

Barriers to Change in Online Teaching
Concurrent Session, Wednesday, February 25, 2009
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	1. Please identify and expand on a barrier to the introduction of technologies for online learning you have observed in your setting.	2. Please expand on one of the strategies raised in this session (or contribute an original approach) that you think might help to overcome the obstacle.
R1	Faculty work load - in most faculties online courses are not considered to be part of an instructor's regular teaching load. Even if a faculty member does become interested in authoring a course (for which they are paid a lump sum) they often don't want to be the point person for offering the course. The role of coordinating and offering the course is handed to a grad student or adjunct and the course does not go through the necessary iterations to evolve towards the "best it can be".	We are looking at having online courses become part of the regular teaching load of the faculty member. This will increase the commitment to the process of developing the course and help them hone their skills over time.
R2	Lack of time to construct new courses combined with a lack of technological expertise as a faculty member to create new courses.	Step by step learning, attempting to convert current curriculum into "bits" of online content through the faculty learning centre.
R3	Silo's - communication not flowing well. Ed developers need to work with ID's and in collaboration to be effective. Over all college approach versus department approach.	Start small - demonstrate quick wins, reinforce and share successes and allow faculty to work at their own or negotiated pace.
R4	Faculty are not happy with the technology that they are required to use.	Provide a sandbox so faculty can experiment with technology and show its benefits in teaching and learning based on a set of criteria. New technologies can be implemented based on faculty needs. Get faculty buy in because they were involved in adoption process.
R5	Curriculum design for online teaching: conversion of face-to-face course content to an online modality.	Providing assistance (curriculum design)/support that helps to "re-tool" the course content into an online format. Providing course templates and using instructional guides that accompany textbooks to provide ideas for translating course materials into an online format.
R6	Resistance by faculty is one of the greatest. The resistance is often rooted in fear of failure. By demonstrating an easy technique, and by showing a few important benefits, faculty may be encouraged to pursue this on their own.	Good technical support that is available to both faculty and students at the hours when they need it is vitally important.
R7	Pedagogical constraints - faculty are used to face-to-face strategies and find it difficult to transition to online learning strategies.	Inspire faculty by showing them the possibilities that online learning strategies offer. By seeing the possibilities, faculty may gain a new passion for teaching and enjoy the challenge of modifying their current teaching strategies.
R8	Lack of institutional commitment to embrace teaching with technology as a viable addition/replacement to face-to-face teaching.	Creating a community of individuals that can start the conversation.
R9	Certains professeurs ne veulent pas changer leur façon de faire et pensent que les technologies n'amènent que dépense de temps et d'énergie. Mauvaise compréhension de ce que'est un course en ligne. Tranposition de cours en présentiel vers un cours en ligne sans adaptation suffisante.	Utilisation de ressources utiles pour sauver du temps et rendre les cours plus dynamiques et plus accessibles aux étudiants selon leur emploi du temps. Outils pour rendre les étudiants plus motivés et plus actifs en classe (car enseignement différencié) Bénéfice pour une meilleure réussite des étudiants.