Encouraging senior university faculty members to move their teaching content online: we CAN teach old dogs new tricks!

Proposal for Best Practices Session
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As all universities struggle to create and offer more and more content in a blended or fully-online environment, one of the primary battles has been gaining the cooperation and agreement of long-term faculty members to lend their expertise, and their course materials, to this enterprise. It is usually either an educational technology unit, online and blended learning unit, or teaching and learning centre that is charged with guiding the conversion of teaching and learning activities for the creation of an engaging online environment for our students. Perhaps the largest struggle faced by these units, as universities recognise the absolute need to remain competitive locally, nationally, and globally, is having mid- and long-serving teaching academics agree to work on the conversion of either segments of their face-to-face courses, or entire courses, for online delivery.

New conceptions of the "flipped classroom" require that we begin to abandon the traditional lecture in favour of the delivery of content online, with student-engaged activities moving into the classroom environment. While this model is gaining broad acceptance among those who are engaged in blended and online learning activities, and are familiar with these environments, our most experienced, and often most "traditional" academics are resistant. It is in understanding the (often very good) reasons for this resistance, and active provision of services to address these issues, that we will eventually be able to tap the vast contributions of our most experienced academics and researchers, and make them available to our students through a variety of modes of learning and study.

The two primary barriers to senior academics' acceptance of the new environment and willingness to complete the heavy lifting of course conversion are a lack of technical skills and a lack of time to prepare robust and complex online materials.1 The additional time required to do this work is often not compensated in any concrete way - and it can be a tremendous amount of additional time.

This session explores a model employed at the University of Newcastle, Australia, where central, systematic support and training, along with fair compensation, is finally beginning to turn this trend around and see seasoned academics embrace the opportunities of teaching in an online environment. The launch of the Blended and Online Learning Design Lab (BOLD Lab) in 2012 offered a comprehensive suite of instructional design, course design, and technical support services that would take the responsibility for primary online course material and activity design and creation off of the academic
and place it with a central unit. This model is currently experiencing a tremendous amount of success, and details will be shared with participants at AACE.

¹ Golightly, Jennifer (2012). *From On-Ground to Online: Moving senior faculty to the Distance Learning Classroom*. Educause Review Online.