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Ready or Not, Here It Comes!: Distance Learning and Online Teaching

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With increasing interest and pressure on university faculty to augment course offerings to meet student learning needs with online sections, a faculty learning community at Augusta State University set out to examine faculty concerns and readiness for teaching online.

### Data

**With increasing interest and pressure on university faculty to augment course offerings to meet student learning needs with online sections, a faculty learning community at Augusta State University set out to examine faculty concerns and readiness for teaching online.**

**Methods**

- **Online survey distributed through university e-mail via third party:**
  - Survey included items about teaching status, experiences with and interest in teaching online
  - Full-time and part-time faculty included
  - 121 respondents (approximately 27% response rate)
  - Response window of 2.5 weeks with a prompt sent near end of 2nd week
  - Opportunity to receive incentive included
  - IRB approval received
  - Informed consent implied by clicking through survey link

**Data analysis:**

- cross-tabulations
- t-tests
- analysis of variance using SPSS

### Literature Review

Motivators for Teaching Online

- Flexible schedules
  - Addressing student needs/providing access to more students
  - To be innovative/creative
  - More personal interaction

Barriers to Teaching Online

- Lack of visual/direct connection with students
- Compensation issues
- Increased workload
- Greater time not recognized by administration
- Lack of training and technical support
- Concern about quality

How will be evaluated/supported by peers

**Objectives**

- We present data gathered from a survey of a broad range of faculty at our university including adjunct faculty, lecturers, and untenured and tenured faculty.
- We examine the relationship between faculty experiences, concerns, attitudes and self-perceived preparedness and willingness to teach online.

### Results Summary

**Motivations:**
Both faculty members who are willing to teach a course online and faculty currently teaching an online course are more motivated by:

- Flexibility in delivery
- Personal interest
- Financial stipend
- Reassigned time
- Opportunity for innovation
- Meeting student interest
- Meeting student need

**Concerns:**
Faculty members who are willing to teach a course online are less concerned with:

- Lack of student interaction with each other
- Questionable course quality
- Not meeting learning outcomes of the course

Faculty members who are willing to teach a course online are more concerned with:

- Lack of student interaction with the instructor
- Not being able to be responsive to student needs
- Lack of flexibility
- Lack of adaptability to making quick changes to the course
- Questionable course quality
- Not meeting learning outcomes of the course

**Willingness to Teach an Online Course**

- **Frequency**
  - Yes: 19
  - No: 13

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<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
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<tr>
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### References


### Researchers

- Laura Russ – Kinesiology & Health Sciences, lruss1@gru.edu
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Augusta State University combined with Georgia Health Sciences University to create Georgia Regents University in January 2013.