

Online Instructional Self-Efficacy and Acceptance

Aligning Online Instructional Self-Efficacy, Attitudes and Needs with Institutional Goals

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Session Objectives

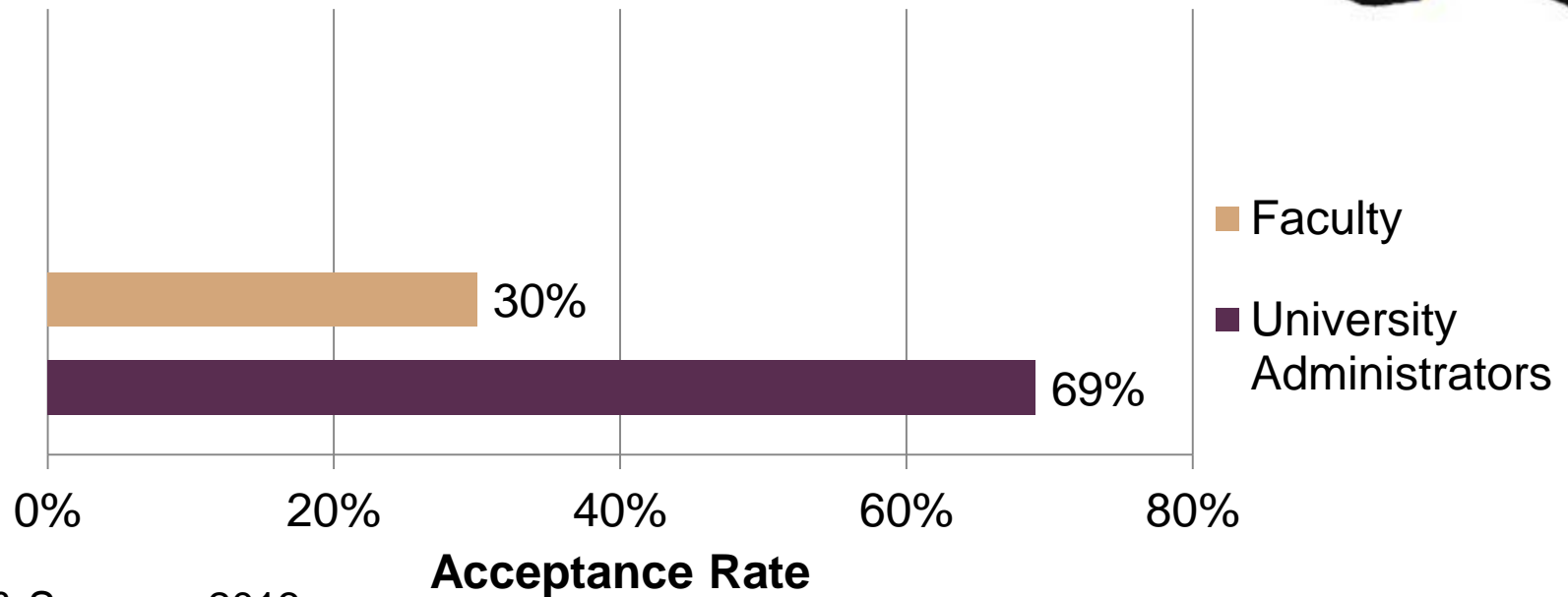
- Explore the mismatch between higher education institutional goals & faculty members' acceptance of online learning & contributing factors
- Understand how online instructional self-efficacy relates to the acceptance of online learning.
- Learn meaningful and useful ways to build online instructional self-efficacy for faculty.

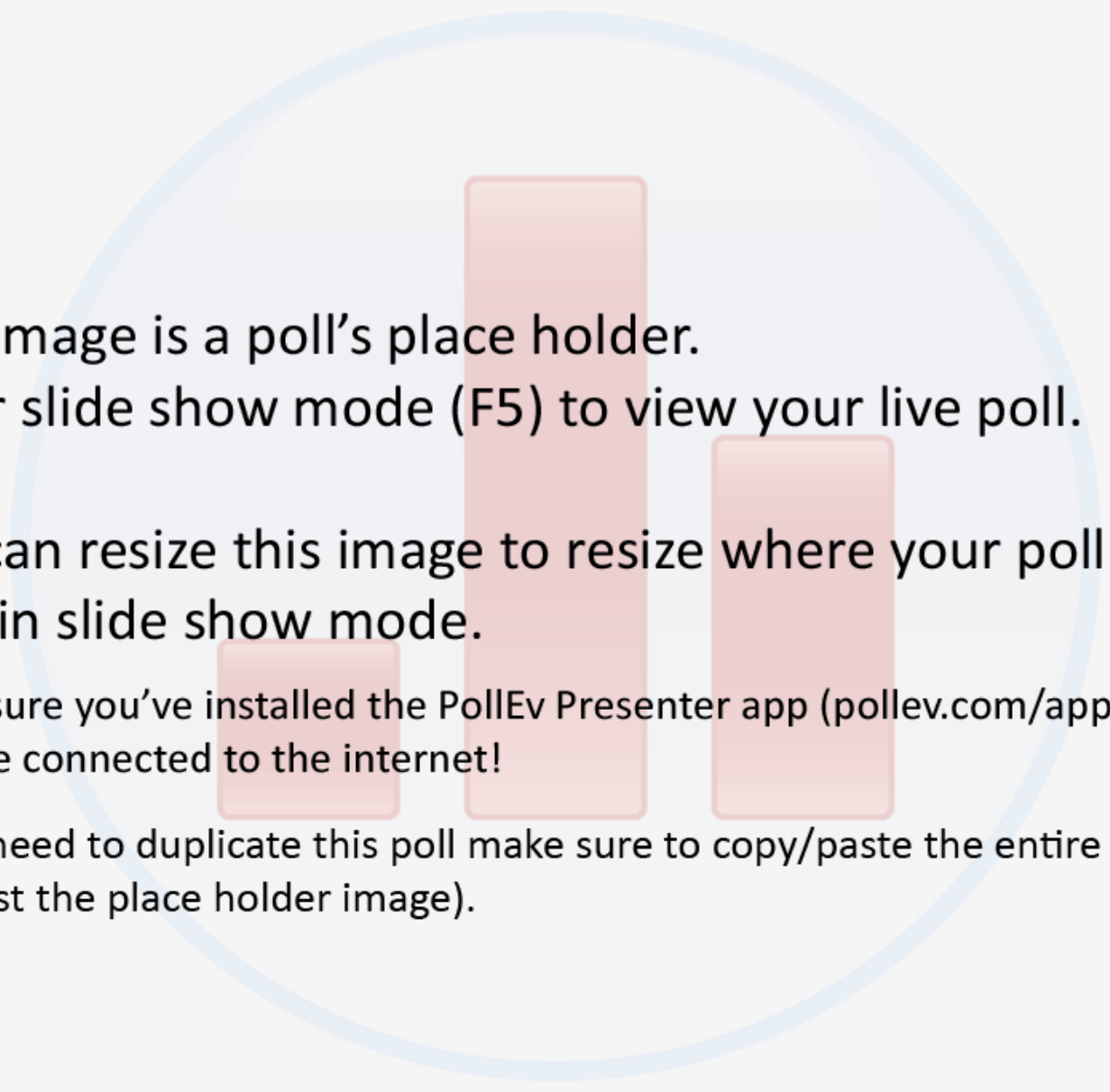
Why does this matter?

Big changes are happening across the country, but there is a mismatch...



Acceptance of Online Learning





This image is a poll's place holder.
Enter slide show mode (F5) to view your live poll.

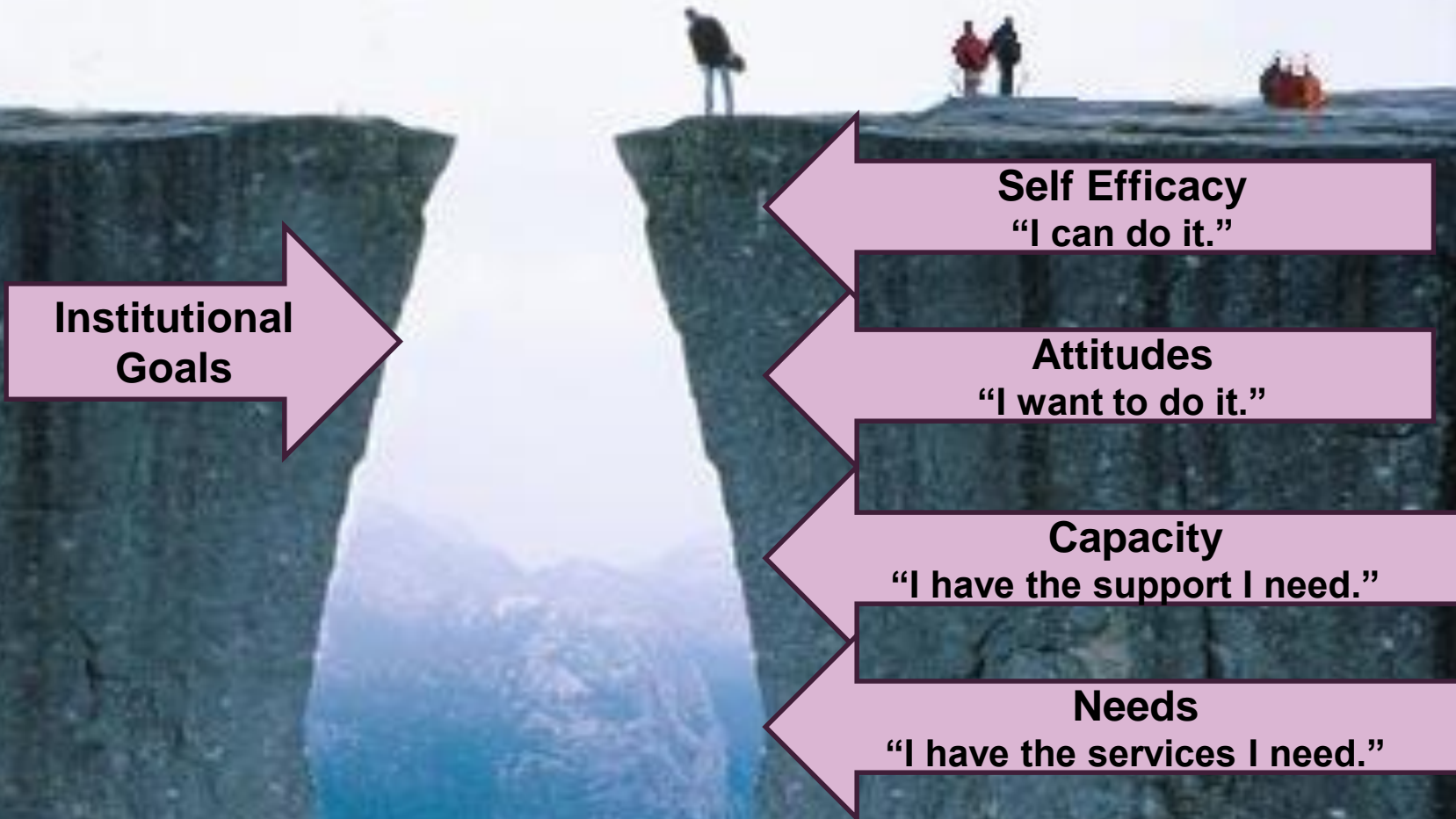
You can resize this image to resize where your poll will load in slide show mode.

Make sure you've installed the PolleEv Presenter app (pollev.com/app) and are connected to the internet!

If you need to duplicate this poll make sure to copy/paste the entire slide (not just the place holder image).

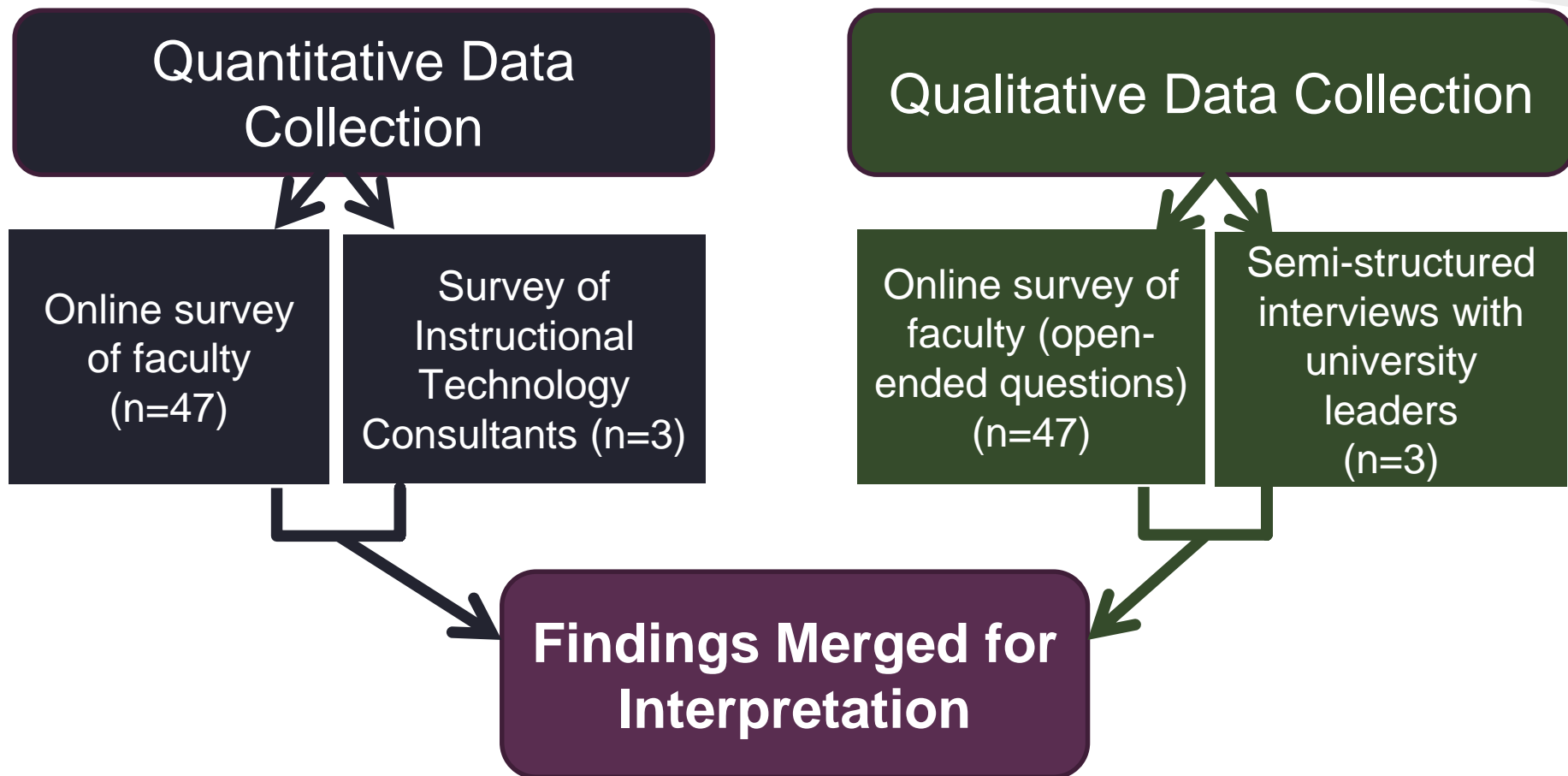
Why the mismatch?

Look for the gaps...



Developing a clearer picture at one university...

Concurrent-Convergent Mixed Method Design



University online learning priorities

“Our online initiatives have become a really crucial component of our enrollment strategy ... Our online enrollment just has continued to grow.”

Interview with university leader, July 2013

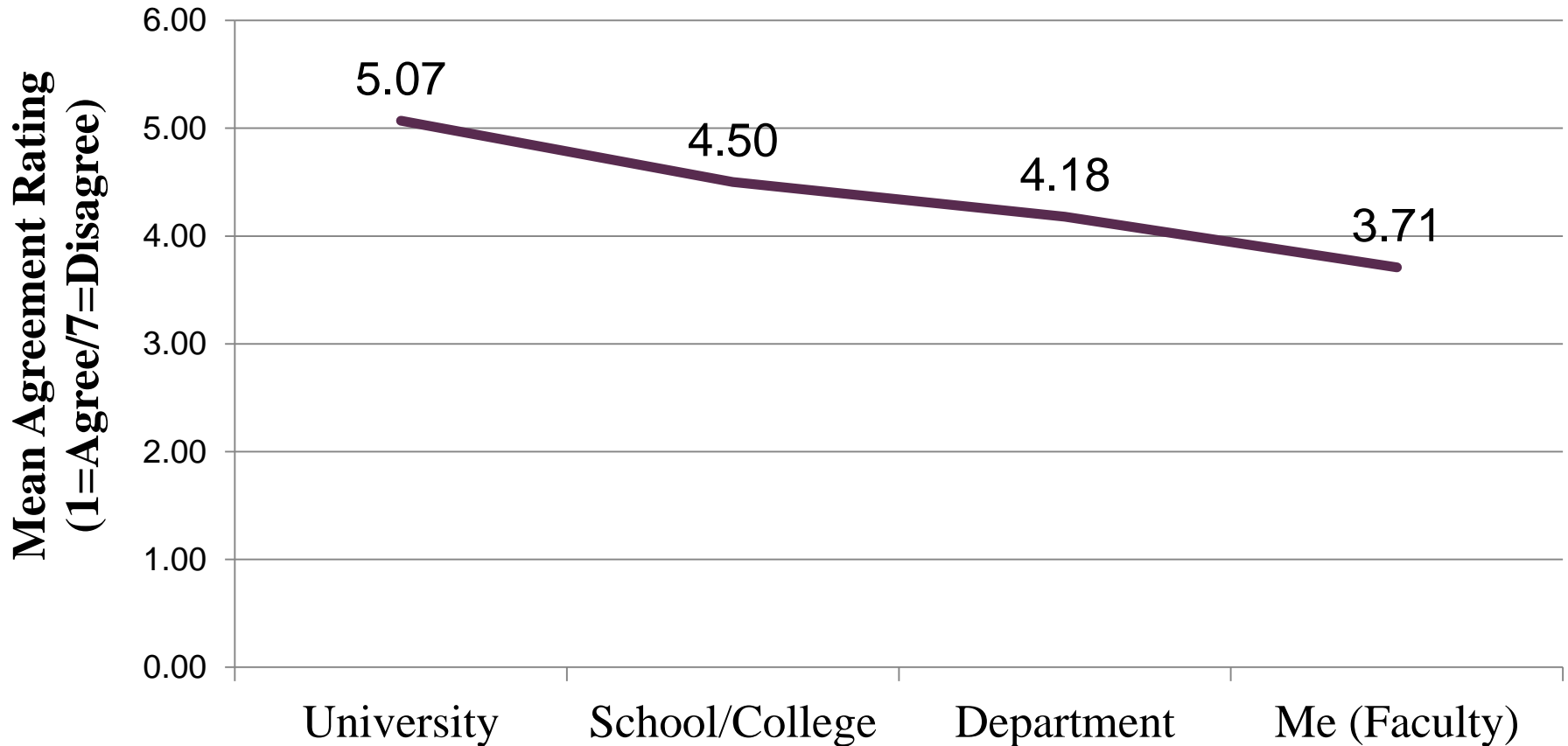
Faculty say...

“I have very little interest in learning to teach my courses online. I don’t believe that the online situation is really beneficial to students. It is largely beneficial to the university’s cash flow.”

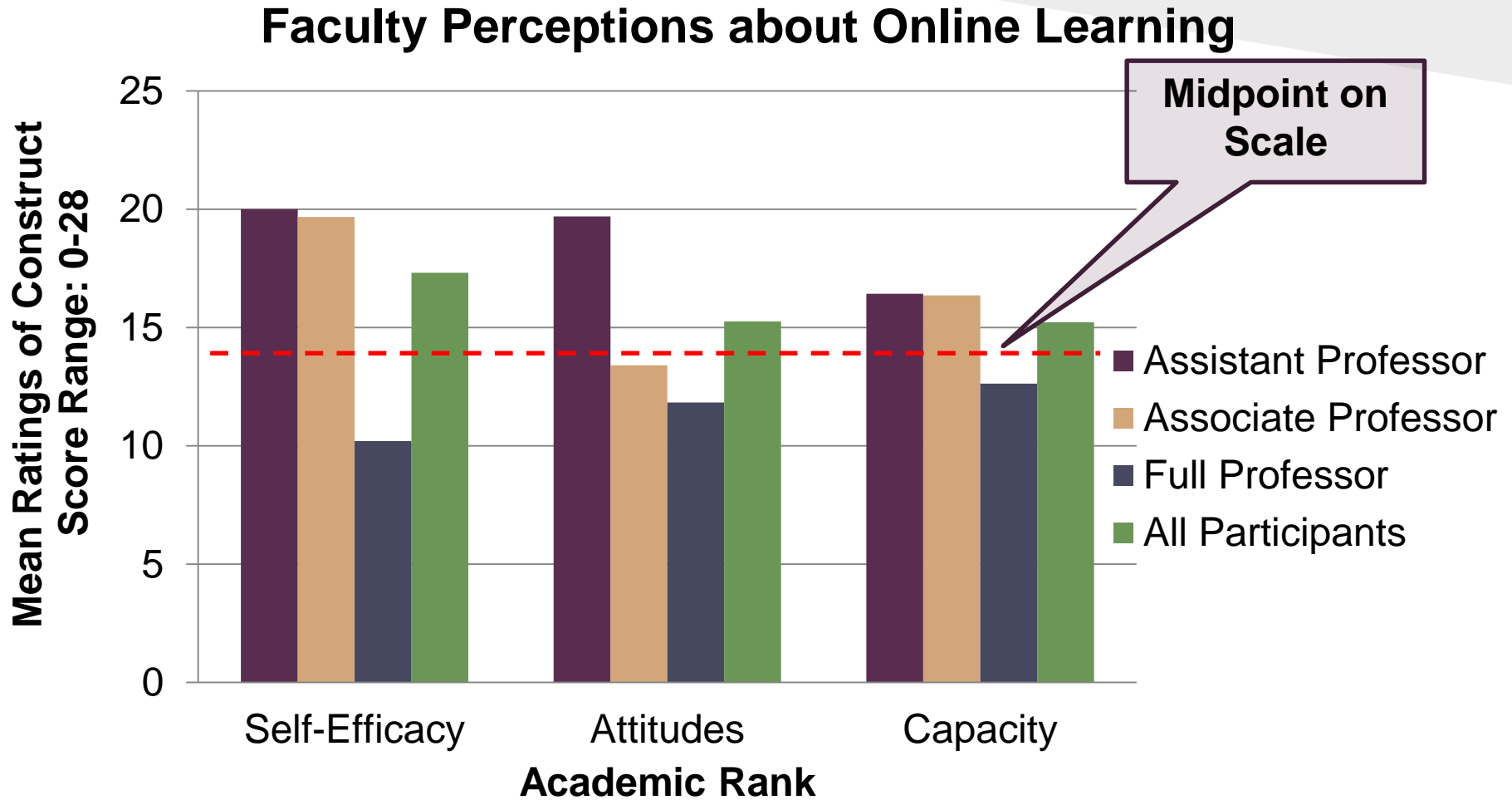
Faculty survey participant, July 2013

Faculty perceptions of priorities...

Online Learning is a priority for my...

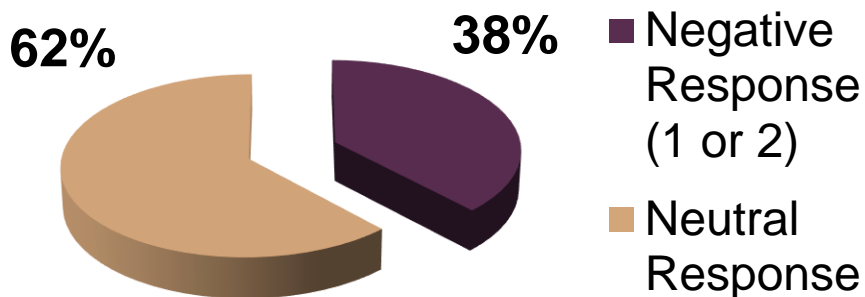


Faculty Perceptions

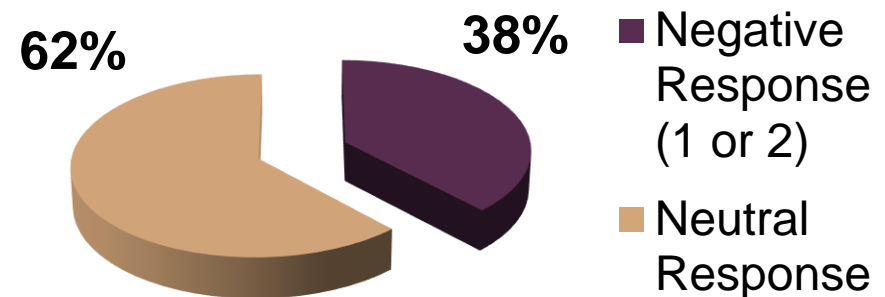


Findings show moderate attitude scores, but...

Relevance of Online Learning

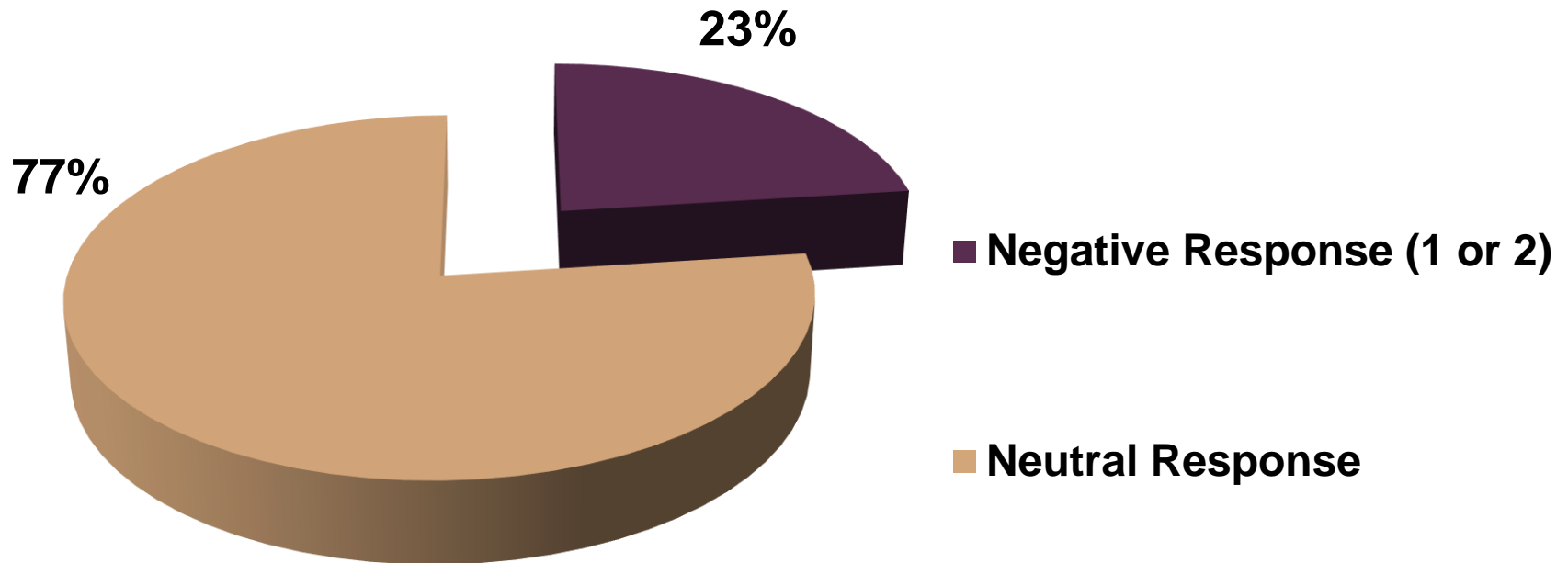


Interest in Teaching Online



Findings show moderate scores self-efficacy scores, but...

Feels prepared and confident to teach online

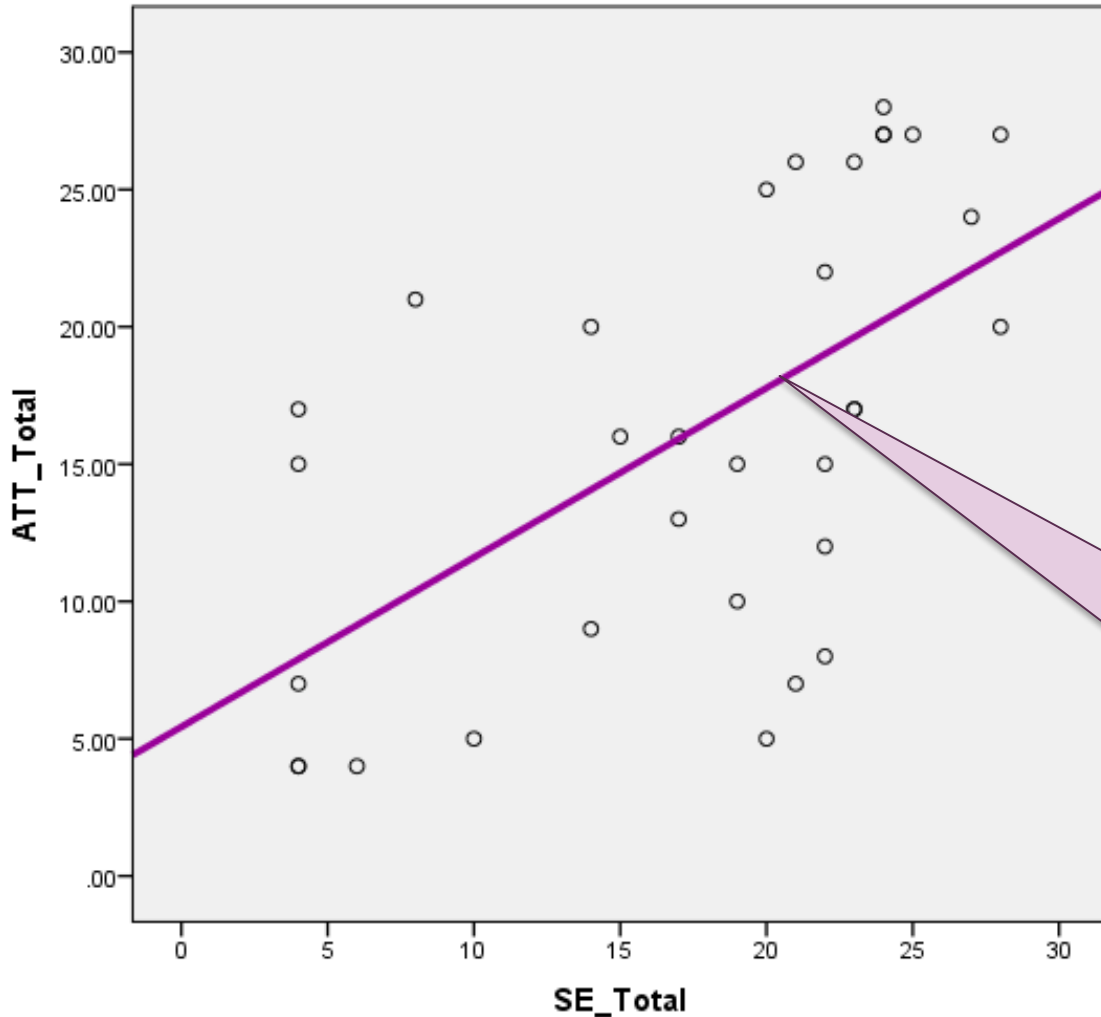


Services & Support Needs

Top ranked needs (of 20)

Rank	Service	Mean Rating (scale of 1 to 7)
1	Faculty & department incentives	5.95
2	Help desk real-time support	5.93
3	Course design	5.71
4	Multimedia development for courses	5.70
5	Assessment of quality of online learning	5.67

Instructional Self-Efficacy is a significant predictor of Attitude



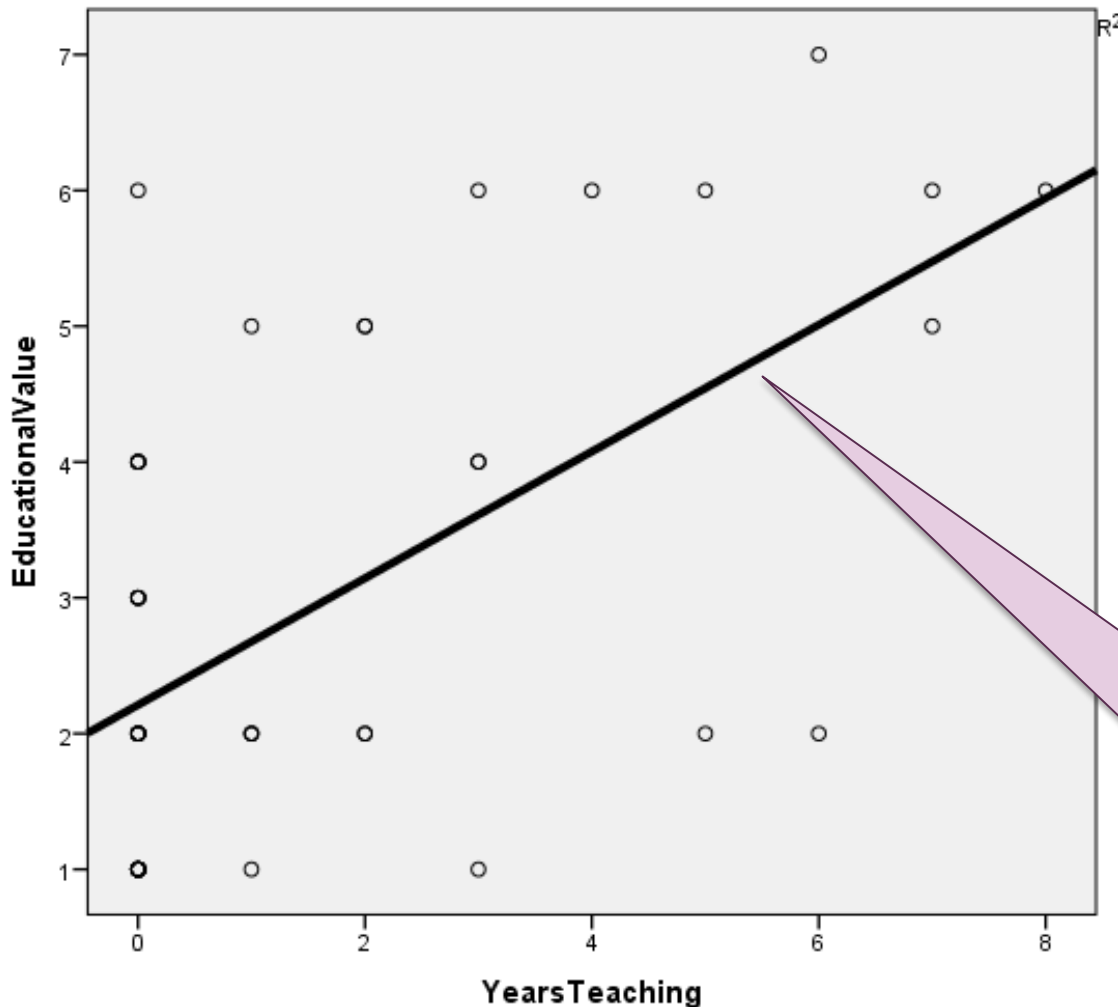
Regression Analysis:

Instructional Self-Efficacy is a Significant Predictor of Attitudes about Online Learning

- Adjusted R square: 0.353
- Significance < .05

Scatterplot and Fit Line suggest that Self-Efficacy is a predictor of Attitudes.

Years of Teaching Online is a Significant Predictor of Attitudes







Regression Analysis:

Years of Teaching is a Significant Predictor of Attitudes about Online Learning

- Adjusted R square: 0.323
- Significance < .05

Scatterplot and Fit Line suggest that Years Teaching Online is a predictor of Higher Attitudes.

What the findings suggest...

Attitudes	Instructional Self-Efficacy	Capacity	Needs
<ul style="list-style-type: none"> • >1/3 faculty feel online learning is not relevant • > 1/3 faculty have no interest in teaching online 	<ul style="list-style-type: none"> • Nearly 1/4 faculty have very low instructional self-efficacy 	<p>Overall perceptions of “capacity” to teach online are low to moderate for all participants</p>	<p>Support needs are many across all faculty participants</p>
<ul style="list-style-type: none"> • As Instructional Self-Efficacy , attitudes . • As the number of courses taught , attitudes . 			

Where do we go from here?



Let's start by tackling one piece of the puzzle.



Building Self-Efficacy

Instructional self-efficacy – Personal beliefs about one's capabilities to help students learn.

- Actual Performance
- Vicarious Experience
- Multiple Models
- Mentoring / Internships



Motivation / Self Efficacy Literature Suggests...

Actual Performance	Vicarious Experience	Multiple Models	Mentoring / Internships
Successful performance raises efficacy & failures lower it. Occasional failure after many successes should not have much effect.	Observe successful peers model specific behaviors - especially those who are relatively new to online learning (Helps to aid perception of greater similarity.)	Multiple models increase probability that observers will perceived themselves as similar to at least one of the models.	Pair experienced online faculty with new online faculty to provide modeling, guidance, support, and positive encouragement.

Working together we can do
great things!



Limitations of Study

- More than 60% of survey participants had no experience teaching online.
- One institution studied.
- Limited sample size.

References

- Allen, I. E., & Seaman, J. (2013). *Changing course: Ten years of tracking online education in the United States* (Report) [PDF]. Retrieved from <http://www.onlinesurvey.com/reports/changingcourse.pdf>
- Schunk, D. H. (2012). *Learning Theories: An Educational Perspective* (6th ed). Boston, MA: Pearson.

Thank you!



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