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Learning As We Grow: A Multiple Case Study of Teachers Experiences with Graduate Online Courses

Erica K. Reid

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LEARNING AS WE GROW: A MULTIPLE CASE STUDY OF TEACHERS EXPERIENCES

WITH GRADUATE ONLINE COURSES

By

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A dissertation submitted in partial fulfillment
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Learning As We Grow: A Multiple Case Study of Teachers Experiences with Graduate Online Courses

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ABSTRACT

Teacher professional development in the United States has significant gaps in practical training. In the state of Nevada, research has shown discrepancies between the retention of skills from training sessions and the ability to transfer learned methods into daily classroom practices. Previous studies have investigated teacher professional development and understanding its influence on student learning. Furthermore, the limits in framework design for contemporary approaches to professional development in online mediums has created inconsistencies in measuring outcomes. Finally, current research has resulted in mixed reviews concerning training in nontraditional online courses offered through graduate courses in various organizations. This research explored teacher learning conditions in online graduate-level courses through a qualitative multiple case study and deconstructs current learning experiences of teachers currently or previously enrolled within online graduate-level courses. The experiences of teachers in online graduate courses were captured through a six-step culture domain analysis process using an ethnographic perspective.

Keywords: Graduate online courses, Teacher professional development, Online teacher professional development, Multicultural education teacher professional development, sociocultural teacher professional development

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I would also like to acknowledge the ten participants; current and former educators within the state of Nevada who made this study possible, because of your experiences new insights of learning online will be used to invoke change.

DEDICATION

This dissertation is a symbol of faith, to God whom I love and Jesus who I give all praise to, thank you for giving me a spirit of endurance, faith of a mustard seed and hope that lasted during this five-year journey. Each part of this dissertation was a manifestation of your word and truth. God thank you for the family you have given me that supported me along this journey. This family, the Barbers and McFaddens', which includes strong warriors and charismatic truth tellers, I love you. Specifically, my mother Sally Ann Barber who dared me at the age of 17 "to do everything she never got a chance to", may I continue building a legacy where your life ended, with grace and humbleness. To my father Ronald McFadden, thank you for teaching me the meaning of hard work, I carry the memory of you inside of my heart. To my uncles and aunts who helped usher me into adulthood after my parents left this earth; Uncle Melvin, Uncle Charles, Uncle Donald, Uncle Ray, Auntie Marry Ann, and Aunt Lean. You have each given me words of wisdom that are priceless. To my grandmother Gladys Benjamin, whose journey through education and constant prays I stand on today, thank you for giving me a great appreciation for learning and introducing me to Christ.

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CHAPTER ONE

INTRODUCTION

Development in teaching ability is a continued focal point in the literature within school improvement initiatives (Borup, 2020; Hartshorne et al., 2020; Lockee, 2021). Teacher professional development is one of the more researched methods identified as a process for developing and enhancing teaching ability for both pre-service and in-service educators. Mediums for delivering professional development continue to expand. Studies examining the experiences of teachers correlate the significance of professional knowledge attrition and its impact on the classroom. Chapter I provides an overview of the study conducted to examine teachers' experiences in online graduate-level courses. Background information aligned the problem statement to the framework of the study. The purpose statement, research methodology, and qualitative investigation questions provide an abridgment to the theoretical framework and critical operational definitions to situate analyzed literature. Chapter 1 concludes with a summation of all mentioned sections before transitioning into Chapter 2.

Overview of Public Education and Professional Development

The understanding of teacher professional development begins with the historical aspects relevant to the creation of public-school as it relates to the role of the teacher. An abundance of research examines America's public-school education and its role in society since its conception dating back to the early 1900s (Baker,1978). Research has suggested the origins of public-school integrated teaching skill development with work skills and other philosophical interests represented by a select majority (Bruner,1960; Dewey,1938). Public school in K-12 settings remained inaccessible to more impoverished, less affluent people, deemed as less than, post the passing of the Emancipation Proclamation and the end of Jim Crow laws (1876-1965). Both laws

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sustained a dominating hierarchical system for whites and the wealthy (Scott,1976). Currently, present-day schools are physically accessible within reason to most, although the cognitive approaches still incorporate curriculum inequalities, which reject the integration of diversity.

Establishing equity and equality within segregated public spaces, especially public schools, has continued beyond the dismantling of Jim Crow laws. The removal of racist laws increased racial tensions that continued into the 1950s and 1960s. The end of protests and outpours for justice won the passing of the Civil Rights Act of 1964 (Aptheker, 1943; Black Power Revolt at Texas Southern,1967; Nielli, 2012; Scott, 1976). Title I, II, III, IV, V, VI, and VII aimed to desegregate environments within public institutions and civic spaces (United States, 1966). The Civil Rights Act legalized civil rights for Black and Brown people, however the struggle to infuse equity-driven practices within traditionally white-centered schooling has remained (Aiken et al., 2013; Bourne, 2014). School structures continued to disregard the need to fully integrate diversity practices within the curriculum and design of public schooling.

Today, as diversified populations of students and families grow, the gap between educators and students becomes more apparent with racially biased and discriminatory deportments. Black and Brown students, who differ in culture, environment, social norms, and knowledge, struggle with merging Eurocentric dominant cultural customs with daily norms. As defined by Neetu and Bodie (2018), culture includes the fusion of multiple identities, sexual orientation, gender norms with ethnic backgrounds, and community practices. Policy mandates, following segregation, are still relevant today as the disregard for the strands associated with multicultural populations are still ignored. Teachers never fully integrated equity-driven teaching approaches post Jim Crow Laws.

Statistical data concerning the state of education post Jim Crow Laws, reported the condition of American public schools from 1963 to 1980, capturing the numerical results of the disparities while disregarding equity issues in public school settings. A Nation at Risk: The Imperative for Educational Reform of 1983 represented eighteen months of reports examining the nation's standardized testing results compared to international school rankings. Data indicated a decline in American public education as test scores ranked lower justifying a declaration of war on education in America. Research and policies shifted towards professional growth or skill advancement to increase student performance. The reform also tasked schools with restructuring the following areas: teacher classroom tendencies, curriculum development, and proficiency with diverse student populations within core subject areas (A Nation at Risk,1983).

The ramifications of the declaration of war on education and the growing diverse population resulted in a collision of dispositions concerning public education and notions of teacher skill development. None of the mentioned attempts at reform challenged educators to confront personal biases that select and implement daily rituals within the school. This shift amplified decentering the need for multicultural education in diverse classrooms while prioritizing standardized exam outcomes and white/ Eurocentric teaching pedagogies aligned to numerical growth (Hersch & Shin all, 2015; Hoekstra & Korthagen, 2011). Districts and schools disposed of the responsibility to ensure that white teachers taught culturally diverse students, resulting in the growing opportunity gap still plaguing schools today. A clash in customs due to the unfamiliarity students of color had with white culture led to disparities among racially diverse groups. Teachers then adopted a blind view of racial inequality by refusing to see any

difference amongst identities (race, sex, gender, etc.). Instead, opting to believe that all students are the same, consequently privileging dominant Eurocentric customs (Dalit, 2006).

The start of the 2000s began the intense overhaul of public-school education with the passing of the No Child Left Behind Act of 2001 (NCLB) (United States, 2001). Mandates resulting from these policies increased the use of standardized exams, which shifted the focus of education settings, the role of teachers, and the process of education overall (Jennings & Renter, 2006). Reform began in teacher professional development, focusing on student outcomes and academic achievement (Little,1993; Scribner,1999). Teacher learning, professional development (PD), and student learning were now under governmental change efforts and accountability measures to increase student proficiency in the core content areas tested: English and math. Efforts to revamp public school education emphasized the need for teachers and schools' initiatives to make drastic changes related to academic performance scores (Dee, 2010; Popham, 2004).

No Child Left Behind created a policy to support the recommended changes from the education reform of 1983. For example, Title II -Preparing, Training, and Recruiting Quality Teachers, section 201 tasked districts with providing quality professional development that addressed the academic performance of disadvantaged students (Gamoran, 2007). Meaning, teachers now had to modify instructional processes aligned with policy initiatives to improve performance within multicultural classroom populations. NCLB also forced districts to explore current professional development forms to ensure they aligned with Title I and Title III. Collectively the amendments stressed teacher training alignment to the new "flexible" accountability mandates that addressed students with limited English proficiency, immigrant children, and Indian and Alaska Native education (Glick, 2007). Although the mentioned

reforms highlighted the importance of improving teaching in diverse populations, the policy

changes disconnected the evolving identities of students, the needs of multicultural populations

were ignored.

Critical black scholars within research stressed the urgency of addressing the racial

tensions mounting from blatantly ignoring culture within the classroom. Scholars have addressed

the need to confront white teachers' inability to teach within the diversifying school

environments (Banks,1974; Boykin,1982; Gay, 1988, 1990; Gibson, 1984). For example,

Ladson-Billings (1995) and Delpit (2006) discussed the encroachment of racially discriminatory

habits and the effect these prejudiced methods have on students of color. Both indicated a

negative impact on the ability of diverse student groups to learn when classroom approaches

ignore their needs. Disconnect within the classroom is a hinderance to learning. Addressing this

challenge in teacher professional development (TPD) was necessary to prepare teachers for the

intersectionality or the meeting of identities within diversifying school structures (Hill Collins &

Bilge, 2016; Gay,1990).

Addressing equity issues within curriculum began through initiatives to enhance teaching

strategies. Carrying out improved teacher performance through skill enhancement, included

training that situated skill development within ideal classrooms and typical students. The

assumptive nature of this type of training reaffirmed dominating cultural norms which resulted in

unrealistic approaches for educating diverse learning environments; tanking reform initiatives

(Sleeter, 2011). Darling-Hammond (2017) examined the numerous studies reported on

frustrations with failed attempts of professional development, aiming to meet the complexities

teachers faced within class structures. Content mandates misaligned with the diverse populations

teachers were tasked to educate which resulted in friction (Desimone, 2009; Guskey, 1997;

Guskey, 2002). The concluded thoughts of the findings captured what has already been said regarding TPD; learned practices are disconnected within classroom settings (Guskey & Easton; 1998; Hadar & Brody, 2016). Over time, traditional methods of facilitating teacher learning have resulted in continued challenges with application and transference of skills into everyday teaching practices (Kennedy, 2019).

Like other shifts within public school mandates, the focus on standardized testing exasperated social and opportunity gaps between students of color and their peers (Kincheloe et al., 2011; Nieto, 2014). Professional development (PD) opportunities became a mixture of student performance requirements set by rigorous governmental goals and district-level attempts at etymology skill development. Both initiatives aimed to ensure teachers were qualified to increase performance outcomes on standardized assessments (Jennings & Rentner, 2006). Although, TPD has included diversity efforts, consideration for training that addresses cultural differences and the methods to ensure its delivery is receptive, required further development (Gay, 1990).

Statement of the Problem

Studies concerning professional development have critiqued what teachers learn concerning instructional routines, drawing attention to extreme gaps and a lack of overall satisfaction with practical application (Koellner & Jacobs, 2015; Kursat & Bahar 2006; Lieberman & Pointer Mace, 2008). Suggestions concerning methods of improving current professional development practices are vast and differ based on the believed purpose of the design (Dall'Alba & Sandberg, 2006; Darling-Hammond, 2017; Grierson & Woloshyn, 2013).

Research suggests a need to expand the understanding of how diverse methods of providing TPD influences the classroom. Present conditions within public school settings

demonstrate the need for applicative practices that ensure teachers continually evolve to meet the demands faced within classrooms. Classrooms of the 21st-century mirror aspects of the past, as teachers still struggle with relating to culturally diverse populations while creating equitable content and instructional methods (Banks, 2016). Today, public education settings warrant an increased examination of TPD as schools struggle with adapting to the needs of multicultural student populations they serve within distance education.

Currently, districts around the country, such as those within Nevada, must come to terms with changes in education due to circumstances brought on by the pandemic COVID 19 (Jara, 2020). Few options included functional designs for teachers who felt ill-equipped at evolving traditional practices to student-centered procedures that meet the needs of their students within distance education (Flores & Gago, 2020). The lack of preparation has widened the opportunity gaps between Black and Brown students and their peers within different racial and economic categories. They are now challenged by the lack of equity in content and resources as they struggle to learn with limited internet capabilities. Although history has changed, circumstances have not; educators are even less prepared to instruct students today. Growing concerns about how to reshape teacher learning as both students and teachers struggle to adjust to the current classroom dynamics (Hartshorne et al., 2020).

The 2019 COVID-19 pandemic also shifted where teachers complete PD as most organizations have adopted entirely virtual training to adjust to social distancing constraints. Using online platforms to address the TPD needs of today is complex. Online professional development (OPD) courses and practices that represent the merging of face-to-face professional development opportunities with virtual settings, including workshops, singular courses at the graduate level, master's degree programs as part of teacher development post preservice teacher

education and more, due to pandemic closures. Differing methods offer flexibility; however, effective techniques within the differing online platforms for PD still report inconclusive results (Bragg et al., 2021; Paesani, 2020). The need to produce high student proficiency outcomes and meet professional responsibilities mandated by district policies, within the midst of education changes, has led to an increase of TPD. Understanding how teachers experience professional development (PD), specifically online teacher professional development (OTPD) and its influence on educational outcomes is needed in order to know how to better assist teachers with day-to-day practices. The problem this study explored was deconstructing the experiences teachers had within online graduate level courses.

Purpose of the Study

The purpose of this qualitative multiple case study was to explore teachers' experiences in online graduate courses within the state of Nevada. Through written narrative responses and semi-structured interviews of teachers, experiences within nontraditional TPD graduate-level online courses were examined. Today, school settings and learning processes for teachers require multicultural curriculum approaches and fluid instructional methods that meet the needs of diverse student populations. Through this study, detailed data regarding how teachers experienced online courses during the 2019 COVID-19 pandemic shed light on challenges with Online Teacher Professional Development (OTPD). Experiences also revealed feelings associated with coursework effectiveness in preparing participants for diverse classroom dynamics. It is through these shared viewpoints that research regarding procedures for expanding current online professional development (OPD) can grow.

Personal Connection to the Study

It is my belief that education is and will always be the bridge of tomorrow's most innovative creations. Educators are the rods of the bridge, holding up the pathway students use to merge who they are, with what they desire to become. Entering teaching changed my life. Educating remains my first love, as being in the classroom altered the way I viewed the world. Teaching attracted me at an early age as I became captivated by the process of learning. I fell in love with the process of learning in the third grade when my teacher, Mrs. Duffey, taught us how to care for baby chicks. She showed me in one year how to love learning and value all living things. From this experience, I became a life learner, which influenced my desire to teach. I was fortunate enough to see my teachers as co-collaborators in the process of learning. Except for a few, we all engaged in the most meaningful lessons that changed every part of my being. From student to teacher, my passion for learning never changed.

Becoming a teacher was a manifestation of a dream because I always envisioned myself as a bridge to acquiring knowledge. However, my first year of teaching revealed the collision of policy and mandates resulting from No Child Left Behind (NCLB) and previous restructuring efforts caused by the aftermath of the declaration of war on education. Standardized exam requirements significantly altered how I taught. Research concerning teacher learning within the broader topic of professional development has grown over the past few centuries reflecting the shifts I lived through, resulting in educational reform and mandates. The ramifications of NCLB clashed with my first teaching position. The initial interview took place in a local fast-food spot near Halifax County, a rural school district in North Carolina. The principal, who I now know was the 6th at the high school over three years, needed an immediate replacement midyear. At the

time, I never questioned the interview or the conditions of the opening. I was simply excited to join the team and the process of educating.

The high school I taught in was a part of what NCLB labeled low performance, which indicated the state would take over the school after consecutive years of unsatisfactory scores on standardized exams. This take-over resulted from both teachers and students continuously failing to meet the new standards and expectations set by the state under testing mandates. Students were required to pass exams to move on to the next grade. Teachers had to show 60% or higher of students earning a three or better. Low scores (1 or 2 on a scale of 4) symbolized failure for teachers and students. My first year provided me with a wealth of experience through supportive mentoring, resulting from mandates associated with low-performance schools. The additional support shaped how I learned to teach. My mentor teacher, one of the many coaches who assisted in my classroom and the co-teacher I taught with daily, encouraged my growth. All the support received from coaching showed me what Ladson-Billings (1995) referred to as good teaching; if students were progressing, their needs were being met, even in the middle of chaos. With these supportive channels, the realities of the conditions of my school were less apparent until testing began.

The tension during testing was so extreme that the superintendent would visit the tested areas during the review month to note practices used. By the end of my second year, the test scores reflected continued student opportunity gaps, resulting in three years of unsatisfactory scores. The principal who hired me then left at the end of the year. 80% of the staff were required to reapply. After the first year, I saw first-hand how stringent conditions of NCLB impacted schools that struggled to meet the new end-of-course exam (EOC) proficiency requirements. New policies forced students to pass the class by 70% and earn a passing score on

the EOC, which counted for 30% of the students' grades. Students could not pass without meeting both conditions. For students who were part of the previous grade level policies centered on classroom-generated assessments, meeting new requirements proved to be a great challenge. Both students and teachers felt devastation and failure. A math teacher down the hall quit after a year of giving up her lunch and afternoons, attempting to meet the requirements for minimum pay. One of my students, a 19-year-old senior, named Ladson (a pseudonym used to protect student identity), gave up after failing his third attempt at passing the test to get out of high school. The realities of the district, which was already performing low, would not be changed overnight. Considering the school's academic rating at the time on the EOC exam at the lowest in the region, the continued failing scores were not a shock; however, the solution to these challenges remained undiscovered.

At the end of my first two years, I sat in a puddle of my sorrow, crying for my students and fellow teacher friends who suffered alongside me to teach to the test. My older students who continued to fail the standardized exam restrictions, left with disappointed spirits, with some enrolling in an adult education program. Teachers were facing job cuts, the final phase in restructuring a failing school. The school's conditions seemed to be the culprit in the failure process. I felt as a teacher that I would do better in a more stable school structure. I relocated and went into a larger district, Charlotte Mecklenburg, where I thought conditions would be different.

My previous school enabled me to build my skills in classroom management; however, matching practices to performance requirements and demonstrating skill growth on new teacher evaluations was mysterious. When I entered the larger district, I was not worried as the community was performing well. However, the little nuances that disturbed some of my daily teaching practices before came to an unignorable point during the modifications to teacher

evaluation and instructional routines, an additional result of NCLB after being paired with the Common Core State Standards (CCSS) mandates.

The influence of educational reforms created friction at my first school within the district when I attempted to integrate NCLB testing mandates with CCSS into my daily practices. The new curriculum initiative, designed to ensure all students across the United States were learning the same standards by grade level, modified the teacher evaluation processes. CCSS aligned standards with student performance, resulting in additional teacher evaluation processes linked to student performance measures. In addition to the required review of all lessons and benchmark testing materials, new teachers were subject to weekly walkthroughs and four evaluations for the year. If misused, this tool could become a teachers' nightmare.

My experience with the walkthroughs became a constant frustration. Feedback was given; however, directions demonstrating how to implement suggestions during the walkthrough went unstated. In some instances, I was left to research my strategies as the professional development offered did not always align with the challenges I faced in my classroom. Learning to improve student outcomes required daily processing of evidence associated with the standards for the grade being taught. This additional layer made growth tracking more significant because the correlation depended on my ability to track the data and implement it within the classroom. During evaluations, teachers must explain academic outcomes concerning selected teacher practices, which equated to teacher performance ratings. By the end of my seventh year, I felt I had mastered this alignment. I could design strategically aligned lessons incorporating student-centered and standards-based preparation, appeasing testing, and CCSS.

Although my competence in data evaluation improved, the district pay scale was frozen due to disagreements related to teaching quality, education, and salary movement. When I

entered the state, it had been under a five-year pay freeze. When I decided to leave after the state

decided to stop providing additional pay for teachers earning higher education degrees, the state

had frozen the pay for eight years. Along with 400 other teachers from the capital, I left that year

out of a need to decrease the financial strain caused by low monthly payments resulting in

earnings less than minimum wage.

An opportunity to earn more income drove me to teach in a high school within Clark

County located within Las Vegas, Nevada, where everything collided. All the conflictual issues

that interrupted my learning process as a teacher and the advancement of my teaching strategies

at the earlier stages met cultural context and deficient training practices for diverse student

populations. Teaching within the environmental factors that did not mirror the cookie cutter

professional development designs for managing classrooms reverted me into an insufficient

novice. The first month began the fight against a school culture saturated with indifference to

learning and challenges with the new teacher evaluation brought on by the passing of SB475-

Nevada Educator Performance Framework Goals (NEPF).

The NEPF evaluation framework includes four goals, all paired with student learning and

growth along with teacher learning and outcomes (Nevada Educator Performance Framework

(NEPF), 2012.). The evaluation tasked teachers with improving classroom practices and student

outcomes while advancing skills through continuous professional development selected by

evaluating administrators. Pay advancement is associated with all completed units or courses

through the PGP (professional growth plan) plan. In addition to the complexities of adding

student performance requirements with pay and learning, the difficulties with the diverse student

populations made advancement difficult in any of the areas. Success in teaching seemed

impossible; if you advanced in pay by completing the required training, you could still struggle

in your classroom since completed PD did not always relate to student growth. I left my first class and the teaching profession after eight months of teaching within Clark County. The classroom issues and the lack of assistance created conditions that decreased my chances of being effective. My reasons for leaving were like so many others who felt challenged by the conditions within the classroom and hopeless after completing skill advancement courses offered by the district.

Teachers within Clark County leave the district for similar reasons, such as the ones mentioned above. The experiences left a feeling of powerlessness paired with deficient teaching approaches relative to diverse student populations within the district. The ramifications of the incidents mentioned are seen most in the data reported from the school year 2017-2018, where substitutes filled a 60 percent shortage in filled teacher positions resulting in over 1,000 vacancies. In addition to the lack of interest in teaching seen within data reporting attrition rates, research has linked deficient professional development as a leading cause to teachers leaving the classroom. Nevada is a transient state with a diverse population of students and families; relevant PD is essential to ensuring preparation for the unforeseen dynamics relative to multicultural classroom settings (Jackson et al., 2019).

Without understanding the influencing factors shaping Nevada classrooms, I walked away with a sense of unsolvable failure. This experience left me broken and unable to return to school until four years later. The start of healing began during my journey within my doctoral student work. Through research, a solution to my two years of teaching within Nevada became clearer. The research concerning education led me to two main questions: How are teachers learning through professional development, and what influence, if any, does newly acquired training have in the classroom?

These questions led me to further investigate the process of learning for teachers through the avenues provided. Many teachers took advantage of online platforms offering PD. Through my role as an online adjunct instructor for graduate-level courses, my insight into teacher preparation and experiences grew. Upon this realization, I expanded my research to include online learning settings, which revealed common patterns of disconnect with traditional training and online workshops or courses, which has resulted in reports of teachers' overall dissatisfaction (Dumford & Miller, 2018). A connection between limited growth in OTPD and experiences had within various options became a norm. Education offered through online mediums, has not resulted in reported enhanced skill development. Exploring the experiences teachers have while completing any form of online graduate courses shed light on how teachers learn within these types of PD platforms. Additionally, through collected data, influencing factors that hinder the transferability of practices within the classroom were investigated.

Theoretical Framework Multicultural Education with Sociocultural Theory

Teachers, as professional learners involve two dimensions: the teacher and the classroom. To understand experiences had within TPD or OTPD both elements involved in the process of learning were addressed. This study is framed around two theoretical frameworks which situated the multilayered examination. Vygotsky's (1978), psychological, sociocultural theory was used to deconstruct the cognitive processing occurring within the experiences teachers had within an online graduate level course. Using the five dimensions of multicultural education created by Banks (1974), the recanted stories were then processed to understand the impact or lack thereof training had on classroom dynamics. Below, literature provided an overview of both theories to align research concerning historical shifts and practices within TPD. An analysis of the

mentioned theoretical frameworks will be outlined in chapter three to connect the design of the study to the literature discussed.

Rationale for Theoretical frameworks

Although the original foundation of the sociocultural theory was not designed beyond notions of child psychology and development, the process of learning in schools is not separate from teacher education. Over the past three decades, theorists have extended the origins of sociocultural theory to teacher education. Sociocultural theory examines cognitive development within teacher learning viewing it as the continuous process of reflecting on the interrelated connections teachers make through instruction, relationship development, and overall interaction within a school that embody both social and cultural elements (Ellis et al., 2010; Wertsch & Alvarez, 1995; Wilke & Losh, 2012). This definition is a blending of Vygotsky's original theory with current uses of its fundamentals within teacher education research. Through sociocultural theory, education is a partnership. Together teachers who serve as community leaders within the classroom work alongside students, to assist them in constructing meaning and thought processes related to knowledge creation. Learning becomes a cultural experience involving both learning, and the exchange occurring within the sociocultural interactions shaping concept understanding (Putney & Broughton, 2011).

Cultural elements define the learning experiences teachers have in the classroom. Vygotsky argued that learning occurs through sociocultural exchanges happening within a school. PD within this study is viewed from a sociocultural context due to the intertwining of cultural elements found within the process of learning, which involves both sociocultural and academic exchanges within daily practices (Rieber & Robinson, 2004; Vygotsky, 1978). For

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both teachers and students, learning is dependent on "mediations" that assist a learner with processing social and cultural exchanges (Ellis et al., 2010).

Understanding the process of learning for teachers begins with deconstructing the cognitive processes that shape the learning experience. Teachers learn within the context of their practice; as they grow within the profession, the experiences had frame understandings of teaching. What is discovered during the initial phase of preservice education comes to life in various stages throughout the process of teaching. Learning for teachers is continuous due to the everchanging relationships had within the classroom and the school community as mentioned within the historical shifts in education. The social dynamics that constitute the learning experience represent the lived experiences of educators both in and outside of the classroom. Due to the intersection of teachers lived experiences differing from those of teachers as they experience learning within the classroom, deconstructing TPD is multilayered (Michell, 2016). Combining the theoretical framework multicultural education with sociocultural theory unwinds the processing of this experience as each of the five dimensions piece together the cultural exchanges necessary for learning to take place within diverse student populations.

Multicultural education is the foundation of the design for this study and data analysis process due to the diversity the lens brings to interpreting all aspects concerning teaching, learning, and teacher training (Banks, 2013; Banks, C. A., 2016; Sleeter, 2012; Washington, 1981). The five-dimensions of multicultural education address all the areas related to classroom reform, which are the skill development focus areas within online graduate courses in certificate programs aiming to provide skill expansion through PD. The five-dimensions include the following: Content Integration, An Equity Pedagogy, An Empowering School Culture, and

Social Structure, The Knowledge Construction Process, and Prejudice Reduction. Each element joins training to the classroom and the school environment (Banks,1974; Banks, C. A., 2016)

Banks's (2013) five-dimension multicultural education framework allows for processing complexities of today's education settings holistically. The origins of multicultural education, an action of curriculum reform, birthed out of post-civil rights acts and multiethnic studies was designed for meeting the learning needs of culturally diverse students during the 1980s (Banks, 1974). Through a multicultural education lens, cultural challenges which often lead to gaps in opportunities, experienced within traditional white centered teacher norms, can be rectified. Each dimension forces the dismantling of racially biased, heteronormative viewpoints found in traditional school curriculums and structures which negate the evolving identities of students in today's classrooms. Alongside the content integration steps, a process towards decreasing prejudice provide a guide towards reconstructing the community within a school (Banks, 2013). When analyzing teacher experiences within PD, it is vital to consider the teacher, the student, and the impingement the school has throughout this process.

Sociocultural theory and multicultural education framework were used to deconstruct the interconnections that transpire within the experiences in an online graduate level course which is a part of cognitive processing. TPD is a method used to provide a continues motion of growth and skill development. Overall interactions within the classroom are interconnected to training and student learning. Figure 1 below outlines the merge of both theoretical frameworks as mentioned above. The experiences had within any form of PD continuously interact with teacher learning and classroom dynamics. Vygotsky has been used to describe the process mentioned above for teacher learning because it situates the learning process within the sociocultural interactions that occur within the classroom. Through the multicultural education lens the detail

of these interactions are understood using a cultural disposition. Applying both theories is a continuous process as teachers continue to experience PD, classroom interactions are influenced (Gay, 2005; John-Steiner & Mahn, 1996; Karpov, 2014).

Figure 1

Theoretical Frameworks & Teacher Professional Development
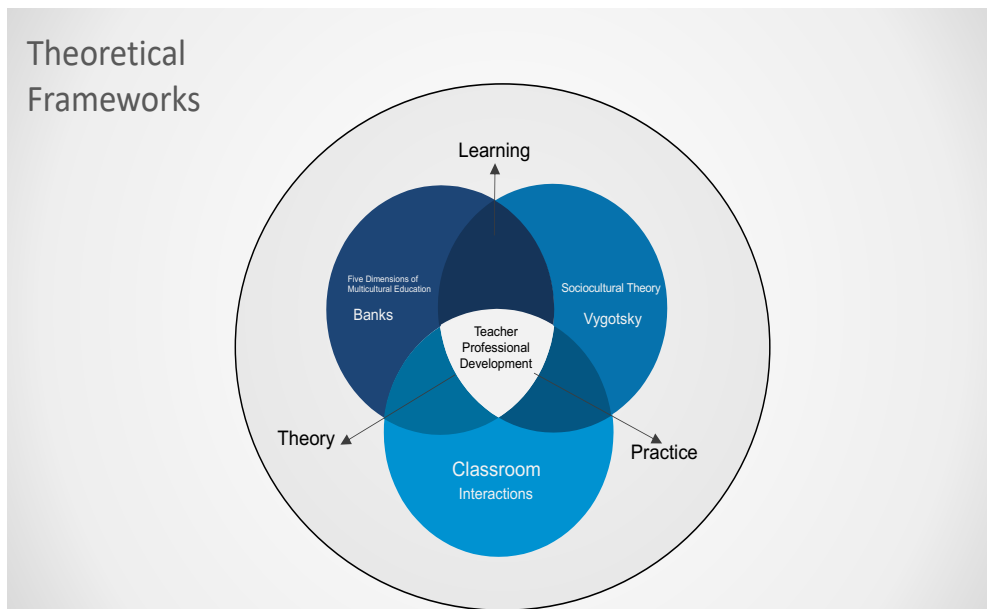
Brief Overview of Research Methodology and Design

This multiple case study investigated experiences teachers had within online graduate level courses, taken as a form of OTPD. A qualitative study implementing a multiple case study methodology was conducted as the design for research. Multiple case study methodology has been applied to several areas of disciplines to ascertain the greater meaning of accounts shared through systematic analysis (Harrison et al., 2017).

Multiple case study methodology enabled the researcher to perform a detailed exploration of several accounts through the lens of the same question or purpose of the investigation

(Creswell & Poth, 2018). The patterns revealed from the examination of each account generated an in-depth analysis through the shared experiences. Collectively each perspective added another layer of knowledge about the event. Following the collection of experiences, a layered coding process was utilized. Using the six-step culture domain analysis approach, the experience of each teacher provided the meaning of learning within online graduate courses. Each response was examined to identify culture artifacts describing the event from coding notes capturing the words or cover terms used by each participant. To further interpret data, juxtaposition of all shared responses was conducted by comparing semantic relationships amongst each case to discover present themes which resulted in the creation of taxonomic domains and a componential analysis.

Generated semantic relationships from each participant produced ideas and patterns that compared accounts of learning online, resulted in the likeness of experiences across cases, following traditional methods of qualitative data analysis (Berg, 2009). A more detailed breakdown of the study design is provided in Chapter 3.

Introduction of Research Questions

Multiple case study design aligned the questions for this study to center explorative processes necessary for deconstructing intricate details that define learning within online courses. The environment along with the process of acquiring knowledge within the setting defined the entire experience (Bahar & Kursat, 2015). Experience within the course included but was not limited to; a students' abilities to navigate the course, associated with ideas regarding comprehension, engagement, and overall connection to the content. Understanding these personal accounts unraveled design and content access challenges that impacted learning. Through the multiple case study, each experience was extensively explored to better comprehend

the phenomenon from a larger standpoint. Exploring individual perspectives was necessary for examining the complete online learning environment (Berg, 2009; Stake, 2006).

The research questions below follow the application of ethnographic perspective interview processes within the development protocol of case study research design:

Primary Research Questions:

RQ1: How do teachers experience learning within online graduate-level education courses?

RQ2: How do teachers connect, if at all, what they have learned (content and pedagogies) within online graduate-level courses to their teaching?

Secondary Research Questions:

RQ3: What, if any, multicultural content, and pedagogies have teachers learned within online graduate-level courses?

RQ4: How do teachers connect, if at all, the multicultural content, and pedagogies they have learned within online graduate-level courses to their teaching?

Operational Definitions

The terms listed below shape the meaning of each aspect of this study as definitions are drawn from the context of theorists within the areas described.

Online Education

Formerly referred to as Distance Education is defined within this study as classroom spaces, training courses, e-learning courses, and online learning environments where students exchange and acquire knowledge in a virtual environment (Bates, 2005; Capra, 2011; Poulin & Straut, 2016). Online education is the complete removal of face-to-face interaction traditionally present within the classroom. This course explores online courses solely

online, which means; interaction, feedback, and communication occur within the online environment.

Teacher Professional Development (TPD)

Professional development, also referred to as staff development of professional skills, is a process through which educators in levels K-12 engage in single or collective workshops or session/s which aim to provide: "…change in the classroom practices of teachers, in their attitudes and beliefs, and the learning outcomes of students" (Guskey, 2002, p.381). Although there are varying degrees of professional development, including mandated requirements and self-selected professional growth, scholars conclude that professional development overall aims to provide skills that enhance the betterment of student outcomes (Guskey,1986; Guskey & Easton, 1983).

Online Teacher Professional Development (OTPD)

Online Professional development refers to teacher training offered within a distance education platform. Distance education includes e-learning, website platforms, and online mediums (location/platform/device) that offer partial or complete PD digitally. OTPD also refers to courses situated within social networking formal or informal (Powell & Bodur, 2019). This definition also includes any certificate courses offered through online courses.

Engagement

Within an online course, a students' level of interaction with course activities and peer and instructor interaction would define the constructs of engagement (Meyer, 2014).

Online Professional Development (OPD)

Online professional development is blending face-to-face traditional teacher professional development with online teacher professional development after the pandemic. The change in the

term symbolizes merging all professional development into online spaces, decreasing the difference between the two regarding the medium. Using Bragg et al. (2021), OPD defined as "structured, formal professional learning that is provided entirely online, resulting in changes to teacher knowledge, behavior, and practices (Bragg et al., 2021).

Effectiveness in OPD

Effectiveness of OPD is described within the results of learning leads to; "increased teacher capacity to collaborate with internal and external co-workers; increased ability to reflect on their practice; increased confidence in their teaching practice; or the implementation of teaching practices learnt from OPD and their effect on student outcomes" (Bragg et al., 2021, p.2).

Difficult (online learning)

The term difficult for this study is defined by a lack of engagement a student describes having within an online course. Indicators of difficulty include a description that mentions lack of engagement with course content, interactions with peers, or lack of interest in the course content (Lehman et al., 2014).

Sociocultural Theory

Sociocultural theory, rooted in Vygotsky's psychology child development framework, is applied to define the process of teacher learning. Within this continuous process of reflecting on the interrelated connections, teachers make through instruction, relationship development, and overall interaction within a school that embody both social and cultural standards (Ellis, et al., 2010; Wertsch, et al.,1995; Wilke & Losh, 2012). Together teachers who serve as community leaders alongside students construct meaning and thought processes related to the structural and community elements of the classroom (Putney & Broughton, 2011).

Five Dimensions of Multicultural Education

According to Banks (1994), multicultural education is "…a reform a movement designed to make major curricular and structural changes in the education of students in the elementary and secondary schools in colleges and universities" (Banks, 1994, p.44). The application of multicultural education consists of five dimensions defined below. Each dimension is applied to the data analysis provided through teacher experiences and guide suggestions for teaching or designing online graduate courses for professional development. The five dimensions are listed below:

Content Integration: Is the process of purposefully intenerating content and examples representing a wide variety of cultures and ethnicities (Banks,1994. Banks,1998).

Knowledge Construction Process: This second dimension moves past content integration. It includes teaching approaches used to aid students in analyzing "cultural assumptions and frames of references and perspectives of the discipline they're teaching" (Banks, 1998, "What's the second dimension," para. 4). The instructional approach in this dimension is an essential component of reshaping preconceived notions while introducing diverse perspectives to content and methods of thinking (Banks, 1994).

Equity Pedagogy: Frames the design of this research and is only achieved through a combination of content integration and knowledge construction. Equity pedagogy focuses on educators' actions or strategies to ensure students from diverse cultural, economic, ethnic, language, and ability backgrounds are empowered academically to achieve goals (Banks, 1994). It is important to note that equity pedagogy does not merely call for modifying instruction based on learning styles. However, it requires alternative

approaches suited for diverse populations of students in a manner that is not isolating but beneficial in reaching and tutoring more students.

Prejudice Reduction: Recognizing the biases internalized is an essential step towards improving interactions within the classroom and beyond. Prejudice reduction challenges educators to create opportunities to develop positive racial attitudes (Banks, 1998).

Empowering school culture and social structure: the last dimension frames the design of the classroom activities within the whole school environment through proactive strides towards total equity throughout an entire school (Banks, 1998). Empowering school culture and social structure challenges the norms of the whole school, including staff interactions, grouping students, inclusion in sport, and the labeling of students, often resulting in disproportionality in achievement rates (Banks, 1994).

Brief Review of Topic Literature Related to the Study

Chapter two begins with a compilation of studies investigating the tools teachers use to learn to explore the parameters outlined above. Notably, chapter two deconstructs the sociocultural elements of learning for a teacher by exploring types of professional development interpreted within theoretical perspectives that have shaped the design for such learning tools. The first research domain focuses on studies reviewing the theoretical frameworks used to design learning within specific professional development models. The shift in these perspectives outlines the second domain of literature which covered detailed studies discussing the transition from lecture style to collaborative models of teacher professional development over the past two decades. The final field of literature connects the theoretical framework governing the perspectives behind the study with literature focused on transitioned courses into digital mediums to review the developed analysis of the state of OPD today.

The literature from each domain has led to the purpose of the study, as each discipline has collectively indicated a large gap of research concerning teacher professional development. Although studies have richly discussed the various professional development methods available to teachers, few explore newer delivery methods. The various forms of such learning tools create difficulty in determining quality and usability within the classroom. Within challenged districts such as Clark County within Nevada, equity assessments that examine online graduate level courses aiming to prepare teachers for the school would be resourceful. Chapter two encompasses a comprehensive review of this literature.

Scope and Significance

This study's scope included examining experiences within online graduate-level courses taken within the past five years, including those taken during the pandemic. Further insight about how teachers endured training throughout the pandemic and prior within OTPD were examined.

Graduate online course enrollment continues to increase as students opt to enroll in full or partial online certificate or degree programs instead of face-to-face class settings. Since 2016, a reported 4,862,519 undergraduate students and 966,307 had enrolled in at least one distance education course, and these numbers continue to grow as more courses become available within online learning platforms (Poulin & Straut, 2016). Teachers are a part of the surge in enrollees of online graduate-level courses that offer certificates of advancement for professional skill training or degrees due to the level of flexibility online learning offers. As a result of this and current research the scope of this study included the examination of experiences within online graduate level courses taken within the past five years including those taken during the pandemic. Further insight about how teachers endured training throughout the pandemic and prior within OTPD were examined.

Chapter Summary and Transition

Chapter one provided an overview of the qualitative study focused on deconstructing experiences had within online graduate-level courses from teachers within the state of Nevada. Specifically, research concerning theoretical perspectives of how teachers used professional development to learn was examined. The chapter concluded with the gap and a suggested need for expanded research on learning experiences within the different methods offered online.

Chapter two will provide a comprehensive literature review comprising of research concerning teacher professional development and online learning. Literature discussing online professional development across various disciplines will address current gaps within studies and the significance of the study. Chapter three will provide a detailed outline of the methodology research process thorough description of the theoretical framework and study design.

CHAPTER TWO

LITERATURE REVIEW

The previous chapter outlined an overview of the research study by discussing the background of historical shifts within education policy to situate the purpose of the study. Chapter one included a summary of the topic literature used to reveal the gap in current studies to emphasize the purpose of the research conducted. This chapter provided a comprehensive review of previously mentioned literature that discussed how the study sought to fill the gaps identified in detail. Chapter two concludes with a summary and transitions to Chapter three, the methodology of the research conducted.

Search Strategy

This literature review explored four different areas of study: teacher professional development, online learning, multicultural education, and online professional development. Each field of study required a thorough investigation of research and theories associated with the connecting factors present within OTPD. A total of 78 search queries were performed and crossed referenced amongst the focus areas mentioned above to produce the literature review that follows. Initial keywords used are as follows, but not limited to: Teacher professional development; Learning theories and teacher professional development; Multicultural education; Culturally responsive teaching; Critical race theory and teacher professional development; Culturally relevant pedagogy; Teacher professional development; Culturally responsive teaching and teacher professional development; Multicultural education and teacher professional development; and Online learning, online teacher professional development.

Literature referenced analyzed the nature of teacher professional development within online settings. Specifically, the search phrase, teacher professional development paired down

studies reporting on the process of professional skill enhancement over the past ten years. Professional development studies included mention of learning theories governing approaches. The addition of diverse or multicultural education practices expanded to include online learning. Comprehending the environment discussed through studies reported the condition of TPD within the medium.

The initial search provided over 70,000 studies, later narrowed down by the additional parameters explored within the outlined areas related to the research questions. The theoretical frameworks and methodology of this study narrowed search results. Two hundred and fifteen articles were selected from those only resources conversing the essentials of the mentioned topical areas above were included. In addition, resources framing the historical background of public education were also added further to comprehend challenges within online education and teacher professional development. Databases utilized to conduct each topic area search included the following: Teaching and Teacher Education, Computers & Education, Professional Development in Education, The International Review of Research in Open and Distance Learning, Innovations in Education and Teaching, International Teaching and Teacher Education, ProQuest Dissertation & Theses, Education Collection, ERIC, Directory of Open Access Journals (DOAJ), SAGE.

Background on, Structural Overview of the Relevant Topic Literature Review

This literature review, resulted from the mentioned queries, and provides a critical analysis of literature on teacher professional development (TPD) practices. Literature examining the shifts includes terminology changes, medium expansion and theoretical frameworks applied to the structure of TPD, which has evolved in multiple areas. These changes have resulted in a lack of consensus of what it should be, the name, and the most efficient delivery methods. For

this reason, the literature covers a vast range of studies centered on the mentioned shifts to provide a linkage between each change and today's approaches. Research concerning theoretical perspectives shaping teacher professional development (TPD) was further analyzed to explore any influence described through experiences had within the classroom. All mentioned areas of literature highlighted the absence of information that supported the need to expand conceptions of experiences had within online graduate-level courses, referenced as online teacher professional development (OTPD) later in the chapter.

O'brien and Jones (2014) emphasized the variance in terms resulting in inconclusive ideas about how best to design training and content teachers need for skill growth. Throughout its creation, theorists have seen PD as a tool to enhance skills on the job, and in recent studies, it is also seen as a process of professional learning (Silver et al., 2019). The two ideas have resulted in what Kennedy (2019) referred to as a nomenclature of a cluster of research on models with different terminology that represents ideology shifts within PD.

Studies examining in-service TPD have either associated training with licensure sustainment or overall teacher qualifications. TPD related to licensure involves studies that address research concerning professional skills. Qualifications for TPD include studies that examined conceptualized notions of teaching, typically combining skill with learning and beliefs (Fraiser et al., 2007; Wells, 2014; Wilke & Losh, 2012). Models within the studies have focused on how teachers learn, or the necessary skills teachers need to be highly qualified (Qualities that exceed basic requirements for teaching, including the completion of graduate-level degrees or programs). While some models have combined aspects of each, studies below highlight key shifts in each approach with background literature to briefly explain the mentioned approach in context.

Teacher Professional Development Practices

The process by which teachers learn and effectively orchestrate daily classroom practices has been slowly reformed and researched since the conception of public-school education (Dewey, 1938; Sykes, 1996). Social, political, and district policy changes have dictated shifts in teacher training while defining what it means to be qualified and skilled. One of the most notable shifts in curriculum requirement, resulted after the integration of Black and Brown students into public education settings following the Civil Rights Acts of the 1960s. In addition to these mandates, the declaration of war on public schools within the United States altered the curriculum and expectations of teachers (A Nation at Risk, 1983; United States, 1966). By the mid to late 19th century, an abundance of research concerning the development of students grew. Higher demands for improving outcomes within multicultural groups of students' performances led to increased scrutiny of classroom practices and teacher performance stemming from No Child Left Behind (NCLB). This emphasis on teacher performance increased pressure for organizations to create TPD to improve the conditions within K-12 education settings (Desimone, 2009; Little, 1993; United States, 2001).

NCLB linked teacher performance and training to student outcomes. Following the initial requirements, states have reexamined the evaluation process of educators to ensure students' academic needs were met through teacher performance (Dee, 2010). The link between the two areas increased as testing and state standards began driving PD to enhance teacher skills linked to standards-based outcomes (Sawchuk, 2011). For example, within the state of Nevada, TPD is aligned to evaluation outcomes and student scores. Through the Nevada Educator Performance Framework (NEPF), teacher performance is directly tied to student outcomes and contract offering through the district for each school (Clark County, 2016). Like so many others, this

framework was created as a part of reform within NCLB, which tasked states with the responsibility of ensuring the evaluation of teachers was more effective. The determinant of effectiveness is a teachers' ability to meet the academic needs of students. If an educator scores less than three out of four, they are placed on a PD plan to improve any skill deficit identified (Marianno et al., 2021).

Over the past two decades, studies have surmised that one of the difficulties with current TPD is selecting content focused on relevant student performance and academic progress (Lieberman, 1995; Lieberman & Pointer Mace, 2008). The complexities associated with educating teachers have also included considering the impact former beliefs about teaching has on selected practices that often stem from previous experiences. Reforming or advancing, sometimes unconscious notions about educating, can make learning difficult for educators, who struggle to actualize learned skills into a practical teaching approach. Learning for teachers is also complicated by the separation between TPD and the lived experience within the classroom.

Teaching as described by Rieber and Robinson (2004) through sociocultural theory, which is centered in social context whereby learning teaching practices occurs within actions or reactions to the daily happenings within a school or a classroom. Kennedy (2019) emphasized the need to integrate the classroom experiences within TPD. Reports have shown a disconnect between acquired new knowledge and the classroom. Educators need thorough comprehension of a method and the opportunity to observe, then practice learned skills (Kennedy, 2019).

Connecting what constitutes learning to instructional methods within TPD is further perplexed by the content deemed necessary. TPD that focuses on what is best for students is less of a priority than some of the scripted performance taught within courses centered on academic performance and testing. This lack of consideration often results in a struggle in the application

of suggested strategies. Reported failures of TPD integration into practices used within the classroom demonstrate the disconnect between learned techniques and those applied. Few teachers use taught approaches within TPD due to irrelevance to the actual class or difficulty integrating acquired skills with current practices (Hoekstra & Korthagen, 2011; Marrongelle et al., 2013; Wideen et al.,1998).

Students bring family practices, cultural norms, social identity, and knowledge stemming from self and peer behavior, into the process of learning knowledge (Banks,1994). Leaving out classroom dynamics associated with diverse students and real classroom challenges has decreased the applicability of learned skills. As education continues to evolve, so do the theoretical frameworks behind TPD. Below is an overview of shifts in developing TPD which includes research that explored teachers as learners and studies concerning the application of associated theories in designs. Following, are mentioned studies attempting to meet the needs of educators while satisfying state-regulated changes (NCLB, NEPF etc...) within various models.

Teacher Professional Development and Associated Theories

Once a teacher becomes certified, state requirements dictate the path of professional development to sustain licensure. However, the reality of teaching often pushes educators into seeking opportunities that aid them in addressing challenges within their classrooms. This desire begets the start of TPD after meeting licensure requirements. Teachers pursuing the enhancement of instructional approaches become what researchers refer to as professional learners, defined as acquiring professional skills or knowledge about classroom practices, content, or the overall teaching profession after; pre-service training, student teaching, and teacher education course requirements (Kennedy, 2005). This process can include both formal and informal courses or

workshops and network discussions to obtain a level of skill advancement and professional growth within instructional practices (Ellis et al., 2010; Kennedy, 2019; Trotter, 2006).

Research concerning teachers as professional learners associates with discussions about professional development due to TPD being identified as the primary method for obtaining skill advancement opportunities and licensure fulfillment (Fraser, 2007; Obrien, 2014). Options for skill advancement, licensure requirements and continued learning are sometimes a part of one TPD. Challenges within TPD result from a collision of teacher needs, school requirements, and district or national initiatives (Ellis et al., 2010). Research has not provided a conclusive manner of delivering TPD that grows educators while meeting needs or demands of the classroom (Cochran-Smith, 2004; Penuel at al., 2007). For this reason, studies have emphasized modifying current TPD practices while increasing data reporting. Lieberman & Pointer Mace (2008) suggested shifting the focus from results concerning state standards and moving towards understanding the sociocultural elements necessary for effective TPD while integrating teacher community into courses, workshops, and sessions.

Creators of TPD practices have attempted to adapt development choices to meet the demands of state standards and the desires of educators. Following the National Staff Development Council standards (NSDC) variance within TPD practices and models,' shaped by the theoretical perspectives regarding teachers as learners' have shifted (Hirsh, 2006). Within earlier studies understanding the knowledge acquisition of teachers within training was a focal point. Transitions amongst models follow frameworks positioned within the relevance of each theory connected to beliefs about teachers and the classroom needs.

The literature below framed studies focused on theoretical discussions concerning TPD. Essential theories that have influenced this shift are as follows; Lindeman (1926) & Knowles

(1978) Adult learning theory and Bandura (1977;1999) social learning and social cognitive theory. Designers have used the mentioned theories to generate TPD that addressed the learning nature of teachers throughout the training experiences. Integrating learning theories into the design of TPD has been noted as a necessary step towards decreasing disconnect in training and the teacher (Avalos, 2011). The mentioned studies unveiled additional gaps within current research concerning ideas related to TPD discussed at the end of the chapter.

Lindeman & Knowles Adult Learning Theory

Dissociation between TPD practices and classroom dynamics led to the evolution of the structure within offered options across content areas. One of the primary theories suggested as a necessary component to add to the design of all PD, was the adult education theory which prioritized concepts from the theoretical framework; Adult Learning Theory, also referred to as andragogy. According to Linden (1926) and Knowles (1978), four principles should shape the learning process of adults: education is life, education is a continuous process revolving around non-vocational ideas, approaches to adult education should focus on situations, and the highest value is the learners' experience. Studies discussing designs of TPD throughout the late 1900s, used adult learner theory to frame approaches and analysis of teacher TPD (Riley & Roach, 2006; Schon,1987; Trotter, 2006). According to adult learning theory, teachers must have an option to incorporate actual classroom experiences into the acquisition of new skills taught within training to increase transference or usage of learned strategies (Beavers, 2009).

The American Association for Adult and Continuing Education of 1926 shifted suitable adult learning practices by structuring the definition and funding of Carnegie Corporation of New York publications on the mentioned beliefs regarding adult learners (American Association, 1950). From these standards two pathways generated, expanding theorists within the study of

adult education. Route one focused on the scientific elements of adult learning, while path two considered the reflective aspects of learning. Although both schools of thought impacted teacher TPD, the reflective nature of adult education are mentioned heavily within sociocultural designs of TPD practices (Knowles et al., 2005; Tsivitanidou et al., 2018).

Vygotsky Social Development and Sociocultural Theory Approaches

Following the creation of the definition of adult learners, psychologists contributed to areas concerning activity that takes place within the learning process. The notions of education for students that Vygotsky (1978) created within his social and sociocultural approaches have framed early childhood and secondary education ideas. Both theories define the learning process as a merge between individual cognitive processing within social interactions. Both are necessary for a complete conceptualization of content or an object. The direct link between a child's development and the learning process across content areas has contributed to the consideration of the role schema has on concept proficiency and experience related to learning in the classroom. The relevance of the zone of proximal development and the impact of collaborative learning on language development, particularly within special education classes, stress the importance of group work and classroom knowledge building (Mcpherson-Bester et al., 2019; Warford, 2011).

Sociocultural approaches, specifically, have been used to design educational practices and models of TPD due to the relevance of the social context and approaches to learning (Arievitch & Haenen, 2005; John-Steiner & Mahn,1996; Mahn, 1999). Warford (2011) concluded that traditional manners of instruction where teachers are directly taught a skill do not work. Even within group dynamics, teacher development experiences must include social interactions that center students. Studies on how to prepare teachers to utilize sociocultural

theory have stressed the need to integrate the theoretical framework into TPD approaches (Tasker & Johnson, 2014; Karpov, 2014). When exploring how to train teachers who were English as a Foreign Language (EFL) educators, Purwanti & Hatmanto (2019) emphasized the impact sociocultural practices can have on skill development, such as teacher lesson studies with professional learning within the classroom. Through collaborative lesson creation sessions, observation, and discussion, the teachers improved comprehension of the English subject matter and overall teaching approaches within EFL classes.

Bandura's Social Learning and Social Cognitive Theory

TPD concerned with the social learning and social cognitive aspects of teacher learning have integrated aspects of Bandura's social learning and social cognitive theory into the design approaches to stress the need for practice and social interaction to improve skills (Bandura, 2006). Watson (2013) proposed the social learning theory as an efficient process of developing comprehension due to the interpersonal interaction with peers that contributes to the shaping of knowledge (Bandura,1977). Through the central processing system, learners generate responses to new information and communications, which produced models of newly learned information or behaviors for them to follow and gain new knowledge (Bandura,1977). Learning does not occur from one interaction, but through self-regulation, developing self-efficacy skills and incorporating interactions with peers, and observations of behaviors, which all impact a person's processing of acquired knowledge and development of critical thinking skills (Bandura,1999).

People learn from a wide range of sociocultural influences, encompassing various internal and external networks (Bandura, 1999). Behavior from perceived outcomes develops critical thinking skills relative to the concepts at hand (Bandura, 2006). Ideas from both social learning theory and social cognitive theory are relevant to TPD studies across disciplines. For

example, Anders (2018) reviewed the impact of social networking as an external network on students' self-efficacy and TPD, finding that students improved teaching practices through the interactions. Models of TPD designs using social cognitive theory are included in pre-service teacher training to enhance first-year performance. For example, Lotter et al., (2018) found that observation, modeling, social exchange, along with collaboration can help alter teaching practices within science. Integrating theory into TPD has been suggested as a method to improve the current methods of training educators. Below is an overview of additional trends that have taken notions from the mentioned theorist and merged them into reform initiatives within TPD.

Teacher Professional Development Shifts

As methods of TPD and OTPD continue to evolve, demands from governmental and district changes shape all initiatives. The literature below discusses the impact of these changes following the historical shifts to teacher learning mentioned in Chapter 1. This section connects the shifts to designs, content, and processes of provided learning through both TPD and OTPD. As mentioned above, the impact of the theories has collided with the policy and curriculum changes within the classroom, which have steered trends in TPD. Although shifts to the curriculum have been on the rise since the early 1960s, the bulk of literature has prioritized the two most recent curriculum reforms that impacted curriculum development (Greer, 2018).

First, both NCLB of 2001 and the Common Core State Standards Initiative (CCSS) of 2009 transitioned expectations for courses concerning professional learning. While NCLB solidified the relevance of results of standardized exams, CCCS redefined classroom practices and expectations to address gaps in achievement within desired performance outcomes within tests. Second, following the CCSS initiative, states grappled with the perplexities of teaching educators how to adapt their practices to the new forms of evaluation based on policy

expectations adopted by most states. This resulted in the creation of versions of NEPF across the United States to bridge new student expectations to teacher development and advancement in pay (Marianno et al., 2021). This challenge forced districts to alter traditional, also referred to as "highly specified" methods of TPD, to more "highly adaptive" practices, seen as tools that allow fluidity with the manner of conducting TPD (Koellner & Jacobs, 2015, p.51).

<div align="center">**Prevalent Models**</div>

Reviewing current models of TPD is complex due to the language associated with research concerning PD. To organize suggested designs, Koellner and Jacobs (2015) categorized methods of existing models under adaptive or specified. Within each of the categories the blending of design and theory are described through results or teacher experiences. Adaptive models allow for a variety of mediums, content, and processes of acquiring desired skills. These tend to be self-directed or flexible. Adaptive models include full or partial courses, workshops, and online options for pursuing courses, sessions, or discussions to enhance professional growth for personal gain or licensure requirements.

Specified Models

Specified models are more concrete in structure and design as they typically have set goals and standards which are unmodifiable. Selected courses generally are designed to satisfy licensure requirements (Avalos, 2011; Choy et al., 2006; Koellner & Jacobs, 2015). Specified options are the most researched as they reflect traditional manners of providing opportunities for teachers to learn during or after meeting initial licensure requirements. The learner acquires new skills outside of the environment and develops enhancement within an area over a set of steps. Within these types of designs, layouts integrate andragogy theories of adult learner processes. Stage models represent most specified PD & TPD options as they "are based on a traditional

notion of professional skill as a set of attributes, such as knowledge, skills, and attitudes"

(Dall'Alba & Sandberg, 2006, p. 385). Teacher development following stage model designs, such

as the Dreyfus (2004) five-stage model of adult skill acquisition, is focused on rules of acquiring

skill, not contextual elements that shape the classroom practices.

The model follows training traditionally using set notions of knowledge or expectations

within the given program. The focus is on learning the requirements within the classroom setting.

Each stage idealizes the skill development beginning at stage 1: Novice, the rules within the

environment govern skills and understanding. Once the person understands the environment's

conditions, they move into stage 2: Advanced beginner, which requires situational experience to

navigate the environment. Stage 3: Competence occurred when skills advance with expertise

learned. By stage 4: Proficiency in rule adaptation follows a separation of emotions with full

implementation of governing rules. Here, the learner has full knowledge of what direction is best

to follow within a given situation. Stage 5: Expert understands the rules to the next level by

identifying the requirements and knowing how to implement them best (Dreyfus, 2004; Dreyfus

& Dreyfus, 2004).

Although the stage model expands skill acquisition, monitors progress and development

over the stages is not inherently a part of the process. The application of this model within

classroom settings generating challenges due to teaching not being as linear as the model. This

causes development to become complex after stage 1, after demonstrating competence. Unless

monitored or encouraged, teachers may not want to work towards stage five. For example,

Saraniero (2008) noted this challenge in a group of 10 teaching artists participating in an

improvisation stage theory model with three stages for PD. Moving teachers beyond the initial

stage, improvisational, without a desire to move into stage three, established stage was difficult.

Stage 1 was improvisation because of the unplanned entry into teaching and the nontraditional teaching training experienced by all second career participants. Each of them had an initial learning curve while adapting to education and the new career field; however, the third stage proved to be less progressive after teachers began establishing a daily practice.

Past the development of daily practices, some teachers communicated no desire to enhance their skills. Between the first and second stages, there was a "mismatched" phase where teachers did not learn some teaching elements and exhibited a dislike towards the professional aspects within the classroom. This phase determined the desire for advancement or lack thereof into phase three. Teachers who felt confident in their teaching practices centered on their artistic abilities, like Xavier, who had no desire to grow his teaching practices. Hannah also felt her ability to "size up" the classroom and identify problems made her confident in her daily practices even though she experienced respect issues. TPD applications of stage models must consider the fluidity of the school and the development of teaching skills occurring in different stages, with some reverting between stages throughout the development of a teachers' career. Saraniero (2008) concluded that novice teachers require support throughout their careers to encourage growth beyond the preliminary stage found within classroom expectations.

Specified models also extend to designs incorporating purchased program packages or courses designed by college/university partnerships with local schools. These courses are often pre-set and include cooperative elements with specific standards or objectives within the procedures. Studies have explored a range of models fitting within these descriptors, some of which have not specified a particular design but do not permit flexibility in content or program process. Explored studies fall under the following categories: practice-teaching and standardized

video assessment. Each expands the process of content exploration by adding a video observation component.

Practice teaching is designed to incorporate the social elements of learning mentioned within Bandura's social cognitive theory into options for skill enhancement. Integrating an option for practice within training set on specific standards has been suggested to develop novice or field experiences better and enhance experienced teachers' current practices. These types of procedures allow natural collaborative elements to take place. For example, lesson study groups, popular in Japan, are incorporated in the professional learning community (PLC) meetings of teachers to focus required lessons within the context of the setting to allow focused discussion on teaching techniques. This model enabled teachers to see teaching through various perspectives while reasoning their approaches (Pella, 2015).

Additional specified models that form partnerships with colleges/universities, use specific courses to investigate how certain approaches impact teacher learning and instructional designs. These models sometimes use a set amount of time with a pedagogical approach with a particular topic area or skill in mind. TPD inquiry-based initiatives are prevalent within science teacher education, following changes brought on by NCLB to decrease lecture-based instruction. Within this specified model, both formal and informal processes are a part of TPD throughout the training. Capps et al., (2012) analyzed studies researching inquiry-based initiatives and highlighted the need for more correlation between the training and classroom practices. Inquiry-based classroom practices are challenging to integrate into daily strategies, as instructional approaches are dependent on a teachers' ability to encourage questioning of material as a learning strategy. This strategy is problematic if teachers lack confidence in the content or are

uncomfortable with the experiments or materials. For these reasons, TPD within inquiry-based instruction must be layered with modeling, lesson building, and informal and formal reflection.

The summation of studies that attempted this type of TPD highlighted previously stated challenges with designing PD. Lee et al. (2004) conducted an inquiry-based PD within an elementary setting, resulting in a notable gap between what occurs within the classroom as it relates to training. Although teachers could partner with developers and create lesson plans with reflection, the two observations conducted by researchers once within the three-year study demonstrated a lack of applied inquiry model teaching practices within daily instructional approaches. For example, one teacher commented, "So at least in my class, it shows that it's ok to ask questions, ok not to know the answer." However, within the observation, this practice was not evident.

Including practice, teaching can help reduce the lack of disconnection between classroom practices and PD when applying inquiry-based techniques with peer feedback during implementation. For example, Lotter et al. (2016) examined the Electronic Quality of Inquiry Protocol (EQUIP) model, used to measure teachers' abilities to utilize the inquiry pedagogy within The National Science Education Standards (NSES). The program included a partnership with 82 teachers from local middle schools with the local university. The 1-year program included a pre-set curriculum with modeling and observation with a measurement tool (EQUIP) used to assess the training program results. Over the year, teachers took courses on inquiry-based teaching, observed the pedagogy in action, then practiced the method with feedback. This model expanded training following specific standards by adding practice-based instruction as a method of demonstrating required skills. The results proved to be more successful as the pre/post assessment tool EQUIP showed an increase in the ability to implement inquiry-based teaching

within a science content area. Teachers felt student outcomes and integrating the method into daily practice was helpful, as one 8th grade teacher stated during the reflection discussion; "I have a better vision of how it should look in the classroom…" (Lotter et al., 2016, p. 267).

Overall, the results of TPD within specified models have provided a mix of influences. While suggested models can improve teaching approaches within complex areas such as science, specific data concerning student outcomes is still lacking. When applying these types of training, appropriate considerations require modeling with lesson plan creation and feedback to ensure the exercise is applicable at the classroom level (Capps et al., 2012; Lee et al., 2004; Lotter et al., 2016).

Adaptive Models

Adaptive models incorporate a more flexible blend of both informal and formal models of TPD. What separates adaptive models from specified models is the incorporation of mentoring, which offers a different training form with formal and informal elements (Koellner & Jacobs, 2015). For example, Grierson and Woloshyn (2013) created an adaptive model with combined several components in a differentiated model over seven months, including three broad phases, with 14 inquiries-based, semi-monthly, small-group PLC (professional learning communities) sessions to provide coaching with training. This model also included coach facilitators with researchers to align experiences of three elementary teachers represented by the pseudonyms Emma, Judy, and Violet.

Combining the PLCs with monthly facilitated training and individualized coaching offered a variety of support that connected the realities in the classroom to learned strategies. Researchers, alongside the classroom coaches, created individualized content and training relevant to the challenges faced. Each teacher sought the opportunity to learn how to improve

assessment practices. Each week's group sessions were based on results from the communicated reflective storytelling related to training topics or posed questions exchanged during the PLC. The flexibility in content and process catered to each teachers' desires within their classrooms. The results indicated a strong impact of using all three combined strategies: coaching, training, PLC group discussions. Each of the teachers' needs were met, especially Violet, who, after watching her coach felt the observation exemplified the training and connected the use of dialogue within science teaching approaches (Grierson & Woloshyn, 2013).

Collaborative models, both formal and informal, fall under the umbrella of adaptive models. Initial inquiries within the application of the designs have aimed to better understand the role various types of mentor or peer conversations can have on teacher skill development. The relevance of the level this sociocultural nature these interactions have on development of teacher skill is being viewed as a possible of TPD. Versions of this adaptive model include professional inquiry development, collaborative inquiry, and reflective discussions. Each of the mentioned models represents a variety of studies using similar tools or processes. The impact of the various forms of mentoring that takes place within a typical school day have been identified as potential PD that drives the shift in teaching practices (Hoekstra & Korthagen, 2011).

Although frequently viewed as informal, the amount of training that transpires within professional conversations requires further investigation. Results have shown skill development from such interactions without precise data supporting findings. The TPD within the informal discussion makes this an adaptive model. Scholars are examining how to measure and shape such interactions for future designs. Kim and Silver (2016) investigated the impact of post-observation discussions on the development of reflective thinking in a multi-year project examining video observations in Singapore using the Critical Analysis (CA) process. Capturing

and measuring any level of training that transpires through mentoring is complex. CA enabled the researchers to do a micro-level analysis to interpret interactions. The six teachers observed, worked with one another for eight months, and had undergone a complete observation cycle. With the involvement of two mentors from the research team, each post-observation was recorded and discussed. Teachers' classroom observations and the post-observation included an audio and video recording. The results demonstrated reflective thinking was more likely to develop when space for reflection through mentoring was provided. Through these types of dialogues, teachers demonstrated more willingness to reflect on their practices and shift strategies (Kim & Silver, 2016).

A more structured version of this adaptive model is seen in collaborative inquiry, where researchers partner with teachers to monitor practices. Butler and Schnellert (2012) designed a collaborative community inquiry model extended from a previously designed socio-constructivist model of self-regulation to examine three schools participating in a literacy project. The model included multilayered examination efforts with three literacy leaders and fifteen teachers who were given the option to work together between schools. Over a year, the model included both teachers and leaders, a district-level consultant, and the researcher. Monitoring of efforts to improve students' reading took place through semi-structured interviews throughout the year. Documents were also submitted to demonstrate teachers' use of the inquiry model process and observation notes. This model depended on the self-regulation of teachers' efforts to implement the collaborative inquiry design suggested for literacy curriculum improvement. Teachers and literacy leaders designed assessments for fall and winter to measure progress.

The complexity of this model limited some detail in how regular teachers worked together; however, the results focused on student outcomes which proved to be successful in creating teamness around monitoring teacher practices related to literacy assessments. One of the teachers referred to as OX stated, "Having the time to go over these [literacy assessments] thoughtfully and together as a team…I wouldn't want to lose any of the time we have now" (Butler & Schnellert, 2012, p. 1212). Like a few others, this interview solidified the coded data that demonstrated strength in the collaborative nature of the model as it yielded desired results on the literacy assessments.

Self-regulation, also referred to as self-directed, has also been used to frame more current adaptive models. Self-directed adaptive training is particularly favored as it permits the highest level of choice in content and pace. In some studies, teachers have created their plans, following the professional learning needs identified personally or set by administrators. The process of this model of training is boundless in medium and time frames (Mushayikwa & Lubben, 2009). The nature of self-directed models will be further discussed in online teacher professional development (OTPD) models, as most of the courses researched have been delivered within an online medium.

Overall, both adaptive and specified models combined theoretical notions within the design of TPD. Adaptive models incorporated sociocultural elements through collaborative partnerships while specified models reported centered the teacher as a learner and designed content related standards-based options for skill development and knowledge acquirement. Both have now become blended versions within the new changes in TPD detailed in the next section.

Trends within Platforms

One of the current modifications using both adaptive and specified models has included opportunities being offered fully or partially online. Through various partnerships, districts have approved varying options for teachers to satisfy licensure renewals or continue education. For example, in Nevada, 15 entities offer online-specific courses and partnerships with nine colleges and universities with approved courses with online elements (State of Nevada, 2012).

Matching online teacher professional development (OTPD) options to teachers' learning needs for classroom skill enhancement is complex at multiple levels. Courses and programs continue to expand exponentially since the early 2000s into present models. Specifically, over the past year, due to COVID- 19 (Yan et al., 2021). The influx has generated more options; however, our understanding of properly implementing most of these avenues remains unclear or limited when measuring the suggested mediums' potential. The use of distance education to deliver practical instructional approaches with measured outcomes within the classroom is inconclusive. Reasons attributing to the difficulty in measurement, redesign, and content reform have focused on previous conditions that continue to afflict distance education users (Roskos et al., 2007).

Distance Education Overview

Distance Education, a phenomenon generated decades ago, has become the norm in colleges and universities nationally and globally (Poulin & Straut, 2017; Dumford & Miller, 2018; Obizoba, 2016). Distance education, defined as a form of learning taking place virtually, can occur anywhere using various technology mediums and curriculum methods to deliver instruction for any course or program. Types of distance education include e-learning, online courses, or virtual applications delivered using the internet (Poulin & Straut, 2017). The level of

versatility offered through distance education has the potential to offer flexibility. Nontraditional students such as teachers (adult learners, parents, etc.) are drawn to this option because of the adaptable time frames available to engage in digital content. The constant juggling of various schedule conflicts and life challenges makes this option the most practical for educators (Obizoba, 2016).

TPD & Distance Education

Teacher education, within online courses, has increased its use of online mediums to facilitate TPD as a flexible, cost-efficient option. The rate of change has been exponential, causing clashes between learners, designs, content, and overall processes (Shepherd et al., 2016). Although data concerning enrollment within online courses is increasing, in some studies, retention and registration are still an issue, especially related to completing graduate online courses (Luz et al., 2018; Qian et al., 2018). The decrease in enrollment hints at trends related to the difficulties and overall experiences within online settings that challenge online learners (Poulin & Straut, 2016).

Research has centered on two areas of challenges that contribute to complications experienced when acquiring new concepts within online settings: instructional designs and lack of interpersonal, social engagement (the inability to engage or connect through feedback or discussions) within the online course environment. Factors leading to course failure or, in some cases, course withdrawal result from a disconnect between a students' self-efficacy (beliefs about learning possibilities) and self-regulation (internal strategies of academic goal setting and monitoring self-completion) concerning comprehension and discussions (Lee & Choi, 2011; 2010; Xu, & Jaggars, 2013). Improvement within this form of training has occurred through design and the creation of different options. A brief overview is provided in the next section.

Representations and Mediums

Bragg et al., 2021 have suggested the use of variance within the types of representations presented within the content to provide more realistic examples of classroom practices. Shifting mediums and representations within content has invited the integration of a multitude of models within teacher learning practices, which has had various impacts on teacher learning, quality, and overall experience within the new mediums. Reform options include certificate courses entirely online or single workshop courses offered through various websites (Erman et al., 2006). In addition to partial possibilities, which have a combination of the use of video and discussion forums within blended workshops. Other adaptations now include social networks, such as Twitter hashtags described by Carpenter et al., (2020) as an effective option for educators to support skill development along with other formal and informal website operated courses that range in nature in design.

Districts who struggle with financing TPD opportunities and teachers challenged with time constraints view informal online communities as a resource for TPD. These efforts support the rationale behind self-directed choices where teachers orchestrate their own professional growth. Community networks have potential possibilities for professional development without the traditional format. Measuring the quality of informal networks and ensuring professional conversations are transpiring is limited more understanding of how these networks enhance teacher skills is vital (Macià & García, 2016). For example, in a study examining 164 teachers within an unmonitored online workshop, researchers concluded that the model is promising. However, the alignment of the designed seminar to the needs of the teachers in the classroom was not measured (Renninger et al., 2011).

Designs for self-directed workshops and unmonitored professional learning also require further development to ensure content meets the needs of all participants' levels of knowledge. District or school level initiatives purchased through website platforms provide flexible options for skill development that allow teachers to direct the pace of OTPD. For example, in a gifted education TPD pilot study launching the PACKaGE model of online teacher professional development shows the excellent possibility for the delivery of relevant content that meets the needs of teachers' desired learning goals while providing collaborative discussions over six weeks (Edinger, 2017).

Aspects of school initiatives for OTPD are promising. However, studies have emphasized designers' need to focus on the content relevance to classroom practices as this can serve as a deterrent that leads to minimal participation or interest in the training. Collins and Liang (2013) investigated the relevance teachers place on content, concluding that within TPD for English Language Learner (ELL) educators, communicated a need for the material covered to be more related to the specifics of the daily classroom needs. The lack of relevance impacted the level of engagement within the online module. According to Powell and Bodur (2019), considering the relation materials have to the attending teachers within pre-purchased courses online is still a challenge for designers and teachers who may lose interest in the content if there is little connection to classroom approaches. Smaller scales of adjusting traditional TPD have included blended workshops that span across weeks or a few sessions. The integration of videos has been one suggestion to extend a PLC group or an additional support a part of a course or workshop to provide observation of suggested methods by the course facilitator or designer.

Video has proven to be a helpful strategy in teaching educators how to adjust and improve practices through exemplary approaches demonstrated within video demonstrations. For

example, Reisman and Enumah (2020) showed the promise of video observation when used as an observation method for teacher learning. Video observations demonstrated opportunities for student discourse to expand strategies in using document-based historical discussions. The design proved to be an effective teaching method to provide an intervention, reiterating the relevance of integrating aspects of useable classroom models to teach new skills. Video has also been implemented in TPD for small groups or within PLCs to exemplify models of actual teaching from shared teachers for relatable practice (Borko et al., 2011).

OTPD environmental factors are like those that impact traditional brick and mortar class environments, even within shorter courses. The data reports on experiences within these settings remain scarce because options are new and differ in structure, length, and procedures (Journell, 2012). Although the use of these formats increases flexibility, the time constraints professional teaching responsibilities put on the realities of completing online courses should be explored.

Prevalent Design Models of OTPD

There are three models mentioned amongst studies examining current designs suggested for future design approaches. Quality Matters (QM), Inquiry Learning Forum (ILF), and The Milwaukee Professional Support Portal. All three have attempted to blend aspects of essential learning theories with district demands on changes within mediums that deliver or create PDs training online. Designs mentioned, have attempted to structure different options within practices in use within schools and universities today.

Quality Matters (QM)

Quality Matters (QM) centered on creating online courses within college settings following a specific process of design, which fosters high order thinking while ensuring courses are accessible following disability regulations. QM requires the review and detailed revision of

typical sixteen-week courses at a level of rigor that provides quality in design and course materials. Through a review board, courses are carefully examined for faultiness. The process requires investment from the university at the professor level, and design level as training and rubric utilization are costly. Graduate certificate courses designed within non-degree classes at a college or university may require aspects of QM to be a part of the design process. However, if an official team does not commit to being a reviewer and complete the training to do so, the rigor sustained through the review process will be lost (Hollowell et al., 2017). Young (2014) reported on the clear communication and course structure of QM which improved overall student experiences within a hybrid course titled: Principles of Marketing. Through the team revamp, faculty reported improved student experiences as the course was easier to access and understand. Although exam results remained the same, in comparison to previous results, student satisfaction was measurable.

Inquiry Learning Forum (ILF)

The Inquiry Learning Forum (ILF) supports participatory practices typically a part of a PLC. ILF design focuses on virtual classroom visits between participating teachers. Through video, which becomes a part of professional discussions, teachers learn how to improve or modify instructional approaches. Limited videos of exemplary teaching practices have impacted the use of this model. Moore and Barab (2002) suggest future versions of ILF incorporate more practical daily usage for any teachers who wish to engage. Beyond its original use, ILF has few studies within the K-12 settings; reporting of its use has tied to professional learning initiatives at the college level. Recently, Sidman-Taveau and Hoffman (2019) noted the PD design as very impactful as it enabled the institution to support measures of integrating equity-based practices within faculty training.

Milwaukee Professional Support Portal

The last model, Milwaukee Professional Support Portal, is the most complex as it involves collaborative training through group designing of instructional approaches across schools. The foundational elements of the stakeholders, which would include teachers and course designers and any other group that desired, to design a learning management system that answered the challenges of shifts within OTPD.

Problems within this model are still under review as access due to funding and difficulties with partnering with organizations outside of the state of Milwaukee presented considerable challenges. The idea of creating a design of learning online that suits the population of teachers within the area has the potential to be beneficial; however, the process to achieve such high collaboration without the cost constraints makes the model impractical (Spicer & Dede, 2006).

These three mentioned models appeared within studies as an identified design approach for OTPD. Within each, researchers provided a suggested layout of adapting a similar use for the described model. One of the challenges is the variety in model which has resulted in a mixture of experiences as described below.

Teacher Experiences of OTPD

Variance within designs and procedures has resulted in differing experiences within environments. Teachers today have options to explore nontraditional forms of TPD to grow teaching strategies. OTPD has evolved, although aspects of NSDC standards continue to be absent. For example, the connection between training and classroom practices is sometimes undetectable or not reported in research studies. Ostashewski et al. (2011) discussed this issue after assessing the effectiveness of unmoderated predesigned training. Renninger et al. (2011)

identified predesigned content as a significant obstacle for teachers because of the lack of connection between the content and the classroom.

Teacher-designed approaches within OTPD also require further exploration, especially when, the OTPD is not directly linked to any organization but formed as a support on a volunteer basis. For example, Rodesiler (2017) noted after conducting an examination of a training that was teacher-led, and voluntary. This design had flexible approaches that supported collaborative networking that incorporating teacher-designs, however measuring methods within the classroom was challenging because of the unique qualities of the teacher-led training from a researcher and teacher position. Meaning, Rodesiler (2017) could not report on the correlation the training had with the classroom environment and teachers involved did not track this additional information.

In addition to a need to further link training to relevant classroom practices, researchers have reported a need to provide teachers with opportunities to learn how to integrate learned strategies into actual teaching. For example, An (2018), within a study examining the effects of an OTPD to measure teachers' comfort within digital game-based learning, reported that PD with training opportunities is necessary for teachers to adapt approaches into daily use. One teacher stated, "I can see how this project would provide innumerable rewards for students...I plan to try and do this project …" (An, 2018, p.1520). With time to reflect and attempt the approach, more confidence in actualizing the strategy within classroom settings resulted.

In addition to educators expressing the benefits of practicing learning strategies before implementation, adding reflection within TPD is vital during the course connection. Jamil & Hamre (2018) summarize the lack of consensus amongst scholars regarding reflection during or concluding training. Reflective practices are not always naturally done by educators; for this reason, it is suggested that reflection is a part of the process to draw connections between what is

learned and instructional approaches. Philipsen et al., (2019) expanded on this idea by strategizing reflection within OTPD. Suggesting that designers incorporate reflective practices into the course structure, like automatic feedback moments from peers and instructors to explore personal networks through assignments and interactions that took teachers out of "their comfort zone" (Philipsen et al., 2019, p. 250).

The mentioned studies examining the trends within OTPD bring to light the possibilities of nontraditional TPD that encourages sociocultural interactions that connect to the classroom as suggested. However, the link between implementations of learned skills and teachers' instructional approaches is not clearly stated. As mentioned in the next section, educators' development of skills to support and educate diverse populations requires further exploration.

Multicultural Education in Teacher Professional Development

Each of the mentioned models above, were generated to fill the gap within TPD and the need to improve experiences within current options. In addition to the previously mentioned designs, theoretical notions, and content within TPD need further development to include teaching practices for diverse settings. Explicitly mentioned under the Equity standard for TPD reform, TPD designs should provide training that address gaps in instructional approaches to reach Black and Brown students, (Hirsh, 2006). From this requirement, TPD and OTPD have been challenged by how to create purposeful models that yield classroom connections through student outcomes within PD focused on teaching within diverse populations (Cherng & Davis, 2019).

Initial suggestions for restructuring curriculum and training since NCLB mandates have been linked to Banks (1974), multicultural education five dimensions, and multiethnic theory and practice (Banks, 1994). Specifically, through the multicultural education theoretical framework,

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reform to racist curriculum approaches following the Civil Rights Acts of the 1960s was demanded. The emphasis on the importance of transformative practices within the entire school, including how students are taught to the social dynamics impacting daily activities within the classroom, came to the forefront. As a result, several entities sought strategies to address racial bias within public education settings. Following this initiative, several theorists, such as Gay (2010), Ladson-Billings (1995), Nieto (2014), Sleeter (2019), etc., have created teaching strategies and curriculum approaches that aim to reform methods of instruction to meet the needs of all students instead of the traditional Eurocentric practices which are opposite of various students' social customs and norms. These theories require teaching approaches and training to acknowledge racial bias while integrating teaching approaches within designed diversified curriculum.

Cultural difference is a part of the classroom, as Gay (2013) argued since students' lives' outside of school are a part of who they are in the classroom, impacting the learning process. The need to address sociocultural elements that influence learning, is still needed (Convertino et al.,2016). Over the past three decades, leaders within multicultural education, ethnic studies, and culturally responsive areas have explored methods of improving teaching and learning. Resulting in a configuration of 12 essential principles that emphasize the necessary components to education within diverse classroom settings. Five of the 12 principles are abbreviated as follows: principle 1- TPD courses should prepare teachers for the complexities of ethnic groups within the U.S., principle 2-student learning should be equitable across ethnic groups, principle 3- the curriculum should offer multiple perspectives that encourage the discussion of socially constructed content with personal reflection, principle 4- all students should be allowed to engage in extracurricular activities that foster self and social development, and principle 5 –

intergroup relations should be promoted and encouraged within the school. The emphasis on these principles has driven current TPD models' reformation to better align multicultural education practices to district requirements (Banks, 2013; Banks et al.,2001). Specifically, the impact in ideas regarding content within TPD has been influenced by multicultural education and similar theories, which has resulted in current reform curriculum development seen within TPD options. Below is a brief overview of common trends found within varying K-12 settings and the results of implementing M.E. into TPD & OTPD.

Teacher Experiences: Applications of Multicultural Education

Curriculum reform through multicultural education has included several initiatives to integrate culture into preservice and in-service training. Modifying the instruction approaches was a requirement of NCLB mandates, insisting all schools incorporate diverse teaching approaches to meet the need of multicultural populations of students. Currently, school district policy initiatives have increased the need to include culture-related teaching practices into classrooms that continue to diversify (Clark County, 2016). Teachers have been tasked with learning instructional strategies that approach teaching from a multicultural standpoint while addressing personal dispositions regarding culture and race. Educators continue to grapple with integrating multicultural education design to diversify the curriculum due to difficulty with going beyond surface level applications, which Howard et al., (2019) associated with the uncertainty teachers have with diverse groups of people. In other words, teachers are challenged by internal dispositions about race and culture, which hinders authentic integration of culture-related instruction.

Multicultural education models inspired by the original dimensions created by Banks (1974) are relevant within all content areas and teacher education today. In addition to TPD,

numerous studies have discussed aspects of the five dimensions including courses designed by local colleges/universities in face-to-face settings as well as online. There are few documented experiences reported on the use of multicultural education within instructional approaches for OTPD. Most mentions of OTPD and ME reference particular courses teaching the training but not applying the approach in practice and theory within design and facilitation practices. Within both TPD & OTPD, culturally responsive teaching models or a combination of multicultural education and culturally responsive teaching to support teachers in diversifying classroom settings have been reported (Fylkesnes, 2018; Hudley & Mallinson, 2017; Parker et al., 2015).

Initiatives have included collaborative efforts to encourage the discussion of race in education areas. Articles demonstrating models of integrating multicultural education, and other culture focused theories mentioned below have been integrated within various workshops, graduate level courses and other options for TPD, especially within subject areas that often are left out of more extensive training efforts. As noted throughout several studies, culturally responsive teaching methods can reform preservice novice teachers through self-reflection processes, encouraging more awareness of biases. For this reason, Gay and Kirkland (2003) suggested culturally responsive teaching as a practice that should be incorporated within preservice and in-service teacher training because of the multicultural settings most teachers, who are white, will serve in (Gay & Kirkland, 2003; Gay, 2010).

Critical race theory (CRT) has also been suggested as a method to reform TPD because of the theoretical frameworks structure which brings to the forefront conversations regarding race and discrimination to transform the conversation. Mensah (2019) emphasized the need to design teaching methods using CRT to provide necessary supports for African American teachers within the field of science, which is a Eurocentric culture dominated content area. The

study concluded with a need to insert CRT into the school practices for support in cases where a black teacher is facing a predominately white subject area co-worker population and within content and teaching approaches.

From the mentioned initiatives, challenges with complete implementation have been discussed. There are three main areas that have been mentioned in relation to the implementation of culture centered approaches. Literature that follows has been organized into the following sections to provide an overview: Beliefs and Implementations, Standards and Implementation and Race Conversations and Implementation

Beliefs and Implementations

The disconnect teachers have with diverse groups of students and teaching approaches are not new. However, the widening opportunity gap between Black and Brown students compared to those apart of the majority has continued the discussion about the challenges teachers have with connecting to students who differ in race, class, economic standards, gender, etc. Sleeter (2001;2008) attributes the disconnect in demographics to the consistent misrepresentation of Black and Brown students' academic abilities. White teachers are specifically unable to provide instruction that meets the needs of diverse students because of applied approaches that often favor students who relate more to dominant racial categories, customs, and norms (White, Asian Pacific, etc.). Preparing teachers for modifying instructional strategies that address the difference in culture and traditions within the classroom is needed.

Implementing more prevalent models centered in culture has occurred with limitations. Experts attempting to identify challenges with implementing theoretical practices such as culturally responsive pedagogy, multicultural education, and culturally relevant teaching approaches have noted an overgeneralization of curriculum driven practices. Scholars have also

indicated a disregard for the curriculum that addresses culture bias or conversations concerning gender, race, and culture concerns. Teachers have either ignored this part of curriculum centered in culture or lightly addressed areas with content exposure followed by surface level or safe conversations (Gay, 2013; Sleeter 2012).

Limitations from the difference in teacher disposition compared to curriculum strategies sometimes conflict with the comfort in applying newly learned approaches, as Kuppens et al. (2020) demonstrated in a study examining Kenyan teachers' perceptions and the use of multicultural education practices. Teachers within the study utilized each of the five dimensions within Banks multicultural education model as most of the strategies aligned with current practices. Although when it came to matters of implementing curricula, the diversified curriculum in Kenya and opinions concerning controversial topic matters. Teachers who partook in the study requested further direction on discussing matters that invoke student voice without causing issues within an environment that restricts specific discussions.

Cherng and Davis (2019) connected the beliefs preservice teachers had before teaching with diverse students, noting that Black and Latinx students had more awareness of cultural dynamics associated with various populations than their Asian American peers. The results of the lack of multicultural awareness directly impacted how well preservice teachers were able to create a "nurturing environment" throughout the student teaching experience (Cherng & Davis, 2019, p. 219).

Approaches and Standards

Another point of conflict encountered by educators when attempting to apply culture driven approaches is standardized requirements. Sleeter (2012) discussed the simplistic application of culturally responsive pedagogy practices applied because of these constraints.

When teachers feel inadequate with integrating curriculum of multicultural perspectives and activities that may not directly align with standardized requirements, a surface level approach may be applied like recognizing holidays or surface level content exploration. By entering TPD with a focus on academic matters only, the silence around culture and race creates blindness to the needs of diversified populations of students. Through TPD teachers have sometimes learned about culture centered frameworks mentioned above however they have not been required to fully integrate practices. These normed approaches to the classroom sustain a teacher-centered curriculum that negates the sole purpose of the culture-driven initiatives to confront traditional instructional methods that do not support cultural diversity and empowerment of student voice (Sleeter, 2012; 2013; 2019).

Neglecting the whole administration of models leads to a derail from the implementation of culture centered approaches like, culturally responsive teaching, multicultural education, culturally relevant teaching curriculum initiatives. This challenge has resulted in a mixture of applications within multicultural education approaches to design. Increasing studies on design implementations for each of the mentioned theories may produce content reform within classrooms. For example, in a course designed to discuss diversity in music education, the discussion pertaining to how to address curriculum and instructional approaches that decenter Eurocentric music selections and expand selections to include Indigenous and African customs to provide a global music experience is ongoing. Bradley (2012) noted that teachers are afraid to have political discussions concerning race and music curriculum; more studies assisting teachers in this process are essential to supporting these efforts.

In addition to noncore subject areas, research has also explored how to integrate culture into physical education curriculum. An article examining the benefits of games as a method of

integrating multicultural education into physical education, Murphy and Maeda (2012) provided

a model to consider for diverse populations that make up typical gym classrooms. The article

broke down each game to demonstrate how this approach would look within a physical education

curriculum. Although the impact was not reported, the parameters outlined provided the potential

for educators struggling with applying multicultural teaching approaches into physical education.

Similar to other studies, transitioning what teachers learn to classroom practices is still

under-development. Particularly when learning how to implement the best culturally responsive

teaching practices (Nilsson et al.,2016). Courses designed to provide culturally responsive

teaching require supportive measures within the school setting to ensure teachers are guided in

the integration of learned practices. Connecting training efforts to school environments requires

additional support as discussed in a study reporting the gaps in culturally responsive teaching

within environmental education (E.E.). Blanchet-Cohen and Reilly (2013) reported on

multilayered complexities after facing challenges with using culturally responsive approaches in

E.E. courses. Teachers who participated in this school year project met within focus groups to

discuss meeting the needs of the diverse population of students within the Quebec urban area.

Teachers struggling with addressing their own biases and beliefs contradicted the

implementation of practices. Researchers concluded that implementing a culturally responsive

teaching approach would require interactive dialog and support for teachers to reshape their

viewpoints on serving diverse students (Blanchet-Cohen & Reilly, 2013).

Race Discussions and Implementation

Research has also concentrated on improving the depth of discussion surrounding race

when training teachers on the use of culture centered approaches. In a study examining a

graduate course titled, culture in the Mathematics Classroom, designed to teach educators how to

implement culturally responsive teaching within their math classroom, this challenge was explored. The course included projects which intended to address areas within culturally responsive teaching. The study comprised of 1 course instructor, who taught 13 (six males and seven females). The researchers' goal was to explore the development or change in perspective regarding culturally responsive teaching. Results from the course highlight a need to push teachers beyond surface-level discussions regarding race. Although teachers who took the course seemed to expand their knowledge concerning cultural awareness and understanding in how to implement culturally responsive teaching approaches, they failed to engage in meaningful dialogue concerning whiteness, power, or societal privileges systematically maintained for those of the dominant race. The results indicated a need for more support or the continued processing of deep theoretical concepts to fully integrate suggested practices (Parker et al., 2017).

Another area with the initiative to increase multicultural education depth is in approaches in linguistic support for STEM teachers. Through a more extensive research grant from the National Science Foundation, Hudley and Mallinson (2017) designed a TPD to address the gap in research concerning language and culture related to the training of STEM teachers. The study included 60 STEM teachers who participated in workshops as a part of the larger research design. The lack of focus on culture and linguistics drove teachers to participate as they expressed a need for growing their ability to diversify current teaching approaches. As Robert mentioned during an interview, "We do a lot of professional development now on eliminating the achievement gaps, but it's not usually directed towards linguistics or cultural understandings" (Hudley & Mallinson, 2017, p. 653).

Smith and Ayers (2006) previously noted, colleges still need to ensure both content and design are suited for culturally diverse learners and situated to encourage multicultural education

discussions, especially within online settings. For example, Chuang (2016) examined the difficulty with developing in-depth discussions surrounding culturally responsive teaching within an online environment. When using informal or adaptive models, the level of social presence or involvement with the content being discussed, along with a teachers' engagement in the discussion throughout the training is critical. In the study Chuang (2016) investigated the impact of a three-stage 18- week program of informal online collaborative learning sessions focused on culturally responsive teaching. Social presence was critical when forming online learning communities. Through collaborations teachers learned how to integrate culturally responsive teaching strategies like the WebQuest. Participants who felt familiar with multicultural content opted to use strategies when creating WebQuests as an instructional approach while other students did not fully integrate the model into the WebQuest activity due to level of understanding and comfort. Further assistance was needed for teachers when creating higher-order WebQuests when applying culturally responsive teaching strategies to content (Chuang, 2016).

Conceptualizing models based on multicultural education is complex, especially for teachers who are Eurocentric or a part of the dominate culture norms. Further examination of how to transition TPD into actual classroom practices is necessary. Lastly, further research concerning the support necessary to fully implement the two mentioned cultural-centered theories is needed to better assist teachers with adapting daily practices (Nilsson et al., 2016).

Bridging The Gaps

Literature from the past twenty years was discussed to examine studies on the state of TPD. The foundations of those studies have created current practices and designs. Understanding how teachers are experiencing all forms of TPD is critical as more options arise. The diversified

student body that most educators must tailor their instructional practices to has increased the need for multicultural education approaches. However, with evolving methods of conducting TPD, more accurate descriptions of how teachers learn within these spaces and the impact such trainings have on student outcomes would provide additional support.

Studies mentioned above provided limited results on the impact of integrating training using any of the mentioned theoretical perspectives on daily classroom settings, especially those of culturally diverse populations. Specifically, conceptualizing models based on multicultural education is complex. Further examination of how to transition TPD into actual classroom practices is necessary. In addition to studies exploring classrooms, insight into approaches to designing online settings to teach both multicultural education and culturally responsive practices is needed. Lastly, further research concerning the support necessary to fully implement the two mentioned cultural centered theories is needed to better assist teachers with adapting daily practices (Nilsson et al., 2016).

Although training has evolved, more studies outlining approaches along with detailed outcomes are necessary. Outcomes related to both student academic progress and educators' transference of skills are needed. In larger districts, such as those within Nevada, like Clark County, the influx of options is apparent; however, results on courses/workshops/sessions are not as documented. According to the approved continuing education providers for licensure renewals list, there are a total of 107 entities with options for teachers to choose to continue their education (State of Nevada, 2012). Within the list, variance in courses is indefinite and unmeasured. The list includes private, professional college/university and other providers, with the list continuing to expand. Further knowledge of how the offered continuing education course design and the results of experiences would provide a realistic view of any classroom relevance.

Chapter Summary and Transition

This chapter reviewed the literature that informed the study, identified the gaps in that literature. Specifically, literature concerning current TPD trends heightened the need to further examine the use of OTPD mediums and measurability. In addition to exploring OTPD, the literature reviewed also indicated a need for increased studies on multicultural education models and the use of this theoretical perspective to analyze experiences of teachers as they learn to apply recommended models for diverse populations.

Chapter three outlined the purpose of this study in relation to the literature gaps mentioned. Specifically, this study sought to investigate how teachers within the state of Nevada experienced online graduate level courses taken as a form of TPD. Through the outlined qualitative multiple case study analysis detailed in the next chapter, this study aimed to add to the research concerning teachers experiences within online graduate level courses. Teacher experiences within online graduate course/s, correlation with culture related content and online graduate level courses, and the impact or lack thereof in experiences within online graduate level courses in relation to classroom practices.

CHAPTER THREE

METHODS

Chapter two provided a summation of studies concerning the historical progression of teacher professional development into various online education platforms. Literature included Vygotsky's (1978) sociocultural theory to situate teachers' professional cognitive process within online graduate level courses. Following, James Banks' (1974) five dimensions of multicultural education theoretical framework was used to examine literature concerning the historical shifts within public education that sought to address the needs of diversifying school populations. Literary studies investigated experiences within professional development (PD)with content focused on culture or culturally responsive teaching practices, multicultural education curricula, and overall gaps within professional development tools that clash with district and state driven education policies. After examining relevant literature, chapter two concluded with a summation of gaps within the reviewed literature and an introduction to the goal of the study.

Chapter three detailed the data collection and analysis process after the restatement of the purpose. Chapter three comprised a detailed description of participants, study procedures, data analysis process, followed by the limitations, ethical concerns, and future implementations of the research study. The end of chapter three served as a transition into chapter four, the report of the study findings.

Restatement of the Purpose of the Study

The variance in studies concerning the results of experiences within graduate-level online courses for teachers has driven the need to explore this environment further. Specifically, within the state of Nevada educators have over 100 options for TPD, resulting in a variety of outcomes with little data (The State of Nevada, 2012). Therefore, the purpose of this study was to examine

experiences within online graduate-level courses communicated by teachers (present or previous) within the state of Nevada. Course design, which involves the overall learning environment, has been addressed in numerous studies to explain the mixture of experiences (Boling et al., 2012; Dumford & Miller, 2018; Jagars & Xu, 2016).

Research concerning teacher professional development online, course design, and content selection has been a focal area in various organizations that create or implement online teacher professional development (OTPD). Due to the variety in opportunity across programs, typical research is reported through Likert scale data analysis results or pre and post-survey results. Without juxtaposing a combination of different data resources, skewed dispositions about learning experiences gained are prevalent. A multiple qualitative case study research design using an ethnographic perspective was used to richly capture the experiences teachers have had within online graduate course/s (Silver et al., 2019).

Restatement of the Research Focus

This study aimed to investigate teachers' experiences within online graduate-level courses through descriptive inquiry, to define and examine the recanted experiences shared. Questions followed traditional strategies for conducting a multiple case study by framing the event or phenomenon of the study as a focal point of meaning-making within the study (Berg, 2009). From this viewpoint, two areas relevant to learning within online graduate courses were investigated. The primary questions of research probed experiences associated with learning within an online graduate-level course. The sub-questions sought to investigate any connections between content experienced and teaching practices.

Primary-Questions

RQ1: How do teachers experience learning within online graduate-level education courses?

RQ2: How do teachers connect, if at all, what they have learned (content and pedagogies) within online graduate-level courses to their teaching?

Sub-Questions

SQ1: What, if any, multicultural content and pedagogies have teachers learned within online graduate-level courses?

SQ2: How do teachers connect, if at all, the multicultural content and pedagogies they have learned within online graduate-level courses to their teaching?

Theoretical Framework

Vygotsky's sociocultural theory has extended to teachers' cognitive development when acquiring new knowledge (Shabani, 2016). The relational aspects connected to teachers' learning have been noted as a similar psychological process undergone by children when acquiring new knowledge. Deconstructing the experiences had within online graduate-level courses began with examining teachers as learners within teacher professional development (TPD) and online teacher professional development (OTPD). Vygotsky's (1978) sociocultural theory was used to situate the cognitive experiences communicated by teachers who had taken a graduate-level course/s online. Meaning of teacher experiences within TPD is a manifestation of relational aspects intertwining with the learner, as new concepts and knowledge are introduced and merge with internal connections.

The sociocultural theory was also applied to the framework of this study to deconstruct literature examining TPD as explained in chapter two. Trends within studies indicated a great need to add classroom realities to professional development. Researchers have reported the

friction with the application of acquired knowledge and its' disconnect with classroom settings. These challenges become even more complex when transitioning learned content from an online course. The intersection within the online course includes personal familiarity with technology, design, layout, cognitive workload, feedback or social interactions and the overall level of engagement with content. All of which contribute to the acquirement of new skills and the ability to use what is learned in the classroom (Choy et al., 2006; Grzanka, 2014; Wells, 2013; Wertsch et al.,1995).

Complete analysis of teachers' experiences within OTPD was multidimensional and multicultural. Banks (2012) five-dimensional multicultural education framework was applied to deconstruct each aspect of the experience and fully comprehend the cultural artifacts that defined the experience. Specifically, content integration was used to understand literature discussing diverse perspectives within teacher training and classrooms, if referenced. The knowledge construction process was applied to the overall experience had within the course as well as within the actual classroom. For example, if teachers spoke of content integration in their classrooms, probing took place during the semi-structure interview to understand if they added additional processes to deconstruct content and bias within curriculum.

If teachers mentioned content discussed within the course related to culture, additional inquiry took place during the semi-structured interview to understand the extent as it related to knowledge construction. Prejudice reduction provided the process to analyze all references regarding activities inside the course and the classroom that aimed at prejudice reduction or the building of positive attitudes towards diversity. Equity pedagogy was applied at the end of the interviews to discuss culture in the classroom in relation to what was taught in the course if it

was referenced. The theoretical framework was also used to frame the secondary research questions described later in this chapter (Banks, 2016).

Rationale for Qualitative Study

A qualitative methodological research approach was applied to examine online learning to prioritize the voice of the participant; teachers (Denzin & Lincoln, 2005). The theoretical frameworks discussed in the previous section shaped the philosophical assumptions used to select the interpretive lens. Procedures outlined below, prioritized the voices of the participants within online graduate level courses by paying "...close attention to the interpretive nature of the inquiry and situating the study within the political, social, and cultural context…" (Creswell & Poth, 2018, p. 43).

Qualitative research enabled the close examination of the phenomenon while deciphering the cultural artifacts embedded within the social behaviors described through details of the course/s taken (Creswell & Poth, 2018). Specifically, the design focused on the critical aspects of the experience that represented themes and symbolic meanings derived from reflective thoughts. Exploring the participants' lived experiences required inquiry through this lens which led to discoveries of the significant meaning from the recanted stories (Creswell & Poth, 2018).

Rationale for a Qualitative Multiple Case Study

Multiple case study research methodology brought forth the thorough examination of each teachers' experiences within online graduate courses (Harrison et al., 2017). A systematic exploration was possible through this design because each experience, defined as a single cultural event or case had meaning within the multiple meanings of the larger cultural event/experience. (Creswell & Poth, 2018).

This design structure is a part of additional methods used to conduct qualitative research including narrative research, action research, case study, grounded theory, ethnography, and phenomenology. In comparison to the other methods, multiple case study design was most appropriate for its ability to represent a single event within or even separate from a larger phenomenon while developing understanding. Single case study was not selected because, more than one single case is being represented within this study. Grounded theory and phenomenology were not selected because of the purpose of the study which was to gain further understanding of the social event through described behaviors, not to discover or build theory (Creswell & Poth, 2018).

Lastly, both narrative research and action research were not selected because of what was being studied. While narrative research focuses on a particular experience and retelling this in a manner that honors the participant, action research examines programs or tools. Both did not situate the social event as the priority of the study. Ethnography was not selected as the methodology as this was not an examination of culture patterns over a period of time but of the experiences within a short span (Creswell & Poth, 2018). However, to ascertain the level of detail necessary to deconstruct the event as a set of cultural behaviors, an ethnographic perspective was applied and is described below in the next section.

Applied Theoretical Perspective

An ethnographic perspective was applied to the development of the research questions and conducting the semi-structured interview to interpret the sociocultural elements, Vygotsky described as being a part of the learning experience. Through Spradley's participant observation procedures, steps within this study are like a traditional ethnography however only from an applied perspective as six of the ten steps were used to conduct a thorough investigation of an

event that was not observed over time. The study examines reported experiences as a shared cultural event due to the nature of the occurrence. Meaning although participants enrolled in different online courses within the past five years, the environment represents a similar culture. This representation or specific activity, a part of many teachers' professional requirements was described through shared stories and investigated. A logical use of ethnographic perspective was applied to the data analysis, tool creation, and overall method to achieve what Green and Bloome (1997) defined as a "…focused approach (i.e., do less than a comprehensive ethnography) to study particular aspects of everyday life and cultural practices of a social group" (Green & Bloome, 1997, p. 4).

To apply this perspective, Spradley's domain analysis process, outlined in detail within the data analysis section, was used to analyze the culture shared within online graduate level courses. Within this study the cultural event, online graduate level course/s is described as a universal experience whereby each experience represents a meaning of the same shared sociocultural exchange but from different viewpoints seen through each of the experiences of the participants (Spradley, 2016). Similar use of this perspective was conducted by Lee et al. (2011) within a qualitative case study analyzing teacher experiences within science and mathematics education. Through the application of an ethnographic perspective, this study included descriptive questioning, described in the role of the research section below, to create the data used to form the culture domains reported in chapter 4.

Role of the Researcher

To frame the meaning of experiences had within online graduate level courses as the researcher, my role was to gather each of the teacher experiences and analyze them as separate cases following the design approach for multiple case study inquiry. The teachers were

encouraged to communicate questions, comments, or concerns within each weekly response. Before starting each phase of the study and completing each weekly question, I created a friendly environment through email correspondences and check-ins (Appendix N). All emails greeted teachers as "fellow teachers" since I too, at the time, served as a local teacher. Greeting teacher participants this way sustained an inviting environment that shaped the conversational approach for the semi-structured interview, typically used when applying descriptive questioning methods (Spradley, 1979).

Positionality Statement

The design of this study is reflective of a journey of self-reflection as an adjunct instructor who was challenged by online course facilitation. After teaching secondary education, when given a chance to teach online as a graduate assistant, I thought I had the essential skills necessary to create content and conduct classroom sessions within this setting. However, after one semester, I was forced into researching how to teach within this medium due to the overwhelming dissatisfaction my former students loudly expressed. The first online course I taught, classroom management, to a section of undergraduate students resulted in a conflicting clash between a preset course full of assignments and a lack of balance and understanding of how to structure learning within this environment. I struggled to transfer the teaching skills I learned as an educator into an asynchronous virtual setting.

Researching learning within an online course became a two-year journey where I explored the nature of online mediums. This exploration revealed the essence of learning online can be placed into three areas: pedagogy, theory, and practice. I learned quickly it was not enough for me to deliver content. I investigated a vast array of fields utilizing various online mediums as a more flexible option for training and course completion. During the second year of

exploration, my employment revealed the expansion of such mediums as the university I attended prepared me to transition to a new learning management system. At the same time, I began teaching online courses as an adjunct separate from my university role to teachers who were a part of a six-course certificate program that would enhance their skills while increasing their pay. Both positions increased the urgency of my research while expanding my knowledge about online education options.

Knowing how teachers experienced online learning became a focal point of the later part of my research due to the collision this population had in other areas I found to be significant as a secondary teacher. The certificate program for which I was an adjunct for, offered through a third-party program at another local university reconnected me to education in K-12. The teachers I realized, who were taking the online certificate programs were a part of the same district in which I had taught for. Through their experiences with the pacing and the overall program I learned about the 8-week certificate program, a newer manner of providing professional development, also referred to as professional learning. Although the courses offered an excellent opportunity for local educators to increase pay quickly, the connection the additional knowledge had within classrooms was less evident in research and schools. I expanded my research with few results reported on this type of online learning, especially within Nevada. Insufficient research urged me to consider the state of the classrooms within the district, which ranks the lowest in the nation, and the impact these options are or could have on diverse groups of students, making up the majority of classroom settings. Understanding what teachers experienced within any form of online learning became a matter of relevance.

My desire to deconstruct the learning process within online settings has driven my goal of decoding the process by which current teachers experience online graduate level courses like the

ones I taught to gain further understanding about the impact these courses have on practice. Specifically, as a teacher, student, and designer of online learning spaces, I will use the accumulated research gathered over the past four years through personal research to begin the process of understanding how teachers experience the various forms of online courses. Investigating areas of challenge within these settings may lead to findings that provide additional insight about the impact online graduate-level courses taken by teachers have within diverse classroom settings in the state of Nevada.

Study Site

The study took place digitally, with an emphasis on teachers within the state of Nevada. The original medium of the study was selected two years before it took place to capture data within the learning environment. This data collection method is also typical for studies seeking to ascertain thoughts regarding online education (Kennedy, 2019). The state of Nevada was selected due to the state's performance rating and teacher retention issues (Jackson et al., 2019). The selection was also personal to me as a teacher who at the time of the study, worked as an educator within the state of Nevada.

The virtual dynamics of the study enabled the continuance of phases I and II during the global pandemic resulting from COVID-19, which forced the transition of all courses and PD to online mediums. Phase I was conducted within correspondences sent to the preferred email provided from the initial inclusion criteria survey. Phase II of the study took place within a password protected meeting room through the digital platform Zoom. Teachers were given the option to select the time, and date within the Google form sent during the last week of the weekly email responses (See Appendix L). Prior to the start of the semi-structured interview, participants were given the option of how they wished to be recorded (audio, video, or both).

Participant Recruitment

The study used convenience and snowball sampling to identify 10 participants who had experience teaching within Nevada. In addition to teaching within Nevada, educators who completed or enrolled in online graduate-level course/s within the last five years, received an invite. The participants recruited for the study had to meet all the mentioned inclusion criteria below:

1) be 22 years of age or older,

2) be previously (within the last five years) or currently enrolled as a student in an online (graduate-level) course; and,

3) be a past or currently licensed PK-12 teacher in the state of Nevada.

I solicited potential teachers' emails, professional that were a part of my personal networks. Affiliation with invited participants came from personal connections created within school districts and professional communities such as: "Code Switch, CSIEME (Cultural Studies, International Education, and Multicultural Education), and other community-related and academic groups. The specific location of teachers within the state of Nevada and grade level was not included. The focal point of the investigation was to explore the diverse experiences of teachers regarding participation in graduate-level online courses.

Sample Population

The sample population through convenience and snowball sampling resulted in 13 responses to the initial research flyer (Appendix C) were received. However, of those 13, only ten met the conditions of the study. The ten participants included in this study met the following conditions stipulated within the IRB. All participants were or are currently licensed teachers

within Nevada; two of the participants held provisional licenses, while the other eight had a full license. All respondents were located within the state of Nevada.

Participant Selection

Recruitment flyers were sent through the researcher's student email account to personal networks. A total of 13 respondents who completed the initial inclusion criteria survey. Based on those questions, three participants were eliminated using the original inclusion criteria requirements. Of those 13, two were substitute teachers and held a substitute licensure, while the other interested respondent did not complete any online graduate-level courses. These respondents were sent an email communicating gratitude for interest; however initial criteria requirements were not met.

The required inclusion criteria questionnaire ensured those from the convenience sample and snowball sampling had experiences that aligned to the purpose of the study while offering participants the option to add more detailed descriptors regarding, course content and teaching demographics. Confirmation of participation was confirmed after interested respondents completed the informed consent form.

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Data Collection and Process

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Primary data resources included phase 1, weekly interview question responses and phase 2, semi-structured 60 minutes interview transcriptions. Following the reception of each response, a record table was generated to maintain accuracy in information since each response could result in a five-dollar e-gift card through Amazon per question submitted and a $25 dollar e-gift card for completing the semi-structured interview. Data collection took place over a seven-week period; five weeks for the weekly email responses and two weeks for the semi-structure interviews. Participants were initially given a week to submit reflections before the question

expired. However, time limits were dismissed to encourage continued participation throughout the five weeks. Participants had the option to complete all unfinished responses before starting the second phase of the study during the week of April 7th.

A record log was generated to track responses for each question. Responses received for phase one of the study were kept in google form until the researcher created note cards from each response. No one had access to the links to the questions outside of the respondents and the primary investigator of the study. All note cards were kept in the private locked office of the researcher. Zoom interviews are stored within the researcher's personal account and can't be accessed as the account is password protected. All data resources will be deleted following five years after the completion of the study. Details of data collection for each stage of the research are described below in Table 1 and detailed in the sections that followed.

Table 1

Study Administration/ Data Collection Timeline

Study Action Steps	Date
IRB Study Approval	3/26/20
Dissertation Proposal Approved	09/25/20
Pilot Study Part 1(Weekly Questions) Conducted	12/23/20-01/11/21
Pilot Study Part 2 (Semi-Structured Interview) Conducted	12/23/20-01/11/21
Study Invitation Flyer Sent	02/16/21- 02/27/21
Week 1/ Question 1 Email	03/07/21
Week 2/ Question 2 Email	03/14/21
Week 3/ Question 3 Email	03/21/21
Week 4/ Question 4 Email	03/28/21
Week 5 /Question 5 Email	04/04/21
Semi-Structured 60-minute Interviews	04/4/21-04/10/21
Informal Member Check-In	04/11/21-04/16/21

Phase I: Weekly Email Data Collection Process

Five weekly interview questions were sent to participants beginning March 7th and ending April 4th. Every weekly interview question was sent on Sunday using a google form link, to the preferred emails of each participant. In the fourth and the fifth week, response questions were made available to participants during the spring break recess due to the change in response rate.

Once the study began, the monitoring of question responses was tracked through check-in communications with participants each week. Check-ins were a series of emails sent to nonresponsive participants. Nonresponsive was defined by the number of days within responding to each question. Wednesday was used to determine a nonresponsive participant as this marked the middle of the week and the number of days until the next question would open. Participant's time and rate of response changed after question two, which altered the original time frames. The research data collection log shows the change in responses from one or two days after being sent until the next week (Appendix Q) to ensure those who did not respond were still interested in the study. Check-in emails included the initial email request with the survey link and a sentence informing participants if they were no longer interested in responding to the email indicating this preference (Appendix N).

If participants did not respond to check-in email responses and did not communicate a desire to withdraw from the study, a nonresponse to a question was blocked out in the chart, and the next question was sent with the links to any missed emails for participants missing questions. It was not assumed that a nonresponsive entry meant disengagement with the study as some participants who had missed previous questions attempted to arrange semi-structured interviews.

After each question, a response record was generated for each time a response was submitted per participant to ensure accurate recording keeping for payments.

Phase II: Semi-Structured Interview Data Collection Process

Concluding the collection of the weekly responses, the semi-structured interview was scheduled using google forms. The original email was transferred into a google form with dates and times offered after spring break: April 5th- April 16th. Participants scheduled dates and times for the interview by responding to the Google form and selecting the dates that best fit schedule preferences. The form including the original invite in the directions section was sent within the last email responses for weeks 4 and 5 see Appendix L. As soon as participants submitted the last question response, they were sent the link to the semi-structure interview invite google form. After a date or time was established, it was removed from the google survey form to decrease overlap in the interest of dates. Nonresponsive participants were sent a daily invitation for five days prior to the ending of the interviews. All interviews were scheduled within my private Zoom account for password protection options. Following the selection of a preferred date or time, respondents' dates and times were created in zoom and sent to participants through the preferred email. Each zoom meeting was recorded and transcribed using dictation transcription options through Microsoft Word.

The interview process was designed to create an informal, friendly conversation through an atmosphere for story sharing. A mixture of descriptive question processes was used, including grand tour questions, mini-tour questions, example questions, experience questions, and native-language questions. Grand tour questioning was the primary approach adopted to unravel descriptors of the cultural artifacts found within the written reflections and verbal dialogue (Spradley, 1980, p.85). While weekly interview questions were designed as typical grand tour

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questions and specific grand tour questions, which allowed participants to recall experience/s personally, semi-structured interview questions applied an ethnographic perspective using description interview questions that extended the question types mentioned above.

In addition to asking typical grand tour questions such as "tell me about your experiences within an online graduate course you have taken," interviews included example questioning meant to encourage the teacher participant to speak about specifics related to the learning experience freely. The five weekly email response questions and the semi-structured interview question guides enabled the surfacing of interconnected sociocultural artifacts, which were decoded through the application of Spradley's (2016) six-step cultural domain analysis, explained below in the data analysis portion of this chapter.

Data Analysis

Phase one and two of the study were coded manually through the six-step process to create a cultural domain within the structure of a multiple case study qualitative process. Each teacher's experiences shared first through the five weekly email questions, were seen as a "social situation" occurring within the same environment: online graduate-level course/s (Spradley, 2016). Using this viewpoint, each participant's questions were coded individually since they were seen as individual cases. The coding process followed the procedures for cultural domain development.

Each culture domain represented the categorized patterns of behavior associated with each participant's meaning attributed to learning within an online graduate course/s. These patterns were transferred into index cards as part of the collected field notes. Creating a cultural domain occurred throughout each stage of the coding process. Ascertaining intricate details to create culture domains involved six steps of analysis. In phase one of the study (Weekly email

Reflection Responses); 1- the creation of field notes, 2- transfer of coding notes to table categories, 3- the creation of sub-terms (labeled as cover terms), 4- identification of cover terms, 5- the creation of cultural domain, 6- a review. Phase two of the study (Semi-Structured 60-minute interview) involved the following analysis procedure in addition to the six-step mentioned above: 1- Digital interview transcription (Microsoft dictation tool), 2- Dissect transcription (separate questions from responses), 3- Identify included-terms, 4- Add to the original table, 5- Identify additional cultural domains, 6- a review. All these steps were followed for each participant's response and interview if applicable.

The experiences within online graduate-level courses were seen as individual, sociocultural events, and a collective sociocultural event. The final phase of analysis involved juxtaposing all experiences to ascertain understanding from a statewide or overall cultural experience of learning within an online graduate level course. The meaning of experiences within online graduate courses was described as one shared set of cultural patterns through each participant's experience. The analysis process included creating both taxonomic analyses of the five weekly questions as the core five domains and a componential analysis to provide clusters of descriptors associated within each core domain.

Table 2 illustrates the mentioned data analysis process. The steps followed, aligned to the primary and secondary research questions along with corresponding data source(s), time and administration, the participant(s), and the analysis tool(s) applied to the data collection process.

Table 2

Data Analysis Process

Primary Research Question	Data Source	Time Administration	Participants	Analysis
How do teachers experience learning within online graduate courses?	Weekly interview questions	5-Weeks: Week 1: Q1- Appendix G Week 2: Q2-Appendix H Week 3: Q3-Appendix I Week 4: Q4-Appendix J Week 5: Q5- Appendix K	10	Cultural Domain Analysis through 1) Coding notes 2) Included terms created 3) Cover terms created 4) General Cultural Domains created 5) Semantic Relationships created 6) Cultural Domains Creation-set 1
How do teachers connect, if at all, what they have learned (content and pedagogies) within online graduate-level courses to their teaching?	Semi-Structured Individual Interview	60-minutes per participant (8 to 12 hours)	10	Cultural Domain Analysis through 1) Transcription of oral/video storytelling 2) Convert transcription into Coding notes 3) Included terms created 4) Cover terms created 5) General Cultural Domains created 6) Semantic Relationships created 7) Cultural Domains Creation-set 2

Secondary Research Question	Data Source	Time Administration	Participants	Analysis
What, if any, multicultural content and pedagogies have teachers learned within online graduate-level courses?	Semi-Structured Individual Interview	60-minutes per participant (8 to 12 hours)	10	Cultural Domain Analysis Manual using these steps: 1) Coding notes 2) Included terms created 3) Cover terms created 4) General Cultural Domains created

				5) Semantic Relationships created
				6) Cultural Domains Creation-set 3
How do teachers connect, if at all, the multicultural content and pedagogies they have learned within online graduate-level courses to their teaching?	Semi-Structured Individual Interview	60-minutes per participant (8 to 12 hours)	10	Cultural Domain Analysis Manual using these steps:
				1) Coding notes
				2) Included terms created
				3) Cover terms created
				4) General Cultural Domains created
				5) Semantic Relationships created
				6) Cultural Domains Creation-set 4

The juxtaposition of All Data	Data Source	Time Administration	Participants	Analysis
	Weekly Questions Semi-structured Interview Responses	N/A	10	1) Taxonomic Analysis 2) Domain selections 3) Similarities within semantic relationships 4) Identify additional included terms. 5) Identify larger cultural domains. 6) Creation of taxonomies 7) Componential Analysis 8) Domain analysis selection part 2 9) Inventory of contrasts 10) Paradigm worksheet creation 11) Selection of dimensions of contrast with binary values 12) Combine closely related dimensions of contrast

Creation of Cultural Domain

Cultural domains represent the categorized meaning of parameters that define a social event. The social event examined within this study was the experience of online graduate level courses. Following Spradley's (2016) six-step cultural domain analysis process, each category of meaning was created through the development of three essential parts; included terms, cover terms, and semantic relationships. These three elements defined the experiences within the online courses as they represented the stream of cultural behaviors identified as artifacts representing the culture of the occurrence/s. Before finalizing cover terms for each domain, all phases of the study were charted and reviewed. Semantic relationships created during phase one were examined and extended if necessary, depending on the linkage between data sources. Initial responses to weekly questions were compared to semi-structured interview questions and responses to draw out further understanding for each participant. Following a taxonomic analysis was applied to identify larger categories within the created domains within one single relationship. This enabled the development of statewide or universal patterns to be explored as larger concepts of the experiences arose. A componential analysis was performed to create attributes of the collective cultural event.

Coding Notes and Table Creation

Coding note cards were created following the collection of each response. Note cards were charted by weekly response questions into categories. Interview responses were coded separately then added after all dictation notes were organized by questions asked within the semi-structured interview and the response provided. No additional data contributed to the grouping of notes, which allowed the discovery of cultural meanings within each parameter explored within each question. All original table data can be found within Appendix P.

Selection of Included Terms

Included terms are "smaller categories within a domain" (Spradley, 2016, p.89). Phrases taken from the weekly email questions and semi-structured interview responses were used as included terms. Terms were used to connect the meaning of the domain to the phrases selected and the cover term. These were necessary to establish the generated semantic relationship under each culture domain described below.

Identification of Cover Terms

Using the notecard grouping, a third reading yielded the creation of cover terms. Cover terms are the names "for a cultural domain" (Spradley, 2016, p. 89). The names resulted from the written responses to questions emailed and asked throughout the semi-structured interview. The initial cover terms came from only weekly email questions and later were expanded to include any additional cover terms from interview question responses. Cover terms were either a part of a direct phrase or an indicated meaning from the words used. Sustaining the authenticity of cover terms or the original meaning from participants was possible through the review phase of the data analysis process which included member checking email, as shown in Appendix O.

Semantic Relationships

Semantic relationships connected the cover term to the included terms to generate meaning. Through each semantic relationship, the cover term is linked to included terms to define each cultural domain. For each question, developing semantic relationships occurred during the third reread of the weekly email questions. Deriving meaning from notes to create semantic relationships representing the implied meaning of experiences required several reading rounds to deconstruct communicated thoughts fully. For each question, this process was done separately. The final review and creation or extension of relationships occurred during the

taxonomy and componential analysis phase to derive a statewide or universal meaning of culture domains found.

Taxonomy and Componential Analysis

Finalization of created cultural domains required two stages of analysis, taxonomy, and componential analysis. The first review of data produced the taxonomy analysis by juxtaposing each participant's responses to every weekly email question. Within this stage, the weekly email questions were used as the broader culture domains as each question represented the meaning of the experiences had within the online graduate level course. The purpose of the taxonomy analysis was to identify inner semantic relationships between each experience. Overall relationships between cover terms, included terms, and semantic relationships were blended to identify deeper meanings that resulted in the more discrete categorization of collected data (Spradley, 1980). Questions one through three from emailed responses were discussed within the analysis of the primary research questions, while narrative responses for weekly response questions four through five were assessed within the discussion of the secondary research questions. Semi-structured interview responses were integrated within the table and represented within the narrative retelling. This part of the study was seen as an extension of the overarching core culture domains categorized as the weekly response questions.

The second review, a componential analysis was used to further understand the implied meaning participants used to define the experience. Within this analysis stage, attributes of the experience were further defined within positive and negative influences or descriptors. The meaning teachers attributed to their experiences were described under the culture domain as a positive or negative influence within an online graduate level course.

Componential Analysis Interpretation of Multicultural Education

The final stage of data analysis focused on the creation of meaning from a multicultural theoretical lens. Within this phase, the deeper meanings drawn from the componential analysis were used to identify patterns within OTPD that influenced or impacted classroom practices. This extended analysis emphasized the relevance of findings to conclusions researchers have drawn regarding initiatives to prepare teachers for the diverse populations of students.

Each category within the chart was a dimension of multicultural education, and columns represented questions from the data sources that addressed both primary and secondary research questions. Specifically, the preliminary research questions exploring design, instructional approaches, and enrollment preference in online graduate courses amongst teachers were compared amongst participants to ascertain any patterns amongst the sociocultural exchanges. Secondary questions were also examined when exploring specific content experiences and the impact of acquired knowledge on daily teacher approaches. Conducting a comparative analysis amongst question responses provided additional insights into defined notions of the content and any connections to the classroom.

Pilot Study and Indicators for Chapter 4

A pilot study was conducted to test the mentioned data collection process described above. The conducted pilot study followed traditional qualitative research pilot study processes, which focus on measuring two areas: the feasibility of the methodology and the alignment of research questions (Kim, 2010). Below is a breakdown of the background situating the purpose of conducting the pilot study. Following this section was the general description of the results and implications for conducting the research study.

Pilot Study Process and Development

       An abbreviated version of the actual study was conducted after the dissertation committee approved the research proposal. The piloted version of the study's intended purpose was to ensure alignment in measurement tools and theoretical frameworks was present. Considering the complexity of examining multiple frameworks within the design research questions mentioned above necessitated a test of developed data analysis tools. Specifically, exploring what responses resulted from the weekly questions and areas or gaps revealed within the semi-structured interview was the purpose of the pilot. Finally, the pilot study also intended to adapt the original design to suggestions from committee members following the successful defense. One of the significant modifications measured was an additional background section to the initial criteria survey.

       Phase one and two of the study occurred over a few weeks (12/23/20-01/11/21). IRB protocol procedures were followed to ensure the initial criteria were met. All participants were from the researchers' associations. Parties were sent the study invitation email with the consent form to shorten the time frame between participant selection and an invitation to the study. A total of 5 teachers responded, and of those, only two met the initial criteria. Once the conditions for the study were met, participants were sent all five weekly questions to complete throughout the winter break. After, participants were sent an invitation to participate in the semi-structured interview. Interviews were conducted through Zoom meetings and lasted from 20 to 30 minutes and were guided by the research protocol detailed in Appendix M.

       Analyzing the data obtained from both the weekly email questionnaire and the semi-structured interview questions followed the multiple case study methodology process created for the original study. The processing of data occurred over a few weeks as it included both manual

and digital data processing. A brief analysis was generated following the conclusion of the last coding process for the second participant. This process and implications for the study are explained below within the subsections: discussion of issues and impact.

Discussion and Suggestions

Conducting the initial study designed to take place for six weeks, in half that amount of time, resulted in insightful responses while highlighting challenges with the data analysis procedures. Aspects of the outlined method used to obtain data were successful; however, some processes presented great difficulty rendering modifications in questions and analysis processing. Both participants completed all questions; however, some of the responses were surface level or short, which became more apparent within the ingemination of the experiences in the semi-structured interview. This gap revealed holes in weekly response questions four and five, resulting in the restructuring of those two questions and the additional line "Please provide examples…" to all the questions asked.

The analysis process of the collected data was the least successful process resulting in modifications to the entire process. Initially, Dedoose coding software was the initial step in the coding process following the manual creation of categories. However, after uploading the content and transferring codes by hand into the software, a few malfunctions occurred. Issues with utilizing the software delayed the analysis process of both the digital interview and weekly email questions. Due to this challenge, coding notes continued manually, adding additional time. Discussions had to be converted into transcriptions using the Microsoft word transcription software. This process was more extensive; however, it revealed intricate aspects of the data found within the interviews. The results of both sets of data uncovered hidden meanings about

learning online within graduate level courses. Implications mentioned below were implemented in the actual study to ensure the collection process was improved.

Modifications to the data analysis procedures and the end of each question were applied to the study. Specifically, in phase one, all note card creations occurred manually. Notes were taken from the question responses within the google forms then transferred into index cards that were later used to organize responses into cover terms and semantic relationships.

Phase two included transferring oral responses with notations of facial expressions within generated note cards. The course of action taken resulted in two major cultural domains, "usefulness" and "influence." Understanding what participants meant by these two terms as coding notes indicated a variety of meanings which included: location, time restrictions, and costs, not all defined the meaning of usefulness. The cultural domain "influence" was also noted between participant responses as relevant to the online graduate-level experiences; however, this one term referenced a plethora of indicators such as cultural beliefs and transference of content learned into the class setting. The implied versus visual patterns seen within the coding notes were not reflective in creating relationships and the meaning behind them from the pilot study. To ensure the meaning of semantic relationships was visibly present, questions were rewritten to solicit examples from responses. Examples were used to frame meanings implied within each cultural domain, which were labeled as folk terms.

Conclusion of Pilot Study

Although meaning was derived using the created survey tools and the data analysis process, the procedures followed created complexity when establishing meaning. For example, the challenges within Dedoose coding software, which initially would have included the coding of facial expressions had to be taken out midway through the first phase of the study which

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changed the way semantic relationships would be revealed. In addition, the wording of questions did not allow for the expression of in-depth recounting of experiences which made semi-structured interviews necessary. Completing all coding manually as well as restructuring questions, enabled the study to be conducted in the manner it was intended.

Study IRB Protocols

Following the summation of the pilot study, questions and processes were adjusted to ensure the protocols approved were followed. For example, the adjustment of the weekly response questions was to ensure participants felt welcomed to share thoughts via email with or without the completion of the interview. In addition, the weekly check in email was generated to ensure correspondence and assurance of interest was optional. A researcher record log was generated prior to the start of the study and shared with the primary researcher of the study to ensure all procedures outlined below were followed.

Ethical Protections of Participants

The researcher adhered to the guidelines established through the approved IRB protocol. If study participants communicated a desire to stop engaging in conversation via email or through the Zoom meeting, they might do so at any time. The safety and willingness to participate were ensured by measures described below.

Informed Consent

Potential participants completed a participant interest and inclusion criteria verification study (see Appendix D for the survey); the Informed Consent form (Appendix E) is attached. All study/consent form participants were notified via email (see Appendix F). Responses for interested parties who did not provide informed consent or meet the inclusion criteria were deleted. The consent form was delivered electronically as a part of the Google form survey.

Privacy

Participation in the study was voluntary; weekly interview questions and semi-structured interviews were administered individually via Google form and via Zoom, respectively. If participants' responses to the weekly questions or during the interview revealed personal identifiers, they were excluded from the study findings. Participants were asked to choose or have the researcher choose a pseudonym along with the first weekly interview question. A single list linking the participants' actual names with their alias was kept on a google form accessible to involved researchers only. Weekly and semi-structured interview transcripts referenced the participants by pseudonym.

Probable Harm

Potential harm to participants was not likely as the study was minimally invasive, only focusing on participant's online graduate level course experiences. Therefore, it was unlikely that any harm may/will occur. Any discomfort experienced was quickly reversed by providing participants the option, stipulated on the informed consent form, to take a break, not answer a question, or discontinue their participation in the study without consequence. Additionally, participants were encouraged to ask questions throughout each research phase and reminded that their privacy and confidentiality would stay protected. Finally, participants were encouraged to ask how data would be collected, stored, and reported.

There are risks involved in participating in any research study. Participating in this study included only minimal risk. Participants who experienced some discomfort in responding to the verification survey or weekly and semi-structured individual interview questions because of the personal nature of the questions (i.e., sharing their online educational experiences) were reminded that they could cease participation at any time. The measures described in the research

protocol prevented/minimized risk, as it was carefully followed. Additionally, the researcher checked in with participants regarding their sense of danger throughout the study and responded as needed to prevent/minimize any concerns of this nature that were expressed.

Chapter Summary and Transition

This chapter examined the theoretical frameworks aligned with the research questions and methodological approaches. In addition, this chapter outlined the data analysis process and each procedure as a part of the design. Content discussed provided the rationale for a qualitative multiple case study and articulated the detailed process of the examination. Chapter four is a summation of the findings gathered from the data collection procedures detailed above.

CHAPTER FOUR

RESULTS

An analysis of the primary and secondary research questions framed the discussions found within this chapter. Specifically, findings are described in accordance with the procedures outlined by Spradley's (2016) cultural domain procedures within the application of an ethnographic perspective. To begin the analysis a multiple case study overview is outlined to resituate the design of the study within the applied theoretical frameworks and data analysis procedures. Through this lens the results of the research questions explored are addressed through summary and explanation of the data analysis layout that follows. Revealing the findings occurs in two stages; one collective cultural experience, followed by the multiple case studies that contribute to the statewide or universal experience.

A summation of each participant's account of experiences within online graduate level course/s is described in the data analysis section below. Each participant's experience is treated like a separate case and analyzed through each research question. Part one of the analysis summaries included the primary research questions and part two of the summaries reflect analysis of the secondary research questions. Summations provided insight into findings presented in the tables included. To conclude analysis, data from each participant was juxtaposed by identifying any trends between cases to uncover deeper meanings of the overall phenomenon.

Multiple Case Study Overview

Qualitative multiple case study methodology was used in conjunction with an ethnographic perspective to capture the culture taking place within the social event, online graduate level courses. Each case described below represented a variance in occurrences within the larger culture found within the environment of online graduate level courses, taken as an

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option to complete TPD. Specifically, within the state of Nevada, under the approved list of continuing education and licensure renewal options, teachers have numerous options for providers and mediums. Following the traditional application of multiple case study design, allowed the investigation into the variety within these options. Each participant experience was a different case, or separate account of learning within the environment within one of the options currently available (Creswell et al., 2018).

The state of education, post pandemic has increased the need for current research to expand insight of the variety of options of OTPD. The findings reported explore the trends within the experiences, with an in-depth analysis through juxtaposition within the context of literature mentioned from chapter two.

Findings Reporting Process

Within this study, the nature of the application of Spradley's (2016) six-step cultural domain analysis within an ethnographic perspective required two levels of data interpretation: collective and individual. Typical applications of a cultural domain analysis process, as seen in Lee et al., (2011) findings, interprets one cultural event within the same location where field notes and observations, with the addition of interviews define the cultural event. However, within this study, like Kisbiyanto et al., (2018) the perspective of a shared cultural event is being examined. Investigating experiences using the cultural domain analysis process required the analysis of the perspectives be examined as a collective cultural event using the individual perspectives. Each of the cases are seen as single experiences within the larger cultural event and are deconstructed as single cases following the multiple case study design. To present findings in this manner, the state level of the cultural experience of OTPD is discussed below to situate the participants experiences case by case.

State Level Cultural Experience of Online Teacher Professional Development

Ten different experiences, had within the last five years, were explored to develop an understanding of some of the variety within OTPD available for educators within the state of Nevada. Each participant, briefly described in Table 4, Participant Demographics below experienced a variety of online graduate level courses. The expressed experiences obtained through the data collection process detailed within chapter 3, included two phases 1- five weekly email responses and 2- a 60-minute semi-structured interview.

The state level or overall meaning of the experiences had within online graduate level course/s is being referred to as 'statewide' because all the teachers were or are currently located within the state of Nevada. Experiences describe courses taken over the last five years, in shared TPD providing institutes like University of Nevada Las Vegas. These commonalties link the experiences, into one shared cultural event. Although each case is seen as a separate experience, they all provide different perspectives about the larger phenomenon examined within the study.

School Demographics of the state of Nevada

According to The Nevada Teacher Workforce Report (Hays et al., 2018), a general depiction of schools within the state is centered in teacher retention and the impact the workforce has on overall teacher experiences within the classroom. As most schools according to Jackson et al., (2019) struggle with teacher shortage which impacts a schools' overall dynamics. This additional stress emphasizes a need for strategic praxis which is often not obtained through training. Due to the more challenging conditions that sometimes results from retention issues, educators who are not equipped, leave classrooms frequently. Training from this disposition and its impact is critical to a school whose teacher workforce is less than 50%. Participants described below are all from the state of Nevada.

Participant Demographic Background

The study included ten teachers, who voluntary provided demographic information included below within Table 3. During the member check-in process, each participant was provided the opportunity to select personal identifiers in addition to those provided within the interview process. Some participants defined themselves regarding positionality, like participant 10 Julian stated she was a "white woman", when describing certain experiences. Any and all demographic information was gathered from data and placed in the table. Eight of the ten participants, responded and three did not provide any descriptors, represented in the table as N/A.

Seven of the participants identified as female, and of those three described themselves as white, three as Black and one as Chicana. Participant demographics represented the gender trends discussed in Hays et al., (2018) Nevada Teacher Work Force Report, reporting the number of students who complete teacher education programs, who may work within a Nevada school are 70% female. The study was comprised of almost all females, with a mixture of races. Four of the teachers were currently or had been enrolled in a course offered within University of Nevada Las Vegas (UNLV). Two were enrolled in other online graduate level courses through online institutes mentioned within the shared stories. Two were enrolled in organizations, associated within licensure, and were taking online workshops to satisfy requirements. Demographics below, represent a some of the options offered as TPD, most used by teachers around the state.

Table 3

Participant Demographics

Teacher Participant Pseudonym Name & Numbers used for data analysis charts below	Identified Gender (N/A for those who did not respond)	Race (N/A for those who did not respond)	Additional Descriptors
1- Ashley	Female	White	Enrolled in master's degree self-paced online courses.
2- Alice	N/A	N/A	Participant did not reveal any personal descriptors and only participated in the written portion of the study.
3- Pollyanna	Female	White	Enrolled in master's degree traditional college length semester courses.
4- Sally	Female	Black	Have taken both online certificate/ workshop courses and degree granting courses.
5- David	N/A	N/A	Participant did not reveal any personal descriptors and only participated in the written portion of the study.
6- L.C.	Female	Black	Enrolled in licensure required online abbreviated course due to pandemic
7- Dawn	Female	Black	TFA
8- MO	Female	Chicana	TFA
9- Wallace	N/A	N/A	Participant did not reveal any personal descriptors and only participated in the written portion of the study.
10- Jillian	Female	White	Enrolled in administrator licensure required online courses.

Collective Cultural Domains

Further analysis of experiencing an online graduate level course as a collective implied meaning of a group experience processed within a taxonomy analysis through the formation of categories within larger cultural domains to focus the semantic relationships within the individual accounts. Five domains were created from each of the participants individual cultural domains which included: reasons for online enrollment, course design, course content usefulness, culture and content connections and classroom impact. Within these domains twelve taxonomy categories emerged. From this analysis there are four main reasons why teachers have enrolled in online graduate level courses within the past five years; pay increase, flexibility (convenience), requirement and personal motives/circumstantial situations. Three of the four categories are consistent with research over the past ten years which credits the flexibility and overall ease of access as a reason for educators to continue enrollment within online options. Most educators are challenged by time due to both personal and professional obligations and struggle to complete traditional options for TPD due to schedule conflicts. For example, Yukselturk and Inan (2006) identifies all of these issues which impacted continued enrollment in graduate certificate online programs stating that flexibility in pricing was a reason for students opting in or out, as affordability was a case-by-case situation. Both flexibility in time and affordability dictate enrollment amongst adult students who struggle with personal obligations as Jillian mentioned as reason she took online courses, when her kids were smaller and into sports.

The fourth category has expanded research concerning personal reasons for enrolling in graduate level online courses to include circumstantial situations such as statewide closures in response to the pandemic. This rationale behind increased enrollment has become an additional consideration as the state prepares for post pandemic changes which researchers have implied

may sustain some of the online learning options which resulted from initial closures. Heap et al., (2020) suggested trends during the pandemic should be taken as an indicator of future areas of need of further development in relation to OPD and what teachers are being trained on. Expanding on what is used to teach class dynamics like blended learning have now become urgent as school prepare for post pandemic conditions.

Domain 1: Enrollment and Flexibility

To being understanding this cultural event all teachers were asked in the weekly email responses and the semi-structured interview what motivated them to enroll in an online graduate level course. Each of the interpreted responses to questions are comparable to trends within research over the past twenty years. Specifically, Elliott (2017) explored the evolution of graduate level courses offering TPD from traditional to online options, noting its evolving versatility and teachers relating to the learning environment through rationale (reasons for enrolling). Educators' have communicated dissatisfaction with course experiences as they grapple with a need to continue online course enrollment, resulting from the complex dynamics involving professional and personal constraints that make completing face-to-face courses challenging (Luz et al., 2018).

Teachers within the study echoed the reasons behind continued enrollment. Most indicated the impact of a personal, social, or professional disposition which motivated the choice of online enrollment. Findings further discussed in sections that follow, show convenience and flexibility as the rationale that drove enrollment in an online graduate course/s which represented what Poulin and Straut (2016) reported when comparing enrollment program percentages. As specified below in Figure 2, semantic relationship frequency in response 1 the major driving force to enrolling was a means -end. Teachers discussed needing to meet requirements for

renewing licensure or obtaining increased pay through the district. However, unlike previous research participants, teachers referenced the circumstance brought on by COVID 19 which led to temporary closures, impacting course location and workshops which drove some to enroll in an online course (30%) as this was the only option to continue course work within programs or workshops. Three of the ten respondents, who were not enrolled in the referenced online graduate level course, described the pandemic as a cause for them to select OTPD.

Figure 2

Semantic Relationship Frequency: Enrollment
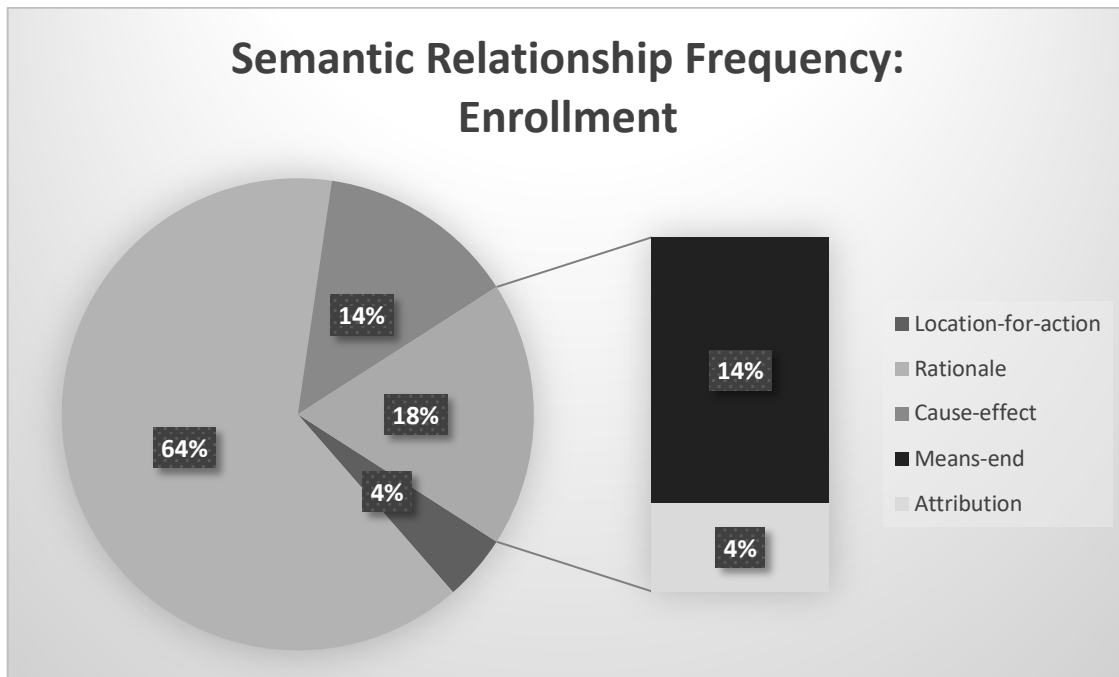
Participants' responses were best explained through the semantic relationship rationale (x is a reason for y). Recurring domain names included: pay/pay increase (2/21), opportunity (3/21), circumstance (3/21), requirement (3/21). All frequent domain names associated the rationale for enrolling in online courses to job conditions or academic motives that were self-directed or

associated with a program. Additional information on the types of relationships used to define meaning of the domain names created from participant responses.

Other participants who were already enrolled in online graduate level courses discussed similar teacher profession reasons seen in other studies such as time constraints, and family obligations which are typical to adult professional learners (Beavers 2009; Trotter 2006). Teachers' beliefs, in addition to experiences had within the classroom all play a role in the experience had within a given course and the impact on instructional approaches (Silver et al., 2019). Ten years ago, Smith and Sivo (2012) conducted an analysis of predictability of continued use of TPD and the correlation to social presence and sociability, stating that ease of use of the technology as well as support will have an impact on continued use of online course for TPD. However, this study revealed that teachers, who disliked these elements would continue in a course regardless due to the circumstantial and financial situations which supersedes level of social connection to the course. Except for Sally who vocally stated she dropped a course because the materials were outdated, the other participants stayed the course and finished because of the course being a means to an end.

Domain 2: Course Design

Teachers within the study did associate experiences through descriptors of the actual course design in the form of a strict inclusion or kind of characteristic of online graduate level courses. Course design was described as facilitation style and content dissemination with speed or limits as well as discussion formats. Within the domain course design three predominate categories were identified; format/setup, productivity, and learning/experience. Specifically, it was within the course design that teachers described the experience of learning and ability to complete tasks. When levels of difficulty which ranged from lack of understand or trying to

figure things out the experiences associated with navigating course content were described as limiting or restrictive as it related to deadlines.

Educators who had more 'self-paced' options, described a more productive experience where they derived time management as an additional learned skill. Participants who attributed instructional processes like unsupported discussions as a hinderance to learning, described less than favorable accounts of the design of the course. In addition to instructional style being associated with design the format by which discourse was integrated into the course was correlated with positive or negative course design. For example, one teacher described negative emotions after the option for elaborate discussion posts was not provided or necessary because of the amount of work necessary for the actual post. Responses within this category stress the relevance of consideration for the entire experience as it relates to the design of the course. Findings suggest graduate online course design includes instructional approaches that are inclusive of all student needs with options for interacting.

Domain 3: Usefulness (Applicable Content or approaches for the classroom)

Usefulness, the third domain, included one main category techniques and tools which was directly described through the usability of content taught. Usefulness was defined as personal, professional use within classroom practices. Participants who felt the tools/ techniques were applicable to the educational environment described the semantic relationship from a disposition of usefulness. Tools or techniques that had no relevance or usefulness in the classroom were discussed as having a negative impact or no influence at all to the enhancement of daily teaching practices. Response also implied a desire to learn skills that helped the educator teach better as two of the educators felt the online graduate level course was not useful stated the course did not help me learn how to teach the students in my school. One participant, disconnected from the

experience of the course after feeling the content was outdated, and continued with the course work to satisfy the original rationale for enrollment which was pay increase.

The accounts shared connect perceived usefulness to the participants value of the experience. When teachers felt tools taught were useful the experience was seen as useful however for those who felt the content was outdated, nonrelative or simply invaluable the experience was described negatively. These expressed thoughts are like those reported by Rodesiler (2017) when reporting on teacher- generated online professional development. The freedom in input and being able to bring other teachers in as well as having choice in selection of adult literature texts, and time completion resulted in a related experience for teachers within the study. These results relate to Ashley as she was one of the few teachers who reported completed a self-paced program steered by some of her interests with a self-selected pace, she too enjoyed the flexibility.

Domain 4: Culture and Content

The fourth domain; culture and content reflected the second purpose of the study, to investigate the influence of multicultural education content. If it was mentioned as content taken within one of the online graduate level courses. This question connected content and its relevance. Most participants communicated taking courses related to multicultural or culture focused content while teaching in diverse urban secondary settings. The experiences had with navigating the course related to connections with multicultural education related content. Of the seven who responded, five communicated no relation, limited or a harmful connection to multicultural education content. The experience with both, the instructional method course layout impacted the expressed opinions above.

Domain 5: Impact

Domain five, classroom impact, is associated with the relevance of multicultural education content discussed in domain four. Within this domain three major categories were created; outdated/limited, recognition, relation. Experiences had with the content and the relation it had to diverse settings was interpreted in the way teachers related to its usability. For those who did not or were unable to relate to the content taught, the experience indicated initial challenges the participant had with the instructional process or the course design. In courses where teachers felt the content was not mentioned or was briefly discussed they characterized the impact as limited in relation to usage in the classroom. Only three of the participants communicated using some of the techniques learned through the online graduate course.

Taxonomy Analysis Summary

Through the taxonomic analysis data revealed five domains, representing current and previous trends within OTPD were found. Domain 1; Reasons for Online course enrollment represent previous trends that will be further discussed within Chapter V; however, data within this area includes circumstances resulting from the pandemic. Domain 2; course design drew emphasis on the correlation that design still has on the overall influence of course experience. Domain 3: Course content and usefulness, created defining characteristics of what teachers perceived their experiences provided in relation to connection to personal and professional areas. Below is a detailed account of the overview summarized in the table below.

Domains four and five deconstructed content relativeness and the extent to which culture is discussed within OTPD and the impact, if any, this has within the teaching environment. As displayed within Table 4, the overall meaning of experiences had within courses is seen through reasons associated with enrollment, and experiences are shaped by the course design and

facilitation style. Content usefulness is based on the perception of the teacher and the personal or professional connections made to content. Lastly the extent to which content relating to culture is impactful is directly associated with the online course environment and this correlation to the educator's classroom. Further data is discussed in the next section as each case is reviewed.

Table 4

Taxonomy Analysis

Domain	Taxonomies	Included Terms	Semantic Relationship
			Rationale
Reasons for Online Enrollment	Pay Increase	"The main reason that I first entered into graduate school was to potentially get a raise in my school district." "…the main factor is that I wanted to get a raise in pay for my school district."	X is a reason for doing Y
	Flexibility (Convenience)	" After looking at various Master's programs, I decided to enroll in an online graduate course at WGU." - " The decision ultimately came down to pricing and schedule flexibility." - "...Most of the online workshops that I attended were during the pandemic." "Because I Live 3.5 hours away it was going to be tough to commute to take classes, but I was willing to do it." - " It's a 2 year Master's Degree program. The opportunity was perfect for me."	
	Requirement	"Second since we have to take classes to renew our teaching license." " I wanted the credits that I took to apply to something that would help me in the end."	
	Personal Motives/ Circumstances	"I had made a personal goal to have my M.Ed by the time I turned 55."	

” However most of the online workshops that I attended were during the pandemic of 2020.”
“Originally they were supposed to be in person.”

Domain	Taxonomies	Included Terms	Semantic Relationship
Course Design	Format/ Setup	"The format now is very simple. I write papers and it is very self-paced. I am allowed to pick whatever courses I want from specific terms and can take as long as I would with each course." "My first degree was a class every 6 weeks and was done through an LMS that was very similar to Canvas".	**Strict Inclusion X is a kind of Y**
	Productivity	"I enjoy the online format because it allows me to go at a pace and a time that works for me." " I have learned to manage my time more effectively through taking these courses"	
	Learning/ Experience	…recent I mean like you know at the beginning of online or yeah that was great really great 'cause it was new but the instructional part you know this learning new materials like you know jigsaw where apps you know you know all those kind of things"	

Domain	Taxonomies	Included Terms	Semantic Relationship
Course Content Usefulness (useful= something	Techniques / Tools	" I'm currently in school to obtain my master's in curriculum and instruction." " This program has had a significant impact on my professional ability to understand	**Cause-effect X is a result of Y**

you can apply or integrate)		how to perfectly align my content material to my standards."	
		"Honestly, last summer, one of the course I gained the most from was my online course. It was centered around parent and family engagement and it gave m much more information about how to be a culturally responsive teacher, as well as tools to use within the school that I work at."	
Culture and Content Connections	Limited/ No Relation	"I feel that my online graduate courses didn't provide me with the training for diverse settings. My first online degree was very outdated and my second one is a focus..."	**Function: X is used for Y**
Add more comments as evidence	Family Influence Useful	"I was able to take a lot of useful information from this course and apply it to my…" " I feel that neither of my degree's provided much content on culture or diversity…"	
Classroom Impact	Outdated/Limited Recognition Relation	"This made me realize that we all have diverse ways of thinking"…	**Cause-effect X is a result of Y**
		This statement caused a rash of comments (negative) towards me and how terrible I was. This made me realize that we all have diverse ways of thinking…	
		"I feel that neither of my degree's provided much content on culture or diversity. That was mainly done in my underground and any additional PD I did outside of that."	

"The courses that I took gave me a better understanding of what my students may face in their native countries. It made me more than empathetic to my students and their academic journey knowing that it may or may not begin before they arrived in the U.S. It made me realize that they their struggles may not be due to lack of desire to adequate academic foundation."

"they only reference culturally relevant specific to work steering perfect it was about content integration yeah about like how are you gonna show think about our identities…"

Multiple Case Analysis

Participants accounts of the experiences had within OTPD are presented below in the order they are listed in both the data analysis tables that follow. Due to the limit of space within the tables, each participant is given a number to match with their preselected pseudonym chosen during the inclusion criteria survey.

Participant 1: Ashley

Ashley, taught in urban education settings at levels Pre-K and primary grades 1-5. She is still currently teaching and completing her second master's degree online. Through the weekly responses and interview, Ashley related her reasons for enrolling into online graduate courses as a "means-end," she knew that she needed to complete the degree to earn a raise "…the main factor is that I wanted to get a raise in pay for my school district." in urban education settings at levels Pre-K and primary grades 1-5. She is still currently teaching and completing her second master's degree online. With this in mind, after completing her first master's degree online, she chose to continue using this medium. Ashley is obtaining her second master's degree through WGU. Her first one was obtained through a local university, Touro University Henderson, Nevada. From the two online degree programs she described being able to compliment the talents she currently had within science technology, engineering, and math (STEM). Within her introductory response to the opening question in the semi-structured interview, it became clear that she entered each course with a wealth of experiences, as she stated,

> " I've done K through 5 technology 1st grade stem, I was a third grade growth analyst for the first-grade and 2nd grade. After, in New Mexico I taught for one year and ... it was so long ago... what I did was computer programming and robotics for 7th and 8th graders".

Within each degree she attributed impact and relevance of the course to her ability to navigate the courses at her own pace and the overall setup. Ashley stated in response to the comment, "you mentioned in your response that you didn't learn much from your 1st degree online obtained from Touro" :

> "...no, it was so outdated, most of my papers were you know it's a how would you use this in your class and I was like I wouldn't, I wouldn't and it was just... I felt so bad because it was huge I felt like I was critiquing the curriculum the entire time saying this is not a good effective way to teach technology... my first degree is in educational technology, my bachelors and then I got my Masters in educational technology and now this one is in curriculum and instruction so really doing it just to get the pay raises but that being said when I first went for educational technology I wasn't teaching technology or anything like that I thought it would give me all these great like tips and it didn't and a lot of it was things like oh use this program and I go into the program and I'm like super no, 10 years old you know…" .

The disconnect in application of content was described in her first degree and within some of her second as she saw it as an affirmation of her current practices stating: "or it's stuff that I already do right and just kind of reaffirming those best practices that I already do right now". The most relevant aspect of the current online graduate level courses was her ability to self-direct her progress as course completion is driven by student pace; "The format now is very simple. I write papers and it is very self-paced. I am allowed to pick whatever courses I want

from specific terms and can take as long as I would with each course." In addition to the course setup, the experiences have enhanced her ability to create personalized curriculum within her current roles at her school,

> "This time around, it is in curriculum and instruction. I am learning how to better create curriculum for my classrooms and beyond. Most of what I learned was stuff I already knew but through my capstone, I am learning a lot more as I have to do research and study others work on curriculum development."

Ashley initially reported no discussion of culture or diversity within course experiences although within the initial inclusion criteria survey, she reported having enrolled in courses addressing teaching in diverse settings and overall courses related to diversity. Ashley stated in the weekly email response to question four; "I feel that neither of my degree's provided much content on culture or diversity. That was mainly done in my undergrad and any additional PD I did outside of that." Within the interview Ashley freely discussed personal practices of integrating discussions of difference within the classroom, which resulted in additional questions regarding content learned within online courses. Although the theory culturally responsive teaching was mentioned, Ashley communicated no correlation between learned content to course experiences within online graduate level courses. In addition to reporting no relation, Ashley also felt no connection to instructional approaches and content learned within online courses as she stated,

> "I feel that my online graduate courses didn't provide me with the training for diverse settings. My first online degree was very outdated and my second one is a focus on curriculum development and instruction. I feel that the training I've gotten for diversity and inclusion has been on my own time."

What was meant by "own time", included personal initiatives given to her through the position at her school.

Participant 2: Alice

At the time of the study, Alice was taking graduate level courses within a master's program to "potentially get a raise in my school district". Her coursework transitioned into an online setting due to the pandemic. As she stated "However most of the online workshops that I attended were during the pandemic of 2020. Originally they were supposed to be in person." Alice, one of the few participants who did not complete all questions or the interview, associated her coursework within this online setting with positivity. Noting that she gained professional ability and reflection, as she used these characteristics to define the impact of the courses. Specifically stating: "This program has had a significant impact on my professional ability to understand how to perfectly align my content material to my standards." What is meant by alignment or definition of 'perfect' was not defined. A response to the last three questions was not provided by the participant. Earlier responses to questions prior to these did not mention nor address any aspects pertaining to the content within the course. Alice did report having taken one course concerning teaching in diverse settings within the first inclusion criteria survey.

Participant 3: Pollyanna

Pollyanna a former teacher who recently left the classroom, was a primary grades special education teacher in a rural setting in Ely, Nevada. She mentioned her location as the rationale for continuing online courses. She stated,

> " I really love online learning because I live in Ely we're just three hours from Las Vegas and so when the whole COVID-19, I hate saying that it was a blessing 'cause you know

it's not but for me when the school shut down for covid it allowed me to be able to take more classes whereas before I was gonna have to really work this schedule in order to be in Vegas for classes and some of the classes were offered at 4:00 o'clock and when I'm teaching till 3:20".

Due to these current circumstances, she described being given the opportunity to reach her personal goals of completing her master's degree despite her personal challenges; "I had made a personal goal to have my M.Ed. by the time I turned 55." Through her written responses and semi-structured interview Pollyanna recanted her current disposition regarding the state of special education and how her classes impacted her decision to leave the classroom,

"I'm working on my master's in special education with autism track and I found through taking courses, that I really enjoyed the field of behavior analysis and BC BA and such so I have since decided I'm going to start working with our local person, well he's not local he doesn't have anybody here in Ely".

In addition to the flexibility offered through online graduate level courses, the format of courses has resulted in a sense of productivity for Pollyanna.

"I enjoy the online format because it allows me to go at a pace and a time that works for me… For example, I am currently in ESP 724 and that class is completely online…I am able to go at my own pace with the readings and taking notes. I like that because I am a night person and that's when I feel the most productive."

Pollyanna has described her productivity in relation to what she has learned within her course content by stating:

"I have learned to manage my time more effectively through taking these courses. I have learned the value of using outside resources to further clarify concepts. For instance,

when I was taking one of my ABA courses the information from the text just was not

enough for me to fully understand reinforcement schedules."

Within her responses from the interview, she associated her instructor's ability to juggle

her various roles which included being a parent of a child with autism, with her other roles.

Pollyanna saw this as an attribute, contributing to the reason why she learned how to manage her

time. She stated,

"I really have to give Mona props again I love Mona she had a son that you know had

some difficulties and she often talked about her own experience and what I found

valuable with bonus classes when she talked about her son Ramsey she talked not only as

a parent that she talked as a teacher as well and it was nice to have Mona teach those

classes she taught the ABA class that I took" .

The impact of her course experiences can be attributed to the medium the course was

offered in with the style of instruction.

Pollyanna reported having taken online courses related to multicultural education,

culturally responsive teaching and courses related to diversity. Within her responses to question

four she stated,

"I would say that almost all of my courses have covered diversity in one way or another.

Special Education classes by nature refer to inclusion and the diversities of the students

with different abilities than neurotypical people. I think that my instructors have done a

very good job of teaching us about the diversities of our students we service in special

education and how we can fairly educate them while treating them with the same dignity

and respect that all children deserve."

Although no theory or approach was mentioned within the interview responses, the weekly email response for question four extended the discussion of cultural diversity to include aspects involving special education and inclusivity. Within the semi-structured interview, there is also no method mentioned outside of the instructional approaches used to convey experiences of parents and children with autism stated in response to the weekly email question five. Pollyanna reported learning most from discussions within class which caused a realization of diverse viewpoints and a desire to teach parents how to advocate for their children's needs.

Participant 4: Sally

Sally is a current secondary education teacher who has taught in both urban and rural settings at the primary and secondary level. Her retelling of experiences within graduate level courses taken, was interconnected with her interest in professional knowledge enhancement. When responding to the weekly email response questions inquiring about the reason behind enrollment she simply stated "convenience" however within the semi-structured interview this simple response was explained. Sally stated,

> "…when I started my journey in becoming a teacher, I got my degree an elementary ed in 1991 and then I went on and I got master's in counseling and then a Masters' in administration and I also have another Masters in adult education for the reason why I got all those is 'cause I thought I wanted to do those positions…"

Currently she has enrolled in required courses at the University of Nevada Las Vegas, where she has described a variety of experiences within online courses that have each influenced her journey of professional growth. Sally stated,

> "…recent I mean like you know at the beginning of online or yeah that was great really great 'cause it was new but the instructional part you know this learning new materials

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like you know jigsaw where apps you know all those kind of things at first that was you know, exciting. I have now already learned that, now I'm re learning it but it's the same thing that they have not changed to me... I need something more new maybe something more technology... maybe I don't know maybe that's what it needs to be because that's what you know you need some kind of device newer device to intrigue the students to bring them in 'cause they're very very you know hands on visual and that sort of thing and they like gadget it may be that and I don't know how to incorporate that I have not had a class that did or has I don't know what kind of class that would be."

Sally's experiences have been associated with the ability to obtain newer information or techniques which is not always possible due to outdated technology and content as she stated, "The format was simple and not complex. The instructor response time need attention. Videos were outdated and did not reflect the current events." Overall learning experiences were influenced by course format, facilitation style and content delivery approaches. Sally communicated positive experiences when learning something new that was relative to students, however when material was identified as outdated or did not work, she saw the course as a convenient method to meet a requirement.

Sally reported taking online courses related to multicultural education within the inclusion criteria additional information section however within the submitted weekly responses no relation was reported as stated, "Courses have not address the concepts of culture, diversity, and/or inclusion." Within further conversation during the semi-structured interview, Sally mentioned a parent engagement course recently taken that addressed diversity and multiculturalism. Throughout the written and oral transcriptions, Sally mentioned instructional

approaches as a reason for the limited discussion pertaining to diversity and culture as a method was to ensure no one was offended.

When asking about the experiences had within the course and the influence on teaching approaches within multicultural/diverse settings, Sally gave two different responses. The written email reflection alluded to approaches learned that resulted in more authentic approaches while the semi-structured interview responses focused on previous experiences Sally had with integrating multicultural class practices and cultural diversity instruction within the school employed with. Current experiences from online courses resulted in a combination of school and classroom initiatives that aimed to include parents and diversify instructional approaches,

> " the family engagement that was pretty good...what makes it good some of the things
> that I never thought about, like open house you know having a computer, several
> computers... they would you know take the survey on the computer and I would
> immediately get the information you know whatever they want to put that was pretty
> cool, I like that we also talked about parent teacher conferences...".

Sally's experiences included a mixture of positive and negative influences with content that was useful in the classroom when content explored was not seen as being dated.

Participant 5: David

David, a teacher (current or previous status unknown) has taught in suburban areas at the middle school level. Through his written responses to each of the five weekly questions, his overall experience with online graduate courses is associated with opportunity and personal academic progress. As he stated,

"When I completed my first master's degree, my goal was to finish as quickly as

possible". "Online courses provided me the opportunity to take more classes at once than

in-person classes (due to physical time in class and overlap of course offerings."

Following the experiences described above as a leading reason behind online course enrollment,

David also communicated academic drive for preferred online graduate course selection, stating,

"During my PhD, my goal was to learn as much as possible from experts in the

field…Because of this goal, I actually only choose to take online courses when there

were no in-person options available."

The impact of the online graduate courses taken was tied to the design of the course,

specifically the structure or flow of the course which impacted focus or lack thereof during

course completion.

Course design has a significant impact on my overall learning experience as described below,

" Often times, I have found that online courses are not organized in a way that

flows/make sense... In these courses, not only do I have to figure out the content but I

also need to figure out where to submit the content! "Courses with a logical

flow/structure are much easier, as they allow me to focus on content instead of trying to

figure out where everything is located inside the course."

David's experiences were directly tied to his relation to content and ability to navigate the

structure. No further explanation or elaboration were provided. David reported taking online

graduate level courses in multicultural education and teaching in diverse settings. Responses to

questions four and five only included the weekly interview question responses as no semi-

structured interview transpired. From the written responses, the courses taken had limited

connection or reference to concepts of culture, diversity, or inclusion. David stated in response to question four,

> "Honestly, very little of my online graduate level courses have addressed the concepts of culture, diversity, or inclusion. Almost all of my online graduate courses focused on providing the specific course content with not much else added."

Concepts concerning culture were addressed in undergraduate courses or PD that was not mentioned within the response. Graduate level courses were viewed to receive specific content delivered as David stated, "Provided specific course content with not much else added".

Participant 6: L.C.

L.C. is a teacher who has taught at the primary and secondary education levels within both suburban and rural settings. Her journey into completing online courses is associated with state requirements and cost efficiency. She stated,

> "I enrolled in my certificate course because I came from California where ELL certification was a requirement and kept me from being able to be employed." 'I'm taking a family engagement course now and that is completely online…"

In addition to licensure requirements described above, along with cost, initial interest in racial groups that were different from hers inspired the enrollment into online graduate level courses; "Another factor that influenced me is that living on the West Coast is different that (than) living in the Midwest." Outside of the reasons behind enrolling, courses taken have impacted the way in which L.C. viewed equity within content in the classroom. Course experiences exposed equity issues she identified within her own school setting as she stated,

> "The courses I took made me understand of how there is still a lack of equity in the education. The way that I was taught to help my ELL students is something that all

teachers that teach ELL populations should implement, however this is not the case. Therefore, many of these students are overlooked."

Experiences had within the online courses described impacted her sense of awareness of disparities, due to content and conversation exposure. Through storytelling examples provided by the instructor, the family engagement course L. C. is currently enrolled in has provided additional considerations as she stated below,

"...even the story that she's told are definitely applicable to the urban setting yeah definitely because I just because she taught in a predominately black school in a black community so for me I can identify that because I grew up that way for the majority of my educational life …"

L.C. reported taking multicultural education content focused courses within an online graduate level course. Within the reflection of influence in the written email responses the focus included a description of current gaps in communication for families whose primary language differs from the schools' population. L.C. stated,

"Another issue is not only the communication but the question of how to gain involvement is key. While at the elementary and middle school levels can have more fun ideas like game nights and cultural events those activities don't always translate well to the high school level."

The written response elaborated on the need for more cultural events that involved all families when discussing experiences within the family engagement course she was attending. From this course content exposed "a disconnect at the high school level of family engagement in student education overall." As a result of content and discussions, L.C. reported a sense of empathy as an influence to selected instructional approaches within the classroom,

"Another issue is not only the communication but the question of how to gain involvement is key. While at the elementary and middle school levels can have more fun ideas like game nights and cultural events those activities don't always translate well to the high school level."

Participant 7: Dawn

Dawn described herself as a Teach for America (TFA) member who has taught in an urban setting at the secondary level. Through this program, described as her opportunity to continue her education within a master's degree program at UNLV;" I am a part of Teach for America and I opted in to take graduate courses offered by UNLV... It's a 2-year master's degree program. The opportunity was perfect for me." Beyond this rationale Dawn describes her experience through her performance or perception of earned credit as she stated,

" I don't feel like some of the classes gave me a grade that I desire and then some other courses this year I feel like you know since it's been all online I haven't really had to meet any instructor this year , face to face…"

Experiences within courses this year differ based on the location of courses. With courses being taken online due to COVID-19, Dawn alludes to a disconnect since she is not meeting instructors face to face. As she recalls the most impactful aspects about taking courses online at the graduate-level she discusses her last year.

"My first year taking graduate level courses were all in person. I felt like I was actually earning my degree. The format of the course incorporated group projects and culminating experience paper. The most impactful experience that I received the most earning from the larger papers because these are the ones that actually align to my career in teaching."

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The change in format (face to face to online) has altered the overall experience leading to a disconnect in relevance and relation not described in other course experiences within the same program. Dawn reported taking courses with content focused on; ethnic studies, multicultural education, teaching in diverse settings and culturally responsive teaching. As a Teach for America Corps member (TFA) the experiences communicated focused on an overview of these topics under the larger umbrella of urban education:

"My major is education and curriculum so almost all of my course work has included discussing diversity, inclusion and other issues. The current course that I'm taking is centered on urban education."

Dawn did not explicitly mention or define any one theory although she was asked to clarify what was meant by culturally responsive teaching. From the responses provided in both written responses and the semi-structured interview, courses taken online within the program have focused on creating definitions of the concepts mentioned to integrate aspects of diverse teaching approaches into classroom practices. Dawn stated:

"Yes …right now so just the last semester we're not really looking for support at this time we're just kind of building our own theory and trying to you know do our own research in our last semester with the 1st year".

Dawn was completing courses described and reported feeling little influence of course content on actual practices. A dissociation of course content with practices used instructionally was also linked to a disconnect with the actual learning environment as she discussed feeling like she was going to pass without much consideration of actual work quality,

" yes and no I feel …some professors like I have one right now who he knows we are
TFA and he's just like OK do the work and it is what it is, other teachers like they know
that we're TFA but she's holding us accountable".

Participant 8: Mo

Mo identified as a Teach for American (TFA) 2020 Corps member in her introduction
within the weekly email reflection questions. During the semi-structured interview, she expanded
her initial demographic information and this statement where she stated that she has taught in
both pre-k and secondary schools in urban and suburban areas. She said:

" I am originally from Seattle WA and I'm a part of that Teach for America 2020 core so
I am serving in Las Vegas at a local high school and my concentration is curriculum and
instruction so I have taken I started UNLV during September of 2020 that was my first
year and so I'm almost done with the first year but online school has been interesting to
do it to be online in school and also be online teaching at the exact same time I am not
and I've said this before my weekly interviews I am not a online kind of person".

The initial introduction communicates experiences within online graduate level courses within
the confines of the program and professional career; with both work and school occurring within
a disliked setting. Mo stated... "and while I would have preferred an in-person program our
current climate wouldn't allow for that." The motivating factor to complete the courses although
Mo recognized the difficulty, was her personal desire to continue her education.

"The reality is that without TFA I still would have done all that I could to enroll in a
graduate program. I have loved learning since I was very young… My biggest influence
to continue my education lies within my siblings."-I recognize that they may not all want

to go to school, but I want to show them how to follow the things they love, be dedicated to them and have pride in their decision."

The experience within the course due to the change in location has resulted in the impact of course content and material since the preferred learning style is not possible within current course design, she was experiencing in courses being taught. MO stated,

" I have been a kinesthetic learner my whole life so being online has not been friendly to me." During my first quarter, I barely passed my class with a C and the other one I pulled through and passed with a B"…doing work-especially doing everything online and having little to no social interaction really took a toll on me. " I have had to learn how to adjust and while I don't always feel like I'm learning, I'm doing my best in the environment I have."

Experiencing learning in this manner has impacted her insight of possible student experiences within the high school environment and students learning within an online environment; "I have learned how to remain a supportive teacher to all my students, even if I still need to iron out the academic side of things."

Mo discussed experiences related to courses focused on teaching in diverse settings and culturally responsive teaching content. Responses provided through both email weekly responses and the semi-structured interview emphasized discussion regarding culture and race that generated a harmful experience.

"we never just talked about it in any of my classes and if things did come up like it did in the ELL one of my courses was for English language learners and there was certain words that were defined for us like native language and that kind of stuff that was broken

down but culture was never a thing that we had talked about what it means to show up right…"

When concepts were not broken down, Mo recanted occurrences within one of the courses where experiences of Black and Brown students were used to provide understanding to white classmates.

"This training was at best harmful for BIPOC voices + experiences. Every day in these sessions we were asked to relive traumatizing experiences during our time in school for the understanding of our white colleagues."

Overall discussions pertaining to issues or concepts of culture, diversity, inclusion was heavily discussed in either general definitions or at the cost of Black and Brown students lived experiences without a supportive environment. Mo also expressed thought about hidden agendas articulated through the instructional approaches and content used around race and culture as she stated,

"... the narrative right is the way TFA sets it up is like OK take your little two years go somewhere in these urban areas they love that word they love that word just go to urban area and underfunded under resourced under like what so yes they put them there."

When asked about the impact courses were having on instructional approaches the same overall message was stated and further emphasized in both sources of data as stated below.

" UNLV (University of Nevada Las Vegas) isn't teaching me to teach my kids, my wonderful + powerful students. I am using everything I learned to support them socially+ emotionally + mentally + doing my best academically. These online graduate courses are not designed per school, they are designed to "teach" teachers how to continue perpetuating a system that wasn't created for their success."

Mo did not emphasize any content outside of her personal experiences used to discuss race and culture.

Participant 9: Wallace

Wallace, who has taught within primary and pre-k settings in urban areas described initial interest in online graduate level courses to meet program requirements. Although the specific program requirements were not mentioned as responses for questions 1-3 were only given and no interview was conducted. Using the descriptions from week one email reflection question, Wallace communicated a need to satisfy required course pacing and enrollment in online courses was the main option.

> "The main reason that I have taken online courses was to keep pace with my
>
> program…My program requires 3 classes per semester to be considered full-time, and as
>
> a working professional, needed to have at least one class per semester that was rigorous,
>
> but more self-paced".

Overall experiences within courses taken were associated with the parameters governing the process of learning within the course. Wallace stated:

"There has not been much variation of formats that I have observed while taking all online courses for graduate school." From this format the overall process of learning was expressed.

For example, Wallace shared the negative emotions that resulted from a lack of correspondence through feedback within discussion posts,

> "When I have posted discussions for a class, I have always felt that I did my best to
>
> synthesize the material and respond to the guiding question to other students to be
>
> meaningful and insightful. The second issue I have had is that when I have posted my
>
> thoughts to the discussion. I have rarely gotten feedback from other students on my post."

The lack of feedback caused negative feelings to arise towards the rigorous process;

Not receiving feedback when you have worked hard to access the question of the week

thoughtfully is discouraging and can actually negatively impact the morale of the student

moving forward...By setting hard and fast deadlines with no exceptions it makes the

course feel like a regular one albeit one without the benefit of weekly meetings with a

professor."

The impact of the process of the course did not take away the content influence which resulted in

desires for partnership with family and community. Wallace stated,

"We actually had to create an entire cycle of Parental and family engagement starting

with a survey at the beginning of the school year, leading up to a planned series of

engagement events that we would conduct with the school community in partnership with

the local community as well."

Through the format of the course, Wallace experienced content and interactions.

Wallace reported having taken online graduate level courses focused on multicultural education

and culturally responsive teaching within demographic information however no response to

questions four and five which pertained to this part of the study were provided. In previous

responses Wallace mentions one of the content areas, culturally responsive teaching as he

describes the impact of the family engagement course taken,

"Honestly, last summer, one of the courses I gained the most from was my online course.

It was centered around parent and family engagement, and it gave me much more

information about how to be a culturally responsive teacher, as well as tools to use within

the school that I work at."

No additional thoughts were provided on what was meant by the mention of culturally responsive teaching.

Participant 10: Jillian

Jillian has taught in urban settings at the secondary level. She initially enrolled in online graduate level courses due to flexibility and licensure requirements. She stated,

> "...when I had my continuing education credits that I needed to renew my license I did all of those online 'cause it was convenient my kids were home, traveling for their sports as a single parent all that stuff, so I needed it to be as easy for me as possible while also working fulltime so…."

Her variety of roles restricted time and methods of completing the requirements. The design of the online courses taken, also impacted personal development as Jillian stated,

> "The design of online courses has a big impact in the way they have allowed me to have freedom to manage my time... The format let me complete lessons while at a practice or late at night after my children had gone to bed."

In addition to the design of the course, Jillian also expressed an impact from content selection which she felt impacted her experiences:

> "Content selection was also something which had an impact. My current employer will reimburse for courses that can be utilized on the job. I purposefully took continuing education credits in special education and ELL, as those were courses in which my campus had a big need. I took what I learned and then applied it directly to my current position as an assistant principal."

Through the course design and the content, Jillian explained how she was able to integrate what she learned into her approaches as a returning assistant principal.

Jillian reported having taken online courses discussing content on teaching in diverse settings. In the written response to question four she wrote:

"I have had the opportunity to take several online courses that specifically dealt with culture, diversity, and inclusion. I work at a Title I school and felt I needed to take courses that would help me understand my students on a different level. We have a population that is 50% Hispanic, 40% African American and 10% Caucasian/other. The first course I took was on helping to get diverse students caught up in reading I was able to take a lot of useful information from this course and apply it to my classroom at the times, which was 8th grade English".

Jillian's responses to question four connected content and course instructional approaches to developing perspectives about "situations these children are facing on a daily basis."

In addition to providing further insight, course content supplied an opportunity for the formation of the definition of multicultural education, which she also referred to as culture Jillian stated "...we tell the teachers, encouraging them to bring in as many aspects of different cultures and try tying it into what you're talking about so that it can hit as many kids as possible." Following responses to questions pertaining to culture, probing questions about cultural dynamics were asked to explore the full scope of responses concerning the use of learned content within the work environment and role as an assistant principal. Jillian concluded by saying in both the written reflection question and semi-structured interview that

"Online graduate courses with multicultural/diverse information have given me a lot of techniques in which to assist my students. They gave me a better understanding of what

these students face at home, as well as ideas for conversation starters as someone coming from a totally different background."

The influence course content had to the participant in relation to work were emphasized throughout the interview.

Chapter Four Summary and Transition

Chapter four provided an analysis of data using an ethnographic perspective through descriptive interview processes within the framework of multiple case study research methodology. Parameters defining the experiences of teachers (current or former in the past five years) had within online graduate level course/s. Data was first discussed from a statewide social event to provide conceptualization from a universal stance or one large cultural event. Following was the breakdown of each experience that contributing to the larger trends and domains discussed within the results summary.

Results Summary

The juxtaposition of data and the analysis of each case presented, generated the following key findings when defining learning experiences within online graduate level courses; 1-Teachers define learning experience through course design and personal preference which includes consideration of assignment constraints (limitations) and environmental aspects concerning the online course/s. 2. Personal connection to course content is derived from perceived usability or relevance to education settings. 3. Participant experience occurs within content exposure and instructional delivery which impact exposure and discussion of matters concerning culture/multicultural education/ diversity. 4. Experiences defining learned course content impact is defined through perceived actionable or impracticable perceptions. Themes are thoroughly discussed within chapter five.

Through the mentioned findings correlation between experiences within online graduate level courses connected with course design, instructional approaches, and relevance of content to classroom or educational setting. Chapter V provides an in-depth discussion of the key findings mentioned above.

CHAPTER V

DISUSSION

At the start of this study the original purpose was to understand experiences within online graduate level courses to obtain more insight about the occurrence from a teachers' standpoint. The COVID-19 pandemic became an additional consideration, due to the shared accounts which included experiences teachers had with OTPD that moved from face to face to online courses because of the mandatory closures globally and statewide. The impacts on TPD and implications for the classroom are evolving and were referenced throughout the stories shared. Specifically, participants spoke of the difficulty of applying previously learned skills to the current teaching environment which included online settings for 6/10 teachers (Quinn & Paretti, 2021). Chapter four discussed the results of the findings from the experiences mentioned above.

Chapter five will analyze experiences through the discussion of each research question within the parameters of current literature written over the past year concerning OTPD and student experiences with distance learning. From this literature, suggestions for what was once considered traditional TPD and the merge of all PD into OTPD, into what is referred to as online professional development (OPD) is explored. OPD and design that will prepare educators for blended, hybrid, distance and traditional classroom settings is discussed as research has suggested permanency for some of some of the changed PD options (Quezada et al.,2020). Following the areas mentioned above, specific literature providing implementations about multicultural education and culture within the classroom as well as sociocultural elements of learning are examined. Chapter five concludes with future initiatives to consider as we prepare for the reset in OPD and education overall.

Results of Research Questions

To extend research concerning the experiences teachers have within online graduate courses in current course models, this study explored differing accounts within this shared cultural experience. As described below each teacher included within this study described an account had or currently having while completing the study phases which constituted a form of online graduate level courses. Specifically, primary research question one asked: How do teachers experience learning within online graduate-level education courses? To this question, findings provided descriptors through the semantic relationships, revealing that educators still experience learning through course design, facilitation procedures, feedback and the overall relevance content has to K-12 classroom experiences. Findings addressed this question by revealing the nature of learning within the conditions of usefulness, which teachers described when discussed the application or practical tools perceived as useful that were obtained from the course.

The level of connection to what was learned within an online graduate-level course was explored within primary research question 2: How do teachers connect, if at all, what they have learned (content and pedagogies) within online graduate-level courses to their teaching? Accounts of personal learning confirmed the impact relevance of content can have on classroom practices when it is transferable. Teachers reported connection to what was learned through examples of application or altered perception. Participants who had the least amount of connection to the course and content felt limited or lack of correlation to skill development and content learned, especially when discussing content related to culture or diversity. Results answered this question through examples of how content impacted or influenced teaching practices or was limited and had no relation.

The secondary questions explored within the study added insight about the experiences had in correlation to content matter. Specifically, secondary research question 1 asked: What if any multicultural content, and pedagogies have teachers learned within the online graduate-level courses? This question was answered through insight of the type of content and discussions regarding culture had within the online course. For some there was limited exposure revealed through brief descriptions about content concerning or participants discussed in detail personal initiatives used to meet the needs of the populations they were teaching after expressing disconnect in content and classroom practices. Most spoke about self-generated understandings from exploration within the class or interpretations of discussions. The lack of clarity resulted in general content level perceptions of multicultural or culturally responsive teaching approaches. General, meaning surface level understanding that did not expand beyond the name and the idea of diversity into teaching practices. Most participants did not refer to any specific pedagogy or practices learned. Due to the limited specificity, very few of the educators within the study expressed direct connection to multicultural content and pedagogies through definition of the elements within the frameworks.

The third secondary research question; How do teachers connect, if at all, the multicultural content, and pedagogies they have learned within online graduate-level courses to their teaching, connected to exposure in the course. The study was successful in exploring any connections, which for most teachers was a personal association that influenced their teaching approaches. Meaning from what was taken from the online course regarding multicultural education content or culturally responsive teaching practices, served as an addition to personal experiences to meet the needs of the students. For some this resulted in passion towards

advocacy for parents or students whose needs were not being met, and for others community initiatives were ideal steps towards diversifying instructional approaches.

The study and data collection process were successful in addressing both primary research questions and secondary research questions. Data examined provided additional insights into how teachers are connecting to content within online level graduate courses explained within the componential analysis section of the results discussion.

Overall Impact of Experiences

Findings confirm previous data examining the level of perceived relevance courses offer from experiences provided through course design within an online graduate level course. From the ten participants, the topic of relevance and multicultural education implementation were a focal point in discussion, especially during the semi-structured interview. Below a brief literary based analysis of thoughts shared are discussed from a universal standpoint of experiences shared, with a focus on these two areas within study results. The results are also displayed in two tables that follow the section under Table 5.1 *Componential Analysis Part 1: Online Teacher Professional Development Impact* and Table 5.2 *Componential Analysis Part 2: Online Teacher Professional Development Impact*. Future analysis of these details is expanded in additional sections of the chapter through the exploration of each individual case.

Relevance

Relevance, defined by Farris (2015) as "meeting the learners needs" is a critical aspect within OTPD (Farris, 2015, p.55). As educators needs change based on professional skill desires so should OTPD. Both Farris (2015) and Powell and Bodur (2019), have stressed the need for designers to reconsider approaches that do not answer to classroom challenges. When educators

take OTPD that they perceive as irrelevant, the gap between content, and the classroom strategies will be applied to is what educators are referencing.

Within the study the level of relevance of a course was measured through the language used to discuss course design or in some cases referred to as the setup. 42.9 % of recanted experiences from courses were told by describing a cause and effect relationship between the impact of the format or design and the experiences gained. For some the course design enhanced personal skills like productivity or time management. However, for others the design or format of the course resulted in conflictual adjustments, referred to as limits or hindrances to learning. Educators linked course design to skill development, deeming learned content as limited or having no relation when what was learned was not applicable.

Relevance has been associated with what researchers have called effective professional development. Descriptors that imply effectiveness, emphasize the connection content has with the classroom. Meaning, educators OTPD must provide an option to practice, or use learned content within the actual classroom for engagement or participation to be of relevance (Lotter et al., 2018). As described below within the componential analysis which measured the positive or negative indicators of course impact both positive and negative experiences resulted in the perceived usability of learned content. Horizontally are the participants, represented by abbreviations of the pseudonyms and vertically are the measures of impact.

Table 5.1

Componential Analysis Part 1: Online Teacher Professional Development Impact

Domain	Taxonomies	Componential Analysis Participants Number Below									
		2-A	1-Ash	3-Pol	4-Sal	5-Dav	6-L.C.	7-Da	8-MO	9-Wa	10-Ju
Reasons for Online Enrollment	Pay Increase	+	+	x	X	x	x	X	x	X	x
	Flexibility (Convenience)	+	+	+	+	+	x	+	+	+	+
	Requirement	x	x	+	X	X	+	X	x	+	+
	Personal Motives/ Circumstances	+	+	+	x	+	+	+	- +	X	+
Course Design	Format/ Setup	x	+ -	-	+	-	X	-	-	- +	x
	Productivity	x	+	+	X	-	X	X	-	+	+
	Learning/ Experience	+	+	+	+ +	+	+	+ -	+	+	+

Note. + = a positive factor impacting experience while, - = a negative factor impacting experience. X= factor does not impact experience N/A= Not applicable due to no response provided.

Table 6.2

Componential Analysis Part 2: Online Teacher Professional Development Impact

Domain	Taxonomies	Componential Analysis Participants Number Below									
		2-A	1-Ash	3-Pol	4-Sal	5-Dav	6-L.C.	7-Da	8-MO	9-Wa	10-Ju
Course Content Usefulness (useful= something you can apply or integrate)	Techniques	N/A	+	+	+ +	x	-	- -	-	+	+
Culture and Content Connections	Limited/ No Relation	N/A	-	x	+	X	x	-	-	N/A	X
	Family Influence		x	x	+	X	+	X	X	+	x
	Useful		x	+	+	X	+	-	-	+	+
Classroom Impact	Outdated/ Limited	N/A	-	x	X	X	x	-	X	X	X
			X	+	X	X	x	x	-	+	+
			x	x	+	+	+	-	-	+	+

Note. + = a positive factor impacting experience while, - = a negative factor impacting experience. X= factor does not impact experience N/A= Not applicable due to no response provided.

Although learning experiences were reported with positive remarks from six of the ten teachers, the use of the strategies and the connection that content had with the diverse populations within the classroom was a mixture. Teachers reported being exposed to techniques that they found usable however when it came to integrating these techniques within the classroom some like Ashley, Dawn and Mo found personal experiences more practical for the classroom environments. Implementation challenges with culturally centered methods becomes a self-driven initiative in areas like STEM as recruitment for multicultural student populations grows, educators are challenged by more sociocultural and linguistically diverse teaching approaches. Participant, Ashley communicated some of the issues faced with training that Hudley and Mallinson (2017) cited when examining a culturally and linguistically supportive PD for educators teaching STEM in K-12 settings. Like Ashley, many of the participants within the study expressed needing further guidance on how to apply suggested methods and those that did not receive clarity within training were left to explore. Ashley felt in addition to outdated material, that content explored within her online graduate course complemented what she did however it did not provide her with new strategies for the diverse students and her STEM program at the elementary level. Through her school environment, she was given the option to develop curriculum that met her students' needs over the span of five years. Everyone is not given such flexibility, more options for implementation would benefit teachers through training initiatives within courses.

These results speak to challenges with various forms of OTPD going beyond conceptualization as An (2018) noted when examining teachers' abilities to apply constructionist gaming practices into the classroom. Addressing culture and implementation of culturally responsive/ multicultural education practices goes beyond mere cognition.

Teachers and Students Experiences within Pandemic Course Designs

Researchers over the past year have examined how to best approach teacher professional development within current classroom structures (Bragg et al., 2021; Hartshorne et al., 2020, Heap et al., 2020; Marei et al., 2021; Paesani, 2020). Within the last two years, education, on a state, local and global level has been reset. Most education settings were operating within a digital LMS (learning management system) or within an online course using various platforms. Quezada et al., (2020) noted this extreme shift during a review of teacher education programs' during COVID-19. Both the role of educators and students are under reexamination as programs attempt to prepare teachers for the aftermath of the pandemic.

Participants Mo and Dawn were a part of similar teacher education courses within programs for provisional licensed teachers a part of TFA. Each of the courses they described resembled the challenges Quezada et al., (2020) mentioned regarding the disconnect from training, often resulting from the asynchronous aspects of an online course that was face-to-face. Participant Mo a 1st year teacher, also spoke about one of the major challenges newer teachers faced, as students who took courses online while teaching online in K-12 settings for the first time. She expressed, the overload cognitively and the lack of sociocultural connections within her courses as a student. Yan et al., (2020) also noted the cognitive overload of students in Finland who felt overwhelmed by the amount of work. Both students and teachers experienced friction when adjusting to the heavy asynchronous cognitive processing, especially educators who were now transitioned into online learning while engaging in different forms of OTPD.

Throughout the pandemic classrooms, now referred to as: distance learning, remote learning, or digital education settings, brought to surface the gaps in TPD and OTPD. Previous strategies that educators attempted to integrate into online classrooms have left both educators

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and students with conflictual interactions. The participant Sally, for example, mentioned the difficulty in transferring what was learned within the online course for family engagement into open house procedures due to the pandemic. Some of the options did not pair well with the online setting for family interactions. The adjustment in processing this shift in pedagogy and roles was examined by Flores and Gago (2020) who analyzed the multilayered process Portugal utilized to ensure teachers, families and students were aware and in agreeance with the shifts resulting from school closures. In order to successfully transition courses into online spaces, Portugal's school system partnered with families, restructured the assessment process and provided the same resources to educators to ensure additional support was available for skill development (Flores & Gago, 2020). Sally expressed wanting to try some of the suggestions once she returned to unrestrictive learning environments, like student choice in seating based on social interaction preferences.

The change in medium not only impacted the academic parameters related to the classroom but also the sociocultural intersections that brought to light a greater need for cultural approaches to teaching. Ladson-Billings (2021) discussed the cultural impacts influencing student attendance which Quinn and Paretti (2021) also mentioned when discussing the complexities teachers within Nevada faced while teaching virtually and district attendance policies. Within both articles, the struggle with life challenges that led parents to unemployment pushed teens into employment to help reduce financial strain (Ladson-Billings, 2021). Online education spaces created the flexibility in learning that was self-paced however the restrictive attendance issues still created conflicting results as educators had no guidance with how to create curriculum within an online space that honored the challenges of students within traditional district requirements. The end of pandemic school closures left teachers and students at a new

place within education and as post pandemic life began, filling the gaps to prepare educators was less obvious and different for content area and location.

Thematic Trends

Findings related to previous trends within OTPD have examined the relevance course design has on the overall experiences of teachers as they relate to classroom practices. Powell and Bodur (2019) in a multiple case study investigating teachers' perspectives of OTPD design indicated the experience of a course is contingent on the design and overall instructional features. Within the study 42.9 % of experiences about courses were told by describing a cause-and-effect relationship between the impact of the format or design and the experiences gained. For some the course design enhanced personal skills like productivity or time management if it related to the education setting. However, for others the design or format of the course resulted in conflictual adjustments, referred to as limits or hindrances to learning when a disconnect between the course content or the overall design was present. Two areas where course design was frequently referenced in correlation to the experience had included cultural content and sociocultural connections and course content usefulness (relation to class environment).

Culture and Content Connections

The connection culture and content learned had was relevant to nine of the ten teachers, who reported teaching within urban/inner city areas at the secondary level in responses. Only one participant reflected on training and experiences had with teaching in the digital classroom during the time of the study. Kundu and Bej (2021) stressed the need to further investigate the perceptions educators have on personal teaching ability within digital platforms as it relates to TPD and preparedness for classroom challenges. Numerous scholars have included teaching strategies and content exploring approaches for addressing the needs of diverse learners as a part

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of the teacher's ability to apply learned strategies within diverse settings (Chang 2016; Sidman-Taveau et al., 2019, Sleeter, 2016; Parker et al., 2017). As shown in Figure 2 below, eight out of ten participants reflected on connections with learned content and impacts within the classroom or school setting. Other shared experiences focused on perceived usefulness or results associated with course content. When participants communicated having a great deal of content learned focused on diversity/multicultural education/culture, they spoke of school or classroom experiences as it related to being prepared for the classroom or education setting.

Participants who felt the online course prepared them for the diverse settings and culture within the school described effectiveness through the frequency in relationship as cause-effect 50%. Meaning connections that culture had to content was described through actions that were taken within the diverse school settings which resulted from newly acquired strategies or ways of thinking. For example, Pollyanna stated "I would say that almost all of my courses have covered diversity in one way or another. Special Education classes by nature refer to inclusion and the diversities of the students," which resulted in her further stating that the course caused her to change profession directions and her perspectives of other cultures. On the other hand, two of the respondents (14.3 %) provided responses that indicated no relation of content selection within the course to issues and/or concepts related to culture, diversity, and inclusion.

Reasons behind the disconnect varied, some participants did not associate "graduate level course/s" with professional development options or workshops, leading to a lack of relation to experiences reported and discussed. For example, Ashley stated "I feel that neither of my degree's provided much content on culture or diversity. That was mainly done in my undergrad and any additional PD I did outside of that." PD was linked to self- driven initiatives to learn about culture as content explored in class did not address this topic area. This perspective

resulted from a lack of content exposure within the online graduate degree programs she took related to culture/diversity/multicultural education. Sally on the other hand felt there was no relation to experiences and content associated with culture since instructors opted to provide topical discussion about general matters concerning diversity in relation to assessments. Sally also mentioned not being able to apply content related to culture as that was character education. Overall, as shown below in figure 3, a little under 50% of participants (4/8 respondents) associated course content learned within online graduate level courses as including attention to culture/diversity/multicultural education through the description of usability or relevance of content learned.

Figure 3

Semantic Relationship Frequency: Culture and Content Connections
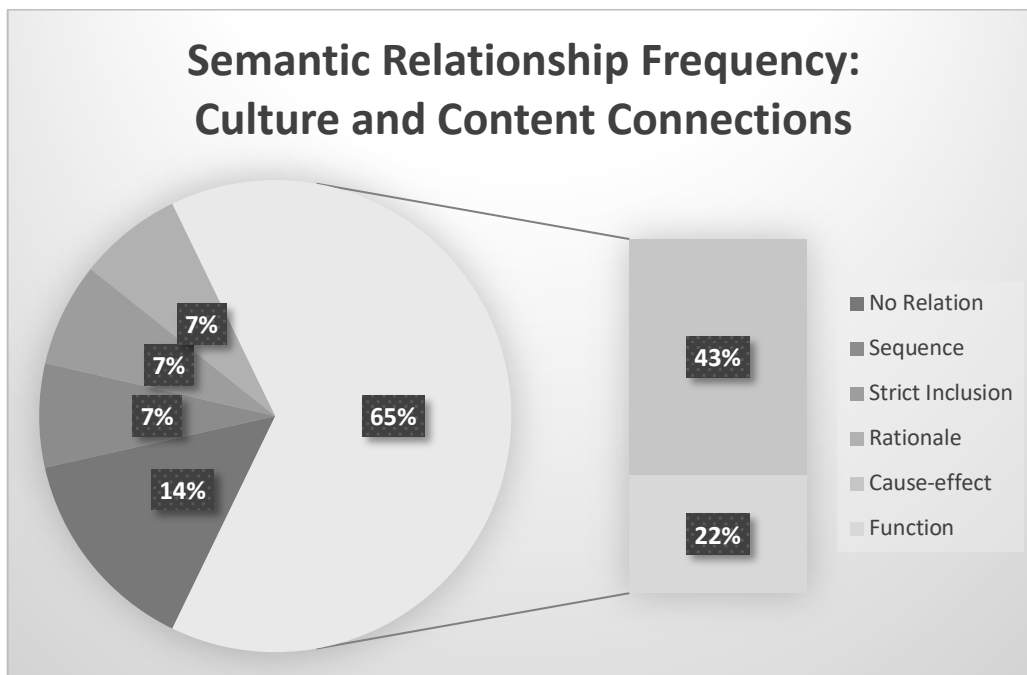
Both Young, (2017) and Hartshorne et al., (2020) expressed a need to further investigate any correlation between the increase of online professional development options offering courses focused on multicultural education and the extent of connection course content has on the implementation of multicultural education practices. However, most of research conducted thus far has focused on preservice teacher education.

Multicultural Education and Content Connections

The disassociation between multicultural education content and the classroom is one of the principal areas addressed when teachers discussed experiences when asked about course matter as it related to actual teaching strategies. Three of the ten teachers expressed a lack of relation with multicultural education content and the classroom, recalling that what was taught either was not useful or could not be applied to the grade level currently serving. L.C. specifically addressed this issue when reflecting on strategies for teaching ELL students in an environment that had limited or nonexistent reading selections that were bilingual. Training did not address nor provide any strategies for this challenge, especially when she attempted to find solutions for students who identified as being from the Philippines. L.C. discussed specific challenges with locating usable strategies within the secondary English classroom settings as the training did discuss multicultural education pedagogical approaches.

The lack of connection between teacher education and the development of skills that result in use of equitable (diverse, accessible) content has been examined within studies to investigate the effectiveness of implementing multicultural education practices within TPD. Researchers have shown not all teachers experience the same results when learning strategies focused on culture. For example, Cherng and Davis (2019), concluded that preservice teachers who identified as Black or Latinx who participated in preservice training with multicultural

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education techniques were better prepared to implement the practices into the student teaching experience in comparison with their classmates whose races differed from those of the students.

Teachers within the study, although all were in-service educators with a range of experience, two being first- and second-year teachers, demonstrated comparable results. Multicultural education related content was perceived as usable for some teachers for the diverse population of students however for Dawn, Mo, and L.C., who identified as Black and Chicana, cultural norms guided the creation of curriculum that focused on students' needs. Influence resulting from learning experiences within courses varied as frequency in semantic relationships revealed the complexity in measuring connection between multicultural education content and course experience. The level of variance is shown in figure three below. The type of influence is best defined through actionable results and the measure of content that did not yield impact on instructional approaches within these settings.

Approaches learned within class had both positive and negative impacts on teachers (former and current) methods of teaching or supervising/assisting students. Like results mentioned below regarding content, a little over half of participants identified actionable results from content. For example, Pollyanna, L. C., and Jillian indicated a shift in perspective, where dispositions about students and families expanded to include consideration of students or families from different cultures. These relational descriptors are seen in the language which describes content as "helping" or influencing perspective or approaches to diversified populations. Impracticable experiences described influence of courses as it relates to instructional approaches within multicultural/diverse settings as barely impactful, harmful, or limited. For example, Ashley described characteristics of the content experienced within her graduate online course instead of actions taken or shifts in ideas when discussing the influence of

course work on instructional approaches; "I feel that my online graduate courses didn't provide me with the training."

As shown below in Figure 4, overall, half of the participants who provided responses to this question described actionable results on the influence from content learned through cause-effect, means-end, or function relational references. The other half of participants used similar relationships to express influence of course content on instructional approaches within multicultural/diverse settings however the results were referenced as impractical or content that was not useful or applied to preferred approaches.

Figure 4

Semantic Relationship Frequency: Course Influence
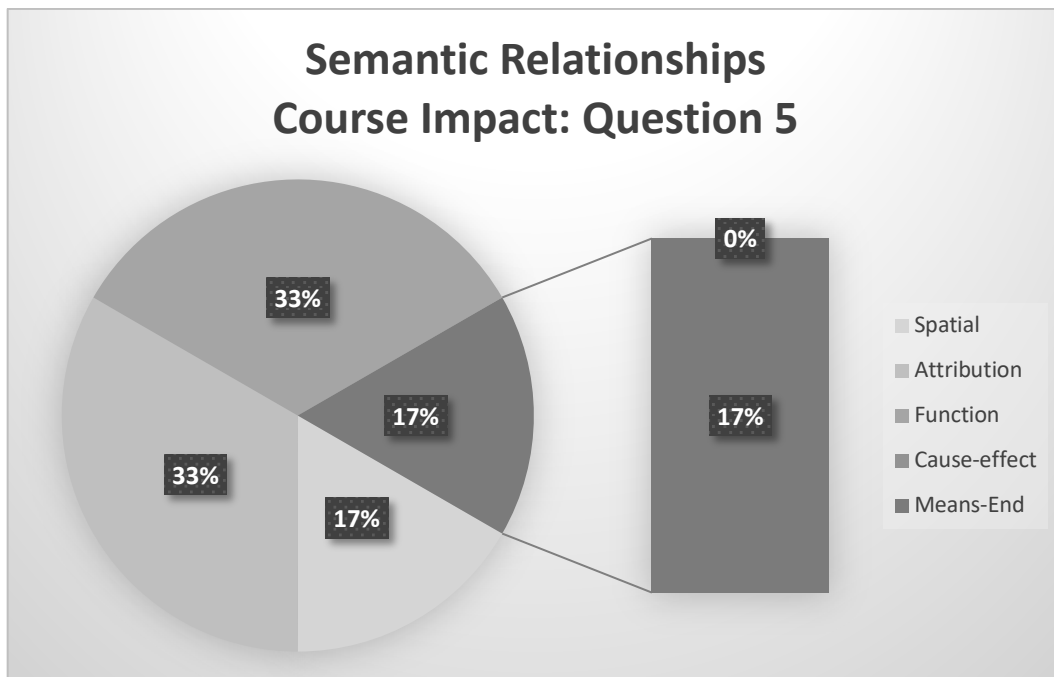
The difference in ability of application of learned strategies was associated with a greater concern with teachers who struggle to implement multicultural education practice due to

struggles with facing their own racial dispositions and biases. Conflicts with discussions related to racial dynamics were expressed by participants like Sally who preferred avoiding specifics regarding multicultural education or applying a safe approach like the online instructor who ensured teachers were exposed to content through self-directed assignment level exploration. Sally felt it was difficult to address culture related topics without being offensive and that teachers had to be careful. These challenges with implementing multicultural education are prevalent challenges voiced by educators across content areas and locations. For example, Fylkesnes (2018), who examined the presence of whiteness, which she defined as systematic racially driven power structures that benefit white teachers, is problematic to the development of new teacher education initiatives attempting to integrate multicultural education practices. One of the hindrances is the avoidance of conversations about race when discussing culture within teacher training as Sally alluded to when she stated it was best to have safe conversations to avoid offenses. Although Sally did not identify as white, her discomfort with applying cultural practices, indicates some of the reasons that drove L.C. into OPD; the need to learn how to teach those who differ in culture and customs.

The uncomfortableness surrounding race and education is not a new, however its implications within training, especially within online courses has been a consistent area of desired additional support. When exploring the gaps in multicultural teacher education Yang and Montgomery (2013) found that further examination of teachers dispositions regarding diversity was a necessary area to explore. Multicultural teacher education within this study was defined as teacher education reflective of Banks five dimensions framework. The study focused attitudes of preservice teachers which revealed one group of teachers who choose to see students as all the same, had trouble with implementing all aspects of multicultural education into the classroom.

Seeing students all as individuals, negated the cultural norms they embodied and the sociocultural cognitive processing taking place within classroom interactions. When teachers' personal dispositions about race and culture differ from taught content, addressing biases while training educators how to respond to clashes when implementing practices within diverse settings is vital.

For example, Nilsson et al., 2016 examined the challenges a teacher referred to as Susan faced when implementing culturally responsive teaching techniques within her ELL teaching approaches. When creating activities within the classroom that included native language and collaborative opportunities, Susan was perplexed about how to respond and apply the newly learned culturally responsive techniques (Nilsson et al.., 2016). As participant Mo mentioned, educators are often left with 'figuring out' these types of challenges, when teaching within diverse settings. Limited discourse concerning how to apply any learned multicultural education approaches and culturally responsive teaching is vital but not always addressed within training. Results in the componential analysis found below in table 6, highlight this limit with current processes used to train educators.

Table 7

Multicultural Education and Online Teacher Professional Development Classroom Integration Componential Analysis

Five Dimensions	Componential Analysis Participants Number Below									
	1-Ash	2-A	3-Pol	4-Sal	5-Dav	6-L.C.	7-Da	8-MO	9-Wa	10-Jil
Content Integration	+	-	-	+	+	+	-	-	+	+
Knowledge Construction	-	-	-	-	-	+	-	-	-	-
Prejudice Reduction	-	-	-	-	-	-	-	-	-	+
Empowering School Culture and Social Structure	-	-	-	+	-	-	+	-	-	+
An Equity Pedagogy	+	-	-	-	-	-	-	-	-	-

Note. +=Dimension was learned/referenced within online graduate course. -= Dimension was not learned/referenced within online graduate course

Doepker (2015), discussed these issues in a case study examining her journey with integrating multicultural teacher education practices within her own classroom practices. The feasibility of the training was tied to her ability to use the techniques in class. Doepker (2015) mentioned a need to integrate all dimensions of multicultural education into the classroom and training on a continuous basis to ensure the application of the approach was transferable to every day teaching practices. The need for support with implementing multicultural education into daily teacher practices has been a continued area of exploration as both Blanchet-Cohen and Reilly (2013) concluded when exploring educators' perspectives of moving practices towards a more culturally responsive environment within a Quebec urban school.

Similar to experiences educators had within a Jewish community examined by Paul-Binyamin and Haj-Yehia (2019) through a five-year study exploring teachers' usage of multicultural education practices while facing power dynamics apart of the social structures. Implementing pedagogy that went against the social structure norms was challenging and required training that supported educators through the actualization of the fifth dimension within the framework; prejudice reduction. Specifically training courses did not engage discussion about how to encourage multicultural education discourse amongst diverse groups of students and clashes that result from differing identities within diverse cultural groups (Paul-Binyamin & Haj-Yehia, 2019). Although these courses were offered in the traditional format of 16-week college courses over a span of time, similar issues were discussed when participants shared their experiences with the various online graduate level courses taken.

For instance, the participants mentioned discussed course content relevant to multicultural education or culturally responsive teaching or content related to teaching diverse groups of students, only few moved beyond the content integration level within multicultural

education practices, where students are exposed to diverse perspectives within the content. For example, participant Julian (10-Ju) who noted incredibly positive connections with content. She expressed a desire for more training to continue to encourage teachers to expose students to multicultural perspectives through content because she admitted that approaching the school environment in her leadership role from a multicultural lens was a new perspective as "a white woman" who didn't relate to the diverse population she worked in. Further detail is provided below in the section that follows with teachers' detailed experiences.

Sociocultural Theory and Course Design

The relationship between learning and the dynamics within the classroom are vital to the cognitive processing of new or additional knowledge. Although this intersection is a necessary component to consider when designing new opportunities, it is not always accomplished within course design. The importance that educators place on sociocultural cognitive processing within OTPD, still correlates with what transpires within the online environment and the intersecting relationships within the classroom, as each influence the process of acclimating new training (Shabani, 2016). How participants experienced the interaction or lack thereof, reflected current ideas concerning best approaches to consider when designing feedback and collaborative opportunities within an OTPD.

Researchers continue to identify course design with feedback and collaboration as necessary for teacher learning experiences within online courses; however, suggestions about designing such interactions within OTPD vary. Marei et al., (2021) suggested adding layered options for feedback that relate to the content area being taught. Citing that knowledge enhancement can be achieved through interactive options that encourage critical discourse. Participant Wallace indicated a similar opinion regarding his experience with the limited amount

of feedback received to the extensive work completed in his response. Commenting that negative emotion can result when arduous work is allocated towards discussion posts that do not receive critical feedback from peers or the instructor.

When considering how teachers should collaborate within OTPD, Edinger (2020) suggested OTPD gifted education course instructional design should consider reconstructing or eliminating the use of the collaborative projects noting its irrelevance to classroom approaches. Within the review educators self-reported usefulness in course design features such as discussion boards and content readings that offered critical analysis however the group project did not enhance skill development. The self- directed culminating project was more aligned to the classroom because of the opportunity to situate the assignment within the classroom or students' teachers worked with. Participants Ashley and Dawn expressed thoughts about the \self-directed culminating project as both referenced this activity with describing the most impactful experience had within the online course.

Qian et al., (2018) also discussed the need for design options to align to the learning environment and specific content being taught within a study examining science teacher preferences within OTPD. Design should infuse layouts and content that incorporate teacher's professional skill knowledge, preferences as well as options for practical application with sociocultural interchanges as new knowledge is acquired. Increasing course relevance meant involving educators in the process and increasing the connection to the classroom through the training experience. For educators like Jillian and Pollyanna the relevance training had to the actual environment, resulted in the description of the course design (content) being a kind of impact that positively influenced professional development of personal skills. While Ashley who thrived more from the self-paced model connected classroom practices to content learned when

she was able to explore at her own pace. The variance in experience is displayed below within Figure 5, which highlights the relationships communicated when discussing course design and impact.

Figure 5

Semantic Relationship Frequency: Course Design
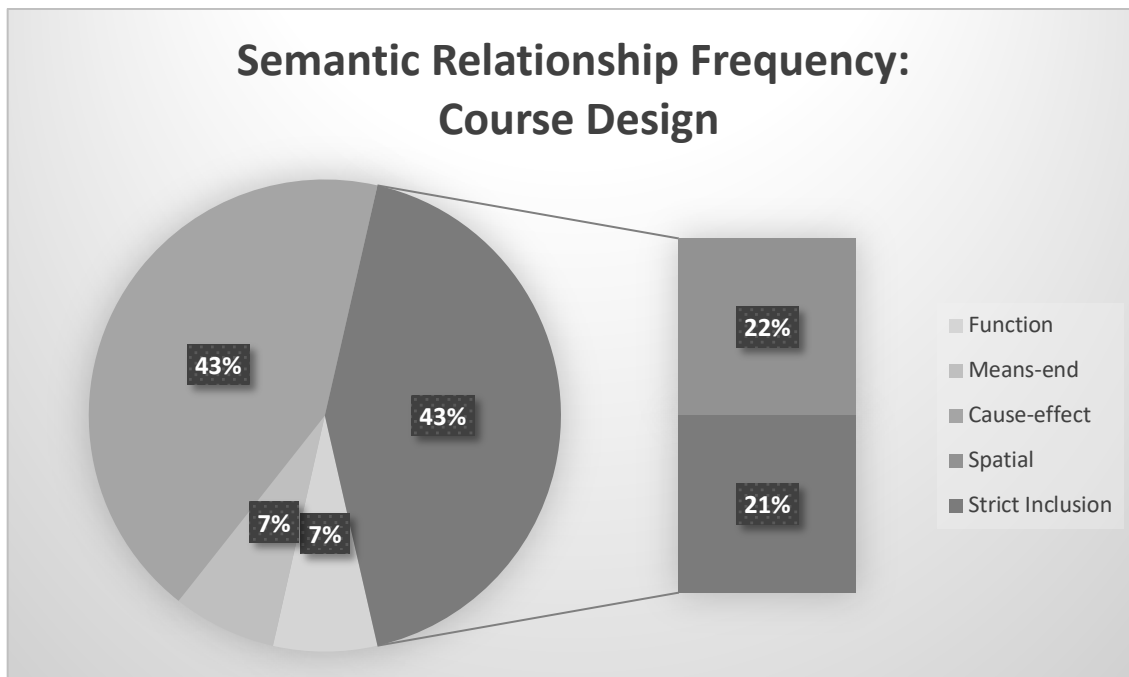
From the findings presented the variance in content relation as it relates to the design is linked to the interactions within the online graduate level course and the needs of the educator. When educators thrived, like Ashley, from self-directed completion options she found ways to negate the lack of connection found within initial content. However, Mo, for example, who engaged in discourse within classroom discussions found no connection to content through discussion because of the manner discourse was designed. She, like Wallace, desired additional support when discussing critical content. However, in both cases, no additional support was

provided which resulted in descriptions of content by Mo being harmful and lacking connection. Wallace experienced some connection to course content, but the degree to which he integrated learned pedagogies related to culturally responsive teaching was not expressed. Mo also hinted at a greater need to tailor courses providing continued education to the environments to which they will be applied to.

Course Content Usefulness (useful= something you can apply or integrate)

There were limited current studies that discussed the perception of usefulness from teacher experiences within OTPD in the last five years. However recent conclusions regarding usefulness of TPD were available and used to define certain parameters of usefulness in teacher responses within this study. Results of impact varied based on the experience had as described above in connection to sociocultural exchanges. Teachers voiced similar opinions Hirsch et al., (2020) mentioned when exploring the impact of practice-based professional development (PBPD) for special education teachers. What defined usefulness of the PD was the teacher's ability to apply what was learned to instructional approaches. Hirsch et al., (2020) indicated growth in self-efficacy as well as usefulness of learned strategies to handle behavior challenges within the classroom from results of the TPD because special education teachers were able to collaborate and learn how to adapt models into the settings of their schools.

Participants reported usefulness when describing the impact, the content or tool seen as an instructional strategy, had in modifying current practices within curriculum creation, implementing authentic tasks, and data analysis. Other experiences focused more on the functionality of the content when reflecting on the usefulness of the course content learned. For example, David, Alice, and Wallace articulated learned content within the parameters of function (X is used for Y) due to the language surrounding learned information.

L.C. and Sally described the tools learned through the course that were used to update technology approaches, both described course content in relation to new desires to create opportunities for advocacy. Overall. 92.4% of semantic relationships used to interpret the meaning of usefulness of content either from personal instructional adjustments or identification of content gathered from the course could be used within the current education setting. Cultural domain names that repeated throughout this question were, tools also referred to as technique and authentic tasks. Overall, as shown in figure 6 below, participants like David used a cause-and-effect description to articulate that because of the new perspectives resulting from content, implementing data analysis with the consideration of ELL students, was possible. Other participants, like Pollyanna and L.C. reported using curriculum to create methods of intervention or advocacy for both family and student needs.

Figure 6

Semantic Relationship Frequency: Content Usefulness
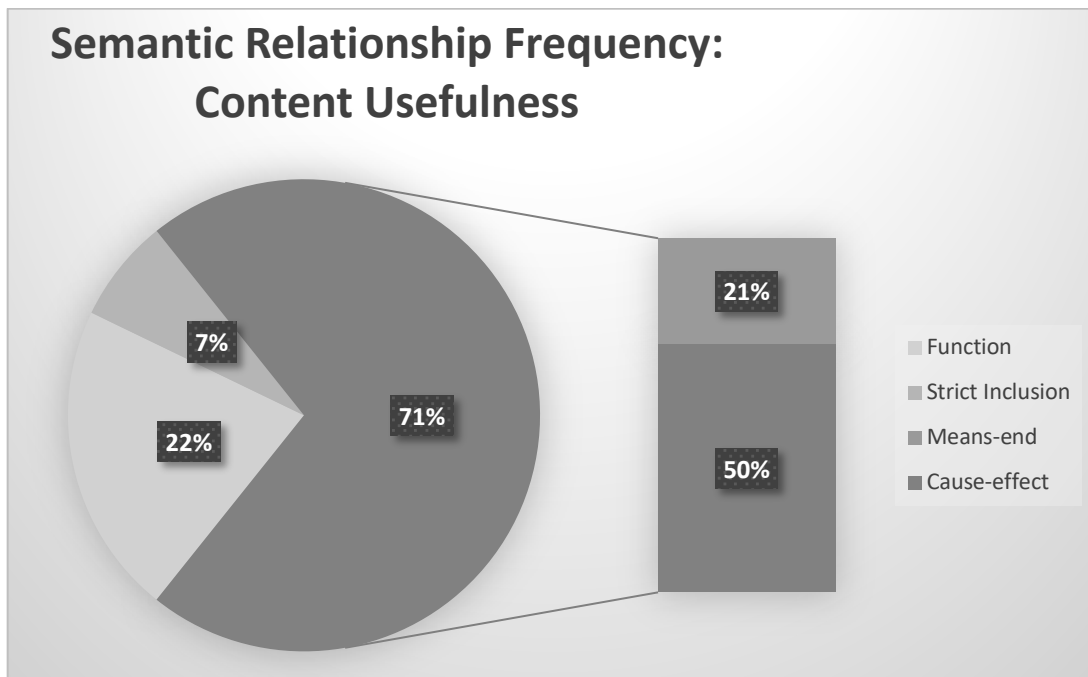
Implications Post Pandemic

After the initial closures research over the past year has discussed due to most of the participants referencing this shift, even if they were already enrolled in an online course prior to the pandemic. An additional literature probe was conducted in attempt to conceptualize the state of OPD as teachers within the study experienced the shift. From this literature three major outcomes resulting from the transition of traditional courses being moved into online graduate level courses or workshops were noted as influences on design and how teachers experienced OPD. Course resources, enhancing sociocultural aspects of learning and redesigning pacing and delivery process were highlighted within the available articles at the end of this study, when most education settings were entering post-pandemic phases. Each of these areas, although previously mentioned, were in some cases heightened due to the sudden shift mentioned in sections above. The three areas are discussed below while interpreting experiences had by participants.

Course Resources

Participants spoke of additional reasons for enrolling into online graduate level courses which included the limit in time to meet requirements for licensure renewals or methods of increasing pay as well as circumstantial situations brought on by COVID-19. Educators like participant L.C. transitioned into a Family Engagement course typically held face to face, that served as a modified version of the original course. This change greatly impacted her experience overall as she noted that course discussion and content, which took place over four weeks instead of a full semester term (16 weeks) was surface level and felt like a start not a complete course. Providing a course-in-a-box like option for shortened courses as suggested by Heap et al., (2020) has the potential to support educators beyond the online course through the self-guided resources if current redesigns such as the one mentioned continue.

Shifting traditional PD to online mediums, created a difference in experience as well as resources typically provided within face-to-face settings. Participants Sally, Ashley and Dawn spoke about the freedom of searching and exploring resources beyond the content provided within the courses taken as a part of the learning process, as some content was not provided. Heap et al., (2020) noted designers of courses should consider resources, and networking opportunities to provide the additional guidance that educators often need during this time. Although the original reason for the limited access to resources was linked to closures during the pandemic, the ending of courses as well as the change in classroom structures may require a repository of resources within the course, accessible after it is concluded.

Qian et al., (2018) discussed the differing entry points relating to background knowledge, comfort and ability when completing OTPD which also leads to a need to access content beyond set timeframes. This point will become particularly relevant for teachers, who experience different classroom models. Accessing course materials simultaneously may not be feasible. Designing OPD with variance in access to content outside of a restricted deadline has been suggested as a support for transitioning into the different models of classrooms in this upcoming school year (Bragg et al., 2021).

Course Structure & Pacing

Course structure which includes pace, course design and facilitation style, were noted by all participants as contributing factors to the overall experiences had within the online graduate level course. Current studies suggest the restructuring of OPD to support the influx of training being conducted within an online setting while K-12 settings expand to incorporate distance learning with hybrid and blended learning combinations within the classroom (Bragg et al., 2021).

Previous models of OTPD may cause barriers in process of learning if structural elements do not support the preferred learning style, or pace , as participants Mo and Ashley indicated. Specifically, Bragg et al., (2021) suggest that future designs are accommodating to allow differentiation according to learner needs. Participant Ashley discussed some of the challenges of previous models when she spoke of the first degree completed online, which caused challenges to learning, because of the preset due dates. She described having no connection to the content as the deadlines for weekly writing responses every Sunday turned the experience of the first degree into task completion and less purposeful learning. In comparison to the first degree, the second degree she was completing at the time the semi-structured interview was similar to what Bragg et al., (2021) suggested as a self-guided format. Ashley stated in addition to the cost-efficient nature of the course in the second degree, students had the option to complete courses when they desired and select the next course based on interest, which was the more favorable format. Ashley also spoke of feeling supported through the meetings with her professors who mentored students weekly through self-selected time periods. This option helped her complete course work she was familiar with at a faster pace and take her time to develop concepts on more challenging tasks.

Along with supporting educators through the modification of the pace of OPD, Mailizar et al., (2020) suggest addressing teachers' apprehension with attending training within an online environment and teaching students within the various combinations of distance learning. Through an examination of how Indonesian science, math and social science teachers perceived online professional development, Mailizar et al., (2020) noted the importance of addressing the apprehension faced by educators who may have limited internet access or have not accepted technology as a learning space is important.

Adapting and adjusting to OPD and teaching within online settings is necessary as educators may not have a choice to return to traditional workshops and in-person courses as Arundel (2020) speculated when examining the trends of education in result of changes from the pandemic. Building in content that addresses educators' challenges with technology while teaching them how to address issues students may have within the distance learning environments is an additional factor to integrate into training approaches (Mailizar et al., 2020). Participants Wallace and Sally mentioned how course design can result in a negative experience which can lead to a teacher dropping the course all together. Sally mentioned being unable to navigate an online graduate level course design, where items that seemed like they should be open were closed or unavailable resulting in great frustration and her dropping the course.

Course Design and Online Professional Development

Consideration for course design and pace within OPD and new classroom dynamics requires both preservice and in-service educators to expand current instructional approaches. Daubney and Faulty (2020) recommend future OPD consider the post pandemic class settings necessary to address the realities of the variance in student development resulting from school closures and the lack of access, especially in non-tested areas such as music education. Students who lacked consistent internet service, access to instruments or cameras or microphones, were unable to develop skills necessary for listening hearing or playing music instruments. A variety of challenges with access caused a difference in ability amongst students, especially in music (Daubney & Faulty, 2020). In addition to access challenges, educators grappled with adjusting learning environments that differentiated the learning environment to support access challenges (Yan et al., 2021).

Like other accounts of utilizing PD, participants from this study, communicated a positive perception of usability of tools/strategies learned from online courses within class settings. However, participants Mo, Sally, Ashley, and L.C. still struggled with connecting the potential of what was learned to the actual class setting. Specifically, L.C. addressed the lack of content access and strategies to navigate this situation within her school when trying to service ELL students. Although her online course provided resources none of them were applicable to the challenges L.C. faced as an English teacher. Researchers suggest integrating sociocultural cognitive processes within the emerging options for classroom settings (hybrid, full distance learning and blended) to ensure teachers are skilled to meet students' needs (Arundel, 2020; Darling-Hammond & Hyler, 2020). Students needs include differentiated cognitive processing options regardless of the medium, throughout the learning process with sociocultural interactions. Refocusing culturally responsive teaching, and multicultural education frameworks to cultivate learning within all mediums for OPD and classroom structures have been suggested to support the adjustment to the new dynamics within the versions of distance education (Mensah, 2021; Ladson-Billings, 2021; Ruales,2021).

The change in medium draws attention to the need for culture centered approaches that incorporate multicultural education dimensions to ensure sociocultural cognitive processing can occur. Asynchronous interactions do not always support the development of audio, visual and dialogue skills, especially in language skill development required for ELL or ESL students or overall English Language Arts classes. Within emerging education settings, teachers must intentionally build in multilayered supports that include audio, visual and speaking activities (Cardenas et al., 2021; Heap, 2021). Paesani (2020) examined the importance of sociocultural

cognitive processing of language being integrated in cultural processes because learning new language is dependent on social interactions necessary for language acquisition to take place.

Social interactions are an essential part of the process of learning and integrating new language. Within OPD, Paesani (2020) suggests when training teachers on how to teach language through scientific dialogue procedures within distance learning. Educators should be provided design options that include flexible sociocultural methods that encourage interaction through dialogue between students and their peers. None of the participants who mentioned serving students who needed ELL or ESL services mentioned learning applicable methods within the online courses that would enable them to integrate the suggested methods. Cardenas et al., (2020) suggests using what has been learned through OPD, to enhance student experiences within digital spaces when teaching content areas related to English. Sustaining sociocultural interactions was also suggested by Flores & Gago, (2020) who examined approaches to OPD, noting that as teacher learning improves so will the distance education experiences. Although this study did not directly address teachers' perspectives of students experiences within distance education settings, all participants indicated a need to improve or extend current PD.

Quinn & Paretti (2021) suggest within the state of Nevada, education policy makers and course designers provide both in-service and preservice educators with additional training. Teachers struggle with efficiently teaching within distance education warrants the need for OPD that will boast self-efficacy in teaching in distance education to equip them with the necessary skills to support students' post-pandemic (Quinn & Paretti, 2021).

Content Related Design Options

Over the past year and a half, developers of OPD have investigated results of modified courses that address the disconnects between content and the classroom throughout the

pandemic. Thus far studies offer potential methods to meeting the upcoming realities of classrooms through specific content area OPD. For instance, Marei et al., (2021) examined the best methods to improve science teacher OPD post-pandemic and concluded that interaction through layered feedback systems has the potential to improve the learning process for educators. Participant Wallace spoke of the significance of feedback and the impact it has on the learning process when it is one dimensional. Limited interaction within OPD does not allow the exchange of discourse which is important to the social nature of learning. Without this aspect, teachers like participant Mo experienced challenges with adjusting her kinesthetic learning style to an asynchronous environment.

Edinger (2020), examined the innerworkings of OPD within gifted education and suggested incorporating a variety of options to increase speaking, cognitive processing, and interaction with course content beyond collaborative culminating projects to ensure educators fully comprehend methods of teaching gifted students. Flores & Gago (2020) also mentioned the importance of OPD including meaningful activities at both the individual and collective level to increase the application of learned strategies. Two of the ten participants, Julian, and Pollyanna mentioned the option of practicing what was learned during the online course through role playing and group projects presented during the zoom meeting sessions. The application of strategies within the course was described as useful by both, as it expanded both perspectives about different races while allowing cognitive processing of the new skills. Of the ten participants, Julian and Pollyanna spoke from a positive disposition regarding the impact the role playing, and exchange of discourse had during the presentation of final project had on their overall experiences with course material. Both were in two different courses; however, the result impact of design was similar.

Multicultural Education and Online Professional Development

In addition to the mentioned considerations for OPD design, researchers have reengaged the focus of implementing culture related content approaches to teacher training to enable students to build skills necessary to conceptualize global issues like the pandemic from a social, cultural, and emotional perspective. Ladson-Billings (2021) and Mensah (2021) emphasize the need for OPD for both in-service and preservice teachers to approach the classroom post pandemic from a cultural perspective due to the realities of students' lives. Within diverse populations, students' roles in the household as well in the classroom are changing, while processing the gravity of the pandemic from an individual to a global perspective. For some returning to the traditional setting of school may not be an option as they may be working full time. Ladson-Billings (2021) suggests children will need support within the distance education, hybrid, or blended models next year that enable them to engage in school with these experiences in mind.

Mensah (2021) also suggested blending culturally responsive teaching practices and culturally relevant practices in science OPD to equip teachers with skills that address some of the disparities faced by Black and Brown students and those who are identified as economically challenged. The impact of COVID-19 on these populations was in some cases severe and has influenced living circumstances and academic growth. Amid the pandemic Ladson-Billings (2021) stressed the importance of recognizing social protests, deaths of Black and Brown people and the overall social movement for justice and its impact on students within diverse populations. OPD must empower educators need to apply culturally responsive approaches and multicultural education content that enables students to deconstruct dispositions about the current

social climate, while empowering them to grapple with personal and academic challenges resulting from the pandemic (Yoon, 2020).

The global pandemic can be used as an opportunity to help students develop critical thinking regarding the intersecting areas impacted by the pandemic. Specifically, the pandemic and the protests for social justice has resulted in a new definition of citizenship which has united us as a world through the shared experience and the impact following. Although we differ in location and country norms, Banks (2017) has concluded that migration has diversified populations around the world altering what it means to be citizen. With the addition of distance learning, the division between states and countries is lessening, Yoon, (2020) expressed the importance of preparing students to have a global disposition as the world continues to merge. With nations becoming more diverse education should shift to integrate teaching approaches that foster diversity and unity (Banks, 2017). Young (2017) suggested the integration of culturally responsive teaching into teacher preparation programs to build self-efficacy in teaching from this disposition within diverse student populations while Ruales et al., (2021) bridged the two areas multicultural education and culturally responsive teaching to suggest building OPD with multicultural sensitivity as a method to address cultural dynamics a part of education settings.

Within the last five years, the need to embed cultural centered practices within any form of PD is still relevant to OPD suggestions for design. All the study participants mentioned having taken courses related to multicultural education content within the last five years. Most referenced culturally responsive teaching or curriculum approaches as being taught or referenced through content within the graduate level course taken. However, none of the participants were able to define or identify any specific elements of the framework. Julian mentioned an administrative version of culturally responsive teaching used to ensure teachers included a

variety of content exposing students to various perspectives within the content. The family engagement course mentioned by 6/10 participants was discussed in relation to content concerning culture.

Integrating multicultural education models within online graduate level course design and classroom settings is imperative as education settings and populations continue to diversify. More importantly, the gap between teachers and the student populations they will serve, widens, Chuang (2016) noted this shift when reiterating the importance of teaching preservice teachers how to apply culturally responsive teaching when developing online group collaborative approaches. Over the past five years research on studies has shown an increase in TPD integrating content concerning diverse populations using both adaptive and specified models.

Adaptive models have taken place in the form of self-directed or self-paced courses like the master's degree participant Ashley mentioned she was enrolled in where her pace and selection of courses were self-paced. Other options mentioned by teachers included single courses spanning over a traditional semester length and workshops that were specified models that correlated with a preset timeline or set of objectives. Participants who described enrollment requirements to satisfy licensure conditions or workshops described one course; Family Engagement offered in various forms and time frames depending on the provider of the course and the instructional approach used. This course reflects trends Bahar and Kursat (2015), Darling-Hammond (2017) mentioned through explorative studies examining trends of OTPD.

Two of the major challenges mentioned over the past ten years with implementing multicultural education practices including James Banks five dimensions and culturally responsive teaching approaches is a lack of association between the PD and teachers' personal beliefs pertaining to race and culture (Grant & Lee, 2014). Scholars have noted that although

TPD is designed to examine culture and race as it relates to learning, how to apply diverse education approaches becomes difficult when teachers do not confront bias, especially when the teacher is white and the students Black or Brown. Facilitating training within online settings focused on ME is complex as conditions within the environment exasperate various complexities such as social and cultural discussions as well cognitive processing of taught content. Following these challenges, intersecting points of these experiences with actual school settings can become even more perplexing. Participants within the study and in previous studies have expressed a desire for additional instruction on how to apply learned knowledge (Doepker, 2015; Fylkesnes, 2018; Grant & Lee, 2014).

Significance and Impact

Knowing how teachers experience OPD provides pathways for change. Reviewing the experiences had can be used to begin the process of conducting equity assessment of current models of OPD as courses continue to grow within various online mediums. The significance of this study is situated within the current shifts in education as post pandemic conditions may continue and extend the use of online course options for TPD. Research has noted the need to reconsider how teachers are trained to include hybrid and blended models of learning to meet the needs of the evolving classroom mediums and roles teachers will serve within these platforms (Arundel, 2020; Yan et al, 2020).

As demands within the classroom grow and have changed due to transitions to online platforms due to COVID-19, school districts must reconsider and extended flexible approaches to providing training (Arundel, 2020). Traditional TPD has now reconfigured to online settings; however, the experiences had required future investigation. The significance of this study is situated within the current shifts in education as post-pandemic conditions may continue and

extend the use of online course options for TPD. Researchers have noted the need to alter how teachers are trained to include hybrid and blended learning models to meet the evolving classroom mediums' needs and the roles within these platforms (Arundel, 2020; Yan et al., 2020).

I agree with the Arundel, (2020) and Yan et al., (2020) that the way in which we educate our teachers must change. As settings for education are shifting so should teacher professional development initiatives. Specifically, within the state of Nevada I agree with Jackson et al., (2019) that training initiatives need to be reexamined. Teachers need more support to increase self-efficacy within the classroom conditions of the state. Educators who have a desire to teach, should be met with training that equips them for the challenges they will face. As we restructure post-pandemic Quinn and Paretti (2021) have provided some insight into where training should go. All educators regardless of their school location or level in teaching should be retrained for all possible models including but not limited to; blended or hybrid models, and fully distance learning. Within this preparation it is vital that educators are well versed in culturally responsive teaching practices with multicultural education pedagogical approaches. As the shared experiences demonstrate all educators regardless of gender or race should be given an option to learn how to support the students within the population they serve. Training efforts should implement yearly, ELL/ELA integrations to ensure bilingual approaches are paired with all practices.

Equity Assessments should be conducted to investigate post-pandemic conditions within the state of Nevada where over 100 providers provide a version of TPD. These results that can occur programmatically or by course should be used to tailor OPD and education settings. One model will not suffice. As we grow in medium, style, and approaches research, must report the

variety of options to provide hope in the possibilities of what we as a nation are becoming within public education.

Overall Implications

As education settings transition so should the conditions of OPD, especially as mediums that are less traditional become the norm. Understanding experiences within OTPD is even more pressing as results of COVID-19 continue to transform education initiatives. Currently within the state of Nevada, educators are being forced to permanently adapt distance education into teaching settings as districts such as Clark County have opted to provide distance learning to students as a part of the 2021-2022 school year. This option answers to the concerns of families who still feel uncomfortable with enrolling students into face-to-face settings within the district.

Quinn and Paretti (2021) suggest incorporating distance learning training into TPD as these changes require additional support. Conditions require more research on teachers' experiences within various forms of OTPD to expand comprehension of designing overall environments. In traditional programs that fall under specified approaches must be adapted to prepare teachers for the realities of the classroom in various models. During COVID-19 support and methods of teaching drastically changed due to teachers' inabilities to either understand the learning management system (platform learning occurs on) and challenges with sustain similar collaborative learning methods typically used within traditional settings (Yan et al., 2021).

Students are in need of teachers with adaptable skills, while educators require more PD and online resources that prepare them for post-pandemic alterations (Hartshorne et al., 2020). For example, during the pandemic teachers found Twitter and quick accessible hashtags as great resources for remote teaching. Studies examining the impact and overall usability of Twitter for formal assessment of contributions it has for enhancing educator skills are underway. In addition

to furthering understanding on nontraditional social media platforms additional opportunities that build academic communities of engagement are needed for educators new to online teaching platforms (Borup et al., 2020).

Supportive resources for those new to online teaching also require expansion of the teacher role and students position as a learner within online learner. Post-pandemic shifts require different approaches to traditional methods of TPD as educators has expressed requiring options for learning knowledge about online and blended models of education to improve current approaches (Lockee, 2021). 3/10 participants specifically stated the desire for transferable content, identifying current options of OTPD as simply a means to earn additional pay and not further known knowledge. Sally felt material was "outdated" in a course she had to take during the pandemic. The experiences shared emphasize what current researchers are suggesting for this shift in education settings when considering important TPD needed. Teachers have voiced challenges with teaching in virtual settings that require further considerations for options in OTPD (Kundu & Bej, 2021).

Implications for Action

Friction between OPD and praxis is a element within the training process that should be addressed. Often, research has noted what is intended for applicable knowledge does not transfer into the classroom because of the experiences both teachers and students bring into the learning environment which sometimes negates training. To begin bridging some of those frictional elements, I recommend the steps outlined below which represent the compilation of suggestions discussed within the past two years of research; including pandemic and post pandemic suggestions.

Assess

Transformative modifications can only occur through the assessment of what is currently in use. It is only through evaluative processes that the elements of OPD can be evaluated through programmatic or equity assessment initiatives that aim to deconstruct current methods of training teachers to begin the process of restructuring. This stage will look and feel different for content areas and programs within OPD as there is no one size fits all evaluative process which Ng et al., (2021) noted when evaluating transformative practices for professional development in medical teaching.

Create

With the understanding of where training is within step one of the ACT (E) model as shown in figure 7 below, designers can strategically begin to revamp current training options. One of the most critical aspects of this process is training for the populations of teachers being served and the classrooms the content is going to be applied to. As this study and other research has indicated, teachers need training that is transferable. Designing such models requires the application of a multicultural lens when restructuring or creating training options. As previously mentioned in earlier sections Heap et al., (2020) indicated a need to expand what we must cater to the friction between the multilayered complexities involved with teaching; self-identity, adult learner challenges, personal obligations, and professional requirements. Creating more customizable options begins with considering the teachers the training is designed for. Although this would yield less generalizable training models, it would produce transferable options for those with similar demographic considerations that the situated the training.

Transform

At the completion of design, implementing and observing what has been created to adjust is critical. Due to the nature of the impact of what Vygotsky referred to as the lived experience,

mentioned earlier in the study by Mitchell (2016) to situate how children interpret knowledge through their lived experiences, educators lived experiences and its impact on transference of training must be considered. Adjusting training is a continues part of the process as teachers' sociocultural interconnections and lived experiences will constantly change.

(E)valuate

The final step in this process is an action performed repeatedly. The parenthesis is used to symbolize the mathematical element within this strategy to emphasize the step of performing an evaluation. Evaluating OPD within this framework includes measuring content impact through teacher evaluation and student outcomes. Some aspects such as the development of culturally responsive teaching practices or multicultural education use like prejudice reduction are not easily seen however with teacher evaluations with student outcomes any gaps pertaining to cultural aspects of skill development can be measured. Once the evaluation is complete this process should be performed several times or at the conclusion of each use of the training to better complete the steps that follow. Although this is the last step as the circular motion in Figure 7 below shows, there is no break in the process, it should be seen and used as a continuous action.

Figure 7

ACT(E) Cycle Figure
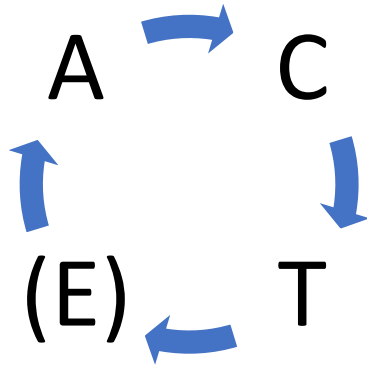
Implications for Praxis

From the study the disconnect Sleeter (2019) refers to when referencing challenges with implementing culturally centered practices within the classroom are connected to design of the course and the level of support available following the acquirement of the theoretical framework. The act of taking what is learned regarding culturally responsive teaching or multicultural education requires layered support within OPD and partnerships beyond the training. Courses should be designed in a manner that models culturally centered practices with the addition of sociocultural elements while connecting teachers to support systems that encourage the continued growth of these skills.

Future Research in Online Professional Development

OPD is an essential resource used to enhance teacher professional skills. Within the state of Nevada, there are over 130 providers of options to expand knowledge or meet the requirements for licensure. This variety in options creates differing skill development which impacts the overall abilities of educators influencing retention within the district (Hays et al., 2018). Examination of effectiveness of OPD is needed to further develop current options to fit

the demands of the evolving classroom structures, roles, and mediums. Effectiveness according to the Nevada Department of Education (2015) and Marianno et al., (2021) is defined by performance on the Nevada Educator Performance Framework (NEPF) and student success, both are associated with results from student experiences and perceived alignment to state standards exemplified through classroom practices. Demonstrating effectiveness within hybrid, distance learning and blended classrooms will look different, for this reason Marianno et al., (2021) suggests realigning the NEPF to consider the variance in classroom settings due to the aftermath of the pandemic.

Study Limitations

All data was taken from the voices of teachers within the state of Nevada. This study represents demographic, and education policy initiatives relative to districts located within this region. From those responses, interpretations of experiences within OTPD varied due to actual structure of the online graduate level course and instructional approaches. All participants were enrolled in different courses with some similarities. Overall, each participant described several types of online graduate level courses which ranged from courses a part of master's degree programs offered within the region as well as workshops and single courses required for licensure renewal offered through education organizations that offer TPD.

For the reasons above each case is only compared to one another using key findings from semantic relationship frequencies to better comprehend how teachers described experiences. Lastly, the study only included teachers who held or have a license within the state of Nevada and have or are currently teaching. The type of licensure was not specified (provisional, standard, or standard II). Experiences had within the last five years were only included to situate referenced models and designs to current OTPD approaches.

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Meaning of experiences were limited by the quality and quantity to responses provided. The study did not aim to investigate the correlation between experiences and certain groups of people however it is worth noting that all participants who disclosed personal identifiers were female. Although ten participants were included in the study not all ten responded to every weekly response question or participated in the second phase of the study. Only seven participants scheduled semi-structured interviews. The clarity in meaning of general statements were limited if a participant opted out of the interview. In some cases, participants who did not interview also provided limited responses to the weekly email questions. For these responses, sensemaking was complicated as descriptions offered did not yield in-depth interpretations.

In addition, all defined meaning of the experience was generated from self-reported accounts, no additional sources of data were included. No online observations were conducted on the actual occurrences reported, all data analysis is taken from the self-reported data from phase I and II of the study. Lastly, teachers (current and previous) were from the state of Nevada, most experiences are related to or based on education settings within the southwest region.

Assumptions

An assumption in this study is that teachers shared experiences will reveal gaps within current online graduate course designs as it pertains to practical training for improved classroom practices. Prior to the study, it was assumed that coded responses might highlight specific course designs or content deficits that do not address the needs of current diversified classroom settings within the state of Nevada. Teacher professional development theorist have communicated challenges with ongoing professional development practices, however, studies examining training within online mediums learning is scarce (Beavers, 2009; Birman, 2000; Collins & Liang, 2013).

Following the conclusion of the collection of data further assertions regarding the experiences teachers had within online graduate level courses surfaced. I believed gaps in training were a direct result of limited exposure to content related to classroom dynamics today. However, the correlation between instructional approaches and content related to culture became a relevant reason behind gaps to consider. Another assertion was the lack of connection the pandemic would have on online course enrollment. Prior to the start of data collection, the impact of courses being forced into an online setting and the impact of this involuntary switch was not considered.

Delimitations

A limitation of this study is the occupation and timeframe of each potential voluntary teacher participant set by the inclusion criteria survey. Participants will need to be currently or have previously taught within the state of Nevada over the past five years. Time restrictions also limit the parameters of the study as only participants that have taken an online course within the past five years or are currently enrolled in one at the time of or before the start of the study will be encouraged to participate. Research with these specific parameters as far as the date of this proposal is concerned, is limited to a few studies conducted on elementary teacher training and salaries. Another limitation is the lack of generalizability of findings, although the responses can influence designs of future studies creating online TPD.

Lastly, as an online certificate program designer, adjunct instructor and current teacher within a Nevada school, the researcher will have some unconscious and situated biases regarding teaching and learning. The literature review conducted aimed to decrease the level of bias as findings will represent a thorough investigation of various theories and dispositions regarding online learning and teacher professional development. The variety in perspective will guide the

exploration of literature collected for the study following Rowley and Slack, (2004) process of conducting a literature study.

Concluding Thoughts

OPD can demonstrate teaching approaches that are suggested for K-12 settings. Bragg et al., (2021) defined effectiveness within OPD as; 1-Increased teacher capacity to collaborate with internal and external co-workers, 2-increased ability to reflect on their practice,3-increased confidence in their teacher practice, 4- implementation of teaching practices learnt from training and student outcomes (Bragg et al.,2021, p. 2). Increasing these areas through the application of multicultural content, culturally responsive teaching or other critical pedagogies is imperative to situate online environments for professional growth opportunities that support teachers within diverse classroom settings within traditional, hybrid and distance education models (Bennett et al, 2021; Sunil, 2021).

Each of the mentioned elements of effectiveness were discussed within participants experiences from differing standpoints. For example, Mo and Dawn spoke of the dissociation to content and the course overall by describing limited interactions that resulted in negative collaborations. Although Pollyanna, Ashley and Jillian connected to their content within the online course, experiences had addressed the feasibility of learned content. Wallace, L.C. and Sally shared the limits in implementing practices taught within courses taken. However, Sally, and Mo described being cautious about applying strategies, Sally because of a need to feel safe about discussing anything related to culture in the classroom and Mo who was a first-year teacher desired additional support in building lessons from courses taken. Overall, all the participants indicated areas that require further investigation or modification in order to ensure teachers are equipped to support students in this coming school year with various class settings.

Education will continue to shift and so should the processes by which educators are trained. Although the desire to teach may be authentically driven, skill development or the lack thereof can hinder professional skill growth. Educators within the state of Nevada need transferable OPD practices that prepares everyone for complexities faced within today's classrooms including diverse backgrounds and instructional mediums.

APPENDICES

APPENDIX A: RESEARCH PROTOCOL

APPENDIX B: IRB LETTER OF APPROVAL

APPENDIX C: STUDY INVITATION EMAIL AND INCLUSION CRITERIA LINK

APPENDIX D: STUDY INCLUSION CRITERIA SURVEY

APPENDIX E: INFORMED CONSENT FORM

APPENDIX F: POST SURVEY/CONSENT FORM COMPLETION EMAIL

APPENDIX G: 30-MINTUE WEEKLY INTERVIEW QUESTION 1

APPENDIX H: 30-MINUTE WEEKLY INTERVIEW QUESTION 2

APPENDIX I: 30-MINUTE WEEKLY INTERVIEW QUESTION 3

APPENDIX J:30-MINUTE WEEKLY INTERVIEW QUESTION 4

APPENDIX K:30-MINUTE WEEKLY INTERVIEW QUESTION 5

APPENDIX L: SEMI-STRUCTURED INDIVIDUAL INTERVIEW EMAIL INVITATION

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APPENDIX A: RESEARCH PROTOCOL

UNLV

Research Protocol Proposal Form
For Research Involving Human Subjects

Instructions:
1. CITI certification (www.citiprogram.org) must be current at the time of protocol submission.
2. Complete all sections. Do not reference other sections as a response (e.g., "see section…" or "see attached…")
3. Projects with funding/proposed funding must include copy of the application or proposal.
4. You must proofread your document for spelling and grammar before submitting to assure timely IRB review.

Note:
1. Research may not begin until you have received notification of IRB approval.
2. For your records, it is important that you keep a copy of this completed form.

1. Research Protocol Title (Research Protocol Title must match the funding/proposed funding application or proposal):

> Learning as We Grow: A Multiple Case Study of the Experiences of Teachers with Graduate Online Courses

2. Investigator(s) Contact Information
(The PI must be UNLV faculty in all cases involving studies carried out by students or fellows.)

A. Principal Investigator (*Name and Credentials*):   Dr. Christine Clark

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B. Student/Fellow Investigator (*Name and Credentials*): Ms. Erica Reid

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C. Please complete (if applicable).

Protocol Coordinator (*Name and Credentials*):

  Phone Number:

  E-Mail Address:

Co-Principal Investigator (*Name and Credentials*):

  ☐ Faculty

  Department: Mail Stop: Phone Number:

  E-Mail Address:

3. Research Team Members: *List all research team members (including PI) who will have contact with subjects, have contact with subjects' data or biological samples, or use subjects' personal information. If additional members will be included, submit Appendix "Additional Research Team Members."*

NAME and DEPARTMENT	ROLE IN PROTOCOL	SPECIFIC EXPERIENCE WITH ROLE IN PROTOCOL	ROLE IN CONSENT PROCESS
EXAMPLE: Dr. Chris Researcher, Research Department	EXAMPLE: Developed protocol, collecting data, analyzing data, writing report	EXAMPLE: Has had 7 years of conducting and publishing human subjects research at a university	EXAMPLE: Recruiting subjects, writing the consent form, consenting subjects, answering questions
Dr. Christine Clark College of Teaching and Learning	Principal Investigator and advisor of research study.	Has over 20 years of experience conducting and publishing human subjects research	Supervising the completion of the research study.
Erica Kristina Reid Doctoral Student in the Department of Teaching and Learning	Developed protocol, course instructor, data collector and data analyzer, writing report.	Research and course designer of online certificate courses for two years at a university.	Recruiting subjects, writing the consent form, consenting subjects, answering questions, conducting overall research analysis through final write up.

Hit tab in last available cell to add additional rows.

4. Duration of Study

  Anticipated Start Date: 05/1/2020   Anticipated Termination Date: 10/1/2020

5. Research Subjects

  5.1 Describe the sampling strategy used to select subjects.

This study will use convenience and snowball sampling to identify 10-12 participants that meet the inclusion criteria for the study.

  5.2 Maximum number of subjects: 10-12

5.3   Describe the targeted population (e.g. healthy adults age 18-45), including age range. Delineate between the various subject
       groups:

> The target population for this study are healthy adults, 22 years of age or older.

5.   Summarize the inclusion criteria for each subject group that must be met in order for the subject to participate in the study.

> As noted in 5.3, above, the participants recruited for the study must meet all of the following inclusion criteria:
> 1) be 22 years of age or older;
> 2) be previously (within the last 5 years) or currently enrolled as a student in an online (graduate-level) course; and,
> 3) be a past or currently licensed PK-12 teacher in the state of Nevada.

5.5 Are there any enrollment restrictions based on gender, pregnancy, race or ethnic origins? ☐ Yes   ☒ No
       If yes, specify and explain the nature of the restriction(s) and provide justification for each population.

>

5.6 Will you be recruiting any of these specific populations?
      ☐Children 17 and under   ☐Prisoners, Parolees and/or Probationers
      ☒College Students   ☐Pregnant Women, Fetuses and Neonates
      ☐Wards of the State   ☐I will be using biological specimens
      ☐CCSD Employees and/or students

5.7 Would your population be considered decisional/cognitively impaired? ☐ Yes   ☒ No
    5.7.1   Will the subjects be able to provide consent/assent on their own? ☒ Yes   ☐ No

6. Recruitment Procedures

6.1 Describe the methods of recruitment including use of letters and/or advertising. Include when, how and by whom the subjects
      will be recruited.

> After the study is approved by the student researcher's committee and the IRB review board, the student researcher will send a recruitment email (see Attachment A) to the personal email addresses of licensed educators with whom she has a prior working relationship, as well as to electronic networks (e.g., public/open-access educational and/or professional listservs); the email will describe the study, stipulate the inclusion criteria for participation in the study, invite participation, and delineate the process for expressing interest in participation.

6.2 Indicate the types of recruitment materials to be used below (check all that apply). Attach copies of all recruitment materials
     to this application.
      ☒ Internet/Email   ☐ Television/Radio/Newspaper   ☐ Flyers/Posters/Brochures
      ☐ Letter of Contact   ☐ Subject Pool Description   ☐Telephone Script

☐ Word of Mouth   ☐Social Media   ☐ Other (Describe):

☐ This research study will not be using any recruitment materials.

7. Purpose and Procedures

7.1 State the purpose of the study:

> The purpose of the study is to examine the learning experiences of educators, pursuing advanced education, in online-graduate level courses.

7.2   Lay language summary (Please use non-technical language to summarize your research study):

> To evaluate the experiences of educators in online graduate courses.

7.3 Describe all research procedures (sequentially). Include required screening procedures performed before enrollment and
       while on study. Describe the types, frequency and duration of tests, observations, interviews, questionnaires, etc.   Please
       provide a list or outline format/flow chart for ease of review.

13) Send study recruitment email (through the student researcher's electronic networks (e.g., public/open-access educational and/or professional listservs)) (Attachment A), during the first week of May prior to the end of the Nevada PK-12 school year (to capture the attention of educator prior to the start of their summer vacation).
14) The recruitment email will describe the study, stipulate the inclusion criteria for participation in the study, invite participation, and delineate the process for expressing interest in participation.
15) Interested participants complete a 20-minute participant interest and inclusion criteria verification Google form survey (see Attachment B for the survey); the Informed Consent form (Attachment C) will be embedded at the end of the survey. The survey will collect survey completer personal emails.
16) All survey/consent form completers will be notified, via the email (see Attachment D) address they entered into the survey, if they are selected for study participation; the collected data/forms from completers who are not selected will be deleted.
17) Eligible, consented participants will be sent a weekly (consecutive Sundays for 5 weeks between June and August) interview question via Google form (question links sent via email) (see Attachment E, F, G, H, and I) (each question will participants take no more than 30 minutes to answer).
18) Participants will be sent an email (Attachment J) to schedule a time for a 60-minute Semi-Structured Individual Interview to be conducted online (via Zoom) (see Attachment K for the interview protocol).
19) The student researcher will transcribe all of the interview data.

7.   List and attach all instruments associated with this research study:

20) Study recruitment email (Attachment A)
21) 20-minute participant interest and inclusion criteria verification survey (Attachment B)
22) Informed Consent form (Attachment C)
23) Post survey/consent form completion email (Attachment D)
24) 30-minute weekly interview questions (via Google form, question links sent via email) (see Attachment E, F, G, H, and I for the email text and questions links)
25) 60-minute Semi-Structured Individual Interview email invitation (Attachment J)
26) 60-minute Semi-Structured Individual Interview protocol (Attachment K)

7.5 Will subjects be recorded? ☐ No   ☒Yes, audio   ☒Yes, video

8. Consent

7.   Describe the consent process(es) for enrolling each subject population into the study.

> As noted immediately above in 7.3, potential participants will complete a 10-minute participant interest and inclusion criteria verification survey (see Attachment B for the survey); the Informed Consent form (Attachment C) will be embedded at the end of the survey. All survey/consent form completers will be notified, via email (see Attachment D), if they are selected for study participation; the collected data/forms from completers who are not selected will be deleted.

8.2 Describe where the consent process(es) take place.

> As noted immediately above in 8.1 (incorrectly numbered as 6.1), the consent form will be delivered electronically as a part the Google form survey.

8.3 Will any information about the research purpose and/or design be withheld from potential or participating subjects at any
      time during the study? ☐ Yes   ☒ No
      8.3.1   Explain and justify the non-disclosure and describe plans for post-study debriefing.

>

8.4 Is a waiver of the signature requirement on the informed consent being requested?
☐ Yes   ☒ No
      8.4.1   Explain why the waiver of signature is being requested.

>

9. Project Site(s) *(Check all that apply)*
      ☐ University of Nevada, Las Vegas (UNLV) – Please check the specific campus.
                  ☐ Maryland Campus (main) ☐ Shadow Lane Campus

      ☒ Online only ☐ Other: (Specify and Explain all):
      NOTE: If the project site is other than UNLV or online, Facility Authorization Letter must be submitted.
10. Privacy and Confidentiality
      Privacy *refers to a person's desire to control the access of others to themselves. Privacy relates to the subject.*
      Confidentiality *refers to the researcher's agreement with the subject about how the subject's identifiable private*
      information will be handled, managed, and disseminated. Confidentiality relates to a subject's information.

10.1   In regards to the above definition, how will you protect the privacy of the participants?

> Participation in the study is voluntary; weekly interview questions and semi-structured interviews will be administered individually via Google form and via Zoom, respectively. Any information that participants share in their responses to the weekly questions or during the interview that might reveal their identity will be excluded from the study findings.

10.2   In regards to the above definition, how will you ensure confidentiality of the data obtained?

Along with the first weekly interview question, participants will be asked to choose or have the student researcher choose a pseudonym. A single list linking the participants' actual name with their pseudonym will be kept in a locked file cabinet in the PI's office (CEB 346A). Weekly and semi-structured interview transcripts will only reference the participants by their pseudonym. Any information that participants share in their responses to the weekly questions or during the interview that might reveal their identity will be excluded from the study findings.

10.3   Where will all data be stored? (for review/audit purposes, a copy of all records must be kept in a location accessible by the PI
        on UNLV property):
                ☒ PI's office (bldg/room): CEB 346A   ☐ PI's laboratory (bldg/room):
☒ Other (bldg/room): UNLV Google Drive and the student researcher's password protected computer.

10.4   How <u>long</u> will identifiable AND de-identified data be stored?   5 years

10.5   What are the plans for the final disposition or destruction of identifiable and de-identified data?

All data (survey, online interview response, and digital semi-structured interview) collected for this study will be stored in paper format in the PI's office at UNLV, and electronically on the UNLV Google Drive and on the student researcher's password protected computer) for five years and then destroyed. The researcher's computer will not connect to public wifi and will be kept in a locked location in the student researcher's home while study data is stored on it.

11. Medical Devices

Are you using a medical device? ☐ Yes   ☒ No   (If yes, please complete the supplement "Medical Device.")

12. Risks

12.1   Summarize the nature and amount of risk (including side effects, stress, and discomfort). Examples of risk include physical
        risks, psychological risks (such as stress, discomfort, or invasion of privacy) and social risks (such as jeopardy to
        insurability or employability).

There are risks involved in participating in any research study. Participating in this study includes only minimal risk--participants may experience some discomfort in responding to the verification survey and/or weekly and semi-structured individual interview questions because of the personal nature of the questions (i.e., sharing their online educational experiences).

12.2   Estimate the probability (e.g. not likely, likely, etc.) that a given harm may/will occur, its severity, and its potential
        reversibility.

Probable harm to participants is not likely (see 12.1); the study is minimally invasive, only focusing on participant's online educational experiences. It is unlikely that any harm may/will occur, and discomfort experienced will likely easily be reversed by providing participants the option, stipulated on the informed consent form, to take a break, not answer a question, and/or discontinue their participation in the study without consequence. Additionally, participants will be encouraged to ask questions about the study; reminded that the study is designed to protect their privacy and confidentiality (as noted in 10, above); and, encouraged to ask questions about the ways in which data will be collected, stored, and reported.

12.3   What procedure(s) will be utilized to prevent/minimize any potential risks?

To prevent/minimize risk, the measures described above in 8, 10, and 12.1 and 12. 2 will be carefully followed. Additionally, the student researcher will check in with the participants regarding their sense of risk throughout the study and respond as needed to prevent/minimize any concerns of this nature that are expressed.

13. Benefits

13.1   Describe any probable benefits of the research for the individual subject(s). (Do not address compensation)

Participation in this study provides no direct benefit to participants. However, through the study, the researchers hope to learn more about the participants' online educational experiences. As a result, participants in this study may experience a sense of indirect benefit in contributing to the potential for improved online educational experiences for all students, especially educators pursuing advanced education; additionally, participants' own educational practices (online and/or face-to-face) with their students may improve.

13.2   Describe the probable benefits of the research for society.

The findings of the study may lead to improvements in the development and implementation of online educational experiences, especially those designed for educators.

14. Cost/Compensation

14.1   Describe the total amount of participation time, followed by breakdowns of this time (if necessary):

Participants will be not compensated for time spent for their time and effort in this study. At most, a total of 4 hours of participant time is required of participants in this study as follows:
One, 20-minute participant interest and inclusion criteria verification survey, inclusive of consent form completion;
Five, 30-minute weekly interview questions (2 hours and 30 minutes total); and,
One, 60-minute Semi-Structured Individual Interview.

14.2   Are there financial costs to the subject? ☐ Yes ☒ No   If yes, explain:

14.3   Will subjects be paid or otherwise compensated for research participation? This may be monetary OR non-monetary.   ☒ Yes   ☐ No

    14.3.1 If yes, please respond to the following questions:
            a) Describe the nature of any compensation to subjects. Include cash, gifts, research credit, etc.
            b) Provide a dollar amount, if applicable, and indicate method of payment. $50 maximum (up to $25 for the completion of all five weekly interview questions ($5/per question completion) and $25 for the completion of the semi-structured interview).
            ☐ Cash   ☐ Check   ☐ Research Credit   ☒ Other: E-gift cards (Amazon).
            c) Explain when and how the compensation is provided to the subject. Compensation will be provided via a single e-gift card sent via email (to the address provided in the interest survey) at the conclusion of the semi-structured interview. The total compensation will be based on the number of study elements each participant completes. For each completed interview question, participants will receive $5, for the completion of the semi-structured interview, participants will receive $25. The minimum amount a participant can received is $5 for completing one weekly interview question OR $25 for completing only the semi-structured interview; the maximum amount a participant can receive for completing all study elements is $50.
            d) Describe the alternative option offered to subjects if the potential subject does not wish to participate in   the research. Consented participants can participant in none, one, more than one, or all study components.

15. Funding

    15.1   Is there any internal or external funding (e.g., grants, contracts, gifts, etc.) ☐ Yes ☒No

        15.1.1 If yes, Name of Sponsor or UNLV Grant Program
                 Attach a copy of the proposal and/or award document (the budget must be included).

16. <u>Conflict of Interest</u>

    16.1   Does a conflict of interest exist with this study?   ☒ No ☐ Yes, explain:
    16.2   Do you or any member of the research team have an authoritative role over the research subjects? ☐ Yes ☒ No
        16.2.1 If yes, please explain:

17. Signatures of Assurance

A. Investigator's Assurance:

I certify that the information provided in this application is complete and accurate. As Principal Investigator, I have ultimate responsibility for the conduct of this study, the ethical performance of the project, the protection of the rights and welfare of human subjects and strict adherence to any stipulations designated by the IRB. I agree to comply with all UNLV policies and procedures, as well as with all applicable Federal, State and local laws regarding the protection of human subjects in research including, but not limited to the following:

1. Performing the project by qualified personnel according to the approved protocol.
2. Not changing the approved protocol or consent form without prior IRB approval (except in an emergency, if necessary, to safeguard the well-being of human subjects).
3. Obtaining proper informed consent from human subjects or their legally responsible representative, using only the currently approved, <u>stamped</u> consent form.
4. Promptly reporting adverse events to the ORI – Human Subjects in writing according to IRB guidelines.
5. Arranging for a co-investigator to assume direct responsibility, if the PI will be unavailable to direct this research personally, as when on sabbatical leave or vacation.

       ***FACULTY ADVISOR** (IF APPLICABLE)**:** By my signature as Principal Investigator on this research application, I certify that the student/fellow investigator is knowledgeable about the regulations and policies governing research with human subjects and has sufficient training and experience to conduct this particular study in accordance with the approved protocol. In addition:

6. I agree to act as the liaison between the IRB and the student/fellow investigator with all written and verbal communications.
7. I agree to meet with the student/fellow investigator on a regular basis to monitor the progress of the study.
8. I agree to be available and to personally supervise the student/fellow investigator in solving problems, as they arise.
9. I assure that the student/fellow investigator will promptly report adverse events to the ORI – Human Subjects according to IRB guidelines.

10. I will arrange for an alternate faculty advisor to assume responsibility if I become unavailable, as when on sabbatical leave or vacation.
11. I assure that the student/fellow investigator will follow through with the storage and destruction of data as outlined in the protocol.
12. By submitting this form electronically, I agree to the assurance as stated above.

ADDENDA

1. Study recruitment email (Attachment A)
2. 20-minute participant interest and inclusion criteria verification survey (Attachment B)
3. Informed Consent form (Attachment C)
4. Post survey/consent form completion email (Attachment D)
5. 30-minute weekly interview questions (via Google form, question links sent via email) (see Attachment E, F, G, H, and I for the email text and questions links)
6. 60-minute Semi-Structured Individual Interview email invitation (Attachment J)
7. 60-minute Semi-Structured Individual Interview protocol (Attachment K)

APPENDIX B: IRB LETTER OF APPROVAL

UNLV

UNLV Social/Behavioral IRB - Exempt ReviewExempt Notice

DATE: March 26, 2020

TO: Christine Clark
FROM: Office of Research Integrity - Human Subjects

PROTOCOL TITLE: [1574141-2] Learning as We Grow: A Multiple Case Study of the Experiencesof Teachers Journeying Through Graduate Online Courses

ACTION: DETERMINATION OF EXEMPT STATUS
EXEMPT DATE: March 26, 2020
REVIEW CATEGORY: Exemption category # 2ii

NEXT REPORT DUE: March 25, 2023

Thank you for your submission of Revision materials for this protocol. This memorandum is notificationthat the protocol referenced above has been reviewed as indicated in Federal regulatory statutes 45CFR46.101(b) and deemed exempt.

We will retain a copy of this correspondence with our records.

PLEASE NOTE:
Upon final determination of exempt status, the research team is responsible for conducting the research as stated in the exempt application reviewed by the ORI - HS and/or the IRB which shall include using the most recently submitted Informed Consent/Assent Forms (Information Sheet) and recruitment materials.

NOTE REGARDING CONSENT PROCESS:
  • **The research team indicates that participants consent by checking the box in the pre- screening. The consent process should occur after pre-screening, but before participation. The consent document should also be presented to participants (not in a separate link that participants must select).**

If your project involves paying research participants, it is recommended to contact Carisa Shaffer, ORIProgram Coordinator at (702) 895-2794 to ensure compliance with the Policy for Incentives for HumanResearch Subjects.

Any changes to the application may cause this protocol to require a different level of IRB review. Should any changes need to be made, please submit a **Modification Form**. When the above-referenced protocolhas been completed, please submit a **Continuing Review/Progress Completion report** to notify ORI - HS of its closure.

If you have questions, please contact the Office of Research Integrity - Human Subjects at IRB@unlv.edu or call 702-895-2794. Please include your protocol title and IRBNet ID in all correspondence.

Office of Research Integrity - Human Subjects

4505 Maryland Parkway . Box 451047 . Las Vegas, Nevada
89154-1047(702) 895-2794 . FAX: (702) 895-0805 .
IRB@unlv.edu

APPENDIX C: STUDY INVITATION EMAIL AND INCLUSION CRITERIA LINK

Calling all Nevada Teachers, current or previous!
Share your experiences of learning online!
Your insights are needed!

This Photo by Unknown Author is licensed

A teacher has an amazing ability to change the world through their day-to-day approaches to teaching and classroom design! **My name is Erica Kristina Reid**, and like you, I am a current educator who is always on a path to improve my classroom practices, while also assisting other teachers to do the same.

In addition to being a teacher, I am also a doctoral student at UNLV and an adjunct course instructor at Touro University of Nevada. In these roles as well, I strive to improve education practices in K-16 settings—my own and those of my teacher peers.

Through my doctoral research study, entitled *Learning as We Grow: A Multiple Case Study of Teachers Experiences with Graduate Online Courses*, I hope to understand how teachers learn within online graduate education courses. I am looking for teachers to participate in my study as follows:

> *The first phase of the study* involves teacher participants completing five online (via email) short answer responses (one a week for five consecutive weeks) to questions about their online graduate education experiences. Each response will take no more than 30 minutes to complete. The questions will be sent on Sunday and are to be returned within a week's time.

> *The second phase of the study* involves teacher participants in a 1-hour online (via Zoom) interview about their thoughts and views regarding online graduate level courses. The interview will be scheduled via email at the conclusion of the first phase of the study.

Modest compensation will be provided to study participants.

Thank you in advance for your time and consideration of this request. **Please share this information with your networks!**

If you are interested in participating in this study, please follow this link to begin the process: https://forms.gle/3VhCvoDKoDRP6jLa8

Sincerely,
Erica K. Reid
Ph.D. Student and Student Investigator
University of Nevada, Las Vegas

APPENDIX D: STUDY INCLUSION CRITERIA SURVEY

Google Form Link: https://forms.gle/vjrEiE8gUn8XCefa8

Thank you for your interest in participating in this dissertation study examining the experiences of teachers who have taken online graduate-level courses. This research is being guided by Dr. Christine Clark, UNLV faculty member, and Principal Investigator.

In order to make sure that you meet the participation requirements for my study, please answer the following questions. The first question asks for an email address; the email address you enter below will be used to communicate with you individually/directly about this study moving forward. To protect your privacy, I recommend you enter a personal email address (i.e., not one that is job-related). As soon as I receive your completed survey, I will follow up with you via email to discuss your study participation further.

[Note: To be eligible to participate in this study, you must be able to answer YES to all of the Yes/No questions below (for the last Yes/No question, you must have taken an online graduate-level course in the last five years). In the event that you did not meet the study participation requirements, the data you enter on this form will be discarded.]

Sincerely,

Erica Kristina Reid, UNLV Ph.D. Candidate and Student Investigator (Co-PI)

reide1@unlv.nevada.edu

Christine Clark, Ed.D., UNLV Faculty and Principal Investigator

chris.clark@unlv.edu

Questions on Form:

Have you been a licensed teacher in the state of Nevada within the past five years?

Are you 22 years of age or older ?

Have you ever taken a graduate-level online course?

Have you been previously (within the last 5 years) and/or are you currently enrolled as a student in an online (graduate-level) course?

Thank you for completing section one of the inclusion criteria questions above. Please feel free to provide some additional information by completing the background questions in section two. If you are selected to participate in the study, please provide your consent by clicking on the link below: https://forms.gle/dX7CWyAHLWcq8YAE7 . If you do not wish to provide any additional information or consent, simply click on next and skip the questions then click submit. Feel free to ask any questions or to make comments in the space provided here if you desire to skip the additional questions. I will follow up with you via email shortly.

Thank you for completing section one. Please provide additional information by answering the questions below. These questions will provide additional information regarding the content explored within graduate online courses taken and demographics concerning teaching experiences.

How many online (graduate level) courses have you taken that related to content matter discussing any or all of the content areas listed below (choose as many of the areas that apply).

In the last five years describe the previous or current teaching setting/s you have worked in? Select all that apply.

What levels of education have you or are you currently teaching in?

Thank you again for providing additional background questions in section two. If you have not

provided consent to participate, if selected, please do so by clicking on the link below:

https://forms.gle/dX7CWyAHLWcq8YAE7 . If you do not wish to provide any additional

information or consent, simply stop here. Feel free to ask any questions or to make comments in

the space provided. I will follow up with you via email shortly.

<center>**APPENDIX E: INFORMED CONSENT FORM**</center>

<u>Note to IRB Review Staff</u>: A link to the Informed Consent form below is embedded in the Inclusion Criteria Verification Survey (Attachment B, above). The form can also be accessed directly here: https://unlv.co1.qualtrics.com/jfe/form/SV_dou7UmbxspUzUdn

<center>UNLV
UNIVERSITY OF NEVADA LAS VEGAS</center>

Title of Study:
Learning as We Grow: A Multiple Case Study of the Experiences of Teachers Journeying Through Graduate Online Courses.

Investigators: Dr. Christine Clark, PI; Erica Kristina Reid, Student Investigator (Co-PI)
For questions or concerns about the study, you may contact Dr. Clark at 702-895-3888 or Erica Kristina Reid at 702-840-2238.

For questions regarding the rights of research subjects, any complaints or comments regarding the manner in which the study is being conducted, contact **the UNLV Office of Research Integrity – Human Subjects at 702-895-2794, toll free at 888-581-2794 or via email at IRB@unlv.edu.**

Purpose of the Study
The purpose of the study is to examine the learning experiences of educators, pursuing advanced education, in online-graduate level courses.

Participants:
You are being asked to participate in the study because you:
1) are 22 years of age or older;
2) were previously (within the last 5 years) or are currently enrolled as a student in an online (graduate-level) course; and,
3) are a past or currently licensed PK-12 teacher in the state of Nevada.

Procedures:
If you volunteer to participate in this study, you will be asked to do the following:
1. complete a 20-minute interest survey (via Google form) to ensure you qualify to participate in this study;
2. complete up to five 30-minute weekly interview questions (via Google form); and,
3. complete a 60-minute Semi-Structured Individual Interview (via Zoom).

Cost/ Compensation

If you choose to participate, and I hope that you will, you will be compensated for your time as follows: for each completed weekly interview question, you will receive $5; for the completion of the semi-structured interview, you will receive $25. The minimum amount you can receive is $5 for completing one weekly interview question, OR $25 for completing only the semi-structured interview; the maximum amount you can receive for completing all study elements is $50.

Benefits of Participation
Participation in this study provides no direct benefit to you. However, through the study, the researchers hope to learn more about your online educational experiences. As a result, you may experience a sense of indirect benefit in contributing to the potential for improved online educational experiences for all students, especially educators pursuing advanced education; additionally, your own educational practices (online and/or face-to-face) with your students may improve. Additionally, the findings of the study may lead to improvements in the development and implementation of online educational experiences, especially those designed for educators.

Risks of Participation
There are risks involved in all research studies. This study may include only minimal risks. You may experience some discomfort in responding to the verification survey and/or weekly and semi-structured individual interview questions because of the personal nature of the questions (i.e., sharing their online educational experiences). You have the option to not answer any questions that make you uncomfortable or you find distressing.

Confidentiality
All information gathered in this study will be kept as confidential as possible. Weekly interview questions and semi-structured interviews will be administered individually via Google form and via Zoom. Along with the first weekly interview question, you will be asked to choose or have the student researcher choose a pseudonym. A single list linking your actual name/email address with your pseudonym will be kept in a locked file cabinet in the PI's office (CEB 346A). Weekly and semi-structured interview transcripts will only reference you by your pseudonym. Any information that you share in your responses to the weekly questions or during the interview that might reveal your identity will be excluded from the study findings.

Voluntary Participation
Your participation in this study is voluntary. You may refuse to participate in any part of this study. You may withdraw at any time without effect to your relationship with the researchers or UNLV. You are encouraged to ask questions about this study at the beginning or any time during the research study.

Thank you for reading this form, please return to and complete the survey.

APPENDIX F: POST SURVEY/CONSENT FORM COMPLETION EMAIL

Accepted for Participation

Congratulations! You have been selected to participate in the study entitled, *Learning as We Grow: A Multiple Case Study of the Experiences of Teachers Journeying Through Graduate Online Courses*!

I will be in touch again shortly with direction for completing the first weekly interview question.

I appreciate your willingness to participate in this study!

Sincerely,

Erica K. Reid
Student Investigator

Not Accepted for Participation

Greetings! Thank you for your interest in participating in the study entitled, *Learning as We Grow: A Multiple Case Study of the Experiences of Teachers Journeying Through Graduate Online Courses*.

Unfortunately, you did not meet the inclusion criteria for this study so I cannot include you in it. However, I appreciate your willingness to participate in this study and will keep you in mind as a possible participant for future research studies.

Sincerely,

Erica K. Reid
Student Investigator

APPENDIX G: 30-MINTUE WEEKLY INTERVIEW QUESTION 1

Hello fellow teachers,

    Thank you again for your interest in participating in the research study titled, Learning as We Grow: A Multiple Case Study of Teachers Experiences with Graduate Online Courses. I very much appreciate your willingness to share your experiences of, and insights about, learning online.

    As promised, I am writing to you to share the link to **the first weekly interview question**. I estimate that it will take you 15-30 minutes to complete your response to this question, but you have until Saturday at 11:59 of this week to do so. Write and much or as little you wish; your responses will be autosaved.

As always, if you have any questions, please let me know.

Sincerely,

Erica K. Reid
Student Investigator

Link to Question #1: https://forms.gle/g2VYxyD8iyKxt8XU6

APPENDIX H: 30-MINUTE WEEKLY INTERVIEW QUESTION 2

Hello fellow teachers,

Thank you again for your interest in participating in the research study titled, Learning as We Grow: A Multiple Case Study of the Experiences of Teachers Journeying Through Graduate Online Courses. I very much appreciate your willingness to share your experiences of, and insights about, learning online.

As promised, I am writing to you to share the link to **the second weekly interview question**. I estimate that it will take you 15-30 minutes to complete your response to this question, but you have until Saturday at 11:59 of this week to do so. Write and much or as little you wish; your responses will be autosaved.

As always, if you have any questions, please let me know.

Sincerely,

Erica K. Reid
Student Investigator

Link to Question #2: https://forms.gle/cGUqrD1XZ66YqCNaA

APPENDIX I: 30-MINUTE WEEKLY INTERVIEW QUESTION 3

Hello fellow teachers,

Thank you again for your interest in participating in the research study titled, Learning as We Grow: A Multiple Case Study of the Experiences of Teachers Journeying Through Graduate Online Courses. I very much appreciate your willingness to share your experiences of, and insights about, learning online.

As promised, I am writing to you to share the link to **the third weekly interview question**. I estimate that it will take you 15-30 minutes to complete your response to this question, but you have until Saturday at 11:59 of this week to do so. Write and much or as little you wish; your responses will be autosaved.

As always, if you have any questions, please let me know.

Sincerely,

Erica K. Reid

Student Investigator

Link to Question #3: https://forms.gle/pngiGtk6AKie8h5BA

APPENDIX J: 30-MINUTE WEEKLY INTERVIEW QUESTION 4

Hello fellow teachers,

      Thank you again for your interest in participating in the research study titled, Learning as We Grow: A Multiple Case Study of the Experiences of Teachers Journeying Through Graduate Online Courses. I very much appreciate your willingness to share your experiences of, and insights about, learning online.

      As promised, I am writing to you to share the link to **the fourth weekly interview question**. I estimate that it will take you 15-30 minutes to complete your response to this question, but you have until Saturday at 11:59 of this week to do so. Write and much or as little you wish, your responses will be autosaved.

As always, if you have any questions, please let me know.

Sincerely,

Erica K. Reid

Student Investigator

Link to Question #4: https://forms.gle/jEY67DVDitUrFQKq6

APPENDIX K: 30-MINUTE WEEKLY INTERVIEW QUESTION 5

Hello fellow teachers,

  Thank you again for your interest in participating in the research study titled, Learning as We Grow: A Multiple Case Study of the Experiences of Teachers Journeying Through Graduate Online Courses. I very much appreciate your willingness to share your experiences of, and insights about, learning online.

  As promised, I am writing to you to share the link to **the fifth and final weekly interview question**! I estimate that it will take you 15-30 minutes to complete your response to this question, but you have until Saturday at 11:59 of this week to do so. Write and much or as little you wish, your responses will be autosaved.

As always, if you have any questions, please let me know.

Sincerely,

Erica K. Reid

Student Investigator

Link to Question #5: https://forms.gle/qKrBCtPSjNkvn4Pg6

APPENDIX L: SEMI-STRUCTURED INDIVIDUAL INTERVIEW EMAIL

INVITATION

Hello again fellow teachers,

Thank you again for your interest in participating in the research study titled, Learning as We Grow: A Multiple Case Study of the Experiences of Teachers Journeying Through Graduate Online Courses. I very much appreciate your willingness to share your experiences of, and insights about, learning online.

As promised, now that the weekly interview question portion of the study has concluded, I am writing to you to schedule time to conduct a one-hour individual interview with you. As you may recall from the study consent form. This interview will be conducted digitally, via Zoom. As you may already know, Zoom is an easy-to-use secure online platform. Once we set a date and time for your interview, I will send you a link to access the Zoom platform.

Please select dates/time blocks over the next two weeks during which you would be available for the interview. I will confirm a specific date/time immediately. I very much look forward to the interview.

As always, if you have any questions, please let me know.

Sincerely,

Erica K. Reid

Student Investigator

Google Link to Form: https://forms.gle/QvNUHTDw8Mkwq3oF8

APPENDIX M: SEMI-STRUCTURED INDIVIDUAL INTERVIEW PROTOCOL

1. Describe an experience you have had in working through the content in any online graduate course you have taken.

    a. For example, was the course content:

        i. Well organized? Easy to access?

        ii. Were course objectives clearly stated? Were these objectives met?

        iii. Were assignments easy to follow? Were assignment objectives clearly stated? Were these assignments met?

        iv. Were the readings helpful to you in completing assignments?

    b. What parts of the course did you like or enjoy the most and why?

    c. What parts of the course did you find the most challenging and why?

    d. What parts of the course did you like the least and why?

2. What, if any, connections did you make between the content of any online graduate course you have taken and the subject area and/or grade level that you have previously taught or are currently teaching?

3. Generally speaking, how, if at all, relevant was the content of any online graduate course you have taken to your work as an educator?

4. Define the phrase "online learning" as it relates to your experience in any online graduate course you have taken.

5. Define the phrase "class engagement" as it relates to your level of participation in any online graduate course you have taken.

6. Define the term "difficult" as it relates to your ability to successfully complete any online graduate course you have taken?

7. How, if at all, has the content of any online graduate course you have taken helped

    prepare you, or improve your ability, to: Teach diverse student populations? Explore

    cultural dynamics within your classroom or school community?

8. Imagine you were an online graduate course designer or instructor, how would you

    change (add, delete, modify) any online graduate course you have taken? What effect

    would these changes have on your experience as a student in the course?

9. What recommendations would you make for improving the overall quality of online

    learning based on your experience in any/all online graduate courses you have taken?

10. Anything you expected me to ask you during this interview that I haven't?

11. Anything else you would like to share about your online graduate course learning

    experience?

APPENDIX N: WEEKLY EMAIL CHECK-IN

Hello fellow teacher,

Thank you so much for completing the initial question for the research study: Learning as We Grow: A Multiple Case Study of Teachers Experiences with Graduate Online Courses. I noticed that you have not completed one remaining question. If you are still interested, please feel free to complete them all before the $ 25.00 e-gift cards for Amazon are distributed by **April 9th.**

Links to Responses Still Needed:

APPENDIX O: PARTICIPANT EXPERIENCE RETELLING ACKNOWLEDGEMENT

EMAIL

UNLV

Participant Experience Retelling Acknowledgement

Hello Fellow Teachers,

Thank you again for the opportunity to capture your experiences with online graduate level courses for the study; Learning as We Grow: A Multiple Case Study of the Experiences of Teachers with Graduate Online Courses. Below is the summation of the experiences you shared. Before submitting the final copy of your personal experience, I would like to give you an opportunity to share your thoughts about what has been written. Please read your story below and simply reply to this email with the statement **"I confirm"**. If you would like to modify anything typed below, feel free to add comments as you have access to suggest revisions in this document. **Within your story are there any self-identified descriptors you wish to add such as race, gender, culture etc. If so, please add them in the email response.**

APPENDIX P: CHAPTER 4 DATA TABLES

Table 7

Data for Participant 1 Ashley

Domain Name & Definition from field notes	Weekly Interview Questions	Semi-Structured Interview Questions	Included Terms " phrases taken from field notes"	Included Terms "phrases taken from transcription"	Semantic Relationship
Pay Folk Term Descriptions : " A raise…"	**1 :What factors first inspired you to enroll in an online graduate course? Please share any and all influences that you believe led you to make this decision. If you have taken more than one online graduate course, or a certificate program or series of workshops, please share any additional inspirations influencing your decision to enroll.**	OK so thanks so much Ashley for taking the time for this interview I am super excited about hearing about your experiences with learning online. Would you like to start by telling me about your self? Also your experiences with online learning?	"…the main factor is that I wanted to get a raise in pay for my school district."	…so I teach kindergarten through 5th grade stem in las Vegas NV been a teacher for 9 years I think I don't know what the whole COVID 19 thing I can't really remember how many years, feels like 20 now, feels like 20 now but I've taught kinder or not kindergarten I've done K through 5 technology 1st grade stem, I was a third grade growth analyst by analyze data I brought first grade 2nd grade I did in New Mexico I taught for one year and I did it was so long ago what did they do computer programming and robotics for 7th and 8th graders and I'm currently getting my Masters degree again and I got my first one on line through Touro University all online it was really nice and then I got I'm getting this one through WGU and it's more about competency based so more go like as soon as you pass the task you can move on to the next class I don't have to wait for anything which is really nice	**Means-ends: X is a to do Y** X= Enrolling in an online graduate course Y= Pay increase **Meaning:** Enrolling in an online graduate course was a means to raising pay within the district.
Familiarity Folk Term Descriptions: " I have a online graduate degree…"		really nice yeah interesting so you mentioned in your responses that you did not learn much from your 1st degree online	" I have a online graduate degree and am going for my second one currently…"	… no or no it was so outdated I most of my papers were you know it's a how would you use this in your class and I was like I wouldn't I wouldn't and it was just and I felt so bad because it was huge I felt like I was critiquing the curriculum the entire time saying this is not a good effective way to teach technology my first ones in educational technology to my bachelors is and entry	**Rationale X is a reason for doing Y** X=Familiarity with completing an online graduate degree is the reason for Y= enrolling in another online course. **Meaning: Familiarity is a reason for doing**

				add then I got my Masters in educational technology and now this one is in curriculum and instruction so really doing it just to get the pay raises but that being said when i first went for educational technology I wasn't teaching technology or anything like that I thought I would give me all these great like tips and it didn't and a lot of it was things like oh use this program and I go into the program and I'm like super rims 10 years old you know	**another online course.**
Self-paced Folk Term Descriptions : Ability to turn in assignments when desired and select preferred courses.	**2. What impact (impact=personal, social or professional effect), if any, has course design (e.g., content selection, format, course setup etc.) had on your overall learning experience in any online graduate-level course ? Please share examples of the impact from any or all online graduate-level courses you have taken or are currently enrolled in.**	How long do the terms last?	"The format now is very simple. I write papers and it is very self-paced. I am allowed to pick whatever courses I want from specific terms and can take as long as I would with each course".	so now I'm coming up on I think it's my third they call it terms so it's my third term I have three classes left so the terms are six months so you only pay it's less than four grand it's between three and four grand account number specifically wanted like 3 1/2 grand a term you don't pay for any text that you don't you don't pay for anything else like it's all included so you know I paid that 3 1/2 grand for this semester two previous semesters and they take out 800 and something dollars for the first couple months so i just have to finish everything by may.	<u>**Strict Inclusion**</u> **X is a kind of Y** **X= Being able to self-pace and complete work when convenient** **Y=is a kind of impact.** **X= Course setup (process to complete assignments)** **Y= is a kind of impact on overall experience within a course.** **Meaning:** The course setup, which sometimes includes self-paced formats are kinds of personal impacts experienced within the course.
Setup Folk Term Descriptions : Process of doing course work within online courses		so this second one you said you feel like the second one is more useful…	" My first degree was a class every 6 weeks and was done through an LMS that was very similar to Canvas. We had a weekly paper and had to respond to weekly discussion questions. Sometimes there were videos and overall it was not the most engaging course",	or it's stuff that I already do right and just kind of reaffirming those best practices that I already do right now	
Create Folk Term Descriptions : Research and study others work on curriculum development.	**3. What, if anything, have you learned in an online graduate-level course that you have found useful (useful= something you can apply or integrate) for your own classroom teaching practices? Please provide examples.**	…you say that you naturally talk about the cultural dynamics with stem did that come from your programs in learning online or was it just	" This time around, it is in curriculum and instruction. I am learning how to better create curriculum for my classrooms and beyond. Most of	no so I've always i've always worked in communities that are more diverse and like and white, i'm born and raised in las vegas back to the matter is like you know in a lot of places like summerlin or where i	<u>**Cause-effect**</u> **X is a result of Y** **X= Learning how to create curriculum for classes** **Y= is a result of experiences within an online**

		something that you innately just do	what I learned was stuff I already knew but through my capstone, I am learning a lot more as I have to do research and study others work on curriculum development.	grew up on the north side like the new north not the old not like nellis north but like you know fancy sky canyon or like moving to that side of town what difference people made you know like with each other like you just you feel the difference in the way of the attitudes that people have and I've just never been like that like I'm not one of those people like oh I don't see color that's not the point like it like anyways it's more in like I grew up right next to harborview right it's a predominantly white area when I was growing up there predominantly Mormon	**graduate level course taken.** **Meaning:** Learning how to create curriculum for personal classroom settings is a result of experiences within an online graduate level course
No Relation Folk Term Descriptions : "Neither of my degrees…"	**4. In reflecting again on the content selection of the online graduate-level course(s) you have taken/taking, how much of your content learning included attention to issues and/or concepts of culture, diversity, inclusion, etc.? Please feel free to provide examples of any and all such issues/concepts you learned, defined or discussed.**	"…so how do you define restorative justice equity and culture or have you kind of blended everything with any experiences that you may have had with multicultural education…"	I feel that neither of my degree's provided much content on culture or diversity. That was mainly done in my undergrad and any additional PD I did outside of that.	"…not really not a lot of like multicultural education honestly like they have like in my undergrad studies besides my back designs one class my gosh response a lot of it has been self largely"	**Cause-effect** **X is a result of Y** **X= No relation to culture or diversity** **Y = is a result of provided content within the online graduate level course.** **Meaning:** No relation to culture or diversity is a result of content provided within courses taken.
Outdated Training **Folk Term Descriptions :** I feel that my online graduate courses didn't provide me with the training.	**5. How have experiences within the online graduate course/s contributed to your instructional approaches within multicultural/diverse settings you teach or have taught in? In your response, describe how online graduate level education courses influenced how you relate to students taught within diverse settings. Please provide examples.**	"so you mentioned two buzzwords and I was like oh I wonder what that means you mention restorative justice and equity and also culture so could you define those things…"	I feel that my online graduate courses didn't provide me with the training for diverse settings. My first online degree was very outdated and my second one is a focus on curriculum development and instruction. I feel that the training I've gotten for diversity and inclusion has been on my own time.	for me that's what culture is is like really understanding because I can't just you can't just chalk that up and say OK we have you know 70% Hispanic so you know our families are all Hispanic like that's not that's not what culture isn't holding a multicultural night means really representing all of those cultures an until we get to a point where we're representing all of them that we don't need to be doing multicultural night that's all nothing but that's like to me like that's what culture is like knowing not just like where are you from but what do you mean what do you guys like to do would you watch sports do you do this do that and really digging into like	**Attribution** **X is an attribution (characteristic) of Y** **X= Content not focused on preparation for diverse settings** **Y is a characteristic of outdated training** **Meaning:** Content that is not focused in preparation for diverse, inclusive settings is characterized as outdated training when preparing teachers for diverse settings.

<table>
<tr><td></td><td></td><td></td><td></td><td>the more I guess like it's family dynamics
- where you have to learn how to like you said meet students where they are trying to figure out problem closing and trying to figure out how to get them to see what's going on without necessarily putting them in the box or making it so difficult for them where they can't even process what actually happened you know taking them through their decision making process consequences for that I mean that's an awesome place to be for a student 'cause then you get a time to see it and I think we spend a lot of time doing it for the kids so I find your school to be very intriguing because it's like your programs they give you an opportunity to earn credits for what you already do they're not giving you anymore not but your real life lived experiences are giving you everything</td><td></td></tr>
</table>

Additional Information

Content matter discussing any or all of the content areas: **Previous or current teaching setting/s you have worked in?**

Teaching in diverse settings.   Urban

Courses related to diversity

Levels of education have you or are you currently teaching in?

Pre-K (Preschool thru Kindergarten)

Primary (Grades 1 thru 5)

Table 8

Data for Participant 2 Alice

Weekly Interview Questions	Domain Name = Cover Term + Folk Term Descriptions taken from participant statements.	Included Terms " phrases taken from typed responses"	Semantic Relationship " Function is to define included terms by placing them inside the cultural domain" (Spradley, 2016, p.89)
1.What factors first inspired you to enroll in an online graduate course? Please share any and all influences that you believe led you to make this decision. If you have taken more than one online graduate course, or a certificate program or series of workshops, please share any additional inspirations influencing your decision to enroll.	**Pay Increase** Folk Term Descriptions : " A raise in my school district"	"The main reason that I first entered into graduate school was to potentially get a raise in my school district."	**Means-ends:** **X is a to do Y** X= Enrolling in an online graduate course Y= Pay increase **Meaning:** Completing graduate schools (included courses online) is a way to obtain a pay increase within the district.
	Flexibility Folk Term Descriptions : "pricing and schedule, less-in person classes".	-" After looking at various Master's programs, I decided to enroll in an online graduate course at WGU." - " The decision ultimately came down to pricing and schedule flexibility." - "...Most of the online workshops that I attended were during the pandemic."	**Attribution:** **X is an attribution (characteristic) of Y** **X= Flexibility (price & scheduling) is Y=a characteristic of online graduate level courses.** **Meaning:** One of the attributes of online graduate level courses, flexibility (price & scheduling) was a desirable attribute of the course offering.
	Circumstances Folk Term Descriptions : Pandemic of 2020	-" However most of the online workshops that I attended were during the pandemic of 2020." -" Originally they were supposed to be in person."	**Cause-effect** **X is a result of Y** **X= The pandemic of 2020 is a circumstance** **Y= Effecting enrollment in online courses also referred to as workshops.** **Meaning:** The pandemic of 2020 effected enrollment options for online workshops which resulted in this selection choice.
2. What impact (impact=personal, social or professional effect), if any, has course design (e.g., content selection, format, course setup etc.) had on your overall learning experience in any online graduate-level course ? Please share examples of the impact from any or all online graduate-level courses you have taken or are currently enrolled in.	**Professional ability** Folk Term Descriptions : Understanding how to align content to standards	" I'm currently in school to obtain my master's in curriculum and instruction." " This program has had a significant impact on my professional ability to understand how to perfectly align my content material to my standards".	**Strict Inclusion:** **X is a kind of Y** 1. X= professional ability is a kind of Y= Professional Impact from course design/content 2. X= reflection (teaching practices) is a kind of Y= Personal impact from course design. **Meaning:** Professional ability, described as understanding of how to align content to material of standards was an impact from the course design. Also, reflection, defined as reflection of teaching practices was a personal impact resulting from course design.
	Reflection Folk Term Descriptions : A result of the course design inspiring reflection of current teaching.	" The course design of the program has made me do a lot of reflection on my current teaching practice".	

		" Even though I have yet to complete the program, I have grown so much within the past year as a teacher".	
3. What, if anything, have you learned in an online graduate-level course that you have found useful (useful= something you can apply or integrate) for your own classroom teaching practices? Please provide examples.	**No response provided**		
4. In reflecting again on the content selection of the online graduate-level course(s) you have taken/taking, how much of your content learning included attention to issues and/or concepts of culture, diversity, inclusion, etc.? Please feel free to provide examples of any and all such issues/concepts you learned, defined or discussed.	**No response provided**		
5. How have experiences within the online graduate course/s contributed to your instructional approaches within multicultural/diverse settings you teach or have taught in? In your response, describe how online graduate level education courses influenced how you relate to students taught within diverse settings. Please provide examples.	**No response provided**		

Additional Information

Content matter discussing any or all of the content areas:
Teaching in diverse settings.

Previous or current teaching setting/s you have worked in?
Urban
Suburban

Levels of education have you or are you currently teaching in?
Secondary (Grades 9 thru 12)

Table 9

Data for Participant 3 Pollyanna

Domain Name & Definition from field notes	Weekly Interview Questions	Semi-structured Interview	Included Terms " phrases taken from field notes"	Included Terms "phrases taken from transcriptions"	Semantic Relationship
Convenience Folk Term Descriptions : " I was able to take more classes."	1. What factors first inspired you to enroll in an online graduate course? Please share any and all influences that you believe led you to make this decision. If you have taken more than one online graduate course, or a certificate program or series of workshops, please share any additional inspirations influencing your decision to enroll.	"Why don't you tell me a little bit about yourself and your experiences with learning online"…	"I was able to take more classes that I would not have been able to do otherwise." "Because I Live 3.5 hours away it was going to be tough to commute to take classes, but I was willing to do it."	- Great Basin College in elementary Ed with endorsements and special education and English as a second language or is now called E glad they change it like every few years I started teaching and I have sensed this discovered through taking courses for my I'm working on my Masters in special education with autism track and I found through taking courses for that that I really enjoyed the field of behavior analysis and BC BA and such so I have since decided I'm going to start working with our local well he's not local he doesn't have anybody here in Ely… -I really love online learning because I live in Ely were just three hours from Las Vegas and so when the whole coat I hate saying that it was a blessing 'cause you know it's not but for me when the school shut down for covid it allowed me to be able to take more classes whereas before I was gonna have to really work this schedule in order to be in Vegas for classes and some of the classes were offered at 4:00 o'clock and when I'm teaching till 3:20 -I can't be it 3 hours away in 40 minutes so I was thinking	**Rationale** **X is a reason for doing Y** **X= Courses being offered online** **Y = A reason to enroll in more online courses.** **Meaning:** Because courses were offered online, it was convenient to take more classes.

				this is going to take me forever but then when we converted to remote learning it really enabled me to be able to take those classes that I need and now I'm on track doctor Baker and I were you know we met and I'm on track to graduate with my Masters at the end of the first summer session which I know the summer sessions are all considered like one semester so by the end of the summer sessions I'll have my Masters degree and here I thought it's gonna take me forever but the remote learning really helped that that's awesome and were you taking on line or you just kind of took him if they were available I took a mostly you know when there was a seven o'clock class available now	
Requirement **Defined:** "We have to take classes…"			"Second since we have to take classes to renew our teaching license." " I wanted the credits that I took to apply to something that would help me in the end."		**Rationale** **X is a reason for doing Y** **X= Job requirement** **Y= Reason for enrolling in online course.** **Meaning:** The job requirement to complete courses to renew the teaching license is the reason for enrolling in an online graduate level course.
Personal **Defined:** Self-driven reason behind choice resulting in a goal set.			" I had made a personal goal to have my M.Ed by the time I turned 55." " This may sound weird, but I was glad when they went remote learning."		**Means-end** **X is a way to do Y** X= Remote learning Y= Is a way to accomplish the personal goal. **Meaning:** Taking online graduate level courses have provided a way for achieving the personal goal of

					completing the M.ED by 55.
Productive Folk Term Descriptions : Working at own pace	**2. What impact (impact=personal, social or professional effect), if any, has course design (e.g., content selection, format, course setup etc.) had on your overall learning experience in any online graduate-level course ? Please share examples of the impact from any or all online graduate-level courses you have taken or are currently enrolled in.**	so tell me a little bit about your special education classes and going on that road to behavior analysis …	"I enjoy the online format because it allows me to go at a pace and a time that works for me." " For example, I am currently in ESP 724 and that class is completely online" " I am able to go at my own pace with the readings and taking notes. I like that because I am a night person and that's when I feel the most productive".	I have a lovely little photobomber… back well what are you pursuing well I was doing our comprehensive life skills class AKA self contained of the nine kids that were in there I've since left the school that's why I say I'm usually passed the uh the 90s that were in there five of them had autism and so and three of them were students that how I got to know him as he was coming into my classroom to observe his RBT that was working with my students and he watched me interacting and he's actively trying to recruit me to work for him for a year he's like	**Cause-effect X is a result of Y** X= Is a result of the course design of assignments within online graduate level courses. Y= Productivity **Meaning:** The setup of a courses assignments time restrictions or lack thereof results in the level of productivity.
Limits Folk Term Descriptions : Time or assignment submission set dates.			" The only time limits I have with that class are the weekly quizzes. If I had to limit myself to a certain class time, I don't think I would get as much from it. My other online courses do have timelines and of course I attend them however, I feel more productive in the totally online class."		**Spatial X is a part of Y** X= Assignment Time limits are a Y= part of online courses **Meaning:** Assignment time limits are a part of the online course and depending on these limits the level of productivity or lack thereof is a result of the time limits.
Time Management Folk Term Descriptions : Manage my time more effectively.	**3. What, if anything, have you learned in an online graduate-level course that you have found useful (useful= something you can apply or integrate) for your own classroom teaching practices? Please provide examples.**	"…sounds like to me that you were wow that's a huge challenges eventually when it comes to special education specifically with so continue to be careful with the laws or lack thereof of ADA requirements we have to do what is	" I have learned to manage my time more effectively through taking these courses. I have learned to the value of using outside resources to further clarity concepts. For instance, when I was taking one of my ABA courses the information	"I really have to give Mona props again I love Mona she had a son that you know had some difficulties and she often talked about her own her own experience and what I found valuable with bonus classes when she talked about her son Ramsey she talked	**Cause-effect X is a result of Y** X= Time management Y =Is a result of the design of online graduate level courses. X= Productivity Y= is a result of f instructional approaches

		called being compliant.did your training online help you visualize students that way? I am sure you have or had a lot of diverse students in your class setting."	from the text just was not enough for me to fully understand reinforcement schedules.	not only as a parent that she talked as a teacher as well and it was nice to have Mona teach those classes she taught the ABA class that I was in she taught another Clinton a characteristics of autism class those in this semester she's teaching another class which one it is remove the names I just know the numbers is is 739 but she provides that unique insight that of apparent an educator so you get with mona's glasses when she teaches you get both sides from one person but you get both sides and I really liked that and one thing that I loved about mona's class where she in the class last semester she had some parents come and be guest speakers and talked about their experiences with their children that had autism"	**Meaning:** Learning how to manage time more effectively resulted from taking these courses. Productivity is a result of instructional approaches that provided experiences that exemplified the realities of parents with students who have autism. .
Diversities Folk Term Descriptions : Different abilities than neurotypical people.	**4. In reflecting again on the content selection of the online graduate-level course(s) you have taken/taking, how much of your content learning included attention to issues and/or concepts of culture, diversity, inclusion, etc.? Please feel free to provide examples of any and all such issues/concepts you learned, defined or discussed.**	"…so did you guys talk about you know as you prepare to service different communities how to go about dealing with the cultural aspects associated with special education"	I would say that almost all of my courses have covered diversity in one way or another. Special Education classes by nature refer to inclusion and the diversities of the students with different abilities than neurotypical people. I think that my instructors have done a very good job of teaching us about the diversities of our students we service in special education and how we can fairly educate them while treating them with the same dignity and respect that all children deserve.	-We did at the school because my oldest boy that had autism my oldest boy that had autism he is in the 4th grade this year… -teacher this year but last year was say you need to stop doing that that's weird or you know whatever the teachers this year because of the PD from last year they knew no we can't do that because that is just an autism is a mechanism for kids with autism that they have to do that too you know and he's not trying to be disrespectful he's just trying to indicate that it's too loud for him you know and so we did do a we also did a	**Cause-effect** **X is a result of Y** **X=Learning about different diversities is** **Y = a result of the instructors doing a good job.** **Meaning:** The instruction on diversity amongst student groups is a direct result of learned information from the instructors lectures within the online graduate level course.

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				series we had a couple of students that were in wheelchairs so we had a I didn't teach those particular ones but we had somebody teach about how to when you encounter the student with the wheelchair you know that sort of thing there wasn't any disrespect with that though it's just that the kids that wanted to push the other ones in the wheelchair and still a lot look at so I mean so we did with used in PD'swhere we did say hey we have these students that have these you know we didn't point out who they were we just said we have students that have autism we have students that are you know orthopedic…"	
Recognition Folk Term Descriptions : Realization of diverse ways of thinking.	**5. How have experiences within the online graduate course/s contributed to your instructional approaches within multicultural/diverse settings you teach or have taught in? In your response, describe how online graduate level education courses influenced how you relate to students taught within diverse settings. Please provide examples.**	-with our diversity how lacking in diverse we are with how we learn how to deal with our populations that's why I asked about you know what you are learning in your classes 'cause it seems like it's shaping your interactions or it was shaping your interactions in your school which is important… but what else did your online courses prepare you for as you re-enter from this new perspective 'cause you'll still be working with kids in classrooms right but you will be on the observation side.	One experience that was powerful to me was in my ESP 735 class. We were discussing behavior and how to deal with it. We were specifically discussing punishment. One student mentioned that they did not agree with spanking as a punishment because it was violent and only created violent children. I made the comment that I was spanked as a child not often , but I was spanked and that I learned and that I used it with my own children…This statement caused a rash of comments (negative) towards me and how terrible I was. This made me realize that we all have diverse ways of thinking…	"…an employee of the school district anymore I'll be this other I don't even I don't know if he calls it a company or but we do go into the schools and work with the students 'cause really if a student in our in our company their insurance pays for like 16 hours where are you going to give him the 16 hours other than in school I mean you know and it helps it helps them learn in a natural setting too because they're going to spend a lot of their day in school so it helps us that with that but one thing that I really learned from my class ... Andre, Andre taught my ESP 722 plus last semester the diversity class is advocate not only for myself but to advocate for those	**Cause-effect X is a result of Y X=Realization of diverse ways of thinking Y= discussions within online graduate courses.** **Meaning:** realization of diverse ways of thinking is a result of discussion within the online graduate level course taken. **Means-end** X is a way to do Y X- Advocacy Y- Way to show parents how to fight for children's disability services. Through course content advocacy was seen as a way to show parents how to fight for the rights of their children or ensure their
Advocacy Folk Term Descriptions: "...but one thing that I really learned from my class ... Andre, Andre taught my ESP 722 plus last semester the diversity class is advocate not only for myself but to advocate for those who					

can't advocate for themselves"				who can't advocate for themselves an classic example the one little one young man that I was telling you about where the teacher got up in his face his mom was not aware of that she could advocate for him you know she wasn't aware that she could say I don't agree with that I don't really like that I think people can we work on that and I told her no you have every right because they call it an iep team for a reason and the parent is one of the integral one of the most integral parts of an iep team and I told her if you don't agree with that goal or you think it's too lofty or you don't think it's lofty enough you have every right to say no I don't like that	disability services are being met.

Additional Information
Content matter discussing any or all of the content areas: **Previous or current teaching setting/s you have worked in?**
Multicultural education.   Rural
Courses related to diversity
Culturally Responsive teaching
Levels of education have you or are you currently teaching in?
Primary (Grades 1 thru 5)

Table 10

Data for Participant 4 Sally (Tajcher)

Domain Name & Definition from field notes	Weekly Interview Questions	Semi-Structured Interview Questions	Included Terms " phrases taken from field notes"	Included Terms "phrases taken from transcriptions from field notes"	Semantic Relationship
Convenience No additional notes provided...	**1 :**What factors first inspired you to enroll in an online graduate course? Please share any and all influences that you believe led you to make this decision. If you have taken more than one online graduate course, or a certificate program or series of workshops, please share any additional inspirations influencing your decision to enroll.	afternoon to you Sally let's start up with you just tell me a little bit about yourself and your experiences with learning online and graduate level courses	" No additional notes provided.	when I started my journey is becoming a teacher I got my degree an elementary add in 1991 and then I went on and I got Masters in counseling and then a Masters in administration and I also have another Masters and adult education for the reason why I got all those is 'cause I thought I wanted to do those positions I was in high school counselor I did do some administrator things and I also worked with the GD program in Missouri where I did some adult ed things but none of that really mattered.. back then we didn't have online classes we had to actually drive to the school he had to actually drive to the school and sit in a classroom and for me I live in a very, very small town in the University was 50 miles away so I had to make two trips to sable as you know sometimes in the dead of traffic so that was no fun remember my first online class I was like yes I think I could do this this was great it was great you know it was kind of primitive ...online graduate classes I rarely go to the University because I don't want to pay for parking I think that's very foolish that they have to you know we have to pay for that because mostly the classes that I took was at 7 7:00 o'clock at night and you know I mean they kind of like stop giving you tickets after 7 but the online I don't know graduated depends on if the instructor has kept up with their lessons if delete that they have work if the instruction	**Rationale X is a reason for doing Y X= Convenience Y= reason for taking online graduate level course.**

				that are talking about pertains to my classroom or my delivery you know situation or instructional or assessment to my students and I find it's really 75% of those kind of classes do not deliver it's like wasting my money and I think I could teach the class better than they could so I mean it's nothing new	
Format/Setup **Folk Term Descriptions :** Overall process of completing the course	**2. What impact (impact=personal, social or professional effect), if any, has course design (e.g., content selection, format, course setup etc.) had on your overall learning experience in any online graduate-level course ? Please share examples of the impact from any or all online graduate-level courses you have taken or are currently enrolled in.**	what do you mean by like they do not deliver	The format was simple and not complex. The instructor response time need attention. Videos were outdated and did not reflect the current events.	…recent I mean like you know at the beginning of online or yeah that was great really great 'cause it was new but the instructional part you know this learning new materials like you know jigsaw where apps you know you know all those kind of things...	**Spatial** **X is a part of Y** X= Course format/setup is Y= major part of the process of completing the course. **Meaning:** The format and setup of the course which includes communication between the instruction and student as well as setup are a part of the overall process of completing the course.
Careful **Folk Term Descriptions :** A different type of assessment. Give students the choice.	**3. What, if anything, have you learned in an online graduate-level course that you have found useful (useful= something you can apply or integrate) for your own classroom teaching practices? Please provide examples.**	…during the family engagement course did you ever talk about the realities of your classroom… what were some of the resources that you were directed to…	" Try to implement authentic tasks; a different type of assessment that which has more emphasis on current events. For example, design a website or write blog." Give students the choice of independent work or collaborative work.	Professor was not really versed in it but she would point you to research and you can read about it so I kind of thought that was good that she didn't try to tackle that if she did not know how to go back because you know because diversity is a very very it could be a very bias and stereo type judgmental you know depending on where your background is you know you could really mess people up so I did I thought that was good that she you know we did talk about it some of it she was like wow but she didn't and I because there's some things like you can hear some of the students by classmates their little biases two in the way that they would say it or write it like you know and you can see there you know they're coming from a different part of the country they're coming to this very diverse city of Las Vegas	**Cause- effect** **X is a result of Y** X= **implementing learned authentic tasks** Y = **is the result of content learned within the online graduate level course.** **Meaning**: Implementing learned authentic tasks is a result of content learned within the online graduate level course.

				and they're they're scared but they have some myths and so you have to shut it down but you gotta be very careful of bringing out the truth - erasing biases an achievement to minority students or something like that there was a big abstract there was a big 100 pages or something like that I was not going to be back but you know you know I just know that that's a very big thing that we have to look at our you know where instructional practice at a early age we gotta make sure that these children are exposed to certain things just general things and I really think that writing really helps students a lot just write something for five minutes right alright something else but you know you gotta be careful when you're having students to talk about their culture you know you have to be very careful 'cause they might say something that offends someone else …like I said you know I call it character education	
Techniques: Folk Term Descriptions : Processes to aid in students learning the content.			Increasing more technology integration...Instead of the topic taking assessment; students demonstrate their knowledge in drawing, music, dance, video, etc." Us more open ended questions to help with deeper understanding. Implementing tiered assignment to adjust and challenge students at different learning levels.		**Means-end** **X is a way to do Y** X= increasing technology integration Y= a way to add techniques learned from the online graduate online course. **Meaning:** Increasing more technology integration is way to add the techniques learned from the online graduate level course.
No Relation Folk Term Descriptions Courses have not address the concepts of	**4. In reflecting again on the content selection of the online graduate-level course(s) you have taken/taking, how much of your content learning included attention to**	…were instructors just showing you things for a simple population?	Courses have not address the concepts of culture, diversity, and/or inclusion.	The thing is we gotta be able to bring it into the classroom in a way that the students understand and a way you know real life situations you know without really offending	**Cause-effect** **X is a result of Y** **X= No relation to culture** **Y= The course taken did not**

culture, diversity, and/or inclusion.	issues and/or concepts of culture, diversity, inclusion, etc.? Please feel free to provide examples of any and all such issues/concepts you learned, defined or discussed.	Did you find you find it easy to bring in some of the information that you learn from the multicultural education or diversity courses or was it too much? …do you think that the delivery of content in your more recent experiences have been influence professors online not wanting to step on people's toes?		you gotta be very careful you don't want to offend anyone but you do want to put the information out there with truth and how we could change it and how we can you know look at it different way that sort of thing diversity classes and the multiculturism, you know parent engagement type kind classes get it but like the other classes not so much .	address the concepts. **Meaning:** There is no relation to culture within the content of newer classes not centered on multicultural education or diversity since the courses taken did not include concepts of culture, diversity, and/or inclusion. **Rationale** **X is a reason for doing Y** **X=** Lack of use **Y =** Is a reason for no relation to any concepts related to multicultural education, diversity or culture into the classroom. **Meaning:** Lack of relation to classroom practices has resulted to little relation of concepts concerning race, culture or multicultural education .
Influence Assessment Folk Term Descriptions : Bloom's Taxonomy analysis	**5. How have experiences within the online graduate course/s contributed to your instructional approaches within multicultural/diverse settings you teach or have taught in? In your response, describe how online graduate level education courses influenced how you relate to students taught within diverse settings. Please provide examples.**	Meaning like how you learned online did you gather were you able to have the types of experiences that you felt would you transfer the content into your classroom or was it kind of like your rich background already equipped you to do that?	Influences would be anchoring activities guided practice, using Bloom's taxonomy analysis and assessing by implementing authentic tasks.	-well my first cultural diversity, multicultural class it made me start a multicultural committee at my old school…so it really influenced me a lot I will go there I was the multicultural chair for six years we had an annual event that not only accomplished the school but everybody in the neighborhood you know I would invite you know the pizza guy you know a -he would talk about his business I would have a brand chose Chinese dragon all that kind of stuff so yeah it did affect me and you know previous you have to go	**Means-end** **X is a way to do Y** **X=** Using Bloom's taxonomy analysis to implement authentic tasks learned. **Y=** Influence Assessment **Meaning:** A way to influence assessment is by using Bloom's taxonomy analysis to implement authentic tasks learned.

Family Engagement Folk Term Descriptions: ... the family engagement that was pretty good...what makes it good some of the things that I never thought about, like open house you know having a computer, several computers... they would you know take the survey on the computer and I would immediately get the information you know		Did you go there in your classes ? Have you had any recent successes or..		deeper so you can expose people to that but we gotta go deeper into you know why those people feel this way when they see a certain person you know black white why do you instantly have that bias or whatever feeling where is that coming from and you know that gets real personal a lot of people don't want to go there… -some professors were equipped to talk about it some were not because they did not want to step on people's toes they didn't want to get too personal they didn't want anybody to confront them you know on their way of thinking which is incorrect which you know so you have to you have to bring in the truth this gotta bring it true if you don't know the truth it is something that you know you learn… …" the family engagement that was pretty good...what makes it good some of the things that I never thought about, like open house you know having a computer, several computers... they would you know take the survey on the computer and I would immediately get the information you know whatever they want to put that was pretty cool, I like that we also talked about parent teacher conferences..." I don't know if I did know about fairly I did it that you wanted to talk about first thing is what they're doing did it I never really didn't like that that was very useful and I tried it and it did work ,placement like for instance I used to have assigned seats now the reason why at first was just because you know that's how I was taught you know the students in the science but then I decided I was gonna let	**Means-end:** **X= Family engagement activities** **Y= good way to obtain needed information.** **Meaning:** Family engagement activities are a way to collect and learn information about families .

				this students sit where they want after a month after month because then I should know who they are after I told him I said you don't have to sit wherever you need to sit there were looking at really you know 'cause I know you know and they were just shot and you know they stepped with their friends you know they were little Gabby but they did their work and they did their work it was like maybe a little bit more enjoyable yeah so that's something that you know give that up you know I didn't realize that it was a like the power thing you know that so today I still have rows due to the COVID 19	

Additional Information

Content matter discussing any or all of the content areas: **Previous or current teaching setting/s you have worked in?**

Multicultural education.   Rural, Urban

Courses related to diversity

Culturally Responsive teaching

Levels of education have you or are you currently teaching in?

Primary (Grades 1 thru 5)

Secondary

Table 11

Data for Participant 5 David

Weekly Interview Questions	Domain Name & Definition from field notes	Included Terms " phrases taken from field notes"	Semantic Relationship
1. What factors first inspired you to enroll in an online graduate course? Please share any and all influences that you believe led you to make this decision. If you have taken more than one online graduate course, or a certificate program or series of workshops, please share any additional inspirations influencing your decision to enroll.	**Opportunity Folk Term Descriptions :** Access to more classes.	-" When I completed my first master's degree, my goal was to finish as quickly as possible". -"Online courses provided me the opportunity to take more classes at once than in-person classes (due to physical time in class and overlap of course offerings".	**Rationale** **X is a reason for doing Y** **X= Opportunity to take more classes at once** **Y= Reason for enrolling in online courses.** **Meaning: The opportunity to take multiple courses at once was a reason to take online courses.**
	Knowledge Acquirement Folk Term Descriptions : Learning from experts.	-" During my PhD, my goal was to learn as much as possible from experts in the field". -" Because of this goal, I actually only choose to take online courses when there were no in-person options available".	**Means-end** **X is a way to do Y** **X= taking courses online** **Y= is a way to acquire knowledge from experts in the field.** **Meaning:** Taking courses online is a way to acquire knowledge from experts in the field.
2. What impact (impact=personal, social or professional effect), if any, has course design (e.g., content selection, format, course setup etc.) had on your overall learning experience in any online graduate-level course ? Please share examples of the impact from any or all online graduate-level courses you have taken or are currently enrolled in.	**Flow/Structure** Folk Term Descriptions : Course design, organization that makes sense	" Course design has a huge impact on my overall learning experience." " Often times, I have found that online courses are not organized in a way that flows/make sense".	**Cause-effect** **X is a result of Y** **X= Flow/Structure** **Y= Focus or lack thereof within an online graduate level course.**
	Focus Folk Term Descriptions : Figuring out"	" In these courses, not only do I have to figure out the content but I also need to figure out where to submit the content!" " Courses with a logical flow/structure are much easier, as they allow me to focus on content instead of trying to figure out where everything is located inside the course".	**Meaning:** Flow/structure are a result of well-organized courses however when courses are not well organized, focus is hindered.
3. What, if anything, have you learned in an online graduate-level course that you have found useful (useful= something you can apply or integrate) for your own classroom teaching practices? Please provide examples.	**Data Collection Folk Term Descriptions :** Purposeful in what data collected from my students.	" A few years ago, I took an online course that talked about data collection in the classroom. -This course was beneficial, as it broke down all the different ways one could collect quantitative and qualitative data in a systematic, methodological manner. I definitely incorporated some of the ideas/content from this course into my own teaching practices, being purposeful, in what data I collected from my students".	**Strict Inclusions** **X is a kind of Y** **X= Purpose data collection** **Y=Is a kind of skill learned within online graduate courses focused on data collection in the classroom.** **Meaning:** The online course was a beneficial because it taught the skill of collecting purposeful data within a classroom.

4. In reflecting again on the content selection of the online graduate-level course(s) you have taken/taking, how much of your content learning included attention to issues and/or concepts of culture, diversity, inclusion, etc.? Please feel free to provide examples of any and all such issues/concepts you learned, defined or discussed.	**Limited Folk Term Descriptions :** Provided specific course content with not much else added.	Honestly, very little of my online graduate level courses have addressed the concepts of culture, diversity, or inclusion. Almost all of my online graduate courses focused on providing the specific course content with not much else added.	**Function X is used for Y** X= Online Graduate courses Y= Specific course content **Meaning:** Online graduate courses function as a delivery method of specific course content which leads to a limit in content explored.
5. How have experiences within the online graduate course/s contributed to your instructional approaches within multicultural/diverse settings you teach or have taught in? In your response, describe how online graduate level education courses influenced how you relate to students taught within diverse settings. Please provide examples.	**Limited Folk Term Descriptions :** Content specific to classroom requirements and nothing outside of that.	I feel that neither of my degree's provided much content on culture or diversity. That was mainly done in my underground and any additional PD I did outside of that.	

Additional Demographic Information:

Courses Taken Online Related to: taught/currently teaching:	Teaching Setting/s:	Levels of education
Multicultural education. Teaching in diverse settings.	Suburban (outer city areas, or minimum diversity)	Middle (Grades 6 thru 8)

Table 12

Data for Participant 6 L.C.

Domain Name & Definition from field notes	Weekly Interview Questions	Semi-Structured Interview Questions	Included Terms " phrases taken from field notes"	Included Terms "phrases taken from transcriptions from field notes"	Semantic Relationship
Requirement Folk Term Descriptions : Condition for employment	1.What factors first inspired you to enroll in an online graduate course? Please share any and all influences that you believe led you to make this decision. If you have taken more than one online graduate course, or a certificate program or series of workshops, please share any additional inspirations influencing your decision to enroll.	…so let's get started wanting to tell me a little bit about yourself and your experiences with…	" I enrolled in my certificate course because I came from California where ELL certification was a requirement and kept me from being able to be employed."	…my experience has been online with the ELL it was actually a hybrid program that idea so we did go in person and we did online courses so we had a syllabus that we follow just like a regular course the teacher didn't teach live though so we went in like we did some activities and we would talk about like text and different things around the ELL space and it was not a interactive work when a person with him were at home a lot of it was reading independently and then doing like discussions online and then doing the	
Inexpensive Folk Term Descriptions : Fraction of the cost		so if you want to talk about any other experiences or other online learning experience that you had especially with your longevity in the career that would be awesome.	"...it was offered for a fraction of the cost. I jumped at the chance."	yes I'm taking a family engagement course now and that is completely online…	
Different Folk Term Descriptions : Geographically and racially or culturally opposite			" Another factor that influenced me is that living on the West Coast is different that (than) living in the midwest."		
Equity Folk Term Descriptions : Acknowledging all student needs in content accessibility	**2. What impact (impact=personal, social or professional effect), if any, has course design (e.g., content selection, format, course setup etc.) had on your overall learning experience in any online graduate-level course ? Please share examples of the impact from any or all online graduate-level courses you have taken or are currently enrolled in.**	So are these classes helping you with the obstacles? Do you feel like they are helping you with the challenges that you mentioned in regards to not really being able to integrate students and their families through the culture of the school because it's so 1 sided in	" The courses I took made me understand of how there is still a lack of equity in the education. The way that I was taught to help my ELL students is something that all teachers that teach ELL populations should implement,	…system I think with the family engagement course at where it is right now and that I've just started this over just a few class sessions into it right now I'm just hoping that they're just lying how to scratch that is just scratching the surface but I feel like we're doing a whole bunch of tap dancing around the real issues a lot of response to culture and ethnicity and being you know I'm	**Cause-effect X is a result of Y X= Online course/s content is a result of Y= Acknowledgement of all students needs in content accessibility Y= Identification of lack of support from school administration including a deficit of tools for students.**

		regards to communicating with appearances by lingual or you having the access system	however this is not the case. Therefore , may of these students are overlooked. For example may of the novels on our department book list don't either have a Spanish versions available at the school or the book does not have a Spanish translation. As school we don't even acknowledge the Fillipino population which is our next largest ELL group.	saying really diving into that and medium families really where they are and we haven't had those conversations	**Meaning:** Due to the online course/s content an acknowledgement of school related needs in content accessibility and overall support which included a deficit in tools was brought to light after taking this course and being a student within an online course centered on family engagement.
Disparities Folk Term Descriptions : Lack of support from admin and deficient tools for students			These classes really gave me a new lens to see the education not in because I would not have know the magnitude of these disparities if it weren't for the population of students I serve and taking these classes to make be a better educator.		
Helpful Folk Term Descriptions : -Updates to tools in Google -Identifiable examples	**3. What, if anything, have you learned in an online graduate-level course that you have found useful (useful= something you can apply or integrate) for your own classroom teaching practices? Please provide examples.**	Have you found some of the suggestions for those dynamic situations usable in urban settings or is it kind of too general?	" At the time that I enrolled in my graduate class I found the new features of Google classroom to be very helpful for my classroom. It was during my graduate studies that Google had updated the feature where you can create a document and send each individual student a copy. My instructor did that with several templates through the course …"	…even the story that she's told are definitely applicable to the urban setting yeah definitely because I just because she taught in a predominately black school in a black community so for me I can identify that because I grew up that way for the majority of my educational life so a lot of what she said she was Julie and I was like yeah you know I'm saying that's how you get him that's how you know you interact that's how you build that bridge because I identify with that route but also not identify not identifying but also looking at other countries like ours it makes me think of ways that we can engage our population you know Latino culture and maybe even Filipino culture if people just	**Function X is used for Y** X= Content from the course Y= Is used for upgrading course features and insight into serving students from different countries. **Meaning:** From online courses I have learned about helpful feature upgrades and usable examples that provided insight into how to best serve students from other countries.

				acknowledge them I think it's come up with two is like the lack of acknowledgement like she was willing to do their work because she had knowledge this is what I have to do in order to get the parents and building and its families to build that bridge	
Useful **Folk Term** **Descriptions :** So, when analyzing student work it made me look at with a different lens of this student just might be an overall struggling learner and not specific to English .			"I also found it very useful learning how a students' strengths in their native language impacts how well they will be able to learn English. So, when analyzing student work it made me look at with a different lens of this student just might be an overall struggling learner and not specific to English…"		**Attribution** **X is an attribution of Y** **X= Usefulness is** **Y= A way to characterize content learned within online graduate level courses.** **Meaning:** Impact is an attribution of enrolling in an online graduate course. The impact is a reason for considering a students' personal strengths affecting language acquisition.
Involvement **Folk Term** **Descriptions :** Making parents apart of the school community. **Advocacy** **Folk Term** **Description:** I just want them to understand that you are a stakeholder and you have more power than you think I meant you need to use that power to advocate for yourself at all costs and I know that because of who I am aware I grew up and that means if they were invested in me and then from the culture of people I come from we do that I want them	**4. In reflecting again on the content selection of the online graduate-level course(s) you have taken/taking, how much of your content learning included attention to issues and/or concepts of culture, diversity, inclusion, etc.? Please feel free to provide examples of any and all such issues/concepts you learned, defined or discussed.**	What is the racial category that the facilitators identify with? I'm guessing from both the ELL online courses and the family engagement course you mentioned that your personal background has influenced a lot of the ways you relate to students how has the family engagement course shaped your teaching students in an urban setting	Another issue is not only the communication but the question of how to gain involvement is key. While at the elementary and middle school levels can have more fun ideas like game nights and cultural events those activities don't always translate well to the high school level.	the professors of the course would identify as black or African American… I am from urban major cities but I've only taught and lived in urban areas but I have taught only urban areas so for me in regards of like the shaping in the background and kind of where I am now I think it's just because I'm here with a larger population and I have to face that I was like OK because I feel like from things that I've known about that I know about Latino Latin culture and it's so blurred and people like to lump them together but you know I'm learning that each culture within the Latin community does different things like the Mexicans and Mexicans do different things than people from Guatemala and they're just not all one group of people and so for me I	**Sequence** **X is a step in Y** **X= Content exploration** **Y = referencing aspects relating to culture, diversity, and inclusion.** **Spatial** **X is a part of Y** **X= Family Involvement** **Y=including diversity of student populations.** **Meaning:** **Learning how to create more opportunities for family involvement is a way to increase parent interactions which is a step in creating** family engagement that increases the inclusion of student families.

				think is I want move them to advocate for themselves because to be honest as a black person in America I feel like black people have always been advocating for themselves as you can see with all the different still right things and as far as not is currently projected the history of like a standing up and I'm not saying that Latinos don't stand up but when you're you know your quote unquote here illegally maybe or you know you've been taught that you know let bygones be backgrounds or just move get along to don't get on type of mentality and I'm not saying they all have that I'm not saying that that's just in their culture I just want them to understand that you are a stakeholder and you have more power than you think I meant you need to use that power to advocate for yourself at all costs and I know that because of who I am aware I grew up and that means if they were invested in me and then from the culture of people ..	**Cause-effect** **X is a result of Y** **X= Family engagement** **Y = can result in increased advocacy.** **Meaning:** Increased advocacy can result in families acquiring advocacy skills as teachers become more aware of how to assist families.
because if you're 85%					
Family Influences Folk Term Descriptions : Family influence on education value in the home.				Now when it specifically comes to the ELL population family engagement can be effected based upon other family influences. For example, if a family immigrated and they live with or rely on family members that are not engaged or values the education system, this new family might be swayed".	
Family Engagement Folk Term Descriptions : Family Involvement in				One of the issues that was talked about the most was family engagement. There is a big disconnect at the	

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			high school level of familial involvement in student education overall. However at our school in particularly there is not enough inclusion because one we don't enough Spanish speaking adults on our campus.		
Empathy **Folk Term Descriptions :** **A better understanding of what my students may face in their native countries.**	**5. How have experiences within the online graduate course/s contributed to your instructional approaches within multicultural/diverse settings you teach or have taught in? In your response, describe how online graduate level education courses influenced how you relate to students taught within diverse settings. Please provide examples.**	So when you say inclusivity what do you mean?	The courses that I took gave me a better understanding of what my students may face in their native countries. It made me more than empathetic to my students and their academic journey knowing that it may or may not begin before they arrived in the U.S. It made me realize that they their struggles may not be due to lack of desire to adequate academic foundation.	-well that wasn't addressed in my classes either to be honest far as I can text and what is currently being put out there like we didn't have that discussion to be honest but it's only recently as I've been doing more reflection in regards to what I want to do in my career and what I want to do in the ELL space that I would just come to realize I can we're going to really help students like past WIDA and just become which their own individual goals and become more engaged or more integrated into I want to say American culture but into The United states if they so choose to then we need to do a better job at meet them where they are because we always talk about an education and quality versus inclusivity and I'm just like well if we're teaching students we have 85% population is Latino of their population maybe about 30% of our students are DLL if not probably more we're not meeting them where they are and including them in the conversations of when we choose text not just from a cultural standpoint but also from this Accessibility then what are we doing they'll never be able to do the things that we want them to do or meet their goals if we're not including them in those conversations so we use it inclusivity	**Cause -effect** **X is a result of Y** **X= Empathic association to student plight** **Y= courses taken.** **Meaning:** The experiences had within the courses have caused an increase of empathy towards students and their academic journey.

				is not there not included when you decide you want to teach for example like I said before Raisin in the son and I'm not saying from a culture aspect they couldn't really do believe they could because it has so many themes in that itself doesn't lend itself specifically to a specific culture but what I'm saying is if I have a student that is fresh into United States and they don't know English and they can't read the text then and I can't provide some alternative text even audiobook potentially any other source in their native language then it's almost like they're not doing it then not getting it and so then it's then they're gonna tap out they're not going to pay attention you know they might not come to class they may be in front they won't be engaged right	

Table 13

Data for Participant 7 Dawn

Domain Name & Definition from field notes	Weekly Interview Questions	Semi-Structured Interview Questions	Included Terms " phrases taken from field notes"	Included Terms "phrases taken from transcribed notes"	Semantic Relationship
Opportunity Folk Term Descriptions : A option, a part of a program	1.What factors first inspired you to enroll in an online graduate course? Please share any and all influences that you believe led you to make this decision. If you have taken more than one online graduate course, or a certificate program or series of workshops, please share any additional inspirations influencing your decision to enroll.	…tell me about some of the experiences in had with learning online and graduate level courses online courses…	-" I am a part of Teach for America and I opted in to take graduate courses offered by UNLV." - " It's a 2 year Master's Degree program. The opportunity was perfect for me."	"I don't feel like some of the classes gave me a grade that I desire and then some other courses this year I feel like you know since it's been all online I haven't really had to meet any instructor this year and with your face…"	**Rationale** **X is a reason for doing Y** **X=Opportunity within the Teach for America program to earn a master's degree** **Y= reason for enrolling in the program which changed into an online graduate course.** **Meaning:** Due to the offering of an additional degree through a already enrolled program, enrollment in online graduate level courses was possible.
Experience **Folk Term Descriptions :** Group projects, culminating experience paper.	**2. What impact (impact=personal, social or professional effect), if any, has course design (e.g., content selection, format, course setup etc.) had on your overall learning experience in any online graduate-level course ? Please share examples of the impact from any or all online graduate-level courses you have taken or are currently enrolled in.**	"…we connected so do they I know that TFA sends their new teachers with their provisional license into urban settings do they have anything that prepares you for that ?"	"My first year taking graduate level courses were all in person. I felt like I was actually earning my degree. The format of the course incorporated group projects and culminating experience paper. The most impactful experience that. I received the most learning from is the learning from the larger papers because these are the ones that actually align to my career in teaching.	"…are you for that so the first work that we took the first year it's a total exit upper courses as far as like procedures and routines instead well honestly we did not well I mean we did this the culturally relevant pedagogy of course we do a lot of that type of work in our Teach for America training and in the first year this year. I have one class it's called urban education which I chose so that was the class that was given to me most of the classes that are part of our alternative route they're given to us, like we passed today column and then this last year because I had an extra I get credit I was able to choose the class so	**Strict Inclusion** **X is a kind of Y** **X= Experience** **Y= Is a kind of impact course design had** **Meaning:** The format of the course incorporated group projects and culminating experience paper. The most impactful experience that. I received the most learning from is the learning from the larger papers because these are the ones that actually align to my career in teaching.

				the class and I chose title urban education …"	
Creating Folk Term Descriptions : Designing unit plans and rational reflections.	**3. What, if anything, have you learned in an online graduate-level course that you have found useful (useful= something you can apply or integrate) for your own classroom teaching practices? Please provide examples.**	So the summer training happens before you enter the classroom? interesting because the hands on experience is first before you come into the classroom… so after you come through classroom, so do the online courses that you're taking now offering you help with your actual environment ? I mean this is only your second year officially teaching did they give you anything that was like applicable in the classes that you have?	" All of my classes involve studying education and its relation to diverse student populations. I found creating unit plans and rationale reflections have really my in my teaching. There was an assignment where we had to write 20 + pages explaining our teacher philosophy and how that connects to course material".	for the study they made us that's a horrible way to put it but they did ensure that we had a plan going into the bathroom going to be years of structuring structural yeah but nothing like here's what to expect about Clark County. What to kind of expect yeah no so like some of our courses yeah yeah they did I didn't know I'm gonna have 40 kids i will say if i wasn't who i was Teach for America would never have prepared me for the classroom.	**Means-end** **X is a way to do Y** **X=** Creating unit plans **Y=** A way to explain teacher philosophy and connect course materials. **Meaning:** Creating unit plans and rational is way to explain teacher philosophy and connect course materials.
Definitions Folk Term Descriptions Our own understanding of the concept and how we are applying it…	**4. In reflecting again on the content selection of the online graduate-level course(s) you have taken/taking, how much of your content learning included attention to issues and/or concepts of culture, diversity, inclusion, etc.? Please feel free to provide examples of any and all such issues/concepts you learned, defined or discussed.**	"…so culturally relevant pedagogy what do you mean by that ?" "…how do you talk about cultural responsive teaching without discussing culture?" "So the summer training happens before you enter the classroom? interesting because the hands on experience is first before you come into the classroom… so after you coming through classroom, so do the online courses that you're taking now offering you help with your actual environment ?"	My major is education and curriculum so almost all of my course work has included discussing diversity, inclusion and other issues. The current course that I'm taking is centered on urban education. We have created our own definitions of the concept and we are applying it to our case study project".	yes …right now so just the last semester we're not really looking for support at this time we're just kind of building our own theory and trying to you know do our own research in our last semester with the 1st year that I was that's when we like set up routine what's your procedure… like what you will use in an at risk school... we've been introduced to how to teach in summer experience we don't know everybody's experience is different ...that it's online teachers are only getting your core members are only getting that experience from on line teaching so they have never taught in person and then go	**Sequence** **X is a step in Y** **X=** Creating definitions of concepts related to urban education **Y=** Applying learned content into case studies. **Meaning:** Creating definitions of concepts related to urban education settings is a step in applying learned content into case studies.

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				well introduced hybrid to them...	
Relation Folk Term Descriptions : My experience as it relates to how I connect with students; strictly from experience.	**5. How have experiences within the online graduate course/s contributed to your instructional approaches within multicultural/diverse settings you teach or have taught in? In your response, describe how online graduate level education courses influenced how you relate to students taught within diverse settings. Please provide examples.**	Do you think the professors involvement or lack there of is the reason why you feel the course is not applicable from your experiences you probably already define race… do you wanna give me a little bit of information about how your personal definition shapes your practice? Do you think the professors involvement or lack there of is the reason why you feel the course is not applicable	My online graduate level education courses barely influenced how I relate to students taught within diverse settings. Although coursework focused on multicultural and diverse student sets, my experience as it relates to how I connect with students is strictly from experience. My coursework required us to research best strategies for urban students and to look at the ways in which diverse students deserve curriculum that honors them.	…they only reference culturally relevant specific to work steering perfect it was about content integration yeah about like how are you gonna show think about our identities… like how identities show up in the classroom space but not race not specifically we did a lot of identity work… I mean specifically we were in like OK this is like you know to be with a lot of black kids it was more like so that's what they said no they did age is kind of my content integration yeah about like how are you gonna show think about already he's already initiatives in the classroom space which which you never talk about race not specifically we didn't mean it specifically we were in like OK this is like it was more like about the racial dynamic people placement they let us know that it's diverse and that is but we don't get into this specific …of something that would be fine with me by diverse we kind of broke it down at the different identity guys so like breaking it down as far as if like language matters so we wouldn't say poor kids will stated that we wouldn't say minority would say marginalized communities so we did a lot of language word got it if that	**Spatial X is a part of Y** X= Personal experience **Y= Practices used to relate to students within diverse settings** **Cause-effect X is a result of Y** X= Lack of connection to content Y= Instructional approaches . **Meaning:** Personal experience was a part of practices used to relate to students taught within diverse setting as content resulted in little influence.

				makes sense but we didn't align say hey this is a specific population but we just talked about the like what title would mean and then because we all got placed at different … yes and no I feel …some professors like I have one right now who he knows we are TFA and he's just like OK do the work and it is I OK do the work and it is what it is other teachers like they know that we're TFA but she's holding us accountable	

Additional Information

Content matter discussing any or all of the content areas: **Previous or current teaching setting/s you have worked in?**

Multicultural education.   Urban (inner city, or multicultural/diverse)
Ethnic Studies
Teaching in diverse settings
Culturally Responsive teaching

Levels of education have you or are you currently teaching in?
Secondary (Grades 9 thru 12)

Table 14

Data for Participant 8 Mo

Domain Name & Definition from field notes	Weekly Interview Questions	Semi-Structured Interview Questions	Included Terms "phrases taken from weekly question field notes"	Included Terms "phrases taken from transcriptions from field notes"	Semantic Relationship
Opportunity **Folk Term Descriptions :** Result of enrollment in the program.	**1.** What factors first inspired you to enroll in an online graduate course? Please share any and all influences that you believe led you to make this decision. If you have taken more than one online graduate course, or a certificate program or series of workshops, please share any additional inspirations influencing your decision to enroll.	OK so hey Mo first I want to just start with tell me a little bit about yourself and anything you want to share about your experiences learning online.	" I am a Teach for America 2020 Corps Member and we are automatically enrolled in UNLV to continue our education."	OK so yes I'm oh I am originally from Seattle WA and I'm a part of that Teach for America 2020 core so I am serving in Las Vegas a local *high school* and then my concentration is curriculum and instruction so I have taken I started UNLV during September of 2020 that was my first year and so I'm almost done with the first year but online school has been interesting to do it to be online in school and also be online teaching at the exact same time I am not and I've said this before my weekly interviews I am not a online kind of person	**Rationale** **X is a reason for doing Y** **X= Opportunity** **X= Learner** **X= Influence** **Y= Reasons for continuing education** **Location-for -action** **X is a place for doing Y** **X= Online course/s is** **Y= A place to complete graduate program as a result of circumstances related to COVID-19** **Cause-effect** **X is a result of Y** **X=Motivation** **Is a result of :** **Y= Continuing program within online settings** **Meaning :** Through Teach for America 2020 Corps the opportunity to obtain another degree was provided however the love of learning has driven the desire to continue. The temporary circumstances have shifted the location of the program to online settings, resulting in great challenge however personal motivators; family have influenced the ultimate decision to continue.
Learner **Folk Term Descriptions :** Desire to acquire knowledge from a young age.			" The reality is that without TFA I still would have done all that I could to enroll in a graduate program." - " I have loved learning since I was very young."		
Circumstance **Folk Term Descriptions :** Temporary situation.		interesting so you mentioned that the two different styles so one of the courses is completely asynchronous …	"...and while I would have preferred an in-person program out current climate wouldn't allow for that."		
Motivation **Folk Term Descriptions :** Drive to continue education			" The truth is, this program gets hard and I know, it will get harder when I decide to continue education after it, but my biggest motivators remind me it's worth it.		
Influence **Folk Term Descriptions :** Personal inspiration			-" My biggest influence to continue my education lies		

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			within my siblings." -I recognize that they may not all want to go to school, but I want to how them how to follow the things they love be dedicated to them and have pride in their decision."		
Learning **Folk Term Descriptions :** Kinesthetic, social interactions while completing work	**2.** What impact (impact=personal, social or professional effect), if any, has course design (e.g., content selection, format, course setup etc.) had on your overall learning experience in any online graduate-level course ? Please share examples of the impact from any or all online graduate-level courses you have taken or are currently enrolled in.	So do you fell like, I'm just curious, Do you feel like any of your classes have helped you 'cause you've been teaching for now this is your second year ?	" I have been a kinesthetic learner my whole life so being online has not been friendly to me". " During my first quarter, I barely passed my class with a C and the other one I pulled through and passed with a B". "…doing work- especially doing everything online and having little to no social interaction really took a toll on me. " I have had to learn how to adjust and while I don't always feel like I'm learning, I'm doing my best in the environment I have".	…and I know there's one person there but it just it feels less organic when it comes to my process of learning and then for the classes that I don't have a live like this once a week it's all online everything the reading the discussions the assignments everything and I just feel it's felt like I've just been incredibly removed from how I learn best I think that's how I'd categorize it. if I'm being honest I learned how to give student directed instructions on line but because the instructions that we were given were never very clear so I've constantly had to like like yo can you clarify this so I learned for my kids if I don't want to get emails all the time I need to make this very clear I learned from my other professor and I love this this dude he's really cool I appreciate this man but I can't really tell you what that whole class was like we learned a Lesson plan I still never know what I'm doing when I'm Lesson plan like I could get it in terms	**Cause-effect** **X is a result of Y** **X= Unfriendly Impact to learning** **Y= Program courses being online** **Meaning:** An unfriendly impact to personal learning preference has been impacted in result of courses being online.

				of like the standards right and following standards and doing right by my kids but we had to do this like	
Supportive Folk Term Descriptions : Remaining as a support to all students.	**3.** What, if anything, have you learned in an online graduate-level course that you have found useful (useful= something you can apply or integrate) for your own classroom teaching practices? Please provide examples.	What do you mean by light? …did they give you specific examples that related to the environment that you taught in or was it less connected to your actual environment?	I have learned how to remain a supportive teacher to all my students, even if I still need to iron out the academic side of things.	-my life it was it was like it's like a 900 class like you have your 101 class that means you made it you know you're getting ready to get to the 400 levels it was like not there right you still needed maybe like 87 course and you still needed another two quarters to get to where you need it to be it is very interesting because although I am a core member and I've been very honest about my feelings towards this program there is an incredibly deep rooted white savior complex and so when that gets perpetuated right within this organization even though the intent is great that also gets taught to teachers right so you have leaders in TFA teaching culturally responsive pedagogy but from a lens of like oh these kids like they need you they need you to be there for them…	**Cause-effect** **X is a result of Y** **X= Learning how to remain supportive** **X= Importance of language used and spoken** **Y= Learning online** **Meaning:** Course content/experience resulted in developing a supportive disposition towards students. Examples of behavior from experiences within the class emphasized the importance of : "How we **s**peak to our students + admin+colleagues+ourslves in and outside of the class".

				-well that's the thing so if the class is called theories and 2nd error like language acquisition or something like that so already in the title right it's not necessarily applied it's theoretical now we did have examples of this applied knowledge right how do you how does this show up and how do you how do you hear for like language and what they need but this is where it goes back to there was no like activities where I could have put it in practice	
Language **Folk Term Descriptions :** How we **s**peak to our students + admin+colleagues+ourslves in and outside of the class.			" In course I learned how to rate he level of English Language Learners. -Lastly one of the most important things I learned was that language in he classroom is incredibly important. -How we speak to our student admin + colleagues + ourselves."	just the constant need a constant need to I don't know what this would look like in terms of like I didn't go to school for sociology but I think for certain folks you may just have a desire to help people right send help and do whatever you can but a lot of that comes with so much humility just I want to serve wherever I can be Tina Fey is very interesting in that right it had fast tracks you to getting your degree your education at fastrax you versus teachers right teachers who don't go through TFA have to go through years of student teaching have to go and get their education so it bast racks you and then it puts you in places right you make a two year commitment and a lot of people peace out so for two years right folks are thinking like OK I'm going to like change the lives of these kids an	

				I'm going to just take them out of their little areas that they come from an I don't think folks realize the reality I remember when I was at my University and I was out of like TFA panel there was this guy I was talking to my friends about because she was interested and her friend was also he had already gotten placed and I was like oh that's cool are you like excited to teach these students and he said yeah I'm going to be teaching on the rise and I was like that's cool so he's a white he was a white kid and I was like that's cool have you learned enough you know do you know a lot about the race about the culture and he's like oh I don't suspect like having a lot of like Brown students I'm like you're going to are who played spectre have like so I think the narrative right is the way TFA sets it up is like OK take your little two years go somewhere in these urban areas they love that with me it's not like always the greatest thing …	
Harmful **Folk Term Descriptions :** Harmful, over generalized notions about equity race and diversity. "Code switching is this super fun thing everyone does"This training was at best harmful for BIPOC voices + experiences. Every day in these sessions we were asked to relive traumatizing experiences during our time in school for the understanding of our white colleagues.	**4.** In reflecting again on the content selection of the online graduate-level course(s) you have taken/taking, how much of your content learning included attention to issues and/or concepts of culture, diversity, inclusion, etc.? Please feel free to provide examples of any and all such issues/concepts you learned, defined or discussed.	-tell me a little bit about that you mentioned about it being watered down? - what do you mean you said white savior complex lens can you tell me a little bit more about what you	In my course, CIL 616 Teaching Writing in one of our zoom sessions, my professor brought up the concept of code switching My undergrad was in communication studies, so code switching is something I am very passionate about.	"OK well how do you teach this kid to read verses that kid to read have you looked at everything that's going on right everything that impacts this students way of being able to show up in a classroom and other things we never just talked about in any of my classes and if things did come up like we did the ELL one of my courses was for English language learners and there	**Function** **X is used for Y** **X** = Harmful overgeneralizations **Y=** Used to discuss notions of equity, race and diversity. **Meaning:** "Harmful over generalizations" were used to discuss notions of equity, race, and diversity within online course discussions.

			She said this "code switching is this super fun thing that everyone does". These training sessions were intended for us as future teachers to remain connected to understand DEI (Diversity + equity +Inclusion) and teaching by using culturally responsive pedagogy—it failed in its intention and execution.	was certain words that were defined for us like native language and that kind of stuff that was broken down but culture was never a thing that we had talked about what it means to show up right…" - I was at my University and I was out of like TFA panel there was this guy I was talking to my friends about because she was interested and her friend was also he had already gotten placed and I was like oh that's cool are you like excited to teach these students and he said yeah I'm going to be teaching on the rise and I was like that's cool so he was a white kid and I was like that's cool have you learned enough you know a lot about the race about the culture and he's like oh I don't suspect like having like having a lot of like Brown students I'm like you're going to have diverse students…so I think the narrative right is the way TFA sets it up is like OK take your little two years go somewhere in these urban areas they love that word they love that word just go to urban area and underfunded under resourced under like what so yes they put them there and they're like	
Support **Folk Term Descriptions :** Means to understand that while you are supporting their transition into a new language, you are also supporting their transition into a new culture.		…so when conversations around race first was their definition of race was there a definition of culture did you guys cultivate an environment	I think the class where issues/concepts that surround culture, diversity, and inclusion were discussed in my TESL 751 Theory & Practice for English.	if you are from one culture and then you step into the classroom and you're expected to adhere to another culture fine and I feel like as graduate students they just expect you to know these things which is the very	**Cause-effect** **X is a result of Y** **X=** Connections between culture and support for language development. **Y=**Content centered on English Language Learners support

			In this class we learned about how to support English Language Learners and what it means to understand that while you are supporting their transition into a new language are also supporting their transition into a new culture".	frightening thing for me and I use the word frightening because I see the impact that it has on my students it's frightening to me to think that certain teachers right at a graduate level won't receive certain definitions because professors think where you	**Meaning:** Connections between support in language as it relates to culture dynamics in students resulted from content centered on English Language Learners support.
Relive Trauma **Folk Term Descriptions :** Harmful for BIPOC voices + experiences. (Black Indigenous People Of Color)		So did she know that she was creating trauma	I am going to be incredibly honest, but also stand by what I write. This training was at best harmful for BIPOC voices + experiences. Every day in these sessions we were asked to relive traumatizing experiences during our time in school for the understanding of our white colleagues.	it seems like the professor was completely removed she was there and but that's the thing it's like what is there mean when you're online I just feel like I would submit things and you would grade things maybe comment on them but you know there was no follow up there was no emails to us as students even if there was a whole class like hey how you guys doing there was none of that there was -OK the work I put the modules up they're ready you can submit your work the only the only time there was interaction only time with at the beginning of this semester when our first discussion post was introductions in a picture she had introduced herself and put a picture and she had asked everyone in the class to introduce themselves and put a picture and I remember explicitly that she did she had commented on mine and a few other my classmates beyond that that was it I never saw any more engagement from her not even like an	**Means-end** **X is a way to do Y** **X=** traumatizing experiences relived in sessions **Y=** a way to provide understanding to "white colleagues" **Cause-effect** **X is result of Y** **X=** Harmful experience for BIPOC voices **Y=** relieved traumatized experiences in sessions. **Meaning:** Traumatizing experiences relived in sessions were used for the understanding of "our white colleagues" resulting in a harmful experience for BIPOC voices.

				email and I was like OK here we are no the other the last time was when she wanted to do she had to get like her course evaluations and she was saying that she would give like the class like 5 extra credit points if we did it so she had emailed us and was like hey if over 70% of the class of does the evaluation I'll give you guys 5 extra credit points I said girl where have you been like I don't I don't know I don't know you so she was very interesting very interesting and that's you know going back to just like it really just felt like i was doing work to get it graded by her but that was literally it , that was literarlly it.	
Systemic **Folk Term Descriptions :** These online graduate courses are not designed per school, they are designed to "teach" teachers how to continue perpetuating a system that wasn't created for their success.	**5.** How have experiences within the online graduate course/s contributed to your instructional approaches within multicultural/diverse settings you teach or have taught in? In your response, describe how online graduate level education courses influenced how you relate to students taught within diverse settings. Please provide examples.	…so you also mention culturally responsiveness of course I'm being a culturally responsive teacher or was that something discussed in your class if so can you give me a little bit of how y'all defined it or anything. - So what do you define a full teacher as I'm just curious ?	UNLV isn't teaching me to teach my kids, my wonderful + powerful students. I am using everything I learned to support them socially+ emotionally + mentally + doing my best academically. These online graduate courses are not designed per school, they are designed to "teach" teachers how to continue perpetuating a system that wasn't created for their success.	I think it's the the really interesting thing of a full teacher I think is somebody really who is going to educate regardless right whether you get placed in a school whether you get placed in the school you want i think a full teacher ran i think we need there's also differentiation there's a differentiation between an educator and a teacher a teacher reiber regardless of the limitations you have from your district and from your school a teacher will always teach right if he will find moments then when their curriculum is and what they want it to be but they will always find moments to teach I'm also very big proponent in the holistic right way of	**Cause and effect** **X is a result of Y** **X=** Lack of teaching "me to teach my kids" **Y= Using previous experiences** **Meaning:** Lack of teaching "me to teach my kids" has resulted in the use of previous experiences . **Attribution** **X is an attribution of Y** **X=** Systemic design **Y=** graduate online courses **Meaning:** Graduate online courses content is not designed per school resulting in the belief that "they are designed to perpetuate a system that wasn't created for their success"

				supporting the whole student but I think it's a very interesting thing when we have educators we have teachers in the classroom who decided that this is a profession that they want because right they get their summers off or they get all these breaks to me personally just being in the classes that I've been in I could never really consider that a full teacher like if I know you're here for a check and that's that's the thing when I was in high school like leave out teachers literally tell us these things to our face I'm like bringing a teacher like you that's not what you do you just here for a check you just here because you don't go you don't have to work during the summer you have breaks off so I think when I say a full teacher I've I feel like even with the burnout right even when things become super stressful even when these kids are really just playing I think it's just like this in the wanting and like yearning to I'm always going to teach regardless right so I think that's what I define as as like a full teacher	

Additional Information	
Content matter discussing any or all of the content areas:	
	Previous or current
teaching setting/s you have worked in?	
Teaching in diverse settings multicultural/diverse	Urban (inner city, or
Culturally Responsive teaching minimum diversity)	Suburban (outer city areas, or
Levels of education have you or are you currently teaching in?	
Secondary (Grades 9 thru 12)	
Pre-K (Preschool thru Kindergarten)	

Table 15

Data for Participant 9 Wallace

Weekly Interview Questions	Domain Name & Definition from field notes	Included Terms " phrases taken from field notes"	Semantic Relationship
1 .What factors first inspired you to enroll in an online graduate course? Please share any and all influences that you believe led you to make this decision. If you have taken more than one online graduate course, or a certificate program or series of workshops, please share any additional inspirations influencing your decision to enroll.	**Requirement Folk Term Description: Conditions of my program**	"The main reason that I have taken online courses was to keep pace with my program". "My program requires 3 classes per semester to be considered full-time, and as a working professional, needed to have at least one class per semester that was rigorous, but more self-paced".	**Rationale X is a reason for doing Y X= Requirement of program Y= Enrolling in graduate courses online Meaning: Taking courses online provided an option to keep up with course requirements that were challenging as a working professional.**
2. What impact (impact=personal, social or professional effect), if any, has course design (e.g., content selection, format, course setup etc.) had on your overall learning experience in any online graduate-level course ? Please share examples of the impact from any or all online graduate-level courses you have taken or are currently enrolled in.	**Formats Folk Term Descriptions : Structure of the course.**	" There has not been much variation of formats that I have observed while taking all online courses for graduate school". All of the courses I have taken so far have had assigned required a weekly touch point or check-in to determine that the students are reading and absorbing the material being presented. Often the connection point is made through online discussion posts, where students will present their viewpoint on a given question, and then respond to a prescribed number of other students in class. A variant of this that I am currently experiencing is based on taking quizzes weekly, reviewing information from the weekly reading and placing it in context of the overarching message of the course"	**Spatial X is a part of Y** X=Course formats Y= Process of completing online courses for graduate school **Means-end X is a way to do Y** X= Feedback is a way Y= Add discussion in online courses. **Cause-effect X is a result of Y** X= Negative emotions Y= result from not receiving feedback when you have worked hard to access the question of the week thoughtfully. **The format of the course is a part of the process for completing online courses for graduate school. Feedback is a way to add to the discussion in class. Negative emotions are a result of rarely getting feedback and difficult check-in points.**
	Feedback Folk Term Descriptions : Responses to assignments in class specifically discussion posts.	When I have posted discussions for a class, I have always felt that I did my best to synthesize the material and respond to the guiding question to other students to be meaningful and insightful. The second issue I have had is that when I have posted my thoughts to the discussion. I have rarely gotten feedback from other students on my post.	
	Emotions Folk Term Descriptions : Feelings associated with recognition of work or lack there of	Not receiving feedback when you have worked hard to access the question of the week thoughtfully is discouraging and can actually negatively impact the morale of the student moving forward.	

	Process **Folk Term Descriptions :** Course work requirements expectations surrounding the process of learning.	" Online courses are not meant to be easy, especially not in graduate school, but with the addition of the required touch point the course loses one of the feathers that makes online learning attractive to some----flexibility. By setting hard and fast deadlines with no exceptions it makes the course feel like a regular one albeit one without the benefit of weekly meetings with a professor".	
3. What, if anything, have you learned in an online graduate-level course that you have found useful (useful= something you can apply or integrate) for your own classroom teaching practices? Please provide examples.	**Partnership Folk Term Descriptions :** Planned series of engagement events we would conduct.	"We actually had to create an entire cycle of **P**arental and family engagement staring with a survey at the beginning of the school year, leading up to a planned series of engagement events that we would conduct with the school community in partnership with the local community as well."	**Cause-effect** **X is a result of Y** **X= Partnership** **Y= engagement events planned within the course.** Meaning: Partnership is a result of engagement events planned within the course.
	Engagement Folk Term Descriptions : Participation or involvement in planned series of events.	"It gave a chance for parents to be more involved with their students education there were alternative methods of engagement offered for those families who could not engage in the actual event in person, and it gave families a chance to s peak with someone from the local community who might be able to help them with suggestions.	**Means-end** **X is a way to do Y** **X= Participation in engagement events** **Y= Is a way to give "families a chance to speak".**
	Tools Folk Term Descriptions : Creating opportunities to engage students parents family community.	Honestly, last summer, one of the course I gained the most from was my online course. It was centered around parent and family engagement and it gave m much more information about how to be a culturally responsive teacher, as well as tools to use within the school that I work at.	**Function** **X is used for Y** **X= Tools from the course** **Y = Center parent and family engagement** Meaning: Participation in engagement events is a way to give "families a chance to speak with someone from the local community. Tools from the course were used to center parent and family engagement through the use culturally responsive teacher practices.
4. In reflecting again on the content selection of the online graduate-level course(s) you have taken/taking, how much of your content learning included attention to issues and/or concepts of culture, diversity, inclusion, etc.? Please feel free to provide examples of any and all such issues/concepts you learned, defined or discussed.			
5. How have experiences within the online graduate course/s contributed to your instructional approaches within multicultural/diverse settings you teach or have taught in? In your response, describe how online graduate level education courses influenced how you relate to students taught within diverse settings. Please provide examples.			

Additional Information	
Content matter discussing any or all of the content areas:	**Previous or current teaching setting/s you have worked in?**
Multicultural education	Urban (inner city, or multicultural/diverse)
Culturally Responsive teaching	

Levels of education have you or are you currently teaching in?
Primary (Grades 1 thru 5)
Pre-K (Preschool thru Kindergarten)

Table 16

Data for Participant 10 Jillian

Domain Name & Definition from field notes	Weekly Interview Questions	Semi-Structured Interview Questions	Included Terms " phrases taken from field notes"	Included terms " phrases taken from	Semantic Relationship
Flexibility Folk Term Descriptions : No time limit or location limit.	**1 :** What factors first inspired you to enroll in an online graduate course? Please share any and all influences that you believe led you to make this decision. If you have taken more than one online graduate course, or a certificate program or series of workshops, please share any additional inspirations influencing your decision to enroll.	Alright Jillian, so why don't you tell me a little bit about your experiences with online graduate level courses and you can give examples feel free to reign in.	-"With the online courses, I could work on school while they were at practice or even at a game if it was necessary." - " I was also able to work from my campus after school for an hour or two where it was a quiet environment."	back in the day when on line was just getting started but just a few most of them were in person at that time 'cause it was 2003 so well while ago but then when I had my continuing education credits that I needed to renew my license I did all of those on line 'cause it was convenient my kids were home, traveling for their sports as a single parent all that stuff, so i needed it to be as easy for me as possible while also working fulltime so…	**Rationale** **X is a reason for doing Y** **X= Flexibility** **X= Requirement** **Y= for doing courses online** **Meaning:** Flexibility and the requirement of renewing the teacher license are reasons for doing courses online.
Requirement Folk Term Descriptions : This was the most simple way in which to renew my teaching license as I was working full-time teaching five different classes			-" The main factor that first influenced my decision to take online courses was the need for continuing education credits." - " This was the most simple way in which to renew my teaching license as I was working full-time teaching five different classes with five different preps." - i was also raising 3 teenagers by myself, all of whom were involved in travel sports.	with the extending your license you get to pick what interests you the most and so I just spoke or I just picked credits that would help me where I was at educationally and like where I am what could help the kids the most	
Time Management Folk Term Descriptions : The design od online courses have has a big impact in the way they have allowed me to have freedom to manage my time	**2. What impact (impact=personal, social or professional effect), if any, has course design (e.g., content selection, format, course setup etc.) had on your overall learning experience in any online graduate-level course ? Please share examples of the impact from any or all online graduate-level courses you have taken or are currently enrolled in.**	so how have you found the courses to relate and or kind of prepare you for shifting between those worlds.	" The design of online courses have has a big impact in the way they have allowed me to have freedom to manage my time". " The format let me complete lessons while at a practice or late at night after my children had gone to bed".	back when I first was a principle I was in my early 30s and then I had done just my Masters degree at that time so really just a few of online courses but then I left administration because I became a single parent and my kids were traveling so much that the principle job didn't afford me the freedom I needed to be with my kids when I needed to so I went	**Cause-effect** **X is a result of Y** **X= design of online courses** **Y=Resulted in time management** **Meaning :** The course design of the online courses impacted personal time management**.**

				back into the classroom and then once they graduate all graduated from high school I went back into administration and started taking classes more so pinpointed for the title one school that I'm at now because before I was at a private school with probably maybe 5% different ethnicities and here i'm at one with 90 %	
Utilization **Folk Term** **Descriptions :** -Relevance to position -Useful on the job.		and when you say title one school like far as the demographics but type of students do you serve every day?	" Content selection was also something which had an impact. -My current employer will reimburse for courses that can be utilized on the job. - I purposefully took continuing education credits in special education and ELL, as those were courses in which my campus had a big need. I took what I learned and then applied it directly to my current position as an assistant principal".	so title one basically the definition is that 60% or more of your students receive free or reduced lunch OK but for us it just happens to be where those students are also about 60% Hispanic 30% more towards you know getting up there now African American and then just a small percentage of caucasian students	**Function** **X is used for Y** **X= Content selection from the online graduate level course** **Y = is utilized with current position.** **Meaning:** Content selection is being used for or "applied it directly" to current role as an assistant principal.
Intervention **Folk Term** **Descriptions :** **Being able to help** these students.	**3. What, if anything, have you learned in an online graduate-level course that you have found useful (useful= something you can apply or integrate) for your own classroom teaching practices? Please provide examples.**	does that mean for you when you took the course is intentionally for the title one school online did they help you or open your eyes to what that meant for you 'cause i know if you're not a part of the diverse group of students it could be a different…	"A few years ago I took a course on reading intervention. When I moved to a title I school I was getting many 8th grade students who were reading below 3rd grade level. I needed to be able to help these students without pointing out their deficiencies to the class..."	yeah I know it definitely opened my eyes to just things that they were going through that I Luckily you know never had to face growing up or my own children never had to face so just seeing some of those things and role playing is what really helped me out with the online Ann just researching different points of view to be able to be more empathetic to these kids	**Function** **X is used for Y** **X= Course Content is used for** **Y: Intervention** **Y: Tiering** **Meaning:** **Course content was used to serve students within a title I school and tier support or "bring things down a few levels"…**
Tiering **Folk Term** **Descriptions :** **bring things down a few levels**		was there any particular assignment that kind of really opened your eyes i know you mentioned role playing which i thought was pretty interesting and very vulnerable	"In this course I learned how to bring things down a few levels and how to bounce between upper level students and the ones who were struggling with the readings in class. In 8 weeks, I feel as though I brought my teaching to a new	grappling with for the most part I took this the class I'm talking about I took through Grand Canyon University which is a University of Arizona and they just they had a way of putting things that they're in their instructor was encouraging us to be	

			level through this class and with a few private conversations with the instructor.	vulnerable in that role play and it was I learned the most though from that African American men that were in that class and that talked because they have a totally different viewpoint than I would ever have and then dealing so many with so many of my boys here like our campus is 75% boys so it's yeah I don't wanna boys and so just being able to talk through those things and ask those candid questions of the people in that class really helped and when I would role play they say no Jillian do it do it this way or try saying it business or you know imagine if you were in this situation that these boys are coming from you know not getting breakfast and what all that kind of stuff and and just really was a good experience for me.	
Useful Folk Term Descriptions : Assisting the diversified population of students: 50% Hispanic 40% African American 10% Caucasion/other	**4. In reflecting again on the content selection of the online graduate-level course(s) you have taken/taking, how much of your content learning included attention to issues and/or concepts of culture, diversity, inclusion, etc.? Please feel free to provide examples of any and all such issues/concepts you learned, defined or discussed.**	help shape your way out relating to your environment so I'm assuming that this probably changed the way you are admin at this time	-I have had the opportunity to take several online courses that specifically dealt with culture, diversity, and inclusion. I work at a Title I school and felt I needed to take courses that would help me understand my students on a different level. - We have a population that is 50% Hispanic, 40% African American and 10% Caucasion/other. - The first course I took was on helping to get diverse students caught up in reading. I was able to take a lot of useful information from this course and apply it to my classroom at the times, which was 8th grade English.	absolutely yeah it was it's just you gotta be you know some of the stuff that I might have gotten serious about at the Christian School with the with the more you know middle upper class is totally different than I would hear like if a kid didn't come out you know it doesn't come in uniform here especially this year I'm not going to sweat it because you know I know probably what they're facing at home and and that kind of stuff so just a lot more empathy.	**Function X is used for Y** **X= content from the course Y= Used to assist diversified populations of students** **Meaning:** Using a lot of content from the course is a way to assist diversified populations of students.

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| Perspectives Folk Term Descriptions : Answers as to why certain behaviors occur. | | So do you think the humanizing part comes from different positionalities?

-in class how did you define multicultural education or culture | This course opened my eyes to several situations these children are facing on a daily basis and gave answers as to why some behaviors are present.
I was able to take these learned methods and use them In my position now as an assistant principal. | absolutely I've seen it more to do a race or more to do with authority to do more to do with both I think I have seen unfortunately in my career I've seen both I be in it because I've seen I'm the boss and what I say goes no matter what you say I'm right you're on and I've seen it whereas you know I've seen it as far as a white man starts telling a kid you know you just sit your ass down boy in person in authority I've seen that and I was like who are you and it reminded me to stand up and by speaking out and say I just heard you say that but I'm surprised it doesn't shock me that people have a hard time recognizing owned bias admin assuming they come into work with these policies and procedures …

it's we tell the teachers encouraging bringing in as many aspects of different cultures and trying tying it into what you're talking about so that it can hit as many kids as possible | **Cause-effect X is a result of Y** **X= Perspective Y= Is a result of course content opening up perspectives to several situations.**

Meaning : A result of the Course content was it " opened my eyes to several situations". |
| Recognition Folk Term Descriptions : Seeing how people of varying backgrounds would handle situations. | **5. How have experiences within the online graduate course/s contributed to your instructional approaches within multicultural/diverse settings you teach or have taught in? In your response, describe how online graduate level education courses influenced how you relate to students taught within diverse settings. Please provide examples.** | have you had any other courses that have helped you get ready and prepared for the diversity that you face ? | One of the things that helped the most during one class is role playing with different situations. We were able to see how people of varying backgrounds would handle the same situation.
It was very eye opening to me and showed me thing I never would have thought of before. As my career advances I am seeing the definite importance of teachers taking these types of courses in | Luckily we had a variety of different people in our class as far as race was concerned so that helped too as far as that you know that goes we had some Hispanics and black being the majority of students that that I serve totally you know help me | **Cause -effect X is a result of Y**

X= Recognition of varying backgrounds Y= Course role playing opportunities

Meaning : Course role playing opportunities resulted in recognition of varying backgrounds and how they would handle the same situation. |

			order to be the best for their students.		
Techniques **Folk Term** **Descriptions :** Ways to assist my students.		How has that in particular I know you said that you been able to give the talk to some of your students how else has that class helped?	Online graduate courses with multicultural/diverse information have given me a lot of techniques in which to assist my students. They gave me a better understanding of what these students face at home, as well as ideas for conversation starters as someone coming from a totally different background".	and and that's the thing too is you have to be able to say you know like I can you know I look at you like a look at you and your skin color is different which means automatically you've probably had a different life experience than I have and had to and deal with things that I have never as a white woman never had to deal with and so it's just those things and it's just really what i found profound on that course was them telling us and educating saying you know that you're going to especially as the white you'll never you know you don't understand the privilege that you have and that kind of struck me like really deep like I never thought about it before that course you know that I did have I did have this that maybe these people didn't have and just being able to realize that you know like if my son was pulled over and given a ticket by a cop is going to be totally different than one of my students it gets lower and has ties to pop and that like just watching things and talking through and being able to educate like they taught us how to give like a talk basically to these boys about like this is what you should do if you you know run up against this situation this is how you need to act to make sure that you keep yourself safe I thought about that for weeks after that class thinking just I couldn't imagine you	**Function:** **X is used for Y** X= Multicultural/diverse information from the online graduate course Y= Is used for techniques to assist students **Meaning:** Multicultural/diverse information from the online graduate courses have given the techniques in which to assist students

				know I just couldn't fathom what they were kiddos are	
colspan="6" align="center"	**Additional Information**
colspan="3"	**Content matter discussing any or all of the content areas:**	colspan="3"	**Previous or current teaching setting/s you have worked in?**
colspan="3"	Teaching in diverse settings multicultural/diverse)	colspan="3"	Urban (inner city, or
**Levels of education have you or are you currently teaching in?**
Secondary (Grades 9 thru 12)

APPENDIX Q: RESEARCH DATA COLLECTION LOG

Question 1					
Participant Received	**Date/Time**	**Response Received (Date Time)**	**Reminder Sent (IF notenter N/A)**	**No Response (Enter NO Here)**	**Additional Notes**
Ashley	03/07-10-10: 15am	Submitted 3/14/21, 9:52AM			
Alice	03/07-10-10: 15am	Submitted 3/14/21, 9:31PM			Participant took 3 reminders to complete question 1.
Jillian	03/07-10-10: 15am	*Submitted 3/9/21, 11:02 AM*			
Wallace	03/07-10-10: 15am	Submitted 3/10/21, 8:01PM			
David	03/07-10-10: 15am	*Submitted 3/7/21, 12:02 PM*			
Sally (Tajcher)	03/07-10-10: 15am	*Submitted 3/7/21, 12:15 PM*			
Pollyanna	03/07-10-10: 15am	Submitted 3/8/21, 7:49 AM			
L.C.	03/07-10-10: 15am	Submitted 3/13/21, 8:43AM			
Mo	03/07-10-10: 15am	Submitted 3/12/21, 7:32 AM			
Dawn	03/07-10-10: 15am	Submitted 3/13/21, 10:39PM			

Question 2					
Participant Received	**Date/Time**	**Response Received (Date Time)**	**Reminder Sent (If notenter N/A)**	**No Response (Enter NO Here)**	**Additional Notes**
Ashley	03/14/21- Scheduled 8:00am	Submitted 3/14/21, 10:12AM			
Alice	03/14/21- Scheduled 8:00am	Submitted 3/14/21, 9:37PM			
Jillian	03/14/21- Scheduled 8:00am	Submitted 3/17/21, 9:37AM			
Wallace	03/14/21- Scheduled 8:00am	*Submitted 3/14/21, 11:50 AM*			

David	03/14/21-Scheduled8:00am	*Submitted 3/15/21, 9:29 AM*			
tajcher	03/14/21-Scheduled8:00am	Submitted 3/14/21, 9:16AM			
Pollyanna	03/14/21-Scheduled8:00am	*Submitted 3/14/21, 8:55 AM*			
L. C.	03/14/21-Scheduled8:00am	Submitted 3/14/21, 8:55 AM			
Mo	03/14/21-Scheduled8:00am	Submitted 3/22/21, 1:59 PM			
Dawn	03/14/21-Scheduled8:00am	Submitted 4/3/21, 9:14 AM			

Question 3

Participant Received	Date/Time	Response Received (Date Time)	Reminder Sent (If notenter N/A)	No Response (Enter NO Here)	Additional Notes
Ashley	03/21/21-Scheduled8:00am	*Submitted 3/22/21, 8:44 AM*			
Alice	03/21/21-Scheduled8:00am				
Jillian	03/21/21-Scheduled8:00am	*Submitted 3/22/21, 9:37 AM*			
Wallace	03/21/21-Scheduled8:00am	Submitted 3/24/21, 5:46 AM			
David	03/21/21-Scheduled8:00am	Submitted 3/26/21, 11:20 AM			
tajcher	03/21/21-Scheduled8:00am	*Submitted 3/21/21, 11:21 AM*			

Participant Received	Date/Time	Response Received (Date Time)	Reminder Sent (If not enter N/A)	No Response (Enter NO Here)	Additional Notes
Pollyanna	03/21/21- Scheduled 8:00am	*Submitted 3/21/21, 10:33 AM*			
L. C.	03/21/21- Scheduled 8:00am	Submitted 3/26/21, 7:47AM			
Mo	03/21/21- Scheduled 8:00am	*Submitted 3/22/21, 3:07 PM*			
Dawn	03/21/21- Scheduled 8:00am	Submitted 4/3/21, 9:17AM			

Question 4

Participant Received	Date/Time	Response Received (Date Time)	Reminder Sent (If not enter N/A)	No Response (Enter NO Here)	Additional Notes
Ashley	03/28/21- Scheduled 8:00am	Submitted 3/31/21, 8:32AM			
Alice	03/28/21- Scheduled 8:00am				
Jillian	03/28/21- Scheduled 8:00am	Submitted 3/30/21, 10:22AM			
Wallace	03/28/21- Scheduled 8:00am				
David	03/28/21- Scheduled 8:00am	Submitted 3/31/21, 8:59AM			
tajcher	03/28/21- Scheduled 8: 00am	Submitted 3/28/21, 8:06 AM			
Pollyanna	03/28/21- Scheduled 8: 00am	Submitted 3/28/21, 8:31 PM			
L. C.	03/28/21- Scheduled 8:00am	Submitted 3/28/21, 10:18AM			

Participant Received	Date/Time	Response Received (Date Time)			
Mo	03/28/21- Scheduled 8:00am	Submitted 4/1/21, 12:55PM			
Dawn	03/28/21- Scheduled 8:00am	Submitted 4/3/21, 9:24AM			

Question 5

Participant Received	Date/Time	Response Received (Date Time)	Reminder Sent (If notenter N/A)	No Response (Enter NO Here)	Additional Notes
Ashley	Varied - Completion of question 4 during spring break prompted invite to question 5 and interview scheduling.	Submitted 3/31/21, 8:34AM			
Alice	Varied - Completion of question 4 during spring break prompted invite to question 5 and interview scheduling.				
Jillian	Varied - Completion of question 4 during spring break prompted invite to question 5 and interview schedulin g.	Submitted 4/5/21, 8:40AM			

Wallace	Varied - Completion of question 4 during spring break prompted invite to question 5 and interview scheduling.				
David	Varied - Completion of question 4 during spring break prompted invite to question 5 and interview scheduling.	Submitted 3/31/21, 9:02AM			
Sally/tajcher	Varied - Completion of question 4 during spring break prompted invite to question 5 and interview scheduling.	Submitted 3/31/21, 9:05AM			
Pollyanna	Varied - Completion of question 4 during spring break prompted invite to question 5 and interview scheduling.	Submitted 3/31/21, 9:08AM			
L. C.	Varied - Completion of question 4 during spring break prompted invite to question 5 and interview scheduling.	Submitted 4/3/21, 12:57PM			

Mo	Varied - Completion of question 4 during spring break prompted invite to question 5 and interview scheduling.	Submitted 4/1/21, 1:05 PM			
Dawn	Varied - Completion of question 4 during spring break prompted invite to question 5 and interview scheduling.	Submitted 4/8/21, 1:39 PM			

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CURRICULUM VITAE

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Education

University of Nevada, Las Vegas, 2017-2021, Emphasis: Curriculum and Instruction; Cognate: Multicultural Education, Cultural Studies, and International Studies; Doctor of Philosophy, Anticipated August 2021

The College of Saint Rose, Albany, NY, 2007-2009, Emphasis: Secondary Education; Master of Science, May 2009

The University at Albany, State University of New York, 2003-2007, Major area: English; Minor area: Sociology; Bachelor of Arts, May 2007

PROFESSIONAL TRAINING
Quality Matters, University of Nevada Las Vegas, May 2018

Canvas Learning Management System Training, University of Nevada Las Vegas, January 2018

Licensure
State of Nevada – License for Educational Personnel; License Number 102114 (Expires 1/3/2025); Secondary – English Grades 7-12

Professional Experience
2017 – Present   Adjunct Instructor, Touro University, Nevada
2018 – 2019   Certificate Program Curriculum Developer (Differential Instruction), Touro University
2017 – 2019   Embedded Educational Technologist, University of Nevada Las Vegas
2017   Rebel Academy Summer Program Director, University of Nevada Las Vegas
2016 – 2018   Holmes Scholar, University of Nevada Las Vegas
2016 - 2017   Graduate Assistant, University of Nevada, Las Vegas
2016 – 2017   Part-Time Instructional Designer, University of Nevada Las Vegas

Teaching Experience (K- 12)
2019 – Present   English, AP Literature, & Composition Teacher, Chaparral High School, Nevada
2015 – 2016   Founder Teacher, Equipo Academy Charter School, Nevada
2014 – 2015   Teacher, Eldorado High School, Nevada
2012 – 2014   Teacher, Southwest Middle School, Charlotte, NC
2011 – 2012   Teacher, Robert F. Kennedy Middle School, Charlotte, NC
2010 – 2011   Teacher, Southeast Halifax High School, Halifax, NC

2009   Student Teacher, Waterford Half-Moon High School, NY
2009   Student Teacher, South Colonie Central High School, NY
2007 – 2008   Lead Teacher, Parkside Preschool, Menands, NY

Courses Taught
8 Week Courses February 2017- November 2018
CTAV 605A- Teaching African American Boys
CTAV 605B- Courageous Conversations about Race
CTAV 605C- No Nonsense Nurturer Classroom
CTAV 605D- Teaching Boys from Poverty
CTAV 605E- Understanding Culture and Race
CTAV 605F- Real Responsive Classroom Management
CTAV 627- Anger Management & Effective Disc Part II
CTEV 687- Becoming a Reflective Teacher
CTAV 626- Anger Management & Eff Disc Preventing Violence
CTEV 686- Grading and Reporting all students
CTAV 629 - Making Student Thinking Visible
CTEV 689- Differentiation and the Brain
CTAV 628- Becoming Culturally Responsive Teacher
CTEV 688- Different Assess Middle School

8 Week Courses February 2018- November 2019
CTEV 684 -Universal Design for Learning
CTEV 685- Application of Differentiated Instruction
CTEV 686- Differentiating K-12 Grading and Assessment
CTEV 687- Reflective Practice for Teachers in K-12 settings
CTEV 688- Differentiating Instruction Across Content
CTEV 689 – Differentiating Strategies for Inclusion and Disability Awareness

Publications
Book Chapters:
Walls, T. E., Cornejo, M.N., Plachowski, T., Reid, E., and Park, S. (2018). Sowing seeds of justice: Feminists' reflections on teaching for social justice in the southwest. In Grant, M. C. (Eds.). Equity, equality and reform in contemporary public education (pp. 174-196). Hershey, PA: IGI Global. Retrieved from https://www.igi-global.com/book/equity-equality-reform-contemporary-public/185736

Presentations
Conference Presentations and Symposia:
Walls, T., Reid, E., Boone, K., Bell, L., Fudge, T., Goodall, A., Holley, E. (2017). #BlackGirlMajic, code switchin' & walkin' back in! How Black girls pushed out, push back! Free Minds Free People Conference. Baltimore, MD.
Cornejo, M. N., Reid, E., Walls, T. (2017). Grassroots organizing, critical pedagogy & social justice: Developing critically conscious teachers through critical inquiry-teacher action groups

(CI-TAGs). Interactive Workshop at the Radical Consciousness Conference Center for Social Justice. Las Vegas, NV

Walls, T., Reid, E., Plachowski, T., and Cornejo, M.N. (2017). Sowing the Seeds of Justice: Reflecting on Teaching for Social Justice in the Southwest. Workshop presentation at the Northern Nevada Diversity Summit. Reno, NV.

Walls, T., Reid, E., Plachowski, T., and Cornejo, M.N. (2017). Sowing the seeds of justice: Feminists' reflections on teaching for social justice in the southwest. Research paper presentation at the Academy for Educational Studies Critical Questions in Education Conference. New Orleans, LA.

PROFESSIONAL AFFILIATIONS

National Association of Multicultural Education (NAME)
American Association of Colleges for Teacher Education (AACTE)
Community Service

Girls on the Run, Coach, Boys & Girls Club, December 2016-April 2017
Director of Board of Director, Teaching and Uniting Ladies to Inspire Positive Success (TULIPS), Las Vegas, NV, 2017
Mentor, Teaching and Uniting Ladies to Inspire Positive Success (TULIPS), Las Vegas, NV 2017
Vice President, Golden Key National Honor Society, 2017-20