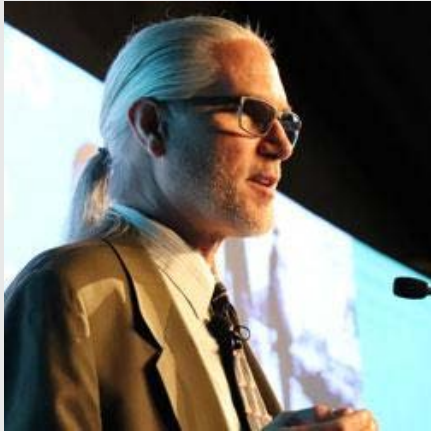# Online Instructor Competencies, Motivations, Attitudes, and Values

What the research literature reveals; and
What to do with the information

QM Research Online Conference: November 15, 2019

Assistant Professor,
Penn State Uuniversity
Associate Editor, AJDE
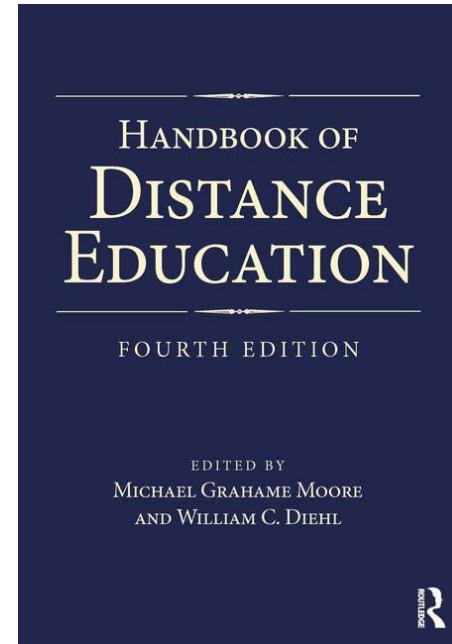
Director of Research, QM
Associate Editor, AJDE

Online instructor
and teaching
competencies:

Literature review for Quality Matters

February 3, 2016 Final Report

William C. Diehl, Ph.D.

https://www.qualitymatters.org/sites/default/f
iles/research-docs-pdfs/QM-Online-Instructor-
Teaching-Competencies-2016.pdf

HANDBOOK OF DISTANCE EDUCATION

FOURTH EDITION

EDITED BY
MICHAEL GRAHAME MOORE
AND WILLIAM C. DIEHL

**Teaching Online: Who? What? When? Where? Why?
How? (Shattuck)**

Our plan for session in order for you to…

- *Gain an understanding of research* related to competencies, motivations, attitudes, value of teaching online
- *Retrieve research* related to competencies, motivations, attitudes, value of teaching online
- *Map motivations* to policies & professional development strategies

Background of Competencies Research

- Hilke & colleagues 2012 review that categorized multiple instructor & online teaching competencies and & rubrics and standards
- Diehl follow up in 2016 – including rubrics & standards
- Diehl follow up in 2018

Hilke (2012) categories

I. Institutional context
II. Technologies
III. Instructional design
IV. Pedagogy
V. Assessment
VI. Social presence
VII. Discipline expertise

Diehl (2016)

190 articles in over 120 journals:

"online instructor competency", "online teaching and competency", "online teaching and competencies", "e-learning and instructor competency", "online teaching and quality", "online instructor competency", online teaching and competency", online teaching and competencies", "e-learning and instructor competency", "online teaching and quality", "web based teaching and quality", "online teaching effectiveness", "e-learning and teaching quality", "teaching quality and distance education", and "teaching competency/competencies and distance education."

Interesting findings

Distance education (online education) as a topic is mainstream in today's higher educational landscape and scholars interested in online teacher competencies were focusing on publishing their research in journals that may not necessarily be traditional distance education journals.

Interesting findings

Because of the ubiquitous nature of distance/online education, the research being conducted and published is also becoming widespread across a multi-disciplinary field of educators.

Thoughts ...

Educators publishing their work may not be cognizant of, or interested in the broader academic field of distance education research. Likely, their academic disciplinary focus may be on those journals and publications that are directly related to their academic disciplines.

Preview of Kay's talk: Reinventing the wheel?

Field

Distance and online learning and technology focused journals (e.g. Distance Education, British Journal of Educational Technology, Educational Technology Research and Development, International Journal of Instructional Technology, International Review of Research in Open and Distance Learning, Journal of Asynchronous Learning Networks, MERLOT Journal of Online Learning and Teaching, Online, Quarterly Review of Distance Education, The Internet and Higher Education) contained the most articles related to teacher competencies.

Breakdown by Academic Context

Academic Context	Total	Study?
K-12	10	4
Other Areas	7	2
Higher Education	129	73
Community College	0	0

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Report

I. Find report on the Quality Matters web site: https://www.qualitymatters.org//sites/default/files/research-docs-pdfs/QM-Online-Instructor-Teaching-Competencies-2016.pdf …

II. Updated research and analysis - and journal article in progress – Spring 2020

Thank you

I. William Diehl wcd116@psu.edu

II. Please visit americancenterfordistanceeducation.com – American Center for the Study of Distance Education

Teaching Online:
Who? What? When? Where?
Why? How?

So what!

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To inform future research and practice

Grounding in scholarly research keeps us from reinventing the wheel!

If we want to improve online education, education in the broadest terms, we need to build on the research that's already been done.

We can replicate, expand, question, contradict, but must move away from assuming "my" research ideas are original.

Intrinsic Motivators from the 1998-2014 lit... (This & next slide are visual summaries of details, including references that can be found on pg. 431 of the chapter.)

Extrinsic motivators pre-2016 lit…

*Barriers to teaching online in pre-2016 lit…(*This is a visual summary. Details, including references found on pg. 431 of the chapter.)

Analysis of what is reported in the 2014-2018 lit

✓ Online learning is mainstreaming

✓ Teaching online is an expectation

- Mainstreaming (where and what) of online learning a working assumption & embedded in discussion of faculty participation in online teaching.
  - Becomes the context for an understanding teaching online.

- Teaching online is an expectation
  - Motivations and satisfaction of teaching online were often approached by
    - career types and characteristics (who and when)
    - associated with recruitment (why) and retain
    - motivation was increasingly correlated with teachers' values and attitudes about pedagogy.
  - Professional development, especially moving training into application and practice (how) was a theme

Core Values → Belief Statements → Actions

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Don't see personal intrinsic value

● likely discouraged *and might*

● focus on extrinsic demotivators as reasons why don't wish to teach online

Zhen, Garthwait, and Pratt (2008)

Valuing improving own teaching

Champions

Prospectives
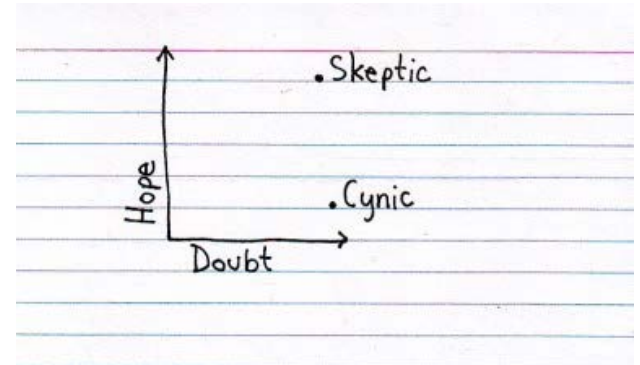
Opponents

McGoldrick, Watts, and Economou (2015)

Pedagogical values broadly relate to an instructor assumptions about the relationship between teacher and student.

McGoldrick, Watts, and Economou (2015): Themes of attitudes and values of faculty perceptions of education, in general, and their motivations to improve their own teaching and found

- The **champions**, made up of teachers and executors who are "optimistic about the benefits of online learning and open to digital tools" (p. 40). They **practice student-focused pedagogy and are connected and networking with their colleagues and institution**.

- The **prospectives (see promise in future**), made up of the willing who are in tune with students, are using digital tools, and are willing to explore topics on pedagogy and improving teaching.

- **Disconnected skeptic made up the largest group within the study (26 percent) and includes teachers with little interaction with students and who see no benefit to exploring pedagogy as "they do not believe they will see any benefits from changing methods or techniques" (p. 41).**

- The **opponents, made up of principled opponents** who consider themselves hardworking faculty, yet feel disenfranchised from their institution and are uninterested in engaging in any discussion of pedagogy and increasing digital tools in their teaching. The research minded, which made up the smallest segment of the breakdown, is the least focused on students and **skeptics of new pedagogies** and likely do not use digital tools.

Values & behaviors of learning (Pedagogical wave)

External rewards in career advancement (Third wave)

Distance educators & innovative reflective instructors (Early adopters & Second wave)

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Additional notes from p. 437 of chapter

As early as 2000, Hagner noted that while lack of faculty rewards did not "impede 'early adopters' and 'second-wave' faculty from participating in innovative instruction, rewards are 'crucial' for 'third-wave' faculty members if positive growth" is to be sustained and if continual improvement of teaching for learning is valued.

"Third-wave" faculty will stay involved when they see online education "as a way to advance their professional career" (p. 31). Cook and Ley (2004) agreed and noted that, "newer research studies indicate a strong trend towards extrinsic motivators as being crucial to faculty decisions to participate (or not) in distance education" (p. 227).

Stevenson (2007), called attention to the fact that although more faculty are teaching online than ever before, the need still outstrips the participation. The latest wave might be called a "pedagogical wave" as attention is being drawn to instructors' perspectives, values, and behaviors to student learning.

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"So what" for practice

Policies/procedures
> to facilitate expectations to teach online
> to retain those instructors

Networking opportunities for pedagogical discussion among FT & PT instructors

Future Research

Relationship between learner outcomes and online faculty attitudes, values, and perceptions related to teaching and learning

Determinants in implementation of effective online teaching strategies presented during professional development training?

what, when, how does training translate into online teaching attitudes and behaviors?

Correlation of instructor's perspective on pedagogy and success in teaching online

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