

eLearning taming the big scary beast

The nature of the beast

Four basic areas of change encountered by faculty shifting from face-to-face teaching to online instruction.

- Struggling with learning technology skills
- Adapting their pedagogic strategies for the online environment
- Adjusting to the more learner-centered focus inherent in online courses
- Finding the increased time required to develop online courses (Hixon, 2011, p. 1)

Faculty fall victim to the eLearning beast!

Faculty often find themselves struggling with the following issues:

- Understanding how to use the software to create the course
- Adapting to the more learner-centered focus inherent in online courses

Source: Hixon, 2011, p. 1

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Faculty left alone in the eLearning woods

Online adjunct faculty reported:

- feeling like a non-entity to management
- experiencing long periods of time without contact from university
- perceiving that they are not valued by the university for their knowledge and skills

Faculty unanimously agreed that social interaction opportunities would keep them connected on a professional and personal level (Dolan, 2011)

Perceived benefits of Community of Practice

1. Shared practice/professional growth and development
2. Fueling change/promoting self- knowledge/promoting reflective practice
3. Peer support/mentoring/motivation
4. Trust building/safe environment
5. Community building/preventing isolation
6. Keeping current/sharing resources/modeling techniques

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Community of Practice

Faculty leading themselves out of the woods.



References:

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