INTRODUCTION

Blake Clifford, Ed.D.
UNDERSTANDING DISINTEREST

How Online, Undergraduate Students Perceive and Respond to Disengaged Faculty
AGENDA

Introduction (1 minute)
Overview of the Study (7 minutes)
Methods (5 minutes)
Findings (7 minutes)
Conclusions / Recommendations (5 minutes)
Questions (5-10 minutes)
OVERVIEW

Problem Statement
PROBLEM STATEMENT

• Accessibility
• Deteriorating Student Satisfaction
• Lack of Direct Interaction
• Perceptions of Online Faculty’s:
  • Attitudes
  • Level of Interest
• Reasons
Lower student satisfaction ratings corresponded to undergraduate students’ perceptions of their online instructors’ attitudes and how students perceived their instructors’ levels of interest, which students derived from their faculty-student interactions.

(Fryer & Bovee, 2016; Ko & Chung, 2014)
OVERVIEW OF THE STUDY

What Led to the Research Questions

- Undergrad perceptions of their online instructors.
- Quality of faculty-student interactions.
- Undergrad expectations of interaction w/faculty.
- Immediacy’s influence on undergrad’s attitude learning.
OVERVIEW OF THE STUDY

Purpose of the Study

The findings can help improve: faculty’s ability to approach challenges associated with online teaching, the quality of faculty-student interaction, and training opportunities and professional development for faculty.
Research Questions

• How do online undergraduate students perceive and respond to disengaged faculty members?

• How do online undergraduate students describe and understand their expectations of faculty interaction in an online learning environment?

• How do online undergraduate students describe the influence faculty immediacy has on their attitudes toward learning?
OVERVIEW OF THE STUDY

Literature Review Themes

• Technology’s influence on higher education
• The effects rapid growth had on higher education
• Student perception of faculty-student interaction
PARTICIPANTS

• Eight Students
• 18 Years of Age or Older
• Completed >3 Asynchronous Online Undergraduate Courses
• U.S. Higher Education Institution
• 2016 or 2017
• Experienced Disengaged Faculty Behavior
<table>
<thead>
<tr>
<th>Participant</th>
<th>Gender</th>
<th>Age</th>
<th>Location</th>
<th>Institution</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>US1</td>
<td>Female</td>
<td>18-24</td>
<td>Pennsylvania</td>
<td>Public University</td>
<td>Not-for-profit</td>
</tr>
<tr>
<td>US2</td>
<td>Female</td>
<td>25-34</td>
<td>Indiana</td>
<td>Public University</td>
<td>Not-for-profit</td>
</tr>
<tr>
<td>US3</td>
<td>Male</td>
<td>35-44</td>
<td>Ohio</td>
<td>Private University</td>
<td>Not-for-profit</td>
</tr>
<tr>
<td>US4</td>
<td>Female</td>
<td>18-24</td>
<td>Indiana</td>
<td>Public University</td>
<td>Not-for-profit</td>
</tr>
<tr>
<td>US5</td>
<td>Female</td>
<td>25-34</td>
<td>Texas</td>
<td>Private University</td>
<td>For-profit</td>
</tr>
<tr>
<td>US6</td>
<td>Male</td>
<td>25-34</td>
<td>Washington</td>
<td>Private University</td>
<td>Not-for-profit</td>
</tr>
<tr>
<td>US7</td>
<td>Female</td>
<td>25-34</td>
<td>Michigan</td>
<td>Private University</td>
<td>Not-for-profit</td>
</tr>
<tr>
<td>US8</td>
<td>Female</td>
<td>35-44</td>
<td>Texas</td>
<td>Private University</td>
<td>For-profit</td>
</tr>
</tbody>
</table>

*Note*: Information obtained during the eight interviews included in this study.
DATA GATHERING TECHNIQUES

PILOT INTERVIEW

zoom

trint
transforming talk

dedoose.com
"Great Research Made Easy!"
DATA ANALYSIS

Descriptive Words

Categorize

Emotion Coding

Themes
Table 4.2

*Theme and Sub-Theme Associations*

<table>
<thead>
<tr>
<th>Number</th>
<th>Theme</th>
<th>Subtheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lack of Faculty Concern</td>
<td></td>
</tr>
<tr>
<td>1a</td>
<td></td>
<td>Diminished or Loss of Respect for Faculty/Institution</td>
</tr>
<tr>
<td>2</td>
<td>Lack of Faculty Competence</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Overburdened Faculty</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Feelings of Isolation</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Diminished or Loss of Interest in Higher Ed or Online Study</td>
</tr>
</tbody>
</table>

*Note*. Themes emerged from the eight interviews included in this study.
FINDINGS

First Theme & Subtheme
• Lack of Faculty Concern.
• Diminished or Loss of Respect for Faculty/Institution.

Three Faculty Missteps
• Lack of Faculty Immediacy, Absence of Responses.
• Ambiguous Instructions, Feedback.
• Lack of Respect for Students.
# Table 5.1

<table>
<thead>
<tr>
<th>Negative Faculty Behaviors</th>
<th>Positive Wish-List Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Promptly Responding</td>
<td>Adaptability / Flexibility</td>
</tr>
<tr>
<td>Not Responding</td>
<td>Authenticity</td>
</tr>
<tr>
<td>Lack of Faculty-Initiated Interaction</td>
<td>Awareness</td>
</tr>
<tr>
<td>Faculty Not Offering an Introductory Message</td>
<td>Communicative</td>
</tr>
<tr>
<td>Not Providing a Course Syllabus</td>
<td>Compassion / Care</td>
</tr>
<tr>
<td>Neglecting to List Assignments</td>
<td>Conscientiousness</td>
</tr>
<tr>
<td>Lack of Comprehensive Feedback on Assignments</td>
<td>Enthusiasm</td>
</tr>
<tr>
<td>Self-Important Language When Responding</td>
<td>Honesty / Integrity</td>
</tr>
<tr>
<td></td>
<td>Listening</td>
</tr>
<tr>
<td></td>
<td>Passionate</td>
</tr>
<tr>
<td></td>
<td>Promptness</td>
</tr>
<tr>
<td></td>
<td>Substantive</td>
</tr>
</tbody>
</table>

*Note*. Behaviors and characteristics emerged from the eight interviews included in this study.
FINDINGS

Themes

- Lack of Faculty Competence.
- Overburdened Faculty.
- Feelings of Isolation.
- Diminished, Loss of Interest in Higher Education or Online Study
LIMITATIONS

• Researcher Bias
• Cultural and Other Common Biases
  - Person’s Perspective
• Researcher Bias
  - Researcher’s Personal Experience
• Limiting Inquiry to Open-Ended Questions
• Sample Size
IMPLICATIONS

• Limited Opportunities to Interact.
• Intrinsically Higher Levels of Transactional Distance.
• Online Students Feel Disconnected.
• Constructivism Teaching Methods.
• Enhanced Teacher Expertise.
• Perceived Learning and Satisfaction.
STUDY CONCLUSIONS

Finding #1
Faculty’s Impact on Students Intensified in Online Learning Environments.

Finding #2
Faculty Competence is more than Subject Matter Expertise

Finding #3
Feeling Isolated in Online Learning Environments
Ancillary Finding
Positive Behaviors of Online Faculty Members.
RECOMMENDATIONS — ACTIONS

• Specialized Training Program for Online Faculty.
• Integrating Social Constructivism & Transactional Distance.
• Improve Faculty’s Awareness and Understanding.
• Constructivism Teaching Methods.
• Enhanced Teacher Expertise.
• Perceived Learning and Satisfaction.
RECOMMENDATIONS — FURTHER STUDY

• Replicate this Study Using Larger Sample Size.
• Expand Faculty Behaviors Lead to Lack of Faculty Concern
• Study Staffing and Training Practices Impact on Student Learning and Satisfaction in Online Learning Environments.