Oral Defense Announcement
University of Missouri – St. Louis Graduate School

An oral examination in defense of the co-authored dissertation for the degree
Doctor of Education with an emphasis in Educational Practice

Stephanie W. Collins
M.Ed. Adult and Higher Education, University of Missouri-St. Louis, 2003
BSBA Business Administration, University of Missouri-St. Louis, 2000

Lisa Hollins
MA English, University of Missouri-St. Louis, 2023
M.Ed. Adult and Higher Education, University of Missouri-St. Louis, 2019
BS Integrated English Language Arts Education, Miami University, 2003

Christina Thompson
MA Teaching English as a Second Language, Webster University, 2019
EdS. Human Services, University of Central Missouri, 2007
M Ed. Curriculum and Instruction, University of Missouri-Columbia, 2002
BA English, University of Missouri-Rolla, 1997

Factors Affecting Technology Integration for Teachers at K-12, Adult Education, and Higher Education Institutions Since Virtual Learning Due to COVID-19

Date: November 21, 2023
Time: 4:00 p.m. - 6:00 p.m.
Place: Remote

Abstract
This quantitative study investigates instructors' perceptions of the factors influencing technology integration in their instruction, spanning the years 2019-2023, encompassing the transition from virtual to in-person learning after COVID-19. It examines technology integration barriers and supports experienced by instructors in the Midwestern United States, namely Missouri, during this period. Additionally, it explores how the virtual learning experience during the pandemic has influenced instructors' self-perceptions of their digital competence. The study encompasses three education sectors: K-12, adult education, and higher education, providing a unique multi-sector perspective. By delving into the post-COVID-19 educational environment, this research aims to offer valuable insights. The methodology involved gathering participant responses through a voluntary online survey, crafted by the researchers, to inform recommendations for enhancing institutions' support for technology integration and self-efficacy.

Results of this study show that despite the abrupt transition to remote learning due to COVID-19, barriers that have been identified in previous studies (Basarmak et al., 2020; Ertmer et al., 2012; Ertmer & Ottenbreit-Leftwich, 2010) for decades still prove to have a large impact on the ability of educators to effectively integrate technology in their instruction. It echoes the importance of addressing barriers such as time constraints and emphasizes the need for comprehensive professional development programs, especially in the post-COVID landscape. The findings suggest that institutions should prioritize dedicated time and consistent support for technology integration, particularly in the evolving post-pandemic educational landscape.

Defense of Dissertation Committee
Isaac-Savage, E. Paulette, Ed.D., Chairperson
Porterfield, Michael, Ph.D.
Mckanry, Jennifer, Ph.D.