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Online education has proliferated for its benefits and use during emergencies (Hergüner, 2021). To effectively comply with this demand, faculty must be onboard with the transition to online education and receive adequate support from their institutions (Shelton, 2019). However, there seems to be slow growth in research concerning faculty perceptions on this topic. This case study collected the perceptions of 18 kinesiology faculty members in the Caribbean. Inductive and thematic analyses of individual interviews, focus groups, background questionnaires, and institutional documentation revealed the following six themes: (1) opinions about online education; lack of adequate policies; (2) difficult access to resources; (3) need of appropriate professional development; (4) lack of institutional leadership and (5) structure for online education; and (6) pandemic effect. The study revealed opportunities and challenges, with access and globalization of education as the main benefit and high intensity of work as an important challenge. While kinesiology faculty expressed that physical activity courses should be taught using a hybrid format, they also expressed needing technological and human resources, training in technology use, how to promote engagement in sessions, and assessments specific to their field. Faculty also described a lack of vision, institutional structure, policies, and communication from administrators regarding online education, identified as challenges for educational change (Curry, 2016). With kinesiology faculty in the Caribbean experiencing additional difficulties with the internet and infrastructure, administrators should consider kinesiology faculty perceptions to design institutional and faculty support that can facilitate a transition to online education.

CARIBBEAN FACULTY PERCEPTIONS OF ONLINE EDUCATION IN KINESIOLOGY

FIELD: A CASE STUDY

by

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Approved by

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## DEDICATION

I wish to dedicate the completion of this project to my two daughters, Marielle and Desirée, for their incredible patience during this process; to my parents, Myriam and Alfredo, for the unconditional help; to my sister Myriam, for her invaluable expertise; and to René for the immense support and above all, the infinite love. It was a long process full of obstacles, but we did it. I am forever grateful.

## APPROVAL PAGE

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## CHAPTER I: PROJECT OVERVIEW

In the United States, almost 30% of students in higher learning institutions take at least one online course (Seaman et al., 2018), and in kinesiology departments, an increasing number of courses and programs are transitioning to online modalities (Mahar et al., 2014). Online education is growing in kinesiology departments to support students and faculty. (Keiper & Kreider, 2014). The COVID-19 pandemic has further accelerated the growth of online education and forced universities to transition to online instruction to provide continued services during lockdown (Hergüner, 2021). As the number of online courses increases, research is needed to understand processes critical to successful transition online learning in the virtual environment, including faculty perceptions and institutional support to faculty (Kark & Van Dijk, 2007).

Caribbean universities have also shifted to online learning (Greaves, 2021), and little is known about their transition to online education, especially within kinesiology departments. The present study was conducted to provide kinesiology stakeholders and administrators in Caribbean universities with information from faculty perceptions about the status of their online education that can inform the successful transition to deliver online curricula effectively.

### **Background Literature**

Previous research and models of online instruction highlight the importance of faculty perceptions of online education (Englund et al., 2017; Otter et al., 2013; Willett et al., 2019) and institutional support for online education (Shelton, 2019). Studies show that faculty who have a negative perception of online courses are more likely to have not previously taught online, have not received proper training, and do not have access to appropriate resources (Delaney-Klinger et al., 2014; Herman, 2012). In contrast, faculty who had positive interactions with online teaching have positively impacted an institution's movement into the online world (Westra, 2015).



Kinesiology faculty with negative views of online learning cite lack of experiential learning, interactions, communications, network building, critical thinking skills, instructional and technical support, concerns about their image as online instructors, and the limitation of physical activity and laboratory experiences (Willet et al., 2019; Mahar et al., 2014).

Conversely, those with positive perceptions value online learning, the effectiveness of online education in an environment with adequate training and course structure (Willet et al., 2019), and that student outcomes are the same or better than face-to-face courses (Allen & Seaman, 2013).

In addition to faculty perceptions, research on the administration of online programs shows that institutional and faculty support are key (Shelton, 2019). A review of paradigms for evaluating online education programs showed that the “institutional commitment, support, and leadership” was the most cited key indicator of quality online education (Shelton, 2011). For successful online education “faculty require strong and ongoing support, training, motivation, compensation, and policy” (Shelton, 2011, p. 9). Institutional support should also be available for online course development and to keep materials updated and current (Shelton, 2011).

For institutions in the Caribbean where infrastructure and technology can be compromised, the issue of institutional support and technology can be particularly salient. For instance, Barclay et al. (2018) identified the role of technical support (Williams & Williams, 2010), electric failure (Qureshi et al., 2012), and system accessibility and assistance (Song & Kong, 2017) as important factors for the adoption of online education in the Caribbean. Similarly, Kerr (2015) found that poor course and library resources, poor course structure and delivery, and ineffective use of online tools contributed to low academic performance in online learning environments within the Caribbean. These factors are related to the institutional support to both students and faculty to fulfill their roles in the online learning setting.

While studies show the importance of faculty perceptions (Wingo et al., 2017) and institutional support (Shelton, 2019), there is a dearth of research about how kinesiology faculty experience and evaluate the transition to online education. There is a need for research regarding how resources, professional development, and policies fulfill instructional and technological needs for kinesiology faculty, especially for institutions in the Caribbean.

### **Purpose Statement**

The purpose of this study was to examine the perceptions of kinesiology faculty members at a higher learning institution in the Caribbean that was transitioning from face-to-face to online curricula. The aims of the study included:

**Aim #1.** To understand how kinesiology faculty at a Caribbean institution perceived online education.

**Aim #2.** To understand how kinesiology faculty at a Caribbean institution perceived institutional support (policies, resources, and professional development) about online education.

### **Methodology**

This case study used individual interviews, follow-up focus groups, and background questionnaires to understand faculty perceptions. In addition, the review of institutional culture and infrastructure through institutional documentation helped provide campus context to gain a clearer understanding of the perceptions and current unique situation in Caribbean institutions during a time of Covid and the rapid transition to total online delivery (De Vaus, 2001).

Approval was obtained by the Institutional Review Board (IRB) at the University of North Carolina at Greensboro to conduct a pilot study, with four individual interviews and one focus group completed during Summer 2020. The pilot information confirmed that the questions implemented in the current study were clear and responded to the aims of the study. IRB

approval at UNCG was obtained in September 2020. The Institutional Committee for the Protection of Human Rights of the Caribbean institution provided approval in September 2020.

### **Institution Context**

An institution of higher education in the Caribbean was the setting for this study. It is a government-owned corporation and part of the public university system with approximately 58,000 students and 5,300 faculty members. This institution is one of the largest campuses in the system and is in the metropolitan area of the island. Total enrollment for 2018 was 14,932 students, which is a decrease of 27% compared to 2005 (Strategic Planning and Budget Office; <http://opep.uprrp.edu/datosestadisticos.html#factbook>), probably due to a decrease in the younger population in the island. The island had a decrease in a total population of 14.2% from 2010 to 2019, with a loss of 17.8% of the population age 18-25 and 63% of the population age 0-17. (U. S. Census Bureau, Population Division, 2020).

On March 15, 2020, the institution's administration, following government instructions, suspended regular classes due to the COVID -19 pandemic. The institution started transitioning all face-to-face courses to an online teaching modality and gave faculty members seven days to prepare to finish the semester teaching online. The whole academic year (Fall and Spring 2020-2021 and Fall 2021-2022) was taught exclusively online due to the pandemic and student strike. On November 3, 2021, the institution's students approved an indefinite strike vote opposing the budget cuts that the university suffers as part of the restructuring of the public debt and asking for more face-to-face classes. However, the rector of the campus requested that academic and administrative work continue remotely (Vázquez, 2021).

## **Participants**

The target population included everyone on the faculty at the researcher's home institution Physical Education and Recreation Department. Twenty-three faculty members were invited to participate via email and phone during Fall 2020. Of the 23 invited participants, five were non-responsive (3 contracts, 2 tenured), and 18 faculty completed the online questionnaire. Those 18 (6 women, 12 men) included 7 tenured, 6 full-time contracts, and 5 part-time contracts. Of the 18, 17 participated in the individual interviews and 12 participated in the focus groups.

## **Procedures and Data Collection**

An initial email and two follow-ups between September and November were sent to invite participants to the study. Each email contained an "Information Sheet" describing the study and a Google form linked to the Background Questionnaire.

### ***Background Questionnaire***

The questionnaire was developed in Qualtrics and included both closed and open-ended questions to collect information on the participants' years of service, contract type, position and rank, courses taught, and initial knowledge about online education. Participants identified the courses they had taught in three modalities (face to face, hybrid, or online), their knowledge of standard online education practices, and institutional and professional development they had taken. Once they completed the Google Form with their telephone number, the principal investigator made contact to coordinate an individual interview (included in Appendix E)

### ***Individual Interviews***

The Interview Protocol Refinement (IPR) framework was used to develop the interview questions and process. The IRP framework comprises a four-phase process for systematically developing and refining an interview protocol: alignment of questions with research,

constructing the conversation, receiving feedback, and implementing the pilot (Castillo – Montoya, 2016). The IPR method was implemented as described in Appendix A. During phase one, an interview protocol matrix was developed to map the interviews questions and align them with the research aims. Phase two focused on constructing the interview protocol balanced with inquiry conversation. Phase three included receiving feedback on the interview protocol; an exercise science professor and an expert in online education outside the institution provided feedback to revise the interview questions. In phase four, a pilot was conducted during summer 2020 with kinesiology faculty from other institutions. Four individual interviews and a focus group were conducted to test questions and the duration of the interview process.

Seventeen individual interviews were conducted virtually through the UNCG institutional Zoom account. Interviews and focus groups were done in the participants' native language, Spanish. The interviews followed a semi-structured process, followed by an informal conversation format at the end (Patton, 2015). Each interview lasted between 60-90 minutes. Consent to participate was collected verbally at the beginning of the interview, asking participants if they voluntarily agreed to participate and authorize the recording. The interview included four main questions: *How has your opinion about online education changed from past to present experiences? How are policies and procedures facilitating the online education process? How institutional resources are helping you in the online education process? How do you think institutional professional development improved your online teaching skills?* Based on interviewee responses, follow-up questions were asked (included in Appendix H).

### ***Focus Groups***

All faculty were invited to participate in focus groups to obtain data in a social context where people can consider their own views in the context of the views of others (Patton, 2015).

Two convergent focus groups were conducted with eight and four participants, respectively, according to their availability. The focus groups lasted 60-90 minutes. Consent was asked initially, asking participants if they voluntarily agreed to participate in the study to be recorded. The focus group questions included: *How the online education process is affecting (or has affected) the working environment in the Physical Education and Recreation Department (PERD)? What is the opinion of the kinesiology faculty at PERD about online education? How does the PERD evaluate institutional resources for online education? Is there adequate institutional leadership related to online education? How is professional development about online education preparing kinesiology faculty to create online curricula?*

### ***Institutional Documentation***

Several institutional documents were reviewed to build the context and understanding of data collected. The documents included certifications, memos and guidelines from Presidency, Academic Senate, and Board of Trustees concerning policies of distance education, online education, and alternative methods of instruction (full list of documents is in Appendix I)

### **Data Analysis**

An inductive case study analysis was used to discover general patterns and themes. The Harry F. Wolcott (1994) model was used to identify, analyze, report, and interpret patterns of meaning (themes) within the data obtained through background questionnaires, interviews, and focus groups. The Wolcott model (description, analysis, and interpretation) followed the initial familiarization phase and a final drafting phase (Braun & Clarke, 2006) (see Appendix B).

AtlasTi qualitative software was used to store, organize, classify, and analyze the data.

A private service provided verbatim transcripts of all individual interviews and focus groups. The researcher revised each transcription by listening to the interviews and reading all

transcripts. The interview video and audio versions were stored and saved until the transcription process was finalized. Because the interviews and analysis were conducted in Spanish, the quotes provided in the results section were translated to English for this document, and pseudonyms were given to each participant to protect their identity. Trustworthiness of the qualitative inquiry was ensured by observing standards of credibility. After completing interviews and data transcription, participants were contacted for member checking, asking them to review and verify the accuracy of transcriptions (Creswell, 2015), and were given two weeks to respond. Two participants made minimal comments to the transcripts.

To increase credibility and validity of findings, the investigator engaged in triangulation by referring to multiple sources of information, including literature, questionnaires, semi-structured interviews, and institutional documents. Data from background questionnaires, and individual/focus groups interview transcripts were reviewed, analyzed, and compared to identify themes, patterns, and categories regarding faculty perceptions of online education. The first and second rounds applied open coding methods to describe and conceptualize data and identify preliminary themes. The researcher labeled phrases and sentences based on the meanings emerging from the data. The analysis and description phase started by revising quotes to better represent themes and subthemes. A third round applied axial methods to generate connections and relationships among codes. The investigator scrutinized each phrase for data reduction to determine relevance to the study's objectives. The next step included grouping codes into clusters to form categories or themes. After several revisions, the central themes became more visible. Finally, six core themes emerged, each with several sub-themes.

## **Results**

Six major themes emerged from the analyses: “opinions about online education”, “lack of effective policies”, “difficult access to resources”, “need of appropriate professional development”, “lack of institutional leadership for online education”, and “pandemic effect”.

### **Opinions of Online Education**

Four main sub-themes were identified from this theme: online is more work, hybrid model for kinesiology courses, benefits of online education, and barriers of online education. All participants agreed that teaching online requires a high degree of work. Participants expressed that teaching the course for the first time, modifying objectives and assessments, creating material, and answering students’ communications was more work than in face-to-face courses. This was evidenced by Lucas who said: “By having to modify the content, the instructions, and strategies a bit and being the first time, it represented a big job.” Institutional documentation data collected during COVID-19 pandemic revealed that 71% of faculty had difficulty adjusting face to face content to online modality (Certification #93 & 96, 2019-2020, Academic Senate).

All participants agreed that sports/skills and laboratory courses should at least be taught as hybrid because of the difficulty of demonstrating, executing, and evaluating movements, skills, and practical activities online. As described by Pedro: "The massage course has a solid physical component, and it has been difficult to get them to understand some concepts online... (through video) you cannot see exactly what the teacher does; even though I have put many videos and I have recorded myself too ... it is complicated". Oscar expanded: “A skills course, such as Handball Teaching Fundamentals, is different because they should be in contact with a ball to be able to acquire dribbling skills.”



Participants described "access to education" as the main benefit of online education. That includes access to higher education for people with limited time, special family conditions, work or transportation problems, prisons, and students from Latin America. As Carmen stated: "We can reach students in different settings, there is no border, access to people in prisons, other countries, in different working contexts and more". Juan added that online education is an opportunity for globalization: "Globalization is here to stay. Our institution can provide an academic offer in Spanish and attack the Latin American market, serving as a springboard for many of our graduates to continue college degrees in the United States." (Juan)

Access to reliable Wi-Fi and technology were the main obstacles described by participants. As Oscar stated, "I understand that the biggest obstacle to online education is the internet infrastructure." Juan confirmed by saying: "I have seen students who do not connect or connect without the camera because of the internet; they have little signal, or they have difficulty. I believe that these are students' challenges that institutions have to consider when creating online education." Participants mentioned that many students did not have the resources needed for an online class: "They don't have the internet or have a computer. Many, if they rely on the phone; it is much more complicated to take a class on a phone than on a computer." (Pablo). Similar evidence was found with institutional documentation; 64% of students indicated having trouble with the internet (Certification #43, 2020-2021 Academic Senate).

### **Difficulty with Access to Resources**

Three sub-themes emerged from this theme: do not receive resources, bureaucracy affects access to resources, and need for individual resources. In general, participants did not feel they received the resources they needed to succeed teaching online: "Well, that is just, no, none. Everything has been me searching on my own, and when I get stuck, I ask.", described Sarah.

Elena confirmed by saying: "I did not even think about waiting for the technology because the semester would be over. I knew that if I did not buy my things, I would not be able to teach my classes." Participants explained that even though there were some technological and human resources available, bureaucratic processes hindered the ease of access to them. Other participants were distrustful of established processes for obtaining resources or information: "...because of the discomfort of the bureaucracy of the system. That one calls and cannot find answers. Sometimes you try to solve things on your own and you end up angry and stressed", declared Laura. Marcos added: "I cannot say they have not provided training and resources. However, I believe that the intention is to comply and capitalize. It has always been like that. It is quite an uphill battle to get help and support." Institutional documentation confirmed that faculty lack support, equipment, technological resources, and materials to carry out online teaching tasks (Certification #43, 2020-2021 Academic Senate).

According to questionnaire responses, about half of the participants (49.7%) had never used the main technological resources from the School of Education; 27.5 % used those resources a few times, and 21.95% used them many times. The resource that participants used the most was the Library System, with 46.7% using it frequently, 6.7% a few times, and 26.7% never having used it.

### **Lack of Effective Policies**

Three sub-themes emerged from this theme: unclear policies, poor communication and dissemination of policies, and poor implementation of policies. Participants consistently commented on the lack of clear policies to guide the transition to online education. Roberto indicated, "I did not find them, so I do not have a concrete answer for your question." Others felt that policies had not been appropriately communicated, like Oscar, who stated that as a contract,

the institutional communication he receives is limited: "Well, no communication reaches me. If it is not because of the coordinator of the program, nothing reaches me. So, I am unaware of what the policies are." Others felt the policy interpretation and implementation was nonuniform within the departments and campuses. As Paul described: "I use Moodle because it is the one I know but other people use Google Classroom ... there is no specific platform."

Institutional documentation reflected a slow process of creating policies on online education within the system, and the campus. Even though distance education started in the late 1990s, the central administration created the first distance education institutional policies in 2006-2007. It was not until seven to eight years later that the campus created their internal distance education policies and guidelines for implementation. Most memos and guides related to online education were created because of the pandemic of COVID -19. On July 22, 2020, the director of the information system office at the institution sent a memo notifying of migration from Google Suite to Microsoft, effective immediately to all campuses. All faculty either mentioned this event or described the problems it caused. Marcos explained: "Overnight without any planning, without preparation, without notification. There is disorganization that remains inexplicable." Sarah added: "The administration does not establish a clear policy. We were moved from Google to Microsoft Team without notice. There is no leadership, policy shared with the community, and no uniform process. Things are done differently within the campuses."

### **Need for Appropriate Professional Development**

Three sub-themes emerged from this theme: workshops too generic with lack of practice, training on online engagement and assessments, and lack of time. Numerous times, faculty expressed not feeling technologically competent or competent as online educators, needing more time to practice with the diverse platforms and technologies available. As Paul explained: "I am

a generation that maybe knows a little about technology, but maybe there is a generation above me who knows less". Carlos mentioned that more time is needed to understand and use technology: "Technology is not my strong suit. I take all that information and understand that it is too much information now for one to assimilate." Data from the background questionnaire confirmed this, with 75% of participants responding being somewhat or not familiar with online teaching strategies that use technology like creating a video tutorial of the platform for student reference or making a video introduction to the course.

Lucas said he would like to receive training with someone who "takes me hand in hand, step by step with new virtual games so I can learn and practice". Laura said she wanted to learn about "strategies to encourage interactions with students, so the teacher does not feel it is a monologue." Pablo mentioned the need to expand the knowledge in online assessments: "I would like to take more workshops aimed at evaluation techniques. I do not have much variety." Sonia echoed this: "Everything that involves the evaluation part, the students' assessment, I think there is a need there." Some faculty expressed having class overload and schedule conflicts that prevented them from taking advantage of professional opportunities: "What happens is that the workshops may be offered at a day and time that I have a class. It happened to me on two occasions. I believe that the workshops should be given more than one time" (Carlos).

### **Lack of Institutional Leadership and Structure for Online Education**

Three sub-themes emerged from this theme: unclear vision and planning, confusion with training provider, and mistrust of institutional procedures. The participants described a lack of organized support distributed to each department according to their individual needs, as evidenced by Juan: "To a certain extent we lack that institutional support and resources." This was confirmed by Oscar: "... I do not know leadership ... I work at several campuses, and they

are different things". Juan described how different offices within the institution assumed similar leadership roles and language, causing confusion: "I do not understand why DECEP should be giving the workshops because they are the division of continuing education and professional studies, not a professional development division. Other participants believed the officials designated to lead the transition to online education were not up to the task: "People in charge lack leadership skills, professional qualities, human qualities like empathy, and the ability to project a mission that is accepted and understood. The interest is not clear, and everything lacks structure. There is no leadership." (Marcos)

When asked about who should oversee online education, participants had similar opinions and expressed that an overall policy should be established at the system level. Sergio suggested: "general plan that comes from above and a specific plan with each department." Marcos supported this stating: "the policy on online education must emerge from a systematic vision." Both participants expanded their views by saying: "I believe that the setup for designing the online curricula should fall on the institution, starting from the president down, and they must create a multidisciplinary team that provides support to the departments. We are the content experts." (Sergio) Marcos adds: "With this vision of the system, you evaluate which are the most viable programs to promote online. Moreover, the viability of the program must be based on the needs, capacity, preparation, and resources of that program and its faculty."

The faculty also expressed that each department should have a designated individual (advisor or instructional designer) who is knowledgeable in online education and the department discipline. "Although online education is the same in instructional design, maybe a tool that is good for education is not helpful for engineering. I think that each faculty should have a designer to give that personal touch wherever they are." (Roberto). Elena adds: "They emphasize that the

job of preparing a curriculum, or an online course is not just for the teacher. An instructional designer and technical designer are also needed. They say it in the workshops, but they do not provide it.” Institutional documentation also reflected poor satisfaction with support, with only 42% of faculty being satisfied (Certification #43, 2020-2021 Academic Senate).

### **Pandemic Effect**

Two sub-themes emerged from this theme: accelerated process with poor planning, and physical activity courses and practical experiences affected. The faculty described the transition to online teaching due to pandemic as accelerated, unplanned, and disorganized. As Pablo stated: "I understand that it has been an outrageous process, there was an emergency situation due to COVID, but the processes at the university are always done that way, in many instances.". Sonia confirmed: "It is true that it has been due to the pandemic, but it has been run over, having to use our own financial resources, which are not many.” Some mentioned that faculty lacked skills for online teaching: “This caught us without prior preparation and also without a will." (Marcos).

Similar concerns about the lack of planning, having little participation in the decisions about online education, and the imposition of a particular model were found in institutional documentation (Certification #43, 2020-2021 Academic Senate). “There was no plan, the plan submitted by the department was rejected, and the responsibility fell on the teachers. We started in March with a choppy process, but there was enough time during summer to prepare for next semester and it did not happen." (Sergio). Other faculty mentioned that physical activity courses, laboratories, and practical experiences were severely affected because of lack of action from the institution: "The university has been slow, ambivalent, and silent with respect to courses with laboratories and practical experiences. No one has been able to do any activity in the sports complex. There are no protocols or resources to carry them out.” (Lucas).

## **Discussion**

The present study examined kinesiology faculty perceptions of online education and institutional support for their transition to an online modality at a public university in the Caribbean. It is essential to consider that most faculty were reflecting on their first experience teaching entirely online, which required an accelerated transition to online instruction in response to the COVID-19 pandemic (Mailizar, et al., 2020; Toquero, 2020). Despite the unique and difficult circumstances, the findings of this study reflect much of the literature about faculty perceptions of online education and institutional support, while offering critical insight into online education in the kinesiology field and Caribbean context.

Findings revealed that faculty in this study identified opportunities and challenges within the ‘opinions about online education’ theme. Faculty expressed that the main benefit of online education was increased access to students in diverse settings, like prison and rural areas. This is consistent with literature indicating that online education offers students flexibility and convenience, allowing a university to reach a greater number of students who otherwise might not attend (Otter et al., 2013; Yoo et al., 2012). Faculty in this study recognized that online education could provide strategic opportunities for globalization, extending offerings across geographical regions, like Latin America. However, they also reported various challenges to the successful transition to online instruction. As has been previously found, faculty perceived that online education requires more time and work than teaching in person (Chapman, 2011; Chiasson et al., 2015; Lackey, 2012), with the additional workload becoming a barrier for faculty to embrace online education (Alsofyani et al., 2012; Bacow et al., 2012; Curry, 2016). Previous work also shows that Kinesiology faculty are concerned with the lack of time to develop an online pedagogical practice aligned with their discipline (Parrish, 2016; Willet et al., 2019).

Although online education can present great opportunities for institutions, efforts must be focused on countering negative perceptions of faculty for a successful transition.

Consistent with previous studies examining PE teachers and kinesiology faculty perceptions of online education (Parrish, 2016; Hill & Valdez - García, 2020; Willet et al., 2019), the results showed that faculty were concerned with their ability to interact, engage, and communicate effectively with students in synchronous sessions. Most significantly, all faculty in this study agreed that physical activity, sports, and laboratory courses needed to be hybrid because of the difficulty of demonstrating and evaluating movement online. This is consistent with Willet et al.'s (2019) finding that sports management faculty perceived the face-to-face methodology as necessary because experiential learning experiences are challenging to replicate online. Future studies should focus on improving the online experience, especially in physical activity courses that require movement demonstration and assessment.

Seminal work by Shelton (2019) on the gold standard for the administration of online programs proposes that faculty and institutional support are key to a successful transition to online instruction. In contrast to the ideal, faculty expressed that support and resources for online learning were inadequate. Like previous studies (Bolliger & Wasilik, 2009; Chapman et al., 2004; Hussein et al., 2007) faculty identified a lack of access to technological resources as an obstacle to a successful transition to online education. Like previous work in Kinesiology, faculty in this study reported needing technological resources specifically designed to teach, demonstrate, and evaluate movement activities online (Parrish, 2016). It is important to provide training and support in integrating this type of technology in Kinesiology courses (Hill & Valdez-García, 2020). Lack of technical support and lack of time to develop online pedagogical



practices aligned to the discipline were concerns that have been shared by other Kinesiology faculty (Hill & Valdez - García, 2020; Parrish, 2016; Wingo et al., 2017; Willet et al., 2019).

Faculty in this study also emphasized a need for professional development focused on technology, strategies to promote student engagement, and assessments in kinesiology courses. Like other studies, faculty complained that the professional development training provided by their institution did not meet their diverse needs (Elliot et al., 2015); it was too focused on technical and pedagogical aspects that did not apply to their discipline (Frankel et al., 2020). Like previous work (Dailey-Hebert et al., 2014; Thomas et al., 2012), faculty also stated that scheduling conflicts prevented them from participating in professional development activities.

The perceptions of participants in this study also contrasted with Shelton's (2019) indicators of institutional/administrative support necessary for excellent online education. In general, faculty described a lack of institutional structure and leadership for online education, lack of a clear systemic vision, and slow creation, participation, and communication of policies directing online education. Previous research shows a need for more institutional direction, communication regarding online learning efforts, and clarity in distance education's mission, institutional goals, and policies (Chapman, 2011; Huang et al., 2011; Curry, 2016; Wingo et al., 2017). The faculty in our study seemed confused with the institutional structures and leadership, which the literature suggests can be obstacles to educational change, like transitioning to online (Barak, 2011; Curry, 2016; Woodwol, 2010). As found in a study with sports management faculty (Willet et al., 2019), faculty expressed not knowing policies that regulate online education in the institution. Institutions transitioning to online should prioritize establishing effective communication channels so faculty can have a better understanding of the strategic plans and the whys for online education (Betts & Heaston, 2014; Huang et al., 2011).

Regarding human resources, faculty expressed needing someone to guide them, help them translate and apply technologies and strategies. Previous research highlights the need for faculty to collaborate with instructional designers to design and implement online courses (McQuiggan, 2012). Chiasson et al. (2015) described how faculty benefit from spending ample time learning technologies with an instructional designer. Lackey (2012) found that faculty felt that having access to an instructional designer who offered both technical and pedagogical training, and more assistance from university personnel were most beneficial to prepare for online teaching. Because teaching online for the first time can be time-consuming, these supporting elements can be crucial (Giannoni & Tesone, 2003).

Finally, faculty in this study highlighted poor internet infrastructure as particularly problematic in their Caribbean institutional context. Poor electric and internet infrastructure, along with technological resources have been identified as an obstacle to online education during the COVID 19 pandemic in the mainland U.S. (Doyumgac, 2020). The pandemic made evident the disparity in access to technological resources for students in this institution.

### **Conclusion**

The present study's findings highlighted that faculty need solid and ongoing institutional support in forms of technological/ human resources, professional development, and policies and procedures reflecting the institution's vision and mission. Even though online education presents some opportunities for kinesiology institutions in the Caribbean, important challenges need administrators' attention. Institutions need to educate the kinesiology faculty on its mission, vision, systematic planning, and policies of online education, while preparing the faculty through professional development on technology, applications, and software for digital content, implementation of synchronous teaching strategies, engagement, online assessments, and

standards. Specifically for kinesiology faculty, administrators should pay attention to pedagogical and technological resources particular to physical activity courses. In addition, Caribbean institutions need to effectively allocate and distribute technological resources so that educational access is not hindered by internet or infrastructure issues while providing human resources that continuously support faculty and students through the online education process.

The findings from this study serve as the basis for developing a line of research on online education in the kinesiology field in the Caribbean context. Future research should expand beyond faculty perceptions in one department to include student perceptions as well as other intuitions. Research is needed to address issues related to faculty development, increasing engagement, institutional resources, and support for online education.

## CHAPTER II: DISSEMINATION

Now more than ever, it is necessary to carry out studies that help the administration and stakeholders understand the great importance of facilitating the implementation of quality online education. The study results will help higher learning institutions on the island improve their online programming by considering faculty's insight and opinion in the planning and design of online institutional support (resources, institutional policy, and professional development). Since online education is an economic and business endeavor, the first dissemination piece is a presentation including a SWOT (Strengths, Weaknesses, Opportunities, & Threats) analysis that used kinesiology faculty perceptions to evaluate the transition to online education in a Caribbean higher learning institution. This SWOT analysis identifies faculty strengths (intrinsic positive factors), faculty weaknesses (intrinsic negative factors), institutional opportunities (external positive factors), and institutional threats (external negative factors) that affected kinesiology faculty's transition to online instruction. The presentation also includes recommendations for future strategic planning, resource identification, professional development activities design, and online education policies creation. The first effort will share results with the faculty, director department, institutional, professional development leaders, policies and decision-making leaders, resources acquisition, and online education leaders. The purpose is to invite stakeholders in discussing the factors' significance, probability, and impact, present a different view from the administrators, and provide a helpful overview of significant issues to consider when doing online education planning

### **Presentation Script**

**Slide 1: Introduction.** Greetings! My name is Mairym Villalobos Solís. I am a contract instructor in the Department of Physical Education and Recreation. I teach courses such as Life,

Health and Well-being, Principles of Training for the Development of Physical Fitness, and Physical Fitness for the Elderly. My goal with this presentation is to share the results of my study to improve the online education transformation process and quality of online offerings in the Physical Education and Recreation Department of the UPRRP. This presentation is part of my doctoral dissertation study and will provide useful information from the environmental context about online education that can be used in departmental and institutional strategic planning

**Slide 2: Online Education on the Rise.** There is no doubt that online education is on the rise. The changes and advances in technology have allowed for both social and educational opportunities making online education the mode of learning with the highest growth rate in the history of the education field. This rise is also happening within kinesiology programs, helping departments with additional resources. The Caribbean universities have also shifted to online learning; however, little is known about their effective transition to online education, especially within kinesiology departments. Furthermore, finally, we have the COVID-19 pandemic, which has forced universities to transition to online instruction to provide continued services during the lockdown.

Why Faculty Perceptions? Faculty perceptions represent opinions, needs, concerns, and experiences about the teaching process, influencing faculty motivation for teaching. With the accelerated growth of online education, more research is needed to understand how faculty are experiencing processes critical to the virtual environment faculty to enable administrators in maximizing their leadership effectiveness.

**Slide 3: Purpose Statement.** The purpose of this study was to examine online education perceptions of kinesiology faculty at a higher learning institution in the Caribbean that was transforming from face-to-face to online curricula.

**Slide 4: Methods, Measures & Participants.** The study included an online survey for background information, 17 – individual online interviews, and 2 – online focus groups. Twenty-three faculty members were invited to participate via email and phone, 18 completed the online questionnaire, 17 participated in the individual interviews, and 12 participated in the focus groups. Six participants were women, and 12 were men. Seven participants were tenured faculty, six were full-time contracts, and five taught part-time.

The Background Information Questionnaire included closed and open-ended questions. Participants also identified courses that they had taught in different modalities. Individual interview and focus groups used a semi-structured format and several institutional documentations (certifications and memos) were reviewed for context.

**Slides 5-7: Results.** An inductive and case study analysis was used to discover general patterns and themes. Six major themes emerged from data: opinions about online education, Lack of effective policies, difficult access to resources, need for adequate professional development, Lack of institutional leadership for online education, and pandemic effect. Faculty had different opinions about online education identified here as subthemes: a hybrid model for KIN courses, online teaching is more work than face to face; access to education identified as the primary benefit; and access to resources and infrastructure as the main barrier. The second theme identified was the lack of adequate policies where faculty describe a pattern of unclear policies, poorly communicated, disseminated, and implemented. The third theme was difficult access to resources. Faculty explains how they do not receive resources on time, how bureaucracy affects the access to human and technological resources, and the need for individual resources according to the discipline. The fourth topic was the need for appropriate professional development. The workshops were too generic and lacked a practical component; more online engagement and

assessment training is needed, and schedule conflicts and lack of time affect faculty participation in professional development instances. The fifth theme was lack of institutional leadership and structure, with faculty describing an unclear systematic vision, confusion with the training provider, and mistrust of institutional procedures. Finally, the last theme was the pandemic effect.

**Slide 8: Results/SWOT Analysis.** Considering that online education is an economic and business endeavor, a SWOT analysis was conducted to organize and present essential factors according to the faculty's perception collected in the study. This SWOT analysis identifies faculty strengths (intrinsic positive factors), faculty weaknesses (intrinsic negative factors), institutional opportunities (external positive factors), and institutional threats (external negative factors) that affected kinesiology faculty's transition to online instruction. Department directors can use this information as a starting point for discussing online programming and resources. Online education leaders will benefit from knowing about different administration views and a better-informed environmental context of online education. Decision-making leaders will obtain a good overview of significant issues to consider when strategic planning online education. Finally, recommendations will be provided for further discussion and evaluation.

**Slide 9-10: Strengths.** Two factors were identified in the “Strength” component of the SWOT analysis: faculty value the learning/ teaching process and teaching online makes them better educators in general. Faculty are more likely to value initiatives that they can actively apply to develop their classroom, promote personal and professional growth, networking opportunities, and topics relevant to their needs. Therefore, administrators should feed faculty motivation and commitment by listening to their needs, recognizing their efforts, success, and

value, providing institutional support that enhances their teaching skills, promoting collaborations opportunities where faculty can share knowledge and concerns.

**Slides 11-12: Weaknesses.** Three factors were identified in the “Weakness” component: inexperience teaching online; face-to-face framework to design and teach online; online is more work. The faculty was inexperienced and lacked technological/ pedagogical skills yet depended on synchronic sessions that lacked engagement and community. With the majority of faculty being full-time/part-time contracts, administrators could consider establishing an introductory or entrance training for all new faculty to provide essential knowledge, framework, methodologies, and technologies for online teaching. This initial professional development activity should include practice with the leading technologies the institution promotes for online education. The introductory training should follow a format that represents the online teaching structure and methodology that the institution desires to promote and implement. This first professional development initiative should direct faculty's mindset towards online education endeavors through the institution's mission, vision, and strategic plan. Following that introduction to online education, faculty need field-specific technical training and practice for online implementation.

**Slide 13-14: Opportunities.** Three factors were identified in the “Opportunities”: access to education, hybrid for kinesiology courses, and a paradigm change. As pandemic challenges are investigated and transformed into opportunities by institutions, online and hybrid models will be more common, including in the Caribbean context. Faculty recognizes the possibility of globalization facilitated by online education, agree that some kinesiology courses could be taught effectively in a hybrid format, and some describe a paradigm change due to pandemic. The department could consider establishing a transparent process (including faculty members) to evaluate, select and design courses in a hybrid model. They should also consider and plan



according to the context in which resources are not readily accessible for everyone. Since globalization requires digital infrastructure, support systems, and technology partnerships before implementing an online format, hybrid models represent an opportunity to immerse in virtual learning with a less scalable need of resources.

**Slides 15-19: Threats.** Seven factors were identified in the “threat” component: time and schedule conflicts; lack of policies; bureaucracy affects access to resources; the need for the technological and human resources; the need for appropriate professional development; lack of institutional leadership and structure; and lack of internet and infrastructure. Since it is a general perception that online education requires more effort, administrators should consider providing continuous institutional support to help faculty throughout the process of online teaching, especially for inexperienced faculty who are designing and developing content for the first time. More opportunities for asynchronous sessions should be available so that faculty can work during their preferred time. In addition, administrators should create and redesign policies that could limit the workload (release time) and a compensation or stipends structure for faculty designing and developing online courses. More importantly, policies that direct the online course design, creation, and teaching process should be explicit, accessible, and frequently communicated to reduce barriers and promote faculty “buy-in.” Communication of policies could come in institutional emails, direct contact from online institutional leaders, forums, and discussions in departmental meetings.

Administrators should allocate funds for online education research to examine how bureaucracy affects the accessibility of resources destined for online purposes. In the short term, administrators could establish a separate channel for requesting resources according to their

nature or assign a leader in each department in charge for collecting and channeling these requests with agility and continuity.

While observing budget limitations, institutions can benefit from offering a diverse range of faculty development programs to fit faculty and discipline needs. The variety of formats includes workshops, discussion panels, meetings (synchronous/asynchronous, face-to-face, one-time, and recurring) focusing on disciplinary content, theoretical approaches, and institutional expectations, planning, mission, and vision. Administrators should also consider providing training at all levels (individual, departmental, curricular, and institutional).

Administrators need to understand that funding for the acquisition of online education resources and infrastructure is crucial and that funding impacts other areas, including human resources and communications management. Administrators should consider allocating funds to hire instructional designers to help faculty integrate technology with adequate teaching strategies for their disciplines. Other forms of collaboration include a support system including mentoring for new faculty or partnerships between faculty members.

Online education's quality and geographic reach depend on its technologies, internet, and power; However, digital and power infrastructure requires systematic planning and government consensus, which complicates the endeavor and requires long-term and collaborative initiatives with the government. Administrators should focus on creative ways to allocate funds destined to diminish the disparities in students' access to technological resources.

Finally, transitioning to online delivery necessitates considerable organizational structure and cultural changes, which depend on comprehensive training, trusting relationships, and practical, respectful communication. It is in the sum of the institutional efforts to clarify processes and procedures, effectively design and communicate policies, attend individual,

discipline, and curriculum issues, timely distribute needed resources, provide a variety of professional development opportunities that the organizational and leadership changes will be achieved.

**Slide 20: Conclusion.** The present study's findings highlighted that faculty need solid and ongoing institutional support to teach online. Institutional support may come in technological/ human resources and professional development, while policies and procedures facilitate them. Ideally, these policies reflect the institutions' vision and mission about online education. Even though the results from this study reveal that online education represents some opportunities for kinesiology institutions in the Caribbean, important challenges related to faculty and institutional support need administrators' attention. The factors presented here are only part of the environmental context within online education in kinesiology departments of the Caribbean. Therefore, these factors are subject to discussion for significance, probability, and impact and consider other environmental contexts of online education. Considering that the Caribbean region faces many economic challenges that can affect accessible higher education (Brown & Shen (2016), and budget restraints, the kinesiology department directors have the challenge to find low-cost and easy-to-implement solutions. Therefore, the recommendations presented here need further evaluation for selection according to technological and human resources availability.

### CHAPTER III: ACTION PLAN

The action plan includes several dissemination steps. I will begin by disseminating the results within the teaching community of the Caribbean institution department itself, branching out to other higher learning institution settings on the island, then moving to disseminate the results in other Pan American countries. The action plan also includes integrating results in the department's online courses' transformation and creation process, either for the emergency management due to the COVID-19 pandemic or for developing new online curricula in kinesiology.

After presentation and dissertation committee approval, the first task will be to share the study findings with the participants and departmental leaders. The dissemination piece includes a presentation about the study results in a SWOT analysis of kinesiology faculty transitioning to online education. Participants will also be invited to discuss the study findings and the factors identified in the SWOT analysis. The purposes of the open forum are the discussion the factors' significance, probability, and impact within the department, evaluate recommendations, and propose solutions to issues identified in the study. By sharing and discussing the study results, faculty and administrators of the kinesiology department will obtain valuable information for online strategic planning, resource evaluation and acquisition, and training design. The goal is to develop a feasible list of options or solutions to temporarily manage issues affecting the online transitioning process during the pandemic and provide a base for future planning.

The next step includes coordinating a meeting with the units leading online education to present the study findings and the revised factors and recommendations resulting from the kinesiology departmental meeting. For example, a unit supports developing academic programs, short courses, and professional certifications in the online modality. In addition, they can

collaborate with faculty with instructional design, graphic design, virtual learning objects, and the assembly of courses on the educational platform. Other units focus on academic and professional development for teaching staff, teaching staff in administrative positions, students, and non-teaching staff. The results from this study represent essential and valid information to consider when creating helping strategies and professional development for faculty and students in the online teaching and learning process. The goal is to develop a collaborative relationship to contribute to informed decisions regarding the kinesiology department's design, implementation, and professional development needs of online education. I also expected to establish a basis for future research collaborations between the units and the researcher.

The next step includes presenting study findings and revised presentation of factors to decision-making administrators in charge of online education resources and policy creation. This presentation will consist of information from the discussion with previous stakeholders to provide a complete environmental context for online education in the kinesiology department. The purpose is to discuss how policies can facilitate the acquisition of resources, and the recommendations presented.

A final step includes disseminating the study and findings outside the institution and all faculty and administrators in kinesiology in Puerto Rico. The study will be submitted for presentation at the Pan-American Convention on Sport and Physical Activity. This convention is held yearly in San Juan, Puerto Rico. Its mission is to promote an educational culture where the sports community have a space to acquire and share the knowledge that allows a formative growth of all professionals in the field of sport and physical activity to create, refine and develop appropriate contexts for children, teenagers, adults, and the elderly. This forum represents a valuable forum to share the research findings with the kinesiology community on the island,

North America, Central America, South America, and the Caribbean. In its first edition (2018), the researcher presented a workshop titled: "Group Fitness Principles." In its second edition (2019), the researcher presented the topic: "Integrating Evidence-Based Practice (EBP) in Exercise Science." The goal is to use this broad forum to disseminate the study results and open dialogue spaces to discuss concerns and possible solutions in online education with professionals within the field.

The dissemination of the dissertation study will also include the publication in a peer-reviewed journal. There are many respectable and recognized journals where this research study could be a good fit. Some are the Online Learning Journal, the Online Learning Consortium (OLC); the Online Journal of Distance Learning Administration; and the Journal of College Teaching and Learning.

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## APPENDIX A: THE INTERVIEW REFINEMENT PROTOCOL (IRP) FRAMEWORK

Phase	Description	
1. Ensuring interview questions align with research questions	Focused on creating an interview protocol matrix to map the interview questions against the research questions.	
2. Constructing an inquiry-based conversation	Focused on constructing an interview protocol that balances inquiry with conversation.	
3. Receiving feedback on the interview protocol	Focused on obtaining feedback on interview protocol through a close reading of the interview process and vetting the protocol using a think-aloud activity. Also, feedback was collected from other volunteers (with similar characteristics to participants). This feedback was used to elucidate whether questions were clear, whether interviewees believe they have relevant answers, and whether aspects of questions are vague or confusing (Fowler, 1995; Hurst et al., 2015; Willis, 1999, 2004).	
4. Piloting the interview protocol	A pilot was conducted during Summer 2020 with volunteers with similar characteristics to participants. Four individual interviews and a focus group were conducted in real conditions to validate questions and duration of the interview process.	

## APPENDIX B: SIX PHASES OF THEMATIC ANALYSIS

Phase	Description
Familiarization with data	The researcher immerses, and becomes intimately familiar with the data, reading, re-reading, listening to audio-recorded data and noting any initial analytic observations.
Coding data	This phase involves generating pithy labels for essential features of the data of relevance to the (broad) research question guiding the analysis. The researcher will code every data item and end this phase by collating all the codes and relevant data extracts.
Searching for themes	The researcher will embark on an active process of identifying themes in data, in a similar way that codes were identified. The researcher will construct themes and will end up the phase by collating all the coded data relevant to each theme.
Reviewing themes	The researcher will check that the themes "work" concerning both the coded extracts and the full dataset. The researcher should reflect on whether the themes tell a convincing and compelling story about the data, and begin to define the nature of each theme, and the relationship between the themes.
Defining and naming themes	The researcher will conduct and write a detailed analysis of each theme, identifying the essence of each theme and constructing a short, punchy, and informative name for each theme.
Writing - up	The researcher will weave together the analytic narrative and data extracts to tell the reader a coherent and persuasive story about the data and contextualize it with existing literature.
Adapted from: Victoria Clarke & Virginia Braun (2017) Thematic analysis, <i>The Journal of Positive Psychology</i> , 12:3, 297-298.	

## APPENDIX C: INFORMED CONSENT

**Universidad de Carolina del Norte, Greensboro**

**Escuela de Salud y Ciencias Humanas**

**Departamento de Kinesiología**

“Percepciones de la facultad de kinesiología sobre la educación en línea: un estudio cualitativo”

Investigador principal: Mairym Villalobos Solís, M. Ex. Sc.

Director de disertación: Dr. Pam Brown

### **¿De qué se trata este estudio?**

Mi nombre es Mairym Villalobos Solís, estudiante graduada del programa doctoral en el programa de Kinesiología (Ed. D.) de la Universidad de Carolina del Norte en Greensboro. Le invito a participar en este estudio de investigación como parte de los requisitos para obtener mi título doctoral. El propósito del estudio es recopilar y analizar las experiencias, opiniones, inquietudes, necesidades, valores y expectativas de la facultad docente de kinesiología con respecto a la educación en línea, las políticas y procedimientos, los recursos y el desarrollo profesional para la educación en línea en el contexto de la Universidad de Puerto Rico en Río Piedras (UPRRP). La muestra de estudio se basa en la facultad del Departamento de Educación Física y Recreación de la Universidad de Puerto Rico en Río Piedras ya que el propósito de la investigación es estudiar y analizar las percepciones de la facultad de kinesiología con relación a la educación en línea. Se espera obtener una muestra completa (toda la facultad por contrato y con cátedra) para recoger todas las voces del departamento (entre 18-20 participantes). Su participación en este estudio de investigación tomará aproximadamente cuatro horas de su tiempo. Las cuatro horas se dividirán entre un cuestionario de información de trasfondo (30 minutos aproximadamente), una entrevista individual (90 minutos aproximadamente), un grupo focal (90 minutos aproximadamente) y la revisión de las transcripciones (30 minutos aproximadamente). Tanto la entrevista individual como el grupo focal serán grabados en formato de audio y video. El uso de las grabaciones se limitará a poder realizar las transcripciones para el análisis de datos. Cada participante recibirá la transcripción de su entrevista para su verificación. Se enviará un correo electrónico de recordatorio al cabo de una semana de haber enviado las transcripciones. Se ofrecerán dos semanas máximo para que el participante responda con su revisión y comentarios. De no recibir una respuesta en el periodo de dos semanas, las transcripciones pasarán a la fase de análisis. Se le notificará al participante que la transcripción pasará a análisis, pero que pueden enviar sus comentarios antes de que la fase de análisis culmine.



Su participación en este estudio de investigación es totalmente voluntaria. Su consentimiento para participar en la entrevista y el grupo focal serán grabados al inicio de cada sesión

*My name is Mairym Villalobos Solís, a graduate student of the doctoral program in the Kinesiology program (Ed. D.) at the University of North Carolina at Greensboro. I invite you to participate in this research study as part of the requirements to obtain my doctoral degree. The purpose of the study is to collect and analyze the experiences, opinions, concerns, needs, values, and expectations of the kinesiology teaching faculty regarding online education, policies and procedures, resources, and professional development for online education. in the context of the University of Puerto Rico at Río Piedras (UPRRP). The study sample is based on the faculty of the Department of Physical Education and Recreation of the University of Puerto Rico at Río Piedras since the purpose of the research is to study and analyze the perceptions of the kinesiology faculty in relation to online education. It is expected to obtain a complete sample (all the faculty by contract and with chair) to collect all the voices of the department (between 18-20 participants). Your participation in this research study will take approximately four hours of your time. The four hours will be divided between a background information questionnaire (approximately 30 minutes), an individual interview (approximately 90 minutes), a focus group (approximately 90 minutes, and a review of the transcripts (approximately 30 minutes). as the focus group will be recorded in audio and video format. The use of the recordings will be limited to being able to make the transcripts for data analysis. Each participant will receive the transcript of their interview for verification. A reminder email will be sent within one week of sending the transcripts. A maximum of two weeks will be offered for the participant to respond with their review and comments. If a response is not received within the two-week period, the transcripts will go to the analysis phase. will notify the participant that the transcript will go to analysis, but that they can send their comments before the analysis is completed.*

*Your participation in this research study is completely voluntary. Your consent to participate in the interview and the focus group will be recorded at the beginning of each session.*

### **¿Cómo me afectará negativamente?**

Su participación en este estudio supondrá riesgos negativos o incomodidades mínimas. Para poder participar del estudio necesitará algún aparato electrónico (computadora, tableta o teléfono inteligente), un correo electrónico, descargar la aplicación ZOOM (libre de costo) e internet (podría haber cargos adicionales por el consumo de datos móviles o conexión de internet). Aparte de los riesgos mencionados y del tiempo que pasará en este proyecto, no hay riesgos adicionales conocidos o previsibles involucrados en este estudio.

*Your participation in this study will pose minimal negative risks or minimal discomfort. In order to participate in the study, you will need an electronic device (computer, tablet or smartphone), an email, download the ZOOM application (free of charge) and internet (there may be additional charges for the consumption of mobile data or internet connection). Apart from the risks mentioned and the time you will spend on this project, there are no additional known or foreseeable risks involved in this study.*

### **¿Cómo termino mi participación en este estudio?**

La participación en la investigación no conlleva beneficios directos al participante. Usted y la administración de la UPRRP pueden beneficiarse del estudio de las percepciones sobre la educación en línea de la facultad de kinesiología, ya que las mismas podrían usarse para informar el proceso de creación de políticas y procedimientos, diseño de capacitación y selección de recursos que faciliten la integración de estrategias de enseñanza en el proceso de instrucción en línea. Con información de las percepciones de la facultad, el personal administrativo a cargo del desarrollo de la educación en línea podría tomar decisiones más precisas sobre cómo utilizar los fondos para recursos tecnológicos y capacitación que satisfagan las necesidades de la facultad del departamento de kinesiología

Usted tendrá la oportunidad de discutir con otros colegas sobre asuntos que afectan el desarrollo de la educación en línea en su departamento e institución. También podrá compartir sus posibles ideas para mejorar el proceso de educación en línea tanto para los docentes como usted, y para los estudiantes.

Informar el proceso institucional para la educación en línea con las percepciones de la facultad sobre las políticas, los recursos y el desarrollo profesional podría resultar en mejores mecanismos, preparación y estrategias que pueden motivar al grupo de docentes de kinesiología a crear cursos en línea. El sistema UPR también podría estar en una mejor posición para expandir su oferta educativa y gestionar la crisis junto con otras posibles emergencias

*Participation in the research does not bring direct benefits to the participant. You and the UPRRP administration can benefit from studying the online education perceptions of the kinesiology faculty, as these could be used to inform the process of creating policies and procedures, designing training, and selecting resources that facilitate the integration of teaching strategies into the online instructional process. With input from the faculty insights, the administrative staff in charge of the development of online education could make more precise decisions on how to use the funds for technology resources and training that meet the needs of the faculty of the kinesiology department.*

*You will have the opportunity to discuss with other colleagues about issues that affect the development of online education in your department and institution. You will also be able to share your possible ideas to improve the online education process for teachers like you, and for students.*

*Informing the institutional process for online education with faculty perceptions of policies, resources, and professional development could result in better mechanisms, preparation, and strategies that can motivate the group of kinesiology teachers to create online courses. The UPR system could also be in a better position to expand its educational offerings and manage the crisis along with other possible emergencies.*

**¿Me pagarán por participar?**

No se proporcionará compensación por participar en el estudio.

*No compensation will be provided for participating in the study.*

### **¿Cómo se protegerá mi confidencialidad?**

Se tomarán todas las medidas posibles para asegurar que su información se mantenga confidencial. La información de contacto para la coordinación de las entrevistas individuales será solicitada en un formulario aparte que los participantes podrán acceder una vez completen el cuestionario virtual de trasfondo. Toda la información obtenida en este estudio es estrictamente confidencial a menos que la ley exija la divulgación. Para entrevistas individuales y grupos focales, se utilizará la aplicación de Zoom institucional de la Universidad de Carolina del Norte en Greensboro (UNCG). La misma ofrece protección mediante cifrado de vídeo, audio y uso compartido de pantalla de la sesión. El acceso y contenido de cada sesión estará protegido con el estándar de cifrado avanzado (AES) 256 mediante una clave de uso y acceso único. A través de la configuración de la aplicación, el investigador principal controlará quién se une a la reunión virtual y será notificado si un intruso intenta unirse. La cuenta de Google Suite también utilizará la autenticación de dos factores que requerirá una capa adicional de verificación de identidad a través de un mensaje de texto. Toda la documentación de los participantes (consentimiento informado e información básica) y los datos de la entrevista (grabaciones y transcripciones) se guardarán en la nube Google Drive, que también forma parte de la cuenta institucional de Google Suite de UNCG. Se guardará una copia de seguridad adicional de los datos en una unidad externa que se mantendrá bloqueada en la oficina del investigador principal. Las iniciales de los participantes serán sustituidas con un número de identificación y se utilizarán seudónimos durante la sección de análisis y discusión para proteger todas las identidades de los participantes por un número único. La información de la institución será sustituida con la descripción: *“institución de educación superior en el caribe”*. Las grabaciones de las entrevistas individuales y los grupos focales serán destruidas una vez culmine el proceso de transcripción. Toda la documentación se borrará de la nube y del disco externo cinco años después de completado el estudio. El investigador principal y el director de la disertación serán las únicas personas con acceso a las grabaciones y los datos de la entrevista. A pesar de que el investigador principal limitará el acceso a la grabación como se describe en esta sección, y de que hemos tomado todas las medidas posibles para proteger la data, hay situaciones fuera del control del investigador que podrían poner la data en riesgo y los participantes podrían ser identificados indirectamente por sus características y al ser parte de una facultad específica. Debido a que la data será compartida entre los/as participantes, no se puede garantizar que la información compartida en el grupo no sea revelada por los participantes. Se exhortará a todos los participantes a mantener la confidencialidad de la información y a no grabar la sesión.

A pesar de todos los esfuerzos descritos, no se puede garantizar la confidencialidad absoluta de los datos proporcionados a través de Internet debido a las protecciones limitadas a su acceso. Asegúrese de cerrar su navegador cuando haya terminado el cuestionario de información de trasfondo para que nadie pueda ver lo que ha estado haciendo. Debido a que su voz será potencialmente identificable por cualquiera que escuche la grabación, no se puede garantizar su confidencialidad. El investigador principal limitará el acceso a la grabación como se describe en esta sección. La data de las grabaciones será almacenada a través de las cuentas institucionales de la Universidad de Carolina del Norte en Greensboro para disminuir el riesgo de que la información contenida en las grabaciones sea infiltrada a personas de la institución UPRRP.

La información que comparta electrónicamente en el dispositivo (computadora, celular u otro) o plataforma que utilice puede ser intervenida o revisada por terceras personas. Estas

personas pueden tener acceso legítimo o ilegítimo al dispositivo y a su contenido como un familiar, patrono, hackers, intrusos o piratas informáticos, etc. Además, en el dispositivo que utilice puede quedar registro de la información que acceda o envíe electrónicamente.

**OFICIALES DEL RECINTO DE RÍO PIEDRAS DE LA UNIVERSIDAD DE PUERTO RICO O DE AGENCIAS FEDERALES RESPONSABLES DE VELAR POR LA INTEGRIDAD EN LA INVESTIGACIÓN PODRÍAN REQUERIR AL INVESTIGADOR LOS DATOS OBTENIDOS EN ESTE ESTUDIO, INCLUYENDO ESTE DOCUMENTO.**

Every possible step will be taken to ensure that your information is kept confidential. The contact information for the coordination of the individual interviews will be requested in a separate form that the participants will be able to access once they complete the virtual background questionnaire. All information obtained in this study is strictly confidential unless disclosure is required by law. For individual interviews and focus groups, the Institutional Zoom application of the University of North Carolina at Greensboro (UNCG) will be used. It offers protection through encryption of video, audio and screen sharing of the session. The access and content of each session will be protected with the advanced encryption standard (AES) 256 by means of a unique access and use key. Through the application settings, the principal investigator will control who joins the virtual meeting and will be notified if an intruder attempts to join. The Google Suite account will also use two-factor authentication which will require an additional layer of identity verification via text message. All participant documentation (informed consent and basic information) and interview data (recordings and transcripts) will be stored in the Google Drive cloud, which is also part of UNCG's institutional Google Suite account. An additional backup of the data will be kept on an external drive which will be kept locked in the principal investigator's office. The initials of the participants will be replaced with an identification number and pseudonyms will be used during the analysis and discussion section to protect all the identities of the participants by a unique number. The information of the institution will be replaced with the description: "institution of higher education in the Caribbean." Recordings of individual interviews and focus groups will be destroyed once the transcription process is complete. All documentation will be erased from the cloud and external drive five years after the study is completed. The principal investigator and the dissertation leader will be the only people with access to the interview data and recordings. Although the principal investigator will limit access to the recording as described in this section, and we have taken all possible measures to protect the data, there are situations beyond the investigator's control that could put the data at risk and Participants could be indirectly identified by their characteristics and by being part of a specific faculty. Since the data will be shared between the participants, it cannot be guaranteed that the information shared in the group will not be revealed by the participants. All participants will be encouraged to keep the information confidential and not to record the session.

Despite all the efforts outlined, the absolute confidentiality of data provided over the Internet cannot be guaranteed due to limited access protections. Make sure to close your browser when you have finished the background information questionnaire so that no one can see what you have been doing. Because your voice will be potentially identifiable by anyone listening to

the recording, its confidentiality cannot be guaranteed. The principal investigator will limit access to the recording as described in this section. The data of the recordings will be stored through the institutional accounts of the University of North Carolina at Greensboro to reduce the risk that the information contained in the recordings will be infiltrated to people of the UPRRP institution.

The information that you share electronically on the device (computer, cell phone or other) or platform you use may be intervened or reviewed by third parties. These people may have legitimate or illegitimate access to the device and its content as a family member, employer, hackers, intruders, or hackers, etc. In addition, the device you use may record the information you access or send electronically.

OFFICIALS OF THE RÍO PIEDRAS CAMPUS OF THE UNIVERSITY OF PUERTO RICO OR OF FEDERAL AGENCIES RESPONSIBLE FOR ENSURING INTEGRITY IN THE INVESTIGATION MAY REQUIRE THE DATA OBTAINED IN THIS STUDY FROM THE INVESTIGATOR, INCLUDING THIS DOCUMENT.

### **¿Qué sucede si no quiero participar en este estudio?**

Aunque deseamos recoger las percepciones de toda la facultad del departamento de kinesiología, usted no está obligado a participar en este estudio. El mismo es voluntario y depende de usted decidir participar. Su decisión de participar o no participar no afectará su carga académica, contrato, catedra o rango. Si acepta participar, sepa que en cualquier momento puede decidir cancelar su participación sin penalización. Para finalizar su participación del cuestionario virtual, solo tiene que cerrar la pantalla antes de culminar el cuestionario. Para finalizar su participación durante la entrevista o grupo focal, solo tiene que notificarlo al investigador principal que estará presente en el proceso.

*Although we wish to collect the perceptions of the entire faculty of the kinesiology department, you are not required to participate in this study. It is voluntary and it is up to you to decide to participate. Your decision to participate or not participate will not affect your academic load, contract, chair, or rank. If you agree to participate, know that at any time you can decide to cancel your participation without penalty. To end your participation in the virtual questionnaire, you just must close the screen before completing the questionnaire. To finalize your participation during the interview or focus group, you only must notify the main researcher who will be present in the process.*

### **¿A quién contacto para contestar preguntas?**

Para preguntas sobre el estudio, puede comunicarse con Mairym Villalobos Solís (Investigadora principal) en el teléfono móvil 787-429-4072 o enviar un correo electrónico a [m\\_villal@uncg.edu](mailto:m_villal@uncg.edu) o a la Dra. Pam Brown (directora del programa) a su correo electrónico [plkoshher@uncg.edu](mailto:plkoshher@uncg.edu).

Si le preocupa cómo lo han tratado en este estudio, llame al Director de Integridad de la Oficina de Investigación al 1-855-251-2351. De tener alguna pregunta sobre sus derechos como participante o reclamación o queja relacionada con su participación en este estudio puede

comunicarse con la Oficial de Cumplimiento del Recinto de Río Piedras de la Universidad de Puerto Rico, al teléfono 764-0000, extensión 86773 o a [cipshi.degi@upr.edu](mailto:cipshi.degi@upr.edu).

Si accede a participar en el estudio, por favor presione el enlace a continuación para acceder la Encuesta de Información de Trasfondo. Usted tiene derecho a recibir copia de este consentimiento informado. Le exhortamos a grabar o imprimir el documento para sus archivos.

**Oprima este enlace para acceder el cuestionario de información de trasfondo:**

*For questions about the study, you can contact Mairym Villalobos Solís (Principal Investigator) on mobile phone 787-429-4072 or send an email to [m\\_villal@uncg.edu](mailto:m_villal@uncg.edu) or Dr. Pam Brown (Faculty Advisor) at her email [plkocher@uncg.edu](mailto:plkocher@uncg.edu).*

*If you are concerned about how you have been treated in this study, please call the Director of Integrity in the Office of Research at 1-855-251-2351.*

*If you have any questions about your rights as a participant or claim or complaint related to your participation in this study, you can contact the Compliance Officer of the Río Piedras Campus of the University of Puerto Rico, at telephone 764-0000, extension 86773 or [cipshi.degi@upr.edu](mailto:cipshi.degi@upr.edu).*

*If you agree to participate in the study, please click the link below to access the Background Information Survey. You have the right to receive a copy of this informed consent. We encourage you to save or print the document for your records.*

*Click this link to access the background information questionnaire:*

*Enlace para acceder Qualtrics: [https://uncg.qualtrics.com/jfe/form/SV\\_eG1nl1uIdKdEPJz](https://uncg.qualtrics.com/jfe/form/SV_eG1nl1uIdKdEPJz)*

*Formulario en Google Form: <https://forms.gle/ThF3kA4xH5trw8Fh8>*

## APPENDIX D: INITIAL EMAIL SCRIPT

Estimado docente del Departamento de Educación Física y Recreación:

Usted ha sido invitado a participar en este estudio sobre las percepciones de la facultad de kinesiólogía en cuanto a la educación en línea. Esta investigación es realizada por Mairym Villalobos Solís, estudiante doctoral de la Universidad de Carolina del Norte en Greensboro.

A medida que aumenta la demanda de cursos en línea en las instituciones de educación superior en Puerto Rico, la facultad de kinesiólogía necesita adquirir una variedad de competencias y habilidades de enseñanza para lograr una enseñanza en línea de calidad y exitosa. La forma en que los docentes perciben la educación en línea influye en las opiniones y juicios del proceso de instrucción en línea. El propósito de este estudio es recopilar y analizar las experiencias, opiniones, inquietudes, necesidades y expectativas de la facultad de kinesiólogía con respecto a la educación, las políticas, los recursos y el desarrollo profesional en línea en el contexto de la Universidad de Puerto Rico en Río Piedras (UPRRP). El estudio utiliza un enfoque cualitativo que incluye encuestas (aproximadamente 30 minutos), entrevistas individuales (aproximadamente 90 minutos) y grupos focales (aproximadamente 90 minutos) para recopilar información sobre las percepciones de la facultad de kinesiólogía de la UPRRP. Los datos recopilados se utilizarán para informar el proceso de educación en línea y la toma de decisiones institucionales. Los resultados serán presentados a los diversos organismos institucionales involucrados en el proceso de educación en línea. Con esta acción proactiva se pretende adquirir recursos y capacitación que supla las necesidades de la facultad del departamento, desarrollar una cultura de educación en línea positiva y promover el crecimiento de la educación en línea en la institución.

Deseamos conocer sobre cómo la facultad del Departamento de Educación Física y Recreación percibe los procesos relacionados con la educación en línea en cuanto a la política institucional, recursos institucionales y opciones de desarrollo profesional. Es muy importante capturar la voz de todos los miembros docentes del departamento. Le invitamos a leer la Hoja de Información del Proyecto para que conozca más sobre el mismo. En la hoja encontrará toda la información para comenzar su participación en el estudio. Por favor, acceda al enlace para obtener la Hoja de Consentimiento Informado (añadir enlace).

Para aclarar cualquier otra duda o pregunta adicional puede contactar a Mairym Villalobos Solís al 787-429-4072 o a los siguientes correos electrónicos:

[mairym.villalobos@upr.edu](mailto:mairym.villalobos@upr.edu) / [m\\_villal@uncg.edu](mailto:m_villal@uncg.edu) .

Muchas gracias,

*Mairym Villalobos Solís, M. Ex. Sc., Ed. D. Candidate*

*Universidad de Carolina del Norte, Greensboro*

*Departamento de Kinesiología*

***English Version:***

*Dear faculty of the Department of Physical Education and Recreation:*

*You have been invited to participate in this study on the perceptions of the kinesiology faculty regarding online education. This research is conducted by Mairym Villalobos Solís, a doctoral student at the University of North Carolina at Greensboro.*



*As the demand for online courses increases in higher education institutions in Puerto Rico, the kinesiology faculty needs to acquire a variety of teaching competencies and skills to achieve quality and successful online teaching. How teachers view online education influences the opinions and judgments of the online instruction process. The purpose of this study is to collect and analyze the experiences, opinions, concerns, needs, and expectations of the kinesiology faculty regarding education, policies, resources, and online professional development in the context of the University of Puerto Rico in Río Piedras (UPRRP). The study uses a qualitative approach that includes surveys (approximately 30 minutes), interviews (approximately 90 minutes), and focus groups (approximately 90 minutes) to collect information on the perceptions of the UPRRP's kinesiology faculty. The collected data will be used to inform the online education process and institutional decision making. The results will be presented to the various institutional bodies involved in the online education process. This proactive action aims to acquire resources and training that meets the needs of the department's faculty, develop a positive online education culture, and promote the growth of online education at the institution.*

*We want to know about how the faculty of the Department of Physical Education and Recreation perceives the processes related to online education regarding institutional policy, institutional resources, and professional development options. It is very important to capture the voice of all faculty members in the department. We invite you to read the Project Information Sheet to learn more about it. On the sheet, you will find all the information to start your participation in the study. Please access the link to obtain the Informed Consent Sheet (add link).*

*To clarify any other doubt or additional question, you can contact Mairym Villalobos Solís at 787-429-4072 or the following emails: mairym.villalobos@upr.edu / m\_villal@uncg.edu.*

*Thank you,*

*Mairym Villalobos Solís, M. Ex. Sc., Ed. D. Candidate*

## APPENDIX E: BACKGROUND INFORMATION QUESTIONNAIRE

**University of North Carolina, Greensboro  
School of Health and Human Sciences  
Kinesiology Department**

**“Faculty Perception of Online Education in Kinesiology Field: A Qualitative Study”**

**Hoja de Información de Trasfondo**

**(Background Information) - (Script for the online survey)**

**Block 1:**

Saludos,

Gracias por acceder a participar de este cuestionario de información de trasfondo para el estudio "Percepciones de la facultad de kinesiología sobre la educación en línea: un estudio cualitativo." Contestar el cuestionario le tomará alrededor de 30 minutos. Conteste las preguntas a su mejor entendimiento. Si no desea contestar alguna pregunta, solo tiene que oprimir la flecha en la esquina inferior derecha. De esta manera continuará la siguiente pregunta. Si desea volver a una pregunta previa, oprima la flecha en la esquina inferior izquierda. Si desea terminar el cuestionario, solo tiene que cerrar la aplicación.

*(Greetings, thank you for agreeing to participate in this background information questionnaire for the study "Perceptions of the kinesiology faculty on online education: a qualitative study." Answering the questionnaire will take you about 30 minutes. Answer the questions to the best of your understanding. If you don't want to answer a question, just click the arrow in the lower right corner. This way you will continue to the next question. If you want to go back to a previous question, press the arrow in the lower left corner. If you want to finish the questionnaire, you just must close the application.)*

**Block 2:**

Iniciales (Initials)
Edad (Age);
Género (Gender): Femenino (Female) Masculino (Male);
Pueblo (Town);
Años como facultad en UPRRP (Number of years as faculty);
Nombramiento (Appointment): Probatorio (Tenure Track) Instructor Catedrático Auxiliar (Assistant) Catedrático Asociado (Associate) Catedrático (Professor) Contrato (Contract) Carga Completa (Full-time) Carga Parcial (Part-time)

Por favor, seleccione los entrenamientos institucionales para el desarrollo de cursos en línea que ha tomado *(Please select the institutional trainings for the development of online courses that you have taken):*

\_\_\_\_ Construcción de Ambientes Virtuales de Aprendizaje - Centro de Excelencia Académica (*Construction of Virtual Learning Environments - Center of Academic Excellence*)

\_\_\_\_ Educador virtual y creación de cursos en línea - División de Educación Continua y Estudios Profesionales (*Virtual educator and creation of online courses - Division of Continuing Education and Professional Studies*)

Por favor, mencione cualquier otro adiestramiento, taller o certificación relacionada a la educación en línea que haya tomado en o fuera de la institución (*Please mention any other training, workshop or certification related to online education that you have taken in or outside the institution*):

### **Block 3:**

En la próxima sección se preguntará sobre los cursos que ha ofrecido en el Departamento de Educación Física y Recreación de la Universidad de Puerto Rico en el Recinto de Río Piedras UPRRP. Primero se presentará un grupo de cursos para que marque los que ha enseñado en algún momento en cualquier modalidad. Luego se preguntará sobre los cursos que marcó, para que especifique cuántas veces los ha enseñado en las modalidades presencial, híbrido o en línea. Si no ha enseñado ninguno de los cursos que aparecen en el grupo, marque "Ninguno de los anteriores" y pase a la siguiente pregunta. Recuerde que, si no desea contestar una pregunta, puede oprimir la flecha en la esquina inferior derecha y pasar a la siguiente pregunta.

*(In the next section, you will be asked about the courses he has offered at the Department of Physical Education and Recreation of the University of Puerto Rico at the Río Piedras UPRRP Campus. First a group of courses will be presented for you to check off those you have taught at some point in any modality. Then you will be asked about the courses you marked, so that you specify how many times you have taught them in the face-to-face, hybrid or online modalities. If you have not taught any of the courses listed in the group, check "None of the above" and go to the next question. Remember that if you do not want to answer a question, you can press the arrow in the lower right corner and go to the next question.)*

### **Group 1-12**

Queremos saber sobre los cursos que ha ofrecido y en cuáles modalidades. A continuación, se incluye un grupo de cursos ofrecidos en el Departamento de Educación Física y Recreación de la UPRRP. Para cada grupo de curso, primero marque los cursos que ha enseñado anteriormente en cualquier modalidad.

*(We want to know about the courses you have offered and in which modalities. Below is a group of courses offered at the UPRRP Department of Physical Education and Recreation. For each group of courses, first check off the courses you have previously taught in any modality.)*

- ☐ EDFI 3090 - Educación física para el nivel pre-scolar
- ☐ EDFI 3115 - Educación física como vehículo de enseñanza kindergarden a tercer grado
- ☐ EDFI 3125 - Educación física para grados del cuarto al sexto
- ☐ EDFI 3175 - Educación física para el niño retardado mental
- ☐ EDFI 3185 - Educación física correctiva
- ☐ EDFI 3395 - Educación física para el niño excepcional
- ☐ EDFI 3655 - Juegos para escuela elemental
- ☐ EDFI 3525 - Destrezas manuales recreativas
- ☐ EDFI 3555 - Historia y principios de educación física
- ☐ EDFI 3556 - Introducción a la aplicación de las computadoras en la educación física y recreación
- ☐ EDFI 3686 - Aprendizaje de destrezas motoras
- ☐ EDFI 5015 - Introducción a la investigación en la educación física y la recreación
- ☐ Ninguno de los anteriores

Ahora indique cuántas veces ha impartido esos cursos en cada una de las tres modalidades: Presencial - Híbrido - En línea. Si marcó "Ninguno de los anteriores" en la pregunta anterior o si no desea contestar la pregunta, oprima la flecha en la esquina inferior derecha.

**Curso presencial:** Curso en el cual 75% o más de las horas de instrucción requieren la presencia física del estudiante y el profesor en el salón de clases

**Curso híbrido:** Curso que conlleva un proceso de aprendizaje formal en el cual parte de la instrucción se imparte estando el profesor y el estudiante en lugares distintos, de manera sincrónica o asincrónica, y para el cual además de las reuniones presenciales, se utilizan las tecnologías de la información y la comunicación como mecanismos de enlace entre el profesor, el estudiante y la institución. En el curso híbrido, entre un 25 y 75% del total de horas de instrucción ocurren a distancia. En la descripción del curso debe indicarse que el curso es híbrido

**Curso en línea:** Curso que conlleva un proceso de aprendizaje formal en el cual la instrucción se imparte estando el profesor y el estudiante en lugares distintos, de manera sincrónica o asincrónica, y para el cual la tecnología de la información y la comunicación son el enlace entre el profesor, el estudiante y la institución. En el curso a distancia, más del 75% del total de horas de instrucción ocurren en forma no-presencial. En la descripción del curso debe indicarse que el curso se ofrece a distancia

*(Now indicate how many times you have taught these courses in each of the three modalities: Face-to-face - Hybrid - Online. If you checked "None of the above" in the previous question or if you do not want to answer the question, press the arrow in the lower right corner.*

*Face-to-face course: Course in which 75% or more of the instructional hours require the physical presence of the student and the teacher in the classroom*

*Hybrid course: Course that involves a formal learning process in which part of the instruction is given with the teacher and the student in different places, synchronously or asynchronously, and for which, in addition to face-to-face meetings, technologies are used of information and communication as link mechanisms between the teacher, the student and the institution. In the hybrid course, between 25 and 75% of the total hours of*

*instruction take place at a distance. The description of the course must indicate that the course is hybrid*

*Online course: Course that involves a formal learning process in which the instruction is given with the teacher and the student in different places, synchronously or asynchronously, and for which information and communication technology are the link between the professor, the student, and the institution. In the distance course, more than 75% of the total hours of instruction occur in a non-presential way. The course description must indicate that the course is offered remotely)*

	Column Options				Column Options				Column Options			
	Presencial				Híbrido				En línea			
	0 veces	1-3 veces	4-6 veces	7+ veces	0 veces	1-3 veces	4-6 veces	7+ veces	0 veces	1-3 veces	4-6 veces	7+ veces
» EDFI 3090 - Educación física para el nivel pre-scolar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» EDFI 3115 - Educación física como vehículo de enseñanza kindergarden a tercer grado	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» EDFI 3125 - Educación física para grados del cuarto al sexto	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» EDFI 3175 - Educación física para el niño retardado mental	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» EDFI 3185 - Educación física correctiva	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» EDFI 3395 - Educación física para el niño excepcional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» EDFI 3655 - Juegos para escuela elemental	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» EDFI 3525 - Destrezas manuales recreativas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» EDFI 3555 - Historia y principios de educación física	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» EDFI 3556 - Introducción a la aplicación de las computadoras en la educación física y recreación	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» EDFI 3686 - Aprendizaje de destrezas motoras	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» EDFI 5015 - Introducción a la investigación en la educación física y la recreación	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» Ninguno de los anteriores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**\*\*\*Same questions with different courses options are used through Group 1-12\*\*\***

#### **Block 4:**

En el espacio a continuación, mencione cualquier otro curso académico que haya ofrecido en modalidad a distancia (híbrido o online) en otro departamento de la UPRRP o en cualquier otra institución de educación superior. Si no desea contestar la pregunta, pase a la próxima.

*(In the space below, mention any other academic course that you have offered in a distance mode (hybrid or online) in another department of the UPRRP or in any other institution of higher education. If you don't want to answer the question, go to the next one.)*

En el espacio a continuación, puede añadir cualquier comentario que desee compartir sobre los cursos de educación superior que ha ofrecido en modalidad a distancia (híbrido / online). Si no desea contestar la pregunta, oprima la flecha en la esquina inferior derecha para pasar a la próxima pregunta.

*(In the space below, you can add any comments you want to share about the higher education courses you have offered in distance mode (hybrid / online). If you do not want to answer the question, press the arrow in the lower right corner to go to the next question.)*

#### **Block 5:**

Queremos conocer sobre su familiarización con las mejores prácticas en la educación a distancia (híbrido y online). A continuación, se presenta un listado de algunas de esas mejores prácticas. Para cada práctica indique cuán familiarizado se siente con la misma, utilizando las opciones de la escala Likert: “nada familiarizado”, “algo familiarizado”, y “muy familiarizado”. Si no

reconoce ninguna de estas prácticas, marque "Ninguno de los anteriores". Si no desea contestar la pregunta, pase a la próxima.

*(We want to know about your familiarity with the best practices in distance education (hybrid and online). Here is a list of some of those best practices. For each practice, indicate how familiar you are with it, using the Likert scale options: “not at all familiar”, “somewhat familiar”, and “very familiar”. If you do not recognize any of these practices, please check "None of the above". If you don't want to answer the question, go to the next one.)*

	Grado de familiarización		
	Nada familiarizado	Algo familiarizado	Muy familiarizado
Utilización de foros de discusión para fomentar contacto entre otros estudiantes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilización de trabajos grupales para fomentar la cooperación	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proveer un tutorial del curso	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizar las piezas de avalúo para diseñar el curso	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prueba corta del sílabo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrar un video corto de introducción en cada sección del curso	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrar un video de bienvenida al curso	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrar un video de cierre de curso	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Simplificación del sistema de notas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proveer un calendario visual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proveer un sílabo del curso	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comunicar las expectativas del curso en el sílabo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proveer diversidad de contenido (videos cortos, presentaciones PP, artículos,)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proveer diversidad de avalúos (trabajos grupales, foros de discusión, ensayos, pruebas cortas, exámenes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proveer retroalimentación de manera rápida y constante	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establecer instrucciones de entrega de trabajos específicas y claras (día, hora, modo de entrega)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establecer fechas de entrega consistentes (Publicación inicial en foros todos los Lunes/ Publicación a compañeros - todos los viernes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incluir sección con "preguntas frecuentes" para los estudiantes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ninguno de los anteriores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***Best practices in the list (English version):***

*Use of discussion forums to encourage communication among other students.*

*Use of group work to promote cooperation.*

*Provide a course tutorial*

*Use the assessment pieces as a base to design the course*

*Provide a diversity of assessments (group work, discussion forums, essays, short tests, exams)*

*Provide a course syllabus*

*Provide a visual calendar*

*Syllabus short quiz*

*Integrate a short introductory video into each section of the course*

*Integrate a welcome video to the course*

*Integrate a course ending video*

*Simplification of the grading system*

*Communicate course expectations in the syllabus*

*Provide a diversity of content (short videos, PP presentations, articles,)*

*Provide feedback quickly and consistently*

*Establishing work delivery instructions is (small and clear (day, time, mode of delivery)*

*Establish consistent delivery dates (Initial forum posting - every Monday / Peer posting - every Friday)*

*Include a section with "frequently asked questions" for students*

En el espacio a continuación, escriba cualquier comentario adicional que desee compartir sobre tu experiencia implementando las mejores prácticas en sus cursos híbridos o en línea. Si no desea contestar la pregunta, oprima la flecha en la esquina inferior derecha para pasar a la siguiente pregunta.

*(In the space below, write any additional comments you want to share about your experience implementing best practices in your hybrid or online courses. If you do not want to answer the question, press the arrow in the lower right corner to go to the next question.)*

### **Block 6:**

Queremos conocer sobre los recursos institucionales que ha utilizado para sus cursos a distancia (híbrido y online). A continuación, se presentan algunos de los recursos que ofrece la UPRRP para sus docentes. Identifique los recursos e indique cuántas veces los ha utilizado ya sea para la planificación, diseño, creación e implementación de sus cursos a distancia. Si no ha utilizado los recursos presentados, marque "Ninguno de los anteriores". Si no desea contestar la pregunta, pase a la siguiente.

*(We want to know about the institutional resources you have used for your distance courses (hybrid and online). Below are some of the resources that the UPRRP offers for its teachers. Identify the resources and indicate how many times you have used them either for the planning, design, creation, and implementation of your distance courses. If you have not used the resources presented, check "None of the above". If you do not want to answer the question, go to the next one.)*

	Uso de recursos		
	Nunca	Pocas veces	Muchas veces
Unidad de Producción Digital y Apoyo Técnico para la Enseñanza (UPDATE) - Facultad de Educación	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Centro de Recursos Educativos y Tecnológicos (CRET) - Facultad de Estudios Generales	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sistema de Bibliotecas de la Universidad de Puerto Rico, Río Piedras	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Centro para la Excelencia Académica (CEA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
División de Tecnologías Académicas y Administrativas (DTAA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
División de Educación Continua y Estudios Profesionales (DECEP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ninguna de las anteriores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***Name of resources (English version):***

*Digital Production and Technical Support for Teaching Unit (UPDATE) - Faculty of Education*

*Educational and Technological Resources Center (CRET) - Faculty of General Studies*

*Library System of the University of Puerto Rico, Río Piedras*

*Center for Academic Excellence (CEA)*

*Academic and Administrative Technologies Division (DTAA)*



*Division of Continuing Education and Professional Studies (DECEP)*

En el espacio a continuación, escriba cualquier otro recurso institucional que haya utilizado para el desarrollo de sus cursos. Si no desea contestar la pregunta, oprima la flecha en la esquina inferior derecha para pasar a la siguiente pregunta.

*(In the space below, write any other institutional resources that you have used for the development of your courses. If you do not want to answer the question, press the arrow in the lower right corner to go to the next question.)*

**Block 7**

¿Cuál considera usted es el mayor beneficio que ofrece la educación en línea? Si no desea contestar la pregunta, oprima la flecha en la esquina inferior derecha y pase a la siguiente pregunta.

*(What do you consider to be the greatest benefit of online education? If you do not want to answer the question, press the arrow in the lower right corner and go to the next question.)*

¿Cuál considera usted es el mayor obstáculo/preocupación sobre la educación en línea? Si no desea contestar la pregunta, oprima la flecha en la esquina inferior derecha y pase a la siguiente pregunta.

*(What do you consider to be the biggest obstacle/concern about online education? If you do not want to answer the question, press the arrow in the lower right corner and go to the next question.)*

¿Disfruta usted de enseñar en la modalidad de educación en línea? ¿Porqué? Si no desea contestar la pregunta, oprima la flecha en la esquina inferior derecha.

*(Do you enjoy teaching in the online mode of education? Why? If you do not want to answer the question, press the arrow in the lower right corner.)*

El cuestionario sobre información de trasfondo ha culminado. La segunda fase del proyecto incluye la participación en una entrevista individual y un grupo focal. Si desea continuar con la coordinación de las entrevistas, oprima el siguiente enlace: [Coordinación para entrevista individual y grupo focal](#). Agradezco su tiempo y participación en este estudio.

¡Mucha salud!

*(The background information questionnaire has been completed. The second phase of the project includes participation in an individual interview and a focus group. If you want to continue with the coordination of the interviews, click on the following link: Coordination for the individual interview and focus group. I appreciate your time and participation in this study.*

## APPENDIX F: FOLLOW UP EMAIL SCRIPT

Estimado docente del Departamento de Educación Física y Recreación:

Recientemente se extendió una invitación a participar del estudio llamado “Percepciones del profesorado sobre la educación en línea en el campo de la kinesiología: un estudio cualitativo”. El estudio consiste de encuestas, entrevistas y grupos focales para recoger las percepciones de la facultad de kinesiología sobre la educación en línea. Deseamos conocer sobre cómo la facultad del Departamento de Educación Física y Recreación percibe los procesos relacionados con la educación en línea en cuanto a la política institucional, recursos institucionales y opciones de desarrollo profesional.

Su participación es muy importante. El propósito es capturar la voz de todos los miembros docentes del departamento. Le invitamos nuevamente a leer la Hoja de Información del Proyecto para que conozca más sobre el mismo. En la hoja encontrará toda la información para comenzar su participación en el estudio. Por favor, acceda al enlace para obtener la Hoja de Consentimiento Informado (añadir enlace).

Para aclarar cualquier otra duda o pregunta adicional puede contactar a Mairym Villalobos Solís al 787-429-4072 o a los siguientes correos electrónicos:  
[mairym.villalobos@upr.edu](mailto:mairym.villalobos@upr.edu) / [m\\_villal@uncg.edu](mailto:m_villal@uncg.edu) .

Muchas gracias,

*Mairym Villalobos Solís, M. Ex. Sc., Ed. D. Candidate*

*Universidad de Carolina del Norte, Greensboro*

*Departamento de Kinesiología*

***English Version:***

Dear faculty of the Department of Physical Education and Recreation:

An invitation was recently extended to participate in the study called "Faculty perceptions of online education in the field of kinesiology: a qualitative study". The study consists of surveys, interviews, and focus groups to collect the perceptions of the kinesiology faculty about online education. We want to learn about how the faculty of the Department of Physical Education and Recreation perceives the processes related to online education in terms of institutional policy, institutional resources, and professional development options.

Your participation is very important. The purpose is to capture the voice of all faculty members in the department. We invite you again to read the Project Information Sheet to learn

more about it. On the sheet you will find all the information to begin your participation in the study. Please access the link to obtain the Informed Consent Sheet (add link).

To clarify any other doubt or additional question, you can contact Mairym Villalobos Solís at 787-429-4072 or the following emails: [mairym.villalobos@upr.edu](mailto:mairym.villalobos@upr.edu) / [m\\_villal@uncg.edu](mailto:m_villal@uncg.edu).

Thank you,

*Mairym Villalobos Solís, M. Ex. Sc., Ed. D. Candidate*

*North Carolina University, Greensboro*

*Kinesiology Department*

## APPENDIX G: INTERVIEW COORDINATION PHONE SCRIPT

"¡Saludos!"

"Habla Mairym Villalobos. ¡Gracias por su participación y cooperación en este estudio! Recibí sus respuestas para la Encuesta de información de trasfondo, y más adelante lo contactaremos para aclarar cualquier duda. El siguiente paso incluye la coordinación de la entrevista individual. La entrevista se llevará a cabo a través de Zoom, tomará aproximadamente 90 minutos y será grabada".

"¿Cuál es el momento y el día más conveniente para usted?"

"Ahora que nuestra entrevista está programada, recibirá un correo electrónico para confirmar y agregar la información de la llamada a su Google Calendar. Dos días antes de la fecha programada, también recibirá la información de acceso para nuestra llamada virtual y las preguntas de la entrevista. En caso de que necesite cancelar la entrevista, puede llamarme o enviarme un mensaje de texto a mi número de teléfono móvil 787-429-4072 o enviar un correo electrónico a [m\\_villal@uncg.edu](mailto:m_villal@uncg.edu) / [mairym.villalobos@upr.edu](mailto:mairym.villalobos@upr.edu)."

### **English version:**

"¡Greetings!"

"This is Mairym Villalobos speaking. Thanks for your participation and cooperation in this study! I received your answers for the Background Information Survey, and you will be contacted to clarify any doubts. The next step includes the coordination of the individual interview. The interview will be held through Zoom, it will take approximately 90 minutes, and it will be recorded."

"What are the most convenient time and day for you?"

"Now that our interview is scheduled, you will be receiving an email to confirm and add the call information into your Google Calendar. Two days before the scheduled date, you will also receive the access information for our virtual call and the interview questions. In case you need to cancel the interview, you can call me or text me at my mobile number 787-429-4072 or email [m\\_villal@uncg.edu](mailto:m_villal@uncg.edu)/[mairym.villalobos@upr.edu](mailto:mairym.villalobos@upr.edu)."

## APPENDIX H: SEMISTRUCTURED/OPEN-ENDED INTERVIEW SCRIPT

Introducción: “Mi nombre es Mairym Villalobos Solís, soy estudiante de posgrado (Ed. D.) en el programa de Kinesiología de la Universidad de Carolina del Norte en Greensboro. Esta entrevista es parte de mi proyecto de investigación titulado: ‘Percepciones sobre la educación en línea en el campo de la kinesiología: un estudio cualitativo’. El propósito de este estudio es recopilar y analizar las experiencias, opiniones, inquietudes, necesidades, valores y expectativas de la facultad de kinesiología en relación con la educación, las políticas, los recursos y el desarrollo profesional en línea en el contexto de la Universidad de Puerto Rico en Río Piedras (UPRRP). Esta entrevista durará alrededor de 90 minutos y se le pedirá que responda preguntas sobre sus experiencias, opiniones y valores con respecto a la educación en línea. Al final de la entrevista, el entrevistador puede hacer preguntas para aclarar información o profundizar en las respuestas proporcionadas. Usted puede hacer cualquier pregunta o detener la entrevista en cualquier momento. ¿Acepta usted participar en esta entrevista individual que será grabado?”.

### **English version:**

*My name is Mairym Villalobos Solís, I am a graduate student at the Ed. D. in Kinesiology program of the University of North Carolina at Greensboro. This interview is part of my research project titled: Faculty Perceptions of Online Education in Kinesiology Field: A Qualitative Study. The purpose of this study is to collect and analyze kinesiology faculty's experiences, opinions, concerns, needs, values, and expectations towards online education, policies, resources, and professional development in the University of Puerto Rico at Río Piedras (UPRRP) context. This interview will last between 60-80 minutes, and you will be asked to answer questions about your experiences, opinions and values concerning online education. At the end of the interview, the interviewer may ask questions to clarify information or dig*

*deeper into the answers provided. You can also ask any questions or stop the interview at any point. Do you agree to voluntarily participate in this interview that will be recorded?"*

- 1. ¿Cómo ha cambiado su opinión sobre la educación en línea de experiencias pasadas a presentes?**

*How has your opinion about online education changed from past to present experiences?*

- 2. En su opinión, ¿cómo las políticas y los procedimientos están facilitando el proceso de educación en línea?**

*In your opinion, how policies and procedures are facilitating the online education process?*

- 3. En su opinión, ¿cómo le están ayudando los recursos institucionales en el proceso de educación en línea?**

*In your opinion, how institutional resources are helping you in the online education process?*

- 4. En su opinión, ¿cómo cree que el desarrollo profesional institucional mejoró sus habilidades de enseñanza en línea?**

*In your opinion, how do you think institutional professional development improved your online teaching skills?*

## APPENDIX I: INSTITUTIONAL DOCUMENTATION

<b>Institutional Document</b>	<b>Description</b>
Certification #18, 1998-1999 Academic Senate	Invitation to the University Board to make a presentation on the development of distance education programs.
Certification #73, 2006-2007 Board of Trustee	Institutional Distance Education Policy
Certification #125, 2014-2015 Academic Senate	Distance Education Policies for the Río Piedras Campus of the UPR - Policy Evaluation Report
Certification # 49, 2015-2016 Academic Senate	Approval of Norms and Guides for the Implementation of the Distance Education Policy in the Río Piedras Campus
Vicepresidencia de Asuntos Académicos, Universidad de Puerto Rico	General Rules of the University of Puerto Rico on Distance Education
President of the University of Puerto Rico	Strategic Plan 2016-2021
Academic Senate	Strategic Plan 2016 – Visión Universitaria 2016
Certification #79, 2017-2018 Academic Senate	Strategic Plan 2018-2023
President of the University of Puerto Rico	Strategic Plan 2017-2022
Certification #72, 2019-2020 Academic Senate	Recommendation to the Dean of Academic Affairs to develop a guide or regulation on classes in alternate modality with the use of technology.
Certification #76, 2019-2020 Academic Senate	Resolution on teaching during the COVID-19 emergency
Certification #78, 2019-2020 Academic Senate	Resolution pass/non-pass mode
Certification #93, 2019-2020 Academic Senate	Creation of institutional committee in charge evaluating this modality and the policies of the Campus in this regard.
Certification #94, 219-2020 Academic Senate	Resolution on a letter from the Dean of Academic Affairs with a guideline to add the online modality to all courses.
Certification #18, 2020-2021 Academic Senate	Resolution on migration to the Microsoft Outlook platform
Certification #20, 2020-2021 Academic Senate	Rejection of the Strategic Plan for Distance Education 2025
Certification #21, 2020-2021 Academic Senate	Request that the Proposed Distance Education Plan 2020-2025 be tempered and amended
Certification #25, 2020-2021 Academic Senate	Resolution on the copyright of teachers on the materials developed for their courses
Certification #43, 2020-2021 Academic Senate	Agreement to the recommendations of the Final Report of the Institutional Committee in charge of the Evaluation of the Modality of Using Alternative Means of Distance Learning.

Certification #33, 2020-2021 Governing Board	Guide for the creation of the uniform and the registration of courses at the University of Puerto Rico.
Certification #33, 2020-2021 Governing Board	Change of the syllabus for courses that will be offered in face-to-face, hybrid, online modality
Vice Presidency of Academic Affairs and Research, 2019	Guide for the preparation of proposals for the offer of existing academic programs through non-conventional methods of the institution



## APPENDIX J: SEMISTRUCTURED/OPEN-ENDED FOCUS GROUP SCRIPT

Introducción: “Mi nombre es Mairym Villalobos Solís, soy estudiante de posgrado en la Ed. D. en el programa de Kinesiología de la Universidad de Carolina del Norte en Greensboro. Esta entrevista grupal es parte de mi proyecto de investigación titulado: ‘Percepciones de la facultad sobre la educación en línea en el campo de la kinesiología: un estudio cualitativo.’ El propósito de este estudio es recopilar y analizar las experiencias, opiniones, inquietudes, necesidades, valores y expectativas de la facultad de kinesiología en relación con la educación, las políticas, los recursos y el desarrollo profesional en línea en el contexto de la Universidad de Puerto Rico en Río Piedras (UPRRP). Esta entrevista durará alrededor de 90 minutos y se le pedirá que responda preguntas sobre sus experiencias, opiniones y valores con respecto a la educación en línea. Al final de la entrevista, el entrevistador puede hacer preguntas para aclarar información o profundizar en las respuestas proporcionadas. Usted puede hacer cualquier pregunta o detener la entrevista en cualquier momento” ¿Acepta usted participar en este grupo focal que será grabado?

### **English version:**

*Introduction: “My name is Mairym Villalobos Solís, I am a graduate student in Ed. D. in the Kinesiology program at the University of North Carolina at Greensboro. This group interview is part of my research project entitled: 'Faculty Perceptions of Online Education in the Field of Kinesiology: A Qualitative Study.' The purpose of this study is to collect and analyze the experiences, opinions, concerns, needs, values, and expectations of the kinesiology faculty in relation to education, policies, resources, and online professional development in the context of the University of Puerto Rico at Río Piedras (UPRRP). This interview will last about 90 minutes and you will be asked to answer questions about your experiences, opinions, and values*

*regarding online education. At the end of the interview, the interviewer can ask questions to clarify information or deepen the answers provided. You can ask any questions or stop the interview at any time. Do you agree to participate in this focus group that will be recorded”?*

1. **¿Cómo el proceso de educación en línea está afectando (o ha afectado) el entorno laboral en el PERD?**

*How is the online education process affecting (or has affected) the working environment in the PERD?*

2. **¿Qué opina la facultad de kinesiología de PERD sobre la educación en línea?**

*What is the opinion of the kinesiology faculty at PERD about online education?*

3. **¿Cómo evalúa el PERD los recursos institucionales para la educación en línea?**

*How does the PERD evaluate institutional resources for online education?*

4. **¿Existe un liderazgo institucional adecuado relacionado con la educación en línea**

*Is there adequate institutional leadership related to online education?*

5. **¿Cómo el desarrollo profesional sobre la educación en línea está preparando a la facultad de kinesiología para crear currículos en línea?**

*How professional development about online education is preparing kinesiology faculty to create online curricula?*

## APPENDIX K: THEMATIC TABLE

<b>Theme</b> Opinions about online education (Aim #1)	
<b>Definition</b> Faculty believe that teaching online requires a high intensity of work; that all physical activity courses and laboratories should be taught in a hybrid format; that the main benefit is access to online education; and the main challenges are the web and power infrastructure of the island and lack of engagement in synchronic sessions.	
<b>Subtheme: Access to education/globalization as the benefit of online</b> (Background Questionnaire; Individual Interviews & Focus Group)	<b>Subtheme: Access to internet/ infrastructure as the barrier for online</b> (Institutional Documentation; Background Questionnaire; Individual Interviews & Focus Groups)
<p><i>When you open it online, accessibility is everywhere. So, everyone who has an electronic device with a good internet connection can access education. (Juan)</i></p> <p><i>Well, it makes it good because it is more accessible for people who, who knows, work a long time or because of personal situations, they cannot be in person, directly in a classroom or they cannot travel to another place to prepare and these universities give you the option of remotely, they open the macro for you, they give you more educational opportunities. (Laura)</i></p> <p><i>It is good and positive because it gives versatility to both the student and the teacher of never being in a specific place. To always be able to keep the class in contact, even if you are outside the country. (Carlos)</i></p> <p><i>We can reach students in different settings, there is no border. We can access people in prisons, other countries, in different working contexts, and more. (Raul)</i></p>	<p><i>I have seen students who do not connect or connect without the camera because of difficulty with the internet. The institution must consider these challenges when creating online education. (Juan)</i></p> <p><i>Before starting the course, I prepared a Google Form where I asked the students about their situation. Many "stole" the signal from public Wi-Fi. (Viviana)</i></p> <p><i>When you connect you can face many complications. A lot of rain, the power goes out, and the internet is unstable. The students enter and exit many times during the call. When they have presentations, it represents a risk. (Jorge)</i></p> <p><i>There are challenges. Possibly because here in Puerto Rico we do not have adequate infrastructure. For example, the internet instability we are experiencing now during this call. I have a lot of problems with connectivity during my class too. (Oscar)</i></p> <p><i>Hope these connection issues are somehow resolved for this to really be successful. (Sonia)</i></p>

<b>Theme</b> Difficult access to resources (Aim #2)		
<b>Definition</b> Faculty believe they do not receive the resources they need to teach online and that even though there are some technological and human resources available, the bureaucratic process prevents their timely access.		
<b>Subtheme: Do not receive resources</b> (Institutional Documents, Background Questionnaire, Individual Interviews & Focus group)	<b>Subtheme: Bureaucracy affects access to resources</b> (Institutional Documentation, Individual Interviews & Focus group)	<b>Subtheme: Need of individualized resources</b> (Background Questionnaire, Individual Interviews & Focus group)
<p><i>Well, that's just, no, none. Everything has been me searching on my own and when I get stuck, I ask. (Sarah)</i></p> <p><i>Well, in relation to that, the last communication that I read was for full-time teachers, not for part-time, so I used my computer. (Viviana)</i></p> <p><i>I believe that there I am going to give an F to the institution. This is a titanic effort. My laptop is already suffering, and I told my director that I have trouble connecting. But I bought what I needed with my money; the institution did not provide it. The internet that I am using is mine, the university is not paying for it. Sometimes I go to the university to use the internet, but there is no policy or institutional decision to provide these aids to teachers. (Sonia)</i></p>	<p><i>I have been asking for a computer since I started the exercise program for the employees, and they still did not give it to me. (Raul)</i></p> <p><i>There is a discomfort with the bureaucracy of the system. That one calls and cannot find answers. Sometimes you try to solve things on your own before undergoing the bureaucratic process. You end up angry and stressed. (Laura)</i></p> <p><i>The university system is inefficient with the bureaucracy, but there are some resources, employees that make some things possible. (Pablo)</i></p>	<p><i>Well, I think that each school should have a designer or two to give that individuality to each discipline. (Roberto)</i></p> <p><i>Training faculty also implies that you must assign resources such as digitalized books. I was talking with Raul, and he needs to have students identify the bones and nerves. There must be more individualized support for these courses. (Sergio)</i></p> <p><i>It would like a specialist to develop and create modules and skills effective in distance education. It requires more expertise." (Laura)</i></p>

<b>Theme</b> Need of appropriate professional development (Aim #2)		
<b>Definition</b> Faculty do not feel competent to teach online, needing more time to practice using the platforms, implementing diverse technologies, and implementing appropriate teaching strategies to improve the engagement in their synchronic sessions, enhance the movement experience and assessment strategies.		
<b>Subtheme: Workshops too generic/Lack of hands-on practice</b> (Individual Interviews & Focus group)	<b>Subtheme: Training on online engagement and assessments</b> (Background Questionnaire, Individual Interviews & Focus group)	<b>Subtheme: Lack of time /Schedule conflicts</b> (Individual Interviews & Focus group)
<p><i>Basically, they covered the technical, theoretical things: asynchronous, synchronous, legal aspect, credits, plagiarism, intellectual property. But nothing hands-on. (Sarah)</i></p> <p><i>We have taken fast-track courses to meet the demands of the institution, but we still have a lot to learn. I have paid for courses and certifications about distance education on my own." (Roberto)</i></p> <p><i>It contributed to an initial knowledge of all specific elements that must be mastered for those who want to insert them into online education. The concepts, different policies found in literature and implemented in other institutions. (Marcos)</i></p>	<p><i>How to provoke interaction with the students and other strategies so that the teacher does not feel in a monologue. (Laura)</i></p> <p><i>Exams and the reflective diaries. Everything that involves the evaluation and student's assessment, I think there is a need there. (Sonia)</i></p> <p><i>The part that has to do with technology per se: what resources the institution has available, and how to create group cohesion and a sense of community. (Lucas)</i></p> <p><i>I would like to take more workshops aimed at evaluation techniques. I give exams, with Google Forms and Moodle. In the classroom, I use many supervised practices, demonstrations, recreational games, cooperative learning, but it wants to implement those strategies in this remote environment. (Pablo)</i></p>	<p><i>I believe the campus has given many workshops, but I have not taken any due to work overload. I have learned by force, to deal with digital platforms. The change has been overwhelming and there is not enough time or energy to take workshops. (Juan)</i></p> <p><i>The workshops may be offered at the time I teach. It has happened twice. I believe that the workshops should be given at different times and days. (Carlos)</i></p> <p><i>Now that the help and training for faculty are online, it is a problem. I have less time because I am so loaded with classes that I have enrolled in courses and some I haven't been able to complete or even start. (Sonia)</i></p>

<b>Theme</b> Lack of effective policies (Aim #2)		
<b>Definition</b> Faculty believe that there are no clear policies to guide the transition to online education, they are not communicated properly nor implemented uniformly within departments and campuses		
<b>Subtheme: Unclear and uniform policies</b> (Institutional Documentation, Individual Interviews & Focus group)	<b>Subtheme: Poor communication of policies</b> (Institutional Documentation, Individual Interviews & Focus group)	<b>Subtheme: Poor implementation of policies</b> (Individual Interviews & Focus group)
<p><i>On this campus you have some privileges, on the other, you may not; there is no uniformity. On campus you have niches and those do not want to give you privileges. There is no such leadership at the institutional level. (Oscar).</i></p> <p><i>There really is no clear policy established by the administrative management. So much so that we were moved from Google to Microsoft TEAMS without us knowing about it. (Sarah)</i></p> <p><i>Really not. Those policies directed towards specific issues of how many students and compensation, I never had very clear nor received notification, I do not know. (Pablo)</i></p>	<p><i>I do not know if it is because I am on a part-time contract, but no communication reaches me. I have total ignorance of what the policies are. I am not included in the institution's correspondence. (Oscar)</i></p> <p><i>In terms of intellectual property, the university has not officially expressed it. It is rumored and said.... and I heard it from colleagues that supposedly one is recording the class and they keep that and make it their intellectual property, and they can teach online courses with what you have already developed. Without notifying you. (Carlos)</i></p> <p><i>Truly, I have not seen any guideline or policy to offer online education for faculty in our department. (Lucas)</i></p>	<p><i>They must provide all the support to the faculty in buying computers, and an internet connection, but there has been no facilitation. That is their responsibility. They tell us how we are going to do this, but there has really been nothing else beyond the workshops (Paul)</i></p> <p><i>One of the policies that were implemented was the change of institutional email. I understand that this was an outrage. I know many colleagues who lost things they had stored in the Google cloud That was indeed a rushed implementation process. (Pablo)</i></p>

<b>Theme</b> Lack of institutional leadership and structure for online education (Aim #2)		
<b>Definition</b> Faculty describes a lack of organizational structure, leadership, and systemic vision for online education. They emphasize the need for a multi-disciplinary team and individual support for each discipline.		
<b>Subtheme: Unclear vision and planning</b> (Individual Documentation; individual Interviews & focus Group)	<b>Subtheme: Confusion with training provider</b> (Individual Interviews & Focus Groups)	<b>Subtheme: Mistrust of institutional procedures and structures</b> (Individual Interviews & Focus Groups)
<p><i>There is no such leadership at the complete University level. I am honest, I have not received a letter from someone "look, let's do this in question to online education", everything is from the hallway. What I have asked the director, the coordinator wishes, but not from a leadership. (Oscar)</i></p> <p><i>However, just as there is that leadership, it is a very small group, and the institution is extremely large. I believe that those people who have central offices should receive more support to be able to distribute that aid to all the departments of the university. (Sergio)</i></p> <p><i>There is no long-term plan here because the university does not have the vision, it does not have the vision of "this is where we all go" and give the resources and training to the faculty. (Sarah)</i></p>	<p><i>It is the department that must take ownership of this process. I would prefer that the training come from our department, including the identification of technological resources, in terms of platform, and even the type of computer that is better. Make it very specific to our reality. (Marcos)</i></p> <p><i>This Center of Academic Excellence is a unit within academic affairs, so it is them who should offer training (Sarah)</i></p> <p><i>I think the CEA would be ideal. It would be good to detect some resource that speaks the same language as physical education and recreation. It would be nice to have a resource within the faculty that masters online education and presents us the best tool for courses including practical experiences. The technology department from the department can give training. (Viviana)</i></p>	<p><i>I understand that the actual power and decision-making process raises a vision of mistrust. It generates mistrust in those who will provide the service. If I tell them - 'I need help with this course.' What will happen later when I walk out of that door? (Marcos)</i></p> <p><i>You must ask the people you trust and know are going to give you correct information. Because of mistrust and bureaucracy. Unfortunately, it is a reality that we do not like to talk about it because we are afraid. (Laura)</i></p> <p><i>The first biggest challenge that all professors have at the institution is politicking. There must be academic freedom and politics cannot be involved. Life is already billing us for having allowed so many people that come from above without merits. (Raul)</i></p>

<b>Theme</b> Pandemic effect (Aims #1 & #2)		
<b>Definition</b> Faculty understands that the transition to online education due to the pandemic was accelerated and a run over, that support was not distributed with agility, and many used their personal resources to fulfill their instructional needs.		
<b>Subtheme: Accelerated process with poor planning</b> (Institutional Documentation; Individual Interview & Focus Group)	<b>Subtheme: Physical activity courses and practical experiences affected</b> (Individual Interview & Focus Group)	<b>Subtheme: Change in paradigm</b> (Individual Interview & Focus Group)
<p><i>I understand that it has been an outrageous process, there was an emergency due to COVID, but the processes at the University are always done that way, in many instances. (Pablo)</i></p> <p><i>We started in March with a choppy process for the obvious reasons. But during the summer there was enough time to prepare for that new academic semester and it did not go as expected." (Sergio)</i></p> <p><i>It seems to me that the process has been run over. It is true that it has been due to the pandemic, but it has been run over most of the time having to use our own financial resources, which should not be complicated for institution to facilitate. (Sonia)</i></p>	<p><i>I must move, walk, climb, run, swim, or row, it depends on the topic. Outdoor recreation requires those activities. Where can I carry out those activities with the students? (Roberto)</i></p> <p><i>Fear, sadness, and a strong sense of responsibility that no accident happens and that the activities are not a source of contagion. (Lucas)</i></p> <p><i>Entrance to the spaces is not allowed, even if they are outdoors. We are going to say that we do not have a final or firm decision on how this type of experience is going to be used. (Jorge)</i></p>	<p><i>In general, I believe that this experience has opened faculty minds to accept online education as a new teaching methodology. I have seen how the faculty who were resistant to technology has been forced to enter online and little by little they have lost their fear and even they have made a little sense of this. (Juan)</i></p>



## APPENDIX L: SWOT ANALYSIS

### **SWOT Analysis of Kinesiology Faculty's Transition to Online Education in the Caribbean**

This SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis used kinesiology faculty perceptions to evaluate the transition to online education in a Caribbean higher learning institution. This SWOT analysis identifies faculty strengths (intrinsic positive factors), faculty weaknesses (intrinsic negative factors), institutional opportunities (external positive factors), and institutional threats (external negative factors) that affected kinesiology faculty's transition to online instruction. This SWOT analysis report will provide useful information that can be included in the departmental and institutional strategic planning for online education.

#### **I. Strengths - (Intrinsic Positive Factors)**

##### **a. Faculty value the learning /teaching process and being a good teacher**

- i. Faculty demonstrated that they highly value the learning and teaching process. They showed great concern for acquiring the skills and resources needed to provide good teaching. This value for learning and teaching is a strength and intrinsic positive motivator for faculty to transition to online education.

##### **b. Teaching online makes them better educators**

- i. Some faculty mentioned that training and developing online teaching skills also helped them become better teachers in their face-to-face courses: *"However, I feel that I am a better teacher in general. I understand that by learning to teach online, I will use many of the resources and strategies to improve my face-to-face courses."* - Pablo.

#### **Recommendation for strengths:**

Faculty are more likely to value initiatives that they can actively apply in their classrooms (Steinert, McLeod, Boillat, Meterissian, Elizov, & Macdona, 2009), and they seek professional development that promotes personal and professional growth, networking opportunities, and topics relevant to their needs (Steinert et al., 2010). Therefore, administrators should feed faculty motivation and commitment by providing institutional support that enhances their teaching skills, promotes collaborations and network opportunities where faculty can share knowledge and concerns, listen to their needs, recognize their efforts and success, and recognize their role and value in online education endeavors.

## **II. Weaknesses - (Intrinsic Negative Factors)**

### **a. Inexperienced teaching online**

- i. As reflected in the questionnaire, most faculty had their first experience teaching online for the first time because of the COVID-19 pandemic and felt unprepared.
- ii. *“I took the 60-hour workshop, and now I took this one. I implemented some strategies from an earlier experience; however, I still do not feel that I am an online teacher who has all the true competencies.”*
- iii. Faculty had expertise teaching their field contents in the face-to-face modality but described a lack of technical skills. Teaching online unprepared could hurt their professional egos (Wingo et al., 2017) and cause resistance to change.

### **b. Face to Face framework to design and teach online**

- i. During interviews, participants described depending mostly on synchronic sessions as the main contact method with students because they were trying to employ the same strategies they would use in face-to-face sessions.

- ii. *"I do my course synchronously, and they have tasks that they do in their time. But I make the class discussion totally synchronous. It is not that I make a video for them, and they connect whenever they want. I try to do something similar to what is face-to-face, not being face-to-face."* (Oscar).
- iii. However, faculty expressed not being satisfied with the synchronic experience: *"I believe that the big challenge for one as a teacher in online classes and above all the synchronicities is to be able to capture the attention of all the students, or at least the majority".* (Pedro).
- iv. Research has suggested that faculty new to online teaching use their face-to-face framework and approach to build their online courses (Cassens, 2010; Chiasson et al., 2015), which may cause implementation issues and frustration.

**c. Online is more work**

- i. This faculty, as other kinesiology faculty, perceived that online education is more work than face to face instruction (Chiasson, et al., 2015; de Wingo et al., 2017).
- ii. *"By having to modify the content, the instructions, the strategies a bit and being the first time, it represented a big job."* (Lucas) Carlos adds: *"Sometimes for each student, there are two and three tasks for a single assessment, it is more complex. So, you are 24/7 because you are at home, you are connected, the students write to you at any time, and you expect to answer them as soon as they write... and you are literally 24 hours stuck at work."* (Carlos).
- iii. *"The institution is giving the time to set up the course at the same time is offered, perhaps they should consider that in this transition it takes a long time to prepare classes, it takes a long time to attend to the students."* (Sonia)

- iv. Administrators must consider this barrier when planning their institutional support options for kinesiology faculty.

### **Recommendations for weaknesses:**

Since it is a general perception that online education requires more effort and time than face to face courses (Wingo et al., 2017), administrators should provide continuous institutional support to help faculty throughout the process of online teaching, but especially for inexperienced faculty and faculty who are designing and developing content for the first time. The faculty was inexperienced and lacked technological/ pedagogical skills yet depended on synchronic sessions that lacked engagement and community. With the majority of faculty being full-time/part-time contracts, administrators could consider establishing an introductory or entrance orientation/ training for all new faculty at the institution to provide essential knowledge, framework, methodologies, and technologies for online teaching. This initial professional development activity should include practice with the leading technologies the institution promotes for online teaching. The introductory training should follow a format that represents the online teaching structure and methodology that the institution desires to promote and implement. This first professional development initiative should direct faculty's mindset towards online education endeavors through the institution's mission, vision, and strategic plan. Following that introduction to online education, faculty need field-specific technical training and practice for online implementation. In addition, faculty will need sufficient time to learn and practice the acquired teaching skills. Therefore, administrators could develop or redesign online education workload and compensation policies that allow faculty more time to develop their online pedagogical practice (Chiasson et al., 2015).

### **III. Opportunities - (Extrinsic Positive Factors)**

**a. Access to education/globalization**

- i. Faculty perceived that the most important benefit of online education was education access for students in a variety of settings and globalization.
- ii. *"On the other hand, the advantage is that it allows you to reach many more people. It allows synchronously or asynchronously that more people have access to the information. Even external people can be invited to collaborate on a certain topic, which previously represented a complication."* (Jorge).
- iii. Faculty in this study recognized that online education could provide strategic opportunities for globalization, with institutions extending offerings across geographical regions, like Latin America (Smedley, 2010; Zhang et al., 2004).

**b. A hybrid model for kinesiology courses**

- i. Faculty doubted the quality and viability of fully online education for some kinesiology courses. However, even though faculty reflected pessimistic perceptions about online education, faculty agreed that physical activities, sports, and laboratory courses could be effective using a hybrid method or blended design.
- ii. *"It seems that there are courses that can be adapted entirely remotely. However, some courses require a minimum of hybrids to cover the skills part or measure the execution. For example, if you are not in the water, there is no way to say that a person learned to swim entirely at a distance because there is no way to get to that face-to-face part required."* (Carlos)
- iii. With hybrid courses, administrators can plan for the acquisition of necessary technological resources and training for faculty while responding to the increased

demand of online courses in the field. With hybrid or blended learning, institutions can advance the online education agenda while responding to the needs of kinesiology faculty and courses.

**c. Pandemic effect - Change in paradigm**

- i. A portion of the faculty identified signs of a "paradigm shift" in some of their colleagues' attitudes toward online education:
- ii. *"I am a critic of the university in many areas, but we must recognize that within the panorama in which we are, within all the outrages, they have tried to do something to move us towards that line and I think it has been productive. Because I have personally seen how there is a paradigm shift in many faculty and students about the perception, they had versus the one they have now about online education." (Juan).*
- iii. This possible perception change about online education from faculty and students should be further investigated. Most importantly, it represents an opportunity for the institution to strengthen its institutional support and faculty "buy-in" in the long-term plan for online education.

**Recommendations for opportunities:**

As pandemic challenges are investigated and transformed into opportunities by institutions (Adeoying and Soykan, 2020 de Herguner, 2021), online and hybrid models will be more common (Herguner, 2021), including in the Caribbean context (Economic Commission for Latin America and the Caribbean; 2020). Administrators should avail these opportunities by recognizing positive faculty perceptions and considering their needs and concerns. Administrators could consider establishing a transparent process (including faculty members) to

evaluate, select and design courses for a hybrid model. They should also consider and plan according to the context in which resources are not readily accessible for everyone (Keogh, Gowthorp, & McLean, 2017). Since globalization requires digital infrastructure, support systems, and technology partnerships before implementing an online format (Ryan, Hodson-Carlton, and Ali., 2004), hybrid models represent an opportunity to immerse in virtual learning with a less scalable need of resources.

#### **IV. Threats/Challenges (Extrinsic Negative Factors)**

##### **a. Faculty time and schedule conflicts for training and practice**

- i. Faculty identified needing more time to learn and practice with online technologies and scheduling conflicts to attend professional development activities, as some of the main barriers to participating in professional development initiatives (Dailey-Hebert, Mandernach, Donnelly-Sallee & Norris, 2014.)
- ii. *"Now I have less time because I am so loaded with classes, and I am enrolled in many workshops that I have been able to complete and many that I have not been able even to start." (Sonia)*
- iii. As faculty need more hands-on experience and acquiring technology proficiency takes time (Chiasson et al., 2015), administrators dealing with emergencies like the COVID-pandemic with online education must address these barriers.

##### **b. Lack of clear, uniform, communicated, and disseminated policies**

- i. Many faculty claimed not knowing the institution's policies for online education. Other faculty believed policies were not transparent or communicated effectively.

- ii. *"No. There is not. You can look for it. This has been talked about for a long time. You can ask, the university does not have a public and institutional policy or a vision with markers of what they want to be in terms of distance education."*  
(Sarah).
- iii. *"In terms of intellectual property, the university has not officially expressed itself. It is rumored and said that supposedly one is recording the class, and they keep that and make it their intellectual property and use that material without notifying you. This type of policy has to be more structured."* (Carlos),
- iv. The apparent "lack of policies" can create much confusion and mistrust from faculty, endangering the transitioning process to online education.

**c. Bureaucracy affects access to resources**

- i. Some faculty mentioned that difficult access to resources was partially due to systematic bureaucracy within the institution: *"...because of the discomfort of the bureaucracy of the system. So that one calls and cannot find answers. Sometimes you try to solve things independently before undergoing the bureaucratic process. You end up angry and stressed. Then you try to make do with external resources."*  
(Laura).
- ii. As bureaucratic procedures could extend the time it takes to access critical resources, it could also create mistrust within faculty members that feel their needs are ignored.

**d. Need for individualized and specific technological and human resources**

- i. Faculty in the present study identified a lack of access to technological resources as a barrier to a successful transition to online education: *"I did not even think*



*about waiting for the technology because the semester would be over. I knew that if I did not buy my things, I would not teach my classes. I even bought laboratory equipment for my students." (Elena).*

- ii. Faculty clearly stated the need for an instructional designer to guide faculty during the online education process (design, creation, and teaching): *"Although the instructional design is the same, each field has its peculiarities. Maybe a tool that is good for history is not good for engineering. I think that each faculty should have a designer or two to give that individual touch to any field."* (Roberto).

- iii. Kinesiology faculty explained that demonstrating and assessing movement in the virtual setting requires specific technologies (Parrish, 2016); however, they did not know or possess them, and did not know how to use them for such purposes. Not having enough human resources to attend the pedagogical and technological needs was a severe barrier for quality online education in the kinesiology field.

**e. Need for appropriate professional development**

- i. Faculty expressed the need for training in technology use, interactions, and assessment, as well as emphasizing that the workshops they have taken were too generic: *"However, I have not taken a workshop that teaches you the other nontechnical part. The part that has to do with achieving virtual maintenance of student's participation. How to manage a group of online students, how to provoke that attention, dialogue, what tools, what retention strategies we teachers can use. That is not given."* (Jorge).

- ii. Administrators have the difficult task of coordinating both generic and specialized discipline training opportunities for online teaching within a context of budget constraints. Moreover, untrained faculty and faculty that feels unprepared for the online teaching task will not move forward with institutional online education plans.

**f. Lack of institutional leadership and structure for online education**

- i. The perceptions collected from participants in this study also reflected a scenario of lack of systemic vision and institutional structure and leadership for online education, causing confusion and mistrust within faculty members:
- ii. *"There is no such leadership at the complete university level." (Oscar)*
- iii. *"Yes, I do believe that there are like two offices, but it is not clear which are the offices where you can go to ask about these issues. (Juan)*
- iv. *"I understand that power figures and decision-making processes raise a vision of mistrust. It generates mistrust in those of us who are going to provide the service. If I get there and tell them - 'I need help with this course.' What will happen later when I walk out of that door? What are they going to do?" (Marcos).*
- v. These lack of institutional guidance and feelings of confusion and mistrust can hinder strategic plan goals and objectives towards online education.

**Recommendations for threats/challenges:**

To deal with the lack of time to prepare online course and scheduling issues with training, it is suggested that more opportunities for asynchronous sessions are made available so that faculty can work during their preferred time (Dailey-Hebert, Mandernach, Donnelly-Sallee & Norris, 2014; Elliot et al., 2015). In addition, administrators should create and redesign policies

that could limit the workload (release time) and a compensation or stipends structure for faculty designing and creating online courses (Chiasson et al., 2015). Other important policies for online education may include same pay as their face-to-face counterparts, appropriate rewards, or professional development funds for research support (Orr, Williams, & Pennington, 2009). More importantly, policies that direct the online course design, creation and teaching process should be explicit, accessible, and frequently communicated to reduce barriers and promote faculty “buy - in”. Communication of policies could come in the form of institutional emails, direct communication from institutional online leaders, forums, and discussions in departmental meetings.

As mentioned previously, administrators should allocate funds for online education research, especially for examining how bureaucracy affects the accessibility of resources destined for online purposes. In the short term, administrators could establish a separate channel for requesting resources according to their nature or assign a leader in each department in charge for collecting and channeling these requests with agility and continuity.

Since technology tools need to be provided in combination with collaborative support to shift the focus from teaching to learning (Bishop & White (2007), administrators should consider allocating funds to hire instructional designers that can help faculty to integrate technology with adequate teaching strategies for their disciplines (McQuiggan, 2012). Other forms of collaboration include a support system including orientations and mentoring for new faculty, or partnerships between faculty members (Chiasson et al., 2015). In addition, trained and successful online faculty could be eager to partner with others in need (Elliot et al., 2015).

While observing budget limitations, institutions can benefit from offering a diverse range of faculty development programs to fit faculty and discipline needs (Elliot et al., 2015). The

variety of formats include workshops, discussion panels, meetings, synchronous/asynchronous, face-to-face, one-time and recurring, with a focus on disciplinary content, theoretical approaches, and institutional expectations (Hornum & Asprakis, 2007). Administrators should also consider providing training at all levels (individual, departmental, curricular, and institutional) (Hill, Soo La, & Lageux, 2007), and for theoretical, applied, or institutional purposes, like promoting the institutional mission, vision, and strategic planning for online education (Dailey-Hebert, Mandernach, Donnelly-Sallee & Norris, 2014; Elliot et al., 2015).

Finally, transitioning to online delivery necessitates considerable organizational structure and cultural changes, which depend on comprehensive training, trusting relationships, and practical, respectful communication (Alward & Phelps, 2019). It is in the sum of the institutional efforts to clarify processes and procedures, effectively design and communicate policies, attend individual, discipline, and curriculum issues, timely distribute needed resources, provide a variety of professional development opportunities that the organizational and leadership changes will be achieved.

#### **h. Lack of internet and infrastructure**

- i. Faculty described how the lack of stable internet, technological, and power infrastructure in the island affected the online experience for them and their students. Because of the COVID-19 pandemic, the effect of these barriers was made evident within the island and other regions (Doyumgac, 2020), seriously affecting the learning process and experience for faculty and students.
- ii. *"There are its challenges. Possibly because here on the island we do not have the adequate infrastructure. For example, this same thing that we are living now with*

*the stability of the internet. In my class, I have a lot of problems with connectivity." (Oscar)*

### **Recommendations for lack of internet and infrastructure**

Online education's quality and geographic reach depend on its technologies, internet, and power (Economic Commission for Latin America and the Caribbean, 2021). Administrators need to understand that funding for the acquisition of online education resources and infrastructure is crucial, and that funding impacts other areas, including human resources and communications management. However, digital and power infrastructure requires systematic planning and government consensus (Economic Commission for Latin America and the Caribbean, 2021), which complicates the endeavor. Administrators should focus on creative ways to allocate funds destined to diminish the disparities in students' access to technological resources. For example, Keiper and Kreider (2014) described how the kinesiology division from the Department of Health and Kinesiology at Texas A & M University increased its resources by successfully implementing an e-MS program in Sports Management. Department directors have the difficult task of evaluating their existing resources and, with strategic online education planning, creating new pathways for resource funding and sustainable programs in a context of fiscal constraints and budget limitations.

## APPENDIX M: DISSEMINATION PRESENTATION



### Faculty Perceptions of Online Education in the Kinesiology Field 2022

Mairym Villalobos Solís, Ed. D.

## ONLINE EDUCATION ON THE RISE

- Almost 30% of students in higher education take one online course (Seaman, Allen & Seaman, 2018)
- Increase of online courses and programs in Kinesiology field (Mahar, Hall, Delp, & Morrow, 2014)
- A shift to online education in the Caribbean (Greaves, 2021)
- COVID – 19 pandemic accelerated transition (Hergüner, 2021)
- Gap in research about faculty perceptions of online education in the Caribbean, specially in kinesiology faculty
- Increasing need for academic administrators to understand how this environment affects faculty members and the teaching process (Ortagus & Stedrak, 2013; Senser, 2010).
- Examining faculty perceptions enables managers and educational administrators to maximize their leadership effectiveness (Budvytyte, 2006; Walther & Bunz, 2005).



## PURPOSE AND AIMS

The purpose of this study was to examine online education perceptions of kinesiology faculty at a higher learning institution in the Caribbean that was transitioning from face-to-face to online curricula. The aims of the study include:

Aim #1: To understand how kinesiology faculty perceived online education.

Aim #2: To understand how kinesiology faculty perceived institutional support (policies, resources, and professional development) about online education.



## METHODS & MEASURES

- Case study
- Inductive/ Thematic analysis
- Background Information Questionnaire, Individual Interviews; Focus Groups, & Institutional Documentation

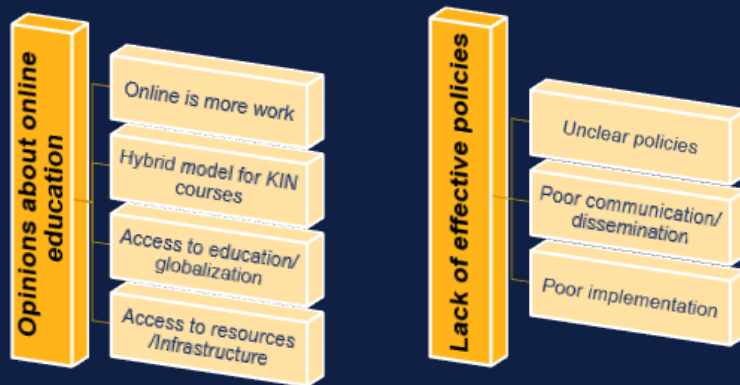
## PARTICIPANTS

- 23 participants invited
- 18 completed the online questionnaire
- 17 participated in the individual interviews
- 12 participated in two focus groups
  - Six participants were women and 12 were men.
  - Seven participants were tenured faculty, six were full-time contracts, and five taught part-time.



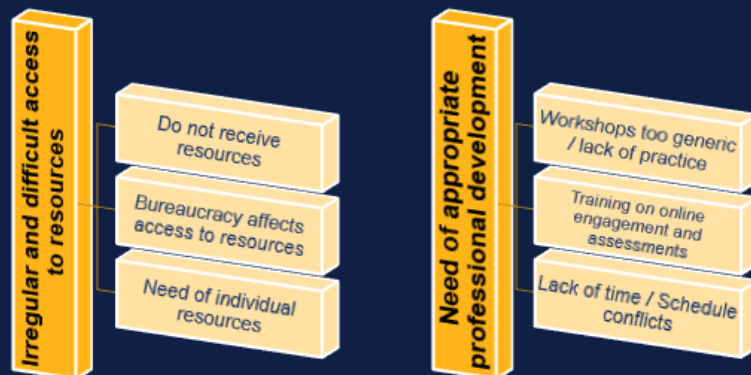
## RESULTS

### Themes and Subthemes



## RESULTS

### Themes and Subthemes





## RESULTS

### SWOT Analysis

- A SWOT analysis was conducted to organize and present important factors as strengths, weaknesses, opportunities, and threads of online education according to the faculty's perception collected in the study
- Department directors, Online education leaders (decision making, planning, resources)
- Purpose
  - ✓ starting point for the discussion of the significance, probability, and impact of factors presented
  - ✓ present different views from administrators
  - ✓ provide a reasonable overview of major issues to consider when making online education strategic planning
  - ✓ provide recommendations supported by literature



## STRENGTHS

### (Intrinsic Positive Factors)

#### Faculty value the learning/teaching process

- Concern for acquiring the skills and resources needed to provide good teaching

#### Teaching online makes them better educators

- Training and developing online teaching skills helped them become better teachers

*Example: "However, I feel that I am a better teacher in general. I understand that by learning to teach online, I will use many of the resources and strategies to improve my face-to-face courses." - Pablo.*



# STRENGTHS (Intrinsic Positive Factors)

## •Recommendation for strengths

- ✓ Faculty value (Steinert et al., 2009; Steinert et al., 2010).
  - Initiatives applicable in the classrooms
  - Professional development for personal and professional growth
  - Networking opportunities
  - Topics relevant to their needs
- ✓ Administrators should feed faculty motivation and commitment focusing on institutional support that that reflects their values and needs
  - Listen to their needs
  - Recognize their efforts and success
  - Recognize their role and value in online education



# WEAKNESSES (Intrinsic Negative Factors)

## Inexperience teaching online

- First experience teaching online because of COVID-19 pandemic
- Faculty described a lack of technical skills

*Example: "I implemented some strategies from an earlier experience; however, I still do not feel that I am an online teacher who has all the true competencies."*

## Face to Face framework to design and teach online

- Dependence on synchronic sessions as the main contact
- Low satisfaction with the synchronic experience

*Example: "I believe that the big challenge in online classes and above all the synchronicities is to be able to capture the attention of all the students, or at least the majority". (Pedro).*

## Online is more work

- Perception that online education is more work than face to face instruction

*Example: "By having to modify the content, the instructions, the strategies a bit and being the first time, it represented a big job." (Lucas)*

*Example: "So, you are 24/7 because the students write to you at any time, and you expect to answer them as soon as they write." (Carlos).*



## WEAKNESSES (Intrinsic Negative Factors)

- **Recommendations for weaknesses:**

- ✓ Faculty new to online teaching use their face-to-face framework and approach and build their online courses (Cassens, 2010; Chiasson et al., 2015)
- ✓ Introductory or entrance orientation/ training for all new faculty at the institution
  - include practice with the leading technologies.
  - represents the online teaching structure and methodology
  - direct faculty's mindset towards online education endeavors
- ✓ Faculty need field-specific technical training and practice for online implementation.



## OPPORTUNITIES (Extrinsic Positive Factors)

### Access to education

- Main benefit for online education: globalization

*Example: "On the other hand, the advantage is that it allows you to reach many more people and have access to the information." Jorge*

### Hybrid for KIN courses

- Physical activities, sports, and laboratory courses could be effective using a hybrid method or blended design.

*Example: "There are courses that can be adapted entirely remotely, but others require a minimum of hybrid design to cover the skills part or measure the execution. For example, if you are not in the water, there is no way to say that a person learned to swim entirely at a distance course" (Carlos)*

### Change in paradigm

- A portion of the faculty identified signs of a "paradigm shift" in colleagues' attitudes toward online education

*Example: "Because I have personally seen how there is a paradigm shift in many faculty and students about the perception they had versus the one they have now about online education." (Juan).*



# OPPORTUNITIES (Extrinsic Positive Factors)

- **Recommendations for opportunities:**

- ✓ Online and hybrid models will be more common (Herguner, 2021), including in the Caribbean context (Economic Commission for Latin America and the Caribbean; 2020).
  - include faculty in a transparent process to evaluate accessible resources and select/design courses for a hybrid model before fully online courses and curriculums
  - consider and plan according to the context in which resources are not readily accessible for everyone



# THREATS (Extrinsic Negative Factors)

## Time and schedule conflicts

- More time to learn and practice with online technologies
- Scheduling conflicts to attend professional development activities

*Example: "Now I have less time because I am so loaded with classes, and I am enrolled in many workshops that I have been able to complete and many that I have not been able even to start." (Sonia)*

## Lack of policies

- Not knowing the institution's policies for online education
- Policies were not transparent or communicated effectively

*Example: "No. There is not. This has been talked about for a long time, but the university does not have a public and institutional policy or a vision with markers of what they want in terms of distance education." (Sarah).*

## Bureaucracy affects access to resources

- Difficult access to resources partially due to systematic bureaucracy within the institution

*Example: "Sometimes you try to solve things independently before undergoing the bureaucratic process. You end up angry and stressed. Then you try to make do with external resources." (Laura).*



## THREATS (Extrinsic Negative Factors)

### Need for technological and human resources

- Barrier: access to technological resources

Example: "I did not even think about waiting for the technology because the semester would be over. I knew that if I did not buy my things, I would not teach my classes. I even bought laboratory equipment for my students." (Elena).

- Need for instructional designers

Example: "Maybe a tool that is good for history is not good for engineering. I think that each faculty should have a designer or two to give that individual touch to any field." (Roberto).

### Need for appropriate professional development

- Need for training in technology use, interactions, and assessment

Example: "However, I have not taken a workshop that teaches you the other nontechnical part. The part that has to do with achieving virtual maintenance of student's participation. How to manage a group of online students, how to provoke that attention, dialogue, what tools, what retention strategies we teachers can use. That is not given." (Jorge).

### Lack of institutional leadership and structure

- Lack of systemic vision, institutional structure, and leadership for online education, causing confusion and mistrust

Example: "There is no such leadership at the complete university level." (Oscar)

Example: "I understand that power figures and decision-making processes raise a vision of mistrust. If I get there and tell them - 'I need help with this course.' What will happen later when I walk out of that door? What are they going to do?" (Marcos).



## THREATS (Extrinsic Negative Factors)

### Lack of internet and infrastructure

- Lack of stable internet, technological, and power infrastructure in the island affected the online experience

Example: "Possibly because here on the island we do not have the adequate infrastructure. For example, this same thing that we are living now with the stability of the internet. In my class, I have a lot of problems with connectivity." (Oscar)

### • Recommendation for threats:

- ✓ Faculty will need sufficient time to learn and practice the acquired teaching skills.
  - more asynchronous training (Elliot et al., 2015)
  - workload and compensation policies (Chiasson et al., 2015)
- ✓ Online education policies should be explicit, accessible, and frequently communicated
  - institutional emails, direct communication from online leaders, forums, and discussions in departmental meetings.



## THREATS (Extrinsic Negative Factors)

- ✓ More effective communication channels
  - establish a separate channel for requesting resources according to their nature
  - assign a leader in each department in charge for collecting and channeling these requests with agility and continuity.
- ✓ Diverse range of faculty development offerings (Hornum & Asprakis, 2007)
  - workshops, discussion panels, meetings, synchronous/asynchronous, face-to-face, one-time and recurring, with a focus on disciplinary content, theoretical approaches, and institutional expectations
  - provide training at all levels (individual, departmental, curricular, and institutional)



## THREATS (Extrinsic Negative Factors)

- ✓ Funding for the acquisition of online education resources and infrastructure is crucial
  - allocating funds to hire instructional designers
  - systemic planning and government consensus (Economic Commission for Latin America and the Caribbean, 2021)
  - allocate funds destined to diminish the disparities in students' access to technological resources
- ✓ Transitioning to online delivery necessitates considerable organizational structure and cultural changes
  - comprehensive training, trusting relationships, and practical, respectful communication (Alward & Phelps, 2019)



## CONCLUSION

- Findings of the study highlighted
  - faculty need solid and ongoing institutional support (De Gagne & Walters, 2009; Wingo et al., 2017).
  - policies and procedures facilitate institutional support and reflect the institutions' mission and vision (Shelton, 2019)
  - opportunities for kinesiology institutions in the Caribbean / important challenges related to faculty and institutional support
- Factors are part of the environmental context of online education
  - discussion for significance, probability, and impact (Pickton & Wright, 1998)
- Caribbean region faces many economic challenges that can affect accessible higher education (Brown & Shen (2016) and institutional budget restraints
  - evaluation of recommendations according to availability of resources



## QUESTIONS AND DISCUSSION

A 20-minute space provided is intended to open the discussion of the information and factors presented. Notes will be taken by presenter.

