Chapter 2

A Case Study Examining How Online Andragogy Has Reshaped Expectations for Face-to-Face Instruction

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ABSTRACT

This chapter explores a major theme emerging from a larger case study of higher education faculty's technology life histories. Specifically, key cases, late career faculty drawn from varied fields of academic inquiry, were queried about their changing role with technology across time and place. Using a process of interviews and content analysis, major themes were identified. One major theme, using online andragogy to inform face-to-face (F2F) teaching methods and strategies, emerged across the cases and is presented here using the results from one exemplar. Results provide a sense of how online pedagogies have reshaped expectations about teaching and are being used to inform effective F2F instruction, including specific examples of learner-centered instructional practices. Results reported in this chapter present a fuller picture of the context of changing expectations across time and place within which many faculty find themselves. Implications and limitations of the research approach are explored in the chapter as well.

INTRODUCTION

Across the years, the instructional use of technology, including online teaching technologies, has become ubiquitous in higher education. In fact, identifying a university where technology integration including online instruction does not occur would be nearly impossible (Chen, Lambert, & Guidry, 2010). Despite ubiquitous use across higher education settings and abundant opportunities for scaffolded assistance at many universities, many late career faculty members consider themselves self-taught technology users. Notwithstanding this near ubiquitous use, few studies have focused on the technology integration challenges and opportunities (e.g., instructional and curriculum design) faced by higher education faculty

(Torrisi-Steele & Drew, 2013). Nor has very much work tracing the efficacy of online pedagogies when applied to face-to-face (F2F) teaching (Brown, 2017) been undertaken. Similarly, a deficiency of research related to late career faculty members, many of whom entered the field before the advent of the advanced instructional technologies, perspectives on integration of online and/or blended pedagogies exist. To address this gap in the literature, the chapter examines the following questions: (a) How and to what extent does what late career faculty learned about online andragogy inform their current F2F teaching? And (b) what are the implications for practice that can be learned from the case examined? To further flesh out these responses, faculty were also asked to reflect on their early efforts to integrate technology into their teaching and to consider how the transition to online teaching redefined their instructional roles.

THEORETICAL FOUNDATION

Because the researcher seeks to understand "inductively and holistically…human experience in [a] context-specific setting" (Patton, 2002, p. 36), phenomenological inquiry, within the larger framework of case and single case analysis, serves as the theoretical foundation for the study. As such, case history is grounded in a constructivist paradigm, wherein perspectives can be used to discover truth (Baxter & Jakes, 2008; Yin, 2003). Additionally, the researcher is interested in what the cases learned from their experiences with technology integration across time and place, and how that new knowledge, or understanding, informed her F2F teaching practice. As such, a modified qualitative life history methodology was used as well, with interviews constituting the bulk of the study allowing the case a rich voice to express her perspectives. Within this framework of inquiry, readers are afforded an opportunity for understanding.

CLOSING THE CIRCLE: A REVIEW OF THE PERTINENT LITERATURE

Despite its usefulness for understanding, studies exploring higher education faculty members' perspectives regarding how online teaching can inform F2F teaching methodologies are few (Brown, 2017), but important to consider. However, research suggests that effective online teaching can support the following: discovery, inquiry, and problem based learning, application of knowledge via practice or other application activities, peer and collaborative learning, including small and whole group discussion, visual learning (Ascough, 2002; Cooper, 2000; Deubel, 2003), but only when that learning is facilitated by an effective online instructor (Wu & Hiltz, 2004) who has mastered the technology and understands how meaningful learning occurs (Tam, 2000). As early as 2002, Ronteltap and Eureling reported on the potential for positive learning outcomes in online courses where problem based, deep thinking, and collaborative discussion strategies were used.

Use of Online Pedagogies to Inform Traditional Instruction

Educators often draw on deeply held values related to learning to make instructional decisions. These decisions are often developed because of what Lortie (1975) called an extensive "apprentice of observation" resulting in a series of actions, decisions, and reflections both in the moment and after instruction has ended. This process informs practice and functions to shape the teaching experience for the educator (Cochran-Smith & Lytle, 1999). Educators hold beliefs about how to teach that often conflict with both

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