

**Title of Session:** WriteTalk - Faculty Resistance to Online Learning

**Moderator:** Sandra Shattuck

**Guest Speaker:** Roger Goodson

**Title of File:** 20051013writetalk

**Date:** October 13, 2005

Room: WriteTalk Group

**SandraS:** we might be a small group, Roger, but you can count on the quality!

**RogerMG:** great

**SandraS:** hi, Denise!

**DavidWe:** Hi, Sandra. How's it going?

**BJB2** agrees with Sandy

**SandraS:** whooshing right along David

**SandraS:** BJ, you want to start the introductions, or should I?

**BJB2:** let's start with a reminder...

**BJB2:** if you're new to Tapped In go to ACTIONS in the top right of your chat window

**BJB2:** and then click on DETACH

**BJB2:** We usually start each discussion with introductions.

**BJB2:** I'm an art teacher in Pennsylvania

**SandraS:** I teach English/Literature in Alabama

**RogerMG:** College Prof for more years then I like to remember

**SandraS** chuckles

**SandraS:** David, you want to introduce yourself?

**DavidWe:** I help teachers learn more about technology for math and science

**DavidWe:** Thanks, Sandra

**RogerMG:** David likes to be mysterious:-)

**SandraS:** excellent

**DavidWe** is speaking on the phone and has trouble typing and talking at the same time

**SandraS:** usually I start with a quick spiel about the National Writing Project, but I know BJ and David have heard it already....Roger, have you heard my spiel? Do you know about the NWP?

**RogerMG:** Nope. But have been involved in writing across curriculum

**SandraS:** great...NWP started in your neck of the woods...UC Berkeley...in 1973

**RogerMG:** oic

**SandraS:** a professional development organization that believes in three main tenets

**SandraS:** 1) teachers are the best teachers of other teachers

**SandraS:** 2) teachers teach writing more effectively if they improve their own writing

**SandraS:** 3) writing is an effective means of learning across all subject areas

**RogerMG:** makes sense

**SandraS:** The National Writing Project has about 190 sites, all located at universities

**SandraS:** but they serve primarily k-12 faculty

**SandraS:** the main project for each site is a Summer Institute

**SandraS:** our national convention is coming up

**SandraS:** that's basically the spiel

**SandraS:** so let's go on to Roger's writing

**RogerMG:** where's the convention?

**SandraS:** Pittsburgh

**RogerMG:** Oh...

**SandraS:** here's the website

**SandraS:** <http://www.writingproject.org>

**SandraS:** I'm very excited that Roger has generously offered his piece for us to discuss

**DavidWe** nods

**SandraS:** I started WriteTalk hoping that we would be an online writing group

**SandraS:** and that's just what Roger is helping us do...

**SandraS:** I'm assuming everyone's read Roger's piece

**SandraS:** it's at <http://cndbusinessprogram.com/facultyresistanceelearning.htm>

**SandraS:** and he's just added paragraph numbers so we can refer to spots more easily

**RogerMG:** I am interested in improving my writing. Still can't tell ya what a predicate nominative is:-)

**SandraS:** Roger, could you start by just talking about the genesis of the piece? What got you to write it? And what do you plan for this piece? Audience?

**DavidWe** hasn't read Roger's piece

**DavidWe:** Maybe I should, huh?

**DavidWe** looks around and sees 3 other people

**SandraS:** no worries, David...

**DavidWe** smiles

**DavidWe:** Are we making comments, yet?

**RogerMG:** I have been attempting to help faculty on my campus 'unfreeze' and 'move' towards involving Elearning in their teaching for about 7 years.

**DavidWe** smiles

**SandraS** listens to Roger

**RogerMG:** People in my program . . . an applied program are already doing so, as are 'some' people in the Ed. School.

**DavidWe** nods

**RogerMG:** It is mandated in the Ed.School.

**RogerMG:** So, after numerous attempts and workshops, and mentoring . . .I was making little headway.

**RogerMG:** I had the support of my Dean, and a 'few' faculty, but by and large, there was no movement towards critical mass.

**SandraS** nods head in interest

**RogerMG:** I became frustrated . . .sometimes angry . . .sometimes depressed...ran the gamut

**DavidWe** smiles

**DavidWe:** Sounds normal

**RogerMG:** I did not give up.

**SandraS** applauds Roger's tenacity

**DavidWe:** That's to be commended

**RogerMG:** Finally, the accreditation group came by and there was suddenly an interest in elearning.

**RogerMG:** But.....there was really no change.

**SandraS** nods

**SusanR** joined the room.

**RogerMG:** My sabbatical came up and I was looking for a research topic . . .having been schooled in ethnography I decided to put that to work . . .and to do research on my own experience

**DavidWe** waves to Susan

**SandraS** waves to Susan

**SusanR:** Hi David

**DavidWe** nods

**RogerMG:** why was faculty resisting what was so obviously a great tool for interaction and pedagogical change?

**RongX** joined the room.

**DavidWe** smiles

**SandraS**: Hi, Rong. Welcome.

**DavidWe**: Good question, Roger

**RongX**: Hi

**SandraS**: Let me break in just a sec, Roger.

**RogerMG**: I had already begun reading a lot on the subject (my field is organizational behavior and development so I know something about change and resistance.)

**SandraS**: Susan and Rong, Roger is explaining the genesis of his writing

**SandraS**: <http://cndbusinessprogram.com/facultyresistancelearning.htm>

**RogerMG**: But . . .applying that sort of info. is not necessarily easy.

**SandraS** agrees

**RogerMG**: particularly if you are 'living it'

**RogerMG**: I also began accessing people on other campuses.

**RogerMG**: And . . .found I was definitely not alone'

**RogerMG**: That's pretty much it in a nutshell.

**SusanR**: Thank you Sandra and Roger

**SandraS**: OK, so you say in the piece that you did research...that is ethnographies...hanging out...

**RogerMG**: right

**SandraS**: what do you want to do with the piece we're looking at tonight? what are you plans for it?

**SandraS**: and what kind of input would you like from us?

**RogerMG**: Well . . .it started out as a 'short piece'. Then it began to grow . . .I can see it as a chapter in a book on elearning. Part of my research took me into history of higher ed, roles of faculty and students, admins. etc. So I have quite an extensive lit search.

**SandraS:** I agree...you've got a lot of stuff in this piece

**DavidWe:** That's quite cool, actually, Roger

**RogerMG:** How different technologies have been tried over

**SandraS:** you may have more than a chapter...you may have a whole book

**DavidWe** agrees with Sandra

**RogerMG:** I guess that's possible. My problem in writing has always been focus.

**SandraS:** I really like your passion for the topic

**SandraS:** clear that you believe elearning benefits both students and teachers

**RogerMG:** I am excited by it.

**DavidWe** smiles

**DavidWe** . o O ( a good thing )

**SandraS:** and I like your last paragraph, where you indicate that not everyone has to use elearning and it's not a panacea

**SandraS:** before I completely monopolize the conversation....ackkkk....

**DavidWe:** Go for it, Sandra

**SandraS:** I've got a lot to say about the piece

**SandraS:** but I want to make sure everyone gets a chance to give input

**RogerMG:** nope . . . just another tool right now . . .but if I read the future right, it will be much, much more

**SandraS:** I agree, Roger

**RogerMG:** ok

**SandraS:** any general comments about the piece, or questions?

**RogerMG:** looking for input

**RogerMG:** feedback

**SandraS:** what kind of input are you looking for, Roger?

**RogerMG:** whatever:-)

**SandraS:** ah....global input....

**RogerMG:** What about the organization of the piece?

**SandraS:** what are your concerns about organization?

**RogerMG:** Well . . .does it grab you right off . . .or does it just look like another academic treatise

**SandraS:** ahh...well the title grabs me right off

**SandraS:** and the first paragraph keeps me curious

**SandraS:** but I think your point earlier that your research led to a wide range of places supports both the strengths and promises of your piece

**SandraS:** that is, I expected to read a lot more nitty gritty about faculty resistance

**SandraS:** but the section on the

**SandraS:** Situation

**SandraS:** for instance

**SandraS:** gives me a broader history of technology in the classroom

**RogerMG:** ok

**SandraS:** this is all good stuff

**SandraS:** but I wanted more on your initial thoughts

**RogerMG:** I wonder if paragraph 9 would be better at the start

**SandraS:** could be

**SandraS:** but I really like the way you explain stuff at the start

**RogerMG:** ok

**SandraS:** I found it very helpful to have faculty resistance organized into two different types of resistance

**SandraS:** that intrigued me

**SandraS:** helped me to think more clearly about the problem

**SandraS:** I really liked the four factors in the first paragraph

**RogerMG:** right . . . citation will ref. works of Chris Argyris

**SandraS:** I mean this whole problem is so crucial right now

**SandraS:** and as you found out, you're not alone

**RogerMG:** absolutely

**SandraS:** I just facilitated a writing and technology writing retreat through the National Writing Project

**RogerMG:** I feel like Sisyphus sometimes

**SandraS:** and at least two teachers were talking about exactly the same topic

**SandraS:** faculty resistance

**RogerMG:** Really!

**RogerMG:** And their interest was?

**BJB2 . o O** ( it starts at the preservice level...why don't you join the Mini Expo on Oct. 24?! )

**SandraS:** same as yours...both saw the power of tech in the classroom

**SandraS:** ooh, cool idea BJ

**RogerMG:** Tell me more . . .now or later

**SandraS** nods to BJ

**BJB2 . o O** ( just a quick diversion...I apologize... )

**RogerMG:** Hiring practices and policy have a lot to do with acceptance of elearning

**SandraS:** go for it

**BJB2:** There is a mini expo planned synch for Oct 24

**BJB2:** and asynch in the Preservice teachers group from Oct 22-25

**BJB2:** there are a list of questions on the discussion board that preservice teachers led by teacher educ. faculty are going to respond to

**RogerMG:** wow!

**SandraS** . o O ( discussion board in reception? )

**BJB2:** there is also an explanation of the expo in the preservice teachers group room and in the newsletter which is being emailed tonight

**BJB2:** all will take place in the preservice teachers room

**SandraS** nods

**BJB2:** done. Thanks!

**SandraS:** Thanks, BJ.

**RogerMG:** BJ . . please send me more info . . .or can I access a transcript of this session?

**SandraS:** This is a new venture for Tapped In and it looks like a great way to build community and network

**BJB2** nods to Sandy

**SandraS:** Roger, you can also join the group...right, BJ?

**RogerMG:** It really is all about community

**RogerMG:** Sure I'll join.

**BJB2:** Roger, read your newsletter when you get it, go to the preservice teachers room, and/or click on the tapped in tab and then calendar and read the description of the event on Oct 24

**RogerMG:** ok

**BJB2** . o O ( and of course you are invited to join preservice teachers! )

**SandraS:** let's go back to your first paragraph, Roger

**RogerMG:** Another thing I'd like some help on Sandy. Do you see any mechanics that could be improved?

**SandraS:** the four factors

**BJB2:** you are also invited to join the Mini Expo group      The next expo will be on Hurricane Central HelpCenter.

**RogerMG:** ok

**SandraS:** a few things on mechanics

**RogerMG:** shoot

**SandraS:** but I can email you later about that

**RogerMG:** I would appreciate it.

**SandraS:** sometimes I get so frustrated with teachers who won't try technology

**RogerMG:** I moved a lot as a kid and as a result ended up missing a lot of basics. The only reason I can write at all is that I read a great deal.

**SandraS:** but the 2, 3, &n 4th reasons are powerful reasons behind the resistance

**SusanR** listens and understands

**SandraS:** and I wanted to hear a lot more about those and your research

**SandraS:** so if we're all dedicated to spreading tech usage in classroom, we have to fully understand the fears behind resistance

**SandraS:** if I continue to think those fears are frivolous, I won't get anywhere

**RogerMG:** And it is mostly fear.

**SandraS:** but fear of loss of control, fear of loss of intrinsic rewards, and

**SandraS:** ESPECIALLY

**SandraS:** fear of looking like you don't know what you're doing cuz students can get info from the web...

**SandraS:** I thought that was really interesting

**RogerMG:** One thing I don't understand, is that people who are ready to retire don't want to get involved with tech . . .and it offers them so much opportunity to contribute in retirement years.

**RogerMG:** I am currently using a great rubric for scoring student online discussions in my classes.

**SandraS:** you see, that could be a whole separate piece, eh?

**RogerMG:** pa

**SandraS:** I'd love to see the rubric

**BJB2:** I think a LOT of people would like to see that rubric, Roger!

**SandraS:** I mean, if you wrote something addressed to those retiring teachers and focused on the benefits of technology, that would be cool

**RogerMG:** Actually it's not mine. It was developed by a lady in a professional association I belong to.

**SandraS** agrees with BJ

**DavidWe:** Does it involve discourse analysis?

**DavidWe** doesn't actually know what that means

**RogerMG:** right now it's inside my webct classes. And yes, it involves discourse analysis . . .if I understand the meaning correctly.

**RogerMG:** I can put it up on my website or drop it off here . . .can I add a link in this site?

**BJB2** nods to Roger

**SandraS:** that would be great, Roger

**RogerMG:** ok

**SandraS:** ok, so basically you've got so much going on in your piece

**RogerMG:** I found it in USDLA's 'Distance learning Magazine for Leaders'

**SandraS:** that is, I see several areas you're addressing

**SandraS:** and I'm not sure who you're trying to reach

**SandraS:** because you speak to teachers, resistors, early adopters, administrators

**SandraS:** Roger, I'll email you my extended comments, if you want them

**RogerMG:** Yes. I'm presenting a campus wide workshop with another faculty member on just these categories . . .plus dealing with elearning as not just LMSs

**SandraS:** LMS?

**RogerMG:** I would appreciate that Sandy. thanks.

**BJB2:** Roger is also leading a discussion on the topic on October 26

**RogerMG:** Learning Mgmt. Systems

**SandraS:** got it!

**SandraS:** thanks for letting us know about the discussion on 26 Oct., BJ

**SandraS:** Roger, do you have any questions you want to ask this group?

**RogerMG:** It's all about resistance:-) ooOOOH!

**SandraS:** you mean your presentation is about resistance, Roger?

**BJB2:** Sandy, I like your observation about the paper focusing on a lot of different topics...

**RogerMG:** Yes. Whereas my partner's is on wikis, blogs, newsfeeds etc.

**BJB2:** usually, when we discuss the problem, that is exactly what happens...

**DavidWe:** Roger, do you know who Andy Carvin is?

**BJB2:** and we just go around and around

**SandraS:** yup, BJ, it's all interrelated

**RogerMG:** Heard the name . . .or read it.

**DavidWe:** Andy did a presentation on Tuesday - kind of the history of blogs, podcasting, etc.

**RogerMG:** I'd like to find the transcript

**DavidWe:** He works for EDC in Newton, MA, and has been the young Turk of the educational technology field for the past 10 years

**DavidWe:** He started the WWWEDU mailing list

**RogerMG:** Newton is usually a leading edge school system

**DavidWe:** We actually did some work in Newtown and Watertown with the Math Forum in 1997

**BJB2:** the transcript will be archived in about a week at [www.tappedin.org/transcripts](http://www.tappedin.org/transcripts)

**RogerMG:** Folks . . . my spouse has arrived home an I have to split. It's been fun, intriguing and I would definitely do it again!!

**DavidWe** smiles

**DavidWe:** Thanks, Roger

**SandraS:** Thank you so much Roger.

**SandraS:** And thanks to everyone for showing up.

**BJB2:** thanks, Roger and Sandy

**DavidWe** waves bye

**BJB2** waves goodnight

**DavidWe:** Thanks, Scooter-girl!

**RogerMG:** It's been my pleasure. Thank you Sandy!!!!

**SandraS:** I hope everyone has a great evening!

**SusanR:** You may find some of the musings from Andy's blog useful, Roger

**RogerMG:** Bye to all.

**SusanR:** <http://www.edwebproject.org/andy/blog/>

**BJB2:** thanks, Sue