Mar 28th, 4:00 PM - 5:30 PM

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

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Recommended Citation

Russ, Laura; Hung, Dave; Davies, Kim; Akins, Maureen; and Hammock, Gina, "Ready or Not, Here It Comes!: Distance Learning and Online Teaching" (2013). *SoTL Commons Conference*. 30.  
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Motivational Factors

- Compensation issues
- Lack of visual/direct connection with students
- Not being able to be responsive to students
- Opportunity for innovation
- Reassigned time
- Financial stipend
- Opportunity to develop courses
- Opportunity for promotion
- Technology access

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

Motivations:

- Faculty currently teaching an online course are less concerned with:
  - lack of student interaction with each other and with the instructor
  - not being able to be responsive to students
  - lack of flexibility
  - lack of adaptability to making quick changes to the course
  - questionable course quality
  - not meeting learning outcomes of the course

As suggested by the research on distance education (including not just online courses), faculty are intrinsically motivated to teach online but they also appear to be motivated by financial stipend and reassigned time. These extrinsic motivations may reflect the work needed to develop courses online.

Faculty who have taught online are less concerned with perceived issues such as lack of student interaction and this may because they have found ways for students to interact.