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
- Adapting to the more learner-centered form inherent in online courses
- Finding the increased time required to develop online sections (Hiltz, 2011, p. 10)
Community of Practice

Combating online faculty isolation

Promoting online faculty satisfaction
eLearning

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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:

Dolan, V. (Feb 2011). The Isolation of online adjunct faculty and its impact on their performance. International Review of Research in Open and Distance Learning, 12(2).
