Instructors Transitioning to Online Education

Donna Joy

Dissertation submitted to the Faculty of the Virginia Polytechnic Institute and State University in partial fulfillment of the requirements for the degree of
Doctor of Philosophy
in

Educational Research and Evaluation

Dr. Marilyn Lichtman, Chair
Dr. Penny Burge
Dr. Gohar Farahani
Dr. Tom Gatewood
Dr. Stuart Weinstein

September 2, 2004
Falls Church, Virginia

Keywords: Online Instruction, Distance Education, Phenomenological Study

Instructors Transitioning to Online Education
Donna Joy
Abstract

The motivation and importance of this study was influenced by my own experience of transitioning

from traditional face-to-face to online instruction. For this study, I conducted telephone interviews

with 12 instructors meeting the specified qualifications. I also conducted email interviews with

participants for 5 weeks. Transcripts of all interviews are located in the appendices. I used a

combination of first person, hermeneutic and existential phenomenological approaches to

investigate the lived experiences of college and university instructors who have transitioned from

traditional face-to-face to online instruction. Several minor themes were revealed. The overall

theme is that the online classroom system is an emerging culture with some unique advantages.

The paper ends with a major question to be further examined: Would the results be different if less

experienced instructors were interviewed?

Acknowledgements

I found this to be one of the hardest things to write because there are just so many people that I would like to thank. Completing this dissertation means more to me then fulfilling the requirements to a Ph.D. For me this symbolizes a level of achievement for me as a human being. I know that if not for the several people who have been a part of my life, this dissertation would never have been written. I would like to start by thanking them.

Thank you, Swami Shankarananda, minister of Divine Life Church for teaching me how to manifest this dissertation and anything else I ever desire and for re-teaching me my loveliness. Thank you, Mr. Juhan Anilane for believing in me and giving me an appreciation for education. Thank you, Dr. Greg Reising for saving my life and so eloquently instructing me. Thank you, Rodrigo Sebastian De'Olivares for being a light for me. Thank you, David Morgan for teaching me how to love. Thank you, to Dr. Wilson for being so instrumental in getting me back on track. Thank you, to Djwhal Khul, Sri Yukteswar, Terri Newlin and all of my teachers, guides and helpers for all of your loving kindness and assistance. Thank you to Dr. Marilyn Lichtman who has been a model of strength during difficult times, wisdom during uncertainty, for being smart enough to see so much of me from my simple poem, for hanging in there with me and for reading, correctly, re-reading and making reasonable suggestions for improvement.

I would also like to thank these people. Thank you to my two sweet, sweeties Ananda and Mahayana Garcia for sacrificing all of those extra hugs and kisses so I could keep working. Thank you to their father Marty Garcia for being willing to ease some of my burdens. Thank you to Lucy Hagan and Scottie for being my secret cheerleaders. Thank you to William Young for modeling good work habits. Thank you to the 12 participants in my study for being so willing to sacrifice

Table of Contents

Chapter 1: Instructors Transitioning to Online Education

One consequence of the surge in online communication is the rapid growth in internet-based distance education.   The Department of Education's National Center for Education Statistics found that there were an estimated 3,077,000 enrollments in web-based distance education courses in two and four year institutions during the 2000-2001 school year (National Center for Education Statistics, 2003). That is an increase of over 2.9 million from the 1997-98 school year (National Center for Education Statistics, 2003). Additionally, 52% of institutions with undergraduate programs offered credit granting distance education courses. Meanwhile, 12% of all institutions planned to start offering distance education courses. It is not surprising that Roblyer (1999) found that many administrators of our institutions of higher learning fear that their schools will become extinct if they do not offer some sort of web-based distance education courses.

Consequently, educators are experiencing the repercussions of these shifts. While much research has been conducted on distance teaching and learning there has been very little from the perspective of the instructor. Ironically, these are the people having to make a lot of adjustments. Not only do they have to learn new technology, but also their entire teaching style is likely to be affected. Among other things, they have to adjust their communication style, instruction design and delivery, and evaluation methods. Those instructors who have volunteered or have been forced to move from traditional face-to face instruction into "cyber school" are the people in the best position to not only guide the rest of the instructors through the transition, but to develop a foundation for success in online instruction.

This chapter is organized into eight levels. The first section contains a history of distance education. To emphasize the significance of the study, The second section contains literature

related to instructors transitioning to online. Thereafter, statement of the problem, purpose of the study, significance, research areas, limitations of the study and definitions are presented.

A Brief History of Distance Education

A form of distance education actually can be traced back as far as medieval times when monks traveled from monastery to monastery with handwritten church documents (Burke, 1995). Contemporary distance education had its roots in England, where, in 1840, Isaac Pittman began teaching shorthand by correspondence. Distance university study began in America in 1874 at Illinois Wesleyan University at both the graduate and undergraduate levels. Technology-based distance education might best be linked to the introduction of audiovisual devices into the schools in the early 1900's. In 1932, the State University of Iowa began experimenting with transmitting instructional courses (Wright, 1991). By 1972, 233 educational television stations existed (Carnegie Commission, 1979).

The use of computers in distance education has grown rapidly over the past 20 years. During the 1980's and early 1990's Computer Assisted Instruction (CAI) flourished, as it became extremely popular to the general public in the form of exercise and various self-instruction videos. CAI required students to interact with a computer via a computer program. These programs were primarily used to provide drill, practice, simulation or modeling exercises (Hiltz, 1994). Computer mediated instruction provides opportunities for dissemination of learning materials via email service and visual and sound messages to others with Internet access, via bulletin boards, web chats, streaming video, video conferencing and a host of growing forums on World Wide Web servers (Jonassen, Davidson, Collins, Campbell, & Haag, 1995). These latest computer dependent distance education courses are generally referred to as "online instruction". This means that the courses are taught through the use of the Internet. Students must connect to the Internet and are therefore

"online". These online courses are classified as either synchronous or asynchronous. Both course formats are dependent upon computer mediated communication, which refers to the use of networks of computers to facilitate interaction among users in geographically separate places (Jonassen, et al., 1995).

Instructors in Transition

Obviously, higher education as we know it is changing. Dunderstadt (1999) believes that "though the university will continue to supply the content for educational programs, other organizations such as entertainment companies, with experience in packaging content, may compete to provide educational services to the mass market" (p.17). Dunderstadt (1999) feels that instructors will move from teachers to course designers. Instructors will need to develop skills which allow them to hold online discussions and create courses (Salmon, 2001). However, it's also possible that the person who develops a course may not be the same person who directs instruction to students (The Higher Learning Commission, 2000). Farahani (2003) suggests that "most students and faculty in online courses are novices and that educators are experimenting through trial and error" (p. 6). Certainly instructors are working hard to keep up with the changes.

In response to the emergence of technological mediated instruction, "Best Practices" guidelines for administrators and faculty working with online students were developed by eight regional accrediting commissions (The Higher Learning Commission, 2000). Important information concerning faculty support was included in this document of "Best Practices". The four major issues were: (1) the development of an agreement of workload; (2) compensation and ownership of intellectual material between teachers and administrators; (3) a request for the institution to provide an ongoing program of appropriate technical, design, and production support

for faculty; (4) the institution provides training in technologies related to course design and for effective interaction strategies.

Reading the literature review in chapter 2 will give a clearer idea as to why the commission thought these issues important. For instance, researchers found that transitioning instructors had a variety of concerns (Berge, 1998; Inman & Kerwin, 1999; Rockwell, Scheuer, Fritz, & Marx, 1999; Wilson, 2001). Many instructors felt that they were unprepared for online instruction (Wilson, 2001) which could explain the fourth issue raised in the "Best Practices" document (The Higher Learning Commission, 2000). Many instructors felt that they were under time pressure to create the course material and actually learn the technology needed to adequately instruct (Berge, 1998; Rockwell, Scheuer, Fritz, & Marx, 1999; Wilson, 2001) and that this inhibited their motivation to initiate a transition or incorporation of online instruction (Wilson, 2001). Hiltz (1997) found that some instructors were required, to monitor and teach a class, prepare for video or audio taping, review and rehearse ahead of time, moderate class conferences, and respond daily to students via e-mail. This coincides with the first issue covered in the "Best Practices" recommendations. Those who had taught online felt that they were not rewarded for the extra work and time needed to prepare and execute the online courses (Hiltz, 1997; O'Quinn & Corry, 2002; Rockwell, Scheuer, Fritz, & Marx, 1999; Wilson, 2001) which helps to explains the second issue in the "Best Practices" article. Many instructors also felt that they were not given enough support in planning and delivering their online courses (Berge, 1998; Rockwell, Scheuer, Fritz, & Marx, 1999). The third recommendation in the "Best Practices" document is for faculty support.

O' Quinn and Corry (2002) conducted a survey study of 146 instructors and chair persons to determine the degree to which a set of 30 factors may have inhibited faculty's participation in distance education. They determined that the many concerns could be eliminated by following their

suggestions for improving online instruction and online faculty morale. They suggested a follow-up to their study which would evaluate the attitudes of instructors who have taught both online and traditional face-to-face to determine the extent that the instructors' perceptions change.

Statement of the Problem

There are many other studies that offer instructors' views, yet most like above, are based on surveys (Barron & Lyskawa, 1998; Berge, 1998; Mims, 1999; Mims, McKenzie, & Kirby, 1999; Rockwell, Scheuer, Fritz, & Marx, 1999; Wilson, 2001). Research based on surveys is limited to the length of the survey and types of questions addressed. Many instructors' experiences, views, concerns and needs go unnoticed. Little research can be found that examines the lived experiences of those instructors who have made the transition from face-to-face to online teaching.

Dibiase (2000) wrote about his own personal experience of teaching both traditional face-to-face and online. He commented that his statements were only based on one person's experience. Smith, Ferguson and Caris (2002) examined the lived experiences of instructors who have taught both traditional and online instruction. They interviewed instructors over the phone or via email. The most common response from the 21 instructors interviewed referred to instructors having fewer channels of communication in the online environment. This need for interaction is one of the four issues raised previously in the article on "Best Practices" (The Higher Learning Commission, 2000). Additionally, this factor was the major cause of many of the other differences reported. The researchers in this study relied on predetermined questions for the 17 email interviews. These questions were based on only 4 telephone interviews. Yet, the possibility exists that asking so few people for input could create skewed results. Another drawback to this study was that 15 of the 21 instructors taught for the same university system. Obviously, this does not give a clear enough picture of the issues. To get a comprehensive view of the situation faced by these instructors who

are laying the foundation for the future of education, it seemed necessary to interview a variety of instructors from around the country and allow them to share their experiences. Only then could we get the answers from the experienced professionals.

The question for this study, "What are the lived experiences of instructors who have taught both face-to-face and online?" lended itself to qualitative research. A qualitative study of this topic was needed because there were no clearly identified variables or theories available which explain the behaviors or experiences of the participants (Creswell, 1998). One type of qualitative research method known as phenomenology is defined as a " description of one or more individuals' consciousness and experience of a phenomenon… The purpose is to obtain a view into the life worlds and understand the personal meanings constructed from the lived experiences of the participants" (Johnson & Christensen, 2000, p. 315). Therefore, since I was exploring the meaning of the lived experiences of instructors who have experienced the phenomenon of teaching both face-to-face and online, the phenomenological approach was the best choice for this particular study.

Additionally, there are several approaches to conducting a phenomenological study. In this study, I used a combination of existential, hermeneutic (the use of the format of email questions would be considered hermeneutic) and first-person approaches. Existential phenomenologists rely on the written or spoken interpretation of the events related to the phenomenon by the participants (Seamon, 2000). Hermeneutical phenomenologists examine material objects such as texts, written documents, personal journals, poems, paintings and songs to gain a better understanding of the lived experiences of the phenomenon (Seamon, 2000). In first-person phenomenological inquiry, researchers use their own experience as a basis for examining the phenomenon (Seamon, 2000; Shertock, 1998; Toombs, 1995a, 1995b; Violich, 1998). The researcher performs a self-inquiry of

the phenomenon in order to bring clarity to the understanding of the experience of the phenomenon in others (Seamon, 2000).

A basic requirement of phenomenological inquiry is the practice of the researcher bracketing or suspending the belief in the existence or non-existence of the phenomenon. Not only did I bracket my own opinions and thoughts, but I also conducted a self-reflective interview, prior to interviewing the participants. This is similar to the technique used by Bolam, Gleeson and Murphy (2003) where the primary interviewer was interviewed by one of the secondary interviewers. These authors state that this practice is helpful when the researcher has experienced the phenomenon being explored. Since I am the only investigator in this study, I answered the interview questions myself, prior to the interviews. I transcribed my own responses and "story" of my experience transitioning to online instruction. My responses may be found in the appendices.

Purpose

The purpose of this study was to better understand using lived experiences, what it was like to be an instructor in transition from the traditional to online settings and what those experiences mean. I found no studies in which researchers asked instructors about the pedagogical issues involved with online instruction. Rich and descriptive information on actual instructors who have taught adults both online and in a traditional college setting are provided.

Significance

There are an increasing number of college instructors being asked or thrown into the online teaching arena with little or no experience, training or instruction. The literature contained a few studies that explored the aspects of online instruction, yet most were based on surveys (Barron & Lyskawa, 1998; Berge, 1998; Mims, 1999; Mims, McKenzie, & Kirby, 1999; Rockwell, Scheuer, Fritz, & Marx, 1999). Surveys are limited as far as quality and quantity of questions that can be

asked. In addition, Many participants in the surveys had just begun or were preparing to teach

online (Wilson, 2001). Without much experience teaching online, it is likely that instructors'

responses may have change after some time. Also, many of the research findings revealed the

technical problems experienced when teaching online (Berge, 1998; Rockwell, Scheuer, Fritz, &

Marx, 1999) or the amount of extra time required of instructors to teach online (Hiltz, 1997;

O'Quinn & Corry, 2002; Rockwell, Scheuer, Fritz, & Marx, 1999).   I felt that questions that

address pedagogical issues may have best been answered through interviews, which explored the

experiences of those instructors who have taught both traditional and online instruction. Many

other issues may have only been revealed through in depth interviews with instructors. There was

little research available which revealed the lived experiences of those instructors who have taught

both face-to-face and online. Dibiase (2000) wrote about his own experiences of teaching both

traditional face-to-face and online. Smith, Ferguson and Caris (2002) examined the lived

experiences of instructors who have taught both traditional and online instruction, but their study

was limited mostly to email interviews with the majority of instructors teaching in the same

university system. Consider my own experience as a unique example of why there was a need to

have instructors present their own stories. The motivation and importance of this study was

influenced by my own experience of transitioning from traditional face-to face to online instruction.

> After teaching for 12 years in public schools, I began teaching at a local university, which I considered a relatively smooth transition. However, after several semesters of teaching face-to-face at the university, I was encouraged by the dean of my department to teach online. I never realized how unique and challenging that transition would be. I discovered that there are many aspects of online instruction that experienced teachers may not be prepared for. I found that my many education classes and 12 years of teaching experience offered little preparation for my online teaching experience.

> My first experience with online teaching was a disaster, which was partly due to poor sound quality of my microphone, partly to poor sound quality of student microphones and partly because I was overwhelmed by all of the new sensations and skills required of me. It was a synchronous class in which I was to broadcast live into a microphone while reading the

computer monitor. At the same time, students were watching their own monitors from their respective locations across the country. Students could only respond by typing, while I responded verbally and sometimes through typing. The class was packed with over 30 students. From my perspective, they were either complaining that they could not hear me or they were all asking questions at the same time that I didn't know how to answer. Each student entry rolled up as the next rolled past the last. Before I could finish reading a question, another appeared. I couldn't keep up. Every other question was," Are you new?" I finally asked that the questions be held until the end of the class or until I could get caught up. Speaking was another surprise. Luckily, I could blame the quietness of my voice on the microphone instead of what was actually happening. I was claming up. I could not see the students' responses. I would speak and had no idea how to determine how they were receiving me. I was amazed to discover how much I had depended on visual feedback from my students in traditional classes.

Once I finally felt comfortable with the synchronous form of instruction, I was given the same courses to teach in the asynchronous format, which was yet again quite different. The switch coincided with a change in servers from Blackboard to eCollege. So, I had to learn a whole new system along with a new teaching style.   Personally, I received little training as far as online pedagogy. The training I did have consisted of a self-paced tutorial for managing the technical aspects of the class. I learned how to create the online gradebook, post and respond to discussion questions and post and receive assignments. Just about everything else about online instruction I learned during the actual teaching sessions. It would have been helpful to find out so many things in the beginning.

Understanding planning, practices, style and even value changes and modifications teachers need to make in their transitions to online instruction enables university administrators, program designers and instructors to make better decisions regarding online instruction. To ensure a positive transition to online instruction, there should be a clear understanding of the issues involved in teaching and transitioning to online instruction. Without a deep understanding of the skills required in online instruction and a framework from which a clear understanding can be interpreted, I suspect that many good teachers will shy away from teaching online where they may ultimately be needed most, if current trends continue. Instructors will need to adapt to a whole new work environment and possible lifestyle. This study provides insight into the various concerns and coping strategies used by instructors faced with the challenges of transitioning to online instruction.

Research Areas

In this study, I address the gap in the literature by sharing the experiences of

these pioneers. Specifically, the research explored the following areas:

- Degree of personal fulfillment experienced through online instruction.

- Any new skills needed for online instruction which are not related to the technology.

- Actual technical skill requirements.

- The art of teaching online and pedagogy.

- Possible lifestyle changes.

- Quality and quantity of student/teacher interaction.

Limitations

Moustakas (1994) states that phenomenology "searches for meanings and essences of experiences rather than measurements and explanations"(p. 21), "it does not seek to predict or determine relationships" (p. 105). Therefore, explanations or predictions of the experiences are limited in this study. Wilber (2003) contends that phenomenological approaches are strong in the "I" components but weak in the "we" components. Therefore, each interview or person's experience is from the point of view of the individual in relation to the phenomenon as opposed to the group experience of the phenomenon. As hard as one may try, "some entities simply are not bracketable… clear openness is virtually impossible for some people." (Moustakas, 1994, p. 90). Due to the nature of phenomenology studies, the sample size of "up to ten" is recommended (Creswell, 1998, p. 113); therefore, I did not interview a cross-section of the population. Finally, an unforeseen limitation of this study arose from the restrictions placed on the sample characteristics. I limited the sample to instructors with at least one year of online teaching experience. This presented a problem in that a lot of the initial transitioning issues were probably forgotten or overlooked by the polished instructors who were ultimately interviewed. Therefore, most claimed to have little to no transitioning problems. As is explained in chapter five, the very nature of the

online classroom is experiencing constant change. To eliminate an entire group of instructors based on their level of experience leaves me to wonder whether there is an additional layer of experiences left unrevealed.

Definitions

        For the purpose of this study the following operational definitions were used:

Distance Education   A method of course delivery occurring when students and the course instructor are separated by place and time. Examples of distance education instruction are mail , phone and interaction with instruction occurring via web pages, recordings, videos or written texts. Online Education is one form of distance education.

Online Education   When students are required to enter class via the internet and the primary means of course delivery and interaction for the class are accomplished via connection to the internet. There are several models of courses that take advantage of online technology. There are those that are strictly online and those that combine online with face-to-face instruction. For the combined method, the class may meet as a group, in person, for several sessions and via the Internet for others.   During the Internet meetings, they may interact through chat rooms, email or by posting on bulletin boards housed in cyberspace. Online instruction generally falls into one of two categories: synchronous or asynchrounous. Examples of online course platforms are eCollege, Blackboard and Net meeting.

Asynchronous Instruction   When students enter the class at the time of their choosing within

certain perimeters set forth by the instructor. There is no set time

each week for receiving information and interacting with instructor.

Students generally read assignments from web page and listen to

and/or read pre-recorded lectures.

Synchronous Instruction   Students receive instruction at the time of delivery from instructor.

They may either see, hear or read the instructors directions or lectures

at the same time of delivery. This is accomplished through the

internet.

Phenomenology   A qualitative research method accomplished through in-depth

interviews and observations of participants who share the common

experience under investigation.

Chapter 2: Literature Review

The intent of this literature review is to provide a description of the research related to college instructors transitioning to online instruction. To gain a comprehensive picture of this broad topic, I have provided background information on the various components of the transition to online instruction.

While most of us are aware of traditional adult distance education, many are not as familiar with online adult education. In the first section of this review, I have defined distance and online instruction. To do this, I first defined distance education and then gave a historical overview of distance education. The overview is divided into two parts: before the computer revolution and after. I chose 1980 as the beginning point of the computer influence in distance education. Therefore, the second part of the first section is entitled, Historical Developments from 1980-present.

The second section contains information on various aspects of learning, beginning with an overview of learning theories. A sub-section on adult learning theories follows. That section concludes with a sub-section on adult learning theory as applied to online instruction. The next logical step was to present the literature related specifically to teaching and learning online. For this section, I gave a detailed explanation of online instruction. This was followed by a comparison of online with traditional instruction. Much of this shift in education to online instruction rests with instructors; therefore, the available literature on instructor experiences was also included. In order to evaluate instructors' concerns and beliefs more effectively, literature related to student success and attitudes toward online instruction were also included. The chapter concludes with a brief summary.

Distance Education

Definition

In distance education a separation exists between the teacher and student either in space or time (Perraton, 1988; Sims, 1983). The control of the rate of instruction is by the student rather than the instructor (Jonassen, 1992) and asynchronous communication occurs between student and teacher, with some form of technical media as context for instruction (Keegan, 1980). Moore and Kearsley (1996, p.11) define distance education

as:
> planned learning that normally occurs in a different place from teaching and as a result requires special techniques of course design, special instructional strategies, special methods of communication by electronic and other technologies, as well as special organizational and administrative arrangements.

Cantelon (1995, p. 45) expanded the definition of distance education a bit further by stating that it is not merely a geographic separation, but also a "…cultural, emotional and pedagogical distance." He went on to say that the "site of learning is transformed from a place to a process." Learning does not occur in a computer, but via computer. The many events or processes which must occur are now more important than getting to the class on time.

When attempting to formulate a workable definition of distance education, I discovered that it was necessary to establish a clear understanding of traditional education to serve as a baseline for defining distance education. In doing so one must determine precisely how distance education differs from traditional education. In my analysis, I have come to agree with Barker, Frisbie and Patrick's (1989, p. 28) determination that distance education differs from traditional education in that some form of mediation is required for instruction in distance education. However, as previously stated, some researchers define distance education as relying on a separation of student and teacher, either in space or time (Perraton, 1988; Sims, 1983). With these two principles in

mind, distance education was defined as: education occurring with a separation in space (not face-to-face) or time between the teacher and student and dependent upon a separate (outside of the two individuals) medium of communication (third person, mail, computer or phone).

Historical Development of Distance Education

Distance education was first introduced as correspondence (via mail, hand delivery) instruction. A form of distance education can actually be traced back as far as medieval times when monks traveled from monastery to monastery with handwritten church documents (Burke, 1995). Contemporary distance education had its roots in England, where, in 1840, Isaac Pittman began teaching shorthand by correspondence. Distance university study began in America in 1874 at Illinois Wesleyan University at both the graduate and undergraduate levels. A correspondence university was also founded in Ithaca, New York in 1883. Neither of these programs is operational today (Mackenzie & Christensen, 1971). Beginning in the 1880's private correspondence colleges, such as the University Correspondence College, prepared students to take examinations for post secondary-level degrees (Curzon, 1977). A "modern language" correspondence school was also established in Berlin, Germany in 1856, which still publishes instructional materials.

Technology-based distance education might best be linked to the introduction of audiovisual devices into the schools in the early 1900's. In 1910, the first catalog of instructional films was available (Reiser, 1987). In 1932, the State University of Iowa began experimenting with transmitting instructional courses (Wright, 1991). Research programs directed at understanding and generating theory on how instructional media affected classroom learning were developed during the 1940's (Reiser, 1987).

Correspondence study was still not well accepted during the 1950's (Wright, 1991). A survey report by the Correspondence Study Division of the National Education Association

recommended research to measure the effectiveness of television as an educational tool (Wright, 1991). One such study occurred in 1956 by Childs (Almenda, 1988). The purpose was to examine correspondence study in combination with television instruction.   The researcher reported that television was an instrument for transmitting instruction, not an instructional method. She also found that there was no significant difference in the achievement levels of students taught in regular classrooms by means of television or by a combination of correspondence study and television (Almenda, 1988).

During the 1960's, advances from the federal level helped widen the doors to distance education. In 1963, the Instructional Television Fixed Service was created when the Federal Communications Commission declared that selected transmission frequencies would be reserved to be licensed to credit-granting institutions for educational purposes (Public Broadcasting Service, 2003). In 1967, the Public Broadcasting Act was signed by President Johnson.   This act authorized the creation of the Corporation for Public Broadcasting whose purpose was to create and distribute quality instructional programs (Public Broadcasting Service, 2003). By 1972, 233 educational television stations existed (Carnegie Commission, 1979). Ohio State University, University of Texas and the University of Maryland were among the earliest universities to create networks to reach both on-campus and off-campus student populations (Brientenfield, 1968).

This brief history of the first 100 years of distance education in the United States shows a field that was in a constant state of evolution. There have been many changes in distance education since the time when manuscripts were handwritten and carried during medieval times. Distance education has been filled with a stream of new ideas where technology continually offered promising alternatives. We saw the increasing reliance, in both traditional academic and business training applications of distance education, on the mail system, reel-to-reel films and finally radio

and television. With the use of technology, distance education has managed to grow and survive alongside traditional education. As you will discover from the remaining section on distance education's historical development, distance education has not only "held its own" in relation to traditional education, but it is beginning to surpass it in terms of its convenience and simplicity.

Historical Development of Distance Education from 1980 - Present.

The use of computers in distance education has grown rapidly in the past 20 years.   During the 1980's and early 1990's, Computer Assisted Instruction (CAI) flourished, as it became extremely popular to the general public in the form of exercise and various self-instruction videos. CAI required students to interact with a computer via a computer program. These programs were primarily used to provide drill, practice, simulation or modeling exercises (Hiltz, 1994). Though these programs offered no interaction with the instructor, distance instruction classes in the form of instructional videocassettes known as Vertical Helical Scan (VHS) tapes, could then be carried along in a briefcase.

As you know, VHS is gradually being replaced with digital videodiscs (DVD's). DVD's are an improvement, not only in terms of visual and auditory quality, but also because of their versatility. DVD's may be used in DVD machines and connected to television monitors or, more importantly to distance education, they may be used with the computer.   As useful as these devices are, they are of little significance when compared with the advantages of the latest technological advancement to distance education.

The current, most technologically advanced form of distance education is accomplished via the Internet. The Internet connects computers all over the world. With the use of the Internet, computer mediated instruction is available. Computer mediated instruction provides opportunities for dissemination of learning materials via email service and visual and sound messages to others

with Internet access, via bulletin boards, web chats, streaming video, video conferencing and a host

of growing forums on World Wide Web (WWW) servers (Jonassen, Davidson, Collins, Campbell,

& Haag, 1995). Once a computer is connected to the Internet, the computer user may navigate to

various virtual locations. Many of these locations provide educational information. Educational

institutions are making use of this form of instruction. They provide actual classes via the Internet

and WWW.

 These latest computer dependent distance education courses are generally referred to as

"online instruction."   This means that the courses are taught through the use of the Internet.

Students must connect to the Internet and are therefore "online". These online courses are

classified as either synchronous or asynchronous. Both course formats are dependent upon

computer mediated communication, which refers to the use of networks of computers to facilitate

interaction among users in geographically separate places (Jonassen, et al., 1995). Asynchronous

instruction may occur when instruction is received at different times (recorded) or at different

places and times which is typically referred to as online (via internet connection to course)

asynchronous instruction. Synchronous instruction is defined as occurring at the same time, but in

different locations.

 The greatest exponential growth in distance education has occurred in the past 20 years.

Where distance education was once only accomplished through the mail, we have email. Not only

do we have television instruction, but we also have technology, which allows for teacher and

student communication in real time and non-real time, both visually and auditorally, from separate

locations. Interestingly, with each new method or medium of instruction, aside from convenience,

the goals remain the same. We continue to seek ways to improve learning. When studying the

experience of instructors in transition to teach in a new format, it is important to be familiar with

the research related to learning in general. This knowledge of learning theories will serve as a foundation for understanding to some degree, the extent to which instructors may experience their teaching careers as completely transformed.

<center>Aspects of Learning</center>

Learning

"Learning is the process by which we receive and process sensory data, encode such data as memories within the neural structures of our brain, and retrieve those memories for subsequent use" (Forrester & Jantzie, 2003, p. 1). This definition seems reasonable; however, the problem arises when one tries to determine the most appropriate theories of learning to apply for instruction. There are numerous theories of learning (Forrester & Jantzie, 2003; Gardner, 1993; Glasser, 1990; Kolb, 1984; Sylvester, 1993). Forrester and Jantzie (2003) have classified many of the learning theories into two categories: constructivism and behaviorism. Where behaviorists sought to modify observable human behavior through conditioning, constructivist learning theorists which, focussed on the motivation and ability for humans to construct learning for themselves.

Constructivism falls under the category of cognitive learning theories that seem to be the most useful in helping understand how we can educate more effectively. Some of the more common teaching styles today originated in cognitive theories. Constructivists encouraged open-ended questions and extensive dialog among students. From Piaget we learned the critical role that experiences or interactions with the environment play in learning. Neuroscientists advocated instruction that promotes complex thinking (Sylvester, 1993). Learning styles theorists have directed us to design instruction using various combinations of experience, reflection, conceptualization and experimentation (Kolb, 1984). Gardner (1993) informed us of the need to address all the intelligences. While control theorists stressed the need to offer students instruction

relevant to their needs (Glasser, 1990). Cognitive theorists have encouraged interaction, open-ended questioning, complex thinking, experience and experimentation in teaching and learning. Many of the adult learning theories and theories of online instruction are based in these same cognitive theories.

Adult Learning Theory

Knowles pioneered the field of adult learning with the development of a theory known as andragogy that he defines as the "art and science of helping adults to learn" (Knowles, 1980, 1990). It was based on four major hypotheses: (1) adults need to know what, how and why they need to learn (2) adults need to learn experientially and are self directed and like to have higher levels of input into the curriculum (3) adults approach learning as problem solving, and (4) adults learn best when the information is of immediate value and they are therefore motivated to learn. Like Knowles, Tough (1978) explained how adults naturally engage in self-directed learning and even recommends adapting this natural activity to formal learning settings.

Brookfield (1995) pointed out an interesting argument against this idea of adults being self-directed learners. Learning requires a broader perspective to ensure a deeper understanding. He referred to Jarvis (1987) by noting that adult learning is more socially embedded and is a socially constructed phenomenon. He contended that much of the research on adult education has been done by Europeans and North Americans and that a greater cross-cultural perspective is required to formulate legitimate theories. He pointed out that the differences in class, culture, personality, ethnicity, life experiences and gender are more significant than a person's age in determining their learning preferences. While he agreed that adults learn by experience, he did so by using it to prove his point that all experiences form learning, especially the culture in which learning occurs. He contended that to understand learning we need to know of its connections to learning in childhood

and adolescence and to the formation during these periods of interpretive filters, cognitive frames and cultural rules (Brookfield, 1995).

Mezirow's theory was that critical reflection and awareness of why we attach the meanings we do to our reality were known as transformational learning. He believed that self-reflection which fosters a change in perception was the foundation for transformation. (Mezirow, 1991, 1994). His work has been applied to a variety of groups of adult learners: displaced homemakers, male spouse abusers and persons with long term illnesses (Brookfield, 1995). Transformative learning theory became popular because it was unique to adult education (Taylor, 1998).

Cross (1981) offered the Characteristics of Adult Learners model. Her model integrated Knowles' andragogy and Rogers' experiential learning with lifespan psychology. Cross's model was intended to provide guidelines for adult education programs. The four basic principles of the model were that: (1) adult learning programs should capitalize on the experiences of the adult; (2) they should adapt to the aging limitations of the participants; (3) adults should be challenged to move toward advanced stages of personal development; and (4) adults should have as much choice as possible in the organization and availability of the learning program. Similarly, McClusky 's (1963) theory was that learning was that degree of one's learning is dependent upon the demands placed on the individual, given their individual resources or power for dealing with them and that there are internal and external loads which effect learning,

Although constructivism didn't originate within the field of adult education, as previously mentioned, it has important applications to adult education. Constructivism is based on the premise that reality is more in the mind of the knower and the individual learning and interpretation is based on past experiences and perceptions. Students construct their own knowledge from the environment.   Students must bring the information back to others for consideration (Ertmer &

Newby, 1993). The goal is to provide a medium and serve as a guide (Marra & Jonassen, 1993).

According to Guzman (2000) adult needs could be met through constructivist learning

environments. If this were true then it would seem reasonable to apply a constructivist model to

online classrooms. The next section begins by examining the extent to which the constructivist

theory is applicable to adult learning online.

Applications of Adult Learning Theory to Online Learning

One important aspect of the constructivist theory of learning is that it stressed the need for

validating new perspectives through social negotiations (Ertmer & Newby, 1993). Dialogue helped

clarify our thoughts and helped us re-frame our ideas and, in turn, learning occurs. This concept has

played a significant role in online instruction. In fact, constructivism was the theory behind the

collaborative learning paradigm of Computer Mediated Communication (Bonk & Cunningham,

1998) which is how interaction/communication occurs in online courses (Feenberg, 1989; Harasim,

Hiltz, Teles, & Turoff, 1995).

Two constructivist instructional strategies that can be easily applied to online instruction are

situated cognition and anchored instruction (Guzman, 2000). Situated cognition emphasized

context in learning (Merriam & Caffarela, 1999). Learning was embedded in experience and

personally constructed. Instruction involved learning in real-world contexts that include

collaboration and social interaction (Jonassen, et al., 1995). Anchored instruction was a computer-

based cognitive strategy that put situated cognition theory into practice (Merriam & Caffarela,

1999). Anchored instruction promoted learning by making the context more meaningful, providing

multiple ways of learning, and making maximum use of experience and existing knowledge

(Dunlap & Grabinger, 1996).

There are few studies that combine adult education theory and online instruction. Ehrmann (1995), upon reviewing relevant research, suggested that there are few educators who think about the educational strategies of using technology to improve learning outcomes. Pitt and Clark (1997) found that most online course designers were concerned with delivery strategies rather than cognitive learning strategies. They indicated that the goal of online instruction was to provide easy access to courses as opposed to improving learning outcomes. They felt that most instructors had no underlying philosophy when developing courses and that most courses were developed by trial and error, usually with modifications due to advances in technology.

Those researchers who have considered adult learning theory as applied to online instruction most often relied on the work of Knowles (Berge, 1998; Frey & Alman, 2003; Rossman, 1993). One particular study, which is ongoing, evaluated findings from 5 focus groups based on adult learning theory (Frey & Alman, 2003). The adult student feedback was reviewed based on four major authors who have been discussed in the Adult Learning Theory section of this paper: Knowles (1990), Cross (1981), McClusky (1963) and Mezirow (1994). Based on principles of adult learning theory and feedback from focus group students, recommendations for the development and teaching of online courses were provided (Frey & Alman, 2003, p. 8):

> (1) State clear expectations by providing a detailed syllabus with schedule, grading criteria, assignments, number of postings per week, deadlines and office hours, (2) avoid changing aspects of the course once it begins, (3) state contingency plans for when technology fails, (4) incorporate multiple forms of feedback into the course and (5) use specific, consistent feedback from both learners and instructor.

Pitt and Clark (1997), also relied on the work of Knowles and determined that there are ten traditional classroom instructional strategies that could be successful in online learning environments: learning contracts, lecture discussion, self-directed learning, mentorship, small group work, project method, collaborative learning, case study and forum. Collins (1992) believed that the

following seven elements were most crucial in adult online instruction: a cooperative learning climate; involving participants in mutual planning; involving participants in diagnosing their own learning needs; involving participants in setting their learning objectives; sequential activities for achieving objectives; selection of methods, materials and resources for design execution; and on-going evaluation of the adult learning experience for future improvements. Similarly, Brogan (2000) determined that facilitator directed case studies; role-playing, simulations and self-evaluations were more appropriate than lecture for adults. While Stites (1999) contended that adult learning environments should use technology in ways that maximize opportunities for learner centered, problem focused, discursive, and contextualized learning. He believed that the use of multimedia in adult education supported the learner centered approach in that it offered a variety of choices for the various learning styles and modalities. It also allowed adults to control the pacing, scope and sequence of their instruction. Recommendations which most commonly occur across the many studies are those that encourage collaborative and cooperative learning and those that allow the adult learner greater control of learning.

One learning model that was specifically designed for online instruction is the Reeves Process Model (Reeves, 1998). This model illustrated several classes of variables that may have accounted for learning online. It is appealing because it addressed cultural habits of the mind, attitudes and individual differences and the origin of motivation. The ability of an educational system to be flexible enough to address the needs of many different individuals is of greater importance in online instruction. Online instruction eliminates the location barrier and opens the classroom to many other countries, cultures and backgrounds.

This section contained the literature and research on adult learning. It began with a summary of learning theories, which was followed by adult learning theories. One particularly

impressive theory was from Brookfield (1995) in that he moved beyond the boundaries of age and incorporated class, culture, ethnicity and gender into his theory. The work of Mezirow (1991, 1994) seemed applicable to our present day adult learners as many come from such varied circumstances and experiences. Other than the applications of Knowles's theory, the theory of constructivism was most applicable to online instruction. The Reeves Model (Reeves, 1998) seemed promising to online instruction because it allowed for individual differences and aptitudes while it encouraged task ownership and collaborative support. These factors are quite important in the area of online instruction where there is a more diverse student population and no face-to-face interaction between instructors and students. In the next section, you will gain a clearer understanding as to how much these theories and models are actually applied to online instruction.

<div align="center">Teaching and Learning Online</div>

Online Instruction

There are several models of courses that take advantage of online technology. There are those that are strictly online and those that combine online with face-to-face instruction. For the combined method, the class may meet as a group, in person, for several sessions and via the Internet for others.   During the Internet meetings, they may interact through chat rooms, email or by posting on bulletin boards housed in cyberspace.

Mason (1998) presented a well-organized and informative description of three models of online instruction most commonly used. These models included Content + Support, Wrap Around and Integrated. The Content+ Support model was considered by Mason to be the earliest and most extensive category of online courses. The content is available separately from the course either as a prepackaged web accessed unit or via preprinted materials, which can be taught by any instructor, not necessarily the designer. The students spend about 20% of their learning time accessing the

online component of the course. The Wrap Around Model consists of tailor made activities, study guides and discussions which "wrap around" existing materials (textbooks and tutorials). Mason considered this a 50/50 model because half of the student's time is spent with content and the other half with online discussion and procedural concerns. The teacher or tutor has a greater role because more of the course is created (discussions and activities) each time the course is taught. The Integrated Model is completely opposite of the Content + Support model. This model consists of collaborative activities, learning resources and joint assignments. Most of the course is conducted online through discussion and carrying out tasks. This model supports the notion of a learning community in which the group directs the content and flow of instruction. Real time communication might be video, audio and/ or text based and supports small group activities.

Communication in online instruction is often referred to as "interaction" and is widely seen in the literature (Frey & Alman, 2003; Jonassen, et al., 1995; Sherry, 1996). Several studies have determined that there is a need for online courses for adult students to offer a successful interaction component (Frey & Alman, 2003; Jonassen, et al., 1995; Millbank, 1994). As pointed out in the previous section, instruction involving learning in real-world contexts, which involve collaboration and social interaction, are strongly encouraged (Jonassen, et al., 1995). Millbank (1994) found that the introduction of real-time interaction in online corporate training sessions raised the retention rate from 20% to 75%. Successful interaction occurred between teacher and student, between students and the learning environment and between students themselves and is not limited to just audio and video (Sherry, 1996). Successful online education is dependent on two-way interaction (Salmon, 2001; Walker, 2001). Without this interaction, students may feel isolated and begin to procrastinate.

Aside from the human need to interact, communication in online classes seems to have two main purposes: (1) to answer general course questions which traditionally would be answered when a student raised his/her hand and (2) to summarize the state of the discussion and provide direction for the course. These comments are known as weavings or threaded discussions. It is the role of the instructor to manage the communication/interaction in the course.

Feenberg (1989) has determined that as a moderator, the online instructor's role can be summarized into three categories or what he calls functions. These are known as contextualizing functions, monitoring functions and meta functions. Contextualizing functions include opening the discussion or announcing the theme, setting norms and setting the agenda. Monitoring functions include welcoming the students, correcting context, soliciting comments and assigning work. Meta functions include solving problems in context and summarizing the discussions. Generating good discussions and interaction among students takes careful planning and structuring. Often instructors will break up large numbers of students into groups of 10 or less, provide specific tasks, i.e. search for answers to set questions in readings or on the web and set timelines for discussions (Mason, 1998).

Pitt and Clark (1997) determined that there were strategies that did and did not adapt well to online instruction. They specified four categories of teaching strategies that have adapted well to online instruction. These include (1) support/facilitation: forum discussions, online debates, Socratic technique, group work, group problem solving, email interaction, chat forums; (2) learning tasks: lecture, tutorial, small group work, simulation, role play, research activities, linking to interactive websites, self quizzes; (3) structures/learner expectations: clear goals and objectives, assignments dated clearly, time frames for completing work; and (4) resources: demonstration screen captive movies, storage bank for lectures, case studies, linking to personal stories and case

studies, providing clear notes for easy access. Those strategies that were reported by Pitt and Clark (1997) as not effective included: traditional lectures, lots of text on web pages, motivation, personal contact, practical exercises, group work, social environment for learning, practical to theory was reported as much more difficult to accomplish, free ranging class discussion and individualized attention to struggling students.

Upon closer examination of these findings, I realized some interesting themes. Those strategies considered effective had nothing to do with traditional teaching techniques and everything to do with web page design, course ease and accessibility. Whereas those strategies considered by Pitt and Clark (1997) as less effective were more related to traditional styles of instruction, ie. lecture, personal contact and guiding discussions.   This information seemed to support the theory that instructors are not only changing platforms, but they are changing roles. I was left to wonder the degree and quality of learning that occurs in these very different arenas. I thought that this would directly affect the morale of instructors who must be observing their entire life careers in transition as it is a general assumption that instructors chose their occupations because of a desire to teach. I wondered whether they felt that they were teaching and whether they felt that their talents were making a difference? Therefore, I included the literature related to instructors' attitudes.

Instructors' Attitudes

Researchers found that many instructors were unsure of or undervalued the quality of online instruction as compared with traditional instruction (Inman & Kerwin, 1999; Wilson, 2001). This seemed to be true more so for those instructors who had not yet taught online (O'Quinn & Corry, 2002). Many instructors felt that they were unprepared for online instruction (Wilson, 2001). They felt that they were under time pressure to create the course material and actually learn the

technology needed to adequately instruct (Berge, 1998; Rockwell, Scheuer, Fritz, & Marx, 1999; Wilson, 2001) and that this inhibited their motivation to initiate a transition or incorporation of online instruction (Wilson, 2001). Those who had taught online felt that they were not rewarded for the extra work and time needed to prepare and execute the online courses (Hiltz, 1997; O'Quinn & Corry, 2002; Rockwell, Scheuer, Fritz, & Marx, 1999; Wilson, 2001). For example, Hiltz (1997) found that some instructors were required, to monitor and teach a class, prepare for video or audio taping, review and rehearse ahead of time, moderate class conferences, and respond daily to students via e-mail. Many also felt that they were not given enough support in planning and delivering their online courses (Berge, 1998; Rockwell, Scheuer, Fritz, & Marx, 1999).

Though there were several drawbacks to teaching online, many instructors agreed that there were numerous rewards (Barron & Lyskawa, 1998; Berge, 1998; Merron, 1999; Mims, 1999; Mims, McKenzie, & Kirby, 1999). Some felt that they were able to reach a more diverse student population through online instruction (Barron & Lyskawa, 1998; Mims, 1999) or just a new audience (Barron & Lyskawa, 1998; Berge, 1998; Mims, McKenzie, & Kirby, 1999). Many enjoyed the flexible working conditions afforded by online instruction (Berge, 1998; Merron, 1999; Mims, 1999). Others found that teaching online was enjoyable (Mims, 1999; Rockwell, Scheuer, Fritz, & Marx, 1999) and that instructors value the technology skills that are mastered through teaching online (Merron, 1999; Mims, McKenzie, & Kirby, 1999). Many instructors have found that online courses can be updated quite easily from semester to semester (Berge, 1998; Barron & Lyskawa, 1998).

Many instructors had complaints about their experience (Berge, 1998; Inman & Kerwin, 1999; Rockwell, Scheuer, Fritz, & Marx, 1999; Wilson, 2001), yet found many incentives for teaching online (Barron & Lyskawa, 1998; Berge, 1998; Merron, 1999; Mims, 1999; Mims,

McKenzie, & Kirby, 1999). Some of the concerns may be eliminated by following the advice of O'

Quinn and Corry (2002) who offered several suggestions for improving online instruction and

online faculty morale. They felt that faculty should be given release time or a stipend to develop

classes, they should be directly involved with selection of texts and readings and the creation of the

online assignments suggested a follow-up to their study to evaluate the attitudes of instructors who

have taught both online and traditional face-to-face to determine the extent that the perceptions

change. At least one such study was conducted in which instructors, experienced in both traditional

and online instruction, were interviewed over the phone or via email (Smith, Ferguson, & Caris,

2002). Researchers in this study found that the most common type of response from the 21

instructors interviewed, referred to having fewer channels of communication in the online

environment. Additionally, this factor was the major cause of many of the other differences

reported.

Rivera, McAlister and Rice (2002) pointed out that instructors' attitudes toward online

instruction strongly effect student experiences. In order to gain a comprehensive view of the

experience of instructors transitioning to an online teaching platform, I thought it would be helpful

to become familiar with the literature related to student achievement and attitudes towards their

online experience. Therefore, I included this student-centered literature in the next section.

Student Success

Many studies have found no significant difference between traditional and online learning in

terms of grades and achievement (Carr, 2000; Hiltz, 1997; Lim, 2002; McKissack, 1997; Relan &

Gillani, 1997; Rivera, McAlister, & Rice, 2002; Russell, 1999; Spooner, Jordan, Algozzine, &

Spooner, 1999). In contrast, others found that students in online classes received higher grades

compared to students in traditional settings   (Bartlett, 1997; Bothun, 1998; Heines & Hulse, 1996;

Koch, 1998; Tucker, 2001). These conflicting results have led some researchers to question the

validity of the studies (Ravitz, 1997; Sonner, 1999). They question the degree to which online

students are actually able to apply their knowledge to real life jobs and situations. For example,

Parker and Gemino (2001) found no significant difference in final exam scores between placed

based and online classes.

Lim (2002) reported that the "no significant difference" between traditional and online

learning also applied to the application and transferability of knowledge. The study consisted of a

34 item Likert-type scale that measured the perceived degree of the learning and application of

nineteen (10 male and 9 female), undergraduate, HRD (Human Resource Development) major

students who took a course in the three different delivery formats (web-based instruction (8

students), classroom (5 students), satellite-based instruction (6 students). A Cronbach's alpha of

.98, showed both question items (learning and application) reliable. The differences in the degree

of learning and application were analyzed using Kruskal-Wallis Test for the three student groups of

different delivery formats. The reasons for high or low learning and application were identified and

classified into categories. Students' course evaluation results analyzed by the university's evaluation

center were compared with the data analysis results of the study.

Others argue that we are comparing two different things and that these differing modes of

learning cannot be compared quantitatively because they focus only on student results (Hara &

Kling, 2000; Pouget & Pym, 2000). They argue that qualitative studies would uncover the real

issues. Some researchers have pointed out that there are differences among the learner populations

with many online students holding full-time jobs and therefore having less time (Dutton, Dutton,

& Perry, 2002; MacBrayne, 1995; Qureshi, Morton, & Antosz, 2002) and being much older than

the traditional student (Dutton, Dutton, & Perry, 2002; Knobloch, 2000; O'Donnell, 1998; Qureshi,

Morton, & Antosz, 2002; Rossman, 1993). The issue of different amounts of time on task as well as the amount of time to complete assignments was also revealed by Hiltz (1997), Jaffee (1997), Joy and Garcia (2000). For example, online students may schedule learning activities for hours that are more convenient for them. They may also have more time to reflect on ideas (Jaffee, 1997) and even have more time to complete exams.

Overall, it seems that there has been little difference in the degree of success for online students when compared with students in traditional learning environments (Lim, 2002; Parker & Gemino, 2001). However, many researchers believe, for various reasons, it may not have been appropriate to compare individuals who participate in online vs. traditional study environments (Dutton, Dutton, & Perry, 2002; Hara & Kling, 2000; Hiltz, 1997; Jaffee, 1997; Joy & Garcia, 2000; Knobloch, 2000; MacBrayne, 1995; O'Donnell, 1998; Pouget & Pym, 2000; Qureshi, Morton, & Antosz, 2002; Rossman, 1993). The attitudes that students have toward online instruction often determine the degree of success of this mode of instruction (Biner & Dean, 1995; Rivera, et al., 2002; Sanders & Morrison-Shetlar, 2002). Therefore, the next section contains literature regarding student attitudes and perceptions of online instruction.

Student Perceptions/Attitudes

Although students preferred the flexibility of online classes (Hiltz, 1997; O'Malley, 1999), some felt that the courses were not as effective as traditional courses (O'Malley, 1999). The ineffectiveness was attributed to the students feeling that they were unable to adequately contribute in class discussions (O'Malley, 1999). In contrast, other researchers found that students felt that they were either equally involved or contributed more in their online classes than in traditional classes (Hiltz, 1997; Barreau, Eslinger, McGoff, & Tonnesen, 1993). This contradiction may have been due to age differences among the students who took part in the studies. Younger students

have been noted to have greater difficulty with online instruction and many have needed to see a person face-to-face (Guernsey, 1998). Students did seem to make more friends in face-to face classes (Hiltz, 1997). Students in Carr's (2000) study reported being less pleased with their online class, even though their grades were better than in the traditional classes. This dissatisfaction may have been attributed to the extra amount of time students had to spend on the online classes (Barbrow, Jeong, & Parks, 1996; Carr, 2000; Guernsey, 1998). This was especially true when students had to learn new technology in order to be successful (Barbrow, et. al., 1996). Students reported that it was much easier to procrastinate and therefore fall behind when taking online classes (Hiltz, 1997).

Online students rated their instructors equal to that of traditional students (Hiltz, 1997; Spooner, Jordan, Algozzine, & Spooner, 1999). Many students felt that their online courses provided better access to their instructor (Guernsey, 1998; Hiltz, 1997); even though, dropout rates or incompletes were higher for online students as compared with traditional students (Hiltz, 1997). Overall, it was the student's initial mindset, or attitude at the beginning of the course that determined how they felt at the end of an online course. This was true whether or not students were required to learn new technology or had limited online course experience (Murphy & Mahoney, 2001). According to Inman and Kerwin (1999), students in their study expected three things from their online instructors: provide helpful materials for interacting with the online medium, if supplemented by on campus instruction then that class had to be helpful and the professor had to be available for assistance if needed.

If researchers (Biner & Dean, 1995; Rivera, McAlister, & Rice, 2002; Sanders & Morrison-Shetlar, 2002) were correct in stating that students' attitudes toward online instruction determined their level of success, then the literature remains unclear as to student success. From the

information presented, students appear to have rated their instructors equal to that of traditional students (Hiltz, 1997; Spooner, Jordan, Algozzine, & Spooner, 1999) and felt that their online courses provided better access to their instructors (Guernsey, 1998; Hiltz, 1997). Students also reported displeasure with their online courses (Barbrow, Jeong, & Parks, 1996; Carr, 2000; Guernsey, 1998; Hiltz, 1997).

In this section, I explored the issues regarding teaching and learning in the online environment. I began with a description of how teaching and learning actually occur. Several online instructional models were presented. The methods of and uses for interaction within the course were also discussed and successful teaching strategies were given. Literature related to instructors' attitudes about teaching online was presented. It is important to mention that most of these reports are based on limited questions from surveys. Also, many of those surveyed had only just begun or were preparing to teach online (Wilson 2001). This doesn't give the complete view of the transition issues instructors must deal with when they are faced with this rapidly changing medium of instruction.

The literature that compares online student achievement with the achievement rates of students instructed in traditional college settings was presented. It is easy to agree with the authors who determined that it is difficult to compare the two because the students in these two categories can be very dissimilar and that qualitative studies may be more appropriate for this sort of investigation (Hara & Kling, 2000; Pouget & Pym, 2000). Student concerns and feelings towards online instruction was also presented. A summary of the findings of Inman and Kerwin (1999) showed that students were mostly concerned with instructor availability and usefulness of course material. Based on the results of this review, I would have to say that students concerns in an online course are more similar than not to their concerns in a traditional course.

Summary

This review of literature has provided information regarding the development of online instruction, theories of adult learning and their applications to online instruction, success rates and transitional experiences of students from traditional to online instruction and the perceptions of instructors who are beginning to teach online. What had been missing from the literature were the actual experiences of instructors who have taught in both traditional and online adult class settings. Though there are some studies that offer instructors' views, they are based on surveys (Barron & Lyskawa, 1998; Berge, 1998; Mims, 1999; Mims, McKenzie, & Kirby, 1999; Rockwell, Scheuer, Fritz, & Marx, 1999; Wilson, 2001). Research based on surveys is limited to the length of the survey and types of questions addressed. This study provides data that addresses this need I chose to study the experiences of those college instructors who transitioned from face-to-face to online instruction. This data provides valuable insight into the issues faced by these instructors.

Chapter 3: Methodology

In this chapter I present a description of the research process I used in this study. The first section includes the research design and begins with an overview of qualitative research. This is followed by information about one type of qualitative research for this study, phenomenology. Phenomenology is defined and methods of evaluation and relevance to the study are also explained. The second section is entitled, Participants, Data Collection, Analysis and Report Writing, with each of these topics also listed as subheadings. Under Data Collection, I explain the overall process of data collection, participant selection and the four methods of collection that were used in this study. The data analysis section contains methods of ensuring credibility and methods of analysis for this study.

Research Design

Qualitative Research

Qualitative research can be seen as an umbrella term that encompasses a variety of subcategories, such as ethnography, grounded theory and phenomenology. Creswell mentions five traditions, while others include more (Denzin & Lincoln, 2002). There is no general agreement as to what makes a piece of research qualitative, but all of the traditions or subcategories have some things in common. Several common elements include: studying individuals in natural settings (Creswell, 1998; Merriam, 1998; Munhall, 2001), collecting data in the form of rich descriptive words rather than numbers (Labuschagne, 2003; Merriam, 1998), understanding the meanings people place on their lived experiences (Creswell, 1998; Labuschagne, 2003; Merriam, 1998; Morgan & Drury, 2003; Munhall, 2001), and using the researcher as a tool to gather and analyze data (Bolam, Gleeson, & Murphy, 2003; Creswell, 1998; Merriam, 1998). Data collection in

qualitative research takes the forms of in-depth, open-ended interviews; direct observation; and written documents, including sources as open ended written items on questionnaires and diaries (Labuschagne, 2003), email interactions, transcriptions of chat room discussions and web page investigations.

Whereas, the quantitative researcher seeks to "disclose subjectivity" (Munhall, 2001, p. 73) and explain a phenomenon objectively and free of researcher bias (Morgan & Drury, 2003), qualitative researchers reveal their biases. This is accomplished through the practice of reflexivity (Yardley, 2000) which is the process of documenting how the "research process and often themselves in particular, construct the object of research" (Bolam, Gleeson, & Murphy 2003, p. 2). Phenomenologists openly reflect on the phenomenon by noting observations, opinions and interpretations.

For this study, I used a phenomenological approach; therefore, I have included in the succeeding section an in-depth description of phenomenology.

Phenomenology

Phenomenology was originated by the German philosopher Edmund Husserl   (Husserl, 1931). It is the exploration and description of phenomena or experiences as humans experience them (van Manen, 2000). Any object, event, situation, experience that a person can see, hear, touch, smell or taste is worthy of phenomenological investigation. As a philosophy, phenomenology sees the world as part of the individual, "shape the world and the world shapes me" and as a method it asks, "What is the meaning of one's lived experiences?" (Smith & Smith, 1996, p.11).

The phenomenological study must involve the researcher's "direct contact with the phenomenon which may be accomplished through participation in the experience, watching and

describing the situation and through in depth interviews" (Seamon, 2000, p. 13) which allow the researcher to explore within predetermined inquiry areas. During these interviews, the researcher looks into the research participants' life-worlds to understand their personal meanings (what it means to them) constructed from their life experiences (Johnson & Christensen, 2000, p. 315) and to discover underlying commonalties that mark the essential core of the phenomenon (van Manen, 2000). The researcher allows the phenomenon to reveal itself in its fullness, examining it from all perspectives, using all senses, even while attending to their own thoughts and feelings. The researcher allows the phenomena to "speak for itself" (Boeree, 2003, p.1) in hope of discovering its "essence". Essence may be interpreted to mean "that quality which makes a thing uniquely itself."

Though it is considered a form of qualitative inquiry, phenomenology involves a particular conceptual and methodological foundation based on intuiting and reduction (van Manen, 2000). Through intuiting the researcher hopes to have a moment of insight into the phenomenon. This is sometimes referred to as the "aha experience." This allows for reduction to occur. Through reduction, the researcher brings attention to an issue instead of having a natural attitude towards it that may have been taken for granted (Spiegelberg, 1982). The steps of phenomenological reduction include: bracketing, horizonalizing, clustering the horizons into themes and organizing the horizons and themes into coherent textural descriptions of the essence of the phenomenon as a whole (Moustakas, 1994). Bracketing is the suspension of belief in the existence or non-existence of the phenomenon. The focus of the research is placed in brackets; all else is set aside so that the research process is rooted on the topic and question. Horizonalizing occurs when all statements are initially given equal value. Later, irrelevant, overlapping or repetitive statements are deleted, leaving only the horizons (textural meanings and invariant constituents of the phenomenon).

The terms reduction and epoche are used interchangeably and considered to have the same meaning in some writings (Smith & Smith, 1996, pg.11). However, in Epoche we must set aside pre-judgements, biases and preconceived ideas and allow things, events and people to enter anew into consciousness and see them as if for the first time. Epoche is a way of looking and being, an immovable stance, where every quality has equal value. Where reduction is the process of explaining things just as they are, epoche is the manner of seeing things as they appear (Moustakas, 1994).

Two forms of phenomenology commonly found in the literature are existential and hermeneutical (Embree, 1997; Seamon, 2000; von Eckartsberg, 1998). The basis of existential phenomenology research is the "specific experience of individuals and groups involved in actual situations and places" (von Eckartsberg, 1998, p.4). It is assumed that the respondents share the experience and are able to express their thoughts in a "spoken written or graphic fashion" (Seamon, 2000, p. 17). The hermeneutical phenomenologist relies on his interpretation of material objects such as texts, public documents, paintings, poems, songs, and personal journals (Seamon, 2000). This practice is used most often when the creator of the object is not available to comment on its making or significance (von Eckartsberg, 1998).

A third method of phenomenological research is known as first-person phenomenological research (Seamon, 2000; Shertock, 1998; Toombs, 1995a, 1995b; Violich, 1998). Here the researcher uses first hand experience of the phenomenon as a basis for bringing to awareness " her preconceived notions and biases regarding the experience being investigated so that the researcher is less likely to impose these biases when interpreting the phenomenon" (Shertock, 1998, p.162). Once the researcher explores the phenomenon internally it can be explore with more "clarity and insight" (Seamon, 2000, p. 16) in others as well. Phenomenological researchers may rely on a

combination of first-person, hermeneutic and existential approaches (Chaffin, 1989; Noque I Font, 1993; Seamon, 2000). Chaffin (1989) explored the Louisiana river landscape as a sense of place and community. He began with a hermeneutic study of the landscape through historic documents. Next, following an existential approach, he interviewed the residents of Isle Brevelle and discovered a strong sense of community. Finally, it was his first hand experience of canoeing the river that he determined the river to be an object joining two banks as one. His method of inquiry has inspired this study as you will discover at the conclusion of this section.

Reliability of phenomenological research "can't be defined as some equivalence of measurement based on a predefined scale of calculation separate from the experience and understanding of the researcher" (van Manen, 2000). Reliability can only be had through intersubjective corroboration that occurs when others can find their own experience in the researcher's interpretation (Seamon, 2000; van Manen, 2000). This principle of intersubjective corroboration seems to be similar to the term "credibility" used by Guba and Lincoln (1994). They proposed four criteria for evaluating qualitative research: credibility, transferability, dependability and confirmability. Credibility involves developing believable results from the participant's perspective. To satisfy the criteria for credibility, the researcher asks the question, "was the study done in such a way that the participant's data were accurately identified or described?" Transferability is the degree of generalizability of the results to other settings. This may be enhanced by thoroughly describing the research context and assumptions that were central to the research. Dependability is the degree in which the researcher accounts for changes that occur and how they impacted the study. Confirmability is the extent to which others may confirm the results. The researcher documenting procedures for re-examining the data throughout the study may increase confirmability. Moustakas (1994) determined that credibility in phenomenological

investigations occurs when knowledge is arrived at through descriptions, which offer the meanings and essences of experiences that are free of suppositions and demonstrate an adherence to bracketing. Finally, researchers also use a technique known as, "triangulation" in order to provide corroborating evidence (Creswell, 1998; Miles & Huberman, 1994). This is accomplished by "using a variety of sources of information, methods of collection and theories which help shed light on the theme" (Creswell, 1998, p. 202).

Again, because my goal was to understand the lived experiences of those instructors who have transitioned to online instruction, I chose to use a phenomenological frame for this study. Additionally, because I have experienced the phenomenon of transitioning from traditional face-to-face instruction to online instruction, I used a combination of first-person, existential and hermeneutical phenomenological research methods. As previously stated, in first-person phenomenology inquiry, the researcher uses one's own experience of the phenomenon as a basis for examining the phenomena (Toombs, 1995a, 1995b). Existential methods include the gathering of the spoken, written or graphic interpretation of the phenomenon by persons sharing a common experience (Seamon, 2000, p. 17).   While the hermeneutical phenomenologist relies on his interpretation of material objects which for this study I performed an examination of some of the instructors' online courses, but I did not include any interpretations or findings because there were so few courses available for review. However, I did collect data using some of the same online technology as the instructors. These are the online interviews that may be examined in the appendices section

Participants, Data Collection, Analysis and Report Writing

Before data collection began, I gained approval for my study from the human subjects review board. Next, I conducted a pilot study by interviewing one qualified participant. I located

participants following the procedures described below. The actual data collection occurred in three

parts using three different methods: interviews, online course observation (later removed altogether)

and weekly check-in with individual instructors via email. Originally, I had planned to conduct an

analysis of an ongoing chat between the participants of the study. This was eliminated from the

study at the beginning because most of the participants, who had originally agreed to participate in

all aspects of the study, complained that they would not have the time to participate in a chat with

the other participants. Once each participant had been interviewed in-person, I began a five-week

process of sending weekly emails to each participant, inquiring about the week of instruction. I

maintained a journal which documented my own thoughts, feelings and experiences with online

instruction. This is located in Appendix C.

I conducted a self-reflective interview, prior to interviewing the participants. This is similar

to the technique used by Bolam, Gleeson and Murphy (2003). In their study the primary

interviewer was interviewed by one of the secondary interviewers. Since I was the only

investigator in this study, I answered the interview questions myself, prior to the interviews. I

transcribed my own responses and "story" of my experience transitioning to online instruction.

Participant Criteria and Selection

Participants in a phenomenological study were selected because they had experienced the

phenomenon being studied. In this study, I was interested in the phenomenon of teaching online

and how it contrasts with traditional teaching at the college and university level. I chose to include

those instructors who had taught adults at least 1 year, both in-person and online. Requirements for

online instruction were met based on the operational definition of online instruction which is

described in chapter one. I chose instructors from a variety of teaching backgrounds for this study:

instructors with experience in synchronous and asynchronous instruction, from community college

and university levels and with varying subject specialties. I did not choose more than two instructors from the same university. Moustakas (1994) states that "the essential criteria for locating and selecting the research participants include the following: the research participant must have experienced the phenomenon, is interested in understanding the phenomenon, is willing to participate in lengthy interviews, grants the researcher permission to tape record, possibly videotape the interview and publish the data in a dissertation and other publication" (p. 107). This foundation served as a minimum criterion for selecting the participants in my study. In addition, Creswell (1998) recommends "up to 10" participants in a phenomenological study, (p. 113). Therefore, I sought to interview only 10 instructors meeting the specifications. However, two instructors were not actually teaching online at the time of their interviews and I was not sure if they would qualify, until after the study. Therefore, I interviewed two additional instructors. Letters of inquiry were written to the participants explaining the subject of my research and the background of the inquiry. I located potential participants by contacting representatives from universities that offer online courses. However, all of the actual participants came from recommendations made by other participants.

All of the participants were experienced teachers with each teaching both online and face-to-face at least 5 years. Most of the instructors still taught at least one face-to-face course. There were four male and eight female participants representing seven different institutions ranging from community college to online universities. I assigned codes to ensure confidentiality and anonymity of the participants and did not give specific data concerning their employer or place of residence. The following table will help simplify their specific characteristics:

Table 1: Attributes of Participants

Participant Code	Sex	Subject	Type of School
OO	Female	English, science	Federal online instruction program and an online university
PP	Male	Computer courses	Community College
QQ	Female	Web design, writing	Community College
RR	Female	Science	Community College
SS	Male	Statistics	Online University
TT	Female	English	Community College
UU	Male	Instructional Technology	State University with large face-to-face population
VV	Female	Counseling	Online University
WW	Female	Counseling	State University with large Face-to-face population
XX	Female	Systems Analysis and Design	State University with a separate online university program
YY	Male	Counseling	Online University
ZZ	Female	Human Relations	State University with a separate online university program

Data Collection

Interviews. In phenomenological investigations data are collected via long interviews that are informal and interactive with open-ended questions (Moustakas, 1984). Kvale (1996) contends that the research interview is an interpersonal conversation between two people with mutual interest. The interviews often "begin with a social conversation or a brief meditative activity aimed at creating a relaxed and trusting atmosphere" (Moustakas, 1984, p. 114). The interviewee is then asked to reflect and report the experience fully. Although the researcher may have a set of prewritten questions available to elicit a complete story, these may or may not be used during the

interview (Moustakas, 1984). Boeree (2003) stated that for an unstructured interview, "although you may interact with the person, ask questions, ask for detail, for clarification, and so on -- you should avoid, as much as possible, forcing the person in any direction, other than keeping their attention on the original topic" (p. 1). To give the study more depth, observation may be employed during the interview process. Documenting observations gives the context in which the events occur and may allow the researcher a view into things that the participant may not be aware of or is not willing to discuss (Patton, 1990).

My goal was to collect data in order to understand the experience of each participant. I interviewed the participants through mutually convenient, scheduled appointments at times which were conducive to non-disruptive dialog (Repass, 2002). Each interview was conducted by telephone to ensure participant convenience. At the initial meeting, I explained the scope of the study, explained the Informed Consent Form for participants of investigative projects and provided the participants the opportunity to ask questions concerning the research and my expectations for their participation (Repass, 2002). I addressed ethical issues concerning the use of the research for the purpose of a dissertation, confidentiality of data and the preserving of participant's anonymity (Merriam, 1988). I listened without predetermined ideas or interpretations in order to build an in-depth picture of the experience (Creswell, 1998). I used in-depth interviewing and observation (noting conversation style and mannerisms) with questions that were open-ended and unstructured. I maintained flexibility with the questions which served as an outline for the interview (Moustakas, 1984). I maintained an awareness of bracketing my biases or preconceived thoughts on issues concerning adult online instruction (Repass, 2002). I used the following outline of questions adapted from a phenomenological study by Repass (2002, p. 29):

45

- Introducing questions: " I understand that you have taught adults both online and face-to-face. Can you tell me a little bit about your experiences?"

- Follow-up questions: "I see could you elaborate on that?"

- Probing questions: "Can you tell me how you felt the moment you were asked/told that you would be teaching online?" "How did other instructors respond?"

- Specifying questions: "What did you do then?"

- Direct questions: " When you think about your changing role as an instructor, how does that make you feel?"

- Indirect questions: Do you think others view online instruction as less important than in-person?"

- Structuring questions: "Perhaps we had better go back and review your thoughts on in person instruction?"

- Silence: Give time for reflection.

- Interpreting questions: " You mean you plan to teach only online?"

I began each interview by asking the instructors to describe how they began their teaching careers and then their transitions. The interviews were taped with the permission of the participant. The transcripts of these interviews are located in the appendix.   I closed each interview after 1-1.5 hours by thanking the participant.

Descriptive and Reflective Notes.   My interviews incorporated both descriptive and reflective notes. The descriptive notes gave a description of the setting and the events that occured during the interview such as disruptions, interruptions and body language. The reflective notes contained my personal thoughts, feelings and intuitions that arose during the interview (Repass,

2002). These are listed under Reactions at the end of each interview and may be found in the appendices.

Immediately after the interviews, I asked myself the following suggested questions (Boeree, 2003, pg. 1) and documented my responses to each interview:

- Was I fully present, phenomenologically? Or, did I sink into routine, a sort of semi-conscious scribbling?

- If I was fully present, did I nevertheless take care not to allow my own desires, interests, needs, or thoughts to distort the interview?

- How was my "esthetic" sense? Did I see the patterns or essences?

- Did I communicate them to the reader, as the interviewee would have wanted me to?

- Did I check my intuitions with the person by reflection or by simply asking?

- Did I capture the person as well as the topic? Did I capture the conversation, the flow of words and ideas between two real people in a real setting?

These responses are listed on the transcripts at the end of each interview. These transcripts are located in the appendices.

Online Course Observation. With permission, I was able to observe only one instructor's course for content, interaction format, class structure and arrangement. I thought that observing the courses would assist me in understanding the instructors' point of view. Since I was not given permission to view all of the courses, I decided not to include the observation in the study report as it was irrelevant.

Individual Email Check-Ins. As stated, at the conclusion of the interview process, I began a five-week process of sending a weekly email to each participant in the study. I asked a variety of questions and those questions and responses are located in the appendices.

Data Analysis

Data analysis was ongoing. I continuously read and reorganized my data throughout the research study and documented my procedures used. This increases the confirmability of the results. Documenting any changes that occur and how they may impact the study ensures dependability. A thorough description of the research assumptions central to the research are included in order to maintain transferability. Triangulating the various sources of information gathered: interviews, observations and emails, aided in validating the study.

I did investigate several options including, Dragon Speak Preferred to transcribe the interview and other interpretive data into word documents (Glass, 2001). However, I eventually paid professional transcribers to do most of the transcribing. I transcribed the remainder. The analysis process began by regarding every observational note and every statement in the interview as equal in value while relevant statements emerging from the data were highlighted. A second line-by-line evaluation was conducted and each of the highlighted responses was given a code word or words (Glass, 2001). Horizonalizing, or the deletion of irrelevant, repetitive or overlapping statements or notes occured next. The horizons or textural meanings and invariant constituents of the phenomenon were left. These remaining coded responses were grouped together. These groupings were placed in an outline format. This is similar to the groupings of related statements coded under nodes referred to as children or sibling nodes (Moustakas, 1998). Next, I filled in the outline with the actual responses used by the participants to ensure credibility. The subheadings in the next section are the category titles that I used for the outline. Following the approach of Glass (2001), the clustered themes and meanings were used to develop textural descriptions of the experiences and their structural implications. This allowed me to construct an overall description of

the meaning and the essence of the experiences in chapter five. The various levels of analyses may

be viewed in the Appendices.

Chapter 4: Findings

Introduction

In this chapter, my goal was to present an analysis of twelve educators' transitional journeys to online instruction. Through the sharing of thoughts, feelings, frustrations and joys, I have attempted to capture their viewpoints and experiences related to this transition. It was very enjoyable and inspiring for me as an educator to hear these personal stories which generally reflect a passion for teaching and compassion for their students. The specific conversations were transcribed and are located in the Appendices. I suspect that after reading them, in most cases, you too will gain a greater degree of respect for these educators. I hope that others will benefit from these instructors' transition experiences.

I began each interview by asking the instructors to describe how they began their teaching careers and then their transitions. There were five main questions described in chapter three which served to guide me through the interviews, though my intention was to hear the instructors' stories. As described in the methods section, I coded the statements and placed them in an outline which is located in the appendices. The subheadings in this section are the category titles that I used for the outline. These categories are arranged in a logical manner. I began with the instructors' beginning transitions and concluded with their thoughts on the future of instruction. I managed to condense all of the 12 interviews into 21 categories or minor themes that I hope will give the reader a more comprehensive view of the experiences of instructors' transitioning from face-to-face to online teaching.

In addition to the twelve in depth interviews, I sent an email question to each participant every week, for five weeks. These email conversations are included in the Appendices. These transcripts are much shorter and easier to follow. There was no need for me to organize them in the

manner that I did with in depth interviews.   They   included those comments which are the most

relevant as part of the discussion in the next chapter.

<div align="center">Instructors Categorized Interview Comments</div>

Ease of Transition and Course Transfer

Overall, it appears that instructors in this study had minimal difficulties with their transitions

to online instruction. Participant VV stated, " The transition has been a very easy one for me."

Participant XX stated, " I was nervous because it was a new experience switching or transitioning I

guess from face-to-face to online, but the transition was made considerably easier because I did

have some training."   The only transitioning issue faced by participant YY was, "…to learn how to

use the computer."

Most instructors stated that they already had a background in computers when asked

whether or not there were any technical skills needed for them to make their transitions to online.

Participant PP stated, " Well, no because I'm a computer person. Now, if you were asking someone

who doesn't know computers or are very uncomfortable with them, I think there is a little bit of fear

maybe at first of being able to navigate and get around in this thing called a classroom and maybe if

there was a connectivity problem or something happened that I would know how to fix that

someone else would not, they'd have a little bit of fear of being able to keep their class going, I

think." Two other professors, QQ and SS thought that there were specific computer skills needed to

transition to online. Participant QQ said, " I think you need to be able to design web pages and

know a little about HTML because it helps with Blackboard.

The greatest obstacle seemed to be with transferring the face-to-face version of their

courses to online. A large number of the instructors volunteered that they couldn't just upload their

classes online without making adjustments. These included participants OO, QQ, TT, WW and ZZ.

Participant QQ stated, " Have to be very aware that you are teaching in a whole different medium so you have to adjust your teaching. You have to rearrange the content from face-to-face to distance and it's organized differently as well." Participant WW pointed out, " I think another skill is knowing whether I am asking too much or too little, it's been very hard. Of course they aren't in class for 3 hours a week so that should be figured in so it is more work, it's more time. It's very hard to calculate that." Participant TT said, " Oh my God, everything I did in the classroom failed when I went online. I was kind of a Lucy Goosey teacher. I had mostly projects and reports. I didn't use an awful lot of structure and I was always willing to patch along the way. Online that doesn't work, you have to structure out the wazoo." The two professors who were able to upload their courses directly, taught math and computer courses. Participant PP said, " I pretty much take my syllabus and just duplicate it. Just take out the classroom rules and make the rules apply to an online classroom situation." Participant SS said, "With math you just type your notes and upload them."

Volunteered

Most of the instructors mentioned that they had volunteered to teach online. Participant QQ stated when asked if there was anything that she'd like to add about her transition, "It was voluntary for me. I understood the stuff. I could do it by myself. I understood how the program worked." Asked the same question, participant VV responded, " Well, I asked them, they didn't ask me. I was interested. I was fully committed…so I was looking forward to it."

There were two who were told to teach online. Participant XX was initially afraid to teach online and eventually grew to love it. When asked how she felt the moment she was asked or decided to teach online, she replied, "Yeah, my first one was like okay, I'm frightened. And I'm thinking to myself okay, am I going to be able to, how am I going to be able to do this? I did have

concerns about organizational skills. I had concerns about will I be able to keep the students

motivated. Will I be able to keep them interested? Initially, I was frightened because it was a whole

new experience for me and I don't do change very well… about a third of the way into the semester

I realized this is really cool.

The other instructor seemed to resent being forced to teach online. When asked whether or

not she was asked to teach online, Participant RR stated, "I was told." She stated that one of the first

changes she would make to the online program was that, "…teaching online had to be voluntary."

Participant RR continued saying, " They should know what changes in their workload would be.

People who like to see the light in a student's eyes when they understand a concept or really like to

see students face-to-face then online isn't really for them." She said, " I think if I'd been courted

instead of being told, as soon as someone says you are going to do this you know and they don't

give you extra pay for your extra time to plan the course. So the first time I taught the course, I

think I was just one step above the students, which is why I think I made a whole lot of mistakes

early on. And by the time I got to the third assignment I figured out what worked and what didn't

and I think if the technology worked all the time the way it was supposed to it definitely would

help. But, I think the basic problem is that I didn't want to be locked in a room with a computer."

Quality and Quantity of Interactions

Most professors reported that they had better and/or more discussions with the online

classes than the face-to-face ones. They consider discussions to be the backbone of online

instruction and actually require discussion participation. These included participants OO, PP, WW

and XX. Participant XX stated, " Now, I have found that there are some students who may not be

comfortable participating in a face-to-face class, who are more comfortable participating online

because they do have the time to formulate what they want to say. They do not physically feel

embarrassed in front of the group or they aren't worried about their English skills. If they are

maybe, if they don't have that grasp of the English language, which we do have a large

international population so that they do feel more comfortable answering online. But, I'm also a

visual person and I like the dynamic that goes on in a face-to-face class. And I will admit I miss

that. But, now the quality of the conversation is very interesting when you do get everyone to

participate because XXXX has a very large and diverse population of adult learners. I am

continually amazed, Donna, what my students know, and what they share. I have a large military

population and they have had so many life experiences. I have students who literally lived all over

the world and what they bring to the class and to the discussions is just phenomenal. Would they

bring that to a face-to-face class? Yes. You know, what I think is the good student is going to be

the good student, whether he or she is in a face-to-face class or whether he or she is in the online

class. "

        Participant PP stated, " I get better feedback from the online students because I require

them. Now, again some of them won't reply to everything, and they get less points, but they know

that that's not enough to hurt them. If they were going to go after an "A" they would do a minimum

amount of work to do it. But in all generality, I get a lot of very good discussions going and there is

a lot of experience that people are sharing through their comments that they are giving in there.

And the other students are picking up and actually complimenting on some of the students they are

replying on. I don't participate in those discussions. I let them do all of the work and I just kind of

read them and give them a grade. But, there's a lot of good dialog that goes on there that wouldn't

be in a traditional classroom. We wouldn't have the time to carry on the discussions that a lot of

them do, that they can do online (she means in a face-to-face class)."

Participant WW stated, " One of the things that really stood out was that the online class you get more communications from everyone online cause it's required whereas in class not everyone participates because everyone had to do these application questions and life cycle assignments. The other thing that was very clear is that they did a lot more of self-disclosure about their feelings or thoughts as it related to the question so that kind of self-disclosure would not have happened in a face-to-face class. So, certainly from a teacher's perspective, I get to know them very well. Now that was one way of course.   I am the teacher and I'm not sharing a whole lot about my thoughts and experiences."

Even though many professors didn't state that discussions were required, most agreed with participant XX, WW and PP that they got better discussions online than during face-to-face interactions. Participants SS and ZZ also stated at least once that they got more and/or better discussions online. Participant SS stated, " There is more potential interaction in online because they don't have the embarrassment. The teacher can answer in private if needed. In onsite of course communication is broad sense because of the movement and gestures. I believe that students online have better chance to express themselves more fully. Those that take the opportunity have a better quality of communication."

Two instructors from the same community college both stated that requiring discussions was not practical. This particular college has a rolling attendance policy, which is why there is no cohort as mentioned. Participant TT stated, " There's not a lot of student interaction. It's much too time consuming. It isn't focused. The problem is that there isn't a cohort with the program at XXXX. Sometimes there is one or two that write to each other and that's fine. I just don't try to push that." Participant QQ stated, " Most of my students were pretty much clumped together, but they work at their own pace. Once I have the class up and running the students don't have to interact with one

another. I took that component out of it because it was so difficult because I wouldn't have the

same people at the same point in the course to make interaction requirement."

Time and Work Involved

Most of the instructors reported that online instruction involves much more work and/or

time than the face-to-face versions of their courses. Aside from all of the extra time for preparation,

they answer emails and offer constant feedback to students. Participants OO, RR, SS, TT, UU, XX

and ZZ each stated that online required either more time or more work than face-to-face instruction.

Participant SS stated, " I have to prepare more online."   Participant TT stated, " Oh, it takes an

enormous amount of time. But it's my time and I can take an hour off to talk to you and by the way

I am doing it while I am exercising on my bike. I love the flexibility. But, I do work 7 days a week.

"Participant UU stated, " The ones I'd done prior to really trying to scale our courses and designing

it to be different were massively interactive and massively time consuming, beyond everything in

my experience… Constant emails constant assignments. The first one I did that was really all

online, no lecture, no whatever. I had like 45 students and I don't even remember any more how

many data points, but just grading the assignments pretty much daily, giving students feedback,

keeping track of the grades. Keeping track of the feedback files was just very, very tough."

Participant ZZ said, " But, I also think that online instructors have to work harder." Participant XX

stated, " I have to work harder at working online than I do face-to-face. And when I say working

harder, I mean literally, physically, time wise responding. Organizing for me is much harder

online. Making connections is much harder online than it is face-to-face. Organizing for face-to-

face, and maybe because that's what I've done.   I've been a face-to-face teacher except for the past

few years and we, I, whatever learned face-to-face. So, it's just an environment that I'm

considerably more familiar with so maybe that's why it's easier for me to organize and just prepare

for and be in a face-to-face class. The connections come easier. Online is a lot more work for me

because I work very hard trying to make those connections and maybe at this point maybe I'm

working too hard, maybe I could work a little less hard and get the same results, I don't know. But,

it's important for me to connect with my students and find out who they are as individuals, what

they need. You know for some students I find that's very important to them, and others it may not

be, the same as the face-to-face class. But, generally speaking, overall, I would say that teaching

online is harder for me."

Instructors OO, PP, QQ, SS, UU, ZZ and TT also pointed out that they had to check the

class regularly. Participant ZZ stated, " I go on about four or five times a day, seven days a week. I

live on my computer to teach." Participant QQ stated, " I do have to check my email everyday.

When I am out of town, I try to keep up with the course. During the break between fall and winter

semester there were some students finishing up (she is on a rolling class system at her school)

which I wouldn't be doing if I were in a normal face-to-face classroom situation." Participant OO

stated, " I go in daily (she means to the class). When I grade something, I don't put just a grade in

there. I always give them individual feedback. And the students will usually call me because one

of the classes I teach involves writing a research paper that involves a lot of steps like outlining.

It's really helpful for them to have someone to talk to so we don't rely on email and schedule a

phone call." Participant PP stated, " With the online classes you have to take the time and check any

activity. Some people I've known wait two or three days to check in. I don't like that. I like to

check often, each day, even if it's just to see if anybody's done the discussion board, or whatever.

So I do make that contact. I'm always in my email so if a student has a need they are informed they

can always email me so I can always get back to them and respond quickly because I always have

email open, even in my office and at home so I am there, available for them. With the online

classes there is no face-to- face, like I say. However, what I do to keep the class moving for our

college, they allow us to open up the whole class and we do semesters so we have 15 weeks, plus a

week for finals. "

Degree of Structure

Many instructors reported that they had to be more structured or organized for their online

courses. Some mentioned that they had to design more up-front and that they needed more self-

discipline. Participants PP, QQ, RR, TT and WW each stated that online instructors need to be

either more structured or more organized. Participant TT stated, "Oh my God, everything I did in

the classroom failed when I went online. I was kind of a Lucy Goosey teacher. I had mostly

projects and reports. I didn't use an awful lot of structure and I was always willing to patch along

the way. Online that doesn't work. You have to structure out the wazoo. Eventually, I took the

structure back in the classroom." Participant QQ also stated, " You have to be organized."

Participant PP stated, " I just think you need to be organized and have logic involved when you put

your classes together like that."

Three other instructors QQ, OO and WW stated that there was more "up-front" design

required in online classes. Participant QQ stated, " For each of my courses I developed a

companion website one for course and one for reading. I had to take lecture notes and from brick

and mortar and put them into my web pages. I had to make them clear and understandable for the

web page format.   I used XXXX's model. She was my guru. I had to break down everything we

did in class and put them into steps so the students could move from step-to-step. Something I

would organize and control orally in the classroom, I had to do manually for the web class. So, all

the organization is up front." Participant WW stated, " Well, I don't have any technology skills. A

lot of time needs to be applied to the front end of developing a course. It's a lot of work at the front

end and every year I make changes." Participant OO stated, " Well you can't break out as well online. You have to plan in that component of it. You aren't going to sit with a few people. You have to do this instead. Everyone is not in the same room together so they are not having the same experience. I have to consider this when I design the courses."

Two participants felt that online instructors needed more self -discipline: participants PP and YY. Participant PP stated, " I think only because, the main thing about the online ones is that I discipline myself to go to my computer more than I probably would at home to make sure the students are responding to it. You try and do it at work or if I try and do it here on campus when I'm trying, between breaks from my other classes. Sometimes my office hours are used for advising and I may get interrupted and not have time during the day to tend to my online classes. So, it's discipline that you have to force yourself to go up and respond. And I'd say do it often, not just once every day or once every two days." Participant YY stated, " Teaching online you have to have your own time management skills at home or where ever you are and teaching person-to- person your time is set by other people."

Communication and Connection

Communication in online instruction must be very clear according to many instructors. Words can easily be interpreted different from intended when there are no facial expressions or gestures to go with the words. Instructors reported that it is much harder to tell jokes because of the lack of visual nuances available. They felt that this difficulty also makes it harder to connect in general with their students. One instructor mentioned that she had a harder time recognizing the learning styles of the online students.

Participants RR, SS, TT, VV and WW each made specific statements regarding the need to be very clear in communication. Participant WW stated, " Well, the professor is in a reactory mode

to all assignments so in that way it is different. I'm not in a classroom presenting information to them. It's coming to me. I am able to respond as assignments come in realizing that I don't have a chance to clarify what I say. I have to be very thoughtful about what I say in terms of evaluative feedback. Like I said, I have to be careful to be so clear. " Participant SS stated, " Online written communication is most important. In person oral and written are important. In online it depends on written and organized communication, being clear on communication, knowing the students' questions before they ask them." Participant VV stated, " I think the communication skills become very, very important because it's through phone and email communication that you have to express your ideas. And, anything you put in writing can be misinterpreted. While when you're face-to-face and you're speaking to someone and they get a puzzled expression on their face, you immediately know that it's not being clear. They're not receiving what you're saying. You don't know that when it's written or when it's just on the telephone. So communication skills and articulateness become very much more important." Participant RR stated, " Yes, in the regular class I wasn't as structured. I was lousy at writing out instructions. When you are standing in front of a group you can just tell them. When you are online you have students asking what to do. It's not crystal clear what is expected of them and how they are to do it. It's always been a flaw. My direction writing hasn't been as good as it should have been. And I now know with everyone using email, it's not conversational so there are very few instances where I will email someone and they misunderstand me.

Other participants explained that it was more difficult in online instruction to evaluate the nuances in communication. Participants OO, RR, SS, VV, WW, ZZ and XX each made statements related to this topic. Participant ZZ stated, " You have to be more sensitive to the nuances." Participant OO stated, " I think the quality is just as high. I think the difficulty can be at least thru

strictly online you don't get a sense of who the students are through just the emails or posts, but when you add the telephone conversations it makes the exchange more meaningful. You can hear the pauses and say, "Well tell me what you are thinking." We can kind of brainstorm together. I find it kind of hard to do online." Participant RR stated, " In the beginning there were lots of misunderstandings it took me a while to realize that you can't make a joke. They might not know it's a joke." When discussing the advantages of face-to-face instruction participant WW stated, " Much more of the two way interaction with those who participate in class. Again you are seeing them in person. You are seeing their non-verbals, their interactions. You are seeing what they look like in terms of responding to things." Because of this problem in seeing nuances, some instructors stated that it was harder to connect and develop a rapport with the students. Participant OO stated, " Well, face-to-face interaction you get through a lot more on body language, posture, who the people are who do respond with out being called on. You can get a sense of where people are from their group interaction. In an online environment it's more challenging because if there is a delay, you don't know if it has any connection with whether they got it or not. You have to put more effort into connecting with that person and finding out what's going on. It's sort of outside of the classroom effort and if there are people who aren't comfortable with email or talking on the phone-actually most people are comfortable talking on the phone. Some people they have, it's hard to articulate what you don't understand. Other students in class articulate what they want to ask and they get it that way. In the online class, if they don't ask, they don't get an answer…another one is in face-to-face training it's easy to adapt what you are teaching to the different learning styles. It's easier to know their styles in face-to-face class. In online you don't know the learning styles so I have to design up front for the different styles and it does require more time to design for the week." Participant VV stated, " While when you're face-to-face and you're speaking to someone

and they get a puzzled expression on their face, you immediately know that it's not being clear. They're not receiving what you're saying. You don't know that when it's written or when it's just on the telephone. So communication skills and articulateness become very much more important." Participant XX stated, " It's harder for me to build connections online than it is in face-to-face class. You know, that rapport for me is developed quicker in a face-to-face class and I have to work harder at building that rapport online. You know, that doesn't, that's not necessarily a negative, but that to me is the basis of the pedagogy, is to get the students with you, so to speak interested in the class, getting a rapport with their other classmates."

<div align="center">Advantages and Disadvantages</div>

Advantages

There are several advantages to online instruction, aside from the issues already mentioned. Some instructors reported that they had learned new ways of teaching that they could apply to their face-to-face course. Participant RR stated, " If I had to do it over again I would because I just learned so much about different ways to teach about students with different learning styles. I learned about the way I teach and the way I need to change that. So, I think the whole experience made me a much better teacher. So now that I have the hybrid I think I have the best of both worlds." Participant TT said, "Online that doesn't work you have to structure out the wazoo. Eventually, I took the structure back in the classroom."

Flexibility. The majority of instructors were quite pleased with the flexibility that online instruction allows. They enjoy the luxury of working from home and saving money on gas by not having to commute. Participant OO stated, " Oh, online classroom, well instead of driving to campus and seeing students face-to-face, I work from home and interact with students through email and on the phone. I rarely ever meet them face-to-face." Similarly, participant WW stated, "

The main thing is the flexibility people can work with their own style. You can tell when people are online because they are posting it on Blackboard or whereever. People who are late night people can do their work then. People who are morning people can do their work then. It offers nice flexibility in addition you can be in a number of different locations. For example, I teach from mid May till the end of June and this yes my daughter will have her second child on June 22. I will be logging onto her computer when I am out there. That is the kind of advantage." Participant TT stated, " Well I get to work at home. I love it. Some of my colleagues don't like it. I like being alone. It's lowered my stress level. I never did like the intensity of the beginning of the classes and the end of the semester. This is an evener pace. I much rather work 7 days a week at home than 3 days a week on campus." Participant ZZ discovered, " Well, initially teaching online really accommodated my lifestyle change because I was traveling all the time so being able to access my classroom from anywhere was great. Teaching online is allowing me to live on Cape Cod and live the life that I want. I can still travel because I still have access to my class so I find it much more accommodating."

Time for Research. Some instructors found that they have more time to study and do research. Participant PP, " I'd have a lot more free time with online that I could actually do some research and study and, you know, add a little extra something to the classes by getting some other books and fine tune them a little bit more, where in the classroom you are always running and dealing with students and you don't have time sometimes to fit that in. Participant SS stated, " It is very fulfilling. I would like to teach one class in person also but since I can use most of my time thinking about the student's questions and answers I can use more time for teaching or researching."

Better Instruction. Many thought that they were able to serve their students better as online instructors because they had additional time to think about student's questions and respond to

emails without rushing to a meeting or another class. Participant VV stated, "I find it very fulfilling partly because I establish a relationship over a period of time. And as I said, I have time to interact, even though it's on email. I have time to think through what I want to say to students. I have time to read and digest their feedback and digest what's going on. Whereby the face-to-face classes, I teach in a university that has quarter-classes. There's a tremendous amount of information to impart in a quarter. Often the students have worked all day and they come to class at night and they are very tired. I have great respect for them. They are committed and they are trying so hard. But it limits the relationship with the student. If I have twenty students in a class, I have ten weeks to get a certain amount of information and skills through to them. It moves very rapidly. You loose a few and as much as you try not to, they just disappear and you don't have any access to them. Well this way, students can't disappear. They're on that screen. They may not be responding to you, but they're reading their email. They're answering the phone. And you have time to do that. For me it's a very fulfilling relationship with students and watching their growth and hearing the tone of their voice change. It's very different than having students for ten weeks, and then, boom, they're gone." Later she added, " Teaching in person has a lot more stress for me. To be prepared to have a time-on task. Four-hour classes you have to be really on lecture. Online, I have a much more leisurely time to reflect and think through. Deadlines with face- to-face are more onerous than they are online. The time to spend with individual students is more online than it is face-to-face. The myriads of tasks that impinge on your time and focus in a university take away from your teaching. All the committees and meeting, conflicts and working with other staff members and all of that takes a lot of time. Online, I don't have much of that. I'm mostly focused on the students that I'm teaching, so that's a huge difference in those areas." Participant ZZ stated, " Okay, when I was teaching face-to-face, I had "x" number of points, 10 points, that I wanted to cover in class so I had an agenda. And

all too often, I was focused on reaching those 10, in getting through those 10 points. I would gloss over points the students would make in my attempt to get to that 10th point. I don't do that in the online environment. Everybody has a chance to put out their ideas and to talk about their ideas. And there's more time to explore nuances in the online environment. That's the difference, if the faculty member is really listening and takes the time to draw those out."

Better Interaction. Some instructors also mentioned that they get better discussions from the students because the students had more time to respond to discussions. Participant PP stated, " Now, again, some of them won't reply to everything, and they get less points, but they know that that's not enough to hurt them if they were going to go after an "A" they would do a minimum amount of work to do it, but in all generality, I get a lot of very good discussions going and there is a lot of experience that people are sharing through their comments that they are giving in there and the other students are picking up and actually complimenting on some of the students they are replying to. I don't participate in those discussions. I let them do all of the work and I just kind of read them and give them a grade. But, there's a lot of good dialog that goes on there that wouldn't be in a traditional classroom. We wouldn't have the time to carry on the discussions that a lot of them do that. They can do it online." Participant XX stated, "But, now the quality of the conversation is very interesting when you do get everyone to participate. Because XXXX has a very large and diverse population of adult learners, I am continually amazed, Donna that what my students know and what they share. I have a large military population and they have had so many life experiences. I have students who literally lived all over the world and what they bring to the class and to the discussions is just phenomenal."

Additionally, instructors reported improvements in technology since they had first begun online instruction. Some thought that their courses were less likely to be cancelled if they were

online. Others mentioned that the courses were richer because they pulled on experiences from students from all over the world. Participant RR stated, " In some cases yes, if you want to change colors, if you want to add pictures. Until Emphatica came, if you wanted to put PowerPoint presentations in there it was a mess. It wasn't easy. For us the longest time the email function didn't work. The whiteboard wouldn't work for us because the server is so slow. Oh yes it is definitely improved. The technology is improved." Participant QQ stated, "I added the literature of science class which has limited enrollment, but offering it online, I'm guaranteed enrollment."

Disadvantages

Three major drawbacks reported were that instructors missed seeing the students face-to-face, felt that new online instructors were being short changed and that they had to assist students with technology or because of the technology. Additionally, one person reported having to repeat things over and over to each student via email. Participants QQ, RR, WW, XX and YY each stated in some fashion that they had to give additional help to students either with technology or because of technology. Participant WW stated, " Well, getting from one place to another, some of the students really struggled. It was almost as if I should have had a little tutoring session with them or something. I probably approached that class the way I would in regular class. There were things I wanted them to know and I would evaluate it through exams and all, have them reflect about themselves. So, it wasn't like it was much different." Participant RR offered to teach students Blackboard (an online teaching platform used by many schools) herself. She stated, " No, and that's what we found out when we looked at what others were doing. They had the same problems. I don't think IQ or the fact that you are in an Ivy League school has anything to do with it. Unless they are giving you front-load help. I started to require that students show up once if they didn't know how to use Blackboard. I told them when I would be available to help them if they didn't

know Blackboard. "Similarly participant QQ offers to teach student via the telephone. She stated, "

Lack of personal contact which some students are really bothered by. I have a picture of myself on

the website and some students really like that.   They want to know if they can come by and see me

and some do. (she is at a community college were many students take both online and face-to-

face). They (online students) have to master the technology also and that's kind of hard. I will

walk students through things by telephone if necessary."

   Model Behavior. Participant XX made an interesting point about instructors needing to

model behaviors for students. She pointed out, " And there are some good points and there are

some bad points to it. I mean, since I check online at home, my commute is like 20 seconds to

another room so I'm definitely saving driving time, but I think if you want your students to be

interactive, you have to be interactive for them. You have to be there for them. If you expect them

to be in the classroom, you've got to be there too. But, in the same vane, a faculty member, or an

instructor in online has to guard his or her time because the students think you're sitting there all of

the time, just waiting for them to come online. And you know you don't want them to go, well you

know, she hasn't answered my email. Well, you know, you may have gotten off at 9:00 at night

and then not gotten back on until 12:00 noon and to that person it seems like an eternity. Well, they

forget you have another life behind that computer. It's very important for faculty members, in my

opinion, to set parameters. I tell my students I will get back to you within 48 hours of when you

send an email and I also have an area in my class, called "Ask Instructor" and I said I check the

"Ask Instructor" area every day except Sunday. You know I realize most of my students are doing

their work on Sunday and you know, truthfully Donna, I do go online on Sundays, but I just, I give

that my breathing room."

Missed Seeing Students. Instructors OO, PP, WW and XX stated that they missed seeing the

students. Participant WW said, " I find it really fascinating to have a chance to see some of the

students that tend to be quieter in class.   I get to see their thoughts and opinions. Yeah that's pretty

rewarding." Participant XX stated, " And it was the funniest thing because he and I were online at

the same time. Well, we got to know each other very well. His wife is a music teacher, blah, blah,

blah. I'm really surprised at how well you do get to know your students, but in the same vein, I like

to see my students. I like to physically see and be present in a classroom with my students. And I

do miss that." Similarly, Participant OO also misses the group dynamics. She stated, " It's not quite

as high teaching online because I miss the group dynamics." Participant QQ seemed to combine the

two into one statement, " You don't see students in halls and don't run into them in the grocery

store or at least I don't know if I do. You don't get a sense that the whole class gets something or

that you've done a really good job when you leave the classroom, so I think it's less (fulfilling)."

Along those same lines, participant QQ pointed out that not seeing the class at one time, "You need

patience because you have to say the same thing over and over cause I might have 5 people with the

same question. Online I explain to each separately."

Personality Issues

Online is Less Stressful. There were many very different statements made by professors that

seemed to be most closely related to personality issues. For example, some instructors reported that

online instruction was less stressful than face-to-face. Participant VV stated, "Teaching in person

has a lot more stress for me. To be prepared to have a time on-task, for short periods of time, for

four-hour classes to be really on in terms of lecture experiences. Versus, online, I have much more

leisure time to react and think through and plan what the next step is for each student. It's a big

difference. The deadlines with face-to-face are more onerous than they are online. The time to

spend with individual students is more online than it is face-to face. The myriad of tasks that

impinge on your time and focus in a university take away from your teaching. All the committees

and meetings and conflicts and working with other staff members and all of that takes a lot of time.

Online, I don't have much of that. I'm mostly focused on the students that I'm teaching, so that's a

huge difference in those areas. Participant TT stated, "Well I get to work at home. I love it. Some

of my colleagues don't like it. I like being alone. It's lowered my stress level. I never did like the

intensity of the beginning of the classes and the end of the semester. This is an evener pace. I

much rather work 7 days a week at home than 3 days a week on campus. Participant ZZ stated,

" With face-to-face you get an emotional charge, or I get an emotional charge. But, when I came

away from my face-to-face classes, I was drained because I gave so much to it, but I was charged at

having the interaction because I'm an extrovert. I'm a very expressive extrovert and I get really on

with my students so by the end of my class, I'm drained, but I'm charged. I don't get that

immediate jolt with the students online, but I get more pleasure because I can see them growing

over the course of the semester so it's a different kind of, what's the word I'm looking for, of

stroking, that I get. It's not that immediate jolt, but it's more of an oh my, this is so wonderful. You

know, to watch the student grow over the course of the semester."

Online is Isolating. Participant RR stated, " I didn't like the fact that teaching online I was

just sitting alone with my computer with no one to talk to." Participant TT stated, "I'm not sure. I

did have one colleague who is a wonderful teacher and I lured her into online and she hated it. She

hated the isolation. She hated the time she spent. I'm happiest communicating in writing. If it isn't

than you are going to be driven into more face-to- face and more telephone. It can be very time

consuming and you can wipe yourself out. You need to be very organized." When participant WW

was asked about lifestyle changes she'd experienced, her response was, " I guess, just the isolation."

Online Instructors Shortchange Students. Three instructors stated that online instructors might shortchange students. Participant OO stated, "Another is sometimes people don't recognize things they can do to help students out more. They think that if they just post the assignments then students should just do it and they don't think of the extra, well this may be helpful for them because they are not face-to-face. I think some people don't have the same level of commitment when they teach online as they do face-to-face… I don't think they are as attentive to students as they would be if students were in their classroom with them… Well for example, I know instructors who teach the same class I do who will get a question from a student and they won't respond to a student and two or three days will go by and the student will wonder, "Well, what should I do?" Then the students will send another email and they will copy me and I will tell them that this is what I think you should do and the student will say, "Thank you so much." The students will tell me that the real instructor never gets back to me and I tell them that their real instructor really shouldn't be teaching**.** They should understand that you can't move forward until they get back to you. In face-to-face you would never stand in front of group and not respond to a question…ah ha, I know it's happening because students copy me when they email instructors. " Participant PP said, "Some people I've known wait two or three days to check in. I don't like that. I like to check often, each day, even if it's just to see if anybody's done the discussion board, or whatever."

In Person for Ego Building. Three made comments about other instructor's egos and their relation to teaching. They felt that those instructors who taught face-to-face did so because they had ego issues. Participant ZZ stated, "But a lot of faculty, but some faculty, I should say, have their egos involved and they think that this teaching is about them, and it's not. It's about the

student learning. I think a lot of times people like to stand in front of the classroom and yak and do

that shovel-ware business and my philosophy is that, I forget where, I can't cite where I got this but

it's like lecturing is proving that the faculty knows everything and the student knows nothing. You

know that lecturing, let me give you facts. And too often a lot of the non-teaching people, the

practitioners, think that's how teaching should go, that's what teaching is, is presenting these facts.

So I think that, when they do that well, they get that immediate jolt and say well I did a good job,

but it's not about them presenting facts. It's about having the students understand what those facts

mean and how to apply those facts in their jobs, in their learning. They forget that… " Participant

YY stated, "Some professors can't give up control to a computer. They must teach in person. So,

they sign on with XXXX and pretty soon they quit… They like control. They also like interaction.

Their career is one of a lifestyle and they go to a university and they have friends and they meet

people, and they play the university role, professor role versus somebody who is there to teach

students and could care less about meeting with the president of the college, or going to a

department meeting. We have those only on email…Out of all of the education that's the prime

focus. They (online instructors) do not have social needs to mingle with professor-kinds and to

come onto a campus. Their social skills are met in other areas."

Traits Needed. Some participants offered their opinions regarding the personality traits

needed by online instructors. They felt that only certain types could enjoy or be successful with

online instruction. Participant PP stated, " On the professor's side, this online class is not for

everybody…On the professor's side I really believe you've got to have, first of all, a love to want to

do it. Number two is that it's okay to try it one time and see, just to see if that's going to be for you,

but you've got to have a lot of discipline. And I said that earlier, but discipline meaning you've got

to be in that classroom and you've got to be responsive to the students because they're not seeing

you face-to-face. They'll send you an email just like anybody who sends an email and they're asking a question. They'd like to have an answer right away, but in emails you know it could be a day, some times it could be hours. In the classroom, you ask a question and you get an answer right away. So, you're not going to get that fast response. So, I believe that as an instructor, my suggestion would be, first of all, make sure that you really want to do this thing and then discipline yourself to spend time in that classroom. I don't mean hours at a time, but go in periodically throughout the day. Check it to see if there's anything there. If there's anything to grade, grade it immediately, post it in their grade book, and you'll be surprised how happy a lot of them will be with that. " Participant TT stated, "It's for different people. If you have a good class with wonderful discussions there's nothing like that online. There's so little of that in face-to-face though. What students like is the interaction and convenience and what they hate is the isolation. It comes down to is a style of being not learning. What it comes down to is reading directions. They need to be able to read directions well because it's all online. And people who need a lot of emotional support don't very much like it online."

Some thought that instructors had to make an effort to let their personalities shine through. Participant XX said, "You have to develop your own personality. You can't do exactly what somebody else does. You have to find your own voice in the classroom whether it be online or traditional face-to-face." Later she said, " And my feeling is somehow you just have to let your personality show through and you know, I just don't know how to do that." Participant QQ stated, " I try to let my personality come through in my comments and I try to get the students to give me a sense of who they are. Of course they have no body language to work with." Participant ZZ said, " I think the art of teaching online is really listening or really reflecting and thinking about what students are saying. I am an extrovert and a people person."

Teaching Preferences

Prefers Both

When asked whether or not they preferred online or in person instruction, many reported that they would prefer to teach both. Participants QQ, SS, XX and YY all prefer a combination of online and face-to-face. Participant QQ stated, " If I was teaching full-time, I'd say a mixture. I could teach a night class on campus maybe and wouldn't be tied down to being on campus at a certain time. Also, the classes that I like to teach might not make it on campus, where they would online because I am pulling from all 5 campuses." Participant YY prefers a combination because of the types of courses. He stated, "I'd probably make it a combination of the two. Well, I would have half of them, half the time spent on email on Blackboard and the other half, or one-third, might be spent on person-to-person. It also depends on the course. If you teach group processes, you want face-to-face, at least half of the course. You just have to adjust the pedagogy. In other words, they can send me a group tape instead of me watching them in a group. And, that sort of thing, but it gets kind of clumsy that way. If you teach group counseling processes, it's very helpful if you observe them, okay. " Participant SS stated, " It is very fulfilling. I would like to teach one class in person also but since I can use most of my time thinking about the student's questions and answers I can use more time for teaching or researching. Because I know some students don't feel comfortable online and I like seeing the immediate reactions of the students. Also, assessments online aren't perfected yet."

Participants UU, PP and TT prefer teaching online. Participant UU stated, "Well, I like to teach. There's no question I like to teach and I feel like I'm pretty good at it. When you walk out of a class and really feel like you've nailed it, that's a good feeling. I think that's always going to be something that's attractive. But, on the other hand, the alternative is to get in the car and drive

for four or five hours and teach a class and turn back. Probably, I'd be just as happy doing it online." Participant PP stated, " That's tough. I'm getting close to retirement age and for a person who is going to retire, obviously I want to do all online classes so it's kind of helped me prepare for that. But, gosh, I don't know if I threw two balls up in the air they'd both come down at the same time because I enjoy doing them both. I don't know that I'd put one above the other. If I really had to choose I would probably go online. For instance, if our community college here decided to have an online division, I would probably go that way. And then do an adjunct for a classroom because I still like the contact with the people because they've got experiences that they can share. You can hear what they're doing in the offices, you know. Of course, again, I'm doing automation so you can hear firsthand what they are doing, a little bit different from what the textbook is telling you. I'd have a lot more free time with online that I could actually do some research and study and, you know, add a little extra something to the classes by getting some other books and fine tune them a little bit more, where in the classroom you are always running and dealing with students and you don't have time, sometimes, to fit that in." Participant TT said, " Oh there isn't a choice. I love teaching online. If I had to go into the classroom I would retire."

Participants WW and VV prefer teaching in person. Participant WW stated, " Well, it depends which course. Lifespan development is a highly content laden course. It's not about skills and processing. It's about knowing a lot of knowledge and how to apply that. So the course lends itself to online very well. Whereas, I wouldn't want to be eaching counseling theory and techniques online. Overall, it would be in person. It's pretty vital to work with our students in person. Our profession is all about interpersonal skills. I don't see a good way to do that online. It comes down to what you are teaching. A masters program in counseling, I think for people to really learn and benefit, they really need to be with other people. Participant VV initially

complained about how stressful face-to-face instruction is, but when asked her preference she replied, " I'd choose face-to face. Because I still enjoy the challenge of face-to-face even though it's stressful. I still enjoy the interaction with colleagues even though it drives me crazy sometimes. I still enjoy the sense of place. At a university when you walk on the campus there's a sense that of what that's about. I work in an urban school. I spend a lot of time on high school campuses where my students are doing fieldwork. And that keeps me current in my field. It keeps me really aware of what's going on in urban schools. And gives me a chance to interact with the students that I'm teaching my students to teach. I enjoy online very much, but it would never replace face-to-face for me."

Depends On Subject

Participants RR, UU, WW, VV and YY stated that certain courses are more appropriated of online instruction. Participant WW stated, " Well, it depends which course. Lifespan development is a highly content laden course. It's not about skills and processing. It's about knowing a lot of knowledge and how to apply that. So the course lends itself to online very well. Whereas I wouldn't want to be teaching counseling theory and techniques online." Later she stated, " It's pretty vital to work with our students in person. Our profession is all about interpersonal skills. I don't see a good way to do that online. It comes down to what you are teaching. A masters program in counseling I think for people to really learn and benefit they really need to be with other people." Participant YY stated, " Well, I would have half of them half the time spent on email on Blackboard and the other half, or one-third, might be spent on person-to-person. It also depends on the course. If you teach group processes, you want face-to-face, at least of half the course." Participant UU stated, " Well, that's really kind of hard to separate because it's a Master's in instructional technology so a lot of the content is technology based. The last course I taught that

was probably interactive was Multimedia Design Development so there was actually quite a bit of technology required, but we have since worked with other programs to put their courses online. They do not need to know a great deal about technology."

<center>Advantages and Disadvantages for Students</center>

Advantages

Individual Attention. Instructors also commented on issues related to how advantageous online instruction is for the students. One instructor clearly stated that online instruction is better. Several instructors felt that they were giving a lot of individual attention to their students. Participant TT stated, "It's a tutorial situation. Ultimately it is one-on-one the way I teach." Participant QQ stated, " They have to master the technology also and that's kind of hard. I will walk students through things by telephone if necessary. If the whole class face-to-face doesn't get it, I go back and change it on the fly with the online I have to go in reload and the other part is that I have 25 or 30 students working at their own place so I have to respond individually. " Participant OO stated, "I always give them individual feedback." Participant VV stated, " Well, I think the way you get to see is because you have a longer more in-depth relationship with this person. Face-to-face, you have a ten-week theory class, a ten-week practicum class and there's a certain amount of knowledge and skills that you have to impart to an entire class. You have some students who are entirely out-of-it and you have to spend a great deal of time kind of bringing them up-to-speed. And so your attention is really diverted. Where, with online I can give individual students growth, each individual student's motivation. I just fell like I have a more in-depth, long-term relationship. Some of these students, I've never seen and I feel like I know them quite well."

Participant ZZ stated, " Okay, when I was teaching face-to-face, I had "x" number of points, 10 points, that I wanted to cover in class so I had an agenda. And all to often I was focused on

reaching those 10, in getting through those 10 points. I would gloss over points the students would

make in my attempt to get to that 10th point. I don't do that in the online environment. Everybody

has a chance to put out their ideas and to talk about their ideas. And there's more time to explore

nuances in the online environment. That's the difference. If the faculty member is really listening

and takes the time to draw those out, yes. I'm a little prejudiced in that I think they learn more

because it is so individualized. A really good online instructor listens to each of her 24 or 25

students.   We have a max of 25. And, by the end of the semester, I can tell you where each of them

are. We can have hundreds of interactions and I hear their voices, their ideas, their concepts and I

can measure more effectively, I think over the semester. When I taught face-to-face, I would have

the spring butts. Like if you asked a question or made a comment, their hands went up or they just

started to talk to you, but there were students in the back who were just quiet and they participated

or they didn't. But, they were there. They showed up for class and then they took their tests, wrote

their papers and that was it. They are not allowed to hide like that in my online classes because

participation is 25% of their grade and they have to participate. I have to hear them. They can't lurk

in the classroom anymore. So, comparable, I don't know. I think even better. See, what this tells

me when you ask about comparable is that you think, you might think, that the face-to-face is

exemplary. Where I think that it was expedient and it was the way to do it at the time. But I think

with technology enhancements we're going to surpass what was done face-to-face."

     Convenient. Many instructors felt that online instruction is convenient for students because

it offers them more time or options. Participant PP stated several advantages for students in regards

to convenience, " They do allow us to give them access for the whole semester so I build the whole

class initially and when I open the class up for the students all 15 weeks are there in front of their

face and including all of their exams. They can take them any time they want. They do need to

progress through them, obviously week-by-week, my requirements for online classes. They can do everything online. And that works out well because now that I'm able to do that at my college, I'm having students sign up for classes that don't even go to our college, but they find it's a class that they need or can fit in at another place or wherever they are at. So that makes it very comfortable for them. For my traditional class in the classroom I like the face-to-face because I get to share a little bit more, a little bit closer to the students. I can get with them a little bit more. I can pull some experience of theirs they are willing to share with me. Although I find in the classroom, the traditional one, there are a lot of students who are very shy and don't want to talk, don't feel comfortable, whatever the case may be, in a classroom environment. The nice thing I like about that to, the grade book is there for them. Any time I get their assignments that they send to me through the digital drop box, I can grade it, post it in the grade book and they can see it instantly at any time. They always know what their grade is. They always know where they are. They know what they are missing because they can see a "0" if the week has gone by I will plug "0"s in where they've turned nothing in. So they always know where they are at with that. And, just recently we had a couple of snow days that closed our school days that closed our school down, but I noticed students were still turning their assignments in, using the Blackboard, which they wouldn't have been able to do if it was a classroom where they would have to drive to school to do it. So, it worked out real well for me in that instance." Participant VV stated, "Often the students have worked all day and they come to class at night and they are very tired. I have great respect for them. They are committed and they are trying so hard. But, it limits the relationship with the student, if I have twenty students in a class; I have ten weeks to get a certain amount of information and skills through to them. It moves very rapidly, you loose a few and as much as you try not to, they just disappear, and you don't have any access to them. Well this way, students can't disappear. They're

on that screen. They may not be responding to you but they're reading their email. They're answering the phone. And you have time to do that."

Participant XX stated, " Now, I have found that there are some students who may not be comfortable participating in a face-to-face class who are more comfortable participating online because they do have the time to formulate what they want to say. They do not physically feel embarrassed in front of the group or they aren't worried about their English skills, if they are maybe, if they don't have that grasp of the English language, which we do have a large international population so that they do feel more comfortable answering online, but I'm also a visual person and I like the dynamic that goes on in a face-to-face class. And I will admit I miss that. But, now the quality of the conversation is very interesting when you do get everyone to participate. Because XXXX has a very large and diverse population of adult learners, I am continually amazed, Donna, that… what my students know, and what they share."

Concern for Students. Many seemed to show concern and responsibility for their students. Participants OO, QQ, RR, TT, XX and ZZ each made statements related to this topic. Participant OO stated, " It's really helpful for them to have someone to talk to so we don't rely on email and schedule a phone call." Participant RR stated, " When you lose a distance student you have no idea what's going on. The students who stayed in online course and who finished, I still have relationships with those students. One woman became a freelance newspaper writer. I found out that many of the students wanted to meet me so I would schedule at least once in the semester a luncheon where we would just meet for a face-to-face. It seemed to make them feel better when they saw me one-on-one. It was totally gratifying to have these older, dedicated students who wanted to learn. But, it was just that the time and class size need to be worked out." Participant TT stated, " The longer they don't hear from me the more anxious they get and I have to deal with their

anxiety." Three mentioned that they thought students missed the face-to-face interaction and one said that she offered a face-to-face get together for her students at the beginning of the semester to help students adjust. Participant QQ stated, " Lack of personal contact which some students are really bothered by. I have a picture of myself on the website and some students really like that. They want to know if they can come by and see me and some do. "

One felt the need to help her students feel connected. She thought that this would motivate her students. Participant XX stated, " I think the need to motivate is equal on line it's just different. And I need to do more online, in my opinion, to motivate than I do face-to-face just because I'm a visual person and I remember and recognize people visually rather than what they write. And part of that could be from me, too, that, maybe the need is also for me, as the faculty member, to connect with my students because that's what is so important to me. That's what gives me a great deal of satisfaction so maybe I'm projecting my need onto theirs and maybe they don't need to connect as much as I do, but I just try to keep those connections."

Disadvantages

There were only a few disadvantages for students mentioned. Two instructors pointed out that online students miss the instructor's personal experiences.   Participant UU stated, " So I think you end up distilling out a lot of stuff that's not on task. Now, in that is also the jokes I told and the big laughs I got. All the personality I could put on there. All the interactions and appreciation's I got for students. That's also largely off target, but important, valuable, good. I think you're trading that. I think you're trading some of the personal interactions for more content, really." Participant PP stated, "What the online people are missing from me is the experience that I normally would share with my talk in my explaining, in my walkthrough maybe of a PowerPoint presentation or just my lecture that I would do in a classroom where I may throw in some things, and I do, mistakes

I've made or experiences that I've had that the online people aren't getting because it's not something that I'm sharing with them. It's not part of any talk that I give or anything."

Two instructors questioned the credibility of online instruction. Participant RR stated, " People who teach online will tell you that they are teaching the same number of assignments online and that is a lie. You have to cut back the number of assignment online because there is a learning curve, I found that I needed to do that when I taught synchronous especially often there would be technology problems, storms, etc. and we would lose time, etc. Because it's so time intensive a lot of these course are a little diluted because you can't get as much in."

Participant PP stated, " I'll say no, I guess, with I guess a caveat in fact that sometimes I wonder are they really getting the material because they don't get to hear me. They don't get to see me. All they see is a PowerPoint presentation, reading their book and any replies that I give them back on their homework. If there is any to be given. So, I don't really know where they are, if they are really getting it or not. Of course, I know one of the thoughts most people have is that the person who is really doing the class. I just have to trust it is. In business somewhere, and they're going to hire somebody and they say that they got their degree, somehow they find out that the degree was completely online, I'm wondering if the employer would think a little less of a person with that degree from the same institution from a person who went to classes everyday and got it. I think it all depends on how you put your class together. If the instructor puts, and I've done this, if the instructor puts a little extra time in some of those Power Points, and actually adds their voice to it, as if they were lecturing in their classroom then they are getting everything they can. And, again if you make them respond to those discussions, you're going to get the other students giving some feedback so they'll hear from other people in the class. Without that part of it, yeah I think

sometimes maybe those online classes are kind of cheapening what some of the folks are getting out of it. I guess the old adage is what you put into it is what you get out of it."

Areas Needing Improvement

Some of the statements were related to overall concerns regarding administrative issues or online technology limitations. One stated that there was little support from the administration. Participant RR stated, " The online is separate from the in person program so if you teach both you don't know which dean is writing your administration. It was like working for two entities. You had to be at double the faculty meetings and double the committees. If you worked totally online you had no need to be on campus. The problem with the administration they didn't trust the fact the people who were at home were actually working. They required them to come in for office hours or meetings. One participant pointed out that when you have a complaint in the online community, everyone knows about it. Participant YY stated, "If you are a personality that complains about things, a knit picker, that's control needs again. Then, online teaching is not for him.

Q: Do you say that because there's no outlet to do that?
R: No, they take up their time doing that and they set a bad precedence for those people who have to read the stuff. For example, if I don't like what they're doing at XXXX, I can write four emails a day and send it to everybody. Pretty soon everybody will get sick and tired of me.
Q: As opposed to teaching in person?
R: I'd do the same thing, but behind closed doors.
Q: So, you're more out there. If you're teaching online and complain, everybody knows it?
R: Yes.
Q: Well that's interesting.
R: Well, it's also a personality quirk and these people want attention. People who want that much attention should teach face-to- face. That's the reason why they insist on face-to-face teaching.

Another felt that there should be a community available to online instructors where they might share ideas and converse. Participant XX stated, " Oh, I think the future for online instruction is just so wide open because we've just hit the tip of the iceberg and I think it can be used for so many different types of learning environments. I think it can certainly be used, and it is being used,

like in K through 12 environments for certain activities, all of the way through the lifespan. I think there is a great deal of opportunity to learn and I think one of the things faculty needs to do is continue to be in some sort of a learning community where we learn from one another, our mistakes as well, our good things as well as our, our mistakes as well as our accomplishments. I guess is what I want to say."

Improvements were suggested in the area of communication and assessments One stated specifically that chat rooms were inefficient. Participant WW stated, " I guess in terms of talking with other people who are taking an online course they have things like threaded discussions and all, but I haven't seen much synchronous work. And I didn't find the chat rooms satisfactory for one thing it is very hard and I think you need a fairly small group to be successful. The way you submit somebody is responding to one person's comment and someone else comment comes up. It doesn't flow very easily. "

There were three comments related to problems inherent to online instruction.   Participant XX stated, "I mean, if you think about this as, I'm trying to think, as society is changing, adults are changing. Adult needs are changing. High school students are different than they were 10, 15, 20 years ago. And the issues that high school students face. Well, I find that to be very reflective of adults and adult learners. The adult learner is probably… there are some generalities you can make generally speaking about adults, but some of the issues facing adult learners today may be different from what they were 20 years ago. You know, for example, the stresses in maybe commuting. I have some students who commute maybe 3 hours a day, back and forth to work. There are the technological issues, the fast pace of change of education, computers and all that. And, also, I think, our students reflect our society and the changes in society. For example, let me just say, and I'm trying to think how to not put this in the negative, the expectations of our students, I just had a

conversation the other day… You know do adult students expect to receive an "A" because their employer pays for their school, are their expectations different. Do they expect not to work harder. So we had a conversation the other day, the people at work and I, about what the expectation is that adult learners bring into the class."

One mentioned that students feel less accountable when they don't see the instructor. Participant WW stated, " One of the students who had a lot of problems with communication said that when he didn't have to see the professor he didn't feel as accountable whereas when he had to come to class he would be embarrassed to come in with late assignments."

Participant SS pointed out a lingering problem with assessments and student accountability. This excerpt illustrates his feelings.

Q: How do you see the future of online instruction?
R: That's a good question. I think it will grow, but the quality is still needing improvement.
Q: What would improve the quality?
R: Communication, the platform, the style of teaching. The most important aspect is assessment all kinds of assessment.
Q: Do you mean security?
R: Yes, you want to reduce the chances of cheating- or consulting with someone. You want to improve the quality.
Q: Are there any drawbacks to teaching online?
R: The quality of assessments.

Another felt that in the online class instructors are trading personal interaction for more content. Participant UU stated, "To be honest, when you start really taking a lesson, and this is probably more true of me than of you, if you videotape me, and I have been, there's a lot of error in a 3-hour evening. Just a lot of stuff that's not focused in the lesson at all. As we tried to distill down and get online and, let's say we built a 3-hour course, based on the notion there were 45 hours of class meetings and we would expect to get 2 hours for every 1, that's the design we have. So, basically you're looking at 135 hours for a 3-hour course. Those are thick, I mean the quality of

those is just extraordinarily good. And the amount of work they do is very hard. We usually have

people who try to do two or more when they first get started and it's just not do-able, they're just

too hard. So I think you end up distilling out a lot of stuff that's not on task. Now, in that, also, is

also the jokes I told and the big laughs I got. All the personality I could put on there. All the

interactions and appreciation's I got for students. That's also largely off target, but important,

valuable, good. I think you're trading that. I think you're trading some of the personal interactions

for more content, really. Now, again, for someone like yourself who comes out of education, I

suspect you're a very good educator and probably your classes are very, very good, but most

college professors suck. They're really bad. They weren't trained. They're physicists and

biologists who, they've got their own 12 years of public schools that they went to, and their

teachers as examples."

Finally, another pointed out a concern that there was possibly a class separation developing

with those who could afford the advantages of a personal face-to-face instructor continuing to

receive face-to-face instruction and others forced to take online courses (there seems to be the

implication that face-to-face was better)

Outlook for Future

Participants OO, PP, QQ, SS and WW all thought online is growing. Participant OO stated,

"I think it's going to increase as more people have the ability to access online from home and as

more people retire and want to keep active. I think they are going to find that online is a convenient

way to go for lifelong learning activities, things that help you get involved with your community or

politics. I see that group forming online communities." Participant PP stated, " Probably becoming

priority in a lot of institutions. I think you are going to find more that are going to do online than

the traditional classroom because of the cost for one thing." Participant QQ stated, " I think it will

grow. I think that they don't want the synchronous. They want to be able to go and do it at 2 in the

morning. At 3pm they don't want to have to come to campus and watch a program. Eventually the

courses will get better, friendlier so you can modify the way you want to. I think the trend is like

XXXX is where you get someone to create and someone else to teach a class and I wouldn't like

that." Participants VV and UU agreed that online was growing, but added that it would not replace

face-to-face altogether.

Finally, many instructors felt that some courses are more appropriate for online instruction

than others. Participant VV stated, " I see it growing. I just think that it will primarily be a source

for people who are working in their fields, who are professionals who don't have the time nor do

they have the need to be in a classroom with a teacher with other students. They have set their goals

they have satisfying careers and they want to move to the next step. So I see that as the primary

audience. I don't expect that it will ever replace the undergraduate experience. Part of the college

education is the campus experience. Forming a network of colleagues that you're in touch with for

many years of your life. Being in the classroom, hearing other people's ideas and interacting and

arguments and going for coffee and discussing and having favorite teachers and hated teachers. I

think all of that builds who you become as a professional. I don't expect that it will ever replace

that. Both have a valuable place. And I think the online is a valuable place for certain students. I

see them as being mutually supportive and existing at the same time and the same place almost.

Participant UU stated, " I feel very, very good about the quality of what we deliver so it

really comes down to do we want to serve the teachers in XXXX and beyond or do we not? We

can't do it without going online and we can't do it if it is going to replace courses that we're already

doing. The university is not going to allow me to hire any more faculty, so I can cut my program

here on campus and try to do distance learning, things that are more rewarding, but the most

rewarding for me are doctoral students who come to XXXX and stay for two or three years. So, in that regard the only way I could think of to do it was to make that trade." Later he said, " Oh, I think it's probably, we'll see the XXXX's and whatever that are out there that have established niches will survive and they will meet a need. The universities probably will not play in it very seriously. At XXXX there's a lot of push to get people to use the web. But online instruction is as it's all settled down, they want new markets. I mean, they don't want you to take courses that are, they don't want you to compete with XXXX courses, for example. They want us to establish new markets and in fact, we have to show that it's beyond our load. These are new students. So I think we'll see some of that happening. That will knock out all of the people who can't really scale. As I say, if you've got a model that won't scale, a model that's highly interactive then all you're doing is trading your on-campus courses for off-campus and the big universities. I don't think, will ever you know, I don't see a day when there are no students in XXXX and everybody's at a distance. I just don't see that…. Well, I think for most 17 and 18-year-olds going to college is a much bigger deal than just going to classes and I think they will continue to come and I think the big universities that have research centers, people will still come to do research, so, to work with people in laboratories and what have you. I worry some about there being a class system that evolves where those who can afford come and those who can't, take courses at a distance. In a state like XXXX, which really doesn't support universities much anyway, I think what will happen is it will become more and more tuition-driven, and therefore more and more expensive for most people and they will look for options. I worry that they'll look for options."

Related Research

In chapter one I wrote about the only similar study to this one that I could find in the literature.   Smith, Ferguson and Caris (2002) examined the lived experiences of 21 instructors who

have taught both traditional and online instruction, but most were from the Suny system. They

interviewed instructors over the phone or via email. Researchers in this study listed the 20 most

common types of responses and their frequency. In my study, I organized all of the codes of

responses into 21 categories. Interestingly, 3/4 of their most frequent types of responses were also

noted in my study. Yet, they fell into some of the larger categories. The following list is taken from

the Smith, Ferguson and Caris (2002) study represents those responses common to both studies:

Lack of visual gestures
More work upfront in online
Establish relationship online
Lots of email contact
Deeper thinking in online
All students must participate in discussions
Humor difficult online
Greater explicitness
Instructor spends more time in online
Personalities emerge
Enter class at leisure online
Freedom of speaking because of anonymity
Greater individual relationship online
Written record of dialog
Instructor concerns

Summary

Most of the instructors in this study volunteered. Their transitions were relatively easy except

when it came to uploading the face-to-face versions of their courses online. Instructors generally

complained that many adjustments were required. The two instructors who were able to upload their

exact notes taught math and computer courses. Most instructors mentioned that the quality and

quantity of the discussions and interactions were much greater in the online than the face-to-face

classes. Instructors also generally agreed that online instruction requires much more time and

structure and that they needed to be very precise with their communication as the visual cues weren't

available.

Some instructors noted advantages and disadvantages to teaching online. Advantages included convenience of teaching online without having to commute, extra time to conduct personal research and further studies. They also noted that students have more time to reply to discussions, which creates a more colorful class discussion. As far as disadvantages, many felt that they had to teach the necessary technology needed for students to take online classes. This is beyond the subject they agreed to teach. Others mentioned that they missed seeing the students face-to-face.

There were several comments related to instructors' personalities. Some mentioned that teaching online was less stressful, yet more isolating than teaching face-to-face. They said that teaching online requires an extra effort to allow one's personality to shine through. Others complained that many who teach face-to-face do so because of ego gratification. When asked about teaching preferences, most preferred to tech a combination of both online and face-to-face. Two instructors preferred online only and two preferred face-to-face only. Many instructors mentioned that certain courses are more appropriate for online instruction than others.

Participants mentioned advantages and disadvantages for students taking online classes. Some advantages were that online students get much more individual attention, online classes offer greater convenience for students and the online instructors seem to have a genuine concern for the needs of online students. The disadvantages are that students miss a lot of the instructors' personal statements about themselves and their experiences. Some instructors questioned the credibility of online instruction due to assessment and quality of content.

Some instructors offered suggestions for improvement of online instruction. Some felt that a discussion board for instructors to share ideas would be helpful. One instructor complained that it was much more difficult to complain as an online instructor because he felt that everyone would see his emails and tire of his complaints. There were a few complaints about technology and lack of

student accountability with online instruction. The two most intriguing items raised were that adult students are changing and their expectations of instructors are changing as well and that there was a possibility of a class separation forming between those who could afford in person instruction and those who may be forced to take online classes.

Most instructors felt that online instruction would continue to grow. Many thought that it would surpass face-to-face programs. While a few insisted that face-to-face instruction would also be the predominant mode of instruction.

When comparing this study with a previous similar study, it is clear that there are many commonalities as far as instructors' responses. However, I do believe that the results of this study show much more of the actual experiences of the instructors and how they are processed. In Chapter five, you will gain a greater understanding of the meanings of these responses and how they contribute to the overall theme that has grown out of these interviews.

Chapter 5: Interpretations

Introduction

We know that cultures have their own unique set of norms and mores.   A high school teacher experiences a very different working culture than an elementary school teacher. The high school teacher is not surprised to see two of her students holding hands or kissing in the halls of the building. Nor is it unusual to have a student late for class because of a traffic ticket. The elementary school teacher, on the other hand, may sit with her students during lunch or walk them as a group to the restroom. So, it is not just the differences in the subject matter that make these two teaching environments different. They are very different cultures within a structure called a school.

Those of you reading this will have had some participation within the culture of a college campus. Someone who lived there may have experienced the culture differently from someone who commuted, but there will be many shared memories of experiences, which are unique to the college setting and culture. For example, it is accepted practice in many college classes for students to sit in the back of the room and sleep, do assignments for other classes, or never raise their hands to participate. Or, consider the college instructor who walks into class, throws a briefcase on the table and begins reading notes on the Theory of Relativity, without ever looking up at the students. Or the instructor who has no time for questions because he has to cover so much material and his office hours are during your most difficult class. I would bet that most have experienced these situations at least once.   That is part of the culture and you either get used to it, or you move on

This leads to what I believe is the underlying theme of my research, which is that while instructors are transitioning from face-to-face instruction to the online classroom environment they are also transitioning to a unique emerging culture. I say emerging because I believe that this

particular culture is experiencing rapid growth and in turn, continuous change. With each new

technological advancement in the area of computers, communication or video and film, there is

greater potential for their effects to be present in the online class community. The instructor

experiences a completely new role as an online teacher. Communication is achieved through

various mediums. Time is used in a very different and possibly in a more beneficial way in the

online class culture. This unique culture has many benefits not available to traditional college

campuses and not specified by previous studies.

Role of the Online Instructor

The online instructor has a different role in the new online classroom culture than in a face-

to-face setting. It is obvious that online instructors do not have to battle traffic traveling to and

from work. They sip their coffee and wait for their computers to "boot up" so they can enter their

classes. They don't struggle to find parking and rush to a class full of bright-eyed students. They

usually see their students' emails listed one after the other in their in-boxes. Participant ZZ stated, "

Teaching online is allowing me to live on Cape Cod and live the life I want. I can still travel

because I have access to my class. So, I find it much more accommodating." But consider the less

obvious differences. Participant TT summed it up this way in an email response when asked to

describe a personal life event most similar to the transition experience:

> The transition most like moving to all online teaching was when I went back to graduate
> school in my thirties. I had two young children and was adapted more or less to the role of
> housewife/mother. I felt the graduate school experience required that I transform myself
> from one kind of creature into another. This was in the seventies, so the women's movement
> was an important element in my feelings of transformation. I had to learn a new way of
> being.
> My movement from the classroom to online similarly required that I find a new way of
> being. Instead of speaking, I wrote, instead of planning an hour or three hours, I planned an
> entire course, instead of moving students into groups to exert peer pressure on one another, I
> used tutorial methods to relate to students individually. Instead of working specific hours on
> MWF, I was "on" all the time, seven days a week, early morning to night.

In the face-to-face class, the instructor had the task of covering a specific amount of material verbally during a limited amount of time. Often the instructor had to hold questions in order to "get through" all of her notes. Instead of standing in front of a group of students and giving hour after hour of verbal information to students, the online instructor's job becomes one of receiving questions and monitoring discussion boards. As participant ZZ said, " I think the art of teaching online is really listening or really reflecting and thinking about what students are saying."

Online instructors may actually be a bit better at listening to their students because they can relate to the experience of learning to maneuver in a completely new learning or teaching environment. Participant RR said of her first online teaching experience, " I spent the entire semester revising the courses and running as hard and fast as I could to keep one day ahead of the students. I felt totally incompetent and a fraud." Many instructors I interviewed had to create their courses from the ground up. They were pioneers in the field of online instruction. I believe that this is why they showed such an enormous concern for their students. Many instructors I interviewed took it upon themselves to call students to find out why they were not in class. Some even offered face-to-face tutorials to help guide the students through the online classes. The following excerpt taken from an email response from participant RR not only illustrates the beauty of the camaraderie that many share when venturing off into new terrain, but specifically the degree to which we are willing to put forth greater energy to assist those who we feel a connection:

> I had one older student, Ron, who was fearful of online learning and told me so. He was only taking the course at a distance because he was out of the country with the military and needed this course to graduate. He had already failed the course once. We talked via email and I told him my problems with distance learning. If I can do this, you can, I said. He tried and we worked together. He mastered the technology and began to enjoy writing. After he completed the Advanced Composition course-which he needed for graduation- he took all of the other courses I taught online- 3 levels of journalism. He took these for the sheer fun of enjoying writing. That's success!

Along with the new roles of the transitioning instructor, many also experience new emotions. Participant TT stated, " Well I get to work at home. I love it. Some of my colleagues don't like it. I like being alone. It's lowered my stress level. I never did like the intensity of the beginning of the classes and the end of the semester. This is an evener pace." Participant ZZ stated, " I don't get that immediate jolt with the students online, but I get more pleasure because I can see them growing over the course of the semester."

Even though many agreed that teaching online was less stressful, most did not appreciate the isolation. Where they once faced students and co-workers on a daily basis, they suddenly found themselves home alone with a monitor and keyboard. Participant RR stated, " I didn't like the fact that teaching online I was just sitting alone with my computer with no one to talk to. When asked to describe the worst part of teaching online, most instructors said that it was that they missed seeing students face-to-face. Participant QQ said, " You don't see students in halls and don't run into them in the grocery store or at least I don't know if I do. You don't get a sense that the whole class gets something or that you've done a really good job when you leave the classroom."

Online Communication

Members within cultures seem to communicate with one another differently from those of cultures of neighboring areas. In traditional classes students are usually required to raise their hands to ask a question or make comments. Otherwise, the instructor is usually the only person speaking at that instance. Shy or tired students usually head for the back rows of a traditional face-to-face class while those who have read the material stay up front close to the instructor. Often the instructor uses humor to break the monotony or just to entertain while leading the class. What the teacher doesn't say, the students can read from her facial expressions and body language. Some instructors will also write a few notes on the board to clarify points made during a lecture.

Communication takes on a whole new meaning in the online environment. Communication does not wait for someone's hand to rise or an instructor to speak. Students and instructors in online classes may typically communicate any time they desire. Many instructors stated that they receive emails 24 hours per day and seven days per week. When they do communicate, it seems to be more often and with greater depth and reflection. Participant WW stated, "There is more self-disclosure in the online class than there would be in a face-to-face class." This may or may not be due to the fact that many instructors require discussion participation. They often require it in traditional face-to-face classes as well. The important issue is that instructors can actually enforce the requirement in an online environment. They can and do check to see if students have contributed to discussions. As participant ZZ stated, "They can't lurk in the back of the classroom any more.

This culture requires instructors to be very specific and clear in their communication. Online instructors cannot rely on facial expressions or gestures the way that face-to-face instructors do. Instructors must be explicit with their statements as they are usually written. Participant VV stated, " I think the communication skills become very, very important because it's through phone and email communication that you have to express your ideas. And anything you put in writing can be misinterpreted." While, in a face-to-face class speaking to someone with a puzzled expression on their face, you immediately know that you are not being clear. They are not receiving what you are saying. You don't know that when it's written or when it's just on the telephone. So communication skills and articulateness become very much more important." The following excerpt taken from an email response from participant RR offers a vivid picture of some of the issues that arise from miscommunication in the online classroom:

> This student I will call Sara is a composite of several students to give you the idea. Sara was an active student who always did her work early. But, most of the time she

misinterpreted the assignment. These assignments had been used for several years with no problems. Because Sara was the first student to add a thread in response to an assignment, any other students who added threads before I could realign Sara's interpretation of the assignment were as off track as Sara because they followed her lead. With this class I had to check Blackboard all the time-difficult because I taught 4 campus based traditional courses in addition to the online courses. At one early point in time, students thought that Sara was the teacher because she began critiquing and advising students on their work, and not in positive ways. Her online voice was strong and powerful. I emailed her at first. Then I tried to call her but never found her at home no matter what time of the day or night I called. She never called me back but only responded via email. It got to the point where I had to turn off her ability to post to the forum until we had a good talk. When that happened she did call me and we straightened things out. By that time the class, one based on the workshop peer response approach, was angry, distrustful, and unwilling to put their work out for response. That first bad impression colored every class exchange.   I created a special class for Sara alone. She and I worked well that way and she got an A in the class. The other class members suffered and the class never did bond. The poor example set the tone for the class.

This need for clarity makes joke telling impossible. When you must write statements in a one-dimensional linear format for clarity, jokes can be misinterpreted. Participant RR stated, " In the beginning, there were lots of misunderstandings. It took me a while to realize that you can't make a joke. They might not know it's a joke."

Time Dimension

Unlike the traditional college courses that are mostly offered during the day, online class may be taken around the clock. Students in asynchronous classes may enter anytime of day, from anywhere that they can hook up to the Internet. This is advantageous to those students with tight working schedules or family demands. This is also beneficial to students in that instructors are able to use more of their time to assist students.

Many instructors in this study reported that they have a much greater amount of time available for students when they teach online courses. Quantitative studies also revealed that students felt that their online courses provided better access to their instructor (Guernsey, 1998; Hiltz, 1997). When instructors teach face-to-face they find that their time is controlled by the clock

and the amount of lecture material listed in the syllabus. This often prohibits teachers from spending too much time with individual students or looking deeper into specific topics that may arise. Participant SS stated, " I can use most of my time thinking about the student's questions and answers. I can use more time for teaching or researching. Participant VV stated, "I find it very fulfilling partly because I establish a relationship over a period of time. And as I said, I have time to interact, even though it's on email. I have time to think through what I want to say to students. I have time to read and digest their feedback and digest what's going on. Whereby the face-to-face classes, I teach in a university that has quarter-classes. There's a tremendous amount of information to impart in a quarter. Often the students have worked all day and they come to class at night and they are very tired. I have great respect for them." Participant ZZ stated, " Okay, when I was teaching face-to-face, I had "x" number of points, 10 points, that I wanted to cover in class so I had an agenda. And all too often, I was focused on reaching those 10, in getting through those 10 points. I would gloss over points the students would make in my attempt to get to that 10th point. I don't do that in the online environment. Everybody has a chance to put out their ideas and to talk about their ideas. And there's more time to explore nuances in the online environment

After a face-to-face class, instructors may have meetings to attend or must rush off to teach another course. Usually their individual student contact is restricted to specific office hours that are not always convenient for students. Participant VV said, "The myriads of tasks that impinge on your time and focus in a university take away from your teaching. All the committees and meeting, conflicts and working with other staff members and all of that takes a lot of time. Online, I don't have much of that. I'm mostly focused on the students that I'm teaching, so that's a huge difference in those areas."

Emerging Culture

I found from this study that those instructors from community colleges were responsible for a greater amount of course design and even instructing students in the art and techniques of taking online classes. Those instructors who taught for some of the online universities often had fewer responsibilities as far as design and instruction of the classes. Some schools had more advanced technology that allowed for easier instruction and communication. Some schools had 24-hour tech support available for students while other schools did not. Some schools did not offer audio files with their courses while others did. Most of the instructors in the study said that they would prefer teaching both online and face-to-face. For most, the reason they would sacrifice the convenience of online instruction was because they missed seeing the students. Many instructors also stated that certain classes are more suitable for online environment.

Eventually, online instruction will probably contain same-time video as well as audio. There are already educational programs that take advantage of this technology. Synchronous classes allow for same time audio. As technology improves, there will be fewer and fewer limitations. I suspect that instructors and students will be able to see each other and speak as if they were in the same room. With advanced technological capabilities, instructors may freely teach any sort of courses. With each new technological advancement, the online classroom as a culture will continue to adjust. Participant RR stated that her most successful experience as an online teacher was when, " I had mastered the technology, the classroom platform and learned how to teach online. Students began to appreciate the feedback and saw their writing improve tremendously." Eventually, things will level off. When all online classrooms are equipped with equal technological capabilities, instructors' experiences and opinions will also level off. There will probably always be those institutions that can afford the latest advancements and the instructors will probably have

an easier experience in their transitions. The issue of missing seeing students will be resolved and the technological advancements will make more types of classes appropriate for the online classroom.

Related Research

In the first chapter, I mentioned a similar study conducted by Smith, Ferguson and Caris, 2002 and suggested that my findings might be different because the instructors interviewed in the study were predominately from the same university system. In chapter four, I mentioned how the findings from this study compared with the former study. Though there were several commonalities in terms of general statements made by the instructors, the overall conclusions differed. Because I interviewed instructors from several different types of institutions, I was able to discover the varying levels of teacher involvement required with the different types of institutions. This helped give a clearer view of the potential growth and acceptance of online instruction. I could see what appeared to be a direct relationship between the type of institution and the degree of work required of the online instructor and in turn job satisfaction.

Smith et, al, (2002) did conclude that the styles of instructions for online and face-to-face distinctly differed and that there were several advantages to online instruction, as I found from this study. They did not seem to pull together the differences to recognize the overall picture in the manner that I did. They failed to recognize that instructors who transition to the online environment are actually moving into a completely new culture. Nor did they point out exactly how online instruction could be advantageous as I have in the next section.

Discussion

The instructional methods used in the online classroom have emerged as a result of practicalities and not necessarily pedagogy. As I have discovered from this investigation, there has been very little access to and or use of online instructional pedagogy. Interestingly, citing a study by Pitt and Clark, (1997) in chapter two, prior to conducting this study, I noted that those strategies considered effective in online instruction had nothing to do with teaching techniques and everything to do with web page design, course ease and technology. This information seemed to support the theory that instructors are not only changing platforms and roles, but also cultures. Yet, this development of the online classroom culture left alone, without researchers' guidance may actually lead to some promising results.

Consider for a moment the similarities of this style of teaching which has evolved and that which was encouraged by Plato over 2000 years ago. The idea of students bringing their questions to the instructor, the instructor having time to ponder the answer, replying, a dialog is created and learning occurs. Plato stressed the importance of dialectic: the art of conversation, of question and answer. According to Plato, dialectical skill is the ability to pose and answer questions about the essences of things. The dialectician replaces hypotheses with secure knowledge, with the aim being to ground all science, all knowledge, on some 'unhypothetical first principle'. What better way to encourage higher-level reasoning than with the student placed in the role of investigator seeking answers?

Consider all of the advantages of offering individualized attention. All students benefit from instructors' individual time. Students with learning disabilities as well as the non-English speaking students may benefit even more from increased individualized attention from their instructor. Students with learning disabilities automatically have extra time to respond to and post questions.

Students would be more open to participate in discussions without fearing mistakes. As I have already pointed out, students in online classes respond not only more often, but also with greater depth.

In a face-to-face class the instructor may take up too much class time stopping and giving credit for participation. Or, they try to remember who contributed and who did not. In the online class, a record of discussions is automatically stored. As we know from previous educational research there has been much written about gender (Massachusetts Institute of Technology, 1999) and racial bias (Ladner, 2003). When instructors are blinded to physical appearances or personalities they may be fairer when grading their students.

The students in the online class have much more control of their learning. They enter at their convenience. They may ask the instructor whatever they desire at anytime they choose. Online students also have the Internet at their fingertips to quickly validate information found in class or coming from the instructor. This is a complete role reversal. Consider the issue raised by Participant YY, "Some professors can't give up control to a computer. They must teach in person. So, they sign on with XXXX and pretty soon they quit… They like control. They also like interaction. Their career is one of a lifestyle and they go to a university and they have friends and they meet people, and they play the university role, professor role versus somebody who is there to teach students and could care less about meeting with the president of the college, or going to a department meeting. We have those only on email…Out of all of the education that's the prime focus. They (online instructors) do not have social needs to mingle with professor-kinds and to come onto a campus. Their social skills are met in other areas." There may be many who will not be able to make the transition, not because they have trouble learning the new technology, but

because the would have to accept a completely new and different role in a completely new and different culture.

To reiterate, I found several important themes from the study. The minor themes which were thoroughly discussed in chapter four and directly pulled from the data were that most instructors felt that (1) the transition was relatively easy, (2) online offered greater quality and quantity of interactions, (3) there was much more time and work involved with online instruction, (4) greater up-front structure was required with online instruction, (5) communication was a bit trickier than face-to-face instruction and (6) that there were advantages and disadvantages to teaching online as compared with face-to-face instruction.

The overall theme that emerged from the study which was strictly my own interpretation of the results was that the online class is a unique, emerging culture. I explained that rapid technological advances continue to effect the online class and that it is therefore still in an evolving process. I explained how the online class is unlike traditional classes in that the instructor has a very different role, the style of communication differs in an online class and that the time dimension is also unlike a traditional class.

Limitations, Applications and Future Research

Examining the results of this study in relation to those listed in chapter two, I am left to believe that this study is quite important. Teacher education programs would find this information useful in instructing new teachers who will ultimately be faced with online instruction. Students and businesses would should seriously consider the degree of variation found across the many types of online classes. Depending on the format, one may either love online or hate it. In this study, I found that the online classroom is a unique, emerging culture and should be treated that way. I say

this because I am surprised by the differences between this study and those studies described in chapter two. For example, the following paragraph is an excerpt from chapter two:

> Many instructors felt that they were unprepared for online instruction (Wilson, 2001). They felt that they were under time pressure to create the course material and actually learn the technology needed to adequately instruct (Berge, 1998; Rockwell, Scheuer, Fritz, & Marx, 1999; Wilson, 2001) and that this inhibited their motivation to initiate a transition or incorporation of online instruction (Wilson, 2001). Those who had taught online felt that they were not rewarded for the extra work and time needed to prepare and execute the online courses (Hiltz, 1997; O'Quinn & Corry, 2002; Rockwell, Scheuer, Fritz, & Marx, 1999; Wilson, 2001). For example, Hiltz (1997) found that some instructors were required, to monitor and teach a class, prepare for video or audio taping, review and rehearse ahead of time, moderate class conferences, and respond daily to students via e-mail. Many also felt that they were not given enough support in planning and delivering their online courses (Berge, 1998; Rockwell, Scheuer, Fritz, & Marx, 1999).

The instructors I interviewed did mention that they spent a lot more time with their online classes, a couple were afraid at first, and some even spent extra time tutoring students in the use of the technology required to be successful in online classes. Yet, I did not get the sense that these instructors were complaining or that they viewed online instruction in any negative manner. These instructors were highly motivated teachers who seemed to adapt to any situation. Did these survey studies set the framework for instructors to complain? Are the questions worded in such a way that instructors seek to release frustrations? Given the opportunity to "speak their minds" freely and openly, why weren't more instructors from this study complaining? It is possible that they would have responded differently four years ago. It is possible that the advances in technology that I discussed have already improved teacher morale. It is also possible that these more experienced instructors stuck around long enough to get over the "culture shock" and have assimilated. And it is possible that the responses would have been different if I had not interviewed so many experienced teachers. As I stated in chapter one, a possible limitation of this study was that the participants were experienced. For example, Participant OO responded to week one email question in the

following manner, "The first time I taught online I was not prepared for many of the issues I would encounter. My first online class was a synchronous one, and I did not know how to manage the online classroom or provide structure. For example, I tried to lecture and read the student's "chatter" at the same time. I did not make it clear to them that I would only "lecture" for a few minutes at a time and then would take questions. Once I learned to do that, the class flowed much better and the students appreciated the structure." She had not mentioned this in the interview. Perhaps the interview format draws on participants' short term memory or maybe also the written response elicits greater recall of long term memory.

So, there are many questions to ponder. But, I suspect that the answers will continue to elude researchers for the time being because this particular culture is still evolving. As technology improves and begins to not only fill the gaps between the cultures of the traditional and online classes, but creates an online learning environment that surpasses any known medium, instructors' interpretations of their online experiences will change. What remains is that those instructors who have volunteered or have been forced to move from traditional face-to face instruction into "cyber school" are the people in the best position to not only guide the rest of the instructors through the transition, but to develop a foundation for success in the online classroom culture.

References

Almenda, M. B. (1988). Speaking personally with Gayle Childs. *American Journal of Distance Education*, *2*(2), 68-74.

Barbrow, E., Jeong, M., & Parks, S. (1996). Computer experiences and attitudes of students and preceptors in distance education. *Journal of American Dietetic Association*, *96*(12), 1280-1.

Barker, B., Frisbie, A., & Patrick, K. (1989). Broadening the definition of distance education in light of new technologies. *The American Journal of Distance Education*, *3*(1), 20-29.

Barreau, D., Eslinger, D., McGoff, K., & Tonnesen, C. (1993). Group collaboration in the virtual classroom: An evaluation of collaborative learning in the virtual classroom of CMSC 828S and the technology that supports it. *Journal of Virtual Experience*. Retrieved August 12, 2003, from http://www.hitl.washington.edu/research/knowledge_base/virtual worlds/JOVE/index.html

Barron, A. E., & Lyskawa, C. (1998). A review of tools for developing and managing online courses. *Society for Information Technology and Teacher Education Annual*. Retrieved September 1, 2003, from http://168.144.129.112/Articles/

Bartlett, T. (1997). The hottest campus on the Internet. *Business Week*, *3549*, 77-80.

Berge, Z. L. (1998). Barriers to online teaching in post-secondary institutions: Can policy changes fix it? *Online Journal of Distance Learning Administration*, *1*(2), 1-5. Retrieved August 12, 2003, from http://www.westga.edu/~distance/Berge12.html

Biner, P. M**.**, & Dean, R. S., (1995). Reassessing the role of student attitudes in the evaluation of distance education effectiveness. *The Distance Educator, 1*(4), 1, 10–11.

Boeree, G. (2003). Qualitative Methods. In *Qualitative methods workbook (Part 1).* Retrieved August 15, 2003, from http://www.ship.edu/~cgboeree/qualmethone.html

Bolam, B., Gleeson, K., & Murphy, S. (2003)."Lay person" or "health expert"? Exploring theoretical and practical aspects of reflexivity in qualitative health research. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research 4*(2), 1-12. Retrieved October 14, 2003, from http://www.qualitative-research.net/fqs-texte/2-03/2-03bolametal-e.htm

Bonk, C., & Cunningham, D. J. (1998). Searching for constructivist, learner-centered and sociocultural components for collaborative educational learning tools. In Bonk, C. & King, K. (Eds.), *Electronic Collaborators: Learner-Centered Technologies for Literacy, Apprenticeship, and Discourse* (pp. 25-50). New York: Erlbaum**.**

Bothun, G. D. (1998). Distance education: Effective learning or content free credits? *Cause/Effect*, *21*(2), 28-31, 36-37.

Brientenfield, F. (1968). *Instructional television: The state of the art.* New York: The Academy for Educational Development.

Brogan, P. (2000), *Using the Web for Interactive Teaching and Learning.* Retrieved August 12, 2003, from http://www.macromedia.com/solutions/educator/

Brookfield, S. (1995). Adult learning: An overview. In A. Tuinjman (Ed.), *International Encyclopaedia of Education and Training* (pp. 375-380). Oxford: Pergamon.

Burke, J. (1995). *The day the universe changed* (Rev. ed.). Boston: Little Brown.

Cantelon, J. (1995). The evolution and advantages of distance education. In Rossman, M. H. & Rossman M. E. (Eds.), *Facilitating Distance Education*. San Francisco: Jossey-Bass.

Carnegie Commission, (1979). *A public trust*. New York: Bantam

Carr, S. (2000). Online psychology instruction is effective, but not satisfying, study finds. *Chronicle for Higher Education*, *46*(27), A48.

Chaffin, V. (1989). Dwelling and rhythm: The Isle Brevelle as a landscape of home. *Landscape Journal*, *7*, 96-106.

Collins, M. (1992). Current trends in adult education: From self-directed learning to critical theory. Paper presented at the 6th annual meeting of the Association of Process Philosophy of Education, American Philosophical Association, Louisville, Kentucky, April.

Creswell, J. W. (1998). *Qualitative Inquiry and Research Design*. Thousand Oaks, CA: Sage.

Cross, K. P. (1981). *Adults as learners: Increasing participation and facilitating learning*. San Francisco: Jossey-Bass.

Curzon, A. J. (1977). Correspondence education in England and in the Netherlands. *Comparative Education*, *13*(3), 249-261.

Denzin, N., & Lincoln, Y. (Eds.). (2002). *The Qualitative Inquiry Reader.*
Thousand Oaks, CA, London: Sage

Dibiase, D. (2000). Is distance education a faustian bargain? *Journal of Geography in Higher Education, 24*, 130-136.

Dunderstadt, J. (1999). *Dancing with the devil* (N. Katz & Associates, Eds.). San Francisco: Jossey-Bass.

Dunlap, J. C., & Grabinger, R. S. (1996). Rich environments for active learning in the higher education classroom. In B. Wilson (Ed.)*, Constructivist learning environments: Case studies in instructional design* (pp. 65-82). Englewood Cliffs, NJ: Educational Technology.

Dutton, J., Dutton, M., & Perry, J. (2002). How do online students differ from lecture students? *Journal of Asynchronous Learning Networks*, *6*(1), 1-20. Retrieved August 12, 2003, from http://www.aln.org/publications/jaln/v6n1/pdf/v6n1_dutton.pdf

Ehrmann, S. (1995). Asking the right question: What does research tell us about technology and higher learning? *Change Magazine, 27*(2), 20-27.

Embree, L . (1997). *What is Phenomenology?* Retrieved August 12, 2003, from http://www.phenomenologycenter.org/phenom.htm

Ertmer, P., & Newby, T. (1993). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. *Performance Improvement Quarterly*, *6*(4), 50-72.

Farahani, G. (2003). *Exixstence and importance of online interaction.* Published doctoral dissertation, Virginia Polytechnic Institute and State University, Blacksburg, VA**.**

Feenberg, A. (1989). The written world: On the theory and practice of computer conferencing. In Mason, R. & Kaye, A. (Eds.), *Mindweave: Communication, Computers and Distance Education* (pp. 22-39). Oxford: Pergamon. Retrieved August 12, 2003, from http://www-rohan.sdsu.edu/faculty/feenberg/Writworl.htm

Forrester, D., & Jantzie, N. (2003). *Learning theories and the brain.* Retrieved August 26, 2003, from Calgary University Web site: http://www.ucalgary.ca/~gnjantzi/learning_theories.htm

Frey, B., & Alman, S. (2003). Applying adult learning to the online classroom. *New Horizons in Adult Education*, *17*(1), 4-12.

Gardner, H. (1993). *Multiple intelligences: The theory in practice*. New York: Basic.

Glass, P. (2001). *Autism and the family: A qualitative perspective*. Unpublished
doctoral dissertation, Virginia Polytechnic Institute and State University, Blacksburg, VA.

Glasser, W. (1990). *The Quality School*. New York: Harper & Row.

Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative
research. In Y. S. Lincoln (Ed.), *Handbook of Qualitative Research* (pp. 105-117).
Thousand Oaks, CA: Sage.

Guernsey, L. (1998). Distance education for the not-so distant. *Chronicle of Higher
Education*, *45*(3), 29-30.

Guzman, N. (2000*). Applications of adult learning theories to constructivist
learning environments*. Retrieved August 12, 2003, from the University of Colorado at
Colorado Springs Web site:
http://web.uccs.edu/bgaddis/leadership/topicfocus2D1.htm

Hara, N., & Kling, R. (2000). *Student's distress with a web-based distance
education course: An ethnographic study of participant' s experiences.* Retrieved August
12, 2003, from http://www.slis.indiana.edu/CSI/WP/wp00-01B.html

Harasim, L., Hiltz, R., Teles, L., & Turoff, M. (1995). *Learning networks: A field
guide to teaching and learning online*. Cambridge, MA: MIT Press.

Heines, R. A., & Hulse, D. B. (1996). Two-way interactive television: An emerging
technology for university level business school instruction. *Journal of
Education for Business*, *7*(12), 74-76.

Hiltz, S. R. (1994). *The virtual classroom.* Norwood, NJ: Ablex.

Hiltz, S. R. (1997). Impacts of college-level courses via asynchronous learning
networks: Some preliminary results. *Journal of Asynchronous Learning Networks*, *1*(2), 1-
19. Retrieved August 12, 2003, from http://www.aln.org/alnweb/journal/jaln.htm

Husserl, E. (1931). *Ideas: General introduction to pure phenomenology* (W.R.
Boyce Gibson, Trans.). London, England: George Allen & Unwin Ltd.

Inman, E., & Kerwin. M. (1999). Instructor and student attitudes toward distance
learning. *Community College Journal of Research and Practice*, *23*(6), 581-591.

Jaffee, D. (1997). Asynchronous learning: Technology and pedagogical strategy in a
distance learning course. *Teaching Sociology*, *25*(4), 262-277.

Jarvis, P. (1987). *Adult learning in the social context*. London: Croom Helm.

Johnson, B., & Christensen, L. (2000). *Educational research: Quantitative and qualitative approaches*. Boston: Allyn & Bacon.

Jonassen, D. H. (1992). Applications and limitations of hypertext technology for distance learning. Paper presented at the Distance Learning Workshop, Armstrong Laboratory, San Antonio, TX.

Jonassen, D., Davidson, M. Collins, M. Campbell, J., & Haag, B. B. (1995). Constructivism and computer-mediated communication in distance education. *The American Journal of Distance Education, 9*(2), 7-26.

Joy, H., & Garcia, F. (2000). Measuring learning effectiveness: A new look at no significant difference findings. *Journal of Asynchronous Learning Networks*, *4*. Retrieved August 12, 2003, from http://www.aln.org/alnweb/journal/Vol4_issue/joygarcia.html

Keegan, D. (1980). On defining distance education. *Distance Education*, *1*(1), 30-56.

Knobloch, N. (2000). *Distance learning is working*? Retrieved August 12, 2003, from http://www.teir.ohio-state.edu/conference/kickitup/knobloch.html

Knowles, M. (1980). *The modern practice of adult education: From pedagogy to andragogy*. New York: Cambridge.

Knowles, M. (1990). *The adult learner: A neglected species* (4th ed.). Houston: Gulf Publishing.

Koch, J. V. (1998). How women actually perform in distance education. *Chronicle of Higher Education*, *45*(3), A60.

Kolb, D.A. (1984). *Experiential learning*. Englewood Cliffs, NJ: Prentice-Hall.

Kvale, S. (1996). *Interviews*. London:Sage.

Labuschagne, A. (2003). Qualitative research-Airy fairy or fundamental? *The Qualitative Report*, *8*(1), 1-5. Retrieved October 14, 2003, from http://www.nova.edu/sss/QR/QR8-1/labuschagne.html

Ladner, M. (2003). Race and disability: Racial bias in Arizona special education. *Goldwater Institute.* Retrieved June 29, 2004, from http://www.goldwaterinstitute.org/article.php/251.html

Lim, D. (2002). Perceived differences between classroom and distance education: Seeking instructional strategies for learning applications. *International Journal of Educational Technology*, *3*(1). Retrieved August 12, 2003, from http://www.ao.uiuc.edu/ijet/v3n1/d-lim/index.html

MacBrayne, P. (1995). Rural adults in community college distance education: What motivates them to enroll? In *New Directions for Community Colleges* (pp.85-93). San Francisco: Jossey-Bass.

Mackenzie, O., & Christensen, E. L. (Eds.). (1971). *The changing world of correspondence study*. University Park: Pennsylvania State University.

Marra, R., & Jonassen, D. (1993). In Ely, D. & Minor, B. (Eds.) *Educational Media and Technology Yearbook.* (pp. 56-77) Libraries Unlimited, Inc. Published in cooperation with ERIC and AECT, Englewood CO.

Mason, R. (1998). Models of online courses. *ALN Magazine, 2*(2), 1-5. Retrieved August 12,2003, from http://tecfa.unige.ch/staf/staf-e/paraskev/staf14/ex8/article1.html

Massachusetts Institute of Technology (1999, March). A study of the status of woman faculty at MIT. *The MIT Faculty Newsletter, 11* (4). Retrieved June 29, 2004, from http://womensissues.about.com/gi/dynamic/offsite.htm?site=http%3A%2F%2Fweb.mit.edu%2Ffnl%2Fwomen%2Fwomen.html

McClusky, H. Y. (1963). The course of the adult lifespan. In W.C. Hallenbeck (Ed.), *Psychology of Adults*. Chicago: Adult Education Association of the U.S.A.

McKissack, C. E. (1997). *A comparative study of grade point average (GPA) between he students in traditional classroom settings and the distance learning classroom setting in selected colleges and universities*. Unpublished doctoral dissertation, Tennessee State University, Tennessee.

Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass.

Merriam, S. B., & Caffarela, R. S. (1999). *Learning in adulthood: A comprehensive guide* (2nd ed.). San Fransisco: Jossey-Bass**.**

Merron, J. L. (1999). Managing web-based literature course for undergraduates. *Online Journal of Distance Learning Administration, 2*(2). Retrieved August 12, 2003, from http://www.westga.edu/~distance/merron14.html

Mezirow, J. (1991). Transformative dimensions of adult learning. San Francisco: Jossey-Bass.

Mezirow, J. (1994). Understanding transformation theory**.** *Adult Education Quarterly*, *44*(4), 222-232.

Miles, M., & Huberman, A. (1994). Qualtitative Data Analysis. Thousand Oaks, CA: Sage.

Millbank, G. (1994). *Writing multimedia training with integrated simulation*. Paper presented at the Writers' Retreat on Interactive Technology and Equipment. Vancouver, BC: The University of British Columbia Continuing Studies. Retrieved August 12, 2003, from http://www.nwlink.com/~donclark/hrd/elearning/proscons.html

Mims, N. G. (1999). Out of the ivory towers and into the chat rooms- are we giving in too much to technology? *Online Journal of Distance Learning Administration, 2*(3). Retrieved August 12, 2003, from http://www.westga.edu/~distance/mims23.html

Mims, N. G., Mckenzie, B. K., & Kirby, E. (1999). How to simplify involvement in online coursework. *Society for information Technology and Teacher Education Annual-1999*, 220-223.

Moore, M., & Kearsley, G. (1996). *Distance education: A systems view*. Belmont, CA: Wadsworth.

Morgan, A., & Drury, V. (2003). Legitimising the subjectivity of human reality through qualitative research method. *The Qualitative Report*, *8*(1), 1-12. Retrieved October 14, 2003, from http://www.nova.edu/ssss/QR/QR8-1/morgan.html

Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.

Munhall, P. L. (2001). *Nursing research: A qualitative perspective*. Sudbury: Jones & Barlett.

Murphy, K., & Mahoney, S. (2001). *Buy-in to online courses.* Association for Educational Communications and Technology Conference, Atlanta, November 9. Retrieved August 12, 2003, from http://www.aect.org/Events/Atlanta/Presentations/detail.asp

National Center for Education Statistics, (2003). Retrieved September 15, 2003, from http://nces.ed.gov/edstats

Noque I Font, J. (1993). Toward a phenomenology of landscape experience: An example from Catalonia. In D. Seamon (Ed.), *Dwelling, seeing and designing: Toward a phenomenological ecology* (pp. 159-180). New York: Suny.

O'Donnell, J. (1998). *Avatars of the world. From Papyrus to Cyberspace*, Cambridge, MA: Harvard University Press.

O'Malley, J. (1999). Students perceptions of distance learning, Online learning and
      the traditional classroom. *Online Journal of Distance Learning Research*, *2*(4). Retrieved
      August 12, 2003, from http://www.westga.edu/~distance/omalley24.html

O'Quinn, L., & Corry, M. (2002). Factors that deter faculty from participating in
      distance education. *Online Journal of Distance Learning Administration,5*(4). Retrieved
      August 12, 2003, from http://www.westga.edu/~distance/ojdla/winter54/Quinn54.htm

Parker, D., & Gemino, A. (2001). Inside Online Learning: Comparing conceptual
      and Technique learning performance in Place-based and ALN Formats. *Journal of
      Asynchronous Learning Network*s, *5*(2), 1-11. Retrieved August 12, 2003, from
      http://www.aln.org/publications/jaln/v5n2/index.asp

Patton, M. Q. (1990). *Qualitative evaluation and research methods*, (2nd ed.).
      Newbury Park, CA: Sage

Perraton, H. (1988). A theory for distance education. In D. Stewart, D. Keegan, &
      B. Holmberg (Eds.), *Distance education: International perspectives* (pp. 34-
      45). New York: Routledge.

Pitt, T. J., & Clark, A. (1997). Creating a powerful online course through the use of
      multiple instructional strategies. Presentation at the second annual Teaching in the
      Community Colleges Online Conference, Kuaui, Hawaii. Retrieved August 13, 2003, from
      http://leahi.kcc.hawaii.edu/org/tcc_conf97/pres/pitt.html

Pouget, C., & Pym, A. (2000). *Learner-centered distance education: A literature
      review of the no significant difference phenomenon.* Retrieved August 12, 2003, from
      http://www.fut.es/_apym/on-line/nodifference.html

Public Broadcasting Service. (2003). Retrieved August 12, 2003, from
      http://www.pbs.org/als/dlweek/abc/indexdg.html

Qureshi, E., Morton, L. L., & Antosz, E. (2002). Interesting Profile- University
      students who take Distance education courses show weaker motivation than on-campus
      students. *Online Journal of Distance Learning Administration*, *5*(4). Retrieved August 12,
      2003, from http://www.westga.edu/~distance/ojdla/winter54/Qureshi54.htm

Ravitz, J. (1997). Evaluating learning networks: A special challenge for web-based
      instruction. In B.H. Khan (Ed.), W*eb-based instruction* (pp. 361-368). Englewood Cliffs,
      NJ: Educational Technology.

Reeves, T.C. (1998). *A model of the effective dimensions of interactive learning on the World Wide Web*. Retrieved August 12, 2003, from http://216.239.51.104/search?q=cache:pdakQVZa9f0J:it.coe.uga.edu/~treeves/WebPaper.pdf+Reeves,+T.+C.+(1997).+Personal+Communication&hl=en&ie=UTF-8

Reiser, R. A. (1987). Instructional technology: A history. In R. Gagne (Ed.), *Instructional technology: Foundations* (pp. 11-48). Hillsdale, NJ: Lawrence Erlbaum.

Relan, A., & Gillani, B. (1997). Web-based instruction and the traditional classroom: similarities and differences. In B.H. Khan (Ed.), *Web-based Instruction* (pp. 41-47). Englewood Cliffs, NJ.: Educational Technology Publications.

Repass, M. (2002). *The professional woman's decision to retire: The process of transition.* Unpublished doctoral dissertation, Virginia Polytechnic Institute and State University, Blacksburg, VA.

Rivera, J., McAlister, M., & Rice, M. (2002). A comparison of student outcomes and satisfaction between traditional and web based course offering. *Online Journal of Distance Education Administration*, *5*(3). Retrieved August 12, 2003, from http://www.westga.edu/~distance/ojdla/fall53/rivera53.html

Roblyer, M.D. (1999). Is choice important in distance learning? A study of student's motives for taking Internet based courses at the high school and community college levels. *Journal of Research on Computing in Education*, *32,* 157-172.

Rockwell, S. K., Scheuer, J., Fritz, S. J., & Marx, D. B. (1999). Incentives and obstacles influencing higher education faculty and administrators to teach via distance. *Online Journal of Distance Learning Administration*, *2*(4). Retrieved August 11, 2003, from http://www.westga.edu/~distance/rockwell24.html

Rossman, P. (1993). *The emerging worldwide electronic university: Information age global higher education*. Westport, CT: Prager.

Russell, T. L. (1999). *No significant difference phenomenon.* Retrieved August 11, 2003, from http://cuda.teleeducation.nb.ca/nosignificantdifference

Salmon, G. (2001). *E-moderating: The key to teaching and learning online*. London: Kogan Page**.**

Sanders, D. W., & Morrison-Shetlar, A. (2002). Student attitudes toward web-enhanced instruction in an introductory biology course. *Journal of Research on Computing in Education*, *33*(3), 251-262.

Seamon, D. (2000). *Phenomenology, place environment and architecture. A review Of the literature.* Retrieved August 11, 2003, from http://www.arch.ksu.edu/seamon/articles/2000_phenomenology_review.htm

Sherry, L. (1996). Issues in distance learning. *International Journal of Educational Telecommunications*, *1*(4), 337-365.

Shertock, T. (1998). Latin American women's experience of feeling able to move toward and accomplish a meaningful and challenging goal. In R. Valle (Ed.), *Phenomenological inquiry in psychology* (pp. 157-174). New York: Plenum.

Sims, R. S. (1983). An inquiry into correspondence education processes: Policy, principles and practices in correspondence education systems worldwide. Report ICCE-UNESCO, 1977. In Holmberg (Ed.), *Recent Research in Distance Education*. (pp. 67-94). Hagen: Fern Universitat.

Smith, B., & Smith, D. (Eds.). (1996). *The Cambridge Companion to Husserl*. Massachusttes: Cambridge

Smith, G., Ferguson, D., & Caris, M. (2002). Teaching over the web versus in the classroom: Differences in the instructor experience. *International Journal of Instructional Media*, *21*(9), 61-67.

Sonner, B. (1999). Success in the capstone business course: Assessing the effectiveness of distance learning. *Journal of Education for Business*, *74*(4), 243-248.

Spiegelberg, H. (1982). *The phenomenological movement*. Dordrecht, The Netherlands: Martinus Nijhoff.

Spooner, F., Jordan, L. Algozzine, B., & Spooner, M. (1999). Student ratings of instruction in distance learning and on-campus classes. *Journal of Educational Research*, *92*, 132-141.

Stites, R. (1999). Adult learning theory: An argument for technology. In C. Hopey (Ed.), *Technology, Basic Skills, and Adult Education: Getting Ready and Moving Forward*. Retrieved August 10, 2003, from http://litserver.literacy.upenn.edu/tech/index.html

Sylvester, R. (1993). What the biology of the brain tells us about learning. *Education Leadership*, *51*(4), 46-51.

Taylor, E. W. (1998). *The theory and practice of transformative learning: A critical review*. Information Series no. 374. Columbus: Eric Clearinghouse on Adult Career and Vocational Education, Center on Education and Training for Employment, the Ohio State University, (ED 423 422). Retrieved August 11, 2003, from http;//ericacve.org/mp_taylor_01.asp

The Higher Learning Commission, (2000). *Best practices for electronically offered degree and certificate programs.* Retrieved October 1, 2003, from http://www.ncahigherlearningcommission.org/resources/distancelearning/

Tierney, W. G. (1997). Lost in translation: Time and voice in qualitative research.
In W. G. Tierney & Y.S. Lincoln (Eds.), *Representation and text: Re-framing the narrative voice* (pp. 23-36). Albany: State University of New York.

Toombs, S. K. (1995a). Sufficient unto the day: A life with multiple
sclerosis. In S. K. Toombs, D. B. & R. A. Carson (Eds.), *Chronic illness: From experience to policy* (pp.56-72). Indiana: Indiana University Press.

Toombs, S. K. (1995b). The lived experience of disability. *Human Studies*,
18, 9-23.

Tough, A. (1978). Major learning efforts: Recent research and future directions.
Adult Education, *28*, 250-263.

Tucker, S. (2001). Distance education: Better, worse, or as good as traditional
education. *Online Journal of Distance Learning Administration*, *4*(4). Retrieved August 10, 2003, from http://www.westga.edu/~distance/ojdla/winter44/tucker44.html

Van Manen, M. (2000). *Phenomenology review*. Retrieved August 10, 2003 from,
http://www.phenomenologyonline.com

Violich, F. (1998). *The bridge to Dalmatia: A search for the meaning of place*.
Baltimore: Johns Hopkins Press.

Von Eckartsberg, R. (1998). Existential phenomenological research. In R. Valle
(Ed.), *Phenomenological inquiry in psychology* (pp. 21-61). New York: Plenum.

Walker, S. (2001*). Evaluation, description & effects of distance education learning
environment in higher education.* Retrieved August 10, 2003, from http://education.ollusa.edu/tcc2001/online_learning_environments_research_PAPER.htm

Wilber, K. (2003). *Systems theory versus hermeneutics: Why both are important.*
Retrieved October 1, 2003, from http://wilber.shambhala.com/html/books/kosmos/excerptC/part2-1.cfm

Wilson, C. (2001). Faculty attitudes about distance learning. *Educause Quarterly*, *2*,
70-71.

Wright, S.J. (1991). Opportunity lost, opportunity regained: University
independent study in the modern era. In Watkins & Wright (Eds.), *The foundations of American education: A century of collegiate correspondence study* (pp. 37-68). Dubuque: Kendall/Hunt.

Yardley, L. (2000). Dilemmas in qualitative health research. *Psychology and
Health*, *15*(2), 215-228.

APPENDICES

Virginia Polytechnic Institute and State University

Informed Consent for Participants
of Investigative Projects

Title of Project   Instructors Transitioning to Online Education
Investigator   Donna Joy

I.   Purpose of the Research

The purpose of this research is to understand the lived experiences of college level instructors who have successfully transitioned from traditional face-to-face to online instruction.

II.   Procedures

A phenomenological inquiry approach with descriptive method of data collection will be employed

in this project. Data will primarily be generated through face-to-face interviews with instructors

who meet selection criteria, weekly email interviews, instructor chat board observations and

interviewer's reflective notes.

To meet selection criteria, instructors must have taught at least one year in both traditional face-to-face and online classroom settings.

Participants in this study will be asked to do the following:

1.   Agree to participate in all aspects of the study.
2.   Be interviewed for approximately 1.5 hours in a mutually agreed upon time and location.
3.   Allow me to observe the online class for design, content and interaction style.
4.   Agree to participate in a five weeklong email interview.
5.   Agree to participate in online discussion board

        Data analysis will be ongoing. I will continuously read and reorganize my data throughout the research study and document my procedures used. This will increase the confirmability of the results. Documenting any changes that occur and how they may impact the study will insure dependability. A thorough description of the research assumptions central to the research will be included in order to maintain transferability. Triangulating the various sources of information gathered: interviews, observations, emails and discussion groups, will also aid in validating the study.
dependability.   Validity and reliability of findings will be addresses through triangulation of multiple data and data collection methods.

III.   Risks

There are minimal risks involved in the study. The instructors will be interviewed in their own homes, work places or an agreed upon location. Participants may risk accidents during travel to interview location. To minimize risks, I will attempt to schedule interviews in the participant's home. I will have the cell phone numbers of all participants and will contact them if they are more than 10 minutes late for the scheduled meeting. I will dial 911 in case of any emergency!

IV.   Benefits of the Project

Understanding planning, practices, style and even value changes and modifications teachers have needed to make in their transitions to online instruction enables university administrators, program designers and instructors to make better decisions regarding online instruction. To ensure a positive transition to online instruction, we must first have a clear

idea of the issues involved in teaching and transitioning to online instruction. Without a deep understanding of the skills required in online instruction and a framework from which a clear understanding can be interpreted, I suspect that many good teachers will shy away from teaching online where they may ultimately be needed most, if current trends continue. Instructors will need to adapt to a whole new work environment and possible lifestyle. This study will hopefully provide insight into the various coping strategies used by instructors faced with the challenges of transitioning to online instruction.

V. Extent of Anonymity

I will tape record all interviews and identify subjects as A, B, C…. I will keep a key to the code in a locked file cabinet in my home and will be the only one able to access the code. The coding scheme will be destroyed on the day that my dissertation is accepted. Confidentiality will only be breached at the request of my advisor, Dr. Marilyn Lichtman.

VI. Compensation

There will be no compensation for participation in this study.

VII. Freedom to Withdraw

Subjects are free to withdraw with no penalty at any time. Subjects are free not to answer any question or respond to situations that they chose, without penalty.

VIII Approval of Research

I am currently seeking approval for this research project, by the Institutional Review Board for Research Involving Human Subjects at Virginia Polytechnic Institute and State University.

VIV Subject's Responsibility

I voluntarily agree to participate in this study. I have the following responsibilities:
Describe my experience of transitioning from Traditional face-to-face to online instruction as part of an approximately 1.5 hour interview.
Participate in chat room discussion along with fellow participants.
Answer all weekly email questions.
To the extent possible, allow primary investigator to observe my course(s).

X Subject's Permission

I have read and understand the Informed Consent and conditions of this project. I have had all of my questions answered. I hereby acknowledge the above and give my voluntary consent for participation in this project.

If I participate, I may withdraw at any time without penalty. I agree to abide by the rules of this project.

Signature   Date

Should I have any questions about this research or its conduct, I may contact:

Donna Joy   410.429.4308
Investigator   Phone

Dr. Marilyn Lichtman   703.538.8481
Faculty Advisor   Phone

Dr. Alexander   _____
Chair IRB   Phone
Research Division

Appendix B

Researcher as Instrument Statement

According to Denzin & Lincoln (2000), "The researcher understands that research is an interactive process shaped by ones personal history, biography, gender, social class, race and ethnicity and by those of the people in the setting" (p.6). Since I am the primary researcher in the study, I felt obliged to inform the reader of my experience with this topic.

The motivation and importance of this study is influenced by my own experience of transitioning from traditional face-to face to online instruction. After teaching for 12 years in public schools, I began teaching at a local university, which I considered a relatively smooth transition. However, after several semesters of teaching face-to-face at the university, I was encouraged by the dean of my department to teach online. I never realized how unique and challenging that transition would be. I discovered that there are many aspects of online instruction that experienced teachers may not be prepared for. I found that the many education classes and the 12 years of teaching experience offered little preparation for my online teaching experience.

My first experience with online teaching was a disaster, which was partly due to poor sound quality of my microphone, partly to poor sound quality of student microphones and partly because I was overwhelmed by all of the new sensations and skills required of me. It was a synchronous class in which I was to broadcast live into a microphone while reading the computer monitor along with students all over the world. Students could only respond by typing while I responded verbally and sometimes through typing. The class was packed with 30+ students. From my perspective, they were either complaining that they couldn't hear me or they were all asking questions at the same time that I didn't know how to answer. Each student entry rolled up as the next rolled past the last. Before I could finish reading a question, another appeared. I couldn't keep up. Every other

question was," Are you new?" I finally asked that the questions be held till the end of the class or until I could get caught up. Speaking was another surprise; luckily I could blame the quietness of my voice on the microphone instead of what was actually happening. I was claming up. I couldn't see the students' responses. I would speak and had no idea how to determine how they were receiving me. I was amazed to discover how much I had depended on visual feedback from my students in traditional classes.

Once I finally felt comfortable with the synchronous form of instruction, I was given the same courses to teach in the asynchronous format, which was yet again quite different. The switch coincided with a change in servers from Blackboard to eCollege. So, I had to learn a whole new system along with a new teaching style. Personally, I received little training as far as online pedagogy. The training I did have consisted of a self-paced tutorial for managing the technical aspects of the class. I learned how to create the online grade book, post and respond to discussion questions and post and receive assignments. Just about everything else about online instruction I learned during the actual teaching sessions. It would have been helpful to find out so many things in the beginning. I am still teaching online asynchronous courses and truly enjoy it. I am glad that I stuck with it because it is so much easier now that the acculturation process is complete.

Biases or Bracketing Thoughts

My thoughts on transitioning to online instruction prior to interview:

- Online teaching is easier than face-to-face

- Online teaching is less stressful and more convenient

- You don't really have to know the subject to teach online

- Asynchronous is much easier than synchronous

- There is less teacher and student bias in the online class

- Transitioning shouldn't be too difficult unless you are an extrovert

- Those instructors who really enjoy face-to-face teaching may not like teaching online

- Teaching online is more like managing a web page

- Students can be much less respectful of instructors online because their faces aren't present

- It is easier to blame technology for missing assignments

- Many students take advantage of email malfunctions

- It is easier to avoid students online- you simply keep asking them to be more specific with info in their emails

- Teaching online takes less time

- Online degrees are less respected

- It is hard to ensure who is actually doing the work in the online class

- This study doesn't seem too important.

My responses to the interview questions are listed below:

- Degree of personal fulfillment experienced through online instruction.

I truly enjoy teaching online. I love the flexibility and the fact that I can not be judge based on my appearance the way that I was judged as a face-to-face instructor. The online students are much more mature and independent for the most part.

- Any new skills needed for online instruction which are not related to the technology. Initially, I started teaching a synchronous class. I had to learn how to pace the lecture and responses to questions. I had to really pay close attention to any written comments that could be misinterpreted. I also had to learn how to organize and manage groups online.

- Actual technical skill requirements.

I had to learn Blackboard and later eCollege. I had to learn how to use the chalkboard for the math classes.

- The art of teaching online and pedagogy.

Teaching online is very different from face-to-face. There was no training in pedagogy. I had to learn by trial and error.

- Possible lifestyle changes

The lifestyle changes were related to my ability to work from just about any location of my choice.

My thoughts during the data collection and analysis phases of the study:

- Still teaching 1 f2f may explain desire to construct w/ 1 f2f

- Depends where you teach what your experiences will be

- Better for minority LD and non English speakers (discussions)

- Teacher takes a whole new role

- The receiver offering a service

- Online more proactive. It changes the instruction (7 habits of highly…)

- It's easier to grade interaction/discussion can see it on the screen

- Requires more work and time, but their time

- Technology- constantly improving study will be outdated CC level is least technologically advanced and most difficult

- More advanced w/ 24 hour tech support

- Could be that they are working harder because of the learning curve. They aren't used to

- Act of trying harder to connect they are actually trying harder to connect and offer greater service to students...

- I should have asked why they volunteered.

- I wonder if they think it requires more time because they have regular day jobs and these online positions are done on the side.

- Instruction less likely to be dependent on teacher bias (OO)

- Online is actually better

- I agree with this: Participant UU -Now, again, for someone like yourself who comes out of education, I suspect you're a very good educator and probably your classes are very, very good, but most college professors suck. They're really bad. They weren't trained. They're physicists and biologists who, they've got their own 12 years of public schools that they went to, and their teachers as examples."

- This is interesting: Participant UU said, " I worry some about there being a class system that evolves where those who can afford come and those who can't, take courses at a distance… In a state like XXXX, which really doesn't support universities much anyway, I think what will happen is it will become more and more tuition-driven, and, therefore, more and more

expensive for most people and they will look for options. I worry that they'll look for options."

- Learning styles: (I feel that this is advantageous to the students. Instructors will be forced to plan more up front for all of the learning styles and students won't be dependent on instructor biases or misinterpretations) (I experienced this myself, especially in the beginning of online instruction. I eventually learned to be simple and clear and to keep out things that could be misinterpreted, as much as possible)

- One instructor was complaining about all of the emails: (I think that this could be easily eliminated through a posting or a group email addressing the issue. If a few students state the same thing, she should probably just make some changes). See under disadvantages

- It seems that again, there is a huge variety of experience with teaching online. At the low end teachers are taking responsibility for training students on the program in addition to the course disadvantages

- Instructors express concern for students well-being I suspect that they sympathize more because they are experiencing the transition relativity new to online as well. This could be advantageous to online student. Face-to-face they are expected to it is assumed that they already know the culture, etc.

My thoughts immediately following each interview are located on the transcripts at the end of each interview.

My thoughts after writing the results:

- A good instructor is a good instructor. They will give their best no matter what the conditions

- No one likes to be forced into a position. Those instructors who volunteer to teach online are more likely to enjoy their jobs.

- This is a useful study

- I wish that I had interviewed a few less experienced instructors.

- I think that online instruction is overall a better learning culture

Examples of possible questions:

- Introducing questions: " I understand that you have taught adults both online and in person. Can you tell me a little bit about your experiences?"

- Follow-up questions: "I see could you elaborate on that?"

- Probing questions: "Can you tell me how you felt the moment you were asked/told that you would be teaching online?" "How did other instructors respond?"

- Specifying questions: "What did you do then?"

- Direct questions: " When you think about your changing role as an instructor, does that bother you?"

- Indirect questions: Do you think others view online instruction as less important than in-person?"

- Structuring questions: "Perhaps we had better go back and review your thoughts on in person instruction?"

- Silence: Give time for reflection.

- Interpreting questions: " You mean you plan to teach only online?"

Immediately after the interviews, I asked myself the following:

- Was I fully present, phenomenological? Or, did I sink into routine, a sort of semi-conscious scribbling?

- If I was fully present, did I nevertheless take care not to allow my own desires, interests, needs, or thoughts to distort the interview?

- How was my "esthetic" sense? Did I see the patterns or essences?

- Did I communicate them to the reader, as the interviewee would have wanted me to?

- Did I check my intuitions with the person by reflection or by simply asking?

- Did I capture the person as well as the topic? Did I capture the conversation, the flow of words and ideas between two real people in a real setting?

Pilot: Participant A, December 22 @ 11:00 AM to 12:30 PM

Q: Okay, so I understand you taught, both in person and on-line.
R: Yes.

Q: So, can you tell me a little bit about your experience?
R: With each of them?

Q: Yes. And the transition that you made.
R: The transition from teaching in person to on-line? Well, I still teach both ways, but, five years ago I decided that I wanted to explore what was available on the internet and find ways to teach using the internet, as well as teaching face to face.

Q: So, you did that on your own?
R: I did it on my own. I had no help from my university. I had not a lot of real good background myself in technology and I had a grad assistant, who I asked to help me put some web pages together. So this has got to be six or seven years ago maybe. I don't remember. I had no idea how to do it. I had no idea what I was doing or how to do it. I knew that I wanted to, that somehow the internet was going to make teaching more dynamic so I took both my classes, and together with my G.A., I just happened to see her recently, did some web pages and we linked one to another and we found some software that enabled us to do that and we got a site from the university and we put them on line. But, I still did not know what I was doing. And, several years later I learned about this software called Blackboard, but, at the time it did not exist and I did not know anyone who was teaching online and I got no help because I didn't even know whom to ask. I didn't know was I supposed to ask because I didn't really know what I was doing. It's probably more than several years ago because I taught a class four years ago where these two women came in, or maybe three years ago, and they said "Oh, we had you a number of years ago when you had everything on line. I know you're going to be doing something about online." So, I sort of have that reputation that I was going to be teaching online. Now I knew that it had a lot of challenges. I didn't really now exactly what I was doing. Maybe I still don't, but I didn't then. So the transition initially was a lot, what is it I put on line and how do I do it? I don't know exactly. I have content for my classes, but, I didn't really know how they should be organized and what folders, or sections, they should be in and I just sort of had to figure that out. And then the mechanics sometimes were very annoying. I had to teach myself HTML because I couldn't understand the programs. And then I would buy a piece of software and it would start doing things that I guess must have been buried in the software and it would start changing things that I had done and I didn't know what to do and I would get very annoyed. You laugh.

Q: It sounds frustratng.
R: It was frustrating, but, it was also like, I am determined that I am going to learn how to do this. Because these little kids in high school and elementary school are doing it, I ought to be able to learn how to do this. I would have liked very much if there had been some colleagues I could have talked to about what should I be doing and how should I be doing it. And the only person I really talked to is in G.A. and she knew a little more about technology. The only thing I really knew is I

wanted things that moved. I've since learned that's a bad idea. And little icons, you know, send me an email and I find the little mailbox. I knew I wanted these visuals and I wanted things that flashed. Well, I've since learned that having things that flash is very distracting, but I didn't know that at the time and if I look at my early, early web pages I think oh my God, you know, who knew this. On the other hand, none of my colleagues were doing anything like this and I felt like it was just the time to really go. So, I'm going to stop there and see what else you have.

Q: That's amazing. So what exactly do you teach?
R: Well, I teach, I work in the college of education and I typically those two main areas and I typically have students who would rather be somewhere else and if I'm doing anything with statistics, most of them are afraid of being there and tell me that they are not good with numbers. And I say well, this is not about numbers, it's about thinking differently.

Q: Do you teach the same courses in person that you taught online?
R: Yes. Well, the same names and numbers. I think the courses are, well, I know you're a teacher and I know for me as a teacher every year the same thing is different. I have my own notes, but I need to be review things.

Q: So, it sounds like you incorporate online into your traditional classes.
R: I've tried to do that, yes.

Q: Do you teach any classes that are strictly online? Or have you?
R: Well, I have never learned whether the University has any rules and regulations about this. But, I decided that, given the lack of support for students, that I would always have some face to face meetings with them and usually my plan was that the first several weeks of the class, each class, we would meet every week together and part of the meeting would be in a computer lab and I would make sure everyone could either get online to my old system, or get online to this newer system and work through the mechanics of it because I really was, didn't think they could just go home and log on. They had no one to ask. There was not a system set up for them to ask what happens if I can't do this, and this doesn't work and that doesn't work.

Q: That's something that you would recommend -that there be a system of what students could do.
R: Or, there would be help available for students who could, if you were really teaching all online, especially if your students were not necessarily local, there would have to be a way for them to get help if they can't do the mechanics part. But, I think increasingly students have learned how to do, are more comfortable with computers. I remember when I started teaching and I would have students with computers I would have to teach them how to turn on the computer. There's a little button down here, and you, I guess that was in the DOS days, before Windows. And now, almost all of my students have better equipment than I do. They come in with fancier computers and more up-to-date stuff, and, in a way, it is embarrassing sometimes.

Q: So, do you feel that the school should?
R: Provide the instructor, especially in a school like mine, with the most recent and up-to-date equipment. I know it's hard to keep pace with it, but it's a little embarrassing. Especially in the Washington area where so many students work in private industry, and their companies, although, I

believe in the last several years things have gotten better. In the early years it was very embarrassing.

Q: Another thing you mentioned that sounded like, so how do you decide on the content?
R: Well, some of my classes, like my statistics class, are very highly structured. One week we do correlation, one week we do regression, one week we do T-tests, two weeks we do ANOVA, and so one and so forth. So, I know the topic, maybe not so much the content. And then I needed to decide did I want them to read a chapter in a book, or did I want them to go online and read different chapters in different books. I fooled around with a lot of different ideas.

Q: Is there, have you found any models of organization of content that work?
R: What happened, several years ago our university went into this software called Blackboard. I just happened to read that it was going to be used. We adopted it and so we use it and sometimes it forces you to use the headings they have, even though I don't always understand them and I think it was written for an undergraduate level so it doesn't lend itself as much to graduate.

Q: In the beginning…
R: I think, well, I don't know exactly. I've had a lot of discussions. Most of my discussions were with my husband who was teaching online at another university. And, we had a lot of talk back and forth about what we wanted students to do and how we wanted them to do it. Let me back up. There are different styles that people have of teaching and they either include some content that is delivered by lecture note, where the faculty member stands in front of the group and provides some content or they include small group discussions or projects where some members of the class get together with other members, either who they want to, or you assign them to, or whatever. And then some sort of individual something or other.

Q: Do you feel prepared?
R: No, I think teaching online opens up an incredible array of things to do that I am not always so sure I know exactly what to do with. For example, let's say I have a topic, T-Tests. Well, T-Tests are sort of really boring to read about. But, I can put a link on that sends them to picture of Mr. Gossett, who developed the T-Tests, sitting in the brewery in England and it sort of, that just sort of enhances what you can do. Or, I can then send them to a link that shows you how to calculate a T-Test. Or I can do a lot of linking. So the hyperlink, to me, is critical in terms of enhancing what you are doing. The problem with that is that every semester you have to make sure that all of those hyperlinks still work because they are not there permanently and you don't really know whether they are going to be there or they are not going to be there, or, something better is going to be there. And then you have to start looking; at least I do, at what else is around. And if I want to still do T-Tests are there other examples. I just used that, T-Tests, just because it's sort of a dull, boring think. So I think that broadening out what you can do, and making available to people on a worldwide basis, is the way we have to go. And it's not going away, and it shouldn't go away. I think it's just wonderful to have this. Depending on your personality, and the way you teach, you can just ignore most of those things. Or, you can say, hey, here it is. For me, I needed to do these things, but, since no one helped me, it was like, okay, I'm in there spending a lot of time finding things. And, I didn't trust anyone, so I had to go in on my own and look. That's just the way I am.

Q: So, having to keep the web pages up to date, and the links. Would you say that teaching online makes more work, takes more time?

R: Certainly, if you were not computer literate, it would be very hard. How you find things and what things you want to find. And, because it keeps changing, it is very dynamic and it's like, it's okay if it takes more time because it's really fascinating to see what other people have come up with. That's just fascinating because what teaching is about is not just what you give to your students, but what you learn yourself and what students give back to you. And, so, when you think, oh, I never thought of that. You know, who's this guy who thought of this thing. And then students can figure out, one of the things I learned to do is I had students do projects which were somehow, that they could put online, and they would turn their projects in. In the early days I had them give me a disc with their project. And then I would try and put their project online and make them links to their projects. Well, I had a lot of trouble. Sometimes their projects were too elaborate and I couldn't figure out how to get them online and so I sort of gave up. So yes, there was an enormous amount of time spent, but now, did students learn more that way? I don't know. Did they like learning more that way? I think I'd like to say yes.

Q: So, it sounds like you might have benefited from a program, a classroom.

R: My University offered some instruction, and I signed up for it whenever it was available.

Q: Not instruction for you, but a computer program that helped you run a class, that you could do on the internet, that would maybe tell you when there is a new web page related to your topic so that you don't go hunting, or you don't have to go hunting. Or maybe that would tell you how to post students' projects. I don't know if that's available.

R: Well, I don't know if that's available. I ended up figuring some of that out and I think that's what this Blackboard was designed to do. It has something called a digital drop box, which very often doesn't work, but students can send their work in there and you can receive it there. You can do online exams or quizzes and list their grades. All that management stuff was just really wonderful. And then they could look up their grade and say oh, the grade you gave me for the fourth quiz is wrong and I could check my records. That is very, very nice.

Q: So aside from the management and the technical issues related to teaching online what about the quality of the content, and the quality and extent of student learning?

R: I don't know how you measure that exactly. I'm very careful with what's out there, in terms of quality, so you can't just send them to any old URL. The quality of your own material. Well, mostly, if you give a lecture, you don't give out your lecture notes, but, if you are online and you give a lecture, you have your lecture posted online, or you have your lecture posted in a Power Point format so the students have access to that so I like to think the quality of the content is the same or better online. It also forces you, if you are putting it online, to make sure that what you are saying is what you want to say. When you are giving a lecture a lot of time you work from notes and you don't have everything in detail. On the negative side, it puts you in a very high structure so you can't be as spontaneous. The students ask a question and then you think, oh, well, here's an example of this. You can't really do that that I know about, unless you are teaching interactively online and I have not ever done that. I think you have done some of that. There's also this feeling of being disconnected from your students. With classes of 400 people you don't know who your students are, but if you have a class of 20 people you know who your students are, especially if you have had them before, and you don't have any visual, face-to-face contact. I used to have students

post their pictures, you know, a little biography and a picture of themselves. Well, I didn't have time to teach them how to do it. I said; if you know how to do it, you know, send a picture. And sometimes I got pictures of dogs. But, I know in my husband's program all of the students had to post a picture so somewhere they learned how to do that. Because all of their courses were.

Q: So, maybe if the university required that they have a minimum requirement, all students need to learn how to do "x, y and z" before they could take a class, if they had a standard throughout the classes, for that reason, to help.
R: Possible. Although most of the time those requirements don't work very well because there is no way to enforce them and there is no way to know whether Mary Smith really can do that minimum stuff, and you have a university with more than 20,000 people, I don't know how you'd enforce that. I think that technology is becoming easier and students are becoming savvy about using computers so what used to be frustrating four or five years ago is not frustrating any more. I don't know if that's because I have more experience, but I know the technology is really easier.

Q: So, when I asked you about the content, I think I was interested in the quality of the students' learning. Do you feel the students learn as much? When you said you didn't know how to evaluate that.
R: Well, in terms of their scores on quizzes, and the way they do their take home exams, I don't see any difference. Some content is very difficult to learn without an instructor there. For some reason some statistic concepts just go right over the head of a lot of people. Whereas, if you are reading a novel, or an essay, sometimes, as much as I say this, I think sometimes certain content lends itself more to face to face. That's because I haven't figured out exactly how to do that. Rather than I have to be there holding their hand. That's why some instructors view online teaching, I'd say from my observation.

Q: Do you think they view it as less instructive?
R: Instructors like the freedom of teaching on line. Not having to be at a certain place in a certain week. If they live in an area where there is a lot of traffic, that's a very nice thing to avoid, traffic, or bad weather, or whatever. Or, they don't want to be bothered with students. There's a quote that, I forget who this is, but the line is "no stinking students" by some university administrator. Well, we do need students. Universities run with students, but so faculty sometimes looks for easy ways out. And once their course online, and if they don't interact with the students, they just give them assignments and they say do this this week, and this next week, it's easy, they like that, and I have some colleagues at Blacksburg who like that.

Q: Do you plan to, well, I guess your retired.
R: Talk as if though I'm still teaching.

Q: Okay, if it were up to you, would you prefer to teach, how much would you like to teach online?
R: It's the 21st century. Use the Internet. Teaching online enables us to do that. But, a lot of it is still in its infancy. We still don't really know how to structure classes. Do we still have lecture, small group and individuals, or are there other ways of doing things we haven't yet figured out, that I don't even know about exactly. Models of teaching particularly since content changes before you can even teach it. Now, a T-Test is a T-Test is a T-Test so that's not necessarily true, but, most content, just giving people the content in a straight lecture format is not what teaching is about.

Online you can send them places and get them started and have them go and look other places and see what they discover. Teaching online is here to stay, and I think should be here to stay. Even their classmates, that's not about the content, it's about the social. They like their talking time and they like to see their instructor and they want to know what clothes she's wearing.

Q: Do you think that changes with undergraduate and graduate?
R: I've never taught undergraduate. You know, it's just really funny that when I used to teach on our main campus and I got to know some students they'd say, oh I wonder what earrings she's going to wear this week and what clothes she's going to wear. I used to think about that and never wear the same earrings twice. I stopped wearing earrings a number of years ago, but, I had these big, dangly earrings and I think I was making a visual statement for students and they responded to that and I don't know how you do that online. I think you probably can, but I don't exactly know how you do that. Some professors are real showmen, they kind of do a dance and they wear a top hat and that's not my style. I have to figure out other ways of doing things. And, it's very exciting and it's also exciting because I'm a woman and they always say women don't do as much as men, and I'm from the older category and they say oh, people who are older, they're not going to be as good as younger people. And I say, hey, I don't believe that because I have taught myself how to do this and I'm not any smarter than anyone else, and I didn't get a lot of extra help. That's very challenging as an individual when that happens. So when I read stuff that says oh, it's these young men who are doing this I think, that's not true and I try and get every woman student I have to say you too can figure this out and do it. Whether your, you know, younger than 40, or whatever that magic number is, you can figure it out. And it was my husband who didn't know anything technical and he would say some days I'm taking this computer and throwing it out the window, I can't figure this out. And then I would sit there with him, very patiently. He had wonderful ways of interacting with students, but the technical part he couldn't do. He had to take a course which his university offered, had to pass the test at a certain rate, so he said well, I can't do this so I said come on, we'll do it together. So, you know, we took it until we learned how to do it together. It was a lot of silly little technical things that you had to learn, all connected with this Blackboard stuff. I met someone the other day that teaches at the University of Maryland and she said they don't use Blackboard where she's working, I think in the Business School. In fact, just as an aside, I was thinking of recommending her to you, but, she's, apparently she's very busy. I did, I did. He taught psychology and he was very much enamored of Freud. And one year, or twice, I think, we went to the Freud museum in London and he would follow what was going on with Freud so he would send them to the Freud museum and he also took them on a field trip to the Library of Congress that had a special Freud exhibit.

Q: He was, via the Internet?
R: No, no. The particular, I don't know this was a different group; somehow they happened to be in Washington so they went down to the Library of Congress to the Freud exhibit. Even this year, the last year, even after he got sick, he loved to do that. And it was very funny because he was a person who was known as very student-oriented, very much the supporter of students.

Q: Well then in an online class would they allow you to assign a meeting in a museum?
R: Well, professors can do whatever they want to. This particular group, I think they were doing some sort of residency, I don't remember the exact details, but I know that he did send them to the Freud house in London via links and he simplified things. I'm the kind of person if I find 25 things,

I have all 25 things down there and I know that makes students crazy. Just tell me what you want me to read and then I try to figure out this is required, and this is suggested and this is if you want to go further and he would just say don't give them all that stuff, just give them two things a week and I just was the other way. And I think he was probably right. Just don't give me all those things. What I came up with was that people right different ways and I would tell them eight places they can read about correlation and this one writes this way, and this other guy writes this way and a third guy writes another way and maybe, you know, some people are all technical with formula and some people are conceptual and I would usually say this chapter is written this way. What it really came down to is the students forget all that adult learning stuff. They just wanted to know, tell me what I have to do this week and how can I get an "A" and that's whether they are online or face-to-face. Don't give me a lot of extra stuff. I'm not going to learn all of this, just tell me what I'm supposed to do. The adult Ed field says learners are independent to this and exploring on their own and choose what they want to on their own. That's a lot of baloney. Most of my learners are full time professionals, full time in a relationship, they are a parent, or they have parents to deal with, they have a full time job, they have a house, and a mortgage, and traffic and they are doing this work and they just need to get it done and don't give me any extra. Complicated. In the early days when you could just drop everything and go off to Oxford and not have any other restrictions, that's great, but that's not how the world is to me. The people with whom I come in contact and my friends who tell me about their students. Now maybe it's true in undergraduate, elite universities. But, they are all partying, and so. That part is discouraging.

Q: Is that any different in person from online?
R: No. They want so many choices. I don't think that's what learning is about. I think learning is teaching people how to solve problems. And it's telling me what content I'm supposed to learn. That's not true with everyone, but that's true with a lot of students. Have you found that true with your students too?

Q: Yes.
R: I have this content I want them to learn. Sometimes, I think this is true less and less, but, sometimes the silly little technical things you think you know something happens and everything is either gone, or the coding is wrong, or little technical things that are not about content, not about instruction and not about teaching. They are time consuming, and then, now less and less does your computer could crash, but your computer could crash and you could forget to save things, or some students work on Macs. Well, they can't open attachments on their Macs. Or you check something at home and it looks fine and then you go to your office and it looks different, so the, whatever that's called, the platform is annoying, or the size of your screen is annoying. All these stupid little things that will work themselves out in a few years, but in the meantime you spend a lot of time putting around with that and then the finished product, I don't think students have any idea how much effort you put into putting this piece together. And they just think, oh, she just sat down and did that. You know, how come that's all she did. I don't really care whether they appreciate it or not, I guess.

Q: What about the university? They don't evaluate the quality of your class?
R: The only way the university does an evaluation, they have a little format that's been around for 25 years so there's nothing in there that has to do anything with online teaching, unless they've changed that in the last year or so, so the form is, you know, is the textbook adequate? Well, what

if you don't have a textbook and what if you have textbooks or hyperlinks. Well, they have no way. So that has not caught on. And if you're a regular faculty member you can get the crappiest evaluations or the greatest evaluations, it doesn't matter. They are going to give you courses every year, and that's the way it is. Now, if you don't show up for your class, or you walk in dead drunk, as some of my colleagues have. I don't see anything changing from the universities. They don't care how you teach. You'd think it would help if you had colleagues who could talk about the issues of teaching online that get beyond mechanical and technical and for me that would be great.

Q: In the beginning you told me of the lot of time and energy you spent learning the technical and then when I asked you the best part of teaching, again you said the technical things. What about the content? You said you would like for some of your colleagues to discuss?
R: Well, I guess what is it that we are trying to accomplish when we go online. Putting the words together in a paper, or notes or Power Point or something I don't even know about, whether we want that. And then how do we have discussion after that. I mean I don't really know all of that, but I don't think that's addressed at all in any of these software programs. They are all about put this over here and put that over there and put the assignments in this section and put the lecture notes in this section. And then the student to student interaction, well there's student to student interaction, there's student to professor interaction and there's student internet interaction and I don't really know much about that at all. The student to student interaction in a small group, is that any good, and does the professor, now that is where I spent the most of my time, does the professor get into that, or should she get into that, or what if the student says something that's just wrong, how do you say, well, you know, that's kind of an interesting idea, but, you really need to know that such and such is true. It's not an opinion, it's like a fact that's wrong, or you know, this is how you do thus and so, well, no, that's not how you do thus and so. How do you say that? And then students have also said to me, well, if they can't type very well or if they can't spell very well, they can't just get in a discussion. They are reluctant to and the software, at this point, doesn't have spell check in it so they don't want to reveal how poorly they write and spell and they don't want to reveal it to their classmates or to me. And some of them will say they go into the discussion and they write for four or five lines and then their computer freezes and they lose everything so then they get very annoyed and frustrated. So I think that aspect, the student to student interaction, the student to professor interaction, whatever the content is, how should that be done, who should do that and how can we. Most professors who teach don't talk to their colleagues about teaching. I don't know if when you teach in elementary school or high school if you talk to your fellow teachers about teaching or you talk more about the kid who is in trouble and how you….

Q: Well, for example, a lot of time is spent on discipline because of teaching Special Ed but we always get ideas from each other.
R: Yeah, okay, little techniques from each other.

Q: But as far as your style, that kind of is your style and what you feel comfortable with.
R: Well, it's less true at the university level because you might get some ideas or little techniques but discipline is not an issue. Although, I have had a couple of people, in a big class, who sit and talk in the back. I've had to ask them to leave. You don't have that online.

Q: Well, I did
R: When you were synchronous, right.

Q: Yeah, and you can see exactly what they are saying.

R: Or, you have someone who dominates the conversation and so intimidates everyone else because he or she writes very well and writes a lot and the other people are "Oh, my God, how am I ever going to keep up with Tom?" And then, it's there when you're teaching. Here's a really interesting concept. When you're teaching face to face and the class is over, it's gone. When you're teaching on line and you have Class No. 4, your lecture notes are there, the links are there, the discussion is there, the students comments are there and they are not gone. And they are there to look at, and review and it's a very different way because it's captured on there and students are sometimes uncomfortable about putting themselves out, so to speak, because it's not anonymous, it's Mary Smith, and they are uncomfortable. Especially when you have, I've had a lot of classes where there have been one or two people who were such stars, and then you have to find ways to encourage the other people who have something good to say but don't say it. So, I think there are little areas about what you do with students, what you do with them, how they talk to each other and how they respond what they do with it, how they incorporate it, how they evaluate it, how they decide whether it's good or not, or worthwhile.

Q: What would you like to see?

R: Well, from thinking about the, the mechanics and technology, and have that just work so that you're not using your effort on that and spend less time on the technology and mechanics and you get more time to devote to thinking from first grade on, whenever they start teaching online. High school, or something. I think it would be interesting to have a dialog among faculty who teach on line because I don't know whether what I'm saying is what other people think. And, just because of my own judgments. I think that's true of face-to-face teaching too. There's competition at universities. If you're teaching a class that's in the person's major, they always rate it higher than if you're teaching a class that they don't want to take. So, people who take group counseling or something, well, they love that. They sit around and they do counseling sessions every week and there's not as much contact in it. Some of the students just tell me how to do this thing. Don't make it too hard for me. I make myself a few notes, things I did not want to forget. And I think, now that we're done with the interview per se, by asking you, how did the experience feel to you?

We ended and began discussing my interviewing technique.

Participant OO: 2/11/04, 2pm

Q: Can you tell me how you got into teaching and then teaching online?
R: Ok, I got my masters in English and started teaching at NOVA first while doing my thesis and working for a government contractor. During the Gulf War they started doing some military training online at that time and I was working on that. I have always done online training and always done part time teaching for the last 13 years face-to-face or online.

Q: What were the possible lifestyle changes from transitioning from face-to-face to online
R: What do you mean?

Q: Well some people said that they were working from home more.
R: Oh, online classroom, well instead of driving to campus and seeing students f2f, I work from home and interact with students through email and on the phone. I rarely ever meet them f2f

Q: What can you tell me about quality and quantity of interaction with the students?
R: Well for example, with the online classroom that I have now, I require them to do some type of activity, take a quiz, participate in a discussion or submit a writing assignment every week. So they are doing a reading in their text and doing an assignment. I go in daily (She means to the class). When I grade something, I don't put just a grade in there. I always give them individual feedback. And the students will usually call me because one of the classes I teach involves writing a research paper that involves a lot of steps like outlining. It's really helpful for them to have someone to talk to so we don't rely on email and schedule a phone call.

Q: One-on-one?
R: Yes

Q: How does that compare with in person interaction?
R: I think the quality is just as high. I think the difficulty can be at least thru strictly online you don't get a sense of who the students are through just the emails or posts, but when you add the telephone conversations it makes the exchange more meaningful. You can hear the pauses and say well tell me what you are thinking. We can kind of brainstorm together. I find it kind of hard to do online
(I think she is just used to the verbal, you can brainstorm through email just as well) um, for those students who call and email outside the classroom, I think they would say that the quality is just as high. The evaluations that I get at the end of the year are very good for quality of interaction.

Q: Is that something they rate on – interaction?
R: They rate on instructor preparedness responsiveness, making the assignments relevant to learning objectives, whether I get back to student s in a timely manner, whether I grade fairly. Those are the kinds of questions. And then they rate things that aren't related to me like technical issues.

Q: What are some of the technical skill requirements required of you?
R: I have to be comfortable with design. They are different for online than f2f. It is a different experience for the user so you have to design around that.

Q: Can you talk about that experience? I was going to ask about the art of teaching online. How is that different from f2f?
R: Well, f2f interaction you get through a lot more on body language, posture, who the people are who do respond w/out being called on. You can get a sense of where people are from their group interaction In an online environment it's more challenging because if thee is a delay, you don't if it has any connection with whether they got it or not. You have to put more effort into connecting w/ that person and finding out what's going on. It's sort of outside of the classroom effort and if there people who aren't comfortable w. email or talking on the phone- actually most people are comfortable talking on the phone. Some people they have- it's hard to articulate what you don't understand. Other students in class articulate what they want to ask and they get it that way. In the online class, if they don't ask, they don't get an answer. You know what I mean. So what I did is ask students to post questions on the discussion board every week and I reply to them there. A lot of the students say they benefit so much from the questions that other students ask. So it's a way of simulating the questions that go on in class where people learn from each other. In the first 2 times I taught online I didn't do that. It didn't occur to me to facilitate that kind of side conversation of what goes on between me and other students. Students say it's so great (she is excited, she seems to really enjoy her job and cares about the students), I go in there and see my question or I learn something from the questions asked because I didn't think to ask the question. So it's a design technique that I now use. Another one is in f2f training it's easy to adapt what you are teaching to the different learning styles. It's easier to know their styles in F2F CLASS. In online you don't know the learning styles so I have to design up front for the different styles and it does require more time to design for the week. I have to sit down and say
have I designed for people who learn this way and for people who learn this way because I can't rely on just telling? (It seems students are getting more, instructors are being held more accountable. The student is being given a service)

Q: So you wouldn't just design for the multiple learning styles in a f2f.
R: In f2f I think I can be more flexible because I can look at everyone to see if they are participating, for ex. In f2f I can look at everyone and see when it's time to break out in groups (this could be good that you aren't relying on the judgment of the instructor and following a set format- this could create situations where the students are forced to adapt and also there is less reliance on personalities clicks. It could be viewed as more fair, It could eliminate the teachers favoring males or whites, etc and offer greater chance for equal education) Well you can't break out as well online. You have to plan in that component of it. You aren't going to sit with a few people you have to do this instead. Everyone is not in the same room together so they are not having the same experience. I have to consider this when I design the courses.

Q: What about the degree of personal fulfillment you receive from teaching online as apposed to f2f?
R: It's not quite as high teaching online because I miss the group dynamics, but I get lots of satisfaction. Students call me up about things and I know there learning and I get a lot of

satisfaction out of that. I feel like they are learning just as much as they would in a classroom, but it requires a different set of skills on their part.

Q: If you had to compare and contrast online with f2f what else could you say?
R: A lot of people assume that if you have been teaching f2f you can easily move to online very easily and I don't think that is true. I think that people tend to overestimate. They don't realize there are different skill sets required. I think you need all of the skill sets from f2f and then some to do online teaching.

Q: Can you talk more about the online skill sets needed?
R: Availability- instead of 3 hours in f2f you have to be available all the time because people come in with questions at different times and you can't hold them up. Another is sometimes people don't recognize things they can do to help students out more. They think that if they just post the assignments then students should just do it and they don't think of the extra, well this may be helpful for them, etc. Because they are not f2f. I think some people don't have the same level of commitment when they teach online as they do f2f.

Q: Who, the instructors?
R: Yeah.

Q: What is it that they do?
R: I don't think they are as attentive to students as they would be if students were in their classroom with them.

Q: Did you want to say anything else about that?
R: Well for example, I know instructors who teach the same class I do who will get a question from a student and they won't respond to a student and two or three days will go by and the student will wonder well, "What should I do?" Then the students will send another email and they will copy me and I will tell them that this is what I think you should do and the student will say, "Thank you so much." The students will tell me that the real instructor never gets back to me and I tell them that their real instructor really shouldn't be teaching. They should understand that you can't move forward until they get back to you. In f2f you would never stand in front of group and not respond to a question

Q: So it's easier to avoid a student
R: Ah ha, I know it's happening because students copy me when they email instructors.

Q: There is no requirement from your university?
R: Yes there is, but I don't know how they enforce it. We are supposed to check our email everyday. And respond w/in 24 hours to students. I know they get complaints from students. Another instructor has recommended this what do you think I should do? The dept head then has to get involved. But for every student who does go to the dept head, I have to assume that there are those who don't

Q: Are we talking about a university? I though t you taught at X.
R: I do but I also teach at X (an online university)

Q: Ok that's right. If you had to choose online or f2f which would you choose?
R: For me personally, I would choose online

Q: Why?
R: Because I like the flexibility and I get to work from home. I have 2 small kids and getting someone to watch them while I have to be on campus is harder than when I have to be online I can be in the same house.

Q: How do you see the future of online instruction?
R: I think it's going increase as more people have the ability to access online from home and as more people retire and want to keep active. I think they are going to find that online is a convenient way to go for lifelong learning activities. Things that help you get involved with your community or politics. I see that group forming online communities.

Q: That's interesting.   This has been very helpful. Is there anything else you'd like to add about your transition or teaching online?
R: No, unless you have questions.

My Reaction: She said it's easier to avoid students; professors take longer to reply online. Instead of assuming that students are getting it on online you can't assume that. She said when they delay you don't know if it's because they don't get it when in person it does. She said you don't get a sense of the person on email. She said it helps when you speak with them on the phone. That's interesting. I hadn't thought of that either. Her view of the future: said more people taking the classes. I was thinking that instructors who are retiring would be getting into teaching online also. I felt that I remained unbiased and present throughout the interview.

Participant PP   January 29, 2204   2:00 PM

Q: Okay, so I just wanted to start by asking you to explain how you got into teaching and then the online part, how that came about. Was it volunteer, or were you asked to do it. Okay, so you can just start.

R: First, when I got into teaching basically was when I was working in industry, I do computer classes, and my background was computer programming and a computer analyst and also a manager working for some companies, and for the Federal Government before I got into education. While I was working for these companies I wanted a second, a part time job I guess, and I thought it would be neat to share my experience and what I'm doing in a classroom so I applied for a part time job at a community college and was accepted and because of that, I felt very comfortable in that environment, I feel my gift is teaching so I felt I would like to be able to expand it a little bit more. There just came a time in my life where I think I was just ready for a career change so I decided to go for a full-time judge that opened up at the community college. I applied for it. I got it. It was a 55% pay cut, but I took the job because it was something that I really wanted to try and do and I've been in it for a few years since then. How I got into online classes was basically by volunteer. Our college here is trying to expand into distance learning. We purchased Blackboard. The state had it for several years and didn't do anything with it. Finally, about two years ago we decided that we wanted to start doing some distance-learning classes, using Blackboard as the tool. I volunteered. I picked a couple of classes that I thought would do very well for that. Basically lecture classes that we would do here and I put the course online together, built the syllabus and built the virtual classroom and opened it up. And now I do that and traditional classes together.

Q: Were there any lifestyle changes involved in going from face to face to online?
R: Some, yes to some extent. With the online classes you know you're not meeting them face to face ever. In most cases, I don't even meet a lot of my students ever. It's always online. We do offer an orientation class for those who feel they want to come in on a Saturday before the semester starts, or the first week of, where they come in and see how we perform the class and how they navigate around in the classroom, but a lot of people don't come to that, they feel they can get it on their own. But, I miss the face to face, however, trying to stay with your question here.

Q: No, just go and talk.
R: Well there are a lot of things I want to share with you.

Q: I'd rather you just share than answer the question.
R: Interrupt me along the way. I like doing both of them. And they have advantages and disadvantages. Because I have an understanding wife, number one. And two as we have no children at home now, so I can spend extra time and that's what I was leading to. With the online classes you have to take the time and check any activity. Some people I've known wait two or three days to check in. I don't like that. I like to check often, each day, even if it's just to see if anybody's done the discussion board, or whatever. So I do make that contact. I'm always in my email so if a student has a need they are informed they can always email me so I can get always get back to them and respond quickly because I always have email open, even in my office and at home so I am there, available for them. With the online classes there is no face to face, like I say, however, what I do to keep the class moving, for our college they allow us to open up the whole

class and we do semesters so we have 15 weeks, plus a week for finals. They do allow us to give them access for the whole semester so I build the whole class initially and when I open the class up for the students all 15 weeks are there in front of their face and include of their exams. They can take them any time they want. They do need to progress through them, obviously, week by week. My requirements for online classes, and then I'll get to my traditional ones too, but my requirements for online classes are basically they have to participate in the discussion, we call them discussion boards. We have one per week so there are 15 of them. As part of their grading they have to post an original comment on whatever the topic is and then they need to reply to two other students' comments as well that they make on that same discussion for that week. That's a total of 20 points, 10 for theirs and two 5 points each for the other ones. Along with their homework, they turn into the drop box any quizzes or exams they are all done online. I try to make mine a true online class so that they don't have to go to another place to take a test somewhere, even the final exam. I know this university that I part time for does that. They can do everything on line. And that works out well because now that I'm able to do that at my college, I'm having students sign up for classes that don't even go to our college, but they find it's a class that they need or can fit in at another place or wherever they are at. So that makes it very comfortable for them. For my traditional class in the classroom I like the face to face because I get to share a little bit more, a little bit closer to the students. I can get with them a little bit more. I can pull some experience of theirs they are willing to share with me. Although I find in the classroom, the traditional one, there are a lot of students who are very shy and don't want to talk, don't feel comfortable, whatever the case may be, in a classroom environment. However, with the discussion boards that I require them to do online, you are going to find that the shy people know how to use their keyboard. They can talk using the keys and they do a very good job of that. And, it forces them to talk. I don't allow them to say "I agree" or "I concur". They have to specify with some substance what they are replying to so that does make them talk a little bit. Back to the classroom one, I do also add the Blackboard that we use for the online as part of my traditional classroom as well. They do have discussion boards that they have to do. The nice thing I like about that to, the grade book is there for them. Any time I get their assignments that they send to me through the digital drop box, I can grade it, post it in the grade book, and they can see it instantly at any time. They always know what their grade is; they always know where they are. They know what they are missing because they can see a "0" if the week has gone by I will plug "0"s in where they've turned nothing in. So they always know where they are at with that. And, just recently, we had a couple of snow days that closed our school days that closed our school down, but, I noticed students were still turning their assignments in, using the Blackboard, which they wouldn't have been able to do if it was a classroom where they would have to drive to school to do it. So, it worked out real well for me in that instance. Do you have something else, or do you need more.

Q: Yes. So the lifestyle changes that you had to make.
R: Oh, sorry. I got off the topic.

Q: That's okay.
R: Lifestyle. I think only because, the main thing about the online ones is that I discipline myself to go to my computer more than I probably would at home to make sure the students are responding to it. You try and do it at work or if I try and do it here, on campus, when I'm trying, between breaks from my other classes, sometimes my office hours are used for advising and I may get interrupted and not have time during the day to tend to my online classes. So, it's discipline that

you have to force yourself to go up and respond. And I'd say do it often. Not just once every day or once every two days.

Q: How about the degree of personal fulfillment that you experience, does that differ in any way from the face-to-face instruction?
R: No. No, in a way. I guess I really don't know how to answer that. I'll say no, I guess, with I guess a caveat in fact that sometimes I wonder are they really getting the material because they don't get to hear me, they don't get to see me, all they see is a PowerPoint presentation, reading their book and any replies that I give them back on their homework, if there is any to be given. So, I don't really know where they are, if they are really getting it or not. Of course, I know one of the thoughts most people have is that the person who is really doing the class. I just have to trust it is.

Q: Are there things about teaching on line that you appreciate more than in person? That you find maybe more fulfilling?
R: No, I don't. I don't think so.

Q: What about the art of teaching online and the pedagogy. Could you say anything about that? Do you find that there are differences in what's needed from you to teach online as opposed to face to face.
R: No, I don't have a problem with that. I pretty much take my syllabus and just duplicate it. Just take out the classroom rules and make the rules apply to an online classroom situation.

Q: Do you think this would be any different if you taught a different subject? Do you think this is because you are teaching computer classes?
R: No, I wouldn't think so. What the online people are missing from me is the experience that I normally would share with my talk in my explaining, in my walkthrough maybe of a PowerPoint presentation or just my lecture that I would do in a classroom where I may throw in some things, and I do, mistakes I've made or experiences that I've had that the online people aren't getting because it's not something that I'm sharing with them. It's not part of any talk that I give or anything.

Q: Were there technical skill requirements need from you when you transitioned to online?
R: Well, no because I'm a computer person. Now, if you were asking someone who doesn't know computers or are very uncomfortable with them, I think there is a little bit of a fear, maybe, at first, of being able to navigate and get around in this thing called a classroom and maybe, if there was a connectivity problem, or something happened, that I would know how to fix that someone else may not, they'd have a little bit of fear of being able to keep their class going, I think.

Q: What about the non-technical skills needed? Are there any non-technical skills needed to teach online?
R: No, I don't think so. I just think you need to be organized and have logic involved when you put your classes together like that.

Q: Some people have said that they find that they really have to be more specific in their writing, you know, with emails and things.

R: Explain things, yeah. I guess you probably would use more words in explaining your request or how to do the drop box, or just homework in general.

Q: What about the quality and quantity of interaction? You mentioned some things, is there anything else you can say about that?
R: I get better feedback from the online students because I require them. Now, again, some of them won't reply to everything, and they get less points, but they know that that's not enough to hurt them if they were going to go after an "A" they would do a minimum amount of work to do it, but, in all generality, I get a lot of very good discussions going and there is a lot of experience that people are sharing through their comments that they are giving in there and the other students are picking up and actually complimenting on some of the students they are replying on. I don't participate in those discussions. I let them do all of the work and I just kind of read them and give them a grade. But, there's a lot of good dialog that goes on there that wouldn't be in a traditional classroom. We wouldn't have the time to carry on the discussions that a lot of them do that they can do online.

Q: Do you think it has anything to do with the fact that they are graded for these discussions?
R: Yes, it probably would. Because if it wasn't graded they probably wouldn't do it. But, you know, that's an interesting one. What I might probably do is stick one out there one time and say this is a freebie and just see how many people would really respond to it. If they would still abide by the rules if they knew what they were. I kind of do that at the end. I give them one, like finals week, I just ask if you've got any comments, make them. Anything to say, whatever you'd like to say and I do get some, a lot of course want to compliment the class or how it went, or whatever, but there are some who have commented how they really got a lot out of the discussion boards themselves.

Q: If you had to choose online or in person, which would you choose.
R: That's tough.

Q: As an instructor?
R: That's tough. I'm getting close to retirement age and for a person who is going to retire, obviously, I want to do all online classes so it's kind of helped me prepare for that. But, gosh, I don't know, if I threw two balls up in the air they'd both come down at the same time because I enjoy doing them both. I don't know that I'd put one above the other. If I really had to choose I would probably go online. For instance, if our community college here decided to have an online division, I would probably go that way. And then do an adjunct for a classroom because I still like the contact with the people because they've got experiences that they can share. You can hear what they're doing in the offices, you know. Of course, again, I'm doing automation so you can hear firsthand what they are doing a little bit different from what the textbook is telling you.

Q: Why would you choose online?
R: Why would I choose it? I'd have a lot more free time with online that I could actually do some research and study and, you know, add a little extra something to the classes by getting some other books and fine tune them a little bit more, where in the classroom you always running, and dealing with students, and you don't have time, sometimes, to fit that in.

Q: When you were talking about the content with the people, that's something that you would miss, is that right? That you would like?
R: Contact. Yes, I like that contact with students.

Q: With the students? What about with the other instructors?
R: Oh, you know, the thing is, that's an interesting question, but the only time we really get together is when we have department meetings. Other than that we don't have much time because we're always running between classes. So, there's not much time for us to sit here and talk, or visit. Pool ideas, you know.

Q: How do you see the future of online instruction?
R: Probably becoming the priority of a lot of institutions. I think you are going to find more that are going to do the online than the traditional classroom because of the cost, for one thing.

Q: Okay. Do you think it's cheaper?
R: Well, it's cheaper for the institution, I think because you're not dealing with parking, you're not dealing with buildings, you're not dealing with overhead. Most of the time you've just got to have a computer somewhere set up with power going to it and the wires running it. The cost is basically on the student's side. All you have to do is to provide one little office space for a professor somewhere and they'll be happy, most of them. So I think it would be cheaper for the institution. Much more convenient for the students, obviously because they can do their class at any time. A lot of ours, in this area, have shift work because we're a very high concentration military as well. We have a lot of people who go TDY, or go off on tours. The Navy and the Army and the Air Force, they are all here, and, because of that, they tend to miss a lot of classes. But, if you've got an online class, it doesn't matter. When the Iraq war was at its height I had a couple of students that were on a battleship taking classes.

Q: That's amazing.
R: A lot of the aircraft carriers.

Q: Is there anything else you'd like to add?
R: Well, you didn't ask me so much about, or maybe you did and I didn't really say it. On the professor's side this online class is not for everybody on the instructor's side.

Q: Okay. I'm glad you brought that up.
R: I really think, and student to, in fact I'll comment on both of them. On the professor's side I really believe you've got to have, first of all, a love to want to do it. Number two is that it's okay to try it one time and see, just to see if that's going to be for you, but, you've got to have a lot of discipline. And I said that earlier, but discipline meaning you've got to be in that classroom and you've got to be responsive to the students because they're not seeing you face to face, they'll send you an email, just like anybody who sends an email and they're asking a question, they'd like to have an answer right away, but, in emails you know it could be a day, some times it could be hours. In the classroom, you ask a question and you get an answer right away. So, you're not going to get that fast response. So, I believe that as an instructor, my suggestion would be, first of all, make sure that you really want to do this thing and then discipline yourself to spend time in that classroom. I don't mean hours at a time, but go in periodically throughout the day. Check it to see

if there's anything there. If there's anything to grade, grade it immediately, post it in their grade book, and you'll be surprised how happy a lot of them will be with that. On the student side, the discipline comes in being able to understand and know that you don't have the professor in your face all the time so I warn students. I say how are you at time management skills? Are you really good with, can you work by yourself alone without having somebody remind you, or tell you or force you to go do something, regardless of what it is. If you have to have people to tell you to do something, you might want to think twice about taking an online class. Yes, some professors will let you take all of the time you need, up through the 15 weeks to get your material in, and I've had some do that, wait until the last week and turn in all assignments for 15 weeks, but, I always put in my syllabus too a disclaimer that at the end of each week, if classes start on a Saturday, Friday night, midnight, that's the deadline for getting homework in for that week. Saturday starts a new week, you get "0"s. Anything you turn in after that stands the possibility of having a letter downgrade. So, that kind of helps keep the students, hopefully, on their toes in responding and keeping up to date on their class.

Q: Do you think others view online instruction as less important, or that students aren't learning as much? You said something like that.
R: I have a fear of that too, yeah, I do. It's a good question and I don't know about how the people, you probably because of your interviews you may know better, but with people out, let's say, in business somewhere, and they're going to hire somebody and they say that they got their degree, somehow they find out that the degree was completely online, I'm wondering if the employer would think a little less of a person with that degree from the same institution from a person who went to classes everyday and got it. I think it all depends on how you put your class together. If the instructor puts, and I've done this, if the instructor puts a little extra time in some of those Power Points, and actually adds their voice to it, as if they were lecturing in their classroom, then, they are getting everything the can. And, again, if you make them respond to those discussions, you're going to get the other students giving some feedback so they'll hear from other people in the class. Without that part of it, yeah, I think sometimes maybe those online classes are kind of cheapening what some of the folks are getting out of it. I guess the old adage is what you put into it is what you get out of it.

Q: Okay. Is there anything else?
R: No.

Reaction:

Working out the snow days, that was something I hadn't heard of.
 You have to be more disciplined to teach on the computer.
 He didn't know. He kept going over that he didn't know if the students were really getting it. I remember another male teacher saying the same thing. I don't know if there's any relationship.
 He felt that online students weren't getting as much as in person. He felt that when he's in person he gives a little bit more about his personality and his experiences. And I can see how that would be important, especially if the class is related to a skill, like computers.
 He said that he got better feedback from online, more interaction from the students.
 He said online instruction isn't for everyone.

You need to really like it. You need a lot of discipline.

He didn't miss the interaction with other professors, but he did miss the interaction with the students, but because he's retiring soon, he prefers to be online.

I guess that's all. I didn't feel like there was a whole lot of insight from the interview. I did remain unbiased throughout the interview.

Participant QQ: January 26, 2004, 2pm

Q: How did you get started teaching at the college level and the transition to online?
R: Started teaching as a grad student at UMCP. After my masters, I worked for a pr firm and got a part-time job at NOVA. Then I did my course work for my doctorate. Then I started teaching part-time at George Mason and then got fulltime the following year. About 3 ½ years ago I started teaching online at NOVA. I got interested in writing for the web. I started teaching web design for faculty and I started a certificate program. I realized that my course would lend itself to the web and I could offer it to the other campuses through the web. I added the literature of science fiction class that has limited enrollment, but offering it online I am guaranteed enrollment. (Interesting that more students have access so more can take it or that you don't need as many in a class to make it go – not sure)

Q: Could you tell me how your course is set up?
R: Rolling enrollment- asynchronous

Q: Why did you request teaching online?
R: Writing for the web was well suited for online. The way I teach the class 50% is the website. It was all do it yourself, so it lend itself to online. I could guarantee it would go so it was a service to the students as well. Online I can teach as much as I want.

Q: How do you feel about rolling enrollment?
R: Most of my students were pretty much clumped together, but they work at their own pace. Once I have the class up and running the student s don't have to interact with one another. I took that component out of it because it was so difficult because I wouldn't have the same people at the same point in the course to make interaction requirement.

Q: You said getting it up and running was the hard part, Can you talk about that.
R: For each of my courses I developed a companion website one for course and one for reading. I had to take lecture notes and from brick and mortar and put them into my web pages. I had to make them clear and understandable for the web page format. I used XXXX's model she was my guru. I had to break down everything we did in class and put them into steps so the students could move from step to step. Something I would organize and control orally in the classroom, I had to do manually for the web class. So, all the organization is up front. (I think that web classes are well suited for special Ed students for this reason)

Q: What were the lifestyle changes moving from f2f to online?
R: There weren't any for me. I get to do it from home. I did have to check my email everyday. When I am out of town, I try to keep up with the course. During the break between fall and winter semester there were some students finishing up (she is on a rolling class system at her school) which I wouldn't be doing if I were in a normal f2f classroom situation

Q: What about the art of teaching online and pedagogy.
R: I had to take my lecture notes and put them into word form. In some cases I added pictures to the online class. I think you need to give more busy work. I mean instead of saying read these 3 short stories and we will talk about them. With the online I had to have them respond in writing. I had to put together tests also for online, which is something I don't normally do for f2f.

Q: What about the actual style, besides the actual tests. You said they have to write their answers. Did you read anything about how students learn best or did you go by trial and error?
R: Students on online are really a mixed bag. I showed my courses to 2 people in order to make sure the material and navigation were clear. I f more than one person has trouble with something than I go back and change something (referring to online). If the whole class f2f doesn't get it I go back and change it on the fly with the online I have to go in reload and the other part is that IO have 25 or 30 students working at there own place so UI have to respond individually. I try to let my personality come through in my comments and I try to get the students give me a sense of who they are of course they have no body language to work with.

Q: Well we can stay on that topic of differences. If I asked you to compare and contrast online and f2f teaching what could you tell me?
R: Lack of personal contact, which some students are really bothered by. I have a picture of myself on the website and some students really like that.   They want to know if they can come by and see me and some do. (She is at a community college were many students take both online and f2f). They (online students) have to master the technology also and that's kind of hard. I will walk students through things by telephone if necessary.

Q: As an instructor, do you feel that you miss seeing the students?
R: Yes and no. I f I was teaching fulltime I would. When I taught f2f I was at school a lot and students would stop by and I got to know them. It's a whole different thing now. I am retired. I am working part time. It doesn't bother me.

Q: What about the ages at your school?
R: 16-90, I see no real difference. There may be a few more of the working adults than college aged students, but not much.

Q: What would you say are the technical skill requirements need to go from f2f to online?
R: I think you need to be able to design web pages, I know a little about HTML because it helps with the Blackboard (I have used blackboard taught asy and syn and know nothing of either of these). She knows this and feels that others need to as well. Again, her view is based on her schools technological limitations)

Q: What about the non-technical skills needed?
R: You need patience because you have to say the same thing over and over (other instructor at her school had questions posted so answers were seen by all students so she didn't have to repeat). You have to be willing to check your classes all the time. You have to be organized. You have most of your students at different places in the class. Have to be very aware that you are teaching in a whole different medium so you have to adjust your teaching. You have to rearrange the content from f2f to distance and it's organized differently as well.

Q: You are repeating things more online. Is that more than in person?
R: Oh yeah cause I might have 5 people with the same question. Online I explain to each separately.

Q: What can you say about the quality and quantity of interaction?
R: Sometimes I require students to evaluate other student's work and because of the rotating system, sometimes they are evaluating students who have already left the course. A lot of them do a good job. Some know others from another class because they are in the same certificate program, but I think that part of it doesn't work as well. It's different because it's not f2f. I think the ones that do it in a timely fashion. I think I get a good sense of the students.

Q: Do you interact through email?
R: Yes, email and blackboard postings.

Q: What can you say about the degree of personal fulfillment of teaching online compared to f2f.
R: You don't see students in halls and don't run into them in the grocery store or at least I don't know if I do. You don't get a sense that the whole class gets something or that you've done a really good job when you leave the classroom, so I THINK IT'S less.

Q: If you had to choose between teaching online and in person, which would you, choose?
R: If I were teaching fulltime, I'd say a mixture.

Q: Why is that?
R: I could teach a night class on campus maybe and wouldn't be tied down to being on campus at a certain time. Also the classes that I like to teach might not make it on campus, where they would online (see above explanation) because I AM pulling from all 5 campuses.

Q: Other than convenience, are their other benefits to teaching online?
R: No I don't think so.

Q: How do you see the future of online instruction?
R: I think it will grow. I think that they don't want the synchronous. They want to be able to go and do it at 2 in the morning. At 3pm they don't want to have to come to campus and watch a program. Eventually the courses will get better, friendlier so you can modify the way you want to. I think the trend is like Phoenix is where you get someone to create and someone else to teach a class and I wouldn't like that.

Q: Why is that?
R: Because someone else would be doing my thing. I want to teach my own class.

Q: So is that something you enjoy the design of the class.
R: Yeah, I choose my own textbooks, not someone else's, I design it myself. I make my own assignment s=not someone else's

Q: Do you think students learn as well online?
R: Some do some don't some don't read as well. Some need the interaction. It depends on learmning style.

Q: Do you think you teach as well?
R: Well. I teach differently. At a community college about 1/3 of my students are going to fail and it has nothing to do with me as a teacher. We have a high drop out rate.

Q: Is there anything else you can tell me about your transition?
R: It was voluntary for me. I understood the stuff. I could do it by myself. I understood how the programs worked.

Q: Did you have a background in programming?
R: No, just web stuff. I know the tagging language. I know 3 or 4 software programs. I was also involved with bulletin boards and discussion boards.

Q: Is there anything else.
R: There are problems with the student' s not knowing the technology. I have to teach them.

Q: I think that some schools require computer skills to take the classes and they offer tutorials.
R: My school is going that way. I have to make sure the students have the requisites. I usually end up teaching them. In the summer there are lots of kids taking classes from other schools and it's hard to track what they have taken at other schools. Also, I teach English and I can tell from the first email whether they speak English or not.

Reactions:

        Online colleges get to do faculty meetings online. Other faculties have complained of being required to attend additional meetings. There is so much variety in each university system. At XXXX they have a rotating system so discussions aren't as easy. They also have limited technology and the instructors end up doing a lot of extra work. There is such a high drop out rate to begin with at the community college, which forces instructors to make more accommodations. She spoke very fast and it was hard to listen to the depth. She said that she has to individualize her instruction more. She volunteered to teach and volunteered to teach online. She preferred a mixture. She pointed out that you have to make navigation and instructions very clear and have to do a lot more work to make changes. In online you have to make changes in the program. It depends where the instructor is teaching as to how smooth the transition is whether they have computer experience and whether or not they volunteer to teach online. If they volunteer they are more motivated to make the classes work. If they are forced they may just focus on the negatives. I made several comments during the interviews and they are listed in parenthesis.

Appendix I

Participant RR: January 21, 2004, 9:30 AM

Q: Can you tell me how you got started teaching and about your transition to online.
R: You know I could talk forever. If you have more specific questions, that would be better. Or I could just start.

Q: Ok, you can just start.
R: My B.S was in K-12 English Ed. I taught 3 years at a high school. I decided that you don't get to teach in high school- too much going on. So, I got my masters and was hired fulltime at NOVA. I probably worked 8 years at NOVA and 3 years high school before I was asked to teach online.

Q: So you were asked to teach online?
R: Well, it was more than asked. I was told. My co-chair and I looked through a bunch of Best Practices for online instruction and we developed a training program for new online instructors. In the beginning there was no thought to the personality or the lifestyle or teaching style of the teacher. Different people were just told you will be teaching online. The idea was that more students could take the classes and if they didn't need a physical building it would be less expensive. But creating the class and keeping the class current took a tremendous amount of time and energy. If a new online teacher had a dedicated technical person to do the technical part then it would work. Because I was teaching English I was having to read 15 or 20 page essays online. In fact, I couldn't do that I had to print them out. Then I would write on them. Then I had to translate that into a paragraph or two that I would send back. That part of it. When you are looking f2f. In the beginning there were lots of misunderstandings it took me a while to realize that you can't make a joke they might not know it's a joke. (I had had a similar experience with teaching history and we were discussing a question related to the text author's bias against the Catholic Church…) You have to be very straightforward. Your workday online extends to 24/7 because the online students need help on the weekends and at night. The students expect a 24-hour turn around on an email. That lifestyle change of setting a time when you want to deal with the workload. The college wanted continuous enrollment and I wanted to do peer conferencing. I had a lot of problem with the admin who didn't see the benefit for locking enrollment. Also the standard enrollment at the community college was 35. I was teaching advanced composition, which require long involved papers. I had students coming and going at different times and levels, calling me all hours of the night. It was relentless. I didn't even get a summer break. The online students were allowed extra time to finish. I like to see beginnings and ends to things. Anytime day or night when you open you emails there would be 20 or 30 emails. I am an extravert and a people person. I didn't like the fact that teaching online I was just sitting alone with my computer with no one to talk to. I did learn a lot about computer technology and how to structure a course. I learned how to respond to email in unequivocal ways more concisely and clearly what I expected of them. The person who took over my class said that you have all of this information that is boring. I said take it out and you'll get all the emails again. When you lose a student in person you can see them in the hall later or something. When you lose a distance student you have no idea what's going on. The students who stayed in online course and who finished, I still have relationships with those students. One woman became a freelance newspaper writer. I found out that many of the students wanted to meet me so I

would schedule at lead once in the semester a luncheon where we would just meet for a f2f. It seemed to make them feel better when they saw me one on one. It was totally gratifying to have these older, dedicated students who wanted to learn but it was just that the time and class size need to be worked out. What we decided that one of the first changes we would make was that teaching online had to be voluntary. They should know what the changes in their workload might be. Some teachers absolutely love teaching online. They don't have to come to campus. Other people who like to see the light in a students eyes when they understand a concept or really like to see students f2f then online isn't really for them.

Q: What if there were video clips?
R: Our technology is so far below that. Students are out there with so many old computers and different technology. If you have a non-continuous class that may work. Once the technology gets up there that would be great. Some of the classes that are content based that's a whole different world. But if you are teaching comp that takes a really long time.

Q: So you aren't reaching online?
R: I teach a hybrid. I do a little of both. I am teaching developmental. The students learn blackboard and the online technology. Go through the class at the same time. They do their peer conferencing online but they move through the course as a group. This is good for them because they need the f2f and they gradually transition to the online.

Q: I have some questions and you have answered most of them. Is there anything else about life style changes?
R: They online is separate from the in person program so if you teach both you don't know which dean is writing your administration. It was like working for 2 entities. You had to be at double the faculty meetings and double the committees. If you worked totally online you had no need to be on campus. The problem with the administration they didn't trust the fact the people who ere at home were actually working. They required them to come in for office hours or meetings.

Q: What can you say about the art of teaching online. Do you notice difference in teaching online and in person?
R: People who teach online will tell you that they are teaching the same number of assignments online and that is a lie. You have to cut back the number of assignment online because there is a learning curve (I agree with this) I found that I needed to do that when I taught synchronous especially often there would be technology problems, storms. Etc and we would lose time etc…). Because it's so time intensive a lot of these course are a little diluted because you can't get as much in. People teaching now, by now and there are pedagogies and these should be given to new teachers, but what was happening was that we were creating the wheel over and over again. There was no effort to collect best practices. For example: Some one said that online teachers got better evaluation not because they responded more quickly to email, but because students knew how long they could expect to wait for a response.

Q: You mentioned the technology that students had to learn. Did you feel as an instructor that there was technology that you had to learn?

R: Oh yes, the learning curve is very and it shouldn't be. There should be someone that sets everything up.   There should be people who set everything up and tell you this =is the best way to do it. You shouldn't have to do everything yourself and learn HTML.

Q: Is that what you were required to do?
R: In some cases yes. If you want to change colors. IF you want to add pictures. Until Emphatica came if you wanted to put PowerPoint presentations in there it was a mess. It wasn't easy. For us the longest time the email function didn't work. The whiteboard wouldn't work for us because the server is so slow.

Q: How long ago was this?
R: Two or three years ago.

Q: Do you think it's better now?
R: Oh yes it is definitely improved. The technology is improved. But in blackboard for instance on grade book you think you can put your grade book is going to work and there are all these little things you have to know about. All these things should be given to the new online instructor. Technical support is at least half of it when you are starting out. Because you say in person I can do this how can I get the same effect online. That's where tech experts should come in.

Q: What about the non-technical skills required? You said you had to be concise with email
R: I was kind of a "seize the moment" teacher in person. You know you can't change anything online. I am glad you are not using my name because the first two semesters I was teaching I was constantly changing things. So for me and the way I teach I was constantly revising the course and constantly making it better.

Q: So, if I ask about personal fulfillment…
R: Well, like I said on the one end I am still getting emails from students. On the other end the dropout non-complete rate is so high that and mine was not as bad as quite a few but I still felt like I was a bad teacher and I felt like there was no way to stop that. It was like sucking the chest wound that was bleeding. All you can do is stand there and watch.

Q: DO you think that these were a certain age level, the dropouts?
R: Oh, definitely I think that there were certain instructors to teach online and certain students to learn online. Some need f2f like me. The young ones have a hard time because it's left of to them to turn in work on time. Some don't have the hotspa and not email or get in touch with me so they just sit there and do nothing.

Q: Do you think it's the maturity level?
R: I think it's the maturity level and the personality and learning style. Some people are very organized and self-actualized learners. The set up their schedule because I had recommended completion dates. I tried to get them to see that the early assignments were easier and quicker and they needed to save time at the end for the larger more difficult assignments. I also had students who didn't understand directions. They couldn't make corrections until I make comments. So

there were some students who would turn in 3 papers the first week and I would send them back and explain hat wasn't how it worked.

Q: Do you think it would have been any different if you had taught at Harvard University Online?
R: No, People are the same wherever you go.

Q: You don't think it has anything to do with being a community college?
R: No, and that's what we found out when we looked at what other were doing. They had the same problems. I don't think IQ or the fact that you are in an Ivy League school has anything to do with it. Unless they are giving you a front load help. I started to require students show up once if they didn't know how to use Blackboard. I told them when I would be available to help them if they didn't know Blackboard.

Q: Well, it sounds like you did everything you could do.
R: That's why it was frustrating

Q: I wonder if you were just starting it now with the improved technology would you have lasted any longer or had a better experience
R: I think it I had been courted instead of being told. As soon as someone says you are going to do this you know. And they don't give you extra pay for you extra time to plan the course. So the first time I taught the course I think I was just one step above the students which is why I think I made a whole lot of mistakes early on and by the time I got the 3rd assignment I figured out what worked and what didn't and I think if the technology worked all the time the way it's supposed to it definitely would help. But I think that thee basic problem is that I didn't want to be locked in a room with a computer

Q: If you had to choose f2f or online which would you choose. I would go right down the middle to the hybrid. Which I think is the best of both worlds. SO what is it you like about the online that makes you say that?
R: Well, you can have the best of both

Q: But is it because you develop relationships with the students online?
R: The hybrid you do both. The benefit is that you can hit every child like ADHD if they can't sit still they can go on Blackboard when they want. What Blackboard did was that every student could read every other student's work and they got lots of ideas. (I didn't know that they called the combo a hybrid) If a student loses something and they are online, they can go online. I had two students who dropped a course and they didn't have to drop the course. So I'd go for the hybrid every time.

Q: Is there anything else you want to add.
R: If I had to do it over again I would because I just learned so much about different ways to teach about student s with different learning styles. I learned about the way I teach and the way I need to change that. So, I think the whole experience made me a much better teacher. So now that I have the hybrid I think I have the best of both worlds.

Q: You said you had to change a lot of things.
R: Yes, in the regular class I wasn't as structured. I was lousy at writing out instructions. When you are standing in front of a group you and just tell them. When you are online you have students asking what to do. It's not crystal clear what is expected of them and how they are to do it. Its always been a flaw my direction writing hasn't been as good as it should have been. And I now know with everyone using email. It's not conversational so there are very few instances where I will email someone and they misunderstand me.

Q: What about the idea that Disney or Hollywood would take over education industry. Have you heard about that?
R: I think learning should be fun but there are times and there are things where you can't make big bird come out and do his thing … The students are still going to have to do the work. That's what's happening now with online and the students coming out of high school. They don't have to think they are just there and the info is presented in a fun petty sort of video world and they are just there and they aren't going to get it through osmosis. That's not how learning works.

Q: Do you think your responses are related to the subject you teach
R: The writing process is so individual. You have so many people writing on so many different topics you just can't can it. (She is referring to a side conversation we had previously regarding Disney taking over the education industry)

Participant SS: 1/20/04, 1pm

Q: Could you tell me how you got started teaching online and your transition to online instruction?
R: I like teaching and started during undergraduate school and started teaching high school. While getting my masters I was a teacher's assistant. While getting my ph>d I was teaching math and stats and some computer programming and office applications. Three years ago I started teaching online. It seemed like a convenient way for students. I was teaching at Mt. St. Mary's fulltime and then online fulltime. My PhD is in Applied mathematics.

Q. What sort of lifestyle changes did the transition require?
R. Well, I have to be at home a lot which lets me help out a lot at home. Also it saves money from commuting expenses.

Q: Was that your motivation for teaching online?
R: Well that but also I was interested in new ways of teaching, methods, and techniques.

Q: Do you find that there is a difference in the online pedagogy than in person?
R: Online written communication is most important. In person oral and written are important-gestures. In online depends on written and organized communication, being clear on communication, knowing the students questions before they ask them

Q: Are you speaking of asynchronous only
R: No, even synchronous they can hear you, but can't see you

Q: Besides the way that you communicate are there other differences in the way that you teach online than in person?
R: Another difference is that there questions are more realistic a lot are embarrassed and don't want to participate in person. I have to prepare more online.

Q: hat can you say about the quality and quantity of interaction between the students and instructor and student and student?
R: There is more potential interaction in online because they don't have the embarrassment of teaching online. The teacher can answer in private if needed. In onsite of course communication is broad sense because of the movement and gestures. I believe that students online have better chance to express them selves more fully. Those that take the opportunity have a better quality of communication.

Q: What would you say are some of the technical skill requirements need to teach online.
R: You have to be computer savvy. You have to like the computers and the platform that you are using.

Q: Some of the universities don't have platforms.
R: Some don't but they have some skills.

Q: What about the non-technical skills?
R: The non-technical skills are being clear and concise with communicating predicting students questions ahead of time and answering them in your explanation and lecture and being careful not to offend students unintentionally. This is a drawback to teaching online you can offend easily. You need to be patient and organized, answering emails in a timely manner or explaining when you can't. That's the important thing- keeping the communication going.

Q: How would you describe the degree of personal fulfillment teaching online compared with in person?
R: It is very fulfilling. I would like top teach one class in person also but since I can use most of my time thinking about the student's questions and answers I can use more time for teaching or researching.

Q: Why would you like to teach on site?
R: Because I know some students don't feel comfortable online and I like seeing the immediate reactions of the students. Also, assessments online aren't perfected yet.

Q: If you had to choose online or f2f which would you choose?
R: I would choose online

Q: Why is that?
R: It gives me a better opportunity to answer students' questions in a timely manner and I think they can use their time better.

Q: How do you see the future of online instruction?
R: That's a good question. I think it will grow, but the quality still needs improvement.

Q: What would improve the quality?
R: Communication, the platform, the style of teaching. The most important aspect is assessment all kinds of assessment.

Q: Do you mean security?
R: Yes, you want to reduce the chances of cheating- or consulting with someone. You want to improve the quality.

Q: Are there any drawbacks to teaching online
R: The quality of assessments.

Q: What about you as an instructor, is there anything you miss from teaching f2f?
R: The human side- seeing the students f2f.

Q: A lot of the instructors I have interviewed don't have the interaction with even as other instructors whereas you teach fulltime and get to see others.
R: I mean with the students.

Q: One thing that another prof brought up was that she felt sorry for new instructors was that new instructors are coming into classes already designed and she thought that that would be less rewarding.
R: I don't agree with that because eventually you can develop you own courses and courses need to be updated and the books need updated. So if the instructors are active and interested they develop courses.

Q: She also said that everything she developed in person failed when she tried to move it online. She said the style of teaching was so much different and needed to be so much clearer online.
R: I didn't have that problem.

Q: I think it depends on the subject. You are teaching math
R: That's right with math you just type your notes and upload them.

Q: Is there anything else you can add about your transition,
R: I guess you are being forced to study more about computers, the new improved platforms and educational techniques. I needed to study more in that way.

Q: Does the university provide any training for how to teach online.
R: No, we don't have formal training. We have general faculty meetings (1 time a quarter to discuss issues). We had a speaker who discussed the latest ideas on teaching.

Q: Was that open to everyone?
R: No, just fulltime (I teach at the same university and I wasn't informed of this. Most of the instructors are part-time therefore most do not receive any instruction)

Reaction:

Instructors' responses depend on where they teach. The subjects determine how they respond also. He goes in the office regularly, which gives him a different perspective from those that don't go into an office. His biggest concerns are to do with assessments. He also missed the human side of teaching.
He is Iranian so the transcript doesn't reflect the subtleties of communication. This is precisely what occurs with email communication when students don't have English as their primary language.

Appendix K

Participant TT: January 20, 2004, 9:30 am

Q: Talk about how you started teaching.
R: I started teaching with computers in 1982 and worked with a program with developmental writing. Then I came to Nova and got 6 Osborns and put the students on there and got my son to write a set of macros to keep the commands simple. A year or 2 later I discovered the network computers which became a big Anenburg grant. We linked my computers with the Manassas campus and the classes were talking to each other. I did that for a couple of years while I was teaching regular classes also. I got tired of synchronous. Around 1988 I went to the extended learning institute and told them that I wanted to teach an asynchronous class. They helped me develop a mainframe bulletin board. Then we went to PC's. In the early 90's we went to the web. The first one I developed for the web was the tech writing. In 97 or 98 I did the writing classes. So, I guess I have always been doing it. Up until the mid 90's I did face-to-face.

Q: The classes you teach now are asynchronous.
R: The student's can call me up till 9pm.

Q: So the assignments are all posted? Can you talk about the quality and quantity of interaction?
R: That's much too general a question. You need to focus the question. I have the questions posted. I encourage students to look at what other students are doing. I post responses. There's not a lot of student-to-student interaction. It's much too time consuming. It isn't focused. The problem is that there isn't a cohort with the program at nova. Sometimes there is one or two that write to each other and that's fine I just don't try to push that.

Q: Could you talk about possible lifestyle changes when you transitioned to online?
R: Oh my God, everything I did in the classroom failed when I went online. I was kind of a Lucy goosey teacher. I had mostly projects and reports. I didn't use an awful lot of structure and I was always willing to patch along the way. Online that doesn't work you have to structure out the wazoo. Eventually, I took the structure back in the classroom.

Q: Did you say you use Blackboard?
R: Yes, but not as a forum

Q: Do you create your own classes?
R: Yes, I write all my own classes.

Q: What about your personal life were there changes?
R: Well I get to work at home. I love it. Some of my colleagues don't like it. I like being alone. It's lowered my stress level. I never did like the intensity of the beginning of the classes and the end of the semester. This is an evener pace. I much rather work 7 days a week at home than 3 days a week on campus.

Q: What about the art of teaching. You said a little bit about. You said that what had worked in person no longer worked online.

R: Ambiguity drives the students nuts. You have to have many stages where you intervene because when you are not in a classroom and things go wrong the go really wrong. It helps enormously to let them see others work. You have to be very explicit with what they have to do. I also give them loads of choices. In the comp and tech courses I teach I give them the form only they choose what to write about. In the 3 lit each one will have 10 graded activities and each one there will be 15 things to choose from they can even make up their own questions. I don't care. You get a wide range of students when you teach online and you have to accommodate. I get everything from the home school 15 year olds to students with master's degrees in the same class. They can all function as long as everything is very clear, well organized and lots of options. The stronger students choose the difficult stuff and do it brilliantly and the weaker students I try to guide them to the simpler stuff. It's a tutorial situation. Ultimately it is one on one the way I teach.

Q: Do you find that it takes more or less time to teach online?
R: Oh, it takes an enormous amount of time. But it's my time and I can take an hour off to talk to you and by the way I am doing it while I am exercising on my bike. I love the flexibility. But, I do work 7 days a week.

Q: Well, in terms of personal satisfaction you've already answered that.
R: Yes, and one more point. The longer they don't hear from me the more anxious they get and the more I have to do to deal with their anxiety. The easiest for me is to get back immediately. So I respond several times a day and check the boards regularly and they know that so they don't build up the anxiety. They still some don't feel there is a real person there and some of them do.

Q: What about the technical skill requirements needed for your transition?
R: Moving to computers I had my son help me. When I went to Eli to start my online class I had an instructor technologist and I worked the course and he worked the bulletin board and we worked collaboratively. That was really great. Since then I've done all of these through Eli and occasionally I need help mostly I don't. I've made some audiotapes and someone helped me. I've made some video and they have a studio and they do that. Mostly I write my own stuff.

Q: Do the students see the video on the computer?
R: No we are talking about doing that. We are talking about putting them on the course themselves. We will probably do that this year.

Q: That seems like progress.
R: Well, I've put audiotapes on. We have just gotten a server this year big enough to do the videos. Eli wants me to do that. I love working with Eli because they leave you alone and they provide support.

Q: What are the non-technical skills needed for teaching online.
R: Well, I was so early that I basically train others. We run the Dogwood institute where we train teachers to do online instruction stuff.

Q: Is that online?
R: No, partly. I do the online part and there is some in class. The first class they did they had paper courses. I prepared a paper course book for the tech writing. We never really talked about

the teaching. I was just always ahead of the pedagogy. When the pedagogy went to student interaction. I already went to the point where I decided that I just wasn't going to do that. I had spent years with that. I thought it was good for some people but not me. I have just always been on my own that way and I like it.

Q: If you had to chose between in-person and online.
R: Oh there isn't a choice. I love teaching online. If I had to go into the classroom I would retire.

Q: How do you see the future of online instruction?
R: Clearly it's expanding. You have to have teachers that like to work alone and students who like to work alone and when you push the wrong people into teaching or the wrong students into learning online you create a bunch of problems, which is what is happening now.

Q: What are the problems for the instructors.
R: Well, I really don't have problems; I've been doing it for so long. I have observed loneliness. If you try to get too involved it can use up your entire life.

Q: Is that any different from teaching in person?
R: I'm not sure. I did have one collegue who is a wonderful teacher and I lured her into online and she hated it. She hated the isolation. She hated the time she spent. I'm happiest communicating in writing. If it isn't then you are going to be driven into more face-to- face and more telephone. It can be very time consuming and you can wipe yourself out. You need to be very organized.

Q: If I asked you to compare online and f2f what would you say?
R: It's for different people. If you have a good class with wonderful discussions there's nothing like that online. There's so little of that in f2f though. What students like is the interaction and convenient and what they hate is the isolation. It comes down to is a style of being not learning. What it comes down to is reading directions. They need to be able to read directions well because it's all online. And people who need a lot of emotional support don't very much like it online.

Q: Instructors and students?
R: Yeah. It's an awful lot of work to make a good class. Another point is that when students don't understand a set of instructions I assume it is my fault and I revise the instruction. I always assume it is my job to make it clearer to them. It is difficult because it's a lot of material and if students don't read well or don't feel like reading it's hard for them.
Q: Is there anything else?
R: If you expect technology to work it can be incredibly frustrating. When I started we expected technology to not work. Nowadays people are getting less tolerant. Also, newer teachers aren't writing their own courses and they don't have ownership. Each of my courses have been built up. You can only put up what you own. You have to do a lot of research on your own. You start using the text and websites and you end up being uncreative and many teachers like being creative. You essentially teach someone else's course and you are essentially no more than a reader grader and for me the excitement is in creating the course. When it works the feedback for the effectiveness is taking the students through it is the kick out of it. To just sit and grade students papers online is not my idea of a good time. (She is talking about the packaged classes).

Q: That's a very interesting point. I want to thank you for your time.

 Reaction:

I kept getting distracted because the phone was ringing. She said that it could be a deterrent when you don't get to create your own class. She talked a lot about the personality of teachers. She said that those teaching in person needed contact with people. When she moved to in person everything failed. She realized she needed to be specific. The group work didn't work as well. She had a gradual transition to online which may have made it easier for her.

Appendix L

Participant UU *no date or time on tape)_____

Q: What exactly do you teach?
R: …using delivery systems so we can't use our doctoral students as designers under the supervision of one of us and us as content people and essentially the design team milked out the content and used the experts, namely us, to design the rubrics and that sort of thing. So, essentially, all of our courses in that Master's program are up all the time so it's not really fair to say, I don't suppose, that I am teaching any of them at this point, if that makes sense.

Q: But you have taught them in the past.
R: Oh yeah.

Q: So you're saying that because they don't change, they're just set classes.
R: Oh, they change. We redesign them like crazy. But because I'm not the primary contact people don't really get to me. It's my contact, it's my rubrics, but we have, there's about 200, 220 grad students, Master's students in that, in the (coordinate). The particular sections, no (Co-??), but enrolled at any given time.

Q: What can you tell me about the quality and quantity of interaction with students and the instructor in these classes? Maybe looking at one that you've taught.
R: Very, well, the ones I'd done prior to really trying to scale our courses and designing it to be different were massively interactive and massively time consuming, beyond everything in my experience.

Q: What type of interaction?
R: Constant emails, constant assignments. The first one I did that was really all online, no lecture, no whatever I had like 45 students and I don't even remember any more how many data points, but just grading the assignments pretty much daily. Giving students feedback. Keeping track of the grades, keeping track of the feedback files was just very, very tough.

Q: Did students interact with each other?
R: Yes they did. In those days we did a lot more then. But, again, they were running as cohorts, they were all on the same page.

Q: So when you designed these classes what was your understanding or use of online teaching pedagogy? Did you draw from any references or models?
R: Well, again, we're designers by trade. We knew we didn't want, none of us are constructivists, if that's what you mean. We don't play massively in that zone. Not that we disagree with the idea that knowledge is constructive, but, as an approach it was not something that we were, the political and social aspects of interaction was not something we felt to be key. I would say we were probably coming out of the old style of direct instruction I would guess is probably the fairest way to say it.

Q: This, I guess for you, this is your trade, designing, but what are the technical skill requirements as the instructor of the class? What was required of you?

R: Well, that's really kind of hard to separate because it's a Master's in instructional technology so a lot of the content is technology based. The last course I taught that was probably interactive was Multimedia Design Development so there was actually quite a bit of technology required but we have since worked with other programs to put their courses on line. They do not need to know a great deal about technology.

Q: What about the non-technical skills needed to teach online?

R: Well, again, for us it's a little bit of a misnomer to say people were teaching on line, per se. We, let's say you came to me and you want to put your program on line and I know that what makes you valuable to me as an administrator is that you know your knowledge very, very well. You know your content very, very well and I want to pick that out of your brain. Now that's confounded a little bit because we do in fact come from teaching backgrounds, but, most college professors never taught until they got into their Ph.D program and many not until they got out so there's not any great pedagogy that they have, what they have is content. So, when we design instruction we are not looking for people who know a lot teaching, we are looking for people who know a lot about their area, their stuff. And we tease it out. We get the objectives and then we organize and array it so if there is any teacher, it's the designer.

Q: Okay.

R: I'm going to screw up your study badly, aren't I?

Q: Well, this is good to have this angle.

R: You see for us there's no, I don't know how true this is.

Q: I'm starting to understand more your role. Let me tell you, I teach a class at XXXX so I have an asynchronous class, it comes as a shell. It's already designed and you don't need to know anything, really, except if a student asks you a question about the content.

R: Yes, that's probably more what we're doing.

Q: Okay, so it's already designed so you just designed it all.

R: Right.

Q: And then you're not really interacting with students, the instructor who is in charge of it is.

R: Exactly. From our prospective, we didn't have enough faculty to even deliver a program, for example, in northern Virginia. We just didn't have enough people. We have 35 docs or something here. So in order for us to get off at all we had to find a way that would allow us to be spread thinner, to scale and we couldn't do that with any traditional method. We'd just be picking up a course off campus or online and replacing something we're already doing on campus and we just couldn't do that. Does that make sense? I mean, we didn't have a need for more students, we had all the students we needed, but we wanted to reach more people is I guess what I'm trying to say.

Q: What about the degree of personal fulfillment? When you did teach the class, or, I don't know, whatever role you want to speak from, but is it satisfying?

R: To me or to the students?

Q: To you? You come into this occupation probably thinking you're an instructor and then you end up designing these shells.

R: I feel very, very good about the quality of what we deliver so it really comes down to do we want to serve the teachers in the Commonwealth of Virginia and beyond or do we not? We can't do it without going on line and we can't do it if it is going to replace courses that we're already doing. The university is not going to allow me to hire any more faculty, so I can cut my program here on campus and try to do distance learning, things that are more rewarding, but, the most rewarding for me are doctoral students who come to Blacksburg and stay for two or three years. So, in that regard the only way I could think of to do it was to make that trade.

Q: The students who come to work with you show them how to do this designing?

R: Oh yeah, and they in fact do it. And they are very actively involved in managing the courses. For them it's an internship of what they want to do.

Q: So, they are probably doing the equivalent of what I'm doing at XXXX. They are managing the classes?

R: Except they are also designing. Because we redesign about 25% of the material a year to keep it current.

Q: So, you're dealing with students face to face though when you are teaching them?

R: Yes, absolutely. And we have no desire, and would not be pushed off campus with our doctorate program. I just don't think we'd ever do that.

Q: Can you compare and contrast online and face-to-face instruction?

R: To be honest, when you start really taking a lesson, and this is probably more true of me than of you, if you videotape me, and I have been, there's a lot of error in a 3-hour evening. Just a lot of stuff that's not focused in the lesson at all. As we tried to distill down and get online and, let's say we built a 3-hour course, based on the notion there were 45 hours of class meetings and we would expect to get 2 hours for every 1, that's the design we have. So, basically you're looking at 135 hours for a 3-hour course. Those are thick; I mean the quality of those is just extraordinarily good. And the amount of work they do is very hard. We usually have people who try to do 2 or more when they first get started and it's just not do-able, they're just too hard. So I think you end up distilling out a lot of stuff that's not on task. Now, in that, also, is also the jokes I told and the big laughs I got. All the personality I could put on there. All the interactions and appreciations I got for students. That's also largely off target, but important, valuable, good. I think you're trading that. I think you're trading some of the personal interactions for more content, really. Now, again, for someone like yourself who comes out of education, I suspect you're a very good educator and probably your classes are very, very good, but most college professors suck. They're really bad. They weren't trained. They're physicists and biologists who, they've got their own 12 years of public schools that they went to, and their teachers as examples.

Q: So, are you saying this is an improvement?

R: Yes.

Q: …because you're taking, maybe, you're taking their knowledge and presenting it in a way that is user friendly.

R: Right, on line.

Q: So, you think it's a step up.

R: Yes. I would think so.

Q: So, then, how do you see the future of online instruction?

R: Oh, I think it's probably, we'll see the XXXX and whatever that are out there that have established niches will survive and they will meet a need. The universities probably will not play in it very seriously. At Tech there's a lot of push to get people to use the web, but online instruction is, as it's all settled down, they want new markets. I mean they don't want you to take courses that are. They don't want you to compete with XXXX courses, for example. They want us to establish new markets, and, in fact, we have to show that it's beyond our load. These are new students. So I think we'll see some of that happening. That will knock out all of the people who can't really scale. As I say, if you've got a model that won't scale, a model that's highly interactive, then, all you're doing is trading your on-campus courses for off-campus and the big universities, I don't think, will ever, you know, I don't see a day when there are no students in Blacksburg, Virginia and everybody's at a distance. I just don't see that.

Q: Why? What is the pull for the campus?

R: Well, I think for most 17 and 18-year-olds going to college is a much bigger deal than just going to classes and I think they will continue to come and I think the big universities that have research centers, people will still come to do research, so, to work with people in laboratories and what have you.

Q: Okay, that's one I hadn't thought of, the laboratory.

R: I worry some about there being a class system that evolves where those who can afford come and those who can't, take courses at a distance.

Q: Now, that's interesting. That's interesting too.

R: In a state like Virginia, which really doesn't support universities much anyway, I think what will happen is it will become more and more tuition-driven, and, therefore, more and more expensive for most people and they will look for options. I worry that they'll look for options.

Q: Now, that's interesting. One more question, so if you had to choose online versus in person instruction, as an instructor, which would you chose?

R: Well, I like to teach. There's no question I like to teach and I feel like I'm pretty good at it. When you walk out of a class and really feel like you've nailed it, that's a good feeling. I think that's always going to be something that's attractive. But, on the other hand, the alternative is to get in the car and drive for 4 or 5 hours and teach a class and turn back, probably I'd be just as happy doing it online.

Q: I did leave that question out about possible lifestyle changes. You know, transitioning from in person to online. What lifestyle changes were required?

R: I'm not sure exactly what you're going for, but, you know, there are lifestyle changes just

because I've gotten older. I mean, the days when I used to go out and drink beer with my students or go off campus and a couple of us would go out and have dinner and drink and tell lies, or whatever, I think those days are gone, but, I think that's not online, I think that's because I'm 58 years old.

Q: But, you had mentioned about the drive.
R: Yes, now I go up when I chose to interact with the people I have to interact with. I don't go up 15 times a semester.

Q: Okay. Is there anything else you could, or want to say about the transition?
R: No. I hope I didn't mess your study up.

Q: No. It's really helpful. I hadn't thought of some of this stuff, you know.
R: Yeah.

Reaction:

This guy had claimed he'd taught online, but, during the interview I discovered that he doesn't really teach online, he designs the online courses, so it gave an interesting view. Some things that came out: he said that he thought that there would always be a place for the campus because a lot of young kids go there for the interaction, or the life that they get, and I assume he meant the interaction with other students. He said that he was concerned that online may take over and create a class system and I could see that possibility. He mentioned the need for laboratories, to actually be doing an experiment and things within the school atmosphere so that there were places, or there is a place for the in person campus.

Another interesting point he made was that he felt the instruction is improved with online because a lot of professors don't usually know how to teach, they know the content. Him being an educator, educational designer, he gets the concepts from instructors who know the material and then he presents it in a user friendly way. Otherwise, students would get instructors who aren't good teachers, who know the subject and in my own words they talk over the students. That's another interesting point. He said, again, with the pedagogy that he just kind of follows the old style of lectures and fitting it into the online asynchronous format. He was really tired and in a hurry so we kind of ended it. He was off for Africa, leaving at 4 in the morning so he only has a couple of hours left to sleep. I could hear it in his voice so we ended a little early.

Appendix M

Participant VV, 11:30AM

Q: I wanted you to start by asking you to tell me a little bit about yourself.
R: In terms of what?

Q: Maybe your profession and how you go into teaching? What you teach?
R ;I started my teaching career as an elementary teacher. I taught Fifth Grade and then I taught middle school and I taught high school. I was a physical education/modern dance major. I went into counseling. I became a counselor at the high school level.
I went on to be a director of pupil services for Howard County schools in MD. In that capacity I was in charge of counselors, psychologists, pupil personnel workers, alternative education, a variety of career education, a variety of programs.
In 1989 I moved from being a director into a university setting and I worked until the year 2001 as a professor in the college of Education at Cal. State University, Los Angeles. And then I retired, took an early retirement in 2001. I went to work for Walden University, an online university. My teaching career has spanned from teaching elementary through high school to being counselor to being district administrator into the university where I taught counselors. I taught job counselor education, marriage, family, child counseling, I've been a licensed Family Therapist since 1973. And I've taught school administration. I am now in the education program for XXXX, at the doctoral level.

Q: Can you talk about your transition from teaching face-to-face to teaching online? Do you remember the first time? Were you asked? Or did you volunteer? Your reaction?
R: I still teach face-to-face. I'm in an early retirement program so I teach one class per quarter. At the Cal State, LA, which I enjoy very much. The program I teach at Walden doesn't have courses online. It's a program that is called KAM's, knowledge area modules. Students write papers that are three parts. There are actually three papers for each module and they do seven modules. Each paper has a breadth aspect that's probably a 100-page paper. Then there's a depth, which is maybe a 50 - 60 page paper. And then there's an application, which can be any length. What I do for XXXX is I'm a mentor, I help students identify what they're interested in and how to focus that in for a knowledge area module. In some cases I'm a reader on these KAM's as they're called. And that's read just like any paper. For conceptualization and thoroughness and design and all of those kinds of criteria. So my online teaching is primarily coaching for writing KAM's and readings the KAM's and then working with dissertations. So it's a completely different way of teaching for me. And I enjoy it very much because it isn't time limited. I don't have to show up in class and have lessons ready. I have a chance to sit down and read through a students writing. Interact with a student, give them plenty of time to write and re-write and re-conceptualize. The transition has been a very easy one for me. I have an office at home that's very comfortable. The students are very highly motivated. There's quick turnaround when Suggestions are made and motivation is no problem. The transition was very easy because I'm still teaching face-to-face which I also enjoy very much.

Q: How do you interact with the students?

R: I interact by phone and also by email. Mostly email through reading and sending back suggestions and then following up our conversation by phone.

Q: Is there a class that students enter?
R: There is. But they're not enrolled as a group. In other words, I may have three, or four, or five or ten students and they will all be at different points in their program. They enroll in classes but they may be on KAM one, or two or three or four and be enrolled in the same class. They enroll for a certain number of credits. It's got a class number but it isn't a class in any sense of the word. It's totally individual. And that's part of what makes it so enjoyable.

Q: Do you post things on a Web site?
R: No, I do not.

Q: Do you go into a class?
R: No.

Q: Not online at all?
R: Not at all. It's a very different way of having…they do have three day seminars and students have to attend a certain number of those. I am periodically asked to go to those. And that gives me a chance to interact with some of the students but not necessarily the students that I'm mentoring.

Q: So, it's mainly through email and telephone. Where do they get their assignments from, the modules?
R: Well, those are …when they sign up for the program they get the description of the module. They do go through one class at the beginning of their program where they develop a program of study, as it's called. In which they determine which module, each module has a specific content. For example, Module 2 is on development, everyone does a Module 1, which is on social skills.

Q: I don't understand, is any of this online besides email?
R: No, it is not through the Web. No, that is not true. The first program is. The first class that they take, where they develop their own personal professional development plan and a program of study. That's done online.

Q: Are you involved in that?
R: I have not been. No.

Q: So, you don't teach online?
R: Well, I do teach online. It's an online university, but it's done through an independent study process. All of my communication is individual with students.

Q: I don't know if this qualifies, I have to check with Doctor Lichtman for this.
What technical skills have been required of you for teaching online?
R: Just mostly email, primarily.

Q: What about the non-technical skills?
R: I think the communication skills become very very important because it's through phone and email communication that you have to express your ideas. And, anything you put in writing can be misinterpreted. While when you're face-to-face and you're speaking to someone and they get a puzzled expression on their face, you immediately know that it's not being clear. They're not receiving what you're saying. You don't know that when it's written or when it's just on the telephone. So communication skills and articulateness become very much more important. The other thing that I find is that counseling skills are critically important. I can sense when people are loosing motivation. I can reflect what kinds of feelings they're kind of projecting based on the phone conversation. Based on how quickly they are responding. When you go two or three weeks between communication you know a students is kind of loosing it. So motivation becomes a very different kind of motivation. But it becomes very important in order to keep students in the program to keep them moving ahead without getting discouraged. Working on your own, even with a very highly motivated student, when it's written, writing is very difficult sometimes. It's easy to loose students.

Q: Speaking in terms of the art of teaching. And the pedagogue. Do you find that it differs from face-to-face instruction?
R: Oh, very much. Because you have to figure out where the individual student is. Some students come into a module that they are not familiar with. And write on a kind of naive level even though they are very bright students. So that the teaching part of it is helping them get to a deeper level. Helping them gain some understanding of what they're reading so that they can move to a deeper level. So it's not just a recitation of what they've read, but it's a synthesizing. So the teaching process is less providing information and more working on the processing and conceptualization and the of levels of learning so that they begin to get into evaluation and synthesis and some of the higher levels on the Bloom taxonomy (sic).

Q: What can you say about the degree of personal fulfillment that you find from teaching online as compared with teaching face-to face?
R: I find it very fulfilling. Partly because I establish a relationship over a period of time. And as I said, I have time to interact, even though it's on email. I have time to think through what I want to say to students. I have time to read and digest their feedback and digest what's going on. Whereby the face-to-face classes, I teach in a university that has quarter-classes. There's a tremendous amount of information to impart in a quarter. Often the students have worked all day and they come to class at night and they are very tired. I have great respect for them. They are committed and they are trying so hard. But it limits the relationship with the student, if I have twenty students in a class; I have ten weeks to get a certain amount of information and skills through to them. It moves very rapidly, you loose a few and as much as you try not to, they just disappear, and you don't have any access to them. Well this way, students can't disappear. They're on that screen. They may not be responding to you but they're reading their email. They're answering the phone. And you have time to do that. For me it's a very fulfilling relationship with students and watching their growth and hearing the tone of their voice change. It's very different than having students for ten weeks, and then, boom, they're gone.

Q: Do you think that what you said abut watching their growth, do you think

It's because you're working with these types of students, the kind of students who are going through some kind of growth process within these modules?

R: I think that any kind of student who is any kind of a class is going through a growth experience, even if it's just a cognitive growth experience, there are still things happening below the cognitive level that's helping them internalize and it's changing attitudes, it's changing skills, it's changing the perception of the world. And so, I think no matter what class you take, that's happening. I think that's particularly true in education, because that's a field where you're teaching people how to work with either kids or adults in a learning situation.

Q: How is this different than in person? How do you get to see this growth, with this person online? How do you get to see this growth more than you would in person?

R: Well I think the way you get to see is because you have a longer more in depth relationship with this person. Face-to-face, you have a ten-week theory class, a ten-week practicum class and there's a certain amount of knowledge and skills that you have to impart to an entire class. You have some students who are entirely out-of-it and you have to spend a great deal of time kind of bringing them up-to-speed. And so your attention is really diverted. Where with online I can give individual students growth, each individual

Student's motivation. I just fell like I have a more in-depth, long-term…some of these students I've never seen and I feel like I know them quite well.

It's just a different way of relating.

Q: What about any life-style changes you had to make to teach online?

R: No.

Q: But you mentioned you had an office at home?

R: I am a therapist, so I have always had an office at home. I have an office at home, at the university. I write, I consult, I multitask, my whole life. I just add this to the list.

Q: Compare and contrast teaching in person and online what could you tell me?

R: Teaching in person has a lot more stress for me. To be prepared to have a time-on task, for short periods of time, for four-hour classes, to be really on, in terms of lecture experiences. Versus, online, I have a much more leisurely, time to react and think through and plan what the next step is for each student. It's a big difference. The deadlines with face-to-face are more onerous than they are online. The time to spend with individual students is more online than it is face-to face. The myriad of tasks that impinge on your time and focus in a university take away from your teaching. All the committees and meetings and conflicts and working with other staff members and all of that takes a lot of time. Online, I don't have much of that. I'm mostly focused on the students that I'm teaching, so that's a huge difference in those areas.

Q: If you had to choose one way to teach, online or in person, which would you choose?

R: I'd choose face-to face.

Q: Why?

R: Because I still enjoy the challenge of face-to-face even though it's stressful I still enjoy the interaction with colleagues even though it drives me crazy sometimes. I till enjoy the sense of place. At a university when you walk on the campus there's a sense that of what that's about. I work in an

urban school. I spend a lot of time on high school campuses where my students are doing fieldwork. And that keeps me current in my field. Keeps me really aware of what's going on in urban schools. And gives me a chance to interact with the students that I'm teaching my students to teach. I enjoy online very much but it would never replace face-to-face for me.

Q: How do you see the future of online instruction?
R I see it growing. I just think that it will primarily be a source for people who are in their fields, who are professionals who don't have the time nor do they have the need to be in a classroom with a teacher with other students. They have set their goals they have satisfying careers and they want to move to the next step. So I see that as the primary audience. I don't expect that it will ever replace the undergraduate experience. Part of the college education is the on campus experience. Forming a network of colleagues that you're in touch with as a professional that you're in touch with for many years of your life. Being in the classroom, hearing other people's ideas and interacting and arguing and going for coffee and discussing and having favorite teachers and hated teachers. I think all of that builds who you become as a professional; I don't expect that it will ever replace that. Both have a valuable place. And I think online serves a valuable place for certain students. I see them as being mutually supportive and existing at the same time and the same place, almost.

Q: Do you feel that others view online instruction as less important than face-to face?
R: No, I don't think that at all.

Q: One more question. The moment that you decided or was asked to teach online, do you remember your reaction when it first started?
R: Well, I asked them they didn't ask me. I was interested. I wasn't fully committed. And then I went to an orientation meeting and met some of the other people who would be teaching that program and met the administrators and enjoyed it, so I was looking forward to it.

Q: The use of technology didn't intimidate you or anything?
R: No, not at all.

Q: That's everything. Is there anything you'd like to add about the transition from…?
R: The transition for me has been easy because I have a choice of how many students I interact with. I feel like I have enough students that I don't want to take on anymore. I have a choice of saying "no" which is very different from having a class online that you have to respond to. I think I have the best of both worlds. And the transition has been very easy and very interesting and I don't have any complaints at all about it. But I also still maintain my face-to-face and spending one or two days a week out into my world, which is a world of urban schools. I guess I'm happy with both.

Q: Thank you very much and good luck.

Reaction:

   I'm not quite sure she qualifies. Doesn't sound like she actually teaches anything. But, some interesting ideas. I got the impression that her answers were based on her limited views on online instruction. Had she experienced more of teaching online where there is immediate communication with the synchronous class or if there was some visual auditory available, she may look at online a

little differently. But it sounds like she has a very limited view and therefore she doesn't see the possibility of online taking over face-to-face. I could relate to her view that in person instruction is more stressful. It took more time to plan. And for me, having to deal with the personalities of the students in person makes it much more difficult. She talked about not having the meetings and things online, and dealing with the politics and personalities of fellow employees, that I could relate to, also. I was surprised that she would be more willing teach in person, even though she didn't like some of the things. She said that she felt a sense of place having the on-campus. Again, I just believe that if she had experienced more of the senses in a computer online class where there's the visual auditory available, she may be able to develop that sense of place in an online class. I had the idea that possibly I'm getting this theme that instructors feel that they have a more in-depth relationship with students online than they do in person. And my idea is that we might be trying harder when we don't have all of our senses available, so when there is no visual you really have to look more deeply at the written word and you really pay attention to try to get to know the students better because you feel that somehow you're missing out and because of that you end up learning more than would if it was in an in-person class. For example theory about McDonald's: When there are no customers the service is ten times worse. When there are a few customers the employees are working a little bit faster to treat everybody, but when there are fewer customers they think they have more time so they don't try as hard. A little bit of stress creates more performance. The answer to her pedagogue question was interesting. Teaching less, giving less information and more guidance of the levels of learning, is what she said. And another instructor had mentioned that they didn't feel like they were giving but more that they were having to receive. Which is more interesting which goes along with the philosophy of instruction. I just wanted to say one more thing about the McDonald's thing and the depth of relationship. It kind of relates to learning disabilities, when a student has a disability they try even harder and they overcompensate at times for their disability because they think they have to work to catch up, they over-do-it. Not negatively or positively, just more than they would need to.

Appendix N

Participant WW: Jan 15, 2004 @ 1pm

Q: Tell me what the online class is like, so we can have a frame of reference.
R: It's Human Lifespan Development. It's asynchronous.

Q: What do you mean by asynchronous?
R: We've had chat rooms and that's all the synchronous we have done. The students found that novel because they hadn't participated in chat rooms. It didn't seem that beneficial in my view. They all know each other because they are in a program together.   I post the assignments on blackboard.

Q: Were you asked or did you volunteer to teach online?
R: I volunteered. This was a new class we had to teach for accreditation. I taught it the first summer not online in a regular classroom way and Tech was offering faculty release time for anyone who was interested in developing an online course. So I had some faculty relief time and I also had a graduate assistant who was more technologically savvy. So, I decided to go for it. That's my personality to try things. (It seems that many of the instructors I have interviewed have taught for a while and have different issues than more recent instructors)

Q: So, could you compare and contrast teaching online to in person?
R: One of the things that really stood out was that the online class you get more communications from everyone online cause it's required whereas in class not everyone participates because everyone had to do these application questions and life cycle assignments. The other thing that was very clear is that they did a lot more of self-disclosure about their feelings or thoughts as it related to the question so that kind of self-disclosure would not have happened in a class. So, certainly from a teachers perspective, I go tot know them very well. Now that was one way of course I am the teacher and I'm not sharing a whole lot about my thoughts and experiences.

Q: Ah ha so not being able to see them didn't interfere with getting to know them.
R: I already knew them because it's a cohort group. I did have a couple of people over the years that I didn't know and I was wondering if that was going to be a problem, but it really wasn't

Q: So that was 1 communication between online… seems like there is more communication online
R: Yeah, when you think that everyone has to do the same assignment. Where as in class and you have a class discussion there are certain type of person that participates.

Q: So, what are some other ways that you can compare the two?
R: Let's see, umm. One of the students who had a lot of problems with communication said that when he didn't have to see the professor he didn't feel as accountable whereas when he had to come to class he would be embarrassed to come in with late assignments.

Q: What about as far as teaching?
R: There were some threaded discussions, well, I guess the demands on me are different in that I am not in spending energy facilitating and class making choices, The choices are made by the

structure of the class online (she is not guiding the class on an ongoing basis, it is already preset by the structure)

Q: What could you say about the quality and quantity of the interactions overall online?
R: There isn't much interaction. The interaction pieces were the threaded discussion and that's where I put out a discussion question and everyone has to respond and each student has to respond to two students from the first round and then we have had chat rooms and I mean it was very minimal interaction compared to in the classroom.

Q: Was it required for the grade to interact?
R: Yes. Now one of the big advantages for an online class is that you have flexibility. And then when midway, I started telling them they had to be available for this chat room and many weren't available so when you schedule something like that you take away some of the flexibility of students.

Q: Do you find that the level of online interaction takes away from learning in anyway?
R: I wouldn't know how to judge that.

Q: How about does it affect you?
R: No, I think that the advantages out way the disadvantages. As I said I get to know the students in more depth.

Q: So, as far as personal fulfillment would you say that that is an advantage?
R: Yes

Q: Well, what are some others?
R: The main thing is the flexibility people can work with their own style. You can tell when people are online because they are posting it on Blackboard or wherever. People who are late night people can do their work then. People who are morning people can do their work then. It offers nice flexibility in addition you can be in a number of different locations. For example, I teach from mid May till the end of June and this yes my daughter will have her 2nd child 6/22. I will be logging onto her computer when I am out there. That is the kind of advantage.

Q: So, looking at the lifestyle changes what can you say about your transition and the changes?
R: Well, It's much more isolated when you teach online from the professors end. I guess it's true for students as well. Now, I've had TA and we found it was important to get together to find out how it was going and how we were reacting to aspects of the course.

Q: Are there other ways it created lifestyle changes
R: I guess just the isolation

Q: What about the technological skill requirements?
R: Well, I don't have any technology skills, A lot of time need sot be applied to the front end of developing a course. It's a lot of work at the front end and every year I make changes.

Q: Is that any different than teaching in person?

R: Yes, because it's all there all the week assignments. Well in person you have much more flexibility.

Q: So there is a different in flexibility
R: I put the whole syllabus. Student move through the online syllabus at their pace. Once it's all laid out some student scan finish it in 2 weeks I suppose…

Q: What are some of the non-technical skills needed to teach online?
R: Well, the professor is in a reactory mode to all assignments so in that way it 's – I'm not in a classroom presenting information to them. It's coming to me. I am able to respond as assignments coming in realizing that I don't have a chance to clarify what I say. I have to be very thoughtful about what I say in terms of evaluative feedback

Q: Do you mean what you write?
R: Right. I think another skill is knowing whether I am asking too much or too little it's been very hard. Of course they aren't in class for 3 hours a week. So that should be figured in so it is more work, it's more time. It's very hard to calculate that.

Q: So the art of teaching or the pedagogy is that something you were familiar with or something you had to learn?
R: Well, I really haven't had much training on the pedagogy. We had a few little workshops at Tech. I have not found that there is a whole lot out there.

Q: Do you think it would be helpful?
R: Yes

Q: Do you find that there is a different pedagogy- Do you need to approach things differently?
R: I don't know. You can't rely on what might happen in the classroom in terms of you explaining things. I had trouble a couple of times with people who couldn't understand the directions. Are you familiar with Blackboard?

Q: Yes
R: Well, getting from one place to another -some of the student really struggled. It was almost as if I should have had a little tutoring session with them or something. (It seems that again, there is a huge variety of experience with teaching online. At the low end teachers are taking responsibility for training on the program in addition to the course). I probably approached that class the way I would in regular class. There were things I wanted them to know and I would evaluate it through exams and all. Have them reflect about themselves. So, it wasn't like it was much different.

Q: Would you say it's easier or more difficult teaching online?
R: I wouldn't say that one was easier or more difficult. Well, there are aspects of it that are more difficult. Like I said you have to be so careful to be so clear. It's not like we are a total group of strangers.

Q: What if you were strangers?
R: Well, I don't know? I think there are advantages and disadvantages to both

Q: So what are the advantages and disadvantages to teaching online?
R: Flexibility and a student and prof can be anywhere at anytime.

Q: So if you had to choose one or the other online or face-to-face which would you chose?
R: Well, it depends which course. Lifespan development is a highly content laden course. It's not about skills and processing. It's about knowing a lot of knowledge and how top apply that. So the course lends itself to online very well. Whereas I wouldn't want to be teaching counseling theory and techniques online.

Q: Overall, if you had to teach one way or the other which would you prefer?
R: Overall, it would be in person.

Q: Why would that be?
R: It's pretty vital to work with our students in person. Our profession is all about interpersonal skills. I don't see a good way to do that online. It comes down to what you are teaching. A masters program in counseling I think for people to really learn and benefit they really need to be with other people.

Q: Would you say that others view online as less important than in person instruction?
R: No, there are plenty of kinds of programs that would lend themselves to online. At tech they appreciate that way.

Q: When you are teaching online do you find that it is equally rewarding as in person?
R: Well, maybe it's less rewarding online. I find it really fascinating to have a chance to see some of the students that tend to be quieter in class. I get to see their thoughts and opinions, yeah that's pretty rewarding. Again it's just different than better.

Q: What do you get in person that you don't get online?
R: Much more of the 2-way interaction with those who participate in class. Again you are seeing them in person. You are seeing their non-verbals, their interactions. You are seeing what they look like in terms of responding to things.

Q: So what about when they begin with the video clips- adding them to online instruction? Do you thing there will be a need to in person instruction?
R: I personally do. I've been to some programs at conferences. Just recently a group put their whole doctoral program on line and I think they did a good job. I do not I mean my opinion is that students would have a very different experience by having to be on campus interacting with the professors and each other that just doesn't happen in class. That's just one example. People talk to one another and the professor after class.

Q: Is it necessary?
R: Well in my field, I would hate to try to teach counseling skills to people with videotapes or them sending me tapes and my responding to that. That makes it a very linear process when it's much more complex than that

Q: How do you see the future of online instruction?
R: My sense and I have been following that is were going to see   more and more programs online including counselor Ed. There is no question about that.   In our professional newsletter there is always professional groups advertising online classes.

Q: You said that you really enjoyed the visual interaction in the f2f class? What about the teaching, your delivery? Does that differ in online?
R: In the lifespan class there is a lot of reading and a lot depends on the reading. We have application questions where students have t-o find a resource on the Internet that would be useful for them working with a certain kind of issue or whatever. We try to use, since it's online, he Internet as a whole as part of the teaching component. If I were teaching in class I would probably be having more discussions and not lecturing a lot, more class projects which would be presented. A small group would take a developmental level and talk about that I terms of counseling.

Q: Is there anything else you can tell me about your transition?
R: I tend to be a very collaborative person and it was important for me to be able to have, in my case it was some doctoral students that I was collaborating with ion terms of setting up what I would do and processing once we started the online class. To me that was very important because it was a very new modality for all of us.

Q: So how would you feel about having some sort of dialog amongst online instructors? Would that help as far as collaboration?
R: It might. I am intrigued by it. I think there isn't, we're not, we don't have many forums to talk about online teaching.   The tips you learn. From one another often very practical tips for example: Dr. XXXX told me you need to really be sure to tell them how soon to expect a reply. He'd have people send in an assignment and if he didn't respond in 10 hours they sent another email asking if he received the work. That was an important piece of information that saved a lot of hassle (now many schools require 24 hour email responses).
What I did was set up time frames so all of the work didn't come in at the end. I have shared that with other people and they find that very helpful. It wasn't that this was all due at a certain time. It was like a third was due by a certain date and another third by another date. I guess in terms of talking with other people who are taking an online course they have things like threaded discussions and all but I haven't seen much synchronous work. And I didn't find the chat rooms satisfactory for one thing it very hard and I think you need a fairly small group to be successful. The way you submit somebody is responding to one person's comment and someone else comment comes up. It doesn't flow very easily.

Q: So the technology was limiting?
R: Yes

Q: Ok, I think that is everything.
R: Is this what you were hoping for?

Reaction:

   This interview was very strenuous. The participant seemed very indecisive. The idea of chat rooms not being practical because we are in a transition the technology is limiting. I think this study will be obsolete in a year because the new technology will change the instructors' reactions to teaching online. For example, participant XX said chat rooms weren't practical because she teaches people in Europe and the times are different.   This participant WW talked about chat rooms and said they weren't practical because the timing isn't good. By the time a student reacts another question has been posted. We brought up about visuals. I said what if you could see the students. It seems that she is most interested in the interactions. She claimed that it was the type of class that determined the effectiveness of online instruction. She said that counseling was based on interpersonal relations and that it was difficult to teach a class where interpersonal skills were being developed without seeing the students in an impersonal format. That is similar to XX who said that the advantages of having had an online training program with her online class gave her the experience of being an online student. There may be something to be said about the format or that it may depend on the subject. It certainly isn't impossible to teach anything online. It's just that some classes lend themselves to online instruction and some more to f2f instruction. That is the impression I am getting from these interviews with the instructors. She was interested in doing the interactive forum. It sounds like this forum may make it easier for online instructors to have an easier transition.   To have that forum because they can have the interaction with other professors. That may be something that limits professors from moving to online instruction because of the lack of ability to converse with other online instructors. She did say that a lot of professors are in a reactory mode. When you teach online you receive and react instead of presenting and giving. Students are giving work and you receive. So you have to be very thoughtful that's a skill that you may not be used to. You also have to be thoughtful about what you write. It' different when you speak but the written alone can be misinterpreted. Judging the amount of time to complete work online was another skill. Those instructors who had the training can be much more creative. This instructor had to develop everything for herself. She mentioned that there is more self-disclosure online and that you really get to know the students. She said that she didn't have many technical skills. She thought that good teaching was easy to transfer to any venue, but that there is a lot of up front time needed for online teaching.

Appendix O

Participant XX: January 15, 2004, 11:30 A.M.

 Q: I just want to start with you describing what your class is like, your online class, is it asynchronous or synchronous. How it works.

R: Okay, currently I am teaching. Well, we're doing a mid-Fall, so, right now, at this exact moment, I am teaching two different classes and they are based on a sort of a module concept and each module lasts approximately one week. The beginning of each week I have the students start out, what I try to attempt to do is have a discussion each week. Put up discussion questions so there is some sort of a structure to the online teaching. I have found the open entry open exit system does not fare well. Even with adults they need a considerable amount of structure. So what I do is have a module, or unit, begin on Monday and then close, let's say Sunday night at midnight, or Monday morning, whatever. So, it's a week. What I do is post, depending upon the topic, I would say anywhere from three to five discussion questions. And what I ask my students to do, and I have not been as successful this semester as I have in the past, is I ask my students to please answer their questions by mid-week, meaning Thursday or Friday, then respond to at least two or three of their classmates, that depends on the size of the class, respond to their comments so that, hopefully, there's a discussion going on and it is not just a question and answer period. Then I have found with one of my other classes I also do a case study and the case study that they have to work on and do the same thing, post their answers, or their comments, to the case study and then answer a couple of other students' questions. So, basically, I have a weekly module. I attempt to have the students answer the questions by mid-week and then have them respond to their other classmates. My approach is to try to get the students to come into class a couple of times a week.

Q: So, there is no…. is it asynchronous? Do they check in when they want?

R: They can check in whenever they want during the week. Also, let me say that I have students. This is the first time that I have not had students in Europe or Asia since XXXX is like a "worldwide campus" because we have a lot of people throughout the world who are taking our classes, we do not ever ask our students to come online for chats, or things like that, because of the time difference. From Asia you could have like a 12-hour time difference. You know, you could be in completely different days. Even with Europe there is a 6-hour time difference. But, I have students in my class from all over the United States right now and also I have one in Central America. So, you know, I don't expect people to come in at any particular time. What I would like to do is give them, for their own organization, say, try to come in by mid-week, answer these questions, do this by the end of the week. So there is some sort of structure. I have found even adults need some sort of structure, or, I have also found out that, basically, they come in on Sunday night and answer all of the questions and then go away for a week, which is not what I want them to do. I want them to be more participatory in the class.

Q: So everything is set up online. They know what they are supposed to read. Do they listen to a lecture, or read notes?

R: No, basically, what I do is they have a syllabus, and in their syllabus they have their weekly readings, things like that. And they also have what assignments are, maybe they have a case study due, or they have a term paper due. All of those types of assignments are outlined in the syllabus that they get at the beginning of the semester. And those due dates are on there and their readings

are on there. But, what does change are those weekly discussion questions because those weekly discussion questions reflect the readings of the week. I also try to post, I guess you would call it like a lecture-ette. You know, not more than a page wrap up, or a page summary of what they've read. So that's what I do. I have found that if it's too much more than that, they don't read it. I've often also just put it as an outline format up so that the students can have some sort of review for the material that they've read.

Q: It sounds like you have a lot of flexibility in the format of the class.
R: Yes, we actually have…XXXX constructs a sort of a framework for you to use. In one of the classes I am teaching that is particularly good that Inez has developed she has a whole list that you can even have…she has case studies that you can use, she has suggested discussion questions. I probably use about half of her material and half of my own material. I have also found that, as in a face-to-face class, you have to develop your own personality. This one class that I am teaching this semester that I said Inez has developed, was the first time that I taught that particular course and I tried to do it just like Inez because everyone said "Oh, she's so good, blah, blah, blah, blah, blah." But, just like as you know from your teaching, or student teaching, you can't do exactly what somebody else does. It doesn't fit. You have to find your own voice in the classroom, whether it is an online classroom or traditional face to face.

Q: What subject do you teach?
R: It's Human Resources Management. I teach other classes, but, the basic HRMM, Human Resources 300, and the course is called Human Resources. Well, she developed that course so I thought, well, she developed that course so what she has must be the best. And her material and the way she does her class are excellent, but it didn't exactly fit with the way I, with my personality. So, I've found now next semester, and towards the end of this semester, I've made some changes that are more "me" in the class. But, UMUC does give you the opportunity for a lot of structure, but it also gives you the opportunity for flexibility, which I think is nice for a new faculty member. That they do have a lot to fall back on.

Q: So you mentioned a little bit already about the interaction, can you just talk a little bit more about the quality and quantity of interaction between you and the students? How do you feel about the quality, is it enough?
R: Okay, I have to tell you I'm laughing because you've gotten me at a bad time. Right now I'm really annoyed with my classes because of their lack of participation. As I said earlier, what I'm doing right now is called a mid-Fall class. I'm doing two mid-Fall classes, which means they started at the middle of October and end the middle of February. And, I'm sort of on the downhill slope of the end of my mid-Fall classes. So think about it conceptually, like you've asked a regular class, so how's it going the week after Thanksgiving and everyone's sort of can't wait until the semester's over. And I'm a little disappointed in the lack of interaction in the classes right now. But, generally speaking, I'll go back to a more positive time. At the beginning of the semester and most of the way through the semester my interaction between my classes has been very good and I don't know that part of it is that I do give them structure and say please post by Wednesday, please post again by Sunday so that there is interaction. What I have found now towards the end of the semester. The way I think about it is that there's a good one-third of the class who are just go-getters who will just come in, who will be there no matter what. Then there's a third who will go "I'll come in and I'll do this." Most of it will be at the end of the week. Then, I found another

sometimes third thing is that there is not a whole lot. I cannot get them motivated. And I don't know if that is typical, or that just happens to be with the students I'm working with right now. I've also decided that at some point, since we are adult educators, adults have to make their own decisions and if they chose not to participate, that will reflect in their grade and I have made it very clear through the objectives in my syllabus, as well as the percentage of participation, participation is worth 15% of their grade. Because it is an online class I do expect that.

Q: Do you find that this interaction, or the extent of it, and the quality and quantity differs from face to face classes?
R: Yes. I do think to a degree it does differ from a face-to-face class, just because of the way it's stretched out. Now, I have found that there are some students who may not be comfortable participating in a face-to-face class who are more comfortable participating on line because they do have the time to formulate what they want to say. They do not physically feel embarrassed in front of the group or they aren't worried about their English skills, if they are maybe, if they don't have that grasp of the English language, which we do have a large international population so that they do feel more comfortable answering online, but, I'm also a visual person and I like the dynamic that goes on in a face to face class. And I will admit I miss that. But, now the quality of the conversation is very interesting when you do get everyone to participate. Because XXXX has a very large and diverse population of adult learners, I am continually amazed, Donna, that… what my students know, and what they share. I have a large military population and they have had so many life experiences. I have students who literally lived all over the world and what they bring to the class and to the discussions, is just phenomenal. Would they bring that to a face-to-face class? Yes. You know, what I think is the good student is going to be the good student, whether he or she is in a face-to-face class or whether he or she is in the online class. My concern is more for the borderline student and the one who is not as self-directed with timing and discipline. But, you know, as an adult they make those decisions. Did that answer your question?

Q: Yes. Do you think that you get more interaction in the in person or on line?
R: I don't know that it can really be delineated that there is more interaction or less interaction, I think it's just different interaction.

Q: What about for you, the like lifestyle changes you had to make from teaching in person to teaching online?
R: In some ways it was hard because I tend to be the one who, you know, if I have a 10:00 in the morning class, I'm the one who at 9:30 is xeroxing the handout material and at 9:00 I am reviewing what I am going to say. And, it's quite different, the structure and the process is quite different when you are online. It's more of a constant type of a process than in spurts. I think when you're teaching face-to-face you can do things in spurts and online it's constant. I think as an instructor online you spend; I think it is more time consuming. You put in more, if you're a good instructor. I think you put in more time than in a face-to-face class.

Q: How so?
R: And, maybe I'm wrong, and maybe one of these days I just ought to take a timer and see how much time I spend in class. But, let's say you have a 3-hour face-to-face class and maybe you take an hour or two to prep for that class, or grade papers. Online I spend more time. I work a lot individually with students, sending them email messages back and forth. And I have, also, called

students on the telephone and things like that too, if that is necessitated. But, often that's not necessary. But, it's just it's a very time-consuming class to teach on time. And I know how to type, I mean, I'm a fairly good typist, but, inputting that material and just having that interaction with the students on a constant basis. Because if you're not online constantly, the students won't be either. For an example, this morning I went in and I went one of my classes, basically there are four discussion questions this week. So I went in and I replied something to all of my students who answered the material. I went back in and said could you clarify this, I don't understand this, or that was a good remark. Something, hopefully of substance, I said to each one of my students. And that's just very time consuming.

Q: How about any other lifestyle changes?
R: I just, personally, had a huge lifestyle change because I took a different position. I had basically an administrative position at the university where teaching was just a very small percentage of my administrative position, and I chose to take a position that was a full faculty position, so I am, basically, you know, 90% of my job now is teaching.

Q: As far as the difference from teaching in person to online, you said it took more time.
R: It took more time, but, it's also how that time is organized I think is what is so different. And I have to guard against almost not being online all the time. Part of that is curiosity, I want to see what students have said, who's in the class. I also do teach every semester I teach one face to face class out of my load of four or five classes, whatever I choose to do, I usually do at least one face to face class. Well, basically, I don't think about my face-to-face class too much until the day of class. My online classes I think about all the time, every day. I check into my class everyday. It's my routine. I don't know how other people do it, it's my routine to get on first thing in the morning and check in on my class.

Q: So, online is like 24/7.
R: You know, it really is. And there are some good points and there are some bad points to it. I mean, since I check online at home, my commute is like 20 seconds to another room so I'm definitely saving driving time, but, I think if you want your students to be interactive, you have to be interactive for them. You have to be there for them. If you expect them to be in the classroom, you've got to be there too. But, in the same vane, a faculty member, or an instructor in online has to guard his or her time because the students think you're sitting there all of the time, just waiting for them to come online. And, you know, you don't want them to go, well, you know, she hasn't answered my email. Well, you know, you may have gotten off at 9:00 at night and then not gotten back on until 12:00 noon and to that person it seems like an eternity, well, they forget you have another life behind that computer. It's very important for faculty members, in my opinion, to set parameters. I tell my students I will get back to you within 48 hours of when you send an email and I also have an area in my class, a conference called "Ask Instructor" and I said I check the "Ask Instructor" area every day except Sunday. I said, you, know, I realize most of my students are doing their work on Sunday and you know, truthfully, Donna, I do go online on Sundays, but, I just, I give that my breathing room.

Q: The University doesn't require you to respond within a certain amount of time?
R: No, they don't require us to respond within a certain amount of time, but, they do suggest 48 hours, but, it's not a written rule anywhere, it's just a suggestion. You know, to some degree, let me

try to think about this. Yeah, I mean, to some degree, to a larger degree than I had originally anticipated, it is a lot more fulfilling than I had thought because you know, I'm thinking, you know, you sit there behind a computer, how well can you get to know some of these people? Well, let me give you an example. Last semester a class that I was teaching this fellow was in San Diego, and I would get on the computer at say, like, 7:00 or 8:00 in the morning. Well, he would get to work early. He worked for the military so he worked at a military base in San Diego. He got to work about 4:00 or 5:00 in the morning and he got online. And it was the funniest thing because he and I were online at the same time. Well, we got to know each other very well. His wife is a music teacher, blah, blah, blah. I'm really surprised at how well you do get to know your students, but, in the same vein, I like to see my students. I like to physically see and be present in a classroom with my students. And I do miss that.

Q: What about the art of teaching online and the pedagogy? How does that compare with teaching in person? Is it any different?
R: I think the way you have to structure your class is different. There's a different way of thinking about how to communicate your information and I think that we, as instructors, whether it's a face-to-face class or an online class, have to continually be as business and management would say, a change agent. I think our student population has changed. I think adult students have changed, as well as students of any age. I think the student population has changed so we have to change our teaching every day, whether it's in a face to face class or whether its an online class. Now, you cannot take your materials from a face-to-face class and just flip it around and put it online. There does have to be some sort of a change. It has to be a philosophical as well as a pedagogical change in how you adapt to those students. And, as I said, basically being continually with them, so to speak, even when they're not with you. Another example is I try to put up messages a couple times a week so that, hopefully, it will give the students an incentive to check in a couple of times a week. You have to work, in my opinion, harder, and maybe this is just I. It's harder for me to build connections online than it is in face-to-face class. You know, that rapport for me is developed quicker in a face-to-face class and I have to work harder at building that rapport online. You know, that doesn't, that's not necessarily a negative, but, that, to me, is the basis of the pedagogy, is to get the students with you, so to speak. Interested in the class, getting a rapport with their other classmates so that they do get online and talk to each other. Because the discussion, I think, is a fundamental framework for the online class.

Q: Can you just explain that change agent a little bit?
R: I mean, if you think about this as, I'm trying to think, as society is changing, adults are changing. Adult needs are changing. High school students are different than they were 10, 15, 20 years ago. And the issues that high school students face. Well, I find that to be very reflective of adults and adult learners. The adult learner is probably… there are some generalities you can make generally speaking about adults, but some of the issues facing adult learners today may be different from what they were 20 years ago. You know, for example, the stresses in maybe commuting. I have some students who commute maybe 3 hours a day, back and forth to work. There are the technological issues, the fast pace of change of education, computers and all that. And, also, I think, our students reflect our society and the changes in society. For example, let me just say, and I'm trying to think how to not put this in the negative, the expectations of our students, I just had a conversation the other day… You know do adult students expect to receive an "A" because their employer pays for their school, are their expectations different, do they expect not to work harder.

So we had a conversation the other day, the people at work and I, about what the expectation is that adult learners bring into the class.

Q: You mentioned the technical skills. For you transitioning to online instruction, were there technical skill requirements that you had to…
R: Yes. Now, at UMUC before you can teach online you have to take a task, a 5-week training course that teaches, basically explains how to teach online and you've got to actually do it. You know, you do a little practicum on line. I'll tell you, the person who originally developed it and did the whole concept and did a superior job of it at XXXX is Inez. Inez was the original trainer for that program. So you have to experience what it is like to be a teacher and you have to experience what it is like to be a student so that you can just adapt a little bit better. Now, I'm not a technology person. To be honest, I'm not a computer person. I'm not one who gets online to play games, or whatever. I use it as a tool for communicating. I do email and I do my class, and maybe a little shopping, or things like that, but I'm not one to play online. I also don't do a lot of the bells and whistles. Some people make their classes real fancy-smancy and have all these graphics jumping across the screen. I don't do that. That's not my thing. And there is also a discussion as to whether that really helps student learning or not. And, I am of the kind that I would rather put quality questions and comments in the classroom instead of spending my time figuring out how do I do animation online.

Q: You said that you experienced what it's like to be a student and a teacher. Can you explain that a little more?
R: Yes, because what happens is that when you're taking the online training class to be able to teach online, you are a student. You feel the frustration of when you ask a question and you sit and wait and nobody answer it. And you also feel sort of the satisfaction of "cool, somebody answered." You get your answer getting back quickly. You also are put into groups in that class. We do emphasize a lot of group work,what it's like to be a team, how to build a team. What are the positives and negatives of working in small groups? The only problem that I found that was fundamentally flawed with that concept. I mean the concept is good, the reality is that the people who are taking this course learn how to be online teachers, and they are all considerably more motivated than your class. You really don't have the teacher who doesn't care and ends out flunking out. Because these are all people who are choosing to do this and are highly motivated, sometimes much more motivated than your students.

Q: What about the non-technical skills related to teaching online? Are there any that were required that were different from teaching in person?
R: That's a good question. And I guess it goes toward the same skills you would have personality-wise in a face-to-face class. I guess the same thoughts would go -- how do you demonstrate your subject matter, or how do you get your subject matter across. How do you get your students interested in what you are trying to do in an online class and in a face-to-face class? And my feeling is somehow you just have to have your personality come through. And, you know, I don't know how to do that. I happen to choose to communicate with my students as much as I can and try to make my notes casual. I try to come across casual to my adult students. Not casual as in laidback, I don't care, but, "Hello, it's Monday morning. It's snowing in Maryland I hope where you all are it's nice and warm. Hope everyone had a good weekend." Things like that. That's how I always start my conversation. Not like "This week we will be doing…" that sort of a thing. But,

one of the things I do have to be careful with, as most faculty do, is sometimes it is more difficult to interpret what you are saying online, or I should say it is easier to misinterpret what somebody says online. Like, what you think is a joke might not come across as a joke to somebody else. And I think there are some issues that are considerably easier to deal with, and you'll have people who disagree with me, face to face than of online. Such things, such as diversity issues multi-cultural issues. Those kinds of things that I think you can get some reading from body language. And you have to be very careful in how you do that online, but; I think the same things, the same concerns… There is like an art to teaching and you have to find your own voice in the classroom, whether it's online or face-to-face. You have to find your own voice and your own personality and figure out how to have that come across so that it's not just "here's your work, bam, bam, bam." You need to get the students interested and motivated. You have to let them know who you are if you want to know who they are. Does that make sense?

Q: So, you'd have to do it a different way in person than online?
R: For example, when I taught high school too, I'm curious, like who are my students. I don't want to just know that they know the answer to the first 10 questions on the test. Part of that might just be my curiosity, you know, when I taught high school. I want to find out what my students are interested in. Are you interested in the band, are you in soccer? Finding out a little bit about those students helps you to get to know the students, which helps you to know how to motivate them. At the beginning of every class there are always introductions and so the students tell a little bit about one another and things like that. I happen to print out those introductions because then when some of my students say something I go back and refer to them. Like, oh, okay, you're the one who has the sick child at home. And then I think about that. And sometimes I'll just send an email asking how's your child doing, or asking a question knowing that this semester I have several military people in my class and I'll ask a question and I'll say, for those of you who are in the military, how does your response to organizational change differ than people who are working in other industries. I try to make some personal connection somehow.

Q: And you said to help motivate them.
R: Because I think if they know that you know them, you know who they are, you make personal reference to them, you care about them. You'll notice if they're not there. They can't shrink to the back of the classroom.

Q: So do you feel that this need to motivate is equal for in person and online?
R: Yes. I think it is equal. I think the need to motivate is equal on line it's just different. And I need to do more online, in my opinion, to motivate than I do face to face just because I'm a visual person and I remember and recognize people visually rather than what they write. And part of that could be from me, too, that, maybe the need is also for me, as the faculty member, to connect with my students because that's what is so important to me. That's what gives me a great deal of satisfaction so maybe I'm projecting my need onto theirs and maybe they don't need to connect as much as I do, but, I just try to keep those connections.

Q: I think you said one of the skills, not related to technology that is needed is etiquette online etiquette. That's interesting, what you are talking about. The satisfaction that you get making a connection with the student and that when you are teaching in person is it easier to connect, you are

saying?

R: For me it is.

Q: So, is it, therefore, more rewarding? Is this satisfaction, does that give you more of a reward to connect with them? I'm getting the impression that this connection that you have, or the desire to connect…

R: Yes. That's a major, that's huge for me. That's a major component of teaching. And part of it may be just because I'm nosy.

Q: So, if I asked you to compare and contrast teaching online to teaching in person, what would you say?

R: As far as there being a connection?

Q: Or anything.

R: I have to work harder at working online than I do face to face. And when I say working harder I mean literally, physically, time wise responding, organizing for me is much harder online. Making connections is much harder on line than it is face to face. Organizing for face to face, and maybe because that's what I've done, I've been a face-to-face teacher except for the past few years and we, I, whatever learned face to face. So, it's just an environment that I'm considerably more familiar with so maybe that's why it's easier for me to organize and just prepare for and be in a face-to-face class. The connections come easier. On line is a lot more work for me because I work very hard trying to make those connections and maybe at this point maybe I'm working too hard, maybe I could work a little less hard and get the same results, I don't know. But, it's important for me to connect with my students and find out who they are as individuals, what they need. You know for some students I find that's very important to them, and others it may not be, the same as the face-to-face class. But, generally speaking, overall, I would say that teaching online is harder for me.

Q: So if you had to choose one, which would you choose?

R: Probably if, the best of all worlds. If I didn't live in the Washington, D.C. area and I didn't have to commute and I could have my own time, blah, blah, blah. I would teach face to face. But, I know other faculty members who will say they will never go back to teach face to face again because they love online so much. Now, mind you, I am, as far as some people like XXXX is much more advanced than the online teaching. And you know this is true, because you've taught before, "it gets easier". You know, maybe it will get easier for me, but I can tell you right now I love the flexibility of it so maybe I haven't been away from the classroom enough to give the complete answer you deserve to have. You know what, I know the answer. What I've got right now is the best. I've got the combination. And I think that's what I like best.

Q: The combination. You're teaching in person and…

R: Yes, I'm teaching some classes online and I'm teaching some classes face to face. I don't know that I'd want to give up either. I don't want to make the choice of either. Some people do just one or the other. You know what, and this is it? You've got me to think about this, I couldn't answer this right away. When I'm teaching online when I get up at 7:00 in the morning and I'm in my classroom at 7:00 in the morning, I'm just as happy as I can be. But, when I'm face to face with my class I'm just as happy as can be. They're just two very different approaches and it's just two very different atmospheres, but I'm just very happy in both of them.

Q: Because you like to teach?

R: Yes. You know, that's it. That's exactly right.

Q: How did you feel the moment you were asked, or decided to teach online? Do you recall any responses?

R: Yeah, my first one was like okay, I'm frightened. And I'm thinking to myself okay, am I going to be able to, how am I going to be able to do this? I did have concerns about organizational skills. I had concerns about will I be able to keep the students motivated. Will I be able to keep them interested? Initially I was frightened because it was a whole new experience and I don't do change very well. And I've been teaching online for quite some time now, but, this semester, or this year, I should say, I'm doing it full time, I should say I'm a faculty member full time and my first thought was yes I was very frightened and I wanted to sort of back off, but, at the time, it wasn't an option so I was sort of forced to do it. And I would probably say, oh, about a third of a way into the semester, I realized this is really cool. And I also realized that I was teaching in the teacher's education program at the university at the time, that this was giving students who didn't have the option of being in class at 4:00 in the afternoon, or 7:00 at night, for whatever reason, the option of getting an education.

Q: Is that why it was cool?

R: Well, it was cool because this was working out a lot better than I thought, and it was cool because oh my gosh, I asked a question, the students answered. It was like oh wow. And then, oh look, other students responded to that student. It was like okay, this is working. I've got that dynamic going. It's going, it's going, but I found the same ebbs and flows in an online class that you often will find in a face-to-face class. Like you'll get a lot of enthusiasm at the beginning, and then probably, then you get like a middle of the road slump, and then you get a little upswing after that and then after Thanksgiving you get the downhill slide, I really was just wanting out of this class. There are ebbs and flows in this semester and that there are ebbs and flows in an online semester too. You know, it's hard to keep up that intensity throughout the whole semester. I was nervous, at first, but it was like this little uh huh moment that this can work and online classes, in my opinion, can be as good, better, than face to face classes.

Q: That was my next question. And how do you think others view online instruction. Do you think they view it less or more important?

R: I think the general population thinks it's an easy out for students and for teachers and I will totally disagree. I think a good teacher, a teacher who cares about her classes will be a good face-to-face teacher and that person will also be a good online teacher. A good student will also be a good student. And a poor student will be a poor student. So I think the same relationship works. There are those students who come in and just basically give me my grades I want to get out of here. You're going to have those students everywhere. You're going to have those, as I refer to them, as the little over-achievers, you know, who push you, the teacher, you're going to have them in a face to face class and in an online class. So I think you still get the same range, but it's, unfortunately it's the bad teachers, or who don't put in the time and effort, who will give the online environment a bad rep.

Q: How do you see the future of online instruction?

R: Oh, I think the future for online instruction is just so wide open because we've just hit the tip of the iceberg and I think it can be used for so many different types of learning environments. I think it can certainly be used, and it is being used, like in K through 12 environments, for certain activities, all of the way through the lifespan. I think there is a great deal of opportunity to learn and I think one of the things faculty needs to do is continue to be in some sort of a learning community where we learn from one another, our mistakes as well, our good things as well as our, our mistakes as well as our accomplishments, I guess is what I want to say.

Q: Well, is there anything else you would like to share, especially about your transition from in person to online?

R: Let me think first about that. I think my transition from face to face to online what not as difficult as I think it can be and it was not as confusing, the waters were not as murky because I had the UMUC faculty training that was necessary to teach online. I have seen, to the detriment of faculty, in students, what happens when you just say here, go teach on line. Here, we have Blackboard. Here, go teach a class. And I have seen that and that's a very difficult place for a faculty member and a student to be on, to be there, when the faculty member has not received adequate training. I was nervous because it was a new experience, switching, or transitioning, I guess, from face to face to online, but the transition was made considerably easier because I did have some training.

Q: Was any of the training, did any of it involve the pedagogy?

R: Yeah. Probably, maybe about a third of the class is pedagogy and if you want to know more. Unfortunately, like so many of the classes you take you kind of forget, but, you know, the person to ask if you want to know more about that training, would be Inez because she was the one who helped develop a lot of the training and she is the, as I refer to her, like the guru of that, of that sort of thing, so she could probably, if you're interested, give you a better breakdown.

Q: I guess that's everything, unless you have anything to include.

Reaction:

She seemed to really care. She was a little different. She seemed like she would prefer to teach online because she really likes the interaction and getting to know the students and she felt like it's easier to get to know the students if you can see the students. So it contradicts, the 2 instructors I've already interviewed they both thought that people who teach in person do it because they have control issues where she's saying no, I like to teach in person because I like to really connect more with the students and that she liked the visual, so that was interesting. She mentioned that the training she had from her university really helped her transition because they taught her some pedagogy and some technical skills and she took a 5-week class in order to teach on line. She seemed like a people pleaser, always wanting everything to be positive and very personable. She really cares about motivating students. She said the art of teaching is finding your own voice, whether in person or online and some of the non-technical skills were the online etiquette because of things like diversity and multi-cultural issues which I had also experienced a problem with that.

I made a statement and it was completely misinterpreted so I could relate to that. She mentioned that during this training it was helpful because you get to experience what it is like to be a student and a teacher and that's what made her particular training more worthwhile. She says that others view online instruction as an easy out for both students and instructors. She felt that online teaching was much harder. She mentioned that she really felt she had to set more parameters in the online class. She said in the face to face you have a set amount of time you prepare. The online it's continuous. You're always checking in. I really felt she rambled and rambled and rambled and I didn't get a lot of the depth I was hoping for.

Appendix P

Participant YY January 14, 2004 1:30 P.M.

Q: First, I was going to ask you… let's see you've taught adults both online and in person?
R: Yes.

Q: And can you tell me a little bit about your experiences. Let's see, maybe it would be easier if you started by telling me how you began teaching and a little bit about your background and how you started teaching.
R: I'm going to talk about graduate school. My first teaching assignment in graduate school was in 1965 at the University of Southern California. I was a teaching aid in counselor education and I followed that up with being a lecturer at a number of universities in the Los Angeles basin and full-time in counselor education at California State University at Fullerton from '72-'75. From then I moved East, taught at Johns Hopkins part time, Loyola part time, University of Maryland part time, and then back to southern California. And since here I've taught at California State, University of Los Angeles part time, Chapman University part time. Now I've been with Walden for eight years. I occasionally still lecture at local universities, or teach.

Q: What subjects do you teach?
R: All in counselor education.

Q: When you first taught online, were you asked to teach on line or did you volunteer?
R: No, no, I asked. I asked for a job with Walden and was hired and I taught a class online.

Q: So, you're teaching there now?
R: Yes.

Q: And how would you describe the arrangement, how does the class work, is it synchronous or asynchronous?
R: Asynchronous.

Q: So, can you tell me a little bit about how it works?
R: What do you mean?

Q: Okay.
R: Let me tell you what happens. First I create a syllabus. The syllabus goes through the inspection of the department chairs and her assistants. Then it goes through a critiquing by the specialist they have in curriculum and any adjustments that have to be made are made then. So, by the time it's ready to put out for students, it's been approved by three levels. Okay?

Q: Yes.
R: That means that, being asynchronous we start posting immediately and I start answering the posts and start feeding them on how to do it better and how to get more, etc., and also the written assignments and so forth. I do not give a multiple-choice examination or anything like that. What I

do is have them write papers and grade them on their posting and follow them up with a personal phone call to each one of them some time during the quarter.

Q: So they post to a web site?
R: They post to a web site. It's in the course. They go into the Walden system, into the course and make three postings a week for 12 weeks.

Q: What is the type of interaction that you have? They post, but, do you email each other or do you just read what's posted on the web site and respond there?
R: Yes.

Q: Oh, so there's no email interaction.
R: Yes, there's email for those who want direct access to me.

Q: And all of their assignments are already on the...?
R: Already posted online in the course.

Q: So, how do you feel about that type of interaction?
R: It's fine.

Q: And you said that you volunteered to teach online. Why was that that you asked to do it?
R: I volunteered.

Q: Why were you interested?
R: I needed a job where I could stay at home and work.

Q: Okay, so the convenience?
R: The convenience.

Q: So, in terms of lifestyle changes needed to make a transition to online, what could you say about that?
R: The only transition I really had to learn how to make was to learn how to use the computer.

Q: So, you had no computer skills?
R: Very few. I'm not a typist so I hunt and peck still.

Q: Did your university provide training for you?
R: Only on the use of Blackboard.

Q: Is that what they use, Blackboard?
R: Yes.

Q: Okay. So you were trained on how to use Blackboard and you had to figure out using the Internet and all those other things yourself?
R: No. I already knew those.

Q: Okay. So, were there any other technical skill requirements?
R: No.

Q: Okay. Well, what about the skills needed to teach online that aren't related to technology?
R: They all come out when you put it in the syllabus. Somebody going into it, they better know how to write it out with all the rubrics so the student knows what grade they are going to get.

Q: What about more related to, actually, the teaching. Not necessarily your writing the syllabus. But do they have to have any special knowledge of teaching to teach online?
R: Not really. Everybody that teaches on line that I'm aware of has taught before so they already come to this with teaching skills.

Q: So you don't see any difference in the skills which are needed to teach in person or online?
R: You just have to learn that you're not looking at faces.

Q: Okay. So, does that change things, or did that change for you? Was that a transition for you?
R: Not really, there wasn't much. If there was one I didn't pay any attention to it.

Q: What do you mean?
R: Well, just that. I just moved right into it and it didn't bother me one way or the other.

Q: What about the idea of the art of teaching online and the pedagogy? Is there anything that you find different from teaching in person?
R: Only that I don't have the face-to-face contact, that's all. Now I have similar contact, but in a different way. The contact I have now it takes two or three weeks before I understand what each one is doing and who they are and how they are and how best to answer their questions to make them work more. But, I do that anyhow when I'm teaching face to face, so, there isn't really much difference.

Q: When you, do you think that others view online instruction as less important than in person instruction?
R: No.

Q: You don't find that…
R: No. Now, let me say that the people I'm familiar with online with Walden, that have been there more than three years, and I don't know any of the other ones real well, but, those who have been there more than three years enjoy it. By the way, those that don't like it, quit.

Q: So, if you had to choose between teaching online and in person which would you choose?
R: I'd probably make it a combination of the two.

Q: What do you mean?
R: Well, I would have half of them, half the time spent on email on Blackboard and the other half, or one-third, might be spent on person to person. It also depends on the course. If you teach group processes, you want face to face, at least of half the course.

Q: Do you find that it is difficult?
R: Right.

Q: So you can't teach everything on line?
R: Well, you can, but you just have to adjust the pedagogy. In other words, they can send me a group tape instead of me watching them in a group. And, that sort of thing, but it gets kind of clumsy that way.

Q: So, it really depends, you're saying it depends on the type of class the extent that online is practical, or…can you explain that?
R: What?

Q: I just want to understand exactly what you are saying. You had said that depending on the type of class and this group, there was a group…
R: If you teach group-counseling processes, it's very helpful if you observe them, okay?

Q: Would you say then that there are limitations involved with teaching online?
R: No, I would say that it can be done and be done easily by requiring different kinds of activities. For example in-group, I can say that you shall in this course run a group and I want videotape. I want a 30-minute tape of you leading a group at least three times this quarter. Instead of me watching it directly, I can watch it through the videotape.

Q: Okay, so you just have to make some adjustments.
R: Yes, you have to make some adjustments and you have to make some adjustments, for example, at Virginia Tech, if I were to teach group one quarter, I can't teach it the same way the next quarter. You've got different people. You have to consistently adjust to the students.

Q: But then, other than that, you said that you would choose to teach online.
R: Yes.

Q: And why is that?
R: Because it gives me more degrees of freedom. I can get up in the middle of the night and work on it. I can take the laptop with me and have a class and run a class here while I'm in Europe.

Q: You may have already done this indirectly, but could you just compare and contrast a little the difference between teaching online and teaching in person?
R: Teaching on line you have to have your own time management skills at home, or wherever you are. And, teaching person to person, your time is set by other people.
Teaching on line I don't have to drive anywhere. Teaching in person I have to go somewhere. Teaching on line I'm sitting here teaching on line in a pair of shorts and maybe a shirt, maybe not a shirt. I might be in my pajamas. I can't do that anywhere else, but I can still give the same quality of education for the students.

Q: So it sounds like you're saying that the flexibility is what, gives you, would make you lean more towards teaching on line, because of the flexibility/
R: Yes. That's also, in your work that you are doing right now, and I make some assumptions that

this is built into your design, but that's my personality type anyway. I'm a flexible person. I like flexibility. I'm not obsessive compulsive rigid.

Q: Let's see. Well, we've pretty much gone through most of the questions.
R: There isn't that much. What you're…

Q: Well, let me ask you… Can I ask you another question?
R: All right.

Q: How do you see the future for online teaching?
R: How do I what?

Q: How do you see online instruction, now compared to the future? Do you have any ideas about online instruction?
R: Online instruction. My ideas about it are that it fits some personalities and some it doesn't. Those students that like it jump into it and go crazy with it and love it. Those people who don't like it quit. Again, it's the teaching styles and the learning styles that are important. Some professors cannot give up control to a computer. They must teach in person. So, they sign on with Walden and pretty soon they quit.

Q: And you think that the reason is because they need to have more control.
R: Yes.

Q: And do you consider that a negative?
R: They like control. They also like interaction. Their career is one of a lifestyle and they go to a university and they have friends and they meet people, and they play the university role, professor role versus somebody who is there to teach students and could care less about meeting with the president of the college, or going to a department meeting. We have those only on email.

Q: Well, is there anything else you could say about your transition?
R: Only this. Transition is easy, but, hopefully, in your chapter 2 somewhere you'll address the issue, for example, now there are 28 or 29 virtual high schools in the United States. Next year there will probably be twice as many. That teaching online is going to be way of live in five years for even high school kids. It isn't necessarily the transition of making A to B, but the transition of having a choice to go A or B.

Q: Okay. I just want to clarify one thing that you said about getting back to teachers that have trouble teaching online. You felt that some of them needed to have more control in the class and they wanted more interaction and they liked the lifestyle.
R: Yes.

Q: So, then would you say that people who end up staying online, do you feel they are more dedicated to actually teaching and student learning?
R: I say that out of all of the education that's the prime focus. They do not have social needs to mingle with professor-kinds and to come onto a campus. Their social skills are met in other areas.

Q: Okay. Is there anything else?
R: No, I just think your study's good.

Q: Okay. So if, let me think about what you said, so if you want to, if you need to complain about things…
R: If you are a personality that complains about things, a knit picker, that's control needs again. Then, online teaching is not for him.

Q: Do you say that because there's no outlet to do that?
R: No, they take up their time doing that and they set a bad precedence for those people who have to read the stuff. For example, if I don't like what they're doing at Walden, I can write four emails a day and send it to everybody. Pretty soon everybody will get sick and tired of me.

Q: As opposed to teaching in person…
R: I'd do the same thing, but behind closed doors.

Q: So, you're more out there. If you're teaching on line and complain, everybody knows it?
R: Yes.

Q: Well, that's interesting.
R: Well, it's also a personality quirk and these people want attention. People who want that much attention should teach face to face. That's the reason why they insist on face-to-face teaching.

Q: Okay.
R: Good luck.

Reaction:
　　　　I felt like he was really in a hurry. The interview was supposed to start at 2:00. He called me about 1:20 and said are you ready. And I said, well, it's at 2:00 and he said are you ready now and he just was very anxious. Real quick answers. He didn't want to elaborate on anything. It was a difficult interview for me. I did find interesting that this fellow, YY, just like ZZ, had boasted about they both felt that those who teach in person are sort of like, I'll just say control freaks and that they were in need of more of the social interaction, those kinds of things, as opposed to people that say that people who teach online are more of a whole person. He said that when you have to complain, when you teach on line when you complain everybody knows about it. You get a reputation. It's in print. It's very different than when you teach at a university. You do it, you complain behind closed doors. And I can see this sickness that could be ending the dysfunction of the system. The political system that happens anywhere. Teaching on line, dealing with things through the email, Internet, it could eliminate a lot of that, although there is still the potential for written word to be misinterpreted as well, but that's another interesting thought that could be pursued. The only other idea that he continually brought up was flexibility. He felt that…it's funny because before the interview I thought that he was very rigid and he claimed that he was not rigid and very flexible. He did want the questions up front and I explained that the study wasn't set up that way. When we were planning the time for the interview he had said that an hour and a half was way to long because he was handicapped and he kept complaining about his condition.

Donna - I agreed with your assessment that your assessment that he appeared rigid, not flexible as he claimed and I actually laughed as I heard him say how flexible he was. Maybe it was the voice. Maybe the curt answers. Whatever. What do I know? For all his claims that teachers are there to teach the students, I think his only remarks mentioning students were that it takes him 2 to 3 weeks online to know the student. Wonder how well he really bothers to know any of them? Anyhow, I wonder if there's something in his past that answer the question of how I could think he was more like one of the ones who wanted the status of being a professor, who wanted to be buddy buddy with the president, one of the "think they're above God-like professors" that he professed not to be and to not like. Maybe he feels above them? Beats me. Wasn't he the guy from California your advisor suggested you contact?

Can't say this was real fun, but it sure was interesting! Hope the rest goes well for you. Guess I'd better prepare my kids for online college. Hey, at least they'd have time to do the laundry and cooking, and maybe even have a part-time job while going to college from here. It would be cheaper to have more computers and a better, faster connection to the Internet than what I'll probably be facing with sending them to college!

*Peggy (*Peggy is the person who happened to transcribe this particular interview.)

Appendix Q

Participant ZZ: January 29, 2004 9:30 A.M.

Q: So, I wanted to let you know how I got your name and your information. Dr. Lichtman is my advisor and she recommended you to me. You received the Informed Consent Form and you understand that this is a phenomenological inquiry into the lived experience of transitioning from in person to online instruction so I wanted to ask if you could tell me a little bit about how you began teaching, what subjects, just a little bit about your first experiences, how you got started with teaching in general.
R: In general?

Q: Teaching College, I guess you could start there.
R: I was working as a systems analyst and a friend of mine, I met him in the MBA program at Southern Illinois University. I started as a music teacher, I should tell you that. I was a K through 12 music teacher and they shut the school and I lost my job and so I got into the business, went for an MBA, that kind of thing, but I've always loved teaching. So, my friend, Liz, who was in the MBA program with me, said you known the University of Maryland, University College, which is the Adult Ed School in the system of Maryland, said they are looking for teachers and they are looking for teachers in computing, which is what I was in as a systems analyst in basic computing and user kind of thing. So, I went out and talked to a dean on staff and she said we'd love to have you because you have teaching experience, plus you have computing experience. And so, they hired me and it was in 1986 that I began teaching face-to-face classes.

Q: When were you introduced to online?
R: 1989.

Q: That soon. Wow.
R: As an analyst I began doing a lot of traveling for my companies and I thought, oh my God, I won't be able to do my face to face classes so I started teaching weekend formats because then I could still teach when I came home from my travels.   But it got to be a real hassle, working 6 and 7 days a week. So the Adult Ed school was working in distance education but they did print based distance Ed. They thought about moving into online and they asked me if I would be a trial teacher for a system they developed, this course. So I said, of course, that solved my problem. I do get to teach, but I can do it at a distance. If I was in Dayton, St. Louis, or Cincinnati, I could stay on the computer and teach my classes. So, it was a project management class and it was something, I believe it was called Cybus. It was a long time ago, but it was called Cybus and it was text-based and it was very difficult to communicate with students, but, the students were also working adults and they also traveled a lot so it was convenient for them to have this format.

Q: So, have you been teaching online since 1989.
R: Yes.

Q: Have you been teaching in person as well, or did you stop after…
R: I stopped.

Q: Oh, okay. So do you feel that the teaching online is comparable to teaching in person? Do you feel that the students receive a comparable education?

R: Yes. I'm a little prejudiced in that I think they learn more because it is so individualized. A really good online instructor listens to each of her 24 or 25 students; we have a max of 25. And, but the end of the semester I can tell you where each of them are. We can have hundreds of interactions and I hear their voices, their ideas, their concepts and I can measure more effectively, I think, over the semester. When I taught face to face I would have would I have the spring butts. Like if you asked a question or made a comment, their hands went up or they just started to talk to you, but, there were students in the back who were just quiet and they participated or they didn't. But, they were there, they showed up for class and then they took their tests, wrote their papers and that was it. They are not allowed to hide like that in my online classes because participation is 25% of their grade and they have to participate, I have to hear them. They can't lurk in the classroom any more. So, comparable, I don't know. I think even better. See, what this tells me when you ask about comparable is that you think, you might think, that the face to face is exemplary, where I think that it was expedient and it was the way to do it at the time, but, I think with technology enhancements we're going to surpass what was done face-to-face.

Q: Do you have any other comparisons between online and in person, as far as teaching. Before I ask you that, what format of online are you using? Is it synchronous or asynchronous? You say you hear the students…

R: I hear their voices, phenomenology. I hear them in their text. I can tell people who aren't getting it, who give me perfunctory answers. When I put out some ideas then ask them to respond, then ask them to respond to each other.

Q: Do you ever meet with the students at the same time?

R: No.

Q: So that's asynchronous. You're never at the same time.

R: It can be. I offer them at the beginning of the semester; I say if you want to have a synchronous get together. But, no.

Q: Like a live chat.

R: Instant messenger. I am as part of the classroom and we can all get on at the same time and we can have a live chat if we want, but, I have students who are deployed to Iraq, so, for them to get on and just kind of chitchat, that's not an option for them. I mean they can barely get on to do their assignments and to post their ideas.

Q: How often do you enter the class?

R: I go on about four or five times a day, seven days a week. I live on my computer to teach. But, I also think that online instructors have to work harder.

Q: You do?

R: Yes, because I think they have to overcome, they call it the abyss, the great bit bucket in the sky, the user. You have to overcome that dead air and you have to work hard to make sure that everyone is participating. It's like, again, in the face to face class, if there is someone in the back, my tendency was to interact with the spring butts, with the people who were talking and really

participating and then I would try to draw in those lurkers, but, sometimes their whole demeanor was just leave me alone, I just want to sit here and listen. And I thought, I'll be respectful and let them listen, but in the online environment I do a lot behind the scenes. I send them emails and say, hey, I haven't heard from you this week, is everything okay. You know, prompting them. So that takes a lot more of my time, but that's why I'm on all the time. I'm sorry, working behind the scenes to get them going.

Q: So, how often do you interact with students?
R: I send them two broadcast emails a week, each of my classes. When I say broadcast it means I send an email to all of the students saying, okay, we're starting week 7, this is our focus for today, and just a few notes about the materials. But, in the classroom I already have posted issues I want them to think about as they read the material and questions I want them to respond to draw out their ideas about the material.

Q: Is this your own design of the class, or is this something, a set format that the university uses?
R: This is how I teach, but, I also developed the… Everyone at University of Maryland has to take a, go through a training program before they teach on line. I developed that program. And it was in 1994 I put that training program together. So that's how we teach. Now, not everyone gets on everyday like I do. That's me.

Q: Do you use anything like Blackboard or E-College?
R: We use our own proprietary system that we developed, called Web Tycho. Tycho was a Danish astronomer and I guess that's where they got the name. But, we started with something called Tycho which was a text-based, went to Win Tycho, which was Windows-based Tycho and then moved to Web Tycho.

Q: I'm still asking about the interaction. What I'm hearing is that the quality of the interaction you find it to be better than in person and the quantity, I guess in a regular class, face to face, you probably see the students once or twice a week and so the quantity of interaction would you say that's more?
R: Yes. Because if a student misses a class, that's it. They are lost. That chance to interact is gone. Whereas, they have an entire week, or even an entire two or three weeks to go back and read the material and participate and think about... And, that's one of the things I do with the interaction I will say how does this relate to Chapter 4's material and I try to build upon the previous week. The textbook offers this last week, okay, what do you now, I mean how does this follow on that, how does this text author
build on that? So I try to step them through the learning.

Q: So, because you had a background in education, I guess that gave you some, an advantage, it sounds like, to the pedagogy. Was there anything available for you to design your classes as far as how to teach on line? Is there any difference teaching adults, just the general guidelines?
R: There wasn't. And that, it was really scary. What's real interesting is that I have always believed that I am a teacher. I always wanted to be a teacher, since I was in sixth grade. That's what I was going to be. It never occurred to me to do anything else. So, someone said to me, well, how do you know this is the right way to develop this program? And I said, you know, it's based upon my experience, my understanding, my talking with my students and the feedback I get from

them. So, I used all of that to build the program and to refine my teaching because at the time there was nothing.

Q: So, thinking about, like the art of teaching online, is there a big difference with teaching in person and online, or, it sounds like, because you had a lot of background, you maybe had a lot of skills. But, just the actual art of teaching, how would that differ from teaching in person teaching online? You mentioned sending the emails and really pulling out the responses.
R: I think the art of teaching online is really listening, or really reflecting and thinking about what students are saying. You know, when you are in the classroom and somebody makes an offhand remark, you can actually ask them for a classification and you can kind of tussle over a point, or you can kind of gloss over something and it's lost, whereas, in the online environment you can tease out nuances over the course of a week or two, you know, as your focused on one of the chapters. You can better, if you really listen, and if you're really reading what the students are writing, you can tease out what the students are saying and better understand where they're coming from.

Q: So, maybe the in person there's more distraction. Would that be the reason why you can do that?
R: More of a distraction, or more of a, what's the word… Okay, when I was teaching face to face, I had "x" number of points, 10 points, that I wanted to cover in class so I had an agenda. And all to often I was focused on reaching those 10, in getting through those 10 points. I would gloss over points the students would make in my attempt to get to that 10th point. I don't do that in the online environment. Everybody has a chance to put out their ideas and to talk about their ideas. And there's more time to explore nuances in the online environment, that's the difference. If the faculty member is really listening and takes the time to draw those out.

Q: Okay, what about the technical skills required for teaching online?
R: Minimal. Like, Blackboard allows you a lot of freedom and functionality and then Web CT offers even more, but, there's such a steep learning curve with that, I think you have to be more proficient to handle Web CT. XXXX before I left, 1998-99 timeframe, we conducted a survey of Blackboard, E-College, Web CT and Web Tycho and we had a matrix of all of this functionality and we just decided to stay with Web Tycho because Web CT had such a steep learning curve with it.

Q: But, you are still at XXXX, but it's the online campus?
R: I was the director of Worldwide Education. Worldwide Faculty Development is what it was called.

Q: But, you're teaching online for them.
R: Yes.

Q: What about…
R: I was just saying I'm not there fulltime any more.

Q: What about the non-technical skills needed? Are they any different teaching online and in person? Are they, do they differ? You mentioned the listening.

R: But, you know. If you're a really good face-to-face instructor, you're listening too, so I don't want to negate that. I just think that the tendency is to not listen. I think, sometimes, at XXXX, we have a lot of people from their field. We have a lot of scientists who teach our science programs. We have oceanographers, we have firemen who teach in our fire science program, so they're practitioners, they're not teachers, per se, and I think we have to, University of Maryland has to work hard to make them understand that they are not there for ego flexing, to show off all they know. They are there to teach and imbue their students with those skills and their knowledge. And I think that was a large part of what I had to build into the training program. So, It was teaching them how to teach and teaching them how to teach online.

Q: So, what skills are needed to teach online, other than computer skills?
R: I think there has to be a deep understanding that you can't, one can't use what I call shovel ware, where you just shovel facts as students. You have to take the time to develop questions to tease out the students' knowledge.

Q: So, I think you're saying that in person you can get away with that more, where online it's not possible. You have to be more specific.
R: You have to be more sensitive to nuances.

Q: Let's see. Well, I can hear your enthusiasm, so this question may seem a little odd, but how would you rate the degree of personal fulfillment from teaching in person to teaching online. Do you favor one over the other?
R: Interesting question. And I've been giving this a lot of thought. With face to face you get an emotional charge, of I get an emotional charge. But, when I came away from my face to face classes, I was drained because I gave so much to it, but, I was charged at having the interaction because I'm an extrovert.

Q: That's funny, because while you were talking I was thinking, oh, she must be an extrovert.
R: I am. I'm a very expressive extrovert and I get really on with my students so by the end of my class, I'm drained, but I'm charged. I don't get that immediate jolt with the students online, but, I get more pleasure because I can see them growing over the course of the semester so it's a different kind of, what's the word I'm looking for, of stroking, that I get. It's not that immediate jolt, but it's more of an oh, my, this is so wonderful, you know, to watch the student grow over the course of the semester.

Q: That's interesting. So it's a deeper, calmer…
R: Exactly. And it's like, I just got a notification this morning that I was nominated for this Excellence in Teaching award and, yeah, but I'm nominated every semester, but, that's how I know I'm doing a good job, that students really are turned on.

Q: Okay. What about possible lifestyle changes that you had to make, or have made, from teaching in person to online teaching?
R: Well, initially teaching online really accommodated my lifestyle change because I was traveling all the time so being able to access my classroom from anywhere was great. Teaching online is allowing me to live on Cape Cod and live the life that I want. I can still travel because I still have access to my class so I find it much more accommodating.

Q: What would you say about how other instructors feel about the idea of teaching online?
R: I think they're all over the place. What I used to hear, and still do, I mean some people don't like it because they don't get that emotional jolt you know, after every class. But a lot of faculty, but some faculty, I should say, have their egos involved and they think that this teaching is about them, and it's not, it's about the student learning. I think a lot of times people like to stand in front of the classroom and yak and do that shovel ware business and my philosophy is that, I forget where, I can't cite where I got this but it's like lecturing is proving that the faculty knows everything and the student knows nothing. You know, that lecturing let me give you facts. And too often a lot of the non-teaching people, the practitioners, think that's how teaching should go, that's what teaching is, is presenting these facts. So I think that, when they do that well, they get that immediate jolt and say well I did a good job, but it's not about them presenting facts, it's about having the students understand what those facts mean and how to apply those facts in their jobs, in their learning. They forget that.

Q: Do you think that others view online instruction as less important than in person?
R: No. But, there are some of the faculty who love it. They are all over the place. It looks like a scatter plot. The people are all over the place with their thoughts about it. But, I think as people do it more and more, I find less and less resistance to it. I mean, when I first started the program in '94 I had people who said they were never going to teach on line. Forget it, they were never going to go there. But, when faced with either not teaching, or teaching online, they all came online. Because XXXX is just increasing their online classroom exponentially.

Q: So, because they didn't have a choice?
R: Right, right.

Q: But, your idea, your sense is that some of them enjoy it, depending on what their goal was. If they were in it for their ego, then they may not enjoy it as much? I mean, you've said this already, I think, but I'll just ask you specifically, what do you see as the future of online instruction?
R: I'm not sure it's as much online as more technology delivered. I think that it's like we're right on the verge of some new technology, and I don't know how, but, it could be like education on demand, you know, like they're starting to do the video on demand. Where people can put out lectures and so it would be voice, plus written, I just see it as more interactive. That's the word I'm going to look for. More interactive, involving all of the senses for the students. XXXX at Harvard is doing a lot of work on 3-D and I call it surround sound. I think that's going to be the future. Involving all of the senses for the student and just making them more involved in that learning process. That's why I think this is so tough, because we're in the transition. We ain't there yet, but we're working hard to get there.

Q: It's interesting about the senses, because one of the notes I made, I mentioned, when you were talking about what made teaching online a little better, you thought was that you could really focus in on, maybe, if you're just getting words you can really read the words, or if you're just hearing, you can really hear, and when I said distractions I kind of was thinking that in a classroom you have all of the senses going on. You have all the emotions and personalities and the visuals and it's kind of, it could be overwhelming…
R: And, at the end of the day, after you've put in a day at the office and then you go to class and

your pooped, your just tired, and your senses aren't as sharp as they should be, and you miss something.

Q: So, I'm curious, you know. If it's evolving, if you say that it is evolving to this again, you know what I mean? It's just while you were talking I was just imaging okay so we're going to have these same experiences in a different format eventually?
R: Yes, but I think it will be, when you're ready.

Q: Okay, so the difference is, it's always available. You can always go back to the computer and check.
R: And when you get up at 3:00 in the morning and decide you want to go to class, you can do that. You can do it now, as far as reading, and you can do some listening to some lectures. I guess some people do lectures…oh, there was a guy, a fellow teacher, he was in the graduate school and he did this whole demonstration on doing an audio clip in his classroom and then he added a video to it. So you see this talking head, sounds like this, delivering a lecture on some esoteric economics, and I thought if I had to listen to that, I'd jump out the window. You're going to be boring. I mean what are you doing? I though, why is he doing that? Well, because he can. Because the technology is there. Hopefully, I talked to the grad school instructional technologist and said you need to get him some help because… but anyway, if he's boring in person he's going to be boring online.

Q: So, it's that lecture-thing again.
R: Yes, yes, I'm giving you facts. Anyway, I'm sorry, I digressed.

Q: So, in your class are there lectures at all?
R: Written lectures.

Q: It's all written out, the notes. And they can read that?
R: Any time they want.

Q: Okay, and then you give assignments.
R: And I'll say, as you read Chapter 10, think about when your text author says "duh", what's been your experience, how do you think that will work in your environment, and respond to one another.

Q: So you go in there and read those discussions. So, it sounds like it's not based on taking tests and passing tests. So it's constant evaluation by the instructor so I can see how you would be spending a lot more time.
R: Right. If it was up to me, I wouldn't give a final. But, for accreditation purposes we have to give finals because the students show up and they show their ID and they guarantee it's them who are taking the test.

Q: Oh, that's a good point that they do have to. Some universities do their exams online also.
R: Yes, and we looked into that. I was part of a pilot project and we looked into that with the Sylvan Learning Centers, but, the Sylvan Learning Centers you could do true/false, matching and fill in the blanks and I give essay questions.

Q: I got that sense. They really have to know what they're talking about.
R: Yeah, so this isn't going to work.

Q: You can't just cram the night before.
R: And memorization, they say there are a lot of facts, but that's right, I don't ask you what law was this, or I don't ask that, I ask you how would you apply this concept. What does that mean for you as a systems analyst, that's what I'm looking for.

Q: I get the impression that you would be an outstanding teacher, whether it was online or in person. You just sound so passionate and you really want the students to get it, and not just learn the facts but apply. That's special.
R: I am passionate about it. That's why I was so happy to find the Adult Ed program at Virginia Tech because It just let me really get into teaching and thinking about adult students, and thinking about what adult students need. I mean, I realize how lucky I've been in my life to make the transition from a teacher to a systems analyst technician, to go back into teaching and then to work in the adult Ed field, I've been very lucky in my life.

Reaction:

She's an instructor for the XXX. She does a very different style of online instruction that I am familiar with or used to. This particular style, this instructor seems to do a lot of work. She goes above and beyond what I have experienced with online instruction and with her particular format it wasn't clear. It seems to be an asynchronous format, but she's willing to give some synchronous assistance.

Also, she started teaching online probably at the beginning of the Internet so she has a lot of experience and she developed these courses from the ground up.

Paraphrased statements copied from notes from original transcript

Participant OO

Requires discussion
Checks class regularly
Student needs someone
Use of phone calls helps hear pauses
Use of phone can brain storm together
Harder to connect online because can't see body language
Online miss group interaction which usually helps to know where students are.
Harder to know learning styles online
Have to design more up front
Online requires more time
Instruction is less likely to be dependent on teacher biases
More upfront design Individualized instruction
Misses group dynamics
Can't just move into online
Need to be available more often
Possible that some instructors are less responsive
Likes the flexibility
Thinks online will grow

She is excited, seems to enjoy her job and cares about students.
It seems that students are getting more and teachers are being held accountable

Participant PP

Misses face-to-face
Checks class/email regularly
Some instructors less responsive
Convenient for students
Instructor needs more self-discipline
Questions whether students are really learning
Copies class to online
Online miss her personal experience
Already knew computers
Need organization and logic when designing classes
Gets better discussion online because required
Gets better discussions online more time to discuss
Would choose to teach both
Likes online because retiring
Has more free time to do research and study

Dealing with students takes time in person less online
Dealing with students
Online expanding
Questions how others view online credibility
Online cheaper
Online teaching is not for everyone
Have to go in throughout the day

Participant QQ

Teaches rotating so can't require interaction
Class more likely to go if online (maybe more can take it and don't need as many to make it go)
Checks email daily
Responds more individually
Lets personality come through (maybe instructor less inhibited also)
Helps students with the technology (seems to happen with the cc level)
Thought that you needed to be able to design web pages (depends which school)
Students miss personal contact
Need more patience have to repeat over and over
Must be organized
Can't take curriculum from f2f to online
Have to check classes all the time
Online is less fulfilling
Prefers a combination
Thinks online will grow
Feels new online instructors get shortchanged
Had a background in computers
Volunteered

Seems to be more work at the community college level

Participant RR

Didn't volunteer
Online is a lot of work
Can't make jokes
Must work 24/7
Didn't like sitting alone with no one to talk to
Students wanted to see her one-on-one
Claims to be an extrovert
Depends on subject whether online is good
Lack of support from admin
Courses are watered down
Used to be a lot more problems with technology
Should be help for new teachers to online
Blamed herself for drop out rate of students

Taught technology to students
Didn't want to be alone
She learned a lot about different ways to teach
Must be careful with directions
More structured in online

Online seems to be good for sped students

Participant SS

Was interested in new ways of teaching
Saves time and money teaching online
Need clear communication
Have to prepare more online
Gets better interaction online
Need to be computer savvy (this seems relative)
Don't get to see gestures online
Must be clear and concise
Prefers both online and in person
Must be careful to not offend students
Must answer email in timely fashion
Teaching online gives more time to think about student questions and to prepare for instruction
Growing field
Improvements needed in communication and assessment
Just upload notes-teaching math
Need to know more about computers to teach online

Participant TT

What worked online didn't work f2f
You have to structure more online
Didn't require interaction (rolling attendance)
Online experience helped her to be a better f2f teacher
Likes to work from home
Likes being alone
Never liked intensity on campus
Rather work more on her own than less at the university
Have to be very explicit
Like teaching one-on-one
Online takes more time
Students need quick responses
Prefers online over f2f
Takes a certain type of person to teach online
Time consuming
Need to be organized
Matter of style and personality

Says many like convenience and hate isolation
New teachers are getting short changed with packaged classes

Students seem to get more

Participant UU

Online time consuming
Constant emails
Daily grading
No pedagogy
Depends on the course whether online is ok
Don't want to replace campus courses
Redesign each year
Trade personal interaction for more content
Online is for new markets
Won't replace campus
Concern for class separation developing
Prefer online because of commuting

Participant VV

Transition easy
Misunderstandings in writings
Don't have facial expressions easy to lose students
Depends on the subject
Has more time for students
Students have more time
Gives lots of individual attention
Teaching online less stressful
No lifestyle changes
Don't have to go to meetings can focus more on students
Prefers F2F-eventhough stressful likes the challenge
Sees it growing with exceptions won't replace f2f
Volunteered
Transition was very easy

Participant WW

Volunteered
More discussions
More self-disclosure
Student less accountable when don't see teacher
More time for students
More structured
Can't schedule midway- upfront planning

More flexibility
Felt isolated
Lots of front-end time
Be careful with what she writes
Had to learn how much work to give online
No training in pedagogy
Must help students learn technology
Must be very clear
Prefers in person
Depends on the subject
Likes to see students
Don't see the non-verbal
Online will grow
Claims online is a linear process *(I see it as holistic)*
Chat rooms are inefficient

Participant XX

Had training in pedagogy
Have to develop personality
More discussion online
Students have more time
More experiences from students around world
Time consuming check in everyday online
Thinks about online all the time
Must model interaction
Must set parameters as students expect lots
Get to know students, but still like to see them
Can't go from F2F to online
Have to work harder
Discussion is fundamental framework of online
Building rapport is harder online
Online instructors are more involved
Have to get your personality to come through
Misinterpretations of jokes, etc
Visual person
Important to connect with students
Online harder overall
Students will be motivated if they feel connected
Likes combination of online and F2F
Didn't volunteer
Was initially afraid
Wants online instructors to have a community to learn from each other
Easy transition

Participant YY

Volunteered
Had to learn computer skills
Smooth transition
Would choose a combination of the two
Depends which course one teaches
Have to adjust to students
Develop your own time management skills teaching online
Says others teach as a way of like
Those who teach in person do so for control
Teaching online will be a way of life
When you have a complaint online, everyone knows

Participant ZZ
Students can't hide in back of class
Online is better
Offers a F2F get together at the beginning of class
Online is 24/7
Online is much harder
Her school offers her flexibility
Mote interaction online
Better for students
Key to online is reflection and listening
Teacher is receiving, not giving
Learned by trial and error
Gloss over in person to save time
More time to hear nuances in online
Need minimal skills
Lot of ego flexing in F2F
Students get better education
Emotional charge and draining
No immediate jolt online
More time t reflect online
Must be more sensitive to nuances online
Extravert
Online is deeper, calmer
Convenient lifestyle
Online is more interactive
Online is in a transition
Lecture doesn't work online
Give constant feedback
Has built in feedback loop

Paraphrased in outline form   First Draft

1.Requires discussion
     A. Requires discussion (OO)
     B. Gets better discussion online because it's required (PP) (see #22)
     C. Discussion is fundamental framework of online (XX)
2. Checks class regularly
     A. Checks class regularly (OO)
     B. Checks class/email regularly (PP) 2
     C. Checks class/email daily/often (QQ) 2
     D. Must answer email in timely fashion (SS)
     E. Daily grading and constant emails (UU)
     F. Give constant feedback (ZZ)
     G. Students need quick responses (TT) (see #3)
3. Feels responsible for students or students needy
     A. Student needs someone (OO)
     B. Students miss personal contact (QQ)
     C. Students wanted to see her one-on-one and blamed herself for drop out rate of students (RR) 2
     D. Students need quick responses (TT)
     E. Must set parameters as students expect lots and Important to connect with students and Students will be motivated if they feel connected (XX)
     F. Offers a F2F get together at the beginning of class (ZZ)
4. Can't see nuances
     A. Can't see body language (OO)
     B. Can't make jokes (RR)
     C. Must be careful to not offend students and can't see gestures (SS) 2
     D. Don't have facial expressions easy to lose students (VV)
     E. Don't see the non-verbal (WW)
     F. Must be more sensitive to nuances online (ZZ)
     G. Misinterpretations of jokes, etc (XX)
5. Harder to connect online
     A. Harder to connect because can't see body language (OO)
     B. Don't have facial expressions easy to lose students (VV)
     C. Building rapport is harder online (XX)
6. Miss seeing
     A. Online miss group interaction (OO)
     H. Misses face-to-face (PP)*
     D. Need more patience have to repeat over and over to individuals (QQ)
     E. Likes to see students (WW)*
     F. Get to know students, but still like to see them (XX)*
7. Harder to know learning styles online
     A. Harder to know learning styles online (OO)

8. Have to design more up front
    A. Have to design more up front (OO)
    B. Lots of front-end time and Can't schedule midway (WW) 2
9. Online requires more time/work
    A. Online requires more time (OO)
    B. Online is a lot of work (RR) 2
    C. Have to prepare more online (SS)
    D. Online takes more time (TT) 2
    E. Online time consuming (UU)
    F. Online is 24/7 and harder (ZZ) 2
    G. Time consuming check in everyday online and thinks about all the time and students
        expect lots more involved, online harder (XX) 5 (see 3)
    H. Redesign each year (UU)
10. Can't just move into online
    A. Can't just move into online (OO)
    B. Can't take curriculum from f2f to online (QQ)
    C. What worked online didn't work face-to-face (TT)
    D. Can't go from F2F to online (XX)
    E. Has built in feedback loop and lecture doesn't work (ZZ) 2
    F. Had to learn how much work to give online (WW)
11. Instruction is less likely to be dependent on teacher biases
    A. Instruction is less likely to be dependent on teacher biases (OO)
12. Possible that some instructors are less responsive
    A. Possible that some instructors are less responsive (OO)
    B. Some instructors less responsive (PP)
13. Likes the flexibility and convenience
    A. Likes the flexibility (OO)
    B. Has more free time to do research and study (PP)
    C. Saves time and money teaching online (SS)
    D. Likes to work from home (TT)
    E. More flexibility (WW)
    F. Convenient lifestyle (ZZ)
14. Thinks online will grow
    A. Thinks online will grow (OO)
    B. Online expanding (PP)
    C. Thinks online will grow (QQ)
    D. Growing field (SS)
    E. Online will grow (WW)
    F. Sees it growing with exceptions won't replace f2f (VV)
    G. Teaching online will be a way of life (YY)
    H. Online is for new markets and won't replace campus and
        Don't want to replace campus courses (UU) 3
15. Use of phone to compensate
    A. Use of phone calls helps hear pauses and let's brainstorm together (OO) 2
16. Better for students
    A. Convenient for students (PP)

B. Online is better, Better for students and Students get better ed (ZZ) 3
17. Instructor needs more self-discipline
    A. Instructor needs more self-discipline (PP)
18. Questions credibility of online courses
    A. Questions whether students are really learning and credibility (PP)(2)
    B. Courses are watered down (RR)
19. Copies class to online
    A. Copies class to online (PP)
    B. Just upload notes-teaching math (SS)
20. Online miss her personal experience
    A. Online miss her personal experience (PP)
21. Already knew computers
    A. Already knew computers (PP)
    B. Had a background in computers (QQ)
22. Need organization and logic when designing classes
    A. Need organization and logic when designing classes (PP)
    B. Must be organized (QQ)
    C. More structured in online (RR)
    D. You have to structure and more organization online (TT) 2
    E. More structured (WW)
    F. Develop your own time management skills teaching online (YY)
23. Gets better discussion online
    A. Gets better discussion online because it's required and have more time (PP) 2
    B. Gets better interaction online (SS)
    C. Online is more interactive (ZZ)
    D. More discussions and self-disclosure (WW)
    E. More discussion online (XX)
    F. More interaction online (ZZ)
24. More time to discuss
    A. Gets better discussions online more time to discuss (see #22) (PP)
    B. Students have more time (VV)
    C. Students have more time (XX)
25. Would choose to teach both
    A. Would choose to teach both, likes online because retiring (PP)
    B. Prefers a combination (QQ)
    C. Prefers both online and in person (SS)
    D. Likes combination of online and F2F (XX)
    E. Would choose a combination of the two (YY)
26. Dealing with students takes time in person less online
    A. Dealing with students takes time in person less online (PP)
27. Online cheaper
    A. Online cheaper (PP)
28. Online teaching is not for everyone
    A. Online teaching is not for everyone (PP)
    B. Takes a certain type of person to teach online (TT)
29. Doesn't require interaction

A. Teaches rotating so can't require interaction (QQ)
B. Didn't require interaction (rolling attendance) (TT)

30. Can reach wider audience
    A. Class more likely to go if online (maybe more can take it and don't need as many to make it go) (QQ)
    B. More experiences from students around world (XX)

31. Students get individual attention
    A. Responds more individually (QQ) 2
    B. Like teaching one-on-one (TT)
    B. Gives lots of individual attention (VV)
    C. Students can't hide in back of class (ZZ)

32. Teacher more personable
    A. Lets personality come through (maybe instructor less inhibited also) (QQ)

33. Teaches Students Technology, etc.
    A. Helps students with the technology (seems to happen with the cc level) QQ
    B. Taught technology to students (RR)
    C. Must help students learn technology (WW)
    D. Must model interaction (XX)
    E. Have to adjust to students (YY)

34. Needed Computer skills
    A. Thought that you needed to be able to design web pages (depends which school also may have been the way I asked the questions) (QQ)
    B. Need to be computer savvy (this seems relative) (SS) 2
    C. Had to learn computer skills (YY)

35. Online is less fulfilling
    A. Online is less fulfilling (QQ)

36. Feels new online instructors get shortchanged
    A. Feels new online instructors get short changed (QQ)
    B. Should be help for new teachers to online (RR)
    C. New teachers are getting short changed with packaged classes (TT)

37. Volunteered
    A. Volunteered (QQ)
    B. Volunteered (VV)
    B. Volunteered (WW)
    C. Volunteered (YY)

38. Didn't volunteer
    A Didn't volunteer (RR)
    B. Didn't volunteer (XX)

39. Must be very clear
    A. Must be careful with directions (RR)
    B. Need clear communication (SS) 2
    C. Have to be very explicit (TT)
    D. Misunderstandings in writings (VV)
    E. Must be very clear (WW)
    F. Be careful with what she writes (WW)

40. Online teaching is lonely

A. Didn't like sitting alone with no one to talk to (RR) 2
B. Likes being alone (TT)
C. Felt isolated (WW)
D. Rather work more on her own than less at the university and says many like convenience and hate isolation (TT)*

41. Personality Important
   A. Claims to be an extrovert (RR)
   B. Matter of style and personality (TT)
   C. Extravert (ZZ)
   D. Never liked intensity on campus (TT)
   E. Teaching online less stressful (VV)
   F. Claims online is a linear process (I see it as holistic) (WW)
   G. Have to develop personality and Visual person and
      Have to get your personality to come through (XX)
   H. Says others teach as a way of like and those who teach in person do so for control (YY) 2
   I. Gloss over in person to save time, Emotional charge and draining,
      No immediate jolt online, Lot of ego flexing in F2F, Key to online is reflection and
   listening, Teacher is receiving, not giving, Online is deeper, calmer (ZZ) 7

42. Depends on subject
   A. Depends on subject whether online is good (RR)
   B. Depends on the course whether online is ok (UU)
   C. Depends on the subject (VV)
   D. Depends on the subject (WW)
   E. Depends which course one teaches (YY)

43. Improvements needed
   A. Used to be a lot more problems with technology (RR)
   B. Improvements needed in communication and assessment (SS)
   C. Concern for class separation developing (UU)*
   D. Chat rooms are inefficient (WW)
   E. Lack of support from admin (RR)
   F. Online is in a transition (ZZ)
   G. Wants online instructors to have a community to learn from each other (XX)
   H. When you have a complaint online, everyone knows (YY)
   I. Student less accountable when don't see teacher (WW)*
   J. Trade personal interaction for more content (UU)

44. New ways of teaching
   A. She learned a lot about different ways to teach (RR)
   B. Was interested in new ways of teaching (SS)
   C. Online experience helped her to be a better f2f teacher (TT)

45. Gives more time for students
   A. Teaching online gives more time to think about student questions and to prepare for instruction (SS)
   B. Has more time for students (VV)
   C. More time for students (WW)
   D. Don't have to go to meetings can focus more on students (VV)
   E. More time to hear nuances in online and more time t reflect online (ZZ)

46. Prefers online
      A. Prefers online over face-to-face (TT)
      B. Prefer online because of commuting (UU)
47. Transition
      A. Transition easy (VV) 2
      B. Smooth transition (YY)
      C. Easy transition and Was initially afraid (XX) 2
      D. No lifestyle changes (VV)
      E. Need minimal skills (ZZ)
48. Taught pedagogy
      Had training in pedagogy (XX)
49. No pedagogy
      A. No pedagogy (UU)
      C. No training in pedagogy (WW)
      D. Learned by trial and error (ZZ)
50. Prefers Face-to-face
      A. Prefers F2F-eventhough stressful likes the challenge (VV)
      B. Prefers in person (WW)

Appendix T

Paraphrased in outline form   Second Draft

1. Ease of transition and course transfer
    A. Transition Smooth
        a. Transition easy
            i. Transition easy (VV) 2
            ii. Smooth transition (YY)
            iii. Easy transition and Was initially afraid (XX) 2
            iv. No lifestyle changes (VV)
        b. Needed minimal skills
            i. Already knew computers (PP)
            ii. Had a background in computers (QQ)
            iii. Need minimal skills (ZZ)
        c. Taught pedagogy
            i. Had training in pedagogy (XX)
    B. Transition Difficult
        a. No pedagogy
            i. No pedagogy (UU)
            ii. No training in pedagogy (WW)
            iii. Learned by trial and error (ZZ)
        b. Needed Computer skills
            i. Thought that you needed to be able to design web pages
                (depends which school also may have been the way I
                    asked he questions) (QQ)
            ii.   Need to be computer savvy (this seems relative) (SS) 2
            iii.   Had to learn computer skills (YY)
    C. Can't just move into online
         a. Can't just move into online (OO)
        b. Can't take curriculum from f2f to online (QQ)
        c. What worked online didn't work f2f (TT)
        d. Can't go from F2F to online (XX)
        e. Has built in feedback loop and lecture doesn't work (ZZ) 2
        f. Had to learn how much work to give online (WW)
    D. Copies class to online
        a. Copies class to online (PP)
        b.   Just upload notes-teaching math (SS)
2. Quality and Quantity of Interaction
    A. Gets better discussion online
        a.   Gets better discussion online because it's required and have more time (PP) 2
        b Gets better interaction online (SS)
            i. Online is more interactive (ZZ)

ii. More discussions and self-disclosure (WW)
iii. More discussion online (XX)
iv. More interaction online (ZZ)
B. Requires discussion
   a. Requires discussion (OO)
   b. Gets better discussion online because it's required (PP)
   c. Discussion is fundamental framework of online (XX)
C. Doesn't require interaction
   a. Teaches rotating so can't require interaction (QQ)
   b. Didn't require interaction (rolling attendance) (TT)
3. Time and Work Involved
   A. Online requires more time/work
      a. Online requires more time (OO)
      b. Online is a lot of work (RR) 2
      c. Have to prepare more online (SS)
      d. Online takes more time (TT) 2
      e. Online time consuming (UU)
      f. Online is 24/7 and harder (ZZ) 2
      g. Time consuming check in everyday online and thinks about all the time and
         students expect lots more involved, online harder (XX) 5 (see 3)
      h. Redesign each year (UU)
   C. Checks class regularly
      a. Checks class regularly (OO)
      b. Checks class/email regularly (PP) 2
      c. Checks class/email daily/often (QQ) 2
      d. Must answer email in timely fashion (SS)
      e. Daily grading and constant emails (UU)
      f. Give constant feedback (ZZ)
      g. Students need quick responses (TT) (see #3)
4. Degree of Structure required
   A. Need organization
      a. Need organization and logic when designing classes (PP)
      b. Must be organized (QQ)
      c. More structured in online (RR)
      d. You have to structure and more organization online (TT) 2
      e. More structured (WW)
   B. Have to design more up front
      a. Have to design more up front (OO)
      b. Lots of front-end time and can't schedule midway (WW) 2
   C. Instructor needs more self-discipline
      a. Instructor needs more self-discipline (PP)
      b. Develop your own time management skills teaching online (YY)
5. Communication and connection
   A. Must be very clear
      a. Must be careful with directions (RR)
      b. Need clear communication (SS) 2

d. Have to be very explicit (TT)
   e. Misunderstandings in writings (VV)
   f. Must be very clear and be careful with what she writes (WW) 2
B. Can't see nuances
   a. Can't see body language, use of phone calls helps hear pauses and lets brain storm together (OO) 3
   b. Can't make jokes (RR)
   c. Must be careful to not offend students and can't see gestures (SS) 2
   d. Don't have facial expressions easy to lose students (VV)
   e. Don't see the non-verbal (WW)
   f. Must be more sensitive to nuances online (ZZ)
   g. Misinterpretations of jokes, etc (XX)
C. Harder to connect and understand
   a. Harder to connect because can't see body language (OO)
   b. Don't have facial expressions easy to lose students (VV)
   c. Building rapport is harder online (XX)
   d. Harder to know learning styles online (OO)
6. Advantages and Disadvantages for Instructors
   A. Advantages for instructors
      a. New ways of teaching
         i. She learned a lot about different ways to teach (RR)
         ii. Was interested in new ways of teaching (SS)
         iii. Online experience helped her to be a better f2f teacher (TT)
      b. Allows more time for students
         i. Teaching online gives more time to think about student questions and to prepare for instruction (SS)
         ii. Has more time for students (VV)
         iii. More time for students (WW)
         iv. Don't have to go to meetings can focus more on students (VV)
         v. More time to hear nuances in online and More time to reflect online (ZZ)
         vi. Better discussions online more time to discuss (QQ)
      c. Likes the flexibility and convenience
         i. Likes the flexibility (OO)
         ii. Has more free time to do research and study (PP)
         iii. Saves time and money teaching online (SS)
         iv. Likes to work from home (TT)
         v. More flexibility (WW)
         vi. Convenient lifestyle (ZZ)
      d. Misc.
         i. Class more likely to go if online (maybe more can take it and don't need as many to make it go) (QQ)
         ii. More experiences from students around world (XX)
         iii. Dealing with students takes time in person less online
         iv. Used to be a lot more problems with technology (RR) and Online cheaper (PP)

B. Disadvantages Teachers
      a. Teaches Students Technology, etc.
           i. Helps students with the technology (seems to happen with the cc level) QQ
           ii. Taught technology to students (RR)
           iii. Must help students learn technology (WW)
           iv. Must model interaction (XX)
           v. Have to adjust to students (YY)
      b. Feels new online instructors get shortchanged
           i. Feels new online instructors get short changed (QQ)
           ii. Should be help for new teachers to online (RR)
           iii. New teachers are getting short changed with package classes
      c. Miss seeing
           i. Online miss group interaction (OO)
           ii. Misses face-to-face (PP)*
           iii. Likes to see students (WW)*
           iv. Get to know students, but still like to see them (XX)*
      d. Misc.
           i. Online is less fulfilling (QQ)
           ii. Need more patience have to repeat over and over to individuals (QQ)

7. Teaching Preference
    A. Would choose to teach both
      a. Would choose to teach both, likes online because retiring PP)
      b. Prefers a combination (QQ)
      c. Prefers both online and in person (SS)
      d. Likes combination of online and F2F (XX)
      e. Would choose a combination of the two (YY)
    B. Prefers online
      a. Prefers online over f2f (TT)
      b. Prefer online because of commuting (UU)
    C. Prefers F2F
      a. Prefers F2F-eventhough stressful likes the challenge (VV)
      b. Prefers in person (WW)

8. Whether or not volunteered
    A. Volunteered
      a. Volunteered (QQ)
      b. Volunteered (VV)
      c. Volunteered (WW)
      d. Volunteered (YY)
    B. Didn't volunteer
      a. Didn't volunteer (RR)
      b. Didn't volunteer (XX)

9. Personality Style
    A. Teaching online less stressful
        1. Never liked intensity on campus (TT)

2. Teaching online less stressful (VV)
 c. Emotional charge and draining,
3. No immediate jolt online, Online is deeper, calmer (ZZ)
B. Alone and/or lonely
 a. Didn't like sitting alone with no one to talk to (RR) 2
 b. Likes being alone (TT)**
 c. Felt isolated (WW)
 d. Rather work more on her own then less at the university and Says many like convenience and hate isolation (TT)*
C. How see self
  a. Claims to be an extrovert (RR)
  b. Extravert (ZZ)
  c. Visual person (ZZ)***
D. How see others instructors
 a. Possible that some instructors short change students
   i. Possible that some instructors are less responsive (OO)
   ii. Some instructors less responsive (PP)
   iii. Gloss over in person to Save time (ZZ)
 b. Says F2F have ego issues
   i. Those who teach in person do so for control (YY)
   ii. Lot of ego flexing in face-to-face (ZZ)
 c. Says others teach as a way of like (YY)
E. What's needed?
 a. Certain personality
   i. Online teaching is not for everyone (PP)
   ii. Takes a certain type of person to teach online (TT)
   iii. Matter of style and personality (TT)
 b. Must do something
   i. Have to develop personality (ZZ)
  ii. Have to get your personality to come through (XX)
  iii. Lets personality come through (maybe instructor less inhibited also) (QQ)
  iv. Key to online is reflection and listening and teacher is receiving, not giving, (ZZ)
F. Misc.
 a. Claims online is a linear process (I see it as holistic) (WW)
10. Advantages and disadvantages for students
 A. Advantages
  a. Convenient
   i. Students have more time (VV)
   ii. Students have more time (XX)
   iii. Convenient for students (PP)
  b. Feels responsible for students or students needy
   i. Student needs someone (OO)
   ii. Students miss personal contact (QQ)
   iii. Students wanted to see her one-on-one and blamed herself for drop out rate of students (RR) 2

        i.   Students need quick responses (TT)

        ii.   Must set parameters as students expect lots and Important to   connect with students and Students will be motivated if they feel connected (XX)

        iii.   Offers a F2F get together at the beginning of class (ZZ)

    c. Students get individual attention

        i. Responds more individually (QQ) 2

        ii. Like teaching one-on-one (TT)

        iii. Gives lots of individual attention (VV)

        iv. Students can't hide in back of class (ZZ)

    d. Misc.

        i. Instruction is less likely to be dependent on teacher biases (OO)

        ii. Online is better, better for students and Students get better education (ZZ) 3

B. Disadvantages for students

    a. Questions credibility of online courses

        i. Questions whether students are really learning and credibility (PP)(2)

        ii. Courses are watered down (RR)

    b. Online miss her personal experience (PP)

11. Improvements needed

A. Administrative

    a. Lack of support from admin (RR)

        i. When you have a complaint online, everyone knows (YY)

        ii. Wants online instructors to have a community to learn from each other (XX)

B. Misc.

    a. Concern for class separation developing (UU)*

    b. Chat rooms are inefficient (WW)

    c. Online is in a transition (ZZ)

    d. Improvements needed in communication and assessment (SS)

    e.   Student less accountable when don't see teacher (WW)*

    f. Trade personal interaction for more content (UU)

12. Outlook for Online

A. Depends on subject

    a. Depends on subject whether online is good (RR)

    e. Depends on the course whether online is ok (UU)

    f. Depends on the subject (VV)

    g. Depends on the subject (WW)

    h. Depends which course one teaches (YY)

B. Thinks online will grow

    a. Thinks online will grow (OO)

    b. Online expanding (PP)

    c. Thinks online will grow (QQ)

    i. Growing field (SS)

    j. Online will grow (WW)

    k. Sees it growing with exceptions won't replace f2f (VV)

    l. Teaching online will be a way of life (YY)

    h. Online is for new markets and won't replace campus and

don't want to replace campus courses (UU) 3

Week 1 Question

Dear Study Participant:
This is your first formal email question. Please reply asap so that you don't get the weeks confused.

Week 1 Question:
Is there anything that you wanted to add to your comments regarding your experience transitioning from face-to-face to on line instruction?

Participant TT: I have no idea. We talked weeks ago.

Participant PP: No!

 Participant ZZ: Just wanted to make sure I noted how important it was to "rethink" course materials and delivery techniques. Other than that I believe we covered the more salient points. -

Participant WW: I think it is very important for the instructor to have a face-to-face meeting with the class participants if possible. If not, the instructor can have some type of introduction online, perhaps a video clip.

Participant QQ: I can't think of anything at the moment

Participant RR: No

Participant SS: No, that was all.
Participant OO: The first time I taught online I was not prepared for many of the issues I would encounter. My first online class was a synchronous one, and I did not know how to manage the online classroom or provide structure. For example, I tried to lecture and read the student's "chatter" at the same time. I did not make it clear to them that I would only "lecture" for a few minutes at a time and then would take questions. Once I learned to do that, the class flowed much better and the students appreciated the structure.

Appendix V

Week 2 Question

What is the most difficult aspect of teaching online? Please describe with a personal example/story if possible.

Participant ZZ:
Donna - one of the most difficult/most challenging aspects of teaching online is time management. It's very easy to get skewed or "out of sync" while in the virtual classroom. For example, I'm grading final exams and projects from my mid-fall classes while I'm starting my spring classes. I've got to have excellent command of my course material- and my students.
 I ask them to PLEASE be sure to put their course ID in the "Subject" line of their emails to me for easier reference. Otherwise I'll spend time trying to answer a question the student wasn't asking! :-)
 Another difficult aspect to teaching online (or teaching in any medium) is making sure I'm targeted my course materials to meet the needs of my students. Very difficult - with dire consequences if it's not achieved.
 Hope this helps. - I

Participant TT:
The most challenging aspect is communicating clearly in writing, at times to students who do not read carefully. This may be difficult, but it is exciting to work on and when the outcomes are good, it is a great pleasure.
 The most difficult aspect is working online when the equipment (hardware/software) is not working. At the moment, for example, I am not reading student work as I usually do every morning because the student email is not working properly and I can't send the emails to the students with their grades (because of Federal privacy law, I can only send grades via college email).
 When I first started teaching online, we used a bulletin board program on an old mainframe. It was clumsy at best to use this system, but the worst part was that it only worked about 1/3 of the time. This was 1988 or 89, so we all felt excited as pioneers and the students were very tolerant of the problems, but it was difficult! Diane

Participant PP:
Not getting to know the students personally. You have access to them via email and the 'drop box' but without face-to-face contact, it is hard to be personal with them. You do have an opportunity to get to know them a little by requiring discussion topics as a graded assignment. Meeting them via the keyboard at that level does help. But, as I tell my students, if you see me on campus (my picture is on my syllabus) let me know who you are please. This will only work for those that are in the area of the home campus of course. I also encourage submitting a picture online when they introduce themselves via the Introduction Discussion Board at the beginning of the course

Participant QQ:
I think there are two areas of difficulty in teaching online.
 One is the inability to interact personally with the students face-to-face. However, I have met students by appointment and helped them in person from time to time.

The other is the failure of technology: the Blackboard isn't working or the email is down or I have a slow Internet connection.
 I don't have any particular stories about either of these difficulties

Participant WW:
The most difficult aspect for me has been not having the visual take on students. I was frustrated that one student was especially late about his assignments. I met him in person and through talking together, I learned that he felt more accountable when seeing teachers in person.

Participant RR:
The most difficult aspect of teaching online for me is miscommunication. Once a problem develops with a student who thinks you are saying one thing when you mean another, or vice versa, it is difficult to get back on clear terms again. It is too easy for student to personalize feedback or just plain ignore instructions. This student I will call Sara is a composite of several students to give you the idea. Sara was an active student who always did her work early. But, most of the time she misinterpreted the assignment. These assignments had been used for several years with no problems. Because Sara was the first student to add a thread in response to an assignment, any other students who added threads before I could realign Sara's interpretation of the assignment were as off track as Sara because they followed her lead. With this class I had to check Blackboard all the time-difficult because I taught 4 campus based traditional courses in addition to the online courses. At one early point in time, students thought that Sara was the teacher because she began critiquing and advising students on their work, and not in positive ways. Her online voice was strong and powerful. I emailed her at first. Then I tried to call her but never found her at home no matter what time of the day or night I called. She never called me back but only responded via email. It got to the point where I had to turn off her ability to post to the forum until we had a good talk. When that happened she did call me and we straightened things out. By that time the class, one based on the workshop peer response approach, was angry, distrustful, and unwilling to put their work out for response. That first bad impression colored every class exchange. I created a special class for Sara alone. She and I worked well that way and she got an A in the class. The other class members suffered and the class never did bond. The poor example set the tone for the class.
It is too easy, without other conversational clues for people to misinterpret communications. I learned to add comments, like "I am not telling you what to think. I am trying to get you to write what you think more clearly and concisely." I began to anticipate student responses. When they got their backs up, I quickly came in and sorted and smoothed things out.

Appendix W

Week 3 Question:

If you were "in charge" what would you do to improve the transitioning process for instructors new to online teaching or your particular school's online program?

Participant OO

I would require that all online teachers *take* an online course on how to teach online. I would design a short course that requires them to use the same tools they will be using when they teach so they can experience a course from a student's perspective. I would require them to take one lesson that is not designed well and critique it so that they don't repeat the same mistakes. I would require them to take additional lessons that are designed well so that they learn the skills required to teach online. Finally, I would require them to take a test that demonstrates they can apply what they learned.

XXXX does not adequately prepare their faculty. They do not require instructors to take courses or take a test. XXXX, on the other hand, does this very well.

Rest of responses were accidentally erased from my computer.

Week 4 Question:
Please describe for me a successful experience you have had as an online instructor

Participant QQ:
Any time a student successfully finishes a class I think it is a successful experience. I am especially happy when a student presents a problem and I am able to handle it with email or a Blackboard posting.

Participant PP:
Success can be measured in more than one way. I guess my greatest success (or pleasure) with online instruction is being able to provide an avenue for students who have a problem with getting classroom instruction to fit their schedule. Additionally, having the discussion topics each week as required assignments gets all students to contribute something tot the class. Most of the classroom instruction time does not permit discussions within the class. Introverts really can talk - even it is with their fingers on the keyboard. And in some cases, conversely, I have observed extroverts not participating as much with the keyboard as they would orally. I learn much from the discussions because they share their experiences which are very valuable to the course material.

Participant OO:
At the end of every quarter, I ask my students to write an essay about what they have learned. Since my course is an English course, this assignment provides them with an opportunity to reflect on what they learned while demonstrating their current writing skills. I learn as much about what they learned by the techniques they demonstrate as I do from reading their assessments.
Every quarter I am pleased when students tell me that this was a very effective medium for learning to improve their writing skills. It is gratifying to learn that I made a difference in their lives. They tell me that they have more confidence in their ability to express themselves, and that their improved writing skills are benefiting them at work and as citizens. Some become more engaged citizens by doing things like writing letters to the editor of their local newspaper.
When I read their essays and compare them to the ones they were able to write at the start of the quarter, I am gratified that these are skills they will use daily. It makes it all worth it. To me, that's what teaching is all about!

Participant WW:
It was a very positive experience to read the assignment responses of several students who were typically so quiet in a regular class.

Participant RR:
The successful experiences came when I had mastered the technology, the classroom platform, and learned how to teach online. Students began to appreciate the feedback and saw their writing improve tremendously.
I had one older student, Ron, who was fearful of online learning and told me so. He was only taking the course at a distance because he was out of the country with the military and needed this course to graduate. He had already failed the course once. We talked via email and I told him my problems with distance learning. If I can do this, you can, I said. He tired and we worked together. He mastered the technology and began to enjoy writing. After he completed the Advanced Composition course-which he needed for graduation- he took all of the other courses I taught on line- 3 levels of journalism. He took these for the sheer fun of enjoying writing.

That's success!
PS Could you please tell me which questions I have answered? Thanks.

Participant TT:
Donna, I find this question difficult to respond to. I don't exactly have "experiences" teaching online, so I don't really have "successful experiences" per se. I feel good when students are able to interpret the instructional material and do what I ask of them. I feel good when a student asks pertinent questions and I am able to give useful answers. I love it when a student posts a brilliant piece of writing, especially if I have been working with that person over time. Mostly my concern is to construct courses that guide the students into doing what I consider necessary in order to master the material in the course. I feel good when I get a letter of thanks from a student. However, I really can't pick out an "experience" to relate to you about this. Sorry.

Participant ZZ:
Hi, Donna! Receiving email such as the one below REALLY makes this job worth while. Darla - and many students like her are examples of a "successful experience."   Take care

Hi XXXX,

Hope all is well with you. I'm doing okay and hanging in there!

I'm very, very happy to say that I received my B.S. diploma, dated 30 Dec 03, from XXXX and graduated Magna Cum Laud. I also was officially accepted into the Graduate Program. It was a nice thing to open up and see after I finally arrived home from 9 days out in the field in the really high desert and being tired, wet, cold, and dirty; sick of rain, wind, and seeing snow in the mountains south of our position.

Anyways, I just wanted to share this elated feeling of accomplishing this feat with someone who would fully understand. I also know you would be proud of one of your former students reaching one of their goals in an excelled status in which you played a role. Now I just have to get started on my MBA. Thanks for all the incentive; your class was very motivating compared to the others for which I had to rely on my own motivation.

Take care,

Darla

Appendix Y

Week 5 Question

If you had to pick an event in your life such as the birth of a child, moving to a new home, etc. that was most similar to the way you experienced your transition to online from face-to-face instruction what would this event be? Please explain in as much detail as possible your reason for choosing this event. Try to paint a picture for the reader of your response.

Participant RR:
The event that only comes reasonably close to teaching on-line-I would not call it a transition because it happened too fast-was my first semester teaching at a college as an adjunct. I had quit a job at the high school. I began calling all the colleges and universities in the area asking-do you have classes I can take or classes I can teach.

When I called the college they said,"Can you come in tomorrow?" That was a Friday. I said yes and came in.

I was handed books and a key that Friday and began teaching 4 classes on Monday morning at 8:00.

Over the weekend I developed 3 separate syllabi for a lit course, a developmental writing course, and a first year comp course.
I had no guidance, no sample syllabi, no mentor, no contact at the college, no idea what a community college was, no idea what developmental was, and no idea what to do. On Monday morning I was just as horrified as my developmental students to discover that my 8:00 developmental class was in a computer classroom. I had no idea how to turn on the network or work the system. I had never taught using computers before and no one told me. The staff did not arrive until 8:30, so I was on my own.

I spent the entire semester revising the courses and running as hard and fast as I could to keep one day ahead of the students. I felt totally incompetent and a fraud.

Now, in addition to all of these problems imagine teaching in a foreign language (html) that you only have a casual acquaintance with and doing it with a piece of equipment (Blackboard) that you have never seen before and that does not work properly or sometimes at all. And Blackboard on our server took forever to change from one command to another. Most of the time the server was down.

Ah, and yes, online I could not see the eyes of the students to see if what I was doing was confusing them or helping them. At least in the traditional classroom that semester I could see when the students did not comprehend. That about sums up my first online experience.

Of course, I had no time to worry about it.

Participant TT:
The transition most like moving to all online teaching was when I went back to graduate school in my thirties. I had two young children and was adapted more or less to the role of housewife/mother. I felt the graduate school experience required that I transform myself from one kind of creature into another. This was in the seventies, so the women's movement was an important element in my feelings of transformation. I had to learn a new way of being.

My movement from the classroom to online similarly required that I find a new way of being. Instead of speaking, I wrote, instead of planning an hour or three hours, I planned an entire course, instead of moving students into groups to exert peer pressure on one another, I used tutorial methods to relate to students individually. Instead of working specific hours on MWF, I was "on" all the time, seven days a week, early morning to night.

Participant WW:
As I have stated before, the transition was not difficult because I knew the students. For any of the doctoral assistants I have had for the online course, I think it was a lot like a blind date - wondering what the person looked like. There is the talk via distance and then wondering whether you would meet the person and what they would look like.
I have commented that the students revealed a lot about themselves when the communication was just me and one of them. I can see how Internet relationships can develop such fast intimacy.

DONNA E. JOY

15220 Old Hanover Road, UpperCo, MD 21155 * aumpeace@msn.com * (410) 429-4308

EDUCATION

Doctorate (Ph.D), Education Research, Statistics and Evaluation, Virginia Polytechnic Institute, Blacksburg, VA, (9/04)

Bachelor of Science (B.S.) degree, Mathematics, Towson University, Baltimore, MD, 1996

Master of Science (M.S.) degree, Experimental Psychology, Towson University, Baltimore, MD, 1993

Master of Arts (M.A.) degree, Special Education (minor in Neurology), Johns Hopkins University, Baltimore, MD, 1991

Bachelor of Science (B.S.) degree, Elementary Education, Towson University, Baltimore, MD, 1989

EXPERIENCE

Professor: Strayer University Online General Studies Department**,** Lorton, Virginia (5/02-Present)
Teach graduate and undergraduate level statistics, algebra, history of math and science both synchronous and asynchcronous courses using Blackboard and eCollege (Department Chair- Dr. Stansbery)

Professor: Strayer University General Studies department**,** Woodbridge**,** Virginia (1/01-5/02)
Taught statistics, history of math and science (Department Chair- Dr. Wilson)

Special Education Teacher: Wakefield High School, Arlington, VA (8/99-6/03)
Taught Senior Project, algebra and geometry to learning disabled students. Monitored special education student's cases. Conducted special education eligibility meetings with students, teachers, parents and supporting professionals. Wrote Individual Education Programs (IEP's) and other related reports. Conducted eligibility testing of special education students. (Supervisor's Name: Mrs. Doris Jackson).

Special/Regular Education Teacher: Thomas Jefferson Middle School, Arlington, VA, (8/97-6/99).
Taught special education students English, math and study skills. Monitored special education student's progress. Conduct eligibility meetings and testing. Write IEPs and other related reports. Taught regular education math class. (Supervisor's Name: Dr. Marie Bullock)

Special Education Teacher: Care Resources Incorporated, Baltimore, MD, (9/94-6/97).
Implemented special education laws and policies while teaching throughout the Baltimore City school system as an independent contractor. Taught english and math to middle and high school students.   Conducted IEP and Triennial meetings for students in my caseload. (Supervisor's Name: Sharon Gurtler)

Special Education Teacher: Marley Middle School, Glen Burnie, MD, (10/92-6/94)
Taught in the Home and Hospital program (Anne Arundel County Public Schools) as well as in the classroom (Marley Middle School). Taught students in their homes a

variety of subjects and levels. Taught in the classroom as a resource teacher and as a co-teacher. Conducted special education meetings with parents and support staff. Wrote and implemented IEPs. Conducted educational testing for triennials. (Supervisor's Name: Alan Christy)

Special Education Teacher: Magnolia Middle School, Harford County, MD, (9/91-6/92)
Taught special education students English, Reading and Study Skills. Monitored special education student's progress. Conduct eligibility meetings and testing. Wrote IEPs and other related reports. (Supervisor's Name: Mr. Hinman)

Special Education Teacher: Sharp-Leadenhall School, Baltimore, MD (9/90-6/91)
Taught severely emotionally disturbed students all subjects.. Monitored special education student's progress. Conduct eligibility meetings and testing. Wrote IEPs and other related reports. (Supervisor's Name: Mrs. Ellis)

LICENSES & CERTIFICATION
Mathematics Teaching Certification, Grades 9-12, State of Virginia
Regular Education Teaching Certification, PreK-8th grade, State of Virginia
Special Education Teaching Certification, Prek-12th grade, State of Virginia
Regular Education Teaching Certification, 1-8th grade, State of Maryland
Special Education Teaching Certification, 1-12th grade, State of Maryland

MEMBERSHIPS & HONORS
Arlington Education Association, National Education Association, Kappa Delta Pi, Recipient of the Charlotte Newcomb Scholarship.