Module 6: Creative Approaches to Overcoming Barriers to Training

1. Find ways to reach and motivate reluctant learners
2. Explore new paradigms for exchanging information.
3. Consider and assess learner needs in developing training.

Discussion 1: Module 6 Week 1 Survey : *Here's an excerpt from the optional reading linked above: "What do your faculty members want to know? When and how do they want to learn it? A basic principle of adult education is that adults learn what seems important to them, and they learn by actively building upon their current knowledge and skill base (Brookfield, 1986). The second step for a new faculty development program, after engaging campus and departmental leaders, is to survey the faculty. The survey will provide a general overview of faculty needs for knowledge and skills training. Such surveys should be an on-going activity as faculty needs change as distance/online learning is adopted and institutionalized (Schreiber & Berge, 1998). Further, volunteers for training will come forward from your initial survey, and further surveys will continue to stir their attention. From this group of volunteers come your informal leaders for the introduction of innovation. Your survey will tell you what faculty most want to know. Provide exactly that. Training sessions that are tailored to individual interests, and provided at the time and place faculty find most convenient, are vastly more likely to be effective in shaping behavior change. It is more cost-effective to target your teaching sessions in such a manner that the change "takes," creating a groundswell of demand for further growth, than to offer general series of instructional workshops and classes that are either poorly attended in the first place or not implemented afterwards." Your task is to create a simple survey (you should spend 10 minutes on creation maximum) that answers these questions: what do your faculty want to know; when and how do they want to learn it? You need to distribute the survey in whatever means you choose (email, paper, f2f) to the faculty that you train (or at least a good number of them). You may not get a lot of responses this time - but this is something that you should continue to do and look for opportunities to distribute such surveys. Please report your results to the discussion board. Did anything surprise you?*

Topic: Discussion 1: Module 6 Week 1 Survey Date: May 1, 2008 11:05 AM
Subject: Creating a survey: some thoughts.... Author: Burnham, Colleen

I've just had an interesting conversation with my VP for Academic Affairs about the survey that I've created for this module. We don't have an Institutional Review Board (IRB) on our campus, so I shot a draft of my survey to him for his review (and permission) before administering it to our faculty, with the following note:

> "I've been given the assignment in my University of West Georgia Distance Education Certified Trainer Program to survey our faculty about their needs specific to learning what and how to use online learning techniques and tools. I have created a quick online survey that I would like to advertise to all of the Thomas faculty members via email.
>
> I'm checking in with you before I begin for two reasons: 1) a survey of an entire population requires at least an informal review before being administered, and 2) it may be that you have other questions that could easily be added to this sort of survey."

He has expressed two "concerns" – both valid and helpful :-)

There should be a clear distinction made on the survey between a survey administered in partial fulfillment of a course, and the possibility that the collected data may be used by the home institution. This is easy to fix on my end. I'll simply add a line saying that I may also use the data in my capacity as the information resource specialist at Thomas.

The response rate for an open-ended survey that requires the participant to think is predictably significantly lower than one that offers optional answers. It's always easier for a participant to select an option (e.g., prefer one-on-one) than to actually type the sentence defining the preference.

My response to him (re: #2) is that while I recognize his point as valid, I also recognize the value of an open-ended question for this particular topic. That is, it is potentially and functionally more informative to discover that faculty are looking for a training venue/environment/topic that hasn't occurred to the trainers, than simply to collect numbers that back-up previous hypothesis about preference. He appreciated my dilemma at his request to redesign my survey to be a "select your preferred" format :-) (He also reminded me that if I really want to learn from my faculty as a group, this is definitely not the time of year to be asking for their input. School's out for the summer in two days ;-))

I've told him that I will play with his suggestions, and send him a copy of a second draft. I will probably add essentially an option to respond either to open-ended questions or by selecting from offered options. (I should add that the VP and I have collaborated successfully on several data collection and written/presented projects over the last couple of years :-))

What do you think?

Topic: Discussion 1: Module 6 Week 1 Survey Date: May 21, 2008 8:49 PM
Subject: Re:Creating a survey: some thoughts.... Author: Burnham, Colleen

I thought it might be interesting to know that my VP told me to "do it" -- he'd expected that I would hear his "tacit approval" when he didn't respond to my rewrite ;-)
So I shot off the following email tonight at 6:45 -- I've already received a response (@ 7:50!) and have set up my spreadsheet :-)

> As you may or may not know, I am currently enrolled in the University of West Georgia Distance Learner Certification Trainer Program. I have been asked, as a part of the course, to canvass the Thomas faculty for the purpose of discovering just what faculty members really want to learn, how they want to learn "it", and when faculty consider the most convenient and effective timing for formal (or informal) training opportunities.
>
> The course requirement seems a perfect opening to give you a venue to anonymously offer me suggestions for future workshops and training events at Thomas. I've created an online survey - What Do Faculty Really Want to Know? - that should take you only a few minutes to complete, while providing me considerable feedback. The survey is completely anonymous and confidential, and will be reported only in aggregate form.
>
> Thank you – so much - for taking time away from your summer activities and responsibilities to participate in this project. Please click on the following link if you would like to participate.
>
> http://www.schoolstreetwest.com/OnlineTeaching/Mod6Asurvey.htm .
>
> Again – Thank you!
>
> cjb

[the West Georgia reference was linked to the DLCT program description]

Topic: Discussion 1: Module 6 Week 1 Survey Date: May 24, 2008 9:30 AM
Subject: Colleen's "Response Report" Author: Burnham, Colleen

> I've resisted the urge to write a report that I could hand to my VP, although there were a few trends that will definitely interest him :-)
>
> Not included in my "report" is that three of the 20 respondents felt compelled to identify themselves to me either via the survey or in person, after having sent it to me anonymously -- I'm not even going to speculate on the "psychological phenomenon" that behavior might indicate ;-)
>
> I've attached my results.
>
> cjb
>
> Attachments:
> Burnham_ResponseReport.pdf

Discussion 2 Module 6 Week 1 : *After perusing the links to training activities and exercises above (I really like this list, even though some are clearly more useful for us than others) - come up with one activity or exercise that you can use in the f2f portion of the training module that you began in Module 3. Describe how you will use this exercise. Also, hang on to this to include in your final project.*

Topic: Discussion 2 Module 6 Week 1 Date: May 25, 2008 9:45 AM
Subject: Colleen's f2f workshop activity: producing a video Author: Burnham, Colleen

> I've attached a description of my workshop activity.
>
> cjb
>
> Attachments:
> Burnham_f2fWorkshopActivity.pdf

Topic: Discussion 2 Module 6 Week 1 Date: May 27, 2008 5:09 PM
Subject: Re:Colleen's f2f workshop activity: producing a video Author: Fell, Meribeth

> Colleen, I love the idea of a video introduction from the instructor to the students in an online class. I am not very photogenic, so I usually pick a "good" picture to post, so I don't know how I would do with a video, but I think it's good whether I like it or not. LOL. How will you demonstrate the value of real life images to your workshop participants in a

F2F environment? Do you have research, comments from students, or something else, or will you just present the idea for them to try? I actually might do this for my World Lit this summer, since I know how to do some of this now.

Topic: Discussion 2 Module 6 Week 1 Date: May 27, 2008 5:22 PM
Subject: Re:Colleen's f2f workshop activity: producing a video Author: Burnham, Colleen

Meribeth --

I have to confess that I was so pleased with my ppt presentation for this class that I showed it to several of my colleagues :-) The one common theme was how impressed they were that I'd thought to put a picture of myself on the first and last slides -- it had never occurred to them to "personalize" their "presentations" for either professional or online activities. And you may remember my example of the instructor whose tone of "voice" online was terse, but her f2f personality is "grammie-like".

There's lots of lit out there to back up visuals (I didn't think up doing it by myself ;-)), but I think showing them the difference will make a louder point to faculty. ...maybe simply videographing one of them speaking an email that they've sent to students... A statement as simple as "I know." can carry a lot of affect that just isn't represented accurately by the words alone.

...don't know yet just what I'll use :-) I do think it's a workshop that's going to happen -- we're building a "smart classroom" this summer, so they're going to have to bite the bullet and learn how to present themselves digitally ;-)

Module 6 Unweek Posting : *Early in the week, post to the discussion board what more you realize you need to learn, discover, or solve (at least somehow related to the topic of barriers to or creative ideas for training). Then, in any manner you choose (do research, ask someone, find an article, brainstorm), come up with the answer to your question or solution to your problem. Post your answer/solution by the end of the week. Along the way, you should react or post impromptu solutions to the problems posed by at least two classmates. Yes, I know this is vague – it's supposed to be. You are constructing your own knowledge this week. In doing so, consider how such an exploratory approach (or modified to be somewhat more guided) might serve the needs of some trainees.*

Topic: Module 6 Unweek Posting Date: May 27, 2008 6:50 PM
Subject: heutagogy v constructivism -- is it a dichotomy? Author: Burnham, Colleen

I took a grad class called "Teaching College Students" a few years ago for which the one grade producing event was to research and plan a new course. I already had a course in mind -- I revamped an old animal-use ethics laboratory - but realized, as a psych major, I'd never really looked at the ed lit. I "re-discovered" Mr. Dewey, and had a wonderful time "discussing" the Mr.'s Dewey and Skinner in a 35 page paper :-)

The gist of my discovery (via the research for the paper) was that a heutagogical methodology seems to be the answer to adult and non-traditional education, especially in the context of online learning where there may be "traditionals" mixed in.

That discovery came from studying the old lit. The new lit likes to talk about constructivism and androgogy. Heutagogy is really a combination of the two, " based upon the concept of truly self-determined learning" (wikipedia), it incorporates both past experience and contributory learning. As an older, and constantly in the process of retraining student, I find myself balking at the "easy terminology" of "constructivism" - especially as I find myself prefering online education [as a student].

I don't think faculty are necessarily aware of the differences/philosophies in teaching styles/methodologies. But at the same time, I am but a lowly state-schooled BA'd MBA student who happens to be responsible for all of the faculty development at my institution. And I have yet to hit upon a way to model the heutagogical method in such a way that I'm not lecturing them. I'm going to continue to "think on it", with the plan to present a plan to you guys by the end of the week :-)

Topic: Module 6 Unweek Posting Date: May 29, 2008 3:01 PM
Subject: Re:heutagogy v constructivism -- is it a dichotomy? Author: Fell, Meribeth

I'd like to know more. So heutagogy is totally self-determined, while constructivism is . . . group determined? If you can get the faculty involved in the idea of heutagogy, you shouldn't have to lecture anymore, right?

Topic: Module 6 Unweek Posting Date: May 29, 2008 5:04 PM

Subject: Re:heutagogy v constructivism -- is it a dichotomy? Author: Burnham, Colleen

you shouldn't have to lecture anymore, right? sure... yah! right :-)

I don't think heutagogy is necessarily self-directed... it's more that [e.g.] the older student has often already experienced a particular "phenomenon" and may learn the new information better when allowed to think about it in the context of his/her own experience. We all do it in this class -- we've all got a "story" that comes to mind when we hear about a new idea. The heutagogical method requires/allows for that process of "learning in context". (does that make sense?)

Topic: Module 6 Unweek Posting Date: June 1, 2008 9:35 PM
Subject: Re:heutagogy v constructivism -- is it a dichotomy? Author: Chwist, Doris

Now I see this as a power change in mind set. Have you come up with a plan Colleen?
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Topic: Module 6 Unweek Posting Date: May 27, 2008 5:35 PM
 Subject: Graphic literacy Author: Chwist, Doris

Just one more thing, does anyone know about graphic literacy? I have ran across the term several times and now I see we have graphic novels which are used for English language arts. If you have insight, please share.

Topic: Module 6 Unweek Posting Date: May 31, 2008 8:12 PM

Subject: Re:Graphic literacy Author: Burnham, Colleen

Doris -

This topic intrigued me for a couple of reasons: 1) that a deeper google search took me to sensation & perception (psychology) professional lit, and 2) the first readable "hit" I got in the professional databases that I have available to search was in the library lit.

McPherson, K. (Apr2006). Graphic literacy. Teacher librarian 33 (4), DID 14811782.

"Although the popularity of reading graphic literature (sometimes termed sequential art) is not a new phenomenon with students, what is new is the growing presence of these materials in school libraries and classrooms.

One reason for this change is due to educators' increasing awareness that authentic literacy acquisition is much more complex an endeavor than just learning to read and write printed text (Eisner, 1997; Greene, 1997; New London Group, 1996).

Students learn to be literate through multiple paths using multiple modalities. Graphic literature is an example of a literacy resource in which students must concurrently read text and graphics (with the exception of wordless graphic literature). Graphic novel specialist Weiner (2004) views the reading of graphic literature "like reading and watching a movie at the same time" (para. 8)."

It seems the two "schools" use the terminology very differently. The psych lit offers the additional key words: Spatial development; Geographic representation; Cognitive maps; Graphic literacy; Educational intervention; Spatial thinking. The same collection as a combined search netted me nothing. I eventually got 5 hits using only "graphic literacy".

This is a very interesting topic - thank you :-)

cjb