Faculty Resistance to Technology-Enhanced Active Learning Strategies: What Can E-Leaders Do?

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Active Learning Instructional Strategies

Problem-based learning
Inquiry-based learning
Project-based learning
Experiential learning
Authentic learning
Faculty members view their role as experts/information providers, not teachers designing experiential education. Incorporating technology will detract/distract from their lectures (technology will become an end in itself rather than being a means to educational ends). Face-to-face classroom instruction is the best instruction. Using technology takes too much time (to learn, to set up, to implement). They see no need to expend time and energy on learning technology or new pedagogies.

Perception of a lack of cultural support from peers

Perception of a lack of institutional support/rewards (little technological or pedagogical resources; no incentives or recognition for using technology)

Fear of using technology, which may not work

Perception that developing online courses owned by the institution threatens jobs

Perception that technology is not relevant/helpful to teaching in their subject area
At least consider using technology-enhanced active learning strategies?

Form 4-6 person groups by bringing your chairs together.

Introduce yourselves.

Select a chair and a recorder.

Take 15 minutes to respond to the question.

Use the nominal group technique (write down your individual responses, then, using a round-robin procedure, record group responses, concluding with a...

For an example of a futures approach to organizational development see [http://tinyurl.com/6nmm3b](http://tinyurl.com/6nmm3b)

The notes from our responses to the last question will be available at [http://tinyurl.com/yehawyyv](http://tinyurl.com/yehawyyv) by January 8. Recorders: please email your group’s response to...