Title of Session: Faculty Resistance to Online Learning
Moderator: Roger Goodson
Title of File: 20070125frol
Date: January 25, 2007

Room: Faculty Resistance to Online Learning Group

BJB2 waves hi to everyone!

GeorgeF: Hi BJ

BJB2: Roger will be here in a couple minutes

GeorgeF: BJ Can you give us a little description of what is going to happen?

RogerMG joined the room.

BJB2 nods to George. We'll do brief introductions

RogerMG: Hello All.

RogerMG: Roger Goodson, Prof. Notre Dame de Namur University, Belmont, CA. . . .'in the heart of SV':-)

BJB2: a reminder if you are new to Tapped In to go to the Actions menu in the top right of the chat window and click on DETACH

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

RogerMG: Where are 'y'all' from?

BJB2: I'm a remedial communications teacher in Pennsylvania

EricW: I am a music teacher in Pa

LindaU: I'm Linda Ullah--I was at the Foothill College Krause Center for Innovation -- just down the Road from Belmont--until recently. Now I work for the New Tech Foundation. I've worked with teachers in PBL and technology integration.

GeorgeK: I work at NDNU with Roger; I teach strategy and management

ShayneTr: I teach high-school art and computers in Toronto

FannieA: located in Dallas. Teach an online Publisher class

PeaceZ: Jamison, PA

RebeccaGC: hello. I am a middle school librarian in Bucks County PA

TeresaO: Hi Roger, I'm from Pennsylvania and teach for a non-profit agency.

MartyHD: I am an 8th grade math teacher in Pa, right outside of Phila

DavidWe: I'm David Weksler, one of the Tapped In HelpDesk volunteers - I lead a math education and technology discussion here in Tapped In. I'm in New Jersey, near New York City

GeorgeF: I'm a Director of Technology and an adj prof for a local college in PA.

MichelleLC: Warminster Pa - Masters in Ed

SueE: I'm on faculty at Texas A&M University-Commerce -- teach educational technology, higher ed research, and school librarian tech courses. :-0

PeaceZ: I teach sixth grade.

RogerMG: Looks like PA night:-)

BJB2 hands the virtual floor over to Roger.

RogerMG: Let's look as student resistance to OL . . .we experience it on the university level, and I'm sure there is active and passive resistance on the secondary level. What do other think of this?

SueE: Roger, are you talking about out and out resistance, or just people who totally ignore that they are in an online class and never do anything?   We've had both,

RogerMG: Are the same things which lead to 'resistance' among faculty, in some ways similar to those which students exhibit . . .or are they different?

GeorgeK: Might there be a modeling connection?

TeresaO: I just read a chapter pertaining to three types of learners for on-line learning

EricW: I find that a lot of times the faculty resistance depends on their conformability with a computer

RogerMG: OK . . . more?

PeaceZ: Wouldn't most students prefer OL to the standard classroom?

ShayneTr: I haven't experienced any resistance. In fact, they asked me to set up a way to share class notes, so I set up a wiki for them.

SueE: Might it also relate to the type and level of course? required or elective, undergrad or grad, etc,?

EricW: What is a wiki

TeresaO: One of them are considered "lurkers"

FannieA: I find students are not committed or disciplined enough to do the work that is required in an online class

SueE: Peace, I have students who would prefer f2f, but are only in online because that's all there is.

LindaU: Interesting I've been teaching online classes for teachers. Many have had a hard time making the adjustment to online learning.

ShayneTr: Wiki - the program on which Wikipedia, the on-line encyclopedia is built. Students can add information, edit, etc.

PeaceZ: Sue, how old are the students?

EricW: thanks

DavidWe: A Wiki is a collaborative web-based document - comes form a Hawaiian word, I believe

DavidWe: Here's the entry for "wiki" from Wikepedia:

DavidWe: http://en.wikipedia.org/wiki/Wiki

SueE: Graduate students, representing all ages, from early 20s through those who have been out of school for 20 or more years. -- those who prefer f2f come from all levels.

FannieA: Personally, I prefer f2f classes, but have been very successful in my online classes. Unfortunately, I can't say that about the online students that I teach.

GeorgeK: With the faculty, is it comfortability with the model of a professor they had when they "value programmed" and decided to be professors? An on-line existence may not fit that model.

ShayneTr: I studied Special Ed on-line this summer. What made the experience successful was 1. A teacher who was able to exhibit warmth and positive reinforcement.

2. Clear expectations and a calendar. What didn't work was all the reading on-line. There should be a "print" option.

DavidWe . o O (I've been led to understand most people tend to teach in a style in which they learn)

LindaU: You might want to take a look at http://pbwiki.com/

PeaceZ: I guess it would make sense that "older" students would prefer f2f. That may be their comfort level.

FannieA: Shayne, it is sometimes unfortunate, but very typical for people to teach in the style in which they learn.

SueE: Interesting point David -- since most of us did not learn in an online environment.

RebeccaGC: in my experience, the older students would prefer non f2f instruction, they would prefer computer time.

DavidWe: People who like to lecture, have learned WELL in lecture classes

DavidWe . o O (Howard Gardner)

PeaceZ: However, I think K-12 students would be very interested in OL activities in the school settings.

TeresaO: I actually like both experiences because it gives me some variety in my learning.

SueE: Shayne, at our orientation meeting, I showed students how I read online, by highlighting the lines of text -- it helps me focus when reading online.

LindaU: Peace.. they are

MartyHD: right..with me being a math teacher, all of my undergrad classes were lecture and that is what I use in my classroom....

LindaU: I also increase the text size online if I have a lot of online reading to do (can't do that in a print document)

EricW: yes, you can. just enlarge the document

LindaU: --a book for example..

ShayneTr: I believe certain personalities prefer online, not necessarily age. Sue, I'm 52 and my eyesight is going wonky... I was taking a web-design course too.

MichelleLC: I agree - it has a lot to do with personalities

RogerMG: Of course, there are developmental 'needs' that apply here too. Right?

SueE smiles at Shayne's comment

PeaceZ: OL courses certainly provide more flexibility.

ShayneTr: What about kinetic learners?

FannieA: OL courses do provide flexibility that many students need because of their busy life-styles.

LindaU: Online learning may not be the right venue for everyone. I think it is important to know whether or not it'll work of you.

TeresaO: Providing this forum to teach enables people with disabilities to have a greater control over their learning

SueE: I run my summer grad course as a f2f in the lab, where students do all the assignments online. This has provided a comfort level for some who were insecure, but went on to take and enjoy online classes.

LindaU oO Any time --anywhere.. even in you PJs

FannieA: Linda, you are correct. OL is not for everyone and I wish more students would realize that before they register for online courses.

ShayneTr smiles at Linda's comment

LindaU: I've found that hybrid or blended courses can help with people who have difficulty transitioning to online learning.

PeaceZ: Q - What are the % of OL classes vs f2f classes at most universities?

RebeccaGC: I agree with Linda. that gives you the best of both experiences

LindaU: I think that probably varies.

RogerMG: Peace . . .varies a lot.

SueE: Right, Linda, about online not being for everyone -- but I tried to offer a course in multiple formats, and students took the course when they could fit it in, not paying any

attention to which way they learned best, and so some ended up dropping and having to retake.

LindaU: Hmm...

ShayneTr: My daughter is in Education at York U. She has to post reflections and comment on the work of others. This is probably a good idea in large classes.

RogerMG: I have found that hybrid/blended courses online appear to work better than full online for on-campus students.

SueE: Agreed, Roger

LindaU: Hybrid and be x # f2f at specific times and x% online.

SueE: We have a lot of web-enhanced courses, and it gives flexibility for the instructor, as well, allowing us to teach from conferences and such.

LindaU: I've also found that when my students (who are teachers) take an online course with colleagues they do better.

FannieA: Sue, I've observed that many students register for an online course because that's all that available. Of course, they haven't considered the amount of work that's involved. Actually, I think many students enroll in OL classes thinking they are a lot easier.

TeresaO: I recently read an article regarding some faculty being apprehensive to using the equipment due to them not having adequate training.

DavidWe: People who have driven a car for 10 years are probably better drivers than those who have driven a car for 6 months

TeresaO: also, once trained, some are being asked to play the role of an IT member

LindaU: I know Tapped In had a slow start getting educators to collaborate, work and learn online in the beginning...

BJB2 nods solemnly

BJB2 . o O (still experience that)

LindaU: I remember training teachers to use TI.. and having them "hate" it at first.

TeresaO: the more exposure you have the better you become...but that's with anything

ShayneTr: I wonder how many of Tapped In members are techies?

RebeccaGC: not me

EricW: me either

MartyHD: not here

MichelleLC: not me!

ShayneTr: Many teachers at my school tell me they won't use a computer.

GeorgeK: not I

LindaU: I suspect comfort with the medium is important..

BJB2: you don't have to be a techie to be able to use Tapped In

GeorgeK: or to use most LMSs

DavidWe: people need to find a compelling use; they need to know there is someone who will help them when they have trouble

RebeccaGC: I am a librarian and I prefer print materials over tech resources everytime

SueE: I wonder how many faculty members from around the country are using their online offices here on Tapped In with their students. Any idea of the number, BJ?

MartyHD: Shayne. because they don't have the training?

LindaU .oO It's sad that we still have tech phobic teachers.

RogerMG: Equipment is always an issue . . .but more than that, so is one's attitude about student learning. If faculty are focused on student learning, and 'see' the advantages of hybrid/blended courses. they will 'learn' how to deal with the hardware . . and software. The question is, of course, how to get them to 'see' the advantages of OL.

BJB2: there are over 800 special interest groups...many of which are classrooms

RebeccaGC: not phobic, just missed the boat

LindaU: oO David put his finger on it.. COMPELLING..

EricW: At my school, the problem sometimes is getting the equipment

LindaU: and attitude.. right..Roger.

TeresaO: there needs to be a balance

NancySt joined the room.

TeresaO: one should not over take the other

RogerMG: Eric. A recent ISTE survey of member indicated that convincing admins. of need for equipment is a significant hurdle.

TeresaO: plus there are different types of learners and as educators we need to find what works best for the students

NancySt: Hi. This is my first time here so bear with me

FannieA: Every teacher in my district has a laptop, but many of them don't use it.

RogerMG: Hi Nancy . . .jump in anytime.

LindaU: Why do you think they don't use them?

EricW: Why is that

SueE: We still have faculty who want to just "put" their courses online and continue the same kinds of lessons and testing -- and that isn't necessarily successful. As mentioned earlier, student opinions about taking online courses may relate to their first online experiences, and it's a shame that all of those are not necessarily outstanding experiences

RebeccaGC: we're lucky our computers turn on each day

MartyHD: no training?

NancySt: I am the Ed Tech advisor to the Gov of WV and we are piloting an online simulation game for teachers to practice classroom discipline strategies. We have had great success and wanted to see if others might be interested.

RogerMG: Sue . . .objectivist learning vs. constructivist learning?

MartyHD: right we r lucky each room has a computer.... I would think teachers would want laptops b/c they r portable

PeaceZ: Fannie, every teacher? Were they trained?

LindaU: training is critical.. but Roger really had a good point when he said attitude.

TeresaO: if teachers are required to maintain Act 48 credits, I would think that some form of those credits would come from a technology element.

TeresaO: in an ideal world..of course

LindaU: It's hard to train people when they don't want to be there.

DavidWe: Sounds interesting, Nancy

FannieA: Yes, the teachers were trained and are required to take at least 6 hours of technology training each year!

MartyHD: well that's good

LindaU: How do they get this 6 hours of training?

NancySt: I felt if we built a game for teachers it would encourage them to think about using "gaming" as an educational tool

TeresaO: Linda, I agree but the question is how to motivate them

LindaU: Goes back to David's compelling need.

SueE: So, Fannie, why do you think they don't use them?

FannieA: Linda, the training is provided by our district and is made available after school and during the summer months.

LindaU: For example--if the ONLY way staff can get information is through an online forum.. they'll have to learn to use it.

RogerMG: Perhaps with a number of teachers, attrition is the only answer. So, selecting the next 'group' of incoming teachers is critical, as are the hiring criteria for them.

PeaceZ: Fannie, it would probably be better to take all the laptops from the teachers and make athem a portable lab for a classroom to use.

DavidWe: The Geometry Forum instituted an email-based problem of the week to which students would respond (by email) and they had to write out their answers with explanations - the email was the tool that allowed for worldwide student involvement

SueE: Like the old story of the principal who send an e-mail that people who read their e-mail didn't have to show up at the 7 AM meeting -- find a way to convince people to use the tech?

DavidWe . o O (couldn't be done otherwise)

FannieA: Sue, I haven't quite figured that out yet. I think most of them are just uncomfortable with technology.

LindaU: My training and experience has taught me to focus on those who want to learn how to use/integrate technology and not worry about the nay sayers (at least in the beginning)

LindaU: I've actually seen some of the nay sayers "come along" as they feel left out

NancySt: The sad thing about that is the classroom full of students of the nay sayer suffers:(

SusanS joined the room.

DavidWe waves to Susan

SueE: Good point, Linda -- eventually we can hope that some of the others will want to come on board, but online, as has been said, is not for everyone, and maybe it's better not to force it?

RogerMG: Linda. Critical Mass is 'critical' to doing just what you say . . .you get enough folks on board and you can 'move' things along.

FannieA: Nancy, I agree that the students suffer.

LindaU: I've noticed that at Napa NewTech High.. much of the traditional faculty meeting "stuff" is done through a discussion board.

RogerMG: Hi Susan.

LindaU: It seems to work well there..

NancySt: I think software companies have left the "teacher" out of the development so there is no ownership from them. Also outdated equipment in our schools is a serious problem

SueE: Good point, Nancy.

LindaU: If you don't go online and participate (even just to view what is being discussed) you miss out on the key decision, etc.

RogerMG: If we could come up with 4 or 5 principles for involving faculty with OL. . .what would they be?

LindaU: This creates a compelling need to learn how to do this.

FannieA: Sue, if OL isn't for everyone, why do some students continue to register for them? I have noticed that the same students register, withdraw, and register, and the cycle goes on..........

NancySt: Develop podcasts

NancySt: easy to do and engaging and gets the teachers started

SueE: Great question, Fannie. Of course some courses are offered only online now. But when there are multiple ways to take the classes, I just don't understand.

RogerMG: OK . . .develop Podcasts . . .that could be one principle . . .more?

NancySt: We are going on a project here for teachers to listen to podcast for credit

NancySt: they then post comments and suggestions of what they learned and how they transfered it to the classroom

LindaU: Podcasts can change the way teachers use class time.. Lectures can be podcasted..and class time (f2f) can be used for collaboration, etc...

LindaU: Podcasts can also be part of online classes (less online reading...)

SueE: How many teachers will be "scared" or put off by the term podcasts?

NancySt: ya....kids listening to lessons on school busses

NancySt: a number of them put an easy way to get started

RogerMG: Ok. Podcasts is a good one. How about another principle for involving teachers.

NancySt: We have the First lady of WV doing monthly podcasts for teachers

SueE: Are we assuming they will listen on the computer, or will we give them iPods,etc.

LindaU: Good question.. 2 years ago.. this was brand new stuff.. Now I'm finding more and more teachers are not only using them, but having students create them..

MartyHD: it will be beneficial for students who r out sick or out for an extended time

NancySt: Either way but I think the idea of making pd mobile is a move in the right direction

SueE: Roger, what about blogs? Seems like schools and classes are using them more and more

RogerMG: Blogs sounds good . . .how?

LindaU: The technology is moving in this direction.. mobile..

ShayneTr: Isn't it still too expensive to expect everyone to have?

NancySt: We need to make learning "any where any time" for educators

NancySt: they can use a regular computer to listen to podcasts

MartyHD: teacher websites for students, parents, and other teachers to access

GeorgeK: technology is kind of becoming "organic" to the user, too, evolving as the user does

NancySt: Gotta run. Thanks for the chat

RogerMG: So, we've got podcasts, and blogs.

JeffC . o O (kind of quiet in here for so many people? care to share a url or topic?)

RogerMG: More?

SueE: Whatever we do, we need to have "easy" and possibly multiple ways for people to access, don't you think, so they can do it in ways with which they feel comfortable?

NancySt: www.ahaprocess.com check out the online simulation we developed for teachers to play to practice classroom discipline strategies

LindaU: What about Google Docs.

RogerMG: Bye Nancy.

SueE: What about looking at "old" technologies in a new lite, such as using Breeze or Captivate or other programs to "spice up" PowerPoint, making it more interactive and interesting to people?

LindaU: https://www.google.com/accounts/ServiceLogin?service=writely&passive=true&continue=http%3A%2F%2Fdocs.google.com%2F&ltmpl=WR_tmp_2_lfty&nui=1&utm_campaign=en&utm_source=en-et-more&utm_medium=more

RogerMG: We have two ideas for involving teachers . . . podcasts and blogs . . .more?

DavidWe: online student interactions?

EricW: What about downloading, uploading documents to websites or website design

BJB2 . o O (Tapped In?)

RogerMG: OK

GeorgeK: How about opportunities for the students to teach the teachers about technology?

DavidWe agrees with BJ as is the custom

RogerMG: David. Are you suggesting lots of discussion forums?

SusanS: how have you used google docs- looks interesting?

RogerMG: Good one George.

DavidWe: Teachers are bringing K-12 classes into TI for online interactions - writing, problem solving

RebeccaGC: I think George is on to something. my middle school students are teaching me tech things on a daily basis

LindaU . o O (I did that back in the late 90s for a collaborative (multi country project--It worked well)

BJB2: several schools also have group rooms for pd for their teachers

GeorgeK: my kids did that with me for years

RebeccaGC: like I said, I missed the computer age boat in school, my 5 year old knows more than I

EricW: I am always behind on technology because it is so expensive

SueE: If we can get pre-service (and other) teachers to come here for online activities, maybe that will go into their "bag of tricks" once they start teaching -- somewhat like the modeling that was mentioned earlier in this session?

DavidWe: Use that 5 year old, Rebecca!

RogerMG: Three ideas now . . .Podcasts, Blogs, Enhancing Discussions,

MartyHD: so expensive and before you know it is out of date already

LindaU . o O (I learned most of what I know about using technology from kids)

MartyHD: Roger...teacher websites?

LindaU: Google Docs..

EricW: yep, just bought a new computer and 3 months later a new model came out

TeresaO: what about game-based learning

LindaU: Learning Applets.

RogerMG: And that is four now . . .Game-based learning added to the others. GREAT!

EricW: use the word games, and people come running

GeorgeF: I believe teachers need training, on-location technical support, and instructional support to help locate areas within their curriculum to integrate technology.

TeresaO: what about what we're doing right now as an idea

DavidWe . o O (administrative leadership AND support, too)

RebeccaGC: I would love if my district offered more technology support and training, i would totally take advantage of that

SueE: The key, though, is how to get students and teachers who are resistant to get into these? Many people will hear a word that involves any kind of technology and totally stay away. How do we convince them to try it?

BJB2: A reminder that when you log out of Tapped In you will be emailed a transcript of this discussion

RogerMG: I would agree . . .we can interest them, but if skills level opportunities are not there, that interest will burn out quickly.

RogerMG: George K.

GeorgeK: yes

RogerMG: OK folks . . .time is running out. Anyone care to summarize?

GeorgeK: But group work can sometimes help if the group knows that part of their job is to nurture the tech un-savvy one

LindaU: George.. group work is a great way

EricW: To summarize we found four principles

EricW: blogs

EricW: games

MartyHD: podcast

EricW: and

EricW: discussion

GeorgeF: I think new technology will be introduced all of the time. We need to get teachers over the "fear hump" by providing them with an environment of risk taking, local support, and curriculum support.

LindaU echos George's thoughts!

RogerMG: I would agree with George . . .'fear' is a huge factor.

DavidWe . o O (support is key!)

FannieA: George, providing support is key!!

RebeccaGC: and training

LindaU: relevant training..

LindaU: based on a "need to know"

RogerMG: There is also an 'attract/delay' principle that works along with the 'fear' idea. It places prospective online teachers in a bind.

GeorgeF: Training that is followed up by the curriculum support, such as an Instructional Technology Specialist.

LindaU: and practice.. guided practice.

LindaU: and training that happens over time.

LindaU: with practical uses in the classroom or for student learning

RogerMG: OK . . .two minutes . . .get your two bits in now:-)

LindaU: back to a compelling need to learn and use the technology

BJB2: next FROL discussion is February 22.

LindaU: but, then I think we are all preaching to the choir here.

DavidWe . o O (some times that helps the choir)

EricW: amen

RogerMG: I would like to thank everyone for your participation. Great Work!!

DavidWe: Thank you, Roger. Great discussion

MartyHD: thanks Roger for your time

EricW: thanks

GeorgeK: I still think that creation of a feeling of accomplishment can help, too. Sometimes we can be too dictatorial. Learning is pleasurable and we should make sure that on-line learning is too.

FannieA: Thanks!

RebeccaGC: thank you everyone

GeorgeF wave and thank you

BJB2 applauds. Wonderful!

DavidWe smiles

GeorgeK: Thanks Roger and everyone...my students should be so participative.

RogerMG: G'nite All. Happy Teaching!!

SueE: Good point, George K -- and that's what I think we are trying to do -- give our students successful experiences upon which they can build, and will motivate them to continue onwards and upwards.

LindaU: good night and thank you.