

WHY DO THEY DO IT? INITIAL AND SUSTAINING MOTIVATORS FOR
TEACHING ONLINE IN HIGHER EDUCATION

by

ERNISE S. SINGLETON

(Under the Direction of Janette R. Hill)

ABSTRACT

The purpose of this study was to further our understanding of why faculty are initially inclined to and continue to participate in online teaching. Online education is a growing environment within institutions of higher education across the United States and the world. This qualitative inquiry was guided by two primary research questions: 1) What initially motivates faculty to teach in the online environment? 2) What continues to motivate faculty to teach in the online environment? Eight graduate level faculty from a large southeastern university participated in the study. They were from a variety of disciplines with at least four years of teaching experience in the online environment. Each participant took part in a one-on-one interview with the researcher. Data analysis revealed that faculty are intrinsically motivated to teach in the online environment for personal reasons such as excitement about the technology and the convenience offered by the environment. Additionally, teaching online provides a rich learning environment and enabled them to rethink how they presented their courses. While external motivators were present for some of the participants in this study, overall extrinsic motivators were not

major reasons why faculty engaged in online teaching. In general, faculty stated they believe that online teaching is here to stay and it should be embraced.

INDEX WORDS: faculty, online learning, online teaching, motivation, higher education

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ERNISE S. SINGLETON

B.S., The University of Louisiana – Monroe, 1993

M.S., The University of Houston – Clear Lake, 2002

A Dissertation Submitted to the Graduate Faculty of The University of Georgia in Partial
Fulfillment of the Requirements for the Degree

DOCTOR OF PHILOSOPHY

ATHENS, GEORGIA

2006

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ERNISE S. SINGLETON

Major Professor: Janette R. Hill

Committee: Ronald M. Cervero
Thomas C. Reeves
Julie I. Tallman

Electronic Version Approved:

Maureen Grasso
Dean of the Graduate School
The University of Georgia
August 2006

DEDICATION

To Mama for all of your love and support

To Eric for wanting me to succeed

To Carla for being my sounding board

To Jean for being my inspiration

To Malcolm and Cameron for cheering me on

In memory of Daddy, for always wanting the best for his *baby girl*

ACKNOWLEDGEMENTS

There are many, many people to thank as I progressed toward this milestone. Please forgive me if I fail to recognize you by name here, it is a simple case of the mind not hearing all that the heart has to say.

To my committee for challenging me and pressing me to think beyond the norm, I thank you. Janette – I greatly appreciate the countless hours you spent reading and editing the various drafts of the final dissertation. Also, the time you spent chatting with me in various locations around town will forever be appreciated. Thank you for being a wonderful advisor and a good friend. Ron, Julie, and Tom I thank each of you for helping to guide me through this process. Your dedication to assisting in the development of a young scholar is truly admired. I also extend gratitude to the participants in this study, for without them this project would not have been possible.

I treasure and acknowledge the support of Chandra Orrill and Gretchen Thomas. They may not realize it, but they listened and acted as sounding boards on numerous occasions. Thanks to you both for always listening and saying just the *right thing!*

During my time here I have met quite a few individuals who have been valuable to my success. Judith, Laurel, Shelynda, and *the Ladies* – Frankie, Xornam, Denise, & Roxanne – you all have been with me throughout. Thanks a bunch. Curtis, Ben, Cindy, Meca, LPSL colleagues, and students in the Instructional Technology program I give thanks to you.

My extended support system, near and far, I am indebted to them for always providing me with a kind word and an uplifting thought. Barbara, Sandy B., Tina, Eilieene, Casandra, Sonya J., Karen, Tonia, Mama Jean, Gerald, Sandy T., Sonya B., Elliot, and Daryl, I heard your prayers and I am grateful that you are a part of my life.

The collective groups with which I am affiliated served as a larger network of support giving me the opportunity to express my frustrations and subsequently giving me the reassurance that *this too shall pass*. The *Sistah Doctors of UGA*, the *Sistah Talk* ladies of TSPN, the *AASNET* family, and the sorors Delta Sigma Theta Sorority, Inc. I respect and value your presence in my life as I moved toward the completion of this degree.

I hold in highest regard my family for providing the maximum amount of support and encouragement a person could ask for. From the very beginning of this journey they have been by my side helping me to move toward the finish. Mama, I thank you for always encouraging me to do the best that I can. Eric, from as far back as I can remember you have always been there for me. I am thankful to have such a wonderful brother. Carla, you are my saving grace! The numerous e-mail messages from you, I am forever grateful for such an amazing sister-in-law. Malcolm & Cameron the best nephews in the world, Auntie loves you and thanks you for trying to understand why I live *so far away*. Sweet Auntie Jean, you will always inspire me. Aunt Sandra your prayers and kind words are forever appreciated. Thanks to my extended family in other parts of Louisiana, Texas, California, and New Jersey.

Finally, in memory of Auntie Nettie, Uncle Jack, and Daddy. Although you all are not in the present, I know that your spirit has been with me along the way. Love you and miss you.

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CHAPTER ONE

INTRODUCTION

Background

Distance education dates back over one hundred fifty years (Keegan, 1996). Technological advances, small and large, enabled distance education developments that have evolved over time. Originally, distance education courses began with correspondence courses where instructors and students communicated by sending assignments through the postal service. The advent of network and computer-mediated communication technologies has enabled advances in distance education (Schrump, 2000b). Computer technology has created links between students and teachers heretofore not possible (Berge, 2000). Instructors and students may now meet “face-to-face at a distance” (Keegan, 1996, p. 8) using a variety of technologies (e.g., bulletin boards, chat rooms, videoconferencing). Computer technologies have enabled the creation of rich environments where communication, resources and learning can be shared (Berge, 2000). Instructors and students have the ability to interact in a variety of formats through distance education.

The technological advances that have extended the delivery of education at a distance are impressive. Yet, these advances do not come without their challenges. Many researchers have described the technological and pedagogical challenges experienced with distance education, particularly with online learning (see, for example, Christensen, 2003; Hill, Wiley, Nelson, & Han, 2001; Knowlton, 2000; Reeves, 2003). Student

expectations are increasingly becoming a challenge for designers of and instructors in online learning environments. According to Schrum (2000), students expect online courses to be quite similar to a traditional classroom environment with similar levels of communication and instruction. In sum, students want the perceived advantages of a face-to-face classroom along with the convenience of learning at a distance (Song, Singleton, Hill, & Koh, 2004) .

Statement of the Problem

Student needs (as well as expectations) have long been a driving force in decision-making in institutions of higher education (IHE). For example, the number of institutions offering distance education has increased rapidly over the last 10 years (Flowers, 2001; Lynch, 2002; Meyer, 2002). Universities and colleges are now able to reach numerous students who are geographically separated from campus. According to the National Center for Educational Statistics (NCES), 56% of all postsecondary institutions offered distance education, defined as courses delivered to remote sites via audio, video or computer technologies, in the 2000-2001 academic year (Waits & Lewis, 2003). An additional 12% of postsecondary institutions planned to implement a distance education program between 2001 to 2004.

With the number of institutions offering distance education courses and degree programs rapidly increasing, faculty are faced with the challenge of adapting to this type of instruction. Faculty may feel pressured by administrators and students to use technology (J. Bennett & Bennett, 2003). Additionally, faculty may feel similar pressure from their peers who have embraced the use of computer technologies in their own classes and are promoters of its “pedagogical advantages” (J. Bennett & Bennett, 2003).

Research related to online learning has also increased exponentially in the last five years. However, much of the research to date has focused on students (see, for example Beaudoin, 2002; Hoskins & van Hooff, 2005; Kenny, 2002; Song, Singleton, Hill, & Koh, 2004) or on the infrastructure of the learning environments (see, for example Flowers, 2001; Kidney, 2004). Research related to faculty has been much slower in its development. However, the studies that have been published indicate that faculty tend to fall into two areas: (1) they have serious concerns related to, as well as a reluctance to engage in online learning, or (2) they have a predilection for and are eager to engage in online learning. We need to gain a better understanding of why faculty tend to lean one way or the other if we hope to continue to grow online learning as viable environments for IHE.

Purpose of the Study

The purpose of this study was to further our understanding of why faculty are initially inclined and continue to participate in online teaching. I was specifically interested in faculty who were currently teaching online and have done so for four years or more. The following questions were used to guide the study:

1. What initially motivates faculty to teach in the online environment?
 - a. What are the intrinsic motivators?
 - b. What are the extrinsic motivators?
2. What continues to motivate faculty to teach in the online environment?
 - a. What are the intrinsic motivators?
 - b. What are the extrinsic motivators?

Significance of the Study

Researchers have explored various aspects of the faculty experience in online environments. Many studies report the positive aspects of teaching online: faculty enjoy teaching online (Moore, 2001); they are highly motivated to teach online (J. C. Taylor & White, 1991; Wolcott, 1999; Wolcott & Betts, 1999); and they want their students to succeed (Schifter, 2000). It should also be noted that some faculty feel the need to provide this form of teaching to those students who may not have access to traditional brick and mortar classrooms (Wolcott, 1998).

However, some faculty issues have been ignored, such as faculty attitudes towards distance education; motivation to teach at a distance; and training (Beaudoin, 1990; Dillon & Walsh, 1992). While studies discussing barriers to distance education are prevalent (E. T. Jones, Lindner, Murphy, & Dooley, 2002; Olcott & Wright, 1995; Wolcott, 2003) more research is needed on sustaining faculty motivation with regards to the online environment (Wolcott, 2003). Knowledge about faculty concerns with regards to distance education will help administrators understand what is important to faculty teaching in the online environment.

Key stakeholders of this study include faculty, administrators, and institutions of higher education in general. Each group can benefit from learning about the motivators faculty employ over time as they are teaching in the online environment. The insights provided by the participants in this study offer a unique view of the online environment. Specifically, it addresses motivational factors which the participants have found help sustain their interest in this endeavor over time. By providing firsthand accounts from

faculty currently teaching in the online environment, stakeholders will be informed of the type of issues faculty believe are most important to their success in the online classroom.

Researcher Assumptions

I approached this research with some background in distance education; I have been a student in the online classroom and served as a co-instructor of a graduate course using online technologies. Therefore, I feel it is important that I express my views about the results that may come from this research study (Creswell, 2003). I believe online learning offers advantages and disadvantages to institutions of higher education. One of the advantages is the ability to reach a larger number of students as well as non-traditional students. Asynchronous online courses may occur any place any time providing the student has access to an Internet connection. Those students, due to other obligations, who are unable to travel to the university campus, are given the opportunity to earn credits toward a secondary degree with online education.

Another advantage of the online environment is the opportunity for institutions of higher education to offer more opportunities to students with disabilities. While universities have long used distance education as a means of reaching those with physical disabilities (Coombs, 2000; Trief, Decker, & Ryan, 2004), the technological advances that are in place today may allow for more students to succeed in the university setting (Maddux, 2004). Courses offered in the online environment “promote accessibility” to students and potentially create a “level playing field” (Coombs, 2000) for those students. Additionally, faculty with physical disabilities may find comfort in the notion that they may not have to reveal their disability (Edmonds, 2004). Overall, online courses provide abundant opportunities for all parties involved.

There are several disadvantages to the online learning environment as well. Online learning is not for everyone. It is a different type of learning and requires some adjustment from traditional classroom environments for all parties involved (faculty, students, staff, and administrators). Additionally, undertaking online instruction may require a change in the infrastructure of the institution in order to support the technology. Changes in the technology infrastructure may not be cost effective for some institutions with costs that may outweigh the benefits.

I am quite familiar with the advantages and disadvantages of participating in an online course. My own participation (as a student) in online courses has helped to develop my interest in the research of online learning. Personally, I have liked and disliked online courses. My like or dislike stemmed from the practices of the instructor. My positive experiences involved courses that were well planned and all of the tasks were geared toward the goals and objectives delineated at the outset of the course. Students were also expected to participate in an initial face-to-face meeting at the beginning of the semester. During that time period students met fellow classmates, the instructor reviewed the syllabus and assignments, and students were given an opportunity to form a community of learners prior to meeting in cyberspace. Conversely, the courses with which I was dissatisfied were those that had no clear direction from the beginning. I floundered throughout the course of the semester and I did not know the purpose of the course (despite the course goals and objectives noted on the syllabus). Although students met initially in the face-to-face environment, a community was not established. I felt very disconnected from my classmates and I was unsure of what we were to achieve as a result of the course.

I recognize that the descriptions of my experiences with online courses are not much different from those of face-to-face courses. It is my belief that a well-designed course is essential for success, be it a face-to-face environment or the online environment. I firmly believe that online learning is a viable means of offering educational opportunities. I have experienced success and I have seen others prosper in the online classroom.

That being said, I realize many have not embraced online instruction. The research conducted as a result of this study will hopefully alleviate some of the prevalent fears and anxieties some people associate with online teaching. It is my hope to illuminate those factors which motivate faculty to undertake online instruction and continue to teach in this manner.

Limitations of the Study

Due to the nature of this study, it was limited by several factors. The study was conducted at a single institution. Therefore, the generalizability of findings are limited and may not be applicable to all universities. Due to the homogenous nature of the population of the setting, diversity among participants was an additional limitation.

I was seeking to conduct an in-depth study of sustaining motivation; therefore, the number of participants also served as a limitation. Although a larger number of participants may have provided more generalizable information, the smaller number allowed me to delve more deeply into issues surrounding online education.

Delimitations of the Study

Several issues have been explored in the arena of online learning. All are important from varying perspectives; however some were beyond the scope of this study.

The delimitations are as follows:

- An important consideration of the online learning environment is the experience(s) of the students. They are the primary stakeholders in many instances. However, the purpose of this study was to focus on faculty motivation. I sought to provide knowledge about faculty's thoughts and ideas to improve practice in the areas of design and implementation.
- Another area that has received attention is time. Some of the literature has indicated that the time it takes to design and implement an online course is greater than a face-to-face course (Palloff & Pratt, 1999). This is one issue that may become evident as a result of this study, although it is not a primary focus.
- The type of technology and available technical support are of additional concern to faculty involved in the online environment. Online courses may utilize a variety of technologies in order to convey information from faculty to students and vice versa. Understanding and being comfortable with those technologies may lead to a positive outcome for all parties in regards to course implementation. Furthermore, access to technical support may increase satisfaction with the online course. The type of technologies and available support may emerge in the results of this study.

However, how they affect the participants' motivation may not be fully explored in this study.

- Finally, the purpose of this study is not to compare. The goal of the study is to investigate the experiences of faculty who are currently teaching in the online environment. Although results may invite comparisons among the participants, that is not the intent.

Definition of Terms

For the purposes of this study, these terms will be defined as follows:

- *Asynchronous* – non-simultaneous computer-based instruction; the instructor and students are not present at the same time and depend on technology in some form to communicate (Parker, 1999)
- *Barrier* – that which prevents or discourages one to participate in a phenomenon
- *Distance education* – an instructional program where the instructor and students are separated by physical space; they rely on technology (print, audio, video, or a computer) as a means of delivery and communication (Keegan, 1996)
- *Distance learning* – refers to the learning that takes place on the part of the student involved in distance education (Keegan, 1996)
- *Distance teaching* – refers to the teaching that takes place on the part of the instructor involved in distance education (Keegan, 1996); teaching that uses interactive methods “through print, mechanical, or electronic devices” (Moore, 1973, p. 669 as cited by Keegan)

- *Early adopter* – a person who is respected by the community and provides sensible judgments about an innovation (Rogers, 2003); generally, this person is asked to provide information about the innovation and is well-respected in the community
- *Institutional support* – provided by the institution to the faculty member in support of conducting activities related to the act of teaching at a distance. This includes developing a distance course and understanding the policies of the institution (Phipps & Merisotis, 2000)
- *Online course* – the instructor and the student are physically separated at least 80% of the time; “information is stored and transmitted across time and space” (Gold, 2001, p. 41)
- *Synchronous* – simultaneous or *real time* computer-based instruction; the instructor and the students may not be in the same location but they are together at the same time (Parker, 1999)

CHAPTER TWO

LITERATURE REVIEW

Introduction

The Sloan Consortium (Sloan-C) reports that more than 90% of public institutions are offering online courses (Allen & Seaman, 2004). Several scholars have given indications of why there is a growing interest, including Schrum (2000a), Beaudoin (2003), and Moore (2001). Institutions of higher education are being compelled to make changes in the way faculty and students interact with one another (Lao & Gonzales, 2005).

As institutions seek to expand their educational offerings to include online learning environments, there are many concerns reported in journals (Husmann & Miller, 2001; Johnson, 2005; Kidney & Puckett, 2003; Reeves, 2003; Surry & Land, 2000; Whitworth, 2005), handbooks (Beaudoin, 2003; Gunwardena & McIsaac, 2001; Hill, Wiley, Nelson, & Han, 2001; Watkins & Kaufman, 2003; Wolcott, 2003), books (M. G. Jones, Harmon, & Lowther, 2002; Palloff & Pratt, 1999, 2001) and articles (Altschuler & McClure, 2002; Lynch, 2002; Young, 2002). Campus infrastructure, administrative resources, policy relevant to online teaching (e.g., intellectual property), evaluation, equity, and rigor of online courses are just some of the issues institutions are faced with addressing when making the transition to online education. Those issues have some bearing on individual concerns of faculty and students.

Together, faculty and students have indicated that technical support (Daugherty & Funke, 1998; Osika & Sharp, 2002), motivation (Carey & Gregory, 2002; C. A. Lin,

2002; Mitchell, 1999), communication (Isman & Dabaj, 2004), and interaction (Doherty, 2001; Mason & Weller, 2000; Parker, 1999; Petrides, 2002) are major concerns. Separately, faculty have reported they find teaching online to be time consuming (Shaw & Bruce, 2003; Sorg et al., 1999), challenging, yet rewarding (Schoenfeld-Tacher & Persichitte, 2000), an opportunity to add innovation to specific courses (Betts, 1998; Pachnowski & Jurczyk, 2003; Rockwell, Schauer, Fritz, & Marx, 2000) and a chance to adjust their teaching practices (Gold, 2001; Schoenfeld-Tacher & Persichitte, 2000). Students, one of the driving forces in the online education movement (Bell & Bell, 2005), have their own issues to consider. Research has shown that students are concerned about adapting to this new learning environment (M.-G. Lee, 2001; Sanders & Morrison-Shetlar, 2001; White, 2000), this includes making adjustments for time, the text-based conditions of the course, and collaboration over a distance (Mason & Weller, 2000). Overall, the existing research in the broad study of online education has focused on a variety of issues related to the institution, faculty, and students.

This study was designed to broaden the research with respect to faculty and online teaching. Teaching in the online environment does vary according to the faculty member. Different environments for online teaching have been identified by several researchers. Five levels of web-use have been identified by Jones, Harmon and Lowther (2002), “from basic occasional use to advanced continual use” (p. 298). Allen and Seaman (2004) of the Sloan Consortium identifies three levels of online learning from Web-enhanced to fully online. My focus was on faculty who have been teaching four or more years in an online environment, synchronously or asynchronously. The study sought to further our understanding of why faculty are motivated to teach online over a period of time.

Therefore, a review of literature focused on faculty motivation will be the core of this chapter.

Method

The literature reviewed in this chapter was gathered from several sources. Primarily, I used databases from the University System of Georgia as organized by the *Georgia Library Learning Online* initiative, (commonly referred to as *Galileo*). *Education Abstracts Full Text*, *Academic Search Premier* (at *EBSCOhost*), and *Dissertation Abstracts* (at *ProQuest*) were chosen because they index literature published in the primary discipline of the study, education (P-12 to adult education). The other databases used to identify studies were selected based on the subject-specific disciplines (business, special education, forestry, social work) of the participants in the study. In order to determine which databases to explore for the discipline specific areas, I asked the participants as well as a reference librarian in South Eastern University's (SEU) library for recommendations. *Business Source Premier* and *Emerald Insight* offered a wide variety of research in the business realm. *Exceptional Child Educational Resources* focused on literature within the domain of children with special needs and people who work with them. Finally, I found research on social work was found in *Social Work Abstracts*. These databases were selected because they provided access to peer reviewed research studies within their individual subject area.

The keywords used in searching these databases included: motivation, online teaching, online learning, higher education, and higher education faculty. An expert in motivation theory was consulted for some aspects of searching to confirm that the sources were appropriate. For the majority of the databases, the searches were limited to

the last five or six years (2000 to 2005 or 2000 to 2006) or to the years 2000 to 2004. The time limit was set in an attempt to review literature that was current and relevant to the topic of investigation. Appendix A provides an overview of the various searches and the number of relevant hits from each database.

Results from the searches indicate that several research studies have been conducted in the general area of online learning, faculty, and motivation. The terms *online learning* and *distance education* are used synonymously in several instances in this chapter. Several of the studies reviewed use the term *distance education* instead of the term *online learning*. In those instances, I used the terminology of the article instead of *online learning*.

Being that this study is focused on motivation, I conducted additional searches on the results to locate those studies which reported information related to faculty motivation or motivators. The results yielded peer-reviewed research studies, peer-reviewed literature reviews and dissertation abstracts.

In the discipline specific databases, results were less forthcoming. The majority of the distance education research indexed in the discipline specific databases focused on issues surrounding student satisfaction and general implementation of distance education. Very few research studies focused specifically on the faculty involved in online learning and none reported an explicit focus on faculty motivation an online learning. Although the studies found in the discipline specific databases do not offer distinct insights on faculty motivation, some are included in this review because they provide subject specific views of online learning.

The remainder of this chapter is organized as follows: a brief discussion of faculty motivation and self-determination theory; a critique of the research studies identified; a discussion of intrinsic and extrinsic motivation factors; and implications for further research.

Faculty Motivation

Some faculty members come to positions in higher education with little knowledge of the job expectations (Bess, 1997). Generally, the public, as well as future faculty members, are not aware of the requirements of the position. The condition of the job “requires a dedication to tasks that is initiated and must be sustained by strong motivation”(Bess, 1997, p. x).

Much has been written about the need for faculty to be highly motivated to maintain the demands of the job (Bess, 1997; Blackburn & Lawrence, 1995). Walker and Symons (1997) state that it is imperative that institutions understand and are aware of the entities that motivate faculty members because of the complexity of the work as well as the longevity of faculty members. With the evolution of distance education, the intricate details of faculty motivation are changing. The factors influencing faculty to engage in a new endeavor are being explored throughout the academic realm.

McClelland (1987) and Weiner (1980) state that motivation drives a person to engage in a given behavior. The reason for or push toward a given behavior may be driven by any number of constructs. The following section offers a description of Deci and Ryan’s (1985) self-determination theory. I have selected this as the theoretical framework for the study, as it lends itself to a study of external and internal motivators, the overall purpose of this study.

Self-determination Theory

Deci and Ryan's (1985) self-determination theory focuses on the energy one exerts with regards to a given behavior and on the driving force behind the motivation of the individual. Self-determination illuminates three primary needs of humans: competence, relatedness, and autonomy (Deci, Vallerand, Pelletier, & Ryan, 1991). "Competence is the accumulated result of one's interactions with the environment, on one's exploration, learning, and adaptation" (Deci & Ryan, 1985, p. 27). The ability to obtain the resources needed from the environment and the need to be competent is motivating to the individual. For many faculty members the online environment is not a familiar teaching environment. A shift to online teaching allows the individual to explore beyond their comfort level. They learn and adapt to the needs of the environment and this, in turn, helps to motivate them to work and succeed.

Relatedness is characterized by developing connections within the social environment (Deci & Ryan, 1985; Deci, Vallerand, Pelletier, & Ryan, 1991). The social environment helps the individual to succeed with a new endeavor. In the case of online teaching, faculty may use the social networks to further an understanding of the online environment. Whether the environment is new to them or one that they have been immersed in over a period of time, social connections may help to sustain their motivation to continue.

Autonomy or self-determination "refers to being self-initiating and self-regulating of one's own actions" (Deci, Vallerand, Pelletier, & Ryan, 1991, p. 327). A person who utilizes internal resources to succeed will exhibit more intrinsically motivated behavior. Being in control of one's learning is intrinsically rewarding. The behavior is employed

because the individual chooses to do so purely for the satisfaction derived from performing the action (Deci, Vallerand, Pelletier, & Ryan, 1991). Research discussed later in this chapter supports Deci and Ryan's (1985) self-determination theory. Faculty cited on numerous occasions the desire to teach online because of the self-satisfaction they achieve from the endeavor.

Self-determination is characterized by intrinsic and extrinsic motivation (Deci, Vallerand, Pelletier, & Ryan, 1991). Two examples may provide additional insights. It should be noted that the examples are designed to be extreme to make the points clear; it would be rare to find such extreme examples in the real world.

People who choose to engage in an activity for the pure pleasure of doing so are intrinsically motivated. They are doing so without the influence of outside motivators, or extrinsic motivation. Their interest in the activity comes from within. For example, a person may paint landscapes for the enjoyment of painting. He enjoys the process of painting and receives satisfaction from doing the activity. The individual is intrinsically motivated.

An extrinsically motivated person performs actions based on an outside influence. Some object has been presented to the person as a means of getting the person to perform in a given manner. Using the same example as before, a person may paint landscapes for monetary gain, an indicator of being extrinsically motivated. He is painting the landscapes as a means to an end, receipt of a payment.

A general understanding of the role of motivation is important as we explore what motivates faculty to teach online. The remaining sections of this chapter identify studies which focus on faculty motivation with respect to the online environment.

Research studies

The research studies and dissertations reported in this chapter include quantitative, qualitative, and mixed methods studies. I have reported the various methods of the studies for two reasons: 1) to categorize the studies for reporting and 2) to inform the methods I will use for this study.

Overall, the purposes of the studies under review focused on faculty involved in some form of online teaching. The quantitative studies collectively, through surveys, sought to identify factors which motivate faculty to participate in online teaching, factors which inhibit faculty from participating in online teaching, characteristics of faculty teaching in the online environment, and their perceptions of online teaching in general (Ahadiat, 2005; J. Bennett & Bennett, 2003; J. Lee, 2001; McKenzie, Mims, Bennett, & Waugh, 2000; O'Quinn & Corry, 2004; Pachnowski & Jurczyk, 2003; Schifter, 2002). Interviews were the main data collection method of the qualitative studies. Faculty perceptions, participation, and perspectives were the main purposes of the qualitative studies (S. Bennett & Lockyer, 2004; Dooley & Murphrey, 2000; Ellis, 2000; Lao & Gonzales, 2005). One of the two mixed methods studies focused on faculty attitudes towards distance education (A. E. Jones & Moller, 2002), and the other focused on preparing faculty to work in the online environment (Lan, 2001).

I have also included three literature reviews in this chapter. They focused on strategies higher education institutions may use to support distance education (Milheim, 2001), incentives faculty perceive as motivating (Parker, 2003), and the attitude and motivators of faculty involved in online distance education (Maguire, 2005).

Although several dissertation abstracts were located that met the criteria for inclusion in this review, only three are included. Due to various constraints of availability from their home institution and the university's interlibrary loan service, I was unable to acquire all of the dissertations.

The purposes of the dissertations were similar in that they were concerned with faculty at higher education institutions working in distance education. Artman (2003) sought to identify what motivates faculty to put in the extra effort to work in this environment. Through a mixed methods study, H.-P. Lin (2002) explored motivators and inhibitors which affect faculty participation. Finally, a purely qualitative study by Lewis (2002) sought to determine what faculty perceived they needed in order to better teach online courses.

Although the purposes of the studies included in this review vary greatly they have a common thread, faculty. The studies reviewed all explored faculty thoughts, impressions, successes, and failures about distance education. The next section of this chapter delves more deeply into the intrinsic motivators identified by faculty in the research studies.

Intrinsic Motivators

The book, *Intrinsic and Extrinsic Motivation: The Search for Optimal Motivation and Performance*, offers several definitions of intrinsic motivation. The editors of the book, Sansone and Harackiewicz (2000), conclude that the definitions offered are all correct; they are the result of different questions being asked and various interpretations of data. Authors in Sansone and Harackiewicz's (2000) book define intrinsic motivation as:

- Engaging in an activity to satisfy a basic human need (Ryan & Deci, 2000)
- Engaging in an activity for the simple pleasure of doing so (Lepper & Henderlong, 2000)
- Participating in a given behavior as a result of “the actual, anticipated, or sought experience of interest” (Sansone & Smith, 2000, p. 343)
- A desire to participate in an activity because it is important to the individual (Hidi, 2000)

After reviewing additional literature, I discovered other definitions of intrinsic motivation. Thomas (2000) characterizes it as a feeling of satisfaction from the work that is being done. Another definition proposes that intrinsic motivation is the enjoyment experienced by individuals as a result of doing a specific task (Beck, 2000). Pinder (1998) states that intrinsic motivation is “...behavior that is performed for its own sake rather than for the purpose of acquiring any material or social rewards” (p. 165). Csikszentmihalyi (1997) defines an activity as intrinsically rewarding “when the actor experiences it as worth doing for itself” (p. 76).

Overwhelmingly, the research reviewed in this chapter supports the assertion that faculty are motivated by intrinsic motivators. Several of the research studies reviewed in this chapter focused on identifying intrinsic motivators related to faculty teaching in the online environment. Overall, faculty who are intrinsically motivated feel a sense of satisfaction, achievement, and need to believe that what they are doing is worthwhile to their greater community.

Schifter (2002) surveyed over 200 faculty and administrators in order to present a factor analysis of motivating and inhibiting factors for participating in distance education.

Results of the study indicated that intrinsic motivators were the deciding factors for faculty participating in distance education. They were challenged to do so because of the intellectual challenge offered by distance education, personal job satisfaction, and personal motivation. Those results are consistent with O'Quinn and Corry's (2004) study of motivators of community college faculty. In a survey of 167 faculty, participants were asked to identify the factors that motivate them (the faculty) to participate in distance education. Results indicated the following as motivators: flexible working conditions, intellectual challenge, reaching new audiences, developing new ideas, and personal motivation to use technology.

Artman's (2003) dissertation study had the purpose of discovering what motivates faculty to put in the extra time and effort to develop and teach using asynchronous learning networks. To garner this information she surveyed 713 participating and non-participating faculty at 2- and 4-year institutions. Results from the study indicate faculty are willing to put in the extra effort to teach in the online environment because of a personal motivation to use technology, the intellectual challenge offered by the environment, and the opportunity to develop new ideas. The three studies reported above were similar in that the surveys they used were adapted from Betts (1998) survey of faculty and administrators at The George Washington University. The use of Betts' (1998) survey by the three studies provides consistency in the results and serves to further validate the survey. Results from these studies assist us with understanding how important intrinsic motivation is to faculty.

Although the three studies mentioned thus far were all quantitative in nature, similar findings were reported in qualitative studies. Dooley and Murphrey (2000) and

Lao and Gonzales (2005) each conducted qualitative studies seeking to find out the perceptions of faculty teaching and learning in distance education. Using semi-structured interviews, Dooley and Murphrey (2000) spoke with 42 faculty, administrators, and support staff at a major Research 1 university. Additional data collection methods included document review and field notes from the interview process. Participants indicated that teaching and learning was a positive benefit of distance education and they believed it would allow them to reach new students. Although the purpose of the study was to find out the perceptions of faculty teaching using distance education methods, Dooley and Murphrey (2000) also included a number of administrators (16) in their study. Additionally, they identified the selection of participants as “employees who were innovators in using distance education technologies” (§ 7).

Overall, Dooley and Murphrey's study provided additional insights as to why higher education faculty and staff are involved in distance education. However, there are two major limitations: the inclusion of administrators and the omission of a clear definition of what is meant by *innovators*. The reader is not sure why the administrators are included or whether they have had experience with teaching using distance education methods. A clear definition of *innovators* would allow the reader to better understand the criteria for participant selection.

Lao and Gonzales (2005) present evidence that faculty have a desire to pursue online teaching. Results indicate that individual interest and expertise propelled faculty to engage in this endeavor. In the study, the researchers interviewed six professors and seven graduate students. They implemented a structured interview format for all participants with structured follow-up questions. Study participants indicated they “see

value in online education” (p. 470) and were receptive to web-based delivery, due to their comfort with technology.

While the above studies all referenced the individual faculty member’s intrinsic desire to participate in online learning, I would be remiss in not recognizing the importance of institutional support of intrinsic motivators. H.-P. Lin’s (2002) dissertation study sought to identify the motivating and inhibiting factors that affected faculty participation in distance education at Idaho State University. Quantitative and qualitative data were collected through a survey of 628 faculty. H.-P. Lin reported that qualitative data consisted of two open-ended questions on the survey. It should be noted that the results of H.-P. Lin’s (2002) study are only generalizable to the faculty at Idaho State University and that the qualitative data collected was limited. The study concluded that faculty are motivated by institutional support and they may be more inclined to participate if institutional support is increased.

The results from Lin's study are consistent with research studies conducted by Lewis (2002), Ahadiat (2005), and Lee (2001). The results of semi-structured interviews by Lewis (2002) imply that faculty want support from the institution in the form of infrastructure, training, and collaborative environment among colleagues.

Ahadiat’s (2005) quantitative study of 271 faculty members sought “to measure attitudes toward technology among accounting educators” (p. 215). Participants in Ahadiat’s study had a variety of work experience and types of university settings. The diversity of participants provides for a wide range of experiences and thoughts about technology usage. Although the purpose of Ahadiat’s (2005) study did not focus on faculty motivation, the results indicate that accounting educators want support from

administration in the form of workshops and training seminars. The participants reported that the training would help more faculty utilize technology in their courses.

Lee (2001) surveyed over 200 faculty from 25 institutions. “The study revealed that faculty motivation, commitment, and satisfaction were even stronger as the faculty members felt they were well-supported by their schools” (p. 158). “A high level of instructional support” (p. 158) may increase motivation concludes Lee. While a worthwhile contribution to the literature base, the study lacks an operational definition of *instructional support*, making it difficult to understand how fully to interpret the results.

That said, based on other studies, one may conclude that *instructional support* may entail workshops, tutoring, mentoring, release time, grants, and stipends as these were identified as the type of support faculty requested in Lan’s (2001) study of faculty needs. Using a needs assessment design, Lan (2001) sought to “understand the technological and pedagogical requirements necessary to prepare education faculty for the paradigm shift envisioned by leading educators and driven by information technology” (p. 385). An optimal performance site was selected to determine suitable conditions. Next, she assessed actual practice of faculty at various universities around the country by conducting 31 interviews by e-mail and telephone. The participants in the study indicated that training opportunities and administrative support were positive incentives.

Findings from Pachnowski and Jurczyk’s (2003) study of faculty perceptions of the distance education environment correspond to Lan’s (2001) results. Over the course of three semesters, Pachnowski and Jurczyk (2003) collected data from 60 faculty at a large mid-Western university. The survey instrument used was created by an

administrator and later validated by an institutional assessment leader and a former instructor in the synchronous classroom setting. The survey was distributed at the end of each semester and the decision to discontinue after the third semester was due to such a low response rate the third semester. As stated by the researchers, “the same faculty who had agreed to teach in the distance learning environment were being surveyed and that the response rate would remain low from then on” (¶ 14). Results point out that faculty are encouraged by administrators and that administrators should provide models to guide faculty understanding of the distance education environment. According to Pachnowski and Jurczyk (2003), when faculty have administrative support, they are more inclined to participate in distance education.

J. Bennett and Bennett (2003) assert that “offering demonstrations of how the technology can be utilized to enhance teaching and learning” (p. 60) help faculty in the online environment. The previous statement was derived from a study which sought to identify “the characteristics of instructional technology that may influence a faculty member’s willingness to integrate it in his/her teaching” (J. Bennett & Bennett, 2003, p. 53). Participants in the study included 20 faculty volunteers who agreed to participate in a series of seminars and workshops on using *BlackBoard*. Participants were surveyed prior to and at the conclusion of the training sessions. The surveys assessed “their perceptions about the usefulness of computers as instructional tools, their beliefs about whether computers enhance students’ learning experiences, their level of competency in using computers as instructional tools, and their general attitude toward computers” (p. 59).

J. Bennett and Bennett (2003) found that the type of training offered is an important aspect of faculty adoption of instruction technology. Participants in their study

were more receptive to instructional technology due to the design of the training. They concluded that an emphasis, during training, should be placed on the “potential of instruction technology to enhance learning” (J. Bennett & Bennett, 2003, p. 60). This study was also noteworthy because the participants were given the opportunity to see *BlackBoard* in action from veteran *BlackBoard* users and allowed to ask questions to ease doubts about implementing the system. As the study progressed, participants were given more time to better understand utilization and implementation of *BlackBoard*. This, it seems, was a positive aspect of the study, as it provided ample time for reflection among the participants. The report of the study would have been enhanced by the inclusion of the reflective thoughts of the participants.

Another intrinsic motivator identified in the literature is freedom. In this case, freedom refers to the design of the course and time. Faculty may design courses that are not organized around regularly scheduled meetings (S. Bennett & Lockyer, 2004). S. Bennett and Lockyer (2004) analyzed changing teaching practices of faculty at one university in Australia. According to the researchers, over the past 5 years the university has transitioned many of its face-to-face courses to online courses to meet the needs of its students. The researchers, using qualitative methods (document analysis, subject files, discussions with faculty, and meeting notes), found that faculty and students like the opportunities afforded them with the use of online technologies. Results indicated that faculty designed their individual courses around the subject and they were not limited to teaching the class at a set time. Despite offering a lengthy discussion of the results of the study, the authors failed to present a clear view of their methodology. The reader is unsure of how many faculty were involved in the study over the 5-year period. Further,

the reader is left unsure of what exactly occurred during in the data collection and analysis process.

The literature also states that the increased flexibility faculty are afforded by teaching in the online environment is an intrinsic motivator (McKenzie, Mims, Bennett, & Waugh, 2000; O'Quinn & Corry, 2004). In reviews of the literature, Parker (2003) and Maguire (2005) noted that faculty indicated that the flexibility to teach and communicate with students using online technologies was an intrinsic motivator. The purpose of Parker's (2003) literature review was twofold, "first to establish a profile of today's distance educator and second to identify motivators that entice faculty to teach at a distance" (§ 3). One intrinsic motivator that arose out of the review was flexibility. "Distance education faculty often cite flexible scheduling as one of the core motivators for transitioning their classes to the virtual world," states Parker (§ 9). Faculty have "a sense of empowerment" with the ability to be flexible with their time. Maguire's (2005) literature review sought "to examine the overall attitude of higher education faculty toward teaching via distance education" (§ 2). Her review indicated, "that teaching online provided optimal working conditions, as they were able to 'teach' at any time and from any place" (§ 14). According to Maguire, faculty were pleased with the chance to teach anyplace, anytime.

Faculty are motivated by a variety of reasons. The desire to teach online encompasses a wide spectrum of motivators. These motivators are not limited to internal desires, although those are most prevalent. The next section of this review will identify external motivators.

Extrinsic Motivators

Just as with intrinsic motivation, scholars offer several definitions of extrinsic motivation. Two prominent definitions materialize in the Sansone and Harackiewicz's (2000) volume, "... (1) when motivation is based on something extrinsic to the activity and (2) when motivation is based on something extrinsic to the person" (p. 445). When rewards are received as a result of performing an activity that is not under direct control of the individual, this may be considered an extrinsic reward (or motivator) (Beck, 2000). Deci (1972) states, "Extrinsic motivation ... refers to the performance of an activity because it leads to external rewards" (p. 113).

There are a number of external factors identified in the literature as motivators for faculty. Several of the studies reviewed in the intrinsic motivators section of this review also asked faculty to point out those external entities which prompt them toward teaching in the online environment. Details related to these factors are described in the following paragraphs.

Milheim (2001) conducted a review of distance education literature which presented "relevant issues in this field as well as various related strategies which may be utilized by faculty and academic administrators to support the appropriate use of this educational format" (p. 535). The review indicated that faculty desire financial support with regards to online education. This type of support may be in the form of release time, training, or funds to travel to distance educational conferences. Participants in Lan's study (2001), as discussed earlier, also felt that an increase in monetary support (mini-grants) would motivate them to work in the online environment, as did participants in H.-P. Lin's study (2002).

Ellis (2000) posits that increased monetary support at the department level should be used for faculty lines dedicated to faculty teaching in the online environment. Ellis' (2000) study investigated the barriers that would slow the growth of distance education, incentives which would assist its growth, and explored the concerns of faculty and administrators. The study was qualitative in nature with 21 participants participating in an interview with questions based on the participant's status (the study consisted of deans, associate deans, department heads and other faculty). By including such a varied population, Ellis (2000) was able to base her conclusions on stakeholders in all of the areas covered in the purpose of the study. Another key finding of Ellis' (2000) research was the need for release time, providing time for faculty to develop new courses and increase the growth of the distance education program.

Release time was cited on numerous occasions as an external motivator (Ellis, 2000; A. E. Jones & Moller, 2002; Milheim, 2001; Parker, 2003; Schifter, 2002), or as an entity that faculty cited as important to their success (Wolcott, 1998, 2003). Jones and Moller's (2002) study "examined the similarities and differences of non-credit and resident faculty attitudes toward web-based distance education courses" (p. 11). Their examination consisted of 78 resident faculty members and 54 continuing education faculty members from one university. Participants completed a survey which gathered quantitative and qualitative data. Two of the findings of Jones and Moller's (2002) study dealt with the issue of time. Faculty participants indicated that release time was a primary resource needed to teach in a distance education program. This led the authors to conclude that time was critical to the success of faculty in teaching with distance education. Jones and Moller (2002) state, "It appears that it is important to allow

adequate preparation time for distance education courses since respondents indicated that increased preparation time was needed” (p. 31).

Release time may be used for preparation of the online course, as many have cited the need for additional time to develop and teach an online course (A. E. Jones & Moller, 2002; H.-P. Lin, 2002; O'Quinn & Corry, 2004; Pachnowski & Jurczyk, 2003). Faculty have indicated that if given the time to engage with instructional designers (H.-P. Lin, 2002), attend workshops, and teach a reduced course load, the online environment is one they are willing to incorporate in their repertoire.

Another area that faculty have stated as an external influence is recognition and promotion and tenure. Teaching in the online environment may be a time consuming and time intensive process. Due to the time invested in teaching in the online environment, faculty have communicated a desire for recognition for the work they have done. Recognition may be in the form of “formal awards and informal acknowledgements” (Wolcott, 1998, p. 6). Wolcott’s (1999) study of faculty beliefs revealed that some faculty felt they had not received formal recognition from their department for distance education and participation did not lead to “credit toward improving their record of research and scholarship” (p. 6). The study by Wolcott (1999) was a pilot study consisting of 46 faculty members who were currently teaching online. Participants completed a 38-item survey with “Likert response ranking” (p. 5). One limitation of the study, according to Wolcott (1999) was the size of the sample: “the pilot sample did not justify testing for statistical significance among groups” (p. 7). Despite the small sample size, results of Wolcott’s (1999) study are consistent with the literature on faculty recognition; faculty would like to be recognized for participation in this venture (Wolcott, 2003).

Ellis' (2000) study, as discussed earlier, solicited concerns about the growth of distance education at the Pennsylvania State University World Campus from faculty and administrators. She concluded that faculty may be discouraged from participating in distance education if promotion and tenure guidelines were not addressed. Other scholars came to similar conclusions as Ellis (2000). In the Dooley and Murphrey (2000) study, reviewed earlier, results indicated, "A belief that tenure and promotion policies needed to be revised in order for faculty to embrace distance education was very strong" (§ 18). H.-P. Lin (2002) also stated, "that teaching at a distance was not considered a valuable educational contribution for promotion, salary increases, and tenure" (p. 92).

A final external motivator identified in the literature is training. Faculty would like to see this as a priority of their institutions (Lan, 2001). Faculty have indicated that adequate training will allow for more effective courses. In their study to identify characteristics which influence faculty willingness to use technology, J. Bennett and Bennett (2002), as described earlier, found that offering demonstrations of technology use, providing opportunities to "test drive" (p. 60) the technology, and illustrating how technology may be integrated in the teaching and learning process helped the faculty comfort level with technology.

In general, the research indicates that faculty want to use online technologies. They see it as a benefit for themselves, their program of study, and the students in their programs. Faculty employ various elements of their professional and personal lives to motivate them. The next section of this review will focus on implications for research and how this study will add to the body of knowledge regarding the online environment.

Implications for Research

The literature reviewed in this chapter focused on research studies seeking to inform the academic community about the motivators faculty employ while working in the online environment. Specifically, the research focused on motivators, intrinsic or extrinsic, as identified by faculty. The faculty investigated in the studies varied from those actually participating in an online class, those who may be inclined to participate, and administrators overseeing academic departments. Additionally, the majority of the research consisted of surveys used to gather initial thoughts and ideas about the online environment.

The research reviewed led me to conclude that extending the research in the area of online learning is warranted. Specifically, more qualitative research is needed so that we can gain deeper insights into the motivators for faculty. As stated by Denzin and Lincoln (2000), “Qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meaning people bring to them” (p. 3). By studying motivators for teaching online using qualitative methods, other scholars will have the opportunity to read the insights of those engaged in the process of online teaching. Furthermore, qualitative researchers provide “rich descriptions of the social world” (Denzin & Lincoln, 2000, p. 10). The explanations provided as a result of qualitative methods will enable the reader to *hear* the voice of the participant.

One particular area for further research, that was evident through several of the studies reviewed in this chapter, related to the additional workload and time needed to prepare and implement an online course. These issues were identified as a barrier or disincentive (Wolcott, 2003) in many studies (see, for example, Lazarus, 2003; O'Quinn

& Corry, 2002; Schrum & Hong, 2002; Thompson, 2004). Further research is needed so that we can build understanding as to why some faculty may continue teaching online, despite knowing about the additional workload and time.

Another theme that was prevalent in several of the research studies reviewed was the issue of support, institutional and technical (see, for example, Feldman & Paulsen, 1999; Grant, 2004; Howell, Saba, Lindsay, & Williams, 2004; J. Lee, 2001; Lee, 2002; Leh & Som, 1999; Olcott & Wright, 1995; Wolcott, 1998). Study participants spoke of the need for more support with technology and pedagogical issues. Overall, support is a subject that should be investigated.

While the insight provided by participants in the research studies reviewed is valuable, they tended to provide perceptions of faculty who were new to the online environment or administrators overseeing online programs. There is no doubt that the information provided is needed and important. However, research on faculty who have decided to continue with this endeavor and administrators who have managed online programs for extended time is warranted. This type of educational environment is a rapidly growing area and conducting research will allow for an increased awareness from those who are teaching courses online. The insight provided by faculty teaching in the online environment for an extended period of time will offer an understanding of sustained motivation and can serve as a resource to future online educators.

Chapter Summary

Motivation, in general, is an area of study that has been researched for many years. The purpose of this study is to further our understanding of a specific aspect of motivation, why faculty continue to teach in the online environment. The research,

reviewed in this chapter, has shown that faculty have the desire and want to participate in online learning. By furthering our understanding of what motivates individual faculty, the larger academic community has an opportunity to address those issues for all parties involved in online learning.

CHAPTER THREE

METHODOLOGY

Overview

The purpose of this study was to further our understanding of why faculty are initially inclined and continue to participate in online teaching. I am specifically interested in faculty who have been teaching four or more years in an online environment. This chapter will describe the qualitative research design and the methods to complete the study. The study is guided by the following questions:

1. What initially motivates faculty to teach in the online environment?
 - a. What are the intrinsic motivators?
 - b. What are the extrinsic motivators?
2. What continues to motivate faculty to teach in the online environment?
 - a. What are the intrinsic motivators?
 - b. What are the extrinsic motivators?

Qualitative Research Design

“Qualitative research is an umbrella concept covering several forms of inquiry that help us understand and explain the meaning of social phenomena with as little disruption to the natural setting as possible” (Merriam, 1998, p. 5). Merriam (1998) describes five characteristics of qualitative research:

- “Qualitative researchers *are interested in understanding the meaning people have constructed*” (p. 6). The researcher is interested in making sense of the

phenomena based on the participant. The researcher has the ability to gather a “deeper” (Silverman, 2000, p. 8) understanding with qualitative research.

- *“The researcher is the primary instrument for data collection”* (Merriam, 1998, p. 7). The researcher drives data collection. It may change based on the context or needs of the study. The methods for data collection are not instruments that are the same for each participant. They may change as a result of intervention by the researcher.
- *“It usually involves fieldwork”* (p. 7). Fieldwork entails gathering the data out in the field. The researcher physically goes to the place of research to gather data in its natural setting. Patton (2002) defines fieldwork as “going into the field—into the real world of programs, organizations, neighborhoods, street corners—and getting close to the people and circumstances there to capture what is happening” (p. 48). The researcher is immersed in the setting.
- *“Primarily employs an inductive research strategy”* (Merriam, 1998, p. 7). Research within the qualitative realm builds toward theory or hypotheses. The research is undertaken because theory in a given area may be lacking or the theory is unsuccessful in justifying the phenomena. “Themes, categories, typologies, concepts, tentative hypotheses, [and] theory” may be culled from the data as findings.
- *“The product of a qualitative study is richly descriptive”* (p. 8). Because of the nature of the research, gaining an understanding of an experience, it is expected that the researcher communicate the findings in a descriptive

manner. “Qualitative data tell a story” (Patton, 2002, p. 47). The story provides the reader a unique look at the phenomena under study.

Consequently, qualitative research seeks to “study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meaning people bring to them” (Denzin & Lincoln, 2000, p. 3). This study followed basic or generic principles of qualitative research. It followed the five characteristics described previously; a summary of how the characteristics were addressed in this study are described in Table 3.1.

Table 3.1. How Qualitative Research was Used in the Study

5 Characteristics of Qualitative Research (Merriam, 1998)	How this study will address the characteristic
Qualitative researchers are interested in understanding the meaning people have constructed.	The study seeks to understand why faculty are inclined to participate in online teaching.
The researcher is the primary instrument for data collection	The researcher will conduct interviews for data collection purposes.
It usually involves fieldwork.	Due to the nature of this study, fieldwork will not be employed during data collection.
Primarily employs an inductive research strategy.	The findings and results of the study will be based on themes and categories that arise out of data analysis.
The product of a qualitative study is richly descriptive.	The first hand accounts provided by the participants will allow for rich description of the phenomena in the results section of the study.

By conducting a basic or generic qualitative research study I sought to “...discover and understand a phenomenon, a process, or the perspectives and worldviews of the people involved” (Merriam, 1998, p. 11). Specifically, I interpreted the thoughts and views of faculty teaching in the online environment. I approached the data from etic perspective (Patton, 2002). That is, I was an outsider to teaching in the online environment and sought an understanding of from those who were engaged in teaching in that environment.

Research Site

Participants in this study were from a faculty of approximately 1300 graduate faculty at a large research intensive public university in the southeastern United States (total faculty population in 2004: over 2900), South Eastern University (SEU) for the purpose of the study. The institution is classified as a comprehensive doctoral program with medical/veterinary medicine by The Carnegie Foundation for the Advancement of Teaching ("Carnegie Classifications", 2005). Institutions with this classification award degrees in the humanities, social sciences, science, technology, engineering, and mathematics. Participants in this study were faculty from the social sciences and business areas.

Participants

Sampling and selection are important to a study because these processes help to establish “the authenticity of descriptive analysis” (LeCompte & Preissle, 1993, p. 65). The selection of study participants calls for the researcher to “...delineate precisely the relevant population or phenomenon for investigation, using criteria based on theoretical or conceptual considerations, personal curiosity, empirical characteristics, or some other

considerations” (LeCompte & Preissle, 1993, p. 57). By establishing a criteria and boundary, I was better able to garner participants for the study.

Two primary criteria were used to characterize potential participants for this study:

- Serve as graduate level faculty
- Have experience teaching in an online environment (4 or more years)

Other characteristics, such as rank, type of media, teaching style, were not used as a deciding factor. While those elements may have appeared during the data collection phase they were not used to qualify or disqualify a potential participant.

The established criteria allowed the researcher to engage in a combination of convenience and purposeful sampling (LeCompte & Preissle, 1993). Access to potential participants came from recommendations of key informants at the university (i.e., faculty, students, instructional support personnel, etc.). I asked professors and peers for names of faculty who had been teaching online for four or more years. Starting with a list of eleven names, I contacted the participants individually through an e-mail message. I introduced myself, the purpose of the study, provided the qualifications, and asked if they would participate. I also asked the potential participant for additional names of faculty who have met the qualifications in the e-mail message. The final pool of potential participants consisted of 13 members.

Of the 13 possible participants, 8 are included in the final report. Of the five who are not included, one was interviewed (the interview was not included as it did not answer any of the research questions) and the other four declined to participate as they felt they did not meet the guidelines of the study.

Participant Profiles

The study consisted of eight participants, three women and five men. They came from a variety of disciplines and had a number of years teaching in higher education and in online settings. One participant was African-American and the remaining eight were of European descent. Each participant taught graduate level courses with two of the participants also teaching undergraduate level courses. One of the participants was an Academic Professional Associate, a non-tenure track teaching position. The remaining eight participants were either tenure-track faculty or tenured faculty.

Data Collection

One of the tenets of basic qualitative research is that the researcher serves as a means of data collection. Additionally, data collection consists of “interviews, observations, or document analysis” (Merriam, 1998, p. 11). Following the guidelines set out by Merriam (1998), the research interview served as the primary means of data collection for this study to explore what motivates faculty to continue in this endeavor. At its core, interviewing seeks an understanding of one’s participation in a given phenomena (Seidman, 1998). Patton (2002) states that interviewing “...allows us to enter into the other person’ perspective. Qualitative interviewing begins with the assumption that the perspective of others is meaningful, knowable, and able to be made explicit” (p. 341). An interview is conducted to find out what that person is thinking in relation to a given event.

For the purposes of this study, I utilized the critical incident interview technique. The use of the critical incident interview technique allows the researcher to gather data about a specific occurrence in the work environment (Rossett, 1987). The interview is

flexible and allows the researcher to probe for in-depth responses (Stitt-Gohdes, Lambrecht, & Redmann, 2000). The questions proposed in the interview guide (see Appendix B) served as a guide to explore issues. When needed, I deviated from the guide as a result of the response from the participant to gain additional insights.

The interviews took place over a three-month time period, from January to March 2006. Eight interviews were held in the offices of the participants, each lasting from 40 to 90 minutes. One interview was conducted over the phone as the participant was out of the country; this interview lasted approximately 25 minutes. Each participant signed an informed consent prior to the interview and was given a copy of the informed consent form. Participants had the option of self-selecting a pseudonym or it was chosen by the researcher.

Interviews were recorded with a mini-cassette recorder and a digital recorder. The audiotapes and digital audio files were labeled with the pseudonym of the participant and an identification number assigned by the researcher. All interviews were transcribed by the researcher and labeled with an identification number.

Data Analysis

“Data analysis is the process of making sense of the data” (Merriam, 1998, p. 178). Data analysis occurred simultaneously with data collection. I began making sense of the data by transcribing the interviews shortly after they were recorded. Miles and Huberman (1994) define the process of data analysis as three activities: “data reduction, data display, and conclusion drawing/verification” (p. 10). In order to aid in data analysis and management of the data I followed a step-by-step method of analysis using *Microsoft® Word* as developed by Ruona (2005). Initially the data were reduced through

a “process of selecting, focusing, simplifying, abstracting, and transforming the data” (Miles & Huberman, 1994, p. 10). This process was ongoing throughout the analysis phase, continuing until the final report was created.

Data display was the next major activity in the data analysis process for this study. “Extended text” (Miles & Huberman, 1994, p. 11) is the most common form of data display. The downfall of that form of data display is the abundance of information that may be accumulated. It may be difficult to garner an understanding of such an abundant amount of data through text alone. Miles and Huberman (1994) suggest other forms of data display, such as “matrices, graphs, charts, and networks” (p. 11). Coffey and Atkinson (1996) state that data display “describes the ways in which reduced data are displayed in diagrammatic pictorial or visual forms in order to show what those data imply” (p. 7). It is thought that utilizing displays helps to validate qualitative data analysis.

After transcription of the data occurred, I formatted the data into a table for ease of analysis (see Appendix C). Text from the interviews was the main focus of the table. Additional columns were used to capture codes derived from the data, the person speaking, the question being asked/responded to and any observations made by the researcher. Initially, I read through the data dividing the text into meaningful chunks. This was done by adding rows to the table to divide up the initial transcript. I engaged in this process with the first four interviews I conducted.

Next, I began to develop a preliminary coding scheme (see Appendix D). This falls in line with beginning to explain the data with meaning and interpretation. With the start of data collection the researcher is making decisions and drawing conclusions

(Patton, 2002). The decisions and conclusions are repetitive in that they change with each step of the analysis process. The changes continue until final conclusions are reached. Overall, the data analysis process is iterative; it is a continuous process that results in drawing meaning from the data (Coffey & Atkinson, 1996; Merriam, 1998; Miles & Huberman, 1994).

After establishing the preliminary codes, I proceeded to apply the code to those four interviews. After several iterations of coding the four interviews I tightened the coding scheme and developed definitions of the codes (see Appendix D). Finally, I chunked the remaining five interviews and applied the coding scheme to those interviews.

Once codes were applied to all of the interviews, they were merged to form one large document. By doing this I was given the opportunity to manipulate the data in a multitude of ways. It was during this time that I was able to further interpret and gather meaning from the voices of the participants. Utilizing Miles and Huberman's (1994) data reduction, data display, and conclusion/verifying along with Ruona's (2005) step-by-step method of organizing the data provided for a rich interpretation of the phenomenon under study.

Validity and Reliability

In order to assure the reader of the validity and reliability of a qualitative study it should be conducted in an ethical manner (Merriam, 1998). Merriam (1998) has identified three areas qualitative researchers should be cognizant of addressing: internal validity, reliability, external validity/generalizability. I will describe each of these and speak to how each was addressed in the study.

The focus of internal validity is whether the findings match reality (Merriam, 1998). Does the presentation of the findings equal what occurred in reality? Basic qualitative research has the researcher serving as the primary means of data collection and analysis. Therefore, "...internal validity is a definite strength of qualitative research" (Merriam, 1998, p. 203). I was the primary data collection agent in this study as well as the person to analyze and interpret the data.

Internal validity is also strengthened by triangulation, member checks, long-term observations, peer examination, collaborative research, and identifying the researcher's bias (Merriam, 1998). This study utilized triangulation, member checks, and identifying the researcher's bias.

The ability to replicate the research findings refers to the reliability of the study (Merriam, 1998). If the study were to be repeated would the same findings emerge? There are significant challenges with reliability due to the nature of qualitative research. Qualitative research does not single out a given behavior; it seeks to understand. Therefore, in order to assure reliability of the findings the researcher should seek to be *consistent* and *dependable* (Merriam, 1998). That is, others believe the findings are credible. The researcher sought input from peers and utilized triangulation to insure reliability of the findings.

The generalizability of the results may also be referred to as external validity (Merriam, 1998). That means the results of the study can be applied to similar institutions. Although this is difficult to achieve because of the characteristics of qualitative research, generalizability is attainable to an extent. To achieve this attribute of qualitative research, researchers should provide rich description; they should provide

typicality (how it may be compared to similar ventures); and utilize a multi-site design (Merriam, 1998). If those traits are taken into consideration external validity may be addressed. This is one of the limitations of this study (identified in Chapter One). The study took place at a single institution; therefore the generalizability of the results is limited.

Ethical Considerations

Ethical concerns are likely to be raised in all forms of research. In qualitative research studies ethics tend to appear in the collection and interpretation of the data (Merriam, 1998). A summary of the ethical considerations is addressed and how they were addressed in this study are summarized in Table 3.2.

Table 3.2. Ethical Considerations

Ethical Considerations	How Addressed in this Study
Submit required forms for the proposed study to the Institutional Review Board of the university as required for human subjects participants.	Approval was granted to conduct the study by the Institutional Review Board to conduct the study (see Appendix E).
Provide an informed consent statement to the participants about their rights and responsibilities during and after the study. The informed consent will inform them of the purpose of the research, the role of the researcher, responsibilities and contact information, collection and storage of data, and information about confidentiality.	Each participant was given an informed consent (see Appendix F) statement to read and sign describing their rights and responsibilities about the study. They were given a copy for their own records.

Table 3.2. (continued)

Ethical Considerations	How Addressed in this Study
Provide a secure location for collected data to ensure that the data is kept confidential and anonymous.	The researcher transcribed each interview. Audiotapes, digital audio files, and printouts of transcripts were labeled with identification numbers to ensure anonymity. Data were stored in a locked file cabinet in the home of the researcher when not in use.
Conduct member checks with participants after analysis of the results.	Individual summaries of participants' statements were sent for review and are included in Chapter Four.
Disseminate results to the academic community for review.	Results of the study will be available for review when the dissertation is made available by the university library. Additionally, subsequent journal articles may arise out of the study.

Chapter Summary

This study adopted a basic or generic qualitative research design. This method was chosen because it allowed the researcher to delve into the experiences of faculty at a research institution. Interviews with faculty members were the data source used for the study. Data was analyzed using inductive analysis and member checks were conducted with the participants to triangulate the data.

CHAPTER FOUR

PARTICIPANT PROFILES AND FINDINGS

This chapter serves two purposes, 1) it presents a profile of the participants and 2) it presents the findings of the study based on themes derived from the data. The purpose of this study was to further our understanding of why faculty are initially inclined and continue to participate in online teaching. The study was guided by the following questions:

1. What initially motivates faculty to teach in the online environment?
 - a. What are the intrinsic motivators?
 - b. What are the extrinsic motivators?
2. What continues to motivate faculty to teach in the online environment?
 - a. What are the intrinsic motivators?
 - b. What are the extrinsic motivators?

Faculty from one southeastern university participated in this study. They came from a variety of disciplines at SEU and offer an insight into their motivation to each online.

Participant Profiles

The eight participants are profiled in the following pages. The profiles, arranged alphabetically by the participant's pseudonym (self-selected or chosen by the researcher), includes a description of the participant's academic discipline, number of years teaching

in higher education, number of years teaching online, how the participant came to teach in the online environment, and the type of course management system used.

Al

An Associate Professor in Instructional Technology, Al has been teaching in higher education for 17 years. He has been using online technologies in various formats since 2000.

Al stated that his involvement in online teaching was the result of “a convergence of things.” The state passed a bill calling for teachers to take a specific technology course and he had been working with a start-up company, *Epic Learning*, conducting technical training. Through *Epic Learning*, Al learned about conducting distance training and blended learning online. After working with Epic Learning and seeing the technology in action, Al realized “that if we had that technology, if we had access to that technology” then the state mandated technology course could be taught online. He thought it would be an interesting task and his academic department was beginning to think about offering classes online. Al expressed, “I got excited about the online technology they were using at Epic and I thought wow this would be great to use with our people and we wanted to do more and more things online.”

Although Al has used both synchronous and asynchronous technologies, he prefers the synchronous environment. Thru *Epic*, and later *HorizonLive*, he explained that he is more comfortable in the live classroom and his students are used to the routine of the live classroom. He commented, “The few times I’ve experimented with asynchronous technologies I’ve gotten burned. Burned meaning I’ve had a fair number of students

either drop out or fail the course or get an incomplete.” Al communicated that the routine of meeting every week in the live classroom helps his students stay on track.

Al finds teaching in the online environment an enjoyable experience. It has caused him “to think about other things,” such as the flexibility and convenience it has provided him.

Barbara

Barbara is an Associate Professor in Adult Education. Her career in higher education began 13 years ago and she has been teaching online for 10 of those years. Prior to coming to SEU she taught at a university in the Midwest. While there, a technological savvy student in one of her courses got her up-to-speed on using *BlackBoard* as a course management system. She explained that she was “using *BlackBoard* at a very simplistic level” and it was an easy to get documents to her students. As time progressed, her skills increased.

Eventually she came to SEU and has taught blended and 100% online courses. On teaching online, she explained that, “I teach a 100% online course because we have a online master’s degree program and that’s usually my summer course and then I think I’ve increasingly blended my [face-to-face] courses.” She has used *WebCT* exclusively at SEU, primarily using asynchronous technologies.. Although she has never received training with synchronous technologies (i.e., *HorizonWimba*), she stated that she would “probably be open to using it and learning it.”

Barbara has found teaching with *WebCT* to be interesting and actually prefers it to face-to-face teaching. She explained that she is “an introvert and I prefer the introspective time to think through what I like to put up on the website.”

Bob

Bob is a Chaired Professor in SEU's College of Business. He teaches in the graduate program in the Department of Management Information Systems and has a total of 30 years in the higher education system. He began teaching in the online environment nine years ago after a corporation approached the business school about beginning a Master of Business Administration program for their consultants. Bob reported that he "was in charge of designing the curriculum" along with others and "bringing in the technology." The college realized this was an area they needed to move into, along with an executive program and technology supported learning. Bob's motivation to get involved arose out those events.

He has used both synchronous and asynchronous technologies. *LotusNotes*, used by the corporation, was the initial platform used by the College of Business. They eventually moved to using *BlackBoard*. Bob has not used *WebCT* but thinks the College of Business may move to it in the next few years. *InterWise* and *HorizonWimba* are the asynchronous technologies that he has used. *InterWise* was used internally for one year by the College of Business. They have since moved to *HorizonWimba* since it is supported by SEU.

Bob is satisfied and intrigued by teaching in the online environment. He explained, "I'm continually fascinated with new technology and how I can find ways to create better learning experiences." He loves to teach and sees himself teaching using synchronous technologies when he retires from the university.

Debra

Debra is an Academic Professional Associate in the College of Education; she specifically works in the field of Special Education. She has taught in higher education for a little over 6 years with 5 of those years using online technologies. Debra came to the university with the knowledge that the majority of her teaching would be in the online environment. Initially, she was very skeptical of it at first, she states, “I started doing this, not really because I thought it was a good idea, but because it was the job that was open for me to do, so it was really just apart of the description of the job that I took.”

Debra expressed that she was initially not sure about the viability of the online program in special education, but she was willing to teach and give it a try. She reported that she felt “pretty open minded,” stating, “that sometimes if you have never done something, it doesn’t mean it is bad.” She went on to indicate that if she did not like teaching online, she would merely look for another job. In the end, Debra reported she enjoyed the experience, has continued to teach in the online environment, and written several grants with the hopes of expanding the online special education program.

Debra first began delving in the online environment using the asynchronous tools in the course management system, *BlackBoard* (note: this experience was at another university). When she began at SEU, she used *WebCT* because it was the standard course management tool at SEU. Debra reported feeling successful with asynchronous teaching and does not find it to be “terribly problematic.” Over time, Debra reported she has incorporated synchronous technologies into her online teaching repertoire. One of the tools Debra mentioned using is *HorizonLive*. In talking about the use of *HorizonLive*, Debra stated, “I find that [it] is much more conducive to having really good [and] more in

depth conversation and to answering questions in a way where you can really get a better read on if a student understands it, if you need to follow up.”

Overall, Debra indicated that online teaching is good and it is a means of reaching a population of students that may not have had access to education in the past. Debra stated, “I think in general it is a really good way to reach a population that has something to contribute, but because of their life circumstances, cannot come to campus on a daily or nightly basis.”

Matthew

Matthew teaches in the Adult Education Program, which is housed in the Department of Lifelong Education, Administration, and Policy. He is an Associate Professor with 14 years of experience teaching in higher education, with seven of those years teaching online.

In the summer of 1999, Matthew was teaching a course which required him to commute about two hours from SEU. He had been commuting for 2 consecutive semesters and the second semester “I decided, since *WebCT* was available, we could do some of the coursework online,” he explained. The use of *WebCT* would require less travel for him and his students (as many of them had a commute to the class location as well). He stated, “Some was face-to-face and some was through *WebCT*, and the reason I did that was two, it was a convenience issue for me and also for some of the students...because they had some distances to come also.”

Since then, Matthew’s academic department has developed an online degree program and he regularly teaches two courses in the program and rotates duties on another. He indicated that he likes teaching in this environment despite the limitations it

presents. Limitations such as making changes at the last minute, he explained, “depending on my judgment about what is happening in a class, I may make last minute changes to what I’m going to do in a particular meeting. That’s a little more difficult to do online.” Overall, he has found success and is looking forward to learning more about the multimedia aspects that are available. Matthew indicated that online learning “is a trend of the future” and we will “see more and more of it.”

Paul

Paul is a professor in Instructional Technology. Paul has been teaching in higher education for 23 years and involved with online education for 5 years. He made a “deliberate decision” to engage in online education. Several colleagues in his academic department had been teaching online and he felt that it was the way things were going to be. He stated, “I thought of this as the wave, or the next step of what was going to happen.” He reported “I didn’t think I would be good at it and I didn’t think I would find it enjoyable.” Yet, he did so for his “own professional development.”

Paul has spent a significant amount of time teaching in both synchronous and asynchronous environments. He began with the synchronous environment initially, *HorizonWimba*. Over time, he has added asynchronous elements and sees the synchronous as a “value-added part of the experience, very enjoyable.”

Paul enjoys technology and likes “building things for people to learn from.” That enjoyment has aided him in the online environment. Although initially doubtful about this type of teaching, he has found that it “suits” him. It works because of his love of building things for learning purposes. “I get excited about learning a new tool because I like tools,” stated Paul.

Tom

A professor in the School of Social Work, Tom has been teaching in higher education for 36 years. Four years ago he made the decision to add *WebCT* as a component of his face-to-face courses. He explained that he arrived at this decision after seeing and hearing colleagues speak of the possibilities of distance education. He expressed that he “had colleagues who were using *WebCT* and [they] were excited and I got intrigued with their stories and the potential of Internet education.” Added to that was a push from a young assistant professor in his department. He explained that “she is my inspiration, a young assistant professor, and I thought, my gosh, I don’t want to get that far out of date.” With all of the encouragement, he just “decided to give it a whirl.”

Although Tom has not offered a course where all of the students are totally online, he has taught courses where many of the students chose to participate in that manner. He stated, “my approach has been to say the course is on the website and to take it on the website and never show up, then do your assignments. But I’ll make my sessions available and those that show up are those that want to be there.” He uses *WebCT* to house all of his course materials and would not consider delivering a course without *WebCT*. He commented that *WebCT* offered such a “rich learning experience” that it is “good for the students and it is good for me.” Tom stated, “putting the basics up on the web, turning it over to them and then rethinking class time, I had often gotten feedback from students that I needed more open discussion time and question and answer, less presentation time. Well, going to *WebCT* just forced that issue and I discovered the truth of student-centered learning that I had just not attended to before cause I didn’t have to.”

Victoria

Victoria is an Assistant Professor in the School of Social Work at SEU. She has been teaching in higher education for 8 years and has taught online the entire time.

Victoria began teaching in the online environment as a graduate student in the northeast part of the United States. She explained, “I was a research assistant for a professor and he wanted to get involved in teaching online. Since I was his assistant I didn’t really have a choice.” Victoria went on to state that she realized having the experience of teaching online would make her more marketable when it came to go on the job market.

Primarily a user of asynchronous technologies, Victoria has used a variety of systems, *HotDog*, *BlackBoard*, *LotusNotes*, and *WebCT*. Victoria indicated that her favorite is *LotusNotes* because of its ability to function in the offline environment. She currently uses *WebCT*, that is the standard platform at SEU. Victoria indicated she is willing to try the synchronous environment, such as *HorizonWimba*, but is not sure of its use in her current courses (due to the fact that all of her students are local).

Overall, teaching online has been a “good experience” for Victoria. She stated, “I think it allows you to know people differently.” Additionally, it has given her an advantage over other candidates on the job market. She commented that, “there is a market for it [online teaching] and I think that people who don’t jump on board and at least give it a shot, they are going to lose out because this is the way education is going.”

Summary of Participants

For the most part, the participants in this study have a strong motivation to teach in the online environment. Although they come from a variety of disciplines and offer a diverse amount of experiences they offer a snapshot into their use of online technologies.

Table 4.1 provides a summation of the participants and their rank, discipline, years teaching in higher education, and years teaching in distance education.

Table 4.1. Participant Demographics

Name	Rank	Discipline	Years teaching in Higher Education	Years teaching with Distance Education
Al	Associate Professor	Instructional Technology	17	7
Barbara	Associate Professor	Adult Education	13	10
Bob	Chaired Professor	Management Information Systems	30	9
Debra	Academic Professional Associate	Special Education	6	6
Matthew	Associate Professor	Adult Education	14	7
Paul	Professor	Instructional Technology	23	5
Tom	Professor	Social Work	36	4
Victoria	Assistant Professor	Social Work	8	8

Findings

The first part of this chapter presented an individual view of the participants in the study. It offered a brief profile of how the participants came to teach in the online environment and some of their general thoughts about online teaching. The next section will go into more specific detail about what motivates the faculty to work in the online environment. Analysis of the data revealed major themes across all participants: getting started with online teaching; why teach online; working with the technology; the future of online teaching; and the professional impact of online learning. The remainder of this chapter will cover those specific topics as discussed by the participants.

Getting Started With Online Teaching

Results of this study indicate that there were several initial motivators propelling participants to teach in the online environment. These can be divided into two primary categories: personal (internal) motivators or outside (external) forces that were the deciding factors. Personal motivators included excitement about utilizing technology, the convenience teaching online offered the faculty member, an interest in offering this type of instruction, and the challenge of teaching online. Conversely, outside motivators included the departmental expectations, the nature of the job, peer influence, money, tools, and forces outside of the university setting. A discussion of the various motivators follows.

Personal Motivators

The majority of the participants in this study made a deliberate decision to teach in the online environment and to continue with this endeavor. Excitement about the use of technology and the innovation it provided them was a dominant theme. Al commented, "I got excited about the online technology...and I thought wow, this would be great to use with our people." The notion that he could use the technology to teach a course at the college was appealing to him.

Several of the other participants indicated that they enjoyed technology and that propelled them undertake this task. For example, Paul expressed an appreciation for what technology can do for him. He stated, "I like technology in general and I like building things for people to learn from." Tom's excitement arose out of those of his colleagues. Their excitement about the potential of the technology and how it was affecting their students led him to adopt the teaching methodology.

The various tools and the potential excitement of the students in the live classroom excited Paul. He stated, “I can prepare for class and really get excited over the fact, oooh, what’s going to happen when I ask this question or what kind of reaction will I have?” Paul’s experience is consistent with Tom’s first foray into the online environment. He expressed that teaching online was “good from the students and good for me.” Additionally, he stated, “I do it because I love teaching and it makes me a better teacher.”

The convenience of teaching online was an additional personal motivator for teaching online. Barbara and Victoria both indicated that teaching online made it easier to travel to conferences. They did not have to arrange for a substitute or make other arrangements and could easily stay involved with their respective classes. Bob felt that it made things easier for him as he did not have to travel 50 miles per week to provide instruction at a satellite location. He stated, “I’m teaching three classes at the satellite location so it has really saved me a lot of trips this semester.” He added that he “didn’t have to trek up there.”

A number of the participants suggested that they were curious about or interested in this type of teaching and that also served as a reason to try it out. Matthew explained, “it was available and I thought I would try it and see how it worked.” He goes on to say that he had heard his peers speaking of their experiences with it and wanted to see if it would work for him. Debra was willing to try something different. She stated, “I like to try new things. I started doing some web-based stuff just to, to see if we could do something differently.”

Outside Motivators

Participants in this study also had a several different outside forces prompting them to teach in this environment. In some cases, their academic department made a decision to offer online courses. In the case of Debra, she was hired to teach specifically in the online program within the Special Education program. She explained, “They had a position that was specifically to recruit additional people into our online certification program then to teach courses in the online program.” Barbara and Matthew are both in the same program, Adult Education. Their program has an online master’s cohort and, as a faculty, they have embraced teaching online. Barbara commented, “there’s been a commitment” from the department and the university to support the program. Matthew reiterated Barbara’s comment about their department. He stated, “Not everyone but close to everyone [is participating]. I mean a number of us probably; I don’t know what the number is but a good number of us, yes.”

In other cases, peers using *WebCT* and hearing about the successes peers had with online teaching served as an external motivator for initially teaching online. Paul stated that two of his colleagues were teaching online and they were leaders in his department. Their influence and his own belief that online learning was going to happen led him to give it a try. Paul explained “I decided I needed to do so for my own professional development.” Tom was also influenced by his peers. He stated that his colleagues were using *WebCT* and he was “intrigued with their stories and the potential of distance education, I mean, Internet education.” From there, he “just decided to give it a whirl.”

Although money was an influence, it did not prove to be the motivating factor for the participants to teach online. For the most part, extra money earned as a result of

teaching online was not going to be turned down, if offered. The School of Social Work offered one thousand dollars and use of laptop. Instead of taking the thousand dollars, Tom asked that the school use the money to purchase a laptop exclusively for his use. He goes on to state that he would have taught online without the incentive, but they offered, so he took advantage of the offer.

Over in the School of Business, Bob indicated that faculty received extra money for teaching in the online program. He stated, “I forget what we paid but they got summer money and they got extra money for teaching the course and you still get a premium for teaching in the [online] programs.” However, for him, it is not about the money. Bob explained, “in our case we have other incentives in the MBA program because all them, the students are really talented.” He also stated, “For me it is more internal, I’d do it anyway, cause it is, I just think the whole class is better.”

A final external motivator for some of the participants were forces outside of the university. Al was working with a start-up company and saw the potential the technology could possibly have in the university setting. Furthermore, the state wanted a technology course for teachers and Al described the following events:

The first class I taught online was our introduction to computers for teachers class at the graduate level. Around the time that I taught that class online the state had passed a house bill that said that all teachers had to have a technology course. It seemed to me like that would be a good course for us to target to put online and then also propose that to the PSC to get approval for it meeting that requirement. So I worked toward doing all of that, but I actually started teaching it online before we had the PSC approval.

The School of Business was approached by a corporation that wanted to offer a master of business administration to its consultants. Bob explained that the School of Business was “really doing nothing in two ways: we weren’t doing much in executive education which we really needed to get into and we were doing very little in technology supported learning. So it was an opportunity to do both.” This provided them the incentive to do so.

Summary

The initial motivators to teach online are similar yet varied among the participants in this study. In general they had an innate desire to do so. However, some outside influences also served as motivators. The motivation to get started with online teaching for participants in this study was primarily a personal decision. They saw this type of teaching as a benefit for them individually, a convenience, and an innovative way to teach. They made a personal choice to pursue this line of teaching.

Although the principal deciding factor was personal, there were some outside motivators. Entering into a situation where online teaching was the expectation, peer influences, and outside forces served as a driving force for a few of the participants. Those, coupled with the internal motivators have served to sustain the participants and keep them interested in online teaching.

Why Teach Online?

Teaching online, as with any form of teaching, has positive and negative aspects. When asked what are the positive aspects versus the negative aspects of online teaching, participants in this study touted more positive than negative aspects. They found teaching online to be an efficient process, convenient for students and faculty, provided a rich

learning environment, provided more access to education, and provided a means for the faculty member to rethink the teaching process. In contrast, the negative aspects involved working with technology itself, the time involved with teaching online, and forming relationships with students.

Positive Aspects

Several of the participants indicated that using the online environment afforded them an efficiency they did not have in the traditional face-to-face environment. Tom promoted the ease of getting information to his students and the instant communication in the online environment. Bob stated “the plus side is it gives you an incredible dynamic syllabus to be give the students a lot more information and to dynamically update it depending on what you are doing.” Efficiency was also a key for Matthew. He explained that working online, “enabled me to drop in to each group to see how they were doing and if, as happened, the discussion was not proceeding in the way that it should, or that I wanted it to, I had an opportunity to suggest that this is how you might proceed, and that was useful.” The online environment provided a quick means of providing information quickly and a place to interact with their students in an efficient manner.

The convenience factor not only helped get the participants involved in teaching online, but the faculty also saw it as a favorable option for students. “For the students it is incredibly convenient,” stated Al. “It is a huge benefit for them to do it online,” stated Bob about his students. He explained that many of them would have a two-hour commute if the course were not online. Bob also liked the convenience it offered him. The semester in which data was collected, he was teaching three courses at a satellite campus. He explained that teaching online “has really saved me a lot of trips this semester.”

Matthew and Debra liked the idea of not having to be in a given location at a set time. Matthew explained that instead of a concentrated time of getting ready for a class, he works steadily throughout the week. He described the flow of a day when he has a face-to-face class on campus versus an online class:

Well you know there is a pace sort of when I'm teaching face-to-face. Typically what I will do, a day ahead of class is I organize my material, and if I have a graduate assistant, I'll work with that individual the day of class to get those materials ready then I go into class. Our classes start at 4:30. There's a block of time and I'm usually out of here by 8. The class wraps up at 7:15 and there's usually some people to talk to or some things to wrap up with class. So there is a particular flow or organization to the time. So that on the days that I teach, there is a structure there and I can usually anticipate ahead of time. For example, I typically won't schedule very many meetings on the days that I teach, or if I do, I don't come in until perhaps around 11 in the morning.

For an online class the flow is totally different. I'm online, for example, I got up this morning at 7. I went online to check for messages. I have students doing particular things that they are responsible for. I'm checking, answering questions, dropping into conversations, perhaps offering my insight, my perspective on something. Then I'll go off and do something else, and in a couple hours I'll come back to that. Now that happens throughout the day. Depending on what's going on, you know, I'm very much involved.

Debra was fond of not having to be in a certain location every Monday or Wednesday night from 7 to 9 PM. She expressed that "on a personal level the

convenience is there” and “I think as much as the students look at convenience as important, it is a real bonus for the faculty.”

The convenience of the online environment is also tied to another positive aspect: the opportunity to reach more students. Debra explained, “it also gave us a chance to reach some areas where we wouldn’t normally reach, people who won’t drive into [campus] for an on-campus session.” With the online program they are able to reach a different population of students. Barbara expressed a similar thought about the online program in Adult Education. She indicated her department now has a more diverse group of learners that “are geographically dispersed at least in terms of vocation.” Speaking of the online program in Adult Education, Matthew explained that many of the students may not “actually get a master’s degree if they had to come to the university.”

With the greater amount of students taking online classes, the participants felt that teaching online allowed them to create a rich learning environment and the chance to rethink how they teach. Interaction seemed to be the common thread throughout. Paul spoke of posing questions to get a reaction from people. He stated, “I love the quick polls that it has where I could pose a multiple choice question and then get a reaction, depending on who said what, and we can have a discussion about that. I think *HorizonWimba* has been a very good tool for interaction.” Tom explained that creating a more student-centered learning environment increased the interaction in his courses and “moved up the quality of instruction.” The students in Debra’s courses had more of an “opportunity to apply the material” and she had “more higher quality of interactions with the students.”

Creating and thinking about the interactions that may occur in the online environment falls in line with rethinking the teaching process. Matthew stated, “an online class is not like a face-to-face class and you can’t just take material and put it online and expect the same result.” Al agreed with Matthew’s assessment. Al stated that he used the technology to try and convey meaning, “I use images and I try to use the image that would help to bring the meaning to whatever point I’m trying to make on that slide.” The technology has given him the opportunity to think about how to create interactivity in all aspects of his teaching.

Teaching online has caused a major shift in Tom’s teaching style. He explained that teaching online has “really changed the way class time was used and I’m still working on that.” He reported, “Rethinking how I use class time is probably the most profound change in my whole teaching experience.” It has led him to think about new ways of communicating the material to his students. Tom further explained:

Now I had heard for years about student-centered learning, but back when I was going through school, the great lecturer was the drawing the card. The famous person who just pulled things together from all over history and ideas and yadda yadda and you'd go and you took notes and occasionally he'd ask you questions. And so that is what I did for years, I tried to model myself on that. After you know doing that same thing a dozen times, oh God, I can't be brilliant when it isn't fresh and I'm not going to start over and reinvent this whole field.

So putting the basics up on the web, turning it over to them and then rethinking class time, I had often gotten feedback from students that I needed more open discussion time, Q&A, less presentation time. Well, going on to WebCT just

forced that issue, and I discovered the truth of student-centered learning that I had just not attended to before, cause I didn't have to. I would occasionally do a short small group discussion task, but now I do pretty darn extensive case analysis in small groups, and then we get back together and share the highlights and process compare/conclusions. I raise questions about the usefulness of one or another framework from the readings. Its transformed how I teach.

Tom concluded by saying that *WebCT* has forced him to ask good questions and provided him with a renewed energy.

New skill development was a positive aspect for Paul and Barbara. Paul indicated that asking different types of questions and leading his students to an “ah-ha” moment, gives him joy. Teaching online has made him a better teacher. Barbara indicated that she has had the opportunity to create new materials and deliver education in a different manner. She explained, “I think it forces me to try to innovate in my courses in ways that I wouldn’t otherwise and it actually helps me create materials that I can use even if it is not in an online environment.”

Paul and Barbara’s view of working in the online environment is similar to thoughts expressed by Bob. He stated that teaching online, “forces people to really design their courses.” As an online instructor, he thinks about creating “opportunities for people to learn” and “better learning experiences.” Victoria expressed that online teaching gave her the opportunity to learn something new content-wise and technology-wise. It also forced her to be creative in the traditional face-to-face environment and online. She stated:

I think you have to be so thoughtful about what you deliver online; it probably influences what you deliver in person as well. And I think it influences creativity. I think it is very easy to fall into a rut in a traditional classroom of just putting together a presentation and going over slides and saying goodbye, see you next week. I think because you have to be creative online, it probably influences your creativity in a traditional classroom.

Across the board, teaching online appeared to be a positive experience for the faculty in this study.

Negative Aspects

Although the participants reported that working online is rewarding and offers new types of interactions on behalf of the faculty and the students, there are some parts of the environment that were less than desirable. For several of the participants, learning or adapting to the technology proved to be a challenge. Although they overcame the challenge, several indicated it was unnecessarily difficult and may prevent others from trying it out. Another challenge frequently mentioned, when questioned about negative aspects, was time. Preparing and implementing an online course takes more time, by far, according to the participants. A final negative aspect was the lack of relationship formation between faculty and students and the students themselves, in some instances. Each are described in more detail in the following section.

Across the board, the technology proved to be an issue among the participants. It turns out that getting started with *WebCT* (the platform used by most of the participants) was difficult. The participants spoke of a learning curve to understanding the software, how unfriendly it is, and how it makes things more difficult than they have to be.

Matthew commented, “There was a learning curve to *WebCT*.” Tom stated, “*WebCT* is among the most user unfriendly piece of software I’ve ever dealt with.” Matthew and Tom both commented that the technology might prevent others from getting involved. Matthew stated, “If you couple the learning curve involved with the technology with the time investment, then your initial experience would be, why would I ever want to do this? It is not worth it, I’m investing too much time into this and it is taking away from other things. But that doesn’t have to be the case.” Tom stated that one must “suck it up and endure the pain of learning how to use the damn software.” Due to it taking a significant amount of time to understand the technology, faculty new to the online environment may abandon it before giving it a chance.

Bob, primarily a *BlackBoard* user, commented that the technology is complex and causes frustration. He stated, “I think just the frustrations caused by the technology are a negative. It is hard to get things done...and you’ve got to create workarounds, so it really is a function of the technology is not as good as it could be.” At times it is difficult to get things done and the technology offers little flexibility. Barbara, a *WebCT* user, reiterated the non-intuitive nature of the technology. She commented, “it is unintuitive. It is clunky. It is slow. You have to make three maneuvers to do one thing.” Matthew stated, “*WebCT* as a tool, is a clunky tool. So you have to have patience.” The time it takes to complete some of the tasks was a slight deterrent for some of the participants. Those steps require an additional amount of time, another negative aspect as indicated by the participants.

On the whole, the participants indicated that getting started with an online class takes more preparation time. Matthew stated, “The initial investment in terms of getting things set-up, probably is two or three times out of the shoot.” Victoria commented, “the

most work comes from the very beginning, the set-up, and then it is a lot of work throughout.” She goes on to say that the first time is the most time intensive case. After that it gets easier because a shell is there and changes are made incrementally. Tom agreed with that assessment. He indicated that once the course is created and implemented, he is constantly updating his content. He stated, “ if there is a change they need to know about and I can replace old files with new ones when I discover better materials and within a few minutes the course is updated.” Barbara offered the following comment, “although I think prep is easier once you get an online course up and running, then you are just improving it. You are not, you know, starting from scratch, so I think the prep time for me went down significantly.” It appears that the time commitment decreases over time with multiple implementations of teaching in the online environment.

A final negative aspect of working in the online environment was the lack of relationship formation. A few participants indicated that, at times, it was problematic negotiating with students, and sometimes conflicts arose between students. Al communicated his belief that closer relationships are formed in the face-to-face environment. It is more difficult for that to take place online, with the exception of a cohort model. Al stated, “The nice thing about the cohort is that I’ve also had them face-to-face...and then I have them online for a semester so those relationships kind of carry forward.” Barbara spoke on this issue as well. She stated, “I think it is harder to develop relationships with students in our online program. I have a colleague that runs the online program, and she is with the students for two years. She has a much different relationship than I do, kind of swooping in at the very end.”

Participants also reported that relationships among the students in some of the online classes have also been problematic. Victoria spoke of one incident where two of her students were engaged in a major conflict in the online classroom. She recounted the following incident between two students:

I had a student, I don't know if it was my first or second year teaching this course online, but there were two students, I always meet in person and we meet probably 2 to 3 times over the course of the semester just to check-in. So I had two students in the first class, they were older students, non-traditional, one was a graduate and one was an undergraduate and they bonded over the fact that they were non-traditional students. Everyone else was 20 years old, 21 years old. And online they had a disagreement and they ended up getting into a fight, like I had to meet with them, because one felt she was attacked and it was insane. That never would have happened if, I don't think that would have happened between the two of them in a traditional class.

The challenge of trying to negotiate online conflict may serve as a deterrent to working in the online environment. Matthew had a similar incident occur in one of his classes. He expressed that if one of his courses were meeting in the face-to-face environment, two students would have “come to blows.” He spoke to the difficulty of overcoming that experience, because it affected the entire class. He stated, “It became a real issue, a real negative because what it did was shut down discussion by the other [students], a lot of people were reluctant to post.” Matthew further explained the difficulty of working through the incident, “Kind of working through and getting people

to process that so we could get back to the business of the class, I mean that was a challenge.”

Although negative experiences were discussed by many of the participants in this study, they did not describe it as a deterrent. As indicated in the data, the participants were willing to overcome the challenges, learn from them, and proceed with teaching the courses in the online environment.

Summary

Overall teaching in the online environment appears to have been a positive experience for participants in this study. Participants indicated that it is an efficient manner of teaching and a convenience for all parties involved. Participants also perceived online contexts to be rich environments for learning. They also mentioned that it prompted them to reevaluate how they teach. As with most endeavors, there were negative aspects. The predominant critique that was indicated in the data related to learning and adapting to the technology itself. A further discussion about negative aspects includes time and the lack of relationship formation. Despite the negative aspects, the participants were willing to work through them for the opportunity to teach online.

Working with the Technology

The previous section of this chapter spoke about the positive and negative aspects of working in the online environment. One of the specific topics addressed was the technology. Participants spoke of the type of classes they taught and the technologies they used in their courses. The majority of the participants used asynchronous technologies and offered thoughts about the use and implementation of *WebCT* and the discussion board. Synchronous technologies were also used by some of the participants.

Given the prevalence of the technology in the discussions, this theme is further described in the following section.

Asynchronous

The majority of the participants in this study used the asynchronous course management system, *WebCT*. It is the standard platform offered at SEU, and it recently was upgraded to the latest version on campus. Matthew commented that *WebCT* "is highly structured, and for the most part the information is clear about where you should be and what you should be working on." Matthew also indicated that the set-up of *WebCT* allows for ease of use by his students.

Although several participants stated that it was difficult to get started, Tom indicated that he would not give up use of *WebCT*. He commented, "But I wouldn't give it up, I mean I would not give it up. I've got all of my courses on *WebCT* now." The more he uses it the better it gets. He stated, "the 4th time using *WebCT* and it gets better and better." Barbara appreciates the organization offered by *WebCT*. She explained, "I post all of the materials that I will pass out in class by week so if students miss they just can go there and click on it."

Some of the participants were familiar with and had used other systems in the past, specifically *Blackboard* (Bob's program currently still uses *BlackBoard*). The prevailing impression is that *BlackBoard* is a bit more intuitive and user-friendly than *WebCT*. Bob stated, "the positive thing about *BlackBoard*, at least then, although *WebCT* has improved, was a much better interface, much simpler to use and just look, you know, looked nicer to deal with." Victoria stated, about *BlackBoard*, "The first one I started out with doesn't exist anymore but I, I really like *BlackBoard*. The colors are different. Your

choices are different...it is pretty user-friendly.” Debra stated, “I felt *BlackBoard* was a little easier to navigate through.”

Participants indicated that a common tool used in the asynchronous environment was the discussion board. Thoughts on the discussion board ranged from liking it to disliking from finding it a really useful tool to struggling with how to use it effectively. Victoria has found great success with the discussion board and uses it as the core of her courses. If her students are not engaged in the discussion board, she commented, “then you are not doing well in my course.” Debra finds that discussion board is a great tool to get discussion out of those students who normally would not speak in a face-to-face class. She stated, “I found that it was a great way to bring people out who would normally not raise their hand in class, and a lot of time they have really interesting points to make.”

Contrary to those thoughts, Paul finds it difficult to get excited about the discussion board. He expressed the following, “There’s other things I get very enthusiastic about, and so at first, I tried to bring in the discussion board, and it came across very fake.” He reported that he “has not been very creative with how to use the discussion board” and struggles with how to use it effectively. He indicated that he has a few students “who really like discussion boards,” so it is made available to those as an “optional activity.” Tom has found some difficulty with the discussion board as well. He described his experience with using the discussion board as a struggle. He stated, “I’m still struggling with the discussion questions section. When I have a small, class I can pose discussion questions and get some good interactions going. When I have a large class, I get lost.” Tom indicated that when that happens, he discontinues the use of the discussion board.

Discussion and interaction were important elements mentioned by several of the participants when they spoke of the online environment. Several reported using asynchronous technologies to enable discussion and interaction, faculty to student and student to student. Various amounts of success with the asynchronous technologies were found among the participants in this study from using the tools. Results from the use of synchronous tools are described in the next section.

Synchronous

When asked about synchronous technology use, the majority of the participants referred to chat. A strong dislike for chat technology was the consensus among the participants. As indicated by Debra, "I hate chat." She stated:

The first time I did chat was in a summer course that I had never done before and it was free for all. I kept thinking through it all. I felt badly for the students who really came prepared to have a chat about whatever assigned topic. They were shut out by people who were saying things like, 'oh, I didn't know you taught there. I'm' right down the road, blah, blah, blah, or did you ever go to this?'

While certainly fine for community building, it did not belong in the required chat where people were supposed to talk about content.

Victoria recalled bad memories of chat, "when I first started doing this eight years ago, we really did try chat. At that point everyone was on dial-up and it got clogged and bogged down. The computer wouldn't work. So even though the technology has grown, I'm still resisting because I have those bad memories of not being able to get on and it being a hassle." Matthew offered the following about chat:

I would hold periodic chat sessions. That if you wanted to consult with me, to talk about something related to the class, this is when I'm going to be online, and you know it was difficult to get people free at those times. So sometimes I would be online and there might be one person who dropped in. Then on other occasions there might be four, five, or six people who drop in. Then everybody wants to send a message at the same time and it was very hard to follow the conversation thread, given the way the chat was set-up. So after 2 or 3 times of trying to do that, I don't do that anymore. I just eliminated that as something that, I as in instructor, would do.

Overall, the participants indicated that chat was not a beneficial tool to the online environment.

Three of the participants had experience with the *HorizonWimba*, commonly referred to as the live classroom. Those, who used the live classroom for their online classes, indicated they appreciated the interaction that it provides. Participants indicated that they find it valuable to the entire learning process. Paul stated, "I love the quick polls that it has, where I could pose a multiple choice question and then get a reaction from people...and based [on] that reaction depending on who said what, we can have a discussion." He expressed that the live classroom "has been a very good tool for interaction." Debra agreed with Paul's comments. She described the live classroom as being "much more conducive to having really good more in-depth conversations," and she can get a better understanding of her students in the live classroom. Al spoke of the live classroom as helping him to think about interactivity. He stated, "...it has influenced

my teaching in a positive way from the perspective of really getting me to think about how can I create interactivity.”

Regardless of the type of online environment, asynchronous or synchronous, participants in this study indicated they wanted to offer a learning environment that was conducive to learning. They used various tools, such as the discussion board in *WebCT* or live chatting in *HorizonWimba*, to accomplish this task. Although the various settings offered some challenges, they were not seen as a hindrance.

The Future of Online Learning

Several of the participants felt that faculty should get involved with online learning. A recurrent theme was the belief that it was not going to go away. That, in particular, influenced many of the participants to become involved in online learning. This type of classroom “has a lot of promise” stated Matthew. He commented, “it means that students can begin to experience some of the same things you do in face-to-face classroom, you know, with video, audio, and what have you.”

Bob contends that this type of learning is important, because collaboration is a big part of the business environment. He stated, “I think this a dominant environment for businesses...a lot of meetings are getting done that way, a lot of teams, and you've got more virtual, cross-functional, cross-organization things, and that's all getting done with collaboration technologies.” Barbara concurs. She indicated that students should be aware of this type of environment. She stated, “They are educators and whether or not they love online learning they are probably going to get asked to do it.” That adds to the educational value of offering her courses online. Barbara added, “I think it has

educational value that goes beyond the lesson for the students to become familiar with it. So they've come to expect it."

In order for several of the participants to continue with this endeavor, they expressed a need for various types of support. Support may come from colleagues, their department, college, and the university. On the whole, the majority of the participants used a loosely formed network of peers for support. Tom spoke of his support system, "I don't bother with workshops, and I learn the basics by talking to peers and then narrow my question and seek out people, so I can get specific advice." He continued, "the folks that are using *WebCT* are so enthusiastic and so ready to share." He likens his support system to an informal network of peers. Barbara championed the support of her department. She stated, "I think it would be difficult to do this without the kind of support we have in our department for the program."

Debra expressed that she has received support from her college. She indicated that she would "reconsider doing this" if she did not have a good support system. She reported, "the technical piece is huge, and it really is the one thing I think that if I lost, I would stop doing it, because it wouldn't be worth my time." The college has an extensive technology department that she turns to for help, not only with the technical piece, but with pedagogy as well. Debra stated, "the technology support department has been my lifeline" for ideas and suggestions on how to better her online implementation.

Victoria has found a great amount of support from the School of Social Work and SEU's technology support system. She spoke of the value of technology in the school, "I think knowing that the department values it, that the school values it, is important." On SEU's technology support, Victoria added, "They are wonderful. Wonderful. They

always respond very quickly. They answer all of my questions, and they walk me through it.”

In contrast, several of the participants were less than satisfied with the university support system. Barbara felt she knew more about the online environment and did not learn anything from the university sponsored training. She stated, “I took one course on *WebCT* and I learned absolutely nothing. It was too basic because I had been using it, and for me it was a very bad experience. I’ve never been back to training since then.” While she believes that training should be made available, she feels that training should be more individualized. Tom agrees with that assertion. He described his experience with university sponsored training, “I went to one of the training and development courses, and it was deadly. I’ll never use those courses. I mean, as far as I could tell, a total waste.”

In general, the participants in this study offered positive thoughts about the future of online learning. It is an entity they have chosen to engage in and realize that it is a part of the higher education landscape.

The Professional Impact of Online Learning

For several of the participants teaching online has become a small part of their professional life as an academic. Debra stated that she has been so intrigued by the opportunity to work online, that it “has been a real focus in terms of writing that I don’t know that I had otherwise, because I see things that we really need.” As a result of this, she has written several grants seeking more money for the program. She reported, “in this job I’m not really expected to write grants, but I find in this area, ooh, it would be really

cool to do this. So let's find some money to do it. So I'm motivated. I come at it from a real different standpoint, more of a needs base."

Matthew has approached his use of online courses from a research standpoint a bit differently. Presently he is working on a book. The transcripts of the discussion board he reported "are very handy." He stated, "You don't have to recount from memory conversations. You can go back and read conversations as a basis for writing about something." He continued, "It has been very helpful, especially after you've done the same course over several years, because then you tend to see certain themes emerge around whatever issue you want to raise and it has been great."

While two of the participants have used their involvement in online teaching in their professional career, several expressed that they had not thought of their involvement from that standpoint. Barbara responded, "I haven't actually done any research projects on my teaching, that is not to say that I won't. She continued, "Maybe I need to think it through, but probably my interest in online learning is how it makes my life much easier. I'm not interested in doing research on it. I guess that might change."

On doing research about one's own teaching practice, Paul stated, "I need to do more writing about what it is like to teach online. I've gathered data, but I don't really think it is research, I think it's more evaluation." He indicated his experience with online teaching has been enjoyable and he has been speaking with people about his experiences. He stated, "I've been talking to a lot of folks, as many people as I can. I've been talking to people in the college and there are some stories worth telling, if only for the people who are beginning to decide that either they need to become an online instructor, or others are pushing them to do that."

Participants indicated that online teaching has the potential for research from the vantage point of those who are engaged in the teaching process. Doing so has benefits for the individual as well as the academic community.

Chapter Summary

The purpose of this chapter was to present a profile of the participants and the findings of the study. The eight participants came from a wide variety of backgrounds and have a variety experiences with the online environment. Analysis of the data revealed major themes related to the online environment and their motivation to delve into it and continue with online teaching. Table 4.2 provides an overview of the major themes and a brief description of each. A discussion of the findings based on the research questions, as well as implications for practice and further research, are presented in Chapter Five.

Table 4.2. Major Themes and Description.

Major Theme	Description and sub-themes
Getting started with online teaching	The driving force for the participants in the study to participate in the online environment included personal motivators and outside motivators. Participants cited excitement about the technology, use of new technology, the convenience of the environment, and an interest in engaging in the endeavor. Outside motivators included the nature of the job, the success of peers, money, and forces outside the university.
Why teach online?	Participants spoke of the positive and negative aspects to the act of teaching online. Positive aspects included the efficiency provided by the environment, the convenience for faculty (and students), a rich environment for learning, providing educational access to more students and rethinking the teaching process. In contrast, they also offered thoughts about negative aspects. They included learning and understanding the technology, the time it takes to develop and implement an online course, and the lack of relationship formation (with and among the students) in an online course.
Working with the technology	The type of online courses taught by the participants in this study included totally online and blended courses. They used either asynchronous (i.e., <i>BlackBoard</i> , <i>WebCT</i>) or synchronous (i.e., <i>HorizonWimba</i> , <i>InterWise</i>) technologies. They found the various technologies to be challenging initially and a means of providing a structure once they learned it.
The future of online teaching	A prevailing theme is the notion that online learning is here to stay and not going away. In order to stay involved participants need various forms of support (from colleagues, the department, the university, and technical).
The professional impact of online learning	Working in the online environment proved to be a benefit professionally for several of the participants. Conference presentations, journal articles, and grant writing arose out of their participation.

CHAPTER FIVE

DISCUSSION, IMPLICATIONS, AND CONCLUSION

This chapter will present a discussion of the results of the study based on the research questions, implications for research and practice, and an overall conclusion to the study. The study was guided by two main research questions and four subquestions:

1. What initially motivates faculty to teach in the online environment?
 - a. What are the intrinsic motivators?
 - b. What are the extrinsic motivators?
2. What continues to motivate faculty to teach in the online environment?
 - a. What are the intrinsic motivators?
 - b. What are the extrinsic motivators?

The first part of the chapter will provide answers to the questions. Next, I will present implications from the study for practice and research. Finally, I will offer some concluding thoughts.

Discussion

This section of the chapter will offer a look at the results of the study centered on the research questions.

1. What initially motivates faculty to teach in the online environment?

Faculty in this study were motivated to teach in the online environment due to intrinsic factors. As noted in the literature review, intrinsic motivation is characterized by a personal interest in a given activity (Sansone & Harackiewicz, 2000). The majority of

the participants expressed a desire to teach in the online environment due to internal factors such as the convenience it offered them. This finding supports theories of intrinsic motivation as identified by Lepper & Henderlong (2000). They assert that persons must “feel ownership” (p. 287) and believe in the endeavor for it to be effective. The faculty in this study possessed an internal force which guided their move toward teaching in the online environment. This finding is also consistent with the research conducted on faculty working in the online environment. For example, Miller and Husmann (1999) stated, “generally faculty teach in distance learning programs for the same reasons (incentives) they teach traditional courses: for internal rewards” (p. 40).

Matthew and Bob both spoke to the convenience of not having to travel to satellite locations to teach a class. With the implementation of the online courses they saved a lot of time in travel for themselves and their students. This was also a factor described by O'Quinn and Corry (2004) in their study of community college faculty. Participants in their study identified flexibility as key motivator to teach in the online environment.

Although participants in the study indicated that teaching in the online environment is challenging, they found it a welcome challenge. This finding is similar to one identified by Tastle, White and Shackleton (2005), which asserts that when one is first developing an online course, one should expect to exert “considerable effort” (p. 245). The challenges offered by the technology and adapting to the pedagogical adjustments did not deter the motivation of the participants in this study. Tom spoke of adjusting his teaching style from teacher-centered to student-centered, a shift discussed by Nkonge (2004). He noted that making that adjustment made a profound impact on his

teaching and the caliber of instruction he provided his students. He also commented that he teaches because he enjoys teaching and the added that the challenge of getting acclimated to the online environment was a positive experience. S. Bennett and Lockyer's (2004) results indicate that online instructors, while still facilitators of student learning, should employ different techniques for the online environment. Conrad (2004) agreed, asserting that faculty face a shift when moving to the online environment. Faculty may move "from being designers of content to designers of learning." (p. 39). Govindasamy (2002) stated, "not considering the underlying pedagogical principles when implementing e-Learning will undermine the implementation process"(p. 296).

Most of the faculty in this study approached the online environment with an open mind and were willing to give it a try. Participants exhibited characteristics of self-determination through a willingness to explore an area that was new to them (Deci & Ryan, 1985). Paul and Debra were both initially unsure of their fit for the online environment. Paul indicated that he "did not want to teach online" initially, but "needed to do so for his own professional development." When asked to elaborate, he stated, "I didn't think I would be good at it and I didn't think I would find it enjoyable." Debra was skeptical about the viability of an online program. She was not opposed to teaching in this environment and open to change. She stated, "I didn't really have a lot of motivation to change, but I'm also pretty open minded about, you know, knowing that sometimes if you have never done something, it doesn't mean it is bad." After going through the process, they found it to be enjoyable and their motivation changed. It was an enjoyable venture and they adjusted well to the process. Paul and Debra's experience was similar to the findings of an investigation of faculty attitudes toward teaching in distance education

by Taylor and White (1991). Taylor and White (1991) found that faculty were satisfied by the “act of teaching” (p. 8) and had a sense of “personal achievement” (p. 8).

A consistency throughout the study was the notion of using the technology to reach more students. This is a motivating factor that has been prevalent across research conducted on faculty teaching online. Faculty in Dooley and Murphrey’s (2000) study looked at online learning as a means of reaching an audience of nontraditional students as an opportunity to enhance their program. Reaching new audiences was also seen as a “service to the community” by participants in O’Quinn and Corry’s study (2004, p. 27). The customer, so to speak, in higher education is the student (Vidovich & Slee, 2001). Providing online courses to those students who may not have the means to travel to the university campus, or due to other unforeseen circumstances, was a motivation to teach online. The service provided to the students through the online courses motivates the faculty member in their work (Beck, 2000). They are intrinsically driven to a behavior based on the knowledge of reaching more students (Parker, 2003).

Participants indicated they were excited about using the technology and were interested in seeing how it would benefit them and their students. They were enthusiastic about the idea of using such an innovative manner of teaching. Glahn and Gen (2002) stated, “new technologies are transforming relationships between the individual tasks of the students and teachers” (p. 782). This type of transition is similar to what propelled Tom to proceed with this endeavor. He, along with Victoria, offered online courses in Social Work. They are unique to their discipline, due to the scarcity of online courses available in Social Work. Victoria spoke about the general lack of online programs in Social Work. She stated, “It is very small. Very small. There are probably 2-3 online

degree programs in social work and those are very controversial. Most faculty you speak to are appalled that that could be happening. I have very few colleagues who are teaching online in social work.” Their motivation, along with several other participants, was driven by what the technology could do for them individually, their students, and their academic program.

While external factors did not have a great impact on the participants’ initial motivation to teach in the online environment they did exist. External rewards such as “granting of tenure, promotion, merit pay, travel provisions, payment of incidental department and professional expenses, clerical assistance, and special privileges” (Feldman & Paulsen, 1999 p. 74) would have been well-received, but not a necessity. Over and over again, the participants indicated they enjoyed teaching (Bess, 1997); the addition of the online component to their repertoire heightened their enjoyment and rejuvenated some participants.

Increasingly, some faculty see online teaching as a part of the job or “their regular duties” (Gold, 2001 p. 54) In the case of a few participants they taught in the online environment as a result of the structure of the program. Debra was hired specifically to teach in the online program housed in the Special Education program. An external company approached the business school. This factor played a small part in Bob’s move to the online environment. Although Barbara and Matthew undertook teaching online due to personal reasons, with the addition of an online degree program in their department, they are expected to teach in the online environment as a condition of their position

The move to online teaching was seen as a positive move for several of the participants, but it was not an expectation that they teach in this manner. Although this

type of instruction is becoming more and more widespread (Wallace, 2003), and some faculty are urged to do so by administrators (Wolcott, 2003), many of the faculty in this study made a conscious decision to undertake this endeavor of their own accord (Deci, Vallerand, Pelletier, & Ryan, 1991). They were not persuaded to do so due to external factors, although the existence of external motivators (Beck, 2000) are appreciated by faculty (H.-P. Lin, 2002). Tom indicated that the external factors offered by his dean were a plus, but he would have “done it anyway.” Several of the participants indicated they teach in the online environment because they want to, not due to external motivators (Mitchell, 1999; O'Quinn & Corry, 2004; Parker, 2003).

2. What continues to motivate faculty to teach in the online environment?

The faculty in this study have been teaching online for at least four years. Most of them undertook this endeavor, initially, due to intrinsic factors. Those factors, excitement about the use of technology, use of new technology, the convenience of the environment, and a personal interest in the endeavor has continued to sustain and push them to continue with this activity (Hidi, 2000). As they have become more adept at teaching in the online environment, many have stated that it has gotten easier over time and their perspective about the course has improved (Gunwardena & McIsaac, 2001). Tom indicated he was “bored,” because he heard himself saying the same thing over and over again. Despite the difficulty of getting started with the initial undertaking of preparing and getting used to the online environment, over time it became easier and his outlook improved. Tom explained that the second go around for him was “much quicker and easier” and he feels “fresh about the material.”

Barbara reiterated the ease of working online over time. She has a system for improving any courses she teaches. The first time is sort of an experiment. She is getting used to the topic and trying things out. The second time the course is taught, she's correcting the mistakes made in the first iteration and the third time is the time to see if you've gotten it right. She stated, "I've taught the online course, I think four times and so, you know, I feel like it is pretty smooth running." Just as with her face-to-face courses, she sought to improve her online courses over time (Christensen, 2003), and it motivated her to continue working in the online environment. This aligns with findings from Christensen's (2003) study in that finding "the right blend" of instruction is one that faculty are faced with addressing.

Along with making their courses better over time, sustained motivation was tied to the technology and interactions (Moore, 1989; Wallace, 2003) that were available to them in the online environment. Paul spoke of using the technology to lead his students to an "ah-ha moment" by asking questions to make them think outside the box, so to speak. Bob uses the technology similarly to Paul. The technology has given him the opportunity to know the stance of his students on certain topics and leads to rich discussion. He stated, "I know where everybody in the class sits on an issue, so if nobody will defend a position, then I just call them because I know where they are, and I can't do any of that in a regular face-to-face class. So, I think it a possibly rich environment." The use of the technology by Paul and Bob is similar to Moore's (1989) statement about learner-instructor interaction. Learner-instructor interaction is characterized by the instructor's ability to "stimulate or at least maintain the student's interest in what is to be taught, to

motivate the student to learn, to enhance and maintain the learner's interest, including self-direction and self-motivation" (p. 2).

The link between technology and interaction was described as an important factor by Wallace (2003) in his review of the literature on interactions. His review stated that, learning is seen "as a social, situated, and collaborative activity" (p. 261). Additionally, online learning environments emphasize the "need for collaboration" (p. 261) among participants. This finding is similar to the participants view in this study view of the rich discussion that is available in the online environment.

Similar to Bob's thoughts about the rich discussion, Victoria likens the use of the technology as a means of hearing from those students who are traditionally quiet and shy in the face-to-face classroom. Due to the nature of the textual environment, she states that her students, "can't hide, you must post, you have to have an opinion." Diaz and Cartnal (1999) found "that students who prefer independent, self-paced instruction" (p. 134) selected online courses. Results of this study also indicate that online learning can be a positive experience for more introverted learners. Victoria encountered those types of students in her courses and she indicated they tended to thrive in the online environment, "there's an anonymity, even though their name is posted to it, they feel freer." That is what she called her "big sell" to encourage other faculty to become involved with teaching. It is a strong motivator for her and she promotes it to others.

Rich discussion in the live classroom was a source of continued motivation for Debra. She found that the live classroom allowed for more in depth conversations and she could better determine whether or not her students understood the material. Furthermore, for those students who may not have understood a selected topic, they had the ability to

send Debra a private message in the chat room. Debra explained, “If everyone is saying they understand, somebody doesn’t want to say I don’t understand. They can instant message me privately and ask me to go over it again.” By doing so, the students are not singled out and made to feel as if they are the only ones who are having trouble with a particular concept. Debra’s experience is similar to research, which asserts that some students are more comfortable expressing themselves online than in person (Downing & Chim, 2004). According to Downing and Chim (2004), the students are more comfortable in the online environment due to the textual nature. They feel as if they are not singled out and are more apt to participate in a discussion that is non-threatening to them. Faculty, at least in this study, found that to be a positive and encouraging reason to continue to teach in the online environment.

The technology was seen as a difficulty that did not hinder the participants from wanting to work in the online environment. This result was similar to White’s (2000) study which stated, “Technical difficulties were present during the semester but did not interfere substantially with the course” (p. 70). One challenge this past year was the recent upgrade of *WebCT* implemented by SEU. Several of the participants expressed some concern over the change and wondered if their course materials would transfer easily. Victoria stated, “Initially I was nervous when they said the first time they were changing *WebCT*. Oh, I’m going to lose all my stuff and I’m going to have to start from scratch. But, they’ve done a great job of converting.” Although the transition was relatively easy, Matthew spoke of having trouble with technology compatibility. He recounted an incident where he could see an image within *WebCT* but his students could not. After troubleshooting, he realized a change in software was needed. He stated, “I had

to switch software and that was totally unanticipated.” On several occasions, the participants indicated they just fought through and made the necessary adjustments, just as they did when they first started using *WebCT*. The upgrade did not serve as a restriction to their motivation to work in the online environment (White, 2000).

Just as in the case of initial motivators, external factors did not play a significant role in sustaining the motivation of faculty in this study. While none of the faculty members downplayed the importance of external factors, they were not seen as a factor that was needed to help faculty continue to teach in this environment.

One external motivator that was seen as a positive for several of the participants was release time. Participants viewed release time as time for course development or time to speak with knowledgeable experts. Barbara stated, “You know our department has been generous. For anyone who develops an online course, we get a course release to do it and it is important to do that.” Tom indicated that if he were given a semester off, he would “use the time to ratchet up all of my courses,” and he would “talk to people about best practices and good ideas.” Research on the time needed to develop an online course has varied. Studies have indicated that it takes more time (Meyer, 2002; Santilli & Beck, 2005), or the time needed may depend on the comfort level of the faculty member (Visser, 2000). In this study, Paul indicated he invested a lot of time, no matter the environment. He stated, “If I could put the development off to the side and separate it from the actual teaching of the course, no, I found online to be no more time consuming.” Paul’s view is consistent with findings from DiBase (2000). DiBase (2000) found that online teaching did not take more time as compared to traditional face-to-face teaching.

Another external motivator was the use of toys or gadgets. As indicated earlier, many of the participants really enjoy what the technology has to offer. This equates to the exclusive use of various technologies or an interest in what the technology has to offer. Tom negotiated the purchase of a laptop for his own use for the rest of his teaching career. Victoria is looking to implement podcasting in some of her courses. Matthew would like to learn more about the various multimedia options that are available. Al, Paul, and Bob were intrigued by the opportunities provided by the live classroom. Overall, the technology has been a source of continued motivation for several of the participants. Results in this study were similar to Surry and Land's (2000) finding which states, "Technology has the potential to radically change the nature of the teaching/learning process in higher education" (p. 152).

Study results are similar to current literature on faculty motivation. Faculty are intrinsically motivated and that is a major reason for them to teach in the online environment. However, it is important to note that external motivators are increasingly becoming important to faculty. Participants in this study spoke to the importance significance of factors such as release time, money, and support, both technical and pedagogical.

Implications for Practice

The results of this study may inform the practice of faculty, administrators, and staff teaching online at institutions of higher education. A major theme that emerged from this study was the idea that online learning is here to stay. With that in mind, the first implication of this study is the need for professional development. Faculty indicated the need for individualized professional development focused on their needs. Furthermore,

they would like for professional development to merge easily into their existing schedule. These implications are similar to those found by Kinuthia's (2005) study on planning faculty staff development and Feist's (2003) study on the availability of professional development. In both studies, the researchers reported that professional development should be carefully planned and focused on the needs of the individual faculty member. This may be accomplished by meeting with faculty to make sure all parties are aware of the purpose of the professional development (Feist, 2003) and presenting tools that would help faculty "successfully develop their courses" (Kinuthia, 2005, p. 197).

Another implication based on the findings of this study is that faculty want specific areas of professional development. One that was prevalent in this study was the design of online courses. Faculty involved in this study indicated they wanted to know more about how to design an online course. Administrators want courses to be designed and implemented in such a manner that students are receptive and successful in the given course (Sellani & Harrington, 2002). Research asserts that the design process is challenging (McKnight, 2004) and one area that faculty need guidance on. Professional staff with an expertise in instructional design would serve as a benefit to faculty and administrators. They could serve as a resource to faculty in the design process and to administrators on the needs of faculty in designing courses.

Providing support for faculty with course design leads to the third implication, interaction. Interaction is considered to be one of the core elements of the online educational experience (Gunwardena & McIsaac, 2001; Moore, 1989), whether the course is face-to-face, synchronous, or asynchronous. Achieving interaction in the online environment is a challenge (Chou, 2004). Chou (2004) states, "Although interaction is

not the only key to successful distance education, this factor is vital to the progress of learners, teachers, and the school as a whole” (p. 18). This is consistent with the results of this study and leads to the desire to better understand such elements as the discussion board and chat. Providing assistance in this area could be essential to the success of faculty involved in this environment.

A final theme that arose out of the study as a motivator for faculty is the professional impact of online learning. Faculty in this study noted that working in the online environment has been a benefit to their professional life. With that in mind, a final implication for practice has a focus on helping faculty form communities to better support one another working in the online environment. Tom spoke of utilizing his peers as support, when he had a question about a technological issue. He stated, “learn the basics by talking to peers and then narrow down your question and seek out people so you can get specific advice.” He continued, “the folks that are using *WebCT* are so enthusiastic and so ready to share that it is no problem. There is no problem at all. Just the informal network is my resource.” Debra indicated she would benefit from a community of online educators to discuss pedagogical issues. Research indicates that forming small communities of practice (Sherer, Sheh, & Kristensen, 2003) at individual institutions may serve as a sounding board for faculty to discuss issues with regards to the online environment, learn tips from other users, or just serve as a resource for those wanting to get involved in online education. The formation of a community of learners may strengthen the distance education program as a whole (Howell, Saba, Lindsay, & Williams, 2004).

Implications for Research

Research is conducted in order to further our understanding of a given phenomenon (Patton, 2002). It offers an insight into an event and helps the researcher to understand and interpret the phenomenon for others. Through this study, several areas of further research have been identified.

This study explored the initial and continued motivation of several faculty members teaching in the online environment. Motivation is such a broad all-encompassing term that additional research on faculty motivation in relation to online learning would benefit the academic community. Specifically, research on intrinsic and extrinsic motivation as it relates to the implementation of an online course is needed. Several studies have explored the initial intrinsic and extrinsic motivation of faculty in the quantitative realm (Artman, 2003; J. Bennett & Bennett, 2003; Betts, 1998; Schifter, 2000) while very few exist in the qualitative realm. Qualitative research, as described by Merriam (1998), “helps us understand and explain the meaning of social phenomena” (p. 5). A study of similar nature in the qualitative realm has the possibility of providing rich, descriptive data, from the participants’ voices, to the academic community. With the increasing numbers of programs offering online classes, this is an area that is ripe for research.

Several of the participants in this study indicated a desire to increase the number of faculty in their departments involved in teaching online. However, they were unsure of what needed to help those faculty take the first step. This leads to additional questions for future research, including what prevents faculty from teaching in the online environment? Are there forces that exist in the academic environment that decrease the desire among

faculty to teach in the online environment? A study exploring these questions has the potential of informing the greater academic community of the barriers that exist for some faculty.

Another implication for research is that of the actual teaching processes associated with the online environment. An in-depth study of one faculty member engaged in the teaching process from start to finish would allow for an understanding of the thinking process one engages in throughout a given term. This type of study would entail exploring the thinking before, during and after implementation of the course. Although the primary focus of the study would be the faculty member, the researcher would inadvertently encounter others in this process, possibly professional development staff, administrative staff, and the students enrolled in the course. This could lead to an understanding of the steps and process one travels through as they are learning to teach in this new environment.

A study specifically focused on pedagogy in the online environment may assist new and experienced faculty who are engaged in the preparation or process of teaching online in multiple ways, including reflecting on how teaching online may change/has changed their teaching, and how the online classroom impacts the learning process. More specifically, a study of this type may provide knowledge about how learning takes place in the online environment (Govindasamy, 2002). An additional outcome of this type of study may inform the academic community about how pedagogical approaches may differ from the face-to-face environment. Research has noted the challenges associated with adjusting to the online environment (Conrad, 2004; Schrum, 1998, 2000a). A study

specifically focused on pedagogy in the online environment would assist those new and experienced faculty who are engaged in the preparation or process of teaching online.

A further area of research that arose out of this study is connected with how faculty come to teach in the online environment. Of the eight participants in this study one of them was hired with the knowledge that she would teach online. It was a condition of the position. The other eight participants either willingly engaged in the process are pursued as a result of other influences. Faculty that are hired to teach in the online environment without self-selection may engage the process differently from those who volunteer teach online. An examination of this phenomenon with an emphasis on the perceptions of the participant would serve as a benefit to the academic community.

Who creates courses for the online environment? Who owns the course? Does the course belong to the individual instructor or to the university? Should online courses be created and distributed widely among faculty for implementation? Will courses that are readily available for faculty encourage or discourage faculty from teaching in the online environment? The questions posed lead to an additional area of further study. That is, how should institutions approach the creation and maintenance of online courses? Research within this realm may lead to a better understanding of intellectual property and some of the underlying issues with regards to administering an online course.

Another area for further research relates to the faculty development department or unit in higher education institutions. The majority of the participants in this study were dissatisfied with the training and development made available at SEU. They felt it was an inconvenience and not applicable to the help they needed with their courses. What is needed from a training and development office for it to be a success? Kinuthia (2005)

found that faculty were willing to participate in professional development that provided specific tools to “successfully develop their courses” (p. 197). Feist (2003) noted a similar finding; faculty desired professional development that could be used in the present or with a current project. Exploring what is or is not occurring with faculty development would give further insight as to how to better meet faculty needs.

A final area of research for continued study relates to the technology itself. The participants in this study used a variety of technologies with varying amounts of success, satisfaction, and dissatisfaction. Research on the effectiveness of the various technological environments would provide insight into the appropriate type of technology for a given course. In a review of the literature, Bernard, et al. (2004) found that the quality of synchronous online interaction was poor when compared to classroom instruction. Additionally, the review found that asynchronous interaction was an effective means of providing interaction. Why is that the case? Further research on the effectiveness of the synchronous and asynchronous environment is needed.

Conclusion

The results of this study indicate that these faculty are motivated to teach online due to intrinsic factors. External factors, while they did not deter participation, were not a determining influence for participants in this study. With the abundance of online programs developing faculty are realizing that “online learning is here to stay” (R. W. Taylor, 2002 p. 34), it would be appropriate for all parties involved in the development of online programs to understand initial and sustaining motivating factors which guide faculty to the online environment. This study is one example of research that can assist with providing insights into the online teaching phenomena. More exploration is needed

so that scholars and practitioners can continue to gain understanding of an environment that is of growing importance to the academic community (Tallent-Runnels et al., 2006): online learning.

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APPENDICES

Appendix A

Results of the Database Search

Database	Search terms	Other delimiters set	# of potentially relevant hits
Education Abstracts Full Text	Online learning Teaching	Search years 2000 to 2005	373
	Online teaching Higher education faculty	Search years 2000 to 2005	11
	Online learning Higher education faculty Motivation	Search years 2000 to 2005	1
	Higher education faculty Motivation	Search years 2000 to 2005	6
Academic Search Premier (at EBSCOhost)	Online learning Teaching	Search years 2000 to 2005	1720
	Online teaching Higher education faculty	Search years 2000 to 2005	0
	Online learning Higher education faculty Motivation	Search years 2000 to 2005	0
	Higher education faculty Motivation	Search years 2000 to 2005	2
	Higher education Motivation Faculty	Search years 2000 to 2005	310
Dissertation Abstracts (at ProQuest)	Online learning Teaching	Limited to the last 5 years	124
	Online teaching Higher education faculty	Limited to the last 5 years	28
	Online learning Higher education faculty Motivation	Limited to the last 5 years	6
	Higher education faculty Motivation	Limited to the last 5 years	135
	Online learning Motivation Faculty	Limited to the last 5 years	7

Database	Search terms	Other delimiters set	# of potentially relevant hits
Social Work Abstracts	Online learning Teaching	Search years 2000 to 2006	2
	Online teaching Higher education faculty	Search years 2000 to 2006	0
	Online learning Higher education faculty Motivation	Search years 2000 to 2006	0
	Higher education faculty Motivation	Search years 2000 to 2006	0
	Distance education Faculty	Search years 2000 to 2006	6
	Distance education	Search years 2000 to 2006	25
	Online learning	Search years 2000 to 2006	3
Exceptional Child Education Resources	Online learning Teaching	Search years 2000 to 2004	1
	Online teaching Higher education faculty	Search years 2000 to 2004	0
	Online learning Higher education faculty Motivation	Search years 2000 to 2004	0
	Higher education faculty Motivation	Search years 2000 to 2004	0
	Distance education Faculty	Search years 2000 to 2004	7
	Distance education	Search years 2000 to 2004	52
	Online learning	Search years 2000 to 2004	5

Database	Search terms	Other delimiters set	# of potentially relevant hits
Business Source Premier (at EBSCOhost)	Online learning Teaching	January 2000 to January 2006	400
	Online teaching Higher education faculty	January 2000 to January 2006	0
	Online learning Higher education faculty Motivation	January 2000 to January 2006	0
	Higher education faculty Motivation	January 2000 to January 2006	200
	Distance education Faculty	January 2000 to January 2006	450
Emerald Insight	Online learning Teaching	Search years 2000 to 2006; Search research papers	526
	Online teaching Higher education faculty	Search years 2000 to 2006; Search research papers	238
	Online learning Higher education faculty Motivation	Search years 2000 to 2006; Search research papers	74
	Higher education faculty Motivation	Search years 2000 to 2006; Search research papers	353
	Distance education Faculty	Search years 2000 to 2006; Search research papers	346

Appendix B

Interview Guide

Name: _____ Date: _____ Time: _____.

Ask participant to provide a pseudonym to be used in subsequent publications that may be derived from the study. Pseudonym: _____

1. What is your rank?
 - a. Assistant Professor
 - b. Associate Professor
 - c. Full Professor
2. What is the name of your department? _____.
What is the name of your college? _____.
3. How many years have you been teaching in higher education? _____.
4. Think back to the first time you taught in an online environment. What led you to teach online?
 - a. Was the decision a personal one or a departmental one?
 - b. If it was personal, what were the motivators to do so?
 - c. If it was a departmental one, were there any motivators to do so?
5. How did you feel about undertaking this endeavor of teaching online?
 - a. What were the positive aspects of this type of teaching?
 - b. What were the negative aspects of this type of teaching?
6. Think about the course you most recently taught online.
 - a. Was the decision to teach that course a personal or departmental decision?
 - b. If it was personal, what were the motivators to do so?
 - c. If it was departmental, were there any motivators to teach the course?
7. Share with me your thoughts, in general, about teaching in the online environment.
8. Is there anything else you would like to share?

Thank you for your time today.

Appendix C

Sample Coding Table

Code	ID	Q#	Turn#	Data	Notes
50220	ES15	4	30.	<i>So still thinking about back then, did you find that it was time consuming, all of the things that you had heard before hand when talking with your colleagues</i>	
50220	15	4	31.	On one hand, no, on one had, yes. I really liked it, I really enjoyed it, I loved it in many ways and I think in all my teaching, no matter what class I teach I invest a lot of time into and so I continue to invest a lot of time in this online	
50150	15	4	32.	and I was beginning to develop things I probably would not have developed if I had not been teaching online	
50220	15	4	33.	so on one hand all that time for developing these new materials and resources I should be very honest and say those were very time consuming but in terms of teaching the course if I could put that development off to the side and separate it from actual teaching of the course, no I found teaching online to be no more time consuming	
40110	15	4	34.	and it was, it was really enjoyable.	
60200	15	4	35.	Again, we'll probably talk more about this but the virtual classroom I took to very quickly and really enjoyed it and um I use the analogy of being a disc jockey where I'm sort of in this room you know, you don't have the non-verbal cues but you have all this technology to do wonderful creative things with the technology that HorizonWimba gives and I took to it very nicely.	
60200	ES15	4	36.	<i>So have you taught using HorizonWimba or the virtual classroom just about every semester since you began using that or has it been off and on?</i>	
60200	15	4	37.	Well for all the UGA classes that I teach the answer is yes I've been using HorizonWimba for all of those class but again the way I use HorizonWimba has changed.	
60110	15	4	38.	I also should go on the record here, my identity will probably be disclosed very quickly if you put this in the transcript or whatever you	

Appendix D

Coding Scheme

<i>20000 Unfiled</i>	50200 Negative aspects
	50210 The technology
	50220 Time
	50230 Relationship formation
<i>30000 Demographics</i>	50300 Type of course
30100 Years in higher education	50310 Blended
30200 Years teaching in dist education	50320 Totally online
30300 Rank	50330 f2f w/ Web CT access
30400 College/Department	
<i>40000 Getting Started</i>	<i>60000 The Technology</i>
40100 Personal motivation	60100 Asynchronous technology
40110 Excitement	60110 WebCT; Blackboard
40120 Innovative instruction	60120 Use of discussion board
40130 Convenience (faculty)	60200 Synchronous technology
40140 Curiosity/Interest	60210 HorizonWimba; InterWise,
40160 Challenge of it	60220 Use of chat
40200 Outside motivation	
40210 Departmental decision	<i>70000 Thoughts about online learning</i>
40220 Nature of job	70100 Has limitations
40230 Peer influence	
40240 Money	70200 Has promise
40250 Toys/Gadgets	
40260 Outside forces	70300 Support
<i>50000 Teaching online</i>	70310 Departmental
50100 Positive aspects	70320 Peer/Faculty
50110 Efficiency	70330 College/Univ
50120 Convenience (student)	70340 OISD training & development
50130 Rich learning environment	
50140 Access to education (students)	<i>80000 Professional work</i>
50150 Rethink the teaching process	
50160 Convenience (faculty)	

20000 Unfiled – currently doesn't fit in a category below

30000 Demographics – academic status; years teaching traditional and distance

40000 Getting started – what prompted the participant to start teaching in the distance education environment?

- Personal – they were excited about technology and interested to see what it could offer; others were doing it and the excitement extended to the individual; they saw it as a way to market themselves
- Outside – departmental decision; job requirement; peer influence; money; use of toys/gadgets; outside companies

50000 Teaching online – what is good or bad about teaching online? What types of online courses are in use?

- Positive aspects – an efficient way to teach; it is convenient for the students; offers a rich learning environment (interaction, reflective thinking); provides access to a new group of potential learners (those who may not have access in the past); causes one to rethink how they teach and structure a course; convenient for faculty (offers more time for other things)
- Negative aspects – the technology itself (difficult to manipulate and learn); forming more personal relationships with the students; the time it takes to get started and implement the course in the distance education environment
- Types of courses – totally online, blended, & f2f w/ *WebCT* access

60000 The Technology

- Asynchronous – *WebCT*, *Blackboard*; use of discussion board
- Synchronous – *HorizonWimba*; use of chat

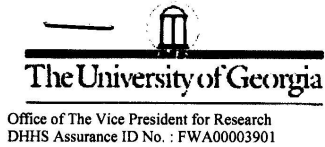
70000 Thoughts about online teaching – what do you think about the online environment? Why be involved in it?

- Limitations – there are some things that can't take place due to the technology; given time this may change
- Ha promise – the technology may change and offer more in the future
- Support – is needed in order for it to be successful

80000 Professional work – how has it affected the participant in terms of being an academic? Research opportunities, research presentations, writing, etc.

Appendix E

IRB Approval



Institutional Review Board
Human Subjects Office
612 Boyd GSRC
Athens, Georgia 30602-7411
(706) 542-3199
Fax: (706) 542-5638
www.ovpr.uga.edu/hso

APPROVAL FORM

Date Proposal Received: 2005-11-10

Project Number: 2006-10291-0

Name	Title	Dept/Phone	Address	Email
Ms. Ernise S. Singleton	PI	Educational Psychology & Instructional Technology 604 Aderhold Hall +7151 542-4025		esingleton@uga.edu
Dr. Janette R. Hill	CO	Instructional Technology 604 Aderhold Hall +7144 542-4035		janette@coe.uga.edu

Title of Study: Why Do They Do It? Sustaining Motivation in Teaching Online in Higher Education

45 CFR 46 Category: Administrative 2
Parameters:
None;

Change(s) Required for Approval and Date Completed:
Revised Application;
Revised Consent Document(s);

Approved : 2006-01-24 Begin date : 2006-01-24 Expiration date : 2011-01-23

NOTE: Any research conducted before the approval date or after the end data collection date shown above is not covered by IRB approval, and cannot be retroactively approved.

Number Assigned by Sponsored Programs:

Funding Agency:

Form 310 Provided: No

Your human subjects study has been approved.

Please be aware that it is your responsibility to inform the IRB:

- ... of any adverse events or unanticipated risks to the subjects or others within 24 to 72 hours;
- ... of any significant changes or additions to your study and obtain approval of them before they are put into effect;
- ... that you need to extend the approval period beyond the expiration date shown above;
- ... that you have completed your data collection as approved, within the approval period shown above, so that your file may be closed.

For additional information regarding your responsibilities as an investigator refer to the IRB Guidelines.
Use the attached Researcher Request Form for requesting renewals, changes, or closures.
Keep this original approval form for your records.

Chairperson, Institutional Review Board

Appendix F

Research Participation Consent Form

I agree to take part in the research study, *Why do they do it? Sustaining motivation in teaching online in higher education* conducted by Ernise S. Singleton (706-542-4025), under the direction of Dr. Janette R. Hill (706-542-4035), in the Department of Educational Psychology and Instructional Technology at the University of Georgia. I understand that my participation is voluntary. I can refuse to participate and can withdraw my consent at any time without giving any reason, and without penalty. I can ask to have all of the information about me returned to me, removed from the research records, or destroyed.

1. The reason for this research is to further an understanding of why faculty are inclined to participate in online learning.
2. This study will provide valuable information for faculty and administrators on the experience of teaching in the online environment. It will provide insight into the sustaining motivators of faculty who teach in the online environment.
3. The research project will take place over a 2-month period. Participants in this study will be asked to participate in a 60-90 minute interview in a location of their choosing.
4. No discomforts or stresses are foreseen.
5. No risks are foreseen. My participation is voluntary. I understand that if I do not consent to participate, this choice will not affect my performance review.
6. My participation in this research study may lead me to reflect on my teaching and provide personal growth.
7. The result of this participation will be confidential, and will not be released in any individually identifiable form without my prior consent, unless otherwise required by law. The interviews will be taped. The tapes will be transcribed, and my words will be quoted. If so, a pseudonym will be used to ensure that I cannot be identified in any way. Audiotapes will be kept for five years for future analysis and research, and then destroyed.
8. The researchers will answer any further questions about the research, now or during the course of the project, and can be reached by phone at 706-542-4025.

I understand the procedures described above. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form.

Signature of Researcher/Date

Ernise S. Singleton
esinglet@uga.edu
706-542-4025

Signature of Participant/Date

Additional questions or problems regarding your rights as a research participant should be addressed to The Chairperson, Institutional Review Board, University of Georgia, 612 Boyd Graduate Studies Research Center, Athens, Georgia 30602-7411; Telephone (706) 542-3199; E-Mail Address IRB@uga.edu.