“Tutor perspectives on the transition to
distance delivery in teacher education:
a case study.”

Cathy Hide

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ABSTRACT

Delivery of programmes by distance education involving the use of modern telecommunication technology has been described as increasing the flexibility and the capacity of the tertiary institutions to meet student needs more precisely and conveniently. Capper, Fitzgerald, Weldon & Wilson (2000) believe this will lead to a “significant change over the next 20 years resulting in complete reconstruction of the notion of what a ‘teacher’ is” (p.10). Many of the decisions in introducing a new course are made in the interests of students or the educational institution but it is the teachers who play the critical role in implementing the changes and the success or failure often rests upon what they think and do. This research project was undertaken to look at the perspectives of a group of teachers as they struggled to understand and negotiate their part in implementing a new strategy for delivering course content.

The planned introduction of a distance course at the college of education where I am employed provided an opportunity for investigation. A phenomenological model was used, as the intention was to find out about the participants' feelings, behaviours, or attitudes (the insider’s view). A research paradigm that enabled the discovery of inter-relationships between people was therefore necessary. A case study using individual semi-structured interviews was used to gather the initial data and find emerging themes. The data was triangulated through written review and a group interview.

This research identified one of the fundamental concerns of teachers, and perhaps the biggest barrier to introducing change, as the teacher’s present workload. Without time and space to learn about the technologies and to reflect on implications for pedagogy, teachers will be unable to deal with the complexities of change. Educational institutions introducing major changes need to remember that it is the teachers who will be responsible for implementing the changes.
INTRODUCTION

Neglect of the phenomenology of change – that is, how people actually experience change as distinct from how it might have been intended - is at the heart of the spectacular lack of success of most social reforms (Fullan, 1991, p.90).

This research project was undertaken to understand how a group of teachers at a college of education made sense of the planning to implement a new strategy of distance education. These teachers were responsible for developing and delivering papers that make up the Diploma of Teaching in Early Childhood Education (ECE). By looking at the affective experiences of the group as they struggled to understand and negotiate their part in developing these papers, it should be possible, according to Fullan, to have a better chance of success.

Background and context for the study

This study takes place in a context of increasing demands for distance education, and increased use of information and communication technologies. The demand for distance education has increased, because students want to learn at home or on-the-job, rather than in an educational institution. Distance education or distance learning’s main focus is on location, where learning does not require physical attendance at a learning institution. The communication between the distance student and teacher has changed over the past 50 years. Originally teachers used correspondence packages, adding audiovisuals such as television or telephones as they became more readily available, but the interaction was mainly asynchronous. Developments in telecommunications have meant teachers can now make use of the interactive capabilities available through the World Wide Web. The use of online teaching has allowed for synchronous instruction and the development of a new pedagogy that mediates teaching and learning (Wenmoth, 2000; Stevens, 2001).

Technology has become an integral part of distance education, but a successful programme must focus on the instructional needs of the students, rather than on the technology itself. The students’ age, cultural and socio-economic backgrounds, interests and experiences, educational levels, and familiarity with distance education methods and delivery systems must be considered as well as the teachers’ experiences and ability to adapt to new technology (Schamber, 1990).
A decision was made by the management team at the college of education involved in the research project, to design distance papers using mainly correspondence packages and audio visuals with telecommunications as an optional extra. This decision was made after the results of a survey of prospective students showed that a large proportion did not have access to a computer and would be disadvantaged if the papers were only available online. They also considered the teachers’ experiences and abilities and felt they would better match this type of delivery. Sherry (1996) believed “the most important factor for successful distance learning is a caring, concerned teacher who is confident, experienced, at ease with the equipment, uses the media creatively, and maintains a high level of interactivity with the students” (p.24).

Early childhood teacher education is one area that has been forced to move to distance education, as many older employees with families are required to upgrade their qualifications to retain their positions and status within the profession. This is due to government policies and initiatives, as well as the general direction that education is heading because of technological developments. The government has set regulations that state “by January the 1st 2002 all new persons responsible in centre based services and co-coordinators of home based care networks must hold a Diploma of Teaching (ECE) and this will extend to all existing persons responsible from the 1st January 2005” (Ministry of Education, 1996, p.2). Owners of early childhood centres are looking for ways to upgrade the qualifications of their staff in light of the proposed government requirements. With at least one staff member with a Diploma of Teaching (ECE) working at all times, the centre also will be eligible for the subsidy increase of approximately 12%. This subsidy was introduced with the Quality Funding Policy in 1996. The Teacher Registration Board [TRB] have recognized that colleges of education are looking at options to teach courses by distance and have set extra criteria for programmes being delivered by distance/open/flexible and mixed media methods. TRB also ensure a programme of staff development in distance learning principles and that strategies and technologies are in place, before giving approval for teaching using these methods.

Colleges of education, including the one in this research, are developing distance papers in response to the marketplace and the pressures of commercialisation in order to be competitive. Campbell (1997) believes a college that adheres rigidly to a face-to-face mode of course delivery will lose its stature as the learners move selectively toward the
colleges providing flexible options. Students will choose a place of learning that meets their needs in terms of programme content, delivery mode, teaching styles and cost. Distance delivery may become an option within all papers rather than an alternative and colleges may be forced to adjust to a consumer-driven global system of teaching and learning.

Many decisions are made in the interests of students or the educational institution but it is the teachers who play the critical role in implementing change and its success or failure often rests upon the teachers. Fullan (1991) goes as far as to say “educational change depends upon what teachers do and think – it’s as simple and complex as that” (p.117). But what these changes might mean in practical terms, according to Scott (2000), still remains hazy for many teachers. The college where I am employed had applied for approval to deliver the Diploma of Teaching (ECE) by distance delivery. This offered an excellent opportunity to look at the perspectives of a group of teachers as they struggled to understand and negotiate their part in planning for the implementation of this new strategy.

_The draft Information & Communication Technologies (ICT) Strategy for Schools, 2002-2004_ refers to the rapid changes in the way that the world communicates and the escalation and pace of change over the past few years. They believe the availability of fast, powerful, and cheap computers and telecommunications equipment is driving these changes, along with the rise of global electronic networks, particularly the Internet. It goes on to say these developments in ICT are and will continue to change how we teach and what we teach (Ministry of Education, 2001). The Government green paper on tertiary education (Ministry of Education, 1997) stated "the development of information technology will greatly extend the range of learning opportunities for all New Zealanders. This will break down the barriers of time and location, which historically prevented people from learning. It will change how learning occurs as well as when it occurs” (p.3). It also highlighted the implications for teaching methods by suggesting “advances in information and communications technologies (ICT) will continue to affect the nature of learning and the organisation of schooling, requiring teachers to adapt their approaches accordingly” (p.5).
How have education providers responded to these demands? What has been the impact on staff who try to develop and deliver materials? The review of literature that follows examines research in the areas of distance teaching/learning, the change process, ICT, distance pedagogy, professional development, teacher workload, and relating theory to practice.

**The review of literature**

To understand how teachers make sense of planning and implementing distance education it was necessary to first look at the research on distance education. Two recent studies looked at training teachers using distance education, but most of the research concentrated on the use of ICT and comments on course evaluations by students and tutors. Teaching a distance course, using the associated ICT, and understanding distance pedagogy were all changes that the teachers had to cope with. The literature on the change process was one area that considered the experiences of teachers offering practical suggestions to cope with educational change. The analysis of the interviews led to the reviews of research on teacher workload, professional development and the relationship of theory to practice.

**Distance teaching/learning**

The current information related to distance learning deals with several primary research issues. These include redefining the roles of partners in distance education teams, technology selection and adoption, design issues, methods and strategies to increase interactivity and active learning, learner characteristics, learner support, operational issues, policy and management issues, equity and accessibility, and cost/benefit tradeoffs (Sherry & Morse, 1995; Wagner & Jacquier, 1995; Moon 1998). There were two studies, however, that looked at teacher education by distance using online facilities. Leach (1996) discussed a ‘pioneering model of teacher education using electronic conferencing and open learning’ at the Open University in the UK. The university provided every teacher and student with a computer, printer and modem for the duration of the course. She did not comment on the academic staff experiences but commented “experience shows electronic communication is most effective when it builds on face-to-face contact” (p.69). The study undertaken at the University of Waikato’s School of Education showed that their course was successful when it measured the criteria of “academic results, retention rate, student satisfaction and employment of graduates” (Campbell, Yates and McGee, 2001, p.24). They found that “the development of a support network had assisted teaching
staff to focus on the teaching/learning process using within reach technology” (p.25). The report mentioned that staff had “feelings of satisfaction and success” as the University avoided employing instructional designers and gave the control and responsibility for the online teaching to the academic staff. These studies look at distance education for training teachers, as does this study, but they, like most other studies, focus on the students and technology rather than the perspectives of the teachers.

The change process

Innovation and empowerment are two of the major reasons for change in educational institutions (Scott, 1999). Fullan and Scott have been researching change management and educational change for the past 30 years and believe that understanding and achieving successful change in education and training matter. They believe relentless change in every sector of education is inevitable and the pressures for continuous change are increasing, not decreasing. They show that failed change brings with it not just economic but significant psychological and social costs but believe we still have more failure in change projects than success. Fullan (1993) sums it up in this way:

All change, including progress, contains ambivalence and dilemmas because, when we set off on a journey to achieve significant change, we do not know in advance all the details of how to get there, or even what it is going to be like when we arrive, and in most cases we are not setting off but being swept along by the forces of change. Positive change is highly exciting and exhilarating as it generates new learning, new commitments, new accomplishments and greater meaning but anxiety, uncertainty, exhaustion and lack of confidence also mark the way, especially in the early stages (p.345).

Scott has written about how change affects people and how the processes of individual and organisational change are linked. It is generally teaching staff who carry out change in educational institutions, but management who make the decisions about change.

The driving force of change is people – their motives, history, learned ways of behaving, perceptions and relationships. If an organisation is populated by people who are disaffected, who feel uninvolved, unappreciated,
unsupported, or who are unwilling to embrace change, then even the most committed leaders in the world will have difficulty gaining their committee for educational change (Scott, 2000, p.6).

Campbell (1997) suggests, the changing roles for teachers, as ICT becomes more widely adopted in education, requires a clear appreciation by all involved. There is extensive literature on change but very little research showing the lived reality of change for teachers.

**ICT**

Technology, according to Capper et al. (2000, p.1), is “anything that humans use to manipulate and transform their environment to achieve their goals.” Teachers have always used technology but it is only the past 10 years that communications have allowed for widespread interactivity for students. Many educationalists, such as Capper et al. (2000, p.2) go as far as stating “[networked computers] give a situation that represents the first truly context-altering development in educational technology since the invention of printing.” There are many research articles looking at the range of ICT available, their use in teaching and assessment of the individual technologies. Wagner and Jaquiey (1995) give a good description of technologies used both in New Zealand and overseas and Campbell et al. (2001) describe the technologies used in their distance delivery for a teaching diploma. But there appears to be a gap in the research and literature on how teachers are coping with the rapidly changing technologies and communication systems that are being provided for use in schools, colleges and universities.

**Distance pedagogy**

Whereas the earlier technologies could be used as aids to assist the teacher in their traditional teaching approaches, the new technologies require a change to the traditional teaching methods. Moon (1998) observed, “… most institutions of teacher education, like most schools with classrooms and lecture theatres, are premised on the older forms of pedagogy” (p.2). Butler & Zwimpfer’s (2000) discussion paper points out that educators will continue to be important but “not as teachers, rather as mentors, group project leaders, and designers of instructional experiences” (p.41). This view of teachers as mentors or facilitators is a change that is seen by many current ICT specialists in New Zealand and overseas as the way of the future. (Wenmoth, 1997; Moon, 1998; Schulman,
1987; Sherry, 1996). Moon’s (1998) research showed that, “although over hyped in some quarters new ways of accessing information and forming dialogues create opportunities to revisit, review and rehearse learning in ways that hitherto were logistically and economically impossible” (p.2).

According to Sherry (1996) the theoretical basis on which the instructional model is based affects not only the way in which information is communicated to the student but also the way in which the student makes sense and constructs new knowledge from the information, which is presented. He suggests there are two opposing views that impact on instructional design: symbol processing and situated cognition. Capper et al. (2000) see the most significant change in the next 20 years will be the complete reconstruction of what ‘a teacher is’. Our propositions suggest a future where a highly diverse teaching workforce, with very diverse career pattern, will do an ever changing job using a wide range of techniques made possible by the exploitation of modern information technology (p.1).

How do teachers see their role in the future? Do they realise they are expected to change from being a teacher, using traditional teaching methods, to becoming ‘a mentor, group project leader, and designer of instructional experiences? If institutions are to develop courses using new pedagogy, they must remember it is the teachers who must deliver these courses and research must be undertaken to find out how these changes can best be implemented.

**Professional development**

If colleges of education are to train teachers to operate using these new pedagogy, and to think beyond the traditional classroom paradigms to incorporate technological learning paradigms into their teaching plans, a great deal of time needs to be spent on staff development. The draft ICT Strategy for Schools, 2002-2004 has highlighted the importance of supporting and developing education professionals in schools but to date there appears to be no government strategy to support the tertiary sector. Campbell et al. (2001) matched staff with more experienced colleagues and reported that this was an effective form of professional development. Poskitt’s (2001) research found that schools that determined and delivered their own professional development projects alongside
Ministry of Education-funded professional development contract opportunities were successful. She found many teachers reported that they preferred shorter sessions spread over several months rather than full-day workshops. Time allocated to professional development was one area that was discussed by the teacher participants in the present study. Teachers cannot be expected to make major changes to their practices without training and support provided by their institutions.

**Teacher workload**

Mansell, Harold, Hawksworth, and Thrupp, (2001) discuss the importance of adequate numbers of teaching staff with a realistic sustainable workload as one of the important ongoing issues when introducing change. Harris (2001) also reported teachers’ initial concerns about extra workload, on a study that examined the impact of the introduction of an information technology initiative on students' and teachers' attitudes towards computing and students' learning. He found the focus on workload decreased as the teachers gained confidence in using computers, a more positive attitude towards computers, and utilised the computer for more applications. Sherry (1996) believes “educational change takes time, a great deal of support, and peer networking and guidance” and showed “teachers tend to focus on increased workload and drawbacks associated with an innovation before the benefits of change emerge and the innovation takes hold” (p.12). The teachers’ worries over their expected increase in workload was a major finding in the present study. If teachers have concerns over their present workload they are unlikely to find time for professional development for new ventures. Institutions will need to make time available if they plan to implement major changes.

**Relating theory to practice**

Change is happening in all areas of teaching and early childhood teachers and teacher educators have had many changes to deal with over the past decade. One major change was the introduction of the New Zealand early childhood curriculum, Te Whaariki, in 1996. Nuttall’s study, still in progress, questions the extent to which early childhood teachers in Aotearoa-New Zealand understand the theoretical and ideological underpinnings of the early childhood curriculum, Te Whaariki. Nuttall’s (2001) paper presented initial findings that show we can have a set of assumptions about theory and practice that are often difficult for teachers to realise in the workplace. If teachers are unsure about the underlying theoretical and ideological basis of their teaching practices,
then how confident can they be about stepping off onto a new set of practices. The present research was initially undertaken at the planning stage of the proposed change. This allowed for time to assess gaps and build a strong foundation of theory and ideology before proceeding with implementing the distance delivery.

As Guba (1968) put it “even the most innovative solutions to practical problems, the best packages of materials, can have no effect on practice if they are not diffused to the level of the practitioner” (p.292). These previous studies do not address the changing roles for teachers. There is extensive literature on change and ICT, but very little research showing the lived reality of change for teachers. They leave out the teachers’ perspectives. If, as Fullan (1991) suggests, this neglect of the phenomenology of change is at the heart of the lack of success of most social reforms, then by looking at the experiences of the teaching staff at the College of Education in the present study, it may be possible to get an insight into their affective experience and offer a greater chance of success with the proposed changes. If ICT is to change how we teach and what we teach, then all teachers are going to experience even more educational change in the next few years. The present research addresses what appears to be a gap in research by looking at change from the teachers’ perspective.

The research questions

The main research question in the present study was: What are the perspectives of a group of teaching staff at a College of Education as they experience the changes which are taking place due to the introduction of a distance course to deliver the Diploma of Teaching (ECE)?

There were five sub-questions that were being explored. They were: What understandings of distance education did the staff hold at the beginning of the change process? What pedagogical meanings have been constructed? What technological meanings have been constructed? What has their affective experience been? How does the literature describe the appropriate strategies to introduce distance education to teaching staff?
METHOD AND SOURCES OF DATA

This study was based on the principle that knowledge is a socially constructed phenomenon and that individuals actively construct their own meanings based on their own existing perceptions and understandings. It recognises that the construction of meaning is influenced by existing structures concerned with issues of power and control. It was therefore important in this study to understand the constraints within which the participants work and to acknowledge that action is predicated on how particular events are perceived. “People are constantly interpreting and defining things as they move through different situations” (Taylor and Bogdan, 1998, p.12). Qualitative research allows for an interpretive approach to be used to gain some idea as to the affects of the changes on individuals. This study is interpretivist rather than positivist, because it does not seek causal laws to predict human behaviour.

Central to the phenomenological perspective and hence qualitative research is understanding people from their own frames of reference and experiencing reality as they experience it. Qualitative researchers empathise and identify with the people they study in order to understand how those people see things (Taylor and Bogdan, 1998, p.7).

Education qualitative research also recognizes that the researcher’s subjectivity deeply affects the research and the researcher’s viewpoint is a critical factor of the research (Anderson, 1990). In the interpretivist paradigm the researcher must enter into an empathetic relationship with the participants to try to understand what the experience means to them. This type of research is value laden and biased, but the biases, presuppositions and interpretations have been taken into account and minimised through the research design (Clark, 1997; Burns, 1994; Bogdan and Biklen, 1992).

A case study was selected because in general "case studies are the preferred strategy when 'how' or 'why' questions are being posed, when the investigator has little control over the events, and when the focus is on a contemporary phenomenon within some real-life context” (Yin, 1989, p.13).
Methods

The purpose of this study was to describe the perspectives of five teaching staff at a college of education as they experienced the changes that were taking place. All the teachers delivered papers in the face-to-face course and were preparing the correspondence packages to use when they delivered these papers by using distance delivery for the Diploma of Teaching (ECE). The intention was to find out about the participants' feelings, behaviours, or attitudes (the insider's view) so a research paradigm that enabled the discovery of inter-relationships between people was necessary. Bogdan and Bicklan (1992) suggest that management who try to change education seldom understand the teachers involved in the change think and consequently are unable to accurately anticipate how the teachers will react. They go on to say "since it is teachers who must live with the change it is their definitions of the situation that are crucial if the change is going to work. These human aspects of the change process are what qualitative research strategies study best" (p.200).

The qualitative method allowed interaction between the researcher and the participants being studied and a case study enabled the researcher to learn about a complex instance through extensive description and contextual analysis. Case studies describe why an instance occurred as it did, and what may be important to explore in similar situations. Stake (2000) has identified three types of case studies: intrinsic, when the case itself is of interest; instrumental, when the case is examined to provide insight into an issue; and collective case study, when a number of cases are being studied. This study is an instrumental case study, as the case was the introduction of the distance delivery course, which facilitated the understanding of the perspectives of the participant teachers at the college of education as they experienced the changes that were taking place.

Design

Setting and participants
A college of education that was planning to introduce distance delivery was chosen for the study. Because of my position as a member of the management team at the college, gaining permission to research in the college was not an issue. A research focus and plan
of action was developed prior to the start of the project. The focus of the study was the understandings of teachers and the impact from the inevitable changes that introducing distance delivery would bring. The plan was to interview the participant teachers as they experienced these changes. Five participants were selected for the study because they were full time staff who would be involved in delivering papers by distance once the course was approved. As a colleague and member of the management team with a direct involvement in the approval of the distance course, I chose to approach each participant teacher individually. (Appendix 1) They were given a written assurance as to confidentiality and security of data when they agreed to participate. (Appendix 2) Throughout the research the issue of hegemony was a consideration and every effort was made to minimise its affect on the research. All the participant teachers who were approached agreed to participate and returned a letter of conformation. (Appendix 3) They covered a range of ages and experiences in teaching at a tertiary level. They were: Gemma, Rita and Grace, who were all senior teachers in their 50s who had been at the college eleven, five and two years respectively; Winnie who has been a teacher at the college for five years and is in her 30s; and Ailsa, the youngest, who is in her twenties and has been teaching at the college for two years.

A pilot study was undertaken with Winnie to check that using a taped individual interview would produce appropriate information in the form required for the full study. This proved to be the case so the remaining four participant teachers were interviewled using the same leading questions. Each interview took an hour and once the tapes were transcribed the participants were asked to comment on their own transcripts. A second individual interview was planned to provide more information on emerging findings but as the participant teachers had made others in the research aware of their involvement a combined taped group interview was requested and agreed to by all the participant teachers. (Appendix 4) The tutors were interviewed in their own offices and the group interview was held in a tutorial room.

Data production
Data collection began with the pilot in-depth, semi-structured interview, continued with the remainder of the in-depth interviews, proceeded to the participants’ written comments on the transcripts, and culminated with the group interview. Taylor and Bogdan (1998) describe in-depth interviews as “repeated face to face encounters between the researcher
and the informants, directed towards understanding informants’ perspectives on their lives, experiences, or situations as expressed in their own words” (p.88). They were asked to comment and give their perspective on: change, consultation, being informed, expected involvement, professional development, workload issues, technology, and the pedagogy of distance education. A list of open-ended questions was used as a guide for the interviewer to ensure all key topics were explored. (Appendix 5) The in-depth interviews were audio taped and then transcribed to guarantee accuracy and detail, for both the results and interpretation. Notes were taken during interviews, recording all the participants’ non-verbal language as it occurred. These interviews were critical to the study, as they allowed for the participant teachers to reveal their perceptions, experiences and feelings. Bouma (1996) believes “the in-depth interview provides the greatest opportunity to find out what someone thinks or feels and how they react to various issues and situations” (p.178).

The participants were given copies of their transcripts from the first interview and asked to comment on accuracy of thought, and to add anecdotes or expand on any comments made within the first interview. (Appendix 6) These confirmed the accuracy of the interviews but did not offer any new insights. A group interview was then held with all the participants who had been interviewed, to comment on topics and issues brought up by other participants. A second list of open-ended questions was used for this interview. (Appendix 7) Taylor and Bogdan (1998) suggest “group interviews seem most appropriate when the researcher has specific topics to explore” (p.115). The participants all knew each other well and the group interview provided a very relaxed and open discussion that revealed some strong feelings about some of the issues raised. The group interview was audio taped, but not transcribed. The open-ended nature of the interviews allowed emerging data to be constantly clarified and broadened.

Data Analysis
After transcribing the tapes, the data was analyzed using an inductive approach.

The inductive approach in thematic analysis means that rarely is a “theoretical framework” or hypothesis used. Instead the researcher is interested in a topic or set of issues and then approaches an interview or document with these in
mind. Themes are then sought as these emerge from the narrative” (Kellehear, 1993, p. 38).

Creswell (1994), and Taylor and Bogdan (1998) describe this analysis as grounded theory. By using the constant comparative method the researcher simultaneously codes and analyses data in order to develop a theme or category from which develops a qualitative narrative that presents a pattern or larger picture through multiple levels of analysis.

The pilot interview with Winnie was listened to a number of times and the transcripts read until an initial set of ideas was developed. (Appendix 8). From these emerging themes from Winnies’ in-depth interview a set of codes was developed. (Appendix 9). They were: she feels she has no choice (fait accompli) and will do what is expected of her; her main worry is isolation – not having instant reassurance / help and being totally responsible; she will deal with the future and problems when they arise and doesn’t plan ahead; the ‘boss’ will always look after her, providing training and support; change is inevitable and out of her control. These themes were too specific and descriptive but were able to be used to develop codes that were more conceptual and represented the data more accurately. Taylor and Bogdan (1998) explain how it is “through concepts and propositions that the researcher moves from description to interpretation and theory. Concepts are abstract ideas generalized from observational, interview or other data” (p.144). I focussed on the concept of change and looked at the different areas in relation to change. (Appendix 10) The four codes I have used are: the management of inevitable change, change in delivery by distance education, change in workload and conditions and who controls the changes?

Data trustworthiness
This research relied upon interviews with five participants to allow triangulation across sources. It used the in-depth interviews, the participant commentary on the transcripts and the group interviews to allow triangulation from multiple procedures. Triangulation both confirms the data and helps give a wider perspective on the situation, which is necessary to strengthen the conclusions in this type of case study. According to Neuman (1997) “in social research, triangulation means using different types of measures, or data collection techniques in order to examine the same material” (p.151).
Researcher Positioning

In qualitative studies, the "researcher-as-instrument" is fundamental to the paradigm, as the researcher's presence in the lives of the participants is vital to gathering descriptive data (Marshall and Rossman, 1995). Although as the researcher I worked with the participants, I was part of the management team responsible for implementing the distance delivery course at the college, which could have influenced the results. The participants were all aware that I believed the introduction of distance education was essential for the future of the college. I had been instrumental in organising professional development for all teaching staff to up skill in the use of the technology and to attend a two-day workshop on the changes in pedagogy associated with distance delivery. It was evident during these sessions that some of the teachers were not enthusiastic about the planned changes. This observation was one of the factors that led me to conduct this research. Although the teachers were assured of confidentiality they said they felt anxious and vulnerable when they read their transcripts and after the group interview when they were very forthcoming with their opinions and feelings. In education, qualitative research recognizes that the researcher's subjectivity deeply affects the research and the researcher's viewpoint is a critical factor of the research. The researcher should always make explicit their relationship to the organisation and participants when using insider knowledge (Anderson, 1999; Yin, 1989).

Bogdan and Biklen, (1992) Taylor and Bogdan, (1998) and Cresswell, (1994) all discuss the importance of the insider's point of view. Qualitative research can provide insights into the insider knowledge needed by members of a group to participate in socially and academically appropriate ways.

Each organisation has its common and its unique features. The case study researcher aims to identify such features and to show how they affect the implementation of systems and influence the way an organisation functions (Bell, 1999, p.11).

Outsiders going into a tertiary institution cannot understand, as other academics do, what is required; what counts as knowledge; and who has access to what, when, where, and under what conditions. But as an insider the researcher must be very carefully to not influence the results.
Ethical Considerations

Confidentiality and secure data must be maintained to gain the confidence of the participants. In applying for approval it was necessary to show how these issues of confidentiality, and security and destruction of data, would be dealt with. Participants had written confirmation of this included in their consent forms, with information on withdrawing from the research project and feedback procedures. (Appendix 1) A second individual interview had been planned to ensure confidentiality but as the participant teachers had made others in the research aware of their involvement a combined taped group interview was arranged. The issue of confidentiality was discussed again with the participant teachers prior to the group interview. Their main concern was the security of tapes and confirmation that their names would not be used.

Summary

Qualitative research has demonstrated the need to develop grounded understandings of phenomena constructed in the everyday actions and activity of people within and across particular settings. We need to examine what all staff within an organisation know, understand, and believe at a particular point in time.

Qualitative approaches and the theories guiding them have also made us aware of different voices and the need to consider whose voice will be represented, how, in what ways, and for what purposes. These approaches suggest the need to consider and make visible the voices of particular individuals, participants, groups, and communities that have traditionally not been heard (Putney and Green, 1999, p.9).

I thought the participant teachers would focus on the challenges of the technology and the change in the pedagogy. I was aware of the tutors’ skills and the need for staff development in teaching using a distance delivery. This did not turn out to be the case. I found I was worried about the future whereas they were worried about the here and now. ‘I wanted to talk about teaching and they wanted to talk about workload.’
FINDINGS

The literature on educational change has as a common theme that change is complex but inevitable. Simply having a good idea for educational improvement will not in itself make it happen. To put a good idea into practice requires those responsible for its successful implementation to be involved and able to create unique ways of operating that suit each specific change and context (Scott, 2000; Fullan, 1993).

The themes that came from the interviews were: the management of inevitable change; change in delivery by distance education; change in workload and conditions; and who controls the change? Change must be managed carefully because if a change is not seen as progress for either the institution or themselves, it will almost be impossible to implement a change. There are many changes necessary for teaching staff when distance delivery is introduced to an institution. These include both a change in technology and a change in pedagogy. The personal experiences of the teaching staff influence their attitude and perspectives on distance education. Although they were aware they needed more professional development before commencing their paper by distance delivery, the teaching staff were concerned with their present workload. The participants felt they had been kept informed but they did not feel that they had any control over being involved in the distance course.

The management of inevitable change

The dominant theme during these interviews was change and the inevitability of change. Four of the tutors said they felt good about change and saw the introduction of a distance course as inevitable and a learning process. They thought that change and growth were “good for you and a good thing to do.”

Here, Winnie, (in her 30s) and Grace (in her 50s), the teacher participants who had been at the college for five years, describe their thoughts on change in general.

Winnie: I think it will be good and I’m happy with change and you learn to adapt and it makes you more flexible and you always learn something from it.
Grace: I think it keeps you on your toes, it’s all too easy to get quite comfortable, so it is interesting and challenging.

Gemma, a more senior and longer serving member of the college staff, on the other hand saw the introduction of a distance course as something that is important for the college rather than seeing it as something for her own development. Her comments reflect her position as part of the management team as she has been involved in management discussions and decisions about growth and development for the college.

Gemma: I think it’s essential that we keep up with what’s going on and I think it’s stimulating and challenging for those who are involved.

“Taking what looks like a potentially relevant, desirable and feasible change idea and making it work in practice is by far the hardest part of the quality improvement and innovation process” (Scott 2000, p.6). The development priorities of organisations can only be achieved in practice if the individuals responsible for their implementation are willing and enabled to learn how to do them. The participants in this study were aware that the start date had not been set, so saw the course as something that would happen in the future and were not totally committed to learning new skills. Rita, who is also a senior staff member, has only been at the college for two years. She describes her thoughts on change.

Rita: I do need to have something to force me to. I’m sure if the programme had started and I had to do it then I would do it... I was thinking how could this be used for the distance course so that’s in the back of my mind.

Winnie: Yeah everyone’s putting it away and when it actually happens then I think everyone will start talking about it and how we are going to manage it and things like that.

Those who are to deliver the changed programmes will be faced with having to do something new and where there are gaps in their knowledge they will have to learn the necessary new skills. If they do not see the change as progress for either the institution or themselves it will almost be impossible to implement changes.
Change in delivery by distance education

Change in technology
The context of this change in education according to Scott (2000) is due to the increased use of computer and information technology for learning and for educational institutions to become more flexible. In this study, too, the context was the impetus to make greater use of new technologies to deliver courses through distance education. Many of the teachers were reared within the ‘print period’ but are being asked to function electronically. They are required to teach in a way that they have never been taught. According to Hunt and Bohlin, (1993)

Most of today’s practising teachers did not encounter computer-based technologies in their own education or in their teacher preparation programmes. Therefore they are not experienced using the computer as a resource from which to learn, nor have they had its use modelled for them in educational settings. Furthermore, because they are not children of the ‘microcomputer age’ many teachers are fearful of computers and are uncomfortable with the idea of bringing them into their classrooms (p.1).

All of the participants commented on the use of technology but only one indicated that she was reasonably confident with using it.

Winnie: It’s no major issue for me...I’m pretty much up with technology and things like that.

Those who weren’t confident said they believed they could learn the new skills required. Some had already been working on improving their skills.

Grace: I’m quite capable of getting myself up and running, if I have to. I know about using computers, there would be no problem there.

Ailsa: I don’t know a lot about the computer technology side of things and how it all works...if some one came to me and said put this through now, by yourself, I would be at a loss definitely I would be.
The government has pointed out the importance of technology for educators. *The Green Paper on teacher education* stated, “In the New Zealand context, quality teachers can be seen as having... the ability to use information and communication technologies effectively as an aid to teaching” (Ministry of Education 1997, p.21). The draft ICT Strategy for Schools, 2002-2004 goes as far as stating that e learning will be the way of the future. They see the e-learning environment as being characterised by student-centred learning and inquiry-based learning which will involve students and teachers in working collaboratively. Mallard, in his forward of this paper stated, “we need to keep focused on how ICT can enhance learning. This involves developing teachers and leaders who can effectively use ICT” (Ministry of Education, 2001, p.4).

**Change in Pedagogy**

Even if a teacher is well practiced and at ease with the technology used in face-to-face teaching, she still requires training in order to integrate new teaching strategies with new technology. Wenmoth (1997) believes

> where as the earlier technologies were able to be used as aids to assist the teacher in his or her traditional teaching approaches, these new technologies require a change to these traditional teaching methods, and demand that we now teach and learn within the information age (p.4).

Schulman (1987) also places emphasis on the importance of pedagogical content knowledge in teaching. He believes teachers must look at both the content knowledge and the teaching knowledge through which they communicate their subject matter, so that students are assisted to understand it. The lack of knowledge of ICT meant the participants in this study were not fully aware of what the changes in pedagogy for distance delivery involved.

**Gemma:** I think when you don’t know the whole technology picture, you don’t know all the possibilities that there are and how the course could perhaps be done.

**Winnie:** The fact it’s new and you’re teaching [using] a new way of teaching and I’ve never done that before and [it will be] quite different because you are doing it by yourself.

All the participants were aware that change would be necessary. Although they had all been involved in the professional development workshop they still felt unsure as to what
the changes would mean for them. Most felt less confident because there are many areas
that still needed to be decided upon. One of the participants felt it would be easier if there
were instructions on how to teach by distance.

Gemma: [I’d] like a book on the teaching methods for distance education, things that
you can use through distance education. It could be [a] different style of
worksheets for example.

Ailsa, Rita and Grace were all aware that they would need to change their delivery, but
they were not sure how they would go about it.

Ailsa Teaching methods and teaching styles will be different…I guess my teaching
methods will have to be very precise, so the students can actually understand
exactly what I want to say I guess the distance students wont be so open with
asking for help.

Rita: I wonder about, the fact (of) how do you keep it an interactive learning
environment when the tutor and learner are so distant – I worry about that…I
don’t know how you keep it interesting and personal. That worries me a little
for the learner and how the tutor helps. I think it will be really important to
have lots of contact, like as to have lots of telephone conversation; I know you
can do it through mail, but it’s the personal factor.

Grace I like people, but I like better to know what makes the person and what makes
them tick. It would be different. I haven’t thought about it.

As the study progressed it became evident that the participants were becoming more
aware of the necessity for a change in pedagogy. In the group interview the discussions
turned to the pedagogy of distance education as the participants related their own
experiences as students. These were mainly based on the correspondence model. When
Rita described the different forms of communication she had experienced, both Grace and
Ailsa asked if they would be expected to use them. There were differences amongst the
participants in terms of thinking through the pedagogical implications.

Gemma [It will be] a new way of thinking.
Winnie: It feels like it’s different even though we all do the same things as in the classroom the difference is the learners are not going to be in front of you.

But without the teaching knowledge for distance delivery, the participant teachers were not able to explain how they would communicate their subject matter, so that students would be able to understand it. The next section presents the participants experiences as students.

Experiences
The participants are all involved in taking papers to improve their qualifications and they described themselves as confident adult students. All the participants had been students of courses offered by distance delivery and this seemed to influence their views on what distance delivery is. Their study had been through universities that focussed on mainly correspondence packages with some A/V added. They had not considered the possibility of other ways of learning by distance using more interactivity through telecommunications. Although at times the participants saw teaching by distance would require “a new way of thinking” they still believed the main method of teaching by distance is through written packages.

Gemma: [Distance education is] basically written material and tapes. I’m just ah not very aware of systems and other ways of presenting things… [My paper] is basically reading, the information being a more academic. So if it’s presented in a very similar way as to how it would be presented in college, it would be okay.

Winnie: The material is going to have to be very clear and precise. The better things are explained in the written form or how they are going to receive the information, the less queries and questions, and confusion there’s going to be.

The participants had been influenced by their own experiences and frequently mentioned both the good and bad experiences that they had as distance students.

Rita: Having done a distance course myself I know how frustrating it was. I could never ever get my tutor. I never once got hold of my tutor at University. They
were never available and I think it’s really important and if you make a time you must keep it.

Grace: I can see now why with my papers, [they say] tell me a bit about you. Funny, I’ve never thought about it from their point of view before, but I can see now why you [would want to] know a bit about how someone ticks and what’s behind them. Perhaps it can help you to understand them better.

All of the participants were worried about forming a relationship with the students. They felt that the fact that all the students and tutors were separated would make it hard to develop any form of relationship.

Rita: I do think that is important that they do have contact with you otherwise it is a very lonely experience.

Ailsa: I think that’s really important that you get to know the learner.....there’s often quite a lot of group discussions with students.

Rita and Ailsa both believed that they could not teach without forming a relationship between themselves as the teacher and the learner. Brown’s (2000) profile approach to teacher training recognises “that good teaching involves the interaction of dynamic cognitive processes” (p.12). Most of the participants believed there were students who would be better suited to learning through a distance course. They said to learn by distance you needed to be committed and happy to work alone. No one brought up the possibility of changes in pedagogy to cope with students’ different learning styles.

Winnie: They’d have to change or we’d have to do something [otherwise] how are they going to get motivated and just get down to it.

Ailsa: I guess my teaching methods will have to be very precise, so the students can actually understand exactly what I want to say. I guess the distance students won’t be so open with asking for help.

Gemma: We need to encourage [the students] to do work that’s not just assignment work but reading more widely on the topic, but not necessarily the things that are only going to be associated with the assignment.
The process of course design in distance education requires that the designer understands the teaching implications as well as the course content implications of the task. Teaching implications are based in knowing about learners and learning as well as about teachers and teaching. “Teaching and learning design have to include consideration of ‘what’ will be taught, ‘how’ it will be taught and the ‘heart’ of on going support for its learners” (Downey, 1967, p.27). The draft ICT strategy for schools, 2002-2004 stated “the new ICT environment will create more options and opportunities for students. It will create new ways of teaching and learning and will open up new and innovative ways of co-operating with other educators.” (Ministry of Education, 2001, p. 7) It goes on to state that an understanding of ICT is essential to survival:

Some organisations will prosper in the new environment, but others will struggle. What is certain is that organisations - in both the private and public sectors - will not prosper by ignoring what is happening. The better an organisation understands how ICT is changing the world, the better placed it will be to benefit from what ICT has to offer (p.7).

These findings show that the limited ICT skills and lack of understanding of distance pedagogy will need to be considered when the college makes decisions on design and delivery. The participant teachers were aware of their limitations and the necessity of even more professional development but felt their workload did not allow for this. The next section looks at the participant teachers’ main concern, which was the workload.

**Change in Workload and Conditions**

The present workload was brought up by all participants and was the reason given for not preparing yet for distance delivery. They spoke of coping with teaching and marking and only thinking about their involvement with the distance course during professional development courses or when it is specifically discussed during development meetings. Many teachers were not in a position to look at future developments as they were coping with the day-to-day teaching.

Winnie: Because it hasn’t happened it’s there and we’re here. It’s separate. It hasn’t happened so it’s not real. It’s unreal and I suppose when they say
yes and it goes ahead then it will drop like a big hammer at that time and then (I mean) I think we will get into thinking about it and start talking about it and how it is going to go.

Grace: My days are full. I focus on what I need to be doing as opposed to too many extras... On top of a forty-hour week, to then be doing quite a few evening courses and weekend courses, it wouldn’t be appropriate for me.

Rita: I actually could get extra help [with communications and technology] now, but it’s one of those things that’s because it’s not absolutely necessary at the moment, I don’t find the time to keep it up.

Ailsa: I think too, how busy it is at college, having meetings too and keeping up with our own work and everything anything else its hard.. Yes I do sometimes worry about the workload, will it be more hours, more time outside work hours and things like that.

Gemma: The workload is a concern, I’m not quite sure if it is organised... I’m not sure where it’s going to fit with my other workload that’s the thing.

Being able to manage an extra workload, as an individual, as well as how the college planned to roster staff for the distance delivery, were discussed. While most of the participants worried that the extra courses, by distance delivery, would be in addition to their already heavy workload, Grace felt this would not happen. She believed it would not be an issue, as staff would leave the college if the workload became unrealistic.

Grace: I don’t think it will be an issue for anyone, because I think it has to be worked out fairly, what a realistic workload is. People won’t do an unrealistic workload for any length of time, so I don’t think it’s an issue. If people suddenly have a different workload, then certain things of course have to be dropped off, so...I don’t feel there’s a problem. People won’t do an unrealistic workload for any length of time. They’ll move on.

One participant discussed the isolation of teaching by distance and she felt she would need to set some strategies up to cope with this. She felt it could be a strain to work alone without instant reassurance or help and being totally responsible.
Winnie: I hope that we can get around that and we can talk about things and what’s going on instead of feeling like you are isolated from everyone else... We have a thing that we talk about and work it out like in the staff room situation or in the offices upstairs. We say we’ve got this problem and we toss it around and then I think distance will be more isolating because you are doing your own thing.

When asked about specific instances of delivery the participants looked at the course through the eyes of a student taking the distance course. When considering instances such as being able to be contacted by phone at home from a teachers’ point of view, Grace and Winnie changed their minds when they became aware of the consequences of losing their privacy. As they began to think the issue through they realised these sorts of issues could be dealt with.

Grace: All mine have said they’re available at any hour, I respect their private hours but being in full time work, sometimes I’ve had to contact them in the evenings and not one of them has made me feel unwelcome.

Grace: (at a later time) If they had your phone number obviously they could contact you whenever they want you and you could end up having nothing at all, no time at all. You could be on the phone or email all night....But if it’s by email, then one does have a little more control over it and if it’s by telephone, one can put an answer phone on.

As classroom contexts change so do management issues. Sherry’s (1996) studies showed that educational change takes time, a great deal of support, and peer networking and guidance. As Capper et al (2000) put it,

Teachers must continue to teach, and at the same time, learn what they need to know to help all students achieve the learner outcomes. They must also deal with the constant change, to both content and technology of learning process...To learn what they need to know and to learn how to change their roles and practices on the basis of reflective practice, teachers will increasingly need the time and mental space (p.6).
In general teachers tend to focus on increased workload and drawbacks associated with an innovation before the benefits of change emerge and the innovation takes hold.

**Who Controls the Change?**

Although the participants felt they had been kept informed they did not feel that they had any control over being involved in the distance course. They had not considered the possibility that they could say they did not want to be involved.

Ailsa:  Generally it’s probably more left to those who know a lot more about it… Probably I haven’t been asked so much on my personal view of what the distance course is or what will be required. Generally I think it’s in the right hands at the moment and then it is passed onto us what will be required at the time.

Gemma:  I think people need to think they have a say in these things and have some control over how things are going. Because when you get lots of new ideas, you begin to think things are out of control and that’s when you start to feel as though you need to have some input here or can my voice be heard a bit.

Most felt they would deal with any changes as and when they occurred and felt they had the support of the college. Their concerns - rather than being about who was leading or responsible for change - were more directed towards being kept informed about what was happening, and being given plenty of notice of changes that would affect them.

Winnie: I think you would have to have something for people to say ‘yes we are happy with what’s going on’ or are there any problems, because we’d definitely have to sort some things out…. Yeah I know if I need anything there is always someone there and if I need help there is always someone.

Professional development was discussed and all the participants felt that this was necessary when changes were happening. There was some discussion about personal study and professional development. Most saw professional development as ‘personal development’ and not necessarily associated with their current positions. Grace was
typical and had a definite view on what she felt was professional development and what was part of a teaching workload

Grace: Professional development is ongoing, it never stops...it’s like I’m doing study in my own time at the moment, extramurally and that is part of the joys of being a teacher. You’ve got to keep up with it and if you don’t you get a bit stale anyway. Any new job involves learning and that’s in your own time. But the marking and the contact time with students – that’s part of college.

When first interviewed the participants all felt they were heading into the unknown and didn’t really know how the experience was going to affect them. The lack of definite descriptions and roles did seem to leave the staff up in the air and feeling very uneasy.

Gemma: I’ve always put it to the back of my mind, because I thought maybe it will happen or maybe it won’t.

Rita: Well I’m not sure, to tell you the truth. I don’t have a lot of idea about how it’s going to affect me. I presume I will have some input in designing the teaching content, but how do I think it’s going to affect me? I think it’s going to affect me by the experience.

Grace: It’s always very different when reality actual hits.

Winnie: I think about it and yeah I’m quite nervous about it. Like I’m apprehensive and that because I think this is going to be completely different to actually being in a classroom teaching, which is what I’m used to, and it would be a big change and adapting and being more flexible in a way that you do things so it is a whole learning process about how to go about doing things and how to adapt courses.

Ailsa: How they will personally affect me. At the moment I suppose there’s a lot of uncertainty in what I will be teaching. But I think they will affect me in that. I guess I’m going to have a different role to play, than probably tutoring at College.

Participants need to feel the changes being put upon them are progress and not just being implemented for the sake of change. “Whereas ‘change’ involves something being made different or becoming different, ‘progress’ involves a judgement that this change is in a
desirable direction. Notions of what constitutes ‘progress’ in education are, therefore, evidently value laden and subjective” (Scott, 2000, p.6). In this study the participant teachers see the introduction of distance delivery as a change rather than progress and they have therefore focussed more on disadvantages than advantages.

Summary

These findings illustrate that change is indeed complex but inevitable. The codes discussed were: the management of inevitable change; change in delivery by distance education; change in workload and conditions; and who controls the change? These findings show that a lack of understanding of distance pedagogy and limited ICT skills will need to be addressed by the college when they plan the design and delivery of the distance course. The participant teachers were aware of their limitations and the necessity of even more professional development but felt their workload did not allow for this. But as Beeby (1974) pointed out:

“Teachers differ widely in their ability to teach and in their ability to change methods on demand….One result of this is that qualitative educational reforms never take place on a solid front. Changes occur at different speeds, at different degrees in different schools and classrooms” (p.25).

So the change must be managed carefully because, if a change is not seen as progress for either the institution or themselves, it will be almost impossible to implement a change.
DISCUSSION AND CONCLUSION

The main aim of this research was to discover the perspectives of a group of teaching staff at a College of Education – how were they experiencing the changes that were taking place due to the introduction of a distance course to deliver the Diploma of Teaching (ECE)? Distance education relies upon communication between the teacher and student and with the new developments offering fast, powerful, and cheap computers and telecommunications equipment, distance education in all areas is increasing. Teachers delivering papers by distance delivery must change what they teach and how they teach. The themes or concepts that emerged from the interviews were all related to change.

There is extensive literature on the first theme: ‘the management of inevitable change.’ Fullan (1993) and Scott (2000) believe relentless change in every sector of education is inevitable and the pressures for continuous change are increasing, not decreasing. They have written about how change affects people and how the processes of individual and organisational change are linked. They believe it is generally teaching staff who carry out change in educational institutions but management who make the decisions about change. The idea to focus on the phenomenology of change of the teaching staff in this research, rather than on organisational matters, was sparked by the literature of Fullan and Scott.

The second theme, ‘change in delivery,’ looked at both the technologies and the pedagogies. Campbell et al, (2001) studied a teacher education qualification, which was delivered by distance delivery at Waikato University. The university used their existing teaching staff to deliver the course, so chose what they described as ‘within reach technology.’ They developed a support network to assist the teaching staff and found that this enabled the teachers to focus on the teaching/learning process. Although the study looked at teaching online and the present study looked at correspondence packages, the teaching staff at both institutions felt the need for a support network to cope with the changes. Capper et al, (2000) described the immense changes involved with the developments in ICT and believed networked computers are the first truly context-altering development in educational technology since the invention of printing. But Moon (1998) warns we must be careful not to overemphasise or rely upon the new technologies. He believes we should put our energy into adapting traditional teaching methods from an established context to a context situated by the new technology. The teaching staff in this
study were aware that a change of teaching would be needed, but they saw it as a minor change, whereas the literature pointed to a major shift in pedagogy and attitude to teaching and learning. The literature discussed the move from the traditional piggy back model of teaching to the role of a teacher as a mentor, facilitator, group project leader, or designer of instructional experiences.

The third theme examined was ‘change in workload and conditions’. The teachers’ worries over their expected increase in workload was a major finding in the present study, as it was in Harris’s (2001) study. He did find that this focus on workload decreased as the teachers gained confidence in using computers. Sherry (1996) wrote about the time it takes for educational change and her research also showed that teachers tend to focus on increased workload and drawbacks in the initial stages. The present workload meant that the teachers were allowed no time apart from the professional development sessions to learn the pedagogy involved in distance delivery. They were all aware that they needed to improve their skills in technology but none of the participant teachers found a great deal of time to do so with their present workload.

The final theme was ‘who controls the changes?’ In this study, as in the studies quoted by Fullan, 1993, Scott, 1999, and Guba, 1968, the management made the decision for the major changes. The majority of the participant teachers’ preparation for distance delivery took place in the professional development sessions. The institution’s management team decided how the professional development was undertaken, what was to be included in the sessions, and when they took place. But it takes more than just good professional development to change teachers because, as Wenmoth (1997) pointed out, “much of the teaching demonstrated in our industrial age schools merely replicates that which was experienced by the teachers themselves in their own schooling” (p. 2). Most of the participant teachers had completed study at a university using mainly correspondence packages, and these experiences had influenced their vision of what distance education was. None of the teachers had any experience of courses using telecommunications. The government has highlighted the importance of ICT in schools and is providing strategies and finance to improve the skills of teachers in schools, but this has not extended to the tertiary sector as yet. But even with good strategies and finance for professional development from the government or the management of an institution, success cannot be guaranteed.
The saddest lesson every official educational reformer has to learn is that teachers, under the pressure of instructions they have not understood or accepted, have an infinite capacity for going on doing the same things under another name, so that only the shadow of progress can be achieved by regulations and extortion. The difficulty shows itself at its most acute when the reform that is being introduced is more than a mere change in methods of achieving old and accepted ends, and involves the introduction of new goals for the teaching (Beeby, 1974, p.25).

Teachers need to see the changes as progress, which as Scott (2000) explained, involves a judgement that the change is in a desirable direction.

**Limitations and considerations of the study**

The research topic was selected because of the researcher’s interests in technology, distance education and the change process. As a member of the management team responsible for implementing the change, it was seen as an advantage to research the phenomenology of change, in order to facilitate a successful change. In qualitative research the researcher’s subjectivity and viewpoint affect the research and must be taken into consideration. Issues in education are complex, situated and problematic. Stake (2000) points out that:

the issues chosen are bounded by what can be learned within the opportunities of study. They will be chosen differently depending upon the purpose of the study and differently by different researchers. One might say a contract is drawn between the researcher and the phenomenon (p.440).

This research looked at the perspectives of a group of teachers, but there are multiple ways of interpreting experiences, both by the participants and the researcher. Not everything about a case can be reported or understood and therefore it is the researcher who chooses what to include or leave out.

Because this was a case study, the findings may reflect features that are unique to this particular situation and not typical of other cases. It is not possible to generalise the
findings for all teaching staff, even within a similar college of education, as there are organisational complexities peculiar to each college. No attempt was made to look at aspects such as, the decision of the college to use the present teaching staff, rather than teachers trained in online delivery. Using semi-structured interviews, rather than a survey, limited the number of participants who could be studied within the time frame of the project. Therefore this was a limited study with limited time and further quantitative research on the teaching staff needs to be undertaken.

Despite the limitations, this research sheds light on the affective experiences of a group of teachers as they experienced an educational change. Stake (2000, p.445) tells us that local meanings are important; foreshadowed meanings are important; and readers’ conceptual meanings are important.

**Conclusion**

We know that educational change is not easy. We know that it is filled with challenges and dilemmas. As Fullan and Miles (1992, p.749) put it “...anxiety, difficulties and uncertainty are intrinsic to all successful change.” This study shows that when people are aware of the affective dimension, they are often more prepared to cope with the various feelings they encounter. We do not always know in advance where major changes will lead us and often it is not a conscious decision to change; rather we are swept along by the forces of change. This study shows that time must be allowed for appropriate professional development and ideally this should model the new teaching practices the college believe are necessary to implement the changes. Professional development can teach us how to appreciate the good and bad of change and to make sure the good features outweigh the bad. Technology in teaching is growing, with many training institutions moving into the field of distance education. If we can help teachers to look at the introduction of these courses as an opportunity to learn, rather than as a threat to their position, then the inevitable changes may be a better experience for everyone.
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Appendix 1
Letter to the teachers requesting participation

Cathy Hide
19 Cashmere Road
Christchurch, 2
Hm Ph (03) 332-6344
Wk Ph (03) 365-3153
Email c.hide@teacher.co.nz

Dear (Name)
I am a student in the Master of Teaching and Learning degree at the Christchurch College of Education. I am seeking your consent to be interviewed twice as part of my Research Project.

The general aim of this research is to look at the perspectives of a group of tutoring staff at a College of Education as they experience the changes that are taking place due to the introduction of a distance course to deliver the Diploma of Teaching (ECE). The research will be a case study looking at how tutors experience change of this type. It will focus not only on change but also on the use of technology and the underlying philosophy of teaching by distance.

All responses are confidential. The information provided will be stored in a secure location, available only to my college supervisors/examiners, and myself. All data will be destroyed 12 months after the examination of the project. Any quotations used in publication will be unattributable, but I would like your permission to quote from your interviews. If for any reason you wish to withdraw from the study you may do so up until the second interview has been completed. A copy of the final report will be made available to you at your request.

My supervisors are Joce Nuttall and Annelise Kachelhoffer (ph. 348-2059) and they may be contacted regarding any aspect of the project at any time.

Would you please sign and return the letter of agreement. I will be in touch to arrange a suitable time for the first interview. Thank you for agreeing to participate.

Cathy Hide
Appendix 2

Letter to participants outlining confidentiality

Cathy Hide
19 Cashmere Road
Christchurch, 2
Hm. Ph (03) 332-6344
Wk Ph (03) 365-3153
Email c.hide@teacher.co.nz

Dear (Name)

Thank you for agreeing to participate in these interviews.

The general aim of this research is to look at the perspectives of a group of tutoring staff at a College of Education as they experience the changes, which are taking place due to the introduction of a distance course to deliver the Diploma of Teaching (ECE). The research will be a case study looking at how tutors actually experience change as distinct from how it might have been intended. It will focus not only on change but also on relevant information technology and the underlying philosophy of the teaching by distance.

All responses are confidential. The information provided will be stored in a secure location, available only to my college supervisors/examiners, and myself and will be used for statistical or illustrative purposes only. Any quotations used in publication will be unattributable, or, if they are to be attributed, written permission will be sought from you in advance.

Cathy Hide
Appendix 3
Letter from participants agreeing to take part in the research

Dear Cathy

I agree to participate in these interviews on the understanding the following conditions will be adhered to. The general aim of this research is to look at the perspectives of a group of tutoring staff at a College of Education as they experience the changes which are taking place due to the introduction of a distance course to deliver the Diploma of Teaching (ECE).

All responses are confidential. The information provided will be stored in a secure location, available only to college supervisors/examiners, and yourself. All data will be destroyed 12 months after the examination of the project. Any quotations used in publication will be unattributable. If for any reason I wish to withdraw from the study I may do so up until the final interview on the transcript has been completed. A copy of the final report will be made available to me at my request.

Participants name

Signed

Date
Appendix 4

Letter explaining the group interview

19 Cashmere Road
Christchurch, 2
Hm. Ph (03) 332-6344 Wk Ph (03) 365-3153
Email c.hide@teacher.co.nz
May 20th 2001

Dear [name]

I had intended conducting the second interview with you, for my research, on a one to one basis. But as I am aware that you and the other participants have discussed your involvement in the research with each other I would like to change the second interview to a group interview. You were given an undertaking that all responses would be confidential, but by taking part in a group discussion the other participants will become aware of your views. If you are happy to be part of the group interview we are meeting in 2.4 from 2.45 –3.30 on Thursday 7 June. If you prefer to be interviewed individually I will organise a time and date to suit.

The second interview will be to:

- To comment on areas brought up by other participants
- To discuss what you think other participants might feel about an issue

Thanks again for agreeing to participate

Cathy
Appendix 5

Leading questions for each area to use if required

Change

How do you think the planned changes are going to affect you?

Consultation

What do feel your input was to the introduction of a distance course?

Being informed

How have you been kept informed of the developments of the distance course?

Expected involvement

What do you think your involvement in the distance course will be?

Professional development

How have you found the staff development to date?

What areas that you would like more professional development in?

Workload issues

How do you feel you manage your workload at present?

What change do you think there will be to your workload once the distance course is introduced?

Technology

What technology support do you think you will have once the course is introduced?

The pedagogy of distance education

What is your understanding about the different teaching methods you will need to use for distance students?
Appendix 6
Letter to participants to comment on accuracy thought from the transcript

19 Cashmere Road
Christchurch, 2
Hm Ph (03) 332-6344 Wk Ph (03) 365-3153
Email c.hide@teacher.co.nz
May 1st 2001

Dear [name]

Enclosed is a copy of the transcript from the interview with you for my research Tutor perspectives on the transition to distance delivery in teacher education: A case study.

I am at the stage of moving to the final section where I would like you to complete the “Participant commentary on Interview Transcript.’

Written part

- Comment on accuracy of thought
- Expand on any comments made within the first interview Add anecdotes as appropriate

There will be a second interview once these written comments have been received

Thanks again for agreeing to participate

Cathy
Appendix 7

Leading questions that can be used for the group interview if required

Confirm workload is biggest worry
What do you think is your greatest concern at present?
Do you think this is a concern of all staff?
Do you think this will be affected by introducing distance delivery?

Pedagogy hadn't been considered in any depth
Do you think you can train teachers by distance?
Do you feel all staff have had plenty of training to teach by distance delivery?
Are there any areas that you would like more professional development in?

Technology when challenged
Do you think the teaching staff will have enough support with the technology involved?
What technical expertise do you think you will require?
What technology do you know of that is used in distance delivery?
Do you think your experiences as a student have influenced your views on distance education?

Distance education was teaching using written packages, phone calls, and email

Learning
How do you think the papers will be delivered at our college?

Change in general was discussed
Do you think everyone is happy about the college introducing distance delivery?
How do you think the planned changes are going to affect staff in general?

Who does a course belong to?
Do you feel the teaching staff have had enough involvement in the introduction of a distance course?
Has everyone been kept informed of the developments of the distance course?
Appendix 8

First attempt at constant comparative method from the pilot study

1. Personal
Unsure / nervous / apprehensive........
Isolation........
Different / adjusting.......... 
Changes certainly going to be different........
Choice of involvement.........
Privacy.......... 
Support / Help.......... 
Training.......... 
Lack of people around.........
Comfortable feeling.......... 
Someone there to help.......... 
Timing.........."

2. Technology
Confident.......... 
Capable.......... 
Not used many but will grasp it....... 
No major issue for me.......... 
It used to be a problem but not now.........."

3. Future
It’s going to be different 
Its there and were here. 
It hasn’t happened so its not real 
It will drop like a big hammer 
On the back burner 
Not thought in depth 

4. Distance Learners
Student’s changing
Motivation
Teaching styles
Feels different 

5. Change
We are going to have to change with the times....
Like you adapt to changes ..... 
Being more flexible in a way that you do things.... 
I’m happy with change ..... 
You learn to adapt ..... 
It makes you more flexible..... 
You always learn something..... 
You just grow in a different direction......
It’ll be good........."
Appendix 9

First attempt at coding from the pilot study

- She feels she has no choice (fait accompli) and will do what is expected of her

- Her main worry is isolation – not having instant reassurance / help and being totally responsible

- She will deal with the future and problems when they arise and doesn’t plan ahead

- The ‘boss’ will always look after her providing training and support

- Change is inevitable and out of her control
Appendix 10
Final coding

- The management of inevitable change

- Change in delivery by distance education
  - Change in technology
  - Change in pedagogy
  - Experiences

- Change in workload and conditions

- Who controls the changes?