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INFLUENCES CONCERNING FACULTY USE OF TECHNOLOGY  
TO TEACH DISTANCE EDUCATION

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A Dissertation  
Presented to the  
Faculty of  
California State University,  
San Bernardino

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In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education  
in  
Educational Leadership

---

by  
Helena Joyce Johnson  
December 2010

INFLUENCES CONCERNING FACULTY USE OF TECHNOLOGY  
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by  
Helena Joyce Johnson

December 2010

Approved by:

	<u>12-06-10</u>
Patricia Arlin, Chair, College of Education	Date
	
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## ABSTRACT

Despite increased enrollments in distance education programs, using technology to teach in a non-traditional format remains problematic for some faculty in institutions of higher education. The purpose of this study was to examine pedagogical and professional beliefs that might illuminate what influenced higher education faculty decisions to teach distance education using technology. The research was conducted by analyzing data gathered from a survey, interviews, and focus group meetings. The participants were faculty from higher education. Responses about distance education and technology were reported. The three issues identified by participants as most important were Training and Support, Program Quality, and Social Interaction. The goal of the study was to provide verbal discourse directly from faculty that contributed to research about higher education faculty teaching distance education using technology.



## ACKNOWLEDGEMENTS

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CHAPTER ONE  
INTRODUCTION

Statement of Problem

This study was an investigation of how social interaction and program quality influence higher education faculty decisions to teach distance education using technology. Using technology to teach distance education in higher education has become the instructional delivery tool of choice in the 21<sup>st</sup> century. There were an estimated 90% of public four-year as well as 90% of public two-year colleges offering distance education courses or programs. In 2006, 96% of U.S. public and private colleges and universities were offering online courses and the numbers are continuing to increase (Allen & Seaman, 2006). According to Sloan Consortium (2008) online enrollment increased again in 2008, and accounts for 22% of higher education enrollments.

The Instructional Technology Council (2010) reported that 90% or more higher education institutions offer dedicated websites for distance education programs; distance education specific faculty training; as well as, helpdesk and technical support for distance education

faculty. As a result of these dynamics, faculty are asked to teach higher education courses utilizing technology as a primary tool and in supplemental ways similar to how hands-on materials are used in traditional face-to-face classrooms. Technology is versatile enough for face-to-face, online, television or satellite, distance or traditional use in instruction delivery (Instructional Technology Council, 2010).

Traditional classrooms have been the environment where faculty exercised authority and shared knowledge by interacting socially which resulted in perceived quality education. The authority of faculty traditionally included an appreciation of instructors recognized as expert, especially during times when few could read or write. This appreciation resulted in faculty having absolute authority (Al-Harthi& Ginsburg, 2003). According to Cilesiz (2009), faculty members teaching distance education claimed teaching distance education embraced the same directed pedagogical approach as faculty who teach face-to-face where historically there was absolute power.

Various faculty members who teach distance education claim systematic student interaction, program quality and educational standards are upheld regardless of the

instructional delivery method (Stanberry, 2000).

Nevertheless, faculty members who do not teach distance education courses; as well as faculty who do teach distance education courses, question the validity of a didactic approach that does not include social interaction with empirical outcomes, and as a result, they also question the program quality of distance education programs that implement technology instead of faculty as the instructional delivery provider (Clay, 1999).

Faculty members have been taught to teach theoretical content using linear instruction methods. Instruction methods can be measurably paced and assessed through behaviors such as testing and observation (Dabbagh, 2005; Kearsley, 2000). Faculty members teach structured knowledge using relevant theory (Hannafin, Hill, & Land, 1997; Kearsley, 2000) students utilize learning methods grounded in historical cognitive learning. Conversely, technological advancements in communication (Arenas, Bleau, Eckvahl, Gray, Hamner, & Powell, 2009) changed the way in which information is presented both in and out of the classroom. Researchers such as Berge, Muilenburg, Cho, and others researched the effects of teaching distance education using technology instead of using traditional classroom

techniques.

Ten factors from research by Berge and Muilenburg (2001) identified and classified difficulties faculty encounter when distance education using technology is implemented (factors noted later in the study). Their factor analytic study began with 64 known barriers to distance education instruction and ended by identifying ten factors which accounted for 52% of the overall variance of faculty attitudes concerning teaching distance education using technology. The ten factors provided a solid starting point and framework for this study about influences to teaching distance education using technology. In this study, only one of the Berge & Muilenburg (2001) factors will be examined, social interaction and quality. Although two components are named this was designated as one factor by Berge and Muilenberg.

Due to the nature of distance education, faculty members are asked to take on additional roles such as technical coordinator, programmer, design specialist, and technology expert as well as academic specialist, where they do not interact in the same manner as they have previously. In addition, they must incorporate teaching techniques to handle isolation of not being physically in

the same space with others that was formerly experienced. Berge and Muilenburg (2001) claimed faculty could be uncomfortable without student-centeredness and social interaction.

At the same time, faculty must create a student-centered environment and provide collaborative learning activities based on historical institutionalization. Institutionalization required face-to-face traditional interactions such as teaching to auditory or visual learners. Some technology such as discussion boards, do not provide auditory or visual cues and therefore new roles are being established.

Traditional institutional practices are not changing at the same pace as distance education technology (Berge & Muilenburg, 2001). Moore (1994, 2007) speculated barriers which impede faculty participation in distance education have nothing to do with either technology or pedagogy. Moore (1994) claimed organizational changes which threaten institutionalization have influenced faculty decisions about the use technology to teach distance education programs. Keegan (1986) also referred to organizational change, as a barrier to teaching distance education and said that organizational change is the relationship between

social actions and the social organization. An example of organizational changes are evident when faculty roles are modified along with other changes within the organization that shifts power from people to technology and alter past practices of interdependence and isomorphism.

Systemic ideas such as interdependence and isomorphism (DiMaggio, 1997; Tyack & Cuban, 2004) influence faculty professional beliefs. Creating distance education environments involves location, social interaction (interdependence), and program quality (isomorphism) resulting in an institutional setting characterized by the traditional presence of socially interactive focused dialogue (Stanberry, 2000).

Halford (2008) alleged that technology changed the fundamental paradigm of how higher education faculty educate. Higher education institutions are mired in longstanding tradition and institutionalization (Mills, Lane & Casebeer, 2009), resulting in some faculty resisting changes that pertain to distance education and technology, especially when they are not part of the process.

There are concerns about program quality when faculty members are not included during the design and decision-making stages in relation to distance education programs

(Arenas, Bleau, Eckvahl, Gray, Hamner, & Powell, 2009).

Other concerns about program quality included testing and assessment of student outcomes. Additionally, there were concerns about the significance of courses, taught via distance education.

Traditionally, faculty voices have been associated directly in connection with oversight and implementation; however, recently faculty voices are being perceived as invisible or indirect when technologies are employed as the instructional delivery method of choice (Vandergrift, 2002). This invisibility is manifest when faculty members are not included in decision-making and when faculty members are not visible to online environments. Berge and Muilenburg (2001) claim faculty feel isolated due to lack of person-to-person contact.

It has been hard for traditional higher education faculty to change for a number of reasons. (Moore, 2007; Awidi, 2008) asserted that academe lacks pedagogy for using the Internet and maintained that preparation for teaching distance education courses/programs was almost nonexistent in higher education. Keegan (1990) referenced transformation in governance for some of the changes in higher education, and Moore alleged higher education

organizational changes led to faculty apprehension about technology as an instructional delivery method when faculty prefer the traditional method. Moore, Keegan and Awidi's assertions about social interaction and program quality are reasons that illuminate the influences when faculty members are asked to use technology to teach distance education.

### Social Interaction

In this study, one characteristic of Social Interaction is teaching presence. Teaching presence involves regular and effectual interaction between the instructor and the learner, Garrison, Anderson and Archer (2001, p.5) defined teaching presence as "the design, facilitation, and direction of cognitive and social processes for the realization of personally meaningful and educationally worthwhile learning outcomes." They did not differentiate face-to-face or at a distance. Garrison et al (2001) provided a three-part model of teaching presence highlighting components such as: 1) instructional design; 2) facilitating discourse; and, 3) direct instruction. It was assumed that if these three components were modeled, teaching took place anywhere. It has yet to be determined



whether or not faculty recognizes the presence of these three components during instruction using a technician.

Social Interaction is also defined as "the acts, actions, or practices of two or more people mutually oriented towards each other's selves, that is, any behavior that tries to affect or take account of each other's subjective experiences or intentions" (Rummel, 1976, p. 2). Traditionally, faculty provided a physical presence as a sign of their active involvement in a classroom that resulted in frequent and effective social interaction. Characteristics of social interaction include a number of perceptions that can include physical cues as well as attitudes. Maldonado & Hayes-Roth (2006) include: perception of peers, perception of success, attitude towards content, attitude towards group work, attitude towards media, eye contact, use of humor or banter, help-seeking vocalization, deferential speech, contributing ideas, expressing feelings, acceptance, expressing support and acceptance, encouragement, and summarization as characteristics of Social Interaction.

Mandemach, Gonzales & Garrett (2006) argued that the use of technology when delivering instruction via distance education diminishes recognition. Maldonado and Hayes-Roth

(2006) suggested that online instructors are not real because students cannot physically see them. Without social interface, some faculty alleged they would not acquire effective social interaction with students. Social Interaction also affects program quality. Program quality includes life experiences designed for socialization as well as academic/instructional achievements.

### Program Quality

Program Quality, recognized as "instructional quality" Larreamendy-Joerns & Leinhardt, (2006, p. 579) focuses on the significance of instruction and reflects the value of instruction as it pertains to institutional standards. Program quality also refers to the "epistemic authenticity" associated with faculty expertise and subject matter (Larreamendy-Joerns & Leinhardt, 2006, p. 268). Program Quality may include resources such as libraries, labs, specialized classrooms and other institutional features used by faculty to deliver instruction. Additionally, Program Quality can incorporate practical application of life experiences for socialization and development.

Shepherd, Martz, Ferguson, and Klein, (2004) pointed out that distance education program quality is subjective,

as is face-to-face program quality. In a traditional classroom, two instructors teaching the same subject may be perceived differently by both students and peers, sometimes radically so. Moreover, methods of evaluating program quality are also subjective and often personal and nonprofessional if not performed by peers.

In the past, faculty members were responsible for the total development and delivery of courses, known as bundling. Bundling required faculty to carry out at least five activities such as: designing curriculum; selecting appropriate instructional methods and course materials; delivering the course; mediating the learning process; and; assessing students (Paulson, 2002). The implementation of distance education allowed higher education institutions to unbundle faculty duties to others who are perceived to be able to do the same job without faculty experience, knowledge and expertise.

Unbundling creates more interaction among faculty, managers and staff and less social interaction between faculty and students. The tasks/processes previously taught to faculty through professional development (Paulson, 2002) have now evolved into individual jobs for information technology specialists and others, or in some cases

purchased as software packages from outside vendors without faculty input or knowledge.

Development of distance education programs and implementation of distance education instructional delivery are now carried out using a team approach. According to Schuster & Finkelstein (2006), the team approach permits instructional designers, programmers, program managers, marketers and research specialists, and information technology technicians to be a part of distance education processes and procedures. Institutions of Higher Education (IHE) are also unbundling face-to-face courses by using teaching assistants, graders, discussion courses, and information technology personnel for procedures such as surveys, grade submission and other technology issues (Paulson, 2002).

Feenberg (1999) asserted, most faculty members do not want higher education programs to be delivered through markets outside the context of a brick and mortar university community. Feenberg (1999) argued that faculty members perceived purchasing and offering 'canned' courses (courses that are mass produced and sold to higher education institutions to be used in various forms) polluted program quality. Faculty do not perceive

themselves as leaders and innovators when using curriculum not deemed personal and authentic. For example, although there has been a steady increase in distance education enrollments in higher education, less than one-third of US Chief Academic Officers perceive that their faculty fully accepts the value and legitimacy of distance education (Allen & Seaman, 2005).

Faculty have not accepted attempts define distance education best practices and program standards that pertain to traditional face-to-face programs despite many attempts to define distance education pedagogy (Parker, 2004). After numerous attempts to define the quality of distance education programs or to define the quality of faculty who participate in distance education, no consensus has been reached (Vettori, Lueger & Knassmüller, 2007).

Additional questions remain about the differences in perceived faculty experience, expertise and education level (labeled quality) that pertains to faculty who may be professionals or who may only hold certificates, especially in community colleges. Further community colleges do not require research to maintain employment. When there are questions about Program Quality, there are concerns when the number of adjunct faculty employed equal that of the

number of contract faculty employed (Association of Community College Trustees, 2009).

Faculty believe that the level of quality at any institution and is associated with on-campus, full-time faculty (AAUP, 2008; NEA, 2009). In IHE, the quality of instruction is measured by faculty, resources, and facilities. Faculty members make a distinction between diploma mills, non-accredited schools and academically rich institutions. They objected (Noble, 1998) to perceived similarities when all post-secondary institutions were lumped together. Program Quality included a number of life experiences expressed educationally through socialization and academic achievement by faculty with years of experience, educational standings, and educational background.

#### Purpose of the Study

The purpose of this study is to examine pedagogical and professional beliefs that might illuminate influences to higher education faculty decisions to teach distance education using technology. This will be accomplished through systematic analysis of faculty responses. To meet this purpose the researcher will: 1) examine pedagogical

and professional beliefs that contribute to faculty perceptions of teaching distance education using technology; 2) ascertain experiences that impact faculty decision to use technology as an instructional delivery tool; and, 3) provide recommendations on how to better facilitate faculty with the implementation of technology as an instructional delivery method/tool. The results are used to explore ways to include faculty in distance education course design, institutional and technical support efforts, and provide sufficient training in evolving technologies.

The key questions guiding this investigation are: 1) how can faculty voices communicate a perceived culture of good teaching when using technology for instructional delivery; 2) which philosophical, pedagogical and professional beliefs will faculty articulate as influences to decisions for using technology as an instructional delivery method; 3) what technology does faculty use; and, 4) how can faculty become better prepared to use technology to teach distance education?

#### Significance of the Study

Distance education is quickly becoming the quintessential higher education instructional delivery

method. For IHE, teaching distance education using technology has created concerns for traditional faculty. Additionally, distance education has added to outreach and extended education programs as completion rates between distance education programs and face-to-face programs narrow (Instructional Technology Council(ITC), 2010; Simpson, 2010). Without proper faculty training and faculty curricular inclusion, social interaction and program quality in distance education programs will continue to be questioned.

Possible benefits of this research include and improved explanation of how distance education pedagogy and professional beliefs affect faculty. Issues that influence the use of technology by faculty are identified. According to Gerber (2001), better understanding of faculty perceptions about distance education and using technology could contributed to more successful recruitment, job retention, higher job satisfaction, more interconnected course design, quality institutional support, and inclusive substantial faculty training programs.

A Grounded Theory (Glaser and Strauss, 1967) approach is used to study an assumption about faculty perceptions of technology as an instructional delivery means. The study



identifies influences related to faculty decisions about using technology to teach distance education.

### Limitations of the Study

Distance education and technology are fields in constant evolution, which limits the generalizations for research because changes occur rapidly. The use of technology is often placed in a situation that promises more than it delivers or otherwise does not meet expectations, because by its very nature (a new innovation), it is hard to understand. Distance education has been researched for decades, but only recently have researchers started to study the effects of distance education on faculty.

Past research has primarily concentrated on the type of technology used and a comparison between student outcomes. This study was not a comparison between face-to-face and distance education or how technology was used. This research was directed toward faculty use of technology to teach distance education.

## CHAPTER TWO

### LITERATURE REVIEW

#### Overview

An increasingly robust body of literature suggested both positive and negative implications surface when higher education faculty are presented with a variety of technology-driven instructional delivery options (Lim & Morris, 2003) including teaching distance education. Over the last decade, there have been numerous studies, articles, and presentations about the use of technology in teaching distance education, but few of these inquiries address how technology has influenced faculty. Critical literature reviews (Holcomb, Brady & Smith, 2010; Luck & McQuiggan, 2006; Parthasarathy & Smith, 2009;) alleged that faculty concerns about using technology in distance education have not been addressed extensively in empirically-based research studies which is how most of the past faculty concerns have been previously researched. The researcher did not want to just provide additional empirical data, the researcher wanted to report faculty concerns.

Analyses of the literature supported the idea that faculty members are influenced by the use of technology as an instructional delivery tool; however, little was detailed in the studies. Numbers were provided in the form of the percent of faculty who thought workload or compensation was a motivator or a barrier, but there was little detail on the effect that the workload or compensation had on their decision to teach distance education using technology.

The most noted bodies of research pertaining to distance education using technology as an instructional delivery method were media comparison studies. Media Comparison Studies are based on comparisons between distance education programs presented using technology and face-to-face traditional classes. Media Comparison Studies (MCS) were used to corroborate conceptual and philosophical analysis (Warnick & Burbules, 2007). Many of the MCS were literature reviews. The current study used literature to verify the voices of faculty to articulate their perceptions about teaching distance education using technology.

Reseachers continued to conduct quantitative and qualitative work that compared outcomes of distance

education comparing passing rates and grades, instead reporting pedagogical and professional beliefs. One of the most famous media comparison studies was a literature review conducted by Russell (1999) involving the review of 355 studies conducted from 1928 to 1998. The result of the study was that there was no significant difference between teaching distance education and teaching face-to-face. The current study explored faculty perceptions about differences between teaching distance education and teaching face-to-face.

#### A Brief History

There are a number of accounts on the beginnings of distance education. The history ranges from cave writings to institutionalized twenty-first century digital delivery methods incorporating technology. Regardless of what has been archived, there is consensus that the original instructional offerings took place in the form of written correspondence teaching only and changed with new innovation to meet differences, new challenges, and changes.

Twenty-first century technology evolved from instructional delivery modalities that were ever-changing.

Table 1 contains a chronological listing of instructional delivery modalities. The table includes timeframes, foundations and the modality used to deliver distance education.

Table 1

*Distance Education Delivery Modalities*

Types of Distance Education		
YEAR	FOUNDATION	METHODOLOGY
B.C.	Walls of caves	Written correspondence
1883-1900	Correspondence University	Written correspondence
1883-1891	Chautauqua College	Summer institute and Written correspondence, U.S. Mail
1886-1887	Pennsylvania State University	Written correspondence through the US mail
1918-1946	Radio	One way listening and written correspondence
1950-present	Television	Audio and video viewing and listening
1970-present	Britain's Open	Audio cassette,

---

	University	video cassette, personal computers, web- based, Internet
1980-1990	Cable and satellite television	Web-based, Internet
2000 and beyond	Cable, satellite, fiber optics and the World Wide Web	Web-based, Internet, Interactive television,

---

Moore (1998)

There was transformation from purely paper-based correspondence courses, such as those offered through a number of correspondence schools using paper-and-pencil, to technologically sophisticated distance learning delivery systems using satellite or fiber optics. This transformation was focused on faculty, technology, and instructional delivery. Face-to-face or direct faculty contact was blended with the use of a media other than the written word. According to the delivery methodology on

Table 1, distance education has benefitted from all of the planning, guidance, and pedagogical practices of correspondence courses and instructional delivery enhanced by innovations.

However, Bower (2001) claimed faculty members believe that mediated student-instructor interaction is a basic element missing in distance education. As a result, the conundrum that has surfaced for faculty members is that they do not perceive that immediate mediation, feedback, interaction and communication is possible with distance education (Bower, 2001). Currently, a faculty concern that influences their decision to teach distant education using technology is that they do not understand how students learn without learned exchanges such as visual approval or immediate dialogue with immediate responses. In response to this issue this current study examined faculty perceptions of interaction without physical presence.

#### Definitions of Distance Education

The term distance education (DE) is interchangeable with a variety of terms depending on the type of delivery method the organization wanted to implement. Leaders of some institutions named distance education programs based



on the type of media used, such as 'online.' As a result, the term distance education represented multiple synonyms. Distance Education is known as: 1) distance education; 2) distributed learning; 3) open learning; 4) hybrid/blended/eLearning; 5) distance learning; and, 5) online education. Definitions characterized research studies that concentrated on theoretical perceptions of distance education programs.

The definitions listed in Table 2 include many of terms used to describe either media or methodology. However, it is difficult for faculty to determine what is being defined, a process such as Online (where classes are actually held), a theory such as the Pre-Industrial Model of Teaching (teaching using traditional methods), or the interaction of both such as Transactional Distance (when teacher and learner relationship are developed when teacher and learner are separated by time).

A balance of faculty member academic expertise and computer skills appear necessary to achieve the goal of authenticating instruction for distance education for IHE programs (Harvard School of Education, 2005). An applicable definition included subject matter knowledge for teaching, understanding student thinking, instructional practices,

assessment practices, classroom management, and the leadership of educational improvement (Harvard School of Education, 2005). In Table 2, a list of selected definitions of distance education is presented.

Table 2

*Definitions of Distance Education*

ORIGINATOR	DEFINITION	CONCLUSION
<b>1967 - Peters</b>	Distance education includes the following attributes to highlight economic characteristics: 1) division of labor as in course teams where several kinds of expertise are called for, 2) mass production and distribution of education materials and information, 3) sensitivity of the enterprise to economies of scale.	Planning and organization are viewed from an industrial model
<b>1986 - Moore</b>	Distance education is planned learning that normally occurs in a different place from teaching. As a result, it requires special techniques of course design, special instructional techniques,	Emphasis on organization and administration

special methods and  
administrative arrangements.

- 1989 - Holmberg** Distance education covers the various forms of study at all levels which are not under continuous, immediate supervision of tutors present with their students in lecture rooms or on the same premise, who benefit from the planning and guidance and tuition of a tutorial organization. Pertains mainly to British usage but still has meaning when comparing definitions
- 1990 - Keegan** Distance education is when the teacher and learner are separated in time or space, but must communicate with each other via a two-way medium. In addition, the practice must involve an educational institution. Faculty is still central to distance education but that others are involved as well depending on the extent of their use in the curriculum.
- 1990 - Harasim** Distance education is active participation in learning and extending one's knowledge as socially constructed

intellectual power through mediated communication beyond the use of technologies as "cognitive delivery systems". by participants in a shared virtual environment provided by networked media.

**1993 - United States Distance Learning Association** Distance education is the acquisition of knowledge and skills through mediated information and instruction, encompassing all technologies and other forms of learning at a distance. Emphasis is on acquiring skill development

**1993 - Salomon** Distance education is when people appear to think in conjunction or partnership with others and with the help of a culturally provided tool and implement. Emphasis is on mediation by whatever means available

**1997 - Kirshner and Whitson** Distance education used the term "situated cognition" a theory that promises as a next step, a model for dealing with knowledge and learning as fundamentally Emphasis on organization and administration

social and cultural, rather than as artifacts of individual journeys through an impersonal and objective world.

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Peters (1967) definition was based on the economic issues of the time. Economic issues were noted in the research as one of the more important reasons that influenced faculty decisions to teach distance education using technology. Faculty economic issues are different from institutional economic issues. Faculty economic issues emphasized personal economics such as workloads, salaries, and intellectual property. On the other hand, institutional economic issues were related to institutional longevity and balancing budgets. This study will concentrate on faculty economics.

Some of the definitions that follow theorist definitions of distance education. Moore (1986) defined distance education as planned learning that occurred in different locations. As long as there was a plan in place

learning could take place anywhere. For example, coursework produced in one location such as educational audio or video tape from a conference, and presented in another location such as a website could be perceived a distance education. (Holmberg, 1989; Keegan, 1990) defined distance education as a separation of teacher and learner. This definition separated teacher and learner and location was not significant. For example, someone could be located in the next room or someone could be located thousands of miles away.

Harasim (1990) described distance education as sharing intellectual intelligence via technology and knowledge shared by all participants. Harasim perceived distance education as participants sharing information using technology such as the use of computers or other media for communication. (Salomon, 1993; Kirshner & Whitson, 1997) offered definitions of distance education that included the use of technology with emphasis placed on social and cultural knowledge and technical skill development by the learner. These theorists defined ways to communicate using media and added perceived social and cultural knowledge such as Netiquette for the Internet or learned technical skills required to use technology. This process pertained

only to the learner and not to faculty.

The definitions above pertained to higher education institutions and were based on each theorist's representation of how students acquire knowledge not how faculty teaches. There is little or no mention of faculty inclusion or how faculty will teach, design or evaluate distance education programs. Keegan is the only theorist who included the caveat that faculty members were a major part of the distance education process. But, Keegan indicated that administrator and others, depending on category or position are allowed to participate. Each theorist provided a definition that explained their perception of how distance education could be provided at the time the definition was developed. Definitions changed, expanded, added, and excluded elements with the inception of new innovation, standards, and practices.

For purposes of this study, the following definition of distance education was used; "distance education is any means of teaching whereby an instructor and student are separated by either time or space or both" (California Distance Learning Project, 2005). This definition was selected because currently, distance education is practiced in multiple locations, inside and outside an institution.



For example, using interactive television courses can be carried out in a classroom on campus and presented in a remote location, another classroom, a private location, a library, or any other location. This information is pertinent to this current study because the research is about teaching distance education regardless of location.

### Theories of Distance Education

Devlin (1989) claimed that the study of faculty use of technology in distance education is as complex as the study of distance education itself' therefore, theory is important to contextual and conceptual principles of distance education using technology. The Theory of Industrial Production established by Peters (1967), alleged distance education reduced education to an industrial production process, lacked human interaction, and alienated learners from teachers. Peter's theory excluded social interaction between the teacher and learner because the perception was that the concentration was on the organization and not on faculty.

Wedemeyer (1971, declared that distance education was based on a systems method. The method linked communications and andragogy to define learner independence. Wedemeyer

changed the terminology during a later study from correspondence learning to independent learning when acknowledging other ways of teaching besides paper-and-pencil. Wedemeyer's theory did not mention how faculty members were to provide instructional delivery, but was important to the current study because it identified diverse instructional delivery methods.

Interaction Theory and Communication Theory (Moore, 1986a) referred to the social interaction and the program quality that occurred during the instructional delivery process. Both theories suggested there were three types of interaction necessary for successful distance education: 1) learner-content interaction; 2) learner-instructor interaction; and, 3) learner-learner interaction. Social Interaction in the form of communication was the focal point of Moore's distance education theories (Moore, 1986a, 1997, 2007). Interactions, as identified in the research by Moore took place in multiple locations using multiple instructional methodologies. Those methodologies are primarily associated with student-centered learning not with institutional structures such as hierarchical and standardized processes used in the past.

Keegan (1990) classified theories of distance

education into three groups: 1) independence and autonomy of the learner; 2) industrialization of teaching; and, 3) interaction and communication. Keegan theorized that distance education was a transformative experience, and claimed that converting instruction from face-to-face to technology created a new instructional delivery method. Keegan referred to theories of independence and autonomy (feminist theory) that described opportunities for faculty members to come out of the classroom while adding another instructional delivery method to their repertoire.

Both theorists mentioned the connection between the teacher and learner but neither elaborated on what the connection was or how it could be expanded upon. The connection could be as simple as acknowledging each others' presence or as complicated as communicating in a meaningful academic manner by requesting and receiving documents and other items used during an academic course.

Transactional distance is the "universe of teacher-learner relationships that exist when learners and instructors are separated by space and/or time" (Moore, 1997, p. 22). Moore acknowledged that faculty had a relationship with the learner during the distance education teaching and learning process.

Some theories about distance education were basically a description of the instructional delivery method used just as others theories or definitions were named after the medium used. Peters (1967) Industrial Theory was named after an American economic time period. Regardless to the name given to the phenomenon, when examining the researcher's theoretical contributions there is little evidence of sound foundations for delivering Distance Education instruction using technology because the theories were based on the most current organizational policies and standards.

Theories about distance education contributed to but did not fully explain the inclusion of technology as an instructional delivery method (Garrison, 2000). The purpose of this study is to make that connection between faculty using diverse instructional delivery for distance education as described in the theory.

However, the more recent theories such as the Moore & Kearsley (2005) Theory of Transactional Distance that attempted to connect the concept of teaching from a distance based on course structure and dialogue. This could mean that faculty are included in design or implementation of distance education is why there are concerns that

influenced faculty teaching distance education using technology need to be addressed.

Distance education's theoretical developments included changes in the field of teaching practice in higher education, as noted in recent theories. As theories of distance education were modified, the focus includes predictive models such as the Diffusion of Innovation Theory (Rogers, 2005) a theory that has the potential to shape future practice by predicting how long it will take for a group to transform or accept a new culture. In the interim, theories continue to be directed toward specific technological, educational, and economic issues. It is yet to be seen whether an expert and comprehensive definition or a theory developed to encompasses all of the characteristics of distance education. In the meantime, faculty members continue to depend on their experience and expertise to determine influences when deciding to teach distance education using technology as an instructional delivery tool.

#### Research by Berge

Berge, a distance education researcher, conducted numerous studies about faculty barriers to using technology

in distance education instructional delivery. Berge's research covered more than two decades. Initially the research promoted the use of instructional technology in the classroom (Berge, 1998). Later studies identified barriers experienced by faculty to teaching distance education using technology. Along the way, the researcher wrote numerous books and articles and conducted studies on distance education for pre-and-post-secondary institutions. Additionally, Berge conducted research with other researchers (described later in this study). The researcher described a number of influences faculty experienced concerning their involvement of distance education and technology.

Berge (1998) claimed intrinsic barriers such as workloads or the amount of time required to implement distance education courses impeded progress for faculty. Extrinsic barriers to teaching distance education were also important to faculty. Extrinsic barriers affected faculty expertise, experience, and knowledge base.

For example, faculty who questioned the quality of a distance education was faced with influences such as changes in workload, limited training or not being permitted to design distance education curriculum or

programs. During its infancy in the 1920s, arguments and debates arose about the validity of delivery methods, social interaction and program quality (Jeffries, 1998). At the same time, according to Jefferies, theorists and practitioners who were against correspondence programs surfaced during 1920s.

Education organizations functioned based on institutional philosophy and not on based on Distance Education pedagogy because institutions preferred a more institution-centered approach where there was more control and more students. Those arguments continue today (NCES, 2009).

Extrinsic and intrinsic influences to teaching distance education using technology and was reported in several Berge studies and included: compensation; incentives; workload; new technology; promotion; tenure; professional development; recognition; and, support from administrators and peers (McKenzie, Mims, Bennett & Waugh, 2001; Berge & Cho, 2000; Folkers, 2005; Maquire, 2005; NEA, 1999; Shell, 2004). Extrinsic and intrinsic influences were also noted in a study by Cook (2008) when four United States studies were examined to connect higher education with teaching distant education. Key findings affirmed that

faculty wanted basic needs met such as salary increases and course release time which can mean that extrinsic influences have the most influence on faculty decisions to teach distance education using technology and will be examined in this current study.

Berge worked with several researchers, Berge and Muilenburg, Berge and Cho, Berge and Morowski (1998; 1999; 2001) and identified motivators and barriers to teaching distance education using technology. However, the most significant barriers were identified by Berge & Muilenburg (2001). The researcher for this current study wants to determine if the motivators and barriers found by Berge and others, influenced faculty decisions in this study, to teach distance education using technology. Table 3 provides a condensed list of motivators and barriers to faculty instructional delivery in distance education using technology as an instructional delivery method.



Table 3

*Distance Education Motivators and Barriers*

Motivators	Barriers
<ul style="list-style-type: none"> <li>• Self satisfaction</li> <li>• Flexible schedule</li> <li>• Wider audience</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of technical support</li> <li>• Lack of release time for development</li> <li>• Concerns about course quality</li> <li>• Training</li> </ul>

Berge and Muilenburg, 2001

Based on past research, Berge, (1998), Berge & Muilenburg (1999), Berge & Muilenburg (2001), Berge & Cho (2002), and Meyer (2004) claimed that motivators and barriers have significant importance in the delivery of distance education using technology. Motivators and barriers pertain to issues such as workload, compensation, training, support and other issues can affect faculty member's ability to carry out their jobs. In their research studies, the researchers identified a number of factors that influence teaching distance education which pertain specifically to faculty.

Meyer (2004) identified the same intrinsic issues, as Berge and others, that faculty members have to deal with in order to teach distance education using technology. One issue like workload was reported to have to capability of changing dramatically depending on factors like schedules. An example follows.

A faculty member taught for five years during the day and maintained a 9 a.m. until 5 p.m. schedule. The faculty member scheduled meetings; office visits with students, course design, and other business during those hours. The faculty member also taught on Saturday on alternating terms. The faculty members schedule was changed so that they would teach distance education courses. The changes disrupted the faculty member's customary schedule and subsequently several issues arose. One issue would be training. Training consists of learning to use the equipment, software and understanding how technology replicated traditional classroom delivery.

Meyer (2004) argued that issues of great interest to faculty incorporate academic freedom; intellectual property rights; faculty workload; and compensation and need to be considered in choosing to engage or not engage in distance education. Faculty have a number of issues that establish

their perceptions of teaching distance education and have an impact on whether they resist, refuse or embrace using technology as a delivery method.

Berge and Cho (2002) conducted a factor-analytic study in an attempt to determine faculty barriers to distance education. They reviewed historic data from distance education programs and interviewed faculty regardless to whether they taught distance education or use technology. This study resulted in the identification of the following six factors that affected faculty perceptions of distance education: 1) work place, where faculty present their talents and where they provide interaction that results in perceived quality; 2) job function, what faculty members are required to do based on policy and standards and represented by the quality and expertise; 3) instructional delivery method, the means by which the course is offered that can be face-to-face or using technology; 4) experience, the amount of time faculty members have retained knowledge and how they communicate that knowledge; 5) institutional maturity; faculty training and development; and; 6) area of expertise, the area where faculty has the most knowledge or proficiency and how those features are recognized when teaching. Data were collected

that indicated that there was a need for change in faculty perceptions of teaching distance education. Each of the six areas named by Berge and Muilenburg was associated with Social Interaction and Program Quality because they were areas related directly to where and how faculty provided teaching.

#### Six Factors (Berge and Cho, 2002)

Six factors identified by Berge and Cho (2002) provided a synopsis of faculty pedagogical and professional beliefs about teaching distance education. The first factor was the work place, a social construct that can change dramatically from one term to the next or can remain the same indefinitely. Faculty has historically (Berge, 1998) taught to groups of students face-to-face in a classroom. Classes can now be taught using media where teacher and student are still face-to-face but are in different physical locations. However, many programs are offered using methods of communication where neither the faculty member nor the students are visible such as Moodle or Blackboard which are course management systems.

The second factor, job function, can best be described by the tasks required to meet the goals of the course, the

institutional standards of the program, and ranges from course design to submission of grades. When teaching face-to-face some of the tasks associated with teaching can be done using technology such as a Power Point (technology) but would require substantially more time to design (United Nations Educational Scientific & Cultural Organization, 2004). For example, in a traditional classroom, faculty can copy documents and place them onto transparencies and show them on an overhead projector. Faculty can perform the same task by creating a Power Point presentation that requires more initial work; however, in the long run, the Power Point presentation has advantages that transparencies do not have. The Power Point would last longer because storage requires less space and changes to the presentation could be made on the fly and would not require copiers and plastic covers. Job functions changed with the implementation of the technology.

Factor three was instructional delivery, the crux of this study. Historically, faculty members (Zhang, 2006) used a variety of instructional delivery methods such as instructor-led, print-based, audio/visual, or telecourse systems. At this time, Sammons and Ruth (2007) pointed out that faculty members are not savvy enough with computer

software to design and develop an online course. Sammons and Ruth (2007) emphasized that distance education has shifted faculty role from content provider to facilitator and from faculty-centered to learner-centered. These changes caused faculty, who have historically been successful, to resist the need to change instructional delivery methods.

Factor four was experience. One of the primary reasons many faculty members do not want to teach distance education using technology is because they have no experience working with technology. As a result, higher education institutions such as University of California had discussions about providing distance education programs with combinations of full-time and part-timers faculty such as "teachers-assistants" faculty (Inside Higher Ed, 2010); however, they do not want to encounter problems with quality experienced by proprietary schools who use diverse faculty to teach distance education.

Factor five and factor six were instructional maturity and area of expertise. Schreiber (1998), Berge & Clark (2005) proposed that organizations are at different stages or levels of maturity and therefore have varying levels of growth when they implemented distance education. Faculty

attended college and paid substantial monies to become eligible to teach higher education courses. They perceived their education as substantial expertise in their field of study when using traditional instructional methods to teach. Many of the faculty members were not required to learn to use technology to teach when their degrees were obtained.

Each of the Berge studies identified barriers. The barriers in this current study pertain primarily to the Berge & Muilberg (2001) study. However, some of the barriers were identified in other studies. Berge and Cho (2002) researched possible solutions that might be implemented to reduce or minimize these barriers. A content analysis of 32 case studies was conducted to identify barriers stated in each case study and to classify the ten factors determined in the Berge & Muilenburg (2001) study. Berge and Cho found that each factor represented elements related to teaching distance education. They determined individual institutions had to determine how each of the factors affected their faculty when implementing of DE using technology.

## Ten Factors (Berge and Muilenburg, 2001)

Ten factors identified as barriers to faculty teaching distance education by Berge and Muilenburg (2001) relate to this study. The first factor, faculty compensation and time was identified by the researchers because they relate to time commitment as teaching distance education was related to compensation, release time and possible faculty incentives. Factor two, organizational change, is one of the biggest contributors because, according to the researchers, organizations resist change, and without a shared distance education plan, implementation can be problematic.

Factor three is lack of technical expertise and support. Proper preparation is required in order to provide quality. According to the researchers, faculty perceived their lack of technical expertise and support was a hindrance to teaching distance education using technology because of the need to keep up with technological change. Moreover, the researchers affirmed faculty members may lack the knowledge or skill to teach distance education because they lack the necessary training, technical support, and professional and pedagogical development.



The researchers named access as factor four, faculty lack entry to necessary equipment and support systems needed to provide distance education. Evaluation, factor five, identified by the researchers, is the lack of research supporting the effectiveness of distance education and the lack of effective evaluation of distance education methods. If IHEs are providing identical programs, evaluation of faculty or courses should not influence faculty decisions to teach distance education using technology.

The sixth factor is student support service, also known as the services that provide a connection between the campus and those off campus. Distance education programs are acceptable, according to the researchers, because they provided the same services and support as traditional campuses and provided the same interaction and quality. For example, someone involved in distance education can expect the same response time to inquiries or to scheduling a counseling session as a student who is on campus.

Factor seven is social interaction and quality concerns, the basis of this study, and the factor that relates to all of the other factors as explained in Chapter 1. Factor eight involved legal matters, the ethics and

moral system of the institutional structure and is important because of outward perception of the higher education environment. The researchers alleged using unknown media to deliver distance education created fear about intellectual property, copyright laws, fair use, and student integrity.

Factor nine was reported by researchers as faculty threatened by technology. This factor depicts the stereotypical perception of faculty in higher education who do not teach distance education. Technology may threaten a faculty member's sense of competence and authority depending on their skill level. This factor pertained to those who feared that an increase in distance education would decrease the institution's need for faculty. For example, this could be a faculty member whose course was taught by someone with some practical knowledge about the subject, but extensive technological knowledge.

Finally, factor ten was administrative structure or managing distance education programs through existing administrative structures. One example is the implementation of course management systems. Prior to course management systems, faculty entered grades into paper grade books, and had perpetual access to grades any

time. With the implementation of course management systems, faculty may not have access to grades if there are problems with the system. This has become a structural issue that now relies on hierarchy. Faculty member were traditionally in charge of course components such as grades and documents, now have control only if permitted. At present, institutional Integrated Technology staff has authority over the computer equipment and software.

These ten factors provided a foundation for the study. Issues such as compensation, organizational change, lack of technical expertise, evaluation, student support services, social interaction and quality, legal matters, threat of technology, and administrative structure described the workings of a higher education institution. Department of the institution are related to one other and are linked by the ten factors identified by Berge & Muilenburg.

### Intellectual Property

Faculty members have held discussions about issues that pertain to teaching distance education using technology at academic conferences and national legislative gatherings. According to Sloan C (2010), during 2010 almost every national organization proposed legislature about

distance education reform or ethical frameworks. The following are some examples of past and present legislature.

For example, the issue of intellectual property was presented at the American Council of Education (2002) and published in an EDUCAUSE report (Levine & Sun, 2002) report. One major copyright bill has gone through the legislative process. The bill was The Technology, Education, and Copyright Harmonization Act (TEACH, 2002). TEACH legislation permitted some protection for faculty who worked with computer networks, but with restrictions and prohibitions the legislature created more confusion than assistance for users (Talab, 2007). For example, many public higher education state education boards adopted copyright laws or included copyright agreements in collective bargaining negotiations such as those implemented by the California State University system. Moreover, there are different implications for faculty who may be required to publish as part of their job such as differences in required duties like the number of committees they must join versus faculty who are not required to do research.

There are at least two different schools of thought about the intellectual property and copyright laws between

faculty and IHE. The IHE perception of intellectual property and copyright laws are based on legal definitions and refer to: 1) use of institutional resources such as classrooms, computers and other equipment; 2) purposes for hiring faculty such as designing and teaching courses; 3) conflict of use of materials at more than one campus when working for a primary institution.

Faculty perceived the use of intellectual property and copyright law as the use of a product. Faculty confirmed that areas of interest to intellectual property were: 1) reuse of the property for commercial purposes; 2) the right to retain use after leaving an institution; and, 3) control over scholarly work such as conveying it to others (Levine & Sun, 2002).

While one group is looking at academic outcomes (faculty), the other group (IHE) is looking at how resources are being allocated. Conversely, both groups are overlooking immediate faculty needs and the impact of faculty participation in DE using technology.

#### Faculty Participation in Distance Education

Tabata and Johnsrud (2008) researched faculty participation in distance education. In their study of the

Diffusion of Innovation Theory (1995) research process, they examined faculty participation in distance education and the connection to technology use, their attitudes toward technology, their attitudes towards distance education, and their adoption of innovations at a public postsecondary 10-campus system. The research findings indicated that faculty members who taught distance education using technology, as well as faculty who had not taught distance education using technology, had concerns about policy and practice relevant to the use of technology such as skills, training, development, program design, support, and academic quality.

Instructional Technology Council (ITC) (2010) provided the results of an extensive study conducted by the Association of Public and Land-Grant Universities (APLU) and the Sloan National Commission about Online Learning (2010). The survey was distributed electronically and included 229 community college administrators, faculty, and students, during the fall of 2009. One finding was that Community College administrators were continuing to focus on improvements to course quality and design, as well as preparation and training for faculty to teach distance education. Another finding was that there was continued

growth in enrollment of distance education programs. This information is relevant to this study because the researcher wants to determine if the issues studied here are congruent with those identified in the study.

Cilesez (2009), Jugdev (2008) confirmed few studies had focused primarily on faculty professional beliefs or program quality when determining the implementation of technology for instructional delivery. Faculty issues that influenced decisions to teach distance education using technology were reported after completing a formal survey with no open-ended questions. For example, it was reported that 75% of faculty had problems with the training provided to use technology, that response did not explain the nature of the problem; therefore, it was the way the responses were reported that was problematic for faculty.

Chen (2009) conducted research to determine if the adaption of technology mediated distance education could be predicted. The researcher scrutinized faculty concerns such as workload, lack of faculty interest, and lack of incentives or rewards. Results of the Chen study supported the premise that faculty teaching was significant in those

institutions adopting technologically mediated distance education.

Bernard, Abrami, Borokhovski, Wozney, Walleet, Fiset, & Huang (2004); Bernard, Abrami, Borokhovski, & Tamin (2009); Abrami, Bernard, Borokhovski, Wade, Surkes, & Zhang, (2008) considered a number of variables during meta-analytic research issues such as achievement, attitudes and retention of students taking classes online, asynchronous instructional delivery, instructional delivery, motivation, feedback, encouragement, direct and timely communication, perceptions of isolation, enrollment numbers, competition, and cost as distinguishing barriers to faculty teaching distance education using technology. Results of the studies identified intrinsic beliefs such as professional beliefs, a concern pertinent to this study because of perceived pressure for faculty use technology to teach distance education.

While other factors were extrinsic or institutionally driven such as competition, delivery system media, technology, and traditional classroom culture. This study is seeking to find if faculty members believe that they



should provide courses that vary according to subject and not provide a set of identical courses based on technology.

The researchers below suggested faculty were displaying healthy skepticism when they resisted the call to leap into the latest educational transformation before assessing how new technology works (Bonk & Dennen, 2003; Harrington, Gordon & Schibik, 2004; Jones, Pharma, Monaghan, 2005; Lenz, Pharma, Romero, 2008; Tesone & Giannoni, 2003; The American Federation of Teachers, 2000). The researchers also identified intrinsic and extrinsic issues that influence faculty decisions to teach distance education using technology. They affirmed that faculty members visualize distance education as an attempt to increase faculty workloads. Additionally, faculty believed the use of technology as an instructional delivery tool was rarely the focus of institutional implementation of distance education programs.

College Foundation of North Carolina (2008), used content analysis techniques by developing a thematic study using more recent topics of study and commonly used designs and methods to determine changes in distance education trends from 1998-2007. It was determined the three most common reasons that are used to justify offering distance

education programs were: 1) availability to students; 2) increasing enrollments; and; 3), institutional economics. These and other rationales for implementation of distance education program do not relate to distance education conceptual frameworks were identified during a

The conceptual frameworks depicted in DE by the Garrison, Anderson & Archer (2001) literature reflected theoretical models of social change and adaptation to modernization in academic settings. Nevertheless, conceptual frameworks have not been applied in the context of faculty teaching in distance education programs (Fuller, 1967; Hall, Wallace & Dossett 1973; Davis, Bagozzi & Warsaw, 1989; Anderson, 1997; Cheung, Nattie & Davis, 2000; Hall & Hord, 2001). Researchers noted that the changes in teaching practices must be considered<sup>o</sup> over time with "reflection being the crucial driving force for continued evolution" (Torisi & Davis, 2000, p. 171). However, Lawler (2003) alleged faculty rarely reflects on their individual knowledge as a way of understanding their teaching beliefs and assumptions (as cited by McQuiggan, 2007, p1). This premise is the basis of the current study because the researcher wanted to determine if faculty responses related their pedagogical beliefs.

Green, Alejandro and Brown (2009) conducted a survey among online faculty across the United States to recognize factors about the retention of faculty in distance education. The study was based on the theoretical framework of a body of literature on motivating, discouraging and encouraging faculty participation in teaching distance education. Participants responded to both open-ended and closed-ended questions as well as pointing out how those factors impacted their decision to teach. Results of the survey implied that with a 69% demand for distance education programs, institutions need to retain experienced faculty, develop a systemic plan for training, recruiting, hiring, and course development. Similarly, documents were utilized by the researcher in order to identify information about faculty needs for teaching distance education using technology.

Garrison (2000) indicated that most information technologists link distance education to technology. Technologists look at classes offered as part of their job as software engineers or information technology professionals. Faculty roles fall into completely different categories than those of information specialists.

Distance education has been labeled as a different type of instructional delivery method. Fundamentally, distance education was a delivery system that added technology to teacher and learner.

#### Faculty/Role/Culture

In the distance education literature, the roles of instructors in higher education are described from various perspectives using diverse terms and explanations. The most common descriptor of faculty found in the literature is "facilitator" regardless of the type of media used (Anderson, Rourke, Garrison, & Archer, 2001; Conceicao-Runlee & Reilly, 1999; & Easton, 2003). Anderson et al, (2001) developed computer-mediated conferencing tools to conduct a discourse analysis using 273 faculty messages from 15 conference sessions on five online courses.

Conceicao and Reilly (1999) conducted a phenomenological study to investigate the online teaching experience of higher education faculty where there was no physical presence. Both studies found that distance education experiences are different when there is no physical presence depending on the length and depth of delivery.

Anderson et al, (2001), Conceicao & Reilly (1999),

Easton (2003) asserted that the role of faculty is to provide social presence (cognitively and socially) in the context of teaching while utilizing critical thinking and practical inquiry. The instructional framework included active learning, reflections and observations, abstraction/conceptualization, and practice and application. Research models were built based on three types of societal presence: cognitive; social; and, teaching. Three major instructional roles emerged from the studies listed above: facilitator and designer of the educational experience; co-creator of a social environment; and, subject matter expert. These roles were identified by Coppola, Hiltz & Rotter, (2002) and will be investigated in this current study because of the relationship between Social Interaction and Program Quality.

Coppola, Hiltz & Rotter, (2002) analyzed 20 semi-structured interviews with asynchronous learning (ALN) faculty. Researchers identified changes that occurred when faculty become virtual instructors. Changes occurred in faculty roles and were defined as cognitive, affective, and managerial. Cognitive related to mental process such as thinking. Affective related to influences such as social interactions. Managerial pertained to course management,

structure and monitoring. Overall faculty reported changes in their roles that called for new teaching strategies such as presence when using technology while building distance pedagogy.

Pedagogy is a factor that will be explored in this study. The researcher found that lack of pedagogy when teaching distance education using technology contributed to the environment of discontent and distrust and resulted in some faculty resisting or refusing to teach distance education (Gram, Kanuka, & Norris, 2004).

Teaching in an ALN environment connected social and technical aspects of distance education. Instruction depends on technology, as well as faculty and learners however; the social/pedagogical/technical processes that make up distance education must be interconnected. The key to the process is faculty's role as facilitator (Hiltz, Shea, & Kim, 2007). Study results confirmed changes in the faculty persona based on the three role changes brought on by the transformation process (Coppola, Hiltz & Rotter, 2002). When faculty members were asked to develop and deliver distance education courses using technology, they experienced conflict with their traditional delivery

methods and performance because that is how they have traditionally been assessed (Coppola, 2005).

Maquire (2007) conducted a qualitative case study with a system perspective that included three four-year public institutions. The study explored the impact of faculty perceptions concerning involvement in distance education policy.

Maquire (2007) proposed that often distance education programs were created and implemented prior to new policy being developed. Additionally, Maquire asserted faculty members are often left out of the decision-making process and creation of distance education policy, yet expected to willingly teach distance education courses.

As a result of the Maquire (2007) comparative analysis implemented using observation, document analysis, and interviews three recommendations were made. Maquire recommended the following: 1) give faculty a voice; 2) involve all faculty members; 3) provide faculty support; and, 4) consider the contextual role of faculty. Each issue was important to this study. Collectively, these issues concern faculty members voicing their thoughts about how they want to be involved in distance education and what is needed for them to teach using technology.

Sloan Consortium (2004) conducted research that explored faculty perceptions of distance education in a survey and found faculty had a strong interest in having a role in the development of distance education policy. Further, faculty should have varying levels of distance teaching experience and organizational knowledge to compliment their academic expertise and their history as facilitators.

With respect to the act of teaching, Sammons (2007) noted that when interacting with technology faculty reverted to novice or beginner status. When faculty displayed reluctance to teach in distance education programs, their identity was threatened as authority figures and experts (Meyer, 2004). For instructors who, through years of practice and experience, developed a teaching style that allowed for seamless and fluid instruction, the implementation of technology led to the belief that teaching distance education, in general, is different from the traditional mode in which they were well versed (Bennett & Lockyer, 2004). One of the purposes of this study is to identify how faculty uses Social Interaction and Program Quality to teach.

Hartman, Dziuban, and Moskal (2000) surveyed forty



faculty members who taught using mixed instructional delivery media. They found that 90% of the instructors believed online courses were more difficult to teach and that in some instances online teaching might not fit with the academic culture of the institution. Further, they commented that it was the duty of IHE to build and sustain a culture that supports faculty efforts to use technology effectively. In other words, their research affirmed a need to incorporate technology as an intricate piece of educational culture so that the academic quality is promoted as diligently as the technological media.

Pennington (2005) in a qualitative case study of 20 online higher education faculty conducted by email, telephone and interview, explored how teaching online benefited teaching face-to-face. Pennington alleged that faculty reported more benefits from face-to-face teaching experiences than from online teaching experiences. In this study, faculty expressed concerns about technology and gave the impression that they had linked the pedagogy of distance education with the pedagogy of face-to-face education. Conversely, the same faculty reported no substantial change in their theoretical teaching direction. Pennington did not attempt to determine how or why

differences and similarities occurred, only that they did occur. This is how Pennington promoted Program Quality and Social Interaction.

Yick, Patrick, and Costin (2005) performed a study utilizing a qualitative research design, specifically, an asynchronous online threaded discussion board focus group at an online university. Through qualitative analysis, the authors gave voice to faculty members who chose to teach distance education. Faculty were asked questions about their understanding of: 1) how their colleagues in traditional institutions perceived their roles; 2) how teaching distance education would affect future instructional opportunities; and, 3) what type of credibility issues were raised by outsiders (students) and insiders (colleagues) about their type of non-traditional institution.

Yick et al (2005) claimed that online teaching was perceived as less credible than traditional teaching. However, faculty in their study also noted that this perception is gradually changing. In examining the research, the researchers deemed program quality as less credible by those who have a stake in teaching courses and want to maintain them as they are.

There were other influences to faculty teaching distance education in Yick et al (2005). Participants in the study based much of the criticism of distance education on a lack of understanding, knowledge, and information about distance education and technology, which the researchers claim can also elicited fear. Further, without sufficient knowledge, it was easy to criticize and to perpetuate negative stereotypes about distance education. The results of the study included recommendations of specific practices, programs, and policies enacted within the context of higher education at the research institution. Although the researchers asked questions and listened to faculty voices, they did not report faculty voices.

Diverse knowledge about ways to delivery instruction is an important objective of higher education. Rapid changes in the dynamics of the knowledge economy are reshaping how knowledge is created, integrated, disseminated, applied, organized, and validated (Eckel& Hartley, 2008). As a result, faculty continues to raise questions about social interaction and program quality in distance education because they have no clear idea of how to interact or how to assess the quality of the program as

it related to the new concept of the knowledge economy and new faculty delivery methods. Faculty instructional delivery modes, distance education notwithstanding, provided the required structure for faculty to meet institutional academic standards (Harasim, 1990; Holmberg, 1989; Keegan, 1990; Kirshner & Whitson, 1997; Moore, 1986; Peters, 1967; Salomon, 1993). The outcome of the instructional delivery mode depends on faculty skill and ability regardless of the medium. Issues about faculty skills and abilities are not as prevalent when related to distance education because there is more emphasis on the institution than the program.

Some questions submitted by AAUP regarding higher education distance education programs include: *How can you tell the difference between a high quality school and a sub-standard school from reading a website? What is the cost of providing distance education compared to traditional education? Is the online course merely a "send in my homework" class?' or, is it a truly an interactive, highly engaging and well-designed set of learning experiences? How can you find this out before you enroll (AAUP, 2005, p. 1)?* Another way to say this is that there is a need to discover what needs to be done to better

understand how DE works and to define the role of faculty in distance education.

According to Beaudion (2003), higher education is transforming from campus-based instructional delivery methods to distributed educational-based instructional delivery methods. Faculty face numerous challenges to what was a familiar environment (Beaudion, 2003), in areas such as of salary, work-load, tenure, and training. The National Education Association (NEA, 2000) reported that 63% percent of distance learning faculty are not paid stipends for teaching distance education course although, the NEA notes, a major investment of time and energy is required for an instructor to design and teach a distance education course.

Berge and Muilenburg (2001)alleged that teaching distance education required a greater time commitment and were reported to take more time than teaching traditionally. The most time is taken up designing courses; however, responding to students at odd hours, and participating in discussions were also noted as factors that added to faculty workloads. The time faculty spends developing distance education programs is time that can be could be used to participant in institutional meetings or meeting with students or could be used in other ways. This

time element was particularly important and was explored in this study, especially for faculty at research universities who must provide scheduled research and publication (Noble, 1998), in addition to teaching. In addition to the time element there are also issues about how technology is connected to delivery.

Jahng, Krug, and Zhang (2007) conducted a meta-analytic study on distance education to synthesize existing research published between 1995 and 2004 comparing student achievement in online distance education (ODE) and face-to-face education (F2FE) at the post-secondary level. The purpose of the study was to investigate how the development of technology contributed to student achievement in ODE as student growth within the last ten years, as well as faculty instructional delivery. The result of the overall weighted mean effect size of student achievement and faculty interaction showed no significant difference between the two delivery modes.

Suggestions for further studies were requested with a focus on methodological weakness of primary studies and differences of teaching and learning in ODE and face-to-face. The importance of the Jahng, et al (2007) research was that there was no connection to faculty and the

research turned out to be another media comparison study. The focus of the current study is the identification of influences that have contributed to faculty decisions to teach distance education using technology.

### Rural Studies

Hurt (2008) studied online teaching in a rural community and asked specific questions about the nature of teaching in an online environment. The researcher wanted to know the perceived advantages and disadvantages of teaching online. On the basis of a survey, the researcher surmised that most of the faculty perceived that distance learning was equivalent to traditional learning.

Contradictory responses were noted when participants answered questions on surveys versus answering interview questions. During interviews about teaching distance education, the faculty addressed the question of barriers more explicitly. As an example, Hurt (2008) confirmed that faculty alleged that it took more time to respond to students emails when teaching online rather than to hold set office hours and let students schedule appointments.

Faculty interview answers did not change drastically from those provided during surveys, but the responses were

more comprehensive. This is significant because it has been determined that when using more than one type of research method to ask questions, more comprehensive data on the research subject can be obtained (Hurt, 2008). Participants do not know what the researcher is seeking; consequently, the methodology is the key to obtaining results because participants can only respond to what they are asked.

#### Adjunct Faculty

Over-reliance on adjunct faculty has also resulted in the use of less challenging delivery methods, according to a regression analysis of 1,209 United States public community colleges that employ part-time faculty based on graduation rates. The study found that community college graduation rates decreased as part-time faculty increased (Jacoby, 2006). Jacoby provided examples of less challenging instructional delivery methods such as little or no interaction or feedback between faculty and student; reduced instructional quality like faculty using less challenging instructional methods ; lack of curricular cohesion, indicated by faculty development; providing weak advising was implied by lack of available services such as financial aid or counseling; less teaching experience was



identified as not teaching as long as other faculty; limited access to technology meant less entry to technology than other resources; limited clerical assistance is the limited access to feedback pertaining to day-to-day assistance like answering questions or other assistance requested about institutional resources, and less overall commitment means that those using distance education was inclined to put forth required effort.

According to Jacoby (2006), the new 21<sup>st</sup> century role of faculty called for anytime and anywhere availability because with the timelessness of technology. Faculty would be expected to be available based on need not scheduling. Instructional delivery was conducted directly between faculty and student with the institution providing the resources for linking of the two. This is more than a shift from a traditional delivery method; it is a change in authority from traditional faculty to professionals or others who have experience with technology, and a change in the basic delivery tools that have been used historically.

In a University of Texas research study, over 85% of tenured faculty members were over 50 years of age and approximately 95% of faculty believed the traditional lecture model was the most effective means of obtaining

measurable student learning outcomes (Blin & Munro, 2008). The opposite of Jacoby's study is that there is the reality that no empirical evidence that supported the contention that adjunct faculty with lower educational levels of attainment provided less effective instructional delivery than full-time faculty. This research was important because those who participate were provided with information describing how they perceived distance education.

Maquire (2007) reported "both part-time and full-time non-tenure-track appointments are continuing to increase" with "48 percent of all faculty members serving in part-time appointments, and non-tenure-track positions of all types account for 68 percent of all faculty appointments in American higher education". Noted in the American Association for University Professors (AAUP) report some faculty believe that the level of quality is associated with the on-campus, full-time status faculty (AAUP, 2007).

#### Technology as a Tool

Influences to faculty use of technological instructional delivery tools related to the absence of written, vocal and physical cues that have been traditionally used by faculty in classroom settings (Badu-

Nyarko, 2004). Badu-Nyarko conducted a literature review to explore considerations for changing innovations in technology, as well as changes in faculty attitudes in general. Influences that contributed to decisions to use technology were based on academic experience, technical experience, and pedagogical beliefs. These influences, as recognized by faculty in this study gave faculty the ability to provide Social Interactions and to manage academic Program Quality.

Hawkins claimed, "The idea that technology is a panacea and that it is applicable across all types and sizes of institutions is an extraordinarily dangerous assumption" (Hawkins, 1999, p.1). This thinking created the perception that faculty could use technology to provide any type of distance education program. Moreover, faculty members need to understand the fundamental academic and technological function of media used by to implement distance education properly.

Technology, when utilized as an instructional delivery tool, introduces the concept of an invisible audience as well as invisible faculty. Isolation affects faculty with issues such as motivation, and potential opportunities for long-term involvement in distance learning (Childers &

Berner 2000). Faculty could also lose what they like most: interacting with students face-to-face in traditional classrooms. They perceive that they are invisible to students, lost behind a computer interface and reliant on electronic communication when teaching distance education. Mandemach et al. (2006) asserted that when instructors are present their closeness and social presence affected how students reacted to physical cues.

The current pace of technological change is unprecedented and confusing and can blind educators to the fact that technology is on the cutting edge. Galusha(1997) further stated that most of what is known about the potential of new technology is still to be discovered, but so was the cell phone in 1970. The territory is unmapped, and faculty dialogue provided vital information to guide those who came later.

Galusha (1997) claimed problems such as limited knowledge of software or equipment are encountered by faculty and sometimes the result of lack of training particularly in technology, and clarity in knowing who is responsible for equipment, technical support and training. A lack of training coupled with continuous new media

development imposed an undue burden on faculty causing challenges and frustrations.

Berge and Muilenburg (1998) conducted a content analysis to identify barriers to teaching distance education using technology. Barriers identified in the Berge & Muilenburg (1999) research study proved similar to those derived from the barriers identified in the 1998 analysis. The 2001 study was an update of research by Berge and Muilenburg's (1999). Ultimately, the researchers created a unique quantitatively based framework that described multiple barriers to faculty use of technology to teach in distance education. Other studies by (Berge, 1998; Muilenburg, 1999; Berge & Muilenburg, 2001; and Berge & Cho, 2003), employed qualitative methods to validate the distance education framework. Nevertheless, as a result of their research, the researchers found numerous factors that identified barriers to teaching distance education using technology. However, the findings were not reported in a way that faculty voices could be expressed. The reports mainly listed the barriers that would impede or disrupt faculty from teaching. The factors identified by the numerous studies conducted were used to implement distance education programs by Berge and others. Since faculty

barriers were identified but not vocalized, faculty voice was sought in this study to clarify why faculty resisted or refused to teach distance education.

Humphrey (1999) conducted pilot surveys to ascertain information about the variety of computer programs regularly used by faculty and students to determine how much each group knew about the system software, as well as other software available on campus. Of the twenty software programs listed in the survey, none were used by 100% of the participants; seven were used by 75% - 99% of the participants. Humphrey's study showed that participants used only 35% of the software available to them, leaving almost 2/3 of the software unused. This information gave credence to the current study question about the type of technology faculty used.

The results of Humphrey's survey showed that all the participants (faculty and student) were computer literate, at least to a basic level. However, without communicating this information to the researcher, there was the perception that faculty members were less inclined to They were also perceived to little interest in participating in training for or teaching distance education using various media to deliver courses that have historically been

delivered using traditional instructional methods (Myers, Bennett, Brown, & Henderson, 2004). When faculty feel as if students are more proficient in the use of technology, they are comparing their academic ability that is required to teach content with the student's technical ability in navigating media or using equipment.

Despite the sometimes-overwhelming increase in instructional delivery methods in computer use, faculty showed modest progress such as the 35% software usage in the Humphrey (1999) study, while others embrace it one hundred percent. Some Faculty members dismissed distance education with ease. Biggs (1989) indicated "that some academics still claim that distance education lacks legitimacy, arguing that it can give the shadow but not the substance of a university education, simplifies instruction rather than offer open-ended dialogue, that is the essence of good education, and that its students miss the intangible but priceless benefits of residence on campus, (p.38)."

Faculty may have accepted the value and legitimacy of distance learning but have yet to embrace the delivery system (Yick, Patrick & Costin, 2005). The technology gap is easily identifiable when it is understood that there is

a difference between faculty taught to use technology (trained to use equipment) and faculty taught to use technology to teach (an instructional delivery method). There is a difference between having the skill to use technology and understanding how the technology is used to link learning, interaction and problem solving.

### Summary

Distance education has not come easily to higher education (Jefferies, 1998). There has been was little inclusion of faculty voices in distance education research. This literature review was focused on issues pertinent to Social Interaction and Program Quality. The influences identified in earlier studies were not articulated by faculty but rather drawn from surveys. Media Comparison Studies (Lockee, Moore, & Burton, 2001) were flawed because they did not consider the variables needed to create effective instruction or to connect faculty issues such as Social Interaction, and Program Quality to technology usage.

The present study will explore faculty influences on teaching distance education using technology. The information from previous research will be used to guide



analysis in this study. Useful approaches were identified in the literature focusing on methods for identifying a list of items for use during analysis such as Social Interaction and Program Quality. Qualitative processes were implemented to systematically gather descriptive information. The information was organized in themes through coding in order to interpret faculty voices. The study provided faculty pedagogical and professional beliefs about teaching distance education using technology directly from participants.

## CHAPTER THREE

### METHODOLOGY

#### Methods

An email memo was sent to faculty members from the two participating institutions requesting participation in the study (See Appendix A). The researcher conducted an IRB approved (See Appendix B and See Appendix C), study of faculty perceptions of what influences using technology as an instructional delivery tool for distance education (DE). A survey instrument (See Appendix D) was developed and piloted based in part on earlier studies. The pilot instrument was administered to a group of graduate students who taught at higher education institutions. The final survey was administered to faculty at participating institutions who freely offered to participate. The survey included demographic questions regarding age, gender, years of teaching subject taught, lecturer or tenure status, and technical training as well as open-ended questions.

#### Participants

Participants were faculty from two post-secondary institutions in Southern California. Email addresses from

one of the institutions were obtained from the secretary of the Dean of Education from the campus list serve. At the other institution, faculty email addresses were given to the researcher by the Research and Development Director. An email was sent to faculty at one participating campus by the secretary of the Dean of the College Education requesting they complete the survey.

Faculty members at the other participating institution were sent the same email request to participate in the study by the researcher (See Appendix A). The researcher sent memos and surveys to faculty email addresses supplied by the Director, because there might have been bias if faculty members had received the survey from the Research and Development department. Emails received by faculty members contained a link to both the IRB consent form. (See Appendix D and Appendix E) and the study survey (See Appendix F).

Those who volunteered to participate agreed electronically. Due to the low initial response rate (33), a reminder to participate was emailed to faculty at both institutions, (See Appendix G). The deadline date was revised and the second email was sent to the same

populations who received the initial request by the secretary of the Dean of the College of Education.

The final question on the survey was a request for participants to provide contact information if they wanted to participate in a semi-structured interview or focus group meeting. Those who volunteered for interview or focus group meetings completed additional IRB consent (See Appendix F) information and either physically signed consent forms or consented electronically to participate in the study. An email was sent to volunteers who submitted contact information about participation in either an interview or focus group meeting. Volunteers were contacted by the researcher and provided with the schedule for the focus group meetings. Those who were participating in the online discussion board were instructed to the website where the questions were located.

#### Online Survey Configuration

The survey (See Appendix D) contained 15 questions including yes-no, Likert scale like, and open-ended. Some questions were developed in order to gather multiple inputs from participant in order to include opinions and perceptions. Some forced-choice questions required a yes or

no as well as a 'why' response. Other forced-choice questions asked participants to check all that applied. The survey included a statement describing the study and a disclaimer to inform participants that they were not mandated by their institution to take part in the research.

Surveys responses were coded for confidentiality, random identification numbers were used instead of names. Survey results are stored on the secured server at the researcher's university where a password was required to open the file during the study and will be kept there for the obligatory time period. The research was approved by the Institutional Review Board (IRB) at both participating institutions.

#### Interview and Focus Groups

Data from interview and focus group meetings were examined to determine if participant responses were different when dialogue provided either face-to-face or electronically, was different from dialogue provided in standard survey responses. An invitation was emailed to participants who volunteered to participate in an interview or focus group meeting (See Appendix H). Interviews were held one-on-one with participants. A prepared set of

questions were provided for each participant (See Appendix I). Semi-structured interview protocol was used by the researcher who incorporated an open environment to generate focused conversational communication. The Informed Consent (See Appendix D) form was completed by participants prior to taking part in the interviews.

Questions asked during semi-structured interviews were open-ended and afforded opportunities for participants to voice their thoughts. The researcher kept notes during interview and focus group sessions, mainly to determine if other questions should be addressed that were not asked. Those being interviewed also asked questions of the interviewer. In this way, the interview functioned as an extension of the survey questions and provided more data. The researcher made an audio recording of each interview.

The IRB required an updated approval application for the focus groups, (See Appendix J). Focus group volunteers were invited to participate in either of the two scheduled focus group meetings, (See Appendix K). The meetings were held in a group setting with the researcher and five or less participants. Online meetings were held using an online discussion board via Moodle (2010), an open-course course management system. Questions were developed by the

researcher in response from the survey and interview feedback. During the online focus group, questions (See Appendix L) were posted on the website to garner participant response.

### Methodological Overview

Surveys, interviews and focus group meetings provided quantitative and qualitative data. Beliefs and opinions were garnered through a survey, open-ended survey questions, semi-structured interviews and an online focus group meeting. Participant responses were subjective, therefore qualitative methods offered the opportunity to approach the project without predetermined constraints which in turn allowed for depth, openness, and detail from the data that was analyzed (Patton, 1990).

### Grounded Theory

In this study, Grounded theory (Glaser and Strauss, 1967) started with several questions the researcher wanted to explore about what was occurring within a specific group (faculty) and how the voices of that group could be used to explain how group roles were managed when implementing distance education using technology.

Due to the perceived diversity in response, participant replies were perceived to strengthen the study; therefore, qualitative methodology was implemented. Figure 1 is an example of how Grounded Theory uses overlapping repetitive phases.



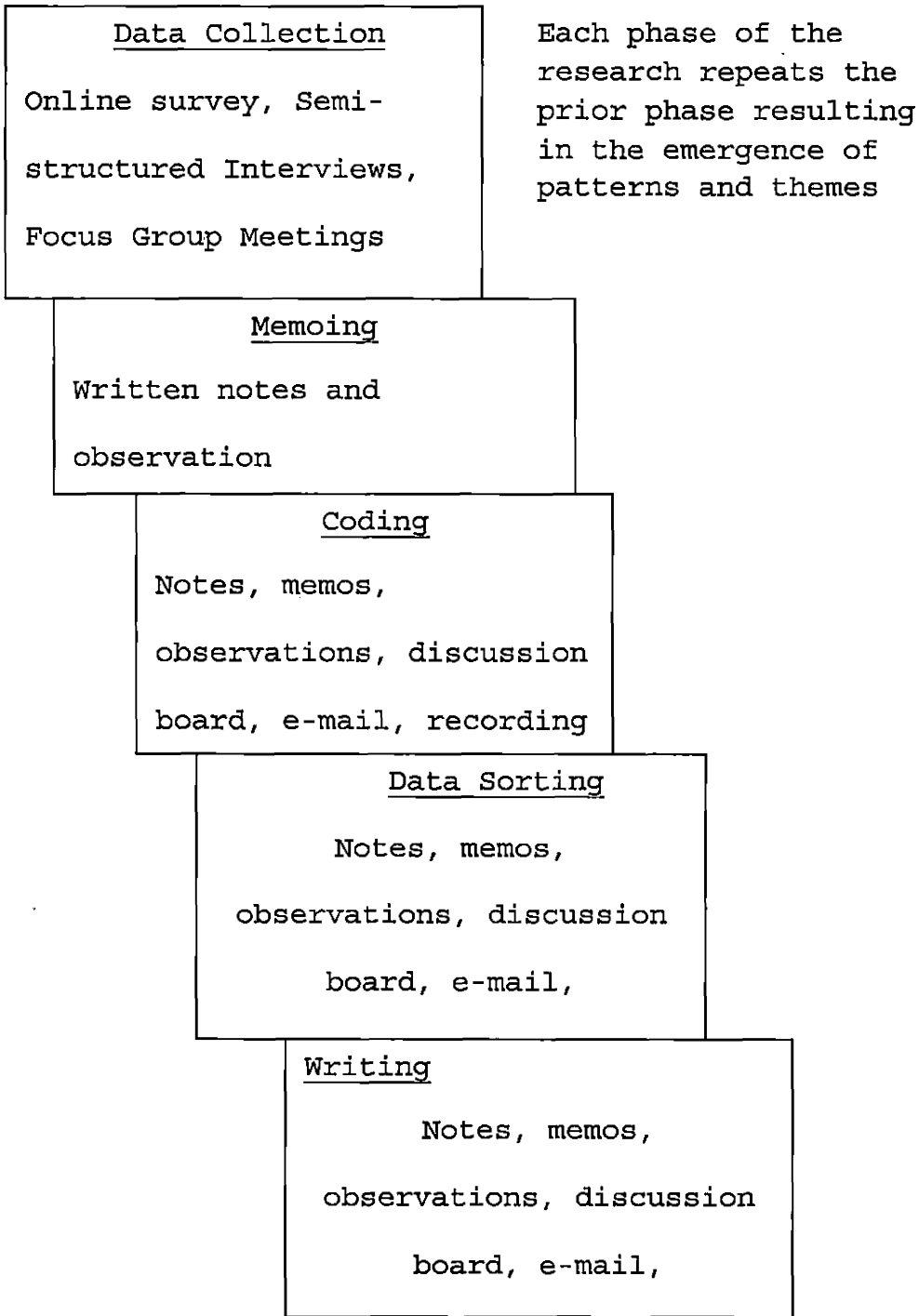


Figure 1. Phases of Grounded Theory

Data were derived from the survey, semi-structured interviews and focus groups. Data were gathered and coded. Final analysis of data resulted in themes. The research required sorting the data and writing the results from both vocal and written input from participants.

As Grounded Theory is based on the input of participants, it was important to practice consistency in the interpretation of the data and to establish a set of guidelines for conducting data collection and analysis. The researcher's ability to solicit focused meaning from participants responses using different instruments to garner reaction resulted in gathering information related to the constructs of social interaction and program quality. A systematic inquiry structure was designed to yield results that are to be made public.

Grounded Theory, as a basis for exploratory research, justifies a focused, contextual, processed-based description of influences perceived by faculty in using technology as a distance education instructional delivery tool. In other words, Grounded Theory allowed the researcher to investigate faculty perceptions of the use of technology wherever and however it may or may not be used. Descriptive influences provided by study participants

offered verbal imagery that illustrated social interaction and program quality. The researcher explored key issues relating to the use of technology during DE and an understanding of stakeholders' perspectives of distance education using technological instructional delivery. Grounded Theory engaged the use of induction and interpretation to describe and analyze the emerging themes.

#### Locations

The research was conducted at a medium-sized public four-year university and a medium-sized public community college. Interviews were held at locations convenient for the participants in the study. Focus group meetings were also held in convenient locations at the designated campus or online in a discussion board format.

The research was held in natural settings such as the home campus where participants were employed. Participants used their personal computers or office computers to participate in the research. Locations (rooms) and the equipment (computers) were familiar to participants. The interviews and focus group meetings were held in familiar locations at the designated institution. Surveys responses were collected through a confidential repository.

## Data Sources and Data Collection

The data were drawn from survey responses via email, interview and focus group narratives from participants, and audio recordings, as well as discussion board dialogue. The timeline for the study covered two university quarters or approximately six months.

There were three data sources used to examine the research questions. Questions on the survey were designed to gather demographic information, as well as open-ended questions, one-on-one semi-structured interviews and focus group meetings. Data were collected during all three stages. The first source of collection was gathered from fifteen-minute surveys distributed online. The second were eight 40 minute semi-structured interviews. Finally, there was one online focus group discussion board.

## Coding

Charmaz (2003) affirmed that coding starts the chain of theory development. Open coding determined participant demographic information according to specific attributes that led to the construction of general properties of each emergent category. Code words were selected from participant questions. Code words were analyzed for

duplication and similarity data were delineated line-by-line after transcription to find similarities and differences in the categories. Categories resulting from open coding led to axial coding.

Axial coding was analyzed by placing information into qualitative research software. Code words were used to construct categories that identified faculty use of technology for distance education. The coding was used to identify faculty actions, interactions, and any other conditions that emerged and were related to use of technology as an instructional delivery method for distance education. Axial coding was associated with constructs that were formed from units of information. Units of information clarified faculty responses. A category represented an observable fact such as insufficient training. Categories resulted in conceptual models or new concepts such a paradigm shift. Opening coding and axial coding and is followed by selective coding.

Selective coding of the data connected the findings of the analysis. Categories created during open and axial coding were organized around central concepts that identified the main themes that emerged. For example, faculty who report little or no media training were

categorized differently from faculty who were self-trained or faculty who were trained in technology. The resulting datasets were used for further data summation.

### Credibility

Verbal protocols uncover perceived faculty beliefs about the use of technology as an instructional delivery method for distance education. Using written (discussion board) and audio tape recorders, the sounds and resonance of faculty voices were recorded and transcribed. The objective of the data collection was to gather information that would explain the substance of what faculty say and to interpret meaning based on reported pedagogical and professional beliefs. The information to be illustrated as a result of this research would display general reported and observable facts about faculty, distance education pedagogy, and instructional delivery technology.

The constant comparative method and related procedures that are a part of Grounded Theory are inclusive with the process of saturation where voices are being heard repeating identical concepts. The researcher recognized that in this research ontology is a real-world situation and the researcher is aware of the existence of multiple

constructed realities (Lincoln & Guba, 1985). Theoretical saturation relies on the process of constant comparison, the central feature of Grounded Theory (Glaser & Strauss, 1967; Strauss & Corbin, 1994).

The researcher must interpret faculty roles by following a diverse path and becoming a scribe, friend, and advocate, as well as a voyeur and a data collector. The researcher's job is to detail the participant perspectives of the use of technology as an instructional delivery tool. The researcher's proficiency provided the basis for credible reporting while the researcher's experience provided the basis for credible background use of past practices.

The researcher has worked with faculty in the field of distance education for almost two decades. The researcher had the opportunity to implement a number of distance learning programs in various business and education academic genres such as degree-completion programs, off-campus academic and vocational programs and interactive television courses. In the past, employment responsibilities required the researcher manage off-campus sites in up to five different locations concurrently. Responsibilities included site selection, marketing,

counseling, and admission of students. Courses were offered in a lock-step method and most were taught face-to-face by any faculty member who was qualified and available during the scheduled class times, full-time and adjunct. Faculty who were proficient with technology utilized their skills while others taught traditional face-to-face classes however, prior to 2000, most faculty members used very little technology (mainly voice messages); after 2000, however, with the influx of new media, many new software and course management systems were launched specifically for DE programs. In addition to email, many institutions had the ability to use one way video.

Researcher bias included the researcher's past experience in managing distance education programs primarily because of the level of success of past programs. In order for that to be possible, the credibility of the program had to be validated by both the institution's reputation and the university's graduate's success and the graduate's ability to obtain and maintain credible employment/success.

The reputation of some of the institutions that offer distance education programs such as Harvard University or Yale University (U.S. News & World Report, 2010)



illustrated there is power in tradition which spreads across course offerings regardless of how they are delivered. The institution voices are heard when graduates report satisfaction in written publications, and contributions to the institution as alumni.

Another preconception of the researcher that may have affected the ability to report faculty perceptions, pertained to the researcher's assumption that some faculty are influenced based on hearsay and not on lived experiences. There is additional researcher bias against faculty who use distance education as an excuse for refusing to participate in any institutional proceedings other than what is of singular individual importance.

To respond to researcher bias, thematic semi-structured interviews and focus group questions were essential to data gathering and guided the quality of interactions with the respondents while assisting the researcher in directing the scope and boundaries of useful conversation (Lightfoot, 1983).

### Assumptions

Merriam-Webster defines an assumption as a fact or statement taken for granted. It is something we believe to

be true even though it may not be true. In this case, it is what faculty members may assume to be true about the use of technology as an instructional delivery tool for teaching distance education (DE). Table 4 presents a list of researcher's assumptions about faculty influences about teaching distance education using technology.

Table 4

*Assumptions*

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Assumptions about faculty influences about teaching  
distance education using technology

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- |   |   |
|---|---|
| • Faculty not properly trained to competently manage teaching distance education courses                              | • A gap exists between what faculty know and understand and what is assumed they know |
| • Faculty who participate in distance education and use available technology were likely to be successful at teaching | • DE faculty who do not want to participate in DE using available technology.         |
| • Faculty belief traditional methods were inadequate or insufficient  | • Higher education institutions offer distance education                              |
| • Faculty are concerned about increased workloads   | • Faculty believe they have ownership rights to their intellectual property           |
| • Faculty fear they have no distance education  | • Faculty may want to teach using   |

pedagogy

- Faculty believe that there is a significant difference between teaching distance education and teaching face-to-face
- 

traditional

methodology only

- The digital divide encompassed more than the understanding of technology
  - Older faculty resist or refuse to use technology more than younger faculty
-

## CHAPTER FOUR

### ANALYZING DATA

#### Analysis

This chapter consists of four sections which contains the coding and analysis of data. In Section A the survey data descriptors are described. In Section B the interview data descriptors are presented. Section C included data gathered from focus group meetings. Section D is a summary.

#### Analysis from Survey, Interviews and Focus Groups

The data were coded to determine a goodness of fit; a concept of matching traits with instructional styles (Heineman, 1995). Characteristics were identified according to patterns of relationships among the emerging descriptors and how each pattern fitted with the reported data. Grounded Theory required several types of coding. Open coding, axial coding, and selective coding were all used in this study. Data from the survey, interview and focus group sessions were imported into a qualitative analysis software package. Influences were separated by differences or similarities that allowed for discrimination and differentiation among patterns to develop themes.

## Section A: Survey Data

### Survey Distribution

A request for study participation was emailed to 1,100 full-time faculty members from two higher education institutions in Southern California as described in Chapter 3. The online survey was distributed using SurveyMonkey (2009) software. Seventy-six faculty members responded to the survey for a 7% response rate. One individual signed on to the survey instrument but did not answer any of the questions and was subsequently removed from further analysis, leaving 75 survey participants. One of the participating institutions submitted 65% of the responses. Responses to the survey were directed to a secure database until all of the data were received. Once all responses were compiled the data were transferred to a report spreadsheet (SurveyMonkey, 2009).

### Professional Environment

Responses from seventy-five respondents, thirty-six males, thirty-two females, and seven other individuals (who left the question about gender blank) were analyzed. Seventy percent of the participants were professors (See Table 5). Education was the subject taught by 13% of the participants. Other participants taught non-educational

courses, such as Human Resources, Physics, Aeronautics, Biology, Social Science and Health Education classes to illustrate multiple subject areas represented.

Table 5

*Role of Participants*

Role	Frequency	Percentage
Administrator	22	29%
Professor	51	68%
Lecturer	13	17%
Adjunct	12	16%
Supervisor/Manager	9	12%
Part-time Instructor	8	11%
Trainer	5	6%
Research Assistant	1	1%
Principal	1	1%
OTHER: Department Chair, High School Instructor, District administrator, Undergraduate Program Director, Researcher, Consultant	7	9%

Note. Participants were permitted to choose more than one role. Percentages were calculated based on 75 participants.



### Age and Teaching Experience

The largest group of participants (45.2%) was over the age of 51 and had taught for more than 21 years. The age groups and the number of years of teaching for participants are presented in Table 6 and Table 7. Further, 43% of the participants taught distance education. There were more females who taught distance education (17) than there were males (11). Additionally 10 participants who had taught for 21 years or more taught fewer distance education classes than those who had taught less than 21 years.

Table 6

<u>Age Group</u>		
AGE GROUP		
Age Group	Frequency	Percentage
21-30	1	1%
31-40	12	16%
41-50	17	23%
51-60	21	28%
61+	21	28%
No Response	3	4%
Total	75	100%

---

Table 7

*Years of Teaching*

Year Teaching	Frequency	Percentage
1-5	6	8%
6-10	13	17%
11-15	6	8%
16-20	15	20%
21-25	10	13%
25+	23	30%
No Response	3	4%
Total	75	100%

Technical Support and Training

Seventy-four percent of participants reported technical support was the number one influence in their decision to teach distance education using technology as an instructional delivery tool. Fifty-five percent of the participants were not required to have training in instructional delivery technology prior to teaching distance education. On the other hand, 58% of the participants had recently attended an education conference related to the use of technology to teach distance

education. Fifty-eight percent of the participants rated both the institutional technical and institutional support provided for participants as "excellent" or very good." See (Table 8).

Table 8

<i>Quality of Institutional and Technical Support</i>		
Ranking	Frequency	Percentage
Excellent	11	15%
Very Good	29	38%
Fair	12	16%
Good	14	19%
Poor	3	4%
No Response	6	8%
Total	75	100%

---

Note. Evaluation of the quality of institutional instructional and technical support received (course management systems, equipment repair, software problems)

### Teaching Face-to-Face versus Distance Education

Participants were asked if distance education and face-to-face instruction were the same or different. An overwhelming majority (88.9%) reported that teaching distance education is different from teaching face-to-face.

### Decision Making Authority

In response to a question about wanting decision-making authority with respect to the implementation of distance education using technology, 74% of the participants said yes.

### Open-Ended Questions

Responses to the open-ended questions were analyzed using the Grounded Theory constant comparative method (Glaser & Strauss, 1967). Response rates for the open-ended questions varied from 8% where only six participants answered a question to 97% when 73 participants answered a question. The average response rate was 74% or when 53 out of 75 participants answered a question.

Responses to open-ended questions from participants were determined to be a unit of information. A unit of information was the simplest form of data representing phrases taken directly from participant responses. In order to evaluate the meaning of the data, the following analysis

of each unit of information were conducted to facilitate the discovery of additional code words that leads to further investigation of the data.

The data were retrieved from the SurveyMonkey (2010) report and placed into Atlas.ti (2009) qualitative software. Individual words or codes were scanned by the Atlas.ti software and resulted in a total of 1,803 lines, and 7,792 words including prepositions, pronouns, and connectors. The word or group of words became the codes used during the analysis process (The terms code words and units of information are interchangeable in the analysis).

In response to the question, *"What is your philosophy about teaching distance education using technology?"* several code words such as philosophy, teaching, education, and technology were entered into Atlas.ti (2010). Code words were created when responses were broken down into usable chunks of information. The chunks of information were labeled and entered into a quantitative software package. The chunks of information were compared and contrasted to determine duplication. An association or relationship between participant responses about teaching distance education using technology was identified and categories were developed.

The data in Table 9 represents list of units of information that originated from participant responses to all of the open-ended survey questions.

Table 9

*Units of Information for Open-Ended Survey Questions*

---

Need 6,38	Knowledge 3,13	Social 2,4
Learning 5,38	Appropriate 4,12	Software 1,4
Work 6,35	Program 4,11	Support 3,4
Technology 5,32	Ability 5,9	Comfortable 2,4
Work 6,32	Instructor 3,8	Older 1,4
Method 5,21	Skills 3,7	Home 3,4
Instruction 5,19	Philosophy 1,7	Educational 3,3
Interaction 4,19	Practice 4,7	Academic 4,3
Face-to-face 6,18	Problem 3,7	Concern 2,2
Distance Ed 5,18	Population 5,6	Digital 2,2
Experience 5,17	Situation 4,6	Influence 1,1
Tool 4,16	Training 4,6	Presence 1,1
Classroom 5,14	Age 2,6	Compensation 1,1
Teach 6,14	Personal 4,5	
Quality 4,13	Pedagogy 4,4	

---

*Note.* The first number is the number of opened-ended questions that have responses linked to the unit of



information. The second number is the number of times the unit of information recurs.

An example of responses from a number of participants is shown in Table 10. The example shows the eight responses that included the word 'ability' from participants in response to the six open-ended questions.

Table 10

*Code Word Analysis from One Unit of Information.*

---

Example: Code Word "ability"

---

Participant 1 (personal communication, April, 2010):

Survey Question #1- Response 1. Code: [ability]

The ability to work from home or while out of town

Participant 2 (personal communication, April, 2010):

Survey Question #2- Response2. Code: [ability]

They may have ability, but lack knowledge in the proper application of the different modalities.

Participant 2 (personal communication, April, 2010):

Survey Question #2 - Response 54.

Codes: [ability] [appropriate]

Not more, than but perhaps as much as, and the ability to choose appropriate technology for my own instructional needs.

Participant 3 (personal communication, April, 2010):

Survey Question #3 - Response 11.

Code: [ability]

Instructors must have the ability to make decisions regarding on0line courses.

Participant 3 (personal communication, April, 2010):

Survey Question #3 - Response 47. Code: [ability]

---

---

I would like to be certain we maintain pedagogical and programmatic integrity at the same time as we increase access and availability.

Participant 4 (personal communication, April, 2010):

Survey Question #4- Response22. Code:[ability]

It is only as useful as the faculty's ability

Participant 5 (personal communication, April, 2010):

Survey Question #5-Response 12. Code:[ability]

Interpersonal relations among students and the ability to adapt lessons to immediate needs of students are better face-to-face. Overall organization and sequencing of material is often better in a distance learning setting. This combination allows for both.

Participant 5 (personal communication, April, 2010):

Survey Question #5- Response17.

Code: [ability]

Personalized attention for students. Ability to discuss sensitive issues more fully.

---

The word 'ability' was repeated in several excerpts resulting in responses with multiple meaning (See Table

10). One use of the code word was the response that referred to ability as the proficiency to discuss sensitive issues (question 5- response 17). Another use of the code word referred to ability as faculty aptitude (question2-response 2, question2-response 54, and question4-response response 22). Still another response referred to ability as the capacity to work from home or out of town (question1-response 1). Therefore, three categories such as sensitive issues, faculty aptitude, and work away from campus were derived from the code words.

Additionally, the researcher found that some participant responses contained only one unit of information and other responses contained multiple units of information. In Table 4.6, question2-response 54 also referred to the code word 'appropriate'.

The categories created from this data analysis were a result of code words being merged into a category that connected the code words. For example, in the quotation:  
*"If one does not utilize technology in face-to-face teaching then that quality diminishes at least in my field (we have one faculty who only uses overheads!) If one online only uses the read the book mode and doesn't utilize the technology available then quality is diminished. If one*

*is effective in both then they will have good quality,"* several code words would be used to develop categories as words like face-to-face, effective, faculty, online, quality, teaching, and technology all relate to distance education pedagogy. The units of information from the list in Table 4.5 were scrutinized for repetition and duplication and placed on the categories list.

The coding process was checked by a retired public school administrator and an information technology specialist. Neither person worked directly with the researcher. Both individually, compared their classification of the categories with those of the researcher. After discussion, consensus was reached. There was a 95% agreement rate. Following consensus, the researcher continued to code the other units of information in the same manner.

The researcher located particular words or groups of words and created list by inserting key words that analyzed the text and is helping build theory. Units of information, regardless of the number of times repeated, were merged with other words to make meaning. For example words like influence, presence, and teaching tool all related to effective delivery tools. Those words are also related to

communication, location, and adapting to change. Twenty-five categories resulted from this examination. The categories are shown in Table 11.

Table 11

Survey Response Categories

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Ability Without Knowledge	Academic Freedom	Adapting to Change
Age (younger vs. older)	Communication	Effective Delivery Tool
Face-to-face	Faculty Experience	Faculty Needs
Interaction/Interpersonal	Hybrid	Lack of proper training
Learning Centered	Location	Online
Online	Oversight/Monitoring	Pedagogy and Discovery
Problems with Distance	Program Quality	Training

---

Categories listed in Table 11 were analyzed further to determine relationships among all data collected in the study. Survey categories were combined with interview and focus group categories as patterns emerged to develop a list of themes.

## Section B: Interviews

The following section will present information about semi-structured interviews conducted by the researcher for this study. The analyses were examined using Atlas.ti (2010) qualitative software.

In addition to the survey, the researcher conducted semi-structured interviews in order that interactive information could be included in the study. Data were garnered from semi-structured interviews and focus group meetings that provided input about participant concerns about teaching distance education using technology in keeping with the questions that led to this study

Participants who contributed to the survey portion of the study were invited to participate in a semi-structured interview. All volunteers were contacted via email to ascertain their availability to participate in the study. Volunteers for the interviews were selected based on their expressed desire to participate in face-to-face interaction with the researcher (See Appendix H).

Nineteen participants volunteered to contribute to the interviews. Volunteers submitted contact information to the research in the form of an email or telephone number. The researcher contacted each by email to determine if they

would like to participate in either an interview or a focus group. They were not permitted to participate in both. Participants who were not able to participate in interviews were placed on a contact list for participation in a focus group meeting. Fifty-two percent (10) of the volunteers participated in an interview. However, one volunteer left for sabbatical prior to scheduling an interview and another volunteer changed job locations and was unavailable. Another was not able to find a time that was convenient and did not participate. Consequently, there were seven participants in the semi-structured interviews and eight participants in the focus groups that were conducted using the questions discussed in Chapter 3.

#### Descriptors

Two interview participants taught at a singular higher education institution, while six of the participants taught at multiple higher-education institutions. Two of the participants taught at both of the participating institutions. Sixty-three percent of the participants were over 51 years of age. Seventy-five percent of those interviewed were tenured faculty and had taught more than 21 years.



## Locations

Interviews were held in numerous locations selected by the participant. One interview was held at a local coffee shop. Four interviews were held in the participant's office prior to or after a class. Another was conducted at a participant's home due to medical issues. The other two interviews were held in a Campus Transfer Center and in a classroom.

## Prepared Questions

The researcher conducted semi-structured interviews that consisted of 15 questions (See Appendix F). The interviews were anticipated to last no longer than 40 minutes. The researcher prompted the participants by asking prepared questions. One interview lasted only 30 minutes due to time constraints by the participant; nevertheless, all of the questions were asked. Another lasted approximately 60 minutes, longer than the anticipated time. Seventy-five percent of the interviews lasted the prescribed time. Some of the prepared questions were not asked during the interviews as participants answered the interview questions during sustained dialogue.

## Recording and Transcription

Interviews were recorded using a basic digital recorder. The digital recording device stored the information for transcription by the researcher. The seven transcripts varied in length from approximately 2,940 words to 6,404 words (See Appendix N).

The tapes were transcribed as soon after each interview as possible, so the data were ready for software analysis and because of the amount of time required for transcription. After transcription, the data were coded and assigned to the Atlas.ti (2010) in vivo coding process that yielded code words related participant responses.

## Analysis

The data included information about participant perceptions and opinions about the study topic. Participants volunteered because of their desire to add to the study. They showed their willingness to contribute by providing contact information to the researcher.

Interview responses generated descriptive data. Analysis responses to interview questions were grouped into statements based on code words. Transcripts were coded using the same coding process used for the open-ended question portion of the survey. Code words were selected

directly from participant responses and analyzed using Atlas.ti (2009) qualitative software. In other words, the researcher wanted to see if the data provided informative details that would add value and contribute to the strength of the study.

Responses were disassembled and reassembled through the coding process. The researcher created categories that represented the code words that were extracted from the responses. Code words were used connect a series of statements that identified in the data.

In Figure 2, units of information identified responses from participants and demonstrated how a quotation could contain a number of code words but relates to only one category. One code word was duplicated by in all seven responses. All of the seven responses were associated with distance education delivery. A code word or a group of code words were subsequently merged into one category. In addition to generating connections between units of information, participant responses were also used to connect multiple interview questions. For example, there were 77 responses to the code word 'teach' in response all of the 15 questions.

Participant 4 (personal communication, April, 2010)

Well we used to say that we might have the state or the state board or the state commissions who would determine the content determine standards, determine objectives, determine outcomes and faculty has always been in charge of **delivery**, **delivery** methodology, and teaching strategies but now administration is saying and now we are going to tell you how to do it too.

Participant 5 (personal communication, April, 2010)

What I am trying to say that if the **delivery** method is different, the students in the two camps should still get the same results provided that both have the same resources.

Participant 4 (personal communication, April, 2010)

I think that can be a very positive instructional strategy to compliment **delivery** in class.

Participant 3 (personal communication, April, 2010)

It is figuring out what the best tool is for the **delivery** you want to achieve.

Participant 6 (personal communication, April 2010)

On the other hand, there are certain courses where online is the perfect **delivery** mechanism the three that I am going to put on there are a good example and it still supports the teacher performance assessments and the state really restricts what we can do in terms of teaching and supporting students in how to get through performance assessments.

Participant 2 (personal communication, April, 2010)

Not really, I think that it an adjunct , it is another **delivery** system um...using different means to get to the same answer

Participant 5 (personal communication, April, 2010)

Provided they are both teaching the same material and the course outline has the same the **delivery** method. What I am trying to say that if the **delivery** method is different, the students in the two camps get the same results provided that both are, because either one I could be doing a poor job on my end and online can be doing a poor job. Ideally, they are both doing a great job and the students are getting all of the material.

CODE WORD:

Delivery

Figure 2. Transcript Code Word Responses from Participants

Table 12 displays the response code word, how many of the questions were related to the code word, and how many times it was used during interviews.

Table 12

Participant Interview Response Code Words

Teach 6,77	Skill 4,11	Encourage 3,5
Technology 6,35	Environment 3,11	Delivery 4,7
Course 4,34	Education 5,10	Colleague 3,4
Classroom 5,32	Access 4,10	Connecting 3,4
Faculty 5,26	Tool 4,10	Enhance 2,4
Train 5,23	Email 5,9	Network 1,4
Professor 5,24	Method 3,9	Philosophy 4,4
Program 5,24	Computer 3,9	Economy 2,3
Different 6,19	Hybrid 2,7	Success 1,3
Experience 5,16	Ability 4,7	Assumption 2,2
Problem 4,15	Implement 3,7	Convenient 2,2
Instruct 6,15	Resource 1,7	Communicate 1,1
Instructor 5,14	Cost 2,6	Admin 1,1
Assignment 4,14	Design 3,6	Blended 1,1
Model 4,11	Prepare 3,6	Component 1,1

---

Note. Participant Interview Response Code Words, the first number is the number of interview questions that had responses linked to the code word. The second number is the number of times the unit of information recurs.

The researcher also looked for patterns in participant responses to particular questions. Some patterns revealed duplicated examples of code words, such as the word teach. After checking all responses, code words were merged with other code words when responses were similar in meaning. After merging, many of the code words were eliminated or combined with others to create the interview response categories. The same process that was used to develop survey response categories was used for interview response categories.

An example of how this process took place follows. In Figure 3, the word delivery was related to the category of instructional delivery; however, there were different connotations to its use. Once participants used delivery to speak about how instructional delivery and methodology had previously been the charge of faculty and was being taken over by administration. Another participant spoke about courses that were perfect for online delivery. Consequently, the word delivery was transformed as it was merged with other code words to form a category that not only referred to how the course might be delivered but also who might deliver the course. Survey analysis yielded 45

interview response code words and 12 interview response categories.

Code words were reviewed by the researcher to validate the objectives of the study, resulting in some words being looked at in more detail before categories were finalized. Selection of categories was dependent on the researcher's quality of checking and rechecking the accuracy of participant response, selecting code words, and redefining categories. Some categories were easy to define such as (e.g. face-to-face contact, faculty/professor) because they were factual and defined exactly what was being categorized. Other categories were harder because they depended on references or interpretations and could be categorized depending on the participant circumstance. The interview data were rich in metaphors and provided participant personal opinions. The transcripts were coded into categories which were descriptive or interpretive depending on participant responses. Interview response categories are shown in Table 13



Table 13

*Interview Response Categories*

---

Administration	Monitoring
Delivery	Online
Educational Institution	Resources
Face-to-Face	Sense of Community
Faculty/Professor	Use of Technology
Instruction/Teaching	Training

---

Section C: Focus Groups

In addition to interviews responses focus group meetings were held. Focus group meetings, the third method of collecting data for the study were held last with questions formed after the surveys and interviews were completed. This was how the researcher gathered data in a group setting, whereas previously data were collected one-on-one during surveys and interviews. Therefore, two focus group meetings were scheduled. The results of those meetings follow.

## Descriptors

Eleven survey takers volunteered to participate in focus group meetings. Nine volunteers were scheduled to take part in focus group meetings. After volunteering, two survey takers failed to respond to email invitations. Six of the nine volunteers were younger than 51 years of age. Three volunteers were 61 years of age or older. Males made up 90% of the contributors. Two participants (both male) taught distance education, and the rest of the participants did not teach distance education.

## Meetings

Focus group participants from both of the institutions volunteered to meet at either institution because both were conveniently located and did not pose a transportation hardship. Two types of focus group meetings were conducted. One group met face-to-face in a classroom enough to hold 40 people and had a projector, computer, and white board. The second meeting was held online and was conducted using Moodle, an open source course management system. One participant attended the in-person meeting. Four participants attended the online meeting.

The online discussion board consisted of questions prepared by the researcher (See Appendix O). The researcher

prompted participants to provide responses to prepared questions in written format. Participants were requested to respond to statements made by other participants.

For the online meeting, one participant was unable to logon to Moodle and did not participate in the discussion. After receiving no response to the discussion board communication, three participants were contacted twice by email, by the researcher. None of the three either replied to the email or contribute to the discussion board. Subsequently, there were four online discussion group participants.

Four participants provided data to the discussion. No data was collected at the in-person meeting because the participant decided to attend the online discussion board meeting instead.

### Analysis

Focus Group meeting data were compiled in the same manner as the survey open-ended questions and interview data using Atlas.ti (2010) software. The statement in Table 4.10 is a sample of a quotation selected from the Moodle discussion board focus group meeting. Participant input to the discussion board dialogue identified code words that were used for analysis. The researcher

identified several units of information that had already identified in previous analysis.

Responses included numerous units of information from the discussion board conversations. The participants identified code words such as unfamiliarity, context, monitoring, fear, social, academic, interaction. The coding was relevant to concepts closely related to other participant responses.

The code words identified by the researcher were generated from the participant responses. The list presented in Table 15 shows the code words and the number of times they were duplicated in the response.

Table 14

Focus Group Response Code Words

Classroom 4,12	Work 3,5	Interaction 2,2
Course 4,12	Face-to-face 1,4	Social 2,2
Online4,12	Hybrid 3,4	College 1,1
Education 3,12	Teach 4,4	Fear 1,1
Instructor3,12	Academic 1,3	Opportunity 1,1
Experience 3,11	Distance Ed 3,3	Relationship 1,1
Field 2,11	Remote 2,3	Global 1,1
Professor 3,6	Support 1,3	Personal 1,1
Effective 3,6	Technology 2,3	Discussion 3,3
Develop3,5		

---

Note. The first number in parenthesis is the number of interview questions that had responses linked to the unit of information. The second number in parenthesis is the number of times the unit of information recurs.

After analyzing the focus group code words, categories were identified using the same process that was used to develop categories for survey and interview responses. Table 16 shows the focus group response categories.

Table 15

*Focus Group Response Categories*

---

Academic Integrity	Hybrid
Collaboration	Online
Contextual Knowledge	Social Context
Delivery	Teaching Resources
Face-to-Face	Training

---

There were fewer focus group code words and categories because there were fewer responses from focus group participants. At the completion of the data analysis, the researcher placed merged code words and placed them into categories. All focus group participants who responded to the discussion board provided code words resembling those from interview and open-ended survey questions.

Categories such as academic integrity and social context resulted from the code words such as academic, learning, environment, experience, and effective on Table 16. Other code words identified relationships that resulted in more categories such as online, technology, and support.

#### Section D: Data Summary

This section presents a summary of analysis from all study categories. Categories were derived from participant response code words that were both objective and heuristic. Categories from the survey, interviews and focus group meeting were identified by utilizing an analysis procedure repeated in each phase of data collection. A review of the categories identified from the survey, interview and focus group responses are shown on Table 17.

Table 16

Participant Response Categories from Data Collection  
Survey Categories

Adapting to Change	Learning Centered
Communication	Online
Effective Delivery Tool	Oversight/Monitoring
Face-to-Face	Pedagogy and Discovery
Faculty	Program Quality
Interaction/Interpersonal	Training
Hybrid	
<u>Interview Categories</u>	
Administration	Monitoring
Delivery	Online
Educational Institution	Resources
Face-to-Face	Sense of Community
Faculty/Professor	Use of Technology
Instruction/Teaching	Training
<u>Focus Group Categories</u>	
Academic Integrity	Hybrid
Collaboration	Online
Contextual Knowledge	Social Context
Delivery	Teaching Resources
Face-to-Face	Training



After emerging code words, categories were analyzed for conditions synonymous with study factors relating to Training and Support, Social Interaction, and Program Quality. Categories were further scrutinized by the researcher to determine how the framework of the responses related. In other words, the researcher looked for similarities and differences in categories as well as duplication of categories to reduce the number of categories that included comparative information by merging categorical relationships and connecting comparable category data.

There were multiple relationships between many of the categories. The researcher took information survey, interview and focus categories and looked for patterns that were similar. The process included finding themes across multiple categories using conditions related to the study. Themes were constructed from the categories identified by converting and merging data from categories.

Characteristics identified themes as recurring subjects. After eliminating some categories and extracting pieces and parts from other categories, the researcher built these themes based on the conceptual input. Themes contained combined information found to relate to three

specific areas: 1) Training and Support; Social Interaction; and, Program Quality.

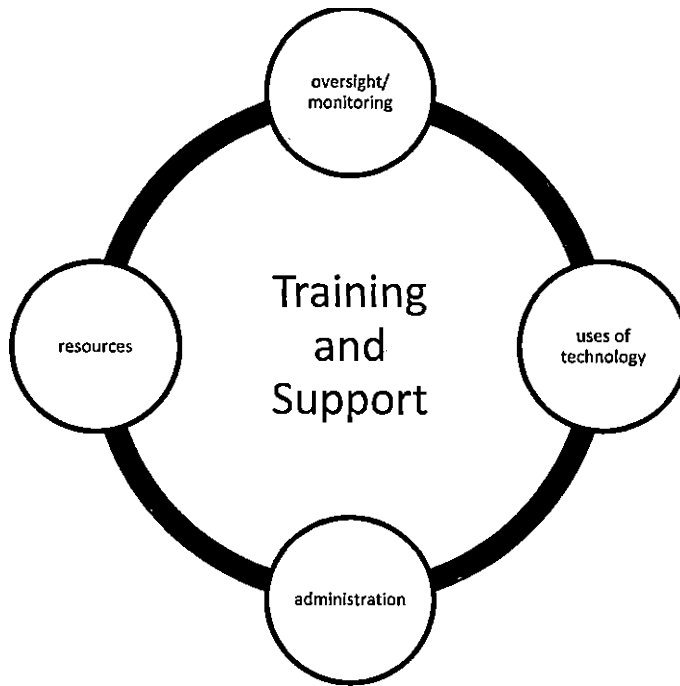
#### Training and Support and Distance Education

Opinions from participants about teaching distance education using technology were evident in responses about Training and Support technology. Participants voiced concerns about training conditions such as having to miss workshops that were scheduled at the same time as classes they were teaching were held. Lack of resources during evening or weekend hours were also referred to by participants as barriers to Training and Support.

Terms such as oversight and monitoring of distance education programs were presented by participants. Oversight was their perception of some faculty not being required to come to campus for meetings or other campus events when faculty members on campus were required to attend. Monitoring was linked to the supervision of faculty members using technology. For example, participants questioned who monitored the amount of training and experience required to teach distance education because many of the participants did not know if training was required or how much. Oversight and monitoring were linked to training and support because participants related the

terms Training and Support to preparation and guidance for using technology for distance education.

One category 'administration' pertained to how participants perceived the allocation of resources by upper management. They believed that resources supported technology. As a result, resources and administration were linked to technology and training. The term 'uses of technology' was merged with the term 'resources' because technology was supported when the proper resources were applied. Consequently, the terms 'uses of technology', 'resources', 'administration', and 'oversight and monitoring', were merged to create the theme Training and Support. See Figure 3 for categories that were emerged to identify the theme Training and Support.



*Figure 3. Theme Training and Support*

### Social Interaction and Distance Education

Social Interaction was analyzed in the same way as Training and Support. Environment and location were relevant to participant perceptions about how faculty members interact with students, peers, or media. Many of the participant responses pertained to social activity related to settings or location.

Participants perceived that classroom settings presented opportunities for physical contact. A setting

such as a home computer lacked opportunities for physical contact. However, both settings are related to social interaction. The classroom demonstrated social contact because the participants were physically present. The computer demonstrated social contact because participants were able to communicate even though they were not physically present.

Participants introduced some terms that described a physical location and were identified by the naming the place, such as online. Surroundings were recognized by participants as locations either on or off-campus. They named surroundings as the instructor's home or any location away from campus. On the other hand, the location could be the writing lab on campus. Atmosphere was portrayed by the participants as a sensation or the ambiance of being in school when using technology. Participants believed that interaction could occur by developing an environment similar to that of a perceived educational institution.

Environment was associated with some of the delivery methods shown on Figure 4.3 by participants. Delivery methods such as online, teleconferencing, video streaming, or Skype were believed by participants to provide the same ambiance as classroom. They believed many of the delivery

methods could be reproduced or simulated, for example, teleconferencing with two-way capabilities allows interaction because everyone can be seen and heard in real time.

The responses of participants relating to social interaction included terms like communication, instruction/teaching, and collaboration. Participants connected the term communication with the terms instruction/teaching. They perceived communicated instruction using interpersonal skills as an educational interaction. There are various ways the interactions can take place, resulting in the terms being merged into social Interaction.

Methods such as hybrid, face-to-face, and online were provided by participants as ways social interaction could take place. They believed that interactions could take place in educational institutions or at a distance.

Participants related Social Interaction to exchanges within a given environment, physical or non-physical. In order to understand the connection between social interactions Figure 4 shows categories that were emerged to identify the theme social interaction.

Categories were linked to social interaction because regardless of the methodology there was a link between faculty and others.

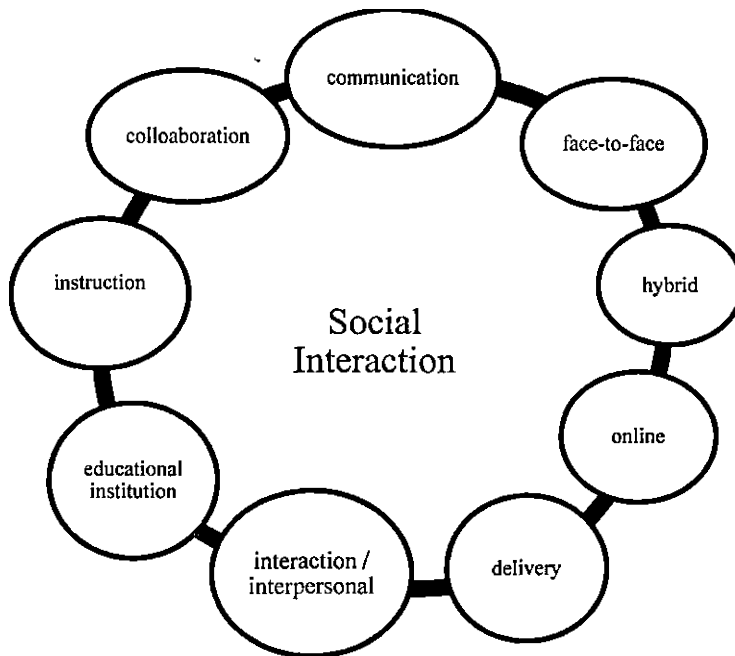


Figure 4. Theme Social Interaction

#### Program Quality and Distance Education

Program quality was identified by participants as important to deciding to teach distance education using technology. Participants related program quality to core values, mission and strategic priorities of their institutions. For example, the terms learning centered and sense of community were both based on a set of perceived

values. Subsequently, participant's perceptions of learning centered and sense of community were both linked to program quality.

Pedagogy and discovery were aligned with elements of the institution's mission by participants. They referred to pedagogy as the element that connected the art of teaching and discovery. Both were related to higher education and innovation. The discovery for participants was the innovation of being introduced to technology and its perceived affect. Pedagogy was also believed to illustrate the organizations ability to understand the basic principles higher education. Connecting the elements of teaching, discovery, and the basic principles of higher education the researcher merged these terms into the theme program quality.

Participants reported that as a part of the program, they were included in the development of a learning environment, for example, participants connected course design and academic delivery. Participants perceived properly designed courses were delivered by faculty in a scholarly manner. Once the courses were designed participants believed they were to be delivered effectively. Participants perceived the terms delivery and



effective delivery tools to be the mechanism through which instruction was presented. Delivery was the tool used to provide competent, well-organized instructions.

Additionally, the term academic integrity described how participants perceived the ability of the institution to oversee honesty using technology.

Participant responses linked all of the responses to the faculty/professor and consequently, linked many of the terms with traditional higher education systems.

Participant responses linked the higher education systems with program quality. Figure 5 shows how themes about program quality emerged after similar categories or similar words were combined or interrelated.

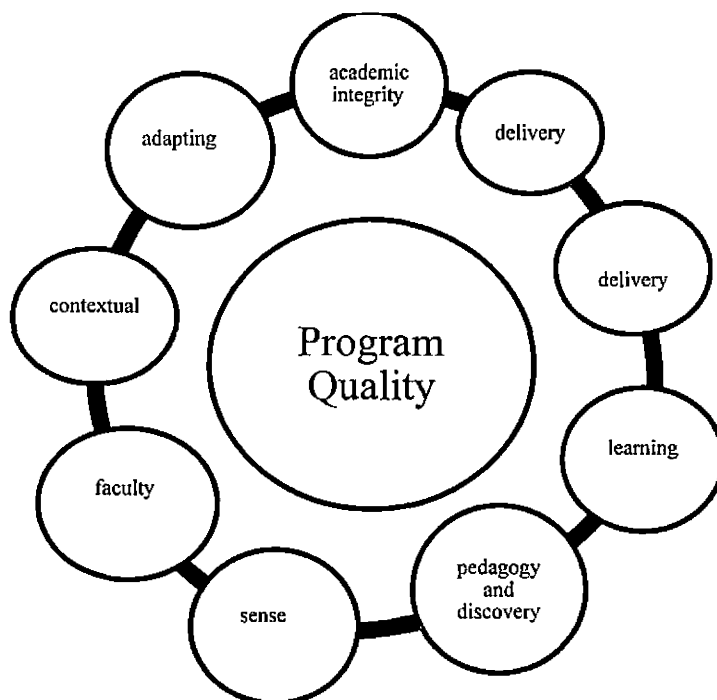


Figure 5. Theme Program Quality

Program Quality in distance education included conditions in a technological environment, where quality may not be visible. Participants were united in their conviction that institutions needed to approach distance education in a quality manner including academic standards. The three themes resulted from the analysis and were identified by participants as influences to faculty decisions about teaching distance education using technology.

## CHAPTER FIVE

### DISCUSSIONS AND CONCLUSIONS

#### Summation

This chapter contains findings from the data analysis. Included are discussions about the three themes: Training and Support, Social Interaction, and Program Quality. Limitations to the study and Implications for the future are presented.

Participant replies to survey, interview, and focus group questions explored participant faculty pedagogical and professional beliefs. The information obtained during the research provided both answers and reasons for faculty perceptions about what influenced decisions to teach distance education using technology. Through analysis of the participant responses, pedagogical and professional beliefs were revealed. Based on findings of the study, the researcher drew conclusions and provided suggestions for future research on this topic.

Due to the researcher's desire to gather qualitative data, some limitations to this study were not as relative as they would have been in a quantitative study because there are no objective standards for qualitative responses.

Qualitative research is subjective and inductive. The researcher wanted to report findings from the participants' viewpoints.

This study was designed to go beyond the statistics that are reported in numerous quantitative studies and to gain better understanding about influences to faculty decisions teaching distance education using technology.

The study was developed to allow faculty to voice their perceptions about what influenced their decisions about teaching distance education using technology. The goal was accomplished when participants responded to survey, interview and focus group inquiries and provided their observations and insights.

### Findings

The purpose of the study was to investigate how Social Interaction and Program Quality influenced faculty decisions to teach distance education using technology. However, early in the analysis another theme became evident, Training and Support. Training and Support was significant because it was perceived by participants as the connection between knowing the technology, how to use the

technology to interact, and how to present a quality distance education program using technology.

In rereading the literature, the researcher noticed that Training and Support had been mentioned all along, but unlike the other two themes, it was not readily identifiable as critical for faculty (Berge & Muilenburg, 2001). It was recognized, but not in a context where it would draw attention. Most of the literature referred to training and support only as a precursor to teaching distance education, a required condition, not always mandated. The extent of the training was barely remarked upon other than as a barrier, and not regarded in a way where it was apparent that assistance with Support and Training was a necessity.

Based on the findings of this study, the researcher identified three themes threaded throughout the participant responses. At the start of the study, Social Interaction, and Program Quality were the factors that were the focus for research. The themes were perceived significant because Social Interaction was perceived as the ability of faculty to establish connections between themselves and others involved in teaching distance education, while Program Quality was perceived as the result of specific educational

objectives. However, a third theme was discovered, Training and Support.

The study findings linked past research Berge & Muilenburg (2001) on teaching distance education using technology with verbal responses provided by faculty about what influenced their decisions to teach distance education using technology. This study connected specific categories such as Training and Support, Social Interaction, and Program Quality to higher education faculty and distance education.

#### Support and Training Discussion

Training was the number one issue uncovered in this study. Neither of the higher education institutions in this study was perceived to have done a good job of providing adequate training for faculty to teach distance education using technology, according to faculty participants. Tabata and Johnsrud (2008) studied faculty participation in distance education programs and also identified training as one of the concerns reported by study participants. The participants spoke about limited or sporadic training possibilities, trainers who were intolerant, limited follow-up and limited support with technical issues.

Berge and Muilenburg (2001) reported that unknown media for delivery in distance education created fear. Participant faculty members were bewildered and fearful when introduced to new technology. Consequently, without necessary support, participants felt they did not understand how pedagogical methodology could be provided through the technology. In the meantime, faculty members were dependent on information from technicians and colleagues for help. Faculty considered these concerns as barriers and continued doing what they know best, teaching in traditional classrooms.

Participants confirmed their institutions had difficulty finding and training faculty who were academically and technically qualified to teach distance education. They indicated that distance education classes are being taught by adjunct faculty, especially at community colleges. This finding was affirmed by the Association of Community College Trustees (2009) claim that adjunct faculty employees were equal to contract faculty. Participants in the study taught at both community colleges and 4-year universities.

Participants believed that training was paramount to the future of distance education. Faculty members wanted

more training to ensure quality. They wanted the training to include pedagogy and best practices as mentioned by (Moore, 2007; Awidi, 2008). Participants wanted comprehensive insight into the methodology and how it could be disseminated using technology to get results comparable to those in traditional classrooms.

They wanted to be trained to use the technology being offered by their institution. However, there was evidence from responses that faculty did not always contact those responsible for training or access available institutional software. One participant knew that software was available for faculty use but never had time to go and investigate what was there or how it could be utilized. As they learned the skills and software, they wanted to understand how the methodology related to the way they have been teaching or how it can enhance their teaching.

Support went beyond training. It included buy-in from their institutions, peers, agreements about intellectual property and copyright laws, as well as backing from the administration. Participant responses related to organizational issues about preparation to teach distance education, cost of materials and training, and maintenance (including technical issues and updates). Moreover, ITC



(2010) confirmed that training requirements became problematic when collective bargaining agreements are involved. A professor with 40 years of experience claimed "We have academic freedom. It kind of works from the top down, but also in the classroom...we are independent contractors; we can do whatever we want to do. We have the course outline so we can teach it any particular way we want to." Participant faculty knew they did not have to participate in distance education using technology unless they wanted to because of current collective bargaining agreements, policy on intellectual property and academic freedom, as well as independent contractual agreements.

The fact that there were intrinsic influences prohibiting faculty from embracing either learning teaching distance education or technology should concern the IHE and is an indicator that more needs to be done to make faculty a part of distance education decision-making authority by preparing them with quality distance education Training and Support. Participants noted that from a socially interactive perspective it would take time for the culture of technology to become fully embraced. The responses of the participants of this study showed they were willing to

try something new, but they wanted proper training and support before moving forward.

Participants expressed a desire to be trained to use new technology. They also acknowledge it would take time for the technology culture to permeate IHE. During the implementation faculty, without the required technology can gradually be prepared. In addition to the need for training, there was a need to associate technology with teaching, students, testing, and assessment. Nonetheless, participants wanted training and wanted to learn to provide instruction deemed 'worthy' of their definitions of quality and based on their professional and pedagogical beliefs.

#### Social Interaction Discussion

Study participants questioned how Social Interaction, another major theme identified in this study could occur without physical or visual contact. They also questioned whether new developments in technology would eventually result in shared functions across the IHE (a new form of unbundling) for faculty. Participants repeatedly voiced concerns about not being prepared to teach distance education using technological methodologies. They were concerned about further changes in their roles. Distance

education programs have already unbundled faculty roles and this fear of more change is consistent with the literature (Paulson, 2002).

Participants believed their chosen method of delivery (face-to-face or using technology) was the optimal delivery method. There were contradictory responses from participants who liked and supported the method they used.

Participants ranging from tenured professors and educational administrators to adjunct faculty voiced their opinions about social interaction and interpersonal proficiency using technology. One participant put it this way: "I prefer it [distance education] as a tool, not as a sole technique because I believe in interpersonal, live, interactions among participants. Plus, I rarely see my online colleagues who may contribute positively to discussions and meetings. I also sometimes wonder if they are abusing the freedom of teaching off campus." This perception was echoed by other participants.

Participants continued to raise questions about Social Interaction (Gram, Kanuka, & Norris, 2004) because they did not have a clear vision of how to interact using technology. Faculty participants reported having experience with teleconferencing without connecting the process to

social interaction. Poor technical interface and one-way communication where the possibility of verbally communicating was not possible validated the participant frustration with interacting socially using technology. Therefore, an opportunity to experience interaction with distance learners was negated and faculty rarely had the opportunity to use interactive television with two-way communications or other interactive tools to experience that interaction.

Berge and Muilenburg (2001) affirmed faculty discomfort without students in attendance to provide Social Interaction. Maldonado and Hayes-Roth (2006) further suggested that faculty members were perceived as invisible when they could not be perceptibly seen. The participants in this study identified diminished recognition consistent with other researchers work. Study participants commented they were perceived to be invisible because they were not physically present. Mandemach, Gonzales and Garrett (2006) concurred with Berge and Muilenberg (2001) that the use of technology diminished faculty recognition during distance education. Faculty in this study believed that social interface was required to acquire effective interaction of any kind. Participants did not reject technological

interaction. They were frustrated because they did not know how to interact using the technology.

Social changes occur especially as technology increases and we become more globally dependent. Participants were beginning to see the value in aligning courses, regardless of the delivery method, to meet intended learning outcomes. As affirmed in responses, they understood that a teaching methodology paradigm shift was taking place. Their concerns about technology were validated when they were realized they wanted to apply new technology to outdated standards. Other participants did not want to change and believed the traditional way was the only way to teach. On the other hand, participants believed the duty of the IHE was to provide a wide array of diverse ways of interacting socially with peers and students.

Chen (2009) supported the premise that prepared faculty members are important to teaching distance education using technology. Faculty participants understood that training went beyond skills-based learning of equipment. Participants remarked that the amount of training they had engaged in so far depended on their role in course development or their technological expertise. Participants spoke about faculty members having no input in

course development and therefore they received limited training for teaching distance education resulting in little or no contribution by faculty to technology-based programs. Participants were asking to be trained to interact socially using technology that reproduced or enhanced current skills.

#### Program Quality Discussion

Program Quality gave meaning to participant beliefs about their decisions to teaching distance education using technology. They spoke about academic quality, reputation and value. Larreamenty-Joerns and Leinhardt (2006) asserted that quality was focused on the significance of instruction and reflected the value of instruction in relation to institutional standards. Faculty participants acknowledged that their educational experience, educational expertise, professional roles, pedagogy, and professional beliefs gave meaning to teaching and resulted in providing program quality.

Participants voiced concerns about Program Quality when faculty members were not included in decision-making stages related to distance education design (Arenas, Bleau, Eckvahl, Gray, Hamner, & Powell, 2009). They perceived that

a stereotypical educator held a terminal degree, was an expert in their field of study, and was not concerned with issues other than their specialty. Due to this perception, participants in this study speculated about program quality when faculty with different experiences taught.

Participants scoffed at current distance education programs and did not think there was the same quality as more traditional programs. They perceived a difference in being taught practical application and being taught theory. On the other hand, participants knew that not all courses required extensive theoretical understanding. Responses from participants related to instructional significance and institutional standards to Program Quality. Berge and Muilenburg (2001) through their work confirmed that issues related to the importance of academic resources included libraries, advising, and other services as well as diverse instructional methodologies resulting in quality institutions.

Instructional significance linked content to standards when designing distance education courses. The order of the content in class sessions and the intermingling of quizzes, tests, and other activities represented instructional

significance because the results were evaluated based on structured comprehensive models (Kurzel, 2006).

Participants illustrated perceptions of program quality by using institutional dialogue, words familiar to those involved in teaching in higher education to describe how to teach distance education. For example, the following response referred to Program Quality. "...my model is to ensure that the students move from a knowledge comprehension to an analytical comprehension and evaluative sense, and so as such when I say quality, I am trying to keep them from just regurgitating..." (Anonymous, April, 2010). This participant used institutional dialogue to explain a perception of Program Quality. Words like comprehensive and evaluative are educational descriptors used to explain concepts of teaching and learning. Participants have been taught that it is the duty of IHE to provide comprehensive authenticated education. Participants used words such as tradition, policy, academic freedom, collective bargaining agreements, effective teaching methodology, and modeling to authenticate their experiences and to define their perception of Program Quality.

Regardless of experience, expertise, education level, location, or standards study participants had a number of



different perceptions of Program Quality. Program Quality is being redefined by graduation rates and marketing campaigns of proprietary institutions touting faculty who teach practical applications that can be learned at home without the need for brick and mortar. Subsequently, participant responses noted that Program Quality based on traditional definitions was important to teaching distance education using technology.

#### Conclusion

Faculty participants from two higher education institutions that provided distance education contributed opinions and perceptions that resulted in the themes of Training and Support, Social Interaction, and Program Quality. In their responses, faculty participants were affected by issues related to the themes. Consequently, there were positive and negative responses from participants. Most importantly, participants wanted to be trained to use institutional technology and to provide quality programs.

There were contradictory responses to questions about what influenced faculty decisions to teach distance education using technology. There were inconsistencies in

participant responses to questions within the study because replies could be interpreted in multiple ways.

Additionally, responses from participants identified issues that were repeated by other participants. Nonetheless, faculty participants said that they wanted to use technology professionally. Participants wanted to learn to use the technology to provide enhanced, quality instructional delivery.

The researcher found the participants wanted technology. Their frustration was in being trained and supported in its use. Participants wanted to learn how to make the technology reproduce face-to-face classroom experiences. Their initial perception of technology was as a barrier to teaching distance education because they did not understand that it included tools for interactivity and quality. They found there were ways technology could be incorporated to increase instructional effectiveness and quality. Faculty participants actually perceived that hybrid classes were an ideal way to teach distance education and that hybrid might be a future plan.

Study participants spoke about a combination of face-to-face interactions such as the use of visual media to create academic interdependence between faculty, media, and

students. Faculty participants recognized that the implementation of hybrid, blended, or distributed education (all terms for distance education) would be used for particular courses in the future, and admitted some courses could and should be taught using multiple methodologies. However, even with their new understanding of the uses of technology, participants did not want to give up visual or physical interactions when teaching.

Many of the participants recognized that they were not in opposition to distance education. Faculty participants questioned how quality was provided when they were not trained to use technology and could not visually access interaction. Although they complained, they did not protest loudly because they were fearful of losing jobs and not being included in course design opportunities. Responses supported perceived pedagogical and professional beliefs that affected decisions about teaching distance education using technology. Participants avoided incorporating technology or teaching distance delivery system because of their perceptions.

Participants repeatedly voiced concerns about not being prepared to teach distance education using technological methods. Participants commented that training

and professional development workshops were scheduled during the summer when many faculty members were not on campus. They also remarked about having little access to technicians because there are not enough staff to assist faculty needs. For example, a workshop is provided and 50 faculty members participate. Two of the participants understand what is being taught and can proceed to use the information. The other 48 need help. There are three technicians and it takes a significant amount of time to assist all 48. Unless a plan is put in place to respond to multiple problems like this, historically faculty refused or resisted using the technology. Finally, participants reported limited response from their institution about changing training procedures and developing organizational pedagogy for distance education.

Issues applicable to distance education previously identified by Berge and Muilenburg (2001) were referred to numerous times in participant responses. One major issue was the rapid increase in the number of institutions offering distance education courses using technology. Participants observed that higher education institutions were implementing programs that are not compatible with the institution's personnel or the institution's strategic

plan. According to the Sloan Consortium (2008) online enrollment continued to increase and accounted for 22% of higher education enrollments. Participants were concerned about Training and Support, Social Interaction, and Program Quality as enrollments increase.

Participants provided evidence they considered indicative of the Training and Support, Social Interaction, and Program Quality. Responses from participants in this study answered questions about the way IHE implemented teaching distance education using technology that were not that were verbally reported in earlier studies.

#### Limitations

There were over 1,000 faculty members employed by both participating institutions yet there was only a 7% survey response rate. There was little increase in participation after several requests were emailed. Reminders and second requests were emailed, but after the initial response of 33 and a few consequential responses, the researcher realized that a large response was not forthcoming.

Everybody who volunteered to participate in interviews and focus groups were asked to contribute to the study.

This was a limitation because there was no room left to select purposive participants.

A large number of potential participants may not have perceived themselves to have had sufficient technological experience to contribute to the online survey.

Consequently, those who did not respond to the survey were not eligible to participate in interviews or focus groups.

In future studies, participants should be given multiple opportunities to volunteer to contribute. Recruitment such as sending invitations to departments requesting volunteers through campus organizations might be a way to increase participation.

Preconceived notions about distance education were other biases introduced into the study based on opinions of colleagues, internal reports, or personal experiences.

This was the researcher's first attempt to gather extensive data via interview. A larger number of interviews and focus group meetings would have possibly yielded more varied responses. A more experienced moderator might have elicited more candid and complex replies.

Misunderstanding is the most significant weakness of qualitative research. This study was no exception. Many of the code words and participant response categories had more

than one meaning and could be placed in more than one category. Those categories had to be critically scrutinized in order to identify the final theme. The assumption that the data-rich results were easily organized was incorrect.

The researcher did find that training was the number one concern that influenced faculty decisions. She further concluded that specific issues such as social interaction and program quality influenced faculty decisions and established a basis for decision making about distance education.

#### Implications for the Future

In the future, there are several issues that need to be examined: 1) why faculty perceive they are not properly trained to interact socially using technology, in other words what do faculty need; 2) why higher education institutions implement programs with faculty who question the quality of what they are providing, moreover, what should faculty know and how should it be provided; and, 3) and what is going to be the impact of technology on the future distance education programs? With increased enrollments in distance education programs, it is becoming apparent that changes in instruction preparation are

necessary. Training and professional development schedules should be examined to meet the needs of faculty. Faculty needs more access to training to learn and more support to sustain their commitment to distance education. Higher education must take a good look at the future implications of technology-based distance education programs.

Distance education offers unique possibilities for some but institutions of higher education are hard pressed to gain desired future goals using 21<sup>st</sup> century technology in 20<sup>th</sup> century industrial-modeled institutions with underprepared faculty.

Cautions noted in the literature such as administrator's inability to articulate the strategic importance of distance education, course designs that shift power between face-to-face and distance education programs were noted. Questions that were raised in past studies were also asked during this study. One question related to the issue of perception and asked if traditional institutions were vital to the socialization process, how could distance education be appropriate? In other words, how could distance education and technology fulfill the institution's socialization duty? These questions and others lead to a



number of issues that going to have to be resolved in the next five to ten years by institutions of higher education.

Faculty members who wanted to participate in the study were totally committed and faculty who did not want to participate did not respond in any way. Only one participant sent an email and explained they were going on sabbatical and would not be able to contribute any beyond responding to the survey, but one email out of over 1,100 potential participants was unsettling. Hopefully, faculty pays more attention to other forums to gather information on their behalf, or their non-response could contribute to the problem of their not getting what is necessary to teach distance education using technology.

Throughout this study, the issue of Program Quality bothered the researcher because it was continually being defined and redefined. All of the definitions lead the researcher to wonder if Program Quality was as elusive as portrayed by faculty.

In my experience as an educator, there have been faculty who are extremely conscientious and dependable, and faculty who are not as accountable as others. There are faculty members who hold class for one hour and then discharge students from the traditional classroom. There

are faculty members who place assignments onto course management systems and only respond to students once a week. How could program quality be determined in either of these courses? Maybe this is why all of the Media Comparison Studies conducted over the last two decades continue to show no significant difference in teaching face-to-face or teaching distance education. In any case, based on the scenarios above and interpretations of higher education standards, perceived quality is subjective for these faculty members based on their instructional delivery modes.

Higher education is desired for intrinsic and extrinsic reasons. The value of a higher education degree is based on validated and measurable educational accomplishments. However, the current culture does not want validation as much as they want immediacy. Proprietary institutions of higher education have identified ways to respond to immediacy much faster than traditional institutions. Traditional institutions of higher education have yet to explain how they can redefine quality using outdated underpinnings in an innovative culture. At this time, they are adding distance education courses, often as Continuing Education or Extended Education, and attempting

to link goals to traditional standards. The question of quality arises because in the past, Continuing Education and Extended Education programs have been linked with proprietary institutions who offered non-credit, less valuable courses than those offered in mainstream programs.

Questions about quality frequently arise in regards to proprietary schools because their interest is in making a profit and providing a degree. Society and employers have told everyone that a degree was necessary to be successful in life. Sadly, this concept was initiated by traditional institutions of higher education. They first reported that a high school diploma was becoming equivalent to a bachelor's degree. The need for a change was blamed primarily on K-12 low graduation rates and drop-out rates. This announcement and other issues about education reform may have led to the belief that quality was not important. As a result, leaders of proprietary institutions developed degree programs and competed for students with traditional institutions in order to provide what was crucial to getting a job.

The issue was not new because education reform has been ongoing in pre-secondary education for years and they

have not solved the problem yet. It has now caught up with higher education and technology has been the catalyst.

From an administrative point of view, the quality of the program has most often been associated with enrollment numbers and retention. Enrollment numbers and retention was perceived as providing educational significance because faculty members were there to teach and student were to learn. That is why the IHE continued to grow. It was reported, but not acknowledged, that the majority of students attending college today are adults. They are not the traditional 18 years old students that higher education envisaged they would accommodate. Faculty members know that if a class does not have sufficient enrollment, their job could in jeopardy, especially with the introduction of technology. As result, it would be wise of them to learn as much as possible about technology.

Numerous definitions of Social Interaction was another issue that bothers the researcher. In the past, in the context of education, social interactions would simply have been relationships between faculty and students. With the onset of technology-based instruction and social networking, higher education again has not figured out how

to respond to the changes associated with Social Interaction.

Faculty members have been perceived as intimidated by technology. However, they have some of the same gadgets as their students, and they buy them for their children. Social networking can be educational, but is perceived as personal because those using the media are concerned with learning how to work the equipment, not how the equipment works. At the same time, social networking has created a way to communicate that is unprecedented.

Social networking went beyond Facebook and Utube; it included the Internet where educational information about any subject was available. Could it be that the real problem for faculty is that the availability of information, historically taught in a classroom, is now readily available to anyone via the World Wide Web?

Currently, there are innumerable research projects about educational interaction based on student-centered learning, but have we forgotten the faculty members who have to teach faculty them. Are we depending on faculty to learn using technology on their own? There is little doubt faculty know how to access technology, but what the IHE

need to know is do they know how to teach using technology and what they need to accomplish that objective.

This calls for changes in current standards and policies, collective bargaining, copyright laws, testing, writing, and more. Institutions of higher education developed programs for auditory learners, and visual learners, now they must develop programs for interactive learners. Faculty members at higher education institutions are facing some of the same issues that have plagued pre-post-secondary faculty institutions for a long time. Issues of Program Quality and Social Interaction will continue to surface if those in charge do not pursue those issues diligently. There is a difference between holding on to tradition and holding on to beliefs. Tradition is about ritual and custom. Belief is about ethics and duty. As technology inundates education, tradition and belief can work together for the good of the higher education institution instead of letting either tradition or belief dictate.

In this study, faculty voices were heard, they commented on their perceptions of good teaching, as well as their pedagogy, they discussed technology use, and they shared suggestions about the future use of technology and

distance education. Faculty members provided accounts of how they allowed past experiences to limit their opportunities for learning about using technology to teach distance education. Others spoke about how they learned to use technology to teach distance education. Faculty members offered suggestions for teaching distance education in the future. The researcher sought to have the faculty say what they wanted others to know and understand; teaching distance education or using technology was not a barrier to teaching distance education. This study could not cover all of the issues facing faculty and distance education using technology, but the findings were straightforward and faculty members knew that change was inevitable and that preparation was essential.

APPENDIX A  
SURVEY INVITATION MEMO



January 8, 2010

Dear Faculty Member,

The enclosed survey is part of the dissertation research required by the California State University, San Bernardino (CSUSB) Ed. D Education Leadership program. The survey will take about 15 to 20 minutes to complete and your responses will be kept confidential. Only aggregate data will be reported.

Please complete your survey and return it **WITHIN THE NEXT 7 DAYS**. When you have completed your survey: by mail, please return your survey in the enclosed pre-stamped envelope; otherwise submit your email or online response via the web.

[*Optional incentive text:* In appreciation for participation, staff who complete and return their surveys will receive (*describe incentive*).]

If you have any questions, Please contact Dr. Patricia Arlin, Dean College of Education, California State University (CSUSB) at 909-537-5615 or at [parlin@csusb.edu](mailto:parlin@csusb.edu), if you have questions about the research and research subjects' rights. Thank you in advance for your participation in this important effort.

Thank you.

Helena Johnson

APPENDIX B

CALIFORNIA STATE UNIVERSITY SAN BERNARNINO

INSTITUTIONAL REVIEW BOARD APPROVAL



Academic Affairs  
Office of Academic Research • Institutional Review Board

January 15, 2010

Ms. Helena Johnson  
c/o: Dean Pat Arlin  
Department of Education  
California State University  
5500 University Parkway  
San Bernardino, California 92407

**CSUSB  
INSTITUTIONAL  
REVIEW BOARD**  
Expedited Review  
IRB# 09062  
Status  
**APPROVED**

Dear Ms. Johnson:

Your application to use human subjects, titled "Concerns about Faculty Teaching Distance Education Using Technology" has been reviewed and approved by the Institutional Review Board (IRB). The attached informed consent document has been stamped and signed by the IRB chairperson. All subsequent copies used must be this officially approved version. A change in your informed consent (no matter how minor the change) requires resubmission of your protocol as amended. Your application is approved for one year from January 15, 2010 through January 14, 2011. One month prior to the approval end date you need to file for a renewal if you have not completed your research. The protocol renewal form is on the IRB website. See additional requirements of your approval below.

The CSUSB IRB has not evaluated your proposal for scientific merit, except to weigh the risk to the human participants and the aspects of the proposal related to potential risk and benefit. This approval notice does not replace any departmental or additional approvals which may be required.

Your responsibilities as the researcher/investigator reporting to the IRB Committee include the following requirements. You are required to notify the IRB of the following: 1) submit a protocol change form if any substantive changes (no matter how minor) are made in your research prospectus/protocol, 2) if any unanticipated/adverse events are experienced by subjects during your research, and 3) when your project has ended by emailing the IRB Coordinator. Please note that the protocol change form and renewal form are located on the IRB website under the forms menu. Failure to notify the IRB of the above may result in disciplinary action. You are required to keep copies of the informed consent forms and data for at least three years.

If you have any questions regarding the IRB decision, please contact Michael Gillespie, IRB Compliance Coordinator. Mr. Michael Gillespie can be reached by phone at (909) 537-7588, by fax at (909) 537-7028, or by email at [mgillesp@csusb.edu](mailto:mgillesp@csusb.edu). Please include your application identification number (above) in all correspondence.

Best of luck with your research.

Sincerely,  
*Sharon Ward, Ph.D.*

Sharon Ward, Ph.D., Chair  
Institutional Review Board

SW/mg

cc: Dean Pat Arlin, Department of Education

909.537.7588 • fax: 909.537.7028 • <http://irb.csusb.edu/>  
5500 UNIVERSITY PARKWAY, SAN BERNARDINO, CA 92407-2393

The California State University • Bakersfield • Channel Islands • Chico • Dominguez Hills • East Bay • Fresno • Fullerton • Humboldt • Long Beach • Los Angeles  
Maritime Academy • Monterey Bay • Northridge • Pomona • Sacramento • San Bernardino • San Diego • San Francisco • San Jose • San Luis Obispo • San Marcos • Sonoma • Stanislaus

APPENDIX C  
SAN BERNARDINO VALLEY COLLEGE RESEARCH AND  
DEVELOPMENT DEPARTMENT APPROVAL



San Bernardino  
Valley College

November 12, 2009

Mrs. Helena Johnson  
Graduate Student  
California State University, San Bernardino

Dear Mrs. Johnson:

The San Bernardino Valley College (SBVC) Research Committee has reviewed the documents in your request to administer a questionnaire to faculty members regarding on-line courses. The SBVC Office of Research and Planning has granted you conditional approval contingent upon documentation of formal approval by the IRB Committee at your primary institution: California State University at San Bernardino.

The purpose of the San Bernardino Valley College IRB review procedure is to protect the rights, privacy, and welfare of SBVC students and faculty who participate in research projects. This IRB procedure requires all researchers who request the privilege of using SBVC students or faculty as subjects to have prior approval from their schools of origin.

Please provide formal IRB documentation to the SBVC, Office of Research and Planning, for review in order to receive final approval for your request.

If you have any further questions, please feel free to contact me at (909) 384-8600.

Sincerely

A handwritten signature in cursive script that reads "James E. Smith".

James E. Smith  
Director of Research and Planning

701 South Mount Vernon Avenue San Bernardino California 92410 909-384 4400  
www.valleycollege.edu

APPENDIX D

INFORMED CONSENT FORM #1

The study, in which you are being asked to participate, is designed to investigate the issues that concern higher education faculty teaching distance education using technology as an instructional delivery method. This study is being conducted by Helena Johnson under the supervision of Dr. Patricia Arlin, Dean, College of Education (COE) at California State University San Bernardino (CSUSB); Dr. Deborah Stine, Director, Doctor of Educational Leadership COE; Dr. Marita Mahoney, Director, Office of Assessment and Research COE; Dr. James Smith, Director, Research and Planning, San Bernardino Valley College; and Dr. Sylvester Robertson, Visiting Associate Professor, COE. This study has been approved by the Institutional Review Board, CSUSB, and the Research and Development Committee, San Bernardino Valley College.

The purpose of this study is to explore the faculty pedagogical and professional beliefs that may illuminate issues that might influence converting from teaching face-to-face to using technology to teach distance education classes. To meet this purpose this research will: (1) explore participants pedagogical and professional beliefs; (2) report their voices as they relate to or identify the impact on faculty using technology as an instructional delivery tool and; (3) provide recommendations on how to better facilitate faculty who resist or refuse to teach using technology by moving beyond professional development to on-going technology development.

A survey, semi-structured interviews, and focus group meetings will be conducted by the researcher. Volunteers who complete the survey are invited to participate in an interview or a focus group meeting. Survey participants who want to volunteer will provide the researcher with information about how they can be contacted to schedule the interview and focus group meeting appointments. Volunteers agree to audio recordings during a semi-structured interview which will take approximately 40 minutes and audio-visual recordings during the focus group meetings which will take approximately one hour.

Survey responses and audio-visual recordings will be coded for confidentiality. Survey results will be stored on a secure database. Audio-visual data from interviews and focus group meetings will be stored in a locked cabinet in the COE during the study. All information will be destroyed after a requisite time period. All responses will be held in the strictest of confidence by the researcher. Participants have the right to discontinue participation at any time without penalty. Aggregate data from surveys and interviews will be reported in the research. Data collection will commence in January 2010 and end in June 2010.

There are no foreseeable risks to participating in this study. A benefit of the study is that faculty have an opportunity to provide verbal input about social interaction and program quality as it pertains to technology as a distance education instructional delivery method.

Please contact Dr. Patricia Arlin, Dean, College of Education, COE, California State University, San Bernardino at (909) 537-5615 or at [parlin@csusb.edu](mailto:parlin@csusb.edu), if you have questions about the research and research subjects' rights. Results of this study can be obtained from the College of Education's website at [www.csusb.edu](http://www.csusb.edu), after completion of the research.

I understand that this research will be audio recorded. Initials \_\_\_  
 I understand that this research will be audio-visually recorded. Initials \_\_\_

909.537.5600 • fax: 909.537.7011

**SIGNATURE:** \_\_\_\_\_ UNIVERSITY PARKWAY, SAN BERNARDINO, CA 92407-2393

APPENDIX E  
INFORMED CONSENT FORM #2





CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO  
INSTITUTIONAL REVIEW BOARD COMMITTEE

College of Education  
Office of the Dean

APPROVED 01/15/10 VOID AFTER 01/14/11  
IRB# 09002 *Marita Mahoney, Ph.D.*

The study, in which you are being asked to participate, is designed to investigate the issues that concern higher education faculty teaching distance education using technology as an instructional delivery method. This study is being conducted by Helena Johnson under the supervision of Dr. Patricia Arlin, Dean, College of Education (COE) at California State University San Bernardino; Dr. Deborah Stine, Director, Doctor of Educational Leadership COE; Dr. Marita Mahoney, Director, Office of Assessment and Research COE; Dr. James Smith, Director, Research and Planning, San Bernardino Valley College; and Dr. Sylvester Robertson, Visiting Associate Professor, COE. This study has been approved by the Institutional Review Board, CSUSB, and the Institutional Review Board, San Bernardino Valley College.

The purpose of this study is to explore the faculty pedagogical and professional beliefs that may illuminate issues that might influence converting from teaching face-to-face to using technology to teach distance education classes. To meet this purpose this research will: (1) explore participants pedagogical and professional beliefs; (2) report their voices as they relate to or identify the impact on faculty using technology as an instructional delivery tool and; (3) provide recommendations on how to better facilitate faculty who resist or refuse to teach using technology by moving beyond professional development to ongoing technology development.

A survey and semi-structured interviews will be conducted by the researcher. Volunteers who complete the survey are invited to participate in an interview. Participants who want to volunteer will provide the researcher with information about how they can be contacted to schedule the interview. Volunteers agree to audio recordings during a semi-structured interview which will take approximately 40 minutes.

Surveys and interviews will be coded for confidentiality. Survey results will be stored on a secure database. Written results from interviews will be stored in a locked cabinet in the COE during the study. All information will be destroyed after a requisite time period. All responses will be held in the strictest of confidence by the researcher. Participants have the right to discontinue participation at any time without penalty. Aggregate data from surveys and interviews will be reported in the research. Data collection will commence in January 2010 and end in June 2010.

There are no foreseeable risks to participating in this study. A benefit of the study is that faculty have an opportunity to provide verbal input about social interaction and program quality as it pertains to technology as a distance education instructional delivery method.

Please contact Dr. Patricia Arlin, Dean, College of Education, COE, California State University, San Bernardino at (909) 537-5615 or at [parlin@csusb.edu](mailto:parlin@csusb.edu), if you have questions about the research and research subjects' rights. Results of this study can be obtained from the College of Education's website at [www.csusb.edu](http://www.csusb.edu), after completion of the research.

I understand that this research will be audio recorded. Initials \_\_\_\_\_

SIGNATURE: Signature: \_\_\_\_\_ Date: \_\_\_\_\_

909.537.5600 • fax: 909.537.7011

5500 UNIVERSITY PARKWAY, SAN BERNARDINO, CA 92407-2393

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APPENDIX F

SURVEY

## Influences

The purpose of this study is to explore faculty's pedagogical and professional beliefs that may illuminate issues that influence converting from teaching face-to-face to using technology to teach distance education classes. There will be benefits to social interaction and program quality for higher education faculty given their role as curriculum developers and teachers. There are no foreseeable risks to participating in this study. Participation in this survey is strictly voluntary. Electronic results will be stored on a secure database, and written results will be stored in a locked cabinet in the California State University, San Bernardino (CSUSB) College of Education (COE). All information will be destroyed after a requisite time period. Only aggregated data from this survey will be reported. Completing and submitting this survey will serve as "implied consent" that the information provided can be used by the researcher. If you would like to be contacted to be interviewed or to attend a focus group meeting, please submit your email address or a phone number where you can be contacted in the designated box at the end of this survey. This study has been reviewed and approved by the CSUSB Institutional Review Board. Participants have the right to discontinue participation at any time without penalty. You are not required by your institution to complete this survey. Questions about the study may be directed the Committee Chair, Dr. Patricia Arlin, Dean College of Education, CSUSB, 5500 University Parkway, San Bernardino, CA 92407, by phone at 909-537-5615, or email [parlin@csusb.edu](mailto:parlin@csusb.edu).

For purposes of this study, ***distance education is considered to be any means of teaching whereby the instructor and student are separated by either time or space or both.*** Please keep this definition in mind as you complete this survey. Thank you. (Developed by Helena Johnson)

1. If you had a choice, what would influence your decision to teach distance education using technology as an instructional delivery method?

- Compensation
- Promotion/Tenure
- Changes in technology
- Discipline/Subject taught
- Technical support
- Professional Development
- Professional Recognition

Other (please specify)

2. Do you believe that students have more computer experience than faculty (other than informational technology/computer professionals)?

Yes  No

Why?

3. Would you like to have decision-making authority with respect to the implementation of distance education using technology at your institution?

Yes  No

Why?

4. What is your attitude about teaching distant education using technology as an instructional delivery method?

5. To the best of your knowledge, which of the following course management tools are used by your institution? Check all that apply.

- |                                     |  |  |
|-------------------------------------|--|--|
| <input type="checkbox"/> Blackboard | <input type="checkbox"/> ECollege        | <input type="checkbox"/> Second Life   |
| <input type="checkbox"/> Moodle     | <input type="checkbox"/> Edu Works       | <input type="checkbox"/> Sirsi/Dynix   |
| <input type="checkbox"/> WEBTV      | <input type="checkbox"/> Open Courseware | <input type="checkbox"/> I do not know |
| <input type="checkbox"/> Connexions | <input type="checkbox"/> SAKAI           |  |

Other (please specify)

6. Indicate which type of technology you can use. Check all that apply.

- |                                     |  |   |
|-------------------------------------|--|---|
| <input type="checkbox"/> email      | <input type="checkbox"/> Video Streaming | <input type="checkbox"/> Smart boards           |
| <input type="checkbox"/> Internet   | <input type="checkbox"/> Telecourses     | <input type="checkbox"/> Interactive Television |
| <input type="checkbox"/> Chat Rooms | <input type="checkbox"/> Cell Phone      |   |

applications

Other (please specify) \_\_\_\_\_

7. Are you required to have training in instructional delivery technology prior to teaching distance education?

If yes,  
what type  
of training  
is  
required?

If no, why  
is training  
not  
required?

8. Have you attended an education conference/presentation/workshop related to the use of technology to teach distance education in the last two years?

Yes

No

If yes, what was the practicum? \_\_\_\_\_

9. How would you evaluate the quality of institutional support you receive if you need assistance with equipment (such as your computer) or instructional delivery software/management systems (such as Blackboard)? e.g., professional development, technical support, instructional support, student assistance, etc.

Excellent

Good

Poor

Very Good

Fair

Other (please specify) \_\_\_\_\_

10. In your opinion, is there a difference in the quality of teaching face-to-face using technology versus the quality of teaching distance education using technology?

Please explain.

---

Top of Form

11. How many years have you been teaching?

- 1-5                       11-15                       21-25  
 6-10                       16-20                       25+

12. Select all of the following roles you perform. Check all that apply.

- Administrator               Research Assistant       Supervisor  
 Professor                       Adjunct Faculty               Principal  
 Lecturer                       Part-time Faculty  
 Teaching Assistant       Trainer

Other (please specify)

---

13. Do you teach a distance education class?

- Yes                                       No

14. What subject(s) do you teach?

15. Different faculty members' describe diverse teaching philosophies about teaching distance education. Faculty member's concepts of teaching describe how faculty teach and justifies why faculty teach. What is your teaching

philosophy?

---

16. Should teaching distance education be counted toward tenure or promotion?

Yes

No

Why?

17. What is your age group?

21-30

41-50

61+

31-40

51-60

18. What is your gender?

Male

Female

Thank you for participating in this research project.

The results will be presented in a public dissertation defense, August 2010.

Volunteers who want to participate in semi-structured interviews or focus groups, please submit the following information:

EMAIL:
PHONE:



APPENDIX G  
SECOND SURVEY INVITATION

SUBJECT: Doctoral Survey- CSUSB College of Education  
Student

Dear Faculty Member,

Dr. Patricia Arlin, Dean CSUSB College of Education and Dissertation Chair and, Helena Johnson, CSUSB, EdD Candidate would like to thank the CSUSB faculty who has completed the "Influences Concerning Faculty Use of Technology to Teach Distance Education" online survey.

As a SBVC faculty member, if you have not had an opportunity to complete the survey please take a few minutes to provide input on this subject that is very important to both faculty and students. The topic is important because distance education degree programs are escalating globally. One of the major tenants of the CSUSB strategic plan is to employ effective cutting-edge technologies in the teaching and learning process. Technology and media include application, software, and processes such as electronic and Web-based instruction, virtual classrooms and digital collaboration. Content can be delivered via Internet, audio and visual tape, satellite, TV, DVD and more. It can be self-paced or instructor led and includes media in the form of text, image, animation, streaming video and audio. The researcher wants to study how faculty articulates how technology affects professional beliefs that motivate or inhibit teaching distance education.

The "Influences Concerning Faculty Use of Technology to Teach Distance Education" research has been approved by the CSUSB IRB and will only take about 10 minutes of your valuable time to complete.

The survey can be accessed by clicking on this link: <http://www.surveymonkey.com/s/QVQCTWV>

Thank you.

Helena Johnson, EdD Candidate  
Dean Patricia K. Arlin, Dissertation Chair

APPENDIX H

MEMO TO SCHEDULE INTERVIEW

## Interview Invitation

Dear Volunteer,

Dean Arlin, California State University San Bernardino (CSUSB) College of Education, would like to thank you for volunteering to participate in an “Influences Concerning Faculty Use of Technology to Teach Distance Education” interview approved by the CSUSB Institution Review Board and conducted by Helena Johnson, CSUSB Doctoral candidate.

This will be a semi-structured interview. You will be interviewed about your experiences and perceptions about using technology for distance education instructional practices. Each interview is scheduled to accommodate your schedule and will be held in a location that is convenient for you. The schedule below lists dates from May 17, 2010 through May 21, 2010. The scheduled times are either 3:30 p.m. or 4:30 p.m. If you are not available on any of the dates and times listed, let me know when and where we can meet. Your interview is anticipated to last no longer than 40 minutes.

Please send an email to [johnh301@csusb.edu](mailto:johnh301@csusb.edu) and let me know when and where you would like to schedule your interview:

The following dates and times are available for an interview:

DATE	TIME	or	TIME
Monday, May 17, 2010	3:30 p.m.		4:30 p.m.
Tuesday, May 18, 2010	3:30 p.m.		4:30 p.m.
Wednesday, May 19, 2010	3:30 p.m.		4:30 p.m.
Thursday, May 20, 2010	3:30 p.m.		4:30 p.m.
Friday, May 21, 2010	3:30 p.m.		4:30 p.m.

Thank you again for taking time out from your busy schedule to participate in this important research project. If you have questions about the project you may contact Dean Patricia Arlin, College of Education, California State University San Bernardino at 909-537-5615 or [parlin@csusb.edu](mailto:parlin@csusb.edu).

Thank you,

APPENDIX I  
INTERVIEW QUESTIONS

## Interview Questions (Developed by Helena Johnson)

### Interview Protocol

Main Research question: how does faculty articulate which professional beliefs motivate or inhibit faculty use of technology as an instructional delivery method for distance education?

The questions listed below will direct the interview discussion. This is a semi-structured interview. Some of the written questions may or may not be asked during the interview pursuant to the dialogue between the researcher and the interviewee which may result in other questions. Each interview is anticipated to last no longer than 40 minutes.

Part I: Introduction/Background - A one-minute version of the project will describe the research topic without alluding to the research assumption.

1. Could you describe your experience(s) with distance education and the use of technology as an instructional delivery method?
2. In your opinion, what are the factors that are motivating higher education to develop distance education programs?
3. What is your opinion of the use of technology as an instructional delivery method?

### Part II: Inquiry/Definitions/Experiences

1. Explain the distance education technology training you have received to date.
2. How do you use technology when teaching face to face, if applicable?
3. How do use technology when teaching distance education, if applicable?
4. What type of support have you received when using technology?
5. Would you prefer a face to face instructional delivery method using technology over a distance education instructional delivery method using technology or vice-versa?

### Part III: Exploring faculty perceptions

1. What is your philosophy about distance education?
2. How has your philosophy about teaching changed with the addition of technology?
3. How would you describe your DE pedagogy?
4. In terms of delivery, what are your views of the use of technology for delivering DE?
5. What instructional delivery methods do you commonly use when teaching?

6. How are schools restructuring to facilitate development and implementation of distance education programs?

#### Part IV: Future

1. How do you think technology can contribute to the future of distance education?
2. If you were in charge of distance education at your institution, how would you implement technology as an instructional delivery method?

APPENDIX J  
INSTITUTIONAL REVIEW BOARD  
UPDATE FOR FOCUS GROUP



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**IRB Research #09062**

**There are two changes to the protocol for the Concerns about Faculty in Higher Education Use of Technology to Teach Distance Education research project for Helena Johnson EDD Candidate.**

**The first is a protocol questionnaire for focus group meetings that has been added to the documents for approval. Questions for the focus group meetings could not be developed until after the survey responses had been submitted. The second is the addition of a second signature/initial line to the informed consent form that refers to the use of audio equipment to be used during the focus group meetings.**

---

**IRB Protocol Change**

**Helena Johnson**

APPENDIX K  
FOCUS GROUP INVITATION

## Focus Group Invitation

Dear Faculty Member,

Dean Arlin, California State University San Bernardino (CSUSB) College of Education, would like to thank you for volunteering to participate in an “Concerns about Faculty in Higher Education Use of Technology to Teach Distance Education” focus group meeting approved by the CSUSB Institution Review Board and conducted by Helena Johnson, CSUSB Doctoral candidate.

You will be asked a carefully planned series of questions about your experiences and perceptions about using technology for distance education instructional practices. Focus group meetings are scheduled to accommodate your schedule and will be held in a location that is convenient for you. The two available dates are June 1, 2010 or June 3, 2010 at 3:30 p.m. at the CSUSB College of Education, Room 104.

Please send an email to [johnh301@csusb.edu](mailto:johnh301@csusb.edu) and let me know which date you will attend.

Thank you again for taking time out from your busy schedule to participate in this important research project. If you have questions about the project you may contact Dean Patricia Arlin, College of Education, California State University San Bernardino at 909-537-5615 or [parlin@csusb.edu](mailto:parlin@csusb.edu).

Thank you,

APPENDIX L  
FOCUS GROUP QUESTIONS

## Focus Group Meeting Protocol

Main Research question: How does faculty articulate which professional beliefs motivate or inhibit faculty use of technology as an instructional delivery method for distance education?

The questions listed below will direct the focus group meeting discussion. Some of the written questions may or may not be asked during the meeting pursuant to the dialogue between the researcher and the group which may result in other questions or concentration on a particular subject. Each focus group is anticipated to last no longer than 40 minutes.

A one-minute version of the project will describe the research topic without alluding to the research assumption.

### Part I: Introduction/Background

*Project: On a 3x5 card, share your thoughts about teaching distance education using technology as an instructional methodology. Write down any words that come to mind in bullet form, if possible.*

### Part II: Inquiry/ Experiences

*Question: Discuss your experiences with distance education and the use of technology.*

*Question: Discuss your knowledge of distance education and the use of technology.*

(Strengths, weaknesses, training, compensation, program design, etc.)

### Part III: Exploring faculty perceptions

*Question: Describe the CSUSB/SBVC DE pedagogy.*

### Part IV: Future

*Question: How could faculty attitudes affect the implementation of distance education using technology as an instructional methodology at this institution?*

Developed by Helena Johnson

APPENDIX M  
SURVEY RESPONSES

Top of Form

1. If you had a choice, what would influence your decision to teach distance education using technology as an instructional delivery method? (Check all that apply)

	Response Percent	Response Count
Compensation	60.0%	42
Promotion//Tenure	28.6%	20
Changes in technology	45.7%	32
Discipline/Subject taught	67.1%	47
Technical Support	74.3%	52
Professional Development	45.7%	32
Professional Recognition	21.4%	15

1.	The ability to work from home or while out of town
2.	Catering to the learner.
3.	Distance education included more interaction with students.
4.	Student needs.
5.	Effectiveness
6.	Effectively serving the students
7.	belief that it is an effective instructional method

1. If you had a choice, what would influence your decision to teach distance education using technology as an instructional delivery method? (Check all that apply)

8.	I am teaching online courses
9.	the need and context
10.	release time
11.	by compensation, I mean course releases
12.	impact on student learning
13.	Student needs.
14.	appropriateness of technology for student needs.
15.	Just want to reemphasize that it depends upon the type of class
16.	student population in need of delivery method
17.	In a positive way or negative way?????

2. Do you believe students have more computer knowledge/experience than faculty except faculty who are informational technology/computer professionals?

	Response Percent	Response Count
Yes	45.3%	34
No	54.7%	41



**2. Do you believe students have more computer knowledge/experience than faculty except faculty who are informational technology/computer professionals?**

1. I think it depends in any given situation and we cannot assume one or the other.

2. They may have ability, but lack knowledge in the proper application of the different modalities.

3. They have had appropriate classroom training.

4. Students generally grew up with the tech world. Those of us who are older did not.

5. Students are very tech savvy most profs are not

6. Many of our students have been brought up with technology as an integral part of their lives. They do the majority of their communication and managing their lives utilizing technology. Many of them are digital natives, while many of us faculty are digital immigrants.

7. I have not seen evidence of this from the students that I teach.

8. Individual difference are greater than differences tied to age.

9. The younger ones have been exposed and their peers use it daily. The older faculty try NOT to use technology.

10. It is not their core subject matter; it takes quite a bit of practice in order to become proficient.

11. They have grown up with it and thus are more comfortable with it it.

12. On average, I think this is an accurate statement. But faculty as well as student skill levels also vary dramatically so it is not accurate across the board.

**2. Do you believe students have more computer knowledge/experience than faculty except faculty who are informational technology/computer professionals?**

13. their expertise is Facebook, twitter - social network sites not those geared to academia.

14. Many teacher candidates I teach have limited experiences with productivity software other than MS Word and PowerPoint. Even with these two applications most use just the basics. Students are not building expertise with some Blackboard features.

15. Students seem to have more time to explore all the facets available with computers.

16. Because our department run a survey of what technologies the students are able to use, and the overwhelming majority stuck to texting and Facebook. Not even twitter!

17. Many faculty are content to maintain status quo.

18. I teach software and most students know internet for Facebook or similar while they don't know how to resolve problems, how to use other than word processing aps, how to integrate aps, how to use multiple search engines for research, etc. Faculty in my department are not much better!

19. It depends on the subject taught, but there are still many faculty that are not comfortable with newer technologies.

20. I believe that most faculty under the age of 50 realize the importance of keeping up with technology in the classroom

21. Some faculty are more experienced; some less (same for students)

22. why what?

23. Faculty are knowledgeable in this area

**2. Do you believe students have more computer knowledge/experience than faculty except faculty who are informational technology/computer professionals?**

- |     |   |
|-----|---|
| 24. | Many of the students with whom I work have equivalent or fewer technology skills. Many are returning students who have been away from higher education for an extended time while others are more recent graduates from traditional liberal arts programs.  |
| 25. | Parts of Blackboard still seem to confound my students.   |
| 26. | Most faculty are knowledgeable in this area.  |
| 27. | My experience.  |
| 28. | They have been exposed at an earlier age and have used technology longer.   |
| 29. | This is a "it depends" question. I think overall faculty have more computer knowledge/experience than students when it comes to types of software programs, such as SPSS, Atlas Ti, Moodle, Blackboard, and at least some MS programs (e.g., PowerPoint, Excel, Word), but not necessarily those programs that younger students use for social and entertainment purposes, i.e., Facebook, photo and video editing software, iTunes, etc. |
| 30. | Age is a factor   |
| 31. | Some do and some don't. Also we probably know more about educational technology.  |
| 32. | Why would students have more knowledge than faculty?  |
| 33. | Students tend to accept change faster.  |
| 34. | They are brought up using technology.   |
| 35. | University does not have up-to-date technology and hence, training for faculty  |

**2. Do you believe students have more computer knowledge/experience than faculty except faculty who are informational technology/computer professionals?**

---

36. Everyday observances in classes.

37. some do, but not on average. why? experience.

38. Younger students are more adept at computer use but don't necessarily understand them well. Older students are sometimes computer phobic.

39. Students do with some technologies, but not necessarily the kind that is academically relevant.

40. Many students still seem very uncomfortable with software programs I have them using in lab classes.

41. This is a generational shift.

42. Often it is part of their lifestyle.

43. Some faculty are recent doctoral students who are quite versed in computer knowledge.

44. Generally yes. While a newer generation of faculty might be changing this, an older generation of faculty was not raised in the last 10 years of technological advances until our young 20 something year old students

45. Students may have more breadth but less depth of understanding.

46. Digital generation

47. Students have a different type of computer knowledge. It is not knowledge, rather it is experience. (IE students will use Wikipedia as a source of information instead of subscription journals available through CSUSB.) As well, they don't use a wide variety of programs...they tend to use what they know and stick to it.

---

**2. Do you believe students have more computer knowledge/experience than faculty except faculty who are informational technology/computer professionals?**

---

48. I presently teaching through distance learning format at the graduate level and have found that I have more technological background than many of my students.

---

49. My experience tells me that making a blanket statement like, "All these kids know so much about computers these days." is wrong. Some know a lot, some know next to nothing. Likewise, many faculty members know a lot, some know next to nothing. Individual differences are greater than differences between generations or age.

---

50. Many students have more experience than many faculty because they prefer electronic media and have grown up with it. However this is far from universally true!

---

51. more experience

---

52. Students today, the traditional student of 18-21 yrs. old, have grown up with technology and use it.

---

53. This really depends on the faculty and the student in question. Situation specific.

---

54. not more, but perhaps as much as, and the ability to choose appropriate technology for my own instructional needs

---

55. I would say particularly as students are from younger generations than the faculty member this would be true.

---

56. Depends upon what you define as computer knowledge as it pertains to education and doing one's job... Are you talking about texting, Facebook, Myspace and/or using cell phone, or are you taking about Word, Publisher, Excel, Access, Research skills, etc... that is two different things in my book...

---

57. Students usually have a narrow skill set (texting, mp3's, etc.) They typically are not familiar with many of the skills in DE technology.
58. my students still have problems with technology.
59. Some do, some don't.
60. I frequently have to educate my students in how to use the instructional technology.
61. For the most part, most students know enough to use personally, but not more than I. This is not the case though for the IDS department, which a few top end students even teach courses.

**3. Would you like to have decision-making authority with respect to the implementation of distance education using technology at your institution?**

	<b>Response Percent</b>	<b>Response Count</b>
<b>Yes</b>	<b>73.6%</b>	<b>53</b>
<b>No</b>	<b>26.4%</b>	<b>19</b>

1. It allows for freedom to select the means by which you want to teach and also allows for more diverse approaches which could enhance learning for certain populations.
2. As the learners lack knowledge of the modalities of distance education, it seems that the instructors also suffer from the use of these modalities.
3. Many professors resist for their own reasons to avoid coming to

**3. Would you like to have decision-making authority with respect to the implementation of distance education using technology at your institution?**

	campus.
4.	Only if it impacts me directly.
5.	Don't know enough to make an informed opinion I leave that to the experts
6.	having the right to decide is valuable....especially if going distance ed is a joint decision, not an imposition from above
7.	The traditional role of faculty is to direct decisions made about the institution.
8.	I hope we will not be forced into it. I see great value in "face to face" teaching and learning--the classroom environment.
9.	I think innovation works best when it meets a specific need that is identified by users. If I taught a distance learning class, then I would have answered yes.
10.	Because I am in the person in the classroom, and administrators, even technical support do not have that connection.
11.	Instructors must have the ability to make decisions regarding on0line courses.
12.	Any program, new policy, new technology introduced, will be more successful with faculty by-in. Far more complete training must be offered with computers that work. Sitting for two hours watching someone else use the computer does not teach me anything, I need hands on exploration.
13.	Because what we have right now sucks. What we have right now prevents interaction between students and it is based on the lecture model, whereby only the teacher should be visible to everybody. "

**3. Would you like to have decision-making authority with respect to the implementation of distance education using technology at your institution?**

---

is a pain to teach to Palm Desert through broadcast. We even tried videoconferencing, which sucked just as much, because of the nasty echo.

---

14. Because I don't understand what is being asked in this question ...

---

I've been involved in DE and choosing technology since the early 90's. I've been trained by eCollege among others and have taught various courses. We need to have more say about decisions as the faculty using the LMS. Students should also be represented. The tech folks should have input on technically what works but not what we get as the final decision makers. All involved should work together.

---

16. Better left to the seasoned veterans

---

17. only for classes I teach, though, and perhaps some "quality control" through faculty senate

---

18. more authority is always better than less

---

19. Some courses not presently offered in online format could do well to have components designed to match needs of the student group or course content.

---

20. I am not really sure what this means.

---

21. For the classes I teach, I am the best equipped to determine whether a distance format would work, given the technology available.

---

22. Based on student needs and instructional material some courses could have online components where the course is presently

---

23. Upper management can decide.

---



**3. Would you like to have decision-making authority with respect to the implementation of distance education using technology at your institution?**

- 
24. I already do. I serve on my dept.'s distance learning committee, as well as our universities. Our dept. will be offering/piloting our first online course in the coming months, with a strategic plan to continue offering more of our courses online.
- 
25. As long as it affects me
- 
26. Need to make it appropriate for our discipline and to meet our accreditation requirements.
- 
27. Because I would not want to be forced to teach such a class. One of my favorite things about my job is the in-class interactions. It is what I most look forward to.
- 
28. Because I do not teach online classes, but if I did I would like to make the decision.
- 
29. I like making decisions!
- 
30. It should be a collaborative effort between administrative ("techies") and faculty.
- 
31. There are people with much more information on the subject.
- 
32. Yes, for my courses.
- 
33. One pedagogy does not fit all disciplines.
- 
34. Because I'm not convinced it's educationally sound.
- 
35. Academic freedom and self determination.
- 
36. I do have the authority to do this with my courses.
- 
37. I believe decision making needs to be widely shared management
-

**3. Would you like to have decision-making authority with respect to the implementation of distance education using technology at your institution?**

and governance model.

38. Academic freedom

39. Only to the extent of the end user.

40. Distance ed is an important part of reaching non-traditional students.

41. I believe faculty should control the choices made about their classes. This is not to say that I should make decisions for another faculty member, just that I should have the power to make all decisions related to my classes.

42. Not sure what you're asking. I feel I do have decision-making authority about whether courses I teach are offered as on-line courses

43. input into decisions that impact me

44. Too many administrators think it saves time which is not true for the professor.

45. I don't mind using it or not using it.

46. Curricular issues are best determined by faculty, departments and so forth, through regular curricular processes. A "decision making authority" implies someone else could tell me what is appropriate for my students.

47. I would like to be certain we maintain pedagogical and programmatic integrity at the same time as we increase access and availability.

48. Not sure how to be the "authority." I would rather have the

**3. Would you like to have decision-making authority with respect to the implementation of distance education using technology at your institution?**

authorities consult with the faculty as to whether it is implementable based upon which classes the university feels can adequately offer online in a distance learning program...

49. I've been teaching DE for years, and I've gained experience on what works (and what doesn't). Some tools are great and actually enhance learning. Others actually impede learning.

50. I prefer a comprehensive overview of delivery methods, taking into account program goals, outcomes, assessments.

51. If I am teaching a class, I am the "boss" of that class and process.

52. Integrity issues, some faculty will use it as a means to not come to class, and put no more effort in to make sure integrity issues and student learning are not compromised.

**4. What is your attitude about teaching distant education using technology as an instructional delivery method?**

**Response**

1. I prefer it as a tool, not as a sole technique because I believe in interpersonal, live interactions among participants. Plus, I rarely see my on-line colleagues who may contribute positively to discussions & meetings. I also sometimes wonder if they are abusing the freedom of teaching from off campus.

**4. What is your attitude about teaching distant education using technology as an instructional delivery method?**

---

in the learning process, as well as creating a professional learning community. Learning at a distance is learning at a distance, and the f2f only adds to the community.

---

3. There is little oversight...hours of instruction, feedback to students on their work...aides of others monitoring student work.

---

4. It is good for some things, especially getting resources. Video classes work for students who live far away from any campus, such as Blythe or Needles.

---

5. Its cool by me but I like face to face teaching better

---

6. may work well, but one would still lose the face-to-face, direct interaction aspect that, at times, may be an advantage over computer interaction

---

7. I believe it has value however I think it still needs to be worked on to be an effective tool for delivering instruction - I see a disconnect when students are not present with the instructor. Some of this may be with students not used to this kind of instructional delivery system.

---

8. It is a useful instructional tool.

---

9. It has its place.

---

10. Positive

---

11. I see value in it for particular cases. I also fear it may overtake traditional education practices.

---

12. I can work well for some students and in some circumstances. A mix of online and face-to-face works best I think.

---

13. excellent means of teaching as an instructional delivery method. the

---

**4. What is your attitude about teaching distant education using technology as an instructional delivery method?**

issue is information and digital divide, as well as the immediate availability of the instructional material; eTexts.

14. I have mixed feelings because it limits the amount and level of human interactions we often take for granted in a face-to-face course. I am also concerned that developing an online course that requires students to conduct hands-on activities is difficult and time consuming. Furthermore, it is very difficult to get students to work in cooperative groups if they are separated by great distances.

15. For many it is quite successful, for others, such as myself, reading off the computer is very time consuming. I am a slow reader and dyslexic.

16. It may be a somewhat valuable tool for some discipline areas, but in a teacher preparation credential program it makes it difficult to model effective pedagogy.

17. It does not suit most of the interactive methods I currently use.

18. In the form we have at CSUSB, ABSOLUTELY NOT!

19. Are you asking for my opinion about "teaching distant education"? What's that? Or are you asking my opinion about using technology for teaching?

20. Appropriate and often better depending on the course content and learners. Undergrads....well, certainly not always.

21. Very supportive

22. It is only as useful as the faculty's ability

23. OK if effective for my class

24. not really interested

**4. What is your attitude about teaching distant education using technology as an instructional delivery method?**

25. Positive

26. I like using different technologies as a medium for teaching and learning.

27. It can be made to work, but the labor involved to convert a class into such a format can be time-consuming. With so many other responsibilities, that is a difficult challenge.

28. positive

29. I prefer face to face interaction. I do not view teaching or learning as merely information processing.

30. Affirmative

31. Like the use of any technology, it can be "garbage in, garbage out." If courses are thoughtfully designed and piloted, and designers are using experienced consultants, there is a very good possibility that the course can be an outstanding offering. I believe that the distance learning format is embraced by the majority of students, particularly those who live in remote areas of the I.E., work part- and full-time, are caregivers, etc.

32. Don't have a problem with it. I prefer discussions, but it's fine.

33. open

34. Positive

35. It can help some students and if the professor likes it = win-win situation.

36. I teach online. Online learning is better than on ground learning, hands down.

**4. What is your attitude about teaching distant education using technology as an instructional delivery method?**

- 
37. For non-technology subjects, it seems to be better than a dull professor.
- 
38. I think it works well in most disciplines, but in those that require face to face interaction, I feel that it fall short.
- 
39. I believe it is a useful tool for part of the population. Hybrid courses seem to bring the best of both methods.
- 
40. Positive. But I am in favor of a hybrid approach which combines on-line and face-to-face.
- 
41. It is helpful as a supplementary mode, and with proper support could be something implemented in many classes.
- 
42. time consuming
- 
43. Takes extra time.
- 
44. I'm doing it now
- 
45. I do not favor it, certainly not when face-to-face teaching is an option.
- 
46. Technology needs to be used wisely, and is too often overused or misused.
- 
47. It requires much more monitoring by faculty than traditional courses, effectively taking time away from research and service. I worry about the costs of losing real time human contact and dialogue.
- 
48. I am a faculty member in IT. Naturally i am very open to distance education. However, in order to have a good DE, it takes a lot of efforts - from course design at the faculty level to tech support and faculty support at the university level.
-

**4. What is your attitude about teaching distant education using technology as an instructional delivery method?**

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49. I believe it is very appropriate for some classes.

---

50. I think there are distinct advantages and like using these. There are also some problems that need to be addressed still.

---

51. Highly in favor of the concept and the approach as a tool.

---

52. I believe in-class learning will never be completely replaced. I feel technology is best used as a supplement.

---

53. While it may work in some content driven areas, in process oriented areas (i.e. psychotherapy training) it will never approximate in person training.

---

54. 

1. Hard work.
2. Lonely.
3. Must match the topic.
4. Equity. Technology must be cheap.

---

55. It serves as a nice supplement, but not as effective usually as in person.

---

56. Wave of the future

---

57. Is this a rhetorical question? If you didn't use technology, wouldn't it be a correspondence course instead of distance ed?

---

58. I think it is a very appropriate delivery method if approached with care and integrity. The idea is to provide a high quality course using the technologies rather than watering down the content to make it fit the technology.

---

59. I am optimistically positive about teaching distance education using technology as an instructional delivery method.

---



60. I'm enrolled in the E-Learning Certificate program to figure this out! I'm taking my first on-line course now. I think it's very appropriate and maybe the only real solution for some courses but may not work as well for others.
61. non committed at this time
62. IT is another teaching method. If you have a truly interactive course (like online gaming) it is best if done right. Otherwise there needs to be a blended course.
63. I try to minimize its use...
64. I think it can work brilliantly, however, I have also seen it abused and work poorly at best.
65. In some cases it is as good as or better than traditional methods. But care needs to be taken to choose both appropriate students, and interaction methods.
66. I have taught the full spectrum from face to face only to fully on-line classes all instructional modes have strengths and weaknesses.
67. Great!
68. Love it. Great way to go. It's not for all subjects, but it does have a lot of advantages. By the way, I teach the same course both DE and in the classroom, and my DE students generally score higher.
69. I use it, but I feel I have less teachable moments and reduced candid, spontaneous learning exchanges between student-to-student, and between student-instructor via distant education.
70. It is OK but students still need access to a person from time to time.
71. It has profound limitations, but it reaches students who would otherwise have to forego an education (I have had a lot of stay-at-home moms take my online classes), so the limitations are not enough reason to forego its use.
72. There is a bias, but I think it can be an advantage to students.

73. I think distance learning is a great tool that will help those that cannot make it to campus obtain education.

5. To the best of your knowledge, please list all course management tools used by your institution?

	Response Percent	Response Count
Blackboard	100.0%	75
Moodle	68.0%	51
WEBCTV	22.7%	17
Connexions	2.7%	2
ECollege	1.3%	1
Edu Works	0.0%	0
Open Courseware	9.3%	7
SAKAI	0.0%	0
Second Life	4.0%	3
Sirsi/Dynix	0.0%	0
I do not know	2.7%	2

1. Campus Central

2. Tegrity, Captivate, iTunes U, Camtasia

5: To the best of your knowledge, please list all course management tools used by your institution?

3.	I understand there is also video technology, but I have not explored this avenue yet.
4.	Compressed Video instruction
5.	We experimented with using webcams for some of our internship visits with agency instructors and our interns.
6.	Distance Education, Video conference
7.	2 way video, doodle
8.	Compressed Video
9.	Wrote my own.
10.	These are the ones I am personally familiar with at the university.
11.	these are the ones supported by ODL; individual faculty may use others
12.	PeopleSoft
13.	There might be more, but I've never looked into it.

6. Indicate which type of technology you can use. Check all that apply.

	Response Percent	Response Count
E-mail	100.0%	74

6. Indicate which type of technology you can use. Check all that apply.

<b>Internet</b>	<b>100.0%</b>	<b>74</b>
<b>Chat rooms</b>	<b>64.9%</b>	<b>48</b>
<b>Video streaming</b>	<b>58.1%</b>	<b>43</b>
<b>Telecourse</b>	<b>25.7%</b>	<b>19</b>
<b>Cell Phone applications</b>	<b>47.3%</b>	<b>35</b>
<b>Interactive television</b>	<b>28.4%</b>	<b>21</b>
<b>Smart boards</b>	<b>43.2%</b>	<b>32</b>
1. conversation		
2. blackboard		
3. Tegrity, Captivate, iTunes U, Camtasia		
4. Computer languages, computer hardware		
5. Second Life, Skype (unless you included those under the "Internet" heading) - btw, what exactly do you mean by "Internet"? Applications on the Internet, or being familiar with how the Internet works in general?		
6. Thunder, Skype		
7. course management, online asynchronous quizzing/homework		
8. I learn fast		
9. Blackboard		
10. Skype		

6. Indicate which type of technology you can use. Check all that apply.

11.	BBSs
12.	Podcasting, instant messaging
13.	Social networking sites: Facebook & Twitter
14.	online homework; audience response; social networks
15.	I think I've tried just about everything, from real-time chat to pre-recorded video lectures. By the way, the Smart Board is cool.

7. Are you required to have training in instructional delivery technology prior to teaching distance education?

	Response Percent	Response Count
<b>If yes, what type of training is required?</b>	50.0%	33
<b>If no, why is training not required?</b>	54.5%	36
1.	No, I am a developer.	
2.	It is the professor's choice.	
3.	I do not know of any	

**7. Are you required to have training in instructional delivery technology prior to teaching distance education?**

4.	I don't believe so, but I did take the blackboard training
5.	no formal guidelines yet established
6.	It may be but it was not required of me.
7.	Faculty determine what training they need and rebel against imposition of requirements.
8.	Not sure, in my field all we required was curriculum course development for DE; if approved, then it could be taught.
9.	I don't know.
10.	Faculty are only encouraged and supported to receive training. Faculty often have different ideas about technology than those who provide the training.
11.	I don't know
12.	Nothing is ever "required" at CSUSB ...
13.	The chair knows so little about teaching, effectiveness, and DE and others also don't so no one understands the issues.
14.	I don't know.
15.	Already proficient
16.	I don't know
17.	don't teach distance ed
18.	There are many opportunities for training, but to my knowledge none are mandatory requirements.

**7. Are you required to have training in instructional delivery technology prior to teaching distance education?**

19.	I don't know.
20.	Some of our faculty have been "trained" at other institutions; some of our faculty have degrees from online institutions; some of our faculty know more than the "trainers" on our campus.....
21.	I do not know. I was assigned and told to teach
22.	No - I think the university does not want to be involved in the record keeping.
23.	time
24.	I never had formal training for the distance learning I am doing right now
25.	not required...but voluntary basis.
26.	Training is not a mandate.
27.	I teach technology.
28.	Not sure?
29.	Faculty control their classes. We tend to reject authority figures trying to tell us what to do or not to do.
30.	Training is offered but not required to use Blackboard or Moodle. Many uses of the course management tools can be figured out without training.
31.	Because IT is just another tool or method.
32.	do not know
33.	each faculty member has his/her own needs and technology levels

**7. Are you required to have training in instructional delivery technology prior to teaching distance education?**

---

34. Cannot answer. I have not been asked to teach distance ed..

35. I don't know.

36. I don't do it.

---

YES

1. curriculum design and use of technology such as blackboard, video, e-mail

2. To use some of the systems training is required

3. minimal

4. ?

5. hybrid academy; Webct, blackboard

6. No

7. Yes, I would assume so to protect the Professor and the institution.

8. I have no idea if Blackboard training is REQUIRED - it is offered, though.

9. not required, but appreciated Blackboard/MOODLE workshops

10. Blackboard, Moodle, Dimdim, Vocie threads

11. Yes.

12. Everything to be successful in using the technology.

13. don't know

---



14.	Yes
15.	When building a program, yes, for a standalone class no. Training is on standards for the courses
16.	I would want training but hope it would not be mandatory for all professors because perhaps some wouldn't need it. I would want to learn from people who taught using this method in the past so I could learn what works and what doesn't.
17.	3-5 hours in the use, grading, etc.
18.	Yes, blackboard training.
19.	I don't know.
20.	yes brief workshops
21.	I don't know.
22.	Yes, we were required to attend a Blackboard training prior to using the technology
23.	use of blackboard
24.	unknown
25.	Yes, I have attended several Moodle and Blackboard sessions with the university though I do not believe they were required for me.
26.	yes - Blackboard
27.	yes, on software before use
28.	Cannot answer. I have not been asked to teach distance ed..
29.	I think there was something required. Don't remember much about it. It didn't make much of an impression..
30.	I don't know.

- 31. Whatever kind is germane to the course.
- 32. TRC
- 33. it may be necessary to see how the school wants things done.

**8. Have you attended an educational conference/presentation/workshop related to the use of technology to teach distance education in the last two years?**

	Response Percent	Response Count
<b>Yes</b>	<b>58.7%</b>	<b>44</b>
<b>No</b>	<b>41.3%</b>	<b>31</b>
1. Blackboard, in person		
2. Yes, in several delivery methods.		
3. no		
4. Blackboard (on campus)		
5. To many to name.		
6. Tech ed.		
7. the annual technology conference		
8. Learning about formatting web pages and other documents to meet the needs of the disabled.		
9. in person, online and webinars about Thunder, Skype, teleshoe		

**8. Have you attended an educational conference/presentation/workshop related to the use of technology to teach distance education in the last two years?**

10.	Blackboard
11.	multiple through TRC (blogs, voice threading, wikis) as well as national professional meeting, multiple methods
12.	podcasting and electronic portfolios
13.	A conference session at a disciplinary-specific conference
14.	I recently attended a social work educators conference and DL was/is a very popular topic.
15.	Moodle - beginning and intermediate
16.	blackboard
17.	clickers
18.	clickers
19.	not sure what you mean by practicum but the workshop at a conference was on blogging in counselor education
20.	Blackboard and Moodle applications
21.	Use of captioning for videos to facilitate access
22.	Set up Moodle.
23.	general use of technology for teaching
24.	blackboard training and Moodle
25.	I have attended a Moodle session and also two sessions on the use of voice thread.

8. Have you attended an educational conference/presentation/workshop related to the use of technology to teach distance education in the last two years?

26.	TechEd among others.
27.	Enrolled in E-Learning certificate program. I've attended workshops or webinars on Second Life, voice threading, Moodle, Blackboard, blogging etc.
28.	not sure what you mean.
29.	TRC workshops
30.	Ed TECH
31.	Voice Thread; Blackboard
32.	Introduction to Moodle.
33.	SITE, CSU-DL, Tech Ed,

9. How would you evaluate the quality of institutional support you receive if you need assistance with equipment (such as your computer) or instructional delivery software/management systems (such as Blackboard)? e.g., professional development, technical support, instructional support, student assistance, etc.

	Response Percent	Response Count
Excellent	15.9%	11
Very good	42.0%	29

**9. How would you evaluate the quality of institutional support you receive if you need assistance with equipment (such as your computer) or instructional delivery software/management systems (such as Blackboard)? e.g., professional development, technical support, instructional support, student assistance, etc.**

<b>Good</b>	17.4%	12
<b>Fair</b>	20.3%	14
<b>Poor</b>	4.3%	3

1.	Being a leader in development, I provide the support.
2.	Very good when it comes to stuff support, lousy when it comes to student assistance
3.	Situational - depends on the technical organization providing the support
4.	Support is usually adequate. Blackboard often goes down or there are glitches and techs say it is my fault although I know others are having the same problems. No student assistance available.
5.	Depends -- the quality of teaching (other than ODL) remains lacking. Students (faculty) have no opportunity for hands on - ODL is doing an excellent job of giving that 'hands on' opportunity
6.	the ODL support and smart classroom support is excellent; the local tech support much less so

**10. In your opinion, is there a difference in the quality of teaching face-to-face using technology versus the quality of teaching distance education using technology?**

10. In your opinion, is there a difference in the quality of teaching face-to-face using technology versus the quality of teaching distance education using technology?

	Response Percent	Response Count
Yes	88.9%	64
No	11.1%	8
1.	Not having taught via distance ed, I can only speak to the value of live interactions with humans. I work with a diverse population which requires diverse communication techniques. On-line delivery is great for a population skilled and interested and capable in that method of learning/teaching.	
2.	The blended aspect of the teaching reaches the goals of a professional learning community,	
3.	Personal contact with students...we are in the "people" business. Too many computer problems.	
4.	If a video class, face to face is more or less maintained. The classroom has immediate conversation and discussion that involves the whole class. Not so much the case otherwise. Some things work fine with tech systems.	
5.	More personal and tell if the student is actually learning the material or not	
6.	I still believe that face-to-face has its value in that when we are engaged in lively discussion and see the people with their expressions and nuances, we can connect better. You can bond better by connecting a face with what a person has said. Yes you can get quality responses online from students, but the human connectedness is missing in my opinion. You have made a lot of the real world. If there was a class along with	

**10. In your opinion, is there a difference in the quality of teaching face-to-face using technology versus the quality of teaching distance education using technology?**

---

the words, then that would definitely enhance the experience as you would have a person to see. We learn a lot from others from their facial and body expressions.

---

7. more direct interaction/response

---

8. The personal interaction seems very important to student buy-in.

---

9. With the proper materials, and a book oriented class, the online class probably will be better. This is due the additional materials provided by the on-line class

---

10. Not every student enjoys talking to a computer; they would rather have real face to face interaction with instructor and cohorts.

---

11. immediacy, nuance, attitude, expectations

---

12. Inter personal relations among students and the ability to adapt lessons to immediate needs of students are better face-to-face. Overall organization and sequencing of material is often better in a distance learning setting. This combination allows for both.

---

13. the degree of continual need to research and stay current in your discipline and bring that immediately to the class; hybrid or total online.

---

14. See previous comments. There are advantages and disadvantages with online distance learning. Online courses have many advantages. The strengths of an online course can be impacted by the quality of the technology used. An online course that is limited to verbal information is, in my opinion, weak and ineffective.

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**10. In your opinion, is there a difference in the quality of teaching face-to-face using technology versus the quality of teaching distance education using technology?**

- 
15. Face-to-face allows me to hear the emphasis of what is stated.
- 
16. Teaching face-to-face allows all participants of the learning experience to develop a more personal relationship.
- 
17. Personalized attention for students. Ability to discuss sensitive issues more fully.
- 
18. Most students do not interact with faculty in a distance learning environment.
- 
19. Immediacy, interaction. Problems that COULD be solved if the infrastructure would permit it (but right now it doesn't, and without fiber optic affordable for everybody, it won't in the near future either).
- 
20. If one does not utilize technology in face-to-face teaching then that quality diminishes at least in my field (we have one faculty who only uses overheads!) If one online only uses the read the book mode and doesn't utilize the technology available then quality is diminished. If one is effective in both then they will have good quality.
- 
21. It depends on how the distance class is implemented.
- 
22. It is more difficult to master online teaching and to make it as effective as face-to-face
- 
23. There is a difference, but not necessarily negative if significant interaction and involvement is in either type of course. A dry lecture is less effective than a richly interactive distance course; a canned distance course is much worse than an interactive F2F course. Certain activities like lab cannot be effectively reproduced at a distance. Certain students (especially mature, highly-committed students or EOL students
-



**10. In your opinion, is there a difference in the quality of teaching face-to-face using technology versus the quality of teaching distance education using technology?**

	can get much more out of an effective distance course, than a F2F course.
24.	face to face allows for the transmission of social cues that facilitate communication, also building relationships is easier
25.	I am more responsive to the needs of the students in face-to-face because I can respond to their needs immediately.
26.	Rather than learning by "sitting at the feet of the great sage" students learn from their own reading and own writing which is superior learning.
27.	Part of my pedagogy involves discovery through shared explorations and discussion. That becomes much more difficult in a tech-mediated format.
28.	It depends on the purpose of instruction.
29.	Personal relationships
30.	I teach practice courses so I have to provide my students with face-to-face role plays, and feedback about the skills they demonstrate.
31.	I like face to face better. I like the free-forming discussions
32.	Of course! In one scenario, you have all the best tools available to enhance your teaching (in person + technological facilitation to enhance teaching) and in the other scenario, you are more limited. The distance education option could be especially detrimental for charismatic faculty who shine in the classroom and more beneficial for professors who dislike the classroom interaction (e.g., introverted professors).

**10. In your opinion, is there a difference in the quality of teaching face-to-face using technology versus the quality of teaching distance education using technology?**

- 
33. Less evaluation of distance ed. Not always well though through, can seem bare-bones-course is reduced to a mechanistic endeavor. On the other hand, online courses can be very rich.
- 
34. Online is better.....
- 
35. I rely on non-verbal communication with my students and I wouldn't get that with distance education using technology.
- 
36. No, but only if the instructor spends extra time to compensate.
- 
37. The obstacles in distance education are not evident in face-to-face
- 
38. Technology is a great teaching tool, but, in my opinion, can never substitute for face to face situations.
- 
39. access, spontaneity
- 
40. Can be less spontaneous.
- 
41. The advantages of face-to-face, especially the interaction and actually seeing one another in the flesh, can't be replicated with distance learning.
- 
42. More enjoyable for students face-to-face
- 
43. Face to face provides far more opportunity for student-teacher interaction.
- 
44. But only for some classes. I could not interact with my students in stat lab as easily or as quickly in a distance learning format.
-

**10. In your opinion, is there a difference in the quality of teaching face-to-face using technology versus the quality of teaching distance education using technology?**

45.	It is more tricky to develop learning relationships but not impossible. On the other hand students tend to engage more fully with readings and their discussions reach higher levels of intellectual development online.
46.	While it may work in some content driven areas, in process oriented areas (i.e. psychotherapy training) it will never approximate in person training.
47.	Current technology reduces the bandwidth.
48.	Allows you to have immediate interaction
49.	Inquiry teaching is much more difficult in a distance learning format
50.	There can be. Faculty that wish to be lazy are often able to be so. It does not have to be that way, provided the class is planned to effectively involve the students in their learning. Online requires more activities, writing assignments, assessments, projects, etc., because that is the only way a professor can quickly correct incorrectly applied or learning theories.

**11. How many years have you been teaching?**

	Response Percent	Response Count
1-5	8.2%	6

**11. How many years have your been teaching?**

<b>6-10</b>	<b>17.8%</b>	<b>13</b>
<b>11-15</b>	<b>8.2%</b>	<b>6</b>
<b>16-20</b>	<b>20.5%</b>	<b>15</b>
<b>21-25</b>	<b>13.7%</b>	<b>10</b>
<b>25+</b>	<b>31.5%</b>	<b>23</b>

**13. Do you teach a distance education class?**

	<b>Response Percent</b>	<b>Response Count</b>
<b>Yes</b>	<b>43.7%</b>	<b>31</b>
<b>No</b>	<b>56.3%</b>	<b>40</b>

**14. What subject(s) do you teach?**

	<b>Response Count</b>
<b>1. Spanish</b>	
<b>2. Informal discussions in virtual world on the aspects of the classroom</b>	

**14. What subject(s) do you teach?**

	education environments.
3.	Human Resources Management & Policy & Politics
4.	Educational administration
5.	Educational Psychology
6.	Educational Administration
7.	physics, astronomy
8.	Biology
9.	n/a
10.	Technical division -- Aeronautics courses leading to Airframe and Power plant FAA license. At RCC, Computer Science.
11.	Computer Information Technology, Computer Literacy, Word, Excel, Access, PowerPoint, Keyboarding
12.	English literature and composition
13.	Educational Administration, history-social social science
14.	Criminal justice; introduction, criminal procedure, criminal law, legal aspects of evidence, community relations.
15.	Elementary Science Methods, Advanced Science Methods, Assessment in the Classroom
16.	Elementary education courses.

**14. What subject(s) do you teach?**

17.	I teach in the Single Subject credential program
18.	Multicultural education Second language acquisition
19.	Decline to specify
20.	Research Methods, Digital media & communication
21.	public health
22.	Information Systems and Technology
23.	Education
24.	SSCI 165 and GEOG 100
25.	I have taught distance education environmental chemistry–chemistry and the environment (1 x) I use distance technology to augment F2F classes
26.	psychology
27.	Special Education teacher preparation
28.	Masters in Education
29.	English
30.	Taught 422
31.	Social work practice with 1) individuals, 2) groups and families, and 3) organizations and communities.
32.	Psychology, Social Sciences, Human Development

**14. What subject(s) do you teach?**

33.	I Did teach one that was a hybrid a few years ago
34.	Philosophy and religious studies
35.	Helping skills classes and classes in addiction studies.
36.	Health, Physical Education, Sport Psychology
37.	Communication Studies (Variety of Courses) All Distance Learning- Between palm desert campus and San Bernardino Campus
38.	Regarding question 13 - I use technology to teach my class (in a hybrid model) - not sure if that qualifies as 'teaching a distance education class'  I teach - Educational Administration subjects and writing (composition)
39.	supply chain management, but not every quarter
40.	social work (human development, aging, research)
41.	History
42.	PSYC 311, PSYC 360
43.	mathematics
44.	Instructional Tech Courses
45.	Statistics, psychometrics, experimental design.
46.	Counseling and Mediation
47.	Psychology

**14. What subject(s) do you teach?**

48. Computer Science
49. Psychology
50. Science

**15. Faculty describe diverse philosophies about teaching distance education. What is your teaching philosophy about distance education?**

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**Response**

1.	If it works and appeals to people, by all means use it. If not, have other means of teaching for those not comfortable with this method.
2.	The philosophies that I subscribe to are learner centered.
3.	Do you remember Correspondence Classes? You never knew who was at the other end...If you have no face to face, how do you know who does the work?
4.	Technology is a tool for learning. To the extent that learning can be helped or improved by using distance learning, use it. For some students who live long distances from a campus, distance learning may be the only practical method they can use. OK, use it.
5.	I do not have one



**15. Faculty describe diverse philosophies about teaching distance education. What is your teaching philosophy about distance education?**

6. Distance education allows the university to reach out to many more students. It makes the educational experience more convenient for students as they don't need to travel to come to class, but can do the assignments in the comfort of their homes, schools, or offices. I do believe that a whole program online, however, does not give students the richness of the human experience in the subject area. Without the face to face encounters it is difficult to build the relationships and connectedness that we need as educators working to build professional learning communities.

7. Distance ed certainly would allow more students greater access to higher education classes/degrees than the traditional lecture settings...but I would say that it is still in its developmental stages at to its effectiveness as compared to face-to-face course presentations...

8. I have never thought of myself as having a teaching philosophy about distance education. An opinion but not a philosophy.

9. Meet student needs while ensuring students meet instructional objectives.

10. It is great to have a mix of both types of education; however, there has to be a better way to evaluate students enrolling in a DE course. Some students are not computer literate and they find themselves spending more time trying to understand the process rather than concentrating on the subject matter. While I teach both types of courses, at this point, 1/3 of students enrolled in my computer DE courses do not belong in DE. Therefore, my philosophy regarding DE is that it is great for some, but not for all.

11. As earlier stated, I do not think it can/should replace the traditional classroom for many reasons. I hope it will continue to be in addition to the traditional.

12. It can enhance opportunities for education for many students. It is something we need to pursue as a public university. However, it

**15. Faculty describe diverse philosophies about teaching distance education. What is your teaching philosophy about distance education?**

	does not replace a face-to-face classroom but is the next best thing.
13.	bringing the immediacy and pervasive oversight of the criminal justice system into the field of vision of students.
14.	Distance education is a viable tool for a variety of situations, students and instructors. The quality of the course can be greatly enhanced by the quality of the technology used in the course. Knowledge of these technologies can be gained but it often takes time and effort... this does not come cheap.
15.	The option should be available for students who prefer that style of learning. It should not replace face-to-face.
16.	Distance education is a valuable tool. It should supplement, not replace, personal contacts.
17.	It is a cheap way to avoid hiring a sufficient number of appropriate faculty; it is the absurdity of "teaching assistants", magnified by technology.
18.	It is an exciting development and it should be encouraged. I would love to see students taking courses in whatever university they want. I would love to teach students from all around the world.
19.	Student centered, participatory, based on defined outcomes and competencies, utilizing multiple intelligences, sequenced and using scaffolding to prepare the students.
20.	It is important to stay engaged with your students and to foster an environment where participation is key.
21.	Provide clear guidelines/timelines Provide abundant opportunities for interaction Communicate a love of subject and respect for students to my audience

**15. Faculty describe diverse philosophies about teaching distance education. What is your teaching philosophy about distance education?**

Maximize opportunities for students to interact with the material

22. I'm not interested in it

23. My philosophy about teaching and learning is the same whether it is in person or mediated by technology. In order to learn, learners need motivation. Learners learn through a process of acquisition, fluency, maintenance, and generalization. Teachers must determine the zone of proximal development for learners to ensure that they are teaching skills and responses within that range by giving clear instructions, demonstration, guided practice and independent practice. Student attempts must be followed by feedback; the immediacy and intensity of the feedback is determined by the level of learning. These principals apply to all human learning. Technology as it is today is better at mediating these interactions, but sometimes the delay or attention to relevant stimuli gets lost in the medium.

24. I'm still trying to formulate one based on the challenges I have confronted in the last year.

25. I do not have one as I am not very familiar with the concept.

26. For the courses I teach, I feel that 100% online courses cannot teach what I need/have to teach my students. A hybrid format would thus be optimal. However, for non-practice courses, I believe that DL courses (100% online) can be as effective as classroom learning. I have taken plenty of DL courses for my continuing education units for my professional license, and I love the convenience, cost savings, and flexibility.

27. Seems like a good (if not ideal) way to reach more people.

28. My philosophy is that students learn best from doing things/experience. Distance education takes students one step in the wrong direction. They are no longer getting out coming to class and interacting with other students, the professor, and campus, and this is a detriment in my opinion.

**15. Faculty describe diverse philosophies about teaching distance education. What is your teaching philosophy about distance education?**

29.	Open, but want it to be more than a mail order diploma.
30.	Hybrid form of teaching is most appropriate
31.	Online learning provides an excellent forum for intentional, coherent, multi-level, and multi-valiant learning opportunities
32.	It work well in most disciplines but fall short in others.
33.	It takes motivated self-starting students. Not all classes work well in the distance education format.
34.	Technology is simply the tool to enhance learning; the subject and the student must remain the focus.
35.	That distance education adds to the richness of a course, but generally cannot substitute for some face to face.
36.	for some students, it provides opportunities they would not otherwise have. For some students, it fits their learning styles better.
37.	Takes extra time on my part. Not a good fit with androgogy.
38.	I hope to avoid it and not encourage its use in my department.
39.	I don't have one
40.	Make it as interactive as possible.
41.	As I wrote earlier, I am open to it. I believe a faculty can deliver a DE course that has an equivalent quality of a face to face course. In order to that, various factors that influence the quality of DE must be carefully planned and implemented.
42.	I don't do it, so I don't have one.

**15. Faculty describe diverse philosophies about teaching distance education. What is your teaching philosophy about distance education?**

43. That is a big question. My teaching, online and in class is based on a philosophical position which I constantly work at refining. One piece that may be relevant is that online learning allows for the development of reflective practice and reflexive practice (not the same thing). I believe that reflection on one's own practice using a rigorous framework for inquiry (not just loose reflection) leads to more significant development than didactic teaching about normalized knowledge.

44. When properly developed, dist.ed courses can be equal to or better than traditional classroom lecture presentations.

45. None.

46. I have guest lectured in distance learning class. I find it difficult to connect with other site despite attempts to be cognizant of their needs.

47. Only where all are remote and the subject fits.

48. Have not tried it yet, but will be soon.

49. Typo in your statement  
Certain types of courses lend themselves better to distance education

50. Distance ed, when done properly, makes it possible for underserved populations to acquire an education. If we assert that education is to be a right, then we need to make it possible for those that must work and provide care to others to take courses outside the traditional model.

51. My philosophy about teaching using distance education is the same as when teaching a face to face class. It is based on the need to scaffold the instruction for my students, have them work in a

	collaborative environment and work together to co-construct knowledge.
52.	Make students work at least as hard as I have to!
53.	To understand what the technology does well and what it doesn't do well and use it as a tool for learning. I think student-content and student-instructor interactions are well supported on-line but I'm concerned about student-student interactions.
54.	I have used it from the very beginning (Microwave towers to Microwave towers) to the internet. Philosophy: if it works, use it; if it doesn't work, find out why and correct it. Always experiment to find new ways of doing old things.
55.	I am open to it
56.	In this day and age, it is a necessity.
57.	Provide as much support (structure, feedback) as possible while promoting interaction between students, myself, and course content
58.	I believe it can be very effective and I like that it increases access.
59.	Well, I don't have a philosophy as much as a statement about what type of classes is more appropriate online... I think that the type of courses that should be taught online should be limited to the type of classes where the information from the text books are straightforward and don't need much explanation. There should be the type of 100-200 level courses (maybe some 300-level), where the information is easy to retain and easy to process...
60.	it is necessary, yet I still believe certain classes are not meant to be taught via distant learning, such as writing, and modeling class room strategies in reading.
61.	It's not for everyone. A student needs to be disciplined and focused to succeed in a DE course. Personally, I want to teach on a cell phone. Formatting course material for a Smartphone screen is no big deal.

62.	The course is much more sink-or-swim than my live classes. Students must take a great deal of initiative or they will fail. With live classes, I can and do intercede when students begin to slip. With online classes, especially asynchronous ones, I cannot and do not intercede, so many more students fail.
63.	utilizing pedagogy that parallels the channel
64.	not sure at this time, other than it is helpful for those that need to learn at times other than classes.

**16. Should teaching distance education be counted toward tenure or promotion?**

	<b>Response Percent</b>	<b>Response Count</b>
<b>Yes</b>	<b>82.9%</b>	<b>58</b>
<b>No</b>	<b>17.1%</b>	<b>12</b>

1.	Tenure is based on years of experience and performance regardless of the method of instruction. Neither should matter when it comes to years of service and performance.
2.	We all teach in the modalities that best serve our style of teaching.
3.	No, unless students can evaluate the instructor
4.	Distance learning is a method that does not fit all situations.
5.	Its teaching its part of the academy

**16. Should teaching distance education be counted toward tenure or promotion?**

6.	If the distance ed course is shown to be as effective as traditional courses, why not?
7.	It is still teaching.
8.	It is teaching and thus part of the traditional workload.
9.	IT is a bit more difficult to present a good class.
10.	Anyone who has taught DE courses is aware of the time required for a course. It is more time than an in-class course.
11.	That every teacher be required to have the same talents, comfort zones, styles are a horrifying thought. To lose the surprise and insight of a classroom discussion is a very sad one. The isolation and regulation of distance learning will change education--in many negative ways.
12.	It requires huge amounts of time, more than a face-to-face setting, to implement. Preparation is also equal or higher.
13.	to me teaching is teaching. if you develop curriculum, have the academic and professional expertise, conduct research, and present this to students in an interactive format for the multiple intelligences in the classroom, tenure and promotion should be granted.
14.	All work should be counted toward tenure and promotion.
15.	It depends on how successful for the students it is. If so, what methods do you offer those faculty who prefer not to teach distance education.
16.	This mode of teaching does not enhance the interaction between faculty and students. Why should "poor" pedagogy be rewarded?
17.	It should be counted toward tenure/promotion if THE course



**16. Should teaching distance education be counted toward tenure or promotion?**

	Why? Because it is such a pain to use, and technological failures waste such an inordinate amount of time that could be spent more profitably doing research
18.	More prep and interaction and time is spent if one is doing a good job. Face-to-face are not monitored in the same way and I would argue many do a very bad job in the classroom, get good SOTEs because they give good grades and don't press students to really learn but reward memorize and regurgitate teaching.
19.	It is just as, if not more difficult than face-to-face teaching
20.	It is instructional development and requires a lot of work! (esp. if done correctly)
21.	counted yes, but required no
22.	It should be weighted the same as any teaching. Students must be able to evaluate teaching in the same way as in-person. This is a major problem at my institution.
23.	Distance education becomes more time consuming--at least in the early goings, because it requires a reconsideration of pedagogical strategies. To fail to recognize that in tenure review provides a monumental disincentive to undertake that sort of labor.
24.	More talented staff
25.	Definitely. It demonstrates a professor's expertise in the subject matter, as well as creativity, organizational skills, flexibility to develop these "alternative" types of courses, and hopefully to compare and contrast students' learning in both types of formats.
26.	I can't think of any reason why it shouldn't!!
27.	It should be optional but not mandated, and should be weighted as

**16. Should teaching distance education be counted toward tenure or promotion?**

	equally important to classroom teaching (not more important).
28.	Why not?
29.	Why not? Why shift the burden of proof????
30.	a class is a class
31.	It's teaching, even though it may be limiting in some aspects.
32.	No more than teaching in more traditional settings.
33.	Because of the additional work with students and time involved - it is time intensive.
34.	extra work
35.	why not?
36.	If it is mandated as part of a faculty members regular teaching load.
37.	Everything you do academically should be counted toward tenure and promotion
38.	No more than any other kinds of teaching
39.	Duh, it's teaching. ?!!!
40.	Innovative practice should be credited under teaching. (And it is requested in the CSUSB Faculty Activity Report format.)
41.	When appropriately developed, there is significant scholarship and research that goes into the instructional course transformation and re-design process.

**16. Should teaching distance education be counted toward tenure or promotion?**

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|-----|---|
| 42. | Yes, teaching should be counted as an innovation. failure to do so <b>MUST NOT</b> be penalized.  |
| 43. | It is just another choice. What counts is what the students learn. Not the technology used. Of course, ignorance of a technology is no excuse.  |
| 44. | Because of the extra work involved.   |
| 45. | Why not? If you are doing it right, distance ed is more difficult and time consuming than a traditional course.   |
| 46. | It is essential or else I would not be able to achieve promotion. All of my courses are now taught in a hybrid distance format.   |
| 47. | Why would it not? Teaching a class is teaching a class. The system should be agnostic about the format of the class.  |
| 48. | It's a tremendous amount of creative work that is important in meeting student needs and University mission   |
| 49. | Depends on what you mean by credit. Distance education is just another method of teaching courses.  |
| 50. | its current   |
| 51. | It's hard! and it's part of the RPT document (teaching)   |
| 52. | Why not... it is a class... it carries the same weight as that same class taught traditionally... it has the same number of units associated with it... in fact; it would probably better that your more seasoned tenured faculty be the ones who teach them! |
| 53. | If distance learning classes are my only classes to teach, then I want  |

my efforts and talents to be recorded and accepted in my professional portfolio.

54. It's a valuable skill that helps with the next generation of students.

55. It serves the mission of a teaching university.

56. Not as a requirement, but as an addition.

17. What is your age group?

	<b>Response Percent</b>	<b>Response Count</b>
<b>21-30</b>	1.4%	1
<b>31-40</b>	16.7%	12
<b>41-50</b>	23.6%	17
<b>51-60</b>	<b>29.2%</b>	<b>21</b>
<b>61+</b>	<b>29.2%</b>	<b>21</b>

18. What is your gender?

	<b>Response Percent</b>	<b>Response Count</b>
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**18. What is your gender?**

<b>Male</b>	<b>52.9%</b>	<b>36</b>
<b>Female</b>	<b>47.1%</b>	<b>32</b>

**19. Thank you for participating in this research project. The results will be presented in a public dissertation defense, August 2010. Volunteers, who want to participate in semi-structured interviews or focus groups, please submit the required information:**

(Personal communication, March, 2010, 75 participants

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APPENDIX N  
INTERVIEW RESPONSES

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## Interview #1 (personal communication, March, 2010)

Subject Name: Confidential

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Could you describe some experience or experiences with distance ed, your experience, some experience you have had with the use of technology and distance education and instructional delivery.

Well I have been doing distance education here at ... for about the last twelve years. Started out with web enhanced, went from there to hybrid and then online. I um taught in all three of the treatment areas. An um...a primary experience I have is that the students may not understand technology, whether it be, WEBCT, Blackboard or ANGEL. Design and Learn...whatever, or Ecollege. Whatever it means and so they will look at this as a. a um means to take a course and think it is going to be an easier course and then many times we find out that the workload is the same and then also they will have to figure out ways to download you know assignments in a prompt manner. Uh. The electronic repository behind distance education and the audit trail is fantastic. It ensures that um the papers arrive within the hour or on time and there is no disagreement, Uh regarding when I receive it and the content that I have and to ensure that I save it so if there are any deliberations over grades we can go back to it and I point out what the issues there might be. Exactly But, I love it. If I had to go back to full face to face, I would leave tomorrow! Oh yeah, I would never do anything else in ... education. Really? Yeah. Okay,

So...so you...so your opinion of the technology is that you love it? Love it Love it, Sure it has its moments, generally like on weekends, I'm at home. I am grading some papers, I might have a slow period where Verizon or whatever network will just ...you know...die on me and so I will have to move from then to let us say 2:00 in the morning but it (the network) is a 24/7 um...and the program and um works quite well as far as I am concerned. Okay

So explain the distance education technology training that you have received? Ah...Phoo...About 12 years ago here at ... they had what was known as Hybrid Academy. I was in the 4<sup>th</sup> class and what was so neat about it was that we took it in a complete online environment. There was no f2f contact. So when I say some web enhanced programs just talk about f2f or when there is full f2f where you have the use of technology to enhance it. Hybrid is a 50-50 and online you know there is strictly no f2f. and so what we did in the training is that we took that whole week from Monday am at 8 am until Friday 5:00 p.m. It was completely online. And I then began to understand exactly what my students were going to have to go through because it took me through the same um...um..rigor, academic rigor that I would expect of them and um.. So it was a full week. We had refreshers courses that came after that and stuff like that. And we also have mentors who worked with uh.. Faculty and um we also have trainers from the district level as well as the local college level.

So do you teach anything f2f? Yeah, hybrids, but full f2f, no. Okay. The most time in class is for the hybrid and that is one hour and 32 minutes per week, that's it.

Okay, support so what type of support do you get from, I know you talk about you get periodical training, what about support? Well the primary support is two or three persons from the district level who we have access to either online or give them a straight call. Uh.. We can go online with our faculty assistance form, asking them for particular pieces of information and they respond back in a timely manner. But one of the things I found is that I have to be proactive. I think anyone who is in this area of business education has to be proactive and you have to step outside and learn what your students are dealing with. Face book, Twitter, texting, podcasts all of it, Utube, all of that kind of stuff because that is where they live. That is the environment they live in. So you are going to end up being somewhat aware so that they can get the quality education they are after.

So when you talk about the quality of education...um give me some idea about what you mean by quality. Is it your definition of quality, the student's definition of quality?

It is probably a mixture of both, but I have been operating well over 40 something years in this business and um. I came in just strictly as kind of a PE teacher, teaching in the Police academy and from there I just kind of migrated into the classroom but I was going to class in Cal state- LA and USC working on my education myself. And one of the things I found out is that Blooms-Taxonomy, works for me. Of competencies, I use that as my model to ensure that the students move from a knowledge comprehension to an analytical comprehension and evaluative sense, and so as such when I say quality, I am trying to get them from just regurgitating facts or (what the law says) but how do I go about applying this. This is one of things I do, I drive my students crazy, Not just what the law said but how do I apply what the law says from the Supreme Court all of the way down to a local court decision.

Okay, so do you have um philosophy about DE itself? Um.. For example...what do you think about it?

Well, it is not the future, it is now. This is where everyone lives um..They live on a PDA, they live on a laptop, they go to iTunes, UTube whatever the case might be and for a college, an education institution to not emphasize or not begin to bring learning to the students, I think they are being deficient in going about talking about education. You have to be where they are as such I have to push the envelope because if you are going to offer courses (in the Criminal Justice field) they are going to do a lot of things and they may never make contact with a prosecutor or judge or whoever it might be. They will send their report in, the person will look at that report and decide whether or not that person will end up staying in custody. Otherwise, a person should be released and now they have to go back through the whole arrest warrant after they have written all of that kind of thing. So my philosophy on it is that I am training them real time. Not for the future, but real time so they can get a job and that old so called thing about being a productive member of society.

So what about those folks who say they do not have the interaction with the student, they do not have that f2f, how do you know they are learning? How do you know what's going on?

Well if you provide a number of avenues and assignments. I have a full range of assignments, uh, I can tell whether or not they are learning uh...I don't know about most,

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people, most people in the classroom, the student will refuse to read the assignment, they come to class and dare their instructors, professors or whoever to teach them and as such you pretty much guide the lecture content for that particular session. Anyway, so if you are a full range of assignments along with test material to back that up and by the way all of my texts are online, all of my texts are digital. So as such they know what the assignments are, they know what they have to go through, and they have a daily that will come behind each session so it is a total package. Un huh. That I think that we as instructors have to end up buying into which is one of the problems I find is that we as instructors, professors or whatever that we have not bought into the total package. Okay. This is a tremendous green environment that we deal with, I have not received a paper from a student in over ten years. Everything is done electronically. I have not graded an exam with a student sitting in front of me in well over ten years and I can guarantee. And what about that person who says but what about who is taking that exam on the other end? I say it like this, if there is a student out there who is willing to pay the money for someone else to do all of their assignments as well as doing their testing it is no problem, no problem with me because it is going to cost them well over 2 or 3 thousand dollars to complete that one three unit course. Okay. See there are cross checks.

Okay, alright. So do you know or do you have any idea, research on how many schools are restructuring to facilitate the implementation of DE or are technology driven...

I think it is there, I am constantly getting email from various places what about you know this kind of instruction or that kind of instruction. I would think, it would surprise me if it's not if it is not 25% or 30% or more. I would think that the Cal states and the UC's would have to get onboard, I think they are missing something because for sure UOP is fully involved in this process. I have students who I know are in Iraq, Afghanistan, I have students in northern Ca throughout that states who are taking classes so it is not the coming it is here it is just of matter of us getting on board and doing what we need to do.

So what is the holdup why are they not...

Cost can be tremendous when you have to start from the beginning. Talk about WEBTC, Blackboard and you look at the Ecollege and that thing could easily end up costing 1/2 million dollars to implement in a three college environment so that is tremendous and then there is also a steep learning curve and I am not too sure many of our peers want to get off into that. The thing I love about it, once I set the template, all I have to do is go back and replace dates and all of that and replace the material. You cannot work in a vacuum, you've got to deal with what is going on. So today, tonight, I will be talking about what the US Supreme regarding juveniles under eighteen committing non-violent crimes saying you cannot sentence them to live without possibility of parole. That occurred today in Washington. That will be given to my students at about 6 o'clock in about one hour in class. Now that is what you have to end up doing you have to stay current in your discipline and I am not sure many of peers like to stay current.

Well, the input, the feedback is that we have gone to school for all of these years and we have done all of this research, therefore we are theorist Okay so we teach as theorist why change that?

If that is what the students till need. Students need a combination not just the theory, but the practice, the application of the theory see a person can end up teaching the study of crime and criminology in a classroom if they have never had to experience those theories. They have never gone out into the community to experience those theories it is just that a theory. And so the student ends up going into the (Criminal Justice) and they don't as a police officer, paralegal, judge or whatever the case might be with no understanding of how it works and so that is one of the more important things that I do. You must talk about the theory but you have got to apply it period.

How do you think that technology can contribute to the future the education, DE?

Well one of the things is that it is going to miniaturize a lot of the codes especially in my business, miniaturizing the codes means that students can go online and they can pull up uh 5-6 particular decision on a Supreme Court decision. It just does not come from Cornell, Case Law, Nexus-Lexis or whatever. I have four years even the US Supreme Court is becoming more user friendly. I have seen it over twelve years. Now they break it down to where a lay person can understand it. So the technology is recognizing that there are many more eyes looking at what we are doing and so we have to ensure that they receive the understanding in the right context of what is going down.

I tell my students all of the time. I hate you guys...because you have so much at your fingertips that you aren't even beginning to tap that will explain to you in infinite detail Miranda, Ecoupada, etc. It is all there so as such you begin to utilize it as you began your own frame of reference as to how I go about interpreting a particular decision but also how do I apply it. To keep the person in jail.

So you would tell that person who wanted to teach f2f that they are missing out?

Oh yes. Oh yes, Oh yes, you are only a part of an instructor. Only part of an instructor, step into the real world where the real things are happening. Theory is great, it really is, but if a person leaves your classroom and they go into the working world, and they do not understand how to apply that theory, it means absolutely nothing, it is just theory and then I get the person in my business and they can spout the theory but they don't have any understanding of what this means in the real world.

So, if you get this person who is teaching f2f and they are telling you that they know that what they are doing is important and that their students are learning and that this is quality. This is what quality education is based on how would you respond to that?

I know that the theory that I learned from teaching over 40 years, I learned the theory at RCC, Cal State LA and USC. I was working in the field at the same time. You are only completing half a person, you are not completing the entire person and so as such if you want a person coming out of your classroom that is a complete well-rounded student in your particular subject than you are going to have to end up bringing in other areas. A lot of the students are very visual, and so the day of the overhead transparency without actually going in. when I go into a classroom tonight, the first thing I do is hook all of my stuff up. Students are watching me as I hook my stuff up. And I am replicating for them exactly on the LCD screen my expectation as we go through our particular assignments tonight. And so the student sees exactly how we end up going from one area to another area and how to find it so they can relocate it and incorporate it within their presentations or whatever.

So for that individual who thinks that the students have more experience, more knowledge about technology than they do, what would you say?



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They don't, they don't a good 50% or more of my students who come into the classroom do not know how to send me a paper as an attachment, they do not know the difference between doc, docx, they might send me something as inlk, and that thing will not open and I have to send it back to them, they get all frustrated and I say okay this is what you have to do and they do not understand about citations properly so I sent them to the research library to help them work that particular thing out.

Occasionally, when I look at assignment I end up looking at a student who is a C and then a student will bust out with an A all of a sudden on an assessment. I say wait a minute something is going on here. And so I show them right from the beginning don't cheat, don't cheat, I can check you. An electronic audit trail is running. And so those students who end up trying to cheat. I have three students who I know that I know that over a year ago that they cheated. They know that I knew they cheated and they ended up not getting the grade they thought they would get. They got a lower grade.

They have yet to make contact with me. Why because they know I have got the audit trail.

Okay it is foolproof, you have got to stay on top of your class. I say you have<sup>4</sup> to teach constantly, you can't jump back and forth. I have never been tempted to jump back and forth to 2f. Okay, just no inclination. Oh please, no no. Take a paper and grade a paper, you have got to be kidding me, and right now that is what I am doing, I am grading papers. And I have got an archive of well over 10,000 papers. 2,000 papers are best practices. The rest, 80% are the students who are student papers.

So why are we not training our new college graduates that this is the way to teach?

Well I think that is something that goes from discipline to discipline and dept to dept, and then the administrators within the college who are not setting this as a goal for it to occur. We have academic freedom. It kind of works from the top down but then also in the classroom we have independent contractors, we can do whatever we want to do, we have the course outline so we can teach at any particular way we want to. So I think there are any number of barriers out there. But, I look at it probably at our level and also at the top and also this technology can be quite costly. Once you buy off into it you can't go back. That's right And you have to ensure, you know, that current issue are available. These things need updating every year and you can't be cheap about this stuff. Lot of room in that area and I think that lot of time we can end up coming up with our own ways of how we handle the technology and all that.

Alright and that would be one of my questions, if you were in charge of the technology, how would you implement it?

Uh.. Well if you have some said so over it? Um.. I am a believer in quality costs Okay. Um you can't nickel and dime this particular area. Two years we went downfall semester, we went down for two weeks. Completely gone. And everybody was pointing fingers and stuff like that but we knew where it was. It came from LES but you can't do that kind of stuff. This is something that really needs a quality product out there all of the time.

Talk about a quality program and who offers it. Some of the institutions who offer it?

Everybody offers it . I mean Harvard offers an online class. Would you say there was a difference in the quality between Harvard and RCC. Oh yes, I know you can't compare a community college to Harvard. Because of the quality of the institution or the quality of the program? Because of the amount of resources allocated to a particular area. J Okay just comparing an RCC to a UOP so it comes down to how many nickels and dimes am I willing to put into this. See when I say I want to have more and more students , not in 2f classroom but in the virtual classroom than I have to see exactly what does this cost and I have to be committed towards dollars going to that particular research and I have to stay on top of it, I have to show the faculty that I am serious about this and I have to a certain degree mandate faculty to do certain things. Because in the academic area you have them saying if you want to you can and stuff like that and then two years out it is going to be mandatory on all faculty. I think you set a date, this is when we are going to do it, provide the training and we have the trainers who are available in the classrooms, online, in chat rooms, or whatever. These are ideas of how we are migrating over to it. Because I know that one of the complaints is the quality or should I say non quality of training. It has to be consistent. If I talk to five trainers those five trainers have to come from the same page and which is the issues we have here many time is that you can talk to someone each one and each one will give you a different view on how you can migrate into an area.

**Interview #2 (personal communication, March, 2010)**

**Subject Name: Confidential**

Could you describe your experiences with distance education with the use of technology as an instructional method?

Um...probably pretty limited. I've used Blackboard at CSUSB and posting of papers questions and postings of papers and those kinds of things. And a little bit of a discussion board type of thing. I have done lots and lots and lots of emailing back and forth. I've got fifteen, eighteen years experience, when it was first starting, I had high school students who would email me their papers and I would email them back to speed up the feedback process so they could be right. So I've done that kind of thing. I did a little bit of experimenting with the um I do not know what you call it but the television kind of thing where the teachers is here and who knows where the students are but they talk to you and that kind of thing and that works although it is slow work because you've got a group over here and a group over there and a group over here so you've got three different screens. But they do not talk to each other very well in that kind of setting.

What is your feeling of the whole technology, as an instructional delivery method?

Um. I think it has got some real, real uses, you know I've tried to get more people at Cal State, COE, frankly, to get involved in because we have got folks from Needles, we've got folks from Blythe, we've got folks from Indio County. I've tried to get more of those television classrooms set up. You know the Palm Desert folks seem for interested in it frankly. But that is where those people go to school you know from way out there. So also I like a lot of the Internet stuff for preliminary research, for finding resources, for all that kind of thing. It is amazing, and so for students and teachers. So I like that, that is good.

Well explain the DE technology training that you have received so far?

Okay, um... let's move to the next question. Ha HaHaHa! Ha-ha I have pretty much fought my way through it, well I have any time I go over to CSUSB library basement any time I ask the technology folks something, they will help me, no questions asked, about it and they have some wonderful programs that I haven't gone to you know. But in terms of Okay, come in sit down and listen, no.

Okay, so how do you use technology when you teach f2f or do you use technology when you teach f2f?

Um... I use a lot of let's say ahead of time I would send a paper and say okay your class assignment is to read this and be ready, here's some questions at or maybe we're going to look at or name some books ahead of time and say your group has to discuss this section and this section and the whole class can come in ready to go. So it be that would be that kind of thing. I have done that a little bit. Certainly using Internet in the class, if I do and show accountability stuff from the state reports. You know that kind of data that is available and showing people how to find it. You know something like that helps classes a lot. So, what does the district require as far as using technology? I've never seen one that does, no. So that would explain why

Yeah

Would you prefer an f2f delivery method over a DE instruction delivery method using technology? If it the TV classroom that I described to me that's okay because that combines the two by using technology to get as face-to-face as you can get especially if they are 40 miles down the road and it is not convenient to get to them or you when driving...um... outside of that the stuff I've described so far I am very happy with. I like it. I've seen the ability to go online so okay guys, the California let's see what the California website has today, that is very up to date.

So do you have a philosophy about DE?

Not really, I think that it an adjunct, it is another delivery system um...using different means to get to the same answer. Okay, so when you say it is different, how different is it? Is it a part of or is it a paradigm shift or what? Yeah, well for some people, use an online system where everything is online and there is no f2f for one semester or quarter and everything is set up so that there is one comment and then someone makes a comment on your comment and so I've seen that a lot and I can see that sometimes. In an f2f conversation in the classroom where everybody can snap some ideas off to everybody else in the room. That is where I can't see where one of these types of situations would work well at all. Okay. So that is why I want to preserve at least some of the where I can assign it in a book, I can post it on Blackboard, I can deliver it to you in a number of ways for you to read it. But, sooner or later you come back and we have conversation and then you and talking and this person over here is saying I read that too and I don't think so, well I say it this way. I haven't see that kind of dialogue take place in DE learning. If it does, I would like to know more about it.

So is this pretty much the faculty perception of DE

Do you think that schools are restricting to facilitate the development and implementation of the DE technology?

In K-12, not very much for a couple of reasons...

What about higher ed? Depends on which ones like Cal State system wide froze all of its enrollments this year to flush 40,000 students out of the system. So and the governor most recent budget proposal will put, half of the money that was cut last year, now this will help but would have to double to get back what was for all of the Cal State people and most of us had to take a 9.5% pay furlong. So they are not sitting there saying, Oh, let's just keep everything the way it is when the money comes back. I think that first they will go back and restore salaries back to where they were. I think that is my perspective. So at least the Cal States and the UC's and the other public systems that I know about, the community colleges are getting the same way so I don't see loose change floating around to go and buy some spiffy stuff.

Well, having said that, how do you think that technology can contribute to uh the future of DE?

I think that as people get more used to it and I think in many, many ways experiential learning is best so it is ways that is done best so if I go to the training I need to see

how it is done. And I watch it being done, I see oh okay that's how it works, and then I go try and there is somebody I go call and say wait a minute and nothing is happening. Yes there is a real possibility of it more and more widespread use of technology to achieve distance learning. Cause that surely beats travel.

Terminal degree...

I did... I though practical application...

I think that is true of any system I've ever seen higher ed, K-12, the same type of dilemmas and the same kind of issues. And here I worked as a manager for a number of years in K-12 rule number one or principle number one is you'll never get everyone. Rule number two you can get a lot of the people a lot of the time. Rule number three if you try to figure out as managers more things that will help them do their thing easier and better, whatever. So as their manager everyone is throwing hissy fits about why aren't you guys jumping in and doing this it would be more, we have to figure out a way to show you as an individual how doing this thing makes your life better and the quality better. Then you will jump on it, may I give you a will related example... yes

In high schools reading is a real, real issue cause lots of kids don't read informational text very well, okay. Most content teachers say, "I am a content teacher, I am not a reading teacher" which is true, so when reading people come in and say I want you to be a reading teacher, they wind up suddenly sitting outside the door on their duff. Okay, however, I saw a workshop done by a reading person, a reading expert, at one of the Cal State who works with high schools, who approached it on how to have the kids understand the textbooks better. Not a word about reading instruction, it was about your kids understanding your textbook that you want them to understand anyway better. I took a group of teachers. And here is another dynamic, I took a group of teachers I was in charge of to one of these sessions and to show them that I thought that it was important, I was there. Okay, if I as a manager say this is important, you go do that while grade papers, or do whatever. I am telling you that it is not important. So I have to get my tosh in gear. So it is a two or three day workshop and the Indy showed. She took different textbooks that the people had brought. You could bring your textbook. She showed people how to do all kinds of reading strategies. She never used the word reading strategies. But how to have the kids understand, how to have them understand. These teachers are back, not only were they back the next day starting to do it in their room. They were telling other teachers and two days later one of my more obnoxious people she was beginning to do it in her room because had heard it from her colleague who had said hey this is what you want to do. She was doing it. Okay, so that said to me is that the training model fits in lots and lots and lots of cases.

So you show me how it makes my life easier or the quality of program better or whatever and I'm there. And I think that is the way we work most of the time.

How would you describe your colleague's perception of technology and DE?

The program that I worked with at CSUSB, almost all of us are ex-K-12 administrators, almost none of us came through the traditional diversity-faculty system. And too, all of us are ex-managers, you know. We have all been administrators in some level, so how or another. Okay, so there is a certain degree of openness to it, a certain degree of feeling intimidated by some if it, um...most of the people are open to seeing how it will work for them. You know, they are not closed off to it so, it is a bit of an unusual group compared to a usual higher education group.

Interview #3 (personal communication, April, 2010)

Subject Name: Confidential

Date of Interview: Spring 2010

Could you describe your experiences with distance education with the use of technology as an instructional method?

You know what I have. Um...one of my first cutting experiences was is that we did a video conference with the lead seismologist out of Menlo Park for the USGS , and it was rather interesting in that in kind of an eye opening experience because I really wasn't prepared for what was going to happen. Um...to do such a monumental thing you really need to prepare the students to be ready for what they are going to be getting into. Because they really didn't understand what they were getting into so they are in awe of this technology thing of having this lead...lead world renowned seismologist come speak with them at great distance and they were just kind of flabbergasted that in their classrooms so I would think that preparation would be a real key point on that.

What is your feeling of the whole technology, as an instructional delivery method?

Trilling put it pretty well when he said that education in technology begins with from and then it goes to about, and then it goes with...with so that it's we're pulling it down and then we learn about it and then we are putting it back up and so it is rather interesting because I think there is a lack of understanding in higher education that they just ..don't...get... it.

Well explain the distance education technology training that you have received so far?

Everything that I've received I've pretty much done myself. Um... bridging different technologies that incorporate it seems that at this point. It is figuring out what the best tool is for the delivery you want to achieve. Whether it be joining an *Aluminate* session or going into a virtual reality or just doing a Skype. Sometimes just doing a Skype is a pretty cool thing. So...So...the deciding on the modalities is a real important aspect. My own support. Pretty much I just have to go and figure it out.

Okay, so how do you use technology when you teach face-to-face or do you use technology when you teach face-to-face?

It is not something that is offered in a K-12 environment but I've always kind of persevered and pushed the envelope to find out more about it. Uh..I did receive a DE Masters in Math, Science and Technology. Uh...but it was at the beginning of the web and currently, in fact I need to be home by 5:30 because I am connecting up with some people who are on probably five different continents for uh collaboration on achieving this dissertation thing. They're all working on dissertations at different universities. And we're kind of supporting each other, giving hints and that kind of thing. So I think that DE is something that goes along with a knowledge-based economy. A uh. A knowledge seeking personality in just this envelope to push further.

Do you prefer face-to-face?

You know what I truly believe that a blended approach is the best way to come up into it and you and blended in a sense of I like the f2f for interactive review but there are times when... when other modalities fit better so... if it is 2:00 in the morning and you are finishing the paper and you need a little encouragement you bring up the video conferencing software and you interact with a fellow student um...and they are sweating it too and you give words of encouragement back and forth and you can finish. So um... you know it is just it is a matter of the modality and the tool that you use to accomplish your task.

What is distance education philosophy with all of the innovation?

You know it was rather interesting when Peter spoke with us and he spoke about the this knowledge economy and I didn't get it and I thought that it was so revolutionary and it really is not and after giving being introduced to that I found out more and so I was up at the Santa Clara Office of Education a few weeks ago and there was a real interesting presentation by Bernie Trilling um...about 21<sup>st</sup> century skills. And I think that we are so ingrained in the "Industrial" methodology we just don't get it yet. It is not about this repetitious kind of thing it's about learning how to learn. You know what? It has um... when I went through the program here it was very much getting through the hoops, okay. We were having three classes on how to teach Math , we're having three classes on how to teach science, and it did not prepare for what was going to happen in the classroom. And then I got a

job, I'm in the classroom and luckily I was very lucky to land where I did being in a demonstration school in that I could kind of do and stumble on my own and the support of the more senior teachers was pretty substantial in that when I had a question I could go to someone and say now...what do you think? But what is happening now is that it is not being a site based continuum that I'm involved in I speak to people all over the world, any time of day and it just opens up this whole realm of resources. Um you know, if I can't figure something out, I just go online and I talk to somebody about it and I figure it out.

When you say distance education is different, how different is it? Is it a part of or is it a paradigm shift or what?

Boy that is a hard one. You know, I would refer back to the different modalities of what you try to accomplish. Um...sometimes when going into a virtual world is a lot more efficient uh sometime just Skyping is efficient, just having a five minute conversation sometimes an asynchronous environment is good, going into a Blackboard or Moodle or even a Smoodle um...is appropriate and I would say that it is a judgment call on the instructor's part on choosing the right tool to fit the objective of the lesson

How do you describe your colleague's perception of technology and teaching distance education?

That is a good question so you know what I truly believe learning is not this thing that happens at the university or the K-12 or it's something that happens 24/7 in the...I see it even though I don't want it I see it and um...it seems and it could be presumptive on my part, this is the way that it is going to happen, this is the 21<sup>st</sup> century learning the social networking, the collaboration, the um...friends when you don't understand it you go and say "do you know remember or did you get the notes from" I think a real disappointment for me working at the doctoral level is that the professors do not have the knowledge to do it better. You know, why aren't they podcasting, why aren't they can't I bring up a lecture a professor has given that is very, very good and I missed a few points, why can't I just being that up on my desktop. It is very frustrating.

Do you think that schools are restricting facilitation, development and implementation of distance education technology?

No, it is pretty much the furthest from their minds. We are very much in a behaviorist or constructionist point of view. A friend of mine gave me a real good saying and it was, he coined this term of being academic bulimia and it was a matter of learning what you need to learn today regurgitating it, emptying your brain and then filling it back up tomorrow with what you will have to regurgitate then. And it does not seem to be a very strategic plan in relationship to K-21 education. I think we need to be moving to a more strategic perspective instead of regurgitating everything.

How can tech contribute to the future?

Um...that is an interesting question you know it is interesting to think that a student in downtown SB sitting in a classroom and have never been to the mountains that are thirty miles away, never been to the beach which is 50 miles away and connect up with a state park ranger who is at the beach, has the ability to place cameras underwater, talk about what is happening at the beach, talk about the waves, talk about the bio-diversity at the beach and in bring that student into that environment that they have never had experience with before in their life um...I think that is a real good thing. So...soothe ability you know what, then, as network abilities get faster, I think that De will become a lot more common in the classroom experience. What about cost? You know what it costs nothing. The ability, it, the govt. for K-12 really subsidizes a lot of the network capabilities. For instance, last year, the district that I worked for received almost 20 million dollars in network infrastructure and they had to pay back only 10 % of that and so it is interesting in seeing this e-rate support for network capabilities but what is even more important is the ability for the home networks. I've got 1010 megs to my desktop and I want a Gig and I see that that is a real possibility within the next 10 years. I remember sitting on the modem and waiting, and waiting, and waiting and you know now that I've got 10 mgs on my desktop and I see that I can video conference and I can do many different things virtually and I think that it is going to transcend even into a handheld. So that the I-phone or whatever device is in charge? How?

You know what I kind of disagree that there should be a focus on the technology, I've always focused on the curriculum. It is the content that is important and it is finding the modality to deliver it that is most appropriate. Whether it be a virtual, Skype or whatever the environment. What is even more driving is the content. Taking the learner into the environment of the content so that they can learn a more real experience with it. On the other side is there is no environment for them to interact with the other learners and to compare and contrast um... to talk about what they have learned about how the content is affecting them. Did I get it right?

**Interview #4 (personal communication, April 2010)**

**Subject Name: Confidential**

Can you describe your experiences with distance education with the use of technology as an instructional method?

Yes as a professor at Cal State San Bernardino this is an um presence that wanted to encourage all faculty to get on Blackboard. And it was um a well known fact that the university wanted professors to go online with classes as a future wave. And as we had instruction on Blackboard a professor volunteered to assist his colleagues and basically had us all go to a computer lab where he demonstrated quickly. That was not really able to implement it fully and in the training was itself poor teaching where we did not get to practice hands-on, step by step and there was no one to follow so we found a group of graduate professors some of whom were very highly skilled others who were novices like myself were a part of a not very good training session.

What is your opinion?

Um. Personally, I have really done very little although I know that I need to do more in the area of Power Point just for clarity as a... um... long time professor we used to use overhead projectors and opaque projectors or I could take any article or any print matter and put it on the opaque and there it was. And yet you can't find the opaque projector anymore and I feel that I am criticized behind the scenes for using overheads and yet I can have a planned series of overheads that outlines my lessons and are very clear to me given that they are at the right size print where everybody in the whole room can read. However, I see often times in my graduate classes that about a third of the faculty, a third of the students will bring in their own computers. And often times are very highly skilled.

Do you think technology is a factor motivating when implementing distance education?

Yes and um you probably won't like the answer but as an administrator program manager and a chair, often times universities will charge higher fees for online faculty often times work from their homes. Some universities, private or independent universities will contract out with faculty who either never come to a campus or never meet with students in person at all and are paid as much as some \$100 per unit more for the privilege of being online. Administrative and personal convenience to the professor not to have to travel on campus, not to have to have office hours on campus, not to face students and they can develop their entire courses online which is very time consuming and students just react to that and as they submit papers in a varying degree of quality um faculty would react to those papers and the class is over. so I see that financially, it is a cash cow cause you can from the administrative point of view you can reach people who would not normally like on SB for example if we have students in Needles, that is a four hour drive, to complete a credential. Those people would love to do it online because there is no way they can work a full day, drive for four hours, be in a class and drive 4 hrs home. So for convenience it would really work. But I think the actually guidelines for how to teach the class appropriately are not outlined clearly to the professor and student. And they are not monitored and evaluated. The instructor needs to teach the class looks at the curriculum, develop the class, but then how do we know if that is more effective than the regular instruction.

You talk about some training w/Blackboard other?

Um...I have attended a couple of small seminars on DE but they really were not very focused, they were introductory and "you should do it" but let me just speak about that as a chair, a concern is the fact that on several occasions I have told professors why do not you do it for their personal convenience and nothing else. Because they were high tech but the assumption is their students would be as knowledgeable in technology and I believe they should have information that says we are going to use this hardware this software and these programs and you need to know how to do this, this, and this. For example faculty would be saying I am doing an online class it is in the catalog to do an online class and he would meet with students one time in a computer lab and say here is how you sign in, here are the passwords, I'll see you in June. And um... for students who are happy not to drive are able to negotiate and understand that others that determine that they do not want to go on may be dropped and ten others who struggled but could not get assistance in how to navigate the system and became discouraged. They want to drop after census and the professor is saying that the student should get an F that is their problem and not his.

Have you used tech in Q2?

No and that is something that I realize there is great potential and I should um... my wife is also a professor and she uses Moodle, whatever that is. I see how she is very conscious and almost 24/7 and ends up answering students, acknowledging problems trying to solve them in addition to preparing for the class where there she can reinforce and meet with them personally and follow through so I think that can be a definite asset. For example, her notes for the coming lecture are posted and students can have them in advance and she can answer questions about content or assignment yet answer as they prepare for the class. I think that can be a very positive instructional strategy to compliment delivery in class.

F2f or DE?

Well as a consumer, as a student, I have had my Neasden license and insurance license for years and for continuing education it is very convenient for me to go online and access a set of questions, answer the questions and if it is not the right question, I am told no and so I seek another of the multiple choice answers and play the game and get the right answers and complete it and I can do it very quickly and very conveniently and I often wonder how do we really evaluate how much learning really goes on except when there is exposure to the content.

I think, if I may, years ago and I hate to admit it but back in the 60's one of the requirements for working for the city of San Diego as a recreation leader was self-evaluation or staff development and we had an educational breakthrough in methodology called correspondence courses and I can also liken that to some of the online, here is the content, I give you the questions, you look up the answers and respond, you have completed the body of work that is 80% correct, therefore you are knowledgeable in the area. And with no interaction with any professor about the course relevance. Sometimes there professors who do not respond to their students. Students have questions about a particular assignment, professor says read it again and do it. So how much teaching is really going on and how much responding is programmed materials?

Has your philosophy about distance education changed over time?

I think my philosophy has changed in that I see the potential for additional communication between classes they can be very helpful for the student and may also alert the professor to things that they may not have been clear. So I think that kind of interaction regarding what is delivered in class in addition to what might have been asked on class can re-enhance the learning. But let me just make a point of several examples who, for example never responded to any student to get a critique about the work that had been done. You completed it to my satisfaction okay you did not complete it but never the advise or counseling or coaching or mentoring that should go on due to the fact that the professor correct a paper and let's say an examination from and they say answer questions, point out what is not clear, give feedback on how it might be improved and use the evaluation for the product as an additional learning tool to extend the learning. I haven't seen example of that being done as well online.

Would you prefer a face-to-face delivery method over a distance education instructional delivery method using technology?

Well I still use instructional technology chalkboard or whiteboard, supplementary handouts I do use overheads occasionally, and occasionally I use the Power Point. And of course I have my email so that students can respond and of course, my work phone, my home phone.

Do you think that schools are restricting the facilitation, development, and implementation of distance education technology?

Us as a former public school administrator for a number of years I think that often times the vision of being high tech is cutting edge and we all want to be there but I have seen districts with federal money or special grant money spend thousands and tens of thousands of dollars in buying these computers that are shipped and in the warehouse and not a plan to distribute them or a place to set them up or to provide staff to use them and follow up development to really implement the division of technology. And the Pomona USD is a prime example of that and we can site others. I think any time there is change in tech and ed we have to have constituent or consumer buy-in first demonstrate how it can enhance their learning, be ready to support their hardware, the whole process and gradually bring people along. And maybe it is through the training the trainer model that we can involve more who are interested at a school site and having colleagues volunteer to spending more time with them, and helping them at each school site to assist teachers after training to follow through and assist afterward. So I think there are ways to do it but they have to be gradual and well planned and for those who have an interest. To say everybody is going to do it and we are starting next quarter if par for disaster.

Do you think students have more experience or expertise?

In some cases there is no doubt. If you take 300,000 teachers in the state of CA if they have 20 years of experience or more in ed, they probably have never had a computer class. And yet our young people going through the credential programs at least at our institution have to have at least two computer classes in order to qualify to become a teacher. And having had that experience and then practical application in applying it in their workplace as well in their university training they are far ahead of many of the principles who have had none.

Compare faculty w/technologically-based expertise with faculty with theory-based expertise?

Well the outcome result will be the learning of the students follow evaluations, is it a comprehensive exam for a masters, a thesis, or a project and of course we say that the individual grades for each class should be an evaluation or assessment of the different activities whether it be a group presentation or there is a written paper or whether it is a objective exam where there is an embedded essay exam. Those kinds of evaluations reflect the outcomes for the grade in a class. But w/tech we are limited to those kinds of things that you can do and are not comparable in class and w/tech and I think the other thing in the area of education, in educational leadership which is my background, it is a people business and online you never get to really meet the people, to see the body language, see the expressions and to say how will they become a school leader and become effective in working with faculty and parents and administrators and school board members. Even though they have high tech skills.

What is happening not being trained a lot of the design is left to tech? Who is responsible for the class, the tech or the faculty?

Well we used to say that we might have the state or the state board or the state commissions who would determine the content determine standards, determine objectives, determine outcomes and faculty has always been in charge of delivery, delivery methodology, and teaching strategies but now administration is saying and now we are going to tell you how to do it too. The old timer there is great resistance to that they cannot tell me how I should do my teaching. It is reasonable to say what needs to be taught for quality assurance of content being covered but we have multiple teaching styles and multiple learning styles. Exactly...exactly

Just a couple of more questions? So...contribution to the future of de?

I think that um the power of tech can only realized when it is available to faculty and faculty are encouraged to use it and have access to the hardware, software and the training. And it has got to be done on a voluntary basis in that with my experience as a high school principal for 16 yrs there were some people who were obstructionist and were not going to learn despite what you did and I have not decided if I want to spend all my time trying to convert people or to encourage the willing learner and help them succeed and they in turn can model and demonstrate how useful it would be but for the admin or district or university you can say shut up and do it our way it is the only way and get in line. This will be resisted a great deal not only by the professors or the union itself.

I think that if I were in charge I would offer PD and model program demonstrations so that a faculty member who might be interested in teaching a class utilizing it would then follow through in a staff development session where components parts of the class that was taught would be implemented with an explanation of what was really involved with the hardware, the software, and the preparation and design of the lesson and the strategies utilized to follow-up. It is time consuming but sequential learning forced really to model for all those that are willing members or participants first and then actually hope to get the buy-in and to sell the others on that and yet if we know anything about human nature, we will always have some who will never agree and we would welcome their retirement over time.

## Interview #5 (personal communication, May 2010)

Subject Name: Confidential

Could you describe your experience(s) with distance education and the use of technology as an instructional delivery method?

Sure I don't teach DE um exclusively but I do use different types of technology in my classroom in the classroom I use technology to communicate with students while they are out of the classroom. About the only thing I use, well, I was going to say only email but that is not true so I use email with the campus accounts. I used to use what was called Gradebook that was on campus central website. I use that now to simply keep attendance. And then the third thing I use well I am going to say four now, it is adding up because on my servers I have three websites where I have kept. So campus central so I can check their attendance Blackboard that I am using now again for other grades and tests, hallmarks lab assignments, send messages and post assignments on Blackboard and I also, occasionally will send an assignment via Blackboard but I don't ever test De-wise there are tests usually in class. And the fourth thing I use is through a textbook publisher. The um...in the Spanish language class so what they use is a website a use where at home can do their lab can do their audio at home and they have practice tests that they can do. I don't usually assign them but I for sure assign the lab and they can do their assignments online. I will tell you that one semester I tried to use exclusively the lab, the online component after that semester I went back to the more traditional paper workbook where they would write their responses in a notebook and turn them in to me because, the lab online took more time than me going through the papers Ha, ha although I was really trying to do you know, be conservative and paper efficient it is just much easier when they have a notebook. The other reason I want them to use the workbook is that they get to write with their hands for them to write the language because I am traditional in that respect, they need to write the language. And even the ones who know Spanish it is just good practice for them to write if they are handwriting I think. So did I answer the question or was there more?

What is your opinion of use of technology as an instructional delivery method?

I think it is great. I think the direction we are going where everything is global and you can communicate with different countries people all over the nation, if you want. I think it is definitely a must, students need to know how to use technology. Students need to have access to it that is another issue though, sometimes students do not have, in my experience students try to get emails from some of these students they do not have an account which I find to be interesting so I am kind of suspecting that these students do not have computers at home, but we have it on campus and from what I have been reading schools are now going to be, K-12 schools are now going to be required to be using, maybe not requiring more eBooks. In our dept we are using a combination of eBooks and hardbound. Eventually we may go to a full online book. So my opinion is that it is necessary, the students needs to use it. I don't like the technology not as an exclusive tool unless you conscientiously know you are signing up for an online class and you are ready to do that but somebody who comes into a class where I teach in a traditional setting, it is a tool, a supplement, it does not take over the methodology. But it is certainly help. We have video now that we can show the students that comes with the textbook or Utube so my opinion is that it is necessary and it is important. I don't let my students, well I was going to say I don't let my students have cell phones in the class but sometimes in a pinch when we have a question we cannot answer someone uses their phone and says "okay I just found it" or I need to find out where so-and-so is and they do, they text her and stuff like that and so I am sort of easing back on my cell phone anxiety and seeing it for good purposes because in the past they just drove me nuts with their phones. I definitely see it as a tool for learning, but I do not like the way that they write. In my opinion, it is affecting their spelling. Everything is short and students are writing slang like "k" or "Kopsas" ha, ha, I think it has really hurt spelling. Okay

Explain the distance education technology training you have received to date.

Okay, here at the college I have attended some Blackboard sessions. There are Blackboard session I have attended that have not met my needs. I have gone and I have learned in the two to three sessions that I went that I learned in the two to three session that I had already been to, you know, how to make it look pretty, and I don't need to know how to make my site look pretty, I need to know how to create you know, field for all of the grades I want to put in there. And learn how to in fact the sessions provided here were not helpful, what was helpful was sitting down with my college dean, going to sit with Joe, and English teacher who helped me or even one of my colleagues in the Spanish department that was more helpful than any session I attended. I recently took an online class where teachers were showing how to streamline videos into your classroom and again, it was provided during lunch in the Sunroom where people were eating their lunch and having a nice time then learning this business. I simply watched and was entertained, I did not learn. I still do not know how to put a video on Blackboard, to be honest with you. I don't know how to put a PDF, how to make a word doc into a PDF and everybody is telling me do PDF because then they cannot go in and change them and well I have not figured that out and unless I do it on my own or if I find someone who is going to show me I won't figure it out. But the other part is timing of some of the sessions. I have not been able to make them the other training sessions have been through the textbook publishers since we are using their online eBook. And they are accessing audio there and it is a big help. Actually, this semester, the reps came to our class to survey students and one of my, in a class of 30 and asked them what they needed, what they knew and what they did not know. I learned a lot just in that session and the students did too because they were some study tools that I had not shown them the students and I was a little embarrassed because this was late. They had started in February and it was April because it would have been a great thing for them to use throughout the semester yeah, so um... I would say the text reps have shown us how to use the eBooks and I have used whatever I could have been on campus. But the session are extremely helpful. It is more than me just sitting down and practicing and then calling up the dean who is really good at it and she helps me.

How do you use tech when teaching f2f?

F2f um... I access the eBook in class which has really saved me a lot because what it does is that it is the same pages that the students should be on at their desks. The first few weeks of the semester some students don't have books so I am able to put it on the screen and all of them can see the book and that has been really cool and um... they will do some of the exercises in the book that way. If it is too small in the book I'll highlight a paragraph in the book that we are all reading together. I will cut and paste it into a word doc and make it bigger so the whole class can see it. The other way I use technology that has really helped me lately um... is I'll open a web document. In the past what I have done is to have them respond I will show an idea of how to... they can use all of the skills, reading, writing and comprehension. And so I write it so they can see how the response is written out, now I'm just opening a web document and typing them and typing a response and I type really fast and I know how to out in the upside down question marks and all of the accents and stuff and it so much faster for me to type the response on the screen than for me to write it. And I have been noticing that my right shoulder and after 16 years of repetitive movement is just really sore. It is terribly sore and so now what I am doing, I cannot write with my left. Every time after class, I am crasing with my left because when I use my right for crasing, it just kills me so I use my left and tell the students I am going to type you guys because it is just easier on me and they like it. And the other thing they like is that after class if they are good, I will post the notes on Blackboard and so I have been doing that and they are really happy that I post the notes. I don't like what um... it might they take fewer notes so I don't always tell them that I am going to post them. The other thing I do is I bring Power Point in regularly. I know how to put the lesson on my flash drive. I can just walk into class unprepared and say oh I can insert the flash drive and I go through my slides so Power Point has been great. And I use, I will use the internet as well if I, there are certain songs I have found on the internet that I play for them in Spanish. And certain cultural things we do on the internet. They are responsible to present in class, cultural presentations and they get in there and they use it for their presentations because I learn a lot from them posting their presentations.

What type of support have you received when using technology?

Okay ha, ha, support do you mean when I use it in my classroom? Whatever, whenever?

Okay, well, Courtney regularly offers training sessions and again because of my teaching schedule, I have not been able to attend them so although I have gone to a couple. Often the biggest support has been AV-audio visual because if my internet is not up I know their extension by heart and they are in there and they are troubleshooting and they can tell me "oh it is down now" um... if I have any problems then in comes one of the AV people. They are the best in the classroom. When I need help they are certainly the best and the other support I will be honest with you. Sometimes a student will know better what to do because I have some techies in my class they are a real help or knows what needs to be done. You know, I do such basic stuff that it has never been that terrible. Outside of the class, like I said my dean. When I get on Blackboard I ask her how to do this and she will literally come to my office and help me. Um... yes so my dean, AV, and sometimes students and occasionally I will go to a session but those are not always helpful. Okay

Would you prefer a face to face instructional delivery method using technology over a distance education instructional delivery method using technology or vice-versa?

As a teacher would I prefer? I prefer f2f mainly because of my discipline. I teach language and culture and I although I know they are making great strides of teaching language online um... well I want to say it is also me. I am a people person and I like to engage with people and I like to be around people and if I had another job it have to be something where even if the computers are part of it I need to be out and about interacting with people. Even if you put me at a desk I am going to find a way to be around humans and that is just me. Okay



What is your philosophy about distance education? Has it changed with the addition of technology?

My philosophy is again it can be further tool of instruction for those who are um... are prepared for fully online, for fully online instruction or lessons and provided that the instructor has prepared a class where all of the objectives are met, getting the point across and I understand that there are people out there who do it there are people out there who get degrees and advanced degrees online. But I feel there needs to be options for those who are not fully equipped to and not even fully equipped, they might have all of the equipment, I have all of the equipment um... I just well two things. I have not been trained in it ha, ha, ha. I mean maybe if I am trained in it I might change my mind. I am somewhat traditional and I enjoy interacting with people. For example, the classes we took at cal state, I like that we did some other things. There was discussion board on Blackboard, we did not use a lot of computer technology. I simple again I like it if it is for helping purposes and we can all be on the same page for the student as well as the teacher teaching online. I would say that in my case there is just going to need more training. If you want me to teach online, train me for crying out loud.

How are schools restructuring to facilitate development and implementation of distance education programs?

Yes I do, in fact I was reading the magazine recently where ed weekly, that we both get and there is an article in there that I am going to bring in when the fall starts and it was about K-12 systems and some company creating online Spanish courses to meet the high school student needs, language courses, not just Spanish. As I was reading that it was very interesting that schools are trying to implement the eBooks and get the students to do that credit on the computer. So I think, I will tell that yes, I do think that schools are trying to restructure in order to accommodate and to gear students up for the global economy or the technological economy. Okay, what bothers me is so they picked Spanish to put out there online, they do not pick music or the arts you know and I am sure they do that to some degree with Math and Reading and the writing, the core subjects but are they doing it with but that is an elective, they can do that on their own but yes to answer your question.

How do you think technology can contribute to the future of distance education?

Well you know tremendously, I don't do it but I know about Skype. Never done it but as a Spanish teacher who uses it with her students. I want to start using it direct with the other things that you learn to use in PD courses but just for me the amazing thing about that is the distance. I can communicate with someone in Japan if I wanted to at the right time. I could communicate with China via Skype which I have not yet. Can use and view email, or use instant messaging, you know all of these things that we have available so um...in language classes it is going to contribute immensely. But I can honestly say I have not yet, like a fantasy thing of mine was to connect with some teacher in some country and communicate with my students, you know to connect with them never done it but I just imagine it would be possible but there is definitely things that can be done.

What is your opinion about faculty who are technologically-based versus faculty who theory-based?

In my opinion the difference is the method, the distribution method. It is the same topic and objective, developed from the same curriculum, it is the same method by which it is being taught. The one professor prefers to teach on line, I prefer to teach in person. Provided they are both um teaching the same material and the course outline is the same the delivery method. What I am trying to say that if the delivery method is different, the students in the two camps get the same results provided that both are, because either one I could be doing a poor job on my end and online can be doing a poor job. Ideally, they are both doing a great job and the students are getting all of the material. I just,

Do you think<sup>2</sup> students are more experienced than faculty?

That is a tough one. I would say it really depends because with faculty in my opinion with faculty here, just watching a faculty member get ready to teach online, I think they have to, I am just talking about the one Spanish teacher to be specific, she met with the text reps frequently and she will tell you that she told our department that she put all of that time into meeting with reps she really feels that they are her classes to teach and no one is going to teach them but her. And I am proud o that. Students know more..., well let me just answer from my side, students don't know. I think their knowledge is comparable in that method although I have heard some students have come looking for the teacher not having a clue. Even my own niece said I'm in this class but I never knew how to do such and such and this assignment was never turned in and so they dropped me. Yeah, so it is a good point, maybe they do not. Because I heard different stories where students are not as equipped.

Implementation?

I am in charge at my institution? Uh-huh. I am in charge of implementation of technology

I would strive to get quality training for individuals who use it. Would I require every single person use it? That is a hard call because it seems that now days it seems like if we push a little bit...

Well okay training, letting people know what is available, training them on how to use what is available. For instance if

I would make sure everybody knew how, I would make sure everybody had a contact that could help them do that. One of the things that has come up recently is that online instructor she has decided that she wants us all to have two day work weeks where we teach two days, I really have a problem with that because this person also serves as chair now and they want two days per week, three if we are lucky, and I have a problem with online and this could be simply because I do not do it but I just like that old school format where when you have a job you devote a certain amount of time to it in your place of employment ha, ha, ha you know. So I think I am straying from your topic but I am disturbed by this. I am teaching online, I do not have to come to my work site, I do not have to be here to turn things in or to attend meetings, who is going to do that? The one person who shows up every day? You know, now it is me, but I am thinking about all of the people who are online teaching that bothers me so I would have to structure something where the faculty are still contributing to the community college in committed format and you know with students who need to see them, yeah. And holding office hours, because there are no office hours. I have to change that because she said that she meets them Skype, she meets them email, so you know I just would need to be, there would need to be a clear understanding of what faculty, how faculty are meeting student needs even if they are not meeting on campus that would be my main concern and that would be tough. That is a tough question and I would have to sit down and work that one out strategically.

## Interview #6 (personal communication, May, 2010)

Subject Name: Confidential

Could you describe your experience(s) with distance education and the use of technology as an instructional delivery method?

Um sure, I'm currently working on an e-learning certificate. I'm in my second online course that I've ever taken in my life. I started in winter quarter and so I'm in spring quarter right now. So I've been a student in courses at this point. And then I have also done online training situations like sexual harassment or traffic school or whatever. Um...and I developed an online training for intern site coaches. These are veteran teachers in districts with intern teachers in a support role. and we developed um...an online training to resolve the issue of serving a large geographic area. Doing f2f training burdensome because we had to go to so many distance places, but also because interns get hired pretty fast and so we would just finish doing a training in district and two weeks later they would need two more people trained. So there is a need to have it online so that the people can access it to meet their schedule and access it 24 hours on their own schedule at their own pacing. They is a requirement that they finish the training. They receive a certificate to get a stipend in the intern programs. So we have some control and it is set up in Moodle, which is one of the course management systems. Um and we chose Moodle because Moodle is an open source and so it is not licensed by Cal State. If we had used Blackboard, then they would have had to be Cal State employees or students and of course, they are not. In this system we developed is now gone out and is serving other schools in the IE region even if they do not attend our school. So and then they go to like Azusa Pacific or Cal Poly Pomona are using this training we developed and it's going to go statewide next year. So we are starting to pilot it in a few programs at a further distance to see how well it functions but I started with the local version on campus and it has functioned pretty flawlessly here and there were day to day updates until we through one we got it up and running. Do you want me to talk a little bit about what it is like. You can go ahead because that just leads to another question. Ha,ha,ha! What is your opinion of the use of technology as an instructional delivery method

What we did with this is that the presentations in each module are like power points with audio. with audio so they are power points that capture the major points and then there are scripts that offer examples of applications periodically and there are case study scenarios with multiple choice questions, and as people respond to the questions, if they get them right they go a screen that say great, congratulations, you are on the right track, that is what we would say too. If they do not we send them to the re-teaching screen that says something shuttle like that 'that is one possible answer we think a better answer would be this because we talk about what it would lead them to a different responses and so that is kind of an embedded self-assessment featured that is built into it to encourage engagement so that they are not just listening so that they are not just listening. The audio is also um... and then we added a kind of pacing device as well. So that it is not just something that you could just flip through the text and you have to commit a certain amount of time to thinking and listening and then responding and doing it again. So the idea is to put it into short chunks of information and then after an opportunity to apply or think about it in a slightly different context before you reach the next chunk of information. You could put it that way. The three modules we have are sequential so you have to finish one module before you can move to the next. And we are developing a 4<sup>th</sup> module which will be program specific and when we talk more about the curriculum with interns on the university side so that uh...district people can be aware of the different types of coursework because if they have not had curriculum class work, as they complete this process, they know how it works. It is kind of been slowed down by the fact that the number of entrants have dropped radically. YEAH. So that we had fewer... This year next year but it is a good time for us to work on it at the state level um...it allows us to work at the state level without doing, you know, thousands of people. It has been surprisingly successful because there is a variety of technology that people use to access the site. We have not had reports from the people who download the where it takes too long to download or um things are interrupted in some way. It all seems to be running incredibly well. Better than I would have thought; I would have thought that we would have more technical issues to deal with but that really has not happened. We also have the course development grant to put the first credential program online by the fall so that is the next step. And that is part of the reason for taking the course to get some things online. That will help me get better to the online things. So that I also had the ability to courses that can be used in the fall. I am going to ask you something about that a little bit later. So...so having done all of that what is your opinion...? In your opinion, what are the factors that are motivating higher education to develop distance education programs?

I think in some contexts it sometimes the only choice viable choice that we have. There is a high demand for it um...because people equate with their lives but I think there are some cautions that come with that too. I think there are things it does well and there are things it does not do as well and one of the issues for me in the teacher credentialing program is that you learn a lot about people by watching people teach too. And when too much of the program is replaced you do you not have the f2f involvement and that is a lot of the opportunity to watch the professors work and that is what you do if you are doing it well is the modeling how to go about teaching. So our courses are not just the content we are delivering, they are also modeling the way we teach. Um... it is you know, the way I am teach, I am pretty transparent about it when I use certain course selection for my classes and it is not like you could not do that online...in my class and it sounds like... but it is not exactly the same. On the other hand, there are certain courses where online is the perfect delivery mechanism the three that I am going to put on there are a good example and it still supports the teacher performance assessments and the state really restricts what we can do in terms of teaching and supporting students in how to get through performance assessments. They want it to be standardized, they do not want us to give too much information, they do not want peers to collaborate. Online if perfect for this because we can provide that information, we can answer questions, and but we avoid inconsistencies from one teacher to next. Everybody will have the same online experience. For this application, that is perfect. That is exactly what we want to accomplish. Okay... I can say "it depends on what you are teaching". Ha, ha.

Explain the distance education technology training you have received to date.

How do you use technology when teaching face to face, if applicable?

How do you use technology when teaching distance education, if applicable?

You know, I have attended a fair number of the faculty workshops. I remember the P3T Grant, I do not know what that stands for anymore. Something like preparing tomorrow teachers today...something like that...was that it...I think so. And so it goes back to that grant and um...some of the technology they introduced at that level um which sort of turned me on to the idea that there could be uses for this in instruction. And I have just attended workshops as they are offered. I try to get into a couple every year. And I remember doing Blackboard back when Blackboard was first brought in and WEB-CT before Blackboard transmission. Because immediately you could see how that function for students even just the simple fact that they could access grades. And see that something had been graded and they could troubleshoot it I had made a mistake and it did all of that with the open Gradebook. And it all made so much sense. And I use a lot of other features in Blackboard as well but the avg teacher does not make any sense to me. You need to get out of your ... and you need to do that. So even just using the web links that you can use in Blackboard and just help the students. When they have trouble getting textbooks or there is problem with a bookstore order, there is an online free access text and you can link to that and find the topic we are talking about and say read this until the actual book comes in and that just takes a lot of burden out of student's lives when they are really trying to stay with the class to do their reading and their time is precious. I just think that I cannot image teaching without a Blackboard and Blackboard is what I use to house the online courses that I am developing too. There reason I do not go to Moodle there is it requires every student to self enroll and I would hate to lose anybody in that process. Where Blackboard, PeopleSoft, Blackboard is populated automatically if you designate your course and it cannot be lost. If they go to Blackboard and they can manage to log in they can find their course whereas with WEB-CT, they have to do troubleshooting with each person to ... although we really have not had problems with the veteran teacher doing it so I am sure it can be worked through on campus too. But I am going to stick to Blackboard for a while. But anyway, I have had that and there was enough of an interest, like I said to jump into this e-learning certificate which they offered um to faculty received a fee waiver as part of the benefits for working for the university and so I had to attend these classes free...but the point is to designate the time each week and to try to understand the process and to challenge me skills online. So the courses... there is um a lot more development and understanding of what online can do and also in my department we had one professor who went through cancer and had problems with his voice and he went totally to online teaching and he came and shared, not too long ago, what he was doing with online teaching. It was phenomenal. He is a phenomenal teacher in person and but he converted all of that to online, with the stuff he presented, you just looked right at it and said "yeah". I mean that is good teaching. So it is wonderful to have some models of what good teaching could look like or could be and that is exposure too and so I guess all of those exposures would be in the direction of thinking rethinking. I think that in our regular f2f classes, I did not teach as much now. That was my next question. So right now I am focused on these online things right but in my regular , think that hybrid might be the thing for me not giving up all of the f2f but also offering the opportunity for students to be a little more independent in their learning process. Um...rather than have it constantly guided instruction for them. See what else they can do if you open the door. I am sure they would appreciate that opportunity to learn on their on. The thing that I have learned as a student on an online course is that it is a hell of a lot of work. You kind of forget ha...ha...ha it looks like to do all of that work. I am already behind in my reading this week. Probably not going to get my blog posted on time and yeah the stress that you go through online. There is self-discipline and I can see where it would not suit all students I mean running a hybrid would allow you maybe some of the best of both worlds.

What type of support have you received when using technology?

The office of DE here, ODL was a major support when we put up the second streaming modules... I also had a current assistant who works on the intern grant with me who was in the masters in instructional technology. He actually got hired by ODL after all of the work. But he was a major support as well and the person that I have now in his position also has very good tech skills. The tech skills are good but his AV, audio production was good, so he was able to step in and he is also an AV graphics designer. So we were able to add professionally to what we were able to do it was great. And he r will be working with me on the online this summer and he helped with the online courses as well. Um so I think that between the ODL and the grant resources we have been very lucky to have, we have had some support for all of this.

Thank you.

Would you prefer a face to face instructional delivery method using technology over a distance education instructional delivery method using technology or vice-versa? Ug. This is pretty hard but I still prefer f2f. I still prefer f2f, and a lot of people who come into my role are going to say that because it is the interactions and the relationships you do. And while you build relationships online they are of a different character. When I look back, the online relationships, I think the online relationships tend to be biased by how well people write. And that is an issue online. I mean good writers attract people who want to read them. Good writers interact with people. If you are not a good writer, people just do not read your blog. Because they cannot make any sense out of it, it is painful to read for whatever reason, you can get shunned aside with an online course. On the other hand, if you have painfully shy people in your classroom, they are also marginalized in the classroom because they are unwilling to orally participate. So, they both have pluses and minuses again a hybrid would maybe satisfy both or some opportunity to participate. I think also online your EOP people have a little bit more time to process the language and find out what they want to say. In an online environment, where as in the classroom they can end up trumped it is very hard for them to catch it and to really be able to participate these way they probably we want so, I can see strengths and weaknesses in each. But it would be hard to give up f2f altogether, I think. And interestingly, some of the professors I have talked to before I got more involved in this told me that sometimes in their minds comments that they make on papers for the students. Students are much more emotionally reactive to and they felt that it was because there was no relationship to situate those comments into. But in a f2f class you get to know me, you know if I'm approachable, you know if I have a sense of humor, you know a number of things about me and so if a comment is written, and is worded ambiguously ha, ha, ha. They make a positive assumption about what I am trying to say on that paper. But when there is a lack of that when all you are getting is the comment and the relationship is not a firmly grounded. Sometimes a comment really sets people off, it is what they reported. That has not happened to me yet but I can see how in an online environment when something you have written to a student that you feel has one meaning that they may see another way. And again it is not to say that that might not happen verbally but you have got all of the none verbal contexts when something like that happen in the classroom where at least there is some way look at your face and you can say 'is this person angry' 'is this person upset with me' um...and maybe put the comment within that context of no, they do not look upset, they do not look angry so they did not mean it as a mean comment. And you can reappraise it whereas when it is just the words on paper, you may need to be more careful as an instructor about what you write. I have actually but the way you think so it is interesting looking at the interactions that are created.

What is your philosophy about distance education? I think, the thing I have been most interested in it. I mean the thing I hope that it would do, I hope that with these courses that I am designing that the intent, it is the idea of developing community. So ideally in an online class as well as a f2f class you can have a sense of all of us being in one place doing something together. Even if you are not doing it at the same time some formats, I think have been better at that than others. In the two classes that I have done so far, for example, we are each blogging and I feel like it is fractured conversations. I never read everybody's blog, there is just too much to really read and be thoughtful about. Um...so there are people I respond regularly to pretty regularly and there are other people who after I have read them once I may never read them again. I don't feel that sense of everyone being in one place. And I think that when I use things like Discussion board on Blackboard, I have more of a sense of us being in one place, on one topic because it is all running in, you go to one click and you are there and you can read everything everybody has to say about "x" opposed to going here, going here and going here. So that has been kind of interesting. I like, I would want an online class to develop that sense of community in the sense that we are all in this together and we all want to bear each other. And the formats we have used so far, I am not sure if we are getting that community. Um they also talk, in the textbooks, about needing a place so the people can be social and I have not really seen that modeled in the classes I have done so far either but opportunities to get to know each other a little better, spaces where we talk about why we are taking class and who you are what are your life experiences that bring you here and I think that would be useful in the future with the sense of community that I am concerned about. And we have done a couple of synchronous electronic online meetings, class meetings, and again I found out, I am not sure about that experience either. They had video running on the side, there was a private chat, and it seems like the instructor and the chat...it is kind of like attending multiple meetings to me. There is one line of conversation here and the instructor is saying something else and then the instructor stops and tries to catch up with the you know, the chat but there is a lot to look through and try to spontaneously respond to. I have been thinking a lot about that too, how can you better address community and I am thinking to me, I think I would um have to stop the chat, do a certain amount of presentation throughout a topic, let some chat occur and try to track and respond or something like that and then move forward again. Having it all happen at once um yeah I find it a lot to track and you can tell it is for the instructor too. So I am not really sure that is, and it should have the feel of community and its does in many ways, it is just, it is not focused enough kind of like trying to tend to too much for me... there is one line of conversation here, and the instructor is saying something else and the instructor stops and tries to catch up with the chat but you know there is a lot to get through and try to respond to...how can you get a sense of community and how can you ... to me I think I would have to um stop the chat, do a certain amount of presentation about the topic, let some chat occur and just try to track and respond ...and then say it again... how it works. Yeah, I thought it was a lot to track and it intimidated the instructor too. So it should have that sense of community and it does...but it is just too much...too much...yeah. So it is something we ought to explore but I am not sure we...they are kind of ahead of themselves...yeah they have not decided how to make this complete work. Um...yeah, so I guess I want some of the interaction that you get in a f2f class when we are together in ...and in the f2f classes I can assign people to work with each other who might not otherwise do that and I do that in classes. I set things up and make people work together. Whereas, online I just do not feel that the people who need this... or that your writing skills are whatever are not related to everybody in the same way. So...I thought that was really philosophy.

Has your philosophy about teaching changed with the addition of technology?

I think in the sense that I want, I end up making more resources available to the students I mean so they be more involved. There is more that can enrich their experience if they reach out for it... So we can move beyond what is required to get beyond the class and not all students go there but some do so you it allows you to introduce something and get you don't have to spend all of your class time on it you just can introduce it and say here are resources and let people go and when people come back and say 'oh' you can go back to that and so I think it that it has allowed a little bit of the structure of the class to move along with the students wants in terms of what they want for the course. It is not so strongly dependent on what I have structured that they can do other things. And which I think is positive and I think is generally a good thing.

What instructional methods do you commonly use when you teach f2f?

Well, like I said, I always had Blackboard. And with Blackboard I have used discussion groups, pretty commonly, all the tool sets in Blackboard, the web resources, and then of course anything that has to do with the class and then email functions, email I would have students work with each other or set up group systems so that they are working electronically as a group and that is actually been a good feature too because it allows people to work together who are geographically separated. Whereas it is a real pain for them to have to come together somewhere else besides the classroom, but they can do it electronically. And all contribute to something. I have not used Skype in a classroom I think that is a pretty neat idea. I would like to have multiple people writing to each other, it appeals to me, but I have not actually done that yet. And that is would maybe be a little bit easier than with Blackboard.

How do you think that schools or do you think that school are restricting to facilitate the implementation of DE and tech?

Schools, meaning K-12? Higher Education. Oh, Higher Education, I think that everybody understands the demand for online instruction but a lot of people are highly resistant to it. You know we have DE on this campus and the Palm Desert campus for what 20 yrs maybe, maybe longer, I don't know we have had the televised classroom systems, we have had that whole thing, and yet people really still struggle with the concept, I think. Um...programs that have to live by the market like my program tend to move there a little sooner. But the people teaching general education kinds of classes, I do not think they are moving there at all. You know, I don't really see the basic math or the English people headed that way. But we are going to get moving because universities that are online are incredibly and the demographic research says that the demographic we serve here is the demographic that is always going to be stressed for time. And funds so ...um yeah we always get the working people who go to university...that is our group. So if we do not pay a little more attention about how to make that work with them, it could be problematic for us somehow. But with traditional academics, it would be a little tough to give up. I mean, if you ask me if I want my children to go to an online university, I would say no. I want them to go to a university and live in a dorm and have a college experience. To me, that would be the goal but that is not available to everybody so you know, what, and then what. If you cannot all go when we are 18 and live in a dorm, then what else? And that is what we need to really open our thinking about what else. You know there is a totally online teaching credential across the CSU called Cal Teach so it is in place and it has been for a while now for people who want to go totally online in their credential program, and our students by and large are not choosing that; which says something as well, you know a lot of them really want f2f class so it is a mixed, it is a mixed setup. I do think a hybrid would work and I also think that to meet the needs in Palm Desert we have to do something because they have trouble you know getting enough people to actually send faculty out so something has to happen. And if that is a campus that we are committed to, something has to go.

What about faculty who learned to teach online and feel as if they are just as qualified as theory-based faculty who are not experienced with technology?

Well I think it about our faculty, I mean I think his quality is as good as f2f and for his student population seems to be successful in doing what others are doing, but he is an excellent, excellent, teacher to begin with. He is not just taking a lecture and putting his lecture notes online. That is not what he is doing, and that is the problem when you talk about faculty trying to move in that direction. It is a different kind of teaching. So if you have no grounding in what else you can do as a teacher, you are not going to succeed online. I mean there is no way, You have to have a broader view of what you can do as a teacher. So people who have it are able to make it work and I do believe that it can be done. I've seen actually one of the best online training things, I do not know if you have seen it their goal is to provide Professional development to special ed teachers about Special Ed and their models are excellent I mean, they are everything you should be doing with an online program ha, ha, ha. But you know they are not based on lecturing, not at all. A whole bunch of text or even listening to talking heads this is something else if I had the resources that is what I would do with all of the online instruction. That is the kind of thing I would want there. Because they have got good stuff, I mean they are doing it right. So and also software program with excellent stuff which is another excellent example of something that you would not have thought could be that successful computer format and yet it is remarkable what they have done with that.

Do you think that at some point that higher education is going to start to prepare your students to teach online?

What? You know we are preparing people in the instructional tech program to use. But that is not a part of the does not necessarily mean the instructional tech program or the one I'm doing. It is preparation for teacher ed. The problem I think with teacher ed, one of the problems is the classrooms that our kids go into. They may or may not have

what is needed to do any of this. And you know my daughter went through an instructional tech ...for her masters. And she teaches in Moreno Valley but she taught in SB city first and she got into her first classroom and there were three computers there but none of them worked. Not a single one. And um there was no projector for her, there was no laptop, there was so there is not really the commitment of resources, in my view, to use technology, the way you could in a classroom. They are in pockets. There are schools where administrators have decided that this is their commitment and they have done amazing things but there other schools where they just virtually does no exist. And if you counted the number of computers per student which is what I am sure what they theylook like they have some technology, but if you counted the working functional computers, per student, um it is pretty sad. And part of the problem is that is not money to buy the equipment, there is no money to train teachers, because nobody budgeted to upkcep the stuff. And this stuff just does not work on it's own forever especially when you are working with kids. So yeah, I think we have made some steps, we can do a lot better. I also think when they move to student teaching even if they are excited to do some of these things, they often have to go to heroic levels just to do it, I mean, to take a field trip on the Internet, you are going to have to learn to make it connect and to make it project, and that the school firewalls do not keep them off for whatever site it is they are trying to use. I mean there is quite a bit to get through even before you can use it in presentation mode, let alone having students using it, but just you using it as a teacher as a tool can be incredibly hard, um yeah, beyond getting there, it is kind of a (sigh) mixed thing. School are innately conservative you know.

Well, do you think that, having said that, that he faculty has a fear that the students have more experience?

Oh yes, sure. Sure and people look at me constantly and go and are you really good at technology and I say no, God knows I'm not. Everything I have done, I have struggled like crazy, I have solved my problems with a lot of help. Um, I do not consider myself any tech wizard, and yet and I think cvery step I've taken, everyone in my college can learn to take. I have not learned anything that people in my college could not learn to do uh...it is not something I have extra skills for, or even super knowledgeable about, I am just willing. I think that is the only difference between me and them. So...yeah, I think there is fear that the students know more than they do. I have found that the students themselves are a mixed group. Some have tremendous skills and knowledge and some have almost none. So you would think this generation but there is still an economic divide where some of our people do not really own a lot of the equipment. Um, yeah

My last questions...

If you were in charge of distance education at your institution, how would you implement technology as an instructional delivery method? There was the one program where you really admired.

Oh yeah there are some really good examples out there but I think one of our strongest examples is to have people talking at random talking about each course, when you have faculty people stand up and say, here is what I am able to do and here is why I am doing it and why it makes a difference to student learning then get back and reconsider and bringing in experts from the outside is not always as helpful because it is easy to just look at them and then say well of course they can do this um. And that is not really good. I think that one thing our campus does in the teaching resource center is that most of the workshops done are put on by faculty on our campus. So like I went to voice threading, it is put on by a guy in Business, who learned how to do voice threading and um ...after you have attended the workshop they will give you subscription to Voicethreading for one year to try it out. So there is always a little carrot dangled in these workshops. There is something you are going to walk away with um and then you can try it out, you can play with it and um see what you can do. But the time to play is short around here ha, ha, ha and that I think is another issue. If we had a little more time to play I think a lot of people would enjoy learning the things that you need to LEARN. But if it becomes something that another burden, I have to take on, another thing I have to you know, I have to figure out how to do 'x' before I can do 'y' I uh. Then 'x' becomes something I do not want to deal with, it is easier to do 'y' that we already know than to go through 'x' to get there. Um...so I don't know we are also going to be trying to look at using tech in the supervision of teaching student teachers. Doing so video supervision in ways to accomplish, particularly the feedback systems so yeah, I see it everywhere. And I think the other thing I've got is that I think I can see what you might be able to do with it although it always turns out to be harder to do, ha, ha, ha. That training thing we put up online, I really thought we would have that done in like three to six months and it took more than one year before that thing went up but when it went up it was right. It just took a whole lot longer than I thought it could possibly take so...

APPENDIX O  
FOCUS GROUP RESPONSES

## Focus Group Responses

**Participant #1** (personal communication, (May, 2010)

I am happy to start things off here. Greetings to everyone else, I have been engaged in distance education since 1997 in one form or another. And have done this at several universities in several different countries. I have utilized also several different software platforms for this purpose: Blackboard, Classforum, Moodle. Currently I typically use an online component in all classroom courses here at CSUSB. I also teach in 2 courses at the University of Waikato in New Zealand. Online distance learning formats enable me to do this. It works well because the courses are built around a week long intensive followed by online discussions of readings and tasks over the rest of the semester. I also taught a completely online course several years ago for CSU Dominguez Hills which was not so enjoyable without the classroom component as well. In practice based courses especially I think this is required. I am currently contracted to design a distance learning course for the Open University of Catalunya in Spain for a Masters degree they offer in English. This is a new venture but it is interesting because the whole university is online and dedicated to distance learning.

I shall stop in a second and allow others to join in the conversation. But let me comment that my experiences of more than a decade mean that I have seen online learning develop and become more familiar, I have experienced pluses and minuses about the learning opportunities it affords and I have preferences for some software platforms over others. I see distance learning as a by-product of and an engine for globalization. I am happy to discuss each of these topics or any others that arise.

That will do for now

**Participant #2** (personal communication, May, 2010)

Discuss your experience with distance education?

I have used Blackboard since 2004 when I began work at CSUSB, and the School of Social Work's Distance Learning Committee has been using Moodle for at least the past year to communicate with each other, e.g., using threads to post updates on our progress to increase access to our degree programs by offering hybrid/fully online courses. We will offer Social Work 200 for the first time as a fully online course in a matter of months. Each successive year we plan to increase the number of our BASW course offerings, with the objective of including our MSW program as well. I am also a member on our University's Distance Learning Committee.

As our former Dir. of Social Work Education, I posed the idea of using webcams with field instructors/agencies located in very remote regions of the I.E. (e.g., Joshua Tree, Hemet, Barstow, Los Angeles, etc.) to reduce time on the road, gasoline and wear-and-tear costs on my/our automobiles, etc. for our quarterly field visits. My successor also considered doing this, but I do not believe she ever went live with it. By the way, I wrote to Logitech to try to get them to donate about 20 webcams and software for a research study, for which I would give them credit. However, they refused to participate.

I have not developed or taught any hybrid or fully online courses to date, but this will change within a year's time when we increase our online offerings to social work undergraduate students.

**Participant #3** (personal communication, June, 2010)

2) Discuss your knowledge of the use of technology and distance education?

a) Blackboard: I've only used Blackboard for my courses, but have used it each and every quarter since fall quarter 2005.

I have used it to post my syllabi, PowerPoint slides, study guides, discussion threads, additional [scanned or .pdf format] readings, job announcements, grades, etc. I have NOT used Blackboard for any quizzes or exams to date.

b) Moodle: Again, I have been using Moodle, but in a more limited capacity, for the past year. Our School's online courses will all be on Moodle, so my use will increase significantly as I 1) develop my three social work practice courses for online administration, and 2) when I teach the same.

FYI, our current field education director has been using Moodle as a hub to provide information on field-related matters to field directors of all the So. Calif. schools/departments of social work (i.e., UCLA, USC, CSULB, CSULA, CSUN, CSUDH, CSUF, Loma Linda Univ., Azusa Pacific Univ., and perhaps one or two more).

Lastly, I believe our field ed. dir. is also in the process of developing online modules with post-tests for our field instructors trainings (a requirement for all field instructors that consists of 15 hours of lecture and cooperative learning experiences), which should facilitate access for them, ensure they receive the info that we want/need them to receive, and provide them CEU's that they look forward to receiving every-other year. If I have assumed incorrectly, I will likely apply for funding to develop these trainings myself. And, I may still try to implement my webcam idea with remote located field instructors sometime in the future.

In re the growth of fully online courses: I think this is the trend even in social work programs. However, I am sure that the Council on Social Work Education (CSWE), our accrediting body, either has or is developing protocols for these types of courses. For example, can a social work \*practice\* (emphasis added) course be offered as a fully online course and be as effective as a traditional classroom course without the professor-student interaction? How about the pros and cons of using case vignettes in both formats, and how might we engage students in a role play? (synchronous, multi-person webcams?) Is the effectiveness of employing cooperative or collaborative learning experiences less effective in hybrid courses? Our School's plan, despite having an almost 100% online course, is to have students check in with their professors in-person for that high-touch component of the university learning experience; likely when they have to come to campus for their monthly field education seminars (3 in fall, 3 in winter, and 2 in spring; each seminar is 3 hours long). We view this in-person contact as a mean to ensure quality, accountability, and appropriateness of our students' learning experiences, including getting their feedback through formative evaluation techniques.

#### **Participant #4 (personal communication, June, 2010)**

I began my college education as an older student with a fulltime job and a large family. Due to my busy schedule, for many years my only class options were online courses, night courses, and classes that met on Saturday. Every semester I eagerly waited for the new class schedule to be distributed with the hope that I would find more online

classes being offered. By the time I finished my AA degree in English Composition in 2004 I had taken nearly every online course the college offered.

My online class experience continued as I worked on my BA in English Literature. However, to my disappointment I found very few online classes available at the BA level and I am sorry to say, when I began working on my MA in English Composition and Rhetoric in 2006, there were no online classes available. While working on my MA in English I became interested in the MA program in Education Reading and Language Arts. Much to my delight, I found that the Education program at CSUSB had embraced online and hybrid courses and as a direct result I was able to work on my MA in English and my MA in Education concurrently. I would not have been able to pursue the second degree if the majority of courses had not been online.

Currently I am enrolled in the Educational Doctorate Program at CSUSB and once again there are no online courses available. However, many of the professors have incorporated Blackboard and Moodle components to their courses which added an online experience to the class. Unfortunately, only two teachers allowed the online time to replace face-to-face class time and that was very limited. I had the privilege of participating in one of these online doctorate classes when I volunteered to "teach" online as a trial for possible online classes in the future. To my surprise, several of the doctorate students were resistant to the suggestion that doctorate classes could be as instructive online as face-to-face. However, after the online class was presented, several of the students did agree that the information was presented just as effectively in an online environment.

Finally, as a student who has taken numerous online classes, I can attest that they are just as effective in transferring academic information as face-to-face classes. In fact, several of my online classes have been more informative, and certainly more rigorous, than traditional classes. My only disappointment is that I had fewer online opportunities as I advanced through academic levels.

While fulfilling the internship requirement for my MA in English I worked with a professor who openly admits being resistant to technology. However, the instructor was gracious enough to allow me to set up a Blackboard component for the class which I used to present mini-lessons in grammar, MLA citation, verb agreement, and other composition themes. Additionally, I set up a writing tutoring center online where I worked with students on composing and revising papers. Finally, I set up a "My Grades" file which allowed students to monitor their academic progress in the class. I received a lot of positive feedback from the instructor and students and appreciated the experience to work online as an intern.

Currently I work at two community colleges. I completed the required three-day training to teach online but as of yet I have not been assigned any online courses. However, I still use Blackboard for my face-to-face classes and am looking forward to future online teaching opportunities.



Currently, the community college where I work most frequently is offering eighty-two online classes. Considering how many classes have been cut due to the budget crisis, I believe this is an encouraging number. However, since President Obama is planning to support community colleges with \$500 million directed towards creating online courses I foresee community colleges increasing their online offerings in the near future - even with the current budget problems. Additionally, the institution where I work is also utilizing the online environment for all class registration and provides many student support services online as well. The college also provides Blackboard support for all face-to-face classes however it is still up to the instructor to make use of the program.

In my experience, faculty attitudes regarding technology correspond to the success or failure of distance education. One concern often expressed by both instructors and students unfamiliar with online education is that personal relationships can not be formed online as well as they can be formed face-to-face. I disagree. In a face-to-face environment conversation can sometimes flow at an easier pace. However, if you monitored who actually speaks, most likely it is the same group of students week after week leaving the voice of many students unheard. This doesn't usually take place in an online class because each student must respond in order to be "present." However, in a face-to-face class many students can get away with complete silence because other students will fill the room with conversation. A face-to-face teacher can inadvertently leave students out of a conversation much easier than an online teacher.

Another example that relationships can flourish in an online environment is Facebook, MySpace, online dating sites, blog groups, texting, etc... Individuals who visit online environments often speak of the closeness they feel to other members. The bonding element is simply continued conversation and similar interests, both of these can be found in online classes.

The English teacher I interned for tells wonderfully detailed stories. I can understand how he might be worried that he would not be able to transfer this same skill to an online environment. However, with Skype, webcams, and other video possibilities, I believe he could not only utilize his storytelling gift online but he could probably enhance it. In a face-to-face class, he has one opportunity to share the story. However, if he were to video tape the story he could practice his delivery until he creates the exact narrative he wants or he could add additional graphics to build the plot. Additionally, in a face-to-face environment students only have one exposure to the story, however if the instructor created a video of the story it could be played back repeatedly.

Another factor that I believe causes instructors to resist technology is fear of the unknown. Teachers fear looking uninformed or inexperienced in front of their students and assume that their students will know more than they do about online technology. A comprehensive online training course or a friendly and easily accessible support service could help alleviate the fear so often associated with change. Finally, if teachers knew how many wonderful support systems are out there to help make teaching fun and interactive they might be more inclined to take the online plunge. Today's online teachers have exceptional resources such as Jing, Ning, Camtasia, Viddler, Wordle.net, YouTube, and many other sources to draw from.

While teachers fear looking incapable, students often fear being left alone to figure things out for themselves. However, online classes, if set up correctly, can actually give students more support from their teachers - not less. Additionally, students can take the individual time they need to read lectures and respond to online conversations. In conclusion, a thoughtful face-to-face teacher, who supports and encourages their students, will behave no differently online.

People do not need to leave their homes to "connect" with the outside world any longer. For example, students living in China are currently taking classes at CSUSB and will graduate with a Masters Degree in TESOL. I am also working towards my third Masters Degree in TESOL at CSUSB and am convinced the online students will receive the same level of instruction working from their computer as I do sitting in class. After all, we have the same instructors, the same textbooks, and most likely, the same assignments.

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