

Title of Session: Faculty Resistance to Online Learning

Moderator: Roger Goodman

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Room: FROL Group

BJB2: welcome to today's FROL discussion.

BJB2: Roger and George are again leading the discussion.

GeorgeK: Roger is the boss

BJB2: we usually start all Tapped In discussions with introductions

BJB2: please tell Roger where you are located and what you teach or hope to teach

GeorgeK: I am from NDNU's School of Business

DianaP: I'm from Kingsville Texas and am a future Music Educator

GeorgeK: oops- I teach Management

BJB2: I'm a remedial communication teacher in Pennsylvania

ValarieH: student at Texas A&M University Kingsville .. Kinesiology major

BrittanyRM: I am from Texas A&M Kingsville

HaroldN: I am Harold, Kingsville Texas, anatomy and biology

RogerMG: I teach management with George and whatever else strikes my interest.

RogerMG: I take it you are all Master's degree students?

RaulG: I am Raul music ed major TX A&M Kingsville

RaulG: nope

RogerMG: ic so you are undergrads then?

HaroldN: yes most of us

ValarieH: yes undergrad for now

RogerMG: So, what are you supposed to 'get out of' your 8 hours here?

GeorgeK: Outstanding- we have a chance to hear why undergrads think FROL exists

DianaP: Just learn that this is here as a resource if we ever need it

BrittanyRM: what is FROL

RogerMG: Faculty Resistance to Online Learning

ValarieH: to learn that this resource is available and is something we can benefit from when we become teachers

RogerMG: ic Valarie . . .and how do you think you would use it as a teacher . . .and what if none of the other teachers were using it where you were teaching?

DianaP: I wish this site had content specific rooms for example one for music educators, math, English . . .

DavidWe: We do, Diana

DavidWe: I'll show you later

DianaP: How do I go about accessing them?

ValarieH: to help get ideas to integrate in the classroom...

RaulG: cool

BrittanyRM: great

DavidWe leads a math education and technology discussion that has its own room

DianaP: Cool. Is there one for music ed?

ValarieH: this site offers a lot of different discussions that can help any teacher whether they teach history, music etc.

DavidWe: yes, Diana, two actually

DavidWe: Let's let Roger lead THIS discussion, okay?

RaulG: yea but since we're new we get kinda lost

HaroldN: I don't know how big this thing is roger, but our professor is trying to expose it to us early so we can see what it's here for

RogerMG: Let me ask you a question . . .when you are asked to do something new . . . what is your first response?

GeorgeK: Some of you were involved in the last hour-- for the FROL discussion keep a bit of economic history in mind: whenever a new invention or labor saving device came into being and everyone predicted that employment would shrink, the opposite happened. Opportunity was created. That is what we here, an opportunity, and many faculty resist. How can you help us understand the phenomenon from what you have experienced? Roger, if this hijacks your discussion, just squelch the comment.

HaroldN: my response would probably, I don't know

ValarieH: you have to brainstorm

HaroldN: I would then ask a bunch of questions

RogerMG: Well . . .if it's really new, and requires a bit of learning, do you tend to resist?

HaroldN: naturally

DianaP: It's understandable how some old school teachers would want to refrain from new technology, I guess their train of thought is if it ain't broke don't fix it. But by the same token, if it's mediocre why not make it better?

HaroldN: I think anybody would

ValarieH: I agree

RogerMG: So, let's say you are the teacher and you want students to try out a new technology . . .one that's educational.

RogerMG: And they resist.

RaulG: Some people are afraid of change

RogerMG: How would you get them beyond the resistance?

DianaP: That is beyond true Raul

BrittanyRM: a lot of people are

DianaP: I totally agree

RaulG: Yea

MarinaGC: How would you teach at all?

HaroldN: knowledge

HaroldN: they need to know to understand the benefits

RogerMG: Ok...

MarinaGC: isn't that how you would approach this subject?

DianaP: I guess you could explain and demonstrate how the new technology is superior or more efficient

ValarieH: just tell them how it will help and what they can get out of it

MarinaGC: exactly

RogerMG: Well, let's say the students would rather use technology for fun, gaming, for instance.

RaulG: Most people that are afraid of change are narrow minded

MarinaGC: then u let them become familiar with it

RaulG: not all, but most

HaroldN: that's what most students use it for

HaroldN: FUN

DianaP: Your best bet is to let them know how much time they will be saving and they are sold

BrittanyRM: that's so true

RogerMG: I know.

MarinaGC: wasted resources?

RogerMG: Yes

DianaP: anyone would rather do the same work in half the time

MarinaGC: You show them the possibilities

RicardoS: yep

RaulG: Composers used to write everything by hand

RaulG: and now it's so much easier

DianaP: And now they use computer programs Raul

DianaP: Good point

RaulG: yup yup

RogerMG: Let's get back to how you would 'convince' students to use something new that requires learning, which they are resisting.

HaroldN: times are changing and we as people need to be ready and willing to change with them

RogerMG: how

MarinaGC: traditional writing still prevails, but computers allow us to be interactive.

DianaP: There is always the threat that their grade depends on it

BrittanyRM: but not everyone is, they are used to doing things the way they are used to

RogerMG: ic . . . so you can beat them over the head with grades and force them to learn . . . is that what you mean?

RaulG: Yea but when they do it forcefully they don't apply themselves

DianaP: I'm saying it can be your last resort

DianaP: A failsafe

MarinaGC: How would your grade be different if on paper or by computer? Isn't it content that matters?

RaulG: You have to get them interested

HaroldN: well we must be aware of how valuable the changes are and how great the benefits will be

RicardoS: I think the only way a student would resist learning with new technology is if it wasn't interesting

ValarieH: I agree

RogerMG: I agree . . .so how are you going to make it interesting.

RaulG: Presentation, tell them what it's all about, all the benefits

DianaP: Yes but a part of your rubric can be professionalism or appearance neatness

RogerMG: ?

MarinaGC: they will not accept it if we do not accept it

MarinaGC: if you're grading on neatness, I hope you teach coloring in kinder

RicardoS: make it fun and they'll freak out because they are learning at the same time

RogerMG: If I tell you all the benefit of learning, say statistics, will you learn it Raul?

HaroldN: I think it just takes a few people to start doing it and then others will follow along

HaroldN: the multiplier effect

DianaP: Other people will jump on the bandwagon Raul?

MarinaGC: Everybody needs to be on the same page in order for something to work, doesn't it?

DianaP: Yes

RaulG: I think anything can be taught if the teacher makes it interesting

RicardoS: correct

DianaP: I agree

MarinaGC: very true

RaulG smiles

ValarieH: I agree

RicardoS: That's what I'm talking about

MarinaGC: so how do you do it again?

HaroldN: well, not really- take the flue shot for example... at first people were afraid of being exposed to that stuff

DianaP: For example, I am so bad at Polysci and I have always struggled but last summer I had a teacher who made it so much fun that it was a breeze to pick it up.

HaroldN: but once they found out it worked then they were all willing to do it

RogerMG: So . . .we can make some things fun,

DianaP: If its fun its worth remembering

RaulG: I hate poli sci, but my teacher is interesting

RogerMG: How Raul?

MarinaGC: what about access, is that an issue at hand?

RogerMG: What does the teacher do?

RaulG: He relates it to the real world

RaulG: Every day life

DianaP: Yes and he makes relevant jokes

RaulG: yup yup

DianaP: Raul and I had the same teacher

RicardoS: Say the teacher rewards the student with the new technology, like a video game involving math, etc, that would make learning a lot easier and the student wouldn't even know he/she is learning because their having fun

RogerMG: Ohhhhh how awful! Teachers shouldn't relate things to the real world.

HaroldN: why not Roger

RaulG: that's what school is for to prepare for the real world

HaroldN: it makes us all understand because we can relate to that stuff

MarinaGC: learning should always be fun, you do what you have to

BrittanyRM: yes it should

RogerMG: Gee . . .I guess teachers should stay in the classroom . . .I mean that's all they know, right?

MarinaGC: if the real world is fun for you, then by all means

HaroldN: I don't understand what u mean roger

MarinaGC: I don't either

DianaP: Roger the instigator

RicardoS: No, involving students in outdoor activities would be an awesome idea

RogerMG: I'm playing with you here . . .playing devil's advocate a bit . That PoliSci teacher knows where it's at.

RicardoS: So the teacher could have fun at the same time

RogerMG: The teacher should be 'learning' at the same time.

RaulG: stuff like that

HaroldN: well teachers should love what they do

MarinaGC: in some ways the teacher needs to be better aware of the subject than the students

HaroldN: it's their job,

MarinaGC: yes!

BrittanyRM smiles

DianaP: Outdoor activities are great I remember my third grade teacher did math relays outdoors with us. It was so much fun and I learned my xtable

HaroldN: how could they make something fun and interesting if they aren't having fun themselves

RogerMG: OK . . .so when you guys resist . . .you like to 'have fun', 'real world' connections, and . . .let's see what else?

YasmineT: yeah teach by learning too...and so do the students

RaulG: yea it's hard to teach if you don't know what you're talking about

MarinaGC: like now, how do we avoid resistance? can u teach me that?

RicardoS: yeah, but you improve what you are going to teach, why teach if you know nothing

HaroldN: hands on stuff is good learning too

RogerMG: You have your own stories about what your life is like . . .that's a lot of info. knowledge that you have.

RogerMG: Do you have teachers that 'tell stories'?

YasmineT: you stand as a good person to talk to, of course you need to know a lot, but the students need to know that you're open to more things

ValarieH: oh yes!

HaroldN: yes, they do

MarinaGC: what about young teachers, how many stories can we come up with?

BrittanyRM: yes

DianaP: YES!!!! a private lesson teacher named James Warth, that is all he does

RicardoS: yeah...open for more ideas

HaroldN: but only if they relate to what is being taught

ValarieH: but it usually leads to a point they are trying to get across

YasmineT: oh yes relating is the key

RogerMG: Once you start telling your stories, you will be amazed how many you have . . .plus what stories you've heard from others.

HaroldN: it bridges the gap between classroom and outside world

RogerMG: Yes

DianaP: true

MarinaGC: that I can understand

RaulG: yea but you must always relate back to the topic

BrittanyRM: yep

RicardoS: yeah, you could even make up stories just to get the students on the right track

RaulG: not just get lost in all the stories

DianaP: That is a must, Raul

YasmineT: encourage the students to tell stories too

RaulG: yea big D

RogerMG: So . . my guess is that you know more about dealing with resistance than you thought you knew.

RaulG: perhaps

DianaP: I guess so

MarinaGC: So we can use this glorious experience to help us teach other about resistance.

HaroldN: yes sir!

RicardoS: didn't think about it

YasmineT: ooh

RaulG: Teachers need to know how to think on the spot

RaulG: improvise

RogerMG: absolutely

DianaP: play it by ear

RogerMG: yes that too

RicardoS: yeah, don't let your guard down, lol

MarinaGC: improvisation is not always good intuition

RaulG: some students will always put up resistance

RogerMG: well . . .let's not get too defensive

YasmineT: they also have to accept that they don't have to know it all?

DianaP: It shouldn't be your game plan just a back up

RicardoS: yeah, sounds good

RaulG: Always sticking to the lesson plan makes you a bit mechanical

RogerMG: So, let's go back to the original problem. . .how are we going to get the little buggers to learn something they are resisting?

YasmineT: and it hinders the flow of ideas

RaulG: in other words boring

MarinaGC: my guess is to teach and define what resistance is before you lead a topic on computer technology.

RicardoS: yeah...mix it up a bit

MarinaGC: or anything else dealing with resistance

GeorgeK: There is a concept called "the teachable moment." You must make use of all of those you can.

DianaP: slow integration

DianaP: maybe

RicardoS: Involve fun activities between lessons

RaulG: viva la resistance

RaulG smiles

YasmineT: put it into interactive games

RogerMG: good

MarinaGC: how exactly?

RicardoS: yeah....that would be great

RaulG: And what if in the end still not everyone is on board

DianaP: You can't always jump in the pool, you can die of shock, walk in slowly

DianaP: Too much change at once is scary so that is why there is resistance

MarinaGC: if you don't jump in now, you are left behind

RicardoS: You learn from your mistakes if everyone is not on board

YasmineT: there's this site we talked about yesterday, worldwithoutoil.org, where kids can learn about how the oil industry affects the whole world and how we would cope if oil goes bye bye forever, how would they come up with ways to save energy all in an interactive game base

DianaP: don't be so drastic

RicardoS: Yeah, I chatted about that yesterday

DianaP: hmmm good question Yasmine

MarinaGC: we are dealing with a very fast pace subject, continuously changing

YasmineT: the mistakes are important yes, allow the kids to make mistakes but allow them to rise from it too

RogerMG: You've got some really good suggestions here . . .there are faculty members where I teach who could learn from you.

RaulG: And what of teacher mistakes

RaulG: how do we fix those?

YasmineT: ask the student's input?

MarinaGC: some people say, very slowly

DianaP: Like an evaluation?

MarinaGC: perhaps

RicardoS: Find a way around the problem, say for instance, one student doesn't learn, find what he/she is interested in, then maybe you can use that for back up

RaulG: most of the time your students won't know you messed up unless you give yourself away

RaulG: but you will know

YasmineT: yeah....explain yourself maybe...then ask how they can help change it?

RogerMG: Yes . . .teachers need to get feedback from the students on what's working and what's not . . .how to get that is another question.

BrittanyRM: that's a bad feeling when you know you messed up

RaulG: yup

DianaP: Our university does faculty evaluations at the end of every semester

MarinaGC: if you fall, then you get up and run with it

DianaP: Do they do that at high schools and jr highs

RogerMG: Brittany . . .that's something that someone taught you . . .and me and everyone else I know. You are not alone.

GeorgeK: but we all mess up all the time, why should you get a bad feeling about it?

RaulG: or when you get really angry but it's not the kids fault

HaroldN: yes, but no one takes those serious

HaroldN: the evaluations

RicardoS: well, that's what tests are about. If one of your students is failing, you find out what their weaknesses are, then you can take it from there

ValarieH: we are only human

YasmineT: yeah we did that too....but most of the time we just give low marks on the one's we don't like....we don't write anything on the suggestion box, we just want him out.....we were cruel I know

GeorgeK: End of semester is too late... give the instructor feedback every day

YasmineT: yeah everyday would be good

RogerMG: Doing role plays with students can sometimes help get beyond resistance and can provide the teacher with insights into what might work better. . .have them play act teaching someone else and you will get an idea of how they see the teacher and themselves.

MarinaGC: I have a professor by the name D.Brown, she's awesome, and I would've told her everyday but maybe she would have freaked out.

RicardoS: cool

RaulG: first there's the teacher evaluation by students, then there's the student evaluation by teacher (FINAL GRADES)

RicardoS: sounds interesting

MarinaGC: sounds stressful

DianaP: I'm always scared of those

RyanK: the teacher evaluations are pretty much true

MarinaGC: how so?

HaroldN: sometimes

RyanK: if a student really likes a teacher they'll just give them excellent scores on the sheets

RogerMG: I am never as interested in the numeric evaluations of students as I am the student comments. I learn a lot from them.

DianaP: Roger, did u mean like reciprocal teaching

HaroldN: true

ValarieH: true

RyanK: plus usually like Roger said.. the comments will say a lot too

RyanK: especially if the students feel the teacher did well

DianaP: The comments are the most important part

RyanK: they won't blow that section off

MarinaGC: Did somebody say resistance?

HaroldN: but how many students do u know that write comments

RaulG: But some students like teachers just cuz there easy

YasmineT: tell me more about this reciprocal teaching

RyanK: I do

RyanK: for Dr. Go

DianaP: the evaluation would be better if it were limited to only comments

RaulG: not because they're good teachers

HaroldN: they just want to finish so they can leave early

RogerMG: Diana . . .explain reciprocal teaching to me.

HaroldN: what's reciprocal teaching?

YasmineT: yeah....no more numbers, just comments....with guiding questions of course

ValarieH: yea I think it should be a comments only evaluation... too

DianaP: Reciprocal teaching is having your students get in groups, and take turns teaching each other a given material. It's used a lot in reading

RicardoS: That would be good

RyanK: Not bad

ValarieH: oh I see

RaulG: Yea we were talking about that at the 6 discussion

RogerMG: Sounds good to me. Yes I do a lot of that in f2f as well as online.

YasmineT: that's what we do in our online class, we read then we teach each other

BrittanyRM: sounds like fun

DianaP: I think it is a very good learning strategy

DianaP: better than mapping I think

MarinaGC: students teaching students is probably the best form of learning, so let's have the students teach themselves about online resistance, as we should teach our fellow teachers....maybe

YasmineT: and easier than trying to read the same sentence over and over to yourself, a classmate can help you make sense out of it

RaulG: yea, the teacher mostly serves as an observer

ValarieH: because everyone may pick up a different view, learn something that the other may not have picked up and be able to share it with the others...

RogerMG: I find the students come up with games (jeopardy, etc.) and make the class time fly by. In other classes I show feature films that gets at the course material and they discuss it in teams online.

YasmineT: works for me

RyanK: oh yeah.. I remember those from high school.. Haven't done it in college though

DianaP: I think that is awesome! Roger my third grade teacher had us play jeopardy with our material. I keep bringing her up because she was the most effective teacher. She used all the best strategies

RogerMG: I hate to admit it . . .but the students can make many classes much more fun and interesting than I can . . .and still learn.

RaulG: well group work is always beneficial if the students remain on task

DianaP: Students know what students like

RicardoS: yeah....

YasmineT: that's ok as long as they're learning, you've done your job

RicardoS: yep, as long as they learn

BrittanyRM: good point

DianaP: agree

RaulG: Yea, and how to relate

ValarieH: true

RaulG: to one another

RogerMG: Well . . .lots of university classrooms are still lecture aren't they?

RicardoS: yep

DianaP: unfortunately

ValarieH: yes

RogerMG: Do you believe there are other ways to teach the same material, other than lecture?

RaulG: oh yessssssssssssssssss

DianaP: Yes

RaulG: for real

DianaP: let me think

RogerMG: Did you ever think that they may be resisting learning other ways to teach?

DianaP: Actually no Roger, but that seems like a possibility

RogerMG: Maybe some are just totally unaware that there are other ways to teach.

DianaP: too comfortable with the old ways

YasmineT: they're resisting cos they don't see the use of it?

RogerMG: But some, I know from experience, resist learning new methods.

RicardoS: some teachers are stuck in the 1920's

MarinaGC: how could they not? I imagine is fear of failure

DianaP: The use would be student interest and learning

RogerMG: Some teachers are stuck in the 19th century or earlier:-)

ValarieH: I agree roger

MarinaGC: not interested

RyanK: or complacent and don't care anymore

MarinaGC: how sad

DianaP: Maybe some don't know any better

MarinaGC: So who is going to wake these people up?

YasmineT: let them see other teachers with better methods teaching what they are teaching and how the students react to it

RogerMG: Well, we are about out of time. . .this went FAST

DianaP: how would we go about doing that

RyanK: no one.. just going to wait until they retire..

RogerMG: George . . .are you still there . . .you asked a question earlier about what undergrads thought concerning resistance.

DianaP: Raul stay on here a bit more so we can get our hour

GeorgeK: The dialogue was wonderful. Thank you all for a very informative session.

ValarieH: thank you for the information

BrittanyRM: thank you

RaulG: yea 2 more minutes for me

RaulG: I have it timed

RyanK: lol me too

RaulG: love you Dr. GO

MarinaGC: thank you

YasmineT: thanks to you all

DianaP: Thank you guys!

RogerMG: good for you Raul .. you will be awarded the gold hourglass

MarinaGC: you all are great!

GeorgeK: bye all

RogerMG: I had fun.

MarinaGC: this was my first chat and I like

DianaP: Me too

RogerMG: Thanks for all of your participation.

RaulG: bye everyone

BJB2: Thanks, Roger

RaulG: Technology rocks my socks