

Title: Instructional Culture and Distance Learning

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Abstract of paper:

The use of distance learning technologies for delivering courses in higher education has challenged faculty to reconsider their firmly-rooted concepts and paradigms, or culture, of instruction. This scholarly paper focuses on the gaps in faculty preparation, especially regarding instruction with distance learning technology. Since many faculty lack a foundation in learning and teaching practice, they have developed a culture of instruction that is centered on teaching and information delivery. If faculty are to take advantage of the sophisticated capabilities of newer distance learning technologies, they will need to shift their focus to that of a learning culture. In addition, faculty will need to give free reign to their creative capacities, so that they may design instruction that truly transcends the "box" of the classroom, thus reforming the traditional instructional culture.