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Perceptions of Adult Professional Studies Instructors Regarding Developing and Transitioning Online Courses

Miah M. Skinner
Walden University

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Miah Miranda Ferguson

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Dr. Sydney Parent, Committee Chairperson, Education Faculty

Dr. James Crosby, Committee Member, Education Faculty

Dr. Anita Dutrow, University Reviewer, Education Faculty

Chief Academic Officer

Eric Riedel, Ph.D.

Walden University

2016

Abstract

Perceptions of Adult Professional Studies Instructors Regarding Developing and
Transitioning Online Courses

by

Miah Miranda Ferguson

MA, University of Mobile, 2003

BS, University of Mobile, 2001

Doctoral Study Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education

Walden University

November 2016

Abstract

Although a mandate was given in an urban southern university for instructors in the Adult Professional Studies Program (APS) to begin transitioning their face-to-face courses to online curricula, few courses have been converted. The purpose of this case study was to determine APS instructors' perceptions of developing and transitioning face-to-face courses to an online format. Lewin's change theory and force field analysis provided the conceptual framework for this study. The research questions concerned the faculty's perceptions of developing and transitioning courses to an online format. A purposeful sample of fulltime and adjunct faculty, with different levels of expertise in online courses within the APS department was invited to participate. Semistructured interview data from these faculty (n = 9) - were analyzed manually using color coding to determine the needs and barriers for instructors transitioning their face-to-face courses to online curricula. According to the study findings, the APS faculty saw value in online education, but perceived many obstacles that keep them from fully investing into this type of instruction. 10 themes were identified through data analysis in this study. These themes were used to create a 3-day professional development (PD) project for faculty members in the APS to assist educators in creating appropriate innovations for teaching and learning in an online setting. Creating a comprehensive, 3-day PD training for APS staff and faculty that address barriers noted in the findings of the study and diverse learning opportunities created learning opportunities for nontraditional students in the APS.

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Dedication

This dissertation is dedicated to my family who has sacrificed a normal life to support me through this process. It is also dedicated to the professors who saw something special in me when I began this path in the College of Education and who helped me to see my potential. To my boys, always chase your dreams and listen for God's calling in your life, no matter if you believe you can accomplish it or not, He will guide you through it, never give up! To my husband, thank you for your understanding during this last step in my education. Thank you for reading over work many times and editing when needed. Also, thank you for believing in me and understanding the time needed to accomplish this goal. I know it was hard at times to be put second, third, and fourth at times. I love you dearly and could not have done this without you encouraging me on that sandy shore three years ago, as well as today. To my sister Mariel, you are such an inspiration to me, I have enjoyed going through this process with you. Keep chasing your dreams! To my Lord, thank you for planting this calling in my life and seeing me through it while providing all the way. Thank you God for closing the wrong doors and always opening the right windows, thank you for always having a bigger and better plan. Jeremiah 29:11.

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Section 1: The Problem

Introduction

Traditional brick-and-mortar facilities have provided quality learning for centuries. In these settings, educators have taught students using traditional techniques that work well in a face-to-face setting (Stark, 2003). Many educators are only familiar with traditional learning methods and styles (The Dean, personal communication, June 5, 2015). With more postsecondary institutions incorporating online education via the Internet, faculty roles and responsibilities have shifted, creating an emphasis on educators transitioning from traditional coursework to online formats. Many faculty, however, have reported receiving little to no training in online pedagogy instruction methods (Kampov-Polevoi, 2010). Due to the lack of training, many faculty members in higher education are less likely to participate in online teaching (Major, 2010). Crawford-Ferre and Weist (2012) noted that examination of faculty proficiency in the online environment is needed to determine the best method to prepare and support education staff to instruct in an online setting.

Definition of the Problem

The Adult Professional Studies Program (APS) at an urban southern university has experienced a diminishing student population among nontraditional adult learners ages 25 and older in the past 5 years (Chief Enrollment Officer, personal communication, November 24, 2015). According to the chief enrollment officer, the two reasons associated with the decline in student population in the APS are low retention rates and lack of new student enrollment (Chief Enrollment Officer, personal communication,

November 24, 2015). Due to the drop in demand for the APS, the president of the college launched a strategic plan in August of 2014 to increase the diversity of the program called 2020 Vision. The goals of the program were accomplished by including a complete face-to-face program as well as a complete online program in the APS, within the next 5-10 years. These two programs will be identical in content but diverse in the mode of delivery (Dean, personal communication, June 5, 2015). Since the release of the 2020 Vision, only 35% of instructors who teach in the APS have duplicated their courses to an online format (Chief Enrollment Officer, personal communication, November 24, 2015).

In the APS, adult learners have indicated dissatisfaction with the lack of online courses and programs offered (The Dean, personal communication, October 21, 2015). According to the Dean (2015), in exit surveys and end-of-the-semester surveys, students have requested the incorporation of technology in their courses through technology-enhanced learning (TEL) tools, such as online learning, to better suit their nontraditional student needs (Dean, personal communication, October 21, 2015). Despite the growth of online instruction, there are many unknown factors that affect the faculty's decision not to adopt an online format to deliver content (Aldunate & Nussbaum, 2013; Song, Wang, & Liu, 2011). It is often a complicated task for instructors to *buy-in* to new technologies (Bacow, Bowen, Guthrie, Lack, & Long, 2013). Johnson, Wisniewski, Kuhlemeyer, Isaacs, and Krzykowski (2012) stated, "education has changed dramatically with online education and educators who continue a strategy of a *sage on the stage* instead of a *guide on the side* are not going to fully engage today's student" (p. 66). Therefore, the gap in

practice at the local study site was the faculty members' reluctance to transition their courses to an online format, per the university's request.

Rationale

Evidence of the Problem at the Local Level

The purpose of this study was to explore APS instructors' perceptions about designing and developing face-to-face courses for an online format. Aldunate and Nussbaum (2013) explained that teacher adoption of technology to facilitate and support the teaching and learning process in their coursework can positively impact the overall quality of instruction. Bustos and Nussbaum (2009) identified several factors that may prevent instructors from adopting technology in their classrooms. In this study, I focused on gaining a better understanding of why less than half of the instructors in the APS have transitioned their courses to an online format (Chief Enrollment Officer, personal communication, November 24, 2015), as this information explained the faculty's needs for the development of the project.

Evidence of the Problem from the Professional Literature

There is a growing need for quality training and development for faculty who are transitioning from face-to-face learning to online environments that is not limited to the APS. Nationally, the rise in enrollment of online education has prompted the need for instructors to teach in an online environment (Revere & Kovach, 2011). The growth of online course enrollments is now exceeding traditional courses in the United States (Allen & Seaman, 2015). Due to advancements in technology, numerous colleges see their competitors change their mission statements that are tailored to traditional learning

(Anderson, Boyles, & Rainie, 2012), which has fostered changes in instruction methods in higher education institutions. Higher educational faculties tend to resist online learning due to barriers such as internal fears, a lack of training, and a lack of institutional support (Randall, 2008). For many faculty members in higher education settings, transitioning from traditional formats to an online format will require a new way of thinking as well as embracing new teaching methods (Randall, 2008). Maddix, Estep, and Lowe (2012) explained that faculty must be properly trained to teach in an online environment, and they must also be able to support a new delivery system if the university is going to be able to maintain online courses. Randall (2008) also explained that online instruction requires educators to have a skill set of multimedia and learning management tools that are not developed in face-to-face teaching experiences. The results of this study could be used to shape plans for future technology training through professional development (PD). Conducting a PD could assist the APS instructors in feeling better prepared to transition face-to-face courses into online instruction

Definitions

Faculty professional development (PD): Training or support that adds to the use of rising technologies and initiates the establishment of high quality programs and curricula (Randall, 2008). A key component of institutional success in universities can be contributed to faculty development (Randall, 2008). Many benefits come from instructors engaging in PD opportunities: expanded imperativeness, educated instructional method, teaching transformations, and scholarly teaching practices (Randall, 2008).

Lewin's change theory: Lewin's change theory is a 3-step change model created by Lewin in 1951. Lewin (1951) believed that behavior consists of a balance between forces that are working in opposite directions. Individuals are pushed in desired directions that facilitate change through driving forces and restraining forces that can block that change when individuals are pushed in opposing directions (Kritsonis, 2005).

Online learning: Online education is a practice of teaching where the instructor and the student are actually separated (Kentnor, 2015). In this type of setting, learning and teaching takes place via a computer network (Keengwe & Kidd, 2010). Online learning can be portrayed as access to learning encounters by use of some kind of technology accessing the Internet (Carliner, 2004). According to Allen and Seaman (2015), in an online course, 80% of a student's course content is delivered online.

Technology enhanced learning (TEL): Kirkwood and Price (2013) interpreted the term TEL as depicting the use of data and correspondence advances to educating and learning.

Traditional classroom environment: A learning environment that emphasizes teaching practices, such as class lectures, research studies, and collaboration among classmates. In this synchronous environment, the student and instructor are in the same place at the same time learning (Black, 2002).

Significance

Even with growing support for online instruction, many educators still do not see the value of online learning (McLawhon & Cutright, 2012). Acceptance rates of online education among faculty vary between universities and colleges with and without online

offerings (Allen & Seaman, 2013). Stakeholders have expressed concern about faculty resistance to moving their institutions toward online education (Allen & Seaman, 2013). Allen and Seaman (2013) reported, “Only about 10% of chief academic officers at institutions with no online offerings reported their faculty accept the value and legitimacy of online education” (p. 27). With increased access to technology, but continued lack of its use in the classroom, it is crucial to understand the barriers that educators in higher education face when developing technology, such as online courses (Blackwell, Lauricella, Wartella, Robb, & Schomburg, 2013). Llyod, Bryne, and McCoy (2012) believed that the way faculty regards online learning influences the acceptance of online learning practices and either limits or enhances innovation within online programs. For online instruction to be integrated into the APS, instructors must buy-in, be engaged in department changes, and have a positive attitude about online components as a means for bettering the needs of the APS.

The results from this study provided insight to APS administrators and university stakeholders into understanding the barriers that the APS faculty members are facing when designing and developing online courses. Social change might take place by creating a comprehensive training for APS staff and faculty that addresses barriers noted in the findings of the study. In addition, more diverse learning opportunities may also be created for nontraditional learners in the APS. With the availability of online classes, APS students can maintain their everyday lives while having the flexibility to complete their coursework. Based on the findings from this research, barriers were identified and examined to provide new insight into factors that influence the acceptance of online

coursework into the APS. I designed a project that provides comprehensive training, through PD, on the barriers to transitioning face-to-face courses into online instruction.

Guiding Research Question

To explore APS instructors' perceptions of designing and developing face-to-face courses for an online format, the factors that drive faculty to engage or disengage in online instruction teaching practices must be explored. Aldunate and Nussbaum (2013) explained that teacher adoption of technology to promote the teaching/learning process in coursework is expected to have a positive impact on the overall quality of instruction. Researchers have identified several factors regarding the barriers to the adoption of technology among educators (Bustos & Nussbaum, 2009). This study provided information that can be used to shape plans for future technology training through PD. A PD could lead the APS instructors to feel better prepared to transition face-to-face courses into online instruction. I focused on gaining a better understanding of why less than half of the instructors in the APS have transitioned their courses to an online format (Chief Enrollment Officer, personal communication, November 24, 2015), as this information guided the needs of the development of the project.

Guiding Question: What are the perceptions of APS instructors in regards to converting and transitioning their face-to-face courses into online courses?

Subquestions associated with the primary research question include the following:

1. How prepared do APS instructors feel when designing and transitioning their online courses?

2. What are APS faculty members' attitudes toward online education and how does that relate to their reported skills and usage?
3. What training would the instructors in the APS like to receive in regards to TEL strategies, such as online learning for adult learners?
4. What barriers are identified for the APS instructors relating to transitioning to online learning?

Review of the Literature

In this literature review, I addressed themes related to APS faculties' perceptions of developing and designing online courses and the barriers educators face when implementing these designs. In the first section, information is provided on the conceptual framework that supported this study. In the second section, I address the evolution of online courses in higher education and the challenges and barriers educators face when asked to develop and design online coursework from their existing face-to-face traditional course.

Organization of the Literature Review

Google Scholar, EBSCO Publishing ERIC, ProQuest Central, SAGE Premier, Education Research Complete, and Academic Search Complete from the last 5 years were used to find literature related to the research topic. The key terms used for this research were as follows: *online course effectiveness, online learning, online education, faculty-perceived barriers, perceptions of online education, instructor challenges with online delivery, time commitments to online instruction, and distance education.*

Conceptual Framework

I based this study on Lewin's (1947) change theory and force field analysis. I chose this theory because it offers an explanation of why individuals act as they do and the forces that affect change in the APS instructors' perceptions of online instruction. Lewin's theory was also chosen for its adaptability, utility, and functionality. A key feature of this theory is its ability to trace progress through each stage of the study (Burnes, 2004). Lewin believed that for the human condition to be improved, social conflict must be resolved (as cited in Burnes, 2004). The way to rectifying conflict is by encouraging learning that enables individuals to better decipher their perceptions of the challenges they face and to adjust as needed (Burnes, 2004). Change theorists also explain the factors that influence people to change. Lewin (1943) declared that to comprehend any circumstance, it is imperative that "One should view the present situation—the status quo—as being maintained by certain conditions or forces" (p. 172). The theory also provides a 3-step model that describes the stages that a person can navigate to create planned change: unfreeze, moving, and refreezing. Force field analysis also includes forces that facilitate change to achieve the preferred outcome. Lewin believed that "An issue is held in balance by the interaction of two opposing sets of forces - those seeking to promote change (driving forces) and those attempting to maintain the status quo (restraining forces)" (as cited in Connelly, 2015, p.2). Through force field analysis (see Figure 1), the factors (forces) that are either helping the situation to move toward the desired goal or blocking the desired change from taking place are highlighted.

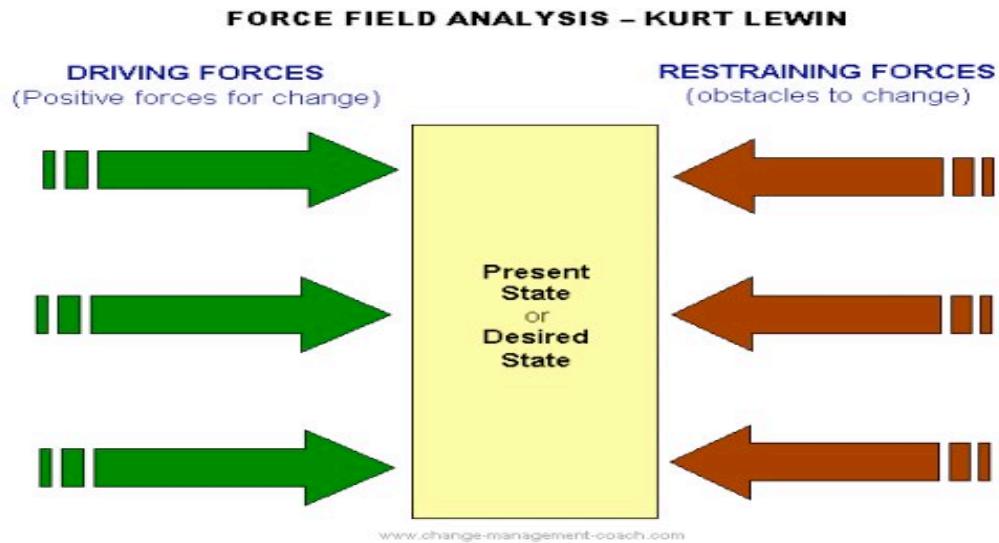


Figure 1. Diagram of force field analysis.

Note. Adapted from “Force Field Analysis,” by Connelly, M. (2011). Kurt Lewin Change Management Mode. Copyright 2008-2016 by Change-Management-Coach.com Retrieved from <http://www.change-management-coach.com/force-field-analysis.html>

Once the need for change has been determined, the unfreezing stage begins. In the unfreezing stage, individuals prepare themselves, or others, before the change is made (Connelly, 2015). This step is known to awaken change in the behaviors of individuals and can create feelings of discomfort, apprehension, and distress (Bozak, 2003). In this stage, Lewin noted that a person’s equilibrium must “be destabilized before an old behavior can be unlearned and the desired behavior can be adopted” (as cited in Burnes, 2004, p. 985). Driving and restraining forces are determined during this stage (Bozak, 2003) by collecting information relative to participants in the change process (Schriner et al., 2010). To ease the transition from the first stage to the second, it is best to educate those participating in the change regarding the motive for the movement (Bozak, 2003; Kaminski, 2011).

The second stage occurs when the changes that are needed are being made; this stage is referred to as the moving stage (Bozak, 2003; Burnes, 2004; Kaminski, 2011; Stichler, 2011). Lee and Lee (2015) noted that during this stage, individual awareness of the positive aspects of the necessary changes should be raised, and people should be encouraged to make the necessary changes. Participants are motivated to identify their plan for change and strategies for implementation (Schriner et al., 2010). They are also encouraged to discuss the driving forces that lead them to change and the restraining forces that are pulling them away from the desired change (Schriner et al., 2010). According to Schriner et al. (2010), “driving forces should offset restraining forces” (p. 382). During this stage, Payne (2013) noted that an implementation of initiatives must occur to encourage those who are going through this stage. Initiatives and encouragement reinforce the idea that the desired state will facilitate positive change within the organization (Payne, 2013).

The final stage of Lewin’s theory, refreezing stage, is focused on establishing stability once the change has happened. In the refreezing stage, the changes are accepted and become the new norm (Connelly, 2015). The changes made are now incorporated into everyday practices and procedures within the organization (Payne, 2013). The refreezing works to stabilize the individuals at the new quasistationary equilibrium and to confirm that the new behaviors are safe from a regression taking place (Burnes, 2004; Lewin, 1951). Ongoing support to prevent regression is crucial in this stage, and individuals should be given continual support and encouragement (Bozak, 2003; Stichler, 2011).

As discussed by Lee and Lee (2015), change does not always lead to improvement; yet, improvement rises from change. Change occurs naturally, and with technology's growing popularity and usage, change in higher education regarding technological advancements has happened. Educators in higher education must lead and facilitate change as a part of their role; some changes are minor, and others are significant and bring about a long lasting effect on higher education institutions (Lee & Lee, 2015). Adjusting to change may be strenuous and grueling, but by using Lewin's theory, I was able to encourage the movement toward change rather than resistance. The integration of Lewin's change theory provided a framework to guide the process of moving the APS faculty into developing and implementing an online learning system. This same theory also guided (supported) the process of evaluation following implementation. These stages helped me to gain a better understanding of the instructors' lack of compliance and work towards preparing a faculty development program that will begin to gain the implementation, support, and enthusiasm of the faculty.

Literature Review of Broader Problem

Evolution of Online Learning in Higher Education

The face of education has changed in the past 2-3 decades through the use of technologies, such as online learning. Technology has changed the way colleges, instructors, and students function on a college campus. Traditional teaching methods are no longer in demand, whereas most adult learners are now using online instruction and coursework (Crawford-Ferre & Weist, 2012; Kentnor, 2015). Online education is a practice of teaching where the instructor and the student are actually physically separated,

but still connected through online course communication (Kentnor, 2015). Online learning provides educational opportunities to adult learners who have geographic, time, or other issues that make higher educational opportunities difficult or impossible to pursue (Crawford-Ferre & Weist, 2012). Due to the continual development of online technologies, educators have been pushed to develop new strategies for teaching and learning in colleges and universities to meet the flexibility that online courses offer students. Allen and Seaman (2011) reported that 80% of course content is delivered through online education that uses smart tablets, laptops, computers, and the Internet as main delivery strategies.

Distance education is not new to teaching; its beginnings may be traced back to the 18th century (Kentnor, 2015). The University of Chicago created the first distance learning program at the university level in 1892. At that time, course material and correspondence was printed and delivered to participants via the U. S. Postal Service. The primary means of disseminating distance learning material shifted to live radio in 1921 and then to television broadcasts in 1963 (Crotty, 2012; Kentnor, 2015). This movement led Coastline Community College to open the first nonphysical campus in 1970, exclusively using broadcasts through television for their course offerings. Shortly after, the National Technological University was the first to offer an online degree program using satellite transmission (Crotty, 2012). Online education continued to evolve in the 1990s and 2000s, as online learning increased and as businesses and organizations began to discover the power of technology and the Internet (Kurzman,

2013). In 1993, Jones International University launched the first accredited online college (Crotty, 2012).

Currently, online learning takes on many different forms; yet, the result is the same: College instruction is delivered to anyone with access to a technological device and an Internet connection. Allen and Seaman (2013) and the United States Department of Education (as cited in Ginder & Steams, 2014) reported that in the fall of 2002, approximately 1.6 million students were enrolled in at least one online course, compared to 2011 when about 6.7 million out of 21 million adult learners were enrolled in at least one online course. Online students represent one-third of the higher education students, and online instruction is no longer a trend in education: It is a staple (Kentnor, 2015). In the spring 2013, Nagy, a professor of classical Greek Literature at Harvard, offered Harvard's first open online course format, and the enrollment exceeded 31,000 (Heller, 2013).

Online education is growing, and more than two-thirds of academic leaders are reporting that online components are crucial to the long-term strategy of an academic institution (Allen & Seaman, 2013; Crotty, 2012). Kentnor (2015) stated, "Online education has not only changed the landscape for distance learning, it has greatly impacted higher education, as a whole, across the globe" (p. 30). The traditional brick-and-mortar universities are changing, as they become more *cyberized* (Sener, 2012). Sener (2012) defined cyberized as "adapting to digital technology or culture" (p. 125). Online educators are committed to providing access, while the current online strategies are improving the quality of a person's education, not just online education (Sener, 2012).

Challenges and Barriers

Although most educational services in higher education continue to take place in colleges and universities with face-to-face, traditional classes, higher education institutions are seeing an increased demand and need for online coursework (Bell & Federman, 2013; Llyod et al., 2012). However, not all educators are passionate about the increase of technology-mediated teaching (Bascow, Bowen, Guthrie, Lack, & Long, 2012). Many educators do not see the effectiveness of online learning. Pew Research Center conducted a survey of the general public using a nationally representative study of 2,142 adults and found that only 29% of the respondents believed that online courses are as valuable as courses taken in a traditional classroom setting (as cited in Parker, Lenhart, & Moore, 2011).

Despite the popularity and growth of online education, there are continued debates over its effectiveness and the number of barriers that delay the acceptance of online education in higher education (Bell & Federman, 2013; Neben, 2014; Ni, 2013). Llyod et al. (2012) discovered that many barriers exist within the faculty who are developing and designing online courses. Stewart, Bachman, and Johnson (2010) stated, “Identifying factors that lead to faculty acceptance of online education are of chief importance to attaining the strategic goals of universities and meeting increasing student demands for online degrees” (para. 7). Faculty barriers/factors that are addressed in this literature review include both internal and external factors. Internal factors include the cognitive variables that create barriers for the APS faculty when developing and transitioning to online formats, such as perceptions of effectiveness, faculty fears, and

new time commitments. The external factors consist of the barriers that the APS faculty face, such as institutional support and PD on their campus.

Internal Factors

Perceptions of effectiveness. The development of technology has brought up numerous issues about the adequacy of online education, especially when contrasted with conventional classroom learning and in connection to individual student needs, impressions, and learning outcomes (Ni, 2013). In terms of effectiveness, many educators question if online learning is as effective as traditional, face-to-face instruction, which is the most common delivery method of instruction in higher education (Bell & Federman, 2013). University-level instructors have more trepidation and less enthusiasm than their administrators when it comes to implementing more technologies in online education (Kolowich, 2012). Some faculty believe that online learning is not as effective as face- to-face learning. Additionally, some faculty fear online learning because they have little to no experience in online teaching (Allen & Seaman, 2012, p. 28). To support the difference of opinion between administrators and faculty, Allen and Seaman (2012) reported that “two-thirds of academic leaders” who were surveyed in the Babson Survey believed that online education was equal to or better than traditional classroom learning, whereas one-third believed that online learning practices were inferior to face-to-face methods (p. 16).

While some believe that online technologies do not guarantee that learners will achieve effective and appropriate learning outcomes (Kirkwood & Price, 2010), others have reported that online instruction is proving to be more effective than traditional

instruction (Means, Toyana, Murphy, & Baki, 2013). For example, Colvin et al. (2014) compared a traditional introductory mechanics course at MIT to an online version of the same course named Mechanics ReView, and they reported equal or better scores in the online course than those received in the traditional course, which were based on using the same criteria. Similarly, Bell and Federman (2013) also concluded that online learning can be an effective delivery method in postsecondary education, while others have noted that perceptions of online education quality improves as technology advances and more professors gain firsthand experience with the medium (Kolowich, 2012). Bell and Federman (2013) stated, “as with other types of instruction, e-learning’s effectiveness depends on how well it is designed to create the instructional experience that makes learning possible” (p. 170).

Faculty fears. Lowther, Strahl, Inan, and Ross (2008) explained that the integration of technology has been a topic of discussion among educators for over 30 years. Elton B. Stephens Company Publishing (2015) had advocated for successful programs to encourage meaningful integration of online coursework: Most of the programs offer strategies for eliminating or mitigating barriers encountered when transitioning faculty members from traditional courses to online programs.

Faculty acceptance of online education is the most common factor preventing the development of online degree programs (Brownell & Tanner, 2012; MacKeogh & Fox, 2008). Incorporating technology into teaching practices is typically influenced by internal factors, such as an instructor’s individual beliefs (Albion & Ertmer, 2002; Horvitz, Beach, & Anderson, 2011; Steele & Levy, 2009); feelings of anxiety (Horvitz et

al., 2011); fears, preferences, and perceptions (Ertmer, Ottenbriet-Leftwich, Sadik, Sendurur, & Sendurur, 2012; Grasha & Yangarber-Hicks, 2000; Horvitz et al., 2011; Kim, Kim, Lee, Spector, & DeMeester, 2013); and feelings of incompetence (Dusik & Yildirim, 2000). Resistance to change in regards to the implementation and integration of technology is not a new issue in colleges and universities.

Stewart et al. (2010) and Selvie (2010) claimed that the key to developing and implementing excellent online degree programs is a collaborative effort between faculty members when developing online programs and the quality of their teaching after implementation process. Many instructors are voicing their predictions for the future of higher education in which strides take place to supplant traditional learning by low-cost options, such as online learning (Marzilli et al., 2014; Stroller, 2015). Whereas most educators have accepted that their current job will be changing moving forward because of technology, many faculty members have questioned their job security, which has created additional stress in their professional lives (Lytle, 2012; Marzilli et al., 2014; Stroller, 2015). Instructors resistant to technology are confronted with a troublesome future as emphasized by Bower (2012) who stated, “As faculty members, we are warned that if we don’t ‘get with the program’ our institutions will suffer and our jobs will be lost to more technologically, bottom-line oriented organizations such as the University of Phoenix” (p. 1).

Teaching styles and practices are contributing factors in the decision to integrate technology into the practices of faculty. Many faculty members are fearful of new online teaching methods and find it difficult to identify appropriate new methods that will

enhance their teaching strategies and procedures (Orleans, 2014). Osika, Johnson, and Buteau (2009) have attributed this fear and reluctance to the fact that faculty members' beliefs are typically developed early in their academic career. Yet, their perceptions of technology are adopted while they are in the classroom as teachers or as students (Albion & Ertmer, 2003). Ferguson (2004) indicated that teachers' teaching styles and strategies influence their decisions to integrate technology into instruction. Ferguson found that instructors were identified and sorted into four categories based on their need of technical integration support: "first-wave (self-starters), second-wave (traditionalists), third-wave (careerists), and fourth-wave (reluctants)" (p. 161). Personal beliefs of each category encourage or interfere with the use of technology in instruction: Fourth-wave instructors (reluctants) were not excited with respect to the integration of technology because reluctant perceived that traditional models of learning are superior and focus primarily on the teacher and repetitive learning models (Ferguson, 2004).

Marzilli et al. (2014) explained that in order to accommodate the 21st century learner, recognizing unique opportunities and challenges is critical to the success of instructors. In addition, stakeholders need to be familiar with the best process for implementing current technologies, all while taking the preferences, teaching styles, and reservations of the faculty into consideration, as well as other interests that impact the scholarly profession, especially in regard to faculty members' influence on institutional reform (Diaz, 2011; Neben, 2014; Veletsianos & Kimmons, 2012). Osika et al. (2009) believed that instructors used past experiences of learning and their own self-perceptions to guide their decision-making process to incorporate new pedagogy into their teaching

practices. Osika et al. stated, “Given this, one can extrapolate that if an instructor has a positive attitude or orientation towards technology they will be more inclined to incorporate it into their teaching” (para. 8). Faculty is the spearhead of the online educational movement, which means that it is important to understand their attitudes as well as the internal fears that impact their cooperation in online education (Bunk, Li, Smidt, Bidetti, & Malize, 2015).

Time commitment. As the demands for online courses grow, some faculty are concerned that teaching online takes more time than traditional face-to-face teaching (Cavanaugh, 2005; Van de Vord & Pogue, 2012). Van de Vord and Pogue (2012) examined the perception of faculty members who have indicated that online instruction does consume more time. The American Psychological Association Committee of Psychology Teachers at Community Colleges (2013) indicated that teaching an online class requires more time than teaching a face-to-face course, and when considering instructing via the Internet, numerous faculty members report it to be a daunting time commitment. McCarthy (2009) discovered that faculty members stated that they “believe that developing and teaching online requires considerably more time and effort than traditional delivery modes” (p. 50). Lovern (2011) collected and analyzed data on the time required of a professor when preparing, teaching, grading, and interacting with students associated with teaching a hybrid, an online, and a face-to-face course. Lovern noted that online sections took 13% more time to teach than the face-to-face section, whereas the hybrid course took greater than 9% more time than the face-to-face course. Regardless of the extra time spent on the online course, Lovern did feel more connected

with the students online by the end of the course than with the traditional students. The percentage of increased time required to teach online courses was directly proportional to preparation and loading the course documents that required 50% more professor time for the online sections (Lovern, 2011). Lovern also explained that the amount of time spent on each section of the face-to-face course was 10 hours per week, whereas the online course accounted for approximately 11 ¼ hours per week.

Cavanaugh (2005) compared two courses, one online course and one face-to-face course, in order to better understand the time spent teaching in each course. Cavanaugh revealed that the time spent teaching the online course increased as the enrollment number grew. The time required to teach the online course was twice the amount spent teaching the face-to-face course (Cavanaugh, 2005). Per student, each online student received over six times the needed time for the traditional course (Cavanaugh, 2005). This overage in time was related to the time spent interacting with the students (Cavanaugh, 2005).

As Sword (2012) explained, managing an online course requires constant use of e-mail as the primary means of communication with students. It is more of a challenge for experienced classroom instructors to transition from face-to-face communication to digital correspondence. Administrators must understand the time that faculty invest into developing and transitioning to online courses from face-to-face courses to break down the barriers that keep online learning from being effective in higher education institutions. Colleges and universities must invest the necessary time with faculty and with stakeholders to help them understand the roles, responsibilities, and requirements of

instructing an online course so they can effectively create their policies, schedules, and training for their faculty and staff (Mandernach, Hudson, & Wise, 2013).

External Factors

Institutional support. Integrating new technology into higher education teaching is not a simple task (Lawrence & Lentle-Keenan, 2012). Developing an online course is a complicated and multifaceted process (Caplan & Graham, 2004). There are several stages of development that must take place, and no one person is likely capable of holding all of the expertise levels and roles ingrained in the process (Puzziferro & Shelton, 2009). Faculty and their institutions must work together to create a successful online program; barriers must be addressed to be able to offer students cutting-edge technologies and faculty new learning and teaching strategies. Most barriers to faculty implementing online education are connected to institutional barriers (Neben, 2014). For online teaching to be successful, new methods concerning course design, instructor preparation, and support will be needed (Crawford-Ferre & Weist, 2012). Lawrence and Lentle-Keenan (2012) stated “For teachers who come to a new technology with teaching beliefs that do not coincide with those underlying that technology, incorporating this new tool into their teaching practice will certainly prove challenging” (p.4). Neben (2014) showed that a main barrier for faculty is incorporating emerging technologies into an online course. Furthermore, the first obstacle that instructors encounter is the difficulty in identifying new methods that would improve their courses (Orleans, 2014). This is because instructors have many years of experience depending on materials that they have used in past classes and/or semesters, which leads to resistance when asking them to learn

and incorporate new methods in technology (Orleans, 2014). Many universities are not successful when asking faculty to launch online programs due to a lack of support for their instructors. Lawrence and Lentle-Keenan (2013) pointed out that organizational priorities, support, and expectations impact teaching practices; therefore, universities must provide faculty with structured ways of making them aware of cutting-edge teaching tools (Orleans, 2014).

Faculties are less likely to have the desire to participate in online teaching because of their perceptions of an “unsettled nature of pedagogy for distance learning efforts” (Major, 2010, p. 3). Crawford-Ferre and Wiest (2012) explained that faculty has to become familiar with new research-based methods to be effective in developing and transitioning to an online teaching arena. Orleans (2014) noted that implementing new methods is another challenge for faculty. Once faculty members have been made aware of new methods, they have to learn how to implement the methods effectively. Gabriel and Kaulifield (2008) noted that this is difficult because many faculty members have had little to no training in pedagogy for online instruction. Due to instructor resistance over learning new pedagogies, higher education institutions must see the value in investing time and resources through training (Orleans, 2014).

Professional development. Training instructors for online practices is a daunting task for administrators due to resistance from faculty (Herman, 2012) and increasing market pressure due to online instruction spreading across the nation (Allen & Seaman, 2001). When instructors are expected to transition face-to-face courses to online sections, stakeholders must realize that the measures to develop and teach quality online

courses are different compared to implementing traditional courses (Dunlap, Sobel, & Sands, 2007). Many instructors who are new to online instruction have little to no training or preparation in this type of delivery method (Fish & Wickersham, 2009). Jacobs (2013) explained that in order for online instructors to be effective, those involved must have continual training and support. Faculty must be knowledgeable and at ease with new developments in technology and related software (Jacobs, 2013). Gallien and Oomen-Early (2008) emphasized that to have effective online delivery methods, teachers must do more than simply repackage their existing face-to-face coursework.

Herman (2012) noted inadequate training and institutional support primarily results in negative faculty perception of online teaching strategies. Major (2012) also noted negative perceptions of online instruction can stem from faculty being unfamiliar with digital media as a primary tool for instruction. Furthermore, faculty members cite a lack of PD as a common barrier to their ability to develop and implement online programs. This barrier is markedly relevant when introducing and improving online programs (Herman, 2012). As an increasing number of universities incorporate technological means of instruction, it is imperative for universities to adapt to these changes and stay unfaltering even with growing budgetary and enlistment stresses; thus, inadequate PD for faculty members needs to be remediated (Herman, 2012).

Online teaching strategies create a number of difficulties for faculty members (Herman, 2012). Fink (2003) stated that PD is essential to the improvement of quality educational programs. Allen and Seaman (2011) reported that nearly 20% of universities that offer online classes to students do not conduct any type of training for online

practices for their faculty. Approximately 80% of educational institutions indicated that they provide training to faculty; however, inadequate training on how to develop and deliver course content and institutional support is reported by faculty (Allen & Seaman, 2011). To these faculty members, a vital barrier to the development of online practices is accredited to the lack of PD offered to them through their institution (Allen & Seaman, 2011; Haber & Mills, 2008). Without regard for faculty motivation or their perception of the value of online education, instructors who develop and teach online courses often encounter challenges and barriers not typically found in a traditional class setting (Herman, 2012).

Implications

Understanding the barriers associated with developing online coursework can assist the stakeholders with implementing effective PD aimed at helping instructors to teach in an online setting. Determining issues that relate to online instruction may assist the APS in providing proper support for faculty that will promote transitioning from traditional teaching strategies to online pedagogies.

Based on the information gathered from the literature review, the university's expectations that instructors be responsible for developing and transitioning traditional coursework to online instruction may need to be revised. If faculty barriers are affecting the faculty's perceptions regarding developing and transitioning to online pedagogies, the need for a workshop that addresses identified barriers and helps to change the negative perceptions of faculty would be beneficial to all who are involved with the APS. A 3-day faculty development workshop could provide faculty with additional information on

topics that deal with overcoming barriers contributing to technology anxiety among instructors, such as fears, negative perceptions, and future PD goals. The workshop could provide an opportunity to work with the faculty in a group setting to discuss the barriers that the faculty are dealing with, in detail. This could better pinpoint the future needs for PD in the area of online pedagogies for faculty and staff.

My project is a PD workshop for the faculty of the APS to address and assist instructors in the adoption of technology for the purposes of teaching and learning in an online setting. The workshop will be an opportunity for PD in the area of technology for the faculty that choose to attend. Findings from the study will be presented to faculty during the PD through a PowerPoint and will include content with the appropriate literature to support the findings of the study, such as internal and external barriers faculty face when transitioning to online infrastructures and methods that stakeholders could use to better assist the APS during this period.

The project would focus on the identified needs of the APS faculty when developing courses and transitioning those courses to an online format. During the workshop, faculty will address barriers and concerns with online learning methods and techniques. The faculty will also learn strategies and techniques that will assist in redesigning their current face-to-face courses to online courses. The workshop will also provide an opportunity for faculty to express their thoughts of the findings of the study, and they will be able to provide stakeholders with feedback that will improve faculty perceptions. Training would take place on campus, and all APS faculty will be invited to the training. Follow-up sessions after the training would consist of shorter workshops

with faculty where I would check the progress of the instructors' development of online pedagogies. Additional meetings would take place once a month for 6 six months. This process would offer continued support to the APS faculty, thereby keeping the lines of communication open for the instructors to voice their needs as they begin the transitioning process.

Summary

Technology has changed the way that stakeholders, instructors, and students function on a college campus. Face-to-face instruction has become less in demand; whereas, online instruction and coursework are fully used by adult learners. Despite the popularity of online learning, some faculty are reluctant to design and teach these types of courses. Often, the problem seems to be related to instructors feeling the effects of technology anxiety. With more higher educational institutions adopting online programs, educators must be properly trained on the learning theories and principles that apply to online education (Gold, 2001).

In Section 1, I summarized the local problem investigated, which was the resistance of the APS faculty to develop and transition traditional courses to an online format. I also outlined the rationale, terms used in the study, significance of the problem, guiding research questions, and a detailed analysis of the current literature related to the problem. Lastly, implications of this study were also described.

In Section 2, I will outline the research design that was applied. The design for this study was constructed based on research questions. Those research questions were then reviewed to determine the best method and practices that would address the

questions. By using a variety of sources to gather data from the APS, barriers that affect faculty perceptions were formed (Bogdan & Biklen, 2007). This section will also cover key elements to methodology, such as data collection criteria and tools used, participants, and methods for data analysis. Section 3 of this study will provide a layout of the project (Appendix A) as well as the evaluation plan. This project was created to investigate the causes of negative perceptions of faculty in the APS when developing and transitioning to online course from traditional methods of instruction. Section 3 will also provide a detailed outline of the project goals. In Section 4, I will describe the project's strengths and limitations and will include my reflections of the research conducted. I will provide an account for the research method used, including the strengths and weaknesses that were found, and I will provide implications for future studies on this topic. Furthermore, I will explain the ways that this study impacted me as an educator, researcher, scholar, and project planner.

Section 2: The Methodology

Introduction

The purpose of this study was to obtain in-depth insight into the types of barriers that affect instructors' perceptions of online pedagogies in the APS when designing and transitioning face-to-face courses to an online format. Furthermore, I investigated procedures for creating a 3-day PD to focus on the needs of the APS faculty when developing courses and transitioning them to an online format.

Research Questions

The main research question of this study was the following: What are the perceptions of APS instructors in regards to designing and transitioning their face-to-face courses into online pedagogies? The subquestions that were included in this research were the following: (a) How prepared do APS instructors feel when designing and developing their online courses? (b) What are faculty members' attitudes toward online education and how does that relate to their reported skills and usage? (c) What training would the instructors like to receive in regards to TEL strategies, such as online learning for adult learners? and (d) What barriers are identified for transitioning to online learning?

Qualitative Research Design and Approach

In this study, qualitative research was the means of investigation. Personal experiences, perceptions, and the expectations of individuals were used to explain social phenomenon (Merriam, 2009). Qualitative researchers use qualitative data to inquire, assess, comprehend, and explain social phenomena (Bogdan & Biklen, 2007). Lodico,

Spaulding, and Voegtler (2010) stated that case studies are one of the most common qualitative approaches that are used to record an individual's or group's experience within a setting that is limited. Researchers use case studies to deliver a broad range of information about a particular phenomenon to a target audience (Creswell, 2012), which for this study were stakeholders for the APS. In this case study, the data were collected in the summer of 2016 in the APS department in a local university. I selected this method so I could construct deeper understandings of this case in the APS.

Before selecting a case study design for my project, other qualitative methodologies were contemplated. Ethnography (Creswell, 2012) is used to describe, analyze, and interpret patterns of behavior, beliefs, and language within a culture-sharing group. Although the higher education setting was important to this study, the most vital information came from the instructors' voices and the possible project plan for faculty PD. Using an ethnography study would require more time than was available for the completion of this research topic. Another type of research that was reviewed and considered was grounded theory. This theory was not chosen due to its focus on developing a theory, whereas the purpose of this study was to resolve a local problem.

Participants

The participants were chosen using a purposeful sampling of teaching faculty in the APS at an urban southern university. According to Creswell (2012), when using purposeful sampling, individuals and sites are intentionally selected to provide an understanding of a central phenomenon. The goal of purposeful sampling is not to obtain a large sample; it is to select the individuals who provide ample information to answer

the research question (Lodico et al., 2010). By using nine faculty members, I was able to gather deeper details of the participants' experiences while describing their perceptions about the online pedagogies (Creswell, 2007). The participants were faculty members who were currently transitioning or have recently transitioned from a traditional face-to-face course to an online format in the APS and who volunteered to be interviewed for this study. The following criteria were used for inviting and selecting participants: (a) faculty who were employed fulltime or as an adjunct, (b) a mixture of men and women, and (c) a cross-section of participants with different levels of expertise in developing and transitioning online courses within the APS department.

Gaining Access to Participants

Once institutional review board (IRB) approval was met, the process for gaining access to participants began with the dean of the APS. I scheduled a meeting where I requested a list of potential participants who met the criteria for this study. A prior meeting had already taken place where the problem was discussed with the dean and verbal permission to use the faculty in the APS was obtained. Next, I began scheduling semistructured interviews by phone or e-mail. I expressed to the faculty that it was my preference to conduct the interviews on campus, but I explained that I was willing to meet faculty members wherever they were most comfortable. The time and date of the interviews was scheduled when it was convenient for the participants. Although I am a graduate of this university, I did not personally know any of the faculty in the APS department, which allowed me to remain neutral and unbiased as the researcher.

Researcher-Participant Working Relationship

To establish a researcher-participant working relationship, I reached out to each participant via phone once consent letters were returned by e-mail. The phone conversation allowed me to introduce myself to the faculty and provided me the opportunity to explain my role as the researcher. This conversation also allowed me the opportunity to explain how long the interview process would take, that participation in this study was voluntary, and that there would be no negative consequences if they did not wish to participate in this study. During this time, the faculty members were able to ask questions about the study and to become more familiar with me before the study began.

Ethical Protection of Participants

Participants received a combined letter of invitation and informed consent (Appendix B), which clarified the purpose of the research and outlined participant rights during the study, including those that pertained to identity protection. In this invitation, I further explained the concept of voluntary participation, outlined its advantages and disadvantages, and indicated the procedure that will be followed to protect faculty participants from harm. After all individuals had read the form, the participants were asked to provide a signature in order to acknowledge an understanding of the protections that were afforded to them, including privacy through the use of pseudonyms in all reports and confidential information storage in a secured filing cabinet. The individuals interviewed during data collection were made aware that they had the ability to opt out of the study without fear of reprisal at any point that they may choose to do so.

Data Collection

Collecting data is a step in the research process. Creswell (2012) noted that when collecting data, the researcher must identify and select individuals for the study and gather information by asking people questions or observing their behaviors. In the data collection stage, the need to obtain accurate data from individuals and places should be a primary concern of the researcher. For this research study, I used semistructured interviews to gather my data. A qualitative interview transpires when researchers ask one or more participant general, open-ended questions and documents their responses (Creswell, 2012). Creswell explained that personal interviews are one of the primary ways to collect data for qualitative research. Bogdan and Biklen (2007) also noted that interviews may be used as a dominant strategy for collecting data in a study. The data collected, through open-ended interview questions, provided answers to the research questions by addressing the barriers that teachers perceive when faced with developing and transitioning to online pedagogies. The interviews were audio recorded once permission was granted from the participant before conducting each interview. If the participant did not grant permission, field notes were taken during the interview.

Semistructured Interviews

When conducting my semistructured interviews, I used an interview protocol, which was self-developed (Appendix C) to assist me with interviewing each participant. Jacob and Ferguson (2012) discussed that an interview protocol is more than interview questions being listed. An interview protocol also incorporates the procedure for interviewing participants. The interview protocol was documented and included a script

of what to say at the beginning of the interview, at the end of the interview, and scripts of various prompts throughout the data collection process (Jacob & Furgerson, 2012).

Lodico et al. (2012) noted that semistructured interviews are normally planned before the interview is carried out. Data were collected in a focused, systematic manner and were documented in an interview protocol that served as a guide (Lodico et al., 2012). By using a semistructured interview, I was able to “modify the order and wording of questions, depending on the direction of the interview” (Lodico, et al., 2012, p. 124). Also, additional probing questions were used throughout the interviews.

The data collection process began once I obtained informed consent from each participant. Interviews were set up with each participant at a time and location convenient to them. I interviewed each of the nine participants for no longer than 1 hour each, to develop a deeper understanding into the problem of the study. Pseudonyms were also used for data analysis and reporting. Each participant was labeled with a number to protect his or her anonymity. The data will be stored in a locked file cabinet and will be destroyed after 5 years.

The system that was used for keeping track of data was reflective journals. A reflective journal is one method of reflection that a researcher can use to record his or her practices in a simple and useful manner (Lamb, 2013). Lamb (2013) also noted a reflective journal as being beneficial when clarifying and developing correlations between different components of the research process.

Gaining Access to Participants

To gain access to the participants, I scheduled a meeting with the dean of the APS. The purpose of this meeting was to obtain a list of potential participants who met the criteria for this study. Once that list was compiled, I began contacting the participants to introduce myself to the faculty and to provide me with the opportunity to explain my role as the researcher.

The Role of the Researcher

My role in the study site was as a three-time graduate of the university. I had no past or present working or personal relationships with any of the participants in the study. Therefore, I had no supervisory, managerial, or power over the participants.

Data Analysis

Once the data were collected, I began analyzing them within 2 to 3 days of the interview with each participant. Data were manually transcribed rather than using a software system. Creswell (2012) suggested that hand analysis may be preferred when working with a small database and when the researcher wants to be close to the data and have a hands-on feel for his or her data. I manually analyzed data using color-coding to mark sections of the text. Lodico et al. (2012) suggested using coding as a way to create categories and construct themes. Color-coding was used to magnify commonalities among and within the interviews with the participants. I used the color differentiation to help identify emerging themes, such as barriers to online teaching practices, time constraints, and institutional support.

Evidence of Quality

Understanding my own biases as a researcher was essential to validating the findings in the study. Bogdan and Biklen (2007) pointed out that qualitative researchers can become beware of their own biases by recording detailed field notes that include the researcher's own reflections of the data collected. I also reviewed all field notes to locate and determine any personal bias. Member checks in which the participants receive their transcribed interviews to review were also used to validate the credibility of the data that were reported and to ensure a precise account of the data from the interviews (Creswell, 2012). The participants had 1 week to make changes and notify me of those changes. If no notification was received, no changes were made.

Themes or information that contradicted my findings in the study were data discrepancies. Discrepant data were included in the findings of this study to show a true account of the representation of the case.

Data Analysis Results

Data Collection Review

Once IRB approval was granted by the research site and Walden University (IRB # 07-13-16-0454515), I was able to prepare to conduct research. To start the process, I began by e-mailing an informed consent letter to the sample population that met the criteria of the study. In the consent letter, I described the study to the potential participants; explained the procedures, risks, and benefits of participating; and provided my contact information. Participants who chose to be a part of the study replied to my original e-mail with the phrase "I Consent," which alerted me of their involvement with

the study. Upon receiving participants' consent, I then contacted the participants via phone and e-mail to schedule interviews. As the interviews were completed, I transcribed the data. Each interview was labeled as Faculty #1, 2, 3, etc., to organize data and protect participants' identities. Once all interviews were completed and transcribed, the data were coded and analyzed. Next, the themes within the data were explored.

Findings in Relation to Problem

This case study was conducted to determine the perceptions of the APS instructors in regards to developing and transitioning traditional courses to online courses. Eleven participants were asked to participate in semistructured interviews, with two declining due to other obligations. The interview protocol (Appendix C) consisted of 10 questions; however, more questions were added as the interview continued when faculty experiences and perceptions needed further explaining. Interviewees were direct and detailed in their responses, and they explained their resistance to developing and transitioning their courses from a face-to-face format to an online learning environment at the university. Those who were interviewed expressed aggravation, system flaws, and other setbacks that are detailed in the study. Faculty also felt that these areas of frustration needed to be addressed by the stakeholders so the faculty could meet the university's expectations in providing more online courses. Overall, the consensus of the participants was the need for the university to place more value in moving to online courses through investing in the materials for faculty to be successful.

Data Results

After completing the data analysis, 10 themes were identified in this study. In the following section, I outline the study's research questions, themes, and responses from the participants.

Research Guiding Question

Guiding Question: What are the perceptions of APS instructors in regards to converting and transitioning their face-to-face courses into online courses?

To address the first research question, the following interview questions were asked: (a) explain your recent experiences with converting and transitioning your face-to-face courses into online courses and (b) describe how transitioning to online courses from your traditional courses has impacted your teaching.

Theme: Perceptions based on personal experience at the university.

1. Faculty participants all had recent experience developing and transitioning from a face-to-face course to an online course in the APS.
2. The faculty who were interviewed were not only teaching their courses in an online format, but also in the traditional learning environment.
3. Many of the faculty expressed frustration in the recent development of their online course.
4. Faculty expressed having to overcome "comfortable" mindsets when transitioning their courses to an online format.

5. Some faculty expressed that they felt that there was less rigor in an online setting versus a traditional setting; however, they did understand the importance of online education being present at their university.

Research Subquestion 1

How prepared do APS instructors feel when designing and transitioning their online courses?

To address the first research subquestion, the following interview questions were asked: (a) describe how you prepare to develop and transition your online courses and (b) describe how you think the university could better prepare the APS instructors for teaching online.

Theme: Faculty felt unprepared to properly design and transition to online courses.

1. Participants agreed that more support from the university was needed to be better prepared to teach and develop online curriculum.
2. Many of the participants prepared by looking at course objectives and learning outcomes to build modules.
3. Some participants researched activities to be able to provide assignments online.
4. Several participants posted what was taking place in their face-to-face course to their online class, hoping it converted for online students.

Theme: Faculty felt that training did not prepare them for developing and transitioning to online formats.

1. Multiple participants felt that the university could offer collaborations with an online instructor or pair mentors with instructors who were struggling with moving their course to an online format.
2. The majority of the participants believed that current, leveled (meaning based on where faculty members are in terms of technological usage) training was needed for the faculty in the area of online strategies for teaching and learning.
3. Multiple participants agreed that an interactive PD with a sample online platform and format was needed to teach instructors from a student's view of online coursework.

Research Subquestion 2

What are APS faculty members' attitudes toward online education and how does that relate to their reported skills and usage?

To address the second research subquestion, the following interview questions were asked: (a) describe how you view online education and (b) how would you describe your level of expertise in terms of online usage?

Theme: Faculty members believed that online education is not as good as face-to-face courses.

1. A few participants viewed online courses as an alternative delivery method that can be as good as traditional learning.
2. Many participants viewed online courses as necessary, but stated that it was not their favorite method of delivery.

3. Several participants did not believe that online courses provide the rigor or experiences to be as useful as those in a face-to-face environment.

Theme: Expertise was high among participants for varied reasons.

1. Six participants rated themselves as being expert in terms of online usage; one was ranked as a moderate user, and two believed that they would be considered a novice.
2. Out of the six participants who considered themselves experts, two related that to previous online training within another organization, and two participants stated that they had been online students themselves, which helped them to relate to what online courses should look like.
3. Participants who had been students in online learning for their degrees were much more knowledgeable and accepting of developing and transitioning their face-to-face course to an online course.

Research Subquestion 3

What training would the instructors in the APS like to receive in regards to TEL strategies, such as online learning for adult learners?

To address the third research subquestion, the following interview questions were asked: (a) do you feel as if the university provides adequate training for teaching online courses; (b) what types of training have you participated in to be more prepared to transition to online courses, did you feel as if these trainings were useful; (c) what are your suggestions on training that the university could offer the APS instructors that would better meet your needs when developing and transitioning to online coursework;

and (d) if you were able to create a PD training course on online teaching practices, how would you do it and what would you include?

Theme: Training should be offered based on proficiency with technology.

1. Many of the participants expressed that PD was not meeting their level of proficiency with technology.
2. Participants felt that the training was repetitive and not useful when developing online coursework.
3. Several participants felt that there was a lack of staff who were capable of properly training faculty on online development, as well as on teaching practices and strategies for online formats.
4. Several participants wanted to see more funding made available to send faculty to off-campus training, such as conferences.
5. Many participants started to look into outside resources for training.
6. Two participants felt that PD labs should be set up for faculty to use whenever needed.
7. Several participants expressed the need for fewer rules and more flexibility with the online developing and transitioning process.

Theme: Training needs to be presented and demonstrated from students' perspective.

1. Participants agreed that the focus of training should be more systematic.

2. Many participants believed that PD should be presented in a sample module, which would allow faculty to see the course from a student's point of view.
3. As a whole, the participants noted the need for pedagogical training in regards to online teaching as a whole.

Theme: Current training not being used by faculty.

1. Adjunct participants felt that training should be offered online through digital postings.
2. A few participants expressed the need for established committees to be tasked with brainstorming with online faculty to discuss their needs for PD.
3. Most participants stated that time constraints keep them from participating in PD on campus for online trainings.
4. Participants noted that most PD is an hour and more like a quick in-service.
5. Many participants stated that their focus was on their face-to-face courses so they picked training about that format.
6. Participants felt that training was useless due to the learning management system changing frequently.
7. Many participants pointed out that PD was not created to focus on strategies pertaining to adult learners.

Theme: Types of PD needed by faculty.

1. Online course development
 - Essential elements for teaching online courses
 - Ensuring rigor
 - Creating diverse, active learning
 - Creating learning assessments
 - Ensuring online course quality
2. Online course facilitator training
 - Establishing rubrics
 - Drafting student feedback
 - Understanding legal and ethical considerations for the use of digital resources
 - Issues with student participation
 - Issues with communication in online courses

Research Subquestion 4

What barriers are identified for the APS instructors relating to transitioning to online learning?

To address the fourth research subquestion, the following interview question was asked: (a) What barriers do you believe prevent instructors from transitioning courses to online pedagogies?

Theme: Participants expressed many barriers that they believed prevented faculty from wanting to teach online education.

1. Many felt that they were overloaded and did not have the additional time to be both full-time faculty and online faculty.
2. Faculty believed that the university's niche was the small, face-to-face courses that they taught.
3. Lack of knowledge of online practices.
4. Lack of experience both personally and professionally with online procedures.
5. Faculty felt that online curriculum was watered down and did not see the rigor that they typically offered to students in a traditional setting.
6. Fear of technology and being inadequate to deliver online instruction.
7. Several faculty felt that the university was not capable of offering what students needed to be successful through online courses in response to the portal, server issues, and technological problems; therefore, they did not believe in the stability of the online delivery method.
8. Older faculty were not interested in learning a new delivery system.

For this research project, participants' responses were analyzed to determine relevant trends that aided in answering the presented research questions. I discovered that there were no discrepant cases during the data analysis phase.

Evidence of Quality

To ensure the credibility and reliability of this case study, two procedures were used: triangulation and member checks. Triangulation ensured the credibility of this study. Creswell (2012) explained that triangulation is the process of combining data from

different individuals to discover themes within the research. For this study, data from the semistructured interviews were compared. Once all data were reviewed, I examined the data and found evidence that supported the themes found within the data collected (Creswell, 2012).

Member checking was also used to establish reliability. Participants reviewed interview transcripts to ensure that they accurately portrayed their thoughts and perceptions. Bogdan and Biklen (2007) explained that qualitative researchers are concerned with the accuracy and comprehensiveness of their data. Creswell (2012) claimed that a researcher could use member checking to check his or her findings with those who participated in the study to ensure accuracy and reliability (Creswell, 2012). These two methods were used to validate the credibility and trustworthiness of this study.

Outcomes in Relation to the Study and Project

The purpose of this case study was to explore APS instructors' perceptions about designing and developing face-to-face courses for an online format. As I researched why faculty members were not transitioning their courses to an online format, I found via the guiding research question, and the four subquestions, I was able to gather the perceptions of the APS faculty about developing and transitioning face-to-face courses to online courses. Their overall perceptions were that many barriers were preventing the faculty from fully accepting online learning as a valued and effective teaching model. For example, poor training, low funding, the aging of faculty, the experience of the faculty, and a lack of time were mentioned by participants as being potential barriers they saw the

faculty struggling with at the university. These results align with Bascow et al.'s (2012) findings who discovered that not all educators are eager to incorporate technology into their teaching methods and styles. In order for faculty to be able to change their perceptions and overcome the barriers that were discussed, an effective training that addresses their perceptions and barriers needs to be established for the APS faculty.

Based on the results of the data analysis, I determined that a 3-day PD would meet the needs of the APS faculty and staff. The first day of the PD will begin with me presenting a PowerPoint on the study and the results it yielded. Faculty will be able to discuss the results and ask any questions or give comments on the findings. A speaker will be on hand to present on adult learning and to provide an overview of the pedagogies of online learning. Breakout sessions will then be offered based on the level of the faculties' expertise in online teaching. Faculty will have the option to choose the session they feel would most likely accommodate their needs. Participants will be given an agenda for each day of the PD to be able to prepare to participate in each day's events. On the second day, I will present a sample education module where the faculty will navigate and complete tasks just as students are expected to do when taking an online course. There will also be a speaker from the IT department who will present troubleshooting techniques for faculty and students. Faculty will also be paired with a mentor to help guide them through the Day 2 and Day 3 activities. Day 3 of PD will include TEL tools and strategies. After the completion of that presentation, faculty and their mentors will begin to create the faculty's online portal for upcoming online classes. An evaluation of the workshop will be given at the end of Day 3.

Educational practices are constantly changing. Universities must be able to adapt to change in order to stay competitive and relevant to students' educational needs (Creemers, 2011; Lunenburg, 2010). A university moving from traditional learning to online practices is just one example of the changes that higher education institutions and faculty have to adapt to. To explore how this movement affected the study site's faculty perceptions, the conceptual framework chosen to support this case study and the development of the PD was Lewin's (1947) change theory and force field analysis. Lewin believed that for change to take place, a sequence of organizational processes must occur over time. According to the change theory, the process requires three steps: unfreezing, moving, and refreezing (Lewin, 1947). Force field analysis was first used to determine the driving and restraining forces that the faculty felt when developing and transitioning courses to online formats.

I discovered that faculty were resistant to the format change for many valid reasons. Lunenburg (2010) explained that resistance to change is inevitable by all universities, leaders, and staff. Lunenburg stated, "There is a human tendency to resist change, because it forces people to adapt new ways of doing things" (p. 4). To be able to address the problem at the university, stakeholders must understand why faculty is resisting the change and "assess the change potential and resistance attempt to change the balance of forces" so there can be change in the direction of the desired outcome (Lunenburg, 2010, p. 5). Lunenburg explained that this could be achieved by "increasing the driving forces, reducing the resisting forces, or considering new driving

forces”(Lunenburg, 2010, p. 6). Lewin’s (1947) change theory was incorporated during the development of the PD.

Unfreeze

In the unfreeze stage, individuals work to reduce the forces that are keeping the problem in its current state. For the unfreezing stage to be accomplished, a person must introduce new information, data, or materials that address the current condition to begin to decrease the strength of the values, attitudes, or behaviors that are being displayed (Lunenburg, 2010). In Day 1 of the PD, I will begin to dismantle the negative perceptions of faculty by providing them with new information through presentations and research on online pedagogies, including the origins of online learning and leveled breakout sessions. These activities will be used to alter the perceptions of the faculty to a more positive thought process.

Moving

Moving begins once unfreezing has occurred. This stage involves the development of new thoughts, ideas, values, attitudes, and behaviors. Change could be minor or major in this step, depending on the level of the need. Lunenburg (2010) noted that by changing structures, self-internalization takes place, and the identification of individuals are transformed. It is expected that moving will occur during Day 2 of the workshop. By providing the faculty with a sample course module to navigate through and a presentation of TEL tools that can be incorporated in their own course modules, faculty will be able to become more comfortable with the online format that their students

use, thus changing the negative perception of the development and usage of the format itself.

Refreeze

The last step in the process takes place when change at the new quasi-stationary equilibrium takes place. I expect that refreezing will take place on Day 3. In Day 3, I will offer faculty the opportunity to develop a course of their own with help from the presenters, administration, mentors, and myself. The refreeze stage will be evaluated after the PD has taken place to determine if the perceptions were changed from the information and tools provided during the 3-day course.

Conclusion

The purpose of this case study was to explore the instructors' perceptions regarding developing and transitioning online courses. One main research question, along with four subquestions, were investigated. In Section 2 a detailed description of the qualitative case study that was used for this research was explained. In Section 2, I also discussed the process that was used to answer the research questions, including the research design and approach, participants, data collection, and data analysis results. Section 3 includes the project goals, rationale, description, evaluation plan, and the project implications.

Section 3: The Project

Introduction

The purpose of this qualitative, case study was to explore the perceptions of APS instructors regarding the developing and transitioning to online courses. For this study, nine faculty members, fulltime and adjunct who were teaching summer courses in the APS, were interviewed. Semistructured interviews were conducted to gain a deeper understanding of the driving and restraining forces faculty felt when moving from teaching traditional, face-to-face courses into the development and transitioning to online courses. In the interviews, the instructors were able to share their thoughts and opinions on their recent experiences with changing their teaching practices from face-to-face courses to online courses, best practices for faculty preparing to move from traditional teaching methods to online practices, types of training offered, and what PD is needed to better assist faculty in moving from face-to-face practices to an online format.

After reviewing and analyzing the data, themes emerged from the participants' interviews that helped me to better understand the needs of the faculty when developing and transitioning to online courses. A total of 10 themes emerged from the data: (a) perceptions based on personal experience at the university, (b) faculty felt unprepared to properly design and transition to online courses, (c) faculty felt that training did not prepare them for developing and transitioning to online formats, (d) faculty members believed that online education was not as good as face-to-face courses, (e) expertise was high among participants for varied reasons, (f) training should be offered based on proficiency with technology, (g) training needs to be presented and demonstrated from

students' perspective, (h) current training was not being used by faculty, (i) types of PD needed by faculty, and (j) participants expressed many barriers that they believed prevented faculty from wanting to teach online education.

From these themes, I created a 3-day PD (Appendix A) to address the faculty's needs to move to online pedagogies. Based on these needs, key topics and activities were designed and will be addressed in the 3-day PD sessions. The topics that will guide the PD sessions were created from the themes given above:

- History /pedagogies of online education
- Adult learning versus traditional learners
- Online tools and effective strategies
- Frequently asked questions regarding students' portal access and functionality
- Do and don'ts for developing online courses at the university

Project Goals

After reviewing all of the themes associated with the faculty interviews, I created a 3-day PD for the APS faculty. This 3-day PD will be a time for the APS faculty to come together and learn about the ways that faculty can begin to embrace developing and transitioning to online pedagogies. This PD was designed to confront the internal and external barriers that work as restraining forces for faculty when moving their courses online and to provide an environment where faculty will feel comfortable expressing their thoughts on what will improve faculty perceptions. The goals of this 3-day PD (Appendix A) are as follows:

- Faculty will be able to apply the history of online pedagogies and address pedagogical challenges when developing and teaching online courses.
- Faculty will collaborate and problem solve with their colleagues and mentors to address the challenges that they are facing when developing and transitioning to online courses.
- Faculty will be apply many different types of educational technologies, strategies, and techniques from the PD that can be incorporated into their online course work, such as Twitter, Wiki, Skype, Prezi, OneDrive, Poll Everywhere, and YouTube.
- Faculty will be able to demonstrate an understanding of an all-inclusive online model which was demonstrated in the PD through the mock portal.
- 100% of the APS faculty will participate in the mock course training course and show proficiency by developing their own online course module.

Rationale

Why the Project Genre Was Chosen

After evaluating the data collected for this case study, I chose a 3-day PD as the appropriate genre for the APS faculty to be able to develop the tools needed to embrace the development and transitioning of their face-to-face courses to online pedagogies. Faculty development is defined by Kukulska-Hulme, (2012) as “an ongoing process concerned with changing attitudes and behaviors and preparing for the future” (p. 3). Austin and Sorcinelli (2013) also indicated that PD is a key component of maintaining a

quality learning environment and promoting growth in higher education. As higher education institutions increase online courses and programs, faculty members are presented with new challenges and opportunities. Faculty need to be able to stay current with technological skills that can be offered to students. Elliot, Rhoades, Jackson, and Mandernach (2015) stated that due to the additional needs and challenges that online faculty face, PD has to reflect the diverse needs of the university's faculty. Matzat (2013) noted PD as being crucial to faculty in higher education due to the need for faculty to be able to develop new technological and pedagogical skills into their teaching practices. When PD is not offered in institutions for faculty, many will not embrace new learning formats, which lead to faculty repeating familiar and comfortable teaching practices in their courses (Garrison & Vaughan, 2013).

In the 3-day PD, the APS faculty will address barriers and challenges associated with online teaching practices along with learning procedures and theory to improve their teaching strategies. I chose PD over other formats for the following reasons: (a) PD promotes faculty responsibility for continued career growth, (b) PD allows for professional collaboration with other faculty members, (c) concepts and teaching processes are able to be discussed in depth through PD, (d) PD challenges faculty to be better facilitators of learning, and (e) PD strengthens academic life and experiences at the university for faculty members (Altany, 2012). PD was the best fit for the needs of the APS faculty based on the results of the data collected.

How the Problem was Addressed Through the Content of the Project

Throughout this project, I found that not all faculty in higher education institutions are “all in” when it comes to accepting and practicing online development and instruction procedures. The findings from this study support these claims. The APS faculty needed to face and overcome barriers to change their perceptions of developing and transitioning from face-to-face course to online pedagogies. In the project, I will address the barriers and needs that the APS faculty participants brought to light during the data collection phase. The project will incorporate many methods to create an active learning environment for the APS faculty. Methods such as PowerPoint presentations, app activities, keynote speakers, breakout sessions, and hands-on experiences with online learning will assist the faculty in new and meaningful ways to develop and transition their face-to-face course to an approved online format. The APS faculty will benefit from this project by learning new strategies, tools, and pedagogies that can be applied when developing their current and future online courses. A short Likert-scale evaluation will be given at the end of the project, and an open-ended questionnaire will be e-mailed to the participants to gain a more in-depth evaluation of the project.

Literature Review

The purpose of this qualitative, case study was to explore APS instructors’ perceptions about designing and developing face-to-face courses for an online format. Through data analysis, I was able to gain a better explanation of the driving and restraining forces that faculty in the APS felt when developing and transitioning courses to an online format. In the literature review, I will explain the genre for the project and

why it was chosen, as well as an analysis of how theory and research provide best practices for developing and transitioning face-to-face courses to online format.

Google Scholar, EBSCO Publishing, ERIC, ProQuest Central, SAGE Premier, Education Research Complete, and Academic Search Complete from the last 5 years were used to locate research for this literature review. The key terms used for this research were as follows: *teacher education, professional development in higher education, effective professional development plans, faculty development, teacher workshops, adult learning theory, and professional development models, effective professional development models, constructing professional development for faculty, professional development for online courses, and faculty needs for professional development and online courses.*

Professional Development

A 3-day PD was the most appropriate project genre for educating faculty in the APS on developing and transitioning face-to-face courses to online pedagogies. The 3-day PD training was designed to assist instructors in the adoption of technology for teaching and learning in an online setting. The project was also designed to demonstrate ways that stakeholders can support the APS faculty by addressing barriers and concerns with online learning methods and techniques. During the 3-day workshop, the faculty will have opportunities to learn strategies and techniques that could assist them in redesigning their current face-to-face courses to online courses.

Evans (2014) explained that strides have been made to continue to clarify and strengthen the educational research community's appreciation of PD and how it

transpires. Clarke and Hollingsworth (2002) stated, “If we are to facilitate the professional development of teachers, we must understand the process by which teachers grow professionally and the conditions that support and promote that growth” (p. 947). Knowles (1980) stressed the importance of providing guided training instruction for instructors who teach so they can embrace new teaching strategies for the adult learners they educate in higher education. The primary objective of PD is to create processes of constructing knowledge and skills that enable faculty to be effective when teaching and to provide opportunities for job advancement (Hahn & Lester, 2012; Nicoll & Edwards, 2012). Adams, Daly, Mann, and Dall’Alba (2011) argued that PD should be more than just faculty learning a new concept or skill; PD should also promote growth and fulfillment for the professional attending the training. Instructor changes have been connected to organized PD (Clarke & Hollingsworth, 1994; O’Phar & Pedder, 2011; Tam, 2015).

Changes through PD among higher education faculty provide processes and practices where instructors enrich their professional expertise, abilities, and character. PD also contributes to the effectiveness and productivity of instructors as it enables them to assist their universities in introducing new methods and ideas for continued growth (Anagnostopoulos, Bautista-Guerra, Carey, & Everett, 2011; McCracken, 2013). Darling-Hammond and McLaughlin (2011) explained that when educators continually participate in professional training, they can enhance their instructional strategies and connect to the needs of their students. For universities to continue to compete for students, as well as survive and thrive, each faculty member in a higher education

institution must receive quality PD. Stakeholders and leaders in higher education have access to a wide variety of research-based methods of fostering learning and development, and if correctly used, this information could help to produce learning practices on a scale that has never been achievable by most colleges and universities (Gardiner, 2000).

Professional Development and Online Pedagogies

Many faculty members in higher education who are mandated to develop online courses are dissatisfied with the lack of offered training at their university and feel forced to begin integrating technology into their courses (Kaminski & Bollinger, 2012).

Johnson, Wisniewski, Kuhlenmeyer, Isaacs, and Krzykowski (2012) noted that faculty resistance to technology adoption occurs for a number of reasons, such as time constraints, adequate resources to develop quality courses, and a lack of self-confidence when it comes to using technologies; these barriers cause avoidance or resistance to technology altogether. Johnson et al. (2002) argued that the hardest barrier for faculty to overcome is the anxiety that stems from designing and teaching online courses.

Kaminski and Bollinger (2012) explained that while many administrators mandate the use of technology, they do not see the value in providing the training that goes with the mandate to move to online pedagogies. This is due to the pressures that higher education institutes encounter when trying to incorporate technology to keep up with their institutional peers (Kaminski & Bollinger, 2012). Berger (2014) noted that universities also have a hard time providing PD to a broad range of audiences, especially in the field of adult education.

McQuiggan (2012) conducted an action research project to investigate faculty PD in regards to the change in practice that faculty made from transitioning from face-to-face courses to online teaching. McQuiggan found that the incorporation of effective PD could result in the transformation of assumptions and beliefs of teaching held by educators when developing and transitioning to online teaching practices. McQuiggan noted, “learning educational technologies for teaching online may be a catalyst for faculty to reflect on and evaluate their current teaching practices” (para. 4). McQuiggan and Rienties, Brouwer, and Lygo-Baker (2013) also claimed that higher education institutions must recognize the need to prepare faculty to transition their teaching practices online through the use of PD.

Effective Models of Professional Development

Institutions that have incorporated PD for their faculty, when focusing on online development, may have used Rogers' diffusion of innovations theory as a framework for PD (Sahin, 2006). Rogers (2003) explained, “technology is designed for instrumental action that reduces the uncertainty in the cause-effect relationships involved in achieving a desired outcome” (p. 13). Rogers stated that the mindset to adapt to online development for faculty was a decision of “full use of an innovation as the best course of action available” and refusal is based on a decision “not to adopt an innovation” (p. 177). Diffusion, as defined by Rogers, is “the process in which an innovation is communicated through certain channels over time among the members of a social system” (p. 5). There are five stages to the innovation-decision theory: (a) knowledge, (b) persuasion, (c) decision, (d) implementation, and (e) confirmation (Rogers, 2003).

Another popular framework used to design PD for developing and transitioning to online courses for educators is Knowles' (1980) andragogy and the transfer of learning theory. This framework can be used to enhance and strengthen an educator's teaching and learning skills (Johnson et al., 2012). McQuiggan (2012) stated, "Faculty professional developers work with adult faculty, therefore they should view the work they do from an adult learning perspective" (p. 32). Knowles (1980) constructed andragogy and the transfer of learning on six assumptions about adult learners. McQuiggan claimed that when developing effective PD, faculty members model all six traits of an adult learner, and these traits must be applied to the design of PD programs. He also noted that faculty are (a) are self-directed, (b) experienced in their field, (c) ready to learn to enhance their teaching strategies, (d) problem-centered, (e) have internal motivations to better their teaching abilities, and (f) understand the value of learning new processes. However, faculty development programs typically do not promote the principles of andragogy; instead, remedial workshops are held to fix what is "broken" in their instructors, rather than focusing on the beliefs and practices needed to teach online (Gregory & Salmon, 2013; Johnson et al., 2012; Salmon, 2013).

If faculty do not know how to translate face-to-face methods to online coursework, using PD models to teach strategies of teaching and learning through online pedagogies could assist the transitioning from traditional teaching methods to online strategies (Bellardo & Lester, 2012; Golightly, 2012; Keengwe, Kidd, & Kyei-Blankson, 2009; Mundy, Kupczynski, Ellis, & Salgado, 2012). However, there is little research on

PD and faculty training for online instruction (Aust et al., 2016; Kleinman, Wolf, & Frye, 2015).

Research-Based Strategies on Online Professional Development

Traditional, face-to-face higher education is at the forefront of education in colleges. However, with adult learners having many obligations outside of their schooling needs, online education is growing at a rapid pace. According to Latchman, Salzmann, Gillet, and Bouzekri (1999) and Zheng, Rosson, Shih, and Carroll (2015), when compared to face-to-face instruction, technology-based instruction draws in students who would not typically take courses at a university and provides opportunities for learning to a more diverse and large population of students due to the lack of time and physical limitations. Colleges that use sources such as the Internet can provide adult learners with instrumental curriculum at any time and from any place. Latchman et al. (1999) stated that, due to live stream capabilities, lectures can occur in real time and be simultaneously distributed throughout the student population at any time.

Universities have capitalized on the advances in technology by creating programs that can be completed online and by designing courses that offer a component of technology. Instructors are able to use webcasts, online lectures, videos, discussion boards, social media, assessments and much more, through the Internet, to aid in the transfer of knowledge to their learners (Boiling, Hough, Krinsky, Saleem, & Stevens, 2012). Social media can enhance student learning within the context of instructional methods. Friedman and Friedman (2014) noted that social media as a TEL tool teaches learners how to collaborate and work with others. Boiling et al. (2012) noted that

collaboration in the field of education is critical. When faculty incorporate various TEL tools and strategies for online instruction practices, students have the opportunity to enhance their learning and incorporate skills that are pertinent to real life situations (Friedman & Friedman, 2014).

Cooner (2010) explored technology that was used to determine activities for an online course to enhance students' learning experiences based on the principals of emergent learning. Cooner used tools such as workbooks, discussion boards, online lectures, group work through online experiences, guided learning, and video case studies to determine if students would be engaged in reflection on action at critical learning staged throughout the course. Cooner noted that students found the online lectures to stimulate thought and to provide students with flexibility to view the lectures on their time schedule. Students also reported that being able to have greater control of their learning process was beneficial in having more time to comprehend the lecture material better. At times students were able to go back to the lectures to help with other exercises in the class, which helped with making lecture-activity connections (Cooner, 2010). Video case studies also proved to be a beneficial technological tool. Through the video case studies, students had the opportunity to investigate the process of applying knowledge in practical ways (Cooner, 2010). Students reported that the use of video case studies provided them with an opportunity to think critically through the application of their learning (Cooner, 2012). Real-life scenarios can also be presented to students that allow them to act out what they would do if the scenario of the video were to happen to them in their field (Cooner, 2010; Salmon, 2013). Another approach to online learning is

the use of synchronous and asynchronous environments (Yamagata-Lynch, 2014). In synchronous and asynchronous models, Latchman et al. (1999) claimed that the online learning environments work enhances learning for distance learners who can “join the class in real time via the Internet asynchronously” (p. 4). The model provides students with flexibility to work around their schedules to make learning more accessible to their individual needs. According to Latchman et al., this model establishes a synchronous learning network that provides a network of people learning from one another, while the instructor takes the role of coordinator and facilitator. The benefits and possibilities of online learning are expanding and reaching all types of learners.

3-Day Professional Development Planning, Organizing, and Facilitation

Professional Development is crucial for faculty growth (Board, 2009). Most higher education institutes plan for faculty development yearly (Elliot et al., 2015). Unfortunately, many universities do not provide effective online develop PD for faculty. Elliot et al. (2015) explained the importance of providing faculty with PD that supports online learning by stating, “As the number of online courses continues to increase, so does the need for institutions to effectively support faculty teaching in this instructional mode” (p. 164). When universities are arranging PD, such as the 3-day PD, they need to focus on two areas: (a) participant needs and (b) the actual planning process (Board, 2009; Guskey, 2014).

Participant Needs

Higher education faculty seek PD for many reasons: circumstances within the university, faculty challenges, and other work dilemmas. The 21st century learner comes

from all walks of life. They are engaged in a variety of technologies for work and socialization on a daily basis (de Lima Ferreira & Bertotti, 2016). This impacts the way educators in higher education need to utilize technology when teaching and learning in the classroom. There has to be a variety of ways in which educators encourage students to find information. “Learning in higher education involves aspects related to professional practice and skills and abilities that need to be developed in harmony with the values and attitudes of contemporary society” (de Lima Ferreira & Bertotti, 2016, p. 1426).

Because most universities have a limited budget to spend on PD, institutions should decide what the focus and format of the PD will be to guarantee that the faculty will be interested and will want to attend the PD that is going to be offered (Elliot et al., 2015). To ensure interest from faculty, planners must provide PD that displays faculty expertise, experience, and diverse backgrounds. In this study, I found that faculty are interested in PD that is tailored to their individual needs when developing and transitioning courses to an online format. Faculty also indicated that knowledge of online pedagogies and tools is needed.

By offering PD that models the desired environment and technologies that faculty are expected to use in an online environment, the university would provide the faculty with the option to explore and model an online course environment, which would teach the different ways they can meet the university’s expectations, best practices, and course objectives (Elliot et al., 2015). Barczyk, Buckenmeyer, Feldman, and Hixon (2011) stated, “Poor online teaching, or online teaching which is conducted no differently from what occurs in a classroom setting, can jeopardize student satisfaction, instructional

effectiveness, and perceptions of the university” (p. 1). According to Elliot et al. (2015), meeting the needs of faculty through PD can be achieved by tailoring it to meet faculty needs, preferences, and the wishes of the faculty who will be teaching online courses.

The Planning Process of Professional Development

Reilly, Vandenhouten, Gallagher-Lepak, and Ralston-Berg (2012) noted that when planning a PD, best practices in online instruction must be reviewed. Guskey (2014) stated, “The effectiveness of any professional learning activity, regardless of its content, structure, or format, depends mainly on how well it is planned” (p. 1). For this workshop, I will ensure that the 3-day PD is created with the needs of the faculty in mind. To guide this PD, all activities will be created with three topics in mind: theoretical initiatives, applied programming, and institutional initiatives (Elliot et al, 2015). Theoretical initiatives will be covered in the PD by exploring online trends, the history of online learning, and the frameworks associated with online learning, which will work to explain the need of this type of delivery system for adult learners.

To incorporate the application to the training, faculty breakout sessions that cover topics such creating rigor in an online environment, creating active online learning, essential elements for an online course, creating and grading learning assessments, ensuring quality online courses, best practices in online course development, creating a diverse learner- centered environment, and ensuring netiquette will be offered to the faculty during the training. Speakers will further educate the faculty on the importance of practical teaching strategies and online pedagogies. Lastly, institutional initiatives will

be reviewed to better facilitate the faculty with the tools needed to meet university policies, guidelines, and expectations when developing their online courses.

By providing the faculty with a mock online course, they will be able to work through modules to get the students' perspective of online education and to model tools and strategies that can be used to ensure rigor and learning outcomes are met through the courses offered through the APS department. Faculty will also be able to take all three areas and apply them to the development of one of their online courses during the final day of the PD.

Project Description

Needed Resources

Space. The PD will take place at the university. Permission will need to be granted to use the department of business building. This facility is newly updated and offers many classrooms, learning labs, technology labs, and traditional seating classrooms. A typical classroom in this facility can hold up to 50 faculty members comfortably. This space is ideal for the breakout sessions because it allows room for many sessions to occur at one time. All instructional equipment is already in place and functional for the transfer of learning. Each classroom comes set up with a smart board, laptop, sound system, white board, overheads, and many other needed materials. For the technology component, the university offers many computer labs and tablets throughout the campus for faculty to be able to use during the PD.

Mentors. Faculty members from other departments within the university who are considered experts in developing and transitioning their course at the university will help

deliver presentations, handouts, and other PD elements that are conducive to online instruction for the breakout sessions and the mock portal. These faculty members would also be used to communicate with their colleges, through paired mentoring, online instruction strategies and tools that have effectively worked for them when moving courses to an online format. To be chosen as a mentor, faculty would have had to receive outstanding marks on their evaluations from their online course loads by their dean. Department deans will be asked to provide a list of qualified mentors from their departments.

Existing Supports

Resources that are crucial to the implementation of this project are the Dean of the APS and the Director of Faculty Support. Throughout this study, both existing supports have supported and expressed the need for this project study. The dean's support will allow me to access participants and gain information that is vital to why this study is needed at the local level. The Director of Faculty Support will be able to provide documentation of what the university currently provides in the means of support to the faculty when developing and transitioning to online courses. This information will be included when developing the PD.

Potential Challenges and Barriers

A barrier I would need to be prepared for is resistance from the faculty. Having the faculty on board is vital to the implementation process. To ensure effective transfer of knowledge, faculty need to value the importance of active learning and problem solving while participating in the 3-day PD. By having the APS dean send detailed e-

mails inviting and reminding the faculty to attend the three-day PD, it is hoped that this barrier will be handled before the project is implemented.

Time could also be a challenge. Because the faculty will be asked to make changes to their teaching methods, I must make the time to conduct follow-up sessions to ensure that the changes are being implemented. Time is also a factor because this PD may be conducted during the summer. Many faculty in the APS are not on campus at this time, so I would need to plan with the APS department to determine the best time of the summer to hold the PD. Another issue with time is ensuring that a 3-day PD is long enough to cover all of the information being presented. It is possible that a longer PD will be needed to allow more time for the faculty to invest in the materials that will be covered. To resolve this issue, I will plan with the dean and the online facilitator to ensure we have chosen the appropriate amount of days needed.

Technology at the university could be an issue. It has been discovered that the Wi-Fi tends to be slow, drop, or not be available. I would need to secure alternate Internet connection, such as hotspots, as a backup plan to the university's Internet connection. As noted in Appendix A, the 3-Day PD includes an app that the faculty will be expected to use throughout the PD. The university will be asked to loan additional smart pads from their lab during the PD with the app loaded in case faculty do not have a smart phone or pad.

Proposal for Implementation and Timeline

The project will be a 3-day PD. I designed a project that provides comprehensive training, through PD, to address the barriers to transitioning face-to-face courses into

online instruction. Implementation of this PD will occur during the summer of 2017.

The following timeline was used when implementing the PD:

- I will work with the dean and the faculty enhancement coordinator to set the best date to fit the faculties' summer schedule.
- I will contact all of the speakers and mentors. I will also meet with each speaker and mentor to ensure there are no questions about the materials to be presented.
- I will work with the dean to ensure that all needed materials are created and provided.
- I will work with the IT department to coordinate recording the breakout sessions and uploading all PD information to the app.
- I will conduct an evaluation at the end of the 3-day PD.
- I will meet with stakeholders to discuss the outcomes and evaluations of the PD.
- I will schedule follow-up sessions after the training that will consist of shorter workshops with faculty where I will check the progress of the instructors' development of online pedagogies. Additional meetings would take place once a month for 6 months.

Facilitator's and Presenters' Roles and Responsibilities

I am responsible for designing, coordinating, implementing, and overseeing the 3-day PD project plan. I will collaborate with the faculty enhancement coordinator and the dean when organizing this event. Additionally, I will also meet with all speakers,

breakout session leaders, and mentors to review and discuss their presentations. Presenters' responsibilities will include reviewing their portion of the PD. It will be the responsibility of the speaker to be familiar with breakout session prompts, as well as uploading them to the app and faculty website. Presenters will be expected to attend a meeting before the actual PD to ensure that all content is covered and that the materials needed have been secured. Presenters will also be expected to follow all of the guidelines set by the university for the content covered.

Project Evaluation Plan

A summative evaluation will be made at the end of the 3-day PD. The APS faculty who attended the 3-day PD will be given a Likert-scale survey to assess the effectiveness of the PD project in meeting its objectives. This evaluation will also be a tool for determining the needs of future online trainings for other departments within the college. In this Likert-scale survey, I will assess what instructors knew before the program and determine if growth was achieved through the program (Appendix A). The survey will be distributed through the university's e-mail via Survey Monkey.

Faculty who attended the PD project will also receive a brief, open-ended questionnaire a week later via faculty e-mail (Appendix A). The purpose of this questionnaire is to provide me with the opportunity to give stakeholders feedback about areas of interest, application, and needed improvements to the PD project in more detail.

Justification

Evaluation is crucial when conducting a project study. Lodico et al. (2010) stated, "Evaluations examine programs to determine their worth and to make recommendations

for refinement and success” (p. 363). Summative evaluations are used in research when the reporter completes an evaluation and then issues a final report to the client who measures whether or not goals and objectives of the program were met (Bogdan & Biklen, 2007; Lodico, 2010). For this project, the final report will be issued to the stakeholders via e-mail and will also be printed in the faculty and alumni newsletter that is published monthly.

Overall Goals and Evaluation of Goals

Based on the findings of this study, I determined that the APS faculty needed additional education to overcome barriers to be able to effectively develop and transition to online course formats. To provide the additional education needed, a 3-day PD was chosen to address the barriers found in the study. The first goal of evaluation following the 3-day PD will be to evaluate if the needs of the participants were effectively met through the PD project. Secondly, an overall evaluation goal will be to assess whether or not the APS faculties’ perception of online learning was changed through the information and activities provided by the PD. Lastly, an overall evaluation goal will be to evaluate which components from the PD that the participants plan to implement in their online formats when developing their courses online.

Description of Stakeholders

The stakeholders (school president, local government officials, instructors, community members, and students) who support this vision and the university share in the responsibility for providing the highest quality education that is possible, as well as ensuring that students are provided with the newest online instructional techniques and

learning strategies. By providing a PD on developing and transitioning to online courses, faculty would receive optimal adult education current practices and instruction, which would align with the vision of the university. Online instruction was created with the premise that online learning gives the advantages of individual collaboration while offering comfort and adaptability of online coursework to adult learners. Online learning has benefited many learners. When used as a tool for learners, it can be used to teach content to students who have different learning abilities and styles (Lampton & Hill, 2014). The evaluation results of the PD will be shared with all stakeholders via e-mail.

Project Implications

Social change may occur by providing adult learners with the proper online tools needed for them to be able to further their academic careers. Online learning can be used to meet the needs of diverse students by offering new tools and learning experiences that enhance students' educational experiences. Students have different learning styles. Using technology as one of his or her strategies, an instructor can create another way to reach a learner. U.S. students are ill prepared for a global future (Glimps & Ford, 2008). Glimps and Ford (2008) expressed the importance of educators structuring their strategies to include technology that will assist students in developing the appropriate tools needed to function in a global community. If the correct tools are used, diversity can be incorporated through learning experiences, which would be relevant to learners' lives and the global community (Glimps & Ford, 2008).

Technology-based curriculum and tools that address global issues while still being rigorous in text is crucial to learners (Rajasingham, 2011). According to Rajasingham

(2011), teacher development geared towards incorporating a new technological environment needs to become a priority to universities due to the “opportunities it creates for learners to learn in mobile and multiple environments in culturally appropriate ways” (p. 3). Online education creates these types of environments for diverse learners. When students come together to share learning experiences via the Internet, their collaboration is a partial product of where they come from and how their everyday lives affect their studies (Rye & Stokken, 2012).

Technology-enhanced learning includes tools such as online learning to create a community of learners who are no longer limited to a space and place. By transitioning to online learning, faculty are able to diversify instruction and learning while enhancing technological literacy of students (Schmidt, 2004). This PD has the potential to create social change on a local level by assisting APS faculty in creating an online learning atmosphere where students are able to share their learning experiences with other students from around the globe. Students who do not experience online education might not have had the opportunity to participate in an enhanced educational experience.

Conclusion

The project discussed in this section was created from the research and data collected to explore APS instructors’ perceptions about designing and developing face-to-face courses for an online format. Many faculty barriers were discovered through the interview process. The identified barriers were compiled and used to create the 3-day PD. The PD was designed to include presentations, keynote speakers, breakout sessions, hands-on mock training, mentoring, and the creation of a future online course.

Implementation of the 3-day PD will take place in the summer of 2017 and will include a summative assessment at the end of the PD. This section also included an explanation of social change on a local and far-reaching level for adult learners. In Section 4, I present my reflections and conclusions.

Section 4: Reflections and Conclusions

Introduction

In Section 4, I outline the project strengths, limitations, and alternate approaches to the local problem described throughout this case study. I also reflect on and express my thoughts of this journey. This reflection includes scholarship; leadership and change; and me as a practitioner, as a scholar, and project developer. I conclude this section by discussing potential social change and the implications for future research.

Strengths and Limitations of Project

The goal of this study was to investigate the perceptions of the APS when designing and developing face-to-face courses for an online format. Through data collection, I found that most of the faculty in the APS were still struggling to move their traditional courses to an online format. However, a handful of instructors have embraced the move. Through interviews, I was able to identify many barriers that worked as a roadblock to making this transition possible for the majority of the APS instructors. To begin to change the perceptions of the APS faculty, I determined that the barriers identified would have to be addressed. A strength of this project was my ability to identify the problem and to apply to a solution designed to meet the needs of the APS faculty, which was the creation of a 3-day PD project. Meissel, Parr, And Timperley (2016) explained that educators get the most out of PD when their needs are addressed.

This 3-day PD project will be effective for the APS faculty because the training addresses the faculties' needs, concerns, and goals. By providing the faculty with PD activities for online teaching designed to promote transformative learning, changes in faculties' assumptions and beliefs about teaching online can begin to transpire.

An additional strength of this project was the use of active learning. Badri, Alnuaimi, Mohaidat, Yang, and Al Rashedi (2016) stated, "Success requires teachers to be active learners and be a coherent part of well-planned professional development activities" (p. 2). This PD was designed to have the participant actively engaged in the project. Active learning can aid in the transfer of learning. Each day offers the participants the opportunity to work through their identified barriers. By offering many breakout sessions to the participants, the faculty are able to choose a topic that they feel is needed to further develop their teaching strategies. Breakout sessions will also allow group interaction, collaboration, and participation from the faculty who bring prior knowledge, experiences, and uniqueness to the PD. Badri et al. explained that for PD to be effective, strategies need to match the type of instructor that is being addressed through the PD being offered and that "Skill building for online instruction of faculty can be designed around readiness levels" (p. 100).

Many of the faculty at the university had a hard time adapting to online development due to their lack of personal experience with online learning. These faculty members have never experienced education through an online format; therefore, it is difficult for them to understand what online learning looks like when developing courses (McQuiggan, 2012). Therefore, I incorporated active participation into Day 2's

activities. Day 2 of the PD provides participants with hands-on experience with completing course work through a mock course online. In working through the modules, the instructors will be able to view online course development through the eyes of the student. Day 3 also includes active learning by having faculty begin to create one of their future online courses with the help of their paired mentor. In developing future courses during the PD, the faculty will be able to apply the tools learned from previous days and see how they can be applicable in their everyday practices. Caffarella (2010) discussed the value of experiential learning through hands-on participation to support a transfer of learning.

Limitations were also identified in this study. One limitation was the possible lack of participation due to time constraints. This PD project would be implemented during summer semesters. Although some APS instructors do teach in the summer, many take the summer off or plan time away during parts of the semester. If instructors are teaching on campus, Brownell and Tanner (2012) indicated that they could find it difficult to find ways to make sufficient time to reflect upon their teaching methods and strategies. In the case of faculty being off campus for the summer, I believe they might be reluctant to return to campus in order to participate in a 3-day PD. Another limitation to this study was that each instructor's perception of online teaching is beyond my control. Throughout this study, I found that not all faculty embrace online learning. Gregory and Salmon (2013) noted that online teaching takes faculty into unfamiliar territory, entailing risk-taking and challenges to their teaching beliefs, which can be uncomfortable for many instructors, causing them to be less likely to invest in an online

style of learning. If faculty are not fully committed to the change of instruction and to moving toward online learning within the APS department, I do not believe they will be open to accepting the information that will help them to grow in this area. Additionally, faculty implementing practices and procedures taught during the PD will also be out of my control.

Alternative Approaches

Alternative methods for this project were considered. One approach could have been to provide the PD through online resources. Many faculty expressed an interest in having PD at their fingertips. To provide this, the PD could be recorded and posted on the university's website through the faculties' personal portals. Another approach designed to provide effective PD involves the use of professional learning communities (PLCs; Beach, 2012). Reily, Vandenhouten, Galleager-Lepak, and Ralston-Berg (2012) explained that a more cost effective method of PD for universities can be found through the use of communities of practice. When used as PD, PLCs are "efficient and facilitate deeper learning among faculty" (Reily et al., 2012, para. 102). Also, PLCs are designed to allow faculty to collaboratively work together in planning curriculum development. Together, faculty would access internal and external resources for the development of their online courses while providing feedback and coaching for other instructors. Beach (2012) believed that participation in an online PLC could help "instructors recognize how digital tools enhance their own learning, teachers may begin to consider the value of using these digital tools to foster their students' learning" (para. 7). Therefore, PLCs would be an effective training method for the faculty's needs when developing online

course formats and transitioning to online courses from traditional teaching methods; however, this method was not chosen due to the extensive planning it would take to create a successful PLC. For this reason, I chose to move forward with the 3-day PD format.

After completing the data collection phase, I realized that an alternative solution to the local problem could have been to research best approaches to PD. Participants indicated that their recent PD at the university was ineffective and that many of them tended to avoid the offered PDs. This made me question whether their perceptions might have been different if the university had offered more relevant training. If a strong PD had been offered prior to the implementation of online course development, faculty negative perceptions could have been avoided. Research could have been reviewed to see how the previous PD affected the faculty perceptions of online development and transition.

Scholarship

Shulman (2012) stated, “We develop a scholarship of teaching when our work as teachers becomes public, peer- reviewed and critiqued, and exchanged with other members of our professional communities so they, in turn, can build on our work” (p. 1). Through the Ed.D program and the project study, I gained the skills needed to begin developing my scholarship of teaching. The overall process of developing scholarship takes time and has many ups and downs. I found that scholarship is earned through hard work and dedication, and it is achieved through collaboration with colleagues, peer relationships, and research of scholarly writings. I learned that scholarship is developed

by being able to take constructive criticism and by facing weaknesses as a researcher head-on.

As an educator, I believe it is my responsibility to continue to enhance my academic knowledge. As my commitment grows to being a life-long learner, I must continue to stay current and research identified problems that I see developing in the area of education. This can be achieved by reading and reviewing current, scholarly, peer-reviewed articles; by joining well-known teacher associations; and through attending PD that is geared towards my area of expertise.

Project Development

I planned to design a project that provides comprehensive training, through PD, that addresses the barriers to transitioning face-to-face courses into online instruction. I believed that the perception of online education needed to be addressed. I developed a workshop consisting of peer-to-peer mentors as well as experts in the field to address concerns and questions. This workshop is unlike any other PD the faculty has received at the university. It will offer personal attention and practical solutions. Through the PD, I will create an environment conducive to collaboration and hands-on learning with experts present. I found that numerous of those interviewed, much like many teachers, have a desire to continue learning. Several have allowed their own perceptions to cloud their views regarding on-line learning. Various perceptions are born out of fear. This workshop was designed to address the fears and replace them with confidence acquired through learning. I will encourage the use of technology through the smart phone app to immediately role play how easy and helpful online instruction can be. When this is

coupled with practical tools, peer influences, natural competitiveness, and a desire to learn, I believe that the attitudes will begin to be transformed. It is my desire to have follow-up sessions after the workshop to assess attitudes and perceptions for up to 6 months later. If the workshop and ongoing aid from faculty and staff is effective, I believe the university will see changes in perception and a reported ease at administering online learning that did not exist before the study and the workshop. Online learning has its place in education. It is imperative that educators learn to go where the student is and be flexible in the administration of material to continue to educate the masses. It is a difficult task to address a problem that stems from perceptions and attitudes. I believe if educators are shown the need for online education and are provided with the proper tools for online teaching through personal instruction, some educators may change their perceptions about transitioning from the classroom setting to educating online.

Leadership and Change

When I began this process, I do not think I really understood what it meant to be a leader. There is a difference between a true leader and one who just has ideas about leading. A leader must care about the outcome. A leader should have a sense of the greater good and know how to listen to the problem without any preconceived inferences. My chair and this process challenged me to identify the real problem and examine the thoughts of many to gather real-time perceptions and comments so that I could begin to analyze the data to find a possible solution that would effect change. I believe I have found a way to change the perception of those transitioning from face-to-face learning to online instruction.

Analysis of Self as Scholar

I started this journey 3 years ago when a friend heard me talking about my goals in life and questioned why I was not pursuing them. I explained that the only obstacle between my goal and me was fear. When I started this program, I had little confidence in my ability to be able to earn a doctorate. Prior to enrollment at Walden University, I had completed three other degrees and looked at myself as a scholar; but, I still had doubts about moving forward with my education. I realize now that my definition of a scholar was skewed.

I had never taken online courses or created a project like the one that I was about to begin. Quickly, that all changed. From my first class to my last class, I was challenged and pushed by my instructors. I was taught how to research, plan, and initiate a project that brings about social change in and for my community. I learned how to make a difference; I learned how to be challenged and how to challenge others when meeting a goal; most important, I learned how to believe in me.

As an educator of many years, I see the value of becoming a better educator so that I am able to continue planting seeds in students' minds and making a lasting difference for someone else's future. Being able to educate learners in a way that is conducive to their learning abilities and styles, and understanding that each learner comes with their own set of needs, has been at the core of my education through this process. I feel that as I walk away from Walden University, I look at myself as a scholar.

Analysis of Self as Practitioner

In the field of education, change happens often. As an educator, I must be willing and able to adapt to change quickly and efficiently. This journey has reminded me that I am a facilitator for change to happen. In my classroom, I have strived to present challenges to my students and allow them to pull from past and previous experiences of their own and from others to problem solve. I allow learners to be flexible and curious so they have the freedom to investigate a solution in their own way. Conti (2004) stated that educator roles could span from distributing information through lecture, to showing new skills, to helping students develop within their learning processes, to walking learners through trial and error situations. Through this process, I have discovered that my style of teaching was in line with that of the humanistic approach for the role of an educator. Under this approach, no matter the students' need, the role of the educator is to be able to guide the learner, but not direct the learner (Kabot-Zinn, 1994). As a practitioner, my goal is to ensure that my teaching reflects that of the humanistic learning approach and that my learners are guided and challenged by my practices.

While I was in my master's program for education, I heard a powerful quote that has stuck with me through my years as an educator. Nelson Mandela stated, "Education is the most powerful weapon which you can use to change the world" (as cited in Assar, El Amarani, & Watson, 2010, para. 1). Change must start with learners who are willing to step out of their comfort zone. They must learn how to become independent thinkers who can problem solve and use discovery methods to further educate themselves. Social change will not take place until educators can facilitate this type of change in learners and

themselves, which will begin to enhance personal growth and development. While everyone is a learner, educators must also be willing to step out of their comfort zone. To be able to facilitate change, each person must be open to reinvent him or herself and change the necessary components of his or her teaching styles and methods to lead by example.

Analysis of Self as Project Developer

As a project developer, I have learned that it is imperative to meet the needs of the audience. To achieve this, researchers must collaborate with the organization, stakeholders, and planning committees to ensure the success of the project being developed. As I began to develop this project, I began to think back on my past PD experiences as an educator. This helped me to think of times where PD was effective and noneffective. I was able to draw from those experiences to help create a PD that would allow participants to have a more active role in the 3-day PD project. The goals of this project were developed to educate the APS faculty in online pedagogies and teaching strategies in the hopes that the faculty's negative perceptions would begin to change to a positive outlook. Lastly, I strived to present a 3-day PD that would interest and benefit the participants.

It is of value to me to ensure that the university and faculty see growth from the PD. To monitor the progress of the faculty, I will work with the dean to plan follow-up sessions after the training that will consist of shorter workshops with faculty where I will examine the progress of the instructors' development of online pedagogies. Additional meetings would take place once a month for 6 months. These meetings could be

scheduled with individual faculty or a group based on the determined need. By having follow-up sessions in place, I could offer continued support to the APS faculty, thereby keeping the lines of communication open for the instructors to voice their needs as they continue the transitioning process.

Reflection on Importance of the Work

This project work is important in three ways: personally, professionally, and globally. Educators have to keep asking the questions pertinent to making the world a better place, in the field of education as well as all other fields. When teachers stop asking questions and learning, they are no longer growing and are just accepting status quo. They will not be the leaders in education, medicine, manufacturing, business, or in technology. They will be content with second and third best when they stop challenging themselves to learn and understand. This project was designed in regard to online learning versus face-to-face learning. Educators must address the issues that influence faculty perceptions that impede change and progress. For this study, I had to tackle the issues of the APS faculty so that the university could be better as a whole and could stay competitive.

This project is personally important to me, as an educator and mother of three boys. Through this process, I wanted to find my place in being a change agent. I feel that I have succeeded in that through this process. Everyone has that capacity within them; they just have to feel empowered to make a difference.

Implications, Applications, and Directions for Future Research

Higher education has changed over the past 15-20 years. A teacher cannot expect

to be current in the field of education without having knowledge on the issues that relate to teaching and learning within the discipline. Currently, teaching and learning has become more than a professor lecturing at students, handing out assignments and assessments, and believing that college students are adults so they will either sink or swim within their classes and program (Laureate Education, 2013). According to Kelly (Laureate Education, 2013), this is an active movement that has shown college educators have concern for their students' futures and the reputation of their university. As an upcoming educator in the field of college teaching and learning, it is imperative for me to assist faculty members in beginning to research the trends, movements, and issues that affect diverse adult learners in universities all over the United States in the hopes of creating more opportunities to bridge the gaps in education and to help online learners complete their courses of study.

The issue of online learning in the setting of college and education is straightforward. As new technologies within universities' teaching and learning expand, they begin to impact the processes of teaching and learning (Boud & Prosser, 2002). Boud and Prosser (2002) noted that several technological advancements in universities have allowed instructors to adopt a more teacher-focused perspective rather than a student-focused approach when translating teaching practices into new manifestations. Many settings are opting to go with programs that focus more on designing and presenting materials through the use of technology rather than choosing to build on the knowledge of how learners experience learning through the technology, as seen through the local problem at this university (Boud & Prosser, 2002). Given that educators have a

vast amount of knowledge on the strategies of diverse learners through online instruction, instructors should pay attention to the types of online programs that are being designed for courses in their university. Educators should be aware that not all programs developed and implemented are for the betterment of diverse student populations, and this could affect the way a diverse learner embraces new technology and the completion of his or her academic journey. Boud and Prosser pointed out that the fundamental implication for growing technologies is not just how well the program is designed and implemented, but how the adult learner experiences and relates to the design of the technology.

Social change can take place through this study by shifting the faculty's perspectives of online pedagogies. This shift will aid in the faculty understanding and accepting integration from an adult learners' point of view, which is crucial when incorporating online learning. Adult learners must be engaged, have knowledge of the learning context, be challenged by the materials presented, and have appropriate demonstration of what is being learned to be successful in learning through experiences that use technology (Boud & Prosser, 2002). Strengthening technology for adult learners aligns with the college completion agenda in the classroom due to the improvements it makes to the student's program, services, and with administration (McPhail, 2011). By offering proper student-aligned online courses, completion rates could rise as at-risk students and diverse learners have more opportunities to complete their degrees.

Through my research, I found that there is a lack of scholarly writings and studies on effective PD being incorporated in higher education for developing and transitioning

face-to-face coursework to online formats. My recommendation for future research would be to investigate additional barriers that other small universities in the state are experiencing with their faculty. Another recommendation would be to have other universities incorporate a PD similar to this project and document the overall effectiveness over a designated time. I also believe that after follow-up sessions, more research could be done to better understand if the outcomes that were expected were or were not achieved and why.

Conclusion

Educators should strive to create successful learning environments for their students based on their needs. Schmidt (2004) explained that an indicator of successful learning is students' perceptions of a classroom environment. With the shifts in education, classrooms range from online experiences to conventional learning. In either setting, an educator's main priority should be to provide the best and most current practices and strategies for rich learning experiences for students. Dror (2008) explained, "Having active and motivated learners will better achieve learning objectives. To reach these objectives technological learning must be incorporated and accepted by faculty members in higher education institutions" (p. 222). To help promote active and motivated learners through online practices, APS faculty must research and apply best practices when teaching in an online environment. Faculty must also understand that a new practice challenges them to move beyond practical thinking. Based on the results of this study, the APS faculty must dig deeper into their teaching practices to better facilitate a variety of social settings, people, and programs.

By using qualitative research for this project study, I was allowed a more in-depth study of the APS faculty's experiences with developing and transitioning to online courses at a local university. Through rich, meaningful data, participants were granted the opportunity to explain how they think, feel, and function within their typical setting. Based on the information that was presented, the best approach for this study was a 3-day PD to meet the faculty's needs. By using this genre, I will be able to educate the faculty on online pedagogies, using tools and strategies that address the barriers indicated by the APS faculty through emerging themes. It is hoped that perceptions will be changed and that the APS faculty will be able to apply new strategies and techniques from the PD to facilitate the development and transitioning from face-to-face courses to online course formats.

The results from this study may provide APS administrators and university stakeholders with information on the barriers that the APS faculty members are facing when designing and developing online courses. Two levels of positive social change have been produced from this study. First, social change has taken place by creating a comprehensive 3-day PD training for APS staff and faculty that addresses barriers noted in the findings of the study; secondly, more diverse learning opportunities have been created for nontraditional learners in the APS. With the availability of online classes, APS students can maintain their everyday lives while having the flexibility to complete their coursework. Based on the findings from this research, barriers have been identified and examined to provide insight into factors that will help to influence the acceptance of online coursework into the APS and will improve accessibility for adult learners.

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Appendix A: The Project

3-Day Professional Development Agenda**Day 1**

8:00 a. m. - 8:30 a. m.	Welcome Breakfast/Meet and Greet
8:30 a. m. - 8:40 a. m.	Greetings from Dean of APS
8:40 a. m. - 9:40 a. m.	Presentation 1- Review and Results of Study
	Review of 3-day PD and App Procedures (M. Skinner - PowerPoint)
9:45 a. m. - 10:35 a. m.	Breakout Session 1
10:40 a. m. - 11:40 a. m.	Adult Learning vs. Traditional Learners YouTube Video https://www.youtube.com/watch?v=He6r-pH8Nkw
11:50 a. m. - 12:50 a. m.	Lunch
1:00 p. m. - 2:00 p. m.	Presentation 2 - History of Online Education
2:05 p. m. - 2:50 p. m.	Breakout Session 2
3:00 p. m. - 3:50 p. m.	Breakout Session 3
4:00 p. m. - 4:50 p. m.	Breakout Session 4
4:50 p. m. - 5:00 p. m.	End Of Day Discussion

HOMEWORK: Begin to prepare materials to develop one of your online courses. Include all assignment ideas, TEL tools, and discussion boards in your notes.

Slides 1-6 Day 1 Presentation/Handout #1 PowerPoint

Proposal Oral Presentation

*Perceptions of Adult Professional Studies
Instructors Regarding Developing and
Transitioning Online Courses*

Miah M. Skinner
Walden University

WALDEN
UNIVERSITY
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Purpose of Proposed Study

- The purpose of this study is to explore APS instructors' perceptions of designing and developing face-to-face courses for an online format at an urban southern university.

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Problem

- In the APS, adult learners have indicated dissatisfaction with the lack of online courses and programs offered (The Dean, personal communication, October 21, 2015).
- The launch of the 2020 Vision.
- Low number of instructors that teach in the APS have duplicated their courses to an online format.

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Problem

- The gap in practice is the faculty members' not transitioning their courses to an online format, per the university's request.

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Significance

- This proposed study could:
 - Explain why less than half of the instructors in the APS have not transitioned their courses to an online format.
 - Create more diverse learning opportunities for nontraditional learners in the APS

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Guiding Research Question

- What are the perceptions of APS instructors in regards to converting and transitioning their face-to-face courses into online courses?

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Slides 7-12

Research Sub-Questions

1. How prepared do APS instructors feel when designing and transitioning their online courses?
2. What are faculty members' attitudes toward online education and how does that relate to their reported skills and usage?

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 614.769.3100

Research Sub-Questions

3. What training would the instructors like to receive in regards to TEL strategies, such as online learning for adult learners?
4. What barriers are identified for transitioning to online learning?

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Literature Review

- Evolution of Online Learning in Higher Education
 - Technology has dramatically changed the face of education.
 - Traditional Methods are no longer in demand.
 - Distance education is not new to teaching; Its beginnings may be traced back to the 18th century (Kentnor, 2015).

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Literature Review

- Challenges and Barriers
 - Many educators, and the population in general, do not see the effectiveness of online learning.
 - Despite the popularity and growth of online education, there are continued debates over its effectiveness and the number of significant barriers that delay a widespread acceptance in higher education (Bell & Federman, 2013; Neben, 2014, Nil, 2013).
 - Faculty barriers/factors that will be addressed in study are as follows: (a) internal factors and (b) external factors.

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Literature Review

- Internal Factors
 - Perceptions of Effectiveness
 - Faculty Fears
 - Time Commitment
- External Fears
 - Institutional Support
 - Professional Development

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Conceptual Framework

- This study is based on Lewin's (1974) Change theory and Force Field Analysis.
- A key feature of this theory is its ability to trace progress through each stage of the study (Burnes, 2004).

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Slides 13-18

Interview Questions

- Question 7: What types of training have you participated in to be better prepared to transition to online courses? Did you feel as if these trainings were useful? Why or Why not?
- Question 8: What are your suggestions on training that the university could offer the APS instructors that would better meet your needs when developing and transitioning to online coursework?

Interview Questions

- Question 9: If you were able to create a professional development training course on online teaching practices, how would you do it and what would you include?
- Question 10: What barriers do you believe prevent instructors from transitioning courses to online pedagogies?

Data Analysis

- Coding
- Color differentiation will be used to help identify emerging themes such as barriers to online teaching practices, time constraints, and institutional support.
- Discrepant data will be included in the findings of this study to show a true account of the representation of the case.

Protection of Participants

- IRB
 - University of study site
 - Walden University
- Consent Form
 - Purpose
 - Procedure
 - Voluntary
 - Names not disclosed
 - Data kept under lock and key for five years.

Validity and Credibility

- Member Checking
- Fieldnotes to be reviewed.

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Slides 19-20

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Faculty Preparation

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Wiscors University
Faculty Preparation

Day 1 Adult Learners vs. Traditional Learners

For this session, participants will view a video on adult learners. The summary of the video is as follows: Adult learners, those 25 and older, now comprise almost 50% of the higher education student population across the United States. In keeping with this growing demand, many Bethel instructors are asked to teach both traditional undergraduates as well as adult learners. Working with this population requires strategies that acknowledge their stage in life and the unique demands they bring to the higher education classroom. Investigate the following questions related to adult learners: (a) How are they similar and dissimilar from traditional undergraduate? (b) What instructional practices and assessment strategies have proven successful? (c) How can technology be used effectively? In addition to hearing his thoughts, observe this skilled instructor as he implements principles and practices of adult learning theory with a cohort of General Studies learners in Frogtown.

The link to the video is: <https://www.youtube.com/watch?v=He6r-pH8Nkw>

After the completion of the video, there will be a discussion with the faculty on the main points presented. I will use the above questions to prompt discussion about the university's adult learner population and the ways in which faculty currently prepare to teach these students online.

Breakout Sessions Instructions and Slides (Slides 1-6)



Breakout Sessions

1 - 4
CREATED BY MIRANDA SKINNER

Instructions for Breakout Sessions

- Each Breakout session will last 50 minutes.
- Participants must check into the session using the mobile app.
- Breakout sessions will begin by introducing the topic. Next, participants will participate in an ice breaker discussion on the topic being presented. A 10-15 minute discussion prompt will be presented and reviewed. Lastly, the group will break into three to four groups to complete an assigned task on the topic. Groups will then give a 5 minute presentation on their findings.
- PowerPoint will be printed as a handout for participants.
- On day 2 you will be required to choose two questions that were presented at the end of the breakout sessions. These are labeled as "Take Away Question". The questions will also be able to be found on the App on day 2 morning. You will discuss these questions with your breakfast table

Objective of Breakout Sessions

The objective of breakout sessions is to discuss or present on a specific topic that serves as a portion of the agenda of a larger program, seminar, conference, or convention. Breakout sessions 1-4 will offer the APS faculty another opportunity to discuss, reflect, or act upon chosen themes in a more intimate or specialized setting. Themes were chosen based on the results of the study that was conducted.

Topics for Breakout Sessions

- Topics that will be covered in the four sessions are as follows:
 1. Creating Active Online Learning
 2. Essential Elements of Online Courses
 3. Creating Learning Assessments
 4. Creating a Diverse Learner-Centered Environment

Benefits of Breakout Sessions

Breakout Sessions Provide:

- Opportunities for participants to actively be engaged with the materials being presented.
- Active engagement leads to better retention and implementation of materials.
- They provide engagement for participants that might usually stay quiet in a large group.
- They give participants an opportunity to share ideas, concerns, observations, or raise questions on the topic being presented.

Breakout Session # 1

Creating Active Online Learning

Ice Breaker (5-10 minutes):

- Have participants give their definition of active learning.
- Ask participants to text in their App one to two examples of active learning. (Facilitator and participants will discuss the examples given.)

Whole Group Discussion Prompt (10-15 minutes)

- What do you believe are the barriers for creating active learning in online courses? How could you (or do you) use active learning strategies in your online courses?

Breakout Sessions Instructions and Slides (Slides 7-12)

Breakout Session #1 Continued

- Participants will now break into 3-4 groups (depending on number of attendees) 20 minutes
- Your Assignment is to read the following scenario. Complete the task given within the scenario.
- In your online class you have decided to have your students create a blog. Students must set up the blog and then follow your blog and at least three other students in the class. You begin the blog by posting this heading on your blog, "Best Practices for Active Learning in Online Courses." as a group create the content that will be posted in your blog for this heading. Type your "blog" content in a Word document. Make sure you upload your finished product under BOS #1 on the App. Please cite all your sources!
- Be prepared to briefly present your "blog". (5 minutes)

Take Away Question

- Roundtable Question Option

What are your concerns when asked to incorporate active learning strategies into your online class format?

Breakout Session #2

Creating Rigor in an Online Environment Ice Breaker (5-10 minutes):

- Have participants give their definition of rigor.
- Have participants answer the following question.
In your opinion, is there a difference between rigorous standards, rigorous questioning, and instructional rigor?

Whole Group Discussion Prompt (10-15 minutes)

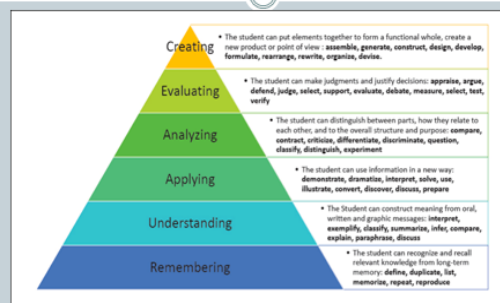
- How does an instructor design online lessons that allow more rigorous opportunities for student learning? Reflect over your teaching experiences online and share an example of when you were able to incorporate rigor online. If you have not taught online, think of a time when you felt your face-to-face course met rigorous expectations and collaborate with the group to find a way that experience could transfer to an online lesson.

Breakout Session #2 Continued

Participants will now break into 3-4 groups (depending on number of attendees) 20 minutes

- Small Group Activity:
Using Blooms Taxonomy, create 4 activities that you could include in your online class that promote rigor. Explain how each meet this colleges standard for rigor and how they provide the opportunity for each student to demonstrate learning at a higher level. Please use a Word Document for your finished product. Make sure you upload your finished product under BOS #2 on the App. Please cite all your sources!
- Be prepared to briefly present your "blog". (5 minutes)

Blooms Taxonomy



Take Away Question

- Roundtable Question Option

What can we do as a faculty representing this university to ensure that we provide meaningful online courses that promote rigorous activities for our students?

Breakout Sessions Instructions and Slides (Slides 13-18)

Breakout Session #3

Creating a Diverse Learner-Centered Environment

Ice Breaker (5-10 minutes):

- Have participants explain why instructors must create diverse learning-centered environments.
- Ask participants to discuss what this type of environment looks like online?

Whole Group Discussion Prompt (10-15 minutes)

- Despite research explaining the benefits of diverse learner-centered environments, challenges still remain for faculty being receptive to changing and modifying their online coursework. What challenges do you believe you face when creating this type of online learning environment?

Breakout Session #3 Continued

Participants will now break into 3-4 groups (depending on number of attendees) 20 minutes

- Small Group Activity:

Read the following article:

<http://info.shiftelearning.com/blog/bid/345394/4-Steps-to-Becoming-a-Learner-Centered-eLearning-Professional>

In the reading, four distinct attributes are listed and discussed. How could you incorporate these attributes into your online courses to create a diverse learner-centered environment? Create a 4 slide PowerPoint Presentation that shows how each point can help you develop this type of environment for your online learners.

- Be prepared to briefly present your "blog". (5 minutes)

Take Away Question

- Roundtable Question Option

In your opinion, what is the role of the instructor when creating an online diverse learner-centered environment?

Breakout Session #4

Creating Learning Assessments Online

Ice Breaker (5-10 minutes):

- Have participants give examples of different types of assessments they have created or would like to create in their online courses.

Whole Group Discussion Prompt (10-15 minutes)

- How can you promote academic integrity and ethics when developing and applying online assessments in your online courses?

Breakout Session #4 Continued

Participants will now break into 3-4 groups (depending on number of attendees) 20 minutes

- Small Group Activity:

Review the following website:

<http://www.teachthought.com/pedagogy/assessment/26-teacher-tools-to-create-online-assessments/>

With your group, find 3-5 assessments that you believe you would incorporate into your online courses. Provide examples of how you would use the tools that you have chosen. Please use a word document for this assignment. Make sure you upload your finished product under BOS #2 on the App.

- Be prepared to briefly present your findings. (5 minutes)

Take Away Question

- Opinion Polls are often used as a form of online assessment. Polls such as Zoho Polls and PollDaddy help to gather and demonstrate different opinions of students without revealing individual attitudes. Would you consider using polling in your online courses? Why or why not? Inquire if anyone at your table has used these type of assessment, if so ask the outcome.

Presentation/Handout # 2 Day 1
(Second Handout follows PowerPoint)

* History of Online Learning

Day 1 Presentation 2

- * The foundations of Distance Education can be traced back to the late 1800's.
- * First generation (1850s to 1960) was predominately one technology and consisted of print, radio, and television
- * One of the first forms of distance education was correspondence course study.
- * Mid 1840s: Sir Issac Pittman founded Sir Isaac Pitman's Correspondence Colleges in England
- * Correspondence took place through a rural free delivery of mail.
- * Students worked independently.
- * Interaction was limited to one-way communications.

* Written Era

- * New technologies were integrated into distance education delivery methods when radio and television merged.
- * Computers were still not being used with second generation (1960-1985) distance learning courses yet, other technologies were utilized.
- * Examples of media used to deliver distance education within the second generation are as follows: audiocassettes, television, videocassettes, fax, and print.

* Radio & TV Era

- * Late 1960s: Learning materials (text, audio & visuals) were sent to students by mail and supplemented by broadcast radio and television. Fully accredited online colleges began to open.
- * 1969: British Open University was established and was marked as a significant development in the delivery of distance education by offering a mixed-media approach to distance learning technologies.
- * 1970: Walden University is established. Walden is a well-known and accredited, fully distance learning institution in the United States.

* Online Era

- * Multiple technologies including computers and computer networking make up the third generation (1985-1995) technologies used for distance education delivery.
- * Fourth generation technologies, (1995-current) the current generation, combines previous media but also incorporates high-bandwidth computer technologies including:
 - desktop videoconferencing
 - two-way interactive real-time audio and video
 - web-based media, etc.
- * Terms used to describe third and fourth generation distance education include:
 - Cyber Education, Online Education, Virtual Education
 - Technology-supported Education, Hybrid Education, Distributed Learning
 - E-learning, Web-based Education

* Modern Era

- * Kentnor, H. (2015). Distance education and the evolution of online learning in the United States. Curriculum and Teaching Dialogue, 17(1), 15-41. Retrieved from <http://www.infoagepub.com/ctd-journal>

* Reference

3-Day Professional Development Agenda

Day 2

8:00 a.m. – 8:30 a.m.	Breakfast Roundtables
8:30 a.m. – 9:00 a.m.	Mentor Pairing
9:00 a.m. – 10:00 a.m.	Presentation 3– Academic Policies for Online
10:05 a.m. – 10:30 a.m.	Mock Portal Overview
10:35 a.m. – 11:15 p.m.	Lunch Break
11:20 p.m. – 11:40 p.m.	Presentation 4– Resources and Review of Online Teaching Tools
11:45 p.m. – 12:45 p.m.	Mock Module 1 Assignment
12:50 p.m. – 1:50 p.m.	Mock Module 2 Assignment
1:55 p.m. – 2:55 p.m.	Mock Module 3 Assignment
3:00 p.m. – 4:00 p.m.	Mock Module 4 Assignment
4:00 p.m. – 4:30 p.m.	End Of Day Discussion

HOMWEORK: Finalize materials to develop one of your online courses. Include all assignment ideas, TEL tools, and discussion boards in your notes. You must bring these materials to class tomorrow to be able to complete the final day of PD. Your mentor will be there to help for this activity.

FYI -Day 2

Breakfast Roundtable: As you are sitting at your assigned breakfast table, you and your colleagues will reflect on yesterday's breakout sessions. As you recall, you were to choose two take away questions to use as topics for this morning's roundtable. The four questions are as follows:

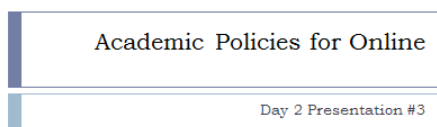
- What are your concerns when asked to incorporate active learning strategies into your online class format?
- In your opinion, what is the role of the instructor when creating an online diverse learner-centered environment?
- What can we do as a faculty representing this university to ensure that we provide meaningful online courses that promote rigorous activities for our students?
- Opinion Polls are often used as a form of online assessment. Polls such as Zoho Polls and PollDaddy help to gather and demonstrate different opinions of students without revealing individual attitudes. Would you consider using polling in your online courses? Why or why not? Inquire if anyone at your table has used these type of assessment, if so ask the outcome.

You can also find these topics on your app.

Mentoring: Mentoring pairing will begin at 8:30. You can review a list of the approved mentors on your app. At 8:30 you will be able to see who you were assigned to via the

App. You will pair with your mentor for 30 minutes to discuss your goals when designing your own course tomorrow. This is a planning session.

PowerPoint Presentation/Handout # 3 Day 2



ACADEMIC INTEGRITY

- ▶ Our students are expected to reflect a high standard of academic integrity in every area of their performance, which includes properly attributing the words and ideas of others. In all academic writing, students must acknowledge not only quotations, but summaries, paraphrases, graphics, and media as well, citing the source of the information.
- ▶ Failure to do so is plagiarism, and is considered a violation of the school's basic mission. Being found guilty of violating this code is not only embarrassing but academically damaging to a student. Please review the proper way to avoid this with your online students.

FORUMS

- ▶ Purpose: The purpose of forums is to generate discussion and encourage a community of learning among students and the instructor. Your participation is important because it contributes to the collaborative learning of the class. This dynamic process allows students to learn from one another as well as from the instructor, so it is important to participate regularly and meaningfully.
- ▶ Policies: Forums are to be conducted both respectfully and professionally by all participants. Postings should be accurate reflections of your ideas, opinions, observations, and research, and should also demonstrate respect for and consideration of those presented by others in the class. Postings represent you as a professional as well, so they should reflect your best command of standard written English and netiquette.
- ▶ Requirements: Forum participation is required and graded, so pay attention to your instructions for the requirements for posting and responding. It is important to be clear with students on your expectations. Make sure they understand to complete any required reading and other assignments before making your initial post—your contributions should indicate your own prior preparation for the assignments, and not rely on that of your classmates.

ONLINE NETIQUETTE GUIDE

- ▶ Please be familiar with the rules set for your students in your online courses. Please review this material with them. Not every student understands netiquette. Please make sure your students are following the policy throughout the semester.
- ▶ Possible assessment of this material to check for reading could be a quiz or a short essay.

PROPER NETIQUETTE GUIDELINES

- ▶ When addressing instructors, refer to them respectfully by title and last name, i.e. "Professor Jones."
- ▶ Be at least as courteous to your online classmates as you would to those in a face-to-face class. The online environment can foster a sense of anonymity, but everyone in the class is your brother or sister in Christ. Even if—and especially if—your views differ, it is important to treat one another with dignity and respect.
- ▶ Take class discussions seriously. Your classmates will be putting a great deal of time and effort into their posts and other assignments. Take time to read these closely and respond thoughtfully ("I agree" does not generally count as being thoughtful).

PROPER NETIQUETTE GUIDELINES

- ▶ Be a good discussion participant. Contribute meaningfully, but do not dominate the online discussion with overly lengthy or excessive posts.
- ▶ Be aware of how you are presenting yourself. Communicate in standard written English, paying attention to grammar and mechanics. Avoid texting acronyms and other overly-casual conventions that could reflect poorly on you. Your classmates will appreciate your professionalism.
- ▶ Respect your classmates' privacy. Personal opinions put forth in the context of your course are a part of the collaborative learning process and are not a public record of your classmates' political, spiritual, or professional stances. Do not share these outside the class.
- ▶ Take care when using humor. A remark you might say offhandedly to be funny in a face-to-face class can be misconstrued as dismissive or offensive in the online environment without the context of tone and facial expression.

PROPER NETIQUETTE GUIDELINES

- ▶ Do not allow yourself to be overly sensitive. It is easy to make communication missteps online—be forgiving of your classmates, because you would want the same consideration in return.
 - ▶ Enjoy one another's company. Every member of the class is a remarkable child of God attempting to accomplish something quite impressive as he or she pursues a college education online. Each of you brings unique experiences and expertise to the online class environment. Take the time to appreciate these, and to be thankful for the company of a special group you probably would not have had the opportunity to "meet" in any other way.
-

ASSESSMENT ACTIVITIES

- ▶ This university is committed to an effective assessment process to evaluate specific courses, as well as student satisfaction and learning. As a faculty member, you will be required to create assessment activities in the form of surveys, tests, or other instruments.
-

PowerPoint /Handout for Presentation #4 (Slides 1- 6)

TECHNOLOGY ENHANCED ONLINE LEARNING TOOLS

Day 2
Presentation #4

LESSON PLANNING AND TOOLS

- 1. Teachers Pay Teachers: Have great lessons to share? Looking for something to add to your classes? On this site you can do both, selling your own class materials and buying high-quality resources from other teachers.
- 2. Planboard: Make sure your lessons are organized and that your day runs smoothly with the help of this amazing online tool designed just for teachers.
- 3. Timetoast: Timetoast is a pretty cool for student projects, allowing them to build sleek, interactive timelines in minutes.
- 4. Capzles: There are so many different ways that Capzles can be used in the classroom, there's bound to be an application that fits your needs. What does it do? Capzles makes it simple to gather media like photos, videos, documents, and even blog posts into one place, making it perfect for teaching, learning, or online projects.
- 5. Prezi: Want to build presentations that will wow your students? Make use of this online tool that makes it simple to do all kinds of cool things with your lessons, even allowing collaboration between teachers.
- 6. Wordle: Create stunning word clouds using Wordle, a great complement to language lessons of any kind.

SOCIAL LEARNING

- 1. Edmodo: Teachers and students can take advantage of this great tech tool, as it offers a Facebook-like environment where classes can connect online.
- 2. Grockit: Get your students connected with each other in study sessions that take place on this great social site.
- 3. EduBlogs: EduBlogs offers a safe and secure place to set up blogs for yourself or your classroom.
- 4. Skype: Skype can be a great tool for keeping in touch with other educators or even attending meetings online. Even cooler, it can help teachers to connect with other classrooms, even those in other countries.
- 5. Wikispaces: Share lessons, media, and other materials online with your students, or let them collaborate to build their own educational wiki on Wikispaces.
- 6. Pinterest: You can pin just about any image you find interesting on this site, but many teachers are using it as a place to collect great lesson plans, projects, and inspirational materials.
- 7. Schoology: Through this social site, teachers can manage lessons, engage students, share content, and connect with other educators.

SOCIAL LEARNING

- 8. Quora: While Quora is used for a wide range of purposes, it can be a great tool for educators. It can be used to connect with other professionals or to engage students in discussion after class.
- 9. Ning: Ning allows anyone to create a personalized social network, which can be great for both teachers and students alike.
- 10. OpenStudy: Encourage your students to work together to learn class material by using a social study site like OpenStudy.
- 11. ePals: One of the coolest benefits of the Web is being able to connect with anyone, anywhere. ePals does just that, but focuses on students, helping them to learn languages and understand cultures different from their own.

LESSON PLANNING AND TOOLS

- QR Codes: QR codes (or quick response codes) are showing up with greater frequency in education. If you'd like to get in on the trend, you'll need a tool to create and manage the codes like Delivr and one to read codes, like any of those listed on this site.
- Quizlet: Quizlet makes it easy for teachers to create study tools for students, especially flashcards that can make memorizing important information a snap.
- MasteryConnect: How are your students performing with regard to state and common core standards? MasterConnect makes it simple to track and analyze both, as well as other elements of student performance.
- Google Docs: Through Google Docs, teachers can create and share documents, presentations, or spreadsheets with students and colleagues as well as give feedback on student-created projects.
- YouTube: Not all schools allow YouTube, but they are missing out as the site contains a wealth of great learning materials for the classroom. There's even a special education-focused channel just for teachers and students.
- TED-Ed: TED isn't just a great place to find inspiration anymore, the site also contains numerous videos that are organized by subject and can help you to teach everything from how pain relievers work to Shakespearean insults.

OTHER USEFUL TOOLS

- Evernote: Capture great ideas, photos, recordings, or just about anything else on your Evernote account, access it anywhere, and keep it organized. A must-have tool for lesson planning.
- Twitter: There are so many ways Twitter can be used in education. Teachers can connect with other educators, take part in chats, share their ideas, or even use it in the classroom to reach out to students.
- Google Education: Google offers a number of great edtech resources for teachers, including email and collaborative apps, videos, lesson plan search, professional development, and even educational grants.
- Dropbox: Easily store, share, and access any kind of data from anywhere with the easy-to-use and free Dropbox service.
- Diigo: Diigo lets you treat the web like paper-based reading material, making it simple to highlight, bookmark, take notes, or even add sticky notes.

PowerPoint /Handout for Presentation #4 (Slides 7- 8)

OTHER USEFUL TOOLS

- *.Apple iPad: One of the most widely used, though expensive, tech tools being used in today's classroom is the Apple iPad. With a host of educational apps being developed for the device, it's become a favorite of teachers and students alike across the nation.*
- *.Aviary: Aviary is a suite of tools that make it easy to edit images, effects, swatches, music, and audio or to create and modify screen captures.*
- *.Jing: If you're teaching kids about tech or just about anything else, a great screenshot program is essential. Jing is one great option that allows teachers to take screenshots as images, record up to five minutes or videos then edit and share the results.*
- *.Popplet: You and your students can use Popplet to brainstorm ideas, create mindmaps, share, and collaborate.*

WEB RESOURCES

- <https://globaldigitalcitizen.org/50-education-technology-tools-every-teacher-should-know-about>
- <http://top5onlinecolleges.org/teaching-tools/>
- <http://cls.yale.edu/online-teaching-tools-resources>
- <https://www.noodle.com/articles/32-innovative-online-tools-to-use-in-2015>
- <http://www.docrated.com/101-free-free-try-online-collaborative-learning-tools-teachers-educators>

PowerPoint /Handout for Mock Portal Activities 1-4 (Slides 1-6)

MOCK PORTAL ACTIVITIES

Day 2

Mock Portal Overview

- The following activities have been developed to give faculty members in the APS a students perspective when taking courses online. Faculty will participate in one hour sessions where they will act as if they are a student. Each module has an assignment, activity, or discussion. The following slides contain what the assignment set up would look like if it were on the university portal.

Mock Module 1

- Step 1: Respond to the question, and if appropriate, include personal experience as part of your answers. This lesson focuses on the importance of developing courses to teach online. There are several techniques, tools, and strategies for teaching online. Imagine you are preparing a course for adult learners in the APS, explain what the course would be and what tools you would use for assessment, creating rigor, and a diverse-learner centered environment. Identify the types of tools you would use and why. Explain your reasoning.
- Step 2: Read other students' posts and respond to at least 3 other students. Again, use any personal experience, if appropriate, to help support or debate other students' posts. If differences of opinion occur, debate the issues professionally and provide examples to support your opinions. You must include at least one peer reviewed research citation to support your discussion.

Mock Module # 2

- Step 1: Read the information presented in the posted article:
- <https://www.insidehighered.com/blogs/gradhacker/take-your-teaching-online-micro-lecture>
- Step 2: After reading the assigned article, write two paragraphs on how this information is beneficial to you when creating online courses. Be sure to include at least one peer reviewed citations that supports your thoughts and ideas.
- Step 3: Include a reference page. Include any and all sources you use to locate information for your assignment.

Mock Module # 2 Continued

- Step 4: Save and submit your document (.doc format). When you have completed the assignment, save a copy for yourself in an easily accessible place and submit a copy to your instructor below. Make sure your name is on the document.
- This assignment should be a full-sentence, full-content plan of your ideas. If you cite sources in your speech, you must also submit a reference page in APA style. The plan must be typed and must also be saved in .doc (Microsoft Word) format. If it is not saved in this format, you will receive a zero.
- No late work is accepted, so please be sure to submit your outline before the due date.
- Once you submit your outline, check back here for your outline feedback. Incorporate this feedback into your final paper that you will turn in at the end of the course.

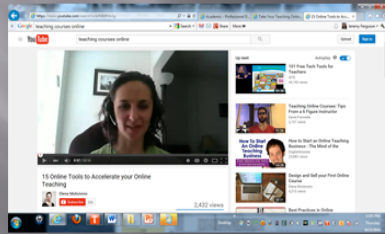
Mock Module # 3

- For this module you will be watching a webinar that discusses 15 Online Tools to Accelerate your online teaching. As you are watching the webinar, please note 6-7 tools that you would be interested in further investigating for your own online practices when developing and teaching an online course. You will need to save and submit your list as a document (.doc format). When you have completed the assignment, save a copy for yourself in an easily accessible place and submit a copy to your instructor below. Make sure your name is on the document. You will need this list for your #4 module assignment. Please click on the link below to access the webinar. (Next Slide)

PowerPoint /Handout for Mock Portal Activities 1-4 (Slide 7-9)

Mock Module # 3 Continued

- <https://www.youtube.com/watch?v=bjNIBjHA3g>



Mock Module #4

- For module 4 your assignment is to investigate the 6-7 tools you choose from the webinar in module 3. You will research each tool. Next you will describe the tool and list a pro and con for using the tool in an online course. Finally you will need to decide if this tool is still of interest to you after you have researched it, and be able to explain why or why not you would still incorporate it into your curriculum plan. Once you have gathered all of your information, create a PowerPoint giving each tool it's on slide. You should have no more than 10 slides. When you have completed the assignment, save a copy for yourself in an easily accessible place and submit a copy to your instructor below. Make sure your name is on the document.

End of Day Discussion

- Be prepared to discuss all module assignments with your presenters, mentors, and colleagues.
- PowerPoints will be chosen to review so be ready!!!!

3-Day Professional Development Agenda**Day 3**

- 8:00 a.m. – 8:30 a.m. Breakfast Roundtables
- 8:30 a.m. – 9:00 a.m. Faculty Q & A
- 9:00 a.m. – 9:15 a.m. Overview of Today' s PD
- 9:15 a.m. - 10:15 p.m. **Presentation 5- Do' s and Don' ts for
Developing Courses at This
University**
- 10:15 p.m. - 11:15 p.m. **Development of One Online Course
with Mentor.**
- 11:15 p.m. - 12:15 p.m. Lunch Break Provided By University on
Campus
- 12:15 p.m. - 3:30 p.m. **Development of One Online Course with
Mentor.
(Breaks will be given intermittently)**
- 3:30 p.m. - 3:55 p.m. Review of Faculty Portals (Smart Board)
- 4:00 p.m. – 5:00 p.m. **Evaluations/End Of Day Discussion**

Day 3 FYI

Breakfast Roundtable: As you are sitting at your assigned breakfast table, you and your colleagues will reflect on yesterday's sessions and presentations. Please discuss the following prompt with your colleagues:

What is one activity, one tool, and one assessment that was presented in this PD, that you feel will improve your teaching practices online.

Faculty Q & A: Please upload your questions for the presenters to your app before 8:30. We would appreciate at least one question from each participant. Questions will be discussed aloud. Review your colleague's questions on the app before posting to ensure you are not asking the same question.

Developing your Course: Faculty, please make sure you have all needed materials to work with your mentor on developing one of your upcoming online course. Also, please understand this is just to help you get started and you will not have the time to complete the whole course today. We will review and critique what you have developed at 3:30 p.m. on the Smart Board. If you would like to make sure yours is seen please post to the app. All others will be chosen randomly.

Evaluations: Evaluations will promptly begin at 4:00 p.m.

**Presentation/Handout # 5 Day 3
(Slides 1-6)**

Day 3 Presentation #5

DO'S AND DON'TS FOR DEVELOPING ONLINE COURSES

Do's and Don'ts

- ④ Have clearly defined objectives and goals - Before designing an online course, you must have a clear idea of your student type and what their current knowledge base is. You also want to define what objectives you're trying to develop or what knowledge you must convey.
- ④ Avoid using too much text and not enough graphics - Courses or modules that rely too heavily on text can overwhelm the learner and make retaining information difficult. Visuals are attention-grabbing and demand a response. Using meaningful, high-fidelity graphics (not gratuitous or "cute" images) provides aesthetic appeal, breaks up blocks of text, and improves cognitive processing.
- ④ Use Power Point to move away from PowerPoint - It can be tempting to use Power Point as an easy way to keep a learner on task, but a slideshow should not be put online and called an e-Learning course. Be creative. Try to incorporate other tools to convey your lesson to your students.

Online Developer Responsibilities

- As per the university, the following slides review the responsibilities of the developer and facilitator when developing and teaching online courses. Please refer to this while you are working on your modules later today and in the future.

Do's and Don'ts

- Add group collaboration exercises - Activities like group chats, quizzes, social media discussions, message boards, simulations, and games allow learners to become fully engaged in training and learn from other employees' experiences and knowledge.
- Incorporate multimedia - Every student learns differently and by adding gaming, as well as video, and audio elements to your modules, you increase absorption rates and break up the monotony of straight reading or quizzing.
- Include assessment tools - The only way to see if students are actually learning and if your online course is successful is to include some form of assessment. Quizzes and tests can be straightforward-true/false, multiple choice, drag and drop- or more interactive- simulations, surveys or projects.

Do's and Don'ts

- Use real world examples – Most adult learners learn best by actually doing, and online assignments are a great medium for showcasing real life scenarios, creating demonstrations or offering simulations.
- Break up information into small chunks - When confronted with high volumes of information, most people tend to go into cognitive overload and either start scanning or lose interest completely
- Don't be inconsistent - Standards are an important part of the e-Learning course framework. Colors, fonts, bolding, italics, borders, layout, grammar and tenses, and titles/subtitles should remain consistent throughout the course to focus learning instead of distract.

APS Online Course Developer Responsibilities

- Online courses must be developed in E-Learning to fit the designated 8-week format. They must use the most current version of template including Main Page and Introduction components, as well as the Academic Integrity response. The course must be designed to run on a weekly format, preferably Monday to Sunday night. Variations in format must be approved by the Online Course Content Committee.
- The course Welcome must include an appropriate faculty picture and complete contact information. The text should indicate the faculty member's connection to the material, the purpose of the course (what students will gain by taking it), and introduce the objectives and expectations for the class. This is not the place to cover them comprehensively, but they should be referenced.

Presentation/Handout # 5 Day 3 (Slides 7-12)

APS Online Course Developer Responsibilities

- The Syllabus must adhere to the UM Syllabus template and be uploaded or embedded so that students can both view the document and download it.
- Coursework and Gradebook must be configured. If the development shell is in the term in which the course will first be offered, deadlines should be set. If not, the developer must provide clear information on when items are due (Week 1, Module 3, etc.)
- Each module must begin with a Checklist providing a concise list of what the student will be expected to do. These activities should correspond to the elements on the module page (Lecture, Reading, Discussion, Exercises, Assignments). The content may be modified as the class progresses, but each module must include a Checklist.

APS Online Course Developer Responsibilities

- Most if not all modules should include Lecture materials. Video should be incorporated whenever possible and appropriate. If PowerPoint presentations are used, they should include at least introductory narration to provide a human touch, and they should be captured as videos to assure students can access them across devices.
- Ideally, videos should not be more than seven minutes long. It is preferable to provide multiple short lectures than one lengthy one. Full-text or audio lectures may be included as supplements to video presentations, but if they are used alone, they should not be lengthy (less than two pages for text, less than seven minutes for audio).
- Reading assignments should be clear, with textbooks indicated.

<p>APS Online Course Developer Responsibilities</p> <ul style="list-style-type: none"> 8. Courses should include required class Discussions, preferably weekly, to encourage student engagement. Students should not be required to participate in multiple discussions during the same week. 9. Shorter activities and assessments that are to be completed within the week's timeframe usually appear under Exercises. More extensive assignments and projects that may span more than one week should appear under Assignments. Instructions for all activities must be clear and thorough. While these may be provided in the Syllabus or in the Coursework listing, they should also appear on the module page. 10. Assignments should be appropriate to the discipline. They should involve a balance of upper and lower-level skills matched to the course's content, purpose, and level. Activities that capitalize on the online format are encouraged. 	<p>APS Online Course Developer Responsibilities</p> <ul style="list-style-type: none"> 11. Rubrics should be used for more complex assignments such as papers, projects, presentations. When used in grading, rubrics remove the perception of subjectivity; when used in assigning the work, they provide guidance for the student. Examples of what the work should look like can be helpful to students, and critiquing these can be a good collaborative activity. Rubrics are also helpful in guiding peer review activities. 12. The appearance of the course must be polished and consistent from module to module. The one-column format of the original template should be retained.
<p>APS Online Course Developer Responsibilities</p> <ul style="list-style-type: none"> 13. Courses should be student-centered with the focus on gaining relevant skills and knowledge over completing massed amounts of reading and writing. 14. Writing intensive courses developed for online must adhere to the WIN guidelines. 15. Materials should be of at least "classroom quality". Developing faculty are not expected to be professional videographers or graphic artists, but they are expected to provide materials that are attractive and free of grammar/proofreading errors. It is better to take the time to closely review your materials—and to enlist help if necessary—than to have students point out mistakes. The above list pertains to all online APS courses. Deans and department chairs may set additional requirements. 	<p>Q & A</p> <ul style="list-style-type: none"> Please take this time to add your comments or ask questions

Handout to Review After PowerPoint Presentation # 5

APS Online Facilitator Responsibilities By Director of Faculty Support

While the course developer provides the “classroom” for a course with materials, activities, and assignments, the course facilitator serves as the actual instructor, representing this university’s Online and managing course functions. In large part, your presence and responsiveness determine the quality of students’ learning experience. Below is an overview of expectations for facilitators:

As soon as possible before your course begins:

Confirm start and end dates of your class, student drop dates, and grade submission deadlines for your term with the Registrar’s Office or APS. You will need this information for your syllabus and for setting assignment due dates. Spring 2016: Section 42 runs from Monday, January 18 (even though it is MLK day) to Friday, March 11,

2016. Section 52 runs Monday, March 21 to Friday, May 13, 2016. The last date to drop without incurring the automatic "F" penalty is February 22 for section 42 and April 18 for section 52. Final grades are due by March 16 for section 42 and May 18 for section 52-- as long as the student is not graduating. APSO has spring break the week of March 14-18, 2016.

- Thoroughly familiarize yourself with your course from start to finish.
- Upload “Welcome” on the Main Page. This section should include a picture or video with biographical information (academic, professional, personal), your connection to the course material, and why you are looking forward to facilitating the section. This class component allows you to establish your personal “presence”.
- Upload or embed* your syllabus on the Syllabus page with your individual information (i.e. name, phone number). Include drop dates as listed above. Be sure that your Syllabus follows the general template, unless your department or course has a specialized template.
- Familiarize yourself with the material on the Introduction page:
 - a. “About this Course” is where you let students know what day of the week to expect new material and cover other “housekeeping” matters. (Tip: Mondays work well and allow for adult-friendly Sunday night deadlines.) Remind students that the final week of the course ends on Friday night, rather than Sunday.
 - b. Make note of the Academic Integrity Policy response “assignment.” This is a no-credit required “assignment” that serves two purposes: familiarizing students with our integrity policy AND serving as documentation of students’ participation in the first week of your course—the APS office will need to know of students who have not responded by Friday of your first week.
- Check textbooks. Click on Bookstore under Quick Links on the left hand sidebar. Choose Books>Textbooks & Course Materials and then set the parameters for your section. If the textbooks shown are not correct, contact the Bookstore.
- Set due dates for assignments in Coursework, consulting with the developer for guidance if necessary. Sunday night deadlines work well for adult students. Be as consistent as possible with due dates, and plan to let students know about variations well ahead of time (i.e. the final must be completed by a Thursday deadline to allow you time to meet the Registrar’s grade submission deadline.) Links to assignments must be re-set for each section. As you are reviewing the module content, make sure the assignment links link to assignments in the current section. If they are linked to assignments in a previous section, students will not be able to access these. This includes the link in Introduction that allows students to respond to the Academic Integrity policy.
- Post “early-bird” announcement in “Course Announcements” on the Main Page letting students know when to expect the class to be ready for viewing. (Example: “Early Birds: If you are viewing this course before Aug. 17, please be aware that some materials may be incomplete. The course will be fully ready for you on that Monday morning. If you need textbook information, please visit the Bookstore website.”) Also be vigilant in checking the Student View to make sure they cannot access material that is in-progress.

- The following should be viewable to students before the term begins: Main Page, Syllabus, and Introduction. Course materials, assignments, and activities (Module pages) should not be.

The week before your section begins:

- Send test email to students through Class Roster. This email should instruct students to reply to you to confirm their email account is working. It may also include an early assignment or preview of the course. Notify APS of students from whom you have not received responses by Wednesday of the first class week.

The first week of class:

- Adjust permissions to allow students to see the first week's work on the first day of the term. Do not make course materials, assignments, nor activities available before the term begins.
- Monitor participation in a class discussion or other small assignment due by the end of the first week of class. (The Academic Integrity Policy response can accomplish this.) Verification of engagement is necessary for Business Office and Financial Aid purposes. Notify APS of students who have not participated by the end of the first week. You may also require an early Discussion Forum in which students introduce themselves.
- Once enrollment in your courses is stable, compile and save a list of your students' emails. This will help you communicate with them in the event of system problems.

Each week:

- Post weekly announcements on the Main Page that appear early on the day of the week new information comes available. Good practice is to include a distinct image each week to cue students a new week has begun (i.e. groundhog for Groundhog's Day, comments on the weather, etc. keep the course from feeling "canned.") Announcements can preview the week's work, comment on class progress, point out upcoming assignments—issues you might cover in the first few minutes of a classroom class—and project your presence in the course. Announcements may be posted ahead of time, with time setting to be viewable at Monday 8:00 a.m.
- Manage student permissions to Module pages. Students should be able to see the week's work by the morning of the day the week starts (i.e. 8:00 on Monday morning, etc.). Check the Student View to make sure permissions are set correctly.
- Standard practice is to make modules available on the Monday morning of the week that students are to complete them. Leaving past modules open so that students may refer to them is acceptable, but having future modules open is discouraged. Online sections are NOT correspondence or "work-at-your-own-pace" courses, and should not give the appearance that they are. See item #3 in Throughout the Course below on handling students who need to complete assignments ahead of your course schedule.
- Preview each week's pages and assignments, including videos and other presentations, before allowing students to see them. If you have questions or believe changes are needed, contact the developer or APS. (Even if it is something as minor as a typo, it is important to let them know so that it will not be replicated in future sections.)
- Modify Checklists for accuracy, updates, and to reflect the progress of the individual course. (i.e. "From your responses to last week's video, I anticipate you will

enjoy Module 3's Reading assignment!") This is another component where you can make your presence felt to students.

- Participate in class Discussions, commenting on student replies, affirming where appropriate, and correcting where necessary. You do not have to respond to EVERY student reply, but it is important that students know you are present. Occasionally, facilitators may offer private replies to encourage students to write more substantive posts or to address inappropriate posts/replies.
- Notify the APS Office (see contact information below) of student engagement EVERY Monday morning. Your doing so is critical to maintaining the integrity of our disbursement of federal financial aid, and is not optional. The easiest way to do so is to email a class roll indicating which students participated and which did not.

The fifth week of class:

- Remind your students of the last day to drop without incurring the automatic "F" penalty. If a student is not likely to pass, dropping by this date can prevent damage to his or her g.p.a.

Throughout the course:

- Respond to student calls and emails promptly [within 12-24 hours is a good guideline], even if it is to let them know you will have to get back with them. If a question is not within your purview, refer the student to APS.
- Keep the APS Office apprised of students who are struggling or who cease participation so that their Success Coach can assess their situations and direct them appropriately.
- Be familiar enough with the Coursework that you know which assignments can be made available to students who wish to work ahead and which cannot. While students are encouraged to stay in step with the course schedule, there are times that it serves individual students better for you to allow them to complete assignments early (scheduled medical procedures, out-of-town obligations, extenuating work obligations, etc.) In these cases, you as the facilitator may make materials and assignments available to those students ahead of schedule. Of course some assignments (Class Discussions, Peer Review activities, etc.) cannot be completed outside their scheduled timeframes. As the facilitator, you may use your discretion to allow alternative assignments to replace these as long as the student still has the opportunity to meet the courses' learning objectives. The course as a whole should NOT be open for students to work at their own pace beyond the current week's timeframe.
- Grade and provide feedback on assignments promptly so that students' Gradebook views stay current. For work that is not auto-graded, let students know how long they should expect to wait for results [posted within 7 days for on-time assignments is a good rule of thumb].

*Instructions for embedding a document: (Requires a Google account)

1. Go to www.google.com, and make sure you're logged in.
2. Click on the nine-square between Images and your profile picture in the upper right, and then choose Drive (yellow, blue, green triangle).

3. Click the red “New” button in the upper left. Browse for your file and add it. Once it’s in there, double click on it.
4. Click the share icon (little man with the + by his head), click Advanced, and change the “Who has Access” setting to “Anyone with a Link.” Save that, and click Done.
5. Then click the pop-out icon on the upper right of the screen (square with arrow coming out of it). That enables some additional choices.
6. Click the three vertical dots, and choose “embed item.” Copy the embed code provided and paste it back into the portlet where you want it on your Syllabus page. Save and exit, and you should see it embedded in there.
7. If it isn’t the size you want, just grab a corner and stretch it—or you can use the Source Code icon to let you adjust height and width.

Revised January 5, 2016

Directions for Using University App

We will be utilizing technology throughout our PD. One way that we will incorporate technology will be through our university app. This app will be crucial to your experience with our PD training. On the university app you will see a link to join the PD training, once entered you will log on using the code you were emailed before the training. Once you are logged in you will see many areas that you will be using for the next three days.

Please note that you will register for all your sessions, mentor pairing, and polling through this app under *My Schedule*. You will be prompted to use the app at the appropriate time. You will also be able to communicate with the group and the presenters during the PD by using the app. This will be very important during the Q&A sessions. All materials from the PD and videos will be loaded on the app as well as session descriptions. Please check-in to all activities using your app.

Instructions for Breakout Sessions

All sessions will be 50 minutes and will be presented by designated faculty and administration. Sessions will be recorded and posted to your faculty module on the university's webpage and to the university app. Below you will find a list for each session, to read a description on each session please refer to your app. All sessions must be registered on the app and a check-in are required to receive credit. Below are four

sessions that will be helpful to you when preparing to develop and transition to your online courses next semester.

Sessions for Day 1

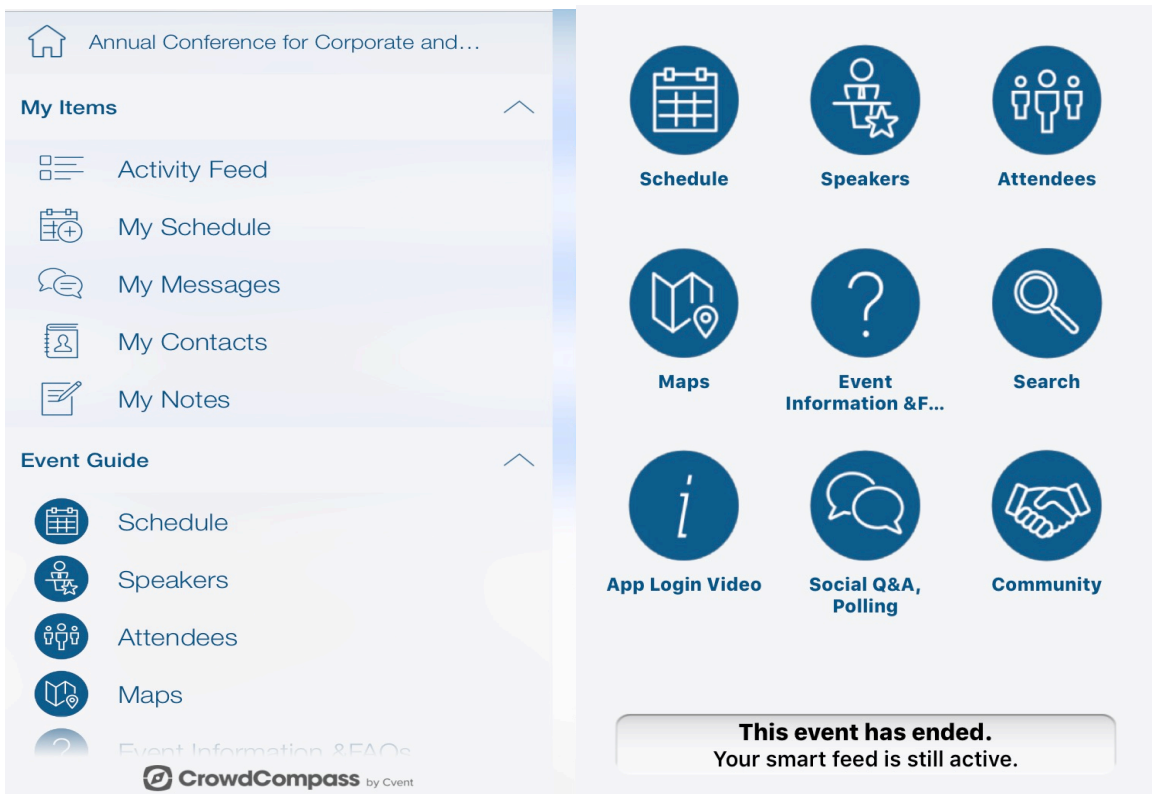
Room 1 – Creating Rigor in an Online Environment

Room 2 – Creating Active Online Learning

Room 3 – Creating Learning Assessments

Room 4 – Creating a Diverse Learner– Centered Environment

App Protocol for 3-Day PD



Likert Survey for PD Training
Please rate both columns. 0 means “no knowledge” and 4 means “highest degree of knowledge”.

<u>Topic</u> <u>Knowledge</u>	<u>Knew Prior</u>	<u>Current</u>
1. Developing online course	0 1 2 3 4	0 1 2 3 4
2. Why online instruction is important	0 1 2 3 4	0 1 2 3 4
3. Integrating life skills through online instruction curriculum	0 1 2 3 4	0 1 2 3 4
4. Knowledge of online teaching strategies	0 1 2 3 4	0 1 2 3 4
5. Knowledge of online curriculum resources	0 1 2 3 4	0 1 2 3 4
6. How the universities mission statement relates to online learning	0 1 2 3 4	0 1 2 3 4

The program

7. Was organized in an appropriate manner for the subject	0 1 2 3 4 5
8. Was of interest to me	0 1 2 3 4 5
9. Will be beneficial to my teaching practices	0 1 2 3 4 5
10. Materials distributed will be beneficial to me	0 1 2 3 4 5
11. I feel that I am prepared to teach, develop, and transition to online courses	0 1 2 3 4 5
12. I feel that this PD helped to change my overall perception on online learning	0 1 2 3 4 5
13. The PD provided me with additional tools, resources, and information that were not previously known.	0 1 2 3 4 5

Note: 0= strongly disagree (SD), 1 = Disagree, 2 = slightly disagree, 3= slightly agree, 4 = agree, 5= strongly agree (SA)

Open-ended Questions

1. What would you note as being the most crucial component for online instruction that you learned from this program?
2. How will you implement components from this program to your online courses?
3. Which assignments/ activities are *most* relevant to course objectives and student needs through PD?
4. Which assignments/class activities are *least* relevant to course objectives and student needs through this PD?
5. Overall, how productive were the three days of PD in terms of your role as an online instructor?
6. How would you describe your current perceptions of developing and transitioning to an online format at the university?
7. How could this PD be improved?

Appendix B: Permission to Republish

May 30, 2016

Dear Miranda,

Thanks for contacting me with your request and apologies for my delayed response.

If you are referring to the force field analysis diagram contained on the webpage <http://www.change-management-coach.com/force-field-analysis.html> then you are very welcome to use it with the appropriate attribution.

In addition, here's something to consider: If you'd like to write a 400 - 600 word article demonstrating how Force Field Analysis works with Lewin's 3 step model I would consider it for publication on my website. You'd get full credit and could include a short bio at the end with a link to your email address. I fully understand that your doctorate is taking up all your mind space at present but this might be something you'd like to consider in future, especially as you have the information.

I wish you all the best for your doctoral study and the year ahead.

Kind regards,

Mark

Appendix C: Interview Protocol

Perceptions of Adult Professional Studies Instructors Regarding Developing and Transitioning Online Courses

Time of Interview:

Date:

Place:

Interviewer:

Interviewee:

Position of Interviewee:

Instructors who are currently transitioning or have recently transitioned from a traditional face-to-face course to an online format in the APS and met the following criteria were purposely selected to participate in this study: (a) faculty must be fulltime, (b) a mixture of men and women, and (c) a cross-section of participants with different levels of expertise in developing and transitioning online courses. Nine face-to-face interview participants were chosen. The purpose of this qualitative study is to understand more about perceptions of Adult Professional Studies instructors regarding developing and transitioning online courses and the barriers that prevent instructors from being able to make the transition from face-to-face course to online course. Pseudonyms will be used for data analysis and reporting by numbering participants. The data will be stored on a password protected hard drive and data will be stored in a locked file cabinet. The face-to-face interview will take no more than one hour.

[Have interviewee read and sign the consent form. Turn on the audio recorder and test it.]

Question 1: Explain your recent experiences with converting and transitioning your face-to-face courses into online courses.

Question 2: Describe how transitioning to online courses from your traditional courses has impacted your teaching?

Question 3: Describe how you prepare to develop and transition your online courses.

Question 4: Describe how you think the university could better prepare the APS instructors for teaching online.

Question 5: Describe how you view online education? Follow up question - How would you describe your level of expertise in terms of online usage?

Question 6: Do you feel as if the university provides adequate training for teaching online courses? Why or why not?

Question 7: What types of training have you participated in to be better prepared to transition to online courses? Did you feel as if these trainings were useful? Why or Why not?

Question 8: What are your suggestions on training that the university could offer the APS instructors that would better meet your needs when developing and transitioning to online coursework?

Question 9: If you were able to create a professional development training course on online teaching practices, how would you do it and what would you include?

Question 10: What barriers do you believe prevent instructors from transitioning courses to online pedagogies?

[Thank the interviewee for their participation.]