior to COVID, the adapted syllabus when the course moved online due to COVID, and the online methods course syllabus during the pandemic.

Each syllabus was reviewed to identify various course design aspects, utilizing the integrated framework for designing the Online Learning Experience (Conceição & Howles, 2020). Similar to the questions addressed and analyzed in the online questionnaire, the course syllabi analysis focused on four course aspects: course modules designed, content interactions (i.e., readings assigned and content presentations), learning activities, and assessments and feedback. The researcher also documented any changes each participant made in these course design aspects by comparing three course syllabi from the same methods course.

The analysis of the English language arts methods course syllabi submissions provided insights into how study participants initially designed their in-person methods courses and how they responded to the rapid transition from in-person to online delivery. Through a comparative examination of the course syllabi, the analysis further revealed alterations participants made in four course design aspects, aligning with certain findings from the online questionnaire analysis.

As indicated in the course syllabi, among the 5 participants, 3 did not make changes to their course modules in their adapted online course syllabi, which corresponds with their

responses to the online questionnaire. Kristen and Mary, as mentioned in their questionnaire responses, deleted certain learning content and assignments related to field experience from the course modules in their adapted online course syllabi due to the pandemic. In terms of changes to assigned readings and learning activities, several participants removed some readings and learning activities that were originally in their in-person methods course syllabi. For example, Mary deleted “Lesson Plan Demo” in her adapted methods course syllabus, with a note explaining that “this activity could be completed online, but since our time is cut short, we are prioritizing other activities.” Amelia canceled field experience reflections due to the cancellation of on-site local grade school fieldwork. She also removed certain literature circles, which are group discussion activities, aligning with her written response in the questionnaire: “removed some learning activities, primarily ones that were better/ more effective in person.” Hannah and Kristen also made adjustments to their online methods course syllabus due to COVID-19. While both of them eliminated specific required readings and learning activities, they also integrated Flipgrid to facilitate project check-ins. Additionally, in Kristen’s methods course – “Introduction to the Teaching of English in Middle and Secondary Schools”, she added teaching demo videos for her students to watch and reflect on, as an alternative to some of the removed readings. In line with the majority of respondents who indicated no changes in assessments in the online questionnaire, the submitted course syllabi didn’t indicate significant alternations in the methods used to assess the students through assignments.

Further analysis of the course syllabi revealed additional changes that had not been addressed in the previous online questionnaire analysis. As evidenced in the adapted course syllabi, both synchronous and asynchronous communication methods were extensively utilized in the online methods courses. For instance, two participants integrated various virtual

chat/meeting platforms, such as Zoom, Google Meets, and Blackboard Collaborate Ultra, to deliver the course content, conduct check-ins, and provide feedback to students. Mary, on the other hand, included numerous pre-recorded lectures after transitioning to online instruction. Notably, three participants provided extensive, detailed written instructions for the adapted learning tasks and assignments.

The course syllabi analysis allowed the researcher to identify some consistencies and disparities in course design aspects between the analysis of questionnaire responses and course syllabi. These were further explored through questions during the interviews.

Results From the Follow-up Interviews

Six respondents from the online questionnaire willingly participated in a follow-up interview. The interview consisted of open-ended questions that directed the participants to reflect upon their experiences, feelings, and perspectives regarding designing and teaching an online methods course during the COVID-19 pandemic. During these interviews, the researcher also noted and explored the changes in course design identified in the previous analysis, delving into the meaning behind these changes. Lastly, participants were asked about their insights on future online teaching.

Upon completion of the coding of the follow-up interview transcripts, the following themes emerged as the categories of the codes were reviewed:

Theme One: Differences encountered between in-person teaching before the pandemic and online teaching due to the pandemic.

Theme Two: Online course designing and teaching during the pandemic.

Theme Three: Challenges and support experienced when teaching online during the pandemic.

Theme Four: Perceptions of online teaching.

Theme Five: Perspectives on future online teaching.

Themes one and two are consistent with the themes that developed during the previous analysis of the online questionnaire responses and course syllabi submissions. Themes three, four, and five are the newly emerged themes from the analysis of the interview data. The following sections present all five key themes that emerged during the analysis of the interview transcript.

Theme One: Differences Encountered Between In-person Teaching Before the Pandemic and Online Teaching Due to the Pandemic

The results of the interview questions that addressed participants' perceptions regarding the differences experienced between teaching an in-person methods course before COVID and teaching it online during COVID were congruent with the results of the questionnaire and have previously been discussed. The following excerpts from the follow-up interview further illustrate the consensus of the participants.

Participants noted that they had to remove some readings, assignments, and/or learning activities in certain course modules due to the need for reduced workload, stemming from fewer study weeks and lower student engagement in the Spring of 2020. Amelia explained, "When you are teaching online, and you want to control things, you tend to limit instead of hand up, and there was no way we could really adequately cover the amount of materials that I had previously had in the course." Kristen also removed certain readings in her online course to ease the workload for her students, as they "struggled to stay caught up, and they paid more attention to their emotional state than school life during the pandemic." Field experience opportunities were limited or even missed from some participants' methods courses. Lauren described the situation

regarding the elimination of fieldwork from their course requirements due to restrictions imposed by her university, asserting, “There was not an attempt by the university. We were told to cut that, to stop that work - hard stop. We were told, do not reach out to mentor teachers; do not talk to anybody in [local grade level] schools; they are working with their own thing”.

Moreover, Mary shared her experience when transitioning some of her hands-on activities from her face-to-face writing methods course to the online setting, stating,

In the writing methods course, especially, I have them doing a lot of hands-on activities, thinking about the strength of a word and synonyms using paint chips, so I'll usually hand those out and give them post-it notes and have them debate. [For example,] what is a better word for big? Is it gargantuan, or is it extraordinary? And it was really hard to take some of those hands-on activities into a virtual setting. It was like, here's a picture of what I want [students] to do, and now, take some post, in their writer's notebook, write it out. And then I'm gonna put [students] into breakout rooms. And I guess [students] have to hold up their thing and show it to their partner. It was so awkward!”

Furthermore, Mary decided to drop some strategies altogether in one of her lessons, explaining, “In the past, I took an article from NPR and cut it up, and put it in an envelope, and I sent it to them, and I say, okay, reorganize the sentences, and then glue them down. I couldn't really do that [in the online setting], so there were certain things I just couldn't, or couldn't think about how to change it.”

As the fall of 2020 arrived, participants had more time to plan and prepare their methods courses. However, data shows that social interaction among students and instructors was still low compared to the fully face-to-face method course before the pandemic. Lauren explained,

When we got to the fall of 2020, the messaging from our university was very confusing. We are supposed to teach what they call a high-flex model... We were told that we could have five to 10 students in the room, and the other students all would be on Zoom... [In the face-to-face classrooms,] we are always doing the work together, we're moving, we're in small groups, we're doing different activities, all the kinds of things you would want. And I know how to do that online, and I know how to do it face-to-face. But in this ridiculous high flex, whatever it was, that became undoable, untenable, because you couldn't do anything. Well, what I ended up doing was creating basically two courses that were taught at the same time. I worked with the students in the face-to-face environment while the online students were doing different things. And then, I was bringing them in. When we had discussion points, where we would come back together, we could all be together as a full unit. But it was kind of maddening because I had like an A team and a B team.... It was not conducive to good instruction. And my goal was for students to have as a meaningful and robust experience as possible. So that fall, we tried the high-flex, and we mostly then just shifted to being fully online together.

Amelia echoed a similar experience related to socially distanced seating arrangements at her university, sharing,

The teaching experience during 2021 was one where half of the class came and met in person, and then half was online, so there was a lot of shifting in terms of how I was giving directions.... And I felt like my syllabus became very disjointed. It became like there was one set of directions for this group and one for another. And I didn't have a very clear, unifying ride in the course, I still felt like I was trying to give the students the same content, but the interaction was still very low.

Concerning the limited social interactions that occurred in many online methods courses, Carl argued, “I think it is true, and I am not sure we can reproduce the physical experience of being in a face-to-face classroom. I don't think we can deliver the same thing in an online delivery mode, no matter what we build into it. Like I think there's a human need to gather physically to have like a social, physical experience with other humans”. He further elaborated, “As a part of learning, I have had this conversation with a number of graduate students who say that they love the program, the professors are great. But we're missing that element of face-to-face conversations in physical environments.”

All these distinctions participants encountered in their teaching experiences before and during the pandemic shed light on the further detailed exploration of the second theme regarding how they experienced online course design and teaching during the pandemic.

Theme Two: Online Course Designing and Teaching

The data results of the follow-up interview led to the development of this theme, which reiterated the findings of the data analysis in the questionnaire responses and course syllabi submissions. As previously discussed, participants made changes to their course modules, assigned readings and assignments, learning activities, as well as methods of interaction with students and learning materials. The interview data provided more detailed insights into participants' perceptions of their decision-making process regarding the following five course design aspects while describing the changes they made in their online methods courses.

Course Structure and Interface. Most participants mentioned that their students were already familiar with the university's Learning Management System (LMS), so they did not have to offer extra guidance when the methods course moved to online due to COVID-19. They did, however, observe differences in navigating modules within the LMS for the specific purpose of

designing and supporting an online class. For example, Lauren noted that in addition to live office hours, she used Camtasia to create videos that provided step-by-step guidance for students to access the LMS. Half of the participants raised concerns about the capacity and limited design features of their LMS. For example, as a D2L [Desire2Learn] user, Carl expressed, “Aside from keeping track grades, I do not use it because I find it clunky... It is not built for sort of modern.” Kristen, instead of using the discussion board in Blackboard, introduced Padlet because “it is so much prettier.” Similarly, Amelia noted that using Blackboard in its fundamental form limited some of the visual appeals. These findings further elucidate the results from the Likert-scale statement in the questionnaire, which indicate that half of the respondents did not agree that their course interface had aesthetic and visually appealing features.

Regarding the changes participants made to the course structure in their online methods courses during the pandemic, four participants noted that they did not make changes to course modules for the online course because they were synchronous online. Kristen shared that while the course modules underwent no significant changes, the fieldwork component did, as she mentioned in her questionnaire response. She elaborated further during the interview, stating “I really tried to set up collaborative fieldwork [with local high schools], but it was tricky [due to the pandemic].” Consequently, she had to seek alternative available fieldwork opportunities for her student, such as observing an online class, watching a lesson recording, or reading shared instructional materials. Mary echoed a similar experience, explaining that “instead of getting [students in her methods course] to go to a [local] school and do field hours, I had to work extra to set up a one-on-one, like tutoring pairs.” She described the process in detail during the interview, saying, “[I reached out to] the network of people I knew, [including] teachers I knew and parents I knew. I vouched for these students, [ensuring] they've had their background checks

done and were safe to be on Zoom with your child. If your child needs a writing tutor, here's a free writing tutor.” Similarly, to provide students with early field experience, Lauren shared in her interview, that she paired up her graduate students with undergraduate students in her methods course. This arrangement allowed these students to serve as “digital teaching assistants (TAs)” working in small writing groups. These digital TAs used Zoom to facilitate writing groups and participate in literature circles with local grade-level students.

Except for changes to course structure, the interview data also reveals that some participants made changes to the learning materials used in the methods courses after transitioning to online instruction.

Content Interactions. According to the results from the analysis of questionnaire responses and course syllabi submissions, two participants didn’t make any changes to their online method course materials. During the interview, Carl explained that for his online methods course, he ensured that his students had the links and editable documents ready to go. This preparation was similar to how he conducted his in-person courses before the pandemic. However, as previously discussed, two participants opted to reduce the reading load for their online classes while incorporating various media platforms to engage with other formats of course materials. During the interview, Lauren highlighted the use of multiple media platforms (e.g., Zoom, Flipgrid, Instagram) to interact with course content in her online methods course. She integrated video creation into her online methods course, allowing students, working as digital writers/readers, to create, post, and respond to their videos in Flipgrid, demonstrating their growth as teachers. In Kristen’s interview, she shared that in addition to including teaching demo videos in her online methods course, she utilized a slideshow featuring discussion prompts for

every class. This facilitated active verbal participation from the entire class during Zoom meetings.

Moreover, as indicated in the adapted course syllabi, many participants chose to employ both synchronous and asynchronous communication methods for delivering the course content. For example, during the interview, Lauren mentioned that in the Spring of 2020, she conducted a required Zoom class session every other week, with an optional Zoom session available on alternate weeks for her students who wanted to participate. In addition to these regular synchronous Zoom meetings, Mary explained during her interview that she incorporated numerous pre-recorded sessions to prepare for the synchronous sessions with smaller groups. Amelia utilized the announcement feature in the LMS to create short videos in her online class, walking students through weekly general themes or introducing/explaining assignments. As Amelia described during her interview, “I didn't make them long, but I did consistently record...so from late March until mid-May, I had recordings one or two times a week.”

In addition to discussing changes made in the content interaction course aspect, interview data results pertaining to alterations in the learning activities aspect of participants' online methods course were examined as well.

Learning Activities. As previously discussed in the analysis, some participants removed certain learning activities when transitioning the methods course to an online format. In Amelia's interview, she expressed her decision to eliminate certain online discussion sessions, explaining, “I think that even though there were a lot of rich discussions that happened in the literature circles, I wasn't sure how to duplicate that. So, I just felt like, I'll just take it out, and it'll be better taking it out. I'm not sure that that was the best choice...but I think when you're teaching online, and you want to control things, you tend to limit it, instead of hand up.”

Conversely, some participants integrated alternative learning activities into both their asynchronous assignments as well as synchronous Zoom sessions after moving the methods course online. For example, Kristen introduced a new format of discussion forums, Jamboard, to foster collaboration in her online course, thereby ensuring student engagement. During her interview, she elaborated, “Students would type their responses on the sticky notes with their initials, and then vote for agree or disagree by dragging their stickies.” Additionally, she employed the breakout room feature in Zoom and the comment feature in Google Docs during her synchronous class sessions to facilitate collaborative group work while exemplifying effective teaching strategies for engagement. She further explained, “In my [face-to-face] class, I do have students talk in small groups frequently, so many breakout rooms were used [in the online class]. When students went to breakout rooms, I had a Google Doc for them to take notes or collaborate [on that document]. I could also see [the Google Doc] to monitor what was happening in all the groups, even if I was not in that breakout session.”

Moreover, Lauren incorporated group tasks in place of individual-focused assignments to enhance the depth of the online learning experience. She expanded the number of group projects, specifically utilizing paired reciprocal teaching, in areas where she reduced her direct involvement, allowing her students more opportunities to actively participate and express their own ideas. She elaborated on this in her interview,

I used our course as a space for them to be teaching us. We did more choice-based professional reading, where they would get into small groups around various texts, and then they would teach us about the main concepts and things that had come from those texts. And they had to create online experiences for us as learners that helped us engage with the big ideas that they felt were important in those texts.

Aside from these three course aspects, the interview data addressed changes made to the social interaction aspect in the study participants' online methods courses as well.

Social Interaction. As evidenced by the adapted course syllabi for online methods courses, a combination of synchronous (e.g., Zoom, Google Meets, and Blackboard Collaborate Ultra) and asynchronous (e.g., discussion board, Flipgrid, Padlet) communication methods were extensively employed. The interview data further revealed that all participants established virtual office hours to facilitate direct communication with their students. Additionally, the use of texts and emails emerged as common methods to maintain instructor-student interaction. Moreover, during Hannah's interview, she mentioned that, in addition to communication methods like emails or texts, she added a general questions discussion board as an alternative means for students to connect with her or their peers. She also included attendance and project check-in through Flipgrid, allowing students to respond with short video clips, icons, or emojis. She emphasized, "I need something besides just the discussion forum, and the Flipgrid was probably the one thing that I was able to get done [within the limited timeframe], and that helped make [the course] a little more engaging."

The interview data also indicates that some participants modified their assessments and feedback methods in the methods courses after transitioning to online instruction.

Assessments and Feedback. In terms of changes made to the assessments and feedback aspect, the analysis of online questionnaire responses and course syllabi submissions indicated that there were no significant alterations in the methods used to assess the students through assignments. Conversely, in his questionnaire response, Carl noted that he "reduced some homework-type assignments in favor of more 'doing' activities during class sessions", while

placing emphasis on larger project-based assessments. He further elaborated on this during the interview, stating,

I wanted to make sure that students understood and had examples of the larger projects, sort of talking through the elements of them. Then I can give them the space to do that, rather than every day, there is homework, and there is going to check you off-board.....the work they would do, I would make as meaningful as possible. I try to respond to their work in a sustained, meaningful, and personal way with the feedback I send them.

Further, as mentioned by Lauren in her written response to the questionnaire, leveraging multimodality in the online environment allowed her to diversify feedback options for her students. During the interview, she detailed her process, which involved annotating video projects created by her students and creating screencasts where she walked through their unit plans or lesson plans, sending these back as instructional videos. Likewise, Amelia incorporated short video clips to provide feedback on the assigned readings, while Mary opted for audio feedback accompanied by an attached rubric.

Having gained insights into participants' experiences in designing and teaching online methods courses during the pandemic, along with their decision-making processes regarding changes in five online course design aspects, the researcher further explores the challenges and support participants experienced when teaching online during the pandemic.

Theme Three: Challenges and Support Experienced When Teaching Online During the Pandemic

The emergence of this theme occurred during the analysis of the questionnaire responses and the interview transcripts, as participants described the challenges and support they

experienced when teaching English language arts methods courses online during the pandemic. Most participants expressed feeling unprepared and uncomfortable when they started out moving their methods courses to the online setting within a limited timeframe at the beginning of the COVID-19 pandemic. Words such as “overwhelmed,” “panic,” “frustrated,” and “unclear” appeared in the data describing the participants’ online teaching experience due to the rapid transition.

Aligning with the analysis of questionnaire responses, participants in the interview addressed coordinating fieldwork during COVID as the biggest challenge. Lauren explained, “It was particularly difficult to get access to middle school kids, because more middle schools have offered children the opportunity to be online. And a lot more middle school parents kept their kids and put them in the virtual program. So, gaining access to that to even get folks certified was crazy, because the Professional Standards Commission didn't change their expectations.”

In addition, maintaining student engagement with course contents, instructors, and peers in the online class during COVID-19 proved to be another challenge identified by most participants. Amelia pointed out the decrease in student engagement in her online methods class during COVID, explaining, “I think that I tried to keep some interactive component in spring 2020 by having discussion boards, but discussion boards, after about a month, became a little bit unidimensional; only one-dimensional people would reply, but they would not really take it up as a conversation, they would take it up as a, I've met my reply requirement, and I'll move on.”

Moreover, being an experienced online instructor, Kristen possessed skills in online teaching that many of her colleagues did not, such as organizing course modules and learning materials, setting up discussion forums, and providing feedback through the LMS. However, she acknowledged that adapting to synchronous class meetings was a challenge because Zoom

meetings were entirely new to her. Although she appreciated this addition to her online teaching experience, it took her some time to fully harness the potential of the video conferencing platform as an instructional tool.

While the study participants confronted various challenges when shifting their methods courses to online due to the COVID-19 pandemic, the interview transcripts also reveal that participants had access to valuable support from their universities, colleagues, and peers. Five participants mentioned the resources/support available from their universities and colleagues, including summer professional development, assistance from the university's technology team, and participation in online webinars. Drawing on her extensive experience as an online instructor, Hannah also extended support to her colleagues in the department by delivering a presentation on setting up online classes and sharing available resources for online teaching. She detailed, "We shared a document with resources for teaching online. Some were just articles, and then some were apps like we shared Kahoot and Pear Deck as ways of engaging students with content online, so I felt that was really helpful." Additionally, Hannah highlighted the valuable assistance she received from peers within the education field, stating,

I feel like, because everyone was in the same situation, at the same time, there were so many resources online of people saying, "I do this a lot; let me share with you how I do things." And so I feel like there were a lot of resources available just from some of the Facebook groups I'm in for teachers, people were saying, "Hey, this is what I do. Here's a resource that I like." So that was really helpful.

Kristen also emphasized the significance of support gained from observing first-grade teachers' online classes. She noted,

I would say the most helpful thing was probably honestly, well, I wouldn't even say on my own. So I am also a parent, and my child was also home. And I picked up tools and tips from watching her teachers using Jamboard, and I was watching her remote first-grade lessons. And I'd like, what is that, and then I looked up and taught myself and figured out ways to use like Jamboard. So I feel like I definitely learned some from observing the school experience.

The participants in this study clearly encountered various challenges and received support in adapting to online teaching during the rapid transition from in-person teaching to online during COVID-19. Further discussions on this theme are provided in the following chapter. Following the exploration of participants' online teaching experiences during the pandemic, the interview data also sheds light on participants' perceived understanding of online teaching.

Theme Four: Perceptions of Online Teaching

During the interviews, all six participants addressed the use of both synchronous and asynchronous communication means as key characteristics of online teaching. For example, Carl described, “[Online teaching] is a course that does not have a physical location, it doesn't have a place where people gather face to face in on a regular schedule. Instead, it's going to either be synchronous or asynchronous, in a virtual manner.” Additionally, several participants pointed out the importance of using the LMS and other technological resources for delivering course content and accessing the community in their online classes. Kristen and Lauren, two instructors with prior experience in teaching online methods courses online before COVID, stressed the significance of “keeping things really organized,” “building community,” and “being engaged in active learning” for success in online instruction.

Participant's perceived understanding of online teaching consistently emphasizes specific delivery methods and formats as typical characteristics of online teaching. Notably, two participants with prior online teaching experiences addressed the importance of design thinking in creating active learning experiences in the online environment. Further discussions on this theme are provided in the subsequent chapter. Following the exploration of participants' perceptions of online teaching and experiences during the pandemic, the researcher further delves into how these experiences have influenced their perspectives on future online teaching.

Theme Five: Perspectives on Future Online Teaching

Participants were prompted to share their insights on future online teaching during the interviews. They were open to discussing their perspectives from personal, pedagogical, and professional viewpoints. For instance, Hannah pointed out that her experience with online teaching during the pandemic significantly informed her approach to later online course design. This included structuring individual weekly modules and organizing subfolders within the LMS, complete with instructions and resources. Both Mary and Carl underscored the importance of social interactions in an online course, a component that they felt was lacking when they were teaching methods courses online during the pandemic. Carl, in response to university and program requirements for continuing online teaching in the Fall of 2020, introduced "engagement hours" to his asynchronous class. This provided students with a weekly opportunity to check in, engage in discussions related to the class, and converse about any topic they wished. He expressed, "Even though in a synchronous class, it has certainly made me more was not empathetic, but it was more concerned about the lived experience of students as they go through a course and want to support them. I want them to understand there's a human on the other end, who cares about their progress and is willing to devote individual attention".

Moreover, Lauren reflected on her experience and noted the difference between merely teaching online and adopting a digital pedagogy. She stated, “[online teaching] is not about creating a course that lives in an online space. It's not about how we meet but what we do. It is about engaging in reflective practice that learning through those digital tools and lots of opportunities to actively be making meaning in social space”. Consequently, her current online courses prioritize the creation of spaces for active and reflective learning experiences, “making sure that students are focusing on processing and really making meaning of what they are doing, and not just doing more to do more.” To foster more opportunities for reflection, Lauren began each module with an introductory video outlining the contents, and followed up with another video after Zoom meetings to summarize and encourage further contemplation. Additionally, Lauren revised her assessment methods, moving away from a points-based system. Instead, she invested more time in guiding her students toward becoming self-regulated and self-directed learners who seek out feedback and understand how to implement it. She explained, “Feedback is not the justification for the score. That feedback is about now you are going to take this and move to this, being connective and intentional and thoughtful.”

Furthermore, two participants offered insights into online English language arts methods courses within the teacher education program. Kristen mentioned that she and her colleagues extensively deliberated in her department and ultimately decided to keep the English language arts methods courses in a traditional format, with the exception of their student teaching seminar. The virtual student teaching seminar proved to be highly effective, particularly in terms of logistical convenience for student teachers scattered throughout the metro area who no longer needed to commute to campus. However, she acknowledged that due to certain challenges of online teaching, the methods course she continued to teach after the Spring of 2020 was not

significantly different from the one she taught in the Spring of 2020. Amelia also has shared similar concerns about teacher education students who primarily engage in online coursework. She noted, “We do not have any licensure programs that offer online courses; all of our licensure programs have face-to-face courses for undergraduates. So, if we were to build a post-baccalaureate program or master's level program where teachers are actually learning to be teachers, I think we'd have to think more carefully about how people remote field experience and things like that.” These interview data results allude to further efforts needed for the ongoing development of English teacher education and online teaching.

Summary

This chapter provides a brief description of the participants, outlines the data analysis procedures, and presents the findings derived from three collected data sources. These findings encompass five key themes, including participants’ perceived understanding of online teaching, the differences they experienced between teaching English language arts methods course(s) face-to-face and online, as well as the challenges and support they experienced during COVID-19. Additionally, the chapter delves into the decision-making process behind the changes participants made in their online methods courses and offers insights into their thoughts on future online teaching.

Chapter five engages in discussions, draws conclusions based on the data, and provides implications for English teacher education and further research as well.

Chapter Five: Discussion and Implications

Chapter five begins with an overview of this research study, and then discusses the findings from five overarching themes, exploring how they correlate with previous literature. Lastly, the chapter ends with implications for English teacher education and considerations for future research.

Overview of the Study

Previous research (Johnson et al., 2020) has highlighted that the abrupt shift from traditional in-person to online delivery during the COVID-19 pandemic caught many educators off guard, distinguishing it from the well-planned approach to online education before the pandemic. The disparities between well-planned pre-COVID online education and the impromptu shift to online teaching during COVID give rise to diverse challenges for educators in designing and delivering courses in the online realm. This interpretive study aimed to delve into the English teacher educators' experiences in designing and teaching online English language arts methods courses during the COVID-19 pandemic. Specifically, the researcher focused on how educators prepared and conducted online English language arts methods courses, the challenges confronted, and the support available while implementing online instructional practices during this unprecedented time. The following research questions guided this study:

How did English teacher education instructors experience online course design and teaching during the COVID-19 pandemic?

- a. How did English teacher education instructors prepare to teach online English language arts methods courses during the COVID-19 pandemic?

- b. What challenges did English teacher education instructors encounter in designing and teaching online English language arts methods courses during the COVID-19 pandemic?

In the pursuit of answering the research questions, three data sources were included: online questionnaires, course syllabi submissions, and interviews. This approach provided a comprehensive depiction of study participants' experiences, enhancing the credibility of the findings. A total of twelve English teacher educators voluntarily completed the online questionnaires, while six of them also agreed to participate in follow-up interviews. Among these six participants, five submitted their course syllabi. The questionnaire focused on gathering descriptive data regarding participants' demographics and their perceived understanding of online course design and teaching experience. The course syllabi submissions and the interview transcripts were analyzed to gain insights into how participants approached the design and delivery of online methods courses, as well as their feelings and perspectives on online teaching during the COVID-19 pandemic. The collected data underwent analysis within the framework of an interpretive research approach, aiding in the researcher's quest for deeper meaning and understanding of the participants' experiences and perceptions related to the study problem (Creswell, 2013; Schwartz-Shea & Yanow, 2012). The findings and interpretations of the data are discussed in the subsequent section.

Discussion of Findings and Interpretations

The research findings and interpretations of the collected data are presented, examining how teacher educators perceived the transition to online teaching due to the COVID-19 pandemic, their experiences in online course design and teaching, as well as their perspectives on future online teaching. Firstly, a discussion of the findings from this study is provided in relation

to previous research on how teacher educators perceived the differences between in-person teaching before the pandemic and online teaching due to the pandemic, along with the relevant challenges faced and support received when teaching online during the pandemic.

Transitioning to Online Teaching Due to COVID-19

The data derived from the online questionnaire responses and follow-up interviews indicate that the study participants perceived disparities in teaching an in-person English language arts methods course before COVID-19 compared to teaching it online during COVID-19. These experiences echoed findings documented by other teacher educators and researchers in the previous research (Bao, 2020; Dhawan, 2020; Hodges et al., 2020; Johnson et al., 2020). The rapid shift from in-person to online instruction overwhelmed many, with participants feeling unprepared and uncomfortable due to the unplanned transition to an online delivery mode. Many English teacher educators in this study perceived that designing and delivering online English language arts methods courses was an arduous task. They grappled with selecting and utilizing technology for online instruction and student interaction, restructuring course contents, reevaluating learning activities, addressing technical difficulties, and fostering student engagement in the online environment. One participant noted that “Whether or not students should have their cameras on, what counted as ‘participation,’ how I might adapt topics and conversations to keep class sessions as engaging and activity oriented as possible.... all and more were challenges [to my online methods course].” Further discussions elaborate on the differences experienced by teacher educators after transitioning to an online format.

Previous research (Bao, 2020; Başal & Education, 2013; Dhawan, 2020; Langford & Damsa, 2020; Favale et al. 2020; Ibrahim et al., 2021) has addressed that online instructors experienced online teaching differently than face-to-face teaching, along with challenges in

designing and delivering online courses, particularly during the time of COVID-19. Similarly, most participants in this study described online teaching during the pandemic as different from their in-person teaching experiences. One challenge participants encountered when transitioning to online teaching was adapting to and effectively implementing technology for instruction and interaction with students in the online setting, especially for those who had no prior experience with online teaching before the pandemic. The findings suggest that teacher educators without prior online teaching experience were unprepared to employ new technology as an instructional tool in their methods courses. This proved to be challenging as they acquired the necessary knowledge and skills for online instruction while teaching remotely (Trust & Whalen, 2021). Notably, a participant with prior online teaching experience, primarily using asynchronous communication, found challenges in adapting to synchronous class meetings and effectively utilizing video conferencing platforms as instructional tools. This data reveals that the participant's online teaching experience prior to COVID-19 was not as extensive, encompassing both asynchronous and synchronous communication. This led to the challenges in teaching and delivering online methods courses during the pandemic. These findings imply that a lack of knowledge, skills, and experience with integrating technology as instructional tools for online education contributed to the difficulties in teaching online methods courses during the pandemic.

The complexity of the instructional situation and shortcomings in planning and organization were other major differences acknowledged by the study participants when they taught online methods courses, which aligns with the previous research (Ching et al., 2018; Ocak, 2011). Participants noted that, in comparison to their face-to-face methods courses, they had to remove certain readings, assignments, and learning activities in specific course modules for their online methods courses. This adjustment was prompted by the need for a reduced

workload, stemming from fewer study weeks and a lower level of student engagement in the Spring of 2020. In this emergent situation, participants also addressed that field experience opportunities for English education students were restricted or even missed from their methods courses, due to the restrictions imposed by local middle/high schools and the university. One participant observed that “students seem to be reluctant to take initiative and be in front of the class”, and commented that the absence of field experience affected students’ sense of what it would be like in a classroom because they had no prior engagement. To compensate, some participants made efforts to identify alternative field experience opportunities for their students, such as observing an online class, reviewing recorded lessons, studying shared instructional materials, and setting up tutoring pairs. These endeavors necessitated obtaining permission from local grade school teachers and parents, which was not feasible for all participants. This data indicates that teacher educators acknowledged the importance of field-based experience in developing students’ conception of effective instruction, and committed themselves to adapting their teaching methods for the online environment, despite facing significant challenges with the pre-designed course content. The perceived differences, including these adaptations to the course content in response to crisis circumstances, not only demanded extensive course subject matter expertise but also required the flexibility to make necessary alterations. However, teacher educators in the study also recognized the shortage of these alternative field experience opportunities, noting, “It was something right, but it was not enough.” Further discussion is elaborated in the implication section.

Moreover, some participants pointed out that “some in-person activities didn't have an easy online switch,” while also highlighting technical difficulties when relying on technology or networks for instructional delivery. One participant, who faced challenges in modeling strategies

for online students, explained, “I like to model all of the strategies I teach my preservice teachers; I really struggled modeling everything in the online format. I had to rely on technology (that didn't always work) to do some of that work for me.” This data underscores the technical challenges participants encountered, potentially slowing down the teaching process. It highlights that an excessive reliance on technology can hinder the online teaching process (Sadeghi, 2019; Favale et al., 2020). Additionally, one participant addressed the challenge of shifting verbal discussions to a written format in the online classroom, observing “We did a lot of discussion in my in-person methods classes. Though I moved those discussions to discussion boards due to COVID-19, [students] seemed to get a little ‘stale’ after using discussion boards for several weeks”. The decline in engagement suggests that students might perceive the written format in the online setting as less engaging or interactive compared to in-person discussions. These experiences with the challenges of transferring in-person activities to the online setting imply that not all in-person teaching activities have a seamless equivalent in an online format. For online instructors, a lack of competency and experience in online teaching may pose challenges when deciding how to transition in-person activities to online courses.

Furthermore, due to the social distancing policies implemented at the universities during the pandemic, creating an online learning community and keeping students engaged with learning content, instructors, and fellow students in the online class during the pandemic proved to be significant challenges for most study participants. These challenges aligned with documented findings in the previous research (Boelens et al., 2017; Czerniewicz et al., 2019). Participants in this study expressed concerns about several aspects, including creating an online community, maintaining the same warmth and collegiality as an in-person class, facilitating student interaction, and adapting topics and conversations to keep class sessions engaging and

activity-oriented. One participant noted the difficulties they faced with a “high-flex model” class, where half the class attended in person and half was online. This led to shifting dynamics in how directions were given, resulting in a disjointed syllabus. Despite attempts to deliver the same content, the level of interaction remained low. While many participants turned to synchronous communication tools, they noted that the context-rich environment of a face-to-face class was not fully replicated in video conferencing. These perceptions arose from the understanding that the absence of physical presence hindered performing the same learning activities online as in a face-to-face classroom, impacting interactions between students and instructors, as well as among students. This data shows that teacher educators acknowledged the limitations of online platforms in replicating certain aspects of face-to-face instructions. They perceived the complexity of transitioning to online teaching, that online teaching presents additional difficulties for instructors in facilitating interaction between students to the instructor, as well as among students themselves, and in fostering an effective learning climate, beyond the facilitation of the course content (Boelens et al., 2017).

While the study participants encountered various challenges when shifting their methods courses to online due to the COVID-19 pandemic, the findings from the interview transcripts reveal that participants also received available support. Teacher educators and researchers (Quezada et al., 2020) documented that the university offered professional development (PD) support to assist university faculty in transitioning their in-person courses to remote teaching. Similarly, teacher educators in this study mentioned similar options for accessing valuable support from the university, such as assistance from the university’s technology team, participation in online webinars, and engagement in summer professional development. Notably, one participant who had experience teaching online prior to the pandemic took on the role of

supporting colleagues who were new to online teaching in the department, by delivering a presentation on setting up online classes and sharing available resources for online teaching. Participants also emphasized the valuable insights gained from seeking resources shared by other teacher educators online, and from observing local grade school teachers' online classes. The supportive environment and the availability of resources were perceived by participants as significant in facilitating their successful transition to online teaching. This suggests the importance of both institutional and peer support in addressing the challenges of online teaching brought about by the pandemic.

In summary, teacher educators in this study encountered various challenges while transitioning from in-person to online teaching due to the rapid shift caused by COVID-19. The findings imply that a lack of experience and competency in online teaching resulted in a low level of preparedness for teacher educators to quickly adapt to online teaching during this crisis period. The findings further indicate that participants with greater course subject matter expertise and prior online teaching experience before the pandemic demonstrated increased flexibility in organizing course content and adapting course activities in the online learning environment. To empower teacher educators for a high level of preparedness in transitioning to online teaching, the findings address the significant support from university, colleagues, and peers. This includes access to available online teaching resources and relevant professional development opportunities. The knowledge, skills, and experiences in online teaching were also suggested to be important in preparing teacher educators to future online instruction. It enables them to establish a solid familiarity with online teaching, prioritizing flexibility and exploring possibilities in addressing certain challenges when teaching online courses.

The next section delves into a discussion of the findings from this study on how teacher educators experienced adaptability in the design and delivery of their methods courses across five course aspects in the online setting during the pandemic, along with their perceptions of online teaching.

Online Course Design and Teaching During COVID-19

During interviews, participants were queried about their perceived understanding of online teaching to gain deeper insights into their decision-making process for online course design and instruction during the pandemic. Analysis of interview transcripts shows that all participants identified using synchronous and asynchronous communication means as a typical characteristic of online teaching. Additionally, some participants mentioned the use of Learning Management System (LMS) and other technological resources for course content presentation and interaction within their online classes. These perceptions align with the definition adopted in this study, which characterizes online teaching as instruction delivered with learners and instructors at a distance, connected through the Internet and Web (Anderson, 2011). When engaging in online learning, students have the opportunity to interact with instructors and peers using either synchronous or asynchronous communication methods (Singh & Thurman, 2019). This indicates a fundamental understanding of online teaching among the participants. Noteworthy is that, in contrast to teacher educators without prior online teaching experience, two experienced online methods course instructors emphasized the significance of design thinking in creating active learning experiences for teaching an online course. They noted that “keeping things really organized,” “building community,” and “being engaged in active learning” are crucial for success in online education. This emphasis is particularly noticeable as evidenced by

the alterations made to their designed methods courses across five course design aspects when transitioning from in-person to online instruction due to the pandemic.

In the following sections, a detailed discussion regarding the study participants' experiences in online course design and instruction is presented. It encompasses how they made design decisions for each online course design aspects, as it pertains to the prior research reviewed for this study.

Course Structure and Interface. The analysis shows that most participants noted that they did not need to provide students with extra guidance due to students' familiarity with the university's LMS. In some instances, participants actively guided students on how to access the course content in the LMS. For example, one participant mentioned the use of a software, Camtasia to create videos that provided step-by-step guidance for students. According to the findings, participants acknowledged that their students were generally familiar with how to navigate and use the LMS, but they were also ready to provide their students with support for accessing course content within the LMS if necessary. In terms of course interfaces designed within the LMS, all participants believed their designed course interfaces enabled easy navigation to course materials. However, only half of the participants agreed that their course interface exhibited visually pleasing and aesthetically appealing elements. Notably, during the interviews, half of the participants addressed the varying capacities and design features of the LMS, which hindered them from creating visually appealing course interfaces. Instead of using the discussion board in Blackboard, one participant introduced Padlet for student engagement, because "it is so much prettier." Among the LMS options, participants preferred Canvas, as it provided a superior experience in course design and delivery compared to D2L and Blackboard. These findings point out that teacher educators in this study perceived success in creating layouts

that facilitate access to course content. However, there may be opportunities to enhance the visual design elements of their online course interfaces with the choice of LMS. Their perceptions and experiences with course interfaces align with the understanding that it serves as the medium through which course content and learner and instructor interactions take place, which is heavily influenced by the LMS in terms of design features (Conceição & Howles, 2020), and can impact the student learning experience and enjoyment throughout the course (Linggaard, Fernandes, Dudek, & Brown, 2006).

Regarding the course structure, the findings from three data collection sources consistently show that most participants maintained the same course modules in their online methods courses as they did in their face-to-face methods courses, utilizing synchronous communication means. However, some participants experienced a significant change to the fieldwork component in their online methods courses. One participant described the situation regarding the elimination of fieldwork from the course requirements due to restrictions imposed by the university, asserting, “There was not an attempt by the university. We were told to cut that, to stop that work - hard stop. We were told, do not reach out to mentor teachers; do not talk to anybody in [local grade level] schools; they are working with their own thing”. This notable change to the fieldwork component in the methods courses was primarily attributed to the COVID-19-related restrictions imposed by the university and local grade schools. This unforeseen circumstance was unanticipated and unprepared for the English teacher educators. Consequently, the learning activities and assignments related to field experience were either reduced or completely removed from the course modules in the online methods courses. Engagement with field experience, coupled with course-based readings, discussions, and reflections, serves as a crucial factor in motivating students to contemplate the theoretical

underpinnings and implications of teaching and school (Kinloch & Smogorinsky, 2014). As evidenced by the data, when face-to-face field experience is lacking or inadequately provided, it appears to have a somewhat detrimental effect on preparing students to enter classrooms on their own. In order to continue to provide field experiences for their students during the pandemic, some participants sought alternative fieldwork opportunities for their students. These alternatives included observing an online grade level class, watching a recorded lesson, and arranging tutoring pairs between English education majors and local grade school students in certain circumstances. This indicates a substantial investment of effort on the participants' part, as it required extensive approvals from both colleagues and parents, ultimately provided students with opportunities to meet the requirements set by teacher licensure agencies. Faced with challenges posed by the pandemic, and being the course designers, some teacher educators in this study demonstrated adaptability and proactivity, as they integrated media, restructured course content, and crafted alternative learning activities, to provide their students with some learning experiences within their capabilities during the pandemic. In teacher education, field-based experience emphasizes the significance of local grade school students as an integral part in teacher preparation, alongside teacher educators and local grade school teachers (Barnes, 2016). However, the alternative fieldwork opportunities in the virtual setting couldn't offer as much interaction with local grade school students as the face-to-face field experience. As one participant commented, "That was a huge change for the students [in the methods course]. Compared to going to a classroom and working with a teacher and multiple students, they only got one [local grade school student] to work with during the crisis period." These findings suggest that the change to the field-based experiences in these online methods courses during this crisis period could not afford English majors in the teacher education program the same learning

experience as they could gain from face-to-face field experiences, supporting their initiation into the teaching profession.

Beyond the design aspect of course structure and interface, the data gathered from three data sources also provide insights into content interactions in the methods courses after participants transitioned to online instruction.

Content Interactions. In response to the challenges brought about by the pandemic, teacher educators in this study perceived a different role as course material developers in online teaching. The collected data addressing content interactions reveals that participants perceived that they had selected appropriate media formats that improved learning efficiency. Additionally, most participants felt they effectively crafted, organized, and delivered course content that actively engaged learners and fostered deep learning in their online courses during the pandemic. For instance, during the interview, one participant highlighted the integration of video creation into the online methods course, allowing students to work as digital writers/readers, creating, posting, and responding to their videos in Flipgrid, thus demonstrating their growth as teachers.

In terms of presenting and delivering course content, previous research (Duesbery et al., 2019; Pasternak et al., 2018; Quezada et al., 2020) noted that course instructors used digital copies of required textbooks and readings, discussion boards, external videos, recorded presentations, as well as some synchronous class meetings in their fully online courses. Most participants in this study similarly described their online teaching experience with digital technologies during the pandemic. For example, almost all participants chose to include digital formats of books or articles, along with other digital resources. They also established discussion forums through the LMS or other social media platforms like Flipgrid, Jamboard, and Padlet. Additionally, participants viewed synchronous interaction in their online methods courses as an

opportunity for students to receive additional academic support and/or wellness referrals, and as a means to foster connections within the learning community which was otherwise limited due to the absence of physical presence. Some instructors held periodic synchronous meetings via virtual meeting platforms, such as Zoom, Google Meets, and Blackboard Collaborate Ultra, to deliver the course content and conduct check-ins in their online methods courses during the pandemic. Furthermore, some participants employed a thoughtful approach to engage students with course content, utilizing pre-recorded sessions to prepare them for in-class group discussions, and/or short videos that offered guidance on weekly general themes or an introduction/explanation of an assignment. All these practices observed in the online methods courses during the pandemic demonstrate a level of adaptability and capabilities among the study participants in instructional design and delivering course content to actively engage students in the learning experiences in the online setting.

Moreover, the results also offer insights that participants with greater experience in teaching English language methods courses are more likely to have a positive reflection on designing and delivering course content in the online setting during the pandemic. As previously discussed, in order to prioritize specific learning content in their online methods courses, participants chose to make adjustments to certain assigned readings and related assignments during this crisis period. This suggests that familiarity with both the course subject matter and teaching methods played a role in enabling teacher educators to manage course content to meet the demands of online instruction while maintaining the quality of the learning experience in their online methods courses. Further, the findings reveal that participants with experience in online teaching tend to be proactive in adeptly creating interactive materials using a range of digital tools and platforms, aligning with the online delivery method. For example, one

participant included video content as an alternative to some of the removed readings, while another integrated video creation and employed multiple media platforms, thereby providing students with diverse and interactive ways to engage with the course content. This implies that online teaching experience, akin to the insights gained from teaching experiences with course subject matter, somewhat benefits course instructors in effectively navigating online instruction and enhancing online learning experience.

In addition to discussing the design aspect of course content, the collected data also shed light on learning activities in participants' online methods courses during the pandemic.

Learning Activities. The results regarding learning activities show that almost all participants agreed that they incorporated interactive learning tasks focusing on the application of higher-order knowledge and skills. In addition, they believed that they included learning activities as a way for learners to develop skills, engage in higher-order thinking, and connect their learning to real-life contexts. For example, one participant who expanded group tasks in place of individual-focused assignments. This involved implementing paired reciprocal teaching, providing students with more opportunities to actively participate and express their own ideas, thereby enriching the depth of the online learning experience. This implies that teacher educators in this study perceived their experiences in designing learning activities as purposefully and skillfully crafted to actively engage their students in the deep learning experience in the online setting.

Moreover, similar to the results observed in the course content aspect, the findings suggest that participants with greater experience in teaching English language methods courses felt somewhat better prepared with managing learning activities in their online methods courses during the pandemic. For instance, believing that certain tasks were more effective in a face-to-

face classroom and didn't translate well to the online format, some participants removed certain activities from their online methods courses. Additionally, in order to enhance student engagement in their online methods courses, some participants incorporated learning tasks with interactive digital tools. For example, one participant introduced a video discussion platform, Flipgrid, to promote active participation and interaction, by allowing students to create and share short video clips in response to prompts or questions from the course instructor.

These modifications made to learning activities in participants' online methods courses align with the established standards of online course design (Bates, 2019; Conceição & Howles, 2020). This suggests that participants with intention to manage workloads for both instructors and students while integrating various media format and relevant learning activities. These adjustments were designed to actively engage students' cognitive and emotional engagement, resulting in meaningful online learning experiences that achieve higher level learning objectives.

The next section delves into the discussion on another course design aspect regarding social interaction in participants' online methods courses.

Social Interaction. The findings related to social interaction indicate that participants recognized the value of personalized communication approach in both content design and social interactions within their online methods courses. They actively integrated social engagement into content modules and reading assignments, fostering deep learning through meaningful interactions among students, course content, and instructors themselves. For instance, participants made extensive use of both synchronous and asynchronous communication methods, such as discussion forums, emails, instructor messaging, and virtual chats/meetings in their online methods courses. These platforms provided valuable opportunities for students to collaborate with peers and instructors, engage in course proceedings, receive feedback, and form

meaningful connections with both people and content. This data signifies that participants' perceived experiences in course design involved various social interactions, encompassing coaching, mentoring, and guidance. These interactions served to enhance both instructor-learner and learner-learner connections, ultimately promoting engagement and facilitating deep learning in the online environment.

However, as previously discussed, in certain participants' online methods courses, the absence of physical presence posed challenges for interactions between students and instructors themselves, as well as among students. Some participants in this study found it challenging to foster social interactions and student engagement in their online methods courses during the pandemic. They noted that students expressed a desire for more interactive engagement, which was not always easy to achieve in the online setting. The struggles with replicating face-to-face interactions in online methods courses during the pandemic may result from the absence of physical presence, which leads to reduced immediacy in online interactions, impacting the overall dynamics of student-instructor and peer-to-peer engagement. Limitations of the digital platform in facilitating real-time interactions, as well as potential technical difficulties that can arise during virtual meetings could also contribute to the challenge. Further, a lack of design skills and strategies may also lead to difficulties for teacher educators to adapt interactive teaching methods to an online format.

Aside from these four course aspects, the further discussion of the findings offers insight into the final course aspect, assessments and feedback in the study participants' online methods courses.

Assessments and Feedback. The results concerning assessments and feedback provided insight that most participants believed that they incorporated performance-based assessments,

practice exercises, and provided assessment and feedback that intellectually challenged and engaged students within the learning activities. In addition, participants viewed that assessments and feedback were integrated into the entire learning experience, promoting engagement, monitoring student performance, and sustaining student motivation in their online courses during the pandemic. For example, one participant replaced some homework-type assignments with more hands-on activities during class sessions, while focusing on larger project-based assignments and providing feedback in a sustained, meaningful, and personal way. Notably, some participants addressed that the nature of multimodality in the online environment offered more diverse options for giving feedback on student work. For instance, one participant provided audio feedback with an attached rubric, and another annotated and created screencasts for a video project. This further evidences that participants employed more diverse options to offer students the means and support for their own learning experience in their online methods courses. These findings imply that participants perceived assessment and feedback as paramount for creating an impactful learning experience designed to be intentionally integrated into the entire course. They also perceived that they designed learning experience involving active learning and practice, enabling students to perform various tasks repeatedly, receiving appropriate feedback until they achieve mastery.

Having gained insights into participants' perceptions of online teaching and their experiences in designing and teaching online methods courses during the crisis period, along with their decision-making processes regarding changes in five online course design aspects, the following section delves into the last discussion regarding how these experiences have influenced their perspectives on future online teaching.

Future Online Teaching

Participants were prompted to share their insights on future online teaching during the interviews. The findings encompass their perspectives from personal, pedagogical, and professional viewpoints. They drew valuable insights from their experiences of online teaching during the pandemic, which significantly influenced their approaches to future online course design. They gained understanding in various aspects, including organizing course content, facilitating direct instruction, and enhancing social interactions. Notably, to provide students with the means and support for their own learning experience in the online setting, one participant prioritized the creation of spaces for active and reflective learning experiences in the online courses after the pandemic, by integrating recorded videos and revising assessment methods to support students as self-regulated and self-directed learners. This suggests a thoughtful and adaptive approach to improving online course design and instruction in the future.

Moreover, teacher educators in the study raised important considerations regarding online English language arts methods courses within the English teacher education program. They expressed the importance of carefully considering whether to maintain English language arts methods courses in a traditional format, citing certain challenges associated with online teaching. Additionally, concerns were voiced about the practicality of conducting remote field experiences for online English teacher education programs. These insights imply that teacher educators are grappling with the complexities and potential challenges of adapting English language arts methods courses to an online format, particularly when it comes to providing students with field experience in an online setting.

Participants' perspectives of future online course teaching align with Bates (2020) and Dixson's (2010) contention, underscoring the significance of considering diverse pedagogical

strategies for instruction, student engagement, and assessment, all specific to a student-centered learning experience and performance, when designing and delivering online courses.

The discussion of the findings in this study sheds light on English teacher educators' perceptions of the transition to online teaching due to the COVID-19 pandemic, their experiences in online course design and teaching, as well as their perspectives on future online teaching. Results from this study yield implications for English teacher education and further research, which are elaborated upon as follows.

Implications

In this interpretive study, the researcher aimed to gain a deeper understanding of English teacher educators' experiences during their transition to online teaching amidst the COVID-19 pandemic. The rapid shift to online instruction, which was new to many English teacher educators, brought about various challenges in designing and delivering methods courses in the online setting. Although researchers and authors have extensively discussed the online teaching experiences of university instructors in general disciplines during the COVID-19 pandemic (i.e., Carrillo & Flores, 2020; Dhawan, 2020; Johnson et al., 2020; Quezada et al., 2020), this study specifically focuses on the experiences of English teacher educators in teaching English language arts methods courses. The findings of this study offer important implications for English teacher education as well as future research.

English Teacher Education

The analysis of participants' experiences, along with various challenges faced in designing and teaching English language arts methods courses online during the crisis illustrates how the study participants made sense of adapting their in-person methods courses in response to the pandemic. The findings suggest that while not all English teacher educators in this study

possess the capabilities, some do demonstrate considerable knowledge and skills in online course design and teaching, as well as extensive teaching experience in online methods courses, which proved to be crucial factors enabling them to readily adapt their methods courses in response to the pandemic. This underscores previous researchers' (Ching et al., 2018; Gillett-Swan, 2017; Lloyd et al., 2012) suggestion of the imminent need for English teacher educators to acquire considerable knowledge about online course design and teaching, higher levels of technological proficiency, and to devote extra time and effort to experiencing online education. This expertise will enable teacher educators to establish a solid familiarity with online teaching, attaining a high level of preparedness. This allows them to readily adapt to different delivery modes and quickly respond to emerging changes.

Additionally, given that the COVID-19 pandemic tested educators' flexibility and willingness to change (Quezada et al., 2020), it brought new demands and commitment for English teacher educators to effectively design and teach online English language arts methods courses. The findings highlight that the adaptations to the course design aspects in response to the crisis circumstances observed in this study were purposefully made to deliver the course content originally intended for in-person methods courses. However, there was a notable absence of actions taken by teacher educators to integrate online components for instructing English Language Arts Teacher candidates on designing and delivering online courses. To navigate similar crises or teach online in the future, it is imperative for both teacher educators and their students in the teacher education program to possess a deep understanding of course subject matter, online teaching competencies, and the flexibility to make necessary alterations. This implies that for success in online education while supporting students in their methods courses for technology integration in their future classrooms, teacher educators are expected to develop

expertise in course subject matter. Additionally, they must also acquire proficiency in understanding technology platforms and applications, and using standards to drive effective technology integration in education (Pasternak, 2020). Moreover, they are also expected to be proficient in online instruction, and be open to be accommodating, flexible, and adept at integrating online components for instructional purposes when organizing and conducting courses in the online learning environment (Langford & Damşa, 2020).

Moreover, teacher educators in this study addressed the value of institutional support, which encompassed a supportive environment and the availability of resources (e.g., assistance from the university's technology team, participation in online webinars, and engagement in summer professional development), as significant in facilitating their successful transition to online teaching. Therefore, the support offered to online course instructors by higher education administrators is crucial for the future online education. This could include, but not limited to, providing adequate technical support, offering opportunities and time for professional development, and particularly granting access to available resources (e.g., research-based strategies, digital instructional technologies, and digital learning platforms) for designing and delivering online instructional practices.

Further Research Considerations

The current study has contributed to the existing body of research exploring online teaching experiences in higher education contexts. However, there are still many unexplored questions regarding the utilization of LMS by online instructors and its correlation with effective online instructional practices. The varying capacities and design features of different LMS presented challenges to the English teacher educators in this study, particularly in the creation of visually appealing course interfaces and the effective design and delivery of online courses. As

researchers (Conceição & Howles, 2020) point out, a positive initial impression of the course site, influenced by factors like design layout, color scheme, content prioritization, and so on, can set the tone for the entire online learning experience, which significantly influences the student's cognitive, behavioral, and emotional engagement levels. Further research focused on the effective design and delivery of online courses influenced by the LMS is important for online instructors in seeking to design a student-centered learning experience in the online environment. This may entail an in-depth exploration of how the LMS as a medium impacts online instructors' design thinking and decision-making concerning course design aspects, ultimately enhancing student-centered learning experiences in the online learning environment.

Moreover, as the integration of technology into the teaching of English continues to evolve and online education becomes the standard in higher education contexts, it poses challenges for teacher educators, as it necessitates their acquisition of technological proficiency (Gillett-Swan, 2017) as well as knowledge about online course design and teaching (Ching et al., 2018), along with the creation of spaces for offering guided support and hands-on experience in integrating technology into teacher candidate's learning and teaching (Hsieh, 2018; Pasternak, 2020). Additional research dedicated to effectively integrating technology and online components into the education of future English teachers is of utmost importance to teacher educators. A deeper exploration could center on English teacher educators' design thinking, skills, and approaches in establishing spaces for modeling and providing guided support for the integration of technology and online components as they design and deliver English language arts methods courses.

Furthermore, it is important to emphasize the study participants' concerns about the feasibility and effectiveness of conducting remote field experiences for online English teacher

education programs. The findings in this study indicated that, in the online setting, alternative fieldwork opportunities were found to be less effective in facilitating interaction with local grade school students compared to traditional face-to-face experiences. When students lack or receive insufficient face-to-face field experience, it seems to hinder their preparation for independent classroom participation. Therefore, further research could consider exploring methods to enhance interaction with local grade school students in the online setting within remote field experiences for English teacher education majors. This is especially critical when developing an online English education program or responding to similar crisis situations in the future.

Summary

This study explored the experiences of twelve English teacher educators in designing and teaching online English language arts methods courses during the COVID-19 pandemic. In response to the crisis circumstances, teacher educators transitioned their in-person methods courses to the online format. The findings reveal that English teacher educators experienced notable disparities between in-person and online instruction, encompassing course aspects such as organizing the course structure, presenting and delivering course content, adapting learning activities, fostering social interactions, and assessing student work and providing feedback. Additionally, this study sheds light on the challenges faced as well as support received by English teacher educators during this transition. By understanding English teacher educators' online teaching experiences in the context of this pandemic, this research ascertained their needs. This implies the importance of emphasizing preparedness and flexibility to teach through different delivery modes. It also provides valuable insights for higher education administrators in offering targeted support to teacher educators for future online education endeavors.

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