

Title of Session: Admin and Teacher Online Resistance

Moderator: Roger Goodson

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RogerMG: I have been constructing courses (online and hybrid/blended) for the past seven years. I have also been involved in LMS workshop training.

RogerMG: Hi Beverly. We are now doing intros.

DavidWe: I'm David Weksler. I work with math and science teachers and also act as one of the Tapped In HelpDesk volunteers. I'm in New Jersey, just west of New York City

EmilyW: I am a recent college graduate, my career goal is to develop courses online

HelenaGst1: I have been teaching online and hybrid courses for three years here and Europe.

DianaD: I am a music teacher and am currently taking an online course

BeverleyH: Hi. I'm a media specialist at Univ of Houston-Victoria. I help faculty design media components for their online courses. I've also been heavily involved with training faculty on our course management system.

HelenaGst1: I teach management courses and live in Silicon Valley.

DavidWe wants to remind any new folks that you may want to "detach" your chat area to give you a bigger window to view the text

DavidWe . o O (Click on the Actions menu, then select "Detach")

HelenaGst1: Beverley, what system do you use?

BeverleyH: WebCT Vista

EmilyW: forgot to mention- I am a web designer. I graduated with a degree in Information Technology with area of concentration in Instructional Technology. I learned all about e-learning and created a web-based tutorial.

RogerMG: Great, we have a group that is experienced in OL and in instructional design. I take it all of us have run into the situation of faculty/administrator resistance to OL. I am going to make a few statements regarding what I have 'heard' from faculty in terms of

rationales 'why' they do not engage students online. When I finish, I would suggest that you add or 'take off' on any of these that you have experienced or that interest you.

DavidWe nods

DavidWe is interested in this topic

RogerMG: "The technology doesn't work."; " I have too much other 'stuff' to do and have no time to learn how to teach online...it's too complicated"; "Students don't like it...they like to see each other."; "Tried it once and I couldn't keep up with the work online and student discussions."; "Tried the LMS and it didn't work right for me...I'm all thumbs."; "Technology will never replace teachers." "I can't even program my DVD or VCR."

DavidWe smiles

RogerMG: Have any of you come across these or similar statements?

EmilyW: I am just starting to learn about this field

DavidWe: All the time

DianaD: yes

HelenaGst1: Yes, and others include: It takes too much time, I cannot and don't want to learn this at this point of my career, I am not a computer expert,

BeverleyH: "The technology doesn't work"... or "doesn't do what I want it to do" is very common here

HelenaGst1: I have also heard that technology is not secure and faculty does not have the skills to do it...even sending e-mails is difficult.

EmilyW: I took classes in college where I used a system online

JeffC: "I'm a doctor dammit... not an engineer!" Oh... sorry... that's from Star Trek.

BeverleyH: security...yes. very concerned with security of online exams...cheating, collaboration...etc.

EmilyW: some had class discussions on there, sometimes it was used to submit class assignments or view other files for the class

RogerMG: One of my concerns with faculty resistance is that if it becomes polarized then people tend to look for support and choose up sides.

HelenaGst1: Some say that it is beyond their academic status to start using computer. They have a good f2f system and they don't want to change.

DavidWe agrees with Roger's last statement

EmilyW: I am not really sure I understand that statement

JeffC: My major concern isn't the vocal objections... which I think can be addressed... but the inertia that pervades education regarding tech and how far people are away from best practices.

HelenaGst1: Roger, I agree. I have seen the non online and online camps. There is a divide and it includes hostility.

RogerMG: The question then, becomes, how can we work with the situation of resistance without creating polarities or assuaging them?

DavidWe listens for ideas

EmilyW: I think they don't know how to use it right

JeffC: Offer free pizza during tech and curriculum support meetings?

DavidWe . o O (free chocolate, too!)

EmilyW: maybe they weren't trained

BeverleyH: find champions who are willing to share best practices and successes

RogerMG: I like the idea of champions.

DavidWe . o O (Free Wheaties?!?)

HelenaGst1: We have a faculty online group which meets monthly to discuss issues. We also have a faculty grant which provides funds for conferences and tool for faculty to try out. We invite people to come. We also have respect who don't want to participate. However, students are driving the non technology faculty to use tools.

HelenaGst1: Chocolate definitely works.

EmilyW: I think online learning is more for university/college level

DavidWe smiles

DavidWe isn't sure it is limited to higher-ed

BeverleyH: and if chocolate doesn't work....pay them to attend!

RogerMG: One thing that has worked for me is to get a special 'team taught' course funded, inviting novices in with the assurance of lots of support.

DavidWe: Jeff has some high school experience, I believe...

JeffC: Well... that depends Emily. There are a lot of possibilities for online projects and participation at the K-12 level.

EmilyW: it is not limited

HelenaGst1: I have friends who use tools in K-12. It is especially popular in home schooling and independent studies.

BridgetM joined the room.

DavidWe waves to Bridget

RogerMG: Hi Bridget

BridgetM: howdy, David

EmilyW: For those reasons Helena, it is good to have

JeffC: But most K-12 teachers (and admins) are still tied to the old textbook approach (not to mention the cost of new textbooks).

RogerMG: Why is that Jeff?

JeffC: Because they don't get sustained support with tech.

JeffC: One day inservices don't cut it.

EmilyW: but for regular k-12 schools, they should not be completely online

HelenaGst1: One thing I have done is tutored f2f faculty and once they see how "easy" it can be, fears go away. More and more are asking for help. One thing that would help is the pay incentives to attend training and teach courses.

JeffC: I just found out today that my district will have a .5 position for a TOSA tech-curriculum specialist. I'm going for it... although it's sad that it's only .5

JeffC: I agree Emily... but in K-12 tech is vastly underutilized for the most part.

RogerMG: My research has indicated that one of the primary reasons for past 'failures' of use of technology in schools is that it was 'forced' by reformers and that the teachers were not included in the planning and implementation (e.g., TV, Radio)

DavidWe nods

JeffC: True Roger... plus most universities pigeonhole professors into using a system like WebCT or Blackboard when there are a myriad of other possibilities for teaching online.

RogerMG: Generally, the literature on change indicates that force strategies generally fail, whereas choice strategies succeed.

DavidWe smiles

DavidWe: I like that AND I believe that

BridgetM: tech becomes one more "have to do" instead of a solution to many problems

EmilyW: I think it would be great to develop e-learning/online learning that teachers can use with their students

EmilyW: but not online learning that is for a class

RogerMG: So . . .the issue becomes one of co-opting faculty, rather than forcing them . . .same with admins.

HelenaGst1: There is a tendency for the fashion of the year in schools, but teachers are willing to learn, but don't have the time, fear that they will lose their jobs if they don't reform, and sometimes sabotage efforts.

DavidWe: NCLB has created another twist....

RogerMG: Good point Helena!

RogerMG: I have also found that the more bells and whistles that are shown to teachers who are not participating in OL, the more intimidated more become . . .I have had to adopt the KISS Principle.

HelenaGst1: I get a magazine called Edutopia. It is for k-12 teachers and encourages usage of technology. One article was about smart schools and "no teacher left behind". I have encouraged them to include articles suitable for college/university level. We face similar issues.

JeffC: To get a free subscription to Edutopia go to <http://www.edutopia.org/php/sub.php>

HelenaGst1: I agree, Roger. People need to learn at their level. Simple is better...and continuous training and practice. My colleagues complain that they forget what they learned because the conferences and training are insulated from teaching opportunities.

RogerMG: I do like scaffolding.

BridgetM: good tech prof development can be responsive and leading

BeverleyH: training that is very targeted to specific skill levels; one-on-one training so that unskilled aren't "competing" with more skilled.

RogerMG: Emily is leaving us now. I have suggested that we continue the discussion later, asynchronously in my 'Faculty Resistance Discussion Group'. Anyone here is also welcome to join.

EmilyW waves bye

HelenaGst1: I enjoy trying new things, but nothing is greater and showing something to a colleague, have them try, and succeed and get excited about their own learning.

BridgetM: catchy title, Roger

RogerMG -)

BeverleyH: yes, Helena, and then have them tell their colleagues about it!

RogerMG: Also available in the office are a couple of links that you might find interesting: one deals with faculty resistance; and the other with Upsides and Downsides of OL'...Helena, myself and George Klemic put that one together for a conference last Feb.

HelenaGst1: Yes, even experienced faculty need mentors. Good word spreads around. We also need to include administration. They are more willing to give resources for success stories.

RogerMG: What has worked well for people in getting administrators on board with OL?

BeverleyH: increased enrollments!

RogerMG: Absolutely! Bottom line mentality.

DavidWe: Administrators set the stage: they must be leading on the use of technology in their schools

HelenaGst1: Absolutely, Beverly. Student enrollments, additional revenue, and student feedback.

RogerMG: Need to work with the administrator mind set and values . . .which are not usually the same as those of the teachers.

DavidWe: but if administrators are leaders in the schools...

RogerMG: Admins. have different audiences than the teachers, and different cohorts they operate with and within.

HelenaGst1: We have seen that increased enrollments in non-traditional programs have helped everyone. Adults in the business world are used to technology and required that in the classroom. Successes in adult programs have paved the way to everyone else.

DavidWe . o O (University of Phoenix)

RogerMG: It is clear that anywhere/anytime is a definite advantage for college students at almost all levels.

RogerMG: Jeff, you've been quiet for a while . . .what's up?

BeverleyH: administrators like the increased enrollments, but don't like spending to provide the technology necessary to produce quality online courses...and necessary professional development for faculty

HelenaGst1: However, that anytime/anywhere cuts into traditional faculty perks and some will not want to give it up. There is a new type of faculty emerging. They are more flexible and are willing to work around the year even from the other side of the world. Customer is starting to drive the changes in the traditional academia.

DavidWe . o O (probably cooking dinner)

DavidWe: Close to 10 years ago, I was part of an after-school professional development program the city of Philadelphia did with teachers

DavidWe: We went to Lehigh University to use a professional-like video production facility to do a live program sent by satellite to a cable station in Philly.

HelenaGst1: Does anyone have a professional developed helping in course development? I do it myself.

DavidWe: The idea was that teachers could go home and make dinner and relax and watch tv and learn something

DavidWe isn't sure what Helena is asking

DavidWe: It was a pretty cool idea. We were one part of a three part program for math education

RogerMG: We have tech help, but not curricular help.

RogerMG: It's do it yourself

JeffC: It's tech-curricular help that is needed... and on a sustained level (day to day).

RogerMG: I wonder how many institutions are hiring instructional designers these days, to help . . .is this another unfunded area?

HelenaGst1: Beverly mentioned that administration does not like to provide the technology or faculty development to produce quality online courses. I was interested if this group developed their own courses or if the administrator has hired professional online course developers to work with teachers?

DavidWe: This is an unfunded ERA!

RogerMG: LOL David

DavidWe: There's clearly less money...and testing is being really pushed

DavidWe smiles

BeverleyH: faculty develop content. some develop their courses. some rely on tech support to develop the course.

HelenaGst1: I agree, under funded.

RogerMG: OK, we're running out of time here. How about a summative statement from each of us.

DavidWe: Technology is here. We've bought the computers, we have the Internet access. Why do we need anything else? Well, there are ALWAYS new things to learn - we NEED ongoing and sustained teacher professional development

RogerMG: Thanks David...next?

DavidWe nods

HelenaGst1: I would recommend release time to develop e-learning courses, funding for skill building, sharing with colleagues for techniques which work. Technology is here and enhances learning.

RogerMG: Thanks Helena.

JeffC: Ditto what David said... and add that technology can help foment a revolution in student-centered education... or it can lie fallow.

HelenaGst1: However, when we love what we do, we do it anyway.

DavidWe smiles

BeverleyH: biggest challenge is maybe not the resistance to teaching online, but to the idea that they have to change the way they teach.

DavidWe: Yes, Helena

RogerMG: Agreed Helena.

BridgetM: As someone who just rushed home from a grad class I'm all for online courses

DavidWe . o O (people who teach need to love to learn new things)

RogerMG: I like that Beverly . . .Pedagogical/Andragogical change.

DavidWe checks with the Nassau County police for any speeding infractions

BridgetM chuckles

HelenaGst1: Smiles:)

DavidWe reminds everyone that they will receive a transcript of this discussion shortly after they logout of Tapped In

DavidWe wants to thank Roger for this discussion

RogerMG: I would like to thank everyone for participating. Good luck and hopefully we will find funding and more fun with OL

BeverleyH: heading off into the sunset now...thank you for a great conversation!

DavidWe: Roger, will you be doing this discussion topic again?

DavidWe waves to Beverley

HelenaGst1: Thank you all. This has been my first Tapped In experience.

DavidWe: Welcome. Helena. Do join as a member. It's free!

HelenaGst1: I will.

RogerMG: If there is interest I would certainly like to continue.

DavidWe nods

DavidWe: I think it's a GREAT topic, personally

HelenaGst1: I would be interested in this and other topics.

BridgetM: I would like to be part of continued discussion

BridgetM: Roger I will check the articles out that you mentioned

RogerMG: I will stay in touch with David and see if we can continue later this summer...right now I am off to the Sierra.

HelenaGst1: Have a good time. Thank you for the invitation and facilitation.

RogerMG: Always a pleasure Helena.

HelenaGst1: Bye everyone.

RogerMG: By all.

DavidWe: Well done, Roger

DavidWe: Ciao

DavidWe waves

JeffC: Thanks Roger