

**Assessment 7 – Final Report**

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The ongoing global health crisis forced schools across the globe to shut down and implement emergency measures. Due to the sudden switch to online remote learning, teachers had to modify their lessons for online delivery. This study aims to explore the experiences of teachers during school shutdowns. The researcher analyzed quantitative and qualitative data collected through a teacher questionnaire. This paper will describe the findings from one hundred (100) teacher responses.

The data collected through questionnaires included demographics, open responses, and Likert-scale responses. The participants represented rural, urban, and suburban schools. The majority of responses came from suburban schools; forty-three (43) responses. While the participants' years of experience averaged seventeen years, their experience ranged from one year to over twenty years.

The researcher analyzed qualitative data from open-ended responses for emerging themes to the question, *what were your biggest success during the shutdown?* The participant responses were analyzed using eleven codes from a predetermined codebook. While almost all responses included one or more examples of success, four responses did not find any success during the shutdown. The success most referenced by participants showed that thirty-two (32) responses involved success from improving professional practice, followed closely by twenty-nine (29) responses claiming a successful smooth transition online. Additionally, participants referred to a successful transition online also reported improved student performance in the new learning environment, thirteen (13) cooccurrences.

This report shows quantitative data analyzed for relationships using the SPSS software. The researcher used the Spearman Coefficient since the data collected are ordinal values. This is

the best option to capture the correlation between the rank-ordered variables (Ramzai, 2020). The data shows a moderate negative correlation, -0.454 coefficient value, between the participants' years of experience and the Likert scale question, how much they agreed with the statement, *I consider myself a tech-savvy educator*. Similarly, the correlation between how much the participants considered themselves tech-savvy and the professional development sought before the shutdown has a coefficient of .459, indicating a moderate relationship between the variables. The most substantial relationship in the data with a coefficient of 0.617 is between students having access to resources before, and during the shutdown.

The data presents different ranges of the participants' experiences during school closings. It is notable to mention that experiences also varied between the type of school setting. More participants in urban schools, sixteen, strongly agreed with the support provided by administration during the shutdown, compared with suburban, thirteen, and rural, five. Similarly, more urban school participants, fifteen, strongly considered themselves tech-savvy, compared to only thirteen in the suburban setting, and six in the rural setting. Together, the data analyzed in this study can provide a deeper understanding of teacher experiences during school closings.

## References

Ramzai, J. (2020, June 25). *Clearly explained: Pearson V/S Spearman correlation coefficient.*

Towards Data Science. <https://towardsdatascience.com/clearly-explained-pearson-v-s-spearman-correlation-coefficient-ada2f473b8>