

**Title of Session:** Faculty Resistance to Online Learning  
**Moderator:** Roger Goodson  
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Room: Faculty Resistance to Online Learning Group

**BJB2:** Welcome to the Faculty Resistance to Online Learning discussion

**RogerMG:** Hello all.

**BJB2:** we usually start all discussions in Tapped In with introductions.

**BJB2:** Roger, would you like to start us off?

**RogerMG:** I am definitely here . . .waving enthusiastically to David'

**ColleenPH:** Hello everyone.

**KurtSa** joined the room.

**ColleenPH:** I will start off with the introductions

**RogerMG:** Let's start with some introductions. I am a professor at Notre Dame de Namur University in Belmont CA.

**BJB2:** I'm an art teacher in Pennsylvania and a helpdesk volunteer for Tapped In

**DavidWe:** I'm David Weksler. I'm in New Jersey and I'm one of the TappedIn HelpDesk volunteers. I work with teachers helping them learn more about educational technology - faculty resistance is a part of my job

**CKM:** I'm a grad student in Texas A&M

**MarquitaS:** I am the Education Director for Sylvan Learning Center in Tyler, TX

**MarquitaS:** And A grad student at Texas A&M

**HopeNOL** joined the room.

**DavidWe** . o O ( College Station is A&M, right? )

**BJB2:** hi, Hope. We're doing introductions

**HopeNOL:** hi

**ColleenPH:** I am a Special Education Assistant in Salem, NH. I am pursuing my Master's in Business Education at Southern New Hampshire University.

**JeffC** joined the room.

**CarolSip:** Hello everyone. I am a grad student at SNHU in New Hampshire, and an adjunct instructor at NH Technical College

**KurtSa:** I'm Kurt Sahl from the University of Washington. I'm a doc student who is working on a project to provide online support to new teachers.

**BJB2** . o O ( a reminder that if you are new to Tapped In, go to ACTIONS in the top right of the chat window and click on DETACH )

**ColleenPH:** Hi Carol.

**DavidWe** thinks we've got 3 corners of the country covered

**JeffC:** I'm on Helpdesk here... freelance education technology support consultant... in Forest Grove Oregon.

**DavidWe:** Anyone from Florida?

**VennyS** joined the room.

**DavidWe** bows to Venny

**VennyS** bows and waves to you.

**RogerMG:** Hi Venny Tell us something about yourself.

**VennyS:** Hi, David and Roger

**VennyS** is a teacher and a PhD student from Taipei, Taiwan

**RogerMG:** OK. Let's get started . . .this forum is about resistance to elearning . . .however, we do tend to drift into other related areas.

**BJB2** hands the virtual floor over to Roger

**RogerMG:** There is a link in this room to 'Connectivism: Rethinking Learning' . I am very impressed with this half hour ppt presentation (audio to get best effect.) The presenter is

**RogerMG:** George Seimens, and the idea is teaching should be about 'networks' and not 'content' . . . what are your thoughts on this?

**BJB2** is listening to the presentation ...very interesting

**VennyS:** [http://www.elearnspace.org/media/Connectivism\\_IOC/player.html](http://www.elearnspace.org/media/Connectivism_IOC/player.html)

**BJB2:** thanks, Venny

**RogerMG:** Thanks for the link Venny.

**BJB2** . o O ( hold down your ctrl key on your keyboard when you click on the url )

**DavidWe:** Who is George Seimens, Roger?

**RogerMG:** Instructor, Red River College. Interested in elearning, knowledge management, networks, etc

**DavidWe** nods

**RogerMG:** The half life of knowledge is an interesting concept . . .so, at issue here is should faculty teach foundational knowledge, and then focus kmore on 'networks' because knowledge advances so rapidly that much content is quickly outdated.

**KurtSa:** the concept certainly fits in with the notion of social capital.

**BJB2** . o O ( as long as basic skills are still learned, Roger )

**RogerMG:** Basic skills = Foundational knowledge

**DavidWe** nods

**RogerMG:** Siemens is not against content . . .just against making that the main focus it seems to me. What do you think?

**CarolSip:** So, by 'networks' is Siemens saying that you need to teach where to find the knowledge you need?

**VennyS:** focus on knowing where the content is?

**RogerMG:** Yes. That's what I get out of it Carol . . .however, because the networks themselves are part of knowledge, they too are subject to change.

**VennyS:** but who to create and provide the content?

**RogerMG:** We . . .in effect, are creating a form of content here.

**DavidWe** would mildly argue about "content" - we are creating something - a transcript, obviously, but I'm not sure about "content"

**RogerMG:** We would need first of all to define content . . . if a teacher finds what we are writing here useful, then it becomes content to that teacher does it not?

**MarquitaS:** true

**HopeNOL:** yes

**RogerMG:** So, in effect, content is 'whatever one is looking for.'

**RogerMG:** Now . . . in formal courses there is 'content' of a different sort which is what I think David was alluding to. For instance, analytical knowledge in the sciences.

**DavidWe:** Or the plays of Shakespeare in a literature course

**RogerMG:** Yes.

**DavidWe . o O** ( art of India )

**RogerMG:** uh huh

**HopeNOL:** we get information from others, and then we construct our concepts

**KurtSa:** I appreciate the link to Siemens work and I look forward to listening to his presentation some more. At this time, you'll have to excuse me.

**KurtSa** left the room (signed off).

**VennyS:** online content is not always true or even wrong?

**HopeNOL:** make your own choice

**RogerMG:** Networks always provide choice . . . just by their nature

**VickiS** joined the room.

**CarolSip:** Right- then critical thinking skills are more important than ever. If we are using networking resources to keep up with knowledge growth, then we have to be able to make decisions on the accuracy of these resources.

**VennyS:** networks even force to send you lots of junks.

**MarquitaS:** And provide resources to learning

**CKGst17:** it has pros and cons

**BJB2:** welcome, Vicki

**RogerMG:** So, Venny, we need to 'teach' people how to be good consumers of networks...and filters.

**VickiS:** Thanks.

**DavidWe . o O ( and automobiles )**

**RogerMG:** Hi Viki

**VickiS:** Hi sorry to be late

**MarquitaS:** right Roger, and how to use the resources they have available

**VennyS:** but people are frightened away before they get the benefits of networks

**RogerMG:** Now . . .let me ask this. What does all this have to do with faculty resistance to elearning?

**DavidWe** smiles

**MarquitaS:** That is the problem.

**RogerMG:** uh huh

**HopeNOL:** show them the facilitation

**RogerMG:** Perhaps . . .

**HopeNOL:** like searching information faster

**MarquitaS:** Most educators are still very fearful of technology in general

**RogerMG:** YES

**DavidWe:** Why do you think that is, Marquita?

**RogerMG:** And so they do . . .what?

**VennyS:** and some even not believe in technology

**RogerMG:** Luddites Venny

**CKGst17:** how many percent is the faculty in USA that resist to elearning?

**HopeNOL:** maybe they don't want to change

**MarquitaS:** From my experience, most are older and it is like learning a new language at their age.

**MarquitaS:** They are lost and confused

**ColleenPH:** lack of training in technology

**MarquitaS:** That and more

**DavidWe:** I've met some teachers a few years from retirement who have absolutely glommed on to new technology

**RogerMG:** Perhaps . . . just perhaps . . . content is their refuge. What do you think?

**MarquitaS:** Some do

**MarquitaS:** But many are totally confused and scared of it.

**DavidWe . o O (** BAD training/professional development in technology, especially )

**DavidWe . o O (** AND no support when things break down )

**CarolSip:** black and white answers that they can fall back on?

**RogerMG:** When I am scared . . . I fall back on what I 'know' best (sometimes it works and sometimes it doesn't work.)

**DavidWe:** What scares you, Roger?

**RogerMG:** My cat:-)

**DavidWe** smiles

**RogerMG:** She runs the house

**HopeNOL:** they need supports to learn new things

**CKM:** maybe it's a question of competency

**RogerMG:** Yes . . . so how can they become more competent?

**CKM:** maybe us new educators need to get on the band wagon

**MarquitaS:** For many teachers it will take more hours than they have to begin to catch up

**VickiS:** No one yet has mentioned that some people consider it dangerous - viruses, etc.

**HopeNOL:** be patient to teaching them step by step

**CarolSip:** They can be competent through networking with other teachers!

**MarquitaS:** That is the first step

**MarquitaS:** I have seen some that I don't think will ever learn

**RogerMG:** Carol . . .back to networking. Seems like a good avenue.

**CKM:** they'll be replaced

**MarquitaS:** And I wonder if maybe the networking might be away to pool resources for the ones that don't have the knowledge and the ones that do.

**VickiS:** There are also lots of fast changes and that is scary for some people, even people who have support

**RogerMG:** Let the one's who 'will never learn' either wait for a crisis that forces learning . . . or pray for attrition.

**MarquitaS:** Yes it is Vicki

**CarolSip:** Cost is always a factor- networking can be a great way to keep costs down while learning about new technologies.

**RogerMG:** Teachers have to be learners, right?

**MarquitaS:** Some of the teachers that struggle with learning are good teachers in the other areas.

**MarquitaS:** Technology learning

**RogerMG:** Yes.

**VickiS:** I'm facing some very strong resistance at my university, even tho it is a technical college, so I'm happy to have your conversation and these "featured items"

**MarquitaS:** It would be good to have a network in place to team together

**CKM:** maybe some educators don't realize how easy technology has become

**MarquitaS:** To those it never will be easy.

**CKM:** thanks to Bill Gates

**ColleenPH:** because technology always is changing

**CarolSip:** Yes- teachers HAVE to be learners. How can you teach your students the latest information if you're not willing to be constantly learning?

**MarquitaS:** I work with training older teachers and others and it is frustrating for me to see them so frustrated and lost

**CKM:** maybe they need to be awarded

**VickiS:** good point about how easy it is becoming - even senior citizens are taking up computer learning now

**CKM:** to become better educators

**MerleM** joined the room.

**MarquitaS:** Yes they are, but they struggle too

**DavidWe** has been volunteering to do workshops for senior citizens for 10 years

**RogerMG:** Hi Merle. Welcome

**DavidWe:** If they want to learn how to email their grandchildren, the motivation is VERY powerful

**RogerMG:** Great community service David.

**MarquitaS:** It helps. But the learning is very very slow

**MerleM:** Hi Roger.

**VennyS** . o O ( why bother to ask/force every teacher to use technology? )

**DavidWe:** We all learn at a pace; we learn in our own style and way

**MarquitaS:** I do some of the same community service and it is humbling and makes me appreciate how easy it comes to me

**VennyS** . o O ( what is technology? what technology does a teacher need? )

**RogerMG**: Networks will allow us to learn at our own pace . . .anywhere, anytime, anywhy.

**MarquitaS**: The beauty of them!

**RogerMG**: absolutely

**VickiS**: What do you mean by networks - groups of helping people?

**DavidWe** . o O ( Some people build their own bookshelves; some people buy them at IKEA )

**RogerMG**: networks consist to information, connections, myriad links to still more connections . . .infinitem.

**HopeNOL**: It does make changes for our life

**RogerMG**: So, if teachers use 'content' as an anchor to their profession (other than foundational knowledge) how can they 'wake up' to the idea that much of the other information beyond foundational knowledge is going to be outdated very rapidly?

**RogerMG**: There is a real threat here . . .I think.

**DavidWe**: ?

**MarquitaS**: I agree.

**DavidWe**: the threat is...?

**HopeNOL**: don't be afraid of changes

**CKM**: Are our educators going to loose value because they won't keep up?

**VickiS**: I don't think people change by seeing threats as much as advantages and ease of knowledge - something they want and need will be there quickly

**RogerMG**: The threat is back to a very basic question . . . 'who am I?' After all, I spent umpteen years getting educated to teach some content or other, to be an expert, A threat to basic identity.

**RogerMG**: perhaps.

**RogerMG**: for some

**MarquitaS:** I think that educators are going to have to work harder to stay current and for some that is in itself a threat.

**RogerMG:** Am I off base on this?

**CarolSip:** So, this is a basic mind set issue? That the teacher has to be the "expert"? So we have to help teachers realize that they don't have to be the "expert", that they are guides to where the information is stored?

**RogerMG:** Right Marquita . . .and if I read what Siemens is saying right, staying current just keeps getting more and more difficult.

**MarquitaS:** Very good point Carol

**RogerMG:** I agree Carol.

**MarquitaS:** That gets into teaching the student how to find the information not just what it is

**VickiS:** Yes, being mentors, not experts

**DavidWe:** We were in a discussion in TappedIn yesterday when a TappedIn guest and a relatively new teacher complained that she had expected a "lecture" and not a "discussion" - that she hadn't learned much from the discussion leader

**DavidWe:** I thought it was quite interesting - my guess is that she wanted to "be instructed"

**RogerMG:** OK folks. Our hour is almost up . . .gosh that went FAST. Closing thoughts????

**CarolSip:** Maybe that's what a lot of teachers may not want to give up- that feeling of being the expert for the students- maybe that's how they defined themselves as teachers.

**VickiS:** Will the transcript of this hour be posted online?

**HopeNOL:** Be a teacher and a longlife learner

**VennyS:** teachers and students are partners.

**CarolSip:** Thank you everyone!

**RogerMG:** BJB handles the transcripts.

**MarquitaS:** How do we get them?

**CKM:** Thank you. Even though I don't understand it much

**VickiS:** Thanks for taking the time for this discussion

**ColleenPH:** Thank you.

**CKM:** You are getting by your email Marquita

**MerleM:** I think the transcripts are sent to those who were in on the meeting.

**DavidWe:** Thanks, Roger. I am very interested in this topic, as you probably know

**MarquitaS:** Thanks CK

**MarquitaS:** Roger, enjoyed it.

**HopeNOL:** thanks, everyone

**CKM:** You're welcome!

**VickiS:** Bye, everyone.

**VennyS:** Thanks everyone!

**CKM:** Thank you y'all. Good night!

**VennyS** waves bye.

**RogerMG:** -Thanks to all of you. . . we have been a good networked group