

Title of Session: Faculty Resistance to Online Learning

Moderator: Roger Goodman

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Room: FROL Group

BJ: welcome, everyone to this Festival Event: Faculty Resistance to Online Learning!

RogerMG: You can get a larger screen for chat by clicking on 'Actions' and 'Detaching' the chat.

BJ: Roger Goodson is our discussion leader

RogerMG: <--bows and waves

BJ: Roger, would you like participants to introduce themselves?

BJ: again, 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

KeikoSc: Hi, I am Keiko Schneider, college Japanese teacher in Texas, helpdesk here today

HeatherAB: I'm a Tech teacher in Texas, middle school

JoshG: My name is Josh I am 14. I live in a town in Texas hardly anybody has heard of I am going into my freshmen year (9th grade). I am a honor student I am taking all of the advanced classes that my school offers. I want to become a superintendent of the school that I am currently going to when I grow up.

RogerMG: I'd like to get started. Is that OK with everyone

JamesTL: great!

KeikoSc: Good to meet you Josh

BJ nods to Roger and listens eagerly

RogerMG: What I would like to do today, if that is OK with everyone, is focus on teachers.

MidgeF: That's what I do...

DavidWe smiles

JamesTL: Sounds good

RogerMG: We'll spend a little time with admins. at the end . . .but I am talking about admins. such as Deans and Presidents, Principals and Superintendents when I say admins.

RogerMG: Let's look first at 'what doesn't work' and then at 'what does work' in dealing with faculty resistance to E-learning.

JoshMG: Thanks. This sounds like an interesting topic.

BJ . o O (FYI, Roger leads this discussion once a month. We hope you will return in August to SUSTAIN your professional development!)

RogerMG: (By the way, if you haven't already, read the 'working paper' link regarding 'Faculty Resistance to E-learning' which is a featured item . . .but please do not read it now, wait until after the session

MidgeF bookmarked it

BJ . o O (or after the festival)

JamesTL: Thanks for the heads-up

RogerMG: From this year's TI discussions, I have made a list of things that do not work in terms of engaging faculty in OL. The first one is 'Force'.

RogerMG: Ordering faculty to work just doesn't have a positive effect . . .they may 'do the work', but the commitment just isn't there.

RogerMG: A second thing that doesn't work, is 'Techie Talk' (speaking in acronyms, and techno-babble.)

RogerMG: Another is 'One shot Training'. Offering training once and thinking that that covers the turf.

BJ nods vigorously

KeikoSc: Good one Roger

RogerMG: Bringing in outside salespeople tend to turn off most faculty.

JeffCoop: how about humor? I think it's a vastly underrated and underutilized tool in education.

RogerMG: They go on about their product . . .but even if purchased are unlikely to be there to support it.

RogerMG: One-shot outside consultants also have limited affect on faculty in terms of adapting to OL.

JamesTL: Very true... had 1st hand experience with that

EmilieD: OL?

MidgeF: (and yet, they continue to ask me to come teach in a day)

RogerMG: Over-focusing on what the administrators aren't doing, may expend energy that could be better spent with faculty and helping them adapt to (Online Learning.)

EmilieD: thx

RogerMG: Finally . . .Adversarial discussions (us against them) also do not clear the ground for effective development of OL.

RogerMG: I note that some of the participants here have indicated that they have experience with some of these.

KeikoSc: I am not officially on the training side but always wondered why it is so difficult to get folks attend in training

JamesTL: As a teacher, I

RogerMG: Good question Keiko . . .and it presents us with a conundrum: if forcing them does not work . . .what will work to get them there?

JamesTL: have had my share of one- shot training

AnnieD: Doesn't it depend on when and where the training takes place?

RogerMG: That is certainly a factor Annie.

HarryJ: PDPs or food. Incentives are good.

EmilieD: I'm in Virginia. We have one full-time technology resource teacher per every 1000 students. It's really great - these are teachers who are in the building every day to provide one-on-one training whenever it's needed.

KeikoSc chuckles from pizza stained keyboard

RogerMG: Notice that organizations on the commercial end, such as Macromedia host their sessions in hotels, provide food, free software, etc.

AnnieD: Food and free items are always a good incentive.

RogerMG: Sure. They are trying to 'sell' something. But so are we.

HarryJ: Timing is always an issue? Teacher availability is limited.

RogerMG: But then again . . .some institutions do not have things to 'give' away. I have several rules of thumb here . . .the first is 'Do what you can, with what ya got.'

KeikoSc: Well, candies in class are good, but if the content is not good for participants, they have no reason to stick around.

MidgeF: It's the one day, whole day, professional development days I now refuse to do.

RogerMG: I agree Harry. Perhaps what might be a good incentive is to demonstrate how time efficiencies can be created by working online.

EmilieD: I think it's most important to get the equipment permanently into classrooms

AlidaF: I find that I'm no longer inclined to attend 'dog and pony' shows by vendors because I don't think the support will be there after the one shot. My time is valuable, after all

RogerMG: I sympathize with that Alida.

RogerMG: How about taking a look at what does seem to work . . .so we don't get mired in the mud of depression here.

AlidaF: But I might go for candies ;-0

RogerMG: CHOCOLATE MAKES THE WORLD GO ROUND.

KeikoSc smiles at Alida

KeikoSc winks at Roger

AlidaF: <small smirk>

RogerMG: First of a 'Choice' appears to work well.

HarryJ: Online opportunities certainly offer greater flexibility. Although, feedback isn't always immediate. Dark chocolate lowers blood pressure!

RogerMG: If people choose to become involved, they are far more likely to become committed to OL.

RogerMG: A supportive tech. office or person(s) can also help a great deal as long as their dialogue follows the rule of KISS.

KeikoSc: yeah, I found it important to have a tech person who, at least, knows a lot about disciplines (in my case, foreign language)

RogerMG: KISS = KEEP IS SIMPLE STUPID

RogerMG: Tech. people who are technical in their talk and leap ahead into the future will tend to turn off potential users . . . particularly novices.

KeikoSc: OK, so maybe participants' technical skills is important, too

HarryJ: I agree. The intimidation factor is huge.

AlidaF: I've been kind of lurking in online environments off and on for a while, and found that older, clunky interfaces were a huge barrier. Things look easier now, which would encourage people to participate also.

RogerMG: Repeated training and follow ups (group and individual) at levels novice through expert do work . . . but timing is critical.

RogerMG: Collaborative (rather than adversarial) discussions can also be a great asset . . . appreciative inquiry can help in this area.

HarryJ: There's always the drawback of teaching an old dog new tricks. Great apathy exists.

RogerMG: Support groups of teachers can be of great benefit (HOORAY TI!!!)

BJ smiles

RogerMG: Following on that . . . faculty mentoring.

KeikoSc . o O (it all fits in the spirit of TI and the festival)

RogerMG: It works best if the mentors are one or two levels up in skills from the trainee. If they are too advanced it may interfere with the mentoring.

AlidaF: The geekspeak problem...

RogerMG: Online Learning News (E-learning News) should become part of regular news that faculty 'see'.

MidgeF: What about the generation gap that exists now with younger teachers wanting fast training and the older teachers whining that's too fast for us?

HarryJ: TI is a great resource. Turned on by an ol course. Will definitely be back!
Thanks!

AlidaF: Is that a publication? Shame on me for not knowing.

RogerMG: It should focus on 'learning' and praise OL successes.

EmilieD: In terms of the logistics of introducing technology into instruction, team-teaching is great because one teacher can concentrate on operating equipment

RogerMG: Midge . . .The Working Paper speaks to that issue. In some cases it will change only due to attrition. In others, depending on the faculty members, some older ones may adapt.

RogerMG: I agree Emile. Team teaching works.

AnnieD: Some younger ones may want to take it slower as well Midge.

MidgeF: I do think that faculty should be expected to engage in the training and expected to do the work (as in business). Somewhere somebody should say "you hafta"!

RogerMG: Students can also help. I use TAs in my classroom. Josh, who is a secondary school student works as an aide in his school. This takes some of the load off teachers.

RogerMG: Midge . . .I agree. But also from business, we know that actual commitment may not follow if people take on tasks begrudgingly.

MidgeF: (We have a big gap in teacher age here in Massachusetts)

AnnieD: I agree. Students can be great helpers.

CarolineB: What about the content of the professional development? Are we talking tools for teachers, methods to teach concepts.... How do we find what kind of Professional Development our teachers want?

AlidaF: You might ask them.

MidgeF: They don't bother to respond.

CarolineB: like a survey or a menu?

AlidaF: Well, you could actually talk to some of them to get an idea, rather than doing a full blown survey.

RogerMG: I have another rule of thumb, stolen a bit from Asian wisdom: 'Don't push the river . . .float things in it.'

BJ smiles...excellent advice!

MidgeF: That's what I have done, but you don't reach all of the teachers that way.

AnnieD: Our Principal puts surveys on the faculty table. We see them during break or lunch

AlidaF: You're never going to get all of them, you might as well aim toward the ones who show interest.

RogerMG: Midge . . .keep in mind that no one reaches 'all' . . .not even religious figures.

EmilieD: I'm one of the OLD ONES and it was through going to NTTI and taking a technology class and then another and another that I've become SO excited about it all.

AlidaF: Of course, then you could apply the 'hafta' approach.

AnnieD: Good for you Emilie

MidgeF: Does training the teachers that want to participate work (and leaving some out)? I know that schools are starting to do this but parents are unhappy if their student had an unresponsive teacher.

RogerMG: Which brings us to another what works . . .thanks Midge.

AnnieD: Some of our veteran teachers don't want any kind of change.

KeikoSc . o O (interesting point, Midge)

AlidaF: Often, I would think that resistance is in response to lack of support/time/resources.

RogerMG: Find and develop 'opinion leaders' in the various departments.

MidgeF: I'm 58, a Master's candidate, and people are still saying I don't want to use the computer with my students

MidgeF: I do agree with Roger's list of what doesn't work.

EmilieD: Again, it's getting that equipment into the classrooms that works. If a teacher has a multimedia projector permanently in the room with computer connected, how can it not be used?

RogerMG: Finally, what works' . . .keep in mind that it's 'all about learning and students.' Sometimes we and faculty and admins. forget about that because of other pressures.

KeikoSc nods vigorously to Roger

AnnieD: yes

RogerMG: Now . . .a brief bit about the administrators . . .what should they do to encourage OL in their institutions:

MidgeF: Of course, I must read this paper and I will because this is my field.

RogerMG: First. They must be from the top down obvious in their support of OL.

RogerMG: They must provide incentives.

RogerMG: They must work with policy to insure new hires are ICT literate.

MidgeF: (good)

AlidaF: ICT?

EmilieD: incentives like encouraging teachers to attend trainings and provide subs

RogerMG: They must participate in training (perhaps minimally . . .but they must become literate themselves.

RogerMG: ICT= information, communications, technology literate

RogerMG: I like that Emile.

RogerMG: On the CC and University levels, stipends and time.

RogerMG: By the way . . .there are 'others' that we have not mentioned here.

RogerMG: Parents, for instance.

KeikoSc: oh?

RogerMG: Community members.

RogerMG: Local politicians.

RogerMG: Commercial enterprises.

RogerMG: etc.

EmilieD: could you explain? they're against technology in education?

AnnieD: to help provide the necessary equipment?

RogerMG: all can be sources of resources and assistance.

EmilieD: oh, you mean as help, not opposition

AlidaF: I've had experience where 'community member' felt they could call the shots and poisoned the ability of the institution to do its work.

RogerMG: Emile . . .that's right Emile.

AlidaF: Although outside resources are important too.

RogerMG: I am rapidly running out of time here. Any closing thoughts?

BJ: Thanks, Roger...you've certainly given us food for thought!

AlidaF: I like that.

MidgeF: Thanks Roger. I see I am on the right track with knowing what's going on!

EmilieD: thanks!

KeikoSc claps loudly to Roger

AnnieD: Thanks Roger. Good session

JaneOs: Applauds

JamesTL: Thanks Roger... very enlightening!

MidgeF: applause

KurtSa: Thanks, Rodger and all.

RogerMG: <---bows and applauds the participants.