

1



2

Researchers and Institutions:

Bloomsburg University, PA:

- Dr. Jeremy Jeffery, Assistant Professor, Business Education

Pittsburg State University, Kansas:

- Dr. Kevin Elliott, Associate Professor, Technical Teacher Education

Illinois State University:

- Dr. Sally Arnett-Hartwick, Associate Professor/Program Coordinator, FCS Teacher Education

North Carolina State University:

- Dr. Michelle Bartlett, Assistant Teaching Professor

North Dakota State University:

- Dr. Mari Borr, Professor, Family and Consumer Sciences Education

Oklahoma State University:

- Dr. Mary Jo Self, Associate Professor, Tuttle Endowed Chair

University of Idaho:

- Dr. John Cannon, Associate Professor and CTE Program Coordinator
- Dr. Carol Billing, Clinical Faculty, CTE
- Dr. Allen Kitchel, Associate Dean & Associate Professor



3

Efforts were begun and organized initially by:

University of Idaho:

- Dr. John Cannon, Associate Professor and CTE Program Coordinator
- Dr. Carol Billing, Clinical Faculty, CTE
- Dr. Allen Kitchel, Associate Dean & Associate Professor



4

Exploring the **Why**, How, What, When, Where



This Photo by Unknown Author is licensed under CC BY-SA

5

5

Why?

- Desire by researchers to do meaningful studies which could impact CTE classrooms and teachers;
- [Initial Research Findings are being presented today.](#)
- **Purpose of the Study:**
 - To describe CTE teachers' perceptions transitioning immediately from face to face instruction to online learning during the COVID-19 pandemic.
- **Research Questions:**
 - Basic demographic questions (state, content area, age, years of teaching, number of enrolled students, average class sizes, size of community, previous work experience, type of licensure, how teaching credential was earned)
 - Questions about preparation to teach in this virtual format; how many hours of PD was given; lessons learned; teacher's perspectives on challenges and impact on student challenges; changes in assessment, organization and delivery of courses.

6

6



7

7

Exploring the Why, **How**, What, When, Where

- Used Qualtrics platform,
- Followed Dillman's survey research method
- Utilized multiple ways to get participants:
 - Listserves
 - ACTE weekly briefs
 - Advance CTE - State Directors
 - Executive Directors of CTSOs
 - Other national boards and associations such as University Council for Workforce and Human Resources Education (UCWHRE), Association of Career and Technical Education (ACTER)

8

8

Exploring the Why, How, **What**, When, Where

- First phase:
 - 5,084 respondents
 - Qualtrics survey of 37 questions
- Second phase:
 - Part 1: Quantitative Analysis
 - Part 2: Qualitative Analysis
 - Those who indicated they would participate in follow up research: 237 individuals
 - Focus groups, individual interviews and journal of monthly prompts over the next 18 mos.

9

9

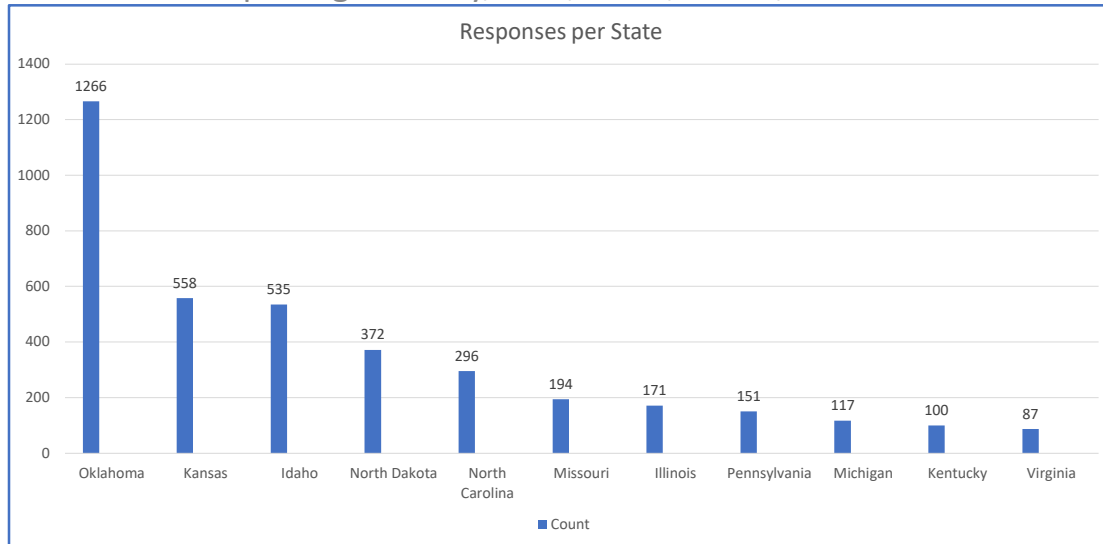
Exploring the Why, How, What, **When**, Where

- Initial virtual meeting was mid-spring
- Development of survey and Pilot of survey in late spring and early summer
- Data Collection Period: early summer
- Closed data collection
- Plan to continue this line of research inquiry at least the next 18 mos.

10

10

Exploring the Why, How, What, When, **Where**



11

11

Content Areas Represented

- Wide diversity of content areas represented
- Participants chose which CTE content they taught:
 - Agricultural & Natural Resources Education (530)
 - Business Education (869)
 - Family & Consumer Sciences Education (1374)
 - Health Occupations Education (478)
 - Marketing Education (285)
 - Trade & Industry Education (674)
 - Engineering & Technology Education (388)
 - Not sure (312)

12

12

Early Findings

- 1. Challenges teachers faced in the transition to distance learning;**
- 2. According to the teachers' perceptions, challenges students faced in the transition to distance learning;**
- 3. Assistance the teachers felt like were needed to be successful.**

13

13

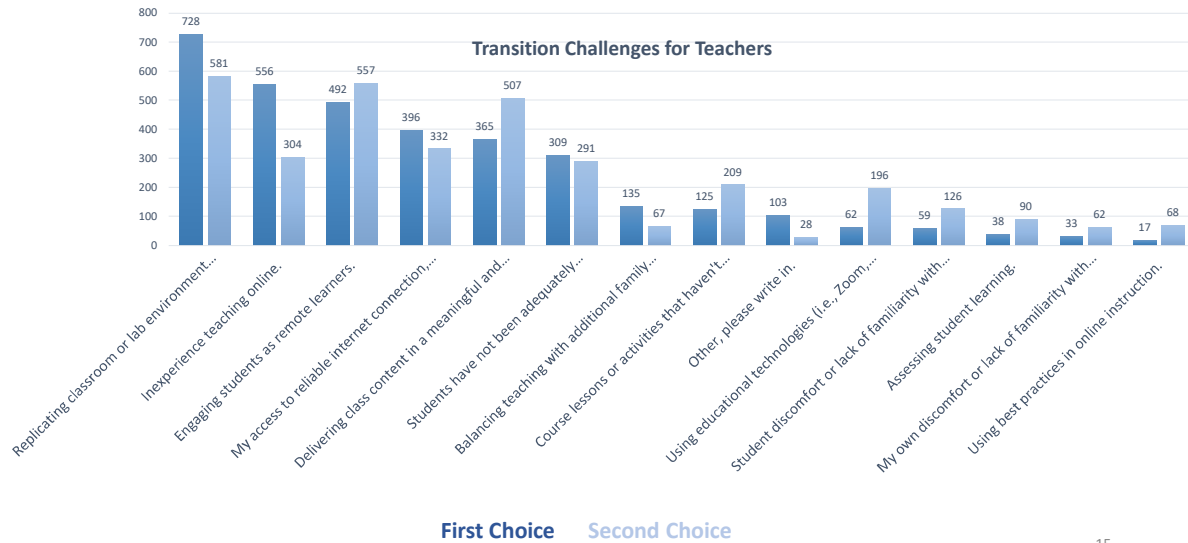
Question: The following are some of the challenging aspects that can occur when instruction is moved to a distance learning environment. From your perspective as a teacher, please rank with one being the most important.

- Inexperience teaching online
- My access to reliable internet connection, software and equipment
- Replicating classroom or lab environment online
- Using educational technologies (Zoom, etc.)
- Delivering class content in a meaningful and impactful way
- Assessing student learning
- Engaging students as remote learners
- Using best practices in online instruction
- Student discomfort or lack of familiarity with required technology
- My own discomfort or lack of familiarity with required technology
- Course lessons or activities that haven't translated well to a remote environment
- Students have not been adequately available/responsive
- Other, please write in.

14

14

The following are some of the challenging aspects that can occur when instruction is moved to a distance learning environment. From your perspective as a teacher, please rank with one being the most important.



15

15

Early Findings

- Transition challenges teachers faced, and participants were asked to rank in order of importance
- Top 6 indicated
 - Replicating lab and classroom environment online
 - Inexperience teaching online
 - Engaging students as remote learners
 - My access to reliable internet connections, software and equipment
 - Delivering class content in a meaningful and impactful way
 - Students have not been adequately available/responsive

16

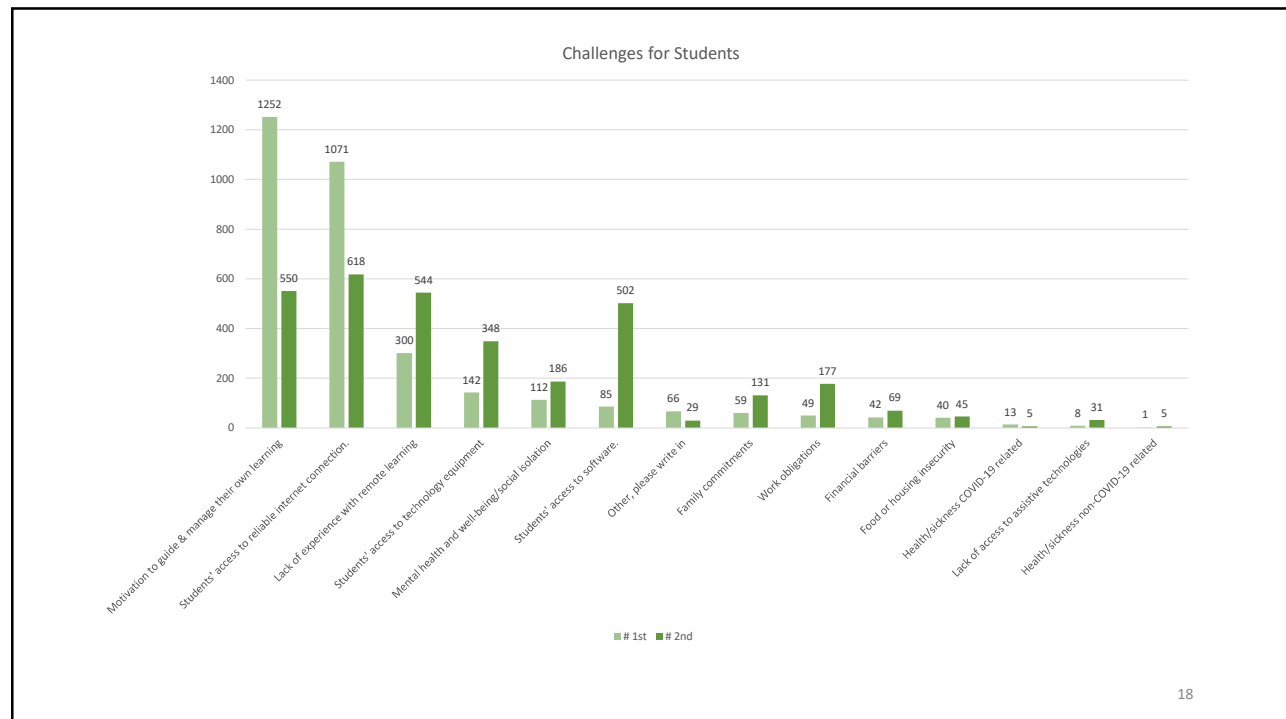
16

Students also faced challenges in the transition to distance learning. In your opinion, what were the most significant barriers students faced in the transition to distance learning?

- Students' access to reliable internet connection
- Students' access to software
- Students' access to technology equipment
- Lack of experience with remote learning
- Motivation to guide and manage their own learning
- Lack of access to assistive technologies
- Financial barriers
- Work obligations
- Family commitments
- Mental health and well-being/social isolation
- Food or housing insecurity
- Health/sickness COVID-19 related
- Health/sickness non-COVID-19 related
- Other, please write in

17

17



18

18

Early Findings

- Transition challenges for students as perceived by the teachers
- Top two:
 - Motivation to guide and manage their own learning
 - Students' access to reliable internet connections



19

19

Assistance needs

- Incorporating appropriate accommodations for **students with special needs**;
- Facilitating **peer interaction** using different educational techniques
- Facilitating **dynamic discussions** using different educational techniques

20

20

PROCESS FOR DEVELOPMENT



REGIONAL STAKEHOLDER
MEETINGS



CTE TEACHER AND
ADMINISTRATOR MEETINGS



NYSED CTE TEAM MEETINGS



23

23

INCORPORATION OF LOCAL FEEDBACK

Assessing concerns from:

- Administrators
- Educators
- Students
- Parents
- Business/Industry

Considering the models for reopening:

- In-person
- Remote
- Hybrid

24

CHALLENGES/BARRIERS FOR CTE SPECIFICALLY

Hands-on
instruction/learning

Work-based
learning
opportunities



25

25

ROLLOUT OF REOPENING PLAN



Statewide launch of guidance



Notification to the field



Dedicated email for questions

26

TOP LESSONS IN PLAN CONSTRUCTION AND DEVELOPMENT



Review what
others are doing



Collaborate with
colleagues



Engage the
practitioners



Identify
flexibilities



Stay connected



27