Faculty Perceptions of Readiness to Teach Online

Dissertation Defense
Randy Graff
July 23, 2008
Faculty Perceptions of Readiness to Teach Online

Problem

Research Questions

Results

Findings

Literature

Now what
Problem

Lack of faculty voice.

What do faculty feel they need in order to be ready to teach online?

Self-efficacy theory helps explain beliefs that faculty need in order to be willing and ready to teach online.
Research Questions

What factors support faculty self-efficacy in readiness to teach online?

What factors impede faculty readiness to teach online?

What motivations do faculty hold concerning readiness to teach online?

What demotivations do faculty hold concerning readiness to teach online?

What are the perceived causes of faculty resistance to web based teaching?

What attitudes and beliefs are conducive to faculty teaching online?

UF College of Education
UNIVERSITY of FLORIDA
Participants

n=10
Criterion based sampling
Two interviews each

Participants [10]

Education 2

PHHP 1

Medicine 2

Pharmacy 2

Nursing 3

College of Education
UNIVERSITY of FLORIDA
**What Factors Support Faculty Self-Efficacy in Readiness to Teach Online?**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Reliance</td>
<td>7 (4)</td>
</tr>
<tr>
<td>Personal Interest</td>
<td>6 (6)</td>
</tr>
<tr>
<td>Technical Support</td>
<td>6 (4)</td>
</tr>
<tr>
<td>Peer Support</td>
<td>4 (4)</td>
</tr>
<tr>
<td>Experience</td>
<td>3 (3)</td>
</tr>
<tr>
<td>Reflection</td>
<td>3 (3)</td>
</tr>
<tr>
<td>Supporting Factors</td>
<td>Technology</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Support and personnel</td>
<td>Patience and awareness</td>
</tr>
</tbody>
</table>

| Attitudes and Beliefs | Enjoy working with | | |
|-----------------------|---------------------|----------------||
| | | | |

<table>
<thead>
<tr>
<th>Impeding Factors</th>
<th>Barriers (CMS)</th>
<th>Perceived current lack</th>
<th>Grants, research and service</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Perceived current lack</td>
<td>Grants, research and service</td>
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<table>
<thead>
<tr>
<th>De-motivating Factors</th>
<th>Anticipate</th>
<th>Anticipated:</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Lack of understanding</td>
</tr>
<tr>
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<table>
<thead>
<tr>
<th>Faculty Resistance</th>
<th>Control</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Faculty work</td>
</tr>
<tr>
<td></td>
<td>Faculty input</td>
</tr>
<tr>
<td>Theme</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Intrinsic</td>
<td>Internal qualities that influence faculty success</td>
</tr>
<tr>
<td>Peers</td>
<td>Faculty within the university</td>
</tr>
<tr>
<td>Technology</td>
<td>Software and people</td>
</tr>
<tr>
<td>Students</td>
<td>Interactions with students</td>
</tr>
<tr>
<td>Time and work</td>
<td>Effort required to get things done</td>
</tr>
<tr>
<td>Administration</td>
<td>Higher management knowledge and support</td>
</tr>
</tbody>
</table>
Benefits to Faculty

• Grading
• Student access to materials

• Intrinsic
  - Intellectual challenge
  - Improved working conditions
  - Faculty development with peers

Confirmed

Maguire, 2005
Grant, 2004
Covington, et al., 2005
New findings

Genuine, in-depth faculty input with regards to online teaching

Faculty presence

Respect for students

Graff, 2008
What Now?

- Faculty Input: Tech Adoption
- Faculty Input: Faculty Development
- Faculty and Administration Relationships
- Andragogy
Thank You For Your Attention
Explorer 4 (High Fidelity)

Main Features

Outline
Adjustable frames
Full size slide
Navigation
Slide show
Animation
Transitions

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Explorer 3 and Netscape 3

Main Drawbacks

Static frames
Minimized slide
Misaligned images
Save As Accessible Web Page (not yet for 2007)
http://www.webaim.org/techniques/powerpoint/convert.php

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