What Motivates Faculty to Adopt Distance Learning?

Data Collected from a Faculty Development Workshop Called "Build a Web Course"

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***Abstract*--To assist faculty at KSU (Kennesaw State University outside Atlanta, Georgia in the United States) in using instructional technology, the CHSS (College of Humanities and Social Sciences) Office of Distance Education has created, piloted, and implemented a hybrid training workshop designed to take potential online instructors from curious to comfortable and competent in three months. This workshop is offered through the KSU CHSS. This workshop design is based on secondary research into adult learning and ten years of grant supported primary research in professional development instructional technology. Five workshops have been completed so far, with the latest workshops ending January 28, 2011. Sixty two faculty in the humanities and social sciences, education, and nursing successfully completed the training. Before, during, and after the training, participants were surveyed regarding their various aspects of distance learning, including their own thoughts and beliefs. This paper presents the rationale, methods, results, and lessons learned in these trainings.**

Keywords-distance learning; hindrances to distance learning; incentives; instructional technology; motivation; professional development; training

I. INTRODUCTION

Those who direct distance learning are often called upon to share their expertise with others. We have served in various capacities where we have been called upon to assist faculty in using instructional technology. We have observed what works and have endeavored to improve upon those results. That effort has yielded some valuable insights. In 2009, the Office of Distance Education in CHSS (College of Humanities and Social Sciences) at KSU (Kennsaw State University outside Atlanta, Georgia, in the United States), created, piloted, and implemented a hybrid training workshop designed to take potential online instructors from curious about instructional technology to comfortable with instructional technology in three months, or one semester [1].

The workshop content, rationale, and research are presented here along with a link to resources for the workshop and faculty responses to each round of implementation. This workshop and its delivery methods are based on secondary research into adult learning and 10 years of grant supported primary research in training and supporting faculty in instructional technology.

A. Assessing the Need for Training

The first step in training is assessing the need for training [2]. We have found that while some faculty might do well with a handout on distance education or a book on online learning, the majority of today's faculty want a person to assist in the technological and design aspects of putting a course online. Faculty do not need in-depth training in pedagogy and assessment. They prefer training in how to transfer their successes in the physical classroom into successes in the online classroom.

B. Putting the Faculty Member in the Position of Online Student

One of the hardest things for faculty to understand is how different the orientation in the online classroom is from the orientation in the physical classroom. We all know how the physical classroom operates. The students walk into the assigned room at the assigned time and take seats. From there, the instructor tells the students how the course will progress. In the online classroom, where does the student get his or her information about the course? How does he or she know how to get started in the course or how to navigate it? How does the student communicate with the faculty member? How does he or she know how to navigate the course successfully? Having the first two sessions of this faculty development workshop meet online helps the faculty members to understand how confusing a poorly structured online course can be. This experience is intended to impress upon the faculty member the importance of setting up the course in a logical way

and letting the student know how the course should progress.

II. EXPLANATION OF THE WORKSHOP

The design of the workshop considers faculty needs and current research into andragogy to provide effective and practical training to assist faculty in the exact skills they need to transport their teaching styles into the electronic classroom.

A. Workshop Rationale: A Practical Approach

Faculty and administrators complain of high-priced "consultants" who zoom into campus to teach or explain some technological gizmo to faculty and then leave campus, leaving faculty feeling that time was wasted because 1) they didn't have enough time to explore the uses of what was taught, 2) no one applied the content to faculty needs and uses in the classroom, and 3) either unsatisfactory support or no support at all was provided after the training. In designing this workshop, our first consideration was respect for the faculty who might be involved. Faculty are adult learners, and as Malcolm Knowles established, "adults and children learn differently" [3]. Adults desire respect for their experiences, and faculty have a great deal of experience both in their subjects of expertise and in delivering education.

1) Respect for Faculty Time

Faculty are busy, and converting a course from the traditional classroom delivery method to online delivery is an added burden. Stacking an additional training workshop atop that load is unappealing to faculty. We designed this workshop to lighten the load upon faculty. For busy faculty tapped to teach online, training in instructional technology should lighten their loads considerably.

2) Respect for Faculty Expertise

Some faculty fear that distance learning will replace them with computers. During training, we emphasize the importance of individual faculty expertise in the content being developed. If faculty are tapped to teach online, no one can put their expertise online but them. Faculty can borrow and share online teaching ideas and content, but even if two faculty use the same slide presentation in their individual classes, the uses they make of it will be unique to the individual faculty member.

A breakthrough moment we had in training once occurred when we were asked to assist several faculty developing web courses who were resistant to creating content for electronic delivery. One faculty member said, "The students have a textbook, so I don't need to bother with creating my own content." The other faculty member had loaded scholarly articles and YouTube videos into his online course in lieu of creating his own content. To both, we explained, "The magical substance holding all of this course content together is your expertise. That's what students pay for, and that's what students hope to learn from. But looking at this course, we don't see your expertise. We see YouTube, we see scholarly articles by other experts, we see discussion boards where students interact with each other. All of that content is good, but one might ask of this course, what does anybody need you for?" The light bulb went off for both faculty, and their attitudes changed. After realizing how vital their decisions and expertise were to creating high-quality electronic courses, they were excited about adding their own course content, even though it is one of the most time consuming elements of creating an electronic course.

B. The Workshop

Ideally, the workshop should have been capped at 15 registered participants per session and consisted of 11 modules, running at most two hours each. However, given the high demand for this workshop, 50 faculty were originally accepted for the first run of the workshop, and 42 successfully completed the workshop. But even 42 participants, in two classes of 20-25 each, were too many.

In the evaluations of the workshop, eight participants complained that there was too wide a range of skill levels among participants. We believe that fact in itself would not have been a problem if there had not been so many participants in the workshop to begin with. Individual assistance during the workshop sessions, which is an important part of this workshop, was simply not available as it needed to be.

In the second run of the workshop, 20 faculty were accepted, and the workshop was broken into three sections of five to eight participants each.

Evaluations for the second run have not yet been completed, but faculty satisfaction seemed to be higher. Faculty still complained that there was a wide range of participant skill levels the workshop, and in response, four additional trainers are being added in the future to allow for more sections at popular time slots.

A third run of the workshop begins in January 2011 with 34 faculty participating in three sections of 10-12 faculty each. That workshop will also train three additional trainers. Two of the faculty enrolled in the third run successfully completed the first run of the workshop and are re-taking the workshop without incentives. A fourth run is planned for the fall of 2011. Data collected in every run are used to improve the next run.

In addition to four online modules and seven, two hour workshop face to face meetings, faculty are also expected and encouraged to work on their own to develop their courses in between meeting times. Faculty reported that optional, small group session "recaps" between meeting times, as well as individual sessions working one-on-one with the trainer to solve individual problems, were highly beneficial.

An example of a typical workshop is featured in the list below.

1. Online Session. Orientation to Online Learning and overview of the workshop, including streaming media lecture, discussion board, and assessment activities.
2. Online Session. Vocabulary and theory lessons. Quality Matters. Puzzles and games. Discussion board.
3. F2F (face to face) session in a computer lab: Faculty who have already taught online will share their experiences and advice and demonstrate strategies.
4. F2F Session in a computer lab: Workshop on creating content with MS Word, PowerPoint, and Adobe Professional.
5. F2F Session in a computer lab: Participants will create a web page using a free html editor (SeaMonkey).
6. F2F Session: Participants will use a Wiki (PBWiki) to critique the previous web page session. Then, participants will use the knowledge gained in the web page session to create blogs (using Blogger) and podcasts.
7. F2F Session: Participants will create streaming media (using Camtasia, Captivate, Jing, and ScreenToaster) and interactive course content (using Hot Potatoes and Quandary)
8. F2F Session: Participants will finalize their goals and assessment techniques and start to implement these items in their courses.
9. Online Session. Workshop on designing and implementing a web course, including designing banners and buttons (using Aviary).
10. Online Session. Participants will view a humorous video called "Late Night Learning with John Krutsch."
11. F2F Session: Participants will demonstrate their courses so far and discuss plans for completing their courses.

C. Requirements and Resources for Successful Implementation

The workshop requires a learning management system such as Blackboard or Moodle. KSU uses GVV (GeorgiaView/Vista). The workshop also requires a dedicated computer lab. The resources for the workshop, such as instructions and presentations, can be kept on the learning management system. However, the CHSS Department of Distance Education maintains and updates the resources on a teaching resources web page [4].

An advantage of having resources available to faculty on the open web is that faculty can access the information long after the training workshop is over or after they have moved on to other career opportunities. Faculty have told us that even a few years after taking a training workshop, they might find themselves working on a project late at night and remember a resource on the training page. They could access the resource and solve their problem instantly.

D. Marketing and Delivering a Friendly Workshop: An Open Door Policy and Rewards

Sometimes professional development trainers believe that faculty must be coerced and punished if they resist performing in the way the trainer has commanded. The real factor in such instances may not be the need for faculty compliance so much as a need on the trainer's part to feel important and

powerful. Such an attitude breeds resentment on the part of faculty.

Ultimately, blatant disrespect for faculty time and expertise is ineffective and obstructs the goal of faculty success in the electronic classroom. It is important to note that most examples of such behavior come from trainers who do not understand and respect the differences in instruction across disciplines. The trainer should deliver his or her method as a possible way to meet a desired goal rather than as the litmus test of instructor worth.

1) What Faculty Need, Not What the Trainer Wants

Faculty often balk at the idea of committing to a training workshop. Some will make the commitment because they are almost coerced by an impending online teaching assignment. Other faculty may wish to learn more about wikis, for example, and nothing else. In this training workshop, faculty are invited to drop in to any session that interests them, without committing to the entire training.

2) Rewarding Faculty

Those faculty who finish the entire workshop should be rewarded with more than a sense of achievement. The final grade rests solely on the last session of the workshop. Of course, it is not really a grade, but an incentive. To ensure faculty are on track to achieve the workshop goals, they must "show off" their progress midway through the workshop. During the sixth session on blogging, all faculty are required to post a three minute video "course so far" tour on the workshop blog [5]. Other faculty then view and comment on their colleagues' work. This project also allows others to see all the work participants are doing in the workshop.

During the last session, participants present half of the course that they have designed during the training. KSU evaluates all electronic courses using the QM rubric. Therefore, a "passing" presentation is one that provides a tour of the faculty member's course with attention to how it fulfills QM guidelines. Participants are encouraged to peer review each other's work during the presentations with their own QM rubrics. This session is a fun session, with snacks and a friendly atmosphere. Participants lavish praise on each other's work. To those who may express concern that presenting work might be humiliating to some, we would respond that a public presentation does motivate faculty to produce. If the trainer models an attitude of support throughout the workshop, then during the presentations, participants will point out the strong aspects of a colleague's work with praise before moving to suggest areas where improvement should be made.

Certainly, some faculty are more talented at design aspects, some at technological aspects, and some at pedagogical aspects. Often during the presentations, faculty find colleagues whose work inspires them, and they make plans to work together with that colleague to share resources and expertise—an outcome that we find very exciting.

Participants who attend all sessions and present part of a course at the end, including a coherent delivery plan and handout of the rest of the course plan, receive a participation certificate, QM certification, and a $3000 stipend. Also, any faculty member who attends any of the sessions receives, at a later date, a certificate listing session(s) attended.

Of course, faculty do not work for rewards such as praise, recognition, certificates or thumb drives. Also, $3000 is not enough money to compensate a faculty member for his or her time and expertise. However, despite what many students might imagine, faculty are human beings. Like most other human beings, faculty do like the idea of rewards. Sorcinelli has noted that faculty like to be recognized and rewarded and will respond positively to incentives that recognize their participation and work: "[Participants in a technology workshop for senior faculty] expressed a need for something often vaguely described as respect or recognition. Senior faculty who have been 'good citizens' and have put considerable time into developing as teachers often remark that they receive little acknowledgment for such efforts" [6]. Faculty may not realize it, but it is likely that they will receive even less acknowledgment for online efforts.

The online environment is different from the physical classroom in that it does not exist in physical space. While colleagues may see the faculty member ferrying books and teaching materials to the classroom, and hear faculty teaching, and think "Wow, what a great teacher and hard worker!" and even comment to that effect to the faculty member, online faculty will not get such positive reinforcement. In fact, the first time we taught

classes online, another faculty member remarked to us, “Oh, you’re teaching online? It must be nice to get so much time off!” Recently an administrator remarked to a group of faculty, “I just feel that faculty who teach online are getting away with something!” These comments are absurd given that creating a online course generally takes three times more time than creating a traditional course. Online faculty often complain that they feel unappreciated, so the presentation session in the training workshop may be the only time faculty get support from colleagues regarding their online work.

The Office of Distance Education in CHSS also encourages all faculty to “show off” their courses to us any time. We very much enjoy visiting with faculty and seeing their hard work and success. As a young assistant professor struggling to teach our first course online, we remember being hit hard with the realization that the administrators who assigned us this task had no idea what we were doing or how we were doing it. There were even mean-spirited whispers that we weren’t really doing anything but answering email while others were working hard at teaching in the traditional classroom. We felt very isolated, and we knew our work would never be appreciated by our peers. We want to make sure the faculty we serve do not feel that way.

D. The Importance of Post-Training Support

After the training is over and the faculty member receives his or her incentives, he or she may still need assistance with developing and implementing an online or hybrid course.

1) Encouraging the E-Faculty Community

Support for online faculty does not end when the workshop ends. The CHSS Office Of Distance Education is available on campus for personal and electronic support throughout year. Another important aspect of the training is the building of a community of faculty who teach online. Without an e-faculty community such as that which can emerge from an “e-faculty coffee hour” every month to discuss, share, and even complain about instructional technology, faculty may feel that only the trainer can assist and support him or her. Fig. 1, below, illustrates the faculty/trainer relationship that may emerge.

Figure 1. Possible model of trainer/faculty relationships after training.

Such a model does two things that should be avoided. First, it puts the trainer in a position of power, where all learning must go through him or her. While such a model might be flattering, it makes unreasonable demands upon the trainer, especially as he or she is called upon to train more and more faculty. In addition, no one person knows everything about anything. Faculty will quickly have tips and tricks to share with each other and the trainer, and such development should be fostered and encouraged. The desired model would look more like Fig. 2, below.

Figure 2. Desired model of trainer/faculty relationships after training.

2) Anytime, Anywhere Support

The method used to conduct the instructional technology workshops includes providing a hard copy handout with step-by-step instructions specific to the task that will be performed in the workshop. These instructions are created and updated by members of the KSU CHSS Distance Education Department with regard to the version of software we will be using and the order in which steps will be presented. We include, when appropriate, how to load content onto our learning management platform. In the past, we have used many different methods, including purchasing ready-made software texts for participants and putting general and specific instructions online. Nothing has worked as consistently well as creating task specific, linear instructions for faculty. Many people have suggested we try videos instead, and we did try them for some basic training in the first run. Participants commented that the videos were not helpful, and they preferred the handouts. After almost ten years of research, this method of creating goal-specific, text and graphic based, linear instructions is the one that works most effectively in assisting faculty in learning and retaining information. Research supports this observation. According to Sorcinelli, "Like most adult learners, [faculty] responded best to lots of 'hands-on' practice rather than listening to presentations" [6]. And while much visual design research supports the superiority of all graphic vs. all text instructions [7], many faculty are used to following text-based instructions and are very comfortable with them. In addition, most of the resources that we create integrate text and graphics.

When a member of the CHSS Distance Education Department is called to a faculty member's office to assist, he or she is usually greeted with the instruction sheet used in class with markings all over it. The faculty member will usually say, "I am stuck here" and point to the instruction sheet. The sheets seem to be well-used, and such specific information helps us to help the faculty member effectively.

The task specific, linear instructions are time-consuming to create, but it seems to be the best tool to help faculty save time and work more effectively. We believe that part of our office's relationship to faculty as distance learning support means that we will devote time and effort to creating resources, instituting usability tests, and updating the resources when needed. This work is one way our office shows that we respect faculty time and expertise. That respect goes a long way toward building a community of elearners.

E. Overall Perceptions of the Faculty Training Workshop

Participants were asked to evaluate their training experiences in the workshop. They were asked fifteen questions, and asked to answer "strongly agree," "agree," "disagree," "strongly disagree," or "do not know." Of the 42 participants in the first run of the workshop, 33 participated in the survey, although not all answered every question. Below, in Fig. 3-17, is a graphic summary of their responses.

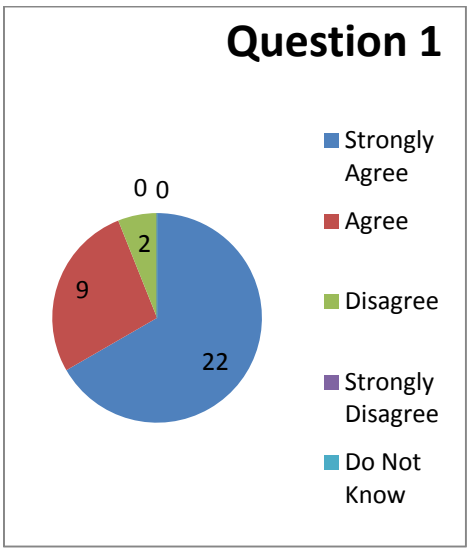

Figure 3. Question 1. The workshop provided me with useful information related to designing an online course.

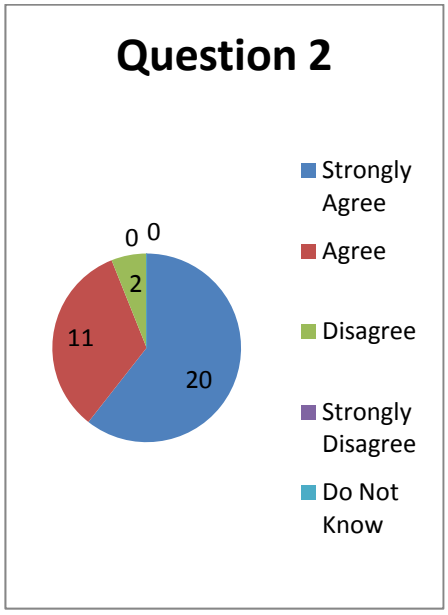

Figure 4. Question 2. The workshop provided me with useful information related to delivering an online course.

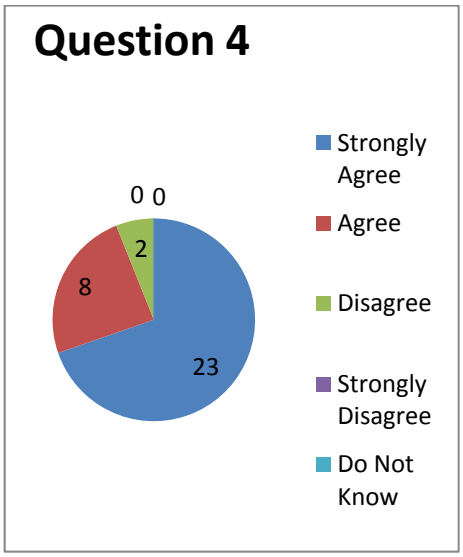

Figure 6. Question 4. The facilitator created effective components for the online portions of the workshop.

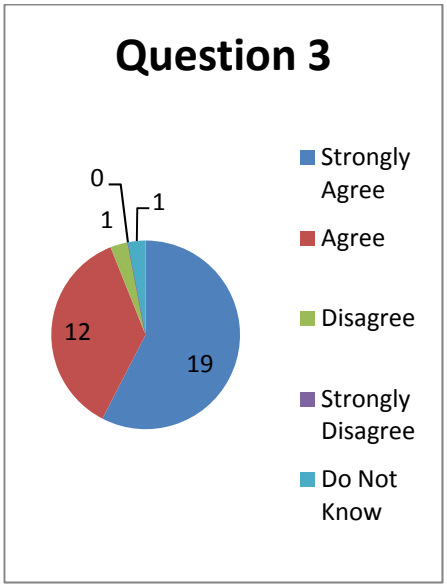

Figure 5. Question 3. The facilitator was prepared and effectively led the face-to-face portions of the workshop.

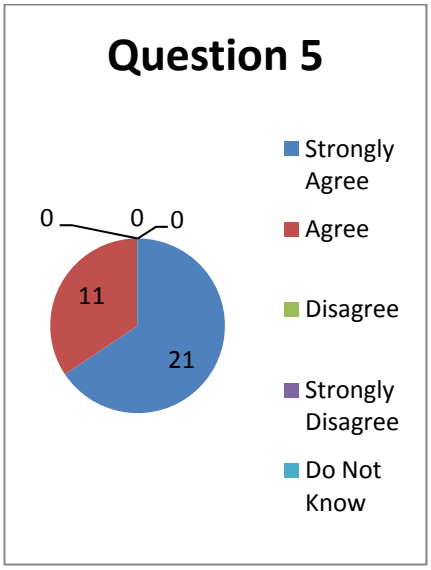

Figure 7. Question 5. The facilitator used GeorgiaView/Vista effectively in designing and delivering the workshop.

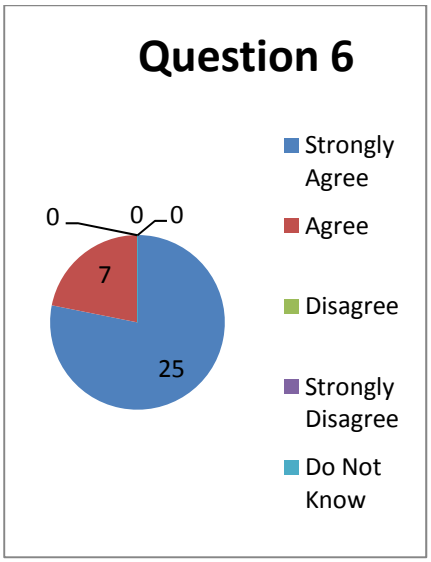

Figure 8. Question 6. The facilitator provided adequate support as I created my online or hybrid course.

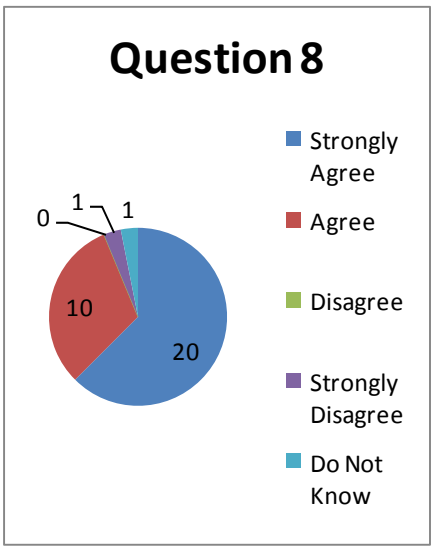

Figure 10. Question 8. The training materials provided to me during the workshop assisted me in creating course content.

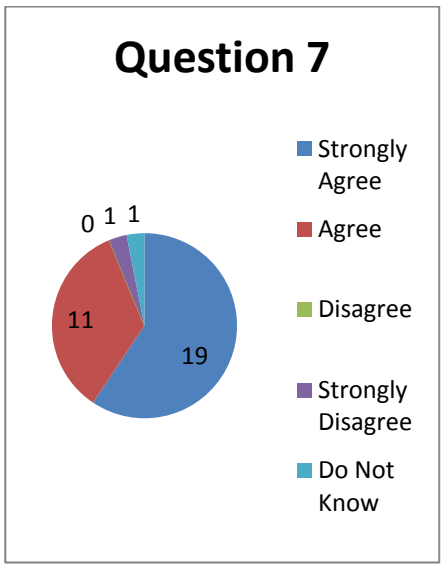

Figure 9. Question 7. The software training sessions were effective in helping me to learn what software I might choose to use in my courses.

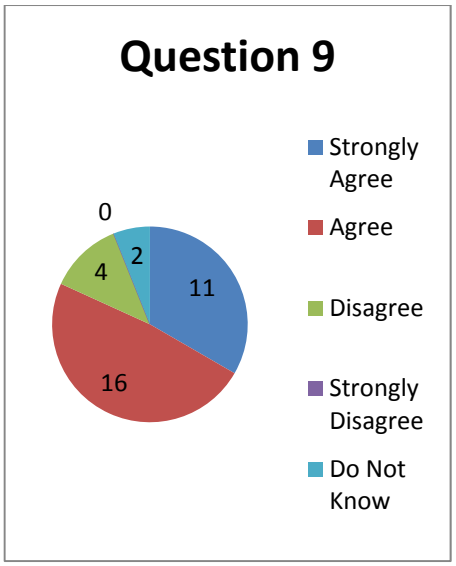

Figure 11. Question 9. The guest speakers were appropriate to the workshop and provided helpful information

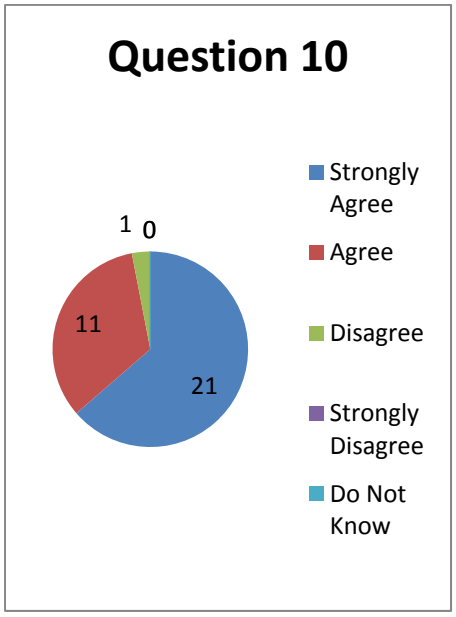

Figure 12. Question 10. My questions related to designing and delivering online courses were answered during the workshop.

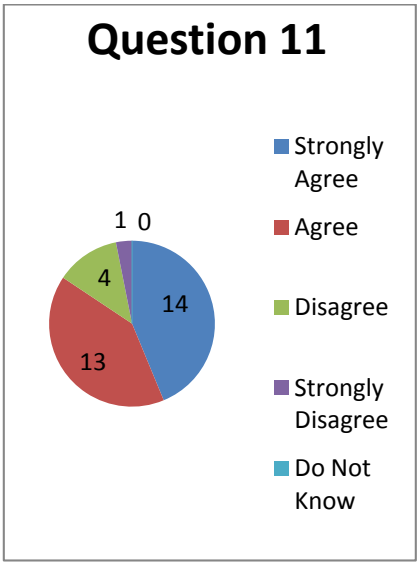

Figure 13. Question 11. The workshop prepared me to teach online.

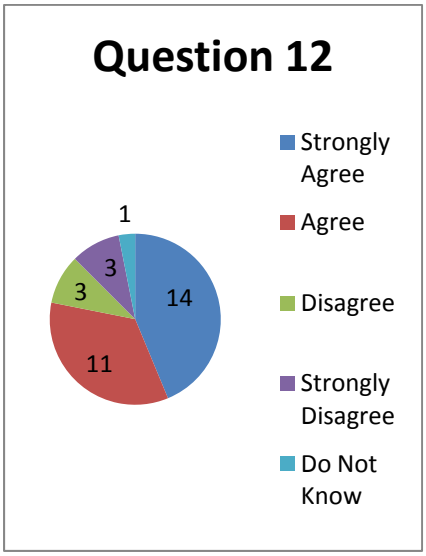

Figure 14. Question 12. The workshop prepared me to go through the QM process.

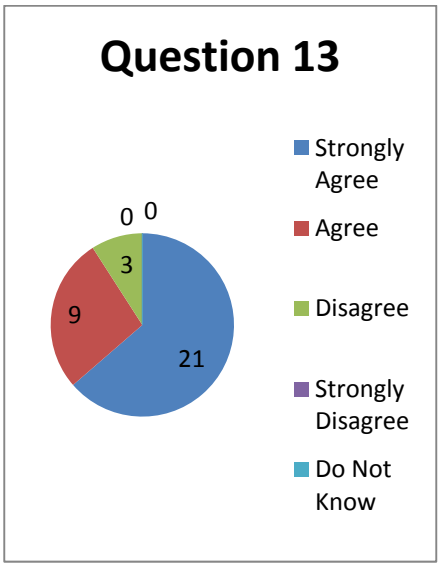

Figure 15. Question 13. If I have problems while working on my course, I know where to go or who to ask for assistance.

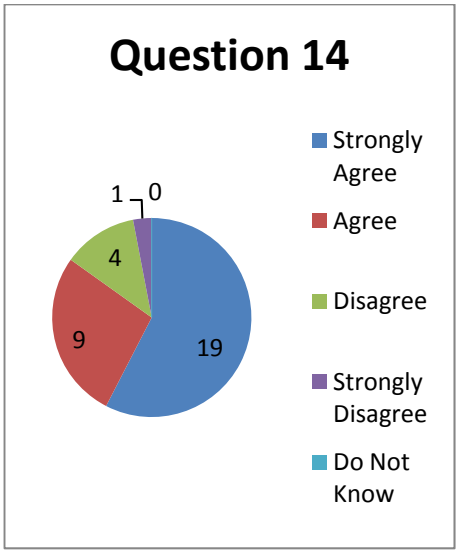

Figure 16. Question 14. Overall, I was satisfied with the workshop.

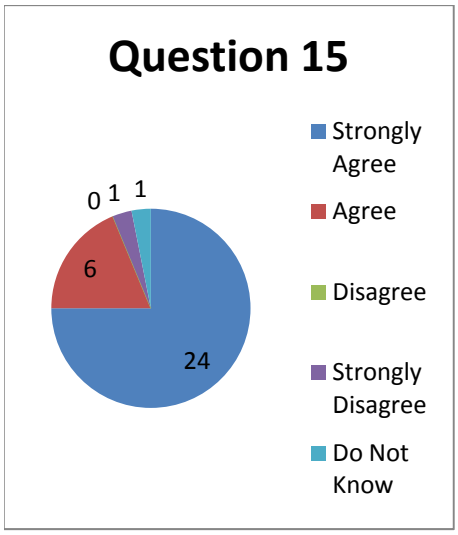

Figure 17. Question 15. Overall, I was satisfied with the facilitator.

Two additional questions were asked. Question 16 was "Identify the aspects of the workshop that most contributed to your learning (include examples of specific materials, exercises, and/or the faculty member's approach to teaching, supervision, and mentoring)." It received 31 open-ended responses, and the following summations are not necessarily taken from separate responses. Some participants mentioned many things that helped them to succeed, and some mentioned only one or two. Ten participants mentioned that the availability of the facilitator most contributed to their learning experiences. Seven participants noted that the handouts contributed the most to their learning experiences, and seven participants said the "hands on" experiences contributed the most to their learning experiences. Four participants said actually having to build components for a real course and meet deadlines for that course contributed the most to their learning experiences. One participant said that "It was helpful to have a cohort of peers who were working on the same project."

Question 17 was "Identify the aspects of the course, if any, that might be improved (include examples of specific materials, exercises, and/or the faculty member's approach to teaching, supervision, and mentoring)." Thirty participants answered the question and three skipped it, although eight answered it with "none" or "does not apply." The following summations are not necessarily taken from separate responses. Some participants mentioned many things that could be improved, and some mentioned only one or two. Nine participants mentioned that the varying skill levels of participants was a drawback, and that the class could be improved with separating participants into advanced and beginner sections. Four participants stated that more information on the QM process would improve the workshop. Three mentioned that technology problems either in their offices or in the workshops were drawbacks to their success. Two participants mentioned that one of the classrooms where one section of the workshops was held was arranged in a way that made participants choose between facing the screen or the facilitator, and that aspect was considered to be a drawback. One participant believed the workshop would have been better if it were only about GVV. Finally, three Mac users participated in the workshop, and the workshop was strongly (almost entirely) geared toward PC users. Therefore, one participant requested that Mac support be added to the workshop to improve it.

The first run of the faculty development workshop concluded in May 2010. Six months later, in November 2010, after faculty had received all their

incentives for successfully completing the workshop, faculty were again surveyed regarding their opinions of the workshop.

Of the 18 participants who responded to the survey, 66% said they used what they learned in the workshop at least once a month or more. Out of those 66%, 22% said they used what they learned more than once a week. Regarding what faculty use the most from the workshop, instructional technology information ranked first, followed by course design information and pedagogical information. One of the main goals of the workshop was to help faculty become more comfortable with teaching online. Faculty were asked,

> At the end of the workshop, participants overall rated themselves as twice as comfortable with creating blogs, wikis, websites, and audio/video materials as before they took the workshop. They also rated themselves as twice as comfortable as the control group participating in surveys. Now, seven months later, how confident do you feel about your abilities to use blogs, wikis, websites you created, and audio/video materials you created in your face to face, hybrid, and online courses?

Fifty percent responded that they were confident in their abilities. Twenty five percent rated themselves as very confident, and 6.3% said they were extremely confident ("I am the master of the Web 2.0 universe"). Only 18.8% rated themselves as "not so confident." See Fig. 18, below.

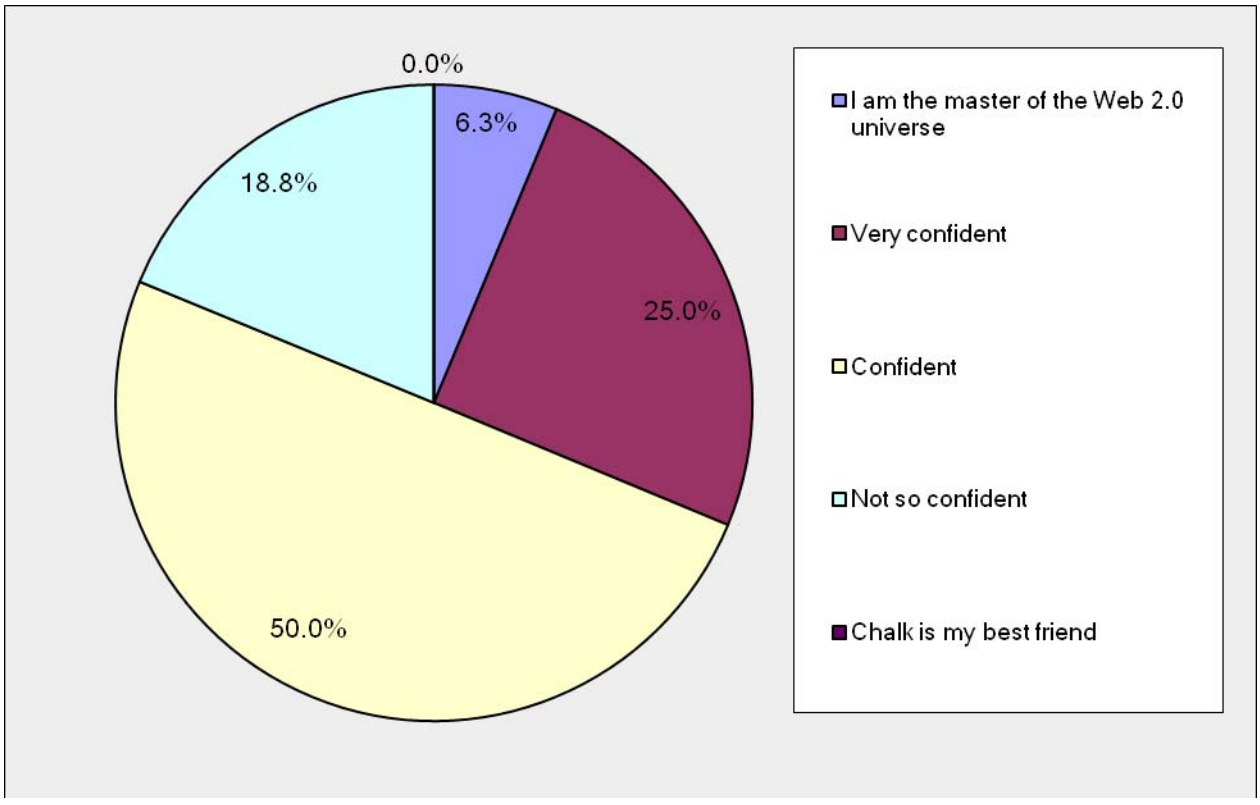

Figure 18. Six months after successfully completing the workshop, how confident do you feel about your instructional technology skills?

When asked what instructional technology tools they used the most from the workshop, faculty rated GeorgiaView/Vista first, with Camtasia second. SeaMonkey and Hot Potatoes tied for third place.

Participants were asked “On the whole, after half a year to reflect, do you feel the workshop was a valuable experience?” Ninety-three percent of responders answered “yes,” and seven percent answered “no.” When asked what could be improved, more emphasis on Mac users and products was mentioned repeatedly.

F. What Hinders Faculty from Adopting Elearning?

Many self-described “experts” on education and college faculty speculate as to why faculty do not rush to join the online course boom. What hinders faculty from embracing online learning? At conferences, we have heard these “experts” proclaim faculty to be lazy and egocentric, afraid to learn something new because they won’t know everything about it. But it turns out, the widespread public opinion that distance education is not to be taken seriously has infected the students. Therefore, some students enter online courses expecting an easy grade, and those erroneous expectations make online courses extra hard to teach. In addition, such students are often dissatisfied, and express that dissatisfaction in evaluations, which in turn jeopardizes faculty tenure and promotion.

KSU faculty who participated in this workshop were asked what hindered them from teaching online, and student attitudes topped the list. According to the KSU faculty in this survey, 31% said student attitudes was the main hindrance (see Fig. 19). The learning management system used at KSU and the poor reputation of elearning tied for second place. Other faculty attitudes came in third. All factors but the learning management system stem from stereotypes of and attitudes toward elearning, not faculty laziness and egocentrism. Only 6.3% said that mastering the technology was a hindrance. Faculty also wrote in additional responses:

1. Chair's erratic attitude. Sometimes seems supportive, then does not approve. Changes mind about whether we're allowed to offer hybrid courses.
2. Students in my hybrid commented that they hope we don't get too many hybrids and online courses at KSU because then we'll be like "them" (i.e. Univ. of Phoenix). The other hindrance is the QM...this system needs to be changed ASAP. I get tired of justifying to people outside my area (many of whom have never taught online) that I want to use "learn" "apply" or whatever verb there is. I know my field and I know how to teach. I don't want someone looking and nitpicking my course to death...especially if they don't teach online or know my field.
3. The negative attitudes of some faculty members in the English department towards online learning.
4. The huge amount of extra time in doing an online class vs an in class one.
5. The small size of our program: we need the small number of full-time faculty in our program in the traditional classroom (especially for our upper-level courses).
6. In addition to the item above, the unreasonable rigid structure of that is required for teaching online. Also, it is extremely difficult to develop a course 1 year in advance of approval.
7. Time required to put an online course together.

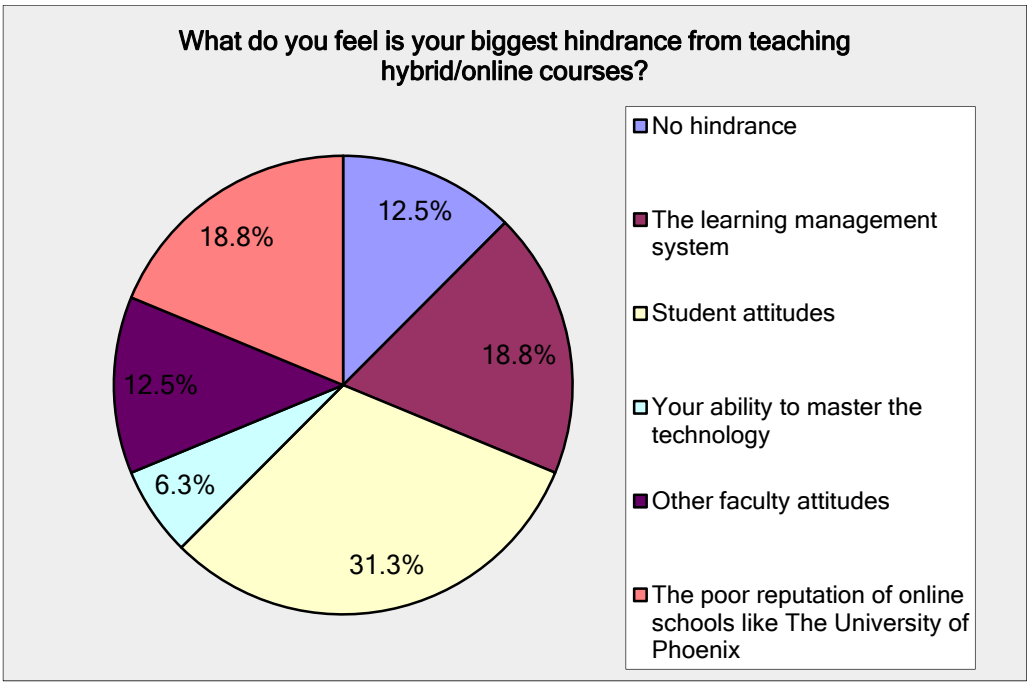

Figure 19. After successfully completing a workshop on building web courses, faculty were asked what hinders faculty from teaching hybrid/online courses. Student attitudes topped the list.

G. Does the Training Work?

The proof of success, of course, is in results. Every faculty member accepted into the workshop signs a contract stating which course will be developed into an online course or hybrid, and when it will be put taught. Therefore, 96 new online or hybrid courses should be offered in the next three years. But how many new online courses are running now at KSU because of this workshop? Of the 18 participants who responded to the survey, only half had offered the course they developed. As can be ascertained from the responses, even after developing an online course at KSU, it can be over a year before it is allowed to be offered. For that reason it is no surprise that this number is low.

Of those who had taught their courses online, 55% said they were comfortable or very comfortable teaching their courses online after the workshop.

III. CONCLUSION

We have spent the past ten years in various capacities preparing institutions to design, develop, and implement electronic learning. We have faced a multitude of scenarios, including an institution that saw distance learning as a cash cow, desired to expend as few resources as possible to develop and deliver distance education, but desired to make money hand over fist regardless. We have been hired to give a two hour workshop on distance learning to a university, only to find out that the faculty we had briefly introduced to distance learning were
expected to go out and develop programs in distance learning by the end of the next week—we quickly explained to the gentleman who contracted us that that scenario was not realistic. However, as far as he was concerned, his work, and our work, were done. The burden was now solely upon the faculty.

As many of us in the field now understand, electronic learning is an investment that must be made with full understanding that it is not a cash cow, but when developed

correctly, it can yield multi-faceted benefits. Because the burden of electronic learning falls mostly on the faculty, faculty must be a priority in distance education development. A university's desire to move into online learning is not an excuse to overburden and abuse faculty.

It is important to have institutional infrastructure and planning in place. Technological and developmental support must be available for all involved in distance learning, including faculty. Faculty also need incentives to develop, teach, and redesign online courses. Hiring a full-time team to assist faculty with instructional technology is also a good way to support faculty. Bringing in a guest speaker for an hour long presentation on "what is distance learning" is fine, but it is not a solid leg of support for faculty who are expected to create online courses and programs. And certainly money to bring in the guest speaker would be better spent as incentives for faculty to complete instructional technology training.

All faculty use faculty evaluations to improve their courses, and this workshop is no different. After the first run of the workshop, faculty feedback resulted in 1) more support for Mac users, 2) fewer participants in each workshop session, 3) more self-check and quiz items on areas that participants seemed to overlook, 4) "what's next" components to help participants orient themselves at the end of each module, and 5) small weekly prizes to help participants stay motivated and engaged.

In the faculty evaluations of the first workshop, although the entire second online module of the workshop addressed QM, three participants commented that QM was not addressed early in the workshop. One participant also added to his/her comments that "I do not think that the power point [sic] presentations with voice were effective. They took quite a while to listen to and much of the information could have been presented in a quicker format that would have been easier to review at a later date." This comment stands in stark contrast to all other comments about that content delivery mode. This comment also seemed to indicate that the participant did not listen to the online modules and, therefore, missed the QM information presented early in the workshop. Subsequent runs of the workshop have included recaps of online modules in the face to face meetings to encourage participants to take the online workshop materials as seriously as the face to face activities. Faculty who teach hybrid courses often remark that students "dismiss" the online portions of hybrid courses as "not important." Clearly, some faculty attitudes parallel those of our students.

Formal evaluation data from the second run of the workshop is not yet available. However, informal participant feedback resulted in 1) more trainers being added to each workshop session, 2) printable activity checklists for each online module, 3) use of the calendar function in GVV to help participants gauge what tasks should be completed each week, 4) the addition of the Hybrid-O-Matic, a online tool developed by the CHSS Department of Distance Education that counsels faculty regarding how to translate their face to face teaching styles into a hybrid course, 5) an advanced workshop series focusing on those with a higher level of skills, and 6) brown bag workshops led by faculty experts in various techniques and technologies, mainly focusing on hybrid learning. We expect that improvements will be made for each run for the life of the workshop.

To help address the negative attitude toward elearning both from the public, from faculty, and from students, KSU has launched a distance learning website to support students and faculty interested in online learning [8]. A video, "Words of Wisdom from KSU Online Faculty," located prominently on the site, works hard to dispel the myth that online courses are not serious courses.

As a result of these training workshops, we had hoped to see more of a building of an elearning community, but invitations to socialize outside of class were met with replies of "We're too busy," as indeed, faculty are. Faculty did socialize to a degree on the workshop wiki at the beginning of the workshop, and perhaps more electronic social networking opportunities will better serve faculty needs. That area is ripe for future research.

In short, there's no easy, fast, and cheap solution to moving faculty toward creating quality online instruction. However, the investment and time are worth it, as online education becomes part of every university's offerings. Especially in the United States, a lack of affordable child care, coupled with the rising cost of health care, including elder care, in part, drives the demand for distance education opportunities. Many adults want educational opportunities but can't leave children and elderly parents alone and travel to the university. For the increasing number of adults in such situations, distance education is a necessity. The demand will continue to increase.

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