LEADERSHIP SCHOOL

Preparing Higher Education leaders to become the change makers of the university of tomorrow

Overcoming academic resistance to ICT-based teaching

The experience of Sofia University

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- Are there evidences that such a resistance exists?

- What are the resons for the resistance?

- Strategies to overcome the resistance

Centralised model

De-centralised model

Blended model

Which factors provoke the appearance of resistance

The institutional policy:

- Availability/lack of institutional policy and strategy;
- Availability/lack of legal basis (institutional regulations) for the technology integration in the teaching/learning process;
- Availability/lack of support unit/staff;
- Quality assurance system that takes into account the use of technology in the teaching in academic staff' promotion;
- Availability/lack of a system for staff continuous professional development in the field of ICT integration;
- Availability/lack of special budget in support of ICT integration …

Other factors:

- Demographic factors – the age of the academic staff
- The staff' previous experience in using technology for educational purposes

Research conducted in 2005-2007 in Bulgaria on the strategies and practices of ICT (e-learning) integration in Bulgarian universities

Centralised model — Distance learning centers provide support, as well as short courses to the staff on ICT integration, Elearning design and implementation.

De-centralised model — The preparation of teachers, if any, is either an initiative at the Faculty level or personal initiative of teachers

Blended model — Both practices co-exist.

Analysis of the University managers' interviews:
Reasons for the reluctance of the teachers to integrate technology in teaching

- Lack or insufficient level of proficiency in computer skills;

- Lack of knowledge and skills for pedagogical design of electronic resources;

- Lack of openness to change the style and approaches to teaching;

- Lack of an established working methodology and pedagogy to underpin the technology based education at institutional level. Each teacher makes decisions based on personal experience gained in the traditional teaching;

- Lack of satisfactory financial support for the development of e-learning resources and design of online courses;

- Lack of a budget for teacher training.

Which are the factors demotivating the teachers to integrate ICT in the teaching/learning process

The lack of institutional policy and support in the ICT integration: technical, technological, methodological.

The lack of recognition of their work in the field of e-learning for their attestation.

The lack of additional financial incentives.

The lack of competences in ICT integration in teaching and learning as well as in elearning design and implementation.

The copyright issue.

Underestimation of the effords necessary for the design elearning resources and by the university managers.

The low prestige of distance education and its results among the professional community, employers and society caused by the still low quality of this education in our country.

Strategies to overcome the resistance of the teaching staff towards ICT integration in teaching and learning

- Development of institutional policy and strategy for eleaning implementation.

- Establishment of a central unit for support of the elearning introduction policies and practices.

- Development of clear regulations on the quality of elearning provision.

- Research on the staff competences in technology based teaching and training needs analysis.

- Establishment of a system for continuous professional development of both academic and administrative staff involved in elaerning design and implementation.

- Development of a system of incentives for the academic staff to integrate the technology in teaching – including financial.

E-Learning Needs Analysis at Sofia University "St. Kliment Ohridski". Research conducted in 2010 –2011 251 academic staff took part in it

Please consider the following technologies:
How would you rate your skills in using this technology?
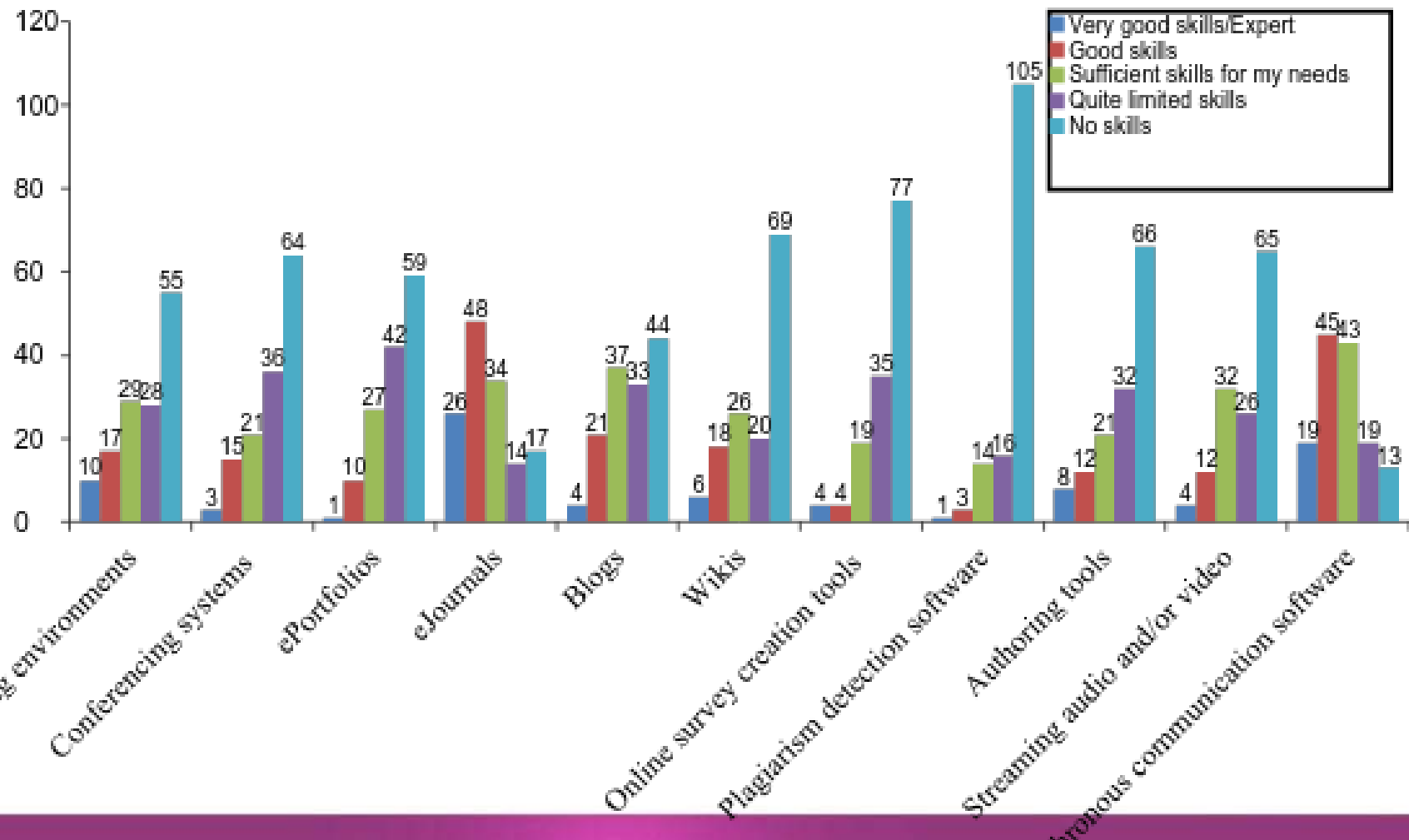
In your teaching, do you currently use this technology?
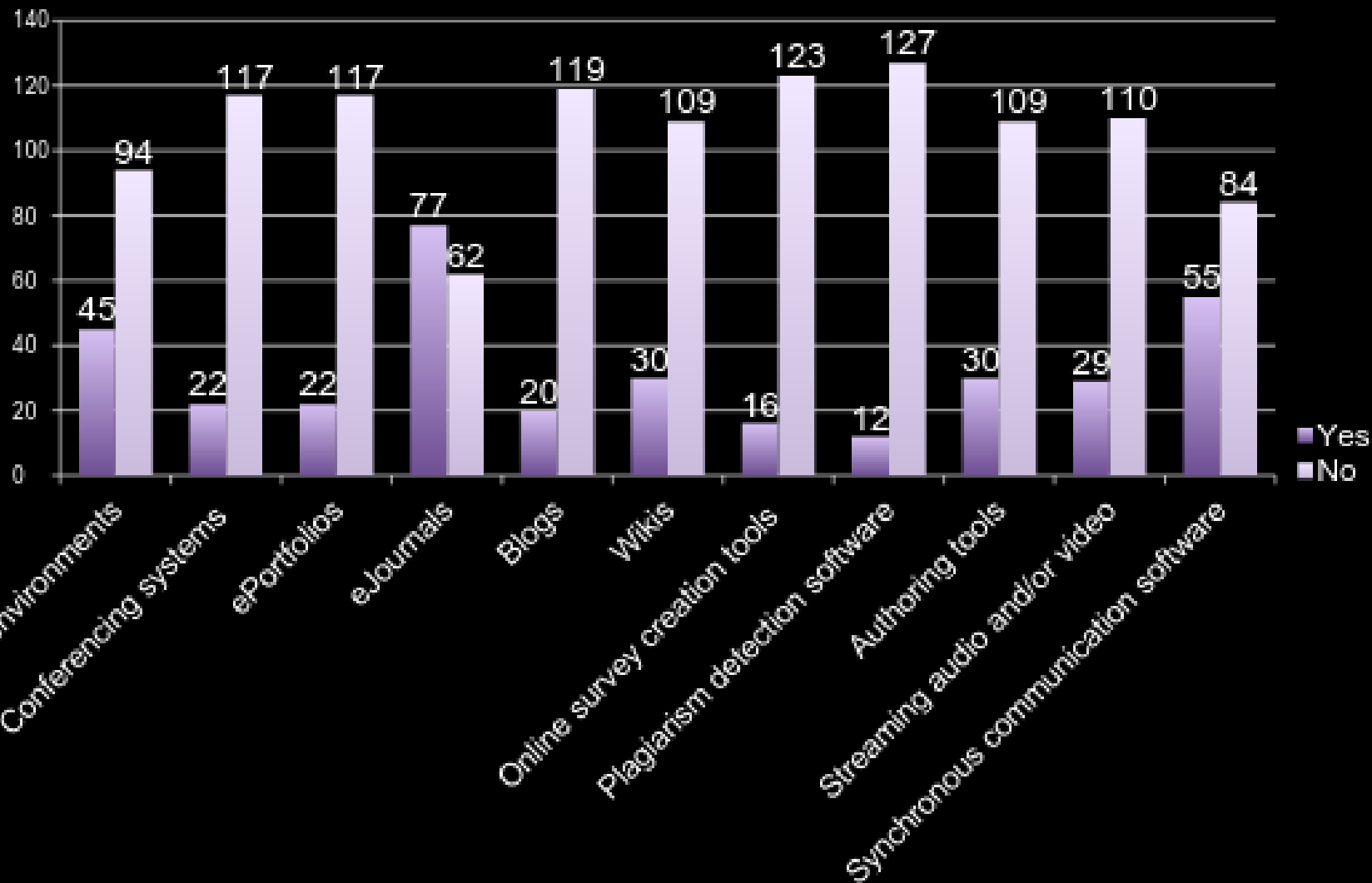
What would encourage you to make (greater) use of e-learning?

14.0%

36.8%

58.1%

47.1%

67,6%
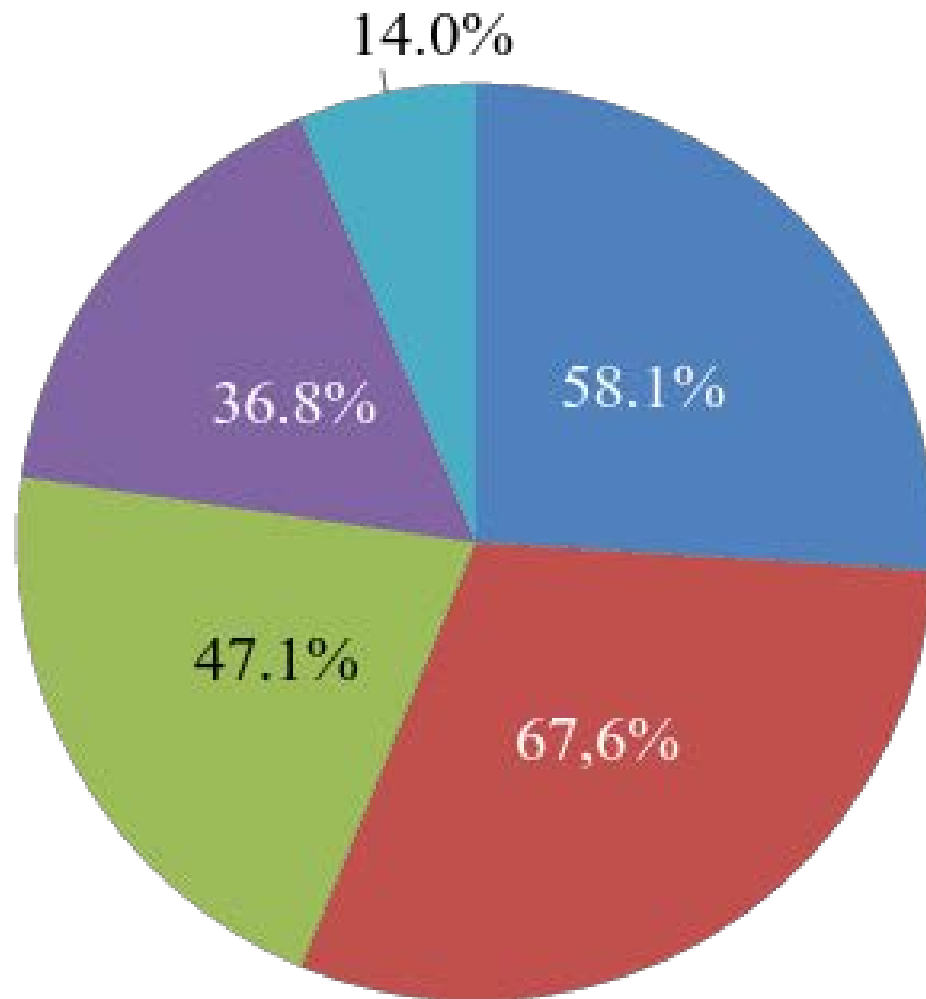
Having more resources

Having more time

Get more training

Getting support form the university administration

Other (please specify)

Have you ever participated in training sessions on the use of ICT in the teaching/learning process?

33.8%

66.2%

- Yes
- No
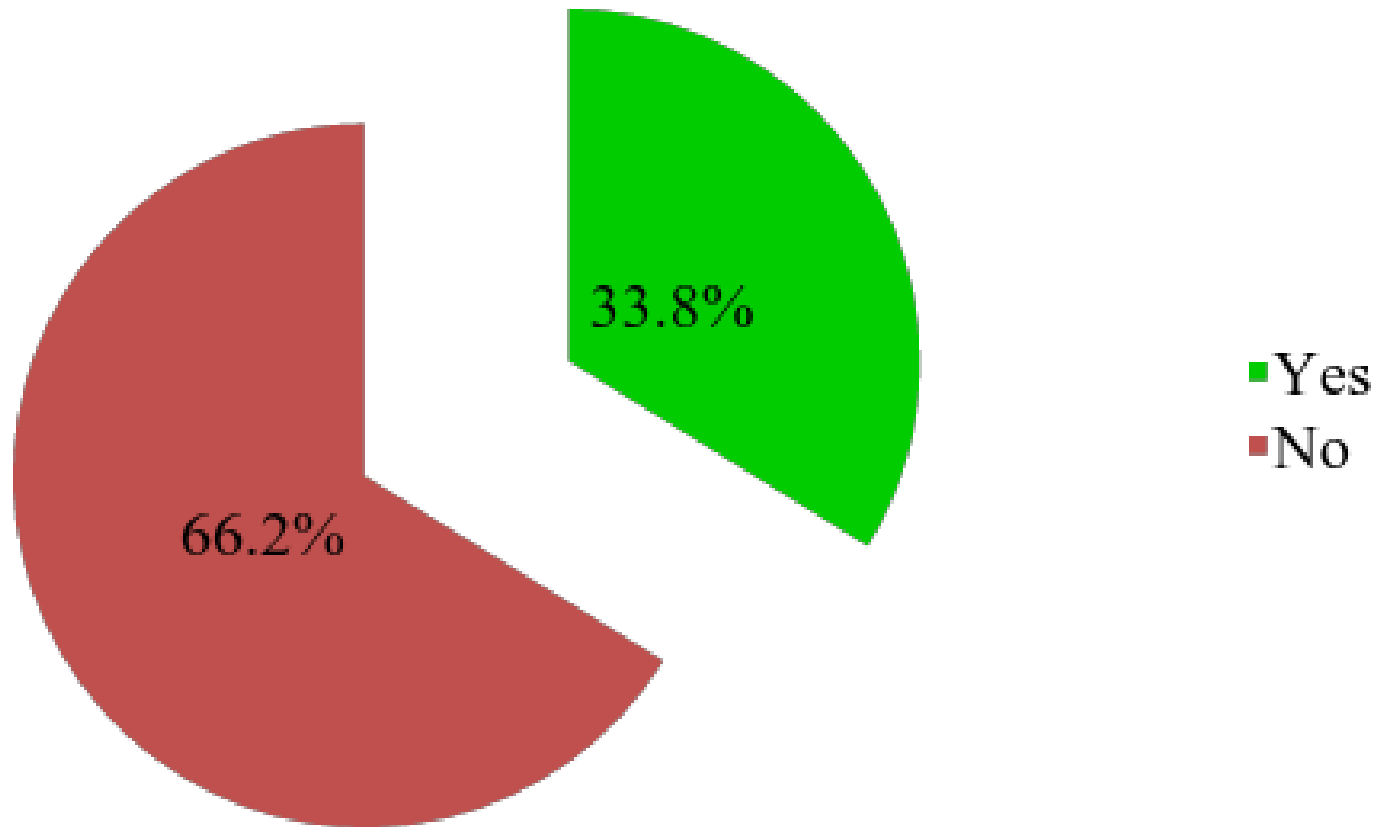
Select two modes of training and support that would suit your working patterns best:

Pie chart:
- short face to face sessions (up to two hours): 41.2%
- half day face to face session: 22.1%
- all day face to face session: 6.6%
- online training: 48.5%
- brief self training materials/ 'how-to' guides: 67.6%
- internet resources: 50.0%
- other (please specify): 5.1%
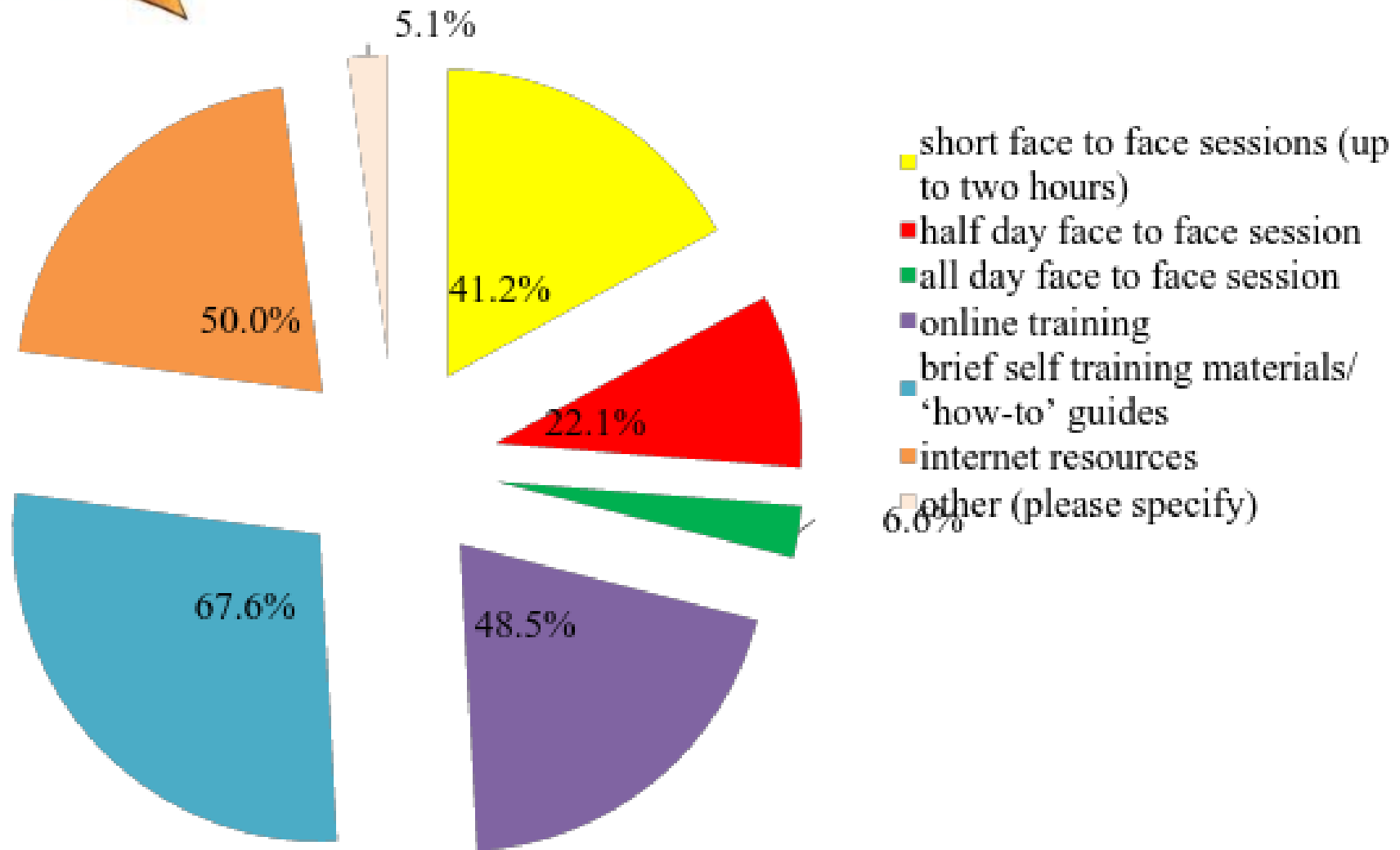
EU Structural fund Project BG051PO001-4.3.04/11 – Increasing the capacity of the academic staff in design and implementation of elearning

Compulsory	Free of choice
1. Pedagogical Design of elearning	1. Software supporting e-assessment. E-portfolio
2. Introduction to Moodle	2. MS Office: Word, Power Point, Excel 3. Software for testing
	4. Copyright
	5. LectureMAKER
	6. PREZI
	7. Camtasia Studio
	8. Online pedagogical communication

After the training of more than 90 teachers:

More than 200 courses are transformed for online learning and support:

Thank you for your attention!

This project has been funded with support from the Erasmus+ Programme of the European Commission. This site reflects only the views of the authors, and the European Commission cannot be held responsible for any use which may be made of the information contained therein.
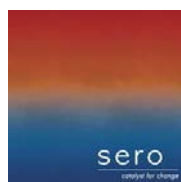

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