

Title of Session: Faculty Resistance to Online Learning

Moderator: Roger Goodson

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BJ: Welcome to this discussion about Faculty Resistance to Online Learning

BJ: we usually start all discussions with introductions. Please tell us where you are located and what brings you to this discussion.

RogerMG: I agree. there a reasons for that besides fear . . .fear of being seen as less competent by students; fear of loss of control of the course or classroom; fear of losing intrinsic rewards of in-class 'performance.

GeorgeK joined the room.

BJ: I'm an art teacher in Pennsylvania.

BJ: welcome, George. We're just starting introductions

RogerMG: OK. I am Roger Goodson, I am a Professor at Notre Dame de Namur University in Belmont CA. Hi George

JeffC: I'm Jeff Cooper, Helpdesk at Tapped In and in Forest Grove Oregon, host of "Virtual Fear Factor"

HelenK: I work with Adults upgrading their skills and help staff with the technical requirements needed for this operation

DavidWe joined the room.

GeorgeK: Hi, I am George, a Management teacher in CA but from Pennsylvania.

JodiH: I am Located in Lake Charles Louisiana. I attend McNeese State and I am the Distance Learning Technician on our campus and I am also the assistant to the Blackboard Administrator. I am attending this discussion for a graduate class.

DavidWe: I'm David Weksler. I help teachers learn more about educational technology. I am a long-time Tapped In user and help **BJ** with the HelpDesk here. I'm in New Jersey, near New York City

RogerMG: Jeff, could you repeat your statement about your experiences with the Concordia students?

JeffC: There was an interesting meeting today earlier Roger... students from Concordia talking about how the faculty used tech.

JeffC: They were almost unanimous... the **only** tech that faculty used was Powerpoint... which seems to indicate to me how faculty prefer to use what is comfortable... something presentational and didactic... something that doesn't take them outside of their comfort zone.

JeffC: "sage on the stage" is a tough approach to get most professors to step down from.

RogerMG: What has worked for you in getting them to 'step down'?

GeorgeK: Something that is teacher-centered rather than student centered.

JeffC: I find that getting **any** educator to step down is difficult... perhaps harder to get profs than K-12... but difficult nonetheless. Educators know the theory behind student-centered, project based and engaged learning... but practicing it in the classroom is a whole different matter.

RogerMG: Sort of do as I say and not as I do approach?

DavidWe nods

DavidWe: Yup

RogerMG: How about others: what have been your experiences in terms of involving teachers with OL?

GeorgeK: I have an image in mind-- Linus with his blanket, but gradually morphing into most faculty I know with their traditional "crutch" in hand, even if the crutch is PP.

JeffC: Hey... most faculty don't even have a blanket!

HelenaGst1 joined the room.

JeffC: And those that do think they're making tremendous strides by using PP.

RogerMG: Perhaps some need one:-) What sorts of temp. blankets might we offer?

BJ: welcome, Helena!

RogerMG: Hi Helena

GeorgeK: True, the students are using them, that's the tradition...the one we have to break.

HelenaGst1: Hello All!

JodiH: I find that the average adult does not want to even touch a computer...Take for instance the recent Hurricane Rita that hit our area, we are trying to put our classes online...it is the hardest to get them to understand that their material will be for all their class to see.

BJ: Please introduce yourself, Helena

HelenaGst1: I teach management using BB at Saint Mary's College of California. I come from a corporate background with lots of technology in OD and HR, I have been in academia full-time for 5 years. I hail from Finland and do e-learning for a university there.

JeffC: Sounds great Helena (I think you should take five minutes and register here! <http://www.tappedin.org>).

DavidWe . o O (Orinda, Helena?)

HelenaGst1: Yes, Moraga and Orinda area, but I do most of my teaching in Silicon Valley.

DavidWe: Moraga, sorry...

DavidWe nods

GeorgeK: Back to task. What if they don't want to change?

RogerMG: Helena we have just been talking about most teachers . . . professors in particular, unwillingness to give up the stage

HelenaGst1: I live in Santa Clara, so no commute for me, except when teaching f2f and meetings in Moraga.

HelenaGst1: Yes, that is a problem. I have found that the students love to use the technology and have to drag teachers along.

JodiH: They are still in control ...just a different stage, right??

GeorgeK: I just think of the lost opportunity cost to them still being in control.

JeffC: That's another reason teachers resist... students tend to have the "upper hand" with tech.

HelenaGst1: I agree Jodi, the stage is different and provides additional opportunities. I have found out that I have the best of two worlds in hybrid programs.

GeorgeK: But if I want my students to do well in life, wouldn't I want them to use the best tools available? g

DavidWe: You'd think...

RogerMG: My interest in this discussion and in my TI Group is resistance and how best to deal with it. Clearly, pedagogical stance is critical, but getting someone to examine that just doesn't seem to work unless they are experiencing some dysfunction with it in the classroom.

JodiH: We are trying to Teach them so that they can teach the student via Blackboard and other online ways, by holding trainings that they have to attend in order for the JOB sake

DavidWe . o O (twisting arms is tough)

HelenaGst1: I agree with you, George. I do some additional things with my students so they can have the opportunity to build skills for real life. I have real time chats and student facilitated discussion, for example.

JodiH: right

GeorgeK: Old habits (signing things) die hard, even for early adapters.

BJ smiles and nods

RogerMG: It strikes me that most profs. develop self sealing evidence that they are doing OK, as it is. Unless some 'force' causes them to see things are not working, change is difficult. Any suggestions on what sort of 'forces' might cause them to examine how they do things?

JeffC: Of course Roger, we're looking at two different sets of instructors. Professors on the one hand, and K-12 instructors on the other. Both face an assortment of different problems.

RogerMG: ok. let's start with the k-12rs. what works?

HelenaGst1: We have online lead faculty committee which meets monthly. This way we can mentor slower learners and then drive teaching down to our other faculty. We have lead faculty for each course who participate in the committee.

JeffC: For professors who use lecture as their primary source of instruction... they must fear that their lecture notes could be put online.

DavidWe . o O (sustained, long-term professional development, with snacks)

JodiH: I have found that students asking if it will be online for them to do assignments and if they will put notes online, helps instructors to realize that there is a need and want for online instruction

GeorgeK: I am on a Curriculum Committee, now reviewing 3 Program's self-study portion of program review. I have seen little self-criticism, almost no change proposed, even though the environments (external and internal) have markedly changed since the last program review for these disciplines (Bio, Theater, Music)

JeffC: What works for K-12 and what doesn't work. For starters, most educators don't know what to do with the computers they do have. I've been helping my daughter's class (there are four workstations). We've been getting a lot accomplished working in small groups. However, if I wasn't there, then it is highly unlikely that *anything* would get done, since the teacher would have a hard time supporting the group on the computers.

DavidWe agrees with Jeff

HelenaGst1: I looked at the MIT open university notes. It has assignments, and faculty lecture notes for everyone to see. I try to share as much of my notes as I can with students.

DavidWe: There have to be "instigators" pushing things along

RogerMG: Are the instigators also opinion leaders among the faculty?

DavidWe doesn't know

RogerMG: I have found it useful in working with projects as a consultant to identify opinion leaders and then to try to bring them on board with change projects.

HelenaGst1: Yes, to Jeff's comment here. Finland has some nice models where everyone has grown up with technology so students and teachers are familiar with it. It has taken some time to get to this in k-12, but they are now #1 in the world in this level of teaching.

JodiH: Most instructors think that students can get all the information from f2f instruction and students like to compare notes and learn more from posted notes

JodiH: Isn't it all about learning???

JodiH: Most lose that gist.

GeorgeK: I am a regular reader of the Financial Times. The FT regularly reports on educational progress and innovation studies. Right now, Finland leads the world in both education quality and innovation. Helena, maybe you can educate us?

HelenaGst1: Instigators could be opinion leaders or others. However, I have seen that there is resistance and even sabotage when someone brings new ideas. What has worked is student results and their comments and evaluations. They push teachers to do more in the adult level of college education.

RogerMG: That gets back to the identification of dysfunction by faculty doesn't it Helena? Unless they see it, they are unlikely to change.

RogerMG: In K-12 I would think that NCLB tests etc. might 'push' some of that.

JodiH: I think most are worried that they will have to go to online forever.

DavidWe: K-12 has been changing, however slowly...higher ed is much more glacial

RogerMG: I would agree . . .everything I have read supports that idea David.

HelenaGst1: Finland has education as a priority. One has to have rigorous training to become a teacher and teachers are paid well. So, education is valued. That translates to classroom equipment. Students have latest technology in classroom. They are encouraged to learn using computers. They have penpals, do research and communicate with people all over the world. It has become a way of life, but the foundation is that teaching is a respected profession.

DavidWe: Don't we value education?

RogerMG: Perhaps it is changing because of the changes in students . . .more visually oriented, etc.. like social interaction, IM important in their lives, etc.

GeorgeK: I guess we need to deal with Arnold on that.

DavidWe smiles

JeffC: NCLB tests and standards stunts technology use in schools imho. Districts buy expensive software thinking that they will raise test scores with it (which indeed they might). But it becomes a drill and kill scenario with tech... rather than an exploring situation (like they have in Finland).

DavidWe: A friend of mine, while chatting at lunch the other day (and Judy is older than I am) came up with the phrase, in passing, "I was IM'ing with my Mom..." - I had to stop her and repeat THAT to her

DavidWe smiles

HelenaGst1: I am still here, I hope you can see me. I think everyone values education, but are they willing to pay for teacher's salaries and modern classrooms. Finland has high taxes:)

DavidWe agrees with Jeff about NCLB

DavidWe . o O (stunts a lot of things)

JodiH: K-12 problems may be more the parents not wanting their children online to find the unwanted and horrified materials on the internet, more than the teacher wanting to provide instruction online

RogerMG: Drill is less important than interaction between students and students in teacher, right David?

DavidWe: IMHO, yes

DavidWe: Bernie Dodge presented his new online authoring tool for WebQuests (QuestGarden) last night

RogerMG: So, do any of these schools set up open peer tutoring where students can work with students?

DavidWe: It is meant to HELP teachers with this online educational tool

DavidWe: Swarthmore College has peer-tutoring for writing in certain courses

DavidWe . o O (Writing Associates)

RogerMG: Yes. I have read that Swarthmore has been making some headway in involving Liberal Arts teachers/profs. in working online with students.

DavidWe: But having a dynamic teacher LIVE AND IN LIVING COLOR is also a pretty dynamic learning environment

DavidWe . o O (it's what got me to major in chemistry)

DavidWe: It's the balance between lecture, small group, other modes of instruction

GeorgeK: But most teachers are not dynamic, some are not close to living...I had a bunch of those, years ago.

DavidWe . o O (the more modes the better?)

RogerMG: On the university level, it would appear that professional programs are picking up online more rapidly than liberal arts, humanities, etc. at least in our institution that's the case.

JodiH: Education and English are the strongest in my University

JodiH: and Business

RogerMG: Interesting Jodi. . .how did English get involved (I can understand Ed.)?

GeorgeK: How did you get E and E on board?

JodiH: well our English Instructors are from all over the US and the World so that helped a lot

DavidWe smiles

DavidWe: That's one way to do it

JodiH: they also travel a lot

JeffC: I don't know Roger... if you consider using WebCT or PP a major step forward, then yes... universities have the \$\$\$ to get on board... but I don't see either software revolutionizing anything about tech and curriculum.

RogerMG: So, you might describe them as more 'worldly'?

JodiH: We also have an early admissions program for our surrounding High schools

HelenaGst1: I missed a presentation at our College, but one English and one Science teacher were sharing how they use iPods in their teaching. I have not tried that, but it seems interesting. I have had good results with small groups, teams, and pair work with students. They "love" it and want to know how to get more from other teachers. The question I ask myself is if I am setting up other faculty by introducing technology others cannot or are not interested in using. Other instructors fear what I am doing.

RogerMG: I agree Jeff. It's the pedagogy that needs to change . . . **oBJ**ectivism vs constructivism

JeffC: And I really don't see that happening at the university level Roger.

JeffC: Teaching has always taken a back door to research at the university level anyways.

RogerMG: Interesting Helena . . . I have students that are actively using iPods, but no faculty.

DavidWe nods

DavidWe agrees with Jeff

DavidWe: There needs to be more incentives for good teaching

JeffC: Actually... some professor was *banned* from podcasting at his university (looks for that article).

JodiH: the University offers the courses via compressed video and Blackboard combined, these students are getting college credit and learning the ways of the University early

RogerMG: University faculty are great advocates about how the world should change . . .but resistant to undertaking change themselves . . .do I have that right?

JodiH: Our program is growing each year, we offer Special Ed, English and History with hopefully more to come

RogerMG: Sounds good Jodi.

HelenaGst1: I heard a talk by David Bednar, who was at that time the President of Brigham Young University in Idaho. He addressed the issue of publishing or perishing and said that they had developed a model where teaching was the focus and research and publishing as long as it related to teaching and working with students. I thought that was interesting, because in so many other institutions students seem to come last after research and scholarship.

DavidWe: Here's a practical issue: We (Tapped In Helpdesk folks: **BJ**, Jeff, Me, etc) are trying to get people in teacher education to take notice of Tapped In and hopefully use it...what would get them to pay attention and think about using this educational environment?

RogerMG: Well, Jeff and I hope to bring some faculty from my institution here to 'experiment' with TI and do a little training.

DavidWe nods to Roger

JodiH: Advertise to more colleges and university. Many do not know about it

GeorgeK: Doesn't it all really go back to what is measured and rewarded? Unless we can demonstrate that this pays off in some way, it may get little notice.

DavidWe: How would you suggest doing that, Jodi. We're volunteers

DavidWe: Yes, George. That's an important point

BJ . o O (and TI doesn't 'advertise')

HelenaGst1: David, Roger introduced me to Tapped In. When I shared with my colleagues, they didn't know anything about it. This has been interesting to me and I saw applications for what I do. I need to repent and register and start using it to "convert" others.

DavidWe: Billions of people don't know much about Tapped In, Helena, despite it being online for 8 years

DavidWe . o O (Goodyear blimp?)

JodiH: Well not advertise may be "notify"

DavidWe smiles

DavidWe: Hard to get people to fit something "new" in

HelenaGst1: But we will change it.:)

DavidWe: but, we're working on it

DavidWe smiles

SusanR joined the room.

GeorgeK: Many U's that have education programs have a "Ed Tech" program. My wife is in such a program now. She is looking over my shoulder and said that she never heard of this. Ed Tech would look like a good place to find critical mass.

BJ waves hi to Sue

HelenaGst1: We have a faculty grant for using and learning technology. I have received it twice since so few have applied, but it is picking up. Doing a Tapped In presentation to that governing group and to faculty interested in technology would be good.

JodiH: It is a great instructional tool and research tool, I am not sure why more instructors do not use it...

SusanR: greetings

SusanR listens intently

RogerMG: We have about 9 minutes left. How about doing some summary statement, learning statements, whatever or whichever you are comfortable with. (By the way, there will be another session here on Nov. 30.)

DavidWe: Great, Roger

DavidWe waves to Susan

DavidWe: George, tell me where to come and I'll fly out to California. I need to get some good coffee, anyway

JodiH: I will let my instructor know, maybe we can get the whole class to attend. Will that be okay with you??

DavidWe: Fine with me. I'll help, Jodi. HONEST

JodiH: Okay thanks

JodiH: what time

GeorgeK: I am it NDNU in Belmont with Roger.

BJ: Jodi, contact one of us too...we'd be happy to do a tour for your groups

DavidWe: Sure thing. Let me know when and I'll arrange to be online - my email is wex@pobox.com

DavidWe agrees with BJ

JodiH: We have done tours with Adrieane Hunt

JodiH: I think you know of her

HelenaGst1: Roger, would it help if we solicited comments on resistance from fellow online faculty?

RogerMG: Yes. Definitely!!

DavidWe smiles

DavidWe . o O ("Technology, it sucks!")

JodiH: lol

RogerMG: Again, please visit my Faculty Resistance in OL TI Group for relevant links.

HelenaGst1: I am thinking that asking questions, I could also share information on Tapped In.

DavidWe: That would be great, Helena

HelenaGst1: Thanks, Roger.

GeorgeK: Thanks for organizing the session, Roger.

RogerMG: Always a pleasure.

DavidWe appreciates Roger's work on making this discussion happen

RogerMG: Thanks to all from coming.

HelenaGst1: Thank you.

JodiH: had a great time

DavidWe: Good discussion, Roger. Thanks

RogerMG: I will stick around for a bit if anyone wants to stay.

JodiH: hopefully see you Nov 30

RogerMG: OK Jodi. Thanks for being here.

HelenaGst1: Roger, do you want more information on Finland?

JodiH: I would

DavidWe . o O (capital is Helsinki)

RogerMG: I've been reading a lot about it in my listserves, and would appreciate more info. ..any you can share.

HelenaGst1: Yes, Helsinki is the capital, but the city of Espoo is going to build an interesting area where people work, live and go to school. They are looking at the best models all over the world for this new venture.

DavidWe: sounds interesting

RogerMG: Actually, you might consider 'talking to ' BJB or other help desk folks here about setting up an ASO discussion to discuss the Finland experience in ed.

DavidWe: Yes, Helena, if you would like to, we'd be more than happy to help you with that discussion

GeorgeK: Please include me

HelenaGst1: Sometimes the "good stuff" never gets translated, so I'll see what I can find in Finnish and Swedish.

RogerMG: Do you know of any Finnish teachers (in Finland) that might be interested in joining in such a conversation in English . . . here at TI?

BJ: only problem is the time difference, Roger

HelenaGst1: Looks like I will become familiar with Tapped In.

JeffC: There are several Finnish teachers here.

JeffC: TapioH is one of the more active ones.

RogerMG: Can Helena connect with them?

JeffC: of course

HelenaGst1: The time difference is 10-9 hours, so late afternoons work well for Finland.

JeffC: Actually... Tapio is the *only* one registered from Finland here (I thought there were more).

RogerMG: Who could be a contact person here for Helena?

HelenaGst1: Yes, there is a nice community of Finns and educators here. Also, there are others on east coast and I am sure that the ones in Helsinki would also be interested. Would you like to focus on education over all, university or k-12?

DavidWe: I'd be happy to be, but I'm sure BJ would also like to be contacted

DavidWe . o O (bjb@tappedin.org - wex@pobox.com)

HelenaGst1: Thanks.

JeffC: Tell Tapio about it as well...

DavidWe: Sure, Helena

DavidWe: Yes!

DavidWe: Tapio is an interesting Finnish (student, I think) who's been logging in regularly

DavidWe thanks Jeff for finding that

GeorgeK: Got to go, thanks for the good conversation.

HelenaGst1: Great.

DavidWe waves bye to George

GeorgeK left the room (signed off).

HelenaGst1: Thanks everyone.

RogerMG: Bye George see you Fri.

JodiH: Thanks all = for information and help

RogerMG: Thanks Helena will be in touch about WOMTC

DavidWe nods

DavidWe: Good luck, Jodi

JodiH: Thanks

BJ waves goodnight

RogerMG: Thanks Jodi, Jeff, David, Helen, Susan. Please drop by again on Nov. 30

DavidWe: Thanks, again, Roger. I'll put it on my calendar

JodiH: please let me know what time

RogerMG: Same time as today

BJ: 8 ET/5PT

DavidWe: You know how to get to the Tapped In calendar, Jodi?

JeffC: thanks Roger

DavidWe: It will be on the November calendar