Faculty Work, Higher Education Reform, and the Scholarship of Teaching and Learning

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To what extent, if at all, has the existence of online teaching and learning shaped the role and nature of teaching for faculty in higher education?

SSRCH Impact Award and New Ways of Learning
https://www.youtube.com/watch?v=_JKeI3OgJXA
Faculty Perspectives on Teaching with New Technology

- All regions of Canada; broad range of disciplines; varied years of teaching experience
- Half have taught online, 96% report online learning has changed their teaching
- More than half the respondents don’t feel there is enough incentive or support to move to online learning
- Open answers about change covered a wide range of topics
<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online education is critical to the long-term strategy of my school.</td>
<td>7.79%</td>
<td>7.79%</td>
<td>9.09%</td>
<td>38.96%</td>
<td>36.36%</td>
<td>77</td>
</tr>
<tr>
<td>Open education resources will be of value on my campus.</td>
<td>1.32%</td>
<td>1.32%</td>
<td>14.47%</td>
<td>46.05%</td>
<td>36.84%</td>
<td>76</td>
</tr>
<tr>
<td>Online education is significantly represented in my institution’s formal strategic plan.</td>
<td>7.79%</td>
<td>15.58%</td>
<td>32.47%</td>
<td>36.36%</td>
<td>7.79%</td>
<td>77</td>
</tr>
<tr>
<td>There is increasing competition for online students in higher education.</td>
<td>0.00%</td>
<td>4.00%</td>
<td>33.33%</td>
<td>44.00%</td>
<td>18.67%</td>
<td>75</td>
</tr>
<tr>
<td>Faculty at my school accept the value and legitimacy of online education.</td>
<td>10.39%</td>
<td>25.97%</td>
<td>32.47%</td>
<td>24.68%</td>
<td>6.49%</td>
<td>77</td>
</tr>
</tbody>
</table>
### Areas of pedagogical adjustment

<table>
<thead>
<tr>
<th>Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching</strong></td>
<td>30%</td>
</tr>
<tr>
<td>Learning</td>
<td>22%</td>
</tr>
<tr>
<td>Content</td>
<td>20%</td>
</tr>
<tr>
<td>Materials</td>
<td>16%</td>
</tr>
<tr>
<td>Assignments</td>
<td>15%</td>
</tr>
<tr>
<td>Face to Face</td>
<td>13%</td>
</tr>
<tr>
<td>Video</td>
<td>9%</td>
</tr>
<tr>
<td>Students Expect</td>
<td>7%</td>
</tr>
</tbody>
</table>
Online teaching and learning is affecting faculty roles

“research is in its infancy of understanding and identifying the variables that impact the instructional time required to effectively teach an online course” (Mandernach, Hudson, & Wise, 2013, p. 13)

“several levels of ‘development’ that need to occur, and no one person is likely capable of discharging all of the expertise levels and roles inherent in the process” (Puzziferro & Shelton, 2008, p. 119)

"it is unrealistic to expect higher education faculty to have sound, current, content expertise, a productive research program, an active service commitment AND be expert online teachers. It is time to clarify this reality and consider how, if at all, changes in teaching are, or may be, integrated into the role of faculty member” (Cleveland-Innes, 2012, p. 391)
Drivers for higher education change

- Costs
- Financial and funding support
- Globalization of human activities
- Information explosion
- 21st Century core capabilities
- Employment sector transformations
- Technology
- Demands for accountability
- Quality of instruction
- Demands for accountability
- Inter-institutional competition
- Student Demographics and Expectations
Drivers for higher education change

Financial and funding support

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Costs

Demands for accountability

Technology

Quality of instruction

Student Demographics and Expectations

Inter-institutional competition

21st Century core capabilities

Employment sector transformations
Scholarship of Teaching and Learning

http://www.isso.tl.com/issotl15/node/173

Evidenced-based practice as a key strategy

https://www.youtube.com/watch?v=yvDkHHyx7YY

with

Expertise creation
Cultural value for teaching and learning
Incentives and rewards
Integration in other changes
Entrer dans: teaching with technology

www.telmooc.org

coi.athabascau.ca

http://www.thecommunityofinquiry.org/

http://bolt.athabascau.ca/
Community of Inquiry Overview

- CoI overview and ongoing research
- Inquiry activity – how have participants engaged with or used the model?
- Practice implications of three presences
- Inquiry activity – what is the need for more research and application of the CoI model in blended delivery?
- What’s next - Community of Inquiry Research Integration and Practice Alliance

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