

Table 8 - Sample of Research Involving Faculty and Instructor Perspectives on Online Learning: Chapter 3 - Research on Online Learning

Topic: Faculty and Instructor Perspectives on Online Learning	Author	Description/Procedures	Results	Instructional Strategies/Activities Suggested by Study
Perspectives of Traditional and Distance Learning Higher Education Faculty	The National Education Association (NEA) (2000)	<ul style="list-style-type: none"> ▪ Quantitative and qualitative information gleaned from interviews with 402 distance learning faculty and 130 traditional faculty ▪ Participants were considered distance learning faculty if taught a distance learning course in last five years ▪ Distance learning course was defined as one in which more than half the instruction was delivered online when students and faculty are in different locations ▪ NEA members teach primarily at public two and four year colleges and universities with graduate students 	<ul style="list-style-type: none"> ▪ One in 10 higher education NEA members teach a distance learning course ▪ Faculty teaching distance learning courses and those teaching traditional courses have similar profiles in education, tenure status and content taught ▪ Faculty who teach Web-based courses have more positive opinions about distance learning courses than those who teach traditional courses ▪ NEA faculty primarily use Web-based, chat room and threaded discussion group technologies with email as the dominant means of communication outside of class ▪ Technical support is significantly more important to faculty's feelings about distance learning rather than the type of institution or students ▪ Faculty teaching distance learning courses function as the designer of content (37%), manager of information (20%) or both (41%) ▪ Over half (53%) spend more hours per week preparing and delivering distance learning courses than traditional ▪ Majority (84%) get no course reduction for teaching online courses ▪ Faculty teaching Web-based courses give these courses a better rating than traditional courses in access to information, providing high quality course material, assisting students in mastering subject matter, assessing effectiveness of course, and addressing student learning styles ▪ Faculty teaching Web based courses give their distance learning course the same rating as traditional courses on improving quantitative skills, developing student interactivity, strengthening group problem solving skills 	<ul style="list-style-type: none"> ▪ Providing technical support and gaining experience in teaching online are important factors to consider to promote faculty's positive feelings toward Web-based instruction ▪ Providing training for faculty is important so that they can function adequately as course designers and managers ▪ Consider compensation for increased faculty time in preparing and delivering online courses ▪ Consider online courses when faculty goals include providing high quality course material, assisting students in mastering subject matter, assessing effectiveness of course, and addressing student learning styles

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Motivating and Inhibiting Factors for Faculty Participation in Distance Learning	Schifter (2000)	<ul style="list-style-type: none"> ▪ Survey of 263 faculty including 11 administrators at a large research I higher education institution ▪ Examining the top 5 motivating and inhibiting factors for participating in distance learning courses 	<ul style="list-style-type: none"> ▪ All three groups rated personal motivation to use technology high in the top three and opportunity to develop new ideas ▪ Administrators and non-participants rated intellectual challenge as a strong motivator ▪ Personal motivation to use technology was rated third by non-participants but first by participating faculty and administration ▪ Reduced teaching load was rated extremely low by participants (27th), but less so by non-participants (19th) and administrators (16th) ▪ Both faculty groups rated credit toward promotion and tenure lower than administration who ranked it in the top five ▪ Significant differences were found for opportunity to use personal research as a teaching tool, support and encouragement from department colleagues and technical support provided by the institution, career exploration and merit pay ▪ Non-participating faculty rated support from dept. colleagues and career exploration lower than administrators and participating faculty ▪ Participators rated opportunity to use personal research as teaching tool high ▪ All three groups rated lack of technical support as top inhibiting factor for faculty participation in distance education ▪ Administrators agreed with both faculty groups on concern about faculty workload and lack of release time as top inhibiting factors ▪ Administrators agreed with participation faculty that lack of grants is a strong inhibiting factor 	<ul style="list-style-type: none"> ▪ Capitalize on intrinsic factors such as personal interest and intellectual challenge in technology to motivate faculty to use distance learning methods in their courses ▪ Provide adequate institutional support, technological infrastructure for online courses ▪ Provide support in workload, release time and grant opportunities as a means to encourage faculty to use distance learning methods in courses

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References:

National Education Association. (2000). *A survey of traditional and distance learning higher education members*. Washington, DC.

Schifter, C. C. (2000). Faculty participation in asynchronous learning networks: A case study of motivating and inhibiting factors, *Journal of Asynchronous Learning Networks* [Online]. Available: http://www.aln.org/alnweb/journal/Vol14_issue1/schifter.htm.