

The Gordian Puzzle: Logical Approaches for Multidimensional Faculty Participation in Innovations with Technology

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Abstract

Opportunities for effective innovations in teaching and learning using instructional technology abound. Some faculty members eagerly adopt and integrate these innovations in their courses, while others are cautious, exploring only those strategies already proven successful by colleagues. Still others are resistant, refusing to use technology-related methods at all. Further, the support each instructor needs is unique and defined by several variables, including the discipline being taught, the instructor's personal teaching style, and his/her comfort level and skills with using technology. The result presents a complexity of challenges to those of us responsible for defining, developing and delivering instructional technology (IT) support and services for faculty. How do we untangle the knot?

In this paper, we will examine the keys to finding solutions from multiple perspectives. A faculty member, the director for a university's faculty IT support program, and the administrator of a consortial center that facilitates cross-institutional faculty IT projects will share their experiences in IT support, viewpoints on what succeeds and what does not, and generate a conversation about where institutions might best focus energies.

Note: This session is a panel discussion and no paper will be provided. The authors may provide handouts at the conference either directly or via the web or email.