Overview:
Not everyone approaches change in the same way, and a switch to online learning can open a Pandora’s box of fears:

1. Potential change in teaching style
2. Misconceptions about online courses
3. Identity as an instructor
4. Comfort with and preparedness for technology
5. Loss of control of class schedule and flexibility
6. Fear of losing classroom connection with students
7. Lack of trust of technology environment
8. Job security
9. Fear of low(er) teaching evaluations
10. No experience collaborating with instructional design staff
11. Cheating or fear of losing academic rigor

Each fear can negatively affect how successful a faculty member might be in developing a learner-centered course in the nine-week program Online in 9. Below is a case study about a fictitious faculty member who personifies these fears:

Case study:
Dr. Paul, a full-time but non-tenure-track faculty member, teaches a high-enrollment, undergraduate biology course. This course is a gen-ed course that is part of a new online degree program and is the last course to be developed for 100% online delivery in that program. In the traditional course, Dr. Paul is a captivating lecturer and occasionally shows videos with discussions at the end of the class. He struggles to cover all of the content in the course every semester. As part of a 2018 University Strategic Plan, all online classes should be learner-centered. Dr. Paul’s chair has asked him to enroll in Online in 9 and “figure it out/get it done.” Two colleagues on the corridor teach online. One often talks about how the online environment is inflexible to change once the course is running. The second raves about how much more quality time she spends with online students. A third colleague developed an online class last year that is now taught by an adjunct, but that third colleague left without explanation. Dr. Paul wonders if making that course online was a factor. Up to now, Dr. Paul has only used Blackboard to post syllabi and make course announcements. The system was “down” last year…and it could happen again. He usually is prepping for class right up to the last minute and usually doesn’t know what he’ll do with students well ahead of time. The technology options are overwhelming, and Dr. Paul has never attended tech workshops. He has always been independent in his course, never observed or questioned, and likes the freedom to change the course schedule based on students’ needs as the course is going along. He knows students aren’t challenged in this course as much as they could be but is worried that they may not like doing “busywork.”

1

Recommendations for Administration/Institution (Provost/Dean):

Recommendations for Chair / Department:

Recommendations for Faculty:

Recommendations to Prepare Students:

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