

Professional Leave Report Cover Sheet

Name: Kimberly Coy

Department: Literacy, Early, Bilingual, & Special Education

College: Kremen School of Education & Human Development

Leave taken: ☒ Sabbatical      ☐ Difference in Pay      ☐ Professional Leave without Pay

Time Period: ☐ Fall  
☒ Spring 2023  
☐ Academic Year  
☐ Other

Your report will be sent to your Dean for your PAF and to the Library Archives.

August 31, 2023  
Dr. Kimberly Coy  
Report on the sabbatical leave  
Sabbatical took place Spring 2023 semester

Dean Randy Yerrick  
Provost Xuanning Fu

The report is due to the dean for the PAF, with a copy to the Provost no later than ten (10) weeks after the beginning of the semester when you return from the leave.

### Section 1. **Reporting on the Success of the Leave**

The report shall include:

(a) An analysis of the accomplishments of the leave in relation to the objectives / goals of the original proposal;

The proposal of the sabbatical, as proposed in September 2021 was to “both study the impacts of online and digital learning as a result of COVID, and to understand the long-term changes digital learning will bring to education.” The accomplishments of the proposal are as follows:

- Research study data analysis resulting in a peer reviewed article accepted and currently in press. **Co-Teaching in a Digital World: It’s Not Teaching by Title, It’s Teaching by Talent**, Journal of Educational Technology Systems. *While virtual and online schools for students in grades K-12 gained in popularity (Gemin, Pape, Vanshaw, & Watson, 2015) before the Covid pandemic and served a wide variety of student populations, including students with disabilities (Burdette & Greer, 2014), during the pandemic virtual teaching became the reluctant norm. As online schools sites have begun to welcome students with disabilities, inclusive classroom practices such as co-teaching as a model for instruction became an interesting step. The purpose of this year-long, before Covid, case study was to better understand the implementation of the co-teaching model at an online K-8 school. Co-teaching is described as the involvement of two or more teachers sharing the educational goals for one classroom or group of students (Cushman, 2004). Data analysis revealed salient themes which informed the following findings: a need for pre-planning before implementation and sustained professional development during implementation, universal benefits for all students with accessibility within the Least Restrictive Environment (LRE), and redefining the roles of general education teachers for successful collaboration. Implications and scholarly significance are shared.*
- Book Review, written, submitted, accepted, currently in press. **Book Review: Anti-racism and universal design for learning: Building expressways to success**, Educational Renaissance Journal.
- Book, written, submitted, illustrated, and accepted for publication. Currently in final edits with the publisher. **Title: Mia with Dyslexia: Letters Were Everywhere**. Publisher,

Olympia Publishers, London, UK. Synopsis *This book is about a girl who makes it through school and into adulthood while experiencing dyslexia. While the book is fiction, the protagonist is based on my daughters experiences as a student, and my experiences as both a parent and a teacher. It's a cool story. At the end of the book ideas and resources for parents/caregivers and teachers who have children and students that may be experiencing dyslexia. This is based on my experience as an academic and educator. I am currently a tenured professor working with student teachers.*

- Book: Written, not yet ready for submission. This book is about students experiencing Autism in grade school.
- Book proposal. Universal Design for Learning meeting the needs of a diverse College and University student population after COVID. Publisher IGI Global. Universal Design for Learning: Meeting the Needs of a Diverse College and University Student Population after COVID" is an insightful book that explores the application of Universal Design for Learning (UDL) principles in higher education following the COVID-19 pandemic. The book examines how UDL can effectively address the diverse learning needs of college and university students in the post-pandemic era. With a focus on inclusivity, flexibility, and accessibility, the author explores the ways in which UDL can support students with varying abilities, backgrounds, and learning styles. By considering the challenges and opportunities presented by the pandemic, the book provides practical strategies and recommendations for implementing UDL in a higher education setting. While acknowledging the limitations and potential barriers, the author emphasizes the importance of adopting UDL principles to create an inclusive and equitable learning environment.
- Book proposal: Special Education on the Cusp of Change. Special Education on the Cusp of Change is a forward-thinking book that examines the current state and future possibilities of special education. This book provides a comprehensive analysis of the challenges faced by the system of special education and offers innovative approaches to address them. With a focus on inclusivity, individualized education plans (IEPs), and the rights of students with disabilities, the book explores the evolving landscape of special education in a balanced and practical manner. By considering the latest research, technological advancements, and emerging trends, this book presents timely and relevant insights that are applicable to educators, researchers, and policymakers.
- Grant Submission: **Project ACCESS**. The purpose of Project ACCESS is to recruit 16 Scholars to earn their credential and Master's Degree in Special Education. We will recruit eight Scholars from the university's lower division education majors and eight Scholars from community colleges. The Scholars will be diverse in linguistics, culture, age, experience, and dis/ability. Faculty will receive training to incorporate evidence-based practices into their courses. Scholars will receive integrated financial and academic support, to include leadership development. The outcomes are a Special Education curriculum incorporating evidence-based practices and a cadre of Scholars prepared to teach effectively students with high-intensity needs in high-need schools.

(b) A description of the modifications, if any, of the original proposal and the circumstances with which necessitated these modifications;

Modification to the original proposal and the circumstances that necessitated these modifications are as follows. The original proposal focused on submitting a completed book proposal. The sabbatical approval occurred in March of 2022, and I needed to take medical leave for Fall 2022. Taking on the book proposal as described was not possible due to these unexpected circumstances. In addition, the opportunity to study educational practices in an online school, and to analyze data, and co-write an extensive journal article presented itself. In addition, additional opportunities presented themselves. Those included a publisher accepting a previously submitted manuscript for a book about students with dyslexia, another publisher reaching out to me to submit a manuscript on Universal Design for Learning, which included some focus on digital learning, and a grant proposal resubmission.

(c) The goals of the original proposal, that were not accomplished;

The one goal not accomplished was a book proposal solely focused on digital and online education.

## Section 2. **Benefits to you as a faculty member**

The report shall demonstrate how one or more of the following objectives were met by the sabbatical or difference in pay leave and therefore will benefit you as a faculty member

- (a) *Explain how the leave has led to a greater command of subject matter. One of the primary ways a sabbatical contributes to a greater command of subject matter is through focused research.* I was able to dedicate my time to conduct in-depth studies, analyze data, and explore various perspectives of special education, and digital or online education. This concentrated effort enabled me to uncover new knowledge through the study of co-teaching in online education, identify gaps in existing research, and develop a more comprehensive understanding of inclusion, special education, online and digital education and Universal Design for Learning.
- (b) *Explain how this leave may have accomplished a shift in areas of academic emphasis of the faculty member.*; The shift in my academic emphasis occurred in a more complex understanding of disabilities and inclusion in both in person and online or digital learning.
- (c) *Explain how the leave might lead to improved organization of curricula;* Fall 2023 semester, my first semester back, I am taking on two new courses. The time and study during the sabbatical has created a space for me to understand new content, and apply that content to the new courses.
- (d) *Explain how the leave has led to a command of advanced methods of teaching.* The uninterrupted time afforded by my sabbatical enabled me to reflect, synthesize information, and consolidate my knowledge. This reflective process aided in deepening

my understanding of the subject matter and develop a more comprehensive and nuanced perspective.

- (e) *Explain how the leave might lead to creative activities in one's field or in a closely related field.* Overall, my sabbatical provided a dedicated period for me as a professional to engage in focused research, collaborate with experts, pursue professional development opportunities, and reflect on their subject matter. This intensive and uninterrupted immersion contributes significantly to my command of the subject matter, allowing me to contribute more effectively to their field upon my return to regular duties.

### Section 3. **Benefit to the university**

*Briefly describe how the leave will be of benefit to the department, college/school and university;*

Overall, my sabbatical contributed to the overall academic excellence and success of my department, school, and university. I was able to research productivity, engage in professional development, collaboration, curriculum enhancement, and knowledge transfer.

### Section 4. **Original Proposal**

A copy of the sabbatical / difference in pay proposal shall be attached to this report

### Section 5. **Seminar**

During the first semester following completion of the leave, the department chair and the faculty member may arrange a seminar or other form of open presentation in which the faculty member may report orally upon information and/or experiences accruing from the leave. Campus-wide notification of said presentation is encouraged. Check with your College for requirements.

Please indicate the time and place for the seminar presentation in the report.

Presentation or seminar to be determined by the Kremen Research Committee and the Chair of LEBSE. I am prepared to present.

Kimberly Coy, Ph.D.  
Sabbatical Proposal

Spring Semester, 2023

The purpose of the proposed sabbatical for spring 2023 is to both study the impacts of online and digital learning as a result of COVID, and to understand the long-term changes digital learning will bring to education.

The complete and sudden shift of “traditional” learning from Kindergarten to Doctoral work at Universities to distance, digital, and online learning in the spring of 2020 rattled the world of education. This dissonance in education happened in the entire tragedy of the global pandemic. Right now, as of Fall 2021, we are all still in an unsteady time of change with online, face to face, hybrid, and the newer term of flex teaching. As time passes, and the pandemic eases eventually we will be left wondering what happened, and what did we learn? What will education, and society overall, want to take into the future of education?

All of these shifts have exposed the deep inequities in education, resources, access to information, and excellence in teaching. Communities of color are more deeply affected by the Covid pandemic, as well to inequities in childcare and educational resources. In a recent blog, September, 2021, Chancellor Castro wrote about virtual learning as a gateway to equity. “...it’s increasingly obvious that expanded online offerings will be a welcome development – both now and for many years to come.” Will the pedagogy of education be willing to shift toward equity in a new way by leveraging the digital world? Will society, especially in the United States, and specifically in California support that change?

Who will benefit

There are a few target audiences that will benefit from this analysis and expansion of best practices in digital and online learning. The first would be students. Students from Kindergarten to University courses would benefit from consuming content in a more effective way by the schools and teachers being able to leverage effective practices using all of the technologies available to them. University teacher preparation courses would benefit as they continue to grow their knowledge base around what teacher candidates need to understand about online and digital education and learning. The next benefit would be to consumers of educational technology. Those would be decision makers in education outside of the classrooms, including administrators, curriculum developers, and educational technology experts.

Proposed activities

To complete a book on online and digital learning: From “Have to” to “Plan to”: Digital Learning During and After the Pandemic.

The pandemic has highlighted the need to update many of the systems used in education. Along with this is the realization that all students are more varied in their approach to learning than previously conceptualized. Learning and neuroscience continues to demonstrate the complex and infinitely unique ways human brains understand content, connect to new learning ideas, and demonstrate their new learning. This combination of diversities is a great opportunity to examine how teaching occurs within classrooms. Add onto this opportunity the vast growth of online learning spaces and an explosion in teaching innovation is on the horizon. In fact, more research is occurring in online education from K-12 through post secondary. Where theoretical articles were almost the only type published a small number of data-based articles and studies are beginning to appear (Arnesen, Hveem, Short, West, & Barbour, 2019).

In order to accomplish this here is the research and data framework include a meta-analysis of current literature in online learning context, and interviews with stake holders.

Context in an educational frame indicates the content or curricula, the delivery of the content, and the assessment process. Or, the educational event as presented in an online course where students learn and educators teach. Within the digital world this context can be quite varied. A learning management system like Canvas or Blackboard is the context as is a social media platform like Facebook, Twitter, or Pinterest. YouTube can be a context or place where learning takes place as well as digital games. Context also includes subject matter and the content of curricula. Co-occurring with all of these systems is the preferences of students to learn and perform better in one context verses another. For example, learners may learn best about the effects of laws in post-colonial countries by playing a digital game in groups, while they may understand the history of the country by reading first person accounts and discussing this in a closed Facebook group. Context is rich, varied, and unique to the specific goals of learning (Burgstahler & Cory, 2013; Coy, Marino, & Serianni, 2014).

It's interesting and worthwhile to think about what exposure to online learning takes place before students enter post-secondary settings. While online opportunities were increasing for younger students before the pandemic, the reasons for high school students accessing online courses are interesting. Picciano, Seaman, Shea, & Swan (2011) found the results of a survey with high school and school district administrators choosing options for the importance of online options in the following areas:

1. Provide courses that otherwise were not available (79%).
2. Permit students who failed a course to take it again – credit recovery (73%).
3. Provide additional Advanced Placement Courses (61%).
4. Provide for the needs of specific students (60%).

None of these areas allow for the view that online learning is an integral part of all student's high school experiences. Online experiences are seen as additional, or special for some, not all, students. A systematic review of online learning in higher education by Broadbent and Poon (2015) looked at self-regulated learning strategies (SLR) used by students. Online students are perceived to need more self-directed learning strategies to achieve more independence (Serdyukov & Hill, 2013). The regulatory process that encompass those skills is referred to as

self-regulated learning (Zimmerman, 2008). This meta-analysis by Broadbent and Poon found that SLR strategies of “time management, metacognition, critical thinking, and effort regulation were found to have significant positive correlations with academic success in online settings” (p. 13).

## Proposed Book Outline

Online learning before Covid, how was this sector of education developing?

- Post-Secondary
- K-12
- Credit recovery
- Public schools
- Private and charter schools

Interviews and analysis with stakeholder to understand the changes during Covid

- Principals
- Education Dean, Provost, or Chancellor
- Parents
- Students

Analysis

- How have the stake holder views changed?
- What part of online learning holds the most promise?
- How will online face-to-face, hybrid, and hyflex develop further?
- The resistance to educational change in delivery: is that a thing?
- What can be learned to prepare for the next disruption?

Timeline for developing and wiring the book:

- Fall 2021 – secure interviews and IRB, send out book proposal
- Spring 2022 – Meta-analysis, begin interviews
- Summer 2022 – Continue interviews, meta-analysis
- Fall 2022 – Third round of interviews, continue writing
- Spring 2023 – Sabbatical, finish writing book

Author experience:

Since 2008 I have worked in online educational environments from Kindergarten to Doctoral Studies with both general education and special education students. Work currently published around online education includes:



- Coy, K. (2020, April 30). UDL is essential in post-secondary pandemic learning. eCampus News: Today's Innovations in Education.  
<https://www.ecampusnews.com/2020/04/30/udl-is-essential-in-post-secondary-pandemic-learning/>
- Coy, K. (2018). Universal Design for Learning and Digital Environments: The Education Superpower. *The Journal of Inclusive Practice in Further and Higher Education*, (10)1.
- Coy, K. (2017). "Dad's Online Gambling Habit Used up our Family Data Plan": and Other Digital Excuses for Not Doing Homework. *Connect. Learn. Transform. Universal Design for Learning: UDL-IRN 4<sup>th</sup> Annual Summit Proceedings*, 18-21.
- Coy, K. (2015). Measuring Universal Design for Learning in the virtual schooling landscape. *UDL-IRN Summit Conference Proceedings*, 91-110.
- Coy, K., Marino, M. T., & Serianni, B. (2014). Using Universal Design for Learning in synchronous online instruction. *Journal for Special Education Technology*, 29(1), 63-74.
- Coy, K., & Hirschmann, K. (2014). Professional Development for Special Education Teachers in Virtual Schools. *International Journal of Dyslexia*, 40(1), 17-23.
- Serianni, B., & Coy, K. (2014). Tips for supporting students with mild and moderate disabilities in online mathematics. *Teaching Exceptional Children*, (46)5, 102-109.
- Coy, K., (2014). Special Educators' Roles as Virtual Teachers. *Teaching Exceptional Children*, (46)5, 110-116
- Coy, K. (2020). Universal Design for Learning Enables Significant Learning in Digital Courses. In L. Kyei-Blankson, E. Ntuli, & J. Blankson (Eds.), *Handbook of Research on Creating Meaningful Experiences in Online Courses* (pp. 227-246). Hershey, PA: IGI Global. doi:10.4018/978-1-7998-0115-3.ch014
- Transforming Higher Education through Universal Design for Learning and International Perspective, Eds Novak, K., Bracken, S. (2018). *Transforming the Professor: Motivating University Students Through Design*
- Universal Design for Distance Education: A Guide for Online Course Development, Eds Scott, L.A., Thomas, C. (2016). *Expression in Distance Education*