2015

"Investigating Instructor Perceptions of On-line Teaching versus Traditional Classroom Instruction".

Gena McNair-Crews
Walden University

Walden University

COLLEGE OF EDUCATION

This is to certify that the doctoral study by

Gena McNair-Crews

has been found to be complete and satisfactory in all respects,

and that any and all revisions required by

the review committee have been made.

Review Committee

Dr. Ioan Ionas, Committee Chairperson, Education Faculty

Dr. Jennifer Grill, Committee Member, Education Faculty

Dr. David Bail, University Reviewer, Education Faculty

Chief Academic Officer

Eric Riedel, Ph.D.

Walden University

December 2015

Abstract

Investigating Instructor Perceptions of Online Teaching

Versus Traditional Classroom Instruction

by

Gena P. McNair

MDE Strayer University, 2005

BS, Southeastern University, 1981

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

September 2015

Abstract

Web-based education is an important method of instruction across multiple higher education contexts due to its convenience, accessibility, and flexibility. A local college faces demand for online teaching that exceeds the availability of willing faculty. This study investigated instructors' perceptions of online teaching versus traditional classroom instruction to ascertain whether there were systematic differences between online teaching and face-to-face classroom instruction. Transformational learning theory was the conceptual foundation of this study. The study's guiding questions were designed to determine how faculty regarded their experiences teaching online classes and the reasons for their opinions, as well as what limitations faculty thought online education possessed. The qualitative, descriptive study investigated faculty attitudes and beliefs about distance education. The program director sent out 10 emails recruiting voluntary participants; six responded, met criteria, and participated. Criteria included at least 3 years of online teaching experience, where at least 1 class took place using an online format, over the course of 2 semesters. Data collected were coded and analyzed for emerging themes. Findings indicated that participants think distance education is beneficial; however, classroom instruction has strengths online teaching does not. To address the findings, a workshop series aimed at educating stakeholders about distance education was designed and developed. The implementation of the workshop series has the potential to change educators' attitudes and teaching practices at the local college to the benefit of all stakeholders. Further, this study has the potential to inform change at other colleges facing similar challenges. In addition, future studies should explore differences in student satisfaction levels between online education and traditional courses, if any.

Investigating Instructor Perceptions of Online Teaching

Versus Traditional Classroom Instruction

by

Gena P. McNair

MDE Strayer University, 2005

BS, Southeastern University, 1981

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

December 2015

Dedication

I am overjoyed and so thankful to be able to dedicate this proposal to my Children, and my Protector. My dissertation is meant to bring glory and honor to all the people I love. It is my heartfelt desire that everyone who reads this work not only becomes knowledgeable regarding online education, but will consider their own education by utilizing distance education if need be. I am a firm believer in online education.

I am also dedicating this proposal to all of my family present and past. My dear friend Juilo, who have listened to me, encouraged me, stimulated me to move on, and helped me with housekeeping, running errands, and helped me with computer support.

There are others I am dedicating this proposal to who are so precious and dear to my heart but who have gone on into eternity. They are my husband James Crews Jr., friends Alan D. Smith, William Sussman, and my Grandfather John McNair, and Grandmother Elizabeth McNair, my aunts and uncles.

Table of Contents

ii

Section 1: The Problem

Introduction

New modes of information and technologies, including smartphones with frequently updated operating systems, mobile computing, and advances in web design, websites, and browser technology are prevalent issues in modern communication. These technologies offer unlimited possibilities for development in multiple arenas including alternative energy sources, medicine, the restoration of polluted environments and ecosystems, as well as the exploration of uncharted territories in outer space.

These same technologies also have the potential to increase the speed of learning as well as create a more educated workforce, which is important for enhancing national competitiveness (Long, 2009). The emergence of globalization has occurred almost simultaneously with the advent of online learning and technology. Computers make it possible to conduct business without consideration for geographical barriers. For example, banking transactions process in a matter of seconds, and learners are able to pursue lifelong scholarship online.

Likewise, online advancements enable new approaches within education and learning. Particularly in the United States, a movement to reform and enhance higher education is an urgent priority for the training of scientists, engineers, and other skilled workers. This will assist in determining whether America retains technological and productivity advantages over workforces in China, India, and elsewhere (Nagel, 2008).

The convergence of the educational reform and the communications revolution has led to a dramatic expansion of online education and the use of the Internet and social media to facilitate classroom instruction. This is especially true at the community college

level (Fischman, 2009). Nearly half of the college undergraduate population receives Associate of Arts degrees (A.A.), often as a qualifying stage before entering a four-year college (American Association of Community Colleges [AACC], 2012). Over the past 25 years, community college online education has expanded (Bambara, Harbour, Davies, & Athey, 2009). This type of learning is attractive to students because proximity and stringent time commitments found in traditional, face-to-face learning environments are not an issue (Donovant, 2009; Dyrbye, Cumyn, Day, & Heflin, 2009).

The Maryland Association of Community Colleges (MACC) has expanded the number of course offerings that allow for online learning (MACC, 2012). The Maryland Association of Community Colleges is a non-profit organization whose goal is to represent all of Maryland's 16 community colleges; they are an independent organization headed by 32 people on their board of directors. For each community college, there is the president and a trustee from each branch (MACC, 2010). The purpose of MACC is to:

> determine and execute a strategic direction for Maryland's community colleges; represent community colleges at the state and national level; promote the benefits of community colleges to the citizens of the state of Maryland; provide opportunities for trustee development; facilitate the exchange of ideas and information; and provide services to the community colleges in Maryland (Maryland Association of Community Colleges 2010, p. i).

MACC has more than 500,000 students attending one of 16 of Maryland's community colleges; close to 10% of Maryland's population attends one of its 16 community college branches. Of all Marylanders who attend community college, 94% stay in Maryland after receiving their degrees (MACC, 2012); thus, the future economic implications for

Maryland cannot be understated. The local problem is that as the demand for online education exceeds the availability of faculty who teach in this manner. Thus the question remains as to what faculty perceptions are regarding online education in this setting, and whether there are identifiable aspects that can assist in creating greater faculty enthusiasm and participation in online education, thereby closing the gap between course demand and faculty online instruction.

According to a survey conducted by the Instructional Technology Council (ITC), online learning accounts for increases in overall enrollment in higher education (ITS, 2013). The ITC serves institutions that implement online education, providing over three decades of concentrated focus to a network of eLearning experts. According to a 2009 ITC survey, student interest in online education within a community college setting is on the rise. As cuts in funding for traditional classroom instruction occur, more and more students are seeking virtual classroom settings (Allen & Seaman, 2013).

Schools administrators have differing views about the value of online education. There is tension between those who welcome the flexibility of online education in order to obtain a competitive advantage in the workplace, and those who extol the merits of traditional classroom instruction. Some researchers have suggested that school administrators are more supportive of online education than faculty members (Allen & Seaman, 2013; Premeaux, 2008). According to Kolowich (2013) and Young (2010), out of all groups with a stake in shaping online education—including parents and private companies as well as the federal government—teachers are the most resistant to this change

Certainly not all instructors are opposed to online teaching, at least as a supplement to classroom instruction. Therefore, it is important to understand why some teachers are proponents of online teaching while others are not. Moreover, understanding how faculty doubts regarding online education are affecting faculty morale, student performance, and the creation of healthy and efficient learning environments at the community college level, are important in order to maximize learning opportunities.

Definition of the Problem

Many professors are opposed to online education (Fish & Wickersham, 2009; Fletcher, Tobias, & Wisher, 2007). However, the changing nature of technology and distance learning requires meeting the challenges and needs of students in ways that traditional face-to-face instruction cannot. Aspects inherent to the online educational experience, such as flexibility in scheduling and lack of location constraints, are highly attractive to students. The online medium for providing education services helps community colleges, as they are able to expand their student base without having to address practical issues such as accommodations, teachers, and equipment (Peltier, Schibrowsky, & Drago, 2007). The question, then, is how to reconcile deeply rooted structural trends with still-powerful institutional resistance. By identifying significant barriers to faculty support for online education, in addition to identifying strategic incentives for surmounting that conflict, this study can facilitate the advancing of online instruction by bringing these issues to the forefront.

Some professors argue that distance education is not as effective classroom learning. In one recent survey, nearly 60% of college professors said they had serious doubts about the value of distance learning (Lytle, 2012). Shea (2007), Creswell (2008),

and more recently, Gautreau (2011), pointed to a host of issues raised by teachers, ranging from the lack of rewards and incentives for teaching online courses, inadequate supplies and administrative support, and lack of student accountability. Researchers also found that most of these concerns exist in equal measure in the traditional classroom, and that the advantages of distance learning far outweigh the drawbacks (Vanhorn, Pearson, & Child, 2008; Wilke, Randolph, & Vinton, 2009).

Approximately one-sixth of students nationwide participate in some form of online classes, in an otherwise traditional school environment (ITS, 2013). Furthermore, community college total online enrollment represents almost half of all learning (Kane & Rouse, 2001). However, researchers have found that teacher doubts about the value of online instruction are hampering its adoption (Dickenson, Agnew, & Gorman, 1999; Lawrence, 2012; Quinn & Cory, 2002; Schifter, 2002; Visser, 2000).

A survey conducted by Gallup (2013) on behalf of Inside Higher Education looked at faculty attitudes as they pertain to technology (N=2,251). Results indicated that only 7% of faculty participants strongly agreed that online learning is equivalent to courses conducted in the classroom. Additionally, 85% said that the ability to interact with students was lower in online courses, though they were evenly split as to the effectiveness in delivering educational content.

Some researchers have suggested that students earning a degree online have the same level of satisfaction as traditional students when they graduate (Zhang, 2005). Many students are content with the courses they take and believe these courses are equal to traditional classes. Several researchers have found that there is no significant difference between the education students receive from online classes and traditional classrooms

(Bell & Farrier, 2008; Carrillo & Renold, 2000). However, largely due to the absence of solid longitudinal research, the societal benefits of online learning relative to traditional learning systems have not been demonstrated conclusively (Anderson, Boyles, & Rainey, 2012).

In theory, online learning does offers myriad benefits previously unavailable to students pursing education in traditional classroom setting (Dykman, 2008b). Online learning represents an entirely new possibility in education, particularly for working adults and those who cannot afford a traditional, face-to-face classroom experience. With over 1,000 community colleges nationwide, these institutions are poised to adjust to current demands (Pinkerton, 2008). In a virtual setting, students can complete the required coursework anytime and from any place. Moreover, instructors can post assignments, instructions, and communicate effectively without necessarily being face-to-face with students. In fact, instructors also have to deal with some of the same issues as students, in terms of available time and scheduling to teach in a classroom setting.

To gain a better understanding of the advantages and disadvantages of online instruction, it is important to go to the source, document, and analyze faculty perceptions. Many studies have focused on the perceived technical advantages and economic cost savings to schools of online education (Amirault, 2012; Bowen, Chingos, Lack, & Nygren, 2013; McFarlane, 2011), as well as the perceived cost and access benefits to students (Barcelona, 2009; Gayle, 2006; Stevenson, 2013). However, teachers who have spent years teaching, grading papers, and interacting with students face-to-face are uniquely suited to assess the pedagogical challenges and value of online education, as well as its costs and benefits to them as teachers (Parthasarathy, 2009).

Finally, the community college setting is ideal for initiating this kind of qualitative assessment. While online learning exists in different kinds of educational institutions at different levels, its perceived advantages to students in terms of cost and access may well be highest in community colleges (Castillo, 2013; Hornak, Akweks, & Jeffs, 2010). Moreover, for many younger students who cannot afford or gain ready access to four-year colleges, community colleges are often stepping-stones to further advancement (AACC, 2012). Therefore, pedagogical change at the community college level can influence the future of college education as a whole.

Rationale

The purpose of this study was to assess, using qualitative research, the perceptions of faculty in a community college setting regarding online instruction. The study emphasized issues related to the quality of online instruction as compared to that found in a traditional classroom setting. It was the hope that specific faculty issues would be identified so that meaningful solutions can be found and then implemented.

Maryland has a significant number of community colleges (16) and its online course offerings continue to expand (MACC, 2012). Online enrollment has doubled or even tripled annually and more than 500,000 Marylanders currently attend one of the state's community colleges (Roach, 2001). Community colleges provide education and training while meeting the demands of the community (Cohen & Brawer, 2003). Additionally, online learning can ". . . require universities to re-think fundamentally their thinking, and therefore their strategies, in a range of areas including human resources, estates, pedagogy, quality assurance, funding, management and commercial and educational partnerships" (Jones & O'Shea, 2004, p. 393).

I interviewed faculty at a community college located in Western Maryland. Prince George's Community College (PGCC) has over 40,000 students from over 100 countries, studying over 100 different fields. It offers over 300 online courses, with 11 Associate degrees and 6 certificates available through online instruction. Furthermore, online enrollment is steadily increasing (2012–2013: 3.9%), with over 25% of all students opting for online degree tracts (American Association of Community Colleges, 2012). By identifying the faculty perceptions of online instruction, it will be possible to understand issues of quality. The study can assist college administrators in improving the quality of online instruction within the campus, which may then be applied to other community colleges across the United States.

Research Question

The general research question of this study is: How does faculty perceive online education, as compared to tradition classroom instruction at PGCC? As previously noted, the changes in the community college setting are expanding into a more technologically driven direction, with a greater offering of online courses. As this change represents a major shift in traditional classroom instruction, there are likely to be differences in faculty perceptions regarding online instruction and its respective dissemination of information. This issue is important because as the online classroom trend continues to grow, there may be faculty who have beliefs about this method of classroom delivery that are important to consider. Additionally, information obtained from the study may indicate a need for faculty training or workshops in order maximize this type of education for faculty and students.

Nature of the Study

In this qualitative study I examined and analyzed the online education experiences of faculty at a large urban community college in one of Maryland's 16 community colleges. This particular institution offers a large number of online courses in a variety of subjects. I interviewed six faculty members in order to obtain their perspective regarding online education compared to traditional classroom instruction. The sample included men and women from multiple ethnic backgrounds. In this study, I used qualitative methods to obtain in-depth testimony from faculty about their perceptions of the strengths and weaknesses of online teaching, and their likely reactions to a range of possible institutional changes and incentives. My intention was to collect information that provided a better understanding regarding faculty perceptions pertaining to online education. In addition to faculty, I interviewed two members of the administrative staff with experience in online education. The final report was descriptive.

Definition of Terms

The following terms were used in this study:

Andragogy: An alternative theory of learning based on the concept that students are active learners who may participate collectively in the design of their own learning. Under this model, teaching is designed less to impart authoritative wisdom, but instead enhances the cognitive, emotional, and psychological development of students. The concept first appeared in the early 19th century; according to Holmes and Abingdon-Cooper (2000) it was rejected by mainstream scholars, disappearing for over a century, until its current revival as part of emerging theories of adult learning. Scholars in the 1960s enhanced and expanded the andragogy model as part of a broader emphasis on

self-directed, student-centered learning at all educational levels—the model has gained scholastic respect ever since. Knowles (1980), Darkenwald and Merriam (1982), and Davenport (1987) have all written extensively on andragogy as an alternative to pedagogy, especially for adult learners. However, others, including Mohring (1989) and Pachal (1994), have called into question the distinction between the two models, and have called for a re-evaluation in the usage of the two terms.

Asynchronous communication: Communication that occurs discontinuously, instead of a steady stream (e.g., phone conversation). Examples of asynchronous communication include a written correspondence (letter, e-mail), online discussion boards commonly used in online coursework (e.g., Blackboard), or a recording

Associates degree (A.A.): A degree conferred by a two-year college upon successful completion of coursework.

Community college: Higher education institutions that confer two-year certificates, specialized training and programs, and certificates. They differ from a four-year college in that they typically accept all applicants irrespective of previous academic performance (AACC, 2007).

Course management system: A technology-based software platform that contains many tools for instruction. Student progress can be easily monitored, and all course materials and assignments can take place with the same system (Ko & Rossen, 2004).

Hybrid education: A combination of both online and face-to-face instruction (Ackerman, 2008)

Online education: A type of distance learning where a class is conducted over the internet, typically requiring minimal, if any, physical classroom presence (Allen &

Seaman, 2003). It addresses both aspects of teaching and learning in an environment that takes place online. Also referred to as distance education.

Synchronous communication: Interactions that occur at the same time, or in real-time (e.g., face-to-face conversation).

Traditional learning: An educational program that takes place in a classroom. Teacher-student interactions are face-to-face, primarily.

Significance of the Study

This study can assist college administrators to better understand how to respond to faculty concerns about online learning and to enhance faculty support for the expansion of online education. The intended result was to help improve access to online courses for students, thereby improving the quality of online education. Expanded support for online education from faculty can allow for the more harmonious development of online education and better use of funding resources for the expansion of community college education. One theme that emerged from the existing research was the limited social interaction between faculty, especially adjunct hires. As a result, instructors are not as familiar with classroom technology, and are unable to receive peer support in technology utilization.

Summary

As enrollment increases at community colleges and technology advances, there has been a shift toward online education. There are some faculty, however, who are not aligned with this trend, and feeling like the online platform is inferior to traditional classroom interactions. Ten percent of Maryland's population attends community college. Maryland has 16 community colleges, with their online course offerings increasing, in

addition to enrollment. In order to better understand what issues are preventing faculty

from embracing online education, the current qualitative study sought to identify these

issues and provide recommendations.

Review of the Literature

There is a large body of literature dedicated to growth of online education. The

first step in my search was to look for books and articles that focused specifically on

faculty perceptions regarding online education. I searched online databases using

keywords such as "online learning," "online education," "teachers," "faculty," and

"perceptions." I also used the key terms "pedagogy" and "andragogy" to understand

which scholars studied online learning related to the design and organization of academic

curricula, the process and methods of teaching, the dynamics between faculty-student and

student-student within the virtual setting, as well as grading and evaluation of both

students and teachers.

A misconception pertaining to online learning is that the teacher is regarded as

less important compared to the traditional classroom environment (Orleans, 2014;

Reisetter, Lapointe, & Korcuska, 2007). This view makes the incorrect assumption that

online learning technology in the virtual classroom significantly marginalizes the role of

the teacher (Batson, 2009; iNACOL, 2012). The introduction of online learning has

altered the culture of modern pedagogy, and in the process it has shifted—and in some

ways, heightened—the role of the teacher (Kantor & Konstantopoulous, 2010; Sharma &

Demiray, 2009). This alteration in teaching has failed to provide teachers incentive to

adjust to the educational change in platform. Furthermore, teachers do not seem to have

the necessary institutional support and training to do so (Lloyd, Spaulding, & Voegtle, 2012), accounting for the significant dissatisfaction many faculty members experience.

Some researchers have drawn attention to the changing culture of pedagogy in the era of online learning, in which old and new forms coexist. In a study of both college and graduate school students, Ackerman (2008) provided five categories of hybrid education to enable teachers to use both traditional and online class curricula. According to Ackerman, hybrid techniques have worked over the past 20 years, and finding new ways and methods to bring the educational content to students should always be encouraged. More recent scholarship supports the view that hybrid approaches seem to work better than virtual, or face-to-face methods alone (Colbert, Miles, Wilson, & Weeks, 2007; Kang & Keengwe, 2009; Turney, Robinson, Lee, & Soutar, 2009; Johnson, 2010).

Gradel and Edson (2010) discussed *cooperative learning pedagogy* and the advantages it brings to online learning. By sharing data that can be stored and edited at any time, students can achieve a higher level of teamwork in the classroom, thereby enhancing productivity and performance. Moreover, technology is evolving rapidly. With the involvement of networking tools such as smartphones and cloud computing, as well as social media sites like Facebook, cooperative learning through the creation of online communities is replacing the model of the student as an isolated figure, with strictly individual accountability (Brady, Holcomb, & Smith, 2010; Kurtz & Sponder, 2010; Perry, Dalton, & Edwards, 2008).

Hamlin (2010) and Green, Alejandro, & Brown (2010) reviewed the demands placed on both teachers and students in the new online learning culture. Hamlin examined the experience with web-based public access courses and shows how students and

teachers are emerging as central protagonists in determining the shape of online education. In the past, college and university administrations could largely impose educational structures on the students. However, increasingly they are reacting to demands from consumers and from pressures operating in the economy, as well as unexpected technological breakthroughs.

Bound (2010) stated that the importance of new communications channels that allow for students, faculty, and administrators to discuss more collaboratively how to develop a virtual classroom setting, as well as course content, which meets the various, sometimes conflicting needs emanating from each group. There is also a growing discussion about how to adapt the online learning environment to approximate the social presence and teacher immediacy typically found in the traditional classroom (Gunter, Kenny, & Rath, 2010).

A number of researchers have examined the experience of specific disciplines with online learning, suggesting that the pedagogical requirements for teachers, as well as student learning outcomes, may not be comparable across all disciplines. Johnson (2008) and Kelly, Lyng, McGrath, and Cannon (2009) discussed this issue within the context of nursing education. In their study, students expressed a clear preference for online instruction, but those in traditional classrooms fared just as well academically as those enrolled in online classes. However, because the teaching of many nursing skills requires a practical setting with human subjects, they found the scope of online learning circumscribed. Online learning in this context is more complementary than central, a finding that could have implications for similar professions like social work or a host of

other settings where students must conduct laboratory research offline (Reeves & Reeves, 2008).

Blount and McNeill (2011) also found that the introduction of online learning might not be pedagogically transformative. Despite new changes to traditional classroom boundaries, the old methodologies remain and are adapted to new platforms. In their case study, a third-party corporate software provider produced an educational tool whose aim was to increase student productivity and self-reliance. However, teachers were the key content designers, just as they had been previously; moreover, they continued to teach their students at appointed times, though the interaction occurred online, removing the attractive element of flexibility. Though remote classes produced a high-quality education, the only real difference was the replacement of the blackboard, classrooms, and desks, with a more privatized, off-site learning environment.

These two cases are suggestive of differing online learning settings for different purposes. In other instances, there are far more sweeping institutional changes occurring, which are putting enormous pressures on teachers to adapt, often without real guidance or preparation. There is a growing body of literature supporting the importance of the community construct in online courses (Liu, Magjuka, Bonk-Lee, & Seung-Hee, 2007). In place of a more vertical, top-down pedagogy, teachers are expected to develop and implement innovative technologies that help create more interactive, bottom-up learning communities. The teacher remains the chief pedagogical instigator, but no longer sits at the apex of a teaching pyramid.

The current academic literature is also noteworthy for its dearth of in-depth, qualitative research (Major, 2010). In its absence, many scholars have tried to measure

teacher satisfaction levels as an indicator of teacher support for, or resistance to, change. Bolliger and Wasilik (2009) and Marek (2009) have found that overall teacher satisfaction levels are extremely low. Moreover, Marek (2009) found that nearly two-thirds of faculty respondents were relying on informal peer-training and support to prepare their online classes, and that an equal percentage had no opportunities available for professional training and development. According Puzziferro and Shelton (2009), 4-year colleges are hiring nonfaculty teacher adjuncts.

These findings are somewhat surprising given the need for faculty training support. Speck (2000) stated that schools seemed anxious to adapt to online learning for business and economic reasons, but they did not seriously assess its impact on the teacher-student relationship. Writing about faculty preparation, Speck wrote:

> The academy not only fails to provide adequate training for professors to teach online courses but also undermines professorial authority by putting them in situations where they are dependent on others to deliver subject matter content . . . in doing this, the academy violates the contract it has with students—namely, the agreement that professors are credentialed as expert teachers. (pp. 76–77)

A growing number of studies focused on teacher training as a critical requirement for enhancing online learning environments (Belair, 2012; Lewis, Baker, & Britigan, 2011; Mahle, 2011; Vodanovich & Piotrowski, 2005). Still, there is widespread pessimism about the ability of schools to deliver a quality education to its students. Lewis and Abdul-Hamid (2006) investigated how highly qualified faculty members tried to incorporate effective teaching practices into their online courses. Their research

concluded that effective online teaching "is, at best, an elusive and confusing process" (p. 95). They further stated that irrespective of online course platform variances, a structured, pedagogical approach preserves the effectiveness of online instruction. The effectiveness hinged on interactivity and faculty actions that focused on attention to student needs. The conclusion was that online education does not lend itself to the degree of faculty care merited.

A number of researchers have identified some faculty best practices in online course delivery, which include interaction with the content, students, and system; developing reciprocity and cooperation among students; encouraging active listening; providing prompt feedback; emphasizing time on task; communicating high expectations; and respecting diverse talents and ways of learning (Bouhnik & Marcus, 2006; Coldwell-Neilson, Beekhuyzen, & Craig, 2012; Quilter & Weber, 2004). McCracken, Cho, Sharif, Wilson, and Miller (2012) conducted the first study focusing specifically on the problem of grading. In addition, some research puts forth the concept of emerging centers for online teaching excellence (Le Barron & McFadden, 2008). Reilly, Vandenhouten, Gallagher-Lepak, and Ralson-Bergl (2012) reviewed the results of a recent multicampus community of practice approach. The general conclusion that emerged from these studies is that faculty must receive structured learning about online course design and development through formal institutional training, rather than through the ad hoc methods that have predominated to date.

Some of the most recent studies have tried to isolate the kinds of faculty and faculty attributes that might enhance or retard successful adaptation to an online learning environment. McLawhon and Cutright (2012) tested for the influence of instructor

learning style and found that it did not affect faculty willingness to engage in online learning. However, it did appear to affect faculty's ability to readily adapt to new technology, and by extension, the quality of their online instruction. Lloyd, Byrne and McCoy (2012) found that older professors (ages 45–60 years) perceived higher institutional barriers and expressed greater resistance to the online learning environment than that of their younger counterparts. So did male professors, which is a reversal of the well-publicized finding that female academics were less able and willing to adapt to online teaching (Schifter, 2002). There is also evidence that teachers in specific disciplines (e.g., early childhood education) may be more likely to embrace online learning than teachers in other fields of instruction (Donohue, Fox, & Torrence, 2010). Finally, because of deeply ingrained institutional biases and a continuing lack of technology and equipment, teachers in religious schools appear to be the slowest to adapt to the demand for online learning (Maddix, 2012).

The general conclusion that emerges from recent literature is that teachers have a more positive opinion of online learning as they become more involved with it, regardless of their background (Mandernach, Mason, Forrest & Hackathorn, 2013; Simpson, 2010). At the same time, several researchers have noted the need to incentivize teachers in new ways to acknowledge the increased demands on their time, energy, and expertise. Green, Alejandro, and Brown (2009) suggested the most obvious solution: increased valuation of online course development, instruction, training, and moderating in promotion and tenure guidelines.

However, Orr, Williams, and Pennington (2009) and Green, Edwards, Wolodko, Stewart, Brooks, and Littledyke (2009) noted that accomplishing this goal can be

complicated. Above all, it requires that institutions responsible for issuing promotion and tenure guidelines also be educated about the still under-acknowledged demands on teachers in the online learning environment. Bates, Loddington, Manuel, and Oppenheim (2007) stated that the culture of these institutions is even more myopic than faculty, resulting in a slower pace of adaptation.

One final issue that has received little attention is the possible influence of race and ethnicity on online settings. Several researchers (Stacy & Wiesenberg, 2008; Weaver, Spratt, & Sid Nair, 2008) noted that schools in Canada and Australia face the online educational challenges on a smaller scale that American schools do, but some foreign national educational systems are more flexible than American schools, while others are more traditional. One study investigating the experience of Taiwanese students in the United States (Wang & Reeves, 2007) found that these students strongly preferred face-to-face teaching environments, based on their school experiences back home. Of course, the need for teachers to account for multi-cultural diversity is especially pressing in community colleges, where the percentage of minority and foreign-born students is unusually high. However, no single study appears to have addressed this issue.

Theoretical or Conceptual Framework

This study draws on several theoretical frameworks. First, many American educational theorists have long emphasized the importance of paradigm breaks and disruptions in the growth and development of formal education. Early on, John Dewey (1916, 1933) noted that as society became more educated and sophisticated, succeeding generations would need to meet new and far bigger challenges in imparting skills through education (Jayanandhan, 2009). Similarly, Joseph Schumpeter (1942) noted that creative

upheavals were natural in human interaction and within institutions as they responded to profound economic changes. Though not specifically analyzed, Schumpeter understood that educational systems were part of a broader framework. Subsequent scholars (e.g., Nakamura, 2001) have deliberately applied Schumpeter's theory of *creative destruction*, which refers to a progression where longstanding methods are endogenously shattered and supplanted by new ways, to educational reform (Harmon, 2003).

Thus, one could argue that much of the reaction to the rise of online education is decidedly a historical. It ignores the degree to which such seemingly threatening technological changes—including calls for new forms of more interactive learning—have long informed the evolution of modern pedagogy, even in the context of the face-to-face instruction. In fact, Dewey (1938) in his later work specifically addressed the need to move beyond the traditional, as opposed to the progressive dichotomy in discussions of educational reform.

More recently, Christiansen, Clayton, and Overdorf (2000) have applied the theory of disruptive innovation (Christiansen, 1997; Christiansen & Overdorf, 2000) to explain how modern technological innovation in the *digital age*—above all, the introduction of computers and the Internet—affects public and private education, including the growth of online learning. Change, while potentially threatening to entrenched interests or modes of behavior, is a natural process of growth, these authors suggest, and it is often not the technology itself that is especially innovative, but the context of its application. Often, newer technologies simply bring easier and more rapid access to pre-existing information, adapting it to new clients and consumers, without fundamentally changing the basic social and institutional relationships of learning. In this

sense, online education, at least thus far is a continuous rather than disruptive innovation. Changes in role expectations of faculty in this setting might not threaten faculty prerogatives and privileges as much as many observers, faculty included, seem to fear.

A third important theoretical model might challenge that simple conclusion. This is the adult learning model, or the concept of andragogy—defined as the art and science of helping adults learn (Cercone, 2008; Knowles, Malcolm, Holton, & Sawnson, 2005). Andragogy is opposite to pedagogy, which, refers to teaching children to learn. Kidd (2009) argues that the rise of online learning is an extension of the adult learning model; therefore, it requires a fundamental shift in our understanding of who students are and how they learn; in effect, a shift from pedagogy to andragogy, with a concomitant decline in faculty expertise and the need for hierarchical authority. Ross-Gordon (2011) notes that adult learners, based on their longevity and life experience, financial independence, and frequent parental responsibilities, tend to be more self-motivated and self-directed in the way they approach their education. In addition, Barriga, Cooper, Gawelek, Butela, and Johnson (2008) argued that adult learners, as generational peers with their teachers, if not their elders, prefer interactive dialogue and respectful feedback, rather than episodic tests and evaluations that are a means of judging intellectual abilities.

In fact, it is far from clear when looking at the actual demographic of online learners, that merely introducing advanced computer technology and new communication platforms makes students at the college level, let alone in high school and below, any more self-directed or less in need of expert guidance from a highly-trained and authoritative teacher. A Department of Education (2008) review of evidence-based practices in online education found that some combination of teacher-directed and self-

directed learning modes tended to produce higher educational outcomes than either mode when operating alone. Teachers also needed more time to prepare their course work in an online setting than they did in a more traditional classroom. This finding suggests that teachers and their active participation in the online education setting are more important than ever, even if their roles are changing (Arbaugh & Hwang, 2006).

In the end, one thing is clear: teachers need to accept, embrace, and even promote these changing roles, if online learning is to become widespread and effective. Recent studies indicate that 80% of student adult learners, in the traditional sense or not, have opted for online learning because of the flexibility in programming and the need to accommodate the demands of their multifaceted lives (Borstoff & Lowe, 2007; Braun, 2008). However, teachers are still resisting these changes, just as they once resisted the advent of adult learning (Dykman, 2008a). Complaints about the lack of faculty training and institutional technical support, paired with the perceived quality of online courses suggest that students feel they may not be learning as well as they would in a traditional classroom setting (Allen & Seaman, 2008; Keengwe, Kidd, & Kyei-Blankson, 2009). In the final analysis, as long as education remains teacher-centered, at least in large measure, teacher support for online learning is essential. Unless teachers change their beliefs regarding the effectiveness online learning, it is unlikely to fulfill its potential as an educational platform.

Qualitative Studies in Online Education Research

While not widespread, the number of qualitative studies pertaining to the online learning environment is growing. In general, qualitative studies still tend to focus more on the attitudes, perceptions, and behaviors of students, than on those of faculty or

administrators. For example, Wang (2005) intensively interviewed three students in an online adult education course to determine the quality of their social interactions and its impact on their ability to learn. Wang found that the online setting offered distinct advantages over a face-to-face-setting in terms of creating a supportive environment for students, but it also created a potential for more conflict and disagreement, potentially undermining those gains. He also argued that teachers had an unfortunate tendency to focus more on instructional content and technological delivery than on how to enhance student participation, learning, and the quality of student interactions in this setting.

In a separate study of an online graduate school in South Florida, Booth and Kirschner (2010) interviewed 78 graduate students and 22 instructors to allow for a more comparative perspective regarding the online learning environment. Both the students and the instructors were drawn from a wide range of disciplines, thereby enhancing the diversity of the responses and applicability of the results. Both teachers and students expressed strong support for participation in online discussions as a means of encouraging student learning and measuring student performance. Interestingly, both groups also saw the need for teachers to be actively engaged in directing or moderating online discussions, with a strong core of students even calling for the use of live audio-visual conferencing as a means of recreating some of the intimacy and immediacy of the classroom setting.

Some studies focus more exclusively on faculty roles and perceptions. A widely cited study by Baglione and Nastanski (2007), based on interviews with 122 online faculty in an unnamed private southeastern university, found overwhelming support for online discussion forums, but also introduced the critical distinction between

synchronous and asynchronous or threaded discussions. The former resembles a traditional instructional setting in that the discussion is live, led by the professor, and delimited by time, just like a "class." Asynchronous fora resemble online "bulletin boards" in which faculty and students can post instructional content and engage in discussion over an extended period of time, without the pressure or constraints of live participation. The authors found that asynchronous fora allowed for more in-depth, reflective, and equitable participation by students than the face-to-face classroom settings. Interestingly though, more than half of the teachers interviewed still preferred blended or hybrid learning environments. The general perception was that the face-to-face environment had uniquely rich dynamics, including visual and social cues that triggered vigorous class discussion, as well as teachable moments not generally available in online settings.

One issue already in debate is how important teachers are to facilitating asynchronous online discussions, beyond posting the initial content. An, Shin, and Lim (2009), analyzing class dynamics in a single 15-week long undergraduate course, found that instructor facilitation could determine how students participate in online discussions. For example, they noted that when an instructor required students to respond to each other, minimizing his/her social presence, students responded to each other more frequently. By contrast, in a group that had more instructor presence, students often responded to the instructor, bypassing their peers. The authors concluded, however, that the addition of asynchronous dialogues in an online class does not certainly engender more student exchanges. Instead, cooperative instructor support is essential for this to occur.

Similarly, Baran and Correia (2009) found that the absence of a teacher in the traditional setting allows students to step up and play the role of discussion facilitator. However, the process worked best, they argued, if teachers encouraged students to facilitate, provided specific guidelines for facilitation, and even participated in the ensuing discussions. The study, based on findings from a single online graduate course, found that instructor-supported peer-facilitation methods succeeded in keeping students actively engaged with the course material and created an environment that supported lasting student participation and engagement. The authors cautioned that their case did not suggest that students could simply supplant their instructor. "By informing students about different facilitation strategies, as well as encouraging them to explore their own facilitation strategy, instructors can empower students to drive their own learning," the authors concluded, "yet, giving students the role of discussion facilitator does not mean that instructors do not have a critical role to perform. For example, instructors should consistently read students' comments and participate in the discussions as *participants*, sharing their own professional stories, advice, and resources. They should address misconceptions and share insights on emergent issues." (p. 359)

Interestingly, the question of whether and under what circumstance online instructional methods might be preferable to face-to-face methods has also arisen in the discussion of professional development for teachers. Chen, Jiinpo, and Hsin-Yi (2008), conducted 10 in-depth interviews with undergraduate faculty. They found that teachers were no more likely to enjoy or perform well in synchronous online settings than they did in face-to-face learning settings. One major deficiency, they noted, was the failure of the synchronous setting to allow teachers to "use their cognitive and metacognitive skills,

and to assist them in developing new knowledge." (p. 1165). Echoing the findings of other studies not involving teachers, the authors also argued that integrating face-to-face and online synchronous learning would be enhanced if moderators were employed to ensure that class participants stayed focused on key course themes and were pushed to engage in deep learning. That would model the role that class participants would play as teachers in their own face-to-face and virtual settings.

Mauza (2009) called into question whether professional development programs for teachers learning to integrate technology into their classrooms included sufficient follow-up to guarantee sustainability. In a qualitative study that focused on interviewing seven teachers who participated in a special technology training program (Eiffel), Mauza found that few teachers were able to go beyond the acquisition of computer skills for themselves; and among those that extended the use of technology to the classroom, none significantly altered their basic instructional methods. A key weakness in Mauza's sample was that it consisted largely of teachers with limited technology skills. An earlier study by Gold (2001) found that a brief but intensive intervention could strongly impact short-term teacher perceptions about the value of online education and learner-centered instructional methods; however, the study failed to follow up with teachers to assess the sustainability of their knowledge and awareness gains, or their subsequent impact in the classroom. Wolf (2006) argued that faculty training programs were impactful only when (1) faculty already possessed computing skills, (2) were trained using the actual course delivery system with which they were scheduled to teach, (3) enjoyed ongoing institutional support from their host college or university, and (4) were already highly motivated to work in the online environment. All of these aforementioned results were

important to bear in mind when selecting participants for the current study, especially

regarding discussion online instructional training, as well as their experience with online

classrooms.

Implications

Online learning within a community college setting can have a profound effect on

students; it is often the determining factor if they will get a four-year college degree or

not (AACC, 2012). Teachers' perception of online learning must be changed in order for

online learning to be more ubiquitously accepted in the virtual world in which we live.

The 21st century has been a time of unprecedented progress with the advent of

technology. Some observers might argue technological advancements precipitated

globalization, while others may argue the two movements have collided. Still, the impact

of technology can be seen in myriad venues, from business, to medical, and education.

Once we become cognizant of the high stakes involved in online learning, the outcomes

will be positive for student retention and resource allocation, not only at PGCC, but in

similar settings.

Summary

In Section I above, I introduced the nature of the problem under investigation, its

historical and theoretical context, and the basic research methods to be employed in this

study. In Section 2, I explain in greater detail the nature of my qualifications to

investigate the problem, the reasons for the methodology chosen, and the specific steps to

obtain the best possible participant pool, as well as data collection and analysis process.

Section 2: The Methodology

Introduction

Section 2 describes the purpose of the study, my qualifications to undertake it, and the specific methods used to carry it out. I explain in detail why I selected a qualitative research method and how I chose my research sample, contacted research participants, protected their confidentiality and privacy, and collected, stored, and analyzed the data. I also explain my methods for improving the reliability and validity of my research sample.

Purpose Statement

As explained in Section 1, the purpose of the study is to investigate faculty perceptions of online learning. Institutions of higher education grapple with meeting the demands of a society that is ever-changing and rapidly becoming more globalized. The emergence of globalization has occurred almost simultaneously with the advent of online learning and technology. Computers make it possible to conduct business without consideration for geographical barriers; banking transactions process in a matter of seconds; the loss of a limb can be minimized by mechanical prosthetics; and learners are able to pursue lifelong learning online. It is the intention of the study to obtain a better understanding of faculty perceptions of online education to facilitate a more thorough idea of issue related to quality and possible resistance. The methodology of the proposed project has several parts: the problem statement, participants, research questions, research design, population and sampling, permissions, data collection method and data analysis method, and data presentation strategy, follow by conclusion.

Sample and Sample Size

Qualitative research explicates findings based on participant themes and conceptualizations, as opposed to numerical data and analyses (Cozby, 2009), which is aligned with the intention of the current study. Additionally, when a study is exploratory in nature, qualitative methods are most appropriate; this study was designed in this manner, for that very reason (Creswell, 2009). Qualitative research sample sizes are variable, but are usually small due to the time it take for the researcher to gain access to the research site, as well as the time it takes to gather in depth information from individual participants, code the information, and analyze data for themes (Creswell, 2012). For these reasons, my sample was small, and I only interviewed six participants— faculty of varying ages and ethnicities, who are teaching full time online classes at PGCC. Participants were recruited to voluntarily participate in the study.

The researcher provided PGCC with a description of the study, asking administration for permission to post an announcement for recruitment of potential participants (Appendix G; Letter of Invitation). The announcement was in compliance with Walden University and PGCC guidelines, adhering to IRB rules, and following APA ethical standards. Clear, detailed instructions were provided to potential participants, and the invitation included the researcher's phone number.

Full-time faculty were screened by either email or phone. Gender, ethnicity, age, years teaching in a traditional classroom setting, years teaching in an online setting, and area of expertise were obtained. Based on the initial screening answers, participants were selected that encompassed range demographics. Purposeful sampling was employed due to the fact that it emphasizes the selection of participants who are able to clearly share

information about their perceptions of online teaching. The range of potential participants encapsulated long-time faculty in arts and sciences who has at least three years of online teaching experience where at least one class took place using an online format a semester, over the course of two semesters. In selecting this level of experience, it is the hope that this study obtains participant information that has the background to make knowledgeable comparisons regarding the quality of traditional and online education.

As a researcher, I established a rapport with my participants, maintaining an ethical, respectful, nonjudgmental or opinionated relationship with participants. I explained to the participants the purpose of the study, how the results will be used, as well as provide a copy of the research summary at the completion of the study (Creswell, 2012). Informed Consent were reviewed and questions were answered pertaining to its signing thereof. Copies were provided to participants.

I reminded participants at the time the interview took place that study is voluntary, and they can leave the study at any time should they choose. I defined my role as a researcher, asked open-ended questions, and allowed the participants time to verbalize their answers. I also took notes using data recording forms known as data recording protocols (Creswell, 2012) as participants verbalized their perceptions, feelings, and attitudes concerning the integration of online teaching and technology into the learning environment.

Instrumentation and Materials

The current study included one interview, lasting 30–60 minutes. Six faculty members from PGCC were selected for participation. The interview questions were informed based on literature findings, as well the researcher understands of the issue

placed against the background of the local problem. The interview protocol was

developed based on the existing research literature and consultations with the committee

members and faculty members.

The materials required for the proposed study are small. For recruitment purposes,

paper and access to a printer were necessary to create the flyer to post around PGCC. For

the interviews proper, pens and a notebook were be available to capture information that

might escape digital recording (e.g., body language). A digital voice recorder was used to

record each interview. The interview protocol can be found in Appendix B.

Data Collection

Prior to the start of the study, I submitted a letter to PGCC administration,

requesting their permission to enter the campus to perform the research (see Appendix

C). The letter explained the specifics of the research, such as time needed to conduct the

research on the college campus, who the participants will be, and how the results of the

study will be used (Creswell, 2012). After obtaining written and signed permission from

the PGCC (Creswell, 2012; Glesne, 2011), the Institutional Review Board (IRB)

reviewed and approved the study, determining that the study was ethically sound, and

that the privacy and rights of potential research participants would be upheld. Once

approved, I obtained verbal and written informed consent (see Appendix D) from

research participants (i.e., PGCC faculty) (Creswell, 2012).

Once selected, participants were informed concerning what the study entails, that

the study is voluntary, and that they have the right to leave the study at any time.

Research participants were reassured that they would be treated with respect.

Furthermore, their rights and confidentiality was maintained at all times.

I conducted my qualitative study by visiting the PGCC campus over the course of one month, with a goal of having all interviews conducted in two weeks by grouping interviews back-to-back, with a 30-minute break in-between in order to avoid researcher fatigue. Participants were interviewed one-on-one, for 30 to 60 minutes in both a quiet campus conference room or participant offices, at the convenience of the participant (Glesne, 2011). All sessions were digitally recorded. One-on-one interviewing is appropriate to the research questions, as interviewing provides a distinctive way to gather data, for both the researcher and participants; it produces valuable perceptions into backgrounds, experiences, attitudes, principles, ambitions, outlooks, and sentiments (Merriam, 2009).

One-on-one, informal interviews are beneficial in qualitative research studies when the participant is willing and comfortable in sharing information, adding to the wealth of material required to make meaningful observations and find relevant themes (Creswell, 2012; Mahehwari, 2011). Another benefit of using informal interviews is that the direct or face-to-face collaboration between the participant and researcher typically means there is little to no delay in response (Mahehwari, 2011). The interviewer can concentrate on asking the interview questions and expect a rapid response (Mahehwari, 2011).

After the data collection was completed via interview, I organized, transcribed, and analyzed the sessions. The researcher transcribed all of the interviews, which also provided the opportunity to become familiar with the data. After the transcripts were prepared, the researcher sent the transcriptions back (email) to the participants to make sure the interviews were accurate. Once participants provided their feedback, and any

clarifications were made (email or phone), if necessary, the researcher created three electronic files.

The first file was be stored away from the analysis area, in a safe location; the second file is the master working file that was used to find meaningful themes; and the third file was a secondary working file that the researcher used for copying, pasting, and assembling the data into relevant pieces. This process occurred for each interview. Each transcript (all 3 copies) was assigned a number. The same process occurred for the organization of the data collected from the researcher's hand-written notes.

In sum, participants were informed concerning what the study entails and that the study is voluntary, and that they have the right to leave the study anytime. Research participants were instructed that they would be treated with respect. They were told that their rights and confidentiality would be maintained.

Data Presentation Strategy

The researcher should be cognizant that he/she has the best vantage point or more intimate knowledge of the study, which puts the audience at disadvantage when details are not provided in the final report. Thus, the presentation strategy for this study was to focus on highlighting details of the findings, in order that the audience may grasps the full thrust of the study. Creswell (2009) recommended including an introduction, literature review, methodology, results, and discussion sections in the reports. In light of this, a detailed, written analysis was provided with the aforementioned headings, guided by the overarching question regarding faculty perceptions of online education. It is my overarching goal to transmit the findings seamlessly. In this case, this approach will hopefully ensure the administration and decision makers at PGCC have adequate

information to make informed decisions that may impact the organization's overall viability.

My Role as Researcher

I have been a faculty administrator for 15 years. I worked in a community college setting for five of these years, and I am now currently enrolled in Walden University's doctoral program. In fulfilling the requirements to obtain my doctoral degree in education, I am going to complete a qualitative research study at a local community college to obtain the perceptions of faculty concerning the integration of online teaching versus traditional classroom instruction. The local problem that I have experienced is that many teachers are not fully committed to expanding online learning systems. I do not have any affiliation with the administration or any of the staff or teachers at PGCC. I have chosen this particular institution because of its similarities to the schools that I have attended, as there is a strong multicultural population, and PGCC offers a full array of online courses.

According to Lodico, Spaulding, and Voegtle (2010), qualitative research can lend itself to bias due to the close proximity the researcher has to the study. Because researchers are typically passionate about the research topic before the research study commences, there are often times opinions, beliefs, and preconceived notions as to the results or outcomes of the research study (Peredaryenko & Krauss, 2013). The fact that I have worked for a long time in a community college setting, experiencing first-hand faculty perceptions to online learning, this may present some biases that require special attention and conscientiousness. In addition, since online education has greatly expanded since attending college, that could skew my perception of the depth and persistency of the

current obstacles. However, to control for these sources of potential bias, I have opted to interview teachers with whom I do not have a prior acquaintance or relationship, and not including any personal experiences as an element in the interviews.

In order to further decrease biases, I read my notes after every interview to detect whether or not I had been biased in my question (Lodico et al., 2010). I reflected on my personal feelings and wrote a narrative in my field notes about how I was feeling. My peers served as debriefers, by checking my transcripts and tape-recorded interviews to note if any biases had taken place (Lodico et al., 2010).

Ethical Considerations

The names of research participants were kept confidential. Only the researcher has access to the data. Electronic data were stored on the researcher's computer, in a password-protected file. Data transcribed and printed into a hardcopy will be stored for 5-years in a locked file cabinet located inside the researcher's private office. Data in electronic format will be stored in a secure location for the same amount of time. Thereafter, the electronic files will be permanently deleted from the researcher's computer and the hardcopy files will be shredded and picked up by a professional service noted for its secure disposal of sensitive documents.

Data Analysis

I have one research question that I used as my background for developing the interview questions. I elected not to use any software in the analysis phase of the study. I manually analyzed the input of my data to better have control over the process. Manually analyzing the data allowed for immersion into its contents, facilitating a better grasp into the real meaning of what was transcribed into the computer and coded. Coding is the first

step in an analysis phase, and is done to help the researcher make sense of the data collected. Researchers use coding to develop themes that will answer their research questions (Creswell, 2012). Furthermore, coding takes place in order to maintain the integrity as to what participants are saying and feeling (Ponterrotto, 2013).

Assumptions, Limitations, and Delimitations

Assumptions

There are four assumptions underlying this research. It is assumed that faculty hold different views regarding online learning, and is the key issue to be investigated. This assumption is based on the results of national surveys and on reporting by major media (Inside Higher Education, 2013; Van Horn, Pearson, & Child, 2008; Young, 2010). However, it is not actually known whether or to what degree such opposition exists at the research site chosen for the investigation. Moreover, the study assumes that faculty opposition is one of the most important factors blocking the expansion of online learning. Interviews may reveal that neither assumption is fully borne out by the actual research undertaken at the site chosen. In that case, the project may need to (a) seek out additional sources (e.g., college administrators and students) to adjust the scope and focus of the inquiry beyond its original assumptions, or (b) conduct additional interviews at a second community college for comparison to the PGCC site results. Additionally, it is assumed that participants would be able to identify and evaluate issues pertaining to their participation in online education. Finally, it is assumed that the participants would answer the interview questions honestly, and to the best of their ability.

Limitations

The primary disadvantage of the current study is the use of a small, self-selected convenience sample, drawn from a single research site, paired with the fact that the data collected only comes from interviews. One can assume that the perceptions and opinions shared by the research participants are not simply unique to this group of individuals at this particular site. Extreme caution must be used when interpreting the results of these local interviews and applying them to a broader community college faculty or to university professors as a whole. Also, there is a possibility that participants may respond to interview questions as they believed the researched wanted them to, though it was be made clear in the invitation process that there is no benefit (actual or perceived) to skewing responses.

Delimitations

Factors that prevent the ability to make the claim that findings are widespread is a delimitation. In fact, by virtue of the qualitative nature of the research, generalizations cannot be made (Bryant, 2004), which gives the researcher an occasion to draw conclusions about a population as a whole, even when only a lesser subset were actual participant in the study (Creswell, 2005). The current study focuses on faculty perceptions of online education, within a community college setting, not a full four-year university. The study relies primarily on the subjective, self-reporting of faculty, not on more objective third-party evaluations or other data collected about their actual roles and experiences with online education.

Data Collection

After the researcher was granted permission by Walden University's IRB and PGCC's IRB to conduct research, a recruitment email was submitted by the researcher (Appendix C) to PGCC's e-learning director to submit to faculty, requesting volunteers who met the requirements, to participate in a twelve-question interview regarding online education. The email described the research study and listed the requirements of the study. The participants that were requested to participate were teachers working within the college, male and female, all with doctorate degrees. The email also listed the researcher's contact information. All participants who volunteered to participate in the study sent an email to the researcher agreeing to participate. The researcher sent volunteer participants the following via email: (a) an invitation to participate in the study (Appendix D), which explained the study; (b) a consent form (Appendix H); and (c) a cover letter for the demographic/descriptive online face-to-face project to be completed online. After the participants completed the questionnaires, they emailed them to the researcher at her Walden University email address.

As the researcher received each emailed question, she organized the questions in alphabetical order to maintain a system of organization and to keep from being overwhelmed with the information. When all question data were collected, the researcher coded and analyzed the raw data, first, by hand, and then she typed the coded and analyzed information into the computer. Coding not only assisted the researcher to keep participants' identifying information confidential, but coding assisted the researcher in organizing the data through the labeling, categorizing, and analyzing process (Houser, 2012).

Next, themes were identified in order to analyze the data and to make it meaningful. Four themes emerged from the six participant responses in the data; two participants canceled due to family problems and two did not respond. All codes and themes were derived from the research questions and corresponded with each question. After discovering the themes, the researcher recorded the results. A report of the research was written in the data analysis section of this paper, and a report of the research findings were emailed to participants, along with a thank-you note for their participation in the study.

Data Analysis

The system used for keeping track of the data started as soon as the researcher received the first emailed questionnaire. The questionnaires were alphabetically organized and placed into folders to maintain participants' confidentiality and to assist the researcher in maintaining organization. Findings from the research data were built logically from the problem. Each participant's responses were carefully read and analyzed. Results from this data yielded themes.

Theme Results

After the analysis of the data was completed, these four themes were supported by the research data in the study were identified. A discussion of the themes follows.

Themes 1-4 Research Overview (Participant Demographics: Appendix G)

Theme 1: Teachers' feelings regarding online education.

1. Teacher participants believe in online education, and they believe online education should be practiced in the college/workplace.

2. Some teachers participate in distance education, while other do not. The practice of online education is widespread.

3. Comparison studies have focused a great deal on the similarities and differences between online and face-to-face learning. However, there has been little research on how faculty think about and plan differently when teach the same course online and face-to-face.

4. Teachers who practice online teaching, and those who do not, agree that there are benefits to providing online education to students.

Theme 2: Teachers who do teach distance education/online education.

1. Teachers practice online education because they feel it is needed to effectively meet students' mental/physical needs, and they feel that providing online education is vital to some students in order to get an education. However, they do not believe that e-learning should be forced on students.

2. Adults have a strong beliefs and convictions and feel that this is the only way for them to earn an education in order to better themselves.

3. They feel secure, confident, and comfortable with their own feeling regarding online education, and they feel they can assist their children and be able to support them through a better job, spending time with them, listening to them, and answering questions they might not have ever been able to do.

4. They believe teachers should be properly trained in administering distance education and online learning should be part of online education curriculum.

5. They are employed at a University facility or College where online education is practiced or taught.

6. They feel they build better interpersonal relationships with their students, and they are able to create a better learning environment.

Theme 3: Barriers that prevent teachers from teaching online education.

Barriers identified by teacher participants were:

1. Fear of retaliation or fear of rejection or judgment by staff or students, fear of offending others, and fear of legal implications or liabilities.

2. Teachers' lack of knowledge, training, and experience in e-learning, or lack of understanding of the online education process.

3. In the university/college facility where teachers are employed, the teachers do not teach online education, or they do not have a plan of online, policies, or standards in place to support distance education.

4. Some teachers lack confidence in providing online education or they are insecure in their own education or beliefs, and they feel inadequate to administer distance education to their students.

5. The teachers may have had a negative teaching experience in the past.

6. Teachers maybe experiencing teaching shortages or they feel that administering distance education would add more pressure or burden to their workload.

7. Some teacher participants do not believe in distance education or they believe that online education is private and individualized.

Theme 4: Benefits of providing distance education.

1. Researchers must continue to study online learning.

2. When teachers are involved in their teaching and they are "empowered and comforted" and they receive "guidance and acceptance," "strength and support," and they can cope with their teaching better when online education is a part of their learning.

3. Enrollments in online learning continue to increase each year and boundaries between online learning and face-to-face learning continue to blur.

In the study, the researcher was able to delve deeply into the attitudes and beliefs of the participants through analyzing the participants' responses. Therefore, all salient data could be accounted for in the findings. There were no outlying or non-conforming data included in the study.

Discussion

The professors were interviewed in person about their perceptions regarding online learning versus traditional online courses. Each interview consisted of ten questions. To illustrate, one question addressed participant perceptions regarding the value of online learning versus traditional classroom instruction, in terms of (a) quality of instruction, (b) depth of teacher-student interaction, (c) ability to evaluate student performance, and (d) overall impact on student learning and educational potential.

Each interview lasted between 30 to 90 minutes. Conducting interviews in person enabled the respondents an opportunity to thoroughly explain the details about their instruction. The interviews were recorded and transcribed verbatim. The transcriptions were analyzed and coded by hand for trends and themes, utilizing a constant-comparative analysis technique (Glaser & Strauss, 1967). The researcher and the e-director coded the data; to establish inter-rater reliability, the researcher and, e-director met and compared

their codes and themes for consistency and resolved any differences by reaching

consensus. To strengthen the validity, member checks (Morse, Barrett, Mayan, Olson, &

Spies, 2002) were conducted with each participant via email; participants were asked to

review, clarify, and possibly expand upon the analyzed themes. Any additional data

provided was coded for trends and themes as well. This study was conducted by the

researcher; it was over seen by the director of online education (e-Learning) faculty of

PGCC. The central phenomenon investigated in this study was faculty perceptions of

online teaching versus Traditional Classroom Instruction. Several themes emerged from

the data as stated above.

Commonalities between Formats

Participants identified certain strategies that they thought worked well in both the

classroom and the online environment. For instance, a few faculty explained spontaneous

classroom interaction is essentially non-existent, which is similar to the online

environment, by definition. One participant said, "I don't know if it is because people are

afraid of speaking in class, or what, but unless I pointedly ask an individual a specific

question, the only voice I hear is my own." Another participant stated,

When I was in school, dialogue was part of the grade. You know, class

participation. It was regarded as important. Now, the students just stare at you as

you lecture. It doesn't matter how engaging the subject matter—no one seems to

have what it takes to engage in a discussion, or if they do, they are not bringing it.

One faculty felt that, "individual and group assignments worked well in both

environments." Another stated that, "I find that group exercises are sometimes better in

hybrid courses." Faculty found that homework and tests were both about the same. One

participant stated, "I haven't found differences between environments, in terms of homework and tests." Another said, "As the goal is to get a good grade through learning the material, I have found that it doesn't really matter whether the platform is live or not." Finally, the participants explained that they thought that faculty, regardless of the learning format, must be friendly and smile. One participant stated, "I learned early on through evaluations that facial expressions are so important. When I first started teaching, I was more rigid and my facial expressions were rigid, too. My students supplied feedback to me immediately through their evaluations." Another said, "You can never underestimate the power of being friendly. Friendly means you are approachable. Approachable means you are human. Friendly can encourage learning processes way more than being stern." To accomplish this in an online environment, one participant described how she would use emotions and smiling emoticons to replace the enthusiasm that students may receive in a face-to-face classroom, "I love using smiley faces to show what I am feeling. There is such an array of choices that there really is no excuse not to engage in that manner. I know my students appreciate it." Another faculty member said, "At first I thought emoticons were silly. But then after seeing my students use them in their interactions with each other, I saw there benefit, and began using them myself. It made the interactions seem more personal."

More generally, instructors indicated that both online and classroom formats have their strengths, and that ideally, online education should be available. Participant spoke to the ease of access, "Sure, it would be great if everyone could attend a classroom, but that is not the reality we live in anymore. People have lives—families, jobs, obligations. Online coursework provides flexibility. That is a good thing." Another stated, "Being

able to login and address coursework responsibilities according to one's schedule is a blessing. It allows people to pursue upward mobility while still earning a living. Online coursework has changed people's lives."

Some faculty spoke to the similarities of online and classroom formats with regards to grading. One participant said, "It really doesn't matter whether papers are turned in online, or in person. I have to grade the same thing either way." Another participant spoke similarly in the context of examinations,

> Whether students take a test online, or in the classroom is immaterial to me. They still have to prepare. They still have to produce cogent argument in their essays. I still have to grade them. It's really six of one versus a half-dozen of the other. To me, they are essentially the same.

Another participant also thought examinations were similar between formats, stating "I give essay exams. It doesn't matter if books are open. Ideas emerge from somewhere, so I allow books in classroom examinations. The same holds for online classes. People putting together a thoughtful argument is what counts."

In sum, faculty agreed that there are commonalities between the formats of online coursework and classroom coursework. With regard to emotion, participation, grading, and examinations, participants agreed that format did not hold much bearing contextually; format type did not influence outcome to any significant degree. However, this feeling did not apply for every situation when comparing formats.

Differences Between Formats

Some strategies emerged from the data, indicating that faculty believed format type should be used implemented in one environment (i.e., face-to-face, or online). For

instance, all of the participants stated a number of examples of instructional strategies or methods, such as presentations to the class and group discussions, using them more often in a face-to-face classroom. One participant said, "I love group discussions. They are unpredictable and exciting. The organic nature of its unfolding makes discussions quite special." Another participant stated, "I find that presentations are quite effective. Especially when I create groups and have them present together. It creates a nice interaction." In fact, nearly all the participants felt that the use of student presentations were an advantage in the traditional classroom. One instructor put it quite plainly by responding that, "to just have them put together a PowerPoint and post that up there seems dumb." Obviously, without the ability to engage in discussion with other students, a PowerPoint presentation would appear to be useless in an online environment. Another instructor commented similarly, by stating, "You just don't get that good old-fashioned interface." It seems as if, in the classroom, instructors tended to use group and individual presentations more than in the online environment.

When it came to effective discussions online, one participant responded, "Online I get a lot more students who are hesitant in their answers to questions I pose." It seems that all others concurred, that there was an advantage to having discussions face-to-face. They pointed out that the use of debates or brainstorming was not effective outside of a face-to-face environment because they believed these strategies require students to respond immediately. The participants also acknowledged their belief in the importance of having weekly assignments to keep students on task in the online environment. Another participant confirmed that, "assignments are given every week to make sure they are not losing track." All of the participants also reported that frequent assignments and

deadlines provided a strong motivating force. The participants did not feel the need to have as frequent assignments and deadlines in a face-to-face class because they could gauge student progress easier in a face-to-face classroom. One participant stated, "What other way is there to ascertain engagement in an online class other than weekly assignments? In the classroom, showing up is measureable and so is participation. Online classes require more structure." Another faculty said, "The online environment lends itself to a work at your convenience structure. But you need to work. Assignments are the only way to know if a student is learning. In the classroom it is different."

At times, one student's question will trigger others and the classroom can be engaged in a discussion. Since online interactions are asynchronous, this does not happen often, or if it does, the enthusiasm is often lost. One participant acknowledged, "I sometimes wish there were more ways to engage online classrooms, but since you never know who is available, it is impossible. Anyway, that is the reason many select that format. For its flexibility." Another faculty member stated, "I love the classroom setting. I set the tone. My excitement affects the students. They get excited. There is no good way to translate that raw emotion in an online environment."

The way instructors formulated their lesson plans also differed between the two formats. Online classroom required more rigid planning and implementation, whereas the classroom afforded a more organic structure. Once participant stated, "The thing I dislike the most about the online environment is that there is no veering from the course. Each week is planned well in advance and the syllabus is static; there is no room for change." Another faculty said,

The classroom definitely affords more flexibility from week to week. If I want to

stray from the plan one week, or a discussion arises that merits exploration, I can

steer the class in whatever direction I want. The ability to make a shift, in the

moment, is very freeing, and keeps the job much more fun for me.

One participant spoke to the predictability in online formats, as opposed to face to face

learning, stating "Look, both formats have their strengths and weaknesses. For me, the

worst part about online is that there are few surprises. Everything is predictable. That is

difficult for me."

Changes in teaching because of format. I believe that finally, and most

interestingly, teaching online helped each of the faculty members think differently about

face-to-face and online teaching. Some of the participants responded that teaching online

reminded them of advantages of face-to-face instruction, such as the ability to respond

directly to questions and demonstrate problems. One participant captured this the

statement, "It is clear that in comparison to one another, classroom instruction has clear

benefits over online teaching. That said, online instruction is a necessary option." Others

stated that teaching online had broadened their awareness of student needs, as well as

incorporation new methods to engage. One participant stated,

The thing I have liked best about online teaching is that it has forced me to

become a better teacher. I need to find new ways to interact with my students and

I need to put forth lessons that are interesting for that environment. It stretches me

to familiarize myself with the new methods and strategies for teaching, and takes

away the option of dialing it in. Complacency is not an option. I suspect some

faculty can and do skate through the online classes, but if you care about what you

are doing, you have to reinvent yourself as a teacher. That is exciting to me!

Some participants also noted that managing online discussions and the fact that students

might "blast one another in discussions," as one explained, reminded them of the

importance of classroom management. Once faculty said,

You have to definitely monitor the discussions in an online environment. You

also have to be very clear at the outset that bullying will not be tolerated and that

everyone should be supportive of one another's commentary. This does not

exclude criticism, but it does include mindfulness and kindness in one's

interaction. I have had to remind students of that in private messages when things

get heated.

Of note, there are times when students do feel a disrespected. However, as one instructor

stated, teaching online taught her to, "quickly stifle any student-to-student conflicts."

Finally, teaching online led the participants to integrate technology in face-to-face

classrooms more than ever. One faculty said, "I am grateful for the age of technology. As

the world expands, so do we. Even if I am not teaching an online class, I can implement

aspects into my classroom. I like changing it up."

In sum, faculty agreed that there are differences between the formats of online

coursework and classroom coursework. With regard to flexibility, classroom format

emerged as the preferred choice. The predictable nature of the online environment posed

some difficulty for a few participants. Ultimately, they agreed that each format had its

strong points as well as weak ones.

Implications and Limitations

The results indicate and support previous claims that teaching in an online environment is very different from teaching in a face-to-face environment. While there are many instructional practices that can be done in both environments, each learning environment has it strengths and weakness. Furthermore, even experienced faculty can develop strong instincts—whether supported by research or not—about what works in each environment. For several reasons, faculty in this study (i.e., faculty who teach both online and in the classroom) consistently believed that students in a face-to-face classroom benefited from synchronous face-to-face discussions. It was explained by the faculty that students in a face-to-face environment received quick responses to questions and could see problems demonstrated.

This research highlights the need for faculty development initiatives, or access to instructional designers, that will help faculty move beyond assumptions like, "group work does not work online." I believe that faculty need support to identify and leverage the strengths of each learning environment. As boundaries between online and face-to-face learning continue to blur, it is even more important that faculty recognize when and how to use certain tools and how to design instruction—regardless of the learning format—to maximize student achievement. As we know, faculty often do different things online than in the face-to-face classroom (Wiley, 2002); they should be encouraged to continue to do so, but their instructional decisions should be based on best-practices rather than over generalizations about what works and what does not.

One of the study's strengths is the fact that the respondents included a purposeful selection of experienced faculty. The interviews were from a sample of instructors that

had experience in teaching in both environments. The analysis improved by clarifying the theme statements with follow-up interviews. A limitation of this study was the small sample size. While some qualitative researchers do not recognize the importance of sampling in qualitative research (Onwuegbuzie & Leech, 2005), we recognize the importance of sampling in all research. Although the respondents were experienced faculty, a larger sample would have provided richer data to better understand how faculty think different as well as what they do differently when teaching the same course online as well as in a face-to-face classroom.

Researcher and practitioners alike have argued that teaching online is different from teaching in a face-to-face environment. As a result, faculty is confronted with a host of decisions when designing instruction. Some of these decisions are as simple as: should you include group work or not in online courses? Researchers need to understand better the decisions faculty make and why make the ones they do when designing instruction. The results of this study support previous claims that faculty do teach differently online than they do in a face-to-face environments. Further, this study has shown that faculty, at least in this sample, often make assumptions—that are not supported by research—about what works or does not work in a specific learning environment. Part of the problem most likely stems from the complicated nature of designing and developing online courses; few faculty possess the pedagogical and technical skills to design needed to develop high quality online courses (Lowenthal & White, in press). Therefore, as online enrollments increase, universities need to continue to find ways to support faculty, whether through workshops or collaborative course design models (Lowenthal & White, in press) in the design and development of online instruction.

As researchers, we must continue to study online education. Enrollments in online education continue to increase and the boundaries between online learning and face-to-face learning continue to blur. More specifically, researchers need to continue to acknowledge, focus on, and investigate the differences between face-to-face and online learning, with a specific focus on variables such as different content domains, different types of learners, different pedagogical models, and different mixes of media used (Bernard et al., 2004) that change across faculty, schools, and colleges. Specific research also needs to be structured based on whether or not faculty development can change attitudes and perceptions—and ultimately instructional decisions—pertaining to faculty who teach online.

Evidence of Quality and Methods to Address Accuracy of the Data

Researchers conducting any research study should demonstrate evidence of quality and accuracy by making sure the study is credible, valid, dependable, and trustworthy, and that results from the study should accurately reflect the data collected (Hannes, 2011; Lodico et al., 2010; Merriam, 2009). "All research is concerned with producing valid and reliable knowledge in an ethical manner. Being able to trust research results is especially important to professionals in applied fields because practitioners intervene in people's lives" (Merriam, 2009, p. 209). In the study, the researcher followed procedures to address accuracy of the data. In order to ensure that the data collected in the study was credible, valid, dependable, and trustworthy, the researcher discussed it with PGCC e-director, who reviewed the data collection for accuracy and bias.

Outcomes

The outcomes were logically and systematically summarized and interpreted in relation to the problem and guiding questions in this research study. The local problem that prompted this qualitative online research study was that of a local community college online education instructor's perceptions regarding face-to-face versus traditional classroom instruction. Online education is vital to the overall well-being of students. The teaching of online education can be lifesaving for many students, or it may be the only hope they may have toward education and fulfillment. The following guiding questions in this study were: (a) How do you regard your experiences with teaching online classes and why?; (b) What do you think the primary limitations of online education are, if any?

In summary, the finding of the study revealed that teachers believe in the teaching of online education, but some practice it, while others do not. Teachers need educating to overcome barriers that prevent them from teaching online learning in the classroom. Teachers in the study also believed there were benefits of teaching online education.

As a result of the study, it was determined that the project that will be developed will be an informal, three-day workshop series for teachers, teacher educators, teacher leaders, and administrators of colleges and universities. In the introductory phase of the workshop, participants in the workshop will be given an overview of online education. Online education experts will be invited as guest speakers to speak with the group and to answer any questions or address concerns that participants may have concerning online education. Small group sessions will be held during the workshop series to discuss various online educational components, how to implement an online education program, and to answer questions participants have regarding online education. There will be a

PowerPoint presentation shown, and it will be followed by a question and answer session. Participants will also be given a summary of the events of the day, as well as a workshop packet and a fact sheet on online education. The workshop series will be video recorded and placed online for teachers who could not attend the series. At the end of the workshop, participants will evaluate their overall experiences in the workshop.

The twenty-first century has been a time of unprecedented progress with the advent of technology in online learning. Some observers might argue technological advancements precipitated globalization, while others may argue the two movements have collided. Still, the impact of technology can be seen in many of areas—from business to medicine to education. Studying faculty perceptions regarding the use of online classes contributes to the body of knowledge on an emerging issue, as it will assist in understanding issues of quality and possible resistance. This issue is significant due to the implications for student retention and resources allocation, not only at PGCC, but in similar settings. It is the hope that the current study uncovers information that affords an opportunity for responsible decision-making regarding online education.

Conclusion

The twenty-first century has been a time of unprecedented progress with the advent of technology in online learning. Some observers might argue technological advancements precipitated globalization, while others may argue the two movements have collided. Still, the impact of technology can be seen in many of areas—from business to medicine to education. Studying faculty perceptions regarding the use of online classes contributes to the body of knowledge on an emerging issue, as it assists in understanding issues of quality and possible resistance. This issue is significant due to the

implications for student retention and resources allocation, not only at PGCC, but in

similar settings. It is the hope that the current study uncovers information that affords an

opportunity for responsible decision-making regarding online education.

Section 3: The Project

Introduction

The purpose of this descriptive, face-to-face research study was to investigative the instructor perceptions of online teaching versus traditional classroom instruction, including their attitudes and beliefs regarding online teaching. The selected project, based on the research finding from the study, will educate key stakeholders, including local teachers, teacher educators, teacher leaders, and administrators regarding the implementation of online teaching within their facilities. This project will enhance or improve teachers' practice in facilities where online teaching is practiced.

This section includes the description, goals, and rationale for the project. In addition, a review of the current literature offers an explanation as to why this type of project would be the best choice for this project study. This section also includes the implementation of online teaching into facilities, as well as potential resources, existing supports, potential barriers, a proposal for implementation, and a timeframe. Roles and responsibilities of student and others; project evaluation; implications, including social change, local community, far-reaching results; and conclusions are other areas covered in section 3.

Description and Goals

Findings from the research study shared in the previous section indicated that the convergence of the educational reform and the communications revolution led to a dramatic expansion of online education and the use of the Internet and social media to facilitate classroom instruction. These changes are especially evident at the community college level (Fischman, 2009). The goal of the workshop series is to provide a clear

understanding regarding online teaching; to teach instructors, supervisors, and administers the importance of implementing an online program; and how to implement an online program into their institutions. Teachers who practice online teaching will be instructed on how to improve their online program in their facility. Another goal of the project is for participants to be interactive through verbalizing their feelings and sharing their opinions related to online teaching versus traditional instruction. The project will be a three-day workshop series for teachers, associate professors, assistant professors, and facility administrators. Workshops are excellent tools for providing an in-depth, educational experience for teachers, professors, supervisors, and administrators in a short period of time (University of Kansas, 2013) because participants may not be able to commit to prolonged educational programs.

Participants will be given a workshop packet and a fact sheet upon arrival to the workshop series. The workshop packet will be used by participants as a guide for note-taking, writing questions, and as a reference; they will be provided a fact sheet after the workshop is completed. At the start of the workshop series, participants will be given a general overview of online learning versus traditional classroom instruction, the common myths and misconceptions concerning online learning, what online learning entails, and the reasons online learning is now widely practiced by the facilitator. In addition, definitions of online learning versus classroom instructor; myths and misconceptions concerning online learning; what online entails; and reasons online teaching is widely practiced will be discussed at this time. The workshop will have guest speakers who are experts in the field of online learning. Guest speakers will communicate with the group about online learning and how online learning should be implemented, the pros and cons

of implementing an online program, as well as the benefits of providing online learning to students. Guest speakers will answer any of the participants' questions. Speakers will include directors in the community; online professors; English, mathematics, philosophy, history, business and government professors; and assistant educators. During the workshop series, small-group sessions will be held for participants to discuss various components of online learning, implementing an online center in the colleges and universities; participants will have the opportunity to verbalize their feeing concerning online learning versus traditional classroom instruction, ask questions, and receive answers. A Power Point presentation will be included in the workshop. On day two of the workshop, participants will be given the opportunity to choose one workshop class of interest that will be offered during the small group sessions; there will be music played by a local band. Role-playing sessions will be held on day two as well. Day three of the workshop will include classes and testimonials. At the end of each workshop day, participants will be given a summary of the. An online video recording of the workshop will be made available to teachers who were not able to attend the workshop.

Rationale

Why the Project Genre Was Chosen

This qualitative research method study revealed online education is serving as a catalyst, forcing faculty to reconceptualize teaching and learning (Daugherty & Funke, 1998; Duffy & Kirkley, 2004; Speck, 2007). As more faculties teach online—whether it is a course they developed or a course developed by someone else—they are confronted with a host of decisions. Before the study was completed, the researcher was contemplating what would be best for the project study. However, after the results of the

study were determined, the researcher decided that a workshop series would be best for this project. A workshop is a meeting between professional people who share a common interest or problem (Solanski, 2013). Professionals come together with experts or consultants in their field of interest to find a solution to a problem (Portland State University, 2013; Solanski, 2013). In the interactive workshop series, instructors will focus on issues relating to online learning versus traditional classroom instruction. Accenture (2014) stated:

> A workshop would allow the researcher to provide an intense education on online learning to teachers in a learning environment. A facilitated workshop would foster creative thinking between teachers, teacher educators, teacher leaders, and administrators that may result in action-oriented decisions being made to implement online learning in the workplace. ("Benefits of Attending").

Online teachers will learn ways to improve their practice in the workshop series.

A workshop series was chosen over any other teaching modality due to the following reasons: (a) workshops are informal, (b) workshops are limited by time, and (c) information presented in a workshop is comprehensive and does not require the participants to have to read or study, as opposed to a class that requires participants engage in the aforementioned (University of Kansas (KU), 2013).

How the Problem was Addressed through the Content of the Project

Teachers are not widely practicing online teaching in their workplaces although they believe in online learning. The problem identified in the study was that teachers need education in online/e-learning to overcome barriers that prevent them from practicing/teaching online learning. This problem will be addressed through the content of the project. Also, the project will assist teachers who practice online learning to enhance their practice/teaching and to learn new ways to administer e-learning in the

classroom. Teacher educators, teacher leaders, and administrators who take part in the project will learn the benefits of incorporating e-learning into their facilities.

Adults learn differently than children; therefore, different educational strategies should be employed in a workshop. One of the advantages of conducting a workshop is that participants will be allowed to take part in various learning techniques and activities (KU, 2013; National Science Foundation (NSF), 2014). Participants are motivated to learn when different learning strategies are employed (NSF, 2014). In this workshop, the participants will actively participate in the learning process. Participants will interact with one another through sharing their experiences, voicing their opinions, and/or asking questions related to the practice of online learning. There will be lectures, small group discussions, a question-and-answer session, role playing with demonstrations, and a skit. Holistic spiritual care classes and testimonials will be included in the workshop as well. Music will be provided during the workshop. Reflection and self-reflection strategies, which may help to transform the attitudes and beliefs of teachers concerning integrating online teaching in their workplace, will be taught to teachers who attend the workshop.

Other advantages of a workshop include: (a) participants receive a wealth of information at one time and place from expert speakers; (b) participants develop friendships by collaborating with participants who share similar interest, problems, or concerns; (c) participants build confidence by spending time with people who understand their problems, fears, or anxieties; and (d) participants may see this as a time to take a vacation, especially if the workshop is out of town and if the workshop is held at a hotel (Sandoval, 2010). At the end of the workshop, there will be a time for reflecting on the

events of the day. At this time, a short evaluation survey will be completed by participants.

Review of the Literature

A local problem is that online teaching is not routinely practiced by professional teachers the local colleges. However, research was conducted at this local facility. The researcher recruited local professional teachers within the college to conduct face-to-face interviews in order to obtain more diverse attitudes and beliefs from certified professional teachers regarding online learning.

The purpose this qualitative, descriptive, face-to-face study was to investigate the instructor perceptions of online teaching versus traditional classroom instruction, knowledge, attitudes, and beliefs of local certified teachers regarding online learning. The study helped the researcher discover that teachers believe in online teaching, but online teaching is not being widely practiced in their colleges. Also, it was determined from the results of the study that teachers need education in online education to overcome barriers that prevent them from practicing such a teaching method.

An extensive search was undertaken by the researcher to determine the best project based on the research data collected. The review was drawn primarily from recent articles published in peer-reviewed journals, or highly regarded academic journals and texts. Walden online databases, CINAHL, Ebscohost, Sage full text, and Google Scholar were used to collect articles. Literature from diverse perspectives, such as online articles, was used in the search to further validate the project. Textbooks were also used in the search. The literature review was exhaustive, with myriad articles and books collected; the ones that had no relevance were not used.

Based on the findings from the study and an extensive literature review, the researcher determined that an interactive workshop would be appropriate for educating teachers, teacher educators, and administrators about online teaching/education. Teachers need training to overcome barriers that prevent them from administering online education. Online teachers can take advantage of training that would enhance or improve their practice by refining their knowledge and skills (Timmins, 2013). Teacher leaders and administrators will be educated on the benefits of having an online educational program in place at their work facility.

Teachers require specific training in online education and "education in this area is urgently needed" (Timmins, 2013, p. 123). In this workshop, teachers will come together to learn, study, share, and work toward a solution (Solanski, 2013). This literature review embraced the conceptual/theoretical framework and genre that will support this project, which is a workshop to educate teachers in online education.

Conceptual/Theoretical Framework

There are many adult-learning and teaching theories. Based on the findings from the study, the theoretical frameworks of Mezirow (1997, 2003) and Knowles (1980, 1984, 1989) best support the project. Mezirow's (2003) theory is known as a transformation learning theory. Knowles' (1984) theory is an adult learning theory. The two theories and their application to the project will be discussed, in depth, in this paper.

Mezirow's Transformation Theory

Mezirow first introduced his transformational learning theory in 1978; his transformational learning theory has been applied in classrooms, online instructions, e-learning, on-the-job training programs, seminars, conferences, and workshops.

Mezirow's (2003) transformation theory was not a typical adult-learning theory. This transformational theory did not address the learning process; rather, it was one that described the influence learning had on the learner's beliefs and values (Cunningham, 2014).

Beliefs and values of the learner are formed by their past, contextual and discrepant experiences, and by their culture (Cunningham, 2014; Taylor & Cranton, 2013). Past experiences are those experiences brought about by habits and societal influences (Taylor & Cranton, 2013). Contextual experiences are related to occupational or workplace influences (Taylor & Cranton, 2013). Discrepant experiences are the negative past and cultural experiences that the learner has to contemplate during the learning process (Taylor & Cranton, 2013). Cultural influences are those influences ingrained by family, society, or by religious affiliations (King, 2012; Taylor & Cranton, 2013). These experiences are believed to influence how adults learn and how they transform their lives from what they learn (Harbeck, 2012).

Transformational Learning

According to Cunningham (2014), Mezirow described transformative learning as being a rationale, cognitive, objective, and a social process that transforms the learner's life. Mezirow (1997) stated:

Education that fosters critically reflective thought, imaginative problem posing, and discourse is learner-centered, participatory, and interactive, and it involves group deliberation and group problem solving. Instructional materials reflect the real-life experiences of the learners and are designed to foster participation in small-group discussion to assess reasons, examine evidence, and arrive at a

reflective judgment... Learning contracts, group projects, role-play, case studies,

and simulations are classroom methods associated with transformative education.

The key idea is to help the learners actively engage the concepts presented in the

context of their own lives and collectively critically assess the justification of new

knowledge. (p. 10–11).

Transformative learning can be slow (Harbeck, 2012). Change can be an

enjoyable or a fearful experience for the learner, it can be a welcomed experience, or one

that the individual has to make a serious lifestyle adjustment in which they are not

prepared to make (Hodge, 2010). Meizrow believed that transformational learning took

place in phases. Each phase took place at a different time and the learner reacted

differently to each phase learning, depending on the situation (Harbeck, 2012).

Meizrow's (1991) stages of transformation include:

1. A disorienting dilemma;

2. Self-examination with feelings of guilt or shame;

3. A critical assessment of epistemic, socio-cultural, or psychic assumptions;

4. Recognition of one's discontent and the processes of transformation are shared
   and that others have negotiated a similar change;

5. Exploration of options for new roles, relationships, and actions;

6. Planning a course of action;

7. Acquisition of knowledge and skills for implementing one's plans;

8. Provisional trying of new roles;

9. Building of competence and self-confidence in new roles and relationships; and

10. A reintegration into one's life on the basis of conditions dictated by one's new

perspective (Hodge, 2010, p. 54).

Meizrow's transformational theory will be applicable to the project because the participants in the project will come from diverse ethnic and cultural back groups, have different beliefs and religions, and they have with varied experiences. Also, the facilitator recognizes that participants learn differently and in different stages. Some participants may have to take time to reflect back on their experiences before they can translate the information learned, and make a transformation to online learning. "A changed expanded perception or understanding is the hallmark of transformational learning," (King, 2013, p. 9) therefore, the events that will be designed for the project will be aimed at reflecting the teachers' real life experiences and bringing about transformation or change in the teachers' learning.

This project will provide information that will be relevant and informative to a diverse group of participants. Like Meizrow, the facilitator will create a learner-centered atmosphere where the participants can be interacting with other participants to discuss, deliberate, and problem-solve. Small-discussion groups will allow participants to express their feelings concerning online learning verse traditional instruction in the classroom. Role-play in the form of a demonstration, and a skit, will be a transformative or learning tool used to teach adult learners. Other transformational learning tools used in the workshop include discussions, conversations between participants, reflections, question-and-answer sessions, and speakers who will bring innovative and up-to-date information and ideas to the group.

Knowles' Adult Learning Theory

Knowles was known as the andragogy or the adult learning theorist. Andragogy was defined by Knowles as being "the art and science of helping adults learn" (Knowles, 1989, p. 43). Knowles (1984) believed that adults brought their life experiences into their learning environment; they expect to be active participants in their learning. Further, adults have to have an interest in the topic being taught; they need to be knowledgeable about what they need to learn, and they learn by problem solving (Clapper, 2010; Nnolim, 2010; Ross-Gordon, 2011; Yardley, Teunissen, & Dornan, 2012).

Also, Knowles stated that adults believe that they have a need to learn; learning has to be applicable to their lives and jobs, and they are task-centered learners (Nnolim, 2010; Ross-Gordon, 2011; Horton, DePaoli, Hertach, & Bower, 2012). According to Knowles, adults are also independent self-guided learners, who have a strong internal desire to learn, and they are goal-oriented, but require motivation by educators to participate in the learning process (Clapper, 2010; Brockett & Donaghy, 2011; Gegenfurtner, 2012; Taylor & Hamdy, 2013). Knowles assessed adult learning and developed six assumptions. These assumptions are believed by Knowles to be the foundation from which adult learning programs are designed (Knowles, 1980).

Knowles' Six Assumptions of Adult Learning

1. As a person matures, his or her self-concepts moves from that of a dependent personality toward one of a self-directing human being.

2. (An adult accumulates a growing reservoir of experience, which is a rich resource for learning.

3. (The readiness of an adult to learn is closely related to the developmental tasks of his or her social role.

4. There is a change in time perspective as people mature-from future application of knowledge to immediacy of application. Thus, an adult is more problem centered than subject centered (Knowles, 1980, pp. 44-45).

In 1984, Knowles added a fifth and sixth learning assumption to the four learning assumptions:

5. The most potent motivations are internal rather than external.

6. Adults need to know why they need to learn something (Knowles, 1984, p. 12).

From each of these assumptions, Knowles (1984) was able to design, implement, and evaluate a program's plan. For example, assumption one states that adults are self-directed learners, therefore programs should be designed by program planners that allow adult learners to diagnose their learning needs, set their own goals, and evaluate their own learning outcomes (Fabel, 2010; Nnolim, 2010).

Knowles' (1984) six assumptions of adult learning will be applicable in the project. The facilitator will encourage the diversity of learners who will attend the workshop by planning different activities and learning strategies, creating an atmosphere where the adult learners will be in control of their own learning; they will be treated with respect and will be motivated—the environment will be calming, relaxing, and conducive to learning (Cafferella, 2010). Speakers will provide participants with relevant information and materials that will be useful to the participants, in their jobs and lives. According to McNeil (2012), facilitators must shift their focus from themselves to the

learner. The facilitator in the project will serve as the group leader, but will allow

participants the freedom to be interactive with the group at large, or in their discussion

groups. Participants will be able to verbalize their feelings without judgment, to ask

questions and receive answers, as well as reflect on their learning. Participants will be

encouraged to evaluate their learning at the end of the workshop.

Researcher Planning, Organizing, and Facilitating the Workshop

When educators are planning an educational program, such as a three-day

workshop, they should be aware of the needs of the participants. Based on the results of

this project study, the researcher determined that instructors needed to be educated in

online teaching. Instructors who are teaching in their university and college may improve

their teaching online; administrators will learn the benefits of incorporating online

teaching in their facility through these workshops.

In this workshop, the researcher will plan the workshop with the needs of the

learners in mind. Understanding the needs of the participants will help the educator to

determine what needs to be done, and how to do it (KU, 2013). The workshop will be

geared toward educating adults who are different ages, from different cultural, religious,

educational, and experiential backgrounds. Participants have diverse learning styles.

Also, participants' willingness to learn or apply what they have learned may vary.

Accommodations will be provided to learners with physical limitations.

As the researcher is planning and organizing the workshop, she will make sure

that she will have all the necessary equipment, such as an easel or chart board, a video

recorder, overheads, projected computer-screen images, handouts, paper, and plenty of

pencils and pens (Education Training Unit [ETU], 2013; University of Kansas [KU],

2013; National Science Foundation [NSF], 2014). Also, she will ensure that the room is spacious, has comfortable furniture, with proper seating arrangements, and ample lighting (KU, 2013). Coffee and tea will be provided during the workshops for participants.

At the start of the workshop, the facilitator will introduce herself and the guest speakers to the participants, followed by giving a very brief explanation for holding the workshop (ETU, 2013; KU, 2013). Next, the facilitator will request that participants introduce themselves to one another. The workshop agenda breaks and mealtime information will be shared by the facilitator. During the different phases of the workshop, the facilitator will keep track of the time to ensure activities progress according to plan (KU, 2013).

The Workshop

Workshops should be interesting and activities should vary (KU, 2013). During the three-day workshop series (Appendix A), there will be guest speakers addressing the audience, small group sessions, and a Power point presentation. A question-and-answer session will allow participants to ask questions and receive answers from the speakers and other participants. Reflective and self-reflective strategies will be discussed as well. The participants will be able to visualize the impact of online education into their practice because a demonstration and an interactive skit in the form of role play (National Science Foundation (NSF), 2013) will be presented on the different components of online education such as e-learning, sampling, focus on, and investigating the differences between face-to-face and online learning, reading, comparison, listening, and faculty. Participants also will be instructed on how to appropriately teach online education to their students. Music, online educational classes, and testimonials will be offered to the

participants. In the closing phase of the workshop, the facilitator briefly will review the day's agenda and address information that might not have been covered in the workshop. At that time, feedback from the participants will be requested from the facilitator. Participants will be asked about their experience in the workshop, and they will be asked if the information provided in the workshop was or was not helpful. Participant challenges and concerns regarding online education will also be discussed.

Anonymous evaluation forms with five evaluation questions will be given to participants to complete at the close of the workshop. Participants will rate their overall experience in the workshop, from 1–5, ranging from strongly disagree to strongly agree (KU, 2013). Workshops are evaluated on the clarity of the presentation, the various learning activities, relevance and usefulness of the material presented, as well as workshop engagement (ETU, 2013; KU, 2013; NSF, 2014). A space on the evaluation form will be provided for the participant to write general comments.

Discussion of the Project

This next section will cover implementation of the project, potential resources, existing supports, and potential barriers. Next, the proposal for the implementation and the timetable, as well as the roles and responsibilities for the project will be discussed. Project evaluation and implications, including social change in the community and far-reaching change, will also be covered in the next section.

Implementation of the Project

After analyzing the results of the study, the researcher determined that there was a need for teachers to be educated in online learning to overcome barriers that prevent them from teaching online education in their workplace. Based on the study, the researcher

determined that a workshop would be the best tool to educate teachers. The workshop

series will be a three-day event where key stakeholders, who are the local teachers,

teacher leaders, teacher educators, and teaching administrators, will be invited to attend

and learn about online education. The workshop will teach the participants the meaning

of online education, the components of e-learning, the appropriate way to administer

online education, answer participants' questions, as well as clarify any misconceptions

about online education the participants may have. Also, the benefits of online learning

will be discussed. Reflection and self-reflection transformational strategies will be shared

with the teachers. These transformational strategies may promote change in the teacher's

beliefs and attitudes toward the implementation of online education into their workplace.

Potential Resources and Existing Supports

Potential resources and existing supports for the implementation of the workshop

identified in the study were different professional teachers that taught difference subjects.

Study participants supported online education but they needed to be educated in e-

learning to overcome barriers that prevented them from teaching such lessons. Other

potential resources and existing supports could be teacher educators, teacher leaders, and

online facility administrators.

Potential Barriers

The researcher is supportive incorporating online education into teachers' classes,

and she is aware, from the study, that teachers believe in and support e-learning

education. She is also aware that there will be barriers to overcome in implementing a

workshop. Research studies have shown that workshops have been very effective for

helping transform adult learners (Burgess & Curry, 2012; Chuan, Chen, Hsu, Lin, &

Chrisman, 2011; Perscellin & Goodrick, 2010; Tupper, Pearson, Meinersmann, & Dvorak, 2013). According to Yousefi, Nahidian, and Sabouhi (2012) "workshop training significantly improved the level of knowledge, attitude, and practice of professional teachers" (p. 91).

A mixed-method study conducted by Tarnow, Gambino, and Ford (2013) assessed the effects a continuing education workshop had on teachers' delivery of e-learning and team work. Teachers who had attended the workshop were asked to complete questionnaires and were also interviewed (Tarnow et al., 2013). The results of the study indicated that 50% of the teachers had changed their attitudes toward e-learning and team work (Tarnow et al., 2013). In addition, supervisory teachers reported that the teachers who had attended the workshop had either enhanced or greatly improved their student classes and teamwork (Tarnow et al., 2013).

Despite research findings that indicate workshops are effective, there still remains the human element that may make workshops ineffective in changing attitudes, beliefs, and behaviors in the workplace. There are many people who attend workshops and obtain information, think about the information, and decide to change, but as time go on, people regress back to their old behaviors (Sandoval, 2010). Still, there are others who attend workshops and feel like the workshop did not benefit them or the information was not applicable (Persellin & Goodrick, 2010; Sandoval, 2010). Another pitfall is that some participants may not attend because they cannot afford to take time off from their busy schedules (Sandoval, 2010). Funding may be another barrier for participants (Sandoval, 2010). Workshops are not always subsidized by employers, leaving the expense to the employee to absorb (Sandoval, 2010).

During the workshop, the facilitator will encourage participants to be actively involved in through the encouragement of asking questions; collaborating within small groups, speakers, and with other participants; or by taking time to reflect on what they have learned (Percival, 2014). Transformation or a positive change in a person's attitudes, beliefs, or behaviors may result when participants share their experiences, ask questions or answer questions, receive or offer support, and receive validation from other members collectively, in a group setting, or on a one-to-one basis with speakers or other participants (Burgess & Curry, 2014; Tupper et al., 2013). Whether the participants share with one another individually or in a group setting, collaboration of this nature tends to prevent or decrease any misconceptions the participants may have (Tupper et al., 2013). Tupper et al. (2013) stated, "Challenge participants to see, learn, and experience 'ah-ha moments'" (p. 274). The workshop will be videotaped for those who will not be able to attend, and for reinforcement of materials for those who do. The researcher will provide resource information in the workshop packets such as the Online Teachers Association information. Participants may want to contact outside resources if they have any further questions, need more information, or want to find out if there are any local meetings they can attend to receive further support.

Proposal for Implementation and Timetable

This workshop will be a three-day event. The main goal of the workshop is to provide education to teachers on online education; however, implementation of online education will be a focus as well. The researcher, upon completion of the doctoral program at Walden University, will work toward promoting this online education workshop series and future workshops, which will help teachers realize the importance of

incorporating online education into their routine teaching. An estimated timeframe for implementing the workshop series will be early November, 2015. According to the research, program planning should begin 90 days, up to one year before the program is scheduled to start (NAGT, 2014; Tupper et al, 2013). After the completion of the first planned workshop series, the researcher hopes that teachers will take the information provided in the workshop and begin teaching online education in their workplace, and that teacher leaders, teacher educators, and administrators will implement online education in policies and standards into their workplaces as well.

Roles and Responsibilities of the Facilitator and Participants

In order for a workshop to be successful, the facilitator and the participants have specific roles they must play or tasks they must perform. In this workshop, the researcher will be the facilitator. As a facilitator, she will plan the meeting with the needs of the participants in mind. Goals and objectives for the workshop will be set by the facilitator. Funding and equipment and supplies needed for the workshop will be obtained by the facilitator, and she will locate a meeting place, set the date and time, and notify potential participants. Volunteers will be requested by the facilitator to assist her in completing the planning process, in implementing, and conducting the workshop. The facilitator must also facilitate or guide the workshop by keeping the agenda, monitoring the time, and maintaining a comfortable, safe, and productive environment for the participants by motivating them to be actively involved (Booth & Schwartz, 2012, 2013; International Council on Archives, 2010; KU, 2013; Solanski, 2013). All participants will be greeted by the facilitator upon arrival. Coffee and tea will be provided during the workshop.

Participants will be responsible for being respectful to the facilitator and being actively involved in the workshop (KU, 2013; Solanki, 2013). The participants will remain active in the workshop by collaborating with the group, as a whole, or in small group discussions. Participants will also partake in a question-and-answer and session, reflection time, discussing reflection and self-reflection strategies, and participating in role-playing. Lastly, participants will be responsible for evaluating the workshop. When the facilitator and the participants cooperatively work together as a team, the workshop can be a success and lead to teachers toward transforming their classroom by including online education.

<p style="text-align:center">**Project Evaluation: The Evaluation Design and Approach**</p>

Project evaluation is very important. Feedback from participants will assist the facilitator to determine the effects of the workshop in whether the program worked or did not work. A summative evaluation will be made of this workshop. According to Lodico et al. (2010), summative data are provided at the end of a program to evaluate whether the program met its goals and objectives. Summative evaluations focus on the results or outcomes of a program throughout the life of the program (Caffarella, 2010). Also, the results obtained from summative data may be indicative of whether the participants received enough relevant information to make an informed decision whether or not to incorporate online classes into their teaching. An advantage to evaluating a program at the end is that the program has been completed and a comprehensive assessment of the results of the program can be made (Caffarella, 2010). Assessing the outcomes of the workshop will assist the researcher in revising or restructuring future workshops (Caffarella, 2010). Stakeholders who participated in the workshop will be informed of the

results or outcomes of this workshop via email. Participants will be encouraged to give additional feedback concerning the workshop at that time.

Overall Evaluation Goals

The researcher has determined that teachers in the study needed education in online education, and a workshop was chosen to educate teachers. The first overall evaluation goal following the workshop will be to evaluate whether information provided in the workshop effectively addressed the needs of the participants. Another overall evaluation goal was to evaluate whether participants, through education provided in the workshop, had made a decision to implement online education into their routine teaching at their college facilities.

Key Stakeholders

At the end of the workshop, participants who are the key stakeholders in this project will be asked to complete a five-question anonymous evaluation form. The participants will rate their experiences in the workshop from 1–5, ranging from strongly agree to strongly disagree (KU, 2013) (Appendix A). Feedback from the evaluation form will assist the researcher to determine if the stakeholders feel they have received adequate information in the workshop, or if more education is needed. Based on the evaluation results, future workshops will remain the same, be improved, or be changed completely. This workshop is only the beginning move toward the implementation of e-learning in academics, and the evaluation process will be ongoing with each online education workshop that is implemented. New information will be learned from each workshop that is conducted.

Implications Including Social Change

Social changes that are effective take place when those who are initiating change decide to change a problem or situation locally and globally. Local changes are those changes that occur in the community, whereas global changes are far-reaching. Education is the key to social change in the area of online education implementation. In order for online education to become a routine part of teachers' teaching locally, nationally, or worldwide, barriers that prevent teachers from teaching in this manner must be removed through the educational process. A workshop, which the researcher will be conducting to educate teachers in online education may be instrumental in bringing about this change. The importance of the project to local stakeholders and to a larger context (i.e., far-reaching effects) will be discussed in detail.

Social Change in the Local Community

Educating local teachers, teacher educators, teacher leaders, and administrators in e-learning is the initial step toward the implementation of online education the workplace and then into routine teaching of students. The above-mentioned leaders must realize the positive impact that the practice of online education has on their students' lives. Study results have shown that teachers believe in and support online education. However, local teachers are not widely teaching online education because they need to be educated to overcome barriers that prevent them from teaching. Social change may occur on a local level when teachers, teacher educators, teacher leaders, and educators come together to gain knowledge, collaborate, and work together to solve the problem.

Social changes that may result from teachers incorporating online education into their teaching/practice include: students' costs, experience in this area, involvement in

traditional classes, and experiencing a better feeling toward social changes. Social changes can result when teachers overcome barriers such as fear, other negative feelings, or a lack of training, and/or knowledge concerning online education. Teachers may then able to provide better teaching to their students, and they may build trusting relationships with their students, families, and co-workers in their workplace. Student's satisfaction ratings increase when teachers provide online classes, which then results in colleges being reimbursed for their higher ratings. A teacher who teaches online classes creates a secure learning atmosphere for their colleagues as well as their students. Teachers are more satisfied in their jobs, and thus there is a decrease in teacher turnover, which results in less teacher shortages.

Other social changes in the community that may evolve from teacher incorporating online education into their teaching include students graduating faster and returning to their families, jobs, and lifestyles. Many students are able to accept their accomplishments and learn to live life to the fullest by enjoying their lives. Teachers may decide to speak to senior citizen groups, for example, conduct workshops, conferences, seminars, and so forth, in their communities.

Far-Reaching Social Change

Far-reaching effects can result if the outcome of the local workshop is positive. Information and teaching strategies used in the workshop may be transferable in implementing workshops in other cities, states, and even around the world. Educating local teachers, teacher educators, teacher leaders, and administrators in online education can present the researcher a great opportunity to share with teachers nationally and internationally. Just as teachers locally are not widely practicing holistic spiritual care,

nurses globally are experiencing the same dilemma (Tiffany, 2012). If the local workshop is a success, teachers globally may have the opportunity to benefit from this type of education. Social change may spread worldwide as a result of local social change brought about through this workshop. Globally, teachers may transform their teaching to include online education after receiving training.

Research studies around the world have revealed that the quality of online education was improved when online education was implemented in the classroom, and teachers who taught online education reported that students and their grades improved as a result of implementing online teaching (McSherry & Jamieson, 2011). Teachers were able to communicate and build trusting relationships with their students and their families (McSherry & Jamieson, 2011). Students' overall grades outcomes were also positive as a result of implementing online education (McSherry & Jamieson, 2011). Lind et al. (2011) stated that students have a desire for their educational needs to be met.

Additional far-reaching effects of online education include teachers helping students to find meaning in their lives and assisting students to achieve a harmonious balance. Consumers are seeking "an education system that addresses their everyday needs" (Guzetta, 2010, p. 54). Worldwide, people are demanding answers outside of conventions with regard to online education. "Communicating and caring for students in an e-learning manner, embracing different professional approaches to learning is important" (Pitt, Kelly, & Carr, 2014, p. 291), and this will only be achieved through education professionals working together collectively to implement "policies or guidelines that govern the teaching of education" (Pitt et al., 2014, p. 291). Instructional information from this local workshop on how to implement an online education program

may be shared with teachers around the world as well. Teachers who are trained to administer online education will be able to offer these alternatives to students around the world.

There is a call for teachers to pursue advance degrees, and many teachers today are returning to school to pursue advanced degrees in online education (Cowling, 2011; Handwerker, 2012). Globally, more colleges/universities are starting to incorporate classes on online education into curricula (Cowling, 2011). Incorporating local online education workshops that teachers can attend may motivate more teachers to return to school to obtain advanced degrees in online education. Teachers who graduate with advanced degrees in online education may bring about social change by incorporating online education into their teaching, and they may work toward the facilitation of this teaching locally and globally.

Conclusion

This study was conducted to determine the knowledge, attitudes, and beliefs of teachers, who, according to theories of pedagogy, remain central to any learning process. Data analysis revealed that teachers believe in and support online education, but they are not widely teaching online education because they need more instruction in online education to overcome the barriers that prevent them from teaching in many colleges. Based on the research findings, the researcher determined the best educational tool to educate teachers would be a three-day workshop series to teach teachers, teacher educators, teacher leaders, and administrators about online education and the benefits of incorporating online education into the classroom. Education provided in the workshops may assist teachers, teacher educators, teacher leaders, and administrators in possibly

implementing online education in their facilities. Through education and collaboration, these leaders may bring about positive social change in their local community, nationally, and globally.

Section 4: Reflections and Conclusions

Introduction

A qualitative research study was conducted to investigate the knowledge, attitudes, and beliefs of teachers regarding online education. After the data was collected and analyzed, the researcher determined that teachers believed and supported the teaching of online education, but the teaching was not widespread because the teachers needed to be educated to overcome barriers that prevented them from practicing online education. The educational project chosen to educate teachers in online education was a workshop. Project strengths, recommendations for remediation of limitations in addressing the problem, scholarship, project development, leadership, and change will be discussed in this section. Analysis of oneself as a scholar, as an educator, and a project developer will also be included in this section. The project's potential impact on social change, implications, applications, and directions for future research, as well what applications that can be made to the educational field, will be included.

Project Strengths

The purpose of this study was to investigate the knowledge, attitudes, and beliefs of online education teachers regarding online learning. Qualitative data collected determined that a workshop would be the best educational tool to educate teachers in online education. In the workshop series, participants will be provided with the necessary information that will assist them in making a decision to implement an online education program in their facilities as well as how to implement such a program.

One of the strengths of the project is that it is based on data collected by the researcher. This data helped the researcher to determine the appropriate educational tool

that would best meet the needs of the participants. The second strength of the project is that participants are busy individuals who do not always have the time or resources to attend educational meetings. This workshop series will provide participants with relevant and useful information, in one location and at one time. Also, participants will not be required to do additional reading or studying because all of the information will be discussed in the workshop; if they need more information, they can review their workshop packets, fact sheet, or view an online video of the workshop.

The third strength of the project is that the stakeholders will receive a better understanding of online education, which will inform their decision as to whether they should incorporate online education into their workplaces. Program planners plan "strategies and techniques that will assist learners to apply what they have learned to their work" (Caffarella, 2010, p. 228). Participant-centered instructional strategies and tools will be used to teach online education in the workshop. The participants will be instructed on the definition of online education, as well as the components, appropriate administration thereof, barriers to implementing, and the benefits of incorporating online education into their educational facilities.

Guest speakers, who are experts in online education, will lecture and answer the participants' questions. There will be group interaction and collaboration via group discussions, small group sessions, question-and-answer sessions, and a reflection session. Role-playing, in the form of demonstrations and a skit, and a PowerPoint presentation will be other instructional activities offered in the workshop.

Project Limitations

This project has advantages, but also has limitations in addressing the problem. Workshops are convenient and beneficial for professionals. However, lack of participation can be a pitfall. Some participants may not attend workshops because they are unable to take time off from work, or they have family obligations that prevent them from attending (Sandoval, 2010). Others report that their schedules conflict with the workshop, or they are not motivated because they do not want to attend during the workday or after work. Most workshops are held during business hours. Another limitation of workshops is that funding may be a problem for potential participants (Sandoval, 2010). Participants often have to absorb the cost of the workshop, as well as the hotel fees, meals, and transportation in order to attend.

Participants often attend workshops, leave with good intentions of changing, but regress back to the same behaviors, while other participants attend the workshop, but feel like the workshop was not beneficial, or they could not apply what was learned to their jobs or lives, and therefore do not change their attitudes, beliefs, or behaviors (Persellin & Goodrick, 2010; Sandoval, 2010). Another limitation to the workshop is that it has not yet taken place; therefore, it is impossible to assess realistically the disadvantages this workshop may or may not have. Because of this reason, the information and strategies proposed, as well as whether the workshop was effective in changing the attitudes and beliefs of participants cannot be determined. In order for the workshop to be effective, participants must attend and stakeholders must be able to gather together in one place to collaborate and find a solution to the problem.

Recommendations for Remediation of Limitations

This qualitative, online-interview study was conducted to investigate the knowledge, attitudes, and beliefs of professional teachers. Participants were recruited by an email sent out by the Director of Online Education, Mrs. Spells, and participants were sent a demographic questionnaire and a consent form by the researcher to complete. Six out of ten teacher participants responded to the questionnaires. All participants supported the teaching of online education; some teacher participants did not teach online classes, while others did. From the data collected, it was determined that teachers needed education in online education in order to overcome barriers that prevent them from teaching online education.

There are recommendations for ways to address the problem differently based on the work of the study. The study was limited to professional teachers who were certified in the field of online education. To the researcher's regret, more teachers who were not in the field of online education, such as licensed vocational teachers, teachers who do not work in online education settings, teachers leaders, teacher educators, and teachers administrators, should have been included to provide more diversity to the study. Face-to-face interviews allow the researcher to interact directly with participants by entering their world in order to interpret the participants' attitudes and beliefs concerning online education learning. The researcher was be able to visually capture the essence of what the interviewee was saying about his or her life situations that were being investigated (Merriam, 2009). Results of the study would not have been generalizable because it was a qualitative study. However, participant responses could have been reflective of other teachers' attitudes and beliefs concerning online education learning.

Social Change

Research studies around the world have revealed that the quality of distance education was improved when online learning was implemented in the universities and colleges, and teachers who found cutting-edge data are easily accessible on computer disc (CDs), portable personal computers (PCs), and have taken the place of instantly obsolete books. Online classrooms and libraries are replacing traditional campus facilities. Rather than requiring students to travel to a specific physical classroom or library, the Internet has facilitated the delivery of (nearly) unlimited learning resources to students.

Additional far-reaching/facet of this change is evident in the increased accessibility of distance education curricula and expert training and educational staff available at convenient venues for businesses and professional organizations. The need to train and develop teachers on all levels has coincided with advances in new educational options. Instructional information from this local workshop on how to implement an online program may be shared with teachers around the world as well. Teachers who are trained to administer distance education will be able to offer these alternatives to other facilities.

The Telecommunications Revolution of the last two decades of the Twentieth Century has changed all aspects of life, public and personal. The internet has cast a worldwide Web of almost instantaneously active, fiber optic strands that bind together the practical worlds of business and commerce, facilitating the exchange of views in the various academic and non-academic disciplines. In response to this burgeoning exchange of ideas, education systems (mainly in the industrialized countries and at higher levels) have pursued new method of delivery education. Teachers who graduate with advanced

degrees in distance education may bring about social change by incorporating online learning into their teaching practice, and they may work toward the facilitation of distance education locally and globally.

Scholarship

Scholarship is higher level of teaching (Concordia College, 2014). This type of learning is research and theoretically based (Concordia College, 2014). Walden doctoral program incorporates research and theory. Academic courses and project study courses offered at Walden prepare professionals to research, plan, and implement programs designed to make local and global social changes.

My doctoral journey started four years ago. The journey has been long and challenging. However, as the new millennium dawned, I made a decision: I would reach for something seemingly beyond my grasp. That special something turned out to be a doctoral degree. However, even after I had fully embarked on that upward journey of discovery, I had no inkling of the methodological challenges that would mark many milestones on that journey.

A social research neophyte, I have spent my adult life honing skills and developing expertise as an Accounting/Auditor, Counselor, Teacher, and Public Relations/Team Leader Supervisor. When I began my career in the federal government auditing and evaluation community in 1973, it began with The Inspector General Office of the Equal Employment Opportunity Commission (EEOC). The Commission implemented policies and procedures regarding discrimination. However, I worked in the accounting office, which was converted to the Inspector General Office. There I

conducted audits, investigations, and inspections of the EEOC field offices, including the private sectors.

As one of their senior auditors I traveled all over the United States, performing audits and investigations to ensure the offices were in compliance with the rules and regulations set forth by the Commission. After working there for several years, earning and receiving many Professional Achievement Awards for outstanding audits/investigations, I moved on to The Office of Comptroller of the Currency (OCC) accounting office located in Washington, DC. There I was a Team Leader Supervisor for several employees, and I controlled a budget of 300 million dollars.   Despite all of these challenges associated with this journey, I am still standing and working as a special education teacher with the City of Alexandria Public School. Working as a special education teacher is one of my passions. Through the difficulties of life, I earned a Bachelor of Science degree in Public Administration from Southeastern University, a Master in Education/Management from Strayer University in which I am an alumna, and pending the completion in two classes I will earned my Master in School Counseling from the University of West Alabama. Now I am at the point of earning my Doctor degree in Education from Walden University.

I have learned so much in researching and writing my proposal and planning my project about online teaching versus traditional classroom instruction. I have been an online student since completing my Bachelor degree. I also know there is so much I still need to learn. I have been fortunate enough to meet prominent leaders such as, Representative Connie Morella of Maryland, former Surgeon General, Dr. Jocelyn Elders, at her book signing in the Washington, DC, Judge Clarence Thomas who is one of

my mentors. It was an honor to meet so many outstanding women leaders when attending "Executive Women in Government," a conference whose theme focused on preparing ourselves for the new century.

Researching and writing a dissertation—particularly one based on qualitative research methods—demanded a different set of skills and offered some special challenges because of its nature and scope. In reflecting on that experience, I can identify various lessons learned along the way. During coursework, I learned all the quantitative aspects: descriptive statistics, t-test procedures, univariate and multivariate analyses of variance, chi-square test, regression analysis, factor analysis, structural equation modeling, and the like. What's more, I developed facility in Statistical Package for the Social Sciences (SPSS). Coursework focused on matters such as having a well-written research question, stating the purpose of the study (e.g., exploratory, descriptive, explanatory, or evaluative, or some combination), reviewing the literature thoroughly, and presenting a conceptual or theoretical framework for the study.

Guiding me on through the early part of my journey, my statistics professor emphasized the "power" of numbers and the precision of measures characterizing quantitative studies. Like so many number-crunching researchers, my stats professor viewed qualitative research with suspicion. Consequently, I became somewhat skeptical of this kind of research. In the end, though, I let the topic and goals of my research dictate the methodology. Fortunately, all four members of my dissertation committee (including the outgoing coordinator of the doctoral program) were open to appreciate and support my choice. Indeed, they emphasized the need for me to gather data reflecting the interactions and experiences of individuals and communities in relation to the research

problem that I had identified. It was important to know quantitative research methodology and its assumptions as well, so I could defend my choice of research design and methods. It is like preparing for a debate. To be effective, the debater had better know all sides of the issue.

It became clear to me that quantitative and qualitative research have distinct and complementary strengths. The main strength of qualitative research is that it yields data that provide depth and detail to create understanding of phenomena and lived experiences. I believe that this nation is a land of opportunity and that opportunity will be open to all citizens regarding distance education. I am a firm believer in online education. I hope with my project that I can expel most of the negative bias against distance education.

My current perspective is that of an emerging researcher who has been immersed in introspection, as I reflect on where I have been and how I got there. I continue to favor methodological approaches whereby the behaviors and interactions of the research subjects are directly observed, and respondents are encouraged to tell their own stories and reflect on their day-to-day experiences. Such reflections can become useful qualitative data for researchers. Similarly, I have felt that my own reflection on my dissertation could produce a set of clear, flexible guidelines for fledgling researchers preparing a dissertation using qualitative methods. I was motivated to write about my experience so that inexperienced qualitative researchers would be better prepared to sort out some of the confusion and deal with the issues they are bound to face on what tends to be a lonely, uphill dissertation journey.

Project Development and Evaluation

Project development took thought, time, research, and finally making the decision to plan a project to educate teachers in online education. A qualitative research study was conducted face-to-face. My demographic consisted of teacher's rank, department, years teaching, years teaching online, and gender (Appendix F). Data was collected, analyzed, and coded to make the data meaningful, and themes emerged from the data collected. Based on the research findings, the decision was made to conduct a workshop as a project to address the problem. Teachers in the study believed and supported online education, but they did not all teach online education because of barriers that prevented them.

My initial research plan was to conducted face-to-face interviews with professional teachers in a junior college facility. Twenty (20) participants were recruited. After two weeks, 10 participants participated in the study. Results from the interviews revealed that teachers needed education in online education interviews to assist them in overcoming barriers; information gathered was very rich and informative. Teacher participants expressed their attitudes and beliefs in distance education. Interviews with teachers were an option for collecting data instead of online descriptive interviews. By Interviewing face-to-face allow the researcher to interact directly with participants by entering their world in order to interpret the participant's attitudes and beliefs concerning distance education learning. Researchers would be trying to capture the essence of what the interviewee was seeing in his or her life situations that were being investigated (Merriam, 2009). Some participants who volunteer to participant in interviews may decide not to participant or they drop out of the study, but more online participants are

known to not to volunteer to participate at all because of the sensitivity of the topic, lack of interest, lack of time, or fear that confidentiality will be breached (Sandoval, 2010).

A workshop was chosen to educate teachers, teacher educators, teacher leaders, and administrators who are the stakeholders, about distance education. The education provided in this workshop will not only educate the teachers and administrators but it may transform their knowledge, beliefs, and attitudes, and they may decide to incorporate distance education into their classroom. The researcher's goal will be to conduct a workshop that is innovative, engaging, applicable, and transformative. (Accenture, 2014; Chuan, Chen, Hsu, Lin,& Chrisman, 2011).

Summative evaluation has been selected as an evaluation tool for the workshop. Participant will evaluate the overall workshop, whether the workshop was interesting, informative, or useful. Evaluation information will serve assist the researcher in determining the needs of the participants, whether the participants understood the information enough to make decisions to implement a distance educational program at their facilities, or whether the program met its goals and objectives. Also, this summative evaluation will help the researcher determine whether to correct problems associated with the workshop or whether to restructure or change the workshop. Summative evaluations will be ongoing and will be done at every future workshop.

What I have learned in developing this project study was that this was not an easy process. I had no idea at first what I was going to do for a project, and when I had decided, it was tedious. I had to read the literature on workshop planning. Sorting through the Walden library was difficult. There were not as many up-to-date and scholarly articles and books as I had thought, both in the library and online. Patience is truly a God-given

virtue, and I did learn patience and endurance through this entire process, which has been challenging; however, I feel a more confident with program planning. I look forward to implementing the workshop and future workshops that will help teachers to overcome barriers that prevent them from teaching students distance education.

Leadership and Change

In order to bring about social change, a good leader must demonstrate good leadership characteristics. A good leader is a motivator; he or she is focused, has integrity, has a passion for what they believe, and are credible. Also, leaders are caring, supportive, and empowering. Leaders promote engagement and collaboration among team members.

Throughout this doctoral journey, I developed more leadership skills and enhanced the ones I already had. I have become more of a motivator, and have become more supportive, and caring throughout this doctoral program. I have learned to stay more focused, to maintain my integrity at all costs, and I have a passion for distance education. I have learned more about promoting engagement and collaboration as I started planning the project.

I completed the data collection and analysis process and decided to plan and implement an educational workshop for teachers. While planning the workshop, I learned that leaders empower others people by making them feel influential, important, and that they are part of the team. The best leaders have a desire for positive social change; therefore, they gain knowledge and request the support of others around them to bring about these social changes. From the knowledge I have gained from scholarly leaders at Walden University, I feel I am now empowered, and I can exemplify my leadership skills

by implementing my project, which may bring about social change in the way teachers teach.

Analysis of Self as a Scholar

Throughout my doctoral journal, I have continued to learn new things about myself as well as who I am as a scholar. I have learned that I must work hard, stay focused, and never gives up—even when times are trying. Keeping my eyes on the prize is what has inspired me to push forward. I can see the bigger picture, which is achieving my dream of obtaining my doctoral degree.

Writing was probably the most challenging in this program. I struggled with grammar, sentence structuring, putting my thoughts on paper, and making them sound scholarly. I needed my thoughts to flow so they could be understood by other readers. I wanted them to make sense. I read my papers over and over again, and I had others read and review my papers. There were times when I thought I would never understand how to write, and I still experience difficulty with writing. I do see improvement though. I learned throughout the whole process of writing, paper after paper, that I must be patient and persistent. Scholarly writing takes practice—and then more practice. To assist me in writing and improving my computer skills, I completed many writing courses at the University of the District of Columbia, as well as computer courses and audit writing courses for on-the-job training.

Reading scholarly research and theoretical articles proved almost as challenging. I found myself asking, "How do I apply this information to situations, or what exactly is the researcher or theorist trying to say?" I admit, some of the information seemed like jargon, at first, but the more I read and researched, the clearer these topics became. I am

now able to apply research and theoretical concepts. So far, prayer and persistence have been the keys to my success. I am so grateful to my father in heaven, and my catholic priest. There were times even in the middle of the night when I received words from the Holy Spirit that led me to write and how to write it.

Analysis of Self as a Practitioner

I am a certified auditor, certified government financial manager, teacher, and a doctoral student. I have a deep-rooted passion for distance education and learning outside of the classrooms; I pray that God will help me to take away all the mystery about online education—to see distance education implemented in institutions globally. Distance education should be evidence-based. Research provides answers, helps solve problems, and can be used to bring about changes in an organization, college, or university.

As a teacher leader, I will use the knowledge and practical experience I have acquired from my teaching experience, my courses at Walden, as well as my research study, to assist other teachers and leaders in the implementation of distance education in the classroom. This process will start with my implementation of a local workshop to educate teachers in classroom so they can overcome barriers that prevent them from teaching online learning. I will be instituting social change in teaching through this project**.**

Analysis of Self as a Project Developer

I have learned that developing a project is not an easy task. It requires knowledge and skill. From data collected, I was able to see how important providing distance education was to teachers. However, their teaching was hindered because teachers need education in distance education to overcome barriers that prevented them from teaching

distance education. Findings from the study helped me decide my project. A workshop will enable me to share my knowledge of online education with other teachers. I want teachers to understand the real meaning of distance education and it implications in online learning. In the workshop, the teachers, teacher educators, teacher leaders, and administrators will be able to interact, collaborate, and possibly find solutions to the problems. I realize that this workshop is only the beginning of a long process to the global implementation of distance education programs. However, this workshop will start the process, providing stakeholders information that may lead to their decision to implement distance education in their colleges and universities.

As a project developer, preparation for developing this project began with analyzing the data I collected in the study, and then deciding on what project would be applicable for educating teachers regarding online education; it also required me to read and research the literature on project development before planning the project. In planning the workshop, I needed to know when the workshop would occur, what time frame I had to work within, where the event would be held, what content would be provided in the workshop, and what would be the objective(s) of the workshop, and what would be the learning materials I needed for the workshop (Caffarella, 2010; International Council on Archives, 2010). I also need to know who the speakers would be at the workshop. After working through all these steps, I believe that a successful workshop has been planned and developed that will bring about a social change in the learning of teaching online courses.

The Project's Potential Impact on Social Change

This study was conducted to investigate instructor perceptions of online teaching versus traditional classroom instruction, including their knowledge, attitudes, and beliefs of teachers worldwide. There are barriers that prevent teachers from teaching distance education. Teachers need education in online education to overcome barriers that prevent them from it. This project may be in its infancy, but it could have a global impact on the delivery of the future of online education through the use of technology. The project's potential impact on social change may mean that information provided in these local workshops could be shared with teachers around the world. This social change could impact distance education systems globally.

Teachers, online educators, online leaders, and administrators will be taught the definition of distance education, barriers to the implementation of online education, proper administration of online education, as well as the benefits of incorporating distance education in the workplace. Speakers will provide up-to-date and invigorating information; learning strategies and tools will be employed, and there will be interactive and collaborative sharing among participants in the workshop. Evaluation of the workshop will be performed by participants to assist the researcher in making decisions about the implementation of future workshops.

Education is the goal of this workshop, and is also the researcher's goal of bringing about social change locally, nationally, and internationally. Teachers, teacher educators, teacher leaders, and administrators need education in distance education before there can be a social transformation to distance education in all colleges and universities' facilities. "Current societal and education system trends highlight the need to transform

online education to prepare teachers capable of outstanding practice in the 21st century" (Handwerker, 2012, p. 1548). This locally-oriented, day workshop will provide a meeting place for stakeholders to come together to collaborate, problem solve, and possibly make a decision that may affect the way teaching is presented locally or worldwide.

Implications, Applications, and Directions for Future Research

I can look back from the beginning of my doctoral journey and can hardly believe I have come this far. Yes, the journey was hard and even discouraging at times, but when I cried out to my Father in heaven, He heard my cry, and every time, He never forsook me. He was always there to lift me up. There were my friends, my children—and even my husband in spirit—who were there to pray, motivate, and encourage me along the way; listen to my complaints; put up with my mood swings; and volunteer to help me when I could not take care of chores around the house or run errands. Thanks to my family, they were there to help me when I had computer issues. There are also others I can credit for my success. My friends, classmates at Walden University, and my chair and committee members.

I realize my personal and professional growth that has occurred along the way. Courses that did not seem all that important at the time, all the papers I had to write, and deadlines I had to meet, culminated into where I am now. I am thankful for learning some of the material that did not seem interesting or important at the time. Information I gathered was invaluable because I am now able to reflect on these experiences. Because of these experiences, I feel I am prepared to make social change in the lives of teachers as far as online education is concerned.

I encountered some problems and obstacles along the way as I was attempting to conduct my research. This could be because PGCC have an in house IRB program. I recruited ten participants from PGCC. These roadblocks I encountered were frustrating but I knew I had come too far, and I could not give up.

Online learning was a vision I had acquired many years ago. My original thoughts were about a different subject, but when I started writing my prospectus, I had to condense my topic and be more specific, so I decided, with the help of my chair to change to distance education. I studied distance education for several years. I was able to see the positive impact that online education had in the lives of some of my colleagues. Some of my colleagues experienced joy, and hope, and they were more cooperative and involved in their studies. I was also able to communicate better with my colleagues.

My experience with online education courses, the course that I have taken at Walden and other universities, my project study, and planning my project have prepared me to confidently implement a workshop that may bring about social change by educating local teachers, teacher educators, teacher leaders, and administrators about distance education. If my workshop is successful, information from the workshop may be shared with teachers nationwide and abroad, and they may decide to embrace the teaching of distance education.

I plan to conduct future workshops to educate teachers in distance education learning. Each workshop will be evaluated. In the future I hope to present research seminars, conferences, and have parts of my dissertation published in teacher journals and others professional literature publications. I also plan to write articles for an Educational Journal. Whether it is a workshop, seminar, conference, or writing, I will be

disseminating information about distance education that may bring about social change to teachers locally and globally. My dissertation will be published on Pro-Quest at Walden University for anyone seeking information on distance education.

After implementing the workshop and evaluating the results, I would like to conduct another an online qualitative research study with participants who attended the workshop. I would like to know how they felt about online education after attending the workshop, and if the workshop helped them in deciding to implement or not implement distance education into their teaching. The purpose of the study would be to examine the effectiveness of the workshop in meeting the needs of the participants and whether the workshop had transformed the teacher's beliefs and attitudes enough that they decided to implement an online program in their classroom. Several years later, I hope to conduct face-to-face interviews, including teachers who work in all areas of education to obtain more diverse attitudes and beliefs concerning distance education.

Conclusion

This research study was conducted to determine the perceptions, knowledge, attitudes, and beliefs of teachers, who, according to theories of pedagogy, remain center to any learning process. Data analysis revealed that examining the input of data is better when one has control over the process. Furthermore, some teachers believe in and support distance education, but they are not widely practicing distance education because they require educating in online teaching to overcome the barriers that prevent them from practicing online learning in their everyday teaching.

Based on the research findings, the researcher determined the best educational tool to educate teachers would be a three-day workshop to teach teachers, teacher

educators, teacher leaders, and administrators about distance education and the benefits of incorporating online learning in the workplace. The education provided in the workshops may assist teachers, teacher educators, teacher leaders, and administrators in possibly implementing distance education in their universities and colleges facilities. Through education and collaboration teachers, teacher educators, teacher leaders, and administrators may bring about positive social change in their local community, nationally, and globally.

Because the researcher had learning experience in online education, and had taken core courses at Walden University, Strayer University, University of West Alabama, conducted research studies, and had instituted a plan to implement a workshop, she is prepared to implement a workshop in her local community. One very important aspect of conducting this workshop is that stakeholders are gathering together interacting and collaborating to solve the problem of distance education not widely taught at the local level. Teachers will obtain online information in the workshops and may implement distance education programs in their facilities. As a result of these first steps, hopefully teachers around the world will have the opportunity of taking advantage of the researcher's future workshops.

References

Accenture (2014). Benefits of attending a workshop. Retrieved from

http://www.accenture.com

Ackerman, A. S. (2008). Hybrid learning in higher education: Engagement

strategies. *College & University Media Review, 14*(1), 145–158.

Atherton, J. S. (2013) *Learning and Teaching: Critical Reflection* [On-line: UK]

http://www.learningandteaching.info/learning/critical 1.htm

Allen, I. E., & Seawell, J. (2012). Conflicted: faculty and online education: A joint

project of Babson Survey Research Group and Inside Higher Ed.

Allen, I. E., & Seaman, I. (2013)*. Changing course: Ten years of tracking online

education in the United States.* Needham MA: Sloan Center for Online Education.

www.onlinelearningsurvey.com/reports/changingcourse.pdf

Allen, I., Seaman, J., & Sloan, C. (2008). Staying the course: Online education in the

United States, *Sloan Consortium*, American Association of Community Colleges.

American Association of Community Colleges. (2012). *Students at community colleges*.

Retrieved from http//:www.aacc.nche.edu

American Association of Community Colleges. (2007). *Community college fact sheet.*

Retrieved from

http//:www.aacc.nche.edu/Content/NavigationMenu/AboutCommunityColleges/F

ast_Facts 1 /Fast_F acts.htm

Amirault, R. J. (2012). Distance learning in the 21st century university: Key issues for

leaders and faculty. *Quarterly Review of Distance Education, 13*(14), 253–265.

An, H., Shin, S., & Lim, K. (2009). The effects of different instructor facilitation

approaches on students' interactions during asynchronous online discussions.

Computers & Education, *53*(3), 749-760.

Anderson, J., Boyles, L., & Rainie, L. (2012). *The future of the internet*, Pew Charitable

Trusts ("Imagining the Internet" series), July 17.

Arbaugh, J. B., & Hwang, A. (2006). Does "teaching presence" exist in online MBA

courses? *Internet & Higher Education*, *9*(1), 9–21.

doi:10.1016/j.iheduc.2005.12.001

Bambara, C. S., Harbour, C. P., Davies, T. G., & Athey, S. (2009). Delicate engagement:

The lived experience of community college students enrolled in high-risk online

courses. *Community College Review, 36*(3), 219–238. doi:

10.1177/0091552108327187

Baran, E., & Correia, A. (2009). Student-led facilitation strategies in online discussions.

Distance Education, *30*(3), 339–361. doi:10.1080/01587910903236510

Barcelona, R. J. (2009). Pressing the online learning advantage: commitment, content,

and community. *Journal of Continuing Higher Education, 57*(3), 193–197.

Barriga, A. Q., Cooper, E. K., Gawelek, M., Butela, K., & Johnson, E. (2008). Dialogue

and exchange of information about grade inflation can counteract its effects.

College Teaching*, 56*(4), 201–209.

Bates, M., L, Manuel, S., & Oppenheim, C. (2007). Attitudes to the rights and rewards

for author contributions to repositories for teaching and learning. *ALT-J:

Research in Learning Technology*, *15*(1), 67–82.

doi:10.1080/09687760600837066

Batson, T. (2009). Teacherless classrooms: Can we? *Campus Technology.* Retrieved from http://campustechnology.com/articles/2009/11/18/could-we-have-teacherless-classrooms.aspx

Belair, M. (2012). The investigation of virtual school communications. *Techtrends: Linking Research & Practice to Improve Learning, 56*(4), 26–33. doi:10.1007/s11528-012-0584-2

Bell, É., Bell, M., & Farrier, S. (2008). Measuring Success in e-Learning-A multi-dimensional approach. *Electronic Journal of E-Learning*, *6*(2), 99–109.

Blair, J., Czaja,R.F., & Blair, E. A. (2013). *Designing surveys: A guide to decisions and procedures* (3rd.ed). Thousand Oaks, CA: Sage.

Blount, Y., & McNeill, M. (2011). Fostering independent learning and engagement for postgraduate students using a publisher-supplied software program. *International Journal of Educational Management*, *25*(4), 390–404. doi:10.1108/09513541111136667 BLP Distribution copy, 6-3-11.

Bolliger, D. U., & Wasilik, O. (2009). Factors influencing faculty satisfaction with online teaching and learning in higher education. *Distance Education*, *30*(1), 103–116. doi:10.1080/01587910902845949

Borstorff, P. C., & Lowe, S. (2007). Student perceptions and opinions toward e-learning in the college environment. *Academy of Educational Leadership Journal*, *11*(2), 13–29.

Bouhnik, D., & Marcus, T. (2006). Interaction in distance-learning courses. *Journal of the American Society for Information Science and Technology*, *57*(3), 299–305.

Bound, H. (2010). Developing quality online dialogue: Dialogical inquiry. *International Journal of Teaching & Learning in Higher Education*, *22*(2), 107–124.

Bowen, W. G., Chingos, M. M., Lack, K. A., & Nygren, T. I. (2013). Online learning in higher education. *Education Next*, *13*(2), 58–64.

Brady, K. P., Holcomb, L. B., & Smith, B. V. (2010). The use of alternative social networking sites in higher educational settings: A case study of the e-learning benefits of learning in education. *Journal of Interactive Online Learning*, *9*(2), 151–170.

Braun, T. (2008). Making a choice: The perceptions and attitudes of online graduate students. *Journal of Technology and Teacher Education, 16*(1).

Bryant, M. (2004). *The portable dissertation advisor.* Thousand Oaks, CA: Corwin Press.

Carrillo, F. R., & Renold, C. (2000). Distance education understanding faculty and students. *Gerontology & Geriatrics Education*, *20*(4), 55–61.

Castillo, M. (2013). At issue: Online education and the new community college student. *Community College Enterprise, 19*(2), 35–46.

Cercone, K. (2008). Characteristics of adult learners with implications for online learning design, *AACE Journal 16*(2), 137–159.

Chadwick, S., & Ralston, E. (2010). Perspective-taking in structured and unstructured online discussions. *International Journal of Teaching & Learning in Higher Education, 22*(1), 1–11.

Chen, C. C., Jiinpo, W., Yang, S. C., & Hsin-Yi, T. (2008). Importance of diversified leadership roles in improving team effectiveness in a virtual collaboration learning environment. *Journal of Educational Technology & Society*, *11*(1), 304–321.

Christensen, C. M., Johnson, W., Horn, M. B. (2008). *Disrupting class: How disruptive innovation will change the way the world learns*. New York, NY: McGraw Hill.

Christensen, C. M., & Overdorf, M. (2000). Meeting the challenge of disruptive change. *Harvard Business Review*, March–April.

Christensen, C. M. (1997), *The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail*, Boston, MA: Harvard Business School Press.

Cohen, A. M., & Brawer, F. B. (2003). *The American community college* (4th ed.). San Francisco, CA: Jossey-Bass.

Colbert, B., Miles, R., Wilson, F., & Weeks, H. (2007). Designing and assessing online learning in English literary studies. *Arts & Humanities in Higher Education*, *6*(1), 74–89.

Coldwell-Neilson, J. J., Beekhuyzen, J. J., & Craig, A. A. (2012). Which e-learning technology is right for me? *International Journal of Emerging Technologies in Learning*, *7*(2), 13–21.

Cozby, P. C. (2009) *Methods in Behavioral Research* (10th ed.). Boston, MA: McGraw Hill Higher Education.

Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (2nd ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Creswell, J. W. (2009). *Research design: Qualitative, Quantitative, and Mixed Methods Approaches*. Los Angeles, CA: SAGE Publications, Ltd.

Dewey, J. (1938). *Experience and Education*, New York, NY: Collier Books. (Collier edition first published 1963).

Dewey, J. (1933). *How we think. A restatement of the relation of reflective thinking to the educative process* (Revised edition.), Boston, MA: DC Heath.

Dewey, J. (1916). *Democracy and Education. An Introduction to the Philosophy of Education* (1966 edition.), New York, NY: Free Press.

Dickinson, G. B., Agnew, D. M., & Gorman, R. (1999). Distance education and teaching issues: Are teacher training and compensation keeping up with institutional demands? *Cause/Effect Journal, 22*(3), Retrieved from http://www.educause.edu/ir/library/pdf/CSD1194.pdf.

Donohue, C., Fox, S., & Torrence, D. (2007). Early childhood educators as e-learners. *YC: Young Children, 62*(4), 34–40.

Donavant, B. (2009). The new, modern practice of adult education: Online instruction in a continuing professional education setting. *Adult Education Quarterly*, *59*(3), 227-245. doi:10.1177/0741713609331546

Dykman, C.A. (2008a). Part one: The shift toward online education. *Journal of Information Systems Education*, *19*(1), 157.

Dykman, C.A. (2008b). Part two: Teaching online versus teaching conventionally. *Journal of Information Systems Education*, *19*(2), 157.

Dyrbye, L., Cumyn, A., Day, H., & Heflin, M. (2009). A qualitative study of physicians'
experiences with online learning in a master's degree program: Benefits,
challenges, and proposed solutions. *Medical Teacher*, *31*(2), 40-46.
doi:10.1080/01421590802366129

Fish, W., & Wickersham, L. (2009). Best practices for online instructors: Reminders.
Quarterly Review of Distance Education, *10*(3), 279-284.

Fischman, J. (2009). E–Learning and its challenges increase at community colleges,
Chronicle of Higher Education. Retrieved from
http://chronicle.com/blogs/wiredcampus/e-learningits-challenges-increase-at-
community-colleges/4628

Fletcher, J. D., Tobias, S., & Wisher, R. A. (2007). Learning anytime, anywhere:
advanced distributed learning and the changing face of education. *Educational
Researcher, 36*(2), 96–102. doi:10.3102/0013189X07300034

Fry, Richard. (2010). *Minorities and the recession-era college enrollment boom,* Pew
Research Center, Philadelphia, PA. Retrived from
http://www.pewsocialtrends.org/2010/06/16/minorities-and-the-recession-era-
college-enrollment-boom/

Gautreau, C. (2011). Motivational factors affecting the integration of a learning
management system by faculty. *Journal of Educators Online*, *8*(1), 1–25.

Gayle, D. J. (2006). Technology and its impact on campus decision making: Asking new
questions and raising more complications. In P. D. Eckel (Ed.), *The shifting
frontiers of academic decision making: Responding to new priorities, following
new pathways,* 111–126. Westport, CT: Praeger Publishers.

Gradel, K., & Edson, A. J. (2010). Cooperative learning: Smart pedagogy and tools for online and hybrid courses. *Journal of Educational Technology Systems*, *39*(2), 193–212. doi:10.2190/ET.39.2.i

Green, N. C., Edwards, H., Wolodko, B., Stewart, C., Brooks, M., & Littledyke, R. (2010). Reconceptualizing higher education pedagogy in online learning. *Distance Education*, *31*(3), 257–273. doi:10.1080/01587919.2010.513951

Green, T., Alejandro, J., & Brown, A. H. (2009). The retention of experienced faculty in online distance education programs: understanding factors that impact their involvement. *The International Review of Research in Open and Distance Learning*, *10*(3), 1–8. Retrieved from http://www.irrodl.org/index.php/irrodl/article/view/683/1279

Gunter, G., Kenny, R., & Rath, V. (2010). *Supersizing Large Class Instruction: Which eLearning Instructional Strategies Create Social Presence and Teacher Immediacy*? Paper presented at the annual meeting of the AECT Convention, Hyatt Regency Orange County, Anaheim, CA. Retrieved December 20, 2012 from http://www.allacademic.com/meta/p430564_index.html

Hamlin, J. (2010). Epistemology, pedagogy, and latent functions: The peculiar nature of web-based public access courses. *International Journal of Teaching & Learning in Higher Education*, *22*(3), 357–364.

Harmon, F. (2003). A Moment of Opportunity. *Business, 2010,* 3.

Hornak, A. M., Akweks, K., & Jeffs, M. (2010). Online student services at the

community college. *New Directions for Community Colleges*, *150*, 79–87.

doi:10.1002/cc.407

Instructional Technology Council (2010). *Report of Trends in eLearning: Tracking the

Impact of eLearning at Community Colleges*. Retrieved from

http://www.itcnetwork.org.http://www.itcnetwork.org/attachments/article/87/Ann

ualSurveyApril2013.pdf

iNACOL.(2012). *Role of Online Teacher*. Retrieved from

http://www.onlineprogramhowto.org/teachers/role-of-teacher/.

Jahng, N., Krug, D., & Zhang, Z. (2007). Student achievement in the online distance

education compared to face-to-face education. *European Journal of Open,

Distance and E-Learning*. Retrieved from

http://www.eurodl.org/materials/contrib/2007/Jahng_Krug_Zhang.htm

Jayanandhan, S. (2009). John Dewey and a pedagogy of place. *Philosophical Studies in

Education*, *40,*104–112.

Johnson, N. F. (2010). Using an instructional design model to evaluate a blended learning

subject in a pre-service teacher education degree. *International Journal of

Learning*, *17*(2), 65–80.

Johnson, A. E. (2008). A nursing faculty's transition to teaching online. *Nursing

Education Perspectives*, *29*(1), 17–22.

Jones, N., & O'Shea, J. (2004). Challenging hierarchies: The impact of e-learning. *Higher

Education, 48(3),* 379–395.

Kang, J. J., & Keengwe, J. (2009). *Learning to Teach in a Blended Environment: A Case Study*, unpublished paper, AACE.

Kane, T. J., & Rouse, C. E. (2001). Educating students at the margin between college and work. In J. L. Yeager, G. M. Nelson, E.A. Potter, & J. C. Weidman (Eds.), *ASHE reader on finance in higher education* (2nd ed.,pp. 84–100). Boston, MA: Pearson Custom Publishing.

Kanter, D. E., & Konstantopoulos, S. (2010). The impact of a project-based science curriculum on minority student achievement, attitudes, and careers: The effects of teacher content and pedagogical content knowledge and inquiry-based practices. *Science Education*, *94*(5), 855–887.

Keengwe, J., Kidd, T., & Kyei-Blankson, L. (2009). Faculty and technology: Implications for faculty training and technology leadership. *Journal of Science Education and Technology*, *18*(1), 23–28.

Kelly, M., Lyng, C., McGrath, M., & Cannon, G. (2009). A multi-method study to determine the effectiveness of, and student attitudes to, online instructional videos for teaching clinical nursing skills. *Nurse Education Today*, *29*(3), 292–300. doi:10.1016/j.nedt.2008.09.004

Kidd, T. T. (2009). *Online Education and Adult Learning: New Frontiers for Teaching Practices*, Texas A&M University.

Ko, S., & Rossen, S. (2004). *Teaching Online: A Practical Guide* (2nd ed.). Boston, MA: Houghton Mifflin Co.

Kolowich, S. (2013). Faculty Backlash Grows Against Online Partnerships. *Chronicle of Higher Education, 59*(35), A3-A4.

Knowles, M., Holton, E. F., III; Swanson, R. A. (2005). *The adult learner: The definitive classic in adult education and human resource development* (6th ed.). Burlington, MA: Elsevier.

Kurtz, G., & Sponder, B. (2010). SoTL in online education: Strategies and practices for using new media for teaching and learning online. *International Journal for the Scholarship of Teaching & Learning*, *4*(1), 1–6.

Lawrence, J. (2012). Online higher education adoption slowed by faculty doubt, *Education News.* Retrieved from http://www.educationnews.org/online-schools/online-higher-ed-adoption-slowed-by-faculty-doubt/

LeBaron, J., & McFadden, A. (2008). The brave new world of e-learning: A department's response to mandated change. *Interactive Learning Environments*, *16*(2), 143–156.

Lederman, D., & Jaschik, S. (2013). Survey of faculty attitudes on technology. *Inside Higher Ed & Gallup*. Retrieved from http://www.insidehighered.com/news/survey/survey-faculty-attitudes-technology

Lewis, C. C., & Abdul-Hamid, H. (2006). Implementing effective on-line teaching practices: Voices of exemplary faculty. *Innovative Higher Education*, *31*(2), 83–98.

Lewis, K. O., Baker, R. C., & Britigan, D. H. (2011). Current practices and needs assessment of instructors in an online Master's degree in education for healthcare professionals: a first step to the development of quality standards. *Journal of Interactive Online Learning*, *10*(1), 49–63.

Liu, X.; Magjuka R. J., Bonk-Lee, C. J., & Seung-Hee, L. (2007). Does sense of community matter? An examination of participants' perception of building learning communities in online courses. *Quarterly Review of Distance Education*, *8*(1), 9–24,

Lloyd, S. A., Byrne, M. M., & McCoy, T. S. (2012). Faculty-perceived barriers to online education, *MERLOT Journal of Online Learning and Teaching*, *8*(1) March.

Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2010). *Methods in Educational Research: From Theory to Practice*, Joseph Wiley and Sons.

Long, N. (2009). *Research for Social Change*. Retrieved from http://sylvan.live.ecollege.com/ec/crs/default.learn?CourseID=3496353&Survey=1&47=5324864&ClientNodeID=984650&coursenav=1&bhcp=1

Lytle, R. (2012). College professors fearful of online education growth: A recent study reflects faculty members' anxieties and doubts about online courses. *U.S. News and World Report* (July 6).

MDACC (2012). Retrieved from http://mdacc.org/blog/tag/maryland-association-of-community-colleges/

Maddix, M. A. (2012). Generating and facilitating effective online learning through discussion. *Christian Education Journal, 9*(2), 372–385.

Mahle, M. (2011). Effects of interactivity on student achievement and motivation in distance education. *Quarterly Review of Distance Education, 12*(3), 207–215.

Major, C. (2010). Do virtual professors dream of electric students? University faculty experiences with online distance education. *Teachers College Record, 112*(8), 2154–2208.

Mandernach, B., Hudson, S., & Wise, S. (2013). Where has the Time Gone? Faculty

Activities and Time Commitments in the Online Classroom. *Journal of Educators

Online, 10*(2), 1–15. doi:10.1177/0098628312450437

Marek, K. (2009). Learning to Teach Online: Creating a Culture of Support for Faculty,

*Journal of Education for Library and Information Scienc*e. *50*(4), 275–292.

Maryland Association of Community Colleges. (2010). MACC *2011 Directory of

Community Colleges*. Annapolis, MD: Author.

McCracken, J., Cho, S., Sharif, A., Wilson, B., & Miller, J. (2012). Principled assessment

strategy design for online courses and programs. *Electronic Journal of E-

Learning*, *10*(1), 107–119.

McFarlane, D. A. (2011). A comparison of organizational structure and pedagogical

approach: Online versus face-to-face. *Journal of Educators Online*, *8*(1), 1–43.

McLawhon, R., & Cutright, M. (2012). Instructor learning styles as indicators of online

faculty satisfaction. *Educational Technology & Society, 15*(2), 341–353.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San

Francisco, CA: Jossey-Bass.

Nagel, D., (2008). Report: Sweeping education reform needed to bolster American

competitiveness, *The Journal.* Retrieved from

http://thejournal.com/Articles/2008/09/10/Report-Sweeping-Education-Reform-

Needed-To-Bolster-American-Competitiveness.aspx?Page=1.

Nakamura, L. I., (2001). Education and Training in an era of creative destruction.

Working paper No. 00-13R. *Federal Reserve Bank of Philadelphia*, March.

O'Quinn, L., & Corry, M. (2002). Factors that deter faculty from participating in distance

education. *Online Journal of Distance Learning Administration*, *5*(4). Retrieved

from http://www.westga.edu/~distance/ojdla/winter54/Quinn54.htm.

Orleans, M. (2014). *Cases on Critical and Qualitative Perspectives in Online Higher

Education*. Hershey, PA: Information Science Reference.

Orr, R., Williams, M. R., & Pennington, K. (2009). Institutional efforts to support faculty

in online teaching. *Innovative Higher Education*, *34*, 257–268. DOI:

10.1007/s10755-009-9111-6

Peltier, J. W., Schibrowsky, J. A., & Drago, W. (2007). The interdependence of the

factors influencing the perceived quality of the online learning experience: A

causal model. *Journal of Marketing Education, 29*(2), 140–153.

doi:10.1177/0273475307302016

Parthasarathy, M. (2009). Influencing faculty adoption of online education. *Online

Journal of Distance Learning Administration*, 12.

Peredaryenko, M. S., & Krauss, S. (2013). Calibrating the human instrument:

Understanding the Interviewing Experience of Novice Qualitative Researchers.

Qualitative Report, *18*(43), 1–17.

Perry, B., Dalton, J., & Edwards, M. (2008). Photographic images as an interactive online

teaching technology: Creating online communities. *International Journal of

Teaching & Learning in Higher Education*, *20*(2), 106–115.

Pinkerton, S. L. (2008). Motivating factors related to faculty participation in online

education as reported by community college faculty. *ProQuest Dissertations and

Theses, 217*.

Ponterotto, J. G. (2013). Qualitative research in multicultural psychology: Philosophical underpinnings, popular approaches, and ethical considerations. *Qualitative Psychology*, *1*(S), 19–32.

Premeaux, S. R. (2008). Administrative versus faculty perspectives regarding academic tenure [Electronic version]. *The Journal of Academic Administration in Higher Education*, *4*(1), 47–55.

Puzziferro, M., & Shelton, K. (2009). Supporting online faculty - Revisiting the seven principles (A few years later). *Online Journal of Distance Learning Administration*, *12*(3), 5.

Quilter, S., & Weber, R. K. (2004). Quality assurance for online teaching in higher education: Considering and identifying best practice for e-learning. *International Journal on E-Learning*, *3*(2), 64–73.

Reeves, P. M., & Reeves, T. C. (2008). Design considerations for online learning in health and social work education. *Learning In Health & Social Care*, *7*(1), 46–58. doi:10.1111/j.1473-6861.2008.00170.x

Reilly, J., Vandenhouten, C., Gallagher-Lepak, S., & Ralston-Berg, P. (2012). Faculty development for e-learning: A multi-campus community of practice (COP) approach. *Journal of Asynchronous Learning Networks*, *16*(2), 99–110. Retrieved from http://www.global-challenges.org

Reisetter, M., Lapointe, L., & Korcuska, J. (2007). The Impact of Altered Realties: Implications of Online Delivery for Learners' Interactions, Expectations, and Learning Skills. *International Journal On E-Learning*, *6*(1), 55–80.

Roach, R. (2001). Maryland projects growth at "Virtual University." *Black Issues in Higher Education. 18*(13), 33.

Ross-Gordon, J. M., (2011). Research on adult learners: supporting the needs of a student population that is no longer nontraditional, *Peer Review, 13*(1), Winter.

Schifter, C. C. (2002). Perception differences about participating in distance education, *Online Journal of Distance Learning Administration*, *5*(1), Spring.

Schumpeter, A., (1942). *Capitalism, Socialism, and Democracy University of Illinois at Urbana-Champaign's Academy for Entrepreneurial Leadership Historical Research Reference in Entrepreneurship*. Available at SSRN: http://ssrn.com/abstract=1496200

Shea, P. (2007). Bridges and barriers to teaching online college courses: A study of experiences online faculty in thirty-six colleges. *Journal of Asynchronous Learning Networks*, *11*(2), 73–128.

Sharma, R. C., & Demiray, U. (2009). *Ethical Practices and Implications in Distance Learning*. Hershey, PA: Information Science Reference.

Simpson, C. M. (2010). Examining the relationship between institutional mission and faculty reward for teaching via distance. *Online Journal of Distance Learning Administration, 13*(1). Retrieved from http://www.westga.edu/~distance/ojdla/spring131/simpson131.html

Speck, B. W. (2000). The academy, online classes, and the breach in ethics: Principles of effective teaching in the online classroom. *New Directions for Teaching and Learning*, *84* (Winter), 73–81.

Spencer, C. (2008). Global issues of the twenty-first century: *United Nations challenges: A guide to facts and views on major or future trends.* Retrieved from http://www.global-challenges.org/11environment-science.html

Stacey, E., & Wiesenberg, F. (2007). A study of face-to-face and online teaching philosophies in Canada and Australia. *Journal of Distance Education*, *22*(1), 19–40.

Steinert Y. (2009). Educational theory and strategies for teaching and learning professionalism. In: Cruess R. L., Cruess S. R., Steinert Y., editors. *Teaching Medical Professionalism*. New York: Cambridge University Press, 31–53.

Stevenson, T. (2013). Online student persistence: What matters is outside the classroom. *Journal of Applied Learning Technology*, *3*(1), 21–25.

Turney, C. M., Robinson, D. D., Lee, M. M., & Soutar, A. A. (2009). Using technology to direct learning in higher education. *Active Learning in Higher Education*, *10*(1), 71–83. doi:10.1177/1469787408100196

United States Department of Education. (2008). *Evaluation of Evidence-Based Practices in Online Learning A Meta-Analysis and Review of Online Learning Studies*. Washington, DC: Author.

United States Census Bureau. (2013). *State & County QuickFacts*. Retrieved from http://quickfacts.census.gov/qfd/states/24000.html

Vanhorn, S., Pearson, J., & Child, J. (2008). The online communication course: The challenges. *Qualitative Research Reports in Communication*, *9*(1), 29–36. doi:10.1080/17459430802400332

Visser, J. A. (2000). Faculty work in developing and teaching web-based courses: A case study of time and effort. *American Journal of Distance Education, 14(3),* 21–32.

Vodanovich, S. J., & Piotrowski, C. (2005). Faculty attitudes toward web-based instruction may not be enough: Limited use and obstacles to implementation. *Journal of Educational Technology Systems*, *33*(3), 309–318.

Wang, C., & Reeves, T. C. (2007). Synchronous online learning experiences: The perspectives of international students from Taiwan. *Educational Media International*, *44*(4), 339–356. doi:10.1080/09523980701680821

Warschauer, M. (2009). *Electronic literacies: Language, culture and power in online education*, Taylor & Francis e-Library.

Weaver, D., Spratt, C., & Sid Nair, C. (2008). Academic and student use of a learning management system: Implications for quality. *Australasian Journal of Educational Technology*, *24*(1), 30–41.

Wilke, D., Randolph, K., & Vinton, L. (2009). Enhancing web-based courses through a mutual aid framework. *Journal of Teaching in Social Work, 29*(1), 18–31. doi:10.1080/08841230802212588

Young, J. R. (2010). Reaching the last technology holdouts at the front of the classroom. *Chronicle of Higher Education*, *56*(41), A9–A10.

Zhang, D. (2005). Interactive multimedia-based e-learning: a study of effectiveness. *The American Journal of Distance Education, 19*(3), 149–162.

Appendix A

"Removing the Barriers of Location and Time"

Distance Education Workshop

Education Designed for Your Busy Life.

Workshop Agenda

Day 1

7:30 a.m.-8:30 a.m. Registration and Continental Breakfast

8:30 a.m.-8:45 a.m. Opening Remarks

    B. T., EEO Manager

    N. H., Conference Chair, Ed.E

8:45 a.m.-9:30 a.m. Keynote Address

    The Honorable Constance Morella, U.S. House of Representatives, Maryland

9:30- 10:45 a.m. Highlight Session-Panel on Distance Education (Online Learning)

Fostering an Environment of Online Education: Components of Distance Education, How to Implement an Online Educational Program, and How to overcome Barriers to Implementing an Online Educational Program.

C. A. H., OPM Training Center and CSC's Washington office, where she taught managers from developing nations U.S. management techniques.

Online Learning vs. Traditional Instruction: Dispelling the Myths of Online Education

P. A., doctoral candidate a licensed professional counselor

Helping Students and Teachers Practice Distance Education from an Online Learning Perspective

S. P. B., the Executive Dean and Lecturer in Public Policy at the John F. Kennedy School of Government.

10:30- 10:45 a.m. Break

10:45-11:45 a.m. Distance Education Practices and the Integration of These Practices in the Colleges.

S.M. B., Distance Education: Issues in Accounting Education Integrative Online Program Utilizing Distance Education Conventional to disburse the myths of online learning and Practices in the learning of students.

V. S., Educator for assisting students interested in making career transitions.

11:45. a.m.-1:00 p.m. Lunch

1:00 p.m. - 1:30 p.m. Small Group Discussions

1:30 p.m.-2:00 p.m. Participants will reconvene with large group to discuss small group

discussions and to ask questions

2:00 p.m.-2:30 p.m. Break

2:30 p.m. - 3:00 p.m. PowerPoint Presentation

3:00 p.m.-3:30 p.m. Role-Playing Session

D. D. C., A representative of online education from Washington, DC Educator will demonstrate components of distance education and the proper administration of online learning

Volunteers from the audience to role play administering some of the components of

online education verses traditional education in a small skit.

3:30 p.m.-4:00 p.m. General Assembly Question and Answer Session

4:00 p.m.-4:15 p.m. Reflections of the day's events: Feedback welcomed from

Participants.

4:15 p.m. Adjourn

Distance Education Workshop

Education Designed For Your Busy Life

Workshop Agenda

Day 2

8:00 a.m.-8:15 a.m. Badging and Refreshments

8:15 a.m.-9:00 a.m. Welcome and Admin Announcements

Each speaker will draw from his or her experiences and will talk for approximately 15 minutes (for a total of 30 minutes. There will also be time for Q&A at the end of the session.

9:00 a.m. -10:30 a.m. Online Education versus Traditional Learning of University

Practices

Speaker 1: Attitudes or Aptitude, Heart or Head: What are the best predictors of Future Students Success? Integrative Online Program Utilizing Technology and Practices in the Treatment of Students

Speaker 2: Outreach for ethnic diversity (Center for online learning)

10:30 a.m. - 10:45 a.m. Break

10:45 a.m. -11:15 a.m. Special Music: M/Z of Music

11:15 a.m. - 12:00 p.m. Small Group Sessions: Two workshops classes (choose 1)

1. Assessing Students' Needs

2. Providing Online Educational

12:00 p.m. - 1:30 p.m. Lunch

1:30 p.m. -3:00 p.m. Role-Playing Sessions

Demonstration of the components of Distance Education and the proper administration of teaching online learning: a director, a representative of online teaching, and a administer educator will demonstrate components of distance education.

Volunteers from the audience to role play administering some of the components of online learning in a skit

3:00 p.m.-4:00 p.m. General Assembly Question and Answer Session

4:00 p.m.-4:30 p.m. Reflections of the day's events: Feedback welcomed from

participants.

4:30 p.m. Adjourn

Distance Education Workshop

Education Designed For Your Busy Life

Day 3

8:00 a.m. - 8:15 a.m. Refreshments

8:15a.m.-9:00 a.m. Welcome/Opening Discussions

9:00 a.m.-9:45 a.m. Class: The Mind, Body, and Students Connection: Listening and
Empowering Students Distance Education Approach Facility
For Students

9:45 a.m.-10:00 a.m. Coffee Break/Fellowship

10:00 a.m.-10:45 a.m. Class: Benefits of Distance Education: Promoting Learning by
Helping Parents to Alleviate Anxiety and Decrease Stress,
Pain, Blood Pressure, and Insomnia Distance Education
Center

10:45 a.m.-11:30 a.m. Lunch

11:30 a.m. - 12:30 a.m. Testimonials

*Online Education: Evidence-Based Practice: How Distance Education
Has Impacted Students' Outcomes Online Education Students*

*The Positive Impact of Implementing Online Education versus Traditional
Learning into Routine Practice: Policies and Procedures
Administrator/Director: Distance Learning Center Facility*

1:00 p.m.-2:00 p.m. General Assembly Question and Answer Session

1:30 p.m. - 2:00 p.m. Reflections of the day's events: Feedback welcomed from

participants.

2: 00 p.m. Adjourn

Before leaving the workshop, participants will complete a 5-question evaluation of the
workshop. Participants who attended the workshop and those who were unable to attend
can view a video-taping of the workshop on YouTube.

Distance Education Workshop

Workshop Packet

Please use the workshop packet to help you keep up with the workshop agenda, for taking notes or jotting down questions you may want to ask during the workshop, or to refer to the workshop packet for reinforcement of your learning after the completion of the workshop. Also, within the workshop packet, there is a list of community resources to contact for additional information or support.

Fact Sheet

Referral sheet that briefly, quickly, and clearly emphasizes the key points of online education for students.

Purpose of the Workshop

A local study was conducted that investigated the attitudes and beliefs of instructors regarding perceptions of online learning in the workplace. Findings from the study indicated that the teachers participants believed in online education, but some teachers practiced online teaching while others did not. The reasons given were because of barriers that prevented them from teaching. Teachers in the study needed to be educated in distance education in order to overcome barriers that prevented them from teaching. Based on the study results, the researcher decided a workshop would be the best educational tool to teach teachers about online learning. The purpose of this educational workshop is to teach teachers, teacher educators, teacher leaders, and administrators about distance education.

Workshop Overview and Definition of Distance Education

This workshop will educate teachers on the definition of distance education, the

components and administration of distance education, as well as how to implement an

online educational program, along with the barriers to the implementation. Benefits of

incorporating distance education into the workplace will also be discussed in the

workshop.

Distance education is sometimes referred to as e-learning. "E-learning is a form of

distance education. Online courses are delivered over the internet and can be assessed

from a computer with a Web browser (Internet Explorer)." Online courses can be

Asynchronous, i.e., delivered at your convenience any time or place, or, synchronous,

i.e, students are online at a specified time.

Workshop Objectives

- Participants will be educated in the definition of online education, components

   of distance education, administration, implementation of online learning, and

   barriers to the implementation of an online education program.

- Participant will verbalize the understanding of distance education, the

   definition, components, administration, implementation, and barriers.

- Participant will verbalize their feelings and concerns regarding

   implementation of online learning into the workplace.

- Participants will be able to identify the benefits of incorporating distance

   education into teaching practice.

- Participants will interact and collaborate to develop a plan to possibly

   implement a distance education program in their universities/colleges facility.

Lectures

Distance education experts will speak to the audience about how online learning should be implemented, including the barriers, and the speakers will address the benefits of incorporating online learning into the workplace.

Small Group Discussions

Small group sessions will be held for participants to discuss various components of online education and implementing a workshop in their workplaces. Participants can verbalize their feelings concerning online education or ask questions and receive answers. Participants will be given the opportunity to choose a class of interest in the Day 2 small group discussions. Participants will reconvene with the large group to discuss small-group discussions and to ask questions.

PowerPoint Presentation

A PowerPoint presentation will be presented by the facilitator. The purpose of the PowerPoint presentation is to reinforce information participants learned in the workshop. The PowerPoint presentation will be used as a guide to explain distance education. The facilitator will use PowerPoint to direct the lectures and discussions. During the PowerPoint presentations, participants will be encouraged to write notes in their workshop packets of questions they may have. Also, participants can interact with the group, the speakers, or the facilitator and ask questions during the PowerPoint presentation.

Role-Play: Demonstration and Skit

Participants will be shown a demonstration of the components of distance education, along with the appropriate way to administer online learning. Participants will

be asked to volunteer in a skit of a real-life situation where distance education was being administered appropriately and inappropriately. In role-playing, participants will learn by taking the role of person (e.g., student) who may be affected by a situation or issue. When the teachers assume the role of another person, they will learn how their actions or failure to act might impact the life of another student.

Online Educational Classes

Online Classes will be held to educate instructors about the learning connection. Participants will learn how the mind, body, and learning can affect the lives and welfare outcomes of students. Also, instructors will learn techniques that will help them to become better listeners for their students, thereby empowering their students to take control of their learning.

Testimonials

Participants will be able to listen to the testimonials of online professionals who have experienced the positive effects of providing evidence-based teaching to their students.

General Assembly Question and Answer Session

Participants will be encouraged to ask questions about online learning/teaching in the general assembly. Participants can direct questions to other participants, speakers, or to the facilitator.

Reflection

The facilitator will briefly review the day's agenda and address information that may have not been covered in the workshop. Participants will reflect on their learning at

this time and will be encouraged to give feedback to the facilitator concerning their experience in the workshop, and whether or not they felt the workshop was helpful.

Video-Recorded Workshop

Participants who attended the workshop and those who were unable to attend may access the workshop online. The website to access video recording may be found on www.youtube.com

Evaluation

Participants will complete a five-question evaluation form of the workshop. The participants will rate the workshop from 1-5, ranging from strongly agree to strongly disagree.

Community Resources

Participants may contact the following community resources for support:

- Beacon Self-Directed Learning: (www.beaconlearning.org)

- Bay State Learning Center: (www.baystatelearning: org)

- Construct Learning: (www.constructlearning.org)

- Princeton Learning Cooperative: E-mail: info@princeton learning cooperative.org

- Online Options: (woodworking.org)

PowerPoint Presentation

Appendix B

Preliminary Selection Questions

1. How long have you been teaching at a community college level?

2. How long have you been teaching at PGCC?

3. Do you teach online courses?

4. [if yes] How long have you taught courses online?

5. How many total courses have you taught online?

6. How many courses have you taught in a traditional classroom setting?

7. What subject(s) do you teach?

8. Do you feel like you have strong opinions about an online teaching format vs. a traditional classroom setting?

Appendix C

Letter of Invitation

From: R.S.

Sent: Thursday, December 4, 2014 5:07 AM

To: R.S.

Cc: genachynna2@aol.com

Subject: Request to Participate in Research Study

Hello Online Faculty,

The Office of Planning and Institutional Research has approved support for the

doctoral research study described below. If you are interested in participating, please

contact the researcher, Gena McNair, directly. The researcher is copied on this email.

R.S.F., MBA, Ed.D.

Executive Director, eLearning Services

PGCC

301-583-5253

Dear Instructors of Online Teaching,

You are invited to participate in a research study whose purpose is to understand your

perceptions, feelings, and beliefs concerning the incorporation of online teaching versus

traditional classroom instruction into your routine teaching practice. Further, the aim is to

obtain a better understanding of the issues surrounding online education; the current

study will seek to identify these issues and provide recommendations. This study will be

conducted by Gena McNair, who is a doctoral student at Walden University.

All information shared in the questionnaire will remain confidential. Participation in this

study is voluntary and you have the right to withdraw at any time, without consequence.

The questionnaire may take from 30 to 45 minutes to complete.

If you decide to participate in this study, please respond to me by email at:

gena.mcnair@waldenu.edu.

If you have any questions or concerns, please contact the researcher:

Gena McNair

gena.mcnair@waldenu.edu

(703) 491-3474

I appreciate your consideration. All responses can be made to Gena McNair

 Sincerely,

Gena McNair

Doctoral Student Walden University

DISCLAIMER: *This e-mail and any file(s) transmitted with it, is intended for the*

exclusive use by the person(s) mentioned above as recipient(s). This e-

mail may contain confidential information and/or information protected

by intellectual property rights or other rights. If you are not the intended

recipient of this e-mail, you are hereby notified that any dissemination,

distribution, copying, or action taken in relation to the contents of and

attachments to this e-mail is strictly prohibited and may be unlawful. If

you have received this e-mail in error, please notify the sender and

delete the original and any copies of this e-mail and any printouts

immediately from your system and destroy all copies of it.

Appendix D

Individual Interview Protocol

Welcome introductions

Research Project Explanation

Consent Form

Main Questions

1. How do you regard your experiences with teaching online classes and why?

2. What do you think the primary limitations of online education are, if any?

3. What do you think the primary benefits of online education are, if any?

4. Do you have a personal experience that exemplifies the limitations and benefits, and if so, would you please share those contrasts?

5. What are your perceptions of the value of online learning versus traditional classroom instruction, in terms of:

   a. Quality of instruction

   b. Depth of teacher-student interaction

   c. Ability to evaluate student performance

   d. Overall impact on student learning and educational potential

6. Have your perceptions regarding online education evolved over time? In other words, has your direct experience with online education bred acceptance or resistance? Why?

7. Do you have concerns pertaining to online teaching? If so, do you have an example from your personal experience that speaks to your concerns?

8. Does online learning offer faculty any personal and professional advantages? Disadvantages? If so, could you clarify?

9. How important is the availability of teacher training, online instructional staff, and IT support to online education? Describe your experiences.

10. If you could change one thing about PGCC online education, what would it be?

Concluding questions

11. What has not been asked today / tonight that should have been?

12. Is there anything you would like to add?

Thank you.

Appendix E

CONFIDENTIALITY AGREEMENT

Name of Signer: Gena McNair

During the course of my activity in collecting data for this research: "Investigating

Instructor Perceptions of Online Teaching versus Traditional Classroom Instruction,"

I will have access to information that is confidential and should not be disclosed. I

acknowledge that the information must remain confidential, and that improper

disclosure of confidential information can be damaging to the participant.

By signing this Confidentiality Agreement I acknowledge and agree that:

1. I will not disclose or discuss any confidential information with others, including friends or family.
2. I will not in any way divulge copy, release, sell, and loan, alter or destroy any confidential information except as properly authorized.
3. I will not discuss confidential information where others can overhear the conversation. I understand that it is not acceptable to discuss confidential information even if the participant's name is not used.
4. I will not make any unauthorized transmissions, inquiries, modification or purging of confidential information.
5. I agree that my obligations under this agreement will continue after termination of the job that I will perform.
6. I understand that violation of this agreement will have legal implications.
7. I will only access or use systems or devices I'm officially authorized to access and I will not demonstrate the operation or function of systems or devices to unauthorized individuals.

Signing this document, I acknowledge that I have read the agreement and I agree to comply with all the terms and conditions stated above.

Signature: **Date:**

Gena McNair   03/26/2014

Appendix F

Demographics

Rank	Department	Years Teaching	Years Teaching Online	Gender
1. Professor Full	Biological Science	20	12	Female
2. Director	E-Learning Services	15	10	Female
3. Associate Professor	Mathematics	3	2	Male
4. Professor	Philosophy	6	3	Male
5. Associate Professor	Economics	5	3	Female
6. Associate Professor	Psychology	10	3	Female
7. Professor Full	History	25	3	Female
8. Assistant Professor	Business	5	3	Male
9. Assistant Professor	Government	3	3	Female
10. Assistant Professor	English	4	4	Female

Appendix G:

Consent Form

You are invited to take part in a qualitative investigation of faculty perceptions regarding online education, focusing on the knowledge, attitudes, and beliefs of teachers, who, according to theories of pedagogy, remain central to any learning process. The researcher is inviting male and female arts and science faculty (ages 18 and older) who have at least three years of online teaching experience, where at least one class took place using an online format a semester, over the course of two semesters, to participate in a qualitative descriptive research study.

This study is being conducted by a researcher named Gena McNair who is a doctoral student at Walden University.

Background Information:

The purpose of the study is to assess, using qualitative research, the perceptions of faculty in a community college setting regarding online instruction. The study will emphasize on issues related to the quality of online instruction, as compared to that found in a traditional classroom setting. Also, the intention of this study is to collect information that will provide a better understanding regarding faculty perceptions pertaining to online education.

You will be asked questions that allow you to reflect on your feeling concerning online education. There will be central research questions, which include: What are the teachers and administrators' attitudes relating to online education in practice? What are teachers and administrators' beliefs relating to distance education in practice?

Procedures:

If you agree to be in this study, you will be asked to:

- Participate by answering face-to-face questions based on your perception of online education and the incorporation of distance education.

The current study will include one interview, lasting 30–60 minutes. You will be asked to be descriptive as possible when providing their answers. Interviews will be audio recorded.

- All data collected will be kept confidential and not shared with anyone and will be secured in a locked file cabinet in the researcher's home office.

- Results of the research findings will be emailed to you.

Here are some sample interview questions you will be asked:

1. How many classes have you taught using online platform per year and how many years?

2. How do you regard your experiences with teaching online classes and why?

Voluntary Nature of the Study:

This study is voluntary. If you decide to join the study now, you can still change your mind later. You may stop at any time.

Risks and Benefits of Being in the Study:

Being in this type of study does not involve any risk of discomforts that can be encountered in daily life, such as misunderstanding the questions or normal apprehension in being part of the study, and feeling stress or threatened because of the sensitive nature of information being shared. You can be sure that all information provided in will remain

confidential and will not be shared with anyone else. Being in this study would pose minimal risk to your safety or well-being.

The potential benefit to this study is to gain insights into the attitudes and beliefs of teachers and administrators as they relate to distance education. The researcher expects that knowledge obtained during the study will identify what teachers believe and how they feel about distance education.

Payment: There will be no payment provided to participants.

Privacy:

Any information you provide will be kept confidential. The researcher will not use your personal information for any purposes outside of this research project. Also, the researcher will not include your name or anything else that could identify you in the study reports. Data obtained from questions will be kept secure by being kept in a locked file cabinet in the researcher's home office. Data will be kept for a period of at least 5 years, as required by the university.

Contacts and Questions:

You may contact the researcher via email at gena.mcnair@waldenu.edu if you have any questions. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is 612-312-1210. Walden University's approval number for this study is **09-04-0225931.**

The researcher will give you a copy of this form to keep.

Statement of Consent:

I understand the procedures described above. My questions have been answered to my satisfaction.

I have been given a copy of this consent form and I agree to participate in this study.

_____   _____

Print Name: Date

_____

Participant's Signature

This project complies with the requirements for research involving human subjects by the PGCC Office of Planning, Assessment, and Institutional Research.

If you have any questions or concerns about being a participant in this project, feel free to contact the Primary Investigator, Gena McNair, by phone: 703-491-3474 or by email gena.mcnair@waldenu.edu.

You may also contact Dr. W. Allen Richman, Interim Dean of the Office of Planning at PGCC, Assessment, and Institutional Research, by phone: 301-322-0723 or by email: richmawa@pgcc.edu.