ABSTRACT

GREENE, LINDA C. Teaching Career Development in Cyberspace: A Case Study Examining an Instructor's Perspective. (Under the direction of Edwin R. Gerler, Jr.)

A qualitative methodology employing a phenomenological case study approach was used to explore the experience of teaching online for a counselor educator. Several elements of course implementation were examined carefully. Since the experience of the instructor is the primary focus, each aspect was examined from her perspective. The development of the course and the instructor's description of the students were examined as background and context for the themes that were explored. The identity of the instructor was examined more fully since this aspect of the story was essential for contextualizing the themes present in the instructor's story. From analysis of the interview data collected four themes emerged—control, commitment, connection, and interaction. The theme of control referred specifically to controlling all aspects of the classroom environment. The second theme was commitment to the role of instructor and to the students who are enrolled in the class. The theme of connection had two aspects—connecting on a personal level with her students and helping students connect the course content to their lives in meaningful ways. Closely aligned with the theme of connection was the theme of interaction, through which the personal and meaning connections were made.

In spite of the generally positive experience that the instructor reported initially and the positive evaluations of students enrolled in her class, the instructor concluded that she would probably choose not to teach a completely online course again. This finding was consistent with research suggesting that counselor education programs are unlikely to include completely online courses. Analysis of the attitudes and opinions of this instructor within the context of her experiences in online teaching offer some possible explanations for the apparent reluctance of many counselor educators to embrace online teaching.

TEACHING CAREER DEVELOPMENT IN CYBERSPACE: A CASE STUDY EXAMINING AN INSTRUCTOR'S PERSPECTIVE

by

LINDA C. GREENE

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APPROVED BY:

Stanley B. Baker	Sylvia Nassar-McMillan
Siu-Man "Raymond" Ting	Edwin R. Gerler, Jr. Chair of Advisory Committee

DEDICATION

This work is dedicated to my family

with special appreciation to:

My husband, Roger Lowe,

who was my very first friend and now my partner in life;

my mother, Carolyn Greene,

who molded the counselor in me by always modeling compassion and acceptance;

my father, Harold Greene,

who shaped the academic in me by teaching me to never stop asking questions;

and

my nieces and nephews,

Taylor, Stephen, Jordan, Hailey, Madison, Quinn, Josiah, Sawyer, Laura Grace,

Craig, Kate, and Ian,

who make me want to leave the world a better place than I found it.

BIOGRAPHY

Linda Carol Greene

Linda Carol Greene grew up in Stanley, North Carolina. She attended Gardner-Webb College as a Music Education major prior to transferring to the University of North Carolina at Chapel Hill where she received a B.S. degree in Psychology. She later received the M.S. in Counselor Education from North Carolina State University. While completing this degree, she worked in the NCSU International Student Office. This work experience fostered an interest in multicultural issues which inspired the topic for her thesis—*Cross-Cultural Attitudes Toward Seeking Help for Personal Problems.*

After working for two years as a vocational rehabilitation consultant in Wilmington, NC, and seven years as a school counselor in Lincolnton and Wilmington, NC, she enrolled once again in NCSU to begin work on a doctorate. While completing the doctoral coursework, Linda held an assistantship involving work in the University Career Center and teaching an undergraduate career course. After successfully completing the coursework for the doctorate, she was hired as an Assistant Professor at Gardner-Webb University where she currently teaches in the School of Psychology and Counseling.

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Grace strikes us when we are in great pain and restlessness. . . . Sometimes at that moment a wave of light breaks into our darkness and it is as though a voice were saying: "You are accepted." – Paul Johannes Tillich

There are few moments in life when one is allowed a platform from which to say "thank you" to people who have been significant in one's journey through life. I feel privileged to have such a platform now, if only in writing, and want to express my heartfelt gratitude to some of the individuals whose presence in my life has been evidence of God's grace.

First, I want to thank Dr. Marie Sumerel. She was a mentor, role model, and friend to me during my doctoral studies. I will always value the wisdom, guidance, and encouragement she provided.

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I wish to express my sincere thanks to the newer members of my committee—Dr. Stan Baker, Dr. Sylvia Nassar-McMillan, Dr. Sui-Man Raymond Ting. I appreciate their willingness to join a dissertation committee "already in progress" and to give of their time and attention in helping me to complete this process. Dr. Baker's guidance in research methods and professional writing was especially helpful to me as I was beginning to shape the idea for this project. The feedback offered by each committee member was helpful in bringing this project to a successful conclusion.

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During my years as a student at NCSU, I had the privilege of studying with many fine faculty members who continue to provide examples for me to follow in my journey through academia. I will not list all of the names lest I forget someone, but I appreciate each of them.

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As significant as each of these individuals has been, the people who have been most important to me are the members of my family. My parents, grandparents, siblings, and siblings-in-law have each played a special role in my life and have helped me on this journey. I wish it were possible to adequately express just how dear they are to me and how very blessed I feel to have them as my family. Because they lived nearby my sister and brother-in-law, Nancy and Buddy Thomas, were able to offer support in very direct ways. They checked on me regularly, took care of me when I was sick, and kept me connected to family when it would have been easy for me to isolate myself in my work. Along the way I also have been blessed with a few special friends who have become family to me. Kevin Warner is one of those friends. His friendship carried me through some very trying times.

Finally, I want to thank my husband Roger for his love, encouragement, support, technical expertise, and patience. I have been in the process of completing this project since before we married and he has willingly taken on more than his share of household responsibilities. He has been a partner with me not only in marriage but also in the completion of this project. I don't know how I would have finished it without him.

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CHAPTER ONE

Space-time

Physicists have been forced to see
the artist's discovery from the beginning,
not space and time, but space-time,
spatial and temporal always together.

We see intervals and directions in pictures.
We hear distances and volumes in music.

If movement alone were perceived in music
and rest alone in painting,
music would be without structure
and pictures nothing but dry bones.
(Sullivan, 2000)

John Dewey's Art as Experience was published in 1934. The found poem taken from that work highlights the fact that Americans' fascination with the boundaries of time and space is nothing new. The current focus on distance education is merely one of the latest manifestations of the quest to overcome those boundaries. While the quest is not new, the level to which we have been able to succeed in making time and space irrelevant is unprecedented. I recently heard some young people using the phrase "that's so five minutes ago" to describe something that is behind the times. This point of view likely springs from the fact that technological capabilities are advancing so rapidly that the latest computer hardware can be nearly obsolete by the time a consumer gets it home and unpacks it from the boxes. The advent of faxes, pagers, cell phones, email, and the internet have made it possible to have instant access to greater and greater numbers of people and amounts of information. Educators can easily become caught between the demands of this "more, faster, better" approach to life and the desire to provide a thoughtful, pedagogically sound approach to education. While it is important

for educators to remain current and relevant in their approach to students, the pressure to remain on the cutting edge of the increasingly accelerating world of technology has brought with it some additional challenges. Rather than being based purely on the needs of students and sound educational theory and research, many educational decisions seem to be made on the basis of the simple desire to use the latest technology. Far too often, it seems that the question being asked is "can we?" rather than "should we?"

With the increasing use of internet technologies as methods of delivery for educational content, it is important that these relatively new teaching methods be examined carefully. While these technologies appear to have been successful in some content areas, they may not translate as well into others. Although much of the interest in educational technology is focused on improving educational outcomes, in many instances the move toward online learning is market-driven and mandated by administrators. These mandates spring from a number of motivating forces. In response to greater demands for a workforce that is highly skilled in the technological arena and ever increasing costs associated with building educational institutions, some organizations are creating completely online universities where all student-to-student and student-to-teacher interaction is virtual (Pipho, 1996). Rather than blindly embracing these new technologies, we have an ethical responsibility to our students to ensure that our instructional methods are as effective as possible for all students by critically examining the appropriateness of the technology in our particular settings with our particular students.

As I began to formulate this study, relatively little research regarding the use of online learning within the field of counselor education had been conducted. For this reason, I first looked at online learning in general. Most of the articles I reviewed reported at least some positive results from using online technologies as a means of enhancing education. A number of

them made arguments in favor of online learning in general. Levin (1999) proposed that the opportunity for using a multiplicity of approaches to learning is one of the strongest arguments for the use of online educational environments. Human and Kilbourne (1999) believe that the use of technology-based instruction can enhance an instructor's ability to tailor course content to meet individual student needs and thus will assist in shifting academia from a teacher-centered to a student-centered environment.

Along with these positive reports of the online learning experience, other studies temper their enthusiasm with cautions and caveats. Kubala's (1998) study of how well an online graduate-level course on community college education was able to meet students' needs and expectations is an example of an overwhelmingly positive experience in online education. However, the reported negative comments from students seemed to revolve around two major themes—frustration with technology and their own personality styles not meshing well with the requirements of online learning (i.e., self-directed nature of the course and social isolation). Perhaps some assessment of student needs and expectations would be appropriate in preparing students for online learning experiences. Shoemake (1996) reported in her description of putting a course in Public Relations online that by mid-semester students began requesting to have face-to-face class meetings occasionally because they missed seeing each other. Caverly and MacDonald (1999) caution against encouraging passivity and social isolation among students in online environments. They advocate interactive methods in online courses to promote developmental education that enhances complexity of thinking rather than limiting students to basic levels of understanding and knowledge.

Solloway and Harris (1999) focused on creating community when working in an online educational environment. The challenges to this approach that they encountered seemed mostly

related to limitations on forms of discussions that were imposed by the technology. The tool that they used for threaded discussions seemed to inhibit discussion more than they had hoped. Additionally, they found that students' previous experience with technology greatly influenced their ability to interact effectively online. They recommended a better orientation process at the beginning of the semester to reduce students' anxiety about using technology and to ensure that all students had the necessary skills and access to appropriate equipment. They also recommended the use of group projects to encourage communication and collaboration among students. Chin and Carrol (2000) focused on the importance of being able to articulate precisely what type of collaboration is needed or desired so that the mechanism used for computer-mediated communication will be appropriate and conducive to the overall educational goals of a specific learning community.

Computer-mediated communication (CMC) was used in conjunction with a regular (face-to-face) undergraduate course in an applied psychology and computing course at a university in the United Kingdom (Light, Nesbitt, Light, & Burns, 2000). Students in this course were assigned to one of four small discussion groups and provided with an article from the course to use as impetus for the discussion. The positive and negative outcomes in this study illustrate the challenges as well as the potential usefulness of online learning. One of the most troublesome aspects of these online discussions involved the phenomenon of "flaming"—posting negative personally directed messages. While negative interactions among students are always possible in face-to-face learning environments, the anonymity of the internet seems to make these exchanges more incendiary and therefore more potentially damaging. Senders are able to be more removed from the consequences of their postings and the postings

may take on more prominence for the recipient of the negative remarks because they are in writing and are not as easily dismissed.

While most of the articles reviewed emphasize the positive aspects of online learning, others offer severe warnings. Caverly and McDonald (1999) warn against the potential for isolation of the student as well as over-reliance on the computer leading to limiting the student to only basic levels of knowledge. However, the strongest warnings come from Dyrud (2000). In her position paper on distance education, she references Alvin Toffler's *The Third Wave* and his description of "the modern age as a 'swirling phantasmagoria,' marked by an unprecedented acceleration." (p. 81) Dyrud outlines many of the disadvantages that she believes to be inherent in distance education including the potential for social isolation referenced by Caverly and McDonald (1999) as well as the potential for institutions of higher education eventually becoming no more than "digital diploma mills." If this perspective is to be believed, the use of online technologies in the educational arena will almost certainly lead to disaster. I believe that these dire warnings are overstated. In spite of the stated admonitions, there is enough evidence of the potential for positive outcomes to proceed cautiously with exploring the use of online learning in counselor education.

One caution that warrants consideration is the need to pay close attention to pedagogical issues. Asynchronous CMC offers the opportunity for greater reflection on the part of students during interaction, but only if the instructor is skilled enough to take advantage of this opportunity (Ancis, 1998). Present in many of the studies was the suggestion that instructors teaching in a virtual classroom need to develop group facilitation skills that work well within the various CMC mechanisms in order to protect students from flaming (Light et al., 2000), ameliorate the potential for social isolation (Caverly & MacDonald, 1999), encourage the

exploration of personal identities and the social and cultural barriers that inhibit open communication (Chester & Gwynne, 1998), and promote the development of higher order reasoning (Tolley, 1998). In study after study, the implication for greater attention to pedagogical issues was present. However, the clearest advocate for this position was Worley (2000). Her position seems to be that educators must accept the fact that internet technologies are going to be a part of our educational system. Rather than wasting time debating whether or not this should be so, our energies would be better used in focusing on how these technologies are to be used and in developing the requisite pedagogical skills for making the best use of them.

Relatively few of the studies examined here have attempted a completely online approach to learning. In most of the studies, online technologies were used as a support to traditional face-to-face instruction. From the results of these studies, it appears that the greater the reliance on online communication to the exclusion of face-to-face contact, the greater potential there is for negative outcomes. However, there are two notable exceptions to this statement. Peterman (2000) reports overwhelmingly positive outcomes for his university's three-year foray into the realm of functioning in the capacity of a virtual university. Unfortunately, his admission of some potentially strong profit motives underlying his institution's move toward online education detracts from his credibility to some degree. If this were the only example of a completely online approach to teaching present in this sample of the literature, I would be more pessimistic about the potential for using this methodology successfully. However, in contrast to Peterman's (2000) focus on financial viability as the impetus for providing online learning, Tolley (1998) proposes educational and developmental concerns as the impetus for using online interaction among students. Contrasting this highly successful use of online technology as a learning tool with some of the less successful ventures may prove instructive.

First, Tolley's (1998) use of online technology was conducted within the parameters of a well-designed, thoroughly developed educational program. Just as in the case of successful classroom teaching, Tolley used careful planning of the materials to be used and communicated clearly to the students what the expectations of their participation would be. The particular forms of CMC used for the different aspects of learning were chosen in light of specific educational objectives. In many of the other studies, particularly those describing the experience of a given instructor putting an already existing traditional course online for the first time (Kubala, 1998; Ruth, 1997; Shoemake, 1996; Solloway & Harris, 1999), the implementation of CMC in the context of the course appeared to be rather haphazard. In these studies, the authors were experimenting and taking a trial and error approach toward the use of CMC. While this approach is certainly understandable and even necessary to some degree in the beginning stages of exploring possible uses for an educational technology, it is time that we move beyond thinking of CMC as a new toy to play with and begin the task of using it systematically in the interest of educational objectives. Tolley's (1998) pilot program provides an excellent model for this.

In spite of the warnings and caveats expressed by some of the authors of the studies examined here, it is clear that there is a great deal of potential for using online technology as a tool to increase the degree to which students interact with each other as well as their instructors and to improve the quality of those interactions. In order to accomplish this, instructors and course designers must pay greater attention to pedagogical issues in the planning and design phases of developing online courses (or online components to traditional courses) and in the facilitation of learning in the online environment. It seems that in order to promote effective interaction among students using CMC as a tool, instructors need to be at least as skilled in the

area of group facilitation as instructors in traditional classrooms and perhaps more so. The idea held by some that virtual teaching is easier, less time intensive, or more efficient is not supported by the evidence provided in this group of studies. Peterman's (2000) inclusion of a mandatory teaching methods class for online instructors in his virtual university seems a step in the right direction toward addressing these issues.

Daniels, Tyler, and Christie (2000), in their rationale for and explanation of the Association for Counselor Education and Supervision (ACES) Guidelines for On-line Instruction in Counselor Education (ACES, 1999), pointed out the lack of consensus in research findings and the limited number of research studies conducted in the area of online pedagogy. The studies that are cited by the authors are ones that attempt to compare the effectiveness of online courses with face-to-face instruction. While studies of this type may provide useful information, the comparison process itself may contribute to the lack of consensus among the studies. The face-to-face teaching methods to which the online courses are being compared may not be of uniform quality. Additionally, the individual needs and preferences of the students may not be adequately taken into account in such studies. A better understanding of the phenomenon of online learning is needed.

Statement of the Research Problem

In the field of counselor education, emphasis is given to both teaching and training effective counselors. Implicit in this process is the idea that effective counseling necessitates the ability on the part of the counselor to interact effectively with others—specifically one's clients. Traditionally, this interaction has occurred within the context of face-to-face interactions. Similarly, the education of counselors traditionally has been conducted through face-to-face

instruction. As momentum builds for moving more and more courses into an online environment, it is important to understand more fully what happens when counselor education courses are taught in cyberspace.

Topic and Purpose

This project was designed to examine what happened when a course that had been taught through the Department of Counselor Education was taken online. This was an elective undergraduate course in career planning and personal development and had been a course in which there was a great deal of interaction and discussion. The course objective from the syllabus for the online version of ECD 221 (Career Planning and Personal Development) stated:

> *Career Planning and Personal Development involves more than just choosing a major or career. The course combines knowledge about work and your skills, interests, personal and work attributes, and motivations with action. The action involves discussions with fellow class members, written assignments for individual lessons, and projects. The self-reflective exercises and information about the work environment will influence your career planning and personal development and enhance your ability to seek and enjoy meaningful work. The goals and expectations of the course are to help you*
>
> *1) Become active in your career decision making;*
>
> *2) Identify what is important to you and how that relates to careers;*
>
> *3) Gather and analyze career information;*
>
> *4) Learn more about the types of work environments and how to handle various workplace issues; and*
>
> 5) *Develop skills for marketing your background through resumes, interviewing, networking, and negotiating.* (ECD 221 Syllabus, 2000)

How and to what degree could these goals be met in an online environment? This broad question sparked more specific research questions that were explored through this study.

Research Questions

1. What is it like to teach an internet-based course in career development?
2. How does the instructor approach teaching in an online environment? In what ways are pedagogical issues addressed?
3. What kinds of interaction are present in a cyberclassroom? How does the instructor experience these interactions?
4. Since the content of the course focuses on career development and encourages individual students to focus on their own career and personal development, do the instructional methods used seem to parallel therapeutic techniques associated with career counseling? If so, in what ways and to what degree?

Definition of Terms

Computer-Mediated Communication (CMC) – This term includes both synchronous and asynchronous forms of interactive communication that is conducted via the use of computer technologies. This includes email, instant messaging, chatrooms, online bulletin boards, threaded discussions, and web-conferencing.

Asynchronous CMC – This term is used to describe communication that does not occur in "real time." This can include communications such as email between two or more individuals in which there is a potential time delay built in to the communication process. One individual sends a message and then waits until the other receives and responds to that message. Threaded discussions and bulletin boards are also forms of asynchronous CMC.

Synchronous CMC – This term is used to describe communication that occurs in "real time." Two or more individuals are able to exchange information in such a way that one is

receiving information from the other as it is being transmitted and then responds to that information in the moment. Chatrooms, videoconferencing, and instant messaging are forms of synchronous CMC.

Threaded Discussion – Kirk and Orr (2003) define threaded discussion as "an asynchronous (i.e., not live) web-based discussion that occurs under a number of different topics called 'threads.' A 'thread' is one discussion topic whose name appears in the subject line in all postings associated with the thread topic." (p. 5) A participant in a threaded discussion is able to view all messages related to a particular topic in chronological order, to see who posted each message and the time that each message was posted. Participants typically have the option to respond to existing discussion threads or to begin new threads.

Cyberclassroom – This term is used to describe a completely online learning environment. All interactions between and among teachers and students is conducted by some means of computer-mediated communication.

Phenomenology – This form of qualitative inquiry has been described as "careful description of ordinary conscious experience of everyday life (the *life-world*), a description of 'things' (the essential structures of consciousness) as one experiences them. These 'things' we experience include perception (hearing, seeing, and so on), believing, remembering, deciding, feeling, judging, evaluating, all experiences of bodily action, and so forth." (Schwandt, 1997, p. 114) Phenomenology is the approach from which this project was conducted and will be explained in greater detail in the methodology section in Chapter Three.

Researcher's Perspective

> *Because the primary instrument in qualitative research is human, all observations and analyses are filtered through that human being's worldview, values, and perspective. It might be recalled that one of the philosophical assumptions underlying this type of research is that reality is not an objective entity; rather there are multiple interpretations of reality. The researcher thus brings a construction of reality to the research situation, which interacts with other people's constructions or interpretations of the phenomenon being studied. The final product of this type of study is yet another interpretation by the researcher of others' views filtered through his or her own.* (Merriam, 1998, pp. 22-23)

In keeping with the phenomenology tradition in qualitative research, I am including a description of my own experience related to the phenomenon under consideration as well as an acknowledgement of events that transpired between the data collection phase and the data analysis phase of this project. This bracketing process is an essential component of phenomenology research (Creswell, 1998) and is sometimes referred to as "coming clean." This is intended to assist the researcher in separating her own perceptions that are based on personal experiences and biases from the perspectives of the participants in the study. Since the complete elimination of personal bias is impossible, the acknowledgement of the researcher's perspective up front allows the reader to understand the context within which the study was conducted and to more readily assess the degree to which the researcher's findings may have been influenced by that researcher's own biases. The experiences that have shaped my attitude toward technology in general have shaped the approach that I have taken toward using technology for educational purposes. Similarly, the personal and professional experiences that have shaped me as an academic and as a teacher influence the way in which I interpret the teaching experiences of others.

I was working as a legal secretary for several years in the early 1980s when the law firm for which I was working began to make the move from typewriters and word processors to PCs

with word processing software. I was the first secretary in the firm to have a PC and I became fascinated with learning how to use it. I quickly learned as much as I could about this new tool and became quite adept at making use of all of the features of the available software. Around the same time, I enrolled in a masters program in school counseling at North Carolina State University and to my dismay discovered that the only computers available in the computer labs were Macs rather than the IBM PCs to which I had become accustomed. After much frustration and trial and error learning, I was able to master the word processing software on the Mac computer. For the next several years, it seemed that each time I entered a new work environment, I was faced with a different computer operating system and different computer software. This succession of computer-related learning experiences allowed me to develop a high level of self-efficacy relative to using technology. I frequently found myself looked upon as the "computer guru" in my work setting although I had no formal training related to computers nor was I ever the official technology support person in any of those work settings.

At the time that I began taking courses in the doctoral program, I had only recently been introduced to the internet and email. My computer-related skill set included word processing, spreadsheets, the use of database software, using email, and "surfing the web." Within the first two years of my doctoral program, I moved from that point to creating elaborate PowerPoint presentations, constructing and designing webpages, and helping to edit an online journal. My infatuation with technology was growing.

As a part of my doctoral work, I had an assistantship which included teaching an undergraduate course called "Career Planning and Personal Development" (ECD 221) and working in the University Career Center. My supervisor in the Career Center was the instructor for the online course. Over the course of the three years that I worked under her supervision,

she became a mentor, role model, and friend to me. Her style as a supervisor was a collaborative one and throughout the time that we worked together she always asked for and incorporated my input regarding the various projects with which I was involved. When she was given the directive to create the online version of ECD 221, she invited me to participate in the project and I eagerly accepted. Since I was currently teaching the traditional face-to-face version of ECD 221, I was particularly interested in seeing how this transition from traditional classroom to cyberclassroom would work. I enjoyed teaching the course and found that the most rewarding aspect of teaching it was the interaction I had with the students. I had come to believe that this interaction was an essential component of the course and I was not sure how this might be achieved in the online course.

I began hearing more and more discussion around the topic of online education and while I was intrigued with the concept, I was also a bit skeptical about the wisdom of moving toward completely online courses. My initial attitude toward completely online education was that it would probably never be a satisfactory replacement of face-to-face instruction, that there may be some courses which are better suited for this method of instruction than others, and that it should be a means of last resort—in other words, students who are able to attend face-to-face classes should do so and reserve online courses for those students who would otherwise be unable to get an education. These were my biases about the online learning environment in spite of my excitement and fascination with the technology.

In addition to my fascination with technology, several other interests had been developing as a part of my doctoral work. I had chosen to do a minor in Curriculum and Instruction. One of the courses offered in this department was qualitative research. Since I had always been interested in research and writing, I decided to take this course early in my program.

The methods of qualitative inquiry seemed particularly well-suited for the kinds of questions I was beginning to ask as a result of my immersion in the counselor education curriculum. In addition to the qualitative research courses, I also took courses in curriculum theory and development. The simultaneous exposure to qualitative research methods, curriculum theory and development, technology, and developmental approaches to counselor education began to converge. I had already begun to ponder possible dissertation topics as these threads were weaving together in my mind. It was at this point that the opportunity to assist with the development of the online version of ECD 221 arrived.

While we were working on the design of the course, I began scouring the literature for relevant research. I began to see a need for closer examination of the phenomenon of online teaching and wanted to focus on this phenomenon from the perspective of the instructor. I became a counselor (and later a counselor educator) for many reasons but the common factor among my reasons for entering this profession seems to be related to the sense of satisfaction that is derived from human interaction. My conversations with colleagues and others in the counseling and educational arena suggested to me that I am not alone in this. I wondered how the interaction between student and instructor would be experienced by the instructor in an online course. I also wondered how the instructor would approach the task of teaching in an online course and whether or not the experience would be a satisfying one.

I lived through a portion of this experience with the instructor. I was a participant in the design and development of the course. I was working under her supervision during the first two semesters that she taught the course. During those semesters I offered some technical assistance and provided my perspective on the course based upon the information I was gathering through my review of the related literature. As a result of my participation in the development and

implementation of the course, I had access to all of the available course-related data. I planned to use data from the first two semesters of the course as background and then focus primarily on the third semester which was to be the Fall 2001 semester. I interviewed the instructor in July of 2001 regarding the development phase of the course and her prior two semesters of teaching. By this point, she had accepted the responsibility for also teaching the face-to-face section of the course. This seemed serendipitous—the opportunity to teach the same course in these two very different formats would offer a unique vantage point from which to examine how the same instructor would experience the traditional classroom as compared with the cyberclassroom.

By the time that I conducted the first interview with the instructor, I had completed my doctoral coursework, my comprehensive exams, and successfully defended my dissertation proposal. I was officially "ABD" (All But Dissertation) and had been offered and accepted a teaching position at Gardner-Webb University—a small, private, Christian liberal arts university in a rural part of North Carolina. My life was about to change in ways I had never anticipated. Taking the position at Gardner-Webb allowed me to once again live in close proximity to my family. I rediscovered family relationships and began negotiating new ways of interacting with family members. These renewed relationships enriched my personal life enormously but also necessitated a shift in focus. I was once again a part of my family's daily life and with that came some additional responsibilities and expectations. I no longer lived too far away to be expected to participate in caring for elderly family members, to be asked to baby-sit nieces and nephews, and to attend family gatherings.

As I navigated the uncertain waters of my first few years in academia, several factors emerged which have affected the course of this project. There were many ways in which

working at Gardner-Webb was different from studying and working at a large state university. Most of these differences were ones that I appreciated. However, one of the drawbacks was related to technology. When I began to ask colleagues about putting course information online, I was told that their experiences had been less than satisfactory. Information had been "lost in cyberspace" on a number of occasions. There were frequent instances of the server being down. The technology support staff, although highly capable, were spread too thin to be able to respond efficiently to the needs of faculty members and students. The contrast between the access to cutting-edge technology I had experienced in graduate school and what I was experiencing as a faculty member affected my attitude toward the efficacy of employing technology in my teaching. I began to seriously question the value of online education.

This project which once held so much excitement and promise began to slide down the list of priorities as I struggled to stay on top of preparing for teaching classes and dealt with the serious illness and subsequent death of several close family members as well as some serious health concerns of my own. Each time that I began to make a little progress toward analyzing the data I had collected, another challenge would appear that summoned my attention. As I complete this project, I am completing my fifth year as an assistant professor at Gardner-Webb University (GWU). I have seen steady improvements in the technology resources available at GWU and have recently begun to incorporate more online technology into the courses that I teach. I have seen GWU's Psychology Department change to the Department of Psychology and Counseling and finally to the School of Psychology and Counseling. I have assisted with the CACREP self-study process for our graduate programs in school counseling and mental health counseling. I have witnessed the ugly side of university politics in the form of an NCAA investigation at GWU but I have also witnessed and experienced the beauty of colleagues

supporting each other through personal and professional crises. I have seen students graduate and make the transition from student to colleague. After remaining single into my forties, I renewed a friendship with and then married my childhood sweetheart.

These detours and distractions that delayed the completion of my work have had an impact on me as a person and as a researcher. They have reinforced my previously held beliefs that relationships are essential. I believe that it is within the context of relationship that education takes place. I also believe that the degree to which technology can be used to enhance the development of relationships within the educational environment will determine its ultimate usefulness for the field of counselor education.

Limitations and Potential Significance

As is the case with all qualitative research, no claims of generalizability can appropriately be made. This study proposed to examine only one case of developing and implementing an online course in counselor education and to closely examine one instructor's experience with this process. However, insights gained from this work may be transferable. Because the use of completely online courses in counselor education is a relatively new phenomenon, much may be gained by the careful study of the development and implementation of individual courses in this field. The lessons learned might benefit others who hope to use similar instructional methods. Additionally, issues of concern may emerge which will provide a foundation for further more focused research endeavors.

CHAPTER TWO

THEORETICAL FOUNDATIONS AND REVIEW OF LITERATURE

Overview of Theoretical Foundation

> *. . . what scholars now say—and what good teachers have always known—is that real learning does not happen until students are brought into relationship with the teacher, with each other, and with the subject. We cannot learn deeply and well until a community of learning is created in the classroom. . . . In a wide variety of ways, good teachers bring students into living communion with the subjects they teach. Good teachers also bring students into community with themselves and with each other—not simply for the sake of warm feelings, but to do the difficult things that teaching and learning require.* (Palmer, 1983/1993, pp. xvi-xvii)

Concerns related to pedagogical approaches to education (such as the ones discussed in Chapter One) have sparked much debate and controversy among educators. This debate has resulted in two basic theoretical viewpoints related to the use of educational technology—directed instruction and constructivism. Roblyer, Edwards, and Havriluk (1997) describe directed instruction as being "grounded primarily in behaviorist learning theory and the information processing branch of the cognitive learning theories" (p. 55) while constructivism has grown out of the belief that "humans construct all knowledge in their minds, so that learning happens when a learner constructs both mechanisms for learning and his or her own unique version of the knowledge" (p. 56). Roblyer et al. (1997) argue that each approach has value in education depending upon the specific educational objectives, the setting in which education is to occur, and the educational needs of the students. However, after comparing the delineation of the specific educational needs that are met through these two approaches, I believe that the constructivist approach best matches the concerns of counselor educators. Others in the field have come to a similar conclusion.

The December 1998 edition of *Counselor Education and Supervision* contained a special section entitled "Reconstructing Counselor Education: Issues of our Pedagogical Foundation." In one of the featured articles, Nelson and Neufeldt (1998) report that an extensive search of the counselor education literature revealed that little attention has been focused on pedagogical issues in the teaching and training of counselors. The relatively few articles that were reviewed for their commentary focused on specific methods or models of instruction with no apparent connection with any particular curriculum theory as the theoretical foundation from which to approach the educational process. After highlighting the potential problems with the lack of attention to pedagogy, the authors recommend a constructivist approach to pedagogy in counselor education as being the most consistent with the goal of "educating reflective practitioners." (p. 70) The authors further assert

> *. . . counselor education is partially about passing on our legacies of knowledge and skills and partially about passing on the ability to do what every good counselor and researcher does well: gather information, assess what is going on, hypothesize about relational patterns in the information, 'think outside the lines,' and develop a creative approach to problem solving regarding the issue at hand.* (Nelson & Neufeldt, 1998, p. 71)

Another article from this special issue recommends that developmental models be used as the foundation upon which to build curriculum and pedagogy. (Granello & Hazler, 1998) In the same special issue Fong (1998) critiques these articles but reaches a similar conclusion—too much attention has been paid to *what* we teach at the expense of *how* we teach it. In the eight years since the publication of this special issue, not much has changed. There is little evidence in the literature that focused attention has been given to pedagogical issues in counselor education as a result of the eloquent recommendations of these authors. For this reason, I have included work done outside the field of counselor education in my exploration of an approach to pedagogy that is consistent with constructivism.

The work of John Dewey, an American philosopher, and Lev Vygotsky, a Russian educator and psychologist, has been foundational to much of the current interest in constructivist education. Dewey, born in 1859, was a child during the American Civil War. Although he spent most of his early life in Vermont, he lived briefly in Virginia around the end of the war. Following the conclusion of his college education at the University of Vermont, he taught school for a number of years. In addition to this experience, he also worked as a school principal and later taught in and served as the principal of a seminary. Following this experience, he completed doctoral work in Philosophy at Johns Hopkins University. In addition to his work in the field of education, he spoke and wrote on spiritual, religious, metaphysical, and philosophical topics. Dewey's life spanned nearly 100 years (1859-1952). His lengthy career allowed him the opportunity to refine his theoretical work through experimentation and dialogue with others in the field. Unfortunately, Vygotsky did not have this luxury. His professional work in the field of education and psychology spanned a period of only 10 years (1924-1934). His death at the age of 37 resulted in an abbreviated career and left the refinement of his theoretical work to others. These men were each in their own way products of their time and place in history. The resulting developments in educational theory, particularly within the realm of constructivist thought, in recent years have led to the emergence of more radical approaches to constructivism. One such approach has become known as Cognitive Flexibility Theory. Like the work of Vygotsky and Dewey, this theoretical approach has been greatly influenced by perceived changes in society. Each of these three approaches to learning will be discussed in relation to their usefulness for addressing pedagogical issues in online education using critiques of relevant research.

John Dewey's Foundation of Philosophy

> *The living center of human civilization has shifted many times and in the future there may be more than one center. But we can with assurance predict that wherever that center is, if those who live in it are imbued with a passion for human freedom and an equality of concern for all persons to reach their maximum growth as human beings, it will find a guiding and coherent philosophy in the thought of John Dewey.* (Hook, 1959/1977, p. 17)

Dewey's influence on American education cannot be overstated. He has been credited as a leader in the progressive education movement that emphasized the importance of education as a means for enhancing individual growth and freedom for all people rather than as a means of controlling the masses. Instead of accepting the view that an educated person was one who had learned the contents of the collected wisdom of the past, Dewey took the radical view that education involved learning *how* to think. His emphasis was on growth and development—not simple accumulation of knowledge. As stated by Hook (1959/1977),

> *The growth, consequently, which Dewey identifies with genuine and desirable education is a shorthand expression for the direction of change in a great variety of growths—intellectual, emotional, and moral. It excludes, therefore, the kinds of growth which interfere with or reverse the direction of change in this variety of growths—it excludes growths in prejudice, arbitrariness, hate, invidious prestige, power and status, and even that miscellany of knowledge which burdens a mind not in training for a quiz show.* (p. 13)

Kohlberg and Mayer (1972) reiterate these ideas in discussing the development of moral reasoning. Dewey's conceptions of growth and development seem to be so inextricably tied to his ideas about morality that he defines growth as occurring only in the context of what he defines as a positive direction.

While he was clearly influenced by his early religious training, steeped in Calvinism and the Protestant work ethic, the morality that he advocates in his writings on education is not tied to specific religious beliefs or practices. In fact, his emphasis on individual constructions of meaning and the rejection of the notion of absolute Truth, lead some in the religious

community to be skeptical of his work. Dewey's conception of morality is broader than traditional religious conceptions of morality. In Dewey's words

> *A narrow and moralistic view of morals is responsible for the failure to recognize that all the aims and values which are desirable in education are themselves moral. Discipline, natural development, culture, social efficiency, are moral traits—marks of a person who is a worthy member of that society which it is the business of education to further. There is an old saying to the effect that it is not enough for a man to be good; he must be good for something. The something for which a man must be good is capacity to live as a social member so that what he gets from living with others balances with what he contributes.* (Dewey, 1916, p. 359)

This is in concert with his assertions of the importance of school knowledge being directly transferable to real life situations. As much as is possible, the teacher should provide in-school educational experiences that mimic the situations in which students will need to apply the subject matter being taught. So it is with the application of Dewey's philosophical notions of education. In order to apply them as Dewey intended, the ideas themselves must be understood within the context in which they were developed (Tanner, 1997). As Tanner points out, "Dewey's ideas and innovations were based on real experiences with real children and their teachers and parents" (p. 9).

Contained within these ideas and innovations can be found a number of conceptions useful within the realm of online education. These include the social nature of learning, developmentally appropriate practice, curriculum integration, project-based instruction, and hands-on active learning. Tanner's (1997) description of the social nature of learning is of particular relevance. She reports that Dewey structured both the curriculum and the organization of the school itself to reflect his belief in the importance of social learning. Dewey's laboratory school was organized to take advantage of this interactive nature of learning. Students learned through interaction with each other as well as interaction with adults. In

addition to using interaction as an instructional method, Dewey also recognized the importance of learning to interact effectively as an educational objective apart from its connection to specific subject matter. "Not only is social life identical with communication, but all communication (hence all genuine social life) is educative" (Dewey, 1916, p. 5). He valued the development of good communication skills among students and sought to promote that within the curriculum.

Dewey's conception of project-based instruction grew out of the desire to teach the scientific method to students as a means for solving everyday problems. Dewey believed that this would develop in children a higher quality of thought process that was grounded in practicality. Although he did not originally use the term "project" when describing the activities used in his laboratory school, others did and attributed their watered-down versions of project-based learning to his ideas. In response, Dewey incorporated the terminology and clarified his definition of this approach (Tanner, 1997). Dewey's revised rules for project-based learning were:

> *(1) the project must be of interest; (2) the project must involve thought; (3) the project must awaken new curiosity and lead the students' minds into new fields; and (4) the project must involve a considerable span of time for its execution* (Tanner, 1997, p. 86).

Implicit in these directives is Dewey's notion that students will be driven to learn by solving problems that have salience for them. For this reason, the problems at the heart of project-based learning should ideally be selected by the students. If it is not possible to begin with student selected problems, the minimum requirement is that the problems be ones in which students have a genuine interest. As noted above, this interest is only a beginning point. The problem-solving activities in which students participate must fully engage their minds and lead to increasingly complex levels of thinking and problem-solving.

Once students have defined a problem for which they seek an answer, the task of the teacher becomes to support the efforts of the student. Of course, this is more difficult than it sounds, for the teacher must be able to recognize when and where assistance is needed and to provide just enough to allow the student to function somewhat independently but not so much that the solution is the teacher's rather than the student's. According to Dewey,

> *A large part of the art of instruction lies in making the difficulty of new problems large enough to challenge thought, and small enough so that, in addition to the confusion naturally attending the novel elements, there shall be luminous familiar spots from which helpful suggestions may spring.* (Dewey, 1916, p. 157)

It is interesting to note that Dewey sought to "compensate educationally for what was being lost in the home" (Tanner, 1997, p. 2). Apparently, even in 1899 adults longed for the good old days when children and youth behaved appropriately. Many of the quotes she cites from Dewey, originally composed in the late 1800s and early 1900s, could easily be mistaken for current descriptions of problems within American education and society in the 21st century. It is both comforting and discouraging to note the relevance of Dewey's ideas. On the one hand, it is heartening to find work with such obvious applicability to our current problems. Unfortunately, with that recognition comes the realization that despite over 100 years of access to these ideas and innumerable citations of them in scholarly publications, we do not seem to have taken them seriously enough to actually implement them in our schools. This seems to have been the impetus for Tanner's (1997) exploration of the lessons learned from Dewey's laboratory school. Perhaps the problem lies in the fact that as educators we talk about and teach about Dewey, but we rarely emulate him. So much effort is invested in maintaining a system that values assessment based upon comparison with others. If we took Dewey's ideas seriously, we would

have to abandon the latest political educational "reform" effort and its corresponding buzz-word "accountability." In Dewey's words,

> *How one person's abilities compare in quantity with those of another is none of the teacher's business. It is irrelevant to his work. What is required is that every individual shall have opportunities to employ his own powers in activities that have meaning. Mind, individual method, originality (these are convertible terms) signify the quality of purposive or directed action. If we act upon this conviction, we shall secure more originality even by the conventional standard than now develops. Imposing an alleged uniform general method upon everybody breeds mediocrity in all but the very exceptional. And measuring originality by deviation from the mass breeds eccentricity in them. Thus we stifle the distinctive quality of the many, and save in rare instances (like, say, that of Darwin) infect the rare geniuses with an unwholesome quality.* (Dewey, 1916, pp. 172-173)

These ideas are in stark contrast to the current emphasis on standardized testing as the ultimate measure of successful educational outcomes.

In speculating about what Dewey would think of current uses of educational technologies, Bertram (1998) observed that many of the arguments made by those who assume that Dewey would wholeheartedly embrace technology come down to an overly simplistic view of Deweyan philosophy. He states

> *. . . they see a neat equation of Dewey = learning by doing = constructivism = interconnected, interactive webs of new technologies = 21st century education = good standing in opposition to text-book based = subject-matter driven = stultified teaching of the past = bad* (Bertram, 1998, p. 223).

Rather than automatically accepting educational technologies, the author asserts that Dewey would challenge educators to think about how technology might be used to further educational aims. The degree to which technology applications were used to promote student participation in authentic learning experiences would most likely be Dewey's criteria for evaluating the appropriateness of technology in education. Bertram (1998) asserts that "Dewey would certainly value learning technology, if it means that students become more capable of participating in society and enlarges the scope of their abilities to communicate" (p. 225).

It seems that Randall (1953/1977) would agree with Bertram's assessment. Speaking as one who knew Dewey in a personal as well as professional context, he confidently describes Dewey's dislike of gadgetry and lack of mechanical expertise. Rather than embrace technology for technology's sake, Dewey would more likely view it as a means to an end. In Randall's estimation, Dewey's affinity for practicality was more closely aligned with the purposes for which knowledge would be used. His description of Dewey's belief in the importance of human experience is instructive.

> *This respect for the experience of other men, this willingness to learn from them what they have found out, above all, to learn by working with them, is the very core of John Dewey the man, and it is the core of his philosophy as well. From the point of view of the assorted absolutists—chancellors, commissars, or cardinals—who already know all the answers, this has been Dewey's unforgivable sin. He hadn't found the Truth, and he actually thought that other men were as likely to discover more of it as he or you or I. He had a curiously old-fashioned faith, that men can really hope to learn something of wisdom by working together on their common problems.* (Randall, 1953/1977, p. 8).

It is upon this "old-fashioned faith" of Dewey's that much of constructivist thought is based. This belief in the ability of ordinary people to construct and give meaning to ordinary experience is at the heart of Dewey's philosophy. This basic assumption of Dewey's has become so accepted in educational circles that it is frequently left unarticulated when researchers expound upon their theoretical rationales for designing and conducting research. In fact, few researchers in the realm of educational technology explicitly credit Dewey with the ideas upon which their attempts to implement educational interventions are based. Interventions designed to involve students in active learning that is based upon real life experiences and which incorporates learning through cooperation and collaboration can be appropriately attributed to the influence of John Dewey's philosophy. For this reason, I have included reviews of several

studies of this type which do not explicitly cite Dewey, but which seem to reflect Dewey's influence along with one that does acknowledge his influence.

Tolley's (1998) project THRO (Teaching Human Rights Online) makes an effective use of online technologies toward the development of higher level thinking skills. This is accomplished through the use of numerous formats and levels of instruction. Students are first required to participate in solitary analysis of case studies and are tested on their proficiency in this analysis with a forced choice format. Next they move on to sharing and discussing their individual analyses with classmates through text sharing and through the use of email, listservs, and webboards. Finally, using videoconferencing, the students are able to participate in interactive role-play situations in which they assume the roles of attorneys, judges, or other stakeholders involved in the various case studies.

The author cites Dewey's seminal work *Democracy and Education* (1916) in support of the rationale for the design of the program as well as the development of program goals. In pursuit of the development of more complex conceptualization of human rights issues, students engage in playing various stakeholder roles in actual human rights cases. During this process they are afforded the opportunity to interact with students in other parts of the US and in other parts of the world. Consistent with Dewey's philosophy, the author believes that

> *Encouraging students to play an unfamiliar role promotes understandings of alternative truths. As advocates for a position other than their own, students may become less certain of their knowledge and more willing to entertain new ideas, to learn by questioning, and to consider a range of possibilities. Whether or not they ultimately modify deeply held personal beliefs, the exercise can provide fresh information and the ability to rebut an adversary.* (Tolley, 1998, p. 947).

Having the opportunity to immerse themselves in real life situations and to take an active part in debating the relative value of various positions in an argument locates the educational process

for the student within the realm of relevant experience. In this way, this project-based approach is true to the Deweyan rules described earlier. While the problems for which the students seek solutions are not, strictly speaking, defined by the students, they are of relevance and interest to the students. Furthermore, they encourage the development of new thoughts and new perspectives.

The author measured the effectiveness of the program in terms of student performance as well as student satisfaction with the program. The student performance aspect was measured by their performance on the course final exam. Student satisfaction was measured through the use of a researcher-constructed questionnaire that used a Likert-type scale to assess satisfaction with various aspects of the program and also elicited qualitative responses in the form of comments. The article provides an excellent analysis and description of the intervention (Project THRO), but is lacking in its discussion of methodological issues. No explicit information is given regarding demographics of the 50 students who participated in this pilot program. However, the evaluation is described as formative and plans for additional collection and analysis of data are discussed.

From the information that is provided, this pilot program appears to have been overwhelmingly positive and lends some support to the notion that meaningful, in-depth, interactive instruction can occur in cyberspace. From an instructional standpoint, it is important to note that an enormous investment in planning and curriculum development seems to have been the key to the apparent success in promoting the development of higher levels of reasoning among students. Additionally, the full and successful participation of all students in this program required access to rather sophisticated technology. Care should be taken in

attempting to generalize the results of this study to situations which do not include these elements.

Light et al. (2000) report on a study conducted at a university in the United Kingdom that sought to investigate the use of CMC as an adjunct to participation in a traditionally taught undergraduate course. All students had prior contact with each other through interaction in a related course taught in the prior term. This prior course contained a component requiring that students meet regularly in small groups for seminars and included instruction related to CMC. During the term in which the study was conducted, online discussions replaced these seminars. While a tutor had mediated face-to-face interaction in the previous seminars, the tutor's only intervention in the CMC discussion groups involved posting the topics and monitoring the discussion. The tutor did not directly contribute to or moderate any of the online discussions. The small groups used during the seminars in the prior term were maintained for the purposes of the CMC groups. Thus, there were four small groups identified as Groups A, B, C, and D. The interactive nature of this educational intervention and the focus on interpersonal communication as a means of meeting educational objectives is the basis for its inclusion in this discussion of Dewey. However, the authors do not make this connection.

The researchers took a case study approach to this project. The stated research questions were: "How effectively, and by what means, will communication and exchange of ideas be achieved in this situation? How stable will such interaction be? If groups diverge in their patterns of interaction, what factors underlie this divergence? How, and how similarly, will students and tutor judge the value of this experience?" In order to examine these questions, the text of the online discussions was analyzed and group and individual interviews were conducted with the tutor as well as the students.

The data collected were primarily qualitative in nature. First, each researcher independently analyzed the transcripts of the online discussions and compiled what they believed to be the central issues. Following this independent analysis, the research team came together to refine the initial analysis. From the categories and themes that emerged from this collaboration, a semi-structured interview protocol was constructed. Group interviews were conducted with three of the four groups followed by a few targeted individual interviews. These individual interviews appear to have been conducted for the purpose of gaining additional insight from students who appeared to have experiences that differed in some way from that of the group at large. Transcripts from these individual and group interviews were then analyzed in conjunction with the transcripts of the online discussions. Subsequent to this analysis, transcripts from interviews with the tutor that occurred prior to starting and immediately following the end of the course were compared with the information taken from the students' experiences.

A separate analysis of the interactions within each of the four groups was offered with each group having some unique characteristics. However, some common themes did emerge. First, all groups felt the negative impact of "flaming." There were some class members who posted rather nasty, personally targeted messages to the discussion anonymously. During the course of the interviews, these members identified themselves and claimed to have done this all in fun. However, those to whom the messages were targeted did not see it in the same way and reported feeling inhibited in their participation in the discussions as a result of these public insults. The length of postings was another topic of discussion both in the original online discussions and in the subsequent interviews. Other students who posted lengthy essay style messages put off many students. They felt that this detracted from the ability of the group to

have a more conversation-like discussion. However, those students who posted these lengthy messages said that they did so because no one else seemed to be posting anything and they did not want the lack of discussion to negatively affect their grades. In many ways, the online discussions contained the same elements of a face-to-face classroom discussion—some off topic remarks that get the group sidetracked interspersed with content relevant discussion. One of the major differences appeared to be the lack of a recognized facilitator to minimize the distractions created by off topic remarks. Added together with the possibility of posting anonymous attacks, this factor seemed to be a powerful deterrent to constructive communication.

The researchers reported that their rationale for removing the tutor as discussion facilitator was in response to previous experiences in which students seemed to direct all comments to the tutor rather than attempting to engage with each other in dialogue. The results of their previous attempts together with the current study suggest that perhaps some middle ground is needed. Enough guidance on the part of the tutor (or instructor) to prevent the negative effects of "flaming" while maintaining a mostly hands-off approach to the actual discussion would appear to be ideal. This would be a delicate balance and would likely require some degree of trial and error on the part of an instructor depending on many factors such as the nature of the course, the personality of the instructor and the level of experience of the students.

In addition to the concerns already noted, I have some ethical concerns about the conduct of this study. The tutor reports that he refrained from intervening in the online discussions because he thought it important for students to experience both negative and positive aspects of online discussions. He says that he would have intervened if he perceived

potential for any serious harm. From my interpretation of some of the reported interactions, there was ample reason to intervene on behalf of some of the students. The researchers also express some concern regarding this aspect of the study and report that future iterations of this work will include higher levels of tutor monitoring and intervention in online discussion groups. Because of the potential for personal attacks and harassment in online environments, it may be necessary to include an opportunity for informed consent on the part of students participating in such groups to make them aware of the potential dangers inherent in this somewhat anonymous method of communication. Additionally, expectations and rules for online behavior could be clearly outlined along with appropriate and definite consequences that will result from infractions of these rules.

In a study investigating the effects of anonymity in online educational discussion groups, Chester and Gwynne (1998) began with an explanation of the term "depaysement." This term has been borrowed from the field of anthropology and is used to describe the process one goes through when one leaves a familiar culture and spends enough time away from that which is familiar so that one returns with an ability to view the formerly familiar with new eyes. It is with this concept in mind that the authors explore the use of "enforced anonymity" in online communication within the context of an undergraduate course called Personal Identity and Community in Cyberspace. The authors wanted to assist students in exploring CMC in a way that would promote the development of a collaborative learning community that is uninhibited by the usual cultural constraints. The students were to explore questions related to notions of identity and community when those concepts are divorced from any physical representations of them. The authors' description of their plan for this course sounds quite Deweyan. "Our aim was to immerse our students in the technology; to have the process of the subject, that is

researching and interacting in cyberspace, become the content through a practice of self-reflexivity" (Chester & Gwynne, 1998, Personal Identity and Community section, ¶ 2).

In order to ensure anonymity, no face-to-face interactions were permitted until the end of the course and students were asked to adopt pseudonyms that they would use to identify themselves in all of their online interactions in this course. Through these pseudonyms students were able to create online personae which might be very different from their real life identities. Students were able to set aside gender, race, and ethnicity, as well as other superficialities that often become barriers to genuine interaction. The design of the course allowed students both synchronous and asynchronous opportunities to communicate about course material and to socialize with each other.

There were 20 students (5 female, 15 male) who participated in this study. Both quantitative and qualitative data were collected, although little is said about the quantitative data. That category appears to have been mostly descriptive in nature including demographic breakdowns, frequency of postings, and results from questionnaires measuring prior computer experience. None of this information is explicitly reported and the authors seem to explain this by noting the small sample size and cautioning against generalizing from their tentative findings. While it is clear that a great deal of qualitative analysis was performed, the methodology used and precisely what was analyzed is not at all clear. The authors at one point state "asynchronous textual interactions provided qualitative and quantitative data for analysis," but then a few sentences later say that "content of students' private email and the asynchronous chat site were not recorded" (Chester & Gwynne, 1998, Methodology section, ¶ 3). However, it is clear that the content of student journals was used as a basis for qualitative analysis. This may have been the basis for all of the analysis, but the authors are not explicit on this point.

The authors reported both positive and negative outcomes in this study. As in the Light et al. (2000) study, the flaming phenomenon was present. However, in this study, all negative behavior appeared to have been perpetrated by one student. Additional concerns related to problems inherent in text-only communication were expressed, but the majority of reported outcomes offered hope for this form of educational interaction. This suggests that there are both benefits and dangers inherent in online exchanges that are unencumbered by conventional social constraints with the resulting online disinhibition producing both prosocial and antisocial student behaviors. This lack of certainty in possible outcomes may lead some to question the wisdom of encouraging students to interact anonymously. In spite of this potential for danger, I believe the authors would disagree with this overly cautious approach. These mixed results do warrant caution, but they also offer the hope of tremendous potential for beneficial interactions within the educational environment. Since the potential for disruptive behavior exists within all educational environments, the focus should be on constructing effective online classroom management strategies rather than avoiding the cyberspace classroom because of its potential for problem behavior.

Haythornthwaite, Kazmer, Robins, and Shoemaker (2000) took a different approach to examining the development of an online learning community. Their study employed a grounded theory approach to examining community development among 17 students enrolled in an experimental program that offered distance learning options for graduate students in Library and Information Science. Students enrolled in this program initially completed an intensive component of the program that is referred to as "boot camp" which involved completing an introductory course in a 2-week period. For subsequent courses, students were required to attend one on-campus meeting at the beginning of each course. The remainder of the course

requirements were completed via the internet. Lectures for the course were delivered in real time via RealAudio in conjunction with PowerPoint presentations. Students were present in a chat room during these live presentations so that they could interact during the lectures. In addition to the chat rooms used during lectures, separate chat rooms were also used for small group discussions. Other forms of CMC used included webboards and email.

Over the course of one year, the students were interviewed extensively approximately 4 times (16 students were interviewed 4 times, while the remaining student only had 3 interviews). The questions initially centered on patterns of interaction and the students' perceptions of their learning community. Following each round of interviews, the data were analyzed and used in the formulation of follow-up questions for subsequent interviews. Through the extensive data analysis, a great deal of information was gathered and pertinent themes were identified. Some of the findings included the importance of the shared experience of the "boot camp" in defining the community at the outset. This experience seemed to be important to most students in their initial definition of the community. The opportunities for both synchronous and asynchronous communication were seen as positive and were used to develop even further the supportive bonds within the group. The shared experiences from the beginning of the semester seemed to help create a safe space within which to collaborate and exchange information. There were also some negative reactions from students who had difficulty adjusting to the online environment. Additionally, authors noted that the students' level of connection with the online community appeared to be proportional to their individual contributions to the community. The importance of personal investment seemed vital to developing community ties.

The aspect of this study that was most striking to me is that the same factors that seem to be important for maintaining community in the context of face-to-face interactions also seem

to be important in maintaining community online. The only significant difference is the mechanism that is used rather than the process itself with the process appearing to be more conscious and intentional in the online environment. This attention to developing a learning community is in line with Dewey's focus on "the social character of learning and his stress on democracy" (Tanner, 1997, p. 110). It is difficult to conceive of a successful implementation of Dewey's project-based instruction apart from the existence of an effective learning community.

Lev Vygotsky's Psychology of Learning

Just as Dewey's early life was shaped by the American Civil war, Vygotsky's life and work were shaped by events surrounding the Russian Revolution of 1917 with his professional career occurring against the backdrop of enormous societal upheaval. So closely rooted in socio-political concerns was his work that the Marxist government of Russia actively suppressed and banned Vygotsky's work from 1936 until 1956 (Bruner, 1985). For this reason, even though Vygotsky's writing career came to an abrupt halt in 1934, his work was not available in the English language until 1962. This sudden appearance of the work of Vygotsky amidst the social and political upheaval of the 1960s and 1970s in the United States may have facilitated the acceptance of his theories among American educators. Despite the enormous amount of recent attention to this man, he still remains—to some degree—a bit of a mystery and has thus been referred to by Daniels (1993) as "a figure half in shadow." While I agree that there appears to be enormous potential for the usefulness of many Vygotskian concepts in online education, I approach the analysis and critique of his work with some hesitation. It has been suggested that much of what has been canonized in American educational theory as "Vygotsky" is actually a sanitized compilation of the bits and pieces of his work that have been found to be palatable for

American audiences (Van Der Veer & Valsiner, 1994). Since it is impossible for me to read his work in its original language, I will concede this possibility and direct my focus toward the way in which the ideas that have been attributed to Vygotsky are applicable to online education.

Of the many concepts attributed to Vygotsky, the Zone of Proximal Development appears to have the most relevance for my research. Vygotsky (1978) described this as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p. 86). In other words, Vygotsky recognized that there is a discrepancy between the highest level of functioning that a child can achieve on a task while working completely independently and the highest level that can be achieved with a minimal amount of prompting from someone who is already proficient at that particular task. The difference between these two levels of performance has been labeled the Zone of Proximal Development (ZPD). Vygotsky's notion of learning was essentially the advancement of that zone. From this perspective, the major task of the teacher is what has been referred to as "scaffolding" or supporting the attempts of the learner to become proficient in a particular task until the learner is able to perform that task independently. Inherent in this idea is the notion that a great deal of interaction will occur between the learner and the teacher throughout this process and that this interaction is the primary means of scaffolding. While the degree to which Vygotsky was familiar with the writings of Dewey is not clear, he does make some reference to Dewey in his work (Vygotsky, 1978). It is with this in mind that I note the faint echo of Dewey in Vygotsky's description of the ZPD. Dewey's statement that "the art of instruction lies in making the difficulty of new problems large enough to challenge . . . and small enough so that . . . there shall be luminous familiar spots from which helpful suggestions may

spring" (Dewey, 1916, p. 157) seems to foreshadow Vygotsky's ZPD and consequent use of scaffolding.

This approach to education, focusing on the interaction between the teacher and the student, seems to me to be particularly well-suited for counselor educators. Constructivist approaches to education in general have been described as "student-centered" as opposed to more traditional teacher-centered approaches. This fundamental philosophy of constructivist education strongly parallels Rogers' (1961) client-centered approach to counseling. Additionally, the concepts of ZPD and scaffolding seem strikingly similar to the technique employed by developmentally oriented counselors of providing support and challenge within the counseling relationship as a means of promoting the client's attainment of higher levels of development. This technique is often found in counseling approaches based on Kohlberg's developmental work (Hayes, 1991). The moral dilemma discussions that are an integral part of Kohlbergian approaches to moral education are an excellent example of scaffolding in the ZPD (Kuhmerker, 1991).

In searching for a more concrete way of thinking about the process of scaffolding, I located many scholarly definitions and practical examples. However, I believe the best of these is perhaps the simplest—the metaphor of training wheels on a bicycle (Bull, Shuler, Overton, Kimball, Boykin, & Griffin, 1999). The teacher's function in scaffolding is precisely the same function that training wheels serve for a child who is learning to ride a bicycle. At first, the child can only ride without falling when the training wheels are firmly in place. Gradually, the parent may adjust the training wheels so that they only serve as back-up assistance when balance is a little shaky. At some point, the parent may point out to the child that the training wheels aren't really necessary and suggest removing them. Some children are ready at that point to ride

without assistance. However, others may still lack confidence. It is at this point that the parent will offer to keep a hand on the back of the bicycle to prevent a fall. Finally it happens—the almost magical moment when the child realizes that he is riding independently. This is a perfect example of scaffolding. The training wheels (and later the parent's hand) serve only to support the already developed abilities of the child until a new level of independence can be reached. Scaffolding in an educational environment functions in the same way. As teachers, we seek to provide only the amount of support that is necessary in order to help the learner reach the next level of independent learning. Once the learner becomes confident in her ability to function successfully at this level, scaffolding to reach the next level is put into place.

The dynamic nature of an online educational environment allows for numerous forms of computer-mediated scaffolding. This scaffolding may be in an automated format or may involve collaboration through CMC. Bull et al. (1999) report that in computer-mediated learning environments, scaffolding is initially provided through automated formats or directly to student from the instructor. Once a level of safety and sense of community has developed, students may begin to rely on each other for scaffolding. The automated forms of scaffolding they report include adaptive presentations of content, interactive learning games, links to additional online resources, visual representations such as cognitive maps or concept maps, and the inclusion of help screens with all online learning material. In addition to these automated scaffolds, tutoring and coaching can be provided individually or in groups. These authors view scaffolding in groups with group members providing assistance for each other and very little intervention on the part of the teacher as the optimum situation for developing a collaborative learning community.

After becoming discouraged and then informally questioning her eighth grade language arts students about the reasons behind their lack of homework completion, Gorelik (2000) designed a web-based solution to this problem. Most of the students had reported difficulties in understanding some aspect of the homework assignment as the primary reason for their failure to complete the assignments. As a result, Gorelik decided to use the internet as a scaffold for her students. She created a webpage that included four components. First, all assignments with complete instructions were posted. Second, a message board that allowed for continuous posting of questions and answers was available. Third, successfully completed examples of assignments were posted and finally, a section with links to relevant internet resources was created. She notified students of the time that she would log on to the computer each evening so that they could post any questions they had prior to that time and log on later to view her responses. This creative solution reportedly resulted in increased rates of homework completion, but perhaps more importantly, in improved interactions between teacher and students. Gorelik concludes in her report,

> *I noticed that my students were finally taking responsibility for their learning. They had begun to 'think about their thinking' as they put into writing what problems stymied them from finishing their homework. I had begun to understand what an eighth grader does when faced with independent work that just doesn't make sense.* (Gorelik, 2000, p. 9)

Before launching into a critique of specific relevant research studies, some commentary about potential methodological problems related to these investigations is warranted. Smagorinsky (1994) describes methodological problems that occur when ZPD is the target of scientific investigation as being a result of the socially constructed nature of the resulting data. The complex nature of the relationship(s) among all individuals who participate in the research, in whatever capacity, in concert with the data and the methods of data collection necessitate the

development of new ways of formulating and thinking about the research process. The author states that:

> *The social character of development becomes crucially important when researchers undertake the study of learning. When researchers enter a sociocultural setting to conduct research on developmental processes, they become part of the setting and thus become mediating factors in the very learning they purport to document. Rather, however, than "contaminating" the research environment, they become additional mediational means in a learner's development.* (Smagorinsky, 1994, ¶ 8)

The author further refers to the semiotic nature of both the educational intervention (i.e. the interaction between teacher and student) and the data itself. Again, rather than viewing this as potentially contaminating, Smagorinsky eloquently argues

> *Data on human development are inherently social in nature and therefore the invocation of the purity metaphor is inappropriate in discussing investigations of learning in the zone of proximal development. Data can only be "pure" in a sterile environment, and human development takes place in a teeming social milieu. To assume that learning can be separated from its social foundations is to misunderstand the nature of the ZPD; and to assume that the study of learning can take place outside the bubble of the social environment is to misconceptualize the role of mediation in human development and to underestimate the effects of the introduction of any research tools into the learning environment.* (Smagorinsky, 1994, ¶ 12)

Freire (1994) lends further credibility to the importance of considering the above arguments when examining research involving computer-mediated learning by elaborating on the ways in which the analysis and interpretation of computer-mediated communication may be particularly vulnerable to the influence of social and cultural influences.

The complex nature of undertaking research involving computer-mediated learning and Vygotsky's notions of ZPD and scaffolding certainly complicates the issues at the heart of such research studies. These complications may be seen as problems to be overcome or as an enhancement of the richness of the data being collected. While the potential for problems in this type of research endeavor cannot be understated, these potential problems should not be

allowed to serve as an excuse for lack of attention to methodological issues. On the contrary, these concerns require increased vigilance on the part of the researcher and meticulous attention to any and all factors that may interact with the research environment. While these factors are impossible to control, they must be acknowledged and described to the greatest degree possible in order to provide for the greatest understanding of the data. The abundance of work informally describing educational interventions based on Vygtoskyian concepts of ZPD and scaffolding is testimony to the potential usefulness of these ideas in online education. Unfortunately, perhaps as a result of these difficulties described earlier, few empirical studies regarding the application of Vygotsky's theories in this field of educational endeavor were located.

Smith and Carroll (2000) report on the development and implementation of an online tutoring program involving pre-service teachers paired with students in local public schools who had been identified by their teachers as "students whom they believed were able to improve their achievement through this additional attention and support" (p. 4). The stated rationale for the development of this one-to-one tutoring procedure was linked to Vygotsky's concept of ZPD and the researchers stated that transcribed interactions between tutors and learners would be analyzed in relation to this concept. The interactions between tutors and learners were facilitated through the use of Netscape Conference software as a means of visual and graphical communication supplemented with simultaneous direct verbal communication via telephone. The description of the process of communication between tutors and learners was reasonably clear and seemed an appropriate use of technology to facilitate synchronous, one-to-one tutoring from a distance. Unfortunately, details regarding other important aspects of this project are sketchy at best.

There is not enough information regarding methodology given in the report to adequately critique this aspect of the project. The only information provided about the demographics of the students who participated as tutees is that they were selected by teachers for participation from one of four Detroit Public Schools where "75% of the students were eligible for free and reduced lunches and their academic achievement was substantially below the State averages" (p. 3). The teacher for each of the selected students identified specific academic problem areas and provided relevant sample classroom activities to the tutor for that student. Even less information regarding tutors is provided. In the appendices of the report, one tutee is identified as being in 7th grade but no other references to the ages or grade levels of tutees is provided.

Tutors were identified only as "students who were enrolled in an introductory computer applications class in the College of Education" (p. 5) and were referred to as pre-service teachers although one statement in the report calls that part of the identification into question. However, it was stated that the tutors were given information regarding the tutoring process in written form along with a brief hands-on experience in using the relevant software. Other than this, the level of pedagogical expertise and awareness of the tutors is not discussed. Another troubling omission is the level of awareness the tutors had of the educational principles on which their interactions with students were to be analyzed. No mention is made of whether the tutors had received any previous exposure to Vygotsky's notions of ZPD. Arguments might be made on both sides regarding the importance of making tutors aware of this aspect of the project or leaving them in the dark depending on the research questions being posed. This leads to perhaps the most troubling omission of all—the lack of either implicit or explicit attention to the underlying research questions that should form the basis for the analysis of data. Some

assumptions might be made relative to this, but not enough information is given to allow for much speculation. The closest approximation to a reasonable research question for this study is contained in the following statement: "At this point, one can only speculate as to how often or how deep the intrusion into the Zone of Proximal Development must be in order to maximize learning for a particular student in a particular curriculum content area." (Smith & Carroll, 2000, p. 9)

In all fairness to the authors, they are careful to qualify the information being reported as preliminary and to provide a URL for a website where the final research report would be made available at a later date. However, examination of the final report shed no additional light on these concerns. Regardless of the point in the research process at which this report was written, more clarity regarding how they planned to analyze their data should have been offered. It is not even clear whether they were using a primarily quantitative or qualitative approach to the collection and analysis of data. Based upon the lack of attention to detail in this area, one might infer that the authors may have a relatively naïve level of expertise in qualitative methodology and assumed that a qualitative approach while allowing them greater freedom to explore possible interpretations of the data also gave them license to be less than meticulous in their description of the research process. The primary type of data collected—transcripts of interactions between tutors and tutees—would lend itself well to qualitative methodology. Unfortunately, rather than taking a qualitative approach to the analysis of this data, the authors seemed intent upon reducing the data to numerical representations and then provided little or no guidance as to the possible meanings of these representations. An elaborate system was developed for creating graphs of the transcribed conversations which plotted where (in relation to the ZPD) interactions between tutor and tutee were located. How the authors planned to use

and interpret these graphs was not explained. In addition to Vygotsky's ZPD, the authors employed Bloom's Taxonomy as another means of categorizing and analyzing data. As with the ZPD data, little guidance was given as to the meaning or usefulness of this data.

Jiang and Ting (1998) conclude that the "active participation of the instructor" (p. 16) is vital to the success of online learning and further describe the students' need to "know that their instructor is always there giving them support, scaffolding and guidance" (p. 17). While these conclusions are consistent with the preceding theoretical discussion and my own personal beliefs about the role of the instructor in an online course, these conclusions do not seem to derive from the data presented. The authors attempted to isolate factors that are related to students' perceptions of learning in an online environment. Their large sample of 183 participants included all students who completed an online course during one semester through SUNY Learning Network. Their data included information collected through surveys, as well as demographic and course data. They used this data to construct a complex web of statistical comparisons which included five dependent variables (perceived amount of learning, perceived degree of interaction with the instructor, perceived degree of interaction with fellow students, students' perceptions of learning experience, and number of students' responses) and five independent variables (percent of grade weight on discussion, percent of grade weight on written assignments, specification of requirements of discussion, number of instructor's responses per student, and class size). Demographic variables were also included in the statistical analyses. In addition to the descriptions of how the data for these variables were collected, some vague references to qualitative and observational data were made. It is not clear how the qualitative and observational data were collected or analyzed, but the conclusions

drawn by the authors appear to have been the result of this data rather than the quantitative data.

Perhaps the authors felt the need to rely on the undefined qualitative data because the numerical data were not sufficient to answer the questions they sought to answer. In spite of the extensive analysis of this data, an underlying flaw in the design of the study inhibits the usefulness of the information. First, four of the five dependent variables were determined using the answers to three survey questions. Perceived amount of learning was determined by the answer to the third question on the survey—"Compared to other modes of learning, do you think you have learned more in this course?" Perceived degree of interaction with the instructor was measured by the answer to the second question—"Compared to other modes of learning did you have more interaction with your instructor in this course?" Perceived degree of interaction with fellow students was measured by the answer to the first question—"Compared to other modes of learning, did you have more interaction with students in this course?" Finally, students' perceptions of the learning experience were measured by a composite score obtained from their answers to all three questions. While the data were collected and analyzed as if it were continuous, numerical data, I do not believe that this was appropriate. The data seem more appropriately categorical in nature. If this is true, the statistical correlations performed were inappropriate and unreliable. As Jiang and Ting (1998) point out in the final sentence of their report, qualitative study of these issues may provide more useful information.

Cognitive Flexibility Theory's Radical Constructivism

Cognitive Flexibility Theory (CFT), originally formulated by Spiro, Coulson, Feltovich, and Anderson (1988), was developed in response to their perception that traditional learning theories had failed to adequately account for how learning of complex subject matter takes place in ill-structured environments. This theory is particularly well-suited for dealing with teaching and learning in subject areas where understanding and synthesizing a great deal of complex information is required and where there are no "right" answers to the questions posed. CFT is an attempt to provide a framework for how individuals organize and process information in such situations. Spiro and Jehng (1990) describe these domains of learning as follows:

> *At advanced stages of knowledge acquisition content becomes more* ***complex*** *and the relationships across the cases that knowledge has to be applied to become more* ***irregular****. We call domains that have these features of content complexity and irregularity of application contexts* ***ill-structured domains****. At the same time that greater ill-structuredness must be dealt with by advanced learners, the* ***goals*** *of learning shift: (a) from the attainment of superficial familiarity with concepts and facts to the mastery of important aspects of conceptual complexity, and (b) from knowledge reproduction to knowledge use (transfer, application).* (Spiro & Jehng, 1990, p. 165)

They have further named the process by which individuals navigate such domains as cognitive flexibility and have defined this as

> *. . . the ability to spontaneously restructure one's knowledge, in many ways, in adaptive response to radically changing situational demands (both within and across knowledge application situations). This is a function of both the way knowledge is* ***represented*** *(e.g., along* ***multiple*** *rather than single conceptual dimensions) and the processes that operate on those mental representations (e.g., processes of schema* ***assembly*** *rather than intact schema retrieval).* (Spiro & Jehng, 1990, pp. 165-166)

It may be easier to discuss this process of cognitive flexibility by way of an example that is relevant to the content area of the online course that will be the subject of this study. In the career development course, students are most often attempting to find an answer to the

perennial question "what should I be when I grow up?" In order to answer this question, a tremendous amount of information must be absorbed and processed. The specific content of this information will vary for each individual student but usually includes the broad categories of information about themselves (interests, skills, values), information about occupations (job tasks, educational/training requirements, environment), and information about the job market (employment outlook, job growth). Some students may approach this decision making task in a very linear fashion. This could take the form of the following reasoning—I like working with children, kindergarten teachers work with children, therefore, I want to be a kindergarten teacher. While this type of reasoning does capture one approach to career decision making, often the reasoning process becomes much more complex. How an individual sorts through and prioritizes information within these categories—especially when various pieces of information seem to be in conflict with one another—might best be modeled with CFT. Again, within the context of the career development course, an individual might take information learned about herself in the self-assessment portion of the course regarding interests, personality types, and values and look for general themes or patterns found in that information. She then might begin researching various careers and look for occupations that seem to mirror these general themes and patterns. As a result of this process, she may discover an occupation that sounds interesting to her but is only available in a region of the country that will take her far away from her family and friends. She may also be thinking that she wants to have children and must consider the impact that choice would have on her career path. There is no one perfect answer to this individual's career dilemma. In fact, there may be many workable solutions. However, one thing does seem certain—a simple linear approach would not allow for a full exploration of all of these relevant factors.

Although the authors point out that they began working toward developing this theory prior to becoming interested in educational technology, CFT seems particularly appropriate for use in computer-supported learning environments. All references that I was able to locate in the research literature regarding the application of CFT involved the use of computer technology in some form with much of the work revolving around hypertext and online applications. In discussing this marriage of CFT and hypertext learning, the authors (Spiro, Feltovich, Jacobson, & Coulson, 1991) are careful to caution that all hypertext learning environments are not inherently conducive to learning. In fact, great pains must be taken to carefully structure hypertext environments so that learning is facilitated and enhanced rather than allowing the learner to become lost in cyberspace. Spiro et al. (1991) assert that atheoretically structured hypertext programs either oversimplify the knowledge in order to present it efficiently or overwhelm the learner with information. They believe that CFT "avoids the ad hoc character of many recent hypertext-based instructional programs, which have too often been driven by intuition and the power of the technology" (Spiro et al., 1991, p. 24).

One of the major features of CFT involves the importance of multiple presentations of information, with this multiplicity occurring in both instructional methodology as well as context. While the value of presenting the same instructional material in a variety of ways has to some degree already been embraced in education, CFT encourages educators to take this approach a step further. For example, Gardner's Multiple Intelligence Theory (1993) recommends that educators present information to students in a variety of ways in order to address the variety of "intelligences" that individual students possess. Some who advocate Gardner's approach to education appear to have reduced his concept of multiple intelligences to mean simply various learning styles. Although not explicitly acknowledged by the developers of

CFT, Gardner's more complex explanation of numerous (at least seven) discrete problem-solving orientations (that he labels intelligences) may partially explain the successful educational outcomes that have been reported in studies based on CFT (e.g., Assenza, Bosworth, Bowdish, Brown, Hackett, Lawless, Mautner, & Rosen, 1995). It is possible that the technique of multiple presentations of instructional material by various instructional methods enhances students' abilities to process the information through the use of multiple intelligences and accounts for the students' ability to successfully learn the information. However, the additional layer of providing access to the same material within various contexts in order to reduce the likelihood of compartmentalization of information is an aspect of CFT that is absent from educational applications of Gardner's theory.

The importance of providing opportunities for active participation on the part of students (Spiro et al., 1991) parallels Dewey's ideas around project-based learning. In fact, Dewey might argue that the active participation of the learner is the basis for gaining an appreciation of the complexity of life and experience.

> *It is the nature of an experience to have implications which go far beyond what is at first consciously noted in it. Bringing these connections or implications to consciousness enhances the meaning of the experience. Any experience, however trivial in its first appearance is capable of assuming an indefinite richness of significance by extending its range of perceived connections.* (Dewey, 1916, p. 217)

Although CFT seems to be consistent with Deweyan philosophy, Spiro and Jehng (1990) credit ideas developed by Wittgenstein (1953) as contributing to their understanding of the nature of complexity in learning. They have incorporated his "cris-crossed landscape" metaphor in their formulation of CFT. This metaphor provides an aide similar to cognitive mapping that allows one to visually represent complex relationships and patterns of information.

The Cognition and Instruction Group (CIGUC) at the University of Connecticut developed and reported on an innovative use of an instructional program based on the principles of CFT and designed to teach students to use the university's email system (Assenza et al., 1995). Prior to the development of this program, the instruction that students received regarding the use of the email system occurred in very large groups (more than 50) involving mostly lecture and little opportunity for hands-on practice. Concern over widespread frustration on the part of students when attempting to use the system independently caused the CIGUC to seek a better solution.

An instructional model based on CFT was selected because the group perceived the email system as a relatively ill-structured domain. Although more well-structured than some situations, the email system still offered a good deal of variability in contexts. For example, there are some basic steps required in sending an email message, but there will be some variability in those steps depending upon the context as in the example of creating a new message or replying to a message from someone else. In order to provide hands-on instruction based on CFT, a HyperCard ™ program called "Auntie EMM" was developed. The name of the program comes from its use of characters and situations from "The Wizard of OZ" to teach email use. Prior to implementing this program, the researchers hypothesized that (1) Auntie EMM would increase students' self-efficacy in regard to their ability to use email and would increase positive attitudes toward the use of email, and (2) that following completion of the Auntie EMM program students would be able to successfully meet 11 predetermined mastery learning criteria related to the use of the email program. Additionally, the researchers planned to look for qualitative evidence that either supported or called into question the quantitative measures.

The students who served as subjects in this study completed the Auntie EMM program as a part of course requirements in an undergraduate psychology course in educational technology. The final sample included 22 students, most of whom were female. While the sample did not reflect the make-up of the total student body, the authors report that it was representative of the population of students enrolled in the College of Education. The students' prior experience with and exposure to technology was not discussed. Prior to beginning instruction, students completed two researcher-designed instruments developed for the purpose of assessing levels of self-efficacy in and attitudes toward use of email. These instruments had previously been piloted on a larger sample of students enrolled in similar courses at the same university. The instruments were again administered to students following their completion of the Auntie EMM program. Although the actual differences in the pre-test and post-test scores appear to be small, statistically significant differences in the predicted direction on both constructs were obtained. Additionally, all of the students were able to achieve 100% mastery on the list of mastery learning criteria and were reported to have expressed mostly positive attitudes in the informal qualitative data (email responses to messages sent from the experimenter following completion of the program).

The researchers report these results as preliminary and acknowledge that additional investigation is warranted. However, there are some aspects of the data collection procedures that may have influenced the results of this study in ways that were not noted by the researchers. For instance, the Auntie EMM program was implemented in conjunction with instruction on a number of other technology related programs. The researchers stated that the email instruction program constituted only a small portion of about 18 hours of hands-on instruction in educational technology. In order to assess whether or not the improvement in

self-efficacy and attitudes related to email programs was in fact due to the Auntie EMM program, it would have been more appropriate for the research team to have employed a control group of students who received exposure to everything the experimental group received minus the Auntie EMM program. Without such control, it cannot be determined the degree to which other instructional factors may have influenced the variables being studied. The positive results of the study might have been due simply to increased exposure to technology in general rather than the effectiveness of the CFT inspired program. Additionally, the researchers did not make explicit the timing of the administration of the assessment instruments in relation to the presentation of the Auntie EMM program. From the way the report reads, it appears that these assessments were performed immediately following the use of the Auntie EMM program while the information was fresh in the minds of the students, and their level of confidence and competence would be expected to be higher. Assessing students' attitudes, levels of self-efficacy, and mastery of skills at a later date would add credibility to the results. A possible clue regarding the status of students' later email attitudes and abilities may lie in the authors' reporting of the collection of the qualitative data. This data took the form of email messages sent by researchers to each of the subjects and the responses to these messages. When the research team sent such messages to 20 of the 22 original subjects, only 11 subjects responded to these email queries. This might be considered a form of survey research and, taken in this way, this return rate of 55% might not be considered unusual. However, since the study purported to measure attitudes toward email use, this low response rate is of more concern. Unfortunately, the research team did not seem to make this connection and reported no attempts to make additional contact with subjects who did not respond using another form of communication. Similarly, no explanation

was offered as to the reason that only 20 of the 22 subjects had been offered the opportunity to participate in this part of the study.

In their extremely well designed study, Demetriadis and Pombortsis (1999) overcame the primary methodological problems discussed in the Auntie EMM study (Assenza et al., 1995) by employing the use of a control group and by adding a delayed post-test in addition to the post-test given immediately following the intervention. The subject matter for this study also involved computer technology and employed undergraduate students as subjects. To control for possible gender differences and age differences, the experimenters used a stratified distribution leaving relatively the same proportions of female students in each group and the same proportion of first year students in each group. All students were reported to be "domain novices" with this being defined as having "never before used systematically computer based instructional environments to learn something" (Demetriadis & Pombortsis, 1999, p. 248). Specifically, the content contained in the learning modules presented was Computer Networking—a topic which the authors believed to be sufficiently complex to justify the application of CFT principles of learning.

The content presented to each group was reported to be identical, containing exactly the same text and graphics and presented in electronic form. The only difference was in the way that the information was structured. For the control group, the information was presented in a linear fashion as if in the form of an electronic textbook. The experimental group had the same material presented in a format that included glossary hyperlinks, thematic commentaries, and employed a case-based approach to the material. While numerous hyperlinks were employed in the experimental design of the information, care was taken to provide adequate structure for the students and pages were designed so that students were never more than one click away from

the main page. Following the initial presentation of the material, students in both groups were presented with a synthesis activity. The activity contained the same set of 10 questions for each group. However, the experimental group was given a guide that enhanced the students' use of the "criss-crossing" technique advocated by CFT. No feedback was provided to either group regarding the degree of correctness of their solutions to the problems presented in the synthesis activity. Students in both conditions spent approximately equal amounts of time engaged in the study of the material.

After analysis of the data, no significant difference was found between the two groups regarding the level of introductory material learned. However, students in the experimental group did perform significantly better than the control group in correctly handling complex problem situations and in demonstration of "more abstract and deeper characteristics of domain knowledge" (Demetriadis & Pombortsis, 1999, p. 261). Additionally, no differences in performance based on gender or "epistemic beliefs and preferences" (p. 245) of students were found.

Although this study is based on a relatively small number of students (37 total), the strength of the results coupled with the meticulous attention to detail in the design of the study leads me to infer strong support for the use of CFT in instructional design. Not only did the authors show the potential strength of this design in enhancing the learning of cognitively complex and flexible information structures, they also demonstrated that this instructional design would not inhibit the learning of introductory material in less cognitively complex ways. This finding is important because it supports the use of this theoretical approach at all levels of learning.

Balcytiene (1999) employed an approach similar to that of Demetriadis and Pombortsis (1999) in a study of the effects of a CFT-based approach to teaching students to recognize the Gothic style of art and to be able to differentiate between Gothic and non-Gothic pieces of art. In this study, the control group was asked to read a paper text called "How to Recognize Gothic Style" and the experimental group was allowed to use a hypertext program containing the same textual and graphic material presented in the paper. The only differences made in the text when inserting it into a hypertext program were to edit individual paragraphs so that they could stand alone. This enabled students to navigate the information in a more flexible manner in the hypertext version as opposed to the linear presentation of the paper. Similar to the earlier study, students were placed in groups randomly in a stratified manner according to performance on a pre-test measure of proficiency in the content area.

Surprisingly, no significant differences were found in the post-test performance of the two groups. The group using the hypertext application had larger mean scores than the group using the paper text, but this difference was not found to be statistically significant. Contrary to what one might expect based on Spiro and Jehng's (1990) discussion as well as the previous study (Demetriadis & Pombortsis, 1999), students who had lower levels of previous domain knowledge tended to be helped more by the hypertext application than students with higher levels of previous domain knowledge.

In addition to the quantitative analysis of performance indicators, Balcytiene (1999) also used qualitative data analysis. For the students who used the hypertext learning environment, videotapes were made which showed the students' interactions within that environment. These tapes showed both the students' behaviors and body language as well as the paths taken within the hypertext. This allowed the researcher to conduct analysis of various navigational strategies

employed by students as well as to conduct "stimulated recall interviews" in which students were presented with video clips of their study session and asked to describe their thought processes during the various segments. This analysis resulted in the identification of three major information access strategies: "(1) systematic reading followed by nonlinear testing and reflecting, (2) systematic versus explorative reading, and (3) exploration due to respective preferences followed by systematic reading afterwards" (Balcytiene, 1999, p. 315). Further analysis of the behavior and characteristics of these students lead to an additional means of categorization—self-regulated versus cue-dependent learners. Self-regulated learners were described as being "concerned with the learning process and approached learning within a problem-solving framework" (p. 318) while cue-dependent learners were described as "task-anxious and concerned with learning outcomes" (p. 319). Quantitative performance measures were again analyzed using these systems of categorization and, while no statistically significant differences among groups were found, there did appear to be patterns in the results that the author found to be of practical significance. Specifically, the author states "low-level-prior-knowledge students who were described as self-regulated learners, benefited more from the features of the hypertext system" (p. 322). By the time that the final statistical analyses were performed on the groups from which both qualitative and quantitative data had been collected, there were only seven students in the sample. The lack of statistical significance of the results may be due to this extremely small sample size.

In spite of the lack of statistical significance, the author provides a number of practical ways in which the inferences drawn from the data may be put to use in the field of instructional design. These implications are related to defining educational objectives including specific tasks for the learner, the manner in which hypertext information is structured, and issues related to

functionality in hypertext environments. These suggestions seemed to be aimed at designing hypertext applications that provide enough structure and cues for cue-dependent learners while not limiting the possibilities for exploration among self-regulated learners. Inherent in this is the need to develop a greater understanding of the role that metacognition plays in learning within hypertext environments and the degree of self-awareness necessary for successfully using these environments.

Relevance for Counselor Education

> *Overall, pedagogical principles in counselor education call for active learning strategies to engage students in the developmental and collaborative processes. This pedagogical principle must be the guide when considering the use of technology. The goal is not to increase the use of technology for the sake of technology. Rather, technology is merely the means to the end, with the end goal being increased knowledge, attitudes, and sound counseling skills (ACES, 1999). Counselor educators must remember that form follows function. If technology is not following pedagogical principles of active learning that facilitates student growth, then it is not needed. However, when technology does follow these principles, then it is beneficial.* (Baggerly, 2002, ¶ 6)

While emphasizing different aspects of learning, each of the theories discussed underscores the importance of providing appropriate support for the learner. Dewey accomplishes this primarily through active, participatory learning that is based in real world situations. Vygotsky exhorts the teacher to target learning experiences to meet the student in the ZPD and to provide a supportive scaffold. CFT proponents focus on the design of the learning environment and materials. An approach that incorporated these elements would likely retain a student-centered focus and would offer the best hope for enabling a humane approach to online education. Keeping these elements in mind would prevent a cookie-cutter, one-size-fits-all mentality to develop. This is particularly important within the counselor education curriculum. It is important for counselor educators to model in their interactions with students the attitudes

and behaviors that they hope to develop within their students. A supportive, student-centered, developmental approach to teaching most closely models the empathetic, supportive, client-centered approach toward counseling that counselor education programs seek to develop in their graduates.

Lundberg (2000) echoed this sentiment in one of the first studies to examine the use of internet technologies in the counselor education curriculum. While the online component was a relatively minor portion of the content of the course, the author offered as one of his reasons for including technology in the training of counselors a desire to provide "the modeling of realistic, effective, and ethical uses of it during their education" (p.149). Similarly, while reporting on a counselor education course delivered via interactive televised instruction, Ancis (1998) focused on the issues of concern related to teaching a course aimed at developing culturally competent and sensitive counselors via distance education. Within this context, CMC is used as a support for the "live" interaction available during the video conferencing. The potential for greater reflection when interacting in an asynchronous environment is highlighted as well as the opportunity—if the instructor takes advantage of it—for developing a more collaborative relationship with students.

Pate and Hall (2005) were successful in using CMC as a means of enhancing reflective interaction among students by including an online component in an experimental course on counseling and spirituality. While the major component of the course used traditional face-to-face teaching methods, students were also required to participate in online discussions. Each student was required to post four 500-word essays responding to assigned prompts which allowed the students to react to assigned and self-selected readings on the topic of counseling and spirituality. Additionally, each student was required to respond to at least two of the essays

posted by classmates. The authors report positive student reaction to the course as a whole and to the online component of the course. Specifically, the authors report

> *. . .that the Internet discussion was a better option for the counseling and spirituality course than an in-session discussion. The primary reason students noted was the time that this option allowed them to reflect on and try to understand the diverse views of the class members before stating an opinion or reacting to someone else's opinions.* (p. 159)

In addition to this positive response to the online discussions, students also noted that they would have liked more face-to-face opportunities to discuss issues brought up in the online discussions. The results of this study suggest that although online technologies are useful in promoting thoughtful and reflective interaction among students, counselor education students still value the opportunity for face-to-face interaction with classmates.

In their commentary on web-based instruction, Altekruse and Brew (2000) explore both advantages and disadvantages of using this methodology in counselor education. Their conclusion is that "(f)or counselor education, web-based instruction will probably always be second best to live instruction" (p. 141). While this cautious approach is echoed in much of the literature that focuses on the use of online instruction in counselor education, a few authors assert that certain courses are better suited for online instruction than others. Peterson (2000) believes that one such course is career development. Her commentary provides some suggestions for the use of specific forms of technology in teaching career development in an online environment. In addition to these suggestions, she discusses two studies related to distance education and highlights specific findings from each that have application for distance learning in the area of career development. This discussion suggests that not much is known about the phenomenon of online education and a great deal of room remains for research efforts in this arena. While career development seems to be an appropriate content area for

exploring online education, the author does not provide any substantial support for this assertion. However, others seem to agree that career development lends itself well to online applications as evidenced by numerous examples of these efforts (e.g., Refvem, Plante, & Osborne, 2000; Walz & Reedy, 2000; Albrecht & Jones, 2004).

Hohenshil and DeLorenzo (1999) report successful student outcomes in their implementation of a graduate-level online career development course. The successful outcomes included students' satisfaction with the level of interaction, their level of comfort in using the internet with clients, and their expressed willingness to enroll in other completely online courses. While this study lends support for the use of online instruction in the area of career development, it leaves many questions unanswered and does not provide an in-depth analysis of the development and implementation of such a course.

Kuo and Srebalus (2003) describe the development of a web-based career counseling course. The technology components of this course were added in stages over the course of several years. The authors believed that a technology component was needed in the career counseling course in order to improve the technology skills of counseling students and to better prepare them to use web-based career development resources. In the initial stage, a web-supplement consisting primarily of an archive of handouts was prepared for the traditional course. During the second phase of development, the goals and objectives for the course were re-examined and a course website containing lecture notes, PowerPoint presentations, and handouts was created. This website used a basic linear structure to provide simple access to course information. In addition to these online resources, students were assigned two activities that required the use of career-related internet resources. The skills of an instructional designer were used in the third phase of development. This required an additional re-examination of the

course but this time from the perspective of web-based instructional design. While the final version of this course included the use of a very sophisticated course website that included an online bulletin board and chatroom, the course still employed traditional face-to-face instruction with the online materials used to enhance the traditional format. The authors emphasize the importance of counselor educators effectively using resources outside their own departments. Collaboration with colleagues who possess expertise in educational technology is recommended.

Albrecht and Jones (2004) provide a course planning model for developing online courses in counselor education using a career development course as an example. The authors emphasize the planning aspect as being especially important for developing effective online instructional environments. As a part of their rationale for providing such a framework for planning they observe that faculty members tend to model their instructional approaches after the professors who taught them as graduate students. They state further that "many counselor educators have had limited experiences with cyberlearning as either an instructor or a student. Therefore, they possess no examples and unexamples when developing their own online courses" (p. 59). While this article provides a detailed conceptual framework addressing "the issues of pre-planning, course-level planning, and lesson-level planning" (p. 76) in the context of a career development course, there is no outcome data even of an anecdotal nature.

Several studies highlight the need for greater attention to preparing technologically competent counselors and counselor educators. Osborn and Zalaquett (2005) suggest that more attention is needed in instructing graduate students in engaging in critical analysis of career-related websites. Their research indicated that students demonstrate a tendency to rate all career-related websites positively with little recognition of criteria for determining the appropriateness of these websites for client use. In an article focused primarily on technology skill development,

Glass, Daniel, Mason, and Parks-Savage (2005) call for doctoral programs to implement more instruction in technology skills so that counselor educators will have the skills needed to provide distance education for their students. Students in an advanced multicultural counseling course were allowed to meet with counselors and counseling students in other countries and in other locations in the United States through the use of videoconferencing (Rapisarda & Jencius, 2005). This use of technology as a supplement to face-to-face instruction was demonstrated to enhance students' attitudes toward using technology in addition to increasing their awareness of multicultural issues in counseling. Although they did not use examine online technology, Karper, Robinson, and Casado (2005) found that the incorporation of multimedia into face-to-face instruction enhanced academic achievement among counselor education students.

Coursol and Lewis (2004) provide description of the development and implementation of a course in technology for counselor education students. The authors designed the course to address the technology competencies recommended by the Association for Counselor Education and Supervision (ACES, 1999) for counselor education students. The course was taught in the traditional face-to-face mode but was aimed at encouraging the development of technology skills in students preparing to enter the field of counselor education. Among the aims of the course were teaching the skills necessary for online teaching as well as encouraging greater use of various forms of digital technology within counselor education programs. The authors briefly discuss pedagogical concerns related to methods of delivery of this particular course and some of the challenges encountered. These concerns centered primarily around varying skill levels of students related to use of technology, degree of access to necessary hardware and software, and the intensive preparation and time commitment required of an instructor using technology in the classroom. To address the time intensive nature of a

technology enriched course such as this one, the authors recommend that courses of this nature be team taught with at least one other faculty member involved throughout the process.

Watson (2003) encourages counselor educators to become aware of the many options for computer-based supervision interventions. These interventions range from computer-assisted live supervision to "cybersupervision." Although there are numerous advantages to these options, including greater ease of scheduling and a wider range of internship site possibilities, the cost of necessary equipment may prohibit the implementation of these options. While concern regarding technology failure at critical points in the supervision process may lead some to question the feasibility of this approach, others have focused on developing additional ways to incorporate technology into clinical courses. Daire and Rasmus (2005) developed a CD-ROM that provided information designed to assist practicum students in becoming better acquainted with their practicum sites prior to beginning practicum. In addition to this site-specific information about policies and procedures, the CD-ROM used video role-plays to review information about clinical assessments, client evaluation, and counseling techniques. While providing such a resource for students appears to be useful, the authors do not provide any outcome data related to this project. Newman and Abney (2005) report that once the initial phase of learning how to use the requisite technology was completed, the use of digital editing software by graduate students in a microskills counseling course enhanced their experience by minimizing the time spent transcribing counseling sessions and by accessing various learning modalities of students. Additionally, the authors report that the process of providing feedback to students on their counseling skills was enhanced for the instructor. Baltimore, Fitch and Gillam (2005) found technology to be useful in evaluating counseling supervisors. They used an interactive CD-ROM for presentation of videotaped counseling sessions in a research study

measuring consistency of supervisors' ratings of counseling sessions. This format provided for standardized data gathering and presentation of information.

Trolley and Silliker (2005) recommend the use of WebCT in practicum and internship supervision. In addition to regular face-to-face meetings, practicum students and interns have access to a course website that contains all pertinent course documents (i.e., syllabus, internship manual, etc.), reading assignments, and links to relevant resources. Online submission of internship logs and journals can be facilitated so that supervisors may monitor the progress of interns more regularly than the typical once per week group supervision session. Students may also use both synchronous and asynchronous communication tools to engage in discussions and peer supervision. While their description of this use of online technology in the supervision of counseling students has many potential benefits, numerous disadvantages are acknowledged. Although some of the disadvantages mentioned will probably begin to disappear as counselor educators (and students) become more accustomed to using advanced technologies, the ethical concerns noted are of greater concern. The potential for breaches in confidentiality, exacerbation of boundary issues, and lack of clarity in communication between supervisor and supervisee are more troubling. These concerns must be carefully addressed before implementing such a use of technology.

A recent literature review (Schneider, Wantz, Rice, & Long, 2005) examining the use of distance learning in counselor education focuses on the attention that has been paid to the specific technological components used in the delivery of distance learning and suggests that completely online courses are being used relatively rarely in this field. The studies reported on by the authors primarily discuss the use of course software, ways to enhance communication

between and among faculty and students, methods of incorporating various technologies into classroom activities, and the use of technology in assessment.

In an effort to determine the extent to which online courses are being offered in counselor education programs, faculty members at 416 institutions were contacted and asked to respond to a 15-item distance learning survey. (Wantz, Tromski, Mortsolf, Yoxtheimer, Brill, & Cole, 2004) The authors summarize their results as follows:

> *Distance learning appears not to be widely accepted within counselor education. Of the 127 institutions that responded to the survey, slightly more than half (58%) reported no utilization of any type of distance learning as a form of instruction. The majority (53%) of the 74 institutions that reported not using distance learning, indicated that they had no plan to implement distance learning into their programs.* (p. 340)

Although 42% of these institutions are offering some form of distance education, only 24% are offering completely online courses. In addition to examining the actual implementation of distance education courses, faculty attitudes toward this use of educational technology were explored. Among the possible explanations for this apparent resistance to the use of online courses in counselor education was a concern that this teaching method is not appropriate for some of the courses within the counselor education curriculum. For example, courses designed to address counseling skills necessitate some degree of face-to-face interaction. While this concern seems to be a legitimate reason for caution in using online course in counselor education, many respondents acknowledged that there were probably courses within the curriculum that could appropriately be delivered via distance education. The reality that fewer than half of counselor education programs are choosing to implement distance learning opportunities for their students and that many programs are not even considering distance learning as a possibility for their programs suggests that other factors are at work. Wantz, et al. (2004) report that more than half of the faculty members who responded do not receive any

additional compensation from their employing institutions for the extra time and work involved in developing and implementing online or web-enhanced courses. This could certainly explain the lack of enthusiasm on the part of counselor educators for taking on the daunting task of online course development. Additionally, 66% of respondents indicated that they "regarded distance learning as less important than traditional methods of instruction" (p. 341). The lack of utilization of distance learning coupled with primarily negative attitudes toward this method of educational delivery points toward a need for further exploration of the experience of teaching online.

A similar discomfort with online education appears to be present among graduate students enrolled in counselor education programs. In a study using a nationwide sample of counselor education students examining the possible interaction between technology skills, learning styles, and preferred modes of instruction, it was reported that there were no students who chose online courses as a preferred method of instruction. (Berry, Srebalus, Cromer, & Takacs, 2003) In exploring possible explanations for this finding, the authors note that only 5% of the sample chose role-playing activities as a preferred mode of instruction. Since role-playing is seen as an integral part of training counselors, counselor educators tend to persist in using this teaching strategy in spite of the students' expressed discomfort with it. Perhaps the use of online teaching should be viewed in this context. Educational strategies should be chosen based upon their suitability for achieving the specific educational objectives rather than upon their popularity among students or faculty.

The focus on new educational technologies offers us the opportunity to think about what it really means to be a teacher—to reevaluate what it is that we, as teachers, do and why we do it. Do our teaching methods meet the needs of students or are they designed to meet our

own needs? While it seems clear that attention to instructional design and pedagogical issues are vital to any successful implementation of online educational interventions, it may be useful to look beyond even these issues. What are the philosophical bases for our current educational approaches? Are we currently engaging in educational practices that are consistent with our articulated beliefs about education? If not, why not? The examples offered in Tanner's (1997) examination of the lessons learned and (apparently) unlearned from Dewey's laboratory school leave many unanswered questions. If there are other factors at work that inhibit our ability to apply the lessons learned from Dewey's work—information to which we have had access for close to 100 years—might it not be best to identify these factors and address them before attempting to apply the same lessons unsuccessfully to yet another educational intervention? Whether our classrooms are in cyberspace or made of brick and mortar, we owe it to our students, our fellow educators, and ourselves to seek the best solutions possible.

CHAPTER THREE

DESIGN AND METHODOLOGY

> *. . . the processes of qualitative research are multiple; they are linked and interactive, to each other and to the human being who is the research instrument. Activities such as reading, thinking, researching, writing, redoing, and/or rethinking and writing, do not occur in a vacuum; lots of activity occurs simultaneously. Unlike the systematic progression of selecting a particular design and following formulas for generating significance, the image of progress in qualitative research is more like one of those crazy clocks, the hour and minute hands of which revolve sometimes clockwise, sometimes counterclockwise, sometimes together, and most often in opposition, so that movement forward is not comfortingly, logically visible. We become dizzy just watching it . . .* (Meloy, 2002, p. 145)

Topic and Purpose

This project examined what happened when a course taught through the Department of Counselor Education was taken online. This was an elective undergraduate course in career planning and personal development and had been a course in which there was a great deal of interaction and discussion. The stated course objectives emphasized the use of interaction coupled with self-reflection as a means of aiding students in their journey of self-discovery and career development. How and to what degree could this be accomplished in an online environment? More specifically, how would an instructor approach this task and what would that experience be like for the instructor? Pondering these broad questions sparked more specific research questions that were used as a framework for beginning this study.

Research Questions

1. What is it like to teach an internet-based course in career development?
2. How does the instructor approach teaching in an online environment? In what ways are pedagogical issues addressed?

3. What kinds of interaction are present in a cyberclassroom? How does the instructor experience these interactions?
4. Since the content of the course focuses on career development and encourages individual students to focus on their own career and personal development, do the instructional methods used seem to parallel therapeutic techniques associated with career counseling? If so, in what ways and to what degree?

Overall Approach and Rationale

According to Merriam (1998), the design of a research study grows out of the philosophical orientation of the researcher as well as being in concert with the kinds of questions that need to be answered. The questions posed by this study required a qualitative approach in that they are process-oriented questions. The phenomenon of interest is the experience of teaching online. As noted in the review of literature, the use of internet technology in counselor education is a relatively recent phenomenon. There have been studies exploring how various forms of internet technology might be used in counselor education. "How to" articles have been written describing the development of specific online courses. Some outcome research has been conducted focusing on student outcomes, either in terms of satisfaction or in terms of knowledge or skills attained. In spite of this growing body of literature discussing how and why online technology can or should be used in counselor education, there is also evidence that completely online courses are relatively rare. Why is this the case? I believe that having a better understanding of what it is like for a counselor educator to teach online can help to answer that question. To look closely at the experience of one

counselor educator and her perceptions of the process of teaching online was the goal of this study. This task called for the use of an in-depth study of one case.

There is a rich tradition of case study research in fields closely related to counseling, including extensive use in the fields of education (Merriam, 1998), clinical psychology (Miller, 1992), sociology and anthropology (Denzin & Lincoln, 1998). Allison, Franklin, and Gorman (1997) discuss the value of using a single case as a means of conducting descriptive research in the social sciences. Ittenbach and Lawhead (1997) state that the use of the single case "may well be the point of origin for all scientific research." While these writers focus primarily on the methodologies used with single case research in quantitative designs, the rationale for the use of the single case applies equally well to qualitative studies.

There were two phases of this study. The initial phase took the form of participatory action research in that I, as researcher, worked alongside the instructor during the development and initial implementation of the course. Lewin's model of action research, involving "a spiral of interlocking cycles of planning, acting, observing, and reflecting" (Schwandt, 1997, p. 1), has been used as the basis for the development of a means of inquiry in which the researcher participates actively in the phenomenon under study. Kemmis and Wilkinson (1998) state that action research "is generally thought to involve a spiral of self-reflective cycles of: planning a change, acting and observing the process and consequences of the change, reflecting on these processes and consequences, and then re-planning, and so forth" (p. 21). This spiral of self-reflective cycles is an apt description of the process following in the initial phase of this study.

In my capacity as graduate assistant in the University Career Center, I was asked to assist the instructor in developing and implementing the online version of ECD 221. I had experience in teaching the course in the traditional format upon which to draw as we began designing the

online course. At the time that we began this project, I had been working as co-editor for an online journal on the topic of using technology in middle schools. This experience allowed me to develop some good technical skills as well as knowledge about the use of technology in educational applications. As we continued with the project, I began to review the literature related to online education and shared the information I gathered with the instructor. Although the instructor had primary responsibility for the course, her leadership style was collaborative. My expertise and specialized knowledge of the topic were used in the development of the course.

The second phase of the study called for a more formalized methodology examining the experience from the perspective of the instructor. Rather than operating from the perspective of hypothesis testing, I attempted to provide a rich description of the experience of teaching career development online. A phenomenological case study approach was used as a means for developing this rich description. Since it was the experience of the instructor that was of primary interest, a qualitative approach was the logical choice for conducting the case study. Merriam (1998) explains

> *The key philosophical assumption, as I noted earlier, upon which all types of qualitative research are based is the view that reality is constructed by individuals interacting with their social world. Qualitative researchers* are interested in understanding the meaning people have constructed*, that is, how they make sense of their world and the experiences they have in the world.* (p. 6)

This study focused on the experiences of the instructor, the meanings that she assigned to the educational interactions in which she engaged, and how she made use of these meanings. The phenomenological approach seems most appropriate for this study because it attempts "to depict the essence or basic structure of experience" (p. 16). While a phenomenological approach is frequently employed as a means of exploring the "shared experience" of a number of

individuals related to a particular phenomenon, this study explores the "lived experience" of one individual—the instructor for the course—and how she made sense of her experience of teaching online.

Case Selection

The development and implementation of an online version of ECD 221 was chosen as the focus of this study for both intrinsic and instrumental purposes. As noted in Stake (1995), an intrinsic case study is one that is implemented as a result of a "need to learn about that particular case" (p. 3) while an instrumental case study is one that is chosen as a means of exploring a particular research question. From my perspective, both of these aspects are present in this study. I became involved in the development of the online version of ECD 221 as a result of the responsibilities my graduate assistantship. This element of the situation provided me with an intrinsic motivation—the need for a better understanding of this particular case. However, my involvement in the development of this course along with my plans to pursue an academic career in counselor education have given me reasons beyond this particular case to explore the questions at hand.

The Instructor

The instructor for this course was one who was particularly well suited to be the subject of such a case study. At the time that she taught the online course, the instructor was the Career Development Coordinator for the career center at a large university. In addition to more than 20 years of experience as a career counselor, she holds a Ph.D. in Counselor Education and has prior teaching experience that includes a traditionally taught career development course similar to the one that is the focus of this study. Although this was her first experience in teaching in an

online environment, her previous experience and expertise in the areas of both career counseling and education allowed her to offer greater insight into this process. The instructor's background and qualifications are explored further in Chapter Four as a component of the data analysis.

The Course

The instructor and I worked together to develop the online version of ECD 221 (Career Planning and Personal Development) during the spring and summer of 2000 with the first section of it being offered in the fall 2000 semester. The online course was designed to be equivalent to the traditional version which was a well-established course in the Department of Counselor Education. The course was originally developed through collaboration between the Department of Counselor Education and the University Career Center. It was an undergraduate level course offered as an elective. Students who successfully completed the course received three credit hours. The emphasis of the course was on career planning and decision-making. Assignments and class activities designed to promote self-reflection and introspection were included as a means of facilitating the personal development process as well as aiding students in career exploration. While some lecture was included, the primary educational strategy employed in the traditional course was the use of discussion and small group activities that allowed for a great deal of interaction. This involved both instructor-to-student interaction and student-to-student interaction. Student assessment included performance on written assignments, presentations, projects, and class participation.

Creation of the Course Website

At the time that this project was undertaken, the university had not yet adopted a specific platform through which online courses were offered. While a great deal of technical support was available, decisions about how to design and implement online courses were left to individual instructors. The instructor wanted to have as much control over the design, content, and implementation of the course as possible. Since I had already had some experience in designing and constructing webpages, we decided that the most efficient way to accomplish this degree of control was to create the website ourselves. This decision allowed us to exercise the degree of attention to detail that we both believed would be essential in creating the kind of environment that we wanted to create for the course. This attention to detail included carefully choosing background colors, fonts, and images for the course website that would set a welcoming tone for students. We also attempted to make the site easy to navigate, using consistent navigation bars on each page. For this reason, we put a great deal of effort into creating a basic template that would be used as the basis for each page of the site. Before the template could be created, it was necessary to make decisions about the overall structure of the site. We decided that there were to be five major categories of information: the introduction to the course, the course syllabus, the lessons, information about small group assignments, and information about communication. Navigation buttons for each of these five categories were placed on the left-hand side of the template. These navigation buttons were on every page of the site so that students could easily access information in any of these categories from anywhere in the site. (See Appendix C to view a copy of the course website. This copy is identical to the website used for delivery of the online course except that all identifying information has been deleted or obscured.)

Once the template had been created, we were able to create the individual content pages. The *Introduction* section consisted of one page of information. The instructor wrote a statement welcoming students to the course, describing the basic structure of the course website, a course description and contact information for the instructor. The *Syllabus* section also consisted of only one page including the kinds of information typically included in a course syllabus (textbook to be used, assignments to be completed, grading scale, etc.). The *Group Information* section was originally designed for posting information about small group assignments. However, since the enrollment of the course was so small, the creation of small groups was determined to be not necessary. The *Communication* section was another single page section. This included an explanation of the way that an electronic discussion board called NetForum would be used for class discussions. Included in this explanation was a link to a university created webpage providing a detailed description of this asynchronous CMC system and how to use it most effectively. The *Communication* page also outlined the instructor's expectations about students' communication with each other including a discussion of "Nettiquette," confidentiality, and respect. Additionally, the instructor provided general information about email use at the university and specific information about how to contact her by email, fax, and telephone.

The *Lessons* section was the only section that contained multiple pages. The main page provided an overview of the way the lessons were structured and contained links to each individual lesson. There were three learning modules with five lessons each. *Module 1: Self Reflection* included the self-assessment component of the course. The readings and assignments encouraged self-reflection and provided activities designed to help students get a better picture of their own interests, skills, and values and how these attributes may affect career choice and

job satisfaction. *Module 2: Career Information and Workplace Issues* included specific information about current job trends and workplaces issues as well as guidance in locating the most up-to-date career information. How to use this information in making personal career decisions was emphasized. *Module 3: Strategic Career Planning* focused on what to do once a career direction had been established. Specific job search and self-presentation skills were included as well as short-term and long-term goal setting strategies. Each individual lesson page included the objectives for the lesson, an overview of the topic to be covered, reading assignments from the text, a "mini-lecture," one or more lesson review quizzes, assignments to be completed, and questions to be discussed on NetForum. The instructor took the lead in the overall design of the course in terms of both structure and content. However, the specific components of the course (lessons, "mini-lectures," quizzes, discussion questions) were created through collaboration between the instructor and me. Embedded in each lesson were links to relevant career-related online information and resources.

Another important consideration in the design and construction of the course website was student access to technology. We wanted to create a site that would allow for ease of use for students. As was evidenced in the series of reports published by the U.S. Department of Commerce's National Telecommunications and Information Administration (1998, 1999), the gap between the "haves" and the "have nots" appeared to be widening at the time we embarked on developing the online course. Castells (1999) reported similar concerns. Most simply stated, these access issues required that consideration be given to the accessibility of the material placed on the internet for student use in terms of the generation of technology being used. In other words, the course content needed to be accessible to students who may have been using computers or software that was several years old. Although we had easy access to the latest

hardware and software as well as high speed internet connections, we recognized that many of the students would be connecting via telephone lines and using much slower modems. The temptation to use the latest and most elaborate technology available had to be balanced against these issues of fairness and equity. In order to minimize technical difficulties for students, we tempered our enthusiasm for trying out the latest features and designed the site to run adequately on an earlier generation of computer hardware and software. For this reason, we scrapped our plans to provide video lectures and created the text "mini-lectures" and PowerPoint presentations instead.

In as many respects as possible, the online version of ECD 221 mimicked the structure of the traditional course. Because of the previously established high degree of interaction in this course, facilitating as much instructor-to-student and student-to-student interaction as possible was an important factor in the design of the online course. While exploring potential strategies for facilitating interaction in the cyberclassroom, both synchronous and asynchronous CMC tools were considered. Synchronous tools were ruled out for pragmatic reasons. First, both the instructor and I assumed that students who enrolled in an online course did so because online courses allowed more flexibility in scheduling. Having a specified time for a virtual class meeting seemed to eliminate this advantage of online education. Second, incorporating a virtual meeting time was not practical for the instructor. She had volunteered to take on the responsibility for teaching the online course with no reduction in her other responsibilities. Since an asynchronous means of CMC was needed and NetForum was available through the university, this was the CMC tool that was selected. Once the construction of the course website was completed, it was uploaded to the university server by adding it as an unlinked component to the University Career Center website. While the course was accessible to anyone who knew the

URL, access to the NetForum discussion board was limited to students enrolled in the course, the instructor, and me. This safeguard was put in place to protect the privacy of student discussions.

Data Gathering Methods

There were two phases of data collection coinciding with the two phases of the study previously outlined. The first phase was informal and occurred during the implementation of the first two semesters that the online course was taught. The data collected during this phase served as the basis for developing the questions to be asked of the instructor during the more formal phase of the study. The data also served the purpose of providing context for potential triangulation of data during the analysis phase of the study. The second phase of data collection consisted of two interviews with the instructor and the collection of evaluation data from students in both the traditional and online courses during the semester in which the instructor taught both courses simultaneously.

Phase One

The initial phase of data collection involved informal observation of and conversation with the instructor during the first two semesters that she taught the online course for the purpose of providing technical assistance with the course website. As a part of this technical assistance, I monitored the online discussion board for the course. As in the traditional course, written assignments were the primary means of student assessment and a portion of the grade was based upon class participation. For the online course, class participation was defined as responding to discussion questions posted on NetForum. One or two questions were posted each week and students were required to respond to each question and to respond to at least

one posting of a fellow classmate weekly. During these first two semesters, I was the instructor for the traditional course. The same textbook was used for both courses and similar assignments were given. Many of the same discussion questions were used in both the online course and the traditional course. I collected the transcripts of postings from the NetForum discussions with the intention of later data analysis. While monitoring the online discussions, I was able to observe that these questions appeared to elicit more interaction in the traditional course than in the online forum. Students in the online course were required to respond to the discussion questions by Friday of each week. The NetForum postings usually consisted of each student posting a brief paragraph of commentary on each question. Typically these responses were posted late on Fridays and responding to classmate's postings usually consisted of comments like "I agree with what John said" or "I like Mary's comment." The instructor's strategies for dealing with this issue are a primary focus of the data analysis in Chapter Four. Additional insight and detail regarding the structure and requirements of the online course can be found by reviewing the course materials included in Appendix C.

Later attempts to subject the textual contents of these online discussions to qualitative analysis were unsuccessful. The postings rarely went beyond directly responding to the instructions or questions posted by the instructor. During the first semester of the online course, the most frequent contributor to the online discussions was the instructor, posting 48 messages. (A breakdown of all of the postings from the first semester can be found in Table 1 in Chapter Four. Names of students were replaced with pseudonyms.) These postings served only as a point of triangulation for the analysis of the instructor's perceptions of the degree of student-to-student interaction, since the nature of the postings was such that qualitative analysis was not useful in understanding this data.

In addition to working on the development and implementation of the course together, the instructor and I developed a presentation about the development of the course which was presented at national, regional, and state conferences. Our interaction around these presentations offered further opportunities to gather informal data about the instructor's experience which assisted in the development of questions for later interviews and context for understanding the instructor's descriptions of her experience.

Phase Two

The phenomenological nature of this case study necessitated that the primary focus of data collection was to be the experience of the instructor. Interviewing the instructor was determined to be the best means of collecting data for this study because, as Merriam (1998) explained, "interviewing is sometimes the *only* way to get data" (p. 72). In this case, the only way to access the perceptions of the instructor was to ask questions. Darlington and Scott (2002) assert that "(i)n-depth interviewing is the most commonly used data collection approach in qualitative research" (p. 48). They further assert that it is the interactive nature of the in-depth interview that allows for extensive exploration of the case. Both the interviewer and interviewee are actively collaborating to construct an understanding of the phenomenon of interest. A somewhat semi-structured interview format was chosen. This involved asking some questions related to the aspects of the course that had already been determined to be of interest to this study. However, the questions were primarily open-ended ones with opportunity for follow-up. Within this limited structure, the interviews had a conversational quality that is more typical of unstructured interviews.

Two interviews were conducted with the instructor. In order to facilitate the instructor's ease of recollection, some general categories of questions to be asked were provided to the instructor prior to each interview. Both interviews were tape recorded and transcribed. The first interview occurred on July 10, 2001 and took place in the instructor's office in the University Career Center. The interview lasted approximately 90 minutes and focused on the history of the course development and the background of the instructor. The questions for this interview included how and why the course was developed as well as an exploration of her thoughts, feelings, and impressions of the first two semesters of teaching the course online. The atmosphere was relaxed and congenial. As a result of our working closely together for the previous three years, we had an already established rapport. For this reason, I attempted to be careful not to make assumptions about what she was going to say. At times I asked her to clarify statements in spite of the fact that I thought I understood what she meant. Additionally, I asked some questions to which I already knew the answer in order to get her response "on the record" and to be sure that I was getting her perspective rather than relying on my memory of events or my expectations about her answers based upon my observations.

The original plan had been to schedule a second interview after the data from the first interview had been analyzed and immediately following the third semester of teaching the course online. During this semester, the instructor taught two sections of the course—one being the online section that is the focus of this study and the other being the traditional face-to-face section of the course. This second interview offered the opportunity for exploring the instructor's experiences in teaching the same material using these two different instructional methods. Unfortunately, there was a substantial delay in transcribing and analyzing the data from the first interview and scheduling the second interview. By the time that the second

interview was conducted, three years had elapsed. The second interview took place on October 5, 2004, in the instructor's office at her new place of employment—a small women's college where she is Director of the College Career Center. I had seen the instructor once since the first interview and had been in contact with her only via email. In spite of the lapse in time since our last meeting, the atmosphere was still relaxed and congenial and the previously established rapport seemed to be intact. After a brief personal conversation, the interview began and lasted approximately 60 minutes.

It is impossible to know how much the lapse in time and the intervening experiences of the instructor shaped her recollections and perceptions of her online teaching experience. While this delay in completing the study has been problematic in some practical respects (i.e. delaying the completion of my own degree), I believe that the delay has provided additional depth and color to the data. Having the experience of working in two very different educational environments enriched the perspective of the instructor by providing a new vantage point from which to examine the online teaching experience. The university setting in which the online course was taught was one in which a strong emphasis is placed on technology. The university is known primarily for scientific and technical fields like engineering, agriculture, and veterinary medicine. Computer technologies, in particular, are emphasized with easy access to the latest available hardware and software. The university is a large public institution with a student population of approximately 30,000. By contrast, the instructor's new place of employment is a private liberal arts women's college with a student body of slightly more than 2,000 students. The increased emphasis upon personal relationships between students and instructors in the new setting may have had an impact on the way that the instructor interpreted her experience in teaching the online course. Additionally, advances in technology that occurred in the intervening

time delay may have influenced the instructor's reconstructing of her experience. Knowledge of the availability of new technologies as well as having had the opportunity to apply them in two different settings gave the instructor additional bases of comparison which would not have been available had the follow-up interview been conducted immediately following the conclusion of the teaching experience.

Data Analysis Procedures

The interview data were analyzed using the methods of narrative inquiry. According to Marshall and Rossman (1999), "narrative analysis values the signs, symbols, and expression of feelings in language, validating how the narrator constructs meaning" (p. 123). Within the field of narrative analysis, a great deal of attention has been given to how one records and transcribes experience. (Riessman, 1993) The seemingly simple and straightforward act of recording and transcribing an interview is itself an expression of the values of the one who records and transcribes. Capturing an interaction between two people in such a way that it can be translated into words and symbols on a page is perhaps more art than science. People do not speak the way that they write. The rhythm of the speaker's voice, the emphasis that is placed on various words and phrases, the body language that is displayed are aspects of communication that are difficult to convert into written language. Reissman (1993) elaborated on an analogy first used by Mishler (1991) in comparing the role of the researcher in this process to that of a photographer. In choosing a way in which to transform the spoken words of an individual, the researcher must realize that "(t)he form of representation reflects the artist's views and conceptions—values about what's important" (Reissman, 1993, p. 11). Transcription was done by taking down everything that was said, including "silences, false starts, emphases, nonlexicals

like 'uhm,' discourse markers like 'y'know' or 'so,'" (p. 12). Judgments about sentence structure such as where to put commas and periods were made based upon a careful listening to the taped interviews and following the natural rhythm of the instructor. Familiarity with the instructor made this easier for me to do.

The first interview was transcribed and studied prior to conducting the second interview. Some preliminary coding of data was done and a few tentative themes had begun to emerge. After transcription, the data were broken down into nodules or individual phrases containing a single thought or topic. The nodules were then grouped into categories that reflected the most common topics discussed by the instructor. The categories identified for further exploration with the instructor were interaction with students, approach to teaching, time commitment, instructor's perception of success, and overlap between counseling and teaching. Since in the third and final semester of teaching the online course the instructor had simultaneously taught a traditional section of the course, I planned to explore that experience with her as well. These general topics were provided to the instructor prior to the second interview to allow her additional time for reflection before responding.

Following transcription of the second interview, both interviews were subjected to narrative analysis. In this analysis both content and narrative structure of this material was examined. Here, narrative structure refers to the way in which a story is told rather than the content of the story. The pauses, inflections, and the order in which information is given are seen as significant. While consideration was given to narrative structure, content analysis proved to be the most useful method of analysis for accomplishing the purpose of this study.

The second interview was not as easily divided into nodules as the first one. The structure of the story told by the instructor appeared to be more complex and was not easily

divisible into discreet phrases referring to only one topic. I then began to look for recurring words as a beginning point for content analysis. The use of this quasi-quantitative procedure assisted in the discovery of the major themes explored by the instructor. Since the purpose of these interviews was to explore the experiences and perceptions of the instructor, a phenomenological approach was used in this content analysis. While the number of times a particular word or phrase was used suggested significance, each identified theme was analyzed within the context of the whole of the interview. The goal of this analysis was to develop a "thick description" of how the instructor interpreted her experience and made sense of it. (Schwandt, 1997) This "thick description" is contained in Chapter Four. The structure for this re-construction of the instructor's story was modified from Labov's structural approach to narrative analysis as cited in Reissman (1993). This structure is made up of

> . . . *six common elements: an abstract (summary of the substance of the narrative), orientation (time, place, situation, participants), complicating action (sequence of events), evaluation (significance and meaning of the action, attitude of the narrator), resolution (what finally happened), and coda (returns the perspective to the present).* (pp. 18-19)

The abstract is the introduction to the telling of the story. The orientation and complicating action are included under the headings "Development of the Online Course," "Instructor's Description of Students," and "Identity of Instructor." The evaluation corresponds to "Themes Present in the Narrative" and the "Instructor's Evaluation of Success" is the resolution. Finally, the last section of the chapter which explores the relationship of the story to the research questions asked comprises the coda.

Validity of the Analysis

While it is impossible to eliminate bias in qualitative (and, I would submit, quantitative) research, there are some standard techniques that may be used to ameliorate the negative effects

of personal bias in data analysis. One such technique is triangulation. Triangulation involves the use of multiple sources of information to check the validity or accuracy of the assertions drawn by the researcher. (Schwandt, 1997) In this study, the informal data gathering done during the participatory action research phase of the study along with the student evaluation data gathered were used as means of triangulation. This informal data include NetForum postings and my observations of the NetForum activity as well as conversations with and observations of the instructor during the first two semesters of teaching the online course. In addition to the previously described informal data, the instructor provided the evaluations completed by students at the conclusion of the course. These sources were used as checks of the instructor's statements.

While triangulation is a commonly used means of validating qualitative research, validity is really more of a concern for quantitative methodologies. The concept of "trustworthiness" is offered by Reissman (1993) as a more appropriate concept for evaluating the value of qualitative research—especially data subjected to narrative analysis. Her conclusion is that researchers should

> *provide information that will make it possible for others to determine the trustworthiness of our work by (a) describing how the interpretations were produced, (b) making visible what we did, (c) specifying how we accomplished successive transformations, and (d) making primary data available to other researchers.* (p. 68)

I have attempted to follow these guidelines by including complete transcripts of both interviews, describing the procedures used for collecting and analyzing the data, and including as much information as possible regarding my own potential biases and perspectives. In addition, audio recordings of the interviews are available should later researchers wish to look more closely at the work that I've done.

CHAPTER FOUR

ANALYSIS OF THE DATA

Telling the Story

In telling the story that is the subject of this case study, several elements must be examined carefully. Since the experience of the instructor is the primary focus, each aspect will be examined from her perspective. First, the development of the course has been examined as background for the story. Next, the instructor's description of the students has been included to provide additional context for the themes that are explored later. The identity of the instructor has been examined more fully since this aspect of the story is essential for contextualizing the themes present in the instructor's story. Consistent with the philosophy of qualitative research methods, the instructor's voice is used throughout this chapter in telling the story of her experience. The usual convention of indenting passages of quoted material has not been followed in order to aid the reader by enhancing the flow of ideas. The instructor's words have been italicized to differentiate them from the voice of the researcher.

Even though the three semesters during which the instructor taught the online course were consecutive, there was a significant lapse of time between the two interviews. The first interview was conducted less than two months after the completion of the instructor's second semester of online teaching and during the summer prior to the semester in which the instructor taught both the face-to-face and online versions of the course concurrently. The second interview took place almost two years following the completion of that semester. In addition to the lapse of time between the second interview and the experience that the instructor was describing, she had made a significant change in employment status. While teaching the online

courses, she was employed at a large state university. At the time of the second interview, she was employed at a considerably smaller private women's college.

Development of the Online Course

> *I don't think that the goals were any different than what the traditional class offers except that it's just another alternative for students who might be working fulltime and can't come to campus in the middle of the day to take a class two days a week.*

Although the focus of this study is on the experience of the instructor in teaching the online course, some background information about the course itself and the process through which it was developed is needed for context. The instructor reported that the idea for the course grew out of a brainstorming session in which staff members of the University Career Center (UCC) were asked to create goals and objectives for the coming two to five years. During the course of this brainstorming session, expanding the use of technology within the UCC was discussed. The initial idea was to simply include more information related to career development on the UCC website. In exploring the specific ways in which this could be accomplished, the instructor had the idea of making an online version of the career development course available. As the instructor stated, *It really was through a brainstorming need but as I thought more about it—after I saw the interest of the director and I thought more about it—it really did respond to some of the goals of this University to enhance their distance learning offerings and I knew we were moving in that direction and this would be a way to just really kind of get in on the ground floor. And it would meet the needs of some non-traditional students because if we're going to be reaching out to individuals who want to get degrees at this University then we need to—then career development needs to be a part of that. So, that's really why we did it.* Once the idea was put forth, movement toward actually developing the course proceeded fairly quickly. *We put it in our goals and then it went to the vice chancellor. The vice chancellor*

looked at all our goals and selected that one thing to put in his. So the vice chancellor of student affairs had the career development course in his goals. Therefore, it had to happen by this deadline that was arbitrarily set that it would take a year to put it together. And we did it in that period of time.

In constructing the course, the general goals that the instructor had were that the course would *reach adult students that needed to finish a degree or get additional credits, and it would just provide another avenue* for students to take the career development course. Other than the fact that the course could reach an additional population of students, the instructor reported not making a distinction between the online and face-to-face versions of the course. *I don't think that the goals were any different than what the traditional class offers except that it's just another alternative for students who might be working fulltime and can't come to campus in the middle of the day to take a class two days a week. I think the goal is still to increase self-awareness, to increase knowledge of the work world and their preferences for how they want to work and getting prepared and doing that. I think that's really the whole goal of the class. So they weren't really different.*

Since the goals of the online course were essentially the same goals that had previously been established for the face-to-face course, I asked the instructor how she approached meeting those goals in the online environment. She indicated that it required some significant shifts in her thinking. As she said, *I had to really, totally rethink it because it became—in my mind initially it became a one-dimensional object. And it's multidimensional when you've got a classroom and you've got lots of things going on. And so I guess the way that I've thought about it was to think about how I wanted to convey the information. How I wanted to organize the information. What kinds of variety I wanted to use in conveying the information and how I wanted to involve the student in the discussion.* Although she reported that she initially expected that creating the content would be easy, she discovered that this part of course development was not as straightforward as she had expected. *The reality is that creating the lectures*

was also difficult in that I—when I think about how I taught a class, I'd say "ok, you're supposed to read chapter one." You come to class, you kind of talk about chapter one but you might, as an instructor, repeat some of chapter one or say "let's turn to page so-and-so." There might be—there would be some overlap. Well, on the Web, I didn't want to ask somebody to read it and then give a lecture on what it said. So I had to create additional stuff to include in the lectures on the Web. You had to think beyond—you really did have to think beyond what was in the textbook and what else you wanted them to know about as issues and do it in, you know, one-dimensional cause they're going to read it and you're not going to be able to answer a question right then.

Instructor's Description of the Students

> *I think that it takes a person who is highly self-motivated and doesn't necessarily want that kind of interaction or that just really has different goals in mind that would be drawn to an online class.*

Although the intention in developing the online course was to reach an additional population for whom taking a traditional face-to-face class would be impractical (if not impossible), the reality was otherwise. While there were a few individual students who appeared to take the online course out of necessity, most of the students who enrolled were traditional undergraduate students who were taking other classes on campus at the same time that they were enrolled in the online course. The instructor reported that the majority of students had no previous experience with online courses. When I questioned the instructor about any differences she perceived among students in the online course versus students enrolled in the face-to-face course, she responded that she *always assumed it was a circumstantial kind of thing. But I think the last semester I taught it most of the students were actually on campus students. They weren't distance*

students. They were taking classes on campus. So, knowing that I would say that there wasn't that much difference.

The Identity of the Instructor

> *I really see myself as a counselor. I see myself as an instructor, too. Those are my two primary goals and within a university career center that's not always the way people perceive themselves and so I think that that's pretty key to my identity.*

From a professional standpoint, the instructor defined herself primarily as a career counselor. Interestingly, while outlining the course of her own career path she described herself as an undergraduate student who had difficulty in deciding on a major and who *ended up with a degree in business administration*. While still an undergraduate she worked in the admissions office of her college and after graduation became employed as an admissions counselor for a small private women's college. Although her primary task was to have been recruiting, she noted that she was really much more interested in talking with potential students about their future plans. As she described it, she *was really much more interested in what they were interested in studying and doing with their college experience*. She reports not being *very successful in getting people to come to the school but I had a lot of fun hearing their stories about what kinds of things they wanted to do and how they planned to get to that point*. The instructor saw this as the beginning point of her interest in career counseling as a profession and has remained true to that path throughout the remainder of her career up to this point.

In a number of the positions that the instructor has held throughout the years she described ways in which she added to the scope of the job. She seemed to frequently find ways of reconstructing the position by incorporating additional responsibilities. Most of these new responsibilities involved added interaction with both students and colleagues. She described her

first fulltime post-masters degree job as *working in cooperative education* where she was *in charge of developing coop sites and placing students in the sites, supervising them, developing learning objectives, and doing counseling and teaching with those students in a collaborative environment*. She explained that she *took that job and kind of reconfigured it into more than just coop* by adding a career counseling component. She also reported during the same time *collaborating with a colleague* to develop and co-teach a career development course. This process of taking a particular position and reshaping it is one that has been repeated throughout her professional life.

Although each of her professional positions were ones in which the counseling function was primary, in most of these positions she found a way to incorporate teaching as an integral part of the job. While teaching appears to be a significant part of the instructor's professional identity, she had no formal education or training in pedagogy or educational theory. When responding to a question regarding her philosophy of teaching, she said that she didn't *use any kind of theory or anything . . . in terms of educational theory. I don't have a degree in teaching. I don't, I've never taken any of that—any of those courses—I mean I have two education degrees but they're in counseling.* Both the relative lack of attention to pedagogical issues in the counselor education literature as well as anecdotal information suggests that this is not uncommon among counselor educators.

In spite of this, it is clear from the descriptions given by the instructor that she sees herself as both counselor and teacher. Because of this, I asked her to discuss the distinction from her perspective between counseling and teaching and whether or not there is overlap between these two functions. She explained, *I find in teaching a career class that there is overlap. I did do both and did both in all jobs. I guess I think some of career counseling is teaching technique or teaching, you know, strategies. And it is giving—sharing information. The way that I do that is more in a counseling format, though. Let me talk about it from both perspectives. When I work with students who are facing career decisions, I*

teach as part of that process but I want to know where the student is and so I'm much more encouraging of the student—or the individual—to share with me where they are and what their concerns are and what their questions are before I go into some lecture to them. In a classroom setting, I ask those open-ended questions at the beginning of the semester. But at the beginning of each class I tend to give a mini-lecture and then move into the application of the mini-lecture to their individual lives. So it's really kind of reversed. In terms of how I combine them. I mean, they are a part—but I tend to keep—I tend to really follow the lead of the individual client more in the counseling session than the classroom setting. And maybe that's a matter of control—how I want to manage my classroom. That tends to be the difference. But I have done both and I don't see them as inseparable—particularly with relationship to career.

Themes Present in the Narrative

The previous passage taken from the first interview with the instructor contains hints of the four major themes that were identified in the interview data. The first theme is control and refers specifically to control of all aspects of the classroom environment. The second theme is commitment to the role of instructor and to the students who are enrolled in the class. The third theme is connection. This theme has two aspects—connecting on a personal level with her students and helping students connect the course content to their lives in meaningful ways. Closely aligned with the theme of connection is the theme of interaction. It is through interaction that the personal and meaning connections are made.

Control

I try to anticipate everything that might happen. I tend to plan out the whole semester . . .

The interest in control of the classroom environment was evident throughout the two interviews. In describing her approach to teaching, she said, *I tend to be extremely well-organized at the very beginning and I try to anticipate everything that might happen.* Later, in discussing counseling, she described her approach as *open* and *non-planned* which contrasted with her description of teaching. *(W)hen I go into a class it's very planned and I have an agenda and it's written out and I'm going to be checking off those points, but I don't have that in a counseling situation.* She also referred to the contrast between her comfort level in counseling as compared to teaching. She said, *I think that I'm more comfortable in that arena and that if I'm standing in front of a class I've got the possibility of messing up or whatever within that group of people but one-on-one I can create the connection and we can talk about it—we can discuss it. It's harder to do that in a class situation and the dynamics are different in a class. I mean there are expectations of an instructor.* When I asked for clarification about those expectations, the response further emphasized the need for control. She talked about clearly outlining the expectations that she has for the students as well as fully exploring the students' expectations of her and of the class at the beginning of the semester. She described the need *to define how the class is going to operate and what my expectations are of them and to clarify any questions they might have or any concerns that they might have about those expectations.*

The control issue surfaced again while discussing preparation for teaching the online course. *I was afraid that I would omit something. That kind of gets back into my control of teaching. You can correct something when you're in front of a group of people but when you do it online—ugh! I'm still not confident in that—in my technical skills of creating a site that's interactive that stays live but, you know, I don't feel as in*

control. I realize that I'm probably more in control of that than I am of other things but I was nervous about the technology and I think that that nervousness about the technology drove me to create something that at the outset was complete and that I thought through and that I knew intimately up one side and down the other. So the whole thing was there to begin with.

While this need for control might at first glance seem rigid, it appeared to grow out of a concern for being prepared to meet the needs of students. As the instructor described it, *I tend to plan out the whole semester but I'm not averse to changes occurring during the course of the semester. I will adapt schedules and lectures and that sort of thing – depending on the needs of the class and the make-up of the class. Because I ask early on what is it that you want to get out of the class and I really try to give that back.* The opportunity for providing to students a more structured means of accessing information was seen as a strength of online teaching. While discussing the positives and negatives of her experience she stated that although she would not want to teach a completely online course again, she *would use an online system like Blackboard or something to supplement. I would expand the parts of it that I liked which was the ability to organize and give the students everything up front.*

Along with the positive aspects of being better able to control the learning environment in online teaching, the instructor identified a significant pitfall associated with the structured nature of the online course. *I set everything up in such a systematic way that I was responding to what I had set up. . . . It was almost like I created it and then just let it take its, you know—let it take its course. And just sort of reacted to it instead of, you know, pushing a little bit further. And I think that's part of the learning curve of teaching a class like that. I think now if I were to do that I would not have it as structured.*

Data collected through student evaluations of the course and the instructor indicated that the instructor was successful in controlling and structuring the online classroom in a way that students perceived to be helpful. When responding to the statement "The course was

organized effectively and easy to navigate," four out of five students (80%) strongly agreed while the remaining one student (20%) agreed. All of the online students strongly agreed with the statement "The instructor clearly informed students about course procedures." Responses regarding the specific materials used and assignments were more mixed, but still skewed in a positive direction. In addition to responding to statements about the course, students were given the opportunity to provide written feedback. In response to the question "What recommendations for course improvements can you offer?" one student wrote "None. I think this class is well structured and should be a requirement. Believe it or not, it's very effective!" (See Appendices D-F for complete information regarding evaluation data.)

Commitment

> *I probably spend a whole lot more time than is necessary on the class just to be sure I have the information that they're looking for and I'm always available to students to talk further about issues that are important to them or that they're confused about or that they need some more time with.*

Her commitment to meeting the needs of students was evident in several ways. One of those was the amount of time devoted to the class. *I think about it all the time—you know, I'm—if somebody says something in class and I don't automatically respond to it because of circumstances or because I didn't think of the response quick enough or whatever I'll think about that outside of class and I might even email the student or phone the student and talk with them about it further rather than just letting it go and hoping that they'll bring it back up again. I don't know. I don't know if that's a common thing. I've never really talked to other instructors about that sort of thing but I do spend a lot of time thinking about and processing what goes on in a class and I'm a strong believer in connecting things and so I'm always trying to find the connection between one class and the other so it's not just a bunch of disjointed, you know, 30 lectures but that it*

all connects in someway for them. And I just find that—I find that to create the environment and the relationship it requires more time.

In describing the differences between the first and second semesters of teaching the online course, she noted *it was much more time consuming even though I had less students. There was much more interaction and the evaluations from the students was that they said they always felt connected—they always felt connected. Which is kind of interesting because I always felt connected too! I particularly noticed that it was a 24-7 connection. I was never caught up. I was always behind, always had things to do, always had comments to make, always had people to email. . . . there is that feeling of just never letting down.* In a later interview comparing the difference in time required for the online course as compared to the face-to-face course she said, *(i)t just requires more time. I always felt on. I was always on. I was always connected.* The instructor estimated that she spent 30-60 minutes per week communicating individually with each student in the online course with little or no interaction outside of class with the students in the face-to-face course. She described being vigilant in checking and responding to email because she *felt like it was important to be timely with it so if somebody was having a hard time with an assignment I didn't want them to have to wait.*

Although teaching the online course was more time intensive, the instructor interpreted this as a possible advantage of online teaching. The instructor noted in the first interview the idea that because the class period never really ends, the instructor has the ability to continue discussions with students until the discussion reaches a logical ending rather than having to conform to a set time frame. As she stated *at some point it had to break because of the live—I mean, you know, it's live—the class period ends. It* (the online course) *doesn't. So conversations can continue for periods of time online. I hadn't really thought about that. But that was certainly an advantage to the online—that I could come back to some things.*

The commitment to the course is also evident in the way in which the instructor approached evaluating the course. *I felt like I'd put enough in it at the front end so that it would go well during the course of the semester. But the first time I go through anything, I'm very vigilant and continuously evaluating what's working and what isn't and what am I doing. Am I a part of why it's not working? Or is there something I can do to make it different? You know, I tend to—I'm always in continuous evaluation. That's real tiring when you're teaching, you know.*

The online course that she developed and taught was her first experience with online education. Because of her lack of previous experience with technology, she spent a great deal of time and energy in educating herself about the medium. She reported that *just in preparation for doing the class, I took 12 classes on technology topics.* The classes covered a wide range of issues from designing and creating web pages to using the various forms of computer-mediated communication (both synchronous and asynchronous) that were available at her university. She was involved in every aspect of the development of the course and approached the design of the webpages with as much care as she approached the content of the course. Rather than viewing this as a burden, she reported that *the newness of it was really intriguing to me.*

Connection

> *And I spend a lot of time trying to create that connection—trying to figure out what the connection is.*

In the interviews with the instructor, the word connection was used in two ways. The primary use of the term was within the context of relationship. A secondary usage was within the context of connecting information or learning to the lives of students in such a way as to make the learning relevant for the student. In discussing her philosophy of teaching, the instructor stated, *I'm a strong believer in connecting things and so I'm always trying to find the connection*

between one class and the other so it's not just a bunch of disjointed, you know, 30 lectures but that it all connects in someway for them. . . . If I was just imparting information that they had to then regurgitate back to me that would be one thing, but a career planning class is about somebody's journey and it's about them—it is personal. There are, you know, there's concrete information to impart but it's in relationship to their lives and so you're—you are kind of a partner with them in that.

Making a personal connection with each student appeared to be significant for the instructor and there were a number of responses from the instructor which seemed to indicate that she believed the possibility of interpersonal connection is more likely in one-on-one interactions. In discussing the differences between teaching and counseling, the instructor noted, *I do the majority of my career counseling one-on-one. And I think that I'm more comfortable in that arena and that if I'm standing in front of a class I've got the possibility of messing up or whatever within that group of people but one-on-one I can create the connection and we can talk about it—we can discuss it. It's harder to do that in a class situation and the dynamics are different in a class.*

In discussing her experience in teaching the online class, she stated *as soon I increased my interactions one-on-one with the students I felt better about what they were getting. You know—I felt more connected to them as an instructor.* This need for connection and relationship with students was strong for the instructor. When asked to talk about the semester in which she simultaneously taught the face-to-face class and the online class and compare the success she experienced in each, she indicated a clear preference for the face-to-face class. She reported that she *found the value of the face-to-face much better than the online class.* She elaborated further by stating, *I find that I need that relationship with the class. Evaluations showed that I was successful in the online class, too. There were positive evaluations. They came away with information and they felt that it was useful to them and, you know, that they stretched or whatever—but I didn't get that as an instructor.* The instructor's need for

relationship—and the degree to which that need was met or not met—was so salient for her that it influenced the degree to which she felt successful as an instructor.

Evaluation data collected from students support the instructor's statement that students in the online course appeared to have felt connected to her. All of the students from the online course either agreed or strongly agreed (20% agreed, 80% strongly agreed) with the statement, "The instructor was available to students." All students strongly agreed with the statements, "The instructor gave useful feedback on assignments and exams" and "The instructor consistently treated students with respect." Comments added to the evaluation questionnaire lend further support to the students' sense of connection with the instructor. One student commented, "The instructor was very helpful throughout the course. She gave excellent feedback and advice." Another student noted, "The instructor was very easy to get in touch with, and quick to respond to any questions. (This is not the case for many distance ed professors.)" Still another student responded, "I felt it was an excellent course, taught by a helpful and enjoyable professor." (See Appendices D-F for complete information regarding evaluation data.)

Interaction

The interaction with the student is extremely important to me.

The theme of meaningful interaction is a thread that runs throughout the two interviews. Whether discussing her approach to colleagues, clients, or students, the instructor consistently makes reference to interaction in a way that emphasizes the value the she places on this as a means of imparting information, promoting personal exploration and development, and evaluating the quality of service that she provides to students. Her interest in the interactive

nature of both teaching and counseling is evident in her choice of topic for her dissertation. She chose to explore *clinical supervision and the parallel process that occurs between the counselor and the supervisor and the counselor and the client.* It seems noteworthy that clinical supervision might be considered a form of one-on-one teaching. The one-on-one nature of the interaction that is present in the relationship between supervisor and counselor as well as between counselor and client appears to be valuable to the instructor.

The first mention of the term "interaction" came when the instructor was asked about her philosophy of teaching. As mentioned earlier, structure and organization are a high priority for her but these priorities appear to be a means of accomplishing a greater priority—meeting the needs of students. She makes a point of determining students' needs and incorporates that information into her course planning. Interaction with students is the primary means through which she determines what those needs are. *I ask early on what is it that you want to get out of the class and I really try to give that back. . . . And so I'm fairly structured at the very beginning of the semester and become less structured as time goes on. The interaction with the student is extremely important to me. And I spend a lot of time trying to create that connection—trying to figure out what the connection is. And I do it in a whole class arena—you know in terms of the whole class and how the whole class interacts within the classroom but I also do it one-on-one or in the small groups so I can see how those other interactions are. And I use that information in the class. I share with them those experiences—how I experience their work or whatever because I think that—I mean—if we're talking about presenting yourself to an employer they need to know how they're perceived and so I, I used that at appropriate times with them in the course of the semester.*

The same pattern of an organized approach with interaction as the goal was evident in the instructor's explanation of how she initially approached designing the online course. *I guess the way that I've thought about it was to think about how I wanted to convey the information—how I wanted to*

organize the information—what kinds of variety I wanted to use in conveying the information and how I wanted to involve the student in the discussion. The discussion was a piece of it that was real important to me. Because I felt like that was a strong part of a face-to-face class was that you divide them up into small groups and you have these discussions about different topics and issues and that even though decisions aren't made from that and conclusions aren't even drawn from that, awareness is. And learning takes place because you're challenging students to dig a little deeper and to talk about sometimes uncomfortable issues, sometimes personal issues.

In the second interview, the instructor's approach to teaching was again explored. Her response again emphasized the interactive nature of teaching. *I think that it* (teaching) *involves the real concrete nature of conveying information and expanding a student's awareness of—of the world, the community, themselves. . . . I think it's increasing a student's awareness of who they are, of what their place is in the world, how they're going to interact with other people. It's about learning specific skills. (pause) The ability to ask questions. The ability to confront. But it's an empowering—I mean—I think instruction, teaching can be empowering to—in increasing students' awareness they are empowered to go out and do different things. . . . I see education as really broad and that it encompasses not just academic areas but leadership and personal growth and development. Stretching outside your comfort zone. Diversity issues and things like that. I mean, I see it as all of those things. What happens in the academic classroom—I mean—they have to learn the material and, you know, but hopefully they would learn that and then be able to—that would make them a better person.*

From these statements, it is clear that the instructor values interaction as an essential part of the educational process. The nature of this course in particular—career planning and personal development—made it even more important for this kind of interaction to occur. In describing how this expectation may have surprised students, the instructor explained that in previous classroom settings at the university she has noticed that students' *expectation is that I'm going to stand up there and give them information. Of course, I totally trash that belief for them when they get to*

class and they know they have to talk because it's about them! But I think that their initial reaction is that they're not going to have to be—they aren't going to have to be interactive if they don't want to be.

The instructor's original plan was for there to be a great deal of student-to-student interaction. An asynchronous discussion board was incorporated into the design of the course for this purpose. However, the instructor's expectations for this kind of interaction were not met. *We created a class so that there were 15 lessons because there are 15 weeks in a semester and with each lesson there was a NetForum question that they were supposed to discuss—they were supposed to respond to the question and then respond to each other through the NetForum to create that discussion. . . . I didn't get the kind of interaction I was looking for through NetForum—either semester—I mean, it was better in the Fall semester than the Spring semester but—and I think that had to do with the make-up of the class and who was there and their motivation for being in the class and their experience of taking online classes but—it didn't create a discussion. It created interaction—some interaction—but not much. It was too far removed. It was an exercise that needed to be completed each week.* During the first interview, the instructor indicated that she was considering incorporating opportunities for synchronous online interaction. In the second interview, she reported that this had not occurred due to constraints on her time. She stated *my time wasn't really set up for that. I mean, I couldn't schedule that in—being a full-time administrator as well as teaching a class—I found it difficult to even imagine scheduling that in so that never happened.* When evaluating the impact that this decision may have had on the course, she stated *I think in the long run it wasn't as important as I thought it was because often the decisions that are made in a career class are very personal and individualized. So I'm not sure if it was as important as what I initially thought.*

Table 1 -- NetForum Postings by Type

	IP	PP	RP	AC	DC	REM	GC	Total
Alice			16	4	2	4	0	26
David			18	2	0	3	0	23
Elaine			15	4	4	4	0	27
Harry			13	0	0	0	0	13
Julie			4	0	0	0	0	4
Luke			14	4	0	2	1	21
Sam			9	3	0	0	0	12
Violet			4	1	0	1	0	6
Instructor	23	11	0	0	14	0	0	48

Key
IP = Instructor Prompt
PP = Presentation Posting
RP = Response to IP
AC = Additional Comment
DC = Direct Comment
REM = Remarks on Posting
GC = General Comment

NOTE: Student names used here are pseudonyms.

During the first semester that the online course was taught, all postings from NetForum were collected and analyzed. The instructor was by far the most frequent contributor to the NetForum discussion board, posting a total of 48 messages. The messages posted by the instructor were categorized into three distinct types of messages—writing prompts, messages regarding presentations by students, and direct comments to student postings. Nearly half of the messages (23) posted by the instructor consisted of writing prompts coinciding with specific lessons. Eleven of the instructor postings were related to the logistics of selecting topics for and then posting student presentations. The remaining postings (14) were direct comments to messages posted by students. The two students with the highest number of postings were Elaine (27) and Alice (26). These two students were the only students to post direct comments in response to others' postings with Elaine posting four and Alice posting two. These two students also posted the highest number of comments on fellow classmates' presentations with four postings each. Two other students posted a relatively high number of messages—David (23) and Luke (21). These students did not make direct comments to any classmate other than to respond to the posted presentations. David posted three comments on presentations and Luke posted two. (See Table 1 above for a complete breakdown of the postings by category.)

The original intent for using the NetForum discussion board was to promote interaction among students. The idea was that students would post their initial responses to the instructor prompts and then would respond to each other's postings. In spite of the modeling of this behavior by the instructor and the attempts by one or two students to engage in this kind of electronic dialog, this did not happen. Examination of the timing of the posts offers one possible explanation. (See Figure 1 for a visual representation of this data.) More than half (55%) of the messages were posted on Thursday or Friday. The course was designed so that a different lesson was covered each week with assignments coinciding with that lesson due on Friday. Responding to the instructor prompts posted to NetForum was one of the weekly assignments required for each lesson. The posting of most messages on Thursday or Friday suggests that students waited until the end of the week to complete their assignments and then moved on to the next lesson without looking back at comments posted by classmates. Further examination of the dates of postings indicated that some students did not meet the Friday deadline for many of their postings. Consequently, a number of the messages posted on other days of the week were actually attempts to "make-up" missed assignments. This approach to NetForum resulted in very little interaction among and between students.

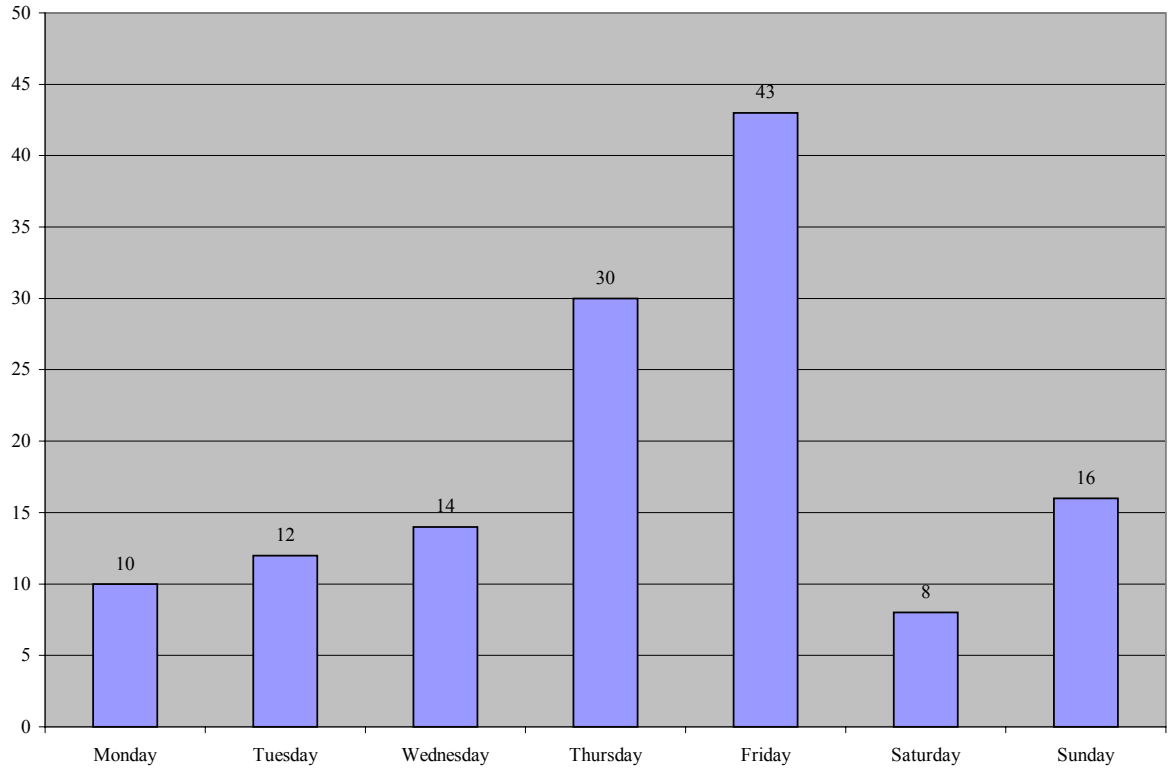

Figure 1 -- **Number of Student Messages Posted by Day of Week**.

When the student-to-student interaction did not occur as planned, the instructor increased her efforts to interact with students one-on-one. As she described, *I went to NetForum to pose questions, additional questions, to bring them up to date on assignments, on scores, on you know, all those sorts of things. I used it less in the Spring semester. I used email more. Because I found that the interaction was more one-on-one. In the Fall semester, they emailed me also but I found that I would email back and say "go to NetForum and look for this or that" instead of emailing everybody. I didn't get the kind of interaction I was looking for through NetForum.* The outcome of this increased interaction appeared to be positive for both the instructor and the students. She reported *that the evaluations from the students have been that they didn't feel disconnected from the class. Their evaluation was that they were very connected. I think they were more connected—they felt more connected to me 'cause I was sending them information a lot and I began to*

use a lot of different means of communication. Particularly in the Spring semester, I added the phone and I added mailing them information to their home and I added a lot more frequent email. This was echoed in the second interview. She stated that *as soon I increased my interactions one-on-one with the students I felt better about what they were getting. You know—I felt more connected to them as an instructor and I felt that they were progressing—I could tell how they were progressing. I was expecting to be able to see all of that online and I really never did.*

In addition to the incorporation of more one-on-one email communications, the instructor reported that she modified the nature and tone of her interactions with students from the first to the second semester. *I found that my interactions with students were much more business like in the fall semester—particularly in the first half of the fall semester than in the last half and in the spring semester. I got much more chatty with email than, you know "just the fact's ma'am"—you know, just the details of it. And the reaction to that was better.* The instructor's description of these more individualized interactions with students illustrate the commitment to meeting student needs that was discussed earlier. They also connect with the instructor's dual identity as both counselor and teacher. *When I first began the class most of the interaction was to take place through the asynchronous chatroom, but that didn't seem to work real well so I ended up doing a lot more individual emails to students—asking them to clarify different things—so it really became much more of an individual interaction with the student—almost like a counseling session in some ways.*

Another deviation from the original design of the course was the occurrence of some face-to-face contact between the instructor and students. The instructor mentioned that because some of the students in the online course were taking other courses on campus, they began turning in their assignments in person rather than via email. She described an interaction that she had with one of these students. *One student, who in the fall made some comments about race that I*

wondered about—and I said, "you know, why don't you put that on NetForum and let's find out what the group thinks about that" and he didn't want to do that. He didn't want to put it out there for everybody to see but he would come and talk to me about it. So that's what he did. He came and we sat down and we talked about it face-to-face and how he felt about it. It had to do with his race and the experiences that he had had but he didn't want to have that interaction with the rest of the group but he wanted to explore it and so that happened on a one-on-one basis. . . . after that occurred he would leave a note with the assignments that he turned in—"I hope you have a good weekend" or—much more personal—so that—I think that interaction—that face-to-face interaction had some kind of impact, but it started with an electronic interaction. And it could have continued that way. I'm probably the one that said "why don't you come in" cause I knew that he was coming in anyway! You know, I probably drove that more than he drove it, but it met one of those expectations that I had about interaction.

This interaction is noteworthy for several reasons. First, the interaction occurred outside the framework of the online format. Second, embedded in this description of the interaction is the idea that this particular kind of interaction may have been driven more by the needs of the instructor than the needs of the student. As a result of this, I asked the instructor if she found face-to-face interaction with students to be more satisfying than electronic interaction. She stated *It's difficult for me to answer that question because I haven't taught face-to-face—a career class face-to-face over the course of the semester—for several years. You know what happens over several years—everything becomes glorified in that sense and I, I don't know. I don't know. Since I'm going to teach both of them in the fall, I'm going to really be able to get a sense of that. But you know, I think that—my gut tells me that if you learn how to do—if you learn how to effectively do in email and effectively do synchronous or asynchronous interactions on the Web that you're going to get the kind that you're comfortable with and that you want to get.* This response seemed to indicate an expectation that both electronic and face-to-face

interaction with students would likely be equally satisfying. Responses given during the second interview indicate otherwise. The instructor reported that teaching online *wasn't as rewarding as face-to-face.*

When discussing interactions with the online students during the semester in which she taught both the online and face-to-face courses, she indicated that as a result of teaching the face-to-face course she *increased the interactions with the online students.* She also offered students the option of meeting with her at the end of the semester. In describing how this transpired, she said *I can't remember if I encouraged or just mentioned that I was available for an individual meeting at the end of the semester and that that could be face-to-face or over the phone—but encouraged them to come face-to-face and several students did come face-to-face and I found that really valuable as a way to wrap up what we had done and talk about their individual situation. And they actually, you know, would come back to the career center after that—after the class was over.*

Instructor's Evaluation of Success

> *So success for me is feeling like I made a difference. And I could see that—I could physically see that in the face-to-face class. I could see when a student moved from being unaware to being aware. And online they'd tell me that but . . . maybe I didn't trust the response.*

One of the ways that the instructor evaluates her success as an instructor is by the degree to which she is able to connect with and get to know her students. During the first interview, she stated (t)*hat's one way I evaluate the class is that I still get to know them more on an individual basis and I do that in the traditional class as well.* In her discussions evaluating her experiences teaching online, she seemed more satisfied with the level of interaction that she had experienced with the students in the first interview. She stated *I felt that I got to know the students really well—probably as well as I would have gotten to know them face-to-face.* However, as previously

noted, when she was able to compare the experience of teaching online with teaching face-to-face, she reported less satisfaction with electronic interaction. In spite of the fact that evaluations indicated satisfaction on the part of the students, she did not feel as connected with the online students and therefore was less satisfied with the experience of teaching online.

In discussing the pros and cons of online teaching, the instructor explained that one of the negatives that she sees related to online education is *that feeling that you don't have to connect with other people.* In both the experience of teaching online and in her other duties as director of a university career center, she noted that with the move to having increasing amounts of information online students are distanced from engaging in human interaction. She expressed concern that this decrease in human interaction might hinder the development of interpersonal skills integral to career development. The following passage illustrates both her concern about student development and her concern about over-reliance on technology. *I struggle with this in career center work in that there's so much information that's available online and there's employers that want you to apply online. They've taken out all of the interaction but then when they've got you face-to-face they want you to perform in a certain way. But they're not going to interact with you until that point. . . . I put a lot of information and a lot of "woman hours" on developing a website that is useful and inclusive of all the information that they need and the sites they need to use and that sort of thing. But what we're known for is our individualized attention. And the reason that we're good at what we do is because we sit down and we really listen to them for a whole hour. And that comes back every single time. It comes back from satisfaction surveys, follow up surveys, alumnae feedback—it's everywhere. And so, I feel that that interaction is really critical. It's critical in learning about yourself. . . . we're never going to, I mean, in terms of work, we're going to really probably move to a place where you're not interacting with other people in some form. And so, . . . I mean, it might be more my preference*

than it is, you know, kind of the reality of what's out there, but I think you miss a lot when you don't have that as part of the educational process.

As evidenced in this statement and in the earlier exploration of the themes of connection and interaction, relationships involving human contact are significant for the instructor. While objective measures such as students' performance in class, mastery of the material, and evaluations of their experience seemed to indicate that the instructor had been successful in teaching the online course, her feelings indicated otherwise. The following excerpt from the second interview illustrates the general tone of the instructor's overall assessment of her online teaching experience. She experienced the process of communicating through electronic means as cumbersome and perhaps unreliable. A lack of trust for computer-mediated interaction permeated the discussion of the instructor's experience of online teaching particularly during the second interview. *I realized that I had to put into words things that I was expecting that they were saying. You know, they'd email me and so they have this one question. And so I answer that one question, but what's the context out of which that question came? You know? And so in a class you usually get the preamble and then you get the question. Or you get the question and then you get a follow-up "well what I really mean is"—well online you don't get that. And so I found that as I taught the class that I would begin to ask more questions about things not knowing if that was an issue or not. Whereas if I had just picked up the phone and called we would have had this conversation, but this back and forth in email—and maybe if it had been IM it would have been different, you know, because it would have been much more spontaneous interaction. But there's still something that's removed from that—that technology removes you from that interaction. And so I found that I was asking more questions of the students in email form when I was teaching the online because I realized that I wanted to be sure that I was giving as much information—all my knowledge (laugh)—as much information to the students as I could but I didn't have the whole picture. I mean, I can also*

compare to when I work with a student with a resume. They can drop off the resume and I can critique it. But if they sit down with me they'll say "well, I didn't put on my resume these five experiences." Well—you know, now I know that and so my critique is going to be different. But, you know, if you don't know it then you don't know to ask it! I mean you can't assume that they left off five jobs. You know what I'm saying? So it was the same sort of thing with the online class in that I felt like I had to probe a little bit more. And I'm not always sure that that probing was helpful or useful. You know? I mean, they'd come back "no" or "yes"—very short answers. So that's what you get in an interaction. And by relationship I'm talking about that interaction—that give and take of a communication thread. That is, to me, instruction. You know. And I never felt like I created that online very well. So—you know—I guess now hindsight—synchronous would have been better. You know—a time to do that. (pause) But personally, I mean, as I see myself as an instructor, I'm not sure if it would have or not because I'm missing other pieces. I'm missing facial expressions. I'm missing tone. I'm missing . . . you know, cutaways to other people that are in the conversation. I'm missing all of that. And to me that is important stuff. I don't know how you get that online.

A number of the instructor's responses suggested that the approach that she took with the online students was similar to a counseling interaction. The very individualized nature of these interactions coupled with the fact that course dealt with career and personal development issues, made this seem an apt comparison. However, the instructor also expressed dissatisfaction and even distrust in the electronic interaction. The perceived similarity of the content of the interactions that she was having with students to counseling together with this feeling of being disconnected from the students may have intensified the feelings of dissatisfaction with the online teaching experience. The instructor disclosed that even though objective measures indicated that the online course had been successful, her personal gauge of success is more subjective. She said *I probably have an intuition that I've been successful—I mean, for some students. For*

others, I'll never know whether I have been or not. You know, part of the success is that you're able to do the work in the course but that's not success that you've really educated. It's just that they've been able to do the work and turn in an acceptable piece of work for that. But that doesn't mean I've been successful with them. So the way I get past it is intuition. My intuition tells me that I've given it what I need—I mean, I look back—I've given it everything I can—I've taught the information and I've asked the hard questions—I've asked questions and so then they have to kind of take it on. They have to assume responsibility for that. And some will and some won't. I'm not sure we ever know. Isn't that a sad thing. You know? Because as an instructor you invest so much of what's important to you—of what you believe in and then you never know. You really don't. I mean—do you think you do? (laugh) I mean, I think that a lot of times we don't—we don't know whether it connected or not.

As noted earlier, there was a significant lapse of time between the first and second interviews. The instructor indicated that her experiences in a different kind of educational setting might have influenced her recollections and interpretations of her online teaching experience. She explained this possible influence by comparing the kinds of interactions she has observed among students at the smaller women's college with the lack of interaction among the students in her online course. In discussing the implications of this difference, she said *I think that maybe two years ago I would not have seen the divide so great but now I'm beginning to see that the divide is great and that technology has a place in education—and it's going to work for some programs and it's going to work for some courses—but that it's not for everything. And that if your goal is really to develop the whole person then it might not be. There might be pieces of it that can fit into that but it can't be totally that.*

The evaluation data from students in both the online and traditional courses provide additional context for making sense of the instructor's experience. Rather than subjecting this data to quantitative analysis, the data are offered simply as a point of triangulation for contextualizing the instructor's experience. It is important to remember that the number of

responses gathered from the traditional course was relatively small (n=21) and the number of responses from the online course was even smaller (n=5). Therefore, the impact that one student's opinion had on the outcome data was much greater for the online course than for the traditional course. Although the instructor remembered the evaluations being comparable for the two experiences, there appear to be some variations worth noting.

The instructor used almost identical evaluation instruments for the two classes. (See Appendix D for the evaluation form for the online course and Appendix E for the evaluation form for the traditional course.) The evaluation form for the online course consisted of ten statements to which students could respond as follows: strongly disagree, disagree, neither agree nor disagree, agree, strongly agree. The evaluation form for the traditional course consisted of nine statements, six of which were identical to the items on the evaluation form for the online course. Two items were similar on both forms but contained slightly different wording to reflect the differences in the courses. One was the first item. For the traditional class, this item read "The course was organized effectively." For the online course, the words "and easy to navigate" were added to the statement. On this item, responses by students in the traditional course were slightly better than for the online course with 90.5% of students in the traditional class strongly agreeing compared to 80% of students in the online course. However, all students in both courses either agreed or strongly agreed with the statement.

The second item that differed slightly for the two courses related to student-to-student interaction. For the traditional class the statement read, "The class discussions including small group interactions provided useful information." For the online course it read, "The class discussions using NetForum provided useful information." The responses to this item differed more dramatically. For the traditional class, all students either agreed (23.8%) or strongly agreed

(76.2%). While still skewed in a positive direction, the responses for the online course were not as clearly positive. In the online course 40% strongly agreed, 20% agreed, and another 40% neither agreed nor disagreed.

On the evaluation form for the traditional course, there was one item that did not appear on the form for the online course. It read, "The group presentation was a useful learning experience." Since this activity was not a part of the online course, it was not included on the evaluation form for the online course. Based upon the responses to this item as well as comments added to the evaluation forms, this aspect of the traditional course was the least favorite of many students.

The evaluation form for the online course contained two items that were not included on the form for the traditional course. These were "The reflective writing assignments provided me with an opportunity to apply the textbook learnings to my unique career situation" and "The course assignments were valuable aids to learning." Sixty percent of the online students agreed with both of these statements. On the question referring specifically to the reflective writing assignments, an additional 40% of online students strongly agreed with the statement. On the more general statement about assignments, 20% of online students strongly agreed while another 20% neither agreed nor disagreed.

The data on responses to the items that were identical on both forms are presented in Table 2 below. (See Appendices F and G for complete evaluation results.) For the most part, students' evaluations of the two courses appear to be similar. However, it is worth noting that for the online course all students (100%) strongly agreed with three of the four positive statements about the instructor. It is also interesting to note that on the last item relating to the overall value of the course, students in the traditional course appeared to rate the experience

more positively. Although it is difficult to draw inferences about the relative strength of opinion between students who "agree" with a given statement as compared to students who "strongly agree," the pattern of responses given by students in the online course suggests that perhaps these students felt more connected to the instructor than they did to the course and the course material. The students in the online course appeared much more certain about the value of the instructor than the value of the course, while the students in the traditional course rated both the instructor and the overall value of the course more similarly.

Table 2 -- Comparison of Responses to Identical Items on Evaluation Forms

		SD	D	N	A	SA
The course readings and assignments (including the textbook) were valuable aids to learning.	ONLINE				2 40%	3 60%
	TRADITIONAL			1 4.8%	8 38.1%	12 57.1%
The instructor clearly informed students about course procedures.	ONLINE					5 100%
	TRADITIONAL				4 19.0%	17 81.0%
The instructor was available to students.	ONLINE				1 20%	4 80%
	TRADITIONAL				3 14.3%	18 85.7%
The instructor gave useful feedback on assignments and exams.	ONLINE					5 100%
	TRADITIONAL			1 4.8%	3 14.3%	17 81.0%
The instructor consistently treated students with respect.	ONLINE					5 100%
	TRADITIONAL				3 14.3%	18 85.7%
The course improved my understanding of the subject.	ONLINE				2 40%	3 60%
	TRADITIONAL			1 4.8%	3 14.3%	17 81.0%

In addition to the statements to which students responded according to their degree of agreement, there were four prompts soliciting additional comments. These read as follows:

> Please provide additional comments to support your responses above.
> What were the strongest features of the course?
> What were the least effective features of the course?
> What recommendations for course improvements can you offer?

The comments added to the evaluation forms in response to these prompts are consistent with the instructor's belief that students in both the traditional and online courses felt that each course was valuable and that they felt connected to the instructor. In response to the prompt regarding the least effective features of the course, two students focused on NetForum. One student wrote, "Lack of interaction among students. It was not necessarily restricted, but it was not initiated by the students that much." This is contrasted with a number of comments from students in the traditional course noting that the opportunity for interaction with other students was one of the strengths of the traditional course. While a few students complained that their particular interests were not emphasized enough (i.e., seniors complaining about too much focus on underclassmen and underclassmen complaining about too much focus on seniors), the majority of comments were in praise of the class and small group discussions. In addition to the discussion portion of the class, students also listed activities such as mock interviews, "lunch-in," panel discussion, and guest speakers. These activities are ones that could not be accomplished easily—and perhaps not at all—in an online environment.

Responding to the Research Questions

Four major questions provided the framework for this study and guided the collection of data. Now that the data have been collected and analyzed, I will address how this telling of the instructor's story fits within the framework of the research questions.

What is it like to teach an internet-based course in career development?

The preceding narrative describing the instructor's experience addresses this question. While there were aspects of the experience that the instructor valued, her ultimate conclusion was that she would probably not want to teach online again. She did not feel as connected to the students in the online course as she did in the traditional course. While she admits that students in both types of courses expressed satisfaction with the respective courses, she did not experience as much satisfaction with teaching online as she did in the traditional classroom.

How does the instructor approach teaching in an online environment? In what ways are pedagogical issues addressed?

The instructor embraced the idea of teaching an online course with enthusiasm. Her primary professional identity is that of a counselor, but she sees the role of teacher as being closely connected to the role of counselor and has frequently sought out opportunities to engage in both teaching and counseling throughout her professional life. In spite of the fact that she identifies closely with the role of teacher, she has no formal education related to pedagogy or educational theory. She therefore was not consciously or explicitly employing any particular pedagogical approach in her teaching either in the traditional or online course. However, implicit in her descriptions of how she approached teaching and the values embedded in the narrative are consistent with theoretical framework from which I approached my exploration of

the research literature related to online teaching. The instructor's philosophy of teaching fits within the constructivist approach to pedagogy proffered by Vygotsky and Dewey. Her valuing of interaction as a means of instruction and promoting development fits within Vygotsky's developmental approach. The individual attention she gave to students and her descriptions of asking probing questions in order to encourage students to move to a deeper level of thinking could be interpreted as Vygotsky's scaffolding technique. Her emphasis on the need to make education relevant and connected to student's lives in order for it to have real meaning is consistent with Dewey's educational philosophy.

What kinds of interaction are present in a cyberclassroom? How does the instructor experience these interactions?

The primary kinds of interactions that were present in the cyberclassroom were the postings on NetForum, email communications, and information contained in responses to written assignments. These interactions were explored in detail under the theme of interaction but it is important to note that interaction was explored primarily from the perspective of the instructor. While it seems clear that the level of interaction present in this particular cyberclassroom experience was not entirely satisfactory for the instructor, we do not know for certain how the interaction was experienced by her students. Evaluations completed by her students suggest that the students were satisfied with the level of interaction between themselves and the instructor. Lack of interaction among students was mentioned as a weakness of the course.

Since the content of the course focuses on career development and encourages individual students to focus on their own career and personal development, do the instructional methods used seem to parallel therapeutic techniques associated with career counseling? If so, in what ways and to what degree?

The instructor compared her individual interaction with students around the issues of career decision-making to the way in which she interacts with clients in her work as a career counselor. This is not surprising given the content of the course and the background of the instructor. The fact that the instructor sought out opportunities to interact with student one-on-one both through CMC and in person supports the contention that there may be a connection between her approach to teaching and her work as a career counselor. However, in order to fully evaluate the possible parallels between the instructor's teaching methods and techniques used in career counseling, more information would be needed. The actual interactions between the instructor and the students would need to be analyzed in order to assess this. The decision to focus the study only on the exploration of the instructor's experience limited the data collection to interviews with the instructor. Therefore, this question is only partially addressed.

CHAPTER FIVE

DISCUSSION

Implications of the Instructor's Experience

The purpose of this investigation was to explore the experience of teaching online for a counselor educator. In spite of the generally positive experience that the instructor reported initially and the positive evaluations of students enrolled in her class, the instructor concluded that she would probably choose not to teach a completely online course again. Why? The instructor's responses are certainly reflective of her own attitudes and opinions and should not be over-generalized as being indicative of the attitudes and opinions of all counselor educators. However, analysis of the attitudes and opinions of this instructor within the context of this study offer some possible explanations for the apparent reluctance of many counselor educators to embrace online teaching.

Recent articles (Schneider et al., 2005; Wantz et al., 2004) examining the use of online courses in counselor education indicate that completely online courses are a relatively rare phenomenon in our field. The survey results reported by Wantz et al. (2004) indicate that fewer than half (42%) of the counselor education programs responding to the survey offer any sort of distance learning opportunity for students. It was further reported that 53% of the programs not offering any distance learning options had no plans to implement these options in the future. It is possible that the attitudes and personal characteristics of faculty in these programs affect their willingness to consider online teaching as an option. From the analysis of the interview data collected in this study four themes emerged—control, commitment, connection, and interaction. I believe that the characteristics of the instructor revealed in these themes

reflect common concerns of many faculty members, especially those in the field of counselor education. Examining these characteristics more closely provides an opportunity to explore these concerns and may shed light on the barriers to online teaching in counselor education.

The instructor's desire to control the educational environment to the greatest degree possible might be seen as a trait that would predispose her to appreciating the structured nature of online teaching. The instructor intimated as much even in her declaration that she would not want to teach a completely online course again. However, she stated that she would use an online component to supplement a traditional face-to-face class, emphasizing that the aspects of the online course that she valued were those that allowed her *the ability to organize and give the students everything up front.* In spite of this, the instructor was clear in her assertion that she saw more drawbacks than advantages to using a completely online format for teaching. She seemed to experience some tension between appreciating the structured nature of the online course and being bound by the structure she had created. She reported feeling like she had *set everything up in such a systematic way that I was responding to what I had set up* rather than responding to the students. While the structure was perceived as valuable in some ways, she missed the opportunity for spontaneity afforded by the traditional classroom—the flexibility to respond to the needs or personality of students by making adjustments to the lessons in the moment.

The second theme of commitment to the role of instructor and to the students who are enrolled in the class was evident in the instructor's attempts to monitor the course website. The instructor's commitment to the class and students coupled with the asynchronous nature of the online course seemed to result in the instructor's feeling that the class was always in session. Consequently, not responding immediately to a student's email message may have felt to the instructor like ignoring that student—something that would not be acceptable from the

perspective of a counselor. Feeling that one's class is always in session could be exhausting and may add to the perception that teaching online is more work for an instructor. The instructor's description of the amount of time spent per student in the online course as compared with the traditional course suggested that the online course required significantly more time than the face-to-face course. This element alone may be enough to discourage some counselor educators from attempting to teach online. Faculty members who already feel overburdened by increasing responsibility and decreasing time may not be willing to take on such a task especially if they are uncertain of their ability to provide a quality educational experience in the online environment.

The theme of commitment is evident in some of the concerns the instructor expressed about the relative value of online education. She worried that online courses may not adequately prepare students for interacting effectively with others. Because the topic of this course was career development and included content related to presenting oneself effectively to a potential employer as well as interacting effectively in the work environment, the instructor was particularly concerned that the completely online environment was not sufficient to address these needs. Beyond her concerns about the adequacy of the online course, the instructor believed that encouraging students to spend increasingly greater amounts of time online in general serves to isolate them and does not provide the opportunity for them to practice effective interactional strategies within an educational setting. Whether or not these concerns are accurate, this particular instructor's perceptions about these issues reinforce her reluctance to adopt a completely online teaching format in the future.

Connected to the concern about time spent online isolating students are the additional themes of connection and interaction. The instructor values interaction with students and views that interaction as essential to the educational process. The instructor's distrust of the

interactions occurring through the means of CMC was evident throughout the data analysis. Her assertion that *technology removes you from that interaction* indicates that the instructor viewed technology as an impediment to genuine interaction. This distrust may stem from the fact that the process of interacting in cyberspace removes many of the nonverbal cues from which we make assumptions about individuals. This might be construed as beneficial in that it may remove some of the stereotypes and prejudices that creep into interactions in the classroom. However, it also removes information upon which those trained as counselors have learned to rely. Nonverbal communication in its many forms—facial expressions, tone of voice, gestures—adds meaning to the spoken words of an individual. Removing the opportunity to make use of such information may have contributed to the instructor's feeling that she couldn't trust the CMC interactions to the same degree that she trusted the face-to-face interactions she had with students. The instructor hinted at this in the first interview. She described feelings of awkwardness early on in the process of teaching the online course and identified having the realization that she was *working hard at getting information that I probably made assumptions about face-to-face.* In addition to the absence of nonverbal cues, other factors may have contributed to the instructor's feeling that CMC interfered with the building of genuine relationships with students. The students and instructor were unfamiliar with each other. Even though the instructor and students' full names were used, the fact that they had never met face-to-face created a sense of relative anonymity.

Beuchota and Bullen (2005) explored the impact that interpersonality has on the development of effective interaction in online learning communities. Their conclusion was "that one key to a successful virtual community may lie in ensuring that its members make meaningful interpersonal connections before they are asked to engage in cognitive tasks" (p. 83). The

instructor in the present study attempted to do just that. Her first instruction to students was to introduce themselves to each other using the discussion board in an attempt to foster the creation of community among the students. However, while the instructor posted this instruction early, the students did not begin their participation until the first official week of class which meant that they received this instruction simultaneously with the more cognitively related task of responding to the discussion prompt for the first lesson. Even though the instructor attempted to foster community among the students, the time was not made available for the students to interact on a social level prior to engaging in cognitive tasks. If Beuchota and Bullen (2005) are correct, this reality decreased the likelihood of students in the course developing into a genuine learning community where effective interaction might occur.

Closely related to the theme of interaction identified in the interview narrative, was the theme of connection. This theme included the instructor's desire to create interpersonal connections with and among her students as well as her desire to help students make connections between the course material and their daily lives. The instructor's desire to create these two types of connections is consistent with Palmer's (1983/1993) description of "good teachers." As previously cited, Palmer asserts

> *In a wide variety of ways, good teachers bring students into living communion with the subjects they teach. Good teachers also bring students into community with themselves and with each other—not simply for the sake of warm feelings, but to do the difficult things that teaching and learning require.* (Palmer, 1983/1993, p. xvii)

The instructor's concerns about helping students learn how to interact effectively and how to make sense of and manage information more effectively are reminiscent of Dewey's ideas about what constitutes education (Hook, 1959/1977; Tanner, 1997), providing further support for describing her as a good teacher. While the instructor's experience inhabiting the role of teacher was the focus of this study, the instructor's primary professional identification was that of

counselor. This dual identity may have influenced the ways in which she evaluated the experience of teaching online. Although she had previous teaching experience and identified herself as both teacher and counselor, she had no formal training or instruction in pedagogy. Her education included an undergraduate degree in business administration and two graduate degrees in counselor education. The training she received in counselor education emphasized the "counselor" aspect of her identity with the "education" aspect being related directly to the means used in the education of counselors. The emphasis on building relationships which permeates counselor training may have predisposed her toward valuing interaction and interpersonal relationships with students.

Although the instructor's identity as a counselor may have predisposed her toward holding beliefs and expectations that made it more likely that she would not experience the online teaching experience as successful, this does not explain the fact that there are some counselor educators who do find the online teaching experience to be satisfying. Similar to Kubala's (1998) finding that students enrolled in online courses experience frustration when their personality types and learning styles are not well suited to learning in an online environment, there may be teaching styles and other personality factors of instructors that allow them to function well in an online environment while others may experience frustration with the format. A number of recent studies have examined this phenomenon from the standpoint of learner characteristics. Randall and MacGregor (2005) found that students identified as high achievers participate more effectively and have more positive outcomes than students classified as low achievers. In another study examining the effect of personality characteristics on positive outcome in a totally web-based course, the kind of student who was determined to have the greatest outlook for success "is compliantly cooperative, considerate, even-tempered, self-

confident, a creative thinker, committed to work, shows leadership, needs to achieve, and has a positive learning orientation" (Kim & Schniederjans, 2004, p. 97). Lin, Cranton, and Bridglall (2005) focus on the effect that the personality type of adult learners in an online classroom environment has on the adult students' assessments of their own learning. The authors "found interesting and meaningful connections between personality type preferences and individual differences in learning through asynchronous written dialogue" (p. 1808). This finding led them to recommend the use of hybrid courses (courses that blend traditional classroom experiences with online learning components) in order to better meet the needs of all students. Interestingly, this is the same conclusion that the instructor reached, albeit for different reasons.

Although I was not able to evaluate the degree to which the instructor's approach to teaching mirrored her approach to counseling, there was evidence of similarity. Some of this came from the instructor's own assessment of her approach to teaching. For example, she compared her attention to the needs of students and her attempts to tailor the content of the course to meeting their expressed needs to the way that she tailors a counseling session to meet the needs of an individual client. While the instructor did not espouse any connection with narrative approaches to counseling, her emphasis on stories suggests that her approach to career counseling might be consistent with the narrative approach taken by Cochran (1997). These examples lend credence to the suggestion that the instructor's identity as counselor influenced her approach to teaching as well as her evaluation of the effectiveness of her teaching.

Corey (2005) notes that in many of the theories which guide and inform the practice of counseling, the relationship between counselor and client is regarded as the means through which beneficial change occurs. Likewise, Neukrug (2003) cites a number of studies (Safran & Muran, 2000; Sexton & Whiston, 1991; Whiston & Coker, 2000) in support of his assertion that

"(t)he relationship between the counselor and the client may be the most significant factor in creating client change" (p. 19). The emphasis on relationship as the vehicle for helping is not limited to the counselor-client relationship. Models of clinical supervision also emphasize the relationship between the supervisor and the counselor-in-training (Bernard & Goodyear, 1998). Being steeped in a system which places the development of relationship in the position of greatest importance may predispose counselor educators toward placing a similar value on developing relationships with students. If these counselor educators perceive the use of CMC as inhibiting the development of genuine relationships, they will likely conclude that the use of completely online courses is inappropriate.

Limitations and Context

As we explore the potential usefulness of this study, some limitations warrant consideration before any conclusions are drawn. At the time that this study was implemented, online instruction was such a new phenomenon that any instructor implementing such a course would have been a relative novice. That being said, the instructor's inexperience in this arena may have resulted in difficulties for her that more experienced online instructors would not have encountered. It is also important to note that the course did not unfold as the instructor intended. The intention of the instructor was to foster interaction among students. This did not happen. Rather than restructuring the course, the instructor adjusted her level of interaction with students in an attempt to make up for the lack of student-to-student interaction. The lack of success experienced by the instructor in creating interaction among the students may have affected her overall assessment of the course itself. While not a primary focus of this study, student evaluation data were used to support conclusions drawn from analysis of the

instructor's experience as communicated through interviews. The small number of students who completed the evaluation instrument in the online course makes interpretation of this data problematic. Only half of the online students completed the evaluation instrument. Perhaps students who did not complete and return the evaluation had a different experience in the course than students who did respond. Finally, it is difficult to assess the degree to which individual variables such as personality or gender may have influenced the instructor's perceptions. In spite of the acknowledged limitations associated with this study, I believe that the following recommendations and suggestions will enhance continued exploration of the use of online teaching in the field of counselor education.

Recommendations for Practice

There are numerous examples of the excitement about using new technology pushing its implementation in the educational arena rather than a determination that the use of technology is the most pedagogically sound approach. The implementation of this course could fall into that category. The initial idea for the course did not emerge entirely from an instructor's perspective. The University Career Center staff members were brainstorming ways to use technology in their delivery of career development services. As a result of this brainstorming session, the instructor proposed creating an online version of the career development course. Although the motive for this sprang from a desire to serve the needs of students who may have difficulty in accessing a traditional course in career development, the push to go forward with the idea came from administrators. Along with this push to move forward came a specific timetable. This required that the instructor scale a steep learning curve. She moved from a place of having little experience with online technology beyond using email and "surfing the web" to

designing and implementing an internet course within the span of a few months. While the decision to put the course online grew out of a student-centered concern, it did not involve any exploration of potential pedagogical concerns. The decision to teach the course online was made first, and then the instructor went about the process of educating and preparing herself to implement the decision. It seemed that the assumption was made that since other courses were being taught online, online teaching must be effective. It doesn't seem that the question "Is it a good idea to teach this particular class online?" was ever asked. It is essential that this question be asked each time a proposal is made to move educational experiences into an online environment. We must not forget that the ultimate goal is providing the highest quality educational experiences possible for our students.

While each institution (and perhaps each department or school within the institution) has its own procedures for making curriculum decisions, some general guidelines about how to determine the appropriateness of particular courses for online implementation would be helpful. This would necessitate greater attention to pedagogical issues than is currently present in our field at large. The general lack of attention to pedagogy in the preparation of counselor educators is well documented (Nelson & Neufeldt, 1998; Fong, 1998). Unfortunately, this is not atypical. It seems that much of college and university level teaching is approached with little or no direct attention to pedagogy. Typically, faculty members have demonstrated expertise in their particular discipline but are not required to have any background in education or pedagogy unless that is their area of expertise. Therefore, styles of teaching are developed rather haphazardly, patched together from imitating role models (teaching as one has been taught) and trial-and-error approaches. Since online education is such a new phenomenon, most current counselor educators have not had the experience of learning online and therefore don't have

role models to imitate. This leaves trial-and-error as the likely approach open to most current counselor educators. The concerns reported by Wantz et al. (2004) about the lack of use of online courses in counselor education programs makes it incumbent upon those counselor educators who are experiencing success in this arena to share their experiences with colleagues. Engaging in discussions around pedagogy in general in addition to focusing attention on pedagogy within the context of online teaching is likely to enhance both traditional and online teaching. These discussions may also have the benefit of engaging faculty members who previously have avoided the subject of online teaching.

Along with engaging current faculty members in discussions around pedagogical concerns, better preparation for doctoral students regarding pedagogically sound approaches to online teaching is needed. Koehler, Mishra, Hershey, and Peruski (2004) offer a model for developing online courses that "that posits successful courses require the careful integration of three components that coconstrain each other: content, pedagogy, and technology" (p. 25). Their project brought together students and faculty in a collaborative process of developing online courses. This model might be adapted for use in doctoral programs in counselor education. Having doctoral students assist with the creation and implementation of online courses as a part of their coursework and training could serve multiple aims. First, assuming that the experiences were positive ones, it would increase the doctoral students' comfort level with using online teaching methods. Second, it would provide faculty members with student perspectives during the development phase of the courses. Finally, it would provide a venue for the exploration of pedagogical issues among current and future counselor educators. This discussion would enhance the delivery of both online and traditional course offerings.

The model proposed by Koehler et al. (2004) is somewhat similar to the approach taken by Coursol and Lewis (2004) discussed in Chapter Two. The difference between the two is one of focus. While Coursol and Lewis (2004) seemed to focus primarily on gaining skill in the use of specific technologies, Koehler et al. (2004) focus more on connecting technology and pedagogy while addressing content-related concerns. Further, this approach may have the added benefit of making graduate students more discriminating consumers of online information. As discussed earlier, Osborn and Zalaquett (2005) found that graduate students tend to lack the skills necessary to critically analyze and make distinctions between differences in quality among career-related websites. Including these students in the process of developing materials for use in an online environment would provide an opportunity for discussing the criteria one should use in examining online material. This would also answer the call put forth by Glass et al. (2005) for doctoral programs to implement more instruction in technology skills.

The instructor's evaluation of her experience of online teaching is consistent with Swan's (2003) review of the literature related to online learning which found, in part, that the development of a sense of community among students enhances the likelihood of success in an asynchronous learning environment. Further, the author found that the role of the instructor is experienced quite differently in an online classroom than in a traditional one. She recommends that greater attention be given to this phenomenon with support for faculty development aimed at assisting faculty members in making sense of these differences and in creating different strategies for interacting with students in cyberclassrooms.

The lack of interaction among students was one of the reasons that the instructor was not satisfied with the online teaching experience. At the time that this course was implemented, most students were using dial-up connections from home in order to access the internet. With

the increased availability of high-speed internet connections, some of the problems encountered in the design and implementation of this course might be more easily avoided. However, in spite of the proliferation of high-speed internet connection, consideration must be given to access issues when implementing online courses. The digital divide explored in earlier reports (NTIA, 1998; NTIA, 1999; Castells, 1999) continues to be a concern in the educational arena (Warschauer, M., 2003; Warshcauer, Knobel, & Stone, 2004). If there are large numbers of potential students who do not have access to the necessary technology, how can we justify the move toward online education? Will this move have the effect of eliminating access and opportunity for a given segment of our population? I believe that it is vital to begin to address these questions in a broad, philosophical way as we move along with this wave of online education. Additionally, there are more immediate and specific concerns for individual educators to address as they embark on teaching online. Most simply stated, these access issues require that consideration be given to the accessibility of the material that is placed on the internet for student use in terms of the generation of technology being used. In other words, the course content must be accessible to students who may be using computer hardware or software that is several years old. Instructors who become accustomed to almost instant download times available at on-campus computer terminals must recognize that some of their students still may be connecting via telephone lines and using much slower modems. The temptation to use the latest and most elaborate technology available must be balanced against these issues of fairness and equity.

While the generation of technology in use at the time that this course was implemented may have been a factor in inhibiting interaction, higher connection speed alone is not likely to be the solution. Swan's (2003) article highlighted the significance of course design issues in

creating an environment that supports student interaction, while also emphasizing the importance of the instructor taking an active role in fostering interaction among students. Benbunan-Fich, Hiltz, and Harasim (2004) are more detailed in their analysis of the importance of instructors taking an active role in deliberately encouraging student interaction. Interestingly, they directly tie the pedagogical approach employed by the instructor to the level of interaction fostered among students. They assert that the types of interaction among students result from "the extent to which collaborative learning pedagogy, rather than an individual learning model, is used" (p. 27). As a part of their discussion on encouraging substantive and thoughtful contributions to discussion boards, they recommend that grading should be based on both quantity and quality of postings, with greater emphasis on quality.

Counselor educators who engage in online teaching should evaluate appropriateness of methods that have been demonstrated to be effective in other fields for the courses taught in our own field. Since the development of complex, abstract, higher order thinking is necessary in counselor education, the tasks assigned and the methods employed in online courses must promote that kind of thinking. The Online Interaction Learning Model developed by Benbunan-Fich et al. (2004) is one that appears to be consistent with the goals of counselor education. The work of researchers guided by the principles of Cognitive Flexibility Theory (CFT) offers another especially promising area for exploration. Their emphasis on the role of metacognition and self-awareness in learning seems consistent with the goals of counselor education programs. McMinn (2001) recommends CFT as an approach for promoting cognitive development among diverse student populations. Lima, Koehler, and Spiro (2004) provide an example of a cognitive flexibility hypertext system used in an educational environment to promote the development of critical thinking skills involving complex cases that require

students to consider multiple perspectives. Using a similar approach, Godshalk, Harvey, and Moller (2004) focus on the use of a cognitive flexibility hypertext system for promoting attitude change.

As we consider which courses might be appropriate for online delivery and the most effective methods for implementing those courses, consideration should be given to which faculty members are best suited for teaching in an online environment. It is possible that an individual's personality type influences the degree to which they value online communication and are comfortable communicating through this medium. Just as faculty members' personalities affect the teaching methods they employ in traditional classrooms, the potential impact of personality variables on online teaching should be considered. It might be prudent for faculty members who are not able to communicate effectively online to remain in traditional teaching environments while online approaches are left to faculty members whose personality is better suited for online teaching.

Goby (2006) explored the relationship between personality type as measured by the Myers-Briggs Type Indicator (MBTI) and individuals' preferences for online or face-to-face communication in social situations and in looking for work. The sample for the study was comprised of university students in Singapore who had experience with and access to online technology as well as easy access to opportunities for face-to-face interaction. Correlations between individual MBTI dimensions and stated preferences indicated that introverts are significantly more likely than extraverts to prefer CMC to face-to-face communication. This was the strongest correlation. No significant difference was found between intuiting and sensing types. Thinking and judging types were more likely than feeling and perceiving types to prefer online. This study suggests that personality type does influence one's preference for online or

face-to-face communication. However, perhaps more interesting was the result that regardless of personality type, the overwhelming preference was for face-to-face communication, suggesting that this is not the primary factor in determining an individual's affinity for online applications. Therefore, while personality type of both faculty members and students may affect the degree of success experienced in online classrooms, this is only one factor that should be considered.

Implicit in all of these recommendations is the assumption that the institution's infrastructure is adequate to support the technology needed for online courses. Some institutions are better equipped than others to provide the technical support necessary for implementing online courses. Attempting either completely online courses or incorporating online components into traditional courses results in frustration for both students and faculty members when the educational experience is hampered by interruptions in or difficulties with the use of online services. The availability and reliability of online technical support should be evaluated prior to any implementation of educational technology.

Suggestions for Future Research

Although research examining the use of online learning in counselor education is only beginning, the studies discussed in Chapter Two point to the potential benefits of this approach. As we advance in our efforts to examine applications of this new form of educational technology, it may be instructive to first look to the work being done within other academic disciplines. It appears that there is much work being done related to online education across curricular areas in relative isolation. It might be beneficial to do more collaborative work that could be generalized in addition to the very discipline-specific work that is currently being done.

In the meantime, there are some areas specific to counselor education that merit attention from researchers.

The relative anonymity of students in a completely online course coupled with the lack of nonverbal cues seems to support a sense of distrust in CMC. This distrust of online communication is an area that calls for additional exploration. Would the distrust of CMC be lessened if people already knew each other or would the lack of nonverbal cues be the overriding factor in experiencing a sense of trust in the interaction that occurs through CMC? While Chester and Gwynne (1998) suggest that online anonymity allows individuals to overcome aspects of identity that may be barriers to genuine communication, not being sure about with whom one is communicating appears to also create the potential for distrust and uncertainty in the cyberclassroom. The degree to which a general distrust in communicating through CMC may be influencing counselor educators' decisions to avoid online teaching should be assessed as well as the degree to which this distrust is warranted.

In spite of the proliferation of studies examining the effect of the learner's personality type on learning experiences in online environments, there are relatively few examinations of the impact of instructor personality variables. In a recent commentary, James (2004) argued that instructors in online courses should have and exhibit a good sense of humor. While agreeing that incorporating humor into an online course requires much more time and energy than it does in a traditional classroom, he asserted that the effective use of humor is associated with enhanced satisfaction among students with the course as well as enhanced learning outcomes. An instructor's effective use of humor can play a major role in helping students feel connected to the instructor and to the course itself. In spite of the focus on instructor characteristics, this advice is still aimed at student satisfaction with the online educational experience rather than the

impact that the instructor's personality may have on her own experience of satisfaction or success. A study comparing personality variables of counselor educators who enjoy teaching online with personality variables of counselor educators in general would be useful in determining the degree to which individual personality characteristics of the instructor affect that instructor's evaluation of the viability of online teaching in counselor education.

Ultimately, follow-up studies with students who have participated in online courses should be conducted to examine the long-term effectiveness of this approach. Counselor education students who have participated in online coursework might be followed after graduation and into the first years of their professional experiences to assess the areas in which they were best prepared for the challenges of working as professional counselors. Assuming that some coursework would have been in the more traditional format with other coursework being online, comparisons could be made between areas of practice affected by the differing course formats. Although student preference and convenience are sometimes given as reasons in support of offering online courses, priority must be given to considerations of effectiveness of the educational methods used. Student satisfaction with a given course cannot be the sole means—or even the primary means—of evaluating successful outcomes in teaching.

In addition to information sharing with colleagues, perhaps counselor educators who have had successful experiences in online teaching could be interviewed to determine what factors contributed to their feelings of success. While this study was conducted at a time when online teaching was relatively rare, there are now faculty members in the field of counselor education who have had experience in teaching the same course multiple times as well as experience in teaching a variety of courses online. One question that might be explored with these faculty members is "What constitutes success in teaching?" The instructor in the current

study appeared to have been successful in her online teaching experiences in terms of tangible outcome measures, but she still did not feel successful. It is possible that faculty members who see online courses as a viable option in the field of counselor education define successful outcomes differently than those who do not value online teaching. In-depth exploration of the online teaching experiences of counselor educators experienced in this teaching modality could help in addressing questions around whether some courses are better suited to online methods than others as well as the relative value of completely online versus hybrid courses. With increasing pressures from administrators to implement online courses, it is vital that we be able to articulate clear rationale for offering or not offering particular courses online. Without that clearly articulated rationale, we may lose the opportunity to have decisions about which courses are offered online be based upon pedagogical and content concerns as opposed to market forces. In the conclusion to his article outlining the history of distance education in this country, Moore (2003) alludes to this very issue.

> *There are numerous problems arising from the growing influence and involvement of the private sector, the "commoditization" of education. Looked at from a macro-economic perspective there are serious questions of cost-efficiency where free-market forces result in a multiplicity of relatively small "suppliers" of programs. At the same time there is concern about quality as for-profit institutions, seeking to minimize cost and maximize income, threaten to drive out better, but more expensive, programs. . . . Today our educational and political leaders seem to find it very palatable to buy and introduce every new technology that comes along, but seem incapable of producing a vision and a strategy for the fundamental changes in our institutions without which the technology is almost worthless.* (p. 42)

The vision and strategy that Moore deems necessary for transforming our institutions to adequately meet the current educational needs in American society must come from educators who have the requisite knowledge and expertise to design such strategies. If we do not make our voices heard and argue effectively for sound educational practices, our programs may suffer the dire fate predicted here.

Conclusions

There are a number of factors at play which make implementing online courses problematic in the field of counselor education. The emphasis on relationship and genuine interaction in the field may lead some counselor educators to distrust CMC interactions. The absence of nonverbal cues would seem to reinforce this distrust. In addition to these factors, the fact that there are relatively few role models available in most counselor education programs who are able to demonstrate the effectiveness and appropriateness of online courses further discourages their implementation. Of course, the most important question to answer is whether or not it is in the best interests of our students and their potential clients to include online courses in counselor education programs. I believe that this question needs to be approached from a philosophical standpoint as well as a practical standpoint. We cannot examine successful implementations of online courses without first determining what constitutes a successful implementation of an online course. This will require an examination of what it means to teach both from a general standpoint and then more specifically what it means to teach within the area of counselor education. What is it that we are hoping to convey to our students? I believe that for many counselor educators, the answer to that question includes—at least in part—the modeling of genuine human interaction that results in relationship. Unless and until we can feel confident that our forays into the cyberclassroom will enhance that aspect of education for our students, counselor educators will continue to resist online teaching.

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APPENDICES

APPENDIX A
Transcript of First Interview with the Instructor

RESEARCHER: OK, today is July 10, 2001 and this is the first interview with The Instructor and first of all do I have your permission to tape record this interview?

INSTRUCTOR*: Yes, you do.*

RESEARCHER: OK—the first thing that I would like for us to talk about is your interest in career development as a profession. Where did that start, how you became interested in it—just kind of give me some background on your background.

INSTRUCTOR*: OK, it really goes all the way back to when I was in undergraduate school. It was real hard for me to decide on a major and I ended up with a degree in business administration, but worked while I was in school in the admissions office so when I graduated I really sought out admissions counselor positions. I was recruiting for a private women's college and found that when I spoke to students about coming to my college I was really much more interested in what they were interested in studying and doing with their college experience. I wasn't very successful in getting people to come to the school but I had a lot of fun hearing their stories about what kinds of things they wanted to do and how they planned to get to that point. So, I—that's really what generated my interest in career counseling and that happened when I was 22-23 years old and I've been in the profession ever since. And that's a long time—24 years. I left that recruiting position after a year and went to get my masters degree in counseling and I really did focus on career counseling in my practicum experiences and internship experiences and all my work experiences after that so I really haven't veered off of that path very much during the times that I've worked. That's really where it was generated and it just continued to expand from there.*

RESEARCHER: OK—besides what you've just described, could you talk about the different types of professional experience you've had related to career development?

INSTRUCTOR*: Well, I started out working after my masters degree for a very short period of time, a summer experience, working with visually impaired students at Western Carolina University and it was really doing advising—career advising, career counseling and co-teaching a career class there. My first fulltime job was working in cooperative education which I found to be an excellent base for really understanding careers and understanding what goes on in different jobs. I was in charge of developing coop sites and placing students in the sites, supervising them, developing learning objectives, and doing counseling and teaching with those students in a collaborative environment and I learned a lot about what actually goes on in different jobs so I found that that was an excellent base. But I took that job and kind of reconfigured it into more than just coop into career counseling too. And with the—collaborating with a colleague wrote a proposal for a career development class. I think it was a 3-hour credit class and it was approved and we co-taught that for a few years. So that expanded and I have really just continued to do that during the rest of my experiences. I worked in that position for 4 years and had a bout of unemployment there where I was working temporary jobs and then worked in another university as a career advisor and career counselor for 5 years. It was there that I also taught a career class and in addition to doing career counseling with alumni and current students and adults. The class was a large career class in which I supervised a group of graduate students—masters level students—who would come in and facilitate small group discussions but the class usually had an enrollment of 30-40 students. So I'd break the class down and I would have anywhere from 4-8 graduate students to assist in the teaching of that class. So that*

required that I train them and, you know, get them up to speed and talk about their experiences and problem solve and that sort of thing in addition to teaching the class. I left that experience—do you want me to go on with the rest of my resume, so to speak?

RESEARCHER: Yeah.

INSTRUCTOR*: I left that position to pursue a Ph.D. on a fulltime basis. I decided to do it fulltime for several reasons but the main reason was that I wanted to get some experience in a university counseling center that focused on things other than career counseling. I really wanted to explore maybe even making a move at that point—to go into the personal career counseling arena. I got my Ph.D. in counselor education. My emphasis was on organizational development within the college of management. I worked for two years. One year at Wake Forest University counseling center and the second year at UNC-Greensboro's counseling center. Two very different counseling centers. Wake Forest's counseling center was really student development focused—on a wellness model—on an educational student development model. And the counseling center at UNC-Greensboro was a medical model. It was more like a mental health setting with a lot of diagnosing going on. Very valuable experiences. Did some—a little bit of career counseling, very, very little—the majority of the counseling I did was personal. And I decided at that point that I really wanted to use all of that information but I could still focus on career. Then once I finished the degree I really continued to move in that direction. And then my dissertation is not related to career at all—it was on clinical supervision and the parallel process that occurs between the counselor and the supervisor and the counselor and client. After I got the degree, my path became a little bit—I don't know the term to use—not as linear as it was before. I mean, I would start in a position and really work to move up in that position and I was successful in doing that in every position up to that point. I became the director of a small career center at a small college. I wore all the hats and did all of the internships, co-ops, career, part-time, fulltime, the whole bit. It was a valuable experience, but it wasn't a place I wanted to stay for a long time. And then my personal life and my career life kind of became one and I was a fulltime mother for a while and published some and then began to work part-time. I did some career management consulting for 3 years within the corporate sector—which is where the personal counseling really did come into play because I was working with people who had been laid off or fired or retired early not by their choice and so those skills were really helpful in helping them see the total—helping them deal with the grief and the anger and all the other emotions people would go through when faced with those decisions. Did that for 3 years—did it with people who left positions but also worked at a pharmaceutical company for two years doing one-on-one counseling with—for lack a better term—survivors of the downsizing in readapting to the new organization. But that was one-on-one counseling. And I've been at this University for 3 years. I'm the Career Development Coordinator and coordinate all the career development programs for students on campus with regard to making decisions about careers and enhancing their majors to be able to get more of what they want out of their college experience than just the degree—preparation for working afterwards. I work with the students in the College of Humanities and Social Sciences right now. I've worked with other groups before. That kind of gives you a flavor. I've taught an Internet course here at the University after developing it and will next year teach the traditional course as well.*

RESEARCHER: One of the things that I noticed that you mentioned a couple different times is that in several of the positions that you've had it sounds like you were doing both counseling and teaching. So I'm interested in what you see as the distinction between counseling and teaching. Especially in one of those early positions you talked about it sounded like there might have been some overlap there.

INSTRUCTOR*: I find in teaching a career class that there is overlap. I did do both and did both in all jobs. I guess I think some of career counseling is teaching technique or teaching—you know strategies and it is giving—sharing information. The way that I do that is more in a counseling format, though. Let me talk about it from both perspectives. When I work with students who are facing career decisions, I teach as part of that process but I want to know where the student is and so I'm much more—encouraging of the student—or the individual—to share with me where they are and what their concerns are and what their questions are before I go into some lecture to them. In a classroom setting, I ask those open-ended questions at the beginning of the semester. But at the beginning of each class I tend to give a mini-lecture and then move into the application of the mini-lecture to their individual lives. So it's really kind of reversed. In terms of how I combine them. I mean, they are a part—but I tend to keep—I tend to really follow the lead of the individual client more in the counseling session . . . than the classroom setting—and maybe that's a matter of control—how I want to manage my classroom. That tends to be the difference. But I have done both and I don't see them as inseparable –particularly with relationship to career.*

RESEARCHER: OK—if you could, just kind of separate teaching as one thing and talk about what your basic philosophy of teaching is. You might not have thought about it formally as a philosophy of teaching but just how you approach your role as an instructor.

INSTRUCTOR*: You're right—I haven't really thought about it with regard to that. (pause) . . probably—I don't know if this is what you're looking for—the process of what I go through—the whole process of teaching is that I tend to be extremely—and this is different from counseling—I tend to be extremely well-organized at the very beginning and I try to anticipate everything that might happen. I tend to plan out the whole semester but I'm not averse to changes occurring during the course of the semester. I will adapt schedules and lectures and that sort of thing—depending on the needs of the class and the make-up of the class. Because I ask early on what is it that you want to get out of the class and I really try to give that back. I do that in workshops, but I certainly do it in classes. And so I'm fairly structured at the very beginning of the semester and become less structured as time goes on. The interaction with the student is extremely important to me. And I spend a lot of time trying to create that connection—trying to figure out what the connection is. And I do it in a whole class arena—you know in terms of the whole class and how the whole class interacts within the classroom but I also do it one-on-one or in the small groups so I can see how those other interactions are. And I use that information in the class. I share with them those experiences—how I experience their work or whatever because I think that—I mean—if we're talking about presenting yourself to an employer they need to know how they're perceived and so I, I used that at appropriate times with them in the course of the semester. Is this kind of what you're looking for?*

RESEARCHER: Um-hmm.

INSTRUCTOR*: I don't know that I use any kind of theory or anything with, you know, in terms of educational theory. I don't have a, I don't have a degree in teaching. I don't, I've never taken any of that—any of those courses—I mean I have two education degrees but they're in counseling. I probably spend a whole lot more time than is necessary on the class just to be sure I have the information that they're looking for and I—I'm always available to students to talk further about issues that are important to them or that they're confused about or that they need some more time with.*

RESEARCHER: OK—when you say that you probably spend more time than is necessary. . .

INSTRUCTOR*: I think about it all the time—you know, I'm—if somebody says something in class and I don't automatically respond to it because of circumstances or because I didn't think of the response quick enough or whatever—I'll think about that outside of class and I might even email the student or phone the student and talk with them about it further rather than just letting it go and hoping that they'll bring it back up again. I don't know—I don't know if that's a common thing—I've never really talked to other instructors about that sort of thing but I do spend a lot of time thinking about and processing what goes on in a class and I'm a strong believer in connecting things and so I'm always trying to find the connection between one class and the other so it's not just a bunch of disjointed, you know, 30 lectures but that it all connects in someway for them. And I just find that—I find that to create the environment and the relationship it requires more time. If I was just imparting information that they had to then regurgitate back to me that would be one thing, but a career planning class is about somebody's journey and it's about them—it is personal. There are, you know, there's concrete information to impart but it's, it's in relationship to their lives and so you're—you are kind of a partner with them in that. And I see that as different than if I were just teaching a theory class.*

RESEARCHER: OK—now let's kind of switch gears and see if you can look at just counseling and maybe your theoretical approaches to counseling and how you view your role as counselor now apart from instructor.

INSTRUCTOR*: Yeah—and I really see myself as a counselor. I see myself as an instructor too—those are my two primary goals and within a university career center that's not always the way people perceive themselves and so I think that that's pretty key to my identity. So when I get—when I have a student come in, I tend to start—I don't have a planned agenda—I had to work on that and I guess with 24 years of experience it's gotten a little bit better but I—when a student has an appointment with me, they come in the office and I know their name, I know their major, what level they're in school and what their issues are to talk with me about. They've given me that information on my calendar. But I have found far too many times that students will change their minds or change their direction or the whole issue will be totally different by the time they get here so I usually start off by saying "What brings you by?" "What would you like to talk about today?" or something very general that encourages and invites them to describe whatever their issues are. And so I approach it in a very open . . non-planned way, I guess. I mean, it's a plan to say that, but when I go into a class it's very planned and I have an agenda and it's written out and I'm going to be checking off those points, but I don't have that in a counseling situation. And I really do believe that I look at each individual—as unique—and I try not to apply the same strategy for each student because I think, you know, I kind of, I look at . . . how the student or the individual communicates with me—I see people that aren't students as well on occasion as well but the majority of people that I see are students—and I try to take in all of what they're saying by their tone, their posture, their you know, and I reflect that kind of information back to them even though they might be saying, you know "I just want you to look at this resume. I'm ready to start interviewing and I just need to know what to do." That's real concrete information I can impart, but I usually incorporate some of the other things—"it sounds like you're ready" or "it sounds like you're nervous" or "you've got a good start here, let's move this and tell what you think" and it becomes an interaction between the two of us in critiquing a resume or in talking about—I mean sometimes it's not so concrete (inaudible) but if they're, you know, confused about their major then it's "well, what are you thinking of?" "What's intriguing to you? What's interesting to you?" It's trying to get to the core of what's interesting to them, I guess. I mean I don't have a 1-2-3-4 step process you go through for that. And I really do do it differently with everybody. I don't know how to do it the same for everybody. I think that probably the thing that I forget to do in the career counseling because I focus so much on, you know, what they're struggling with or what their question is, is that I forget about the concrete information. You know I forget to tell them, "oh,*

there's a directory out there on the bookshelf that would be real helpful to you" or "well, you know, I've got this website that's really good" or . . . and I don't think about the concrete because I'm so much into the here and now with the person. And I think that, I find that I notice that as other counselors in the office are directing them to that information that I'm actually in charge of maintaining—I don't do that as much. I think about it after the fact—of that would've been a good directory for them to use—but I don't think about that concreteness when I'm with the student. I don't know what that says about me but I tend to, I tend to do career counseling probably more intuitively. Now, part of the reason I think that is is because I do most of—I do the majority of my career counseling one-on-one. And I think that I'm more comfortable in that arena and that if I'm standing in front of a class I've got the possibility of messing up or whatever within that group of people but one-on-one I can create the connection and we can talk about it—we can discuss it. It's harder to do that in a class situation and the dynamics are different in a class. I mean, there are expectations of an instructor. There are expectations of a counselor but that tends to be more relationship based, I believe. Help based, but relationship based, too.

RESEARCHER: What are the expectations of the instructor that you're thinking of?

INSTRUCTOR*: The students' expectations of the instructor?*

RESEARCHER: Well, whatever it was that you were referring to when you said "because there are certain expectations of an instructor."

INSTRUCTOR*: Well, I think that, . . . (long pause) . . . I think that students have had a lot more experience in a classroom setting than they've had in counseling settings. You know, most students haven't gone to see a counselor. I think they differentiate between career counselors and personal counselors, but you know, they're having to say they have a problem when they walk in. In a class situation, I would say that in a university like this one, they are used to instructors standing up there and giving them information. And so the expectation is that I'm going to do that too—and, depending on what their major is of course, it's not going to be as didactic and interactive as a counseling session would be and that their expectation is that I'm going to stand up there and give them information. Of course, I totally trash that belief for them (laugh) when they get to class and they know they have to talk because it's about them! But I think that their initial reaction is that they're not going to have to be—they aren't going to have to be interactive if they don't want to be. And so, you know, they have certain expectations based on their experiences of sitting in other classes. I guess that's what I'm really talking about.*

RESEARCHER: So you feel like to some degree you need to meet the student expectations at least initially when you're teaching?

INSTRUCTOR*: I need to lay out the expectations—well I need to be aware of all their expectations. So, by kind of being aware of where they might be coming from—and I would have a list of what their majors are so I would have some sense of the kinds of curriculums they had been in—is to define how the class is going to operate and what my expectations are of them and to clarify any questions they might have or any concerns that they might have about those expectations. You've also got the whole thing of learning styles and ways they take in information and ways they learn the best and I don't have theories of all of that but they learn differently—people learn differently. And they have certain preferences for the way that they learn and I don't really deal with any of that in a counseling session.*

RESEARCHER: Because you're responding just to one person?

INSTRUCTOR*: Well, typically they're not talking about learning something. You know, I mean that—it's a different topic all together. But they get a grade for the class, you know, so there is a power set up. There is a power relationship set up there. I do have the control as the instructor because I'm going to assign them a grade so the relationship is different. I don't think I have, I don't see myself as having power in a counseling relationship. I don't know if this is where you want to go or not, but that's sort of, that's kind of how I see they way that I handle the two differently.*

RESEARCHER: OK—you didn't really mention a theoretical approach to counseling. I know with teaching you really haven't had the background in theories—but I know you have in counseling and I'm curious as to whether you go with a particular approach or . . .

INSTRUCTOR*: I really don't—I'm probably more a psychodynamic than anything else. I mean really just looking at the whole person and all the various issues that are at play. And there are a lot of issues for college students about deciding direction. They have a lot of people involved in their lives telling them what they want and there are a lot things going on with them. So I probably use that approach. I think of things developmentally. You know, I kind of think "well that's developmentally appropriate to be anxious at this particular point or having these sorts of questions" but I don't like, I don't lay Super's theory on top of anything and position them in any way. I just—I guess it would be more that I use that as a base, and then I work from that. I've never really been able to in all those years to take a theory and just kind of go with it, you know? So, psychodynamic seems to fit, you know, and I like Carl Rogers but I don't think I'm so—I'm not quite that, . . . I want to say laid back but that's not exactly what I mean 'cause it's not a laid back counseling style but I tend to—I like a lot of what he had, you know, but I don't use anything individually—but kind of a combination.*

RESEARCHER: OK. (long pause) Let's see—well before we move from this sort of background material, is there anything else that you would like to say about, you know how you're teaching style was developed or influenced or you counseling style was developed or influenced?

INSTRUCTOR*: No—I don't think so.*

RESEARCHER: OK—after I do the transcript some other things might occur to me to ask as follow up questions so we may come back to this.

INSTRUCTOR*: OK.*

RESEARCHER: Now, let's move on to the online course that you've developed and talk about the background for that and how and why the decision was made to do this and I know that I already know some of this information but pretend that I don't and start from scratch.

INSTRUCTOR*: The university career center is, has always had a lot of involvement with technology—creating technology and (tape ends)*

RESEARCHER: OK, you were saying that a couple of years ago we got a new chancellor and-

INSTRUCTOR*: Yeah—she wanted all of the departments to create goals and objectives—I can't remember—for maybe 2 to 5 years into the future. So our office sat down—the UCC sat down and talked about different things that we wanted to do—I thought we were brainstorming about that and, I threw that out that maybe we wanted to create some additional information online to assist with the career development issues of students because it's really . . . that's a difficult thing to get across to students. I mean, they come and ask for assistance when they realize they need it but there could be some resources that could be much more proactive for them. And so, that was my thinking—that we could create something and we could offer it online so that it would be accessible to additional students—or to all students—and actually it would be just general career stuff that would be available to anybody on the planet who wanted to access it. Cause we had learned that people in other states—colleges and high schools—use the information on our website because they tell us when the links don't work! But anyway—it kind of worked—I had to get more specific to that—so I suggested that we put the career development course online and offer it that way. It really was through a brainstorming need but as I thought more about it—after I saw the interest of the director and I thought more about it—it really did respond to some of the goals of this university to enhance their distance learning offerings and I knew we were moving in that direction and this would be a way to just really kind of get in on the ground floor. And it would meet the needs of some non-traditional students because if we're going to be reaching out to individuals who want to get degrees at this University then we need to—then career development needs to be a part of that. So—that's really why we did it. That's why we put the course online was to kind of respond to that. We put it in our goals and then it went to the vice chancellor—the vice chancellor looked at all our goals and selected that one thing to put in his so the vice chancellor of student affairs had the career development course in his goals therefore—it had to happen by this deadline that was arbitrarily set that it would take a year to put it together. And we did it in that period of time. So, that's kind of how it came about—the whole idea of doing it. Was through just a way to brainstorm the use of technology in career development.*

RESEARCHER: OK—then once the decision was—ok, now we're going to put this career development course online—and you were in charge—what were your goals for the class?

INSTRUCTOR*: My general goals for the class?*

RESEARCHER: Yeah.

INSTRUCTOR*: (pause) That it would reach adult students that needed to finish a degree or get additional credits, and it would just provide another avenue—I guess those were the goals—and you know, I don't know that I really sat down and thought about what the goals were going to be and I don't think that the goals were any different than what the traditional class offers except that it's just another alternative for students who might be working fulltime and can't come to campus in the middle of the day to take a class two days a week. I think the goal is still to increase self-awareness, to increase knowledge of the work world and their preferences for how they want to work and getting prepared and doing that. I think that's really the whole goal of the class. So they weren't really different.*

RESEARCHER: OK

INSTRUCTOR*: Except it touches an additional population.*

RESEARCHER: So that, for you, was really the only difference in the online course is that you wanted to do the same things you were doing in the traditional course but just be able to reach a different population.

INSTRUCTOR*: Mm-Hmm.*

RESEARCHER: OK—when you were designing the course, how did you approach being able to meet the goals through the Internet? I guess what I'm thinking about is—you've taught this class in the past—or a similar class in the past face-to-face—and you already kind of had in your mind this is how this should go, so, how did you think about trying to do that online?

INSTRUCTOR*: I had to really, totally rethink it because it became—in my mind, initially it became a one-dimensional object and it's multidimensional when you've got a classroom and you've got lots of things going on. And so I guess the way that I've thought about it was to think about how I wanted to convey the information—how I wanted to organize the information—what kinds of variety I wanted to use in conveying the information and how I wanted to involve the student in the discussion. The discussion was a piece of it that was real important to me. Because I felt like that was a strong part of a face-to-face class was that you divide them up into small groups and you have these discussions about different topics and issues and that even though decisions aren't made from that and conclusions aren't even drawn from that, awareness is. And learning takes place because you're challenging students to dig a little deeper and to talk about sometimes uncomfortable issues, sometimes personal issues—if they're comfortable doing that—but I felt like I could convey the information of the lectures online (how naïve I was!) and that the core was how I was going to get them to interact. The reality is that creating the lectures was also difficult in that I—when I think about how I taught a class, I'd say "ok, you're supposed to read chapter 1"—you come to class, you kind of talk about chapter 1 but you might, as an instructor, repeat some of chapter 1 or say "let's turn to page so-and-so"—there might be—there would be some overlap. Well, on the Web, I didn't want to ask somebody to read it and then give a lecture on what it said. So I had to create additional stuff to include in the lectures on the Web. You had to think beyond—you really did have to think beyond what was in the textbook and what else you wanted them to know about as issues and do it in, you know, one-dimensional cause they're going to read it and you're not going to be able to answer a question right then.*

RESEARCHER: You mentioned that you thought that interaction was going to be really important and that discussion was going to be really important . . .

INSTRUCTOR*: Primarily because I think that it is in a traditional class—that's why I thought it was so important.*

RESEARCHER: So, what did you do when you were designing the class, specifically to try to foster that kind of interaction or discussion?

INSTRUCTOR*: Well, just in preparation for doing the class, I took 12 classes on technology topics and through those classes, there were one or two classes on communicating on the Web and there were several tools that are available at This University to encourage interaction. One was an asynchronous system called NetForum and students would respond but it wouldn't be real time—it would just—they would respond and there would be interaction through that but it would be delayed interaction. Another form was a real time chatroom but—you*

know—defining a time and setting it—so we—rather than—my schedule is so strange with adding this other course and trying to schedule a time every week to be somewhere—I didn't tackle that issue of having a real time. I went with the asynchronous. And so that's what we incorporated into the class. We created a class so that there were 15 lessons because there are 15 weeks in a semester and with each lesson there was a NetForum question that they were supposed to discuss—they were supposed to respond to the question and then respond to each other through the NetForum to create that discussion. That was the goal. That was the avenue that I used to create the discussion. And that was really what I used in the Fall semester more than any other form of communication. I used NetForum. I went to NetForum to pose questions, additional questions, to bring them up to date on assignments, on scores, on you know, all those sorts of things. I used it less in the Spring semester. I used email more. Because I found that the interaction was more one-on-one. In the Fall semester, they emailed me also but I found that I would email back and say "go to NetForum and look for this or that" instead of emailing everybody. I didn't get the kind of interaction I was looking for through NetForum—either semester—I mean, it was better in the Fall semester than the Spring semester but—and I think that had to do with the make-up of the class and who was there and their motivation for being in the class and their experience of taking online classes but—it didn't create a discussion. It created interaction—some interaction—but not much. It was too far removed. It was an exercise that needed to be completed each week.

RESEARCHER: You mentioned the possibility of synchronous chatrooms. Do you think that would have made a big difference? Or any difference?

INSTRUCTOR*: I don't know—it may have made a difference—I think it might. I'm really thinking seriously about adding that to see if it will. You know, once a week or once every two weeks or something—just to see. It's been suggested. Now, I have to say that the evaluations from the students have been that they didn't feel disconnected from the class. Their evaluation was that they were very connected. I think they were more connected—they felt more connected to me cause I was sending them information a lot and I began to use a lot of different means of communication. Particularly in the Spring semester, I added the phone and I added mailing them information to their home and I added a lot more frequent email. When they would send an assignment I'd immediately respond to the assignment and in the fall semester I didn't respond every time I got an assignment. Because it was due that day and I felt like, well, I got it and you know I'll grade it and then I'll give them feedback on it but in the Spring semester my responses were much more frequent and timely. And it was much more time consuming even though I had less students. There was much more interaction and the evaluations from the students was that they said they always felt connected—they <u>always</u> felt connected. Which is kind of interesting because I always felt connected too! (laugh) I particularly noticed that it was a 24-7 connection. I was never caught up. I was always behind, always had things to do, always had comments to make, always had people to email. I think that gets into one of your questions maybe later but that there is that feeling of just never letting down. It got a little bit better I think in the Spring by responding so immediately. Then it was over. In the Fall semester I think I tended to wait and kind of scheduled a time in my calendar to respond to requests and that was harder to do. You know, it felt overwhelming cause I was just delaying the response.*

RESEARCHER: Well, that does get into the next set of questions I had about kind of what your expectations were before you started. What did you think it would be like to teach a course online?

INSTRUCTOR*: I really didn't have much of an idea of what it was going to be like to teach—I had gone in and looked at several online courses and I'd been in workshops with other faculty members who were teaching*

online. I knew it was going to be time-consuming and approaching it I really wasn't—I was really eager to begin that whole process. I think I was just eager to begin teaching again—to be quite honest—cause I really like teaching. But the—I guess my expectations were that—what I was most nervous about was the technology end of it. I was afraid that I would omit something. That kind of gets back into my control of teaching—you can correct something when you're in front of a group of people but when you do it online—ugh! I'm still not confident in that—in my technical skills of creating a site that's interactive that stays live but, you know, I don't feel as in control. I realize that I'm probably more in control of that than I am of other things but I was nervous about the technology and I think that that nervousness about the technology drove me to create something that at the outset was complete and that I thought through and that I knew intimately up one side and down the other. So the whole thing was there to begin with. I expected it to be busy. I expected it to be busier than teaching a traditional class, because I kept hearing that. That people think it's less time, but it's really not, it's really more, and it really <u>was</u> more. I don't know that I really spent that much time. And I spent about an hour per student per week. It got into a lot of time, but I don't know that I would spend 10 hours a week—even with class time meeting in a traditional class. I didn't remember spending that much time on it. I may have. I was very concerned about the interaction component and so I was hyper aware of that—how often I was hearing from people. And I never thought that the class wouldn't go well. I mean, I assumed that the class would go well. I felt like I'd put enough in it at the front end so that it would go well during the course of the semester. But the first time I go through anything, I'm very vigilant and continuously evaluating what's working and what isn't and what am I doing. Am I a part of why it's not working? Or is there something I can do to make it different? You know—I tend to—I'm always in continuous evaluation. That's real tiring when you're teaching, you know. I think I got better at managing that during the spring semester than I did during the fall. Does that answer your question about—in terms of my expectations?

RESEARCHER: Um, . . . I think so . . .

INSTRUCTOR*: I felt that I got to know the students really well—probably as well as I would have gotten to know them face-to-face. It was awkward not being face-to-face. It was interesting teaching the class and not knowing pieces of information about the student that you know by looking at them. You know, like, how old they are, what their race is, what kinds of—there are all of those things—I don't think I make decisions based on that but somehow that—I found—this was not initially—this was into the semester—I realized that that piece was missing. I didn't realize it at first. So I'm not sure exactly, you know, even now, how I use that information. I guess I would think that I would use it developmentally. But I found that a lot of my—I found that—I found myself working hard at getting information that I probably made assumptions about face-to-face. Which is a hard thing for a counselor to say—that we make assumptions about things—but I think that's just typical—we do. I asked them for very concrete information at the very beginning and they were much more ready to do that in the fall semester than in the spring. For some reason it really took me a long time to get that concrete information from them in the spring. I don't know why that was—I eventually got it all but it was a different—students worked differently in the second semester. There were many more students who were used to—who had—well, that's not true. I was going to say the students were more used to online—that's not true—they just worked at it better in the fall than in the spring in terms of that interaction. I only had one student out of ten in the fall who had actually taken an Internet course before. In the spring I had a couple of students who had but I felt like I knew the students in both semesters like I would have known the students—and so I guess that was really one of my expectations. That's one way I evaluate the class is that I still get to know them more on an individual basis and I do that in the traditional class as well.*

RESEARCHER: But it sounds like you use a different process to get to know your students . .

INSTRUCTOR*: Yeah. Yeah. It took more time to get to know them. You know they didn't give me—if I asked them a question and they didn't respond to it, I'd have to ask the question again. I wouldn't just have to wheel my eyes around and look at 'em until they gave me a response—you know—in a classroom.*

RESEARCHER: Right . . .

INSTRUCTOR*: The physical process of typing a response to someone required a lot of time from me because I didn't want to send something that—I mean, I, I,—I didn't want to send something that I didn't mean entirely. You know how you say something in a class and then you think, oh, well I—I've done now! Well, really what I mean is . . . And you could keep correcting yourself because you could see that physical expression on someone's face that's like "I disagree with you" or "You've got to be kidding" or—you know—and I would respond to that in the classroom.*

RESEARCHER: So, it's easier to clarify . . .

INSTRUCTOR*: Yeah—it certainly is. And so I was hyper-sensitive about my responses to students and all emails that I sent to them and I spent an incredible amount of time—there were many days that I would come in—I tend to work from 7 to 4—I would come in and from 7 to 8 I would spend composing emails to students in the online course and I wouldn't get through the whole class roll in that amount of time. You know, and I'm just emailing them information. I found that my interactions with students were much more business like in the fall semester—particularly in the first half of the fall semester than in the last half and in the spring semester. I got much more chatty with email than, you know "just the fact's ma'am"—you know, just the details of it. And the reaction to that was better. There were some students that would come in and I would have a face-to-face interaction with. That happened more in the fall semester than in the spring semester.*

RESEARCHER: The face-to-face interaction happened more in the fall?

INSTRUCTOR*: Yeah—I had one or two students that would come in and hand in—hand deliver—they were traditional students on campus—they would hand deliver their assignments—and we would end up talking about different things. One student, who in the fall made some comments about race that I wondered about—and I said, "you know, why don't you put that on NetForum and let's find out what the group thinks about that" and he didn't want to do that. He didn't want to put it out there for everybody to see but he would come and talk to me about it. So that's what he did. He came and we sat down and we talked about it face-to-face and how he felt about it. It had to do with his race and the experiences that he had had but he didn't want to have that interaction with the rest of the group but he wanted to explore it and so that happened on a one-on-one basis. If he were in a traditional classroom he'd probably do the same thing. You know, it probably would be a one-on-one . . .*

RESEARCHER: If it got explored at all . . .

INSTRUCTOR*: … but—if it got explored at all—but, that happened through an email—an email interaction with him and after that occurred—that occurred mid-semester—after that occurred he would leave a note with the assignments that he turned in—"I hope you have a good weekend" or—much more personal—so*

that—I think that interaction—that face-to-face interaction had some kind of impact, but it started with an electronic interaction. And it could have continued that way. I'm probably the one that said "why don't you come in" cause I knew that he was coming in anyway! (laugh) You know, I probably drove that more than he drove it, but it met one of those expectations that I had about interaction.

RESEARCHER: Do you think that in your instructor role that you find the face-to-face interaction more satisfying than the electronic interaction or have you noticed a difference there?

INSTRUCTOR*: (pause)—It's difficult for me to answer that question because I haven't taught face-to-face—a career class face-to-face over the course of the semester—for several years. You know what happens over several years—everything becomes glorified in that sense and I, I don't know. I don't know. Since I'm going to teach both of them in the fall, I'm going to really be able to get a sense of that. But you know, I think that—my gut tells me that if you learn how to do—if you learn how to effectively do in email and effectively do synchronous or asynchronous interactions on the Web that you're going to get the kind that you're comfortable with and that you want to get. Because I've had—I've had students in the class and they weren't interactive either. You know? They weren't interactive in the Web class and they weren't interactive in the class—you know? I mean, so you can have it—just because you're sitting in a room with someone doesn't mean you're interacting with them. I found myself—I can say this—I don't know for sure that it holds true but, my gut feeling is that I push the envelope via email. I mean, I push the envelope with the student and really question things with the student. And I did that a couple of times with a couple of students in the Internet course and I felt comfortable doing that. I never felt comfortable—rarely ever felt comfortable doing that in the classroom. So in that way—it's kind of one of those discipline things—I mean you never want to discipline anybody but—I mean, if there were something uncomfortable I would shy away from it and so may not ask that question because I'm not sure I really want to handle it in this group. You know? If it's a statement that's made—I'm not saying I didn't do that—I mean, I would, I didn't shy away from difficult issues—I didn't ask easy questions—I didn't get them to just talk about things that didn't really matter that much. I mean, I had students in a class talk about things that were—and difficult, I mean by dealing with workplace issues of sexual harassment or gender issues or race issues or—you know—those things that are triggers to beliefs—which aren't always comfortable. I raised questions online with students in the Internet course via email and I got responses and there were interactions back and forth. I've done it in the classroom and there were interactions back and forth. At some point I would break it though—at some point it had to break because of the live—I mean, you know, it's live—the class period ends. It (the online course) doesn't. So conversations can continue for periods of time online. I hadn't really thought about that. But that was certainly an advantage to the online. That I could come back to some things.*

RESEARCHER: And respond to the individual students and their individual issues, for as long as they needed to?

INSTRUCTOR*: Yeah. Yeah. Also if there was a question that was asked—I'm trying to remember if I ever did this—I know I thought about doing it, but I can't remember if I ever did it—I think I did it in the fall but I used NetForum. I would send—I would pose a question on NetForum and encourage students to respond to it, but I always got a better response if I did a blanket email to everyone and encourage them to respond. I would get responses from the email. And, truly I think that the reason I did that—the reason I got response from the email more than NetForum is that individuals are continuously checking their email. It's continuous! I mean, all the time.* [tape ends]

APPENDIX B
Transcript of Second Interview with the Instructor

RESEARCHER: Before we get started with the questions, I want you to verify that I have your permission to tape the interview . . .

INSTRUCTOR*: You do have my permission . . .*

RESEARCHER: . . . and use the information . . .

INSTRUCTOR*: mm-hmm.*

RESEARCHER: This is an interview with The Instructor, October 5, 2004. The first thing I wanted to ask you—and I know that this is reaching back into the past a little bit—but, did you make any changes to the way that you were delivering the online course before the last time that you taught it? You had mentioned that you were thinking about changing a few things, but . .

INSTRUCTOR*: (pause) I remember having more conversations with students outside of the web. I would phone them or email them and try to get more one-on-one interaction. When I first began the class most of the interaction was to take place through the asynchronous chatroom, but that didn't seem to work real well so I ended up doing a lot more individual emails to students—asking them to clarify different things—so it really became much more of an individual interaction with the student—almost like a counseling session in some ways—using the information that they put into the web and into the chat area but expanding it beyond that—so that the other people in the class were not a part of that discussion. I also offered—and I can't remember if I encouraged or just mentioned that I was available for an individual meeting at the end of the semester and that that could be face-to-face or over the phone—but encouraged them to come face-to-face and several students did come face-to-face and I found that really valuable as a way to wrap up what we had done and talk about their individual situation. And they actually, you know, would come back to the career center after that—after the class was over.*

RESEARCHER: Other than that, the course itself—you don't remember making any specific changes to it?

INSTRUCTOR*: I don't remember making any changes in terms of the requirements or what was covered in each of the sections. No.*

RESEARCHER*:* Okay—and—one thing you mentioned in the last interview was that you had hoped for more student-to-student interaction. And . . . you mentioned . . .

INSTRUCTOR*: I don't think I got that.*

RESEARCHER: Okay.

INSTRUCTOR*: I don't think I got that. (pause) I think that maybe one of the best ways to get that is to have a synchronous chat . . .*

RESEARCHER: yeah

INSTRUCTOR*: . . . and my time wasn't really set up for that. I mean, I couldn't schedule that in—being a full-time administrator as well as teaching a class—I found it difficult to even imagine scheduling that in so that never happened.*

RESEARCHER: Okay. (pause) How important did you judge that to be? I mean, I know that was something that initially when you set the course up you were thinking there would be a good bit of that and that—we both thought that would be a valuable way for the students to learn . . .

INSTRUCTOR*: Right—because we were really trying to recreate that small group environment that I have in the face-to-face class. (pause) I think in the long run it wasn't as important as I thought it was because often the decisions that are made in a career class are very personal and individualized. So I'm not sure if it was as important as what I initially thought.*

RESEARCHER: So you felt fine about it?

INSTRUCTOR*: I felt okay with it. Yeah—as soon I increased my interactions one-on-one with the students I felt better about what they were getting. You know—I felt more connected to them as an instructor and I felt that they were progressing—I could tell how they were progressing. I was expecting to be able to see all of that online and I really never did.*

RESEARCHER: Okay—(pause)—You're hitting on some things that are in some of the other questions, so I'm looking to see if I want to ask these in a different order. (pause) Now, that semester—the last semester you taught the online course—you also taught the face-to-face course.

INSTRUCTOR*: Okay—I guess I did.*

RESEARCHER: Could you talk about what it was like to be teaching the same course at the same time but doing it in those two very different ways?

INSTRUCTOR*: (long pause) This is really requiring some thought to think back to that time. (pause) I don't remember—I don't remember there being a conflict with, you know, I'm not sure what the question was again, but—I remember being able to keep them fairly separate. Is that what you're asking?*

RESEARCHER: Well—no—just . . .

INSTRUCTOR*: How they were different?*

RESEARCHER: What it was like for you? As an instructor to be doing both of those things at the same time—anything about that strike you—maybe teaching the traditional class cause you

to approach the online class differently or the experience of teaching the online class maybe having an impact on how you taught the traditional class . . .

INSTRUCTOR*: I think probably the biggest difference was that I increased the interactions with the online students. (pause) I can't imagine that anything else really changed. And I don't feel—I must have really compartmentalized it because as an instructor I felt, you know, that I was providing value but also getting value from each of those different experiences.*

RESEARCHER: Okay.

INSTRUCTOR*: I don't remember anything really standing out—in my mind about those two experiences.*

RESEARCHER: When you say you were "getting value" from the experiences, what do you mean by that?

INSTRUCTOR*: (pause) I guess as an instructor face-to-face I . . . as an instructor face-to-face I get the reactions right away and I can engage them differently—engage the students differently. If one thing isn't working—if something isn't understood—if people disagree with me—there's that opportunity for immediacy in responding to that. And I think that what I did was that I took that piece—that immediacy—and just began to provide more direction and feedback in the online course instead of just—I think that initially I set it up—I set everything up in such a systematic way that I was responding to what I had set up. Does that make sense? And so they had these activities to do—and so we didn't really go beyond those activities. In the face-to-face class you jump around a lot. You know, when you're talking about values they're going to through something else in there that's experiential that that pulls from an internship or the value of experiences or skills or . . . and so you tend to deal with that immediately in the classroom. And I think online it was much more rigid in terms of the delivery of the information. I mean, it's all online and it didn't really change. I might raise different questions on the forum page but I didn't do a lot of that. It was almost like I created it and then just let it take its, you know—let it take its course. And just sort of reacted to it instead of, you know, pushing a little bit further. And I think that's part of the learning curve of teaching a class like that. I think now if I were to do that I would not have it as structured. I would have different pieces—I would have pieces—you would know, you know, like my syllabus for the face-to-face class says this is what we're going to talk about every class meeting. I would have that but I would probably pull in different things. And I say that thinking about being only an instructor. I mean, I was an administrator of, you know, of a fairly significant number of students on the other side. So, if I've really just got my instructor hat on ideally this is how I see it could happen. But, you know, the reality was that it had to fit within 24 hours—you know, in the course of the semester. But I think I probably would be more spontaneous in teaching the online class. I would learn—I would ask—I probably would ask more probing questions. (long pause) Does that answer the question?*

RESEARCHER: Sure.

INSTRUCTOR*: Okay.*

RESEARCHER: I was really just looking for what it was like, you know, for you as an instructor to be doing both of those things and how you saw it. Let's see . . . (looking at notes)

that question was covered. How successful were you in each course from your perspective? And, as a . . . well, go ahead answer that one first.

INSTRUCTOR*: Well, I think I would probably say face-to-face because I found the value of the face-to-face much better than the, than the online class. I find that I need that relationship with the class. (long pause) Evaluations showed that I was successful in the online class, too. There were positive evaluations. They came away with information and they felt that it was useful to them and, you know, that they stretched or whatever . . But I didn't get that as an instructor.*

RESEARCHER: Okay, so it sounds like you're—you're saying that you felt more successful in the face-to-face class than the online class although the student evaluations were comparable?

INSTRUCTOR*: Were equal. Mm-hmm. They were.*

RESEARCHER: Okay—so how are you defining success?

INSTRUCTOR*: Hmmm. Good question. That's my emotional reaction to it. So success for me is feeling like I made a difference. And I could see that—I could physically see that in the face-to-face class. I could see when a student moved from being unaware to being aware. (laughs) And online they'd tell me that but there's—there's (long pause) maybe I didn't trust the response. I don't know. But I think that . . . I mean I took it for what it was they said but I . . . I don't know that I really created any kind of relationship with them.*

RESEARCHER: So having a relationship with your students is at least a part of . . .

INSTRUCTOR*: Yeah—for this kind of class I think that it is helpful.*

RESEARCHER: Okay. And you don't think that happened in the online course?

INSTRUCTOR*: Not as much.*

RESEARCHER: Okay.

INSTRUCTOR*: I can pick a student out a semester—a couple of students out a semester—but it wasn't—as an instructor it wasn't as rewarding as face-to-face.*

RESEARCHER: Okay. Well the next question that I had related to that was did you use different benchmarks to determine success for the two courses. But from your answer it doesn't sound like you did.

INSTRUCTOR*: No—I don't think—I didn't really, I didn't set up anything like that. (pause) And it probably is more about what my preference is for instruction than it is about how well each class went. (pause) You know, . . .*

RESEARCHER: Well, in terms of how thoroughly you think the students learned the factual information, would you say that was equal?

INSTRUCTOR*: I would say that was equal.*

RESEARCHER: Okay. And you got feedback from students in the online course that said that this made a difference for them In the same way that it did for the face-to-face students, but it's your experience of . . .

INSTRUCTOR*: It's my experience of it—exactly.*

RESEARCHER: Okay. Well that's really what we're looking at—is what your experience was. For a kind of more practical consideration, how did the workload differ for the two courses?

INSTRUCTOR*: It was much more workload for the online class than it was for the face-to-face class.*

RESEARCHER: Can you talk a little bit about how that broke down?

INSTRUCTOR*: Well because the interactions were individualized. I mean, you know, the—most of the interactions were by email. Some of it was within the forum but most of it was email and so it just took more time—responding to questions—you know—even though I would often put information on the forum that they could go to—you know, so I didn't have to answer 12 times, 15 times, whatever, however many—I guess I had 10 in the class—but I didn't have to respond individually each time but—I tried to get them to use the electronic systems but there was often a lot of emails going back and forth just asking questions and clarifying assignments but also just kind of talking about their individual circumstances and decisions that they were making. (pause) So, it felt like, you know, it felt like the online class was more time consuming. (pause) You know, I didn't time it out to see how much because I was meeting, what, an hour and 15 minutes a session, so 2 and a half hours a week with the class. I was spending about an hour a week per student probably—30 minutes a week per student, an hour a week per student, so,—with the online class.*

RESEARCHER: Okay, and . .

INSTRUCTOR*: So there wasn't as much of that interaction outside of class—with the other class—with the other students—with the face-to-face students—there wasn't that much outside of the class. In fact it was pretty much none! (laugh) There really wasn't much at all!*

RESEARCHER: Well, if you take into consideration the time that you would spend grading papers and assignments and things like that . . .

INSTRUCTOR*: That's the piece of it that it might mean that it actually balances out but, you know, (long pause) . . . and it probably . . . it might balance out just because there's, you know, 25 or 30 in the class and only 10 in the online class so therefore it might balance out but per student it still is longer in the online class.*

RESEARCHER: Right.

INSTRUCTOR*: It just requires more time. (pause) I always felt on. I was always on. I was always connected. You know? I didn't set it up in my work agenda to say "ok from 8 to 10 on MWF I'm going to*

work on that"—I was just always going in and checking to see because I felt like it was important to be timely with it so if somebody was having a hard time with an assignment I didn't want them to have to wait—you know—I tend to teach that way, too, but with the online class I was hopping online to see what was going on. So I was always there. It was always on my mind. I think that if I had continued something like that I probably would set it up so that it's much more regimented in some way. But—part of it's the newness of it, part of it's just the way I am. You know—I did that with email. You know, so . . .

RESEARCHER: Well, I think a number of professors who teach online courses have online office hours and they'll say, you know, during these times if you email me I'll respond immediately but this is when I'm going to check my email for this course.

INSTRUCTOR*: Right. And that probably would work out better. I had—the other part of what I did was seeing students one-on-one and doing workshops and so if I had 15 or 20 minutes I'd just pop online to the class to see what was going on—so I kind of fit it into everything else. I wasn't released from anything—any other responsibilities . . .*

RESEARCHER: Of course not!

INSTRUCTOR*: . . . to teach that class (laugh)—and the newness of it was really intriguing to me. I was really intrigued by the whole idea. So that probably also fed the desire to get on to the course website and follow through.*

RESEARCHER: So there was an excitement about doing it . .

INSTRUCTOR*: Oh yeah!*

RESEARCHER: . . . but at the same time it was sort of a constant drain or a constant feeling of responsibility?

INSTRUCTOR*: It was always there. You know, I'm not sure that I would say that I worried about it but I was always aware that that class was there. Because I'm not face-to-face with anybody — I have nobody—you know, I don't have to be anywhere at a certain time. So I had to fit it in to everything.*

RESEARCHER: Well, this kind of relates to another question I wanted to ask about—last time you talked about having to approach getting to know students—getting acquainted with students in a different way in an online environment than you would in a face-to-face class. And I was wondering if you could just talk more about that—if you noticed the—I guess if anything about that process maybe jumped out at you more because you were having that simultaneous experience of teaching face to face?

INSTRUCTOR*: I think that's what I was talking about earlier in that I would—I realized that I had to put into words things that I was expecting that they were saying. You know, they'd email me and so they have this one question. And so I answer that one question, but what's the context out of which that question came? You know? And so in a class you usually get the preamble and then you get the question. Or you get the question and then you get a follow-up "well what I really mean is"—well online you don't get that. And so I found that*

as I taught the class that I would begin to ask more questions about things not knowing if that was an issue or not. Whereas if I had just picked up the phone and called we would have had this conversation, but this back and forth in email—and maybe if it had been IM it would have been different, you know, because it would have been much more spontaneous interaction. But there's still something that's removed from that—that technology removes you from that interaction. And so I found that I was asking more questions of the students in email form when I was teaching the online because I realized that I wanted to be sure that I was giving as much information—all my knowledge (laugh)—as much information to the students as I could but I didn't have the whole picture. I mean, I can also compare to when I work with a student with a resume. They can drop off the resume and I can critique it. But if they sit down with me they'll say "well, I didn't put on my resume these five experiences." Well—you know, now I know that and so my critique is going to be different. But, you know, if you don't know it then you don't know to ask it! I mean you can't assume that they left off five jobs. You know what I'm saying? So it was the same sort of thing with the online class in that I felt like I had to probe a little bit more. And I'm not always sure that that probing was helpful or useful. You know? I mean, they'd come back "no" or "yes"—very short answers. So that's what you get in an interaction. And by relationship I'm talking about that interaction—that give and take of a communication thread. That is, to me, instruction. You know. And I never felt like I created that online very well. So—you know—I guess now hindsight—synchronous would have been better. You know—a time to do that. (pause) But personally, I mean, as I see myself as an instructor, I'm not sure if it would have or not because I'm missing other pieces. I'm missing facial expressions. I'm missing tone. I'm missing . . . you know, cutaways to other people that are in the conversation. I'm missing all of that. And to me that is important stuff. I don't know how you get that online.

RESEARCHER: O.k. That is kind of connected with several things, but I'm going to come back to that. There was another question I thought of earlier when you were talking and I meant to ask it and then I remembered it again. You talked about how you had put information online that would have answered some of the questions that students asked you directly in an email and I'm wondering if you have any theories about why they felt the need to ask you these questions rather than just referring to what was online.

INSTRUCTOR*: Oh—I think that—it may have been because they wanted to create a connection with the instructor or it could be that it's just like in a face-to-face where people ask obvious questions trying to be present or catch your attention as an instructor. (laugh) You know what I mean? As undergraduates now, I mean that's what we're talking about—we're talking about undergraduate students. (pause) I mean, it could be that they didn't really understand it. It could have been that it wasn't really clear. I did try not to put a bunch of information up—you know—a lot of copy. I had it link out to quite a few things. So, it could be that the process in my mind was really quite clear (laugh) but it wasn't in theirs! You know! So it was really kind of clarifying really what the expectations were. I want to say that that's what it was—that it was just my thought process wasn't someone else's and it wasn't clear to someone else.*

RESEARCHER: I guess what I was wondering was if it appeared in the way that they were communicating with that really they were wanting was a connection.

INSTRUCTOR*: Well, I guess it could have been. I guess the reason I didn't say that was because they were fairly concrete kinds of questions. It really wasn't . . . it very well could have been . . . (pause) . . . but they weren't questions that delved below the requirements—"how long does this have to be" that sort of thing.*

RESEARCHER: Once they got the information that they asked for . .

INSTRUCTOR*: It ended.*

RESEARCHER: . . . it was fine. So maybe kind of back to what you were talking about—about not feeling the level of satisfaction because the depth of interaction wasn't there. Do you think that was really more you and not the students? That was just your expectation?

INSTRUCTOR*: Probably so. Yeah. I would dare say most students are looking for that degree of interaction in a college class. I mean this one's different because it's about them. You know? It's about their career development. It can be fairly individualized, but (long pause) I don't know if students look at college classes that way. Does that make sense?*

RESEARCHER: Um-hmm. O.k. (pause) I think you sort of answered this—or I'm assuming your answer from what you said but I'm going to ask anyway. Have you considered or would you consider teaching online again?

INSTRUCTOR*: (long pause) No.*

RESEARCHER: Why would you not?

INSTRUCTOR*: No. I would use the—I would use an online system like Blackboard or something to supplement. I would expand the parts of it that I liked which was the ability to organize and give the students everything up front or you know, as they needed it. Um . . . but I think that what I learned was that I valued the face-to-face. More. (pause) As an instructor I felt like I was more effective.*

RESEARCHER: In the face-to-face, you mean?

INSTRUCTOR*: Um-hmm.*

RESEARCHER: What is your assessment of pros and cons of online teaching?

INSTRUCTOR*: Well the pros is that it allows a student to continue education even though circumstances may be that they can't be in a classroom somewhere and—I mean one of my students was a model and she was going from one place to another. You know? I mean, she was emailing from Dallas—or wherever. So it allowed her to be able to do that—to be able to take an online class. So for the student and for the working adult I think that it has some value. Um, (pause) the negative is that—that feeling that you don't have to connect with other people. You know, I think that (laugh) I struggle with this in career center work in that there's so much information that's available online and there's employers want you to apply online. They've taken out all of the interaction but then when they've got you face-to-face they want you to perform in a certain way. But they're not going to interact with you until that point. You know? It's a real dilemma that I'm trying to figure out here at Private College because I—I put a lot of information and a lot of "woman hours" on developing a website that is useful and inclusive of all the information that they need and the sites they need to use and that sort of thing. Um—but what we're known for is our individualized attention. You know? And the reason that we're good at what we do is because we sit down and we really listen to them for a whole hour. And that comes back every*

single time. It comes back from satisfaction surveys, follow up surveys, alumnae feedback—it's everywhere. And so, I feel that that interaction is really critical. It's critical in learning about yourself. It's . . . (long pause) . . . we're never going to, I mean, in terms of work, we're going to really probably move to a place where you're not interacting with other people in some form. And so, . . . I mean, it might be more my preference than it is, you know, kind of the reality of what's out there, but I think you miss a lot when you don't have that as part of the educational process.

RESEARCHER: And that falls nicely into the next thing that I wanted to ask you! (laugh) The last time we talked I asked you talk about your philosophy of teaching and you—you talked about that. And today you have kind of hinted about what you think teaching is—and you said earlier "teaching is interaction" or "interaction is instruction" something to that effect. Could you talk again about your philosophy of teaching and . . .

INSTRUCTOR*: To what—to see if it's the same as the first time I said it? (laughs)*

RESEARCHER: Well, kind of.

INSTRUCTOR*: Um—my philosophy of teaching. (long pause) Wow. It's not very often I have to answer a question like that. (pause) I think that it involves the real concrete nature of conveying information and expanding a student's awareness of—of the world, the community, themselves. I mean, I think it's global and I would hope that students would realize the global nature of learning. I think it's increasing a student's awareness of who they are, of what their place is in the world, how they're going to interact with other people. It's about learning specific skills. (pause) The ability to ask questions. The ability to confront. But it's an empowering—I mean—I think instruction, teaching can be empowering to—in increasing students' awareness they are empowered to go out and do different things. At Private College we're so about community involvement and civic engagement and that sort of thing and so we're really trying to blend these different threads of education of—you know, the global nature and experiential education and service. And so, I see it as—I see education as really broad and that it encompasses not just academic areas but leadership and personal growth and development. Stretching outside your comfort zone. Diversity issues and things like that. I mean, I see it as all of those things. What happens in the academic classroom—I mean—they have to learn the material and you know, but hopefully they would learn that and then be able to—that would make them a better person. You know—they would be able to go out into the community and contribute in some way. It's really almost the liberal arts way of thinking—in that it's global in that way. Did that answer it?*

RESEARCHER: Yeah and kind of a follow-up question with that—how do you know as a teacher or as an instructor when you've been successful?

INSTRUCTOR*: Sometimes you don't. For me, I probably have an intuition that I've been successful—I mean, for some students. For others, I'll never know whether I have been or not. You know, part of the success is that you're able to do the work in the course but that's not success that you've really educated. It's just that they've been able to do the work and turn in an acceptable piece of work for that. But that doesn't mean I've been successful with them. So the way I get past it is intuition. My intuition tells me that I've given it what I need—I mean, I look back—I've given it everything I can—I've taught the information and I've asked the hard questions—I've asked questions and so then they have to kind of take it on. They have to assume responsibility for that. And some will and some won't. I'm not sure we ever know. Isn't that a sad thing. You know? Because*

as an instructor you invest so much of what's important to you—of what you believe in and then you never know. You really don't. I mean—do you think you do? (laugh) I mean, I think that a lot of times we don't—we don't know whether it connected or not.

RESEARCHER: O.k.—so actually **knowing** if you've been successful you don't think is necessarily possible to know for sure that you've been successful at doing the things that you say . . .

INSTRUCTOR*: Whether I've—the way to be successful as an instructor—to know whether I've been successful or not is that they have completed the work and that they have made an acceptable grade in that process. Then I know I've been successful for that point. In career development, it's much deeper than that. It's not just can you give me back some information but it's did you incorporate any of that and are you taking that further to then make decisions from that. It happens in other academic areas as well but career planning is just—it's just quite individualized and—so in that sense I know that I've been successful that they've gotten it—or at least that they've been able to give it back to me that they've gotten it. But I guess what—you know—is the core of what you learn through that—I don't know. I don't know beyond that class whether it did—I guess is probably the best way to say it.*

RESEARCHER: Earlier you said that you felt like you were successful in the face-to-face class and you weren't sure about the online course . . .

INSTRUCTOR*: So I'm being contradictory! (laugh)*

RESEARCHER: Well—no—I'm just wondering what leads to—you know—your feeling of success in one versus the other. And it may be the things that you've already said, but . . .

INSTRUCTOR*: I think it really is that and being able to—to have the total communication that you have when you're face-to-face. That that's the piece of it that made it feel—I know that the people that came in and talked to me at the end face-to-face—I could tell with them. Um—because I was able to ask more questions. I was able to follow up on some things that were raised during the discussion. It's not like I could have raised those questions with the rest of the class because the circumstances were different. But when they came and sat face-to-face there was a sense of closure with that that I didn't get—I mean, you know, how do you sign off with them? But you know? There wasn't that sense of closure that I have when I'm face to face.*

RESEARCHER: O.k. So, you felt you were able to gauge the level of success you had more easily or more accurately with the students who came in and sat down with you . . .

INSTRUCTOR*: Um-hmm—for the online class—for the online class.*

RESEARCHER: . . . and you got . . . um-hmm. And the ones that didn't . . .

INSTRUCTOR*: I had to based on what they said, you know? (pause) I always have another question. It's just how I am. I always have another question if I'm face-to-face.*

RESEARCHER: Well, and it sounds like you don't really trust . . .

INSTRUCTOR*: Maybe I don't.*

RESEARCHER: . . . what is being given to you just in writing if you never have that personal connection with the person.

INSTRUCTOR*: You're right—um-hmm—that's exactly right!*

RESEARCHER: So that had an impact on the level of satisfaction you had?

INSTRUCTOR*: That's the level of satisfaction I had—you know, that doesn't necessarily point to the level of satisfaction that they had because they reported it differently. But, (pause) yeah.*

RESEARCHER: O.K. And you also mentioned—and we talked about this last time—and you mentioned in the beginning that teaching this career development course it's very personal and it was—at least the online course when you were dealing more individually—it seemed more like career counseling? Did I hear right?

INSTRUCTOR*: Yes. Yes.*

RESEARCHER: So, do you see a distinction between counseling and teaching? And where do you think that line is?

INSTRUCTOR*: On yeah, I see a difference between the two. You know, in career development you do a lot of teaching within counseling—I mean—in that type of counseling. But—(long pause)—I think what's different in teaching a class is that you have the interaction of the class. Face-to-face you have—you can facilitate awareness by pulling from different people. And—you know—a student over here says one thing that's connected to this that's connected to this—it takes you in a totally different place than if it's just a one-on-one in a counseling session. So I think that the experience is different—possibly richer for some people if they enjoy that kind of dialogue and interaction. But, yeah, it is different.*

RESEARCHER: O.K. Now you said that you think that counseling and teaching are very different.

INSTRUCTOR*: They're different.*

RESEARCHER: But yet it sounds like in the online course when you were doing—you know—just the individual piece—did I hear you right—that it's more like counseling?

INSTRUCTOR*: It was—it was—because it was more individually focused and I think that what I tried to do with the forum in trying to create the group didn't do what I wanted it to do. I would ask the same question or a similar question in the face-to-face class and I would have discussion around that—and it would take different directions—but it was synchronous. They were responding immediately. And I found that with the online class, they were responding to the question. And I would back in and say "you need to respond to at least two people's responses" or something—you know—"talk to each other!" And they would say things like "I really agree with*

what Joe said." (long pause) You agree with what Joe said about and why and—you know—give me a little more from that. And I could that in a class. And I could do it online—but you know, you're coming back an hour later or two hours or a day and so you miss that. And so the synchronous part of that would have probably lended itself—but the other piece of it though, I think that didn't happen—and I don't know if it didn't happen because I didn't create an environment for it to happen—or I wasn't strong enough in setting it up at the very beginning—is that I didn't—I never felt like the class was a class. I don't feel that they saw themselves as ten people in a class talking to each other—that they saw themselves taking this class online. And I don't know how much the visual face-to-face—o.k., you know, if you put everybody in a room and said "o.k. let's introduce ourselves"—and now the rest of the class is going to be online—if you would have a different—you know—response online. You know, they didn't know who they were responding to. And there is caution about what you write—there is! I mean, I spent a lot of time preparing my responses. Whereas in a classroom I don't have that luxury—so in some ways—you know—you get a wrapped up picture in the online but not necessary the same way in the face-to-face. But I think that they didn't come together as a class so therefore it was much more individualized.

RESEARCHER: So it sounds like **they** did not see themselves collectively and **you** didn't see them collectively either.

INSTRUCTOR*: I tried to create—I tried to create the collective but when that didn't happen—I felt like I needed to go one-on-one to be sure. I mean—and that's just my personal feeling of being sure they got what they needed to get.*

RESEARCHER: Sure.

INSTRUCTOR*: Sort of like calling in a student out of a classroom and having a further conversation because of behavior (laugh). So—(pause) even though I tried to create it with the forum –I don't think it really ever happened and I don't think they connected as a class. You know—there are some classes you teach that—when you're face-to-face—you really are almost a team—you know? You connect with each other in such a way that—that it's pretty strong. And the learning that takes place in a situation like that is really valuable. I mean, it's more the process of how you learn than the information that you learn but you learn something from it. Does that make sense?*

RESEARCHER: Um-hmm.

INSTRUCTOR*: That was real vague—I realize I might have to translate that one. But I've seen students here come out of a class that was a real collaborative discussion oriented class and they really grew from that experience—and they learn the stuff in the class but what they really gained was the sense of really positive interactions—of acceptance of comments and opinions and learning diversity issues or, you know, whatever it could be. That didn't happen in the online class.*

RESEARCHER: Well, that sort of goes back to some of the things that you said before about what you said that you think teaching is and that personal development component—that beyond learning specific academic information you want the student to be a better person when they come out of it.

INSTRUCTOR*: This interview is actually occurring a few years after I taught the class. I'm in a totally different environment here. And so, it may have been at that time and at This University—which is—you know, 30,000 students and a technology research-based organization—college—that that wasn't so odd. Now I'm doing it with this vision of what it can be like when you're actually developing these strong relationships with women and students and you're really watching them grow and develop in a lot of different ways because you see them in a lot of different settings. It's the same 2,000 students, you know! (laugh)*

RESEARCHER: Right.

INSTRUCTOR*: But you see them differently. And so I think that maybe 2 years ago I would not have seen the divide so great but now I'm beginning to see that the divide is great and that technology has a place in education—and it's going to work for some programs and it's going to work for some courses—but that it's not for everything. And that if your goal is really to develop the whole person then it might not be. There might be pieces of it that can fit into that but it can't be totally that.*

RESEARCHER: What it sounds like maybe you're saying is that if one of your goals as an instructor is development of the total person, that because in an online course you're never dealing with the total person . . .

INSTRUCTOR*: In reality—the reality is you're not.*

RESEARCHER: Yeah—well you don't get . .

INSTRUCTOR*: Well, my goal was to do that but I don't think I did.*

RESEARCHER: Well, if you're remaining completely online, it would be impossible because you're never getting a physical sense of the person. And it sounds like—and this may be you—I mean, maybe there are other instructors who wouldn't have this perspective, but you didn't feel that you could completely trust just the written responses that you got—that you were getting the whole picture. So that makes sense to me that you wouldn't feel as satisfied. Another thing occurred to me as you were talking about making a connection with the students in the classroom and then you were able to make a connection to get some closure with some of the online students—after meeting some of them, do you think that there was a big difference in the kind of students who were taking online courses versus the kind of students who were taking the face-to-face course?

INSTRUCTOR*: Um (long pause) No—I always assumed it was a circumstantial kind of thing. But I think the last semester I taught it most of the students were actually on campus students. They weren't distance students. They were taking classes on campus. (long pause) So, knowing that I would say that there wasn't that much difference.*

RESEARCHER: O.K.

INSTRUCTOR*: Well—I think that—and I probably already said this in a previous interview—in that I think it takes a person who is highly self-motivated and doesn't necessarily want that kind of interaction or that*

just really has different goals in mind that would be drawn to an online class. But in terms of looking at the two—I don't even know that I can compare the students.

RESEARCHER: I just wondered if you had a sense of that. (pause) Any other thoughts that you have? I've run out of questions. (laugh) I'm sure some will occur to me later but—I think that we covered all the questions that I had.

INSTRUCTOR*: [indicates no more comments]* (end of tape)

APPENDIX C
Online Course Website Pages

CAREER PLANNING AND PERSONAL DEVELOPMENT

ECD 221

INTRODUCTION

INTRODUCTION
SYLLABUS
LESSONS
GROUP INFORMATION
COMMUNICATION

WELCOME

Welcome to the on-line version of ***ECD 221: Career Planning and Personal Development***. I am pleased you have decided to take the course. This may be the first Internet-based course you have taken so let me take a few minutes to explain how to navigate through the course. The syllabus, lessons, group information, and methods of communication can be reviewed by clicking on the appropriate item on the left of the screen. When you place your mouse over the word, you will be able to see what is included in that section. I suggest you spend some time looking at the different pages to familiarize yourself with the layout.

Each lesson includes a lesson objective, topic overview, reading and resource assignments, mini-lecture, lesson review quiz, assignments to be completed (including a reflective writing assignment), and questions to discuss on-line. In numerous lessons, links provide additional information for you to review and respond to. The lessons were designed so they could be completed within one week. If you pace yourself with this in mind, you should have no problem completing the requirements within the semester.

I encourage you to work at your own pace. Some of you may want to complete the assignments quickly, others may want to take your time and use the entire semester. Regardless of how quickly you complete the assignments, you must participate in NetForum, our on-line discussion group on a weekly basis. To learn more about NetForum, click on Communication for a description. Just like in a traditional course, deadlines have been set for assignments so plan your work accordingly. The assignments, due dates, points, and grading details are on the Syllabus page.

COURSE DESCRIPTION and EXPECTATIONS

Career Planning and Personal Development involves more than just choosing a major or career. The course combines knowledge about work and your skills, interests, personal and work attributes, and motivations with action. The action involves discussions with fellow class members, written assignments for individual lessons, and projects. The self-reflective exercises and information about the work environment will influence your career planning and personal development and enhance your ability to seek and enjoy meaningful work. The goals and expectations of the course are to help you

- Become active in your career decision making
- Identify what is important to you and how that relates to careers
- Gather and analyze career information
- Learn more about the types of work environments and how to handle various workplace issues
- Develop skills for marketing your background through resumes, interviewing, networking, and negotiating.

During the course, please email me at instructor@ncsu.edu whenever you have questions, concerns or problems accessing information. Be sure to include your email address! You can also reach me by phone at 919-515-XXXX.

CAREER PLANNING AND PERSONAL DEVELOPMENT

ECD 221

SYLLABUS

SYLLABUS

The syllabus includes the details of the course. Please refer to this information often during the course so you will meet the deadlines.

TEXTBOOK

Required: Sukiennik, D., Bendat, W., & Raufman, L. (2001) The Career Fitness Program: Exercising Your Options, 6th ed. New Jersey: Prentice Hall.

In addition, internet links are embedded in the lessons for you to review and respond to as indicated in the lesson.

PARTICIPATION

As stated in the introduction, you will learn from each other. Therefore, it is important for all members of the class to share their thoughts and ideas and to respond to classmates' comments through NetForum. NetForum is an asynchronous on-line discussion group. A more comprehensive description of NetForum is under Communication.

Participation also means completing assignments on time. The reading assignments have been planned to be focused and concise. My goal is for you to read the assignment and be prepared to thoughtfully discuss the readings. If you have a problem with an assignment or need additional time, please make your request to me via email as soon as possible.

INSTRUCTOR

The Instructor (instructor@ncsu.edu)
University Career Center
Office Address Here
Phone: 919-555-XXXX
FAX: 919-555-XXXX

I will use NetForum as the primary way to communicate with you. You will notice that the first discussion on our NetForum page is labeled "Messages from Your Instructor." Please check this regularly. Occasionally I will email you with updates and information you may need. I am looking forward to getting to know you and assisting you as you examine your career interests.

GRADING

You will receive points for completing assignments in an acceptable manner. My expectations are high for the quality of your work. I expect you to proofread your work prior to submitting it via email or fax, be cognizant of the deadlines, and communicate your concerns to me prior to the due date if problems arise. Your final grade will depend on the total number of points you earn. The assignments and points are below.

ASSIGNMENT	POINTS	DUE DATE
Lifetime interview	15	Sept. 5
Resumes & Cover Letter	10	Nov. 8
Exams (1st=20, 2nd=20)	40	Sept. 27 & Dec. 6
Textbook Assignments	40	Submit each Friday
Presentation	15	Oct. 13
Reflective Writing Assignments	50	Submit each Friday
NetForum discussion	30	Participate on a weekly basis
Total Possible Points	200	

Your final grade will be based on the following scale:

A+ 194+	C+ 154-159
A 186-193	C 146-153
A- 180-185	C- 140-145
B+ 174-179	D+ 134-139
B 166-173	D 127-133
B- 160-165	D- 119-126

ASSIGNMENTS

Textbook Assignments -- You will be completing assignments in the textbook that are due on the Friday of the lesson week. (For instance, Lesson 1 is for the week of August 21. Therefore the textbook assignments for that lesson are due on Friday, August 25.) You can turn these assignments in via email or fax (919-555-XXXX). I will review your work and respond to you via email. Feel free to contact me at any time if you have a question about your grade.

Reflective Writing Assignments -- The goal of the reflective writing assignments is to provide an opportunity for you to think about how the information in the text and online lecture related to your career situation. You will email these reflections to me on a weekly basis and they will not be shared with other members of the class. Final due date for these assignments is the Friday of the lesson week. The points you earn will be based on the quality of your work. I will provide feedback to you throughout the semester.

Lesson Review -- Quizzes have been developed to help you review the information covered in most of the lessons. Please complete the quiz each week to test your knowledge.

Exams -- Two exams will be given. Exam 1 will cover information from Lessons 1-5 (on Sept. 27). Exam 2 will cover Lessons 6-16 (Dec. 6). Quizzes will be sent to you via email and you will submit your responses via email as well.

Lifetime Interview -- See Lesson 1 for description.

Presentation -- See Lesson 6 for description.

Resumes & Cover Letters -- See Lesson 11 for description.

CAREER PLANNING AND PERSONAL DEVELOPMENT

ECD 221

GROUP INFORMATION

This page will be used to provide information regarding group presentations and contact information for your fellow classmates. I will contact you via email as pertinent information is added to this page.

CAREER PLANNING AND PERSONAL DEVELOPMENT

ECD 221

COMMUNICATION

NetForum

The format we will use for class discussions is **NetForum**. Please review the information contained in the User's Guide to NetForum. This guide should answer most of your questions about the mechanics of using this online discussion format.

In addition to these guidelines, it is important to keep in mind some basic ground rules for group discussions. I will be monitoring the NetForum discussions on a regular basis.

1. **Respect** -- Remain respectful of all persons participating in the discussion and all ideas and opinions offered. This does not mean that you may not disagree with the comments offered by your classmates. However, it does mean that when you disagree with someone, you should do so in a respectful, sensitive manner. Our goal is to widen the discussion and to include as many different perspectives as possible.

2. **Confidentiality** -- Some of the issues that will be discussed are of a sensitive nature. The expectation is that you will keep all information shared in our class discussions private and will not discuss anything personal that is shared with anyone outside of our class.

3. **Nettiquette** -- Remember to follow the rules of Nettiquette as outlined (below) for email communication. For example, avoid using all caps, flaming, and spamming. (See Email Savvy @ University.) Additionally, remember that your tone of voice and body language are absent from this form of online communication. Often comments that are intended as

jokes or sarcasm are taken very seriously when they are put into writing. Keep this in mind when you are composing comments for the class discussion.

Email

Probably the easiest way for you to contact me will be via email. My email address is instructor@ncsu.edu. There may be occasions when you will want to contact one or more of your classmates privately. This also can be done through email. I would like to create a contact page that will allow you access to your classmates email addresses. Please let me know if I have your permission to post this information. Only email addresses will be used on this contact list -- no other personal contact information will be posted.

All NC State students -- even those only registered for one course -- have been assigned a unity email account. If you are unfamiliar with using these Unity accounts, you may find information regarding these at Unity/Eos Help or the Unity Survival Guide. If you prefer to use an alternate email account in communication with me, please let me know as soon as possible. Otherwise, I will send any relevant information to you via your Unity account.

Even if you are a regular user of email, please review the document Email Savvy @ University. This document offers some basic Nettiquette rules as well as information about legal issues regarding email use on campus.

Fax

Some of your assignments will need to be faxed to me. (See the syllabus for additional information.) The fax number for my office is 919-555-XXXX. You may also use the fax as a backup for email if you need to contact me or send something to me and you are experiencing problems with your email account. (Servers do seem to fail at the worst times possible!)

Phone

Finally, if all else fails, pick up the phone and call me. I can usually be reached at the University Career Center (919-555-XXXX) during regular business hours. If I'm not in, be sure to leave a voice mail message. I check my messages regularly.

CAREER PLANNING AND PERSONAL DEVELOPMENT

ECD 221

LESSONS

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Welcome to the Lessons page. Each week you will complete one lesson. To view each lesson, simply click on the links below. Each lesson page contains a lesson objective, topic overview, readings and resources, mini-lecture(s), lesson review quizzes, assignments, and questions for discussion on Netforum. The due dates and points for each assignment are outlined on the Syllabus page.

MODULE 1: SELF REFLECTION

Lesson 1	Taking Stock
Lesson 2	Programming Yourself for Success
Lesson 3	Values Clarification
Lesson 4	Focusing on You: Personality and Interests
Lesson 5	Skills Assessment

MODULE 2: CAREER INFORMATION AND WORKPLACE ISSUES

Lesson 6	Workplace Issues Part I: Equality in the Workplace
Lesson 7	Workplace Issues Part II: The Changing Workplace
Lesson 8	Workplace Issues Part III: Job Trends
Lesson 9	Information Integration
Lesson 10	Targeting Your Job Search

MODULE 3: STRATEGIC CAREER PLANNING

Lesson 11	Preparing Your Resume and Cover Letters
Lesson 12	Interviewing
Lesson 13	Negotiating and Evaluating Employment Offers
Lesson 14	Making Decisions and Goal Setting
Lesson 15	Future Focus

CAREER PLANNING AND PERSONAL DEVELOPMENT

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LESSONS

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1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15

LESSON 1 ~ TAKING STOCK

OBJECTIVE

Understand how self-assessment and self-awareness can improve your ability to choose a career path that will lead to greater satisfaction and will prepare you to navigate changes in yourself and in the job market.

TOPIC OVERVIEW

How do you know which career will be the most satisfying to you? How will you decide from among the many and ever-changing options? The first step in preparing to make a decision is gaining a better understanding of yourself. Knowing who you are and what you really want out of life is essential if you are to effectively evaluate career options and make choices that will work well in your life.

Implicit in this process of self discovery is the idea that everything -- including ourselves -- is in a constant state of change. It is a given that the job market is changing rapidly and will likely be very different in ten years. Similarly, your own needs, interests, values, and goals may be quite different ten years from now than they are today. Having an understanding of the life stages through which people typically progress can make the transition periods smoother and less overwhelming. If you know to be on the lookout for changes, they will be less likely to catch you off guard.

READINGS AND RESOURCES

Introduction: On Your Mark… Get Set…
Chapter 1: Taking Stock

MINI-LECTURE on DEVELOPMENT

Development is an important concept in psychology. In its most basic terms it refers to the progress that one makes from immaturity to maturity. This maturation process can be seen in various types of development. These include -- but are not limited to -- emotional development, identity development, moral development, and cognitive development. While physical maturity is a process that happens mostly as a function of time, emotional, social, identity, moral, and cognitive development are functions of more complex interactions between the individual and the environment. Each stage of development is not merely quantitatively different than the stage before (such as a child growing 2 inches in height since her last birthday), but it is qualitatively different than the stage before. This qualitative difference might be due to a greater complexity in one's thinking as is true when children learn that objects do not cease to exist simply because they are no longer within one's field of vision.

Many developmental theorists believe that the conditions necessary for development to occur include an environment that provides both support and challenge. As you prepare for the journey of self-discovery you will take this semester, think about the changes that you would like to see within yourself. Think about the areas in which you would like to experience development. In this course we hope that you will have the opportunity to explore some of these areas in an environment that is both supportive and challenging. Only you can decide whether or not you will accept the challenge of developing to meet your fullest potential.

This mini-lecture has provided only a bare-bones overview of development in general. The topic of emotional development (specifically emotional intelligence) will be covered more fully in Lesson 2. To learn more about Lawrence Kohlberg's Theory of Moral Development or Jean Piaget's Theory (Cognitive Development) visit the embedded links above. Entire semester-long courses in departments of psychology and counseling are devoted to various topics within the broad definition of development. If this topic is of interest to you, contact me (your instructor) with specific questions for additional direction to available resources.

LESSON REVIEW

Chapter 1 Quiz

ASSIGNMENTS

Textbook:
1.1 First impressions (p. 13)
1.2 Your lifeline (p. 14-15)
1.3 Identify your interests (p. 16)
1.4 Describe yourself (p. 16-17)
1.5 Considering occupational "status" (p. 17)

Reflective writing assignment: Following the completion of the above exercises, write a one-page reflection that summarizes what you have learned about yourself through the readings and activities so far. You may want to include your assessment of your current life stage (as described in the text) and how you believe the information about life stages may be useful to you in your career/life planning. What are your feelings at this point?

Lifetime Interview (due September 5, 2000): Find someone who has retired from work and is willing to talk with you about his/her life. (The person you choose should be at least 55 years of age.) This person does not necessarily have to have been employed in a field of interest to you. The purpose of this assignment is to find out about the kinds of issues that seem most important to a person at the end of their career and to compare them to the issues that seem most important to you at the beginning of yours. The interview should last between 30 minutes and one hour.

If you have access to a tape recorder, it is a good idea to record the interview. If you are not worrying about taking notes during your interview you will be able to focus your full attention on the interview process. Before you write up your reflections on the interview, listen to the tape carefully at least once. This will help you to focus better on what the person is really saying.

Do not try to give a word for word account of the interview. I am looking for your impressions of what was said and what you learned while completing this assignment.

Your write up should be approximately 3 pages long, typed and double-spaced. (Use standard margins and a font that is between 10 and 12 points.) Be sure to carefully proofread and use the spell-check feature of your word processor before you turn this in.

Within the boundaries of these instructions, feel free to be as creative as you would like in your write up.

QUESTIONS FOR DISCUSSION

1. The author of our textbook says "A career is really an integration of our personality with our job activities. Therefore, our career becomes a primary part of our identity or our self-concept." (p. 6) Do you agree with this statement? Why or why not?
2. What do you think are the most important factors in career satisfaction? Why?

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LESSON 2 ~ PROGRAMMING YOURSELF FOR SUCCESS

OBJECTIVE

Understand the relationship between attitudes and success.

TOPIC OVERVIEW

There are many aspects of life over which we have no control. This chapter focuses on one thing over which we do have control--our attitudes. While our attitudes may be influenced by a number of forces outside ourselves, we have ultimate control over them. How you choose to shape your attitudes will determine your internal programming. This will determine how you will react to people and events in your life as well as your ability to recognize and take advantage of opportunities that come your way.

READINGS AND RESOURCES

Chapter 2: Programming Yourself for Success

MINI-LECTURE on EMOTIONAL INTELLIGENCE

Daniel Goleman's (1995) book ***Emotional Intelligence*** draws on research in the areas of the brain and human behavior to support the position that EQ (emotional intelligence) is more important than IQ in determining one's future success. At the core of this theory is the belief that understanding how to deal appropriately and

effectively with not only one's own emotions, but with the emotions of others will enable a person to handle the ups and downs of life more successfully. The following list of components of the "Self Science Curriculum" (proposed by Karen F. Stone and Harold Q. Dillehunt) will give you an idea of the components of emotional intelligence and some of the skills associated with it. Are these skills that you possess?

- self-awareness
- personal decision-making
- managing feelings
- handling stress
- empathy
- communications
- self-disclosure
- insight
- self-acceptance
- personal responsibility
- assertiveness
- group dynamics
- conflict resolution

For more information about emotional intelligence, visit Emotional Intelligence Services "About EI" link and be sure to click on each of the links in the sidebar.

To take a quick quiz to assess your own level of emotional intelligence visit Emotional Intelligence Services EI Quiz link. Remember that this is only an estimate of your "EQ" and should be taken as such.

For additional information on emotional literacy visit http://www.eq.org/literacy.html.

For a listing of additional web articles on the topic of emotional intelligence go to http://www.eq.org/articles/index.html.

LESSON REVIEW

Chapter 2 Quiz

ASSIGNMENTS

Textbook:

2.1 Past actions and influences (p. 32-33)
2.2 Two perfect days (p. 33)
2.3 Emotional intelligence checklist (p. 34)
2.4 Positive self-talk (affirmations) pp 34-35)
2.5 Your fantasy careers (p. 35-36) [part b is optional]
2.6 Making a fantasy real (p. 36)

Reflective writing assignment: Write a one-page reflection on the affirmations activity (2.4, above). Include the strategies that you used to practice your affirmations (from part c of the activity). How did this activity affect you? In what ways was your attitude altered? In what ways were your actions altered? How might this approach assist you in setting and reaching your career goals?

QUESTIONS FOR DISCUSSION

1. How do you define success?
2. Chapter 2 contains a series of "I" statements (I am building self-esteem, I maintain a positive outlook, I am assertive, etc.). Which of these do you think contributes most to success? Why?

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LESSON 3~ VALUES CLARIFICATION

OBJECTIVE

Define and clarify your values and understand how your values motivate you and affect your career decisions.

TOPIC OVERVIEW

How do you make decisions? In thinking about this question, don't focus on the process but rather the rationale that you use. What things do you take into consideration when you are making decisions? What are the things that really matter to you? When you are able to get to the core of these questions, you will be looking at your values. When "push comes to shove" (as the saying goes) what is truly important and non-negotiable for you?

READINGS AND RESOURCES

Chapter 3: Values Clarification

MINI-LECTURE on PERSONAL MISSION STATEMENTS

Mission statements have been used in businesses for many years as a means to focus employees on a common goal. These statements are often posted for all to see and are used in helping employees to make decisions about priorities. For instance, when faced with tasks competing for one's time, the employee might look to the mission statement of the organization in order to evaluate which of the tasks would be more likely to further the mission of the organization and which tasks could wait until later.

In recent years, individuals (many of them inspired by the writings of Stephen Covey, author of "The Seven Habits of Highly Effective People") have begun to use personal mission statements in a similar manner. A personal mission statement can help you to clarify your personal goals (or mission) and it can be used to assist you in making decisions about prioritizing your time and energy. Review these web resources on the topic.

- University Career Services at Northwestern University offers a good summary of developing a personal mission statement (http://www.stuaff.nwu.edu/ucs/Students/started/mission.htm).
- The Leadership Development Institute offers a step-by-step guide to developing a personal mission statement (http://archon.educ.kent.edu/Oasis/Leadership/mission.htm).
- The Mission Statement Builder at the Franklin Covey website takes you through an automated process for building a personal mission statement (http://www.franklincovey.com/customer/missionform.html).

Lesson Review

Chapter 3 Quiz -- Part One
Chapter 3 Quiz -- Part Two

Assignments

Textbook:
3.1 Values grid (p. 45-46)
3.2 Explore your values (p. 47-48)
3.3 Your values some hard choices (p. 49)
3.4 Top five (p. 49-50)
3.5 Values related to careers (p. 50)
3.6 Values related to ethics (p. 50-51)

Reflective writing assignment: Develop your own Personal Mission Statement. Describe the process that you used to develop this statement. Include an explanation of how your needs, wants, and values influenced the development of this statement.

Questions for Discussion

It has been said that you can know what a person truly values if you know how they spend their time and their money. Do you believe this to be an accurate way to assess values? Why or why not? If not, how would you propose to measure a person's values?

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LESSON 4 ~ FOCUSING ON YOU: PERSONALITY AND INTERESTS

OBJECTIVE

Understand your personality preferences and interests and how they affect your choice of a college major and career.

TOPIC OVERVIEW

As we continue to examine what is important to you, we turn our attention to personality preferences and interests. Sometimes we rush into making a decision, such as what major to choose, which career to enter, or the job that offers the most pay. We get lost in the final step, making the decision, rather than examining what gives us satisfaction. When making a career decision that could impact many areas of your life, it is important to pause and explore what your preferences, attitudes, and characteristics are. For example, how do you want to interact with others, what type of environment do you seek, and how do you gather information and make decisions? By exploring and understanding your personality preferences, you will begin to focus on careers that satisfy these preferences. In the long run, you will discover jobs that allow you to use the strengths provided through these personality preferences.

Interests are those events about which you feel passionate. In other words, what brings you satisfaction. Career counselors often administer interest inventories to help individuals discover their interests and how these interests relate to specific careers and work environments. You will learn about your interests through two approaches: John Holland's interest environments and the U.S. Department of Labor worker trait groups. Both approaches encourage you to identify what you enjoy and relate those traits to careers that require the interests you identified.

READINGS AND RESOURCES

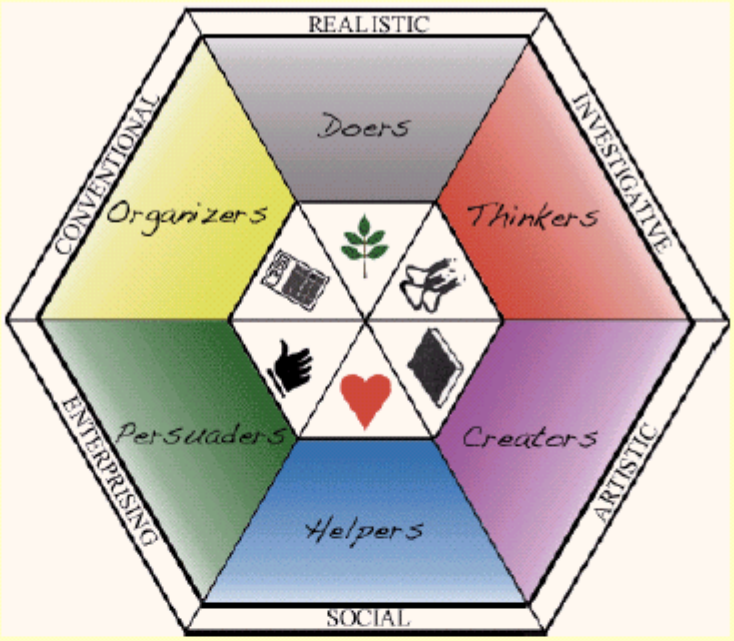
Chapter 4: Focusing on You: Personality and Interests

MINI-LECTURE on PERSONALITY PREFERENCES

The Myers-Briggs Type Indicator (MBTI) is a useful instrument based on the theories of Dr. Carl Jung, a Swiss psychologist. The MBTI was developed in the 1940's by Katherine Briggs and Isabel Myers, a mother and daughter team. It consists of four scales with two polar extremes: Introvert-Extrovert, Sensing-Intuitive, Thinking-Feeling, Judging-Perceiving. To discover your Myers-Briggs type, take the Keirsey Temperment Sorter now at http://www.keirsey.com/scripts/newkts.cgi. After taking the KTS, you may have questions about what it all means, so take a few minutes to review the PowerPoint presentation. The presentation includes information on the focus of each scale, the attitudes represented by each scale, and the work environment preferred by each scale. Although it is not required for this class, you may want to take the "official" Myers-Briggs Type Indicator published by Consulting Psychologists Press. It is offered for a fee ($5.00) through the University Counseling Center at NC State.

MINI-LECTURE on INTERESTS

John Holland examined careers, jobs, and work environments and determined that individuals seek careers and jobs that satisfy their personality traits and interests. He called this idea a person-work environment fit. Holland organized the immense amount of information about jobs and people and created a typology that conveys the concept of "fit." His typology consists of six interest environments: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Each interest environment is comprised of individuals who have unique interests, personalities, values, and skills and, likewise, environments that support or encourage these unique traits. Holland conveys the typology on a hexagon that provides a graphic representation of the similarities and differences in the six environments.



The interests and environments that share traits are adjacent on the hexagon. Those that are least similar are opposite on the hexagon. For example, Social and Artistic themes have many traits in common and would tend to attract individuals with interests and personalities that are compatible. Realistic and Social, however, do not share many traits. Therefore, they would not have as many compatible interests. Holland labeled this consistency. In these examples, Social and Artistic would be consistent and Realistic and Social would be inconsistent.

Holland believed that congruency exists when an environment theme and individual theme are close on the hexagon. For example, a Conventional individual in an Enterprising job would be congruent whereas, a Artistic individual in a Conventional job would be incongruent. Satisfaction in work occurs when a person finds a work environment that compliments the person's interests, skills, values, and personality. If congruency does not exist between a work setting and individual, some interests may need to be satisfied elsewhere, such as through hobbies.

Complete the assignments in the text on the Holland typology. If you have questions, concerns, or would like additional information, email me. There are several resources that provide information on the six themes and occupations. One excellent resource is the ***Dictionary of Occupational Types*** (available in the University Career Center).

LESSON REVIEW

Holland Type Quiz
Myers-Briggs Personality Preferences Quiz

ASSIGNMENTS

Textbook:
Identifying Your Personal Preferences (pp. 55-59)
Sample Majors Related to Holland Types (p. 62)
Interest Checklist for Worker Trait Groups (pp. 65-58)

Reflective writing assignment: Write a two-page summary of your personality preferences and interests. Be sure to include your 4-letter MBTI code and 3-letter Holland code. Respond to this question: How do your personality preferences and interests limit or expand your career choices?

QUESTIONS FOR DISCUSSION

1. What are the advantages and disadvantages of being a member of a work team where all members have similar personality preferences and interests?
2. Is identifying people by their personality preferences a form of stereotyping? Why or why not?

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LESSON 5~ SKILLS ASSESSMENT

OBJECTIVE

Be able to identify your transferable, work content, and personal skills so you can use them in career selection, resume and cover letter development, networking, and interviewing.

TOPIC OVERVIEW

As soon as we are born, we are evaluated based on what we can do. When we enter school, grades are the primary method used to evaluate what we know. It is through the daily experiences such as school assignments, leisure, interactions, activities, and volunteering that we develop skills. Skills are things we do well. Motivated skills are those things we enjoy doing and, consequently, seek to do most often. In Lesson 5, different types of skills will be described and you will have the opportunity to identify your skills through experiences, accomplishments, and checklists.

READINGS AND RESOURCES

Chapter 5: Skills Assessment

MINI-LECTURE on SKILLS

As you make decisions about careers and plan your job search campaign, being aware of your skills is an integral part of being successful in both endeavors. However, it is not only knowing what

skills you possess, it is also knowing what skills you have developed and enjoy using. Skills you enjoy using are called motivated skills and those are the ones you want to use most often in your work environment.

Skills can be divided into three categories: adaptive or self-management skills, functional/transferable skills, and work content or specific content skills. Adaptive skills are rooted in temperament and tend to be inborn. They are often developed during the early years or later in life through intensive education and are adaptive to specific environments. Adaptive skills can be thought of as a word that you might use to describe yourself when completing the phrase "I am...(i.e., creative, logical organized, sensitive)". Adaptive skills are adjectives that describe the chemistry between you and the job, or how you perform the job.

Functional or transferable skills refer to skills that can be used in a variety of work environments. These innate skills tend to be rooted in aptitudes and are acquired either as a natural-born talent, refined by experiences and education; or by specific education. Functional or transferable skills can be generalized or transferred from one work setting to another. When developing a resume, these skills are usually written in the form of verbs to describe experiences with information, people, ideas, or technology.

Work content, or specific content skills are skills used in specific jobs. They tend to be technical skills that require specialized training such as an apprenticeship, technical training, certification, licensing, concentrated reading, or on-the-job training. Work content skills are related to performing a job in a particular field. For example, computer programming, accounting, foreign languages, engineering, drafting, speech pathology, architecture, and laboratory work all require special knowledge. These are typically the skills listed in a job description.

LESSON REVIEW

Chapter 5 Quiz

ASSIGNMENTS

Textbook:
Assessing Your Skills (pp. 85-86)
5.2 Identifying 10 Accomplishments (p. 94-95)
5.3 Describing 2 Accomplishments (p. 95)

5.4 Identifying Skills Used in 2 Accomplishments (p. 95)
5.5 Ranking Your Favorite Skills (p. 95)

Reflective writing assignment: What did you learn about yourself through these skill exercises? How does it relate to your career/life planning?

QUESTIONS FOR DISCUSSION

Think about the following quotation and discuss it in terms of how it may be relevant for you as you are identifying your own skills. What relevance might this have for the ways in which we value our skills and the skills of others?

> *"If you are called to be a street sweeper, sweep streets even as Michelangelo painted, or Beethoven composed music, or Shakespeare wrote poetry. Sweep streets so well that all the hosts of heaven and earth will pause to say, here lived a great street sweeper who did his job well."*
> -- Martin Luther King, Jr.

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LESSON 6 ~ WORKPLACE ISSUES
PART I: EQUALITY IN THE WORKPLACE

OBJECTIVE

Understand how personal beliefs along with social and cultural conditioning influence the range of career options that you may consider.

TOPIC OVERVIEW

Are your interests, values, and abilities the only factors that influence which career options you believe are appropriate choices for you? Often people find themselves limited by ideas about the types of occupations that are appropriate for certain genders or certain racial or ethnic groups. Similarly, persons with disabilities find that obstacles for them are not limited to physical barriers but include attitudinal barriers as well. In this lesson, we will explore issues surrounding diversity in the workplace. We will look at these issues from the perspective of both internal (your own beliefs) and external (societal barriers) influences on career options and we will explore how your beliefs about equality and equity may influence your relationships with employers and co-workers.

READINGS AND RESOURCES

Chapter 6: The World and You (p. 103-109)

Follow links embedded in Mini-Lecture below as instructed.

MINI-LECTURE on EQUALITY IN THE WORKPLACE

Your textbook provides a good introduction to many of the issues related to equality in the workplace. As you may be aware, this topic is much too complex to adequately cover in only a few pages. This broad topic spans concerns related to gender, race, ethnicity, culture, family status, religion, ability/disability, and sexual orientation. Most, if not all, of these topics can be controversial and often spark heated debate. Whether or not you consider any of these issues to be of direct concern to you and to your employment status, each of these issues is likely to have some impact on your life. They will affect you, a family member, a friend, or a co-worker. For this reason, it is important that you have an understanding of how these issues relate to your life in the workplace.

Links to additional information concerning some of these topics found on the Internet have been added below. **You should choose at least one link from each category to read and explore.** You are encouraged to follow additional links on the suggested pages for more information. Keep in mind that the authors of these webpages may have differing points of view and you may find conflicting information should you choose to explore more than one link on a given topic. Remember to evaluate the information critically and take note of the credentials of the authors as well as the organizations with which they are affiliated as you evaluate the information.

Work/Family Issues

Working Mother's Resource for Negotiating Flexible Work
Work/Family Issues on Prime-time TV
Striking the Balance -- Balancing Work and Family
On Balance: A New Way To Manage Work And Life
On Balance: Not A Women's Issue Anymore
The Workplace In Children's Lives: Problem Or Promise?
Taking Time Off to Raise Your Family
Work/Life: The Payoff Is High Performance
Stay-At-Home Fathers

Women's Issues

Gender Equity in Salary -- (side-by-side comparisons of annual salaries between men and women across 78 different professions)
Pay Discrimination (based on gender)
Obstacles Facing Low-Income Women
What's In A Name? "Branding" yourself when you marry or divorce
Bridge the Gap of Language Styles
IS Industry Forces Women to Change Their Ways

Issues Related to Age

The Age Wave: Aging As A Workforce Issue
A Study of Young (18-34 yr old) Workers' Concerns (This is a quite lengthy report, but you might choose to focus on one section of the report that is of particular interest to you.)
Age Discrimination Still Hanging On
Elder Care Harmful to Your Career
What to do after Retirement

Affirmative Action

Affirmative Action (From National Partnership for Women & Families)
5 White Guys Sitting Around Talking
Q & A About Affirmative Action
Ten Myths About Affirmative Action
The Affirmative Action and Diversity Project: A Web Page for Research

Issues Related to Disabilities

Summary of Americans with Disabilities Act (ADA)
ADA Disclosure Information -- (when and how to disclose information regarding disability to employer)
Working With a Disability

Legal Issues in the Workplace

Religion in the Workplace
Freedom of Expression in the Workplace
Sexual Harassment: Power Play -- (contains discussion of a specific case of sexual harassment which some may consider offensive)
Sexual Harassment: What Every Working Woman Needs to Know
Sexual Harassment in the Workplace
Double Discrimination (Sex & Age; Sex & Race)
Defining the Rights to Workplace Privacy

LESSON REVIEW

Lesson 6 Quiz

ASSIGNMENTS

Textbook:
6.2 Gender roles questionnaire (p. 128)
6.3 Pros and cons (p. 128-129)
6.4 Famous people (p. 129)

Reflective writing assignment: Review your responses to the exercises you just completed from the textbook. Did anything about your responses surprise you? What do you think your responses say about your awareness of and sensitivity for gender and race related issues? Did you discover anything about your stereotypes of people? How do you think your attitudes about these topics might affect your relationships with co-workers who are different from you? Write a reflection on your reaction to these exercises.

Presentation Project: In this lesson and the two that follow, you will have the opportunity to explore a number of workplace issues. Choose one of these issues for further exploration and develop more detailed information on this topic for presentation to your classmates. All presentations will be made via the course website and can be in the format of your choice. Some of your options include PowerPoint presentations, creating webpages, and audio/video presentations. If you do not have access to the technology necessary to create one of these types of presentations, you may choose to write a paper that can be posted to the course website by your instructor. The possibilities for presentations are limited only by your own imagination. Please email me as soon as possible to reserve your topic and feel free to consult with me regarding your mode of presentation.

QUESTIONS FOR DISCUSSION

Which of the workplace issues referred to in this lesson do you believe requires the most immediate attention? Make a case for your position to your classmates, propose possible solutions, and respond to the positions of others.

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LESSON 7 ~ WORKPLACE ISSUES
PART II: THE CHANGING WORKPLACE

OBJECTIVE

Understand the range of workplace options available and how these options might affect your career choices.

TOPIC OVERVIEW

The only constant in today's workplace is change. New technologies are being created everyday and the workplace continues to evolve to keep up with the new range of possibilities. As our technologies improve and our ability to communicate and exchange information more easily with others in remote locations increases, the world becomes a smaller place. For this reason, global concerns become as important as local concerns and these concerns affect our economy. This lesson focuses on the impact that these concerns have on the workplace.

READINGS AND RESOURCES

Chapter 6: The World and You (p. 109-115)
Follow links embedded in Mini-Lecture below as instructed.

MINI-LECTURE on THE CHANGING WORKPLACE

Your parents and grandparents were probably encouraged to find a good company and build a career within that one organization that

would last for their entire working life. Not so many years ago, that was common practice and good advice. One could rely on a certain amount of job security and good retirement benefits by following that advice. This is no longer the case. The workplace is changing so rapidly that it is very likely that completely new work options will be available to you in the next few years. With that in mind, explore the links listed below (at least one in each category) to gain a better understanding of the possibilities available to you as you consider what your options might be. Who knows? You may be the person who designs the next new option!

Computer Literacy

Computer Literacy: An Important Skill
Basic Computer Skills Boost Your Career
Software Certifications Boost Productivity

The Changing Corporate Structure

The New Workplace
Virtual Corporation
Part-time Work and Career Advancement
An Alternative Work Option: Flextime
Changing Rules of Employment

Telecommuting

Telecommuting: Frequently Asked Questions
The Virtual Workforce of the Future
OSHA Formalizes Policy on Home-based Work
Boomers Taking Control of Their Lives Through Telework

Job Sharing

Shared Rewards
Job Sharing Offers Unique Challenges
Job Sharing
The Ultimate Job Share
Ask an Expert: Job Sharing
Job Sharing: An Interview

Small Businesses and Woman-Owned Businesses

Entrepreneurial Issues
Thinking of a Home Business?
Access to Credit Improves for Women Entrepreneurs
National Foundation for Women Business Owners

Temporary Agencies/Service Contracting Firms

Temping: Is It Right For You?
Working as an Independent Contractor
Top Ten Reasons to Consider Temping
Consulting Means You Eat What You Kill
Boss-Free: The World of Independent Professionals
High Tech Industry Leads Temp Trends

ASSIGNMENTS

Reflective writing assignment: Which of the workplace options explored in this lesson would be the best fit for you? Describe how this option relates to the self-assessment information you gathered in Module 1 (your personality type, your interests, your values, etc.).

Presentation Project: Continue working on your presentation.

QUESTIONS FOR DISCUSSION

1. Continue the discussion of equity issues that began in Lesson 6.
2. How might some of the options now available in the changing workplace environment affect the issues of equity from Lesson 6? Do these new options offer possible solutions to old problems or create new challenges to overcome?

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LESSON 8 ~ WORKPLACE ISSUES
PART III: JOB TRENDS

OBJECTIVE

Identify job trends that will affect your career planning through the next decade.

TOPIC OVERVIEW

In preparing for the inevitable changes that will occur in the workplace, it might be helpful if we had a crystal ball that would tell us what the world will be like ten years from now. Unfortunately, that is not possible. However, it *is* possible to gain a better understanding of the types of changes that are likely to happen by examining job trends. In this lesson you will have the opportunity to explore information regarding these trends. As you examine this information, keep in mind how these trends are related to your own career interests and goals.

READINGS AND RESOURCES

Chapter 6: The World and You (p. 115-126)

Follow **all** links embedded in the Mini-Lecture below. (Be sure to wait until you have finished reading the entire mini-lecture before exploring the links.)

MINI-LECTURE on JOB TRENDS

Up to this point in your life, you may have thought about "trends" only in terms of fashion and music. As you begin to think about making plans for your career, the concept of "job trends" will become increasingly important. Awareness of trends in employment opportunities can help you to evaluate your potential career options. If having a high earning potential is particularly important to you, knowing which occupations are likely to meet that requirement will be an essential part of your decision-making process. Similarly, knowing which occupations are growing in employment opportunities and where those openings are likely to be will also be useful information. There may even be potential opportunities in completely new careers that are currently being developed. Keeping up with current job trends will allow you to take into consideration this information.

However, as you consider the information about job trends, it is also important to remember that this information should not be used in isolation. Don't eliminate options for yourself simply because the job prospects do not appear to be as plentiful in some areas as in others. A number of careers have very limited opportunities, but the rewards for those succeeding in these areas is great. If your chosen career field fits into this category, don't give up. Instead, make sure that you have a back-up plan. You can also use the information below to help you improve your chances of landing one of those rare positions. For example, if you explore information regarding careers as an aerospace engineer, you will discover that the opportunities in this field are likely to be less plentiful than for other fields. However, you will also discover that the opportunities that do exist are located primarily in California, Washington, Texas, and Florida. You could increase the likelihood of obtaining employment in this field by relocating to an area where these positions are more abundant.

The most comprehensive and reliable information about job trends is usually found through the Bureau of Labor Statistics Home Page. From this site you can also find the Occupational Outlook Handbook (OOH) and Economic and Employment Projections. The OOH is especially useful for obtaining job descriptions and projections for specific occupations (see example in the preceding paragraph). A section of the OOH entitled Tomorrow's Jobs outlines the factors that affect the workplace and offers some insight into how the projections used in the OOH are calculated.

Sometimes information is calculated for specific demographic groups. For example, the Women's Bureau of the U.S. Department of Labor has published Facts on Working Women -- Hot Jobs for the 21st Century. If you are interested in searching for information specific to a different demographic group, visit the Department of Labor's homepage and use the search function listed there.

Popular publications offer additional information on job trends. The Wall Street Journal Interactive Edition has the Career Journal -- an up-to-date source of information on employment trends. Likewise, U.S. News and World Report offers Hot Job Tracks for the 21st Century -- a tool that will allow you to search for the latest occupations in career fields of interest.

Trends specific to the job market are not the only ones important when making career decisions. Being happy with the location in which you live and work is an important consideration as well. Money magazine provides information on the Best Places to Live. This page links to an interactive tool that will help you search for the areas that best meet your personal requirements.

It is not possible to overstate the importance of keeping all of this information in context. Use it to make the most of your opportunities and to broaden the horizons of possibilities available to you.

ASSIGNMENTS

Reflective writing assignment: Consider the following quote attributed to John F. Kennedy: "*Change is the law of life, and those who look only to the past or the present are certain to miss the future.*" How might this sentiment apply to your career planning as you attempt to weigh your plans and goals against the projected job trends? Include in your discussion some specific job trend information, the impact that information may have on your plans, and how much weight you will give that information in your decision-making process.

Presentation Project (due October 13, 2000): Submit your presentation to your instructor and begin reviewing your classmates' presentations.

QUESTIONS FOR DISCUSSION

1. Do you find the information on job trends encouraging or discouraging? Why? Discuss your feelings and concerns regarding this information with your classmates.
2. Begin commenting on your classmates' presentations. You may offer positive feedback as well as constructive criticism. Pose questions and comments regarding the content of the presentations and discuss your reactions with classmates.

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LESSON 9 ~ INFORMATION INTEGRATION

OBJECTIVE

Learn about resources that help you clarify your career interests and help you research employers during your job search.

TOPIC OVERVIEW

You have spent time discovering your interests, skills, characteristics, and values and learning about various factors that affect work settings. Now it is time to look at specific careers to determine if the reality of the work and work environment will be interesting and challenging to you. Do you know what a mechanical engineer does? What happens during a typical day for someone in the field of public relations? Is there a demand for criminal justice majors? This lesson will identify resources that can help you find career information that is important to you.

READINGS AND RESOURCES

Chapter 7: Information Integration
Chapter 9: Selected readings on information interviews - pp. 192-196.
Internet sites that are imbedded in the mini-lecture

MINI-LECTURE on CAREER INFORMATION

There are two methods of gathering information on careers and jobs: printed/internet resources and people.

You can find books and resources in college and university career centers, libraries, and on the web. Perusing these will allow you to determine if your vision of the career meets with reality. The resources provide descriptions of the career requirements, nature of the work, salary, and current demand. Although these printed sources may require an effort to secure, I strongly encourage you to use them. In fact, several free publications are available through the Career Center (Black Entrepreneur, Experience, Business World, Career Choice, etc.) These include interviews with individuals in a variety of careers.

Internet resources have increased and are very useful for learning about different careers. Several internet resources that provide useful information on careers are below.

Experience
This is a web site designed to help you with your career search by providing unique, insider information. It tells you what you will be doing on a daily basis, how companies in different industries are organized, and how you will fit in as a new employee. Experience on campus gives you "real world" information about what different jobs are really like. Access with the following login: username: ncstate, password: wolfpack.

E-Leads
E-leads is a database of job leads for liberal arts students. E-leads provides employer information, job titles and descriptions, and contact information for organizations that hire students with a liberal arts background. The career fields are environmental, public relations/advertising, publishing, sports management/marketing, public policy, and social services for youth. Contact the employers you are interested in directly. Access with the following password: 211ccc

Wetfeet
This is a website that includes general career and company information. I have found this site to be extremely useful.

Career Search ***(This link is only accessible on campus)***
This is a database of nearly 1M employers. Students may create a list of employers in their field by searching by industry, location, and size. Key contacts within the organizations are available. Names, addresses and basic company information may be downloaded to disk in several different formats. Contact employers of interest directly.

Through these resources, you will learn the "ins and outs" of the career and be able to make at least a tentative decision about your interest in the field. It is very important, however, to follow up the information from printed resources with information from people who hold jobs in the career fields. These individuals can give you very specific information about their work environment and company. These conversations are called "information interviews." Many individuals are nervous about requesting an appointment to talk with someone they may not know, feeling that they are imposing on their valuable time. It is true that most individuals are very busy. However, you are asking for only 20-30 minutes. I have found that most people like to talk about their job and provide assistance to someone thinking of entering the same field. After you have scheduled the appointment, you want to develop a list of questions that are most appropriate for the setting and person. Be reasonable about how many questions you can ask in such a short time. Also, be honest about your reason for the contact-you are seeking information and not a job. (Although you are making a contact that may prove useful during your job search. Therefore you should be ready to talk about yourself also.) You may ask questions about the work, what is happening in the industry, skills and experiences required, how one fits into the environment, what happens during a typical day, how one enters the job and/or company, and management styles. You can request information about money but ask for it in a general way, such as, " What would be my earning potential if I entered this field?" It is wise to practice conducting the interview with a friend or relative prior to the appointment. Practicing helps work out some of your nervousness and helps you determine your most important questions.

LESSON REVIEW

Lesson 9 Quiz

ASSIGNMENTS

Textbook:
7.6 Gathering the facts (p. 148-149) Research one career and respond to the questions.
9.2 Information Interviews: Conduct one discussion using some of the questions on pp. 194-195.

QUESTIONS FOR DISCUSSION

1. **Resource Exchange:** Describe the resources you used in your research. Which resources were helpful and which ones were not? Explain.
2. **Many types of interviews:** How was your information interview different from the lifetime interview you conducted at the beginning of the semester?

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LESSON 10 ~ TARGETING YOUR JOB SEARCH

OBJECTIVE

Learn how to implement the various job search strategies and which ones are most effective for you.

TOPIC OVERVIEW

When you begin your job search, you must be fairly certain that you have selected the career field in which you would like to work. It is critical to present a positive and confident image to employers as you discuss your interests and qualifications. When conducting your job search, it is important to use several job search methods. This strategy will increase your chances for success. The job search strategies addressed in this lesson include advertisements (including internet sources), agencies, targeting companies, networking, resume referral, entrepreneuring, volunteering, and interning.

READINGS AND RESOURCES

Chapter 9: Targeting your job search, pp. 183-192, 196-205
Internet links within the mini-lecture

MINI-LECTURE on JOB SEARCH STRATEGIES

Finding a job can be a full-time job! A successful job search requires an organized approach that uses multiple strategies. I will explain the various strategies and comment on which are the most successful. I will give you suggestions on maximizing the effectiveness of the strategies.

Advertisements

There are two types of advertisements-blind ads and open ads. A blind ad does not indicate the company or organization seeking to fill the position. Typically, you are asked to fax your resume or mail it to a post office box. Employers may choose to list a blind ad to discourage phone calls, to determine how much interest there is in a particular position in a specific geographic area (e.g., will there be trained workers to justify a start up operation?), or to fill a position that is not currently vacant. On the other hand, an open ad reveals the company and all relevant information. Advertisements can be found in the newspaper, newsletters for professional societies, email listserves, general websites, company websites, university career centers (Jobtrak on University Career Center website), and government offices.

I suggest you respond to the advertisement with a cover letter and resume in the manner they suggest (e.g., fax, email, mail). The cover letter allows you to describe your unique qualifications for the position and how to follow up with you. Many advertisements now suggest that you "email your resume to…" and does not mention a cover letter but it is still required. (See the Lesson 11 on resumes and cover letters for more information on this topic.) Some advertisements request salary history or salary requirements. If you choose not to reveal this information, indicate in the letter that you "would welcome the opportunity to discuss this during an interview." On the other hand, if you choose to provide the information, state the salary amount in a range rather than a specific amount. The primary reason employers request this information is to "weed applicants out." Time is precious and employers want to interview those who would realistically be able to accept the salary.

For the most part, advertisements are easy to respond to and can keep a job searcher busy. However, many jobs never make it to the listing sites mentioned. Your job is to find the locations that provide the most relevant jobs for you and spend the remainder of your time on other job search strategies.

Agencies

Employment agencies work with the employer as a third party to assist the company in recruiting full-time, part-time, contract, and temporary employees. I encourage you to investigate the employment agencies to determine which ones can best meet your needs. Many agencies specialize by career field, salary level, or industry. Ask your friends for recommendations. You should be seeking an agency that has an established reputation. Never pay a fee! The fees should be paid by the employer so read the contract carefully before you sign.

After you determine which agencies you want to work with, send the recruiter a resume and letter identifying the type of jobs you are seeking. Be ready to discuss your salary requirements and your qualifications. The recruiter should be able to provide you with the hiring trends in your field and the opportunities that are available in your geographic area. Seek feedback from the recruiter after you go on an interview. Above all, remember that a recruiter gets paid when a person accepts a position. Do not allow a recruiter's enthusiasm to influence you into accepting a position that is not right for you. Finally, notify the agency when you accept a position.

Employment agencies are most helpful to individuals with technical skills or multiple years of experience. Although they may provide you opportunities to interview, don't depend on them to conduct your job search for you. Use multiple job search strategies.

Targeting Companies

Targeted mailings are different from mass mailings. In a targeted mailing, you are sending your resume and a cover letter tailored to the specific industry/job/career with well-researched companies. This method requires a significant amount of time to research companies to determine the ones in which you are most interested. You are not applying for specific positions, just indicating your interest in the organization and stating the skills you have that may be useful to the company. Therefore, the number of companies you select should be manageable, meaning you must be able to follow up with them to inquire about opportunities. As with all letters you send to organizations, it is most beneficial when sent to a specific person. This strategy can be quite effective when combined with networking (see below).

Networking

Networking is very similar to information interviews described in Lesson 9. As we learned, information interviews are helpful in gathering concrete, specific information about careers and what typically occurs on a daily basis on the job. Networking expands this to include a focus on jobs available, other contacts that may be useful in uncovering jobs and opportunities, and relationships with professionals in the career field of interest. Networking is a two-way street, however. You will learn about opportunities and career

information that will help you in your job search. You, in turn, will share information you have about skills required, new products or processes, and other unique characteristics of your career field with individuals with whom you network. This does not mean sharing company secrets or gossip. It means sharing information you believe will be useful to another person in the career field.

How to develop your network: We all know people! Begin by making a list of all the people you know-include family, friends, and people you know through sports, religious affiliations, community organizations, school groups, physicians, insurance agents, dentists, and work. Writing the names down will help you organize the networking process. There will be different contact levels of people in your network. Some you will contact often, others only a few times, and some you may only have or need to talk with once. It is better to begin contacting those who will know your name. It is easier to talk with this group. At the end of your conversations, ask if they know of someone else who can share information with you about careers and job opportunities. This is how your network is formed! Typically, it is the contacts you make through the people you know that produces the solid job leads. Each contact is important and should be approached thoughtfully. You don't want to waste a person's time by being unprepared. Think about what kind of information that person can provide you and develop questions to solicit the information. For example, you may have a contact that works for a company with whom you would like to work. That networking conversation may include more questions about how to be successful in getting a job there and additional contacts within the company. The questions you ask in a networking conversation may be specific to a person's job or general about their career or focused on your job search. Regardless, you must be prepared.

Networking does not have to be a formalized process of meeting in a person's office. It can occur in a grocery store line, at a restaurant, on the beach, at a business/social gathering, at a professional meeting…the possibilities are endless. I believe face-to-face contact is ideal. However, you can make contact and gather information by telephone, email, letters, and fax. Be open and flexible to the possibilities.

ALWAYS thank each person that assists you. A typed or handwritten note or a brief email is courteous. It is also an excellent opportunity to share additional information or forward information you mentioned during your conversation.

Networking is a time consuming process. It has been proven

through the years, though, to bring positive results. In fact, it has been said that 85% of people get jobs using this job search strategy. Persistence and follow-through are the key to success. After you accept a position, I suggest you send a note to the individuals who provided the most assistance and let them know your title and place of employment. This is only the beginning-you will continue to expand your network throughout your life. You will be able to return the favor during your career by also becoming a resource to others.

Resume Referral

There are many national resume referral services available on the internet. As jobs are listed by employers, the data bank of registrants is searched for matches. If your materials match the requirements stated by the employer, your resume is sent to them. If you are flexible and willing to relocate, these services can be helpful in getting you and your qualifications known to employers. It is less helpful for individuals who are looking in a specific geographic area. I recommend that you also look into resume referral services through professional societies. These employers would be most interested in your skills and qualifications and would provide a greater likelihood of a "match."

The University Career Center has an on-line resume referral system. You can enter your resume into the database and it will be accessible to employers seeking to hire University students. There is no charge for this service although you must complete a registration card to gain access to this area on our website. Registration must be done in person or through the mail. You will be doing this as part of this course!

This job search method is somewhat passive. What I mean by this is that you will enter your resume on-line and then wait for responses. Therefore, you have time to employ some of the other strategies mentioned here.

Entrepreneur

Many individuals are drawn to "being my own boss." These individuals may seek out opportunities to create their own careers or jobs. Many entrepreneurial quizzes exist in which an individual can discover if they have the traits necessary to be an entrepreneur. Lowstuter and Robertson (1992) identified five common entrepreneurial traits. First is family background. If your family has been self-employed or undertaken "competitive" ventures, you have observed the behavior and impact it can have. Second, education is considered a tool to be used to succeed in an independent venture, not an entitlement. In other words, skills and

knowledge are considered important to the entrepreneur and education may have been the avenue through which these traits were developed. Strong interpersonal skills such as assertiveness, opinionated, creative, determination, articulate, visionary, and socially bold are used to describe an entrepreneur. Fourth, the entrepreneur's work history may be erratic with some difficulty in working collaboratively. The vision and possibilities drive the work ethic. Finally, motivation is derived from the ability to make things happen, to achieve, and to solve problems. If these five traits are true for you, this may be an area you should explore. Some individuals will pursue independent activities while a student or working with another employer as a way to "test it out" with less risk taking required.

Volunteer

Volunteering is a way to gain experience, fine-tune skills, and develop contacts within a career field or organization. Several formalized programs designed to provide this experience are the Peace Corp and Ameri-corp. Excellent experience and contacts can also be gained by volunteering for leadership roles and committees in professional organizations. And this can occur while you are still in college. Check out the opportunities on campus to see how you can develop skills you are not getting through your coursework and work experience.

Internships and Cooperative Education

An excellent way to gain experience is through career-related work experience. Two programs, internships and cooperative education, are offered at this University. Internships are more loosely defined, however, a quality internship is one in which you are gaining skills and knowledge in a career you are interested in pursuing following graduation. Some departments at this University offer academic credit for internships, many more do not offer credit. Employers do not judge the quality of the internship based on credit or pay but on what you learned and accomplished during the experience.

Cooperative Education (Co-op) is a formalized program that alternates periods of full-time work with full-time school. For example, you will attend school full-time during one semester and work full-time the next. It is recommended that a student completes 2 or 3 rotations. Co-op students are paid while employed and sometimes accept positions with the employer following graduation, although there is no guarantee of employment.

Both of these programs provide you with what employers ask for - relevant work experience. Seek out these opportunities! The

Cooperative Education program at this University is located in 555 University Building, 555-XXXX. Internships are advertised in academic departments and through the University Career Center on the website. To determine what opportunities exist, make an appointment with the counselor for your major.

LESSON REVIEW

Lesson 10 Quiz

ASSIGNMENTS

Textbook:
9.1: Support network checklist (pp. 206-207)

QUESTIONS FOR DISCUSSION

Go to http://careers.wsj.com and click on Job Hunting Advice on the left sidebar. Select an article from one of the following categories: networking effectively, search strategies, changing careers, faster job hunting, and hunting on the internet. Write a summary of the relevant points and what you learned. Include the name and author of the article.

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LESSON 11 ~ PREPARING YOUR RESUME AND COVER LETTERS

OBJECTIVE

Understand the value, uses, and types of resumes and letters. Your personal and on-line (electronic) resumes will be developed with an appropriate cover letter.

TOPIC OVERVIEW

You have discovered in the preceding lesson the importance of communicating with individuals and employers during the job search. The resume and cover letter are documents typically used when you are not present to share information about yourself. Therefore, it is important that both documents capture the essence of who you are and what you have done. You want to create an interest in the reader to know more about you and, ultimately, to invite you for an interview to discuss your qualifications.

There are numerous ways to construct a resume. I suggest you create one and ask individuals in the career field you wish to enter to critique it. Their feedback would be helpful as you consider how to emphasize your relevant experiences. You will discover that your resume will develop over time so don't be discouraged when you must revise it multiple times.

READINGS AND RESOURCES

Chapter 10: Preparing a Winning Resume
Read information on resumes (personal and on-line) and cover letters in the University Career Center Career Manual at http://www.university.edu/career under Develop Job Search Skills.

MINI-LECTURE on RESUMES AND COVER LETTERS

Electronic Resumes and Cover Letters: The information on resumes and cover letters in your textbook and in the Career Manual is comprehensive for traditional letters and resumes and the on-line resume through the Career Center. Attention needs to be given, however, to emailed resumes and cover letters. Sending resumes and letters electronically is becoming an acceptable method for indicating your interest in a position. There are some differences in the formats, however, that need to be mentioned.

A cover letter always accompanies a resume when sent electronically. The cover letter is more concise than a traditional cover letter. The resume should be sent as an attachment and below the text of the letter. Some employers are hesitant to open attachments. The resume should be left justified and plain text (no bullets, underlining, bold, or indentions). A hard copy of your cover letter and resume could also be sent to the employer-it is more attractive! Follow the suggestions provided by the employer in making this decision.

You may be submitting your resume to an employer via the employer's website or through a professional association specific to your career field. Many times this involves completing a resume template or scanning your resume into an existing resume database. When scanning your resume, use noun forms rather than action verbs. Employers will search resumes using keywords and nouns to describe work functions and skills required. More information on scannable resumes is available in the Career Manual and your textbook.

Uses for a Resume: There are many uses for a resume. The most obvious use is to send it with your cover letter when applying for or expressing an interest in a position. But a resume is also taken to a career/job fair to leave with an employer you meet with briefly. It is a good idea to take several resumes with you to the interview. More than likely the employer has a copy of your resume. However, you may meet with additional staff members that do not have a copy. Hiring decisions are group decisions in most cases, so you want everyone involved to have the information you prepared. When you attend professional society meetings and conferences, you often meet individuals who may assist you in your job search by sharing your resume with others. I think it is a good idea to keep a folder of resumes in your car so they are always available when the opportunity arises! You never know when you will meet someone who knows someone who is seeking to fill a position!

LESSON REVIEW

Lesson 11 Quiz

ASSIGNMENTS

Personal Resume (due November 8, 2000): Develop a one-page personal resume.

On-Line Resume (due November 8, 2000): Put your resume on-line through the University Career Center website.

Cover Letter (due November 8, 2000): Write a cover letter in response to a job advertisement you find through Jobtrak on the Career Center website http://www.university.edu/career or through other job listing sources.

QUESTIONS FOR DISCUSSION

Respond to the summaries of the articles described during last week's discussion. Your reactions could include agreement, disagreement, opinions, and experiences that shed light on the topic.

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LESSON 12 ~ INTERVIEWING

OBJECTIVE

Learn how to prepare for interviews, how to communicate your strengths and areas for improvement, and how to follow-up after the interview.

TOPIC OVERVIEW

Interviews give you the opportunity to share how you will fit into an organization and the strengths you will bring to a position. Interviews can be formal or informal, short or long, with one person or a group, or in person or by phone. Regardless of what type of interview it is, the key to a successful one is preparation. Preparation involves learning about the company and position, deciding the most important information about yourself that you want the employer to know, having examples that reflect the skills necessary for the job, and identifying questions that you want the employer to answer during the interview. Through readings and practice, this lesson will help you feel confident as you begin interviewing.

READINGS AND RESOURCES

Chapter 11: Interviewing Successfully
Read Interview information in the Career Manual

MINI-LECTURE on INTERVIEWING

Your textbook provides a good overview of interviewing. It stresses the importance of preparation, provides an overview of what to expect, gives answers to some difficult questions, and describes methods to follow-up.

The Career Manual provides excellent information on behavioral interviewing, a common method of interviewing used by employers. Behavioral interviewers ask you to share experiences you have encountered and actions you have taken. In some ways you are painting a picture for the employer of how you will perform in the position. This is different from traditional interviews that encourage you to focus on what you might do in a given situation. In preparing for interviews, I suggest that you be ready for both scenarios.

The short PowerPoint presentation provides a clear and concise overview of interviewing. Please review it before reading the text and Career Manual information. It will provide a good framework for you in understanding interviewing.

Site Interviews:
The site interview usually follows the screening interview that occurred on-campus, by telephone, at a career fair, or on-site. Typically, the site interview is the selection interview. This means you have already demonstrated that you have the appropriate background to do the job. The organization is now trying to determine whether your work attitudes are a good "fit" with the work team and organization. You can anticipate spending one-half to one full day on-site and speaking with groups and individuals during the course of the day.

Prior to the interview day, you need to clarify the following:

- Travel and hotel arrangements (dates, times, locations, etc.) and the name and phone number of the person handling them.
- Who will be paying for expenses incurred, such as transportation and lodging? Keep your receipts.
- Exact schedule (a detailed itinerary).
- Appropriate attire (Review the itinerary. If you will be given a tour of the facility, have comfortable shoes! You will wear interview attire, however, you may also need to take along clothing for social gatherings. Be discreet and professional in all dress.)
- Plan to take extra copies of your resume, your reference list, a copy of your transcript, a portfolio of your work (if appropriate for your field), and other information requested by the employer.

Be prepared for the site interview. Continue to research the organization and the location you will be visiting. Understand and be able to articulate how you would fit into the company. It is always helpful to practice interviewing with a family member or friend. This interview will require more concrete responses from you about your education and work experience.

Of course, there are some very pragmatic ways to prepare for the interview as well.

- Take an alarm clock (even though you may request a "wake up" call. You certainly don't want to be late for the interview or have to rush.
- Get plenty of rest
- Eat a healthy and well balanced meal to insure that you have the energy necessary for the day ahead.

The Interview Day

- Start the day with a Human Resources representative (typical for a large to mid-size employer.
- Start the day with your original contact in the firm (typical for a small business).
- Receive a welcome and overview of the day.
- Receive a schedule for the day. You may be scheduled for 4-8 interviews.
- Length of the interview ranges from 30 minutes to 1 hour.
- Most interviews are one-on-one; occasionally 1 to 2 or more.
- Consider all interactions as potential interviews. It is o.k. to repeat responses to different individuals.
- Adjust your style to each interviewer; follow their lead.
- You may be asked to take a test, solve a problem, or give an opinion on a current project.
- Constantly analyze your "fit" with the company as you interview.
- Ask questions that help you determine how you would fit into the organization.
- Relate experience, education, and personal characteristics that place you in the best light.
- Wrap up with the Human Resources representative or your initial contact. This is usually a relaxed meeting. Ask any unanswered questions you may have. Employer benefits and travel reimbursement are usually discussed. Be sure to ask when you can expect to hear from them next. This will help you determine how you can most effectively follow-up after the interview.
- During the final meeting, mention other site trips or job offers you have, particularly if you need to make a decision quickly.
- If you are offered the job on the spot, ask for time to decide. You want to be able to consider all aspects of the offer and think through the information you gathered during the site visit.
- Write a thank you letter to the company, regardless of whether you accept the position or not.

A typical interview schedule follows:

Interview Schedule for Mark Strand
Wednesday, November 19, 20xx

10:00 a.m. Susan Hill -- Recruiter, Human Resources

10:30 a.m. Chuck Richards -- VP, Market Research

11:15 a.m. Mary Smith -- Sr. Analyst, Market Research

12:00 noon Lunch with Jim Martin & Rebecca Johnson -- Research Analysts, Market Research

2:00 p.m. Mark Walsh -- Manager, Market Research

2:45 p.m. Tour of Facility with Carol Robbins -- Design Engineer, Product Development

3:30 p.m. Susan Hill -- Recruiter, Human Resources

Things to look for during the visit and tour:

- Do the people seem happy? Tense? Overworked?
- Do they honestly seem to be glad to meet you?
- Do they seem to be challenged? Bored?
- Are they genuinely enthusiastic about the company? About their jobs?
- Do you feel comfortable in the environment you see? Do you like the people? The facility? The management style?
- Are your questions being answered honestly (as far as you can determine)? Or avoided? Are you receiving conflicting responses?
- Does it seem to be a good place to work? (from Planning Job Choices, 1997)

The lesson on interviewing is lengthy but this is an important topic. It is the time you have to talk about yourself and how you will fit into a company. You will learn from each interview and become better prepared to respond to questions asked. I think you will agree that preparation is the key to being successful in an interview.

LESSON REVIEW

Lesson 12 Quiz

ASSIGNMENTS

Textbook:
11.2 Practice Interview (p. 267) Note: Ask the person who is interviewing you to complete the Interview Critique Form on p. 259, sign it, and indicate their relationship to you (friend, roommate, family member, employer, etc.). Don't forget to put your name on it! Return the Interview Critique Form to me via email or fax.

Reflective writing assignment:
You have had the opportunity to talk about yourself, your skills and accomplishments in relationship to a position, and how you would fit into a position considering your strengths and areas for improvement. We don't have many opportunities to "toot our own horn" and, therefore, don't always feel comfortable doing so. When you participated in the practice interview, what did you find easy to talk about and what topics or questions did you find difficult to respond to? Let me know your thoughts about why you had that particular experience.

QUESTIONS FOR DISCUSSION

What is your major concern during an interview? What do you need from others that may help you resolve it?

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LESSON 13 ~ NEGOTIATING AND EVALUATING EMPLOYMENT OFFERS

OBJECTIVE

Learn how to evaluate the specifics of a job offer and when and how to negotiate the terms of employment.

TOPIC OVERVIEW

Negotiation is the process in which two parties work out an agreement about the terms and conditions that must be present in order for them to do business together. For negotiation to be successful, both parties must benefit and both parties must know what their "bottom line" is. Negotiation is important in today's world because more people are accepting long- and short-term assignments that are either interim or consulting opportunities. Therefore, each opportunity allows you to gain from the new skills learned and applied through the assignments. Negotiating an employment offer forces you to determine what you want to have and what you need to have. In the best of situations, a compromise is reached in which both you and the organization believe that most of your needs and wants have been realized. It must be said however, that salaries, benefits, and position are nonnegotiable in some careers-such as government and teaching.

READINGS AND RESOURCES

There is little information in your textbook on negotiating employment offers. I believe, however, that it is an important topic and integral to the job search process. That is why I have provided the mini-lecture below-to give you the information you will need when presented with a job offer.

MINI-LECTURE on NEGOTIATION OF EMPLOYMENT OFFERS

How do you know when it is time to negotiate? Employers will present one or more signs that signal that negotiation can begin. First, you may be participating in a series of interviews or the interview may be longer than scheduled or anticipated. Second, an employer will request a list of your references so they can get more information about you and your experiences. Third, the recruiter may begin to talk extensively about the company and "sell" you on the benefits of working for this organization. Finally, the interviewer may begin to describe specifics of the salary and benefits. When one or more of these activities occurs, you will want to listen carefully and be prepared to respond appropriately. There are four broad factors to consider in evaluating job opportunities: the position, the company, your preferred lifestyle, and compensation and benefits. Each of these are described below. As you read through each one, think about what is important to you right now. Each item listed in each category may not be important to you at this point in your career; however, as time goes on, you will find that your interests, needs, and priorities change.

The Position:

1. Day-to-day tasks: routine responsibilities, necessary skills, individual vs. team projects, variety, independence, and intensity
2. Goals: realistic, measurable, and attainable
3. Evaluation: people involved method and manner, and timeframe
4. Training, professional development, and continuous education
5. Reporting structure and degree of supervision: independence, formal vs. informal, approval ladder
6. Hours: both stated and expected, overtime, seasonal and project peaks
7. Office environment: space in private office, cubicle, or bullpen and congeniality of colleagues
8. Travel: percentage of time, short, home-based trips vs. long-term assignments, and weekends
9. Potential: bridge to other possibilities vs. risk, fit with personal long-term goals, career paths of superiors and top managers, timing of promotions and rewards, necessity or possibility of domestic or international transfer for advancement

The Company

1. Industry
2. Reputation and prestige
3. Size and sales
4. Positioning: downsizing vs. growth, acquired or planned expansion, and future plans
5. Profitability and stability: market share and competition
6. Global operations
7. Integrity/ethics/values: diversity of race, ethnicity, and lifestyles, results vs. people culture, work and family balance, creativity and innovation, accuracy and precision, and provision of resources
8. Management: tenure, hires from within or outside, hierarchical or flattened, and formal or informal written, oral, and interpersonal communication styles
9. Employees: rate of retention or attrition

Lifestyle

1. Location, ease of transportation, and climate
2. Proximity to family and friends
3. Housing and costs-of-living: preferred residence availability, commuting, taxes, entertainment and recreation, and cultural opportunities
4. Child-care and educational systems
5. Social prospects
6. Financial goals: current and long term

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Compensation and Benefits

1. Base salary: expense accounts and, if international, wages in home or assignment-country currency, cost-of-living allowance, protection against foreign-exchange vicissitudes, and tax consultations
2. Bonus potential: starting and/or annual and equity or profit-sharing possibilities
3. Annual salary increases: merit vs. cost-of-living and review of recent years
4. Retirement, 401K, insurance, investment-matching programs, and child's college expenses
5. Financial planning and tax assistance
6. Medical, mental, dental, and visual health benefits, life insurance, legal insurance, disability coverage, and daycare and/or eldercare facilities and/or subsidies
7. Vacation or annual leave: compensatory time for overtime and travel, sick leave and benefits, and paid leave with transportation from international assignments
8. Relocation expenses or allowances: reimbursement methods, moving companies, transitional housing support and/or lodging costs, real estate brokerage fees, and storage expenses
9. Maternity/paternity leave policy
10. Educational benefits, tuition reimbursement, and language training for international assignments
11. Laptop or personal computer
12. Company recreation facilities
13. Company car, insurance, maintenance, and allowance

After you determine what your needs and wants are (i.e., items for which you will negotiate), you need to develop a negotiation strategy. Timing and behavior are two factors to consider when negotiating employment offers.

Timing

1. Before you receive an offer, do not talk salary; you are in a weak position with no leverage, no corporate fit, and a potential for under-rating your value.
2. If forced to make a premature statement, link dollars to performance and job responsibilities, stress interest and flexibility, and cite ranges.
3. When getting an offer, resist immediate negotiation, show appreciation and interest, and ask for timeframe, written offer, and a period to think.
4. Consider your list of priorities: ideal resolution, trade-offs and compromises, unacceptable conditions, and your bottom line.
5. Determine the authority of your corporate negotiator.
6. Decide how you will react to a negative corporate response.

Behavior

1. Arrange negotiation in person, if possible, to observe body language, subtle signals, and to establish a personal relationship with a future colleague.
2. Know this process is a political, business transaction, and the employer will evaluate your words and demeanor.
3. Realize you are talking to someone with whom you would like to work in a company where you would like to work.
4. Show sensitivity to the negotiator who also has goals, issues, and risks.
5. Begin with enthusiasm and link compensation with your job responsibilities and performance.
6. Relax and be candid and direct, not rude, confrontational, adversarial, or aggressive.
7. Take extensive notes so you have a personal record.
8. Understand your goal is to reach a satisfactory agreement for everyone.

In summary, successful negotiation requires preparation, flexibility, reasonable alternatives, and a positive attitude. If you pay attention to these, you will reach a decision with which each person will be satisfied.

ASSIGNMENTS

Reflective writing assignment: Write a one page paper that defines your critical needs-what you must have-in your next position. Be as specific as possible. Next, identify your secondary needs-what you would like to have but are willing to concede. Provide an analysis on how you arrived at these items.

CAREER PLANNING AND PERSONAL DEVELOPMENT

ECD 221

LESSONS

INTRODUCTION
SYLLABUS
LESSONS
GROUP INFORMATION
COMMUNICATION

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LESSON 14 ~ MAKING DECISIONS AND SETTING GOALS

OBJECTIVE

To examine how you set goals and make decisions, including the barriers that exist in the process. You will have the opportunity to learn how to be more effective in setting goals that meet your specific objectives.

TOPIC OVERVIEW

Goal setting and decision making is always a part of a career planning course. Many individuals struggle with making a decision on what to major in or what career to choose because it seems like such an important decision-a decision that could have a major impact on "the rest of your life." It is an important decision but, as with all decisions, it can be changed or altered. This chapter describes the strategies individuals use to make decisions, effective ways of setting goals, the importance of time management and assuming responsibility for goals, and the factors affecting decisions.

READINGS AND RESOURCES

Chapter 8: Making Decisions

MINI-LECTURE on DECISION MAKING and GOAL SETTING

Decision making is necessary in most areas of our lives but seems most important in relation to our major and future careers. I think I can say that no student enters college without having made a decision. Some decisions made may seem minor (like where to eat on a Friday night). Other decisions are more important (such as where to go to college). However, even though you have made decisions, you may find that you use different strategies depending on the decision to be made. Chapter 8 identifies these strategies in a very clear manner on page 154. As you read through them, which strategies do you use most frequently?

I believe it is important to understand how one makes decisions in order to become more effective and comfortable with the process. According to Reardon, Lenz, Sampson, and Peterson (2000), there are three kinds of decision makers: decided, undecided, and indecisive. Decided individuals have gathered information about themselves and various careers and has integrated this information into a decision. The authors indicate that these individuals have made their decisions internally rather than by external judgments from others. Undecided individuals typically have difficulty making a commitment to a career or major. They may lack confidence in their ability to decide, may have numerous strengths they want to use in a career, or need additional occupational information. Finally, indecisive individuals experience stress when trying to make decisions-actually decisions in all areas of their lives. They may procrastinate, place blame and responsibility on others, or not use accurate information in the decision making process. Therefore, the indecisive individual listens to external forces more than internal thoughts and feelings. As you read through these three kinds of decision makers, where do you find yourself the majority of the time? The answer to that question will help you in understanding your barriers, assumptions, and decision making style.

You lead up to decision making through goal setting and identifying objectives. In fact, your goals and objectives provide the map of how you will get to your decision. Therefore, setting broad goals, whether long-term or short-term, is critical to the process of decision making. You have to make a commitment to your goals and develop steps to achieve them. If you don't have a commitment to or develop a timeline for a goal, then you are not ready to accept the change that will occur when you begin to take steps to realize the goal. And change will occur! Your textbook presents a great overview of goal setting on pp. 158-159.

Goal setting and decision making are active processes. They require an awareness of internal commitments and external forces.

Now it is time to begin applying the concepts described in your text to your life.

Reardon, R.C., Lenz, J.G., Sampson, J.P., & Peterson, G.W. (2000). **Career development and planning: A comprehensive approach.** Australia: Brooks/Cole.

LESSON REVIEW

Lesson 14 Quiz

ASSIGNMENTS

Textbook:
8:1 Ranking Yourself (p.163)
8.15 Factors adversely affecting decisions (pp. 167)
8.17 Specific/nonspecific objectives (p. 168-169)

To apply the information you learned about goal setting, complete the "Quick Impressions" exercise on pp. 177.

To integrate the information gathered through the course, complete the "Information Integration and Goal Setting" exercise on p. 177.

Reflective writing assignment: Write a one-page summary in response to **one** of the following exercises in your text: 8.5, 8.6, 8.8, 8.9, 8.10, 8.12, or 8.13. Include in your description how your thinking has changed regarding these decisions after reading the text. End the paper with a brief description of your decision making style.

QUESTIONS FOR DISCUSSION

A story about Art and how he made several important decisions is on pages 153. Read the story and discuss these questions with your classmates:

- What strategy(s) did Art use in making his decisions? (The strategies are listed in a box on page 154.)
- Were they the appropriate strategies considering his circumstances?
- If you had the same decisions to make, what would you have done?
- If you have made a similar decision, feel free to include the personal circumstances you considered.

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CAREER PLANNING AND PERSONAL DEVELOPMENT

ECD 221

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LESSON 15 ~ FUTURE FOCUS

OBJECTIVE

Prepare for continuing the career planning process throughout your lifetime.

READINGS AND RESOURCES

Chapter 12: Future Focus

MINI-LECTURE on Future Planning

You have spent the semester discovering and/or reviewing information about your preferences, values, skills, and goals as they relate to your career. You have identified what is important to you, environments in which you may work, different types of work styles, appropriate methods to respond to employers, and how to negotiate for what you want and need in a position. Although structure and guidance were provided, it was your responsibility to make the effort in completing the assignments and reflect on the learning that occurred.

As many of you have determined, planning a career is a life-long process that needs continual assessment. There will be job changes, periods of unemployment or underemployment, life transitions, outplacement. Each of these events may create emotional responses that must be managed. These emotions could be sadness, depression, elation, satisfaction, fear, anxiety, apprehension, or happiness. Regardless of the emotions or the

event, understanding the career assessment process is critical for finding where your career satisfaction and success lies. There is some luck involved in discovering your career path, but careful planning can improve your luck!

My suggestion is that you identify a day each year on which you can reassess your strengths, skills, goals, and career direction. What is missing? What can you modify to make your work and career more appealing and satisfying? How can you work differently to accomplish more or improve your work? Is it time for a change? What kind of change is needed? What will your timeline be for making a career/job change? What type of support do you need to make the change a reality?

This yearly reflection does not need to consume hours of your time. It just needs to be a bit of time to allow yourself the opportunity to move in the direction YOU want to move, rather than react to what is given to you. The yearly reflection will allow you the chance to evaluate the opportunities that you encounter and choose the best option at that moment in time.

QUESTIONS FOR DISCUSSION

Share with your classmates three insights you gained through your experience in this class.

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APPENDIX D
ECD 221: Career Planning and Personal Development
Course Evaluation
Fall 2001
(Online Course)

I would appreciate your feedback on the internet version of ECD 221. Please respond to the following questions, using the back if necessary, and return it in the enclosed postage-paid envelope. This will ensure confidentiality of your identity.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. The course was organized effectively and easy to navigate.					
2. The course readings and assignments (including the textbook) were valuable aids to learning.					
3. The reflective writing assignments provided me with an opportunity to apply the textbook learnings to my unique career situation.					
4. The course assignments were valuable aids to learning.					
5. The class discussions using NetForum provided useful information.					
6. The instructor clearly informed students about course procedures.					
7. The instructor was available to students.					
8. The instructor gave useful feedback on assignments and exams.					
9. The instructor consistently treated students with respect.					
10. The course improved my understanding of the subject.					

11. Please provide additional comments to support your responses above.

12. What were the strongest features of the course?

13. What were the least effective features of the course?

14. What recommendations for course improvements can you offer?

APPENDIX E
ECD 221: Career Planning and Personal Development
Course Evaluation
Fall 2001
(Traditional Course)

I would appreciate your feedback on ECD 221. Please respond to the following questions, using the back if necessary.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. The course was organized effectively.					
2. The course readings and assignments (including the textbook) were valuable aids to learning.					
3. The group presentation was a useful learning experience.					
4. The class discussions including small group interactions provided useful information.					
5. The instructor clearly informed students about course procedures.					
6. The instructor was available to students.					
7. The instructor gave useful feedback on assignments and exams.					
8. The instructor consistently treated students with respect.					
9. The course improved my understanding of the subject.					

11. Please provide additional comments to support your responses above.

12. What were the strongest features of the course?

13. What were the least effective features of the course?

14. What recommendations for course improvements can you offer?

APPENDIX F
ECD 221: Career Planning and Personal Development
Course Evaluation
Fall 2001
(**Results for Online Course)**

I would appreciate your feedback on the internet version of ECD 221. Please respond to the following questions, using the back if necessary, and return it in the enclosed postage-paid envelope. This will ensure confidentiality of your identity.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. The course was organized effectively and easy to navigate.				1 20%	4 80%
2. The course readings and assignments (including the textbook) were valuable aids to learning.				2 40%	3 60%
3. The reflective writing assignments provided me with an opportunity to apply the textbook learnings to my unique career situation.				3 60%	2 40%
4. The course assignments were valuable aids to learning.			1 20%	3 60%	1 20%
5. The class discussions using NetForum provided useful information.			2 40%	1 20%	2 40%
6. The instructor clearly informed students about course procedures.					5 100%
7. The instructor was available to students.				1 20%	4 80%
8. The instructor gave useful feedback on assignments and exams.					5 100%
9. The instructor consistently treated students with respect.					5 100%
10. The course improved my understanding of the subject.				2 40%	3 60%

11. Please provide additional comments to support your responses above.
    - I really enjoyed this class! It was very different from my normal classes and it also has a long-lasting affect because I can actually carry the information I learned in this class forever.
    - Each student would benefit from this course, whether on campus or via telecommunication.
    - The instructor was very helpful throughout the course. She gave excellent feedback and advice.
    - This class was of great help academically and professionally.

12. What were the strongest features of the course?
    - The instructor was very easy to get in touch with, and quick to respond to any questions. (This is not the case for many distance ed professors.)
    - I enjoyed the exercises that actually made me sit down and reflect on me. I don't usually do that. I'm usually reflecting on someone else. I learned some things about myself.
    - Very effective in connecting personality development and career planning.
    - The instructor's use of text information. The assignments, reading, and writing complimented each other very well for an overall informative and educational course.
    - I thought the text was wonderful.

13. What were the least effective features of the course?
    - I felt the reflective writing assignments were often a bit redundant.
    - None.
    - A few less reflective writing assignments. I started the course with gusto but lost interest in "one more reflective writing assignment."
    - Lack of interaction among students. It was not necessarily restricted, but it was not initiated by the students that much.
    - The NetForum didn't help much.

14. What recommendations for course improvements can you offer?
    - None. I think this class is well structured and should be a requirement. Believe it or not, it's very effective!
    - I found the mid-term and some of the final exam options too similar.
    - None. I felt it was an excellent course, taught by a helpful and enjoyable professor.
    - Less NetForum.

APPENDIX G
ECD 221: Career Planning and Personal Development
Course Evaluation
Fall 2001
(**Results for Traditional Course)**

I would appreciate your feedback on ECD 221. Please respond to the following questions, using the back if necessary.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. The course was organized effectively.				2 9.5%	19 90.5%
2. The course readings and assignments (including the textbook) were valuable aids to learning.			1 4.8%	8 38.1%	12 57.1%
3. The group presentation was a useful learning experience.		1 4.8%	4 19.0%	7 33.3%	9 42.9%
4. The class discussions including small group interactions provided useful information.				5 23.8%	16 76.2%
5. The instructor clearly informed students about course procedures.				4 19.0%	17 81.0%
6. The instructor was available to students.				3 14.3%	18 85.7%
7. The instructor gave useful feedback on assignments and exams.			1 4.8%	3 14.3%	17 81.0%
8. The instructor consistently treated students with respect.				3 14.3%	18 85.7%
9. The course improved my understanding of the subject.			1 4.8%	3 14.3%	17 81.0%

11. Please provide additional comments to support your responses above.
    - The instructor seems to really care about the welfare and development of her students. She is a sincere and genuine person and great at what she does.
    - The group presentations were useful, but many students already have presentation experience from a variety of other courses. This is probably most helpful to the younger students.
    - I really enjoyed the course. I liked being able to voice my opinion on each topic. I also enjoyed hearing other people's opinions. It gave me a chance to decide on a definite career.
    - Very helpful and useful or beneficial.
    - Excellent class for preparing students to enter the real world.
    - Really enjoyed the class, helped tons.
    - Very informative, good with causing interaction between students.
    - I feel this class was helpful and really outstanding.
    - I think the course went very smoothly.
    - The instructor gave clear expectations and assignments. The work and reading involved was appropriate for the class. I think I have a better understanding of my options for a career now.
    - I believe this is one of the nicest teachers I have ever had in my college experience. Not only was she enthusiastic toward learning but effective teacher.
    - This course prepared me for the real world, especially with interview tips.
    - I did not like the book. It seemed mostly common sense. Everything I learned came from the lectures. The use of examples were good though.
    - Felt some of the class discussions were aimed toward freshmen and sophomores while I needed more senior guidance information. Enjoyed the day we split up.
    - Small group and class discussions were very helpful. I think all students should be required to take this course first semester senior year.
    - I hate group work.

12. What were the strongest features of the course?
    - I really felt like I learned about myself and what I want in a career. I feel informed about the process of acquiring interviews in order to get a job. This class opened my eyes to the many resources that are available to me in my job search.
    - Mock interviews and guest speakers
    - Group discussions
    - The class discussions
    - I <u>loved</u> the mock interviews. I am certain that I will be much more confident during interviews in the future.
    - Class discussions; be able to have options that we can write about ourself on the final exam; out of class activities and information interviews were helpful; panel coming in was very effective.
    - Everything; the job interviews.
    - The self learning aspect – finding my values and goals.
    - It was good and laid back.
    - Class discussions; interviews.

- Cleared my understanding of a career goal and how to go about attaining it.
- The teacher was quite effective.
- Learning how to get interviewed.
- I think it was a laid back atmosphere in which students felt comfortable sharing information with each other and the instructor.
- Interpersonal communication between students.
- I felt like the class was extremely close because we learned and related to each other daily.
- Resume tips, mock interviews, and the self-assessments.
- Mock interviews! Group questions and answers.
- Enjoyed lunch in.
- It showed the students a way to put their life in perspective.
- Resume builders, cover letters, interview tips.
- Resume and interview help.

13. What were the least effective features of the course?
    - Some of the assignments were a little redundant.
    - The book could have been better.
    - Group presentations
    - The bookwork
    - Some of the small group discussions were ineffective. They may have been better as class discussions with guidance from the teacher.
    - Some of the discussions could be more specific to give students a chance to put themselves in certain situations and how to deal with those situations.
    - None.
    - Outside activities.
    - Not sure.
    - The workbook, yes it was very helpful from the readings, just the activities seemed like busy work.
    - I think that the presentations were a good learning experience but probably least effective. Many students didn't come to class those days and if they did I felt they didn't pay attention to the material/information offered.
    - I can't think of any.
    - Doing the exercises in the book. People just rush through them and do not really think about them.
    - Book, presentations—individual ones would be better I would think. You cannot rely on others to do the work for you.
    - Some of the stuff we talked about just seemed like common knowledge. Maybe because I'm older and wiser. ☺
    - It did not go into all the subjects with very much detail.
    - Personality tests (only because I've already taken them); group presentation.

14. What recommendations for course improvements can you offer?
    - More classroom discussions on topics.
    - Show what different jobs are like.
    - A tour of the career center.
    - Have students take other kinds of tests that can help them choose a career and see what careers they would be good at.
    - Force us to go to the job shops.
    - Arrange actual one-on-one interview practice.
    - More free time out of class.
    - More insight for freshman/sophomores (there were times when even though juniors/seniors probably are more important, that I felt activities with freshman/sophomores were just passing time)
    - More class discussions, presentations, possible essays?
    - Maybe have some assignments different for underclassmen.
    - Nothing. It was very effective.
    - Everything was great! Thank you.
    - If using the same book more testing about the information.
    - Should show more examples of how the students can research their interests.
    - None. (3 different students)