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A Look into Faculty Resistance to Change and Motivators & Barriers to Teaching Online

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OLC Accelerate 2019
Research Questions

➔ What barriers prevent faculty from teaching online?

➔ What motivates faculty to teach online?

➔ Is resistance to, or motivation for, teaching online related to a dispositional attitude towards change?

➔ Is resistance to, barriers to teaching online, and/or motivation to teaching online related to various demographics?

Our Why?

● Leading a faculty initiative regarding online
● Continual resistance from faculty
● Wanted to better understand the resistance and the perceived barriers & motivators
Participanats.

131 faculty. From a private, comprehensive university.

56% Female. 41% Male.

Mean age 45-54 years.

52% employed at the university for 10+ years.

52% adjunct
13% assistant
12% associate
23% professors
Faculty Level of Experience with Teaching Online

- 56% taught online
- 34% taught online but never had training
- 85% willing to teach online
- 15% NOT willing to teach online

*n=131*
Findings -- RQ1: Barriers to teaching online

Not Willing to Teach Online:
- Discipline Not Suitable (84%)
- Lack of Personal time (58%)
- Time Away from Job Responsibilities (53%)

Willing to Teach Online:
- Time Away from Job Responsibilities (35%)
- Lack of Training at a Convenient Time (29%)
- Lack of Technological Support (29%)
- Lack of Financial Incentives (24%)

Key Differences:
- Discipline Not Suitable (84% v. 15%)
- Overall Lack of Time Away
  - Job responsibilities (53 % v. 35 %)
  - Away from Family (37% v. 19%)
  - Personal Time (58% v. 22%)
- Lack of tech skills (37% v. 22%)
- Lack of confidence (26% v. 10%)
Findings -- RQ2: Motivators to teaching online

Key Differences:

- Desire to increase knowledge/skills (11% v. 71%)
- Desire for personal accomplishment (11 v. 63%)
- Need to stay current in pedagogical delivery models (37% v. 79%)
- Desire for more flexibility with time (11% v. 80%)

Not Willing to Teach Online:
- Need to keep current in pedagogical delivery models (37%)

Willing to Teach Online:
- Desire for more flexibility with time (80%)
- Need to keep current in pedagogical delivery models (79%)
- Desire for knowledge/skills to teach online (71%)
- Desire for personal accomplishment (63%)
Findings -- RQ3. DISPOSITIONAL RTC & BARRIERS/MOTIVATORS OF ONLINE TEACHING

Overall dispositional RTC (individual difference in people’s reactions to change) is related to having barriers to online teaching. \( (r = .427, p < .001) \)

**RTC Short Term Focus**
Feelings about the immediate inconvenience of change (despite potential long-term benefits)
Barriers to teaching online \( (r = .446, p < .001) \)

**RTC Emotional Reaction to Imposed Change**
Reactions to the presence or thought of change that indicate coping ability
Barriers to teaching online \( (r = .345, p < .001) \)

**RTC Routine Seeking**
Desire for stable routines and a reluctance to give up old habits
Barriers to teaching online \( (r = .327, p < .001) \)

NO RELATIONSHIP between Dispositional RTC and Motivators to Online Teaching.
As a faculty member progresses through the ranks (assistant, associate, full):

- the more likely they are to find barriers
- the less likely they are to find motivators

No significant relationships between other demographics & variables.

Findings -- RQ4. RELATIONSHIPS BETWEEN DEMOGRAPHICS & VARIABLES

➔ significant positive correlation to barriers to teaching online ($r = .276$, $p < .01$)

➔ significant negative correlation to motivators to teaching online ($r = -.198$, $p < .05$)
What is your story of faculty resistance to teaching online?

Thank you!

Want to know more? Contact us or read our article coming out in Winter 2020.