

Title of Session: Faculty Resistance to Online Learning

Moderator: Roger Goodson

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Room: Faculty Resistance to OL Group

RogerMG: Hi all!

CaroleMc: Hello Roger, glad to see you here.

MarthaRo: Hi Roger

BJ gives a drum roll...hi, Roger

RogerMG: Let's wait a couple of minutes and then do intros. OK?

DavidWe joined the room.

RogerMG: (Drum Roll)

DavidWe waves

RogerMG: Hi David

DavidWe: Hi, folks

CaroleMc: Hi David, nice to see you again.

DavidWe: Hello, Carole

MarthaRo: Hi David

DavidWe: Hi, Martha

DavidWe: So....

DavidWe wonders

MarthaRo: David, I see you come from NJ. I teach in North Arlington.

DavidWe: What do you teach, Martha?

MarthaRo: Business Ed. Also supervise Art, Music, Family & Consumer Science and do a lot of the staff development in technology.

DavidWe: great

MarthaRo: And you?

DavidWe: I've been involved with helping teachers learn more about technology.

MarthaRo: We're in the same business!

DavidWe: There's a big web site, the Math Forum - that began in 1993 at Swarthmore College

DavidWe: I was part of the group that first started it. It's now based at Drexel University

DavidWe: . o O (www.mathforum.org)

RogerMG: Let's do intros: I'm faculty at NDNU a small university in the SF Bay area where I teach in the Business School (Mgmt. Topics)

CaroleMc: I too am involved with elearning mentoring and professional development for Vocational and Technical Educators in Australian TAFE institutes, I work part-time at Wodonga TAFE

DavidWe: I'm David Weksler...in addition, I lead a math and technology discussion in Tapped In. I'm one of the TappedIn HelpDesk volunteers, too

MarthaRo: I teach 2 classes in the Business department in North Arlington High School and supervise 3 other departments.

RogerMG: Thank you.

CaroleMc: My other roles include supporting LearnScope project managers in Victoria and facilitating in our national Elearning Networks

AliceA joined the room.

RogerMG: Hi Alicia, Welcome. We are just doing introductions.

MarthaRo: I am also an online adjunct for New Jersey City University in the Ed Tech program.

AliceA: Hi, This is all very new to me...forgive my ignorance

AliceA: And my typos!

DavidWe waves to Alice

MarthaRo: Welcome Alice

DavidWe: Hi, Alice.

CaroleMc: Hi Alice

AliceA: Hi all

CaroleMc: Martha, what does online adjunct mean?

RogerMG: I see you are over there in NY Alicia

AliceA: I am in NY...how do you know that?

MarthaRo: I am a part-time instructor in the graduate program. I teach an online course in using Integrated Software throughout the curriculum.

RogerMG: I clicked on you name and then on the i at the bottom of the window indicating number of users

DavidWe: . o O (it shows your profile)

AliceA: Jeeze! I did not know all of my information would pop up!

RogerMG: You can also see all of ours. Give it a try if you have not already done so.

DavidWe: Just basic stuff, Alice. You can add a photograph and other information

RogerMG: OK, we're 15 min into our hour. I'd like to get started on our discussion. First, does anyone have any issue they would like to raise to begin with re: faculty resistance to OL?

CaroleMc: Roger, I have one ...

RogerMG: OK . . . ?

CaroleMc: I wonder if we need to start 'capturing' faculty by setting the benchmarks e.g. standards, skill sets etc.?

RogerMG: Good question.

RogerMG: David, what are your thoughts on it?

DavidWe: My thoughts....hmmm.....

DavidWe: Requiring that faculty use technology?

BJ: or focusing on standards?

CaroleMc: I noticed some of your resources focus on 20 technology skills every educator should have, could we start with those?

RogerMG: I find Carol's question a good starting point.

DavidWe: standards for...?

MarthaRo: I was just discussing this with some colleagues recently. I think the administration should require faculty to be training in using technology and incorporate it into their lessons.

RogerMG: Yes. A good starting point . . .question is . . .do people start with these, or do they acquire them along the way. You're thoughts?

AliceA: I think before you set benchmarks and standards...try to introduce technology to faculty in an enticing way...you catch more with honey...

BJ: if you're teaching preservice teachers, I think you're obligated to model the tech skills that those teachers will need in their classrooms...

CaroleMc: I agree with you Martha there needs to be imperatives; I also agree with you Alice there needs to be incentives

BJ: and the same applies to the tech skills needed in real life

AliceA: So true, BJ

RogerMG: We still have lots of two finger keyboarders out there.

RogerMG: . . .faculty that is.

DavidWe wonders what particular benchmarks or standards someone might set

CaroleMc: yes, Roger, so I think one of the 'catalysts' for bringing them in include the 'voice' technologies

AliceA: Ha, funny yet sad. Then you have people like me; knowledgeable in the basics...MS WORD, PowerPoint etc...

RogerMG: I like that Carol.

DavidWe nods

RogerMG: So . . . back to basics for faculty.

BJ: what about the ISTE tech standards for K-12?

CaroleMc: Recently we have had immense success with 'tradies' by introducing digital storytelling where they can use visuals and voice

DavidWe . o O ("tradies"?))

CaroleMc: BJ, are the ISTE standards, national?

BJ: yes

DavidWe . o O ("I" in ISTE stands for International)

MarthaRo: I was just going to mention the ISTE standards. NJ's standards are based on them

CaroleMc: we don't have Australian standards, so could we base them on the ISTE? where are they located?

MarthaRo: the NETS are national

DavidWe . o O (www.iste.org)

RogerMG: Lots of good things there.

AliceA: Why not require teachers to incorporate technology at least once a semester...Build a portfolio, keep a log...by the way thanks for the cite

DavidWe: This gets you closer, actually:

DavidWe:

<http://www.iste.org/Template.cfm?Section=NETS&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=17&ContentID=824>

RogerMG: If we offer a really super course for faculty, online, for credit . . .would that be motivating.

CaroleMc: Alice, my thoughts exactly. I'm keen to generate interest in eportfolios for staff at Wodonga (BTW tradies are those delivering courses in the trades e.g. bricklaying.)

DavidWe . o O (sorry it is so long)

MarthaRo: The NJ Core Standards actually incorporate technology into all academic areas at all grade levels, so teachers should be doing the job.

DavidWe thanks Carole for the explanation of another Aussie term

MarthaRo: Not all teachers are comfortable working online.

CaroleMc: Great, thanks for the link to those standards David. I'll note those for my planning.

DavidWe goes to throw another shrimp on the barbie

AliceA: I can only speak from a limited experience, but I know my district requires that you incorporate technology in the classroom...It was daunting for many teachers, but various workshops, staff development, really helped teachers to become comfortable

RogerMG: In earlier sessions of this forum we seem to agree that 'choice' strategies to involve faculty work better than 'force' strategies. E.g. we can 'order' people to do it, but will they do it well?

DavidWe nods to Alice

CaroleMc: Hmm, here in Australia, the 'choice' strategy has not worked well for the reluctant

MarthaRo: I think with the proper support, they will do it well.

AliceA: good point Roger..Some of the teachers did not incorporate technology well...they have either since retired--are retiring, or not asked back

CaroleMc: I believe we are at the stage where we must 'insist' on a % of their delivery being flexible here in Australia

RogerMG: I can understand that choice has its limits, perhaps attrition is the best answer for those who do not adopt. What do you think?

CaroleMc: We have directives from our Australian Flexible Learning Advisory Group and these now need to be distilled into our performance agreements for each institute - this might force some attrition.

RogerMG: One would hope that teacher training institutions prepare people to 'accept' rather than reject technology.

DavidWe: People need to feel that there are compelling reasons in order to learn something new

AliceA: I think everyone must remember that technology is a tool used in teaching...I am not so sure I agree with my districts methodology

MarthaRo: Encouragement and example might help those who are nervous.

CaroleMc: I believe we need to complement our imperatives with incentives like that David - the WIIFM approach - what's in it for me

DavidWe: Our experience in Tapped In is often that pre-service teachers are told to login to Tapped In and JOIN an educational chat, without any understanding of what Tapped In is, that it has a schedule of discussions, etc. It's an assignment

AliceA: Yes Martha...technology can be overwhelming

DavidWe: There NEEDS to be "Something in it 'for me'" for many people - that's NOT unreasonable

RogerMG: It is a great tool Alice . . .and I agree it is a tool . . .it is the philosophy of learning and associated methodology that are really the crux of it all.

AliceA: Hey I only came here because it was required...SIIFM..yep a good grade..I must admit though...I can see how this is addictive

DavidWe: My first job with the Math Forum involved going to teachers' homes; connecting their modems so that they could dial-up a FREE Internet connection and provide support for them

CaroleMc: Could we take the 'logging in to a network' aspect as one critical aspect then - how do we encourage reluctants to see the WIIFM e.g. using Tapped In?

MarthaRo: We need to constantly change with the times in order to be able to take our students where they need to go.

DavidWe: We tried to convince people how cool some of the technology was; some people do see NEW things as both threats and difficult to understand

AliceA: Well, anything new can seem threatening

RogerMG: A threat, in many cases, is just an opportunity misunderstood.

DavidWe smiles

DavidWe believes Roger's been talking to the Dalai Lama

RogerMG -)

RogerMG: Hey . . . I do live in the Bay Area . . .

CaroleMc: My tactic has been that 'networking' is a driving force for elearning - some teachers are not globally focused and miss out on the rich learning from international colleagues, so we encourage them to participate

DavidWe laughs

AliceA: Yes Carol, I see the value in your comment-- I take it as axiom

RogerMG: I like Carol's networking comment.

DavidWe: Teaching for many has typically been an isolated AND isolating activity

CaroleMc: I spent my summer holidays writing an article for our 'Knowledge Tree' using that tactic

AliceA: Teachers and Students must think globally!

MarthaRo: I guess we "forced" our teachers to use teachers a few years ago by establishing an electronic attendance and grading system. There was some reluctance, but when the majority gave it a chance, they wouldn't do without it now. It just takes time and patience to convince some people.

DavidWe appreciates the last few comments from Carole and Alice and Martha

CaroleMc: Interesting points there Martha, I agree with time and patience. Would you venture to say what is an optimal time span? six weeks, six months, six years?

MarthaRo: that depends on the individual!!!

CaroleMc: true, and that's where the patience and support comes n

AliceA: Focus determines reality

CaroleMc: Roger, what tactics have you found to be effective in encouraging reluctant onliners?

RogerMG: I think many faculty are caught in a trap: on the one hand, they want more interaction between students and student, and students and teachers . . . on the other hand, here a medium where they can create just that, but they do not 'see' it.

BJ: oh...I wanted to mention something that I read recently....about university faculty posting podcasts and classroom discussion notes online...

CaroleMc: listening eagerly

BJ: the professors are finding that attendance to classes has dropped considerably

BJ: so they are adding more f2f quizzes, etc.

BJ . o O (can't win, can you?)

RogerMG: Carol. I tend to focus on those who have a history of 'trying out' new things. I do not 'push' my agendas onto anyone except the 'converted' . . .and it is often as not the 'converted' who become the prostylitizers.

MarthaRo: good advice, Roger

DavidWe . o O (early adopters)

SusanMS joined the room.

SusanMS waves and quietly sits at the back of the room

AliceA: Hi Susan

DavidWe waves to Susan

CaroleMc: Understood, Roger, we are now trying to work on the 'late adopters' and we are looking for more sustainable approaches...

MarthaRo: Hi Susan

AliceA: I think eventually peer pressure will overcome

DavidWe: the technology will fade into the background...

RogerMG: I read that article, but it deals with large universities where research is more important than teaching for the most part. Chances are, in classrooms of 200 or more, the lecture notes and podcasts are enough to pass the course. In smaller Univs. like mine, we work on relationship as much as content.

DavidWe: Imagine teaching a course on how to use electricity in your classroom

AliceA: So many teachers are retiring...and their replacements are people who are familiar with technology

RogerMG: retirement is good. . .equals attrition.

AliceA: Research based education is important but so is interaction on a personal, more social level

RogerMG: My concern is with teacher training schools. Are they focusing on the 'next generation'?

CaroleMc: Australian focus is on particular target groups e.g. older workers (50+), indigenous, industry partners, youth and disadvantaged learners - so the AFL Framework are providing several \$m in project funding to build capabilities of teachers of those cohort

AliceA: My school will not let you graduate without technology courses under your belt

CaroleMc: Excellent Alice, part of their generic skill base

RogerMG: Interesting Carol. If older workers are the target . . .how will they get online (voice) whatever skills?

AliceA: I think so. We also have to build a website using html

MarthaRo: I do see more "new" teachers incorporating technology into their lessons.

RogerMG: Alicia. Your school is on the right track.

CaroleMc: Roger, we also have many Adult Community Education centres who particularly cater for the 'lifelong learning' needs of older workers, and we have strategies within our TAFE institutes to support older workers learn confidence in use of emerging technologies

AliceA: With every new advancement in technology, there is always a learning curve.

AliceA: Carole...I know my community has a center for retired people to go and be introduced to computers...Some of these folks chat all day!

DavidWe: But it goes along with a sense of why there isn't better, more valuable (more interesting) teacher professional development

CaroleMc: So we've considered: standards, incentives, learning models, relationships, practices etc. what else would you recommend Roger?

DavidWe has taught Internet skills to senior citizens

AliceA: David, I agree with your comment

AliceA: Teacher development has become hum drum

DavidWe nods

RogerMG: One thing I have noticed . . .those of us that are involved in advancing the use of technology need support groups as much as any other group of people. Have any of you developed or participated in such groups at your schools?

AliceA: We know the programs...now what?!

DavidWe: Typically selected by someone else with little relevance to what teachers are actually interested in

DavidWe: One of the initial thrusts for the development of Tapped In

MarthaRo: We need to put technology coaches into the classroom with the teachers...just like they have reading coaches, etc.

AliceA: I am not too sure I agree with you Martha

CaroleMc: Roger, that is something I wish to pursue - the establishment of 'elearning groups' at Wodnga TAFE. We currently recommend teachers to join one or more of our national elearning networks at www.edna.edu.au but I believe that 'local networks' is certainly a useful strategy

MarthaRo: I think it would help until the teacher becomes more comfortable and understands how to use the tools to enhance student learning.

RogerMG: Local makes sense to me Carol. I like to 'know' the people in my support groups.

AliceA: If we are doing a major project with kids, we go to the computer lab, where we can receive assistance...if we can handle the load in the classroom we do it solo

CaroleMc: Martha, I agree, a mentorship program is also another valuable strategy

AliceA: Yes mentoring is valuable!

RogerMG: OK folks . We're down to our last five minutes. Let's summarize . . .make insight statements . . .whatever.

AliceA: Wait, I do not understand?

CaroleMc: In some of our TAFEs we have ELF's (elearning facilitators) and nationally we have FLLs (flexible learning leaders) - each become mentors for individuals or groups.

AliceA: Does this meet every week? Same time and day?

BJ: once a month, Alice...

DavidWe: I think we have been meeting monthly, but...

AliceA: OK thanks..

BJ: next meeting is Feb 23

DavidWe . o O (no reason we couldn't make the conversation happen more frequently if folks are interested)

JeffC: kind of a "milgrim experiment" kind of thing.

BJ . o O (8pm EST/5pm PST)

DavidWe: My math + technology discussion (no one showed up last week) can easily veer onto this topic, Alice

DavidWe . o O (third Tuesday of the month at 7:30pm)

CaroleMc: I would certainly be interested in frequent chats on this topic

DavidWe seconds Carole's sentiment

DavidWe: It's one of the most important topics for me

AliceA: Thanks David

DavidWe: You're welcome, Alice. Do you have specific things you would like to discuss?

BJ: might want to check the calendar...

CaroleMc: Perhaps we could call on some of you to participate in our online events scheduled in Elluminate Live - we would value your 'voice' opinions

RogerMG: Next month's Faculty Resistance to OL Discussion will be at the same time, but on a Thursday, Feb. 23.

DavidWe makes a note

BJ: next Thursday is Teacher Ed Faculty Forum...good place to continue this discussion

MarthaRo: Thanks, everyone. I'll be sure to check the calendar often. Have a good night. (Have a good day to you, Carole!)

CaroleMc: that date and time suits me well

DavidWe: Alice, as a Tapped In member, you can also be the owner (host) of two discussions of your own

AliceA: Agreed..Ta TA

BJ waves goodnight

RogerMG: Many thanks to all participants. Really good discussion!!

BJ: Thanks, Roger

DavidWe: Thanks, Roger

CaroleMc: Thanks Roger, I enjoyed my learning once again today.

AliceA: Thanks Roger!

RogerMG: Always a pleasure.