Title of Session: Faculty Resistance to Online Learning
Moderator: Roger Goodson
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JeffC: If there's time to add Sieman's article to the agenda today, Roger, let me know.

JeffC: Because... I think that it's definitely worth viewing... and responding to in regards to education today (and tomorrow).

RogerMG: I agree Jeff. Actually, it would be a great focus for next mo. OTL.

JeffC: right... well... I see it as blending into FROL as well.

RogerMG: Definitely. BRB. Going to pick up my hard copy of it.

JeffC: in a nutshell... he points out what education *should* be... but there are so many barriers to getting there... that I think most educators just give up.

JeffC: and... take a look at
this: http://www.chron.com/disp/story.mpl/ap/tx/5653184.html

RogerMG: THAT! Is truly horrific.

JeffC: well... on several levels...

JeffC: first... turns out that I have a friend whose husband teaches there...

JeffC: the principal was *joking* as it turns out... of course the (sensationalist) media article doesn't indicate that. but still...

RogerMG: Pretty crude joke.

JeffC: the pressure on admins/teachers/politicians to raise test scores as the *sole indicator of a school's performance* is destroying education today.

JeffC: yeah... bad joke... but the teacher who turned him in apparently is the real nut job in this case... again... something you'd have to be there to know about.

RogerMG: Well . . .it's the most recent thing that's destroying it. There's a long list of them, but you're right , this one is like the coup de grace

JeffC: yup

JeffC: and it's one of the major barriers to getting educators heavily invested in tech.

RogerMG: I know George is a real supporter of NCLB :-)

JeffC: because... tech doesn't directly raise test scores... even if used well.

JeffC didn't think using the "G" word was appropriate in this setting!

GeorgeK: My wife teaches. Every week another of her fellow teachers comes to me to discuss leaving the profession and going to work in industry. I don't know who we will have left teaching in a few years.

JeffC: you teach Business at the University level, George?

GeorgeK: yes

JeffC: I know what Bill Gates thinks... what is your perception of the rest of the corporate world's view of public K-12 education today? or... is there discussion (let alone consensus)?

RogerMG: Well, getting back to the Siemens' article. I like how his table 1 lays of the different concept bases for teaching and learning: Behaviourism, Cognitivism, Constructivism, Connectivism. (Particularly the latter, Connectivism.)

GeorgeK: Not happy with it.

JeffC: could you post up the link to it Roger?

JeffC: I imagine... as an educator I'm furious. NCLB supposedly mandates a lot more emphasis on reading and math... and yet... when I look at "state standards" I'm appalled. I learned times tables in 2nd grade... now... it's not even a standard in my state until 4th. So... guess how far behind our students are lagging?

JeffC: math is supposed to be emphasized... yet the kids are two years behind where I was over 40 years ago!

GeorgeK: Several highly placed industrial friends asked me if I taught my students how to live on a Blackberry and how to multitask in the classroom (use laptop and cell while class was on). Said f I wasn't teaching them that, I should just quit, because the students wouldn't be ready for the real world.

JeffC: and at the cost of science, social science, etc.

JeffC: I think that university faculty should be cutting edge with tech... but my limited experience shows the opposite as well.

GeorgeK: Heard a paper delivered last week on the U.-level fallout caused by the K-12 lag. A big problem for all of us.

JeffC: many are afraid i think to simply podcast their lectures... although if they did they could enhance with threaded message boards, etc. (which are easy to create)... many are still in lecture mode.

RogerMG: Here it is: http://it.coe.uga.edu/itforum/Paper105/Siemens.pdf

JeffC: I'm having to fight my own school district to try and get them up to speed with their higher end students, whereas the standard curriculum bores them to tears, and the district's answer is to just give them more (instead of different) work.

JeffC: indeed, I'm very close to applying for a school board position (which has just opened up)... although I don't know how much change I can engender... but it's worth a shot.

JeffC: thanks Roger... I forgot to bookmark it (though I downloaded it).

JeffC: Siemens is working with a theoretical framework... unfortunately the barriers to status quo shifting are so high as to be insurmountable.

JeffC: I wonder if he is writing a follow up paper to discuss that very fact.

RogerMG: Here is a link to his blog. http://www.elearnspace.org/blog/

RogerMG: Check out the slide show he linked on March 27th.

GeorgeK: "...status quo shifting ...insurmountable..." with the status quo including lots of old educators like me who pretend we know technology but can't keep up with the kids.

JeffC: I like his huge "NO" on slide 24 when he asks the rhetorical question whether or not our institutions can handle these changes.

JeffC: Right George... but how much support do you have in incorporating the new and shifting your approach to pedagogy?

JeffC: So people like Siemens definitely get it... that a radical shift in approach to pedagogy is necessary, and that our educational institutions are incapable of making that shift.

JeffC: So... we're doomed, right?

GeorgeK: There is support for big stuff that ties in to contracted hard-/software. But the

stuff the kids use is what we should be using....texting, etc

RogerMG: I hadn't looked at this for a while, but the NO is certainly emphatic.

JeffC: my guess is your university uses Blackboard or WebCT... offers some training on it... then your pretty much on your own for the rest, am I right?

JeffC: you're in the business department George... any money for a smart board and some wireless tablet handhelds for the students?

GeorgeK: Yes, and the "administrative paperwork and assorted nonsense" artifacts from days gone by are important to the Administration and Rank & Tenure...so time must go there, and be expended in traditional ways, or they don't understand what one wants to do

JeffC: there's a teacher here who uses those in his K-12 class with his English class.

RogerMG: Yes from here . . .so I end up as a 'quasi-designer' with no tech.curr. design support from OIT.

JeffC: exactly

GeorgeK: I was at Roger's U (NDNU) and we had some smartboards there. I am at Lewis U. in Illinois now. Lewis is good and tries hard, but the majority of faculty and administrators are innovative teachers, but in a "9 to 5" lots-of-seat-time way.

RogerMG: I've learned a lot, and am invested in learning more, but it would help if we had some sort of support to point us at things, as you did with Rubistar in OTL.

GeorgeK: BTW, I just mentioned Rubistar to my wife and she kind of said "big deal" and rattled off three other similar site/tools.

JeffC: and most educators probably feel that online learning is less valid than f2f. of course comparing the two is apples and oranges, yet virtual learning has always been held to (outdated) f2f standards for success.

JeffC: yes... there are a number of rubric sites out there... I'd be amazed to see university level assessment go that route.

JeffC: even though they should... as well as incorporating digital portfolios for their students.

GeorgeK: It is going that route...big time.

RogerMG: Well, they always try to compare f2f with online. But, there is not great data that f2f as a baseline has been all that successful.

JeffC: trouble is... it's not happening much on the K-12 level. your school is using rubrics now, George?

GeorgeK: All the accrediting bodies require student learning outcome assessment. Unless you want to go the NCLB standardized test route, rubrics are the only real game in town.

JeffC: exactly roger. I always laugh when someone tells me "well... I want the personal contact." to which I reply "I never really had that much personal contact with Professor Sutch in Econ 1 at Berkeley... and neither did many of the 799 other students in Wheeler Hall."

JeffC: and... I wonder how many profs hold virtual office hours... as they should.

GeorgeK: In the B-school we have all used rubric for years.

JeffC: well that's good to hear George.

RogerMG: Virtual office hours . . .that's a great concept. I can see it working well with grad students, but I'm not so sure about UG students. However, maybe I'll give it a try . . .we have tried to set up a mentoring program for UG's, but, according to faculty, it's not working, the student's don't come to mentoring sessions . . .so, it looks like it's doomed.

JeffC: when I worked for the college of ed at pacific I couldn't even get most of the profs to create basic web pages (with my help).

JeffC: you could hold them here Roger, or if you wanted audio/video, use http://www.wiziq.com ...in both cases you could archive them for viewing by other students (so hold general online different than personal online office hours).

RogerMG: You know, I discovered something interesting recently, it has to do with the 'fact' that a lot of the old profs. have lousy keyboarding skills.

GeorgeK: I am convinced that FRTOL is about attrition...put an on-line requirement in all new faculty job descriptions, and let the old faculty retire and "attrit" away until there is no FRTOL

JeffC: then have them use wiziq... it will only take them 10 minutes to type in the address and login... and they can just talk.

RogerMG: I agree with you George.

JeffC: but who's going to make that sort of requirement at the university level?

JeffC: let alone K-12?

JeffC: when tech standards don't even exist, let alone support and the 21st century need for the type of learning that Siemens emphasizes?

GeorgeK: It is tough. Even the SLO assessment business...I made similar suggestions about putting that in job descriptions, but administration won't take it on.

JeffC: the support style is still old school... one size fits all. and yet... each teacher/professor needs different approaches to online learning... different tools need to be used and supported...

RogerMG: Delicio indicates that when I saved Rubistar it was saved by 3350 others.

JeffC: tapped in, moodles, wiziq, yugma, podcasting, blogs, wikis, the list is endless... as are the possibilities. because of the open ended nature of online learning... old style thinking of support/training don't even begin to meet the needs of educators or students.

RogerMG: I just saved wiziq. You should put together a book on your resources Jeff.

JeffC: well... I've written a couple articles... but hey... I don't even have a masters! therefore I can't even teach here in Oregon (I have a California credential) because I'm not a "highly qualified teacher." thanks NCLB!

BJB2: wiziq will do a demo on April 14...it's on the TI calendar

JeffC: if you have any ideas where I can scrape up $12K... I might be able to get one online from Walden... but I would probably loathe the experience.

GeorgeK: At NDNU, we had a GIS wizard, a young lady of about 30 without a degree, but who could do any kind of technology....she feels like she is in the twilight zone...she can do, but those who can't make the decisions.

RogerMG: You might try taking a bunch of things from transcripts here in TI that you have been involved in and weaving them into a 'story' which can become a book. Much more interesting than a lot of theory. And, very practical.

JeffC: give her my email address and phone number! we're like peas in a pod! jbcoops@gmail.com 503-357-3577

BJB2 heads for the GPBL discussion. Thanks, Jeff, George, and Roger