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PEDAGOGICAL RE-MEDIATION IN HYBRID COURSES: A CASE STUDY OF
FIVE FIRST-YEAR COMPOSITION INSTRUCTORS

by

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A dissertation submitted in partial fulfillment of the requirements
for the degree of Doctor of Philosophy in Texts and Technology
in the Department of English
in the College of Arts and Humanities
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ABSTRACT

As the move to increase availability of composition courses in the online environment continues, it is important to understand the ways in which composition instructors have taken on the challenges associated with moving their teaching online and how they modify, or re-mediate, their pedagogy for the this new teaching and learning environment. This study takes on the task of examining re-mediation as it occurs in the pedagogical practices used by instructors to facilitate peer review activities in hybrid, first-year composition courses. At the same time, it is important to understand the varying factors that may influence the degree to which instructors re-mediate their pedagogy for this hybrid environment. This study also uncovers four factors that appeared to influence the degree to which the instructors re-mediated their pedagogical practices over the course of the semester in which this study was conducted. Results from this study will contribute to the field by serving as a guide to instructors and administrators who will teach and design hybrid composition courses or curricula in the future.

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I will also take pause to thank the participants in this study. Your generous gifts of time made this research possible. It is never an easy task to open your course and your teaching practices to an observer. Without your efforts, none of this would have been possible.

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TABLE OF CONTENTS

| | |
|-------------------------------|------|
| LIST OF FIGURES | VIII |
| LIST OF TABLES | IX |
| CHAPTER ONE..... | 1 |
| Introduction | 1 |
| Dissertation Path..... | 5 |
| Chapter Outline..... | 9 |
| CHAPTER TWO | 12 |
| Introduction | 12 |
| Peer Review | 13 |
| Blended/Hybrid | 16 |
| Re-mediation | 23 |
| Conclusion | 42 |
| CHAPTER THREE | 44 |
| Introduction | 44 |
| Methodological Rationale..... | 46 |
| Participants | 50 |
| Setting..... | 54 |
| Apparatus and Materials | 56 |
| Procedure | 59 |
| Conclusion | 61 |

| | |
|--|-----|
| CHAPTER FOUR: RESULTS OF CASE STUDY—EVIDENCE OF RE- | |
| MEDIATION AND INFLUENCING FACTORS..... | 63 |
| Introduction | 63 |
| Evidence of Re-Mediation..... | 64 |
| Influencing Factors on Pedagogical Re-mediation..... | 96 |
| Additional Findings..... | 115 |
| Conclusion | 122 |
| CHAPTER FIVE: SUMMATION AND RECOMMENDATIONS..... | 124 |
| Introduction | 124 |
| Summary of Results..... | 126 |
| Recommendations | 131 |
| APPENDIX A..... | 141 |
| INSTRUCTOR PARTICIPANT INFORMED CONSENT FORM..... | 141 |
| APPENDIX B..... | 144 |
| INTERVIEW QUESTIONS FOR STRUCTURED INSTRUCTOR INTERVIEWS | |
| | 144 |
| APPENDIX C..... | 146 |
| ONLINE QUESTIONNAIRE RESULTS: PEDAGOGICAL PRACTICES IN | |
| MEDIATED FIRST-YEAR COMPOSITION COURSES | 146 |
| ONLINE QUESTIONNAIRE RESULTS | 147 |
| APPENDIX D..... | 158 |

| | |
|--------------------------|-----|
| IRB APPROVAL LETTER..... | 158 |
| WORKS CITED | 160 |

LIST OF FIGURES

| | |
|--|----|
| Figure 1: Collaborative Classroom design: 9 desks, each seating 4 students, each equipped with 2 computers..... | 55 |
|--|----|

LIST OF TABLES

| | |
|--|----|
| Table 1: Participant descriptors | 53 |
|--|----|

CHAPTER ONE

Simply stated, a teacher's perception that he or she can effectively use technology in the process of teaching and learning will impact that teacher's ability to do so. (Abbitt and Klett 2007)

Introduction

Online composition courses have become commonplace offerings on university campuses across the nation. This is a trend that is likely to continue for several reasons: expected increases in student enrollment (Cook 2005); low budgets in public institutions of higher education that push physical and fiscal limits to the extreme (Garland 2006; Burd 2006); and the needs of an increasingly diverse student body, with diverse educational needs (Alger 2005)—just to mention a few. In recent years much discussion in higher education has centered on the challenges associated with turning face-to-face courses into online courses; these conversations have occurred in the field of composition as well. Many studies have been conducted that extol the benefits of computer-mediated education; however, Lane and Shelton warn that “too many educators are latching onto the most recent wave of technological advance without fully considering fundamental practical and evaluative pedagogical issues” (249).

Although scholars such as Cynthia Selfe beginning with her early book, Creating a Computer-Supported Writing Facility: A Blueprint for Action, have sounded the battle-cry that pedagogy must drive technology, and not the other way around, the lure of using technology for technology's sake in our classrooms is difficult to ignore. As more and more composition courses are being taught in the online environment, it is important to consider the pedagogical issues that may arise when attempting to modify teaching practices for the online environment. As Selfe reminds us, it's not merely a matter of integrating course materials into a new technological platform, but more a matter of modifying sound pedagogical practices for deployment in the online learning environment—allowing pedagogy to drive technology.

As the move to increase availability of composition courses in the online environment continues, it is important to understand the ways in which composition instructors have taken on the challenges associated with moving their teaching online and how they modify, or re-mediate, their pedagogy for the this new teaching and learning environment. By investigating the views composition instructors hold regarding technology use in their teaching practices, I sought to uncover factors that may influence the degree of re-mediation of pedagogical practices seen in hybrid, first-year composition courses. Gaining a better understanding of such factors could provide a guide for those who wish to teach, or develop and implement curricula, for hybrid courses in the future.

To better understand how instructors re-mediate their pedagogy for the online environment, I conducted a case study of five instructors who taught peer review in what the University of Central Florida terms *mixed-mode*, first-year composition courses during the spring semester of 2007. I will use the term *hybrid* for these courses because they include both face-to-face and online instruction. Such courses provide an opportunity to observe the same teacher and the same students engaging in the same practice in two different modalities. Peer review was used as a specific point of interest and observation, because the practice is an integral element in composition curricula and is commonly facilitated in first-year composition courses. As such, peer review provides a specific and identifiable pedagogical practice that was common across all five hybrid first-year composition courses in this study. Throughout the data collection process, what became most telling were the views, often contradictory, that these instructors seemed to hold about teaching with technology in the composition classroom and the effects the instructors' views seemed to have on the degree of re-mediation of pedagogical practices they engaged in when teaching these hybrid courses. I also noticed that what I have termed the *degree of hybridity*, the proportion of the course that was determined by the university to take place online, seemed to also affect how the instructor viewed the importance of the activities that took place online—even if they were the same activities that took place in other hybrid courses.

After teaching my own hybrid, first-year composition course for the first time, I learned that not all *mixed-mode* courses are created equal—some courses meet physically once per week while the other half of the work is completed online, and other courses meet face-to-face twice per week with the remaining one-third of work being completed online. I also investigate how these differences in degree of hybridity, although unacknowledged by the university and the body of current research literature, may affect the perceived level of importance placed on the online portions of class by the instructor and ultimately by the students. It should be noted that my study does not address student attitudes or learning.

I collected qualitative data using the case study methodology through a series of observations, interviews, and questionnaires. The value of research that collects such qualitative data lies in how it may be combined with and compared to data from similar or compatible studies. Over time this larger body of similar research findings can offer insight into the more robust *bigger picture* of the contextually rich landscape of hybrid sites of writing instruction. Taken together, the results of a body of such contextually rich studies will give birth to wider-arching theories over time. My study, through the rigor of my chosen methodology, contributes to this body of research findings. Additionally, since online course offerings, more specifically hybrid courses which are offered partially online, are still relatively new modalities in the field of first-year composition instruction, information collected in studies such as mine provide

valuable, uniquely contextualized data. This data can contribute to the field as more researchers seek to find patterns in such data and use these patterns as a basis for further research and design and implementation of other hybrid writing courses at their own institutions.

In the remainder of this chapter, I provide a brief narrative about how my development as a composition instructor brought me to this current research project and provide a brief outline of subsequent chapters.

Dissertation Path

In the fall of 2004 I co-taught my first course at the University of Central Florida; a web-enhanced (“E”)¹ course entitled Digital Media (ENC4415). A full-time member of the English faculty taught the large lecture portion of the class and I, along with two other doctoral students, taught the workshop and online components of the class. This course was a senior-level course that utilized the course management software WebCT² for a variety of purposes. Through this initial exposure to online education, I began to think about how I could better utilize online educational elements to teach courses that dealt primarily with the written word, more specifically, first-year composition courses, as that’s what I would primarily teach as a graduate teaching associate.

¹ Web-enhanced courses at the University of Central Florida are fully face-to-face courses that include a substantive and required online component, such as online course materials, links to other course-related websites, e-mail or chat, and online testing.

² WebCT has subsequently been acquired by course management software rival Blackboard.

The next semester I taught a traditional face-to-face, first-semester writing course that all students at the university are required to take. Teaching this course for the first time was challenging, but since a member of my doctoral cohort was also teaching the same course, using the same textbook and materials, we were able to pool our combined resources and educational and technological experiences. This pooling of resources, both material and intellectual, meant that both of our courses were taught in pretty much the same manner. We presented many of the same lessons at the same time and were able to compare the results of our teaching methods throughout the semester. However, despite the mirrored exercises and activities, our individual teaching styles and beliefs about what was most important in teaching the course created two very different courses. My experiences teaching my first composition course provided me with an invaluable example of how two very similar, almost identical, courses, structured in pretty much identical ways, could produce different pedagogical approaches. Our beliefs and views related to teaching had a great impact on how our almost identical courses took shape.

The experience I gained teaching my first face-to-face composition course and co-teaching a web-enhanced course that utilized varying elements of online education caused me to think even more about the teaching practices employed in these differing environments. A good deal of what I had read in my doctoral courses and while completing my M.S. in Education/Instructional Design suggested that teaching in the online educational environment differs drastically

from teaching in the traditional face-to-face environment. Now that I had taught both a traditional face-to-face course and a web-enhanced course, I was eager to teach a mixed-mode/ hybrid composition course and compare how I taught and thought about teaching in the new educational environment of WebCT, and thereby to explore how one could best teach a course that utilized sound educational principles while taking advantage of the educational opportunities afforded by online teaching.

During the fall semester of 2005 I sought to expand my teaching experience by requesting to teach a hybrid composition course. I had always been interested in finding new ways to use technology and believed that teaching a course that utilized educational technologies in a manner in which I had never seen before (the hybrid format versus the completely online format) would provide a unique opportunity to explore this new educational medium. The university called such hybrid format courses “mixed-mode” and these courses met both face-to-face and online. As preparation for teaching this course I had been enrolled in a course created in conjunction with and by the approval of Course Development and Web Services. ENG 6813: Teaching Online in Texts and Technology was a part of the doctoral Texts and Technology curriculum. Enrolling in and completing this course qualified T&T doctoral students to teach mixed-mode and completely online courses that were previously created by another faculty member. At the time I did not know that mixed-mode courses

could vary in the degree of activities that took place online³. The first mixed-mode course I taught was a Tuesday/Thursday course which met once per week face-to-face in the physical classroom and once per week online in the virtual space provided to us in WebCT—basically cutting in half the time traditional face-to-face courses meet in the physical classroom. Since half of the activities that occurred in the course would take place online I was keenly aware of the importance of creating educational activities that would not function as merely complements to the activities which took place in the physical classroom, but as activities that could stand on their own and be of equal educational value to students in my class.

In preparing to teach my first mediated composition course, I was able to draw on my background in Instructional Design to create what I thought was a course based on strong pedagogical principles. However, the deeper I got into course design and creation, the more I realized that many of the activities I was creating for the online portions of the course were merely replications of assignments my face-to-face students had completed. In many ways, the pedagogical practices I was engaging in while designing and teaching a hybrid course were not really any different than when I had taught in traditional face-to-face courses—I wasn't "re-mediating" my pedagogy at all in the sense that Bolter and Grusin (2000) use this term. In other words, I wasn't thinking about how I could use the technology and the online environment to teach any differently. In

³ This fact will be elaborated upon in detail in later chapters.

fact, I felt that I was actively disregarding ways in which I might be able to accomplish my teaching goals differently. I honestly found this a bit disturbing and wanted to investigate whether other instructors of *mixed-mode* courses were experiencing similar internal tensions and how their own views about technology use in these courses influenced how they taught these courses. Based on my own tension in finding a way to create a hybrid course that was not merely a face-to-face course with supplementary online activities and my initial teaching experience that revealed how much my own views about teaching influence the outcome of the course, I had found my way to the research questions I wanted to explore in my dissertation.

Chapter Outline

Chapter Two

Using the work of Lee-Ann Kastman Breuch, James Berlin, Jay David Bolter, Richard Grusin, and others, I explore the various ways in which researchers have theorized online education in the field of teaching writing. I will use these theories to provide a background and scaffold upon which my research project was conducted. I also explore Stuart Selber's notion of multiliteracies as I seek to understand how varying degrees of technological literacy, as defined by Selber, relate to how the instructors in this study modified their pedagogical practices in their hybrid composition courses. Major terms used in this project will

be defined and a discussion of the differentiation of Bolter and Grusin's term *remediation* and how I use the term *re-mediation* will be detailed.

Chapter Three

In this chapter I provide a rationale for the research methodology I chose to complete this study, outline its strengths and weaknesses, and provide background information about my research participants and the data collected. Widely popularized and theorized by noted social researcher Robert K. Yin, the case study research methodology allows for rigorous research while at the same time providing enough flexibility for researchers to incorporate additional elements into their data gathering process. I discuss the strengths this method brings to research and the perceived weaknesses use of this method gives rise to. Additionally, I examine the importance of contextually rich data that can be collected using the Case Study methodology in a research setting that involves human "faces." Finally, I provide information about the participants in this study that help set the foundation for the results reported in Chapter Four.

Chapter Four

A rich and detailed description of the results of my observations and interviews is reported in this chapter. I also include information I gathered in the online questionnaire administered to all faculty, teaching staff, and graduate teaching associates during the semester of this study. I make connections

between the data I gathered in my observations and interviews and the data collected from the questionnaire. Additionally, I discuss the factors that influence the degree of re-mediation of pedagogical practices seen in hybrid, first-year composition courses as discovered by this investigation; 1) degree of course hybridity, 2) instructor perceptions/beliefs about using technology to teach, 3) instructor technological skills, and 4) technological training taken by instructor

Chapter Five

In the last chapter of this dissertation I provide a brief summation of the study findings and offer recommendations for administrators and instructors who may be in the position to develop and teach hybrid composition courses in the future.

CHAPTER TWO

I take the pragmatic view: computers have altered our landscape. They have changed the medium in which some fraction of our students read and write. Therefore we, as writing teachers, need to pay attention to what is happening.

On the basis of this knowledge, we will be able to make informed decisions about our use of technology in our teaching.

Charles Moran, "Technology and the Teaching of Writing"

Introduction

Charles Moran points out that it is important for instructors to make "informed decisions" about technology use in our classrooms (205). It is true that computers have definitely changed the teaching and learning landscape in primary, secondary, and university educational settings. It is even common today to find warnings in introductory teacher-training textbooks that caution future teachers to turn a critical eye towards technology use in their teaching practices (Roblyer and Doering 2010). In order to make the informed decisions called for by Moran, and to avoid the trappings of technological utopianism Hawisher and Selfe have warned us of in their *College Composition and Communication* article entitled "The Rhetoric of Technology and the Electronic Writing Class," we must

develop a better understanding of what influences instructors to alter their pedagogy and just how much instructors really are altering their pedagogy in new teaching environments (56). In this chapter I review the literature most pertinent to my examination of the degree to which instructors in my study engaged in pedagogical re-mediation and factors that may have influenced them as they modified their courses for the hybrid environment. Results of this study will contribute to the body of research that will allow instructors and administrators to make informed decisions regarding how they engage in pedagogical re-mediation in the hybrid courses and curricula they design and implement in the future.

Peer Review

Peer review has long been a staple in the process-oriented composition curricula found in many English departments across the country. Donald Murray reminds us that even though as English instructors we are tasked with evaluating the “product” of student writing, “when we teach composition we are not teaching a product, we are teaching a process” (3). Peer review, as part of that process, is described by Kenneth Bruffee as an educational activity in which “students learn to describe the organizational structure of a peer’s paper, paraphrase it, and suggest what the author might do improve the work” (637). In closely examining and responding to the work of a peer, students can gain insight into

their own writing and can work collaboratively to form new knowledge through their writing.

Anne DiPardo and Sarah Freedman suggest that when thinking of what many call peer review, we think about the activity in terms of “peer response”—when students are not only thinking and writing about the work of their peers or engaging in editing, but when they are truly “responding to writing” of their peers (120). Although “peer review” can also found in use under the terms *peer revision*, *peer criticism*, or *peer evaluation* (it seems that scholars can’t agree on one name for the activity), they do seem to agree that the activity entails “responding to one another’s writing for the purpose of improving writing” (Breuch Virtual Peer Review 10).

Despite the fact that peer review is an activity that has been discussed since process pedagogy came on the composition scene in the early 1970s and 1980s, how the teaching of peer review activities in the online environment differs from the teaching of peer review activities in the face-to-face classroom is a subject that has not yet been extensively discussed. One exception includes Frank Tuzi who studied the effects of “e-feedback” in second-language English courses that met face-to-face only, but in which the students had access to email in the classroom. In his *Computer and Composition* article titled “The Impact of E-feedback on the Revisions of L2 Writers in an Academic Writing Course,” Tuzi describes how e-feedback students received about their writing seemed to have a greater impact on subsequent revisions than the face-to-face feedback they

received. Although this study suggests that somehow the “e-environment” facilitated peer responses that were used to revise student writing, it does not address how the activity may have been altered by the medium of communication or how the instructors may have modified, or re-mediated, how they taught peer review activities in the online environment.

In her book Virtual Peer Review: Teaching and Learning about Writing in Online Environments, Lee-Ann Kastman Breuch goes a step farther than Tuzi and suggests that the activity of peer review itself occurs differently in the virtual environment—in courses taught partially or entirely online. Breuch states that, “Virtual peer review thus shares the same task as peer review, although it is practiced differently using computer technology” (11). In Breuch we see the notion that the practice of the activity of peer review occurs differently in online courses—she even refers to these differences in practice by saying “virtual peer review is a remediation of face-to-face peer review...” (8). Breuch calls this difference in practice *remediation*—borrowing Bolter and Grusin’s term as they use it when discussing various forms of new media and applying it to composition instruction.

It is clear from Breuch’s discussion of the term *remediation* that the field of composition is not in the habit of using the term in the manner in which I’m applying it to pedagogical practices. Much research about the teaching of writing using computers has been conducted and published, but there is a lack of research examining the degree to which instructors actually engage in a

remediation of their pedagogy when they teach peer review activities online or in hybrid courses. As newer and newer technologies are used to teach, it is imperative that composition instructors become even more cognizant of the strategies they use to teach their students. While the technologies may, and will, change, the importance of reflective thought about pedagogical practices used to teach becomes even more important. Prominent composition scholar James Berlin voices his concern that writing instructors who aren't aware of the weight of their choices about pedagogical strategies they employ can lead to confused students. Berlin carries this notion a step further, saying the instructors who aren't aware of the "full significance of their pedagogical strategies" can lead to "disastrous consequences," (767). It is with this notion in mind that we must examine how we are modifying the pedagogies we use to teach courses offered in the hybrid environment.

Blended/Hybrid

The phrases "blended learning" and "hybrid learning" are relatively new to the field of education, let alone composition studies. Before the year 2000 these terms were relatively unheard of in the corresponding literature. However, the practice of mixing technology and technology-enhanced course activities with those activities that would normally take place in a traditional face-to-face classroom has been occurring for years as computer-assisted courses were developed (Draper, Brown, Henderson, and McAteer). Since 2000 there has

been substantial research and discussion about blended learning and the experiences and impressions this learning environment has had on students in fields ranging from biology to nursing (Ginns and Ellis; Hwang and Arbaugh; Erdosne Toth, Morrow, and Ludvico; and Ireland, et.al). Researchers such as Motteram, in his 2006 study, and Khine and Lourdusamy, in their 2003 study, examined student experience and student perception of learning experience and course content blended in pre-service teacher education courses. These two studies, and many others, serve as examples of the number of researchers who have examined blended learning in terms of *student* perceptions and experience across a wide-ranging variety of fields. While these researchers conducted studies that dealt with blended courses that were designed for pre service teachers and were instructing future teachers in how they could use technology in their courses, both focused on the future teachers as *students*. Student learning should indeed be the goal of every instructor and every course an instructor teaches, regardless of the format of delivery. However, something these studies have overlooked, for the most part, is the *instructor* and what they actually do, and how they think about what they do, when they teach courses in the blended/ hybrid format. A gap exists in research that focuses on blended/hybrid education in terms of the instructors who teach in this modality.

Skill and Young tout blended learning, or for the purposes of this study *hybrid*, model as “one of the most effective new education strategies” (23). As such, it is important that research, such as the current study, examines how

instructors are modifying their pedagogical practices when they teach in this hybrid educational environment. This research project explores these issues to provide information that will assist administrators and instructors who teach and design hybrid courses and curricula in the future.

To begin such an investigation the term *blended learning (education)* must be defined. A search of literature reveals varying definitions and understandings of this term. Garrison and Kanuka define blended learning as any set of “the thoughtful integration of classroom face-to-face learning experiences with on-line experiences,” (96). A similar definition is offered by Bliuc, Goodyear, and Ellis in their 2007 *Internet and Higher Education* article entitled, “Research Focus and Methodological Choices in Studies into Students’ Experiences of Blended Learning in Higher Education.” They describe blended learning as “learning activities that involve a systematic combination of co-present (face-to-face) interaction and technologically-mediated interactions between students, teachers, and learning resources” (234). Both of these definitions emphasize a combination or integration of traditional face-to-face activities and those that involve technology that is carried out systematically or thoughtfully—implying that such blended educational experiences involve a great deal of planning and forethought in their design and delivery.

Graham presents us with yet another, but somewhat similar definition of blended/hybrid learning. He states that we can think of blended learning as “the combination of the instruction from two historically separate models of teaching

and learning: traditional face-to-face learning systems and distributed learning systems” (5). In this definition we can see the lingering fragments of a once prominent belief that face-to-face and distributed (online) education were two entirely separate forms of teaching and learning. Although some in the field undoubtedly still retain traces of this segregated view of face-to-face and online teaching and education, many more have begun to take on the challenge of teaching in the blended/hybrid environment.

At the same time, it's not difficult to understand why some instructors shy away from teaching blended courses. According to Tabor, the blended teaching environment presents challenges for instructors that push them outside of their comfort zone, such as increasing the sense of being remote from students and altering the social dynamic of the course because of the shifted center of authority in the class (56). However, Tabor believes that the challenges are worth facing head-on, as the hybrid model of education provides a valuable option for educating students, even if it's not best suited for every teaching situation, “The hybrid model is not a one-size-fits-all solution, but another valid option in the modern learning environment that must continually evolve to meet learning needs” (56).

Garrison and Kanuka echo Tabor's assertion that hybrid learning can sometimes muddy the waters between instructors and students because of the complexity involved with its thoughtful implementation. However, they argue that the complexity of teaching in this modality is well worth the effort because of the

possibilities offered by this innovative teaching model “At the same time there is considerable complexity in its [blended learning’s] implementation with the challenges of virtually limitless design possibilities and applicability to so many contexts” (96).

The various definitions of blended learning presented here are relatively similar. All describe blended learning as some unspecified combination of face-to-face and technologically-enhanced activities. Despite the consensus that hybrid education involves both face-to-face and online activities, there seems to be no apparent discussion about what I term in this study “degree of hybridity.” The phrase “degree of hybridity,” as I use it in this study, relates to the overall percentage of course activities that occur in each modality—online and face-to-face. For example, a hybrid course may meet face-to-face twice per week and the remaining sessions/activities may take place online, creating a $\frac{2}{3}$ -face-to-face and $\frac{1}{3}$ -online course. Another hybrid course may meet face-to-face once per week and carry out the remaining half of the week’s activities online, resulting in a $\frac{1}{2}$ -face-to-face and $\frac{1}{2}$ -online course. Both the courses mentioned above could be considered hybrid because some combination of online and face-to-face activities take place, but they would have differing degrees of hybridity because they have varying proportions of online and face-to-face activities.

The university at which this study took place also sees blended courses as some non-specified combination of online and face-to-face activities. On UCF’s Center for Distributed Learning website, hybrid, or “ReduceSeatTime/Mixed

Mode,” courses as they are labeled at UCF, are defined as “courses [that] include both required classroom attendance and online instruction. All M classes have substantial activity conducted over the Web, which will substitute for some classroom meetings” (Course Delivery Modalities).” Again we see that there is agreement with the definitions presented by Bluic, Goodyear, and Ellis; Graham; Tabor; and Garrison and Kanuka that blended learning is some combination or integration of both online and face-to-face activities. What is still missing is discussion about the differing degrees of hybridity that may occur in courses all considered hybrid.

One publication that takes a step towards addressing the issue of just how much activity takes place online in a hybrid course is the Sloan Consortium’s “Blending In: The Extent and Promise of Blended Education in the United States.”⁴ The Sloan Consortium has historically compiled annual reports about the state of online education in the United States. However, in 2007, in a move that highlighted the emergence of hybrid education as a field of study all its own, the consortium completed its first study that focused entirely on blended/ hybrid learning. According to study authors Allen, Seaman, and Garrett, for purposes of this three-year study, in “blended/hybrid” courses 30 to 79% of course content was delivered online (5). The study also found that more universities were

⁴ The Sloan Consortium reports itself to be “an institutional and professional leadership organization dedicated to integrating online education into the mainstream of higher education, helping institutions and individual educators improve the quality, scale, and breadth of online education” (“Sloan Consortium”).

offering online courses than hybrid courses, citing that nearly 55% of all institutions surveyed as part of this study offered at least one hybrid course and 64% of institutions surveyed offered at least one fully online course—courses in which 80% or more of the course was delivered online (Allen, Seaman, and Garrett 7). Additionally, and perhaps most surprising, the study found that although nationally the number of completely online courses offered had increased—growing from 6.5% in 2003 to 10.6% in 2005—the number of hybrid courses had *decreased* over the course of this study, falling from 6.8% in 2003, to 6.6% in 2004 and 5.6% in 2005 (11). This decrease in hybrid course offerings contradicts Oliver and Trigwell’s assertion that the popularity of blended learning is indeed *increasing* (24).

While the literature seems to agree on what constitutes a “blended” or “hybrid” course (a course with some combination of online and face-to-face activities—the Sloan Consortium defining it as between 30-79% online activities) what is lacking in the literature is discussion about whether or not there are, or should be, any pedagogical differences in courses that have varying amounts of face-to-face and online activities—how the difference in the hybridity may affect the pedagogical practices used to teach the class. What also seems to be missing in the literature is discussion about how the difference in the degree of hybridity seen in blended courses may affect the degree to which instructors actually modify—or re-mediate—their pedagogical strategies when they teach courses in this modality. Here we are reminded of McLuhan’s notion that the

medium, or mode (in Kress and Van Leeuwen's (2000) terminology) greatly affects the overall educational experience (1967). One could also argue that the medium through which instructors teach type of classroom and, more importantly, the degree of hybridity of the course—how many times they met online per week, or the mode, affected how instructors engaged in pedagogical re-mediation and how they viewed teaching the course. My research is an initial step in this direction. By examining the degree to which instructors modified, or re-mediated, their pedagogy, or thought about re-mediating their pedagogy, when they facilitated peer review activities in hybrid courses I hope to contribute to this new area of study. Additionally, I investigate factors I believe affected how much these instructors engaged in re-mediation. The results of this study can be used as a guide to facilitating pedagogical re-mediation by teachers and administrators who plan to teach or design hybrid courses or curricula in the future.

Re-mediation

Some researchers have sought to gain a better understanding of how the pedagogical practices used by instructors in online educational environments have added value to the overall educational process. Paul Witt (2003) studied the creation and use of course web sites by college faculty by administering questionnaires to instructors teaching at 2-year colleges who publish course web sites associated with their courses. Communication goals and educational

objectives were identified and evaluated, as well as investment of time and resources to create and maintain sites (430). From the results of his study, Witt concluded that many instructors were using the Internet as a way to easily communicate information about courses to their students. The majority of faculty members used course web sites to provide students with easy access to course materials that were also available during in-class meetings, and thereby increase their technological credibility in the eyes of the students. Witt also noted his surprise that more faculty members were not using the course web sites as a teaching tool. In the results from this study, he stated “The number of instructors who indicated the use of the course Web site as a teaching tool was remarkably small, compared with those who saw it as a helpful administrative tool” (437). While most instructors said their goals for their web site were achieved, few of their sites used the web to deliver partial or complete learning modules as is done in completely web-based courses. The faculty members actually used their web sites as a means of *transferring* information and knowledge to their students, rather than as a means of *teaching* and encouraging the actual *construction* of knowledge.

The major implication of Witt’s 2003 study was that the faculty members who completed the questionnaires were very satisfied with how they created and used their course web sites. Witt pointed out that while faculty members *thought* they were meeting all of their organizational and educational goals, they were leaving an important group out of their considerations—the students themselves

(437). Witt concluded that the web sites failed to fulfill any unique educational goals if they only acted in a *supplemental* manner and that “the investment of time and resources may not result in clear benefits to the college” (430). The majority of the course web sites were considered supplemental because they only duplicated materials that were found in other locations and acted as a sort of dumping ground for this information. Witt also noted that the instructors overlooked the potential cost-saving advantages offered by the use of the course web sites (434). Many instructors still distributed printed course materials during class meeting times instead of directing students to the course web site where these materials were located in digital form. In this case, the use of the online educational environment in these college courses did not really add any substantive educational element to the course. The pedagogical practices used by instructors when incorporating websites into the class didn’t change at all—they didn’t need to, since the websites only duplicated the pedagogical practices instructors were using in the face-to-face sessions of their courses.

How is Witt’s study relevant to an examination of the degree to which pedagogical practices used to facilitate peer review activities in hybrid, first-year composition courses are re-mediated? Witt examined courses that were not completely online courses—the courses still met face-to-face about half of the time, just as the hybrid, first-year composition courses that were the focus of this research do at UCF. In Witt’s study the instructors who responded seemed to think that they were doing a good job utilizing their online educational space, but

they failed to apply any sound pedagogical principles or practices to their use of this new space—the online space was basically used as a repository for duplicate information. My own experiences teaching hybrid first-year composition courses made me realize that I too am often guilty of using my online educational space as a repository of duplicated materials. It doesn't seem like too large a leap to question the extent to which other mediated first-year composition instructors may be engaging in the same activities. An investigation of hybrid first-year composition instructors' understanding of re-mediation of pedagogical practices when teaching online could lead to insights that may help guide us back to Selfe's *pedagogy must drive technology* mandate, rather than the existence of the technology leading us simply to “put something there” just for the sake of doing so.

Berlin also encourages instructors to go beyond teaching writing for the *just for the sake of doing so* purpose of providing students with writing instruction as a set of mechanical skills without thinking about how pedagogical theories can influence how students view the world. In his 1982 *College English* article discussing the major pedagogical theories up until that time, James Berlin highlights the importance of teachers of writing having an understanding of the how these theories inform the practices they use to teach writing. He believes that this understanding would help teachers move past teaching writing as a purely “instrumental task”—something Berlin believes is their duty to work towards (766). In Berlin's view, and the view of New Rhetoricians, writing

instructors aren't teaching just a mechanical *skill* to their students, but rather a way of viewing and thinking about the world. Instructors must think about why they teach the way they do and how their various beliefs about teaching reveal themselves through the pedagogical practices they use to teach their students. Moving past using instrumental pedagogies to teach writing in a manner that Berlin describes as an "instrumental task," Berlin states that teachers of writing must instead strive to better understand how teaching writing can be a segway into teaching students how to view and think for themselves in the world around them.

Stuart Selber takes Berlin's description of how many writing teachers think of teaching writing in an instrumental manner and applies it to his theory of varying levels of technological literacy (*Multiliteracies for a Digital Age*). Although Selber doesn't discuss Berlin's *instrumental task* in terms of world-view, the influence of Berlin's phrase can be seen clearly in Selber's levels of technological literacy. In his book, Selber theorizes that technological literacy can be thought of in three varying, progressively more advanced, stages: functional literacy (the equivalent of Berlin's *instrumental task*), critical literacy, and rhetorical literacy. Selber may possibly argue against Berlin's notion that teaching writing as an instrumental task has inherently little value for students, rather seeing an instrumental (functional) understanding of writing as a fundamental building block that is necessary before moving on to higher-level understandings as one attains critical and rhetorical literacy. Selber discusses and details these levels of

technological literacy in terms of students—what composition instructors must do to create instruction and academic programs that foster higher levels of technological literacy in their students. Perhaps it is just as important to consider how composition instructors can increase their students' technological literacy in Selber's terms when, according to his own matrix of what constitutes technological literacy, the instructors themselves may not possess the technological skills necessary to be considered technologically literate.

Selber outlines his differing technological literacies by pointing to the work of Thomas Barker in which Barker delineates the difference between “computer-mediated” users and “empowered” users. What is most interesting about Barker's separation of the two is his description, based in large part on the work of Shoshana Zuboff, of what constitutes a *computer-mediated* user. According to Barker's 1994 STC conference proceedings paper, the computer-mediated user can be described as “deskilled” and experiences a “loss of skill transfer, loss of decision-making power.” This type of user also becomes “increasingly isolated” because of “decreased face-to-face communication, loss of rewarding society, loss of dialog end feedback.” Additionally, the computer-mediated user shows “decreased initiative, loss of personal efficacy,” and “loss of creativity.” This above description differs greatly from that of *empowered* users. Selber succinctly summarizes the skills he believes make empowered users different than computer-mediated users, equating empowered users to his *functionally literate* users:

In contrast, empowered users have an altogether different relationship with technology. Although continuously challenged, they integrate computers more productively and cope reasonably well in dynamic environments. Unlike computer-mediated users, functionally literate users confront skill demands, collaborate online, and explore instructional opportunities. In other words, they employ computers as a tool in order to further their educational goals (46).

The descriptions of *empowered* and *computer-mediated* users are in opposition to each other. Beyond mere semantics, it must be acknowledged that words have power to influence and even change thought. How interesting it is then, that the courses offered at UCF that comprise this study are dubbed “mediated.” Although the actual naming of the course may not affect what takes place in the course, it may affect how students, and I dare say instructors, think about the course. While it is unlikely that the creators of UCF’s “mediated” courses consulted Zuboff, Barker, or Selber when considering *names* for their technology enhanced courses, the connection between the name and description of these courses and the corresponding level of technological literacy envisioned is one that is interesting to contemplate.

Selber’s *computer-mediated* users fit the description he gives of the first level of technological literacy—functional literacy. In this initial level of technological literacy users have learned to use computers and technology for their own purposes. This means that users who are functionally literate have

learned to make informed decisions about which technologies work best for their purposes and they are comfortable learning and using these technologies. Functionally literate users have the skills to not only use computers and technology to complete tasks, but also possess the knowledge and attitudes to recognize the fact that technology use is contextual and dynamic. Selber encourages us to think past the use of computers as merely *tools*. While he admits that the tool metaphor can make computers and technology seem less mystical and much more able to fall under our control—mankind has been using “tools” for thousands of years, after all—Selber reminds us that the use of technology is not as neutral as the simple word *tool* implies. He cites some understandings of functional literacy that highlight only the tool metaphor as focused on “highly specific, stabilized skill sets [that are] detached from particular social contexts” (33). Selber believes that views such as this belittle the importance of functional literacy in its role as the *key* to all other forms of technological literacy, stating that “functional literacy is a necessary if not sufficient condition of all other forms of literacy” (33). He even goes as far as to say that views framed in this way make functional literacy appear to be “pedagogically or ethically suspect” (34). Feenberg also warns us against blindly accepting technology in a purely instrumental (functional) mindset. Doing so, he says, allows the “tool” mentality to continually feed itself which can lead to an “unreserved commitment to its [technology’s] employment” without understanding the larger political dimensions and power relations that are at play (6).

To help instructors and students form views about technology and computer use that are functional, Selber provides us with a set of five parameters that allow us to create our own emphasis as we teach students, and instructors, how to expand their technological literacy. He posits that developing an understanding of these five parameters—educational goals, social conventions, specialized discourses, management activities, and technological impasses—will provide writing instructors and students a framework upon which they may begin to build a “productive approach” to developing functional technological literacy that goes beyond viewing computers, and technology in general, as merely tools (72). In Selber’s view, understanding computers and technology as merely tools to be used creates a vision of technology that is decontextualized and counterproductive. Although it is essential to consider the power technology can wield as a *tool*, it is equally essential that students—and instructors—with functional literacy see past the *tool* limitations. Through detailing the five parameters, Selber pushes instructors to think about how they can foster functional literacy in their students by creating activities that help students understand operations computers can perform well, use often ignored software functions, and customize interfaces to better meet their needs (46).

Selber’s second level of technological literacy, critical literacy, pushes beyond *using* computers and technology and supposes that users, when they choose to use technology, challenge the values of the status quo and realize the political and cultural forces that shape the form and function of technology. In

Selber's words, those who possess technological critical literacy do not merely reproduce the "existing social and political order" present in most functional modes when they engage in the use of technology, but rather "strive to both expose biases and provide an assemblage of cultural practices that, in a democratic spirit, might lead to the production of positive social change" (81). In other words, critically literate users can detach themselves from the actual technology itself and view it as an "artifact" that represents a critical exemplification of the contexts of production and use that went into its creation (86). In many ways, those with critical literacy view technology through the lens of a critical questioner—one who questions the perceptions that create computers and technology and the boundaries these technologies impose.

As with his detailing of functional literacy, Selber provides us with a set of four parameters that help define the qualities that exemplify a critical approach to technological literacy: design cultures, use contexts, institutional forces, and popular representations. In terms of these parameters, students—in the context of this research, instructors—who are critically literate can turn a critical eye towards the "dominant perspectives that shape computer design cultures and their artifacts," view how computers and technology are used as inextricably tied to the contexts in which they are represented, have an understanding of "institutional forces" that shape the uses of computers and technology, and possess the ability to "scrutinize representations of computers in the public imagination" (96). Attaining technological literacy at the critical level would allow

instructors to more carefully consider the adoption and use of various educational technologies in their classroom.

Selber's final, and most complex form of technological literacy is rhetorical literacy. Those who are rhetorically literate are much more than "effective users" and "informed questioners" of computers and technology—they become "reflective producers" of technology, a state that combines both functional and critical literacy (182). As with functional and critical literacy, Selber provides us with a set of parameters that help portray an image of the literate user as someone who understands the influences of the following parameters and uses these understandings to create interfaces: persuasion, deliberation, reflection, and social action. These parameters may sound familiar to teachers of writing. They are among the main tenets from the field of rhetoric—students are often asked to write in a manner that takes advantage of persuasive writing techniques, to be deliberative and reflective in their communications, and to generate and communicate ideas that encourage some form of social action (answering the "so what?" question). Selber also describes the rhetorically literate student as one who "will recognize the persuasive dimensions of human-computer interfaces and the deliberative and reflective aspects of interface design, all of which is not a purely technical endeavor but a form of social action" (140).

In Selber's description of rhetorical literacy we can immediately see a focus on interface design—something that initially sounds like a very *technical*

enterprise for teachers of writing, many of whom have never created technical interfaces of any type. However, it is important to note that Selber also puts forth the idea that 21st-century composition itself has become a process that flies in the face of traditional composition establishments. Much like interface design, 21st-century composition practices have become more about establishing multiple connections between the writers and the readers. In Selber's words, the interface is "the place where different agents and contexts are connected to each other: It is where the communicative process is centered, spreading out from that contact point between texts and users" (141). In this explanation of interface we can see that interface design is an enterprise less concerned with the *technical* aspects of design and more concerned with creating the many sets of interactions between the producer of the communication (the writer) and the receivers of that particular communication (the readers). Practice, the act of actual creation is paramount to rhetorical literacy. Thus, interface design requires recognition of and use of persuasive, deliberative, and reflective aspects of communication. At the same time, technological rhetorical literacy also requires functional literacy and critical literacy which have been previously discussed—rhetorical literacy requires both functional and critical literacy. Utilizing aspects from all levels of technological literacy is imperative. As Selber states, "Rhetorical literacy insists upon praxis—the thoughtful integration of functional and critical abilities in the design and evaluation of computer interfaces" (145).

Selber's focus on the importance of the 21st-century writing student attaining functional, critical, and rhetorical literacy cannot be underscored enough. However, instructors who have not yet attained rhetorical literacy will find it difficult to facilitate this level of understanding in their students. To facilitate higher levels of technological literacy in their students requires a re-examination of teaching practices. Examining the degree to which our pedagogical practices are re-mediated when teaching hybrid writing courses is a beginning step in progressing from more functional understandings of computer and technology use to views that are more critical and rhetorical.

In the field of composition studies today, there is a very apparent lack of discussion of the term *remediation*, despite the term's familiarity in other fields such as media studies. A search for the term *remediation* within the major journals dealing with issues related to computers and pedagogical practices of writing instruction (*Computers and Composition*, *College English*, and *College Composition and Communication*) delivers surprisingly few results, most of those suggesting a negative valence. In Mina Shaughnessy's *College Composition and Communication* (CCC) article entitled "Diving in: An Introduction to Basic Writing," we find a discussion of remedial education that portrays the enterprise in a less-than-positive light. Shaughnessy points out that many discussions of remedial writing programs use terms that suggest students in these courses have something wrong with them—that they need to be diagnosed and "remedied"

(234). Here the discussion revolved around the negative associations the term remediation can hold in discussions of writing education.

In a more recent CCC article, Mary Soliday discusses many of the same shortcomings associated with remedial writing, including difficulties and political complications, such as bypassing test-score placement into remedial courses and re-envisioning multilingual instruction, that follow from close examination of remedial writing programs as their usefulness and viability are examined. Again, this article discussed the many issues involved with managing *remedial* writing programs (85-100).

Perhaps initially more promising a search for the term *remediate* did deliver three references in the journal *Computers and Composition*. However, the references were to two book reviews that mentioned Bolter and Grusin's book, Remediation: Understanding New Media, and one short article that simply mentioned the term in passing. In short, the term *remediation*, when found, is virtually limited to references to *remedial* education. In short, much has been written about online composition instruction occurring differently online (the basis of how I believe Bolter and Grusin's term can be applied to pedagogical practices), but few scholars have talked about these differences in terms of *remediation*.

Remediation as Jay Bolter and Richard Grusin describe it is a "repurposing" of media in which one media borrows from another. In Writing Space: Computers, Hypertext, and the Remediation of Print, Bolter tells us that

remediation occurs when a new medium “imitates some features of the older medium, but also makes an implicit or explicit claim to improve the older one” (23). Bolter goes on to say that, in remediation, “the newer medium takes the place of an older one, borrowing and reorganizing the characteristics of writing in the older medium and reforming its cultural space” (23).

When relating Bolter and Grusin’s notions of remediation to composition instruction, we can think of online education as the new medium and traditional face-to-face instruction as the old medium. However, applying the notion of remediation to composition instruction for online environments does not mean that pedagogy would lose all semblance of familiarity. As Bolter and Grusin remind us, true remediation by a digital medium still retains elements of the original “The digital medium can be more aggressive in its remediation. It can try to refashion the older medium or media entirely, while still marking the presence of the older media and therefore maintaining a sense of multiplicity or hypermediacy” (46). For composition instruction this means that sound pedagogical principles currently used in face-to-face instruction might remain in online instruction, but that specific pedagogical techniques may differ because of the *remediating* influence of the new medium.

In her book chapter entitled “Enhancing Online Collaboration: Virtual Peer Review in the Writing Classroom,” Lee-Ann Kastman Breuch connects peer review activities with Bolter and Grusin’s notion of remediation. She argues that peer review in the “virtual” classroom shares the same pedagogical assumptions

that it does in the face-to-face classroom, but that the virtual class differs in the pedagogical “practices” used to facilitate peer review (142). Here we can see Bolter and Grusin’s notion of *remediation* reflected in Breuch’s discussion of different *pedagogical practices* used in the virtual classroom. Breuch pursues her discussion of online peer review practices in her book Virtual Peer Review by providing instructors with a guide to facilitating successful peer review sessions as they occur online, suggesting once again that educational practices must be approached differently in online environments. She invokes Bolter and Grusin’s term and applies it directly to the teaching of peer review, arguing that “virtual peer review is a remediation of face-to-face peer review...” (8).

For purposes of this study, I am calling the modification of pedagogical practices I will examine “re-mediation.” This term borrows from Bolter and Grusin’s concept *remediation* as used by Kastman-Breuch in her book, “Virtual Peer Review: Teaching and Learning about Writing in Online Environments.” I have modified the term—remediated it, if you will—in an attempt to shed some of the more negative connotations associated to the term *remedial* as it is used in the composition field. Although the major journals in composition studies haven’t yet cleaved to the term re-mediation, in Breuch we see a willingness to apply Bolter and Grusin’s notion of remediation to the idea that the pedagogical practices used to teach writing, specifically peer review, differ from those used to teach in the face-to-face environment. Although composition instructors undoubtedly modify their pedagogical practices to some extent when they teach

peer review online, they may stop short of calling this revision *re-mediation*. Are composition scholars hesitant to use the term re-mediation when they discuss the modification of their pedagogical practices for the online environment because of the negative connotations, or is the term unknown to them? Do composition instructors simply use different terminology when they modify their pedagogical practices as they teach online and, or are they not modifying their practices at all?

Some scholars, such as Beth Hewett, recognize that online pedagogical practices do indeed differ from those in the face-to-face environment. In her study, "Characteristics of Interactive Oral and Computer-Mediated Peer Group Talk and Its Influence on Revision," Hewett compared the effects of interactive oral and computer-mediated peer-response group talk on student revision. Hewett found that both groups' peer-response talk focused on their writing, but the group that "talked" through computers focused revision suggestions more on concrete writing tasks, such as sentence structure modifications and revisions necessary to meet specific assignment requirements, while the oral peer-response groups focused on more abstract and global development ideas. Although Hewett's study does not claim that the peer-response talk of either group was "better," the study clearly suggests that the medium used to conduct peer-response talk affects the type of talk that occurs. Here we are reminded of McLuhan's notion in The Medium is the Message that the nature of the medium used to communicate any message affects the message itself. The same can be

said about the pedagogical practices instructors use to teach peer response groups. If students engage in peer response differently when “talking” through computers, then it follows that instructors need to adjust their pedagogical practices accordingly.

Peer group talk isn't the only writing activity that occurs differently in online environments. Lee-Ann Kastman Breuch and Sam Racine further propose that, “online (writing) tutors need training specific to online writing spaces” (246). In their *Computers and Composition* article entitled, “Developing Sound Tutor Training for Online Writing Centers: Creating Productive Peer Reviewers,” Breuch and Racine detail their experiences working as online tutors and acting as faculty advisors in the online writing center (OWC) at the University of Minnesota. The authors found that tutor training for face-to-face centers doesn't translate well for use in online writing centers. Additionally, their experiences suggested that although face-to-face and online writing center tutoring occur through different media, the same pedagogical theories, such as student-centered and process-based learning theories, can be facilitated equally well in both environments. In this study we see another example of the medium through which the instruction is conducted having an effect on the pedagogical practices used to teach in that environment. Neither the Hewett study nor the Breuch and Racine study used the word re-mediate to describe how pedagogical practices would need to be, or were, modified for the online environment, but both sets of

researchers acknowledged that their pedagogical practices for these online environments differed from those used in the face-to-face environment.

In researcher Sharon Tabor we see another argument that expresses a call for *re-mediation* of pedagogical practices. She may not have even realized she was making an argument for re-mediation, but her experiences in a faculty seminar she attended at Boise State that was itself taught in hybrid format brought the issue to the forefront. In her article she details lessons learned in this seminar and discusses how she and her colleagues went about learning how to redesign a course to be offered in hybrid format. She states, “Seminar leaders emphasized from the start that developing an effective hybrid course involves more than taking traditional course content and placing it online” (49). In her recollection of this seminar experience the issue of modification, or re-mediation, of pedagogical practices once again appears.

Charles Moran writes in his chapter “Technology and the Teaching of Writing” that there is indeed no “specific pedagogy associated with emerging technologies...,” (203) but that what is clear is that “writing in this medium is different from writing in print” (210). It would quite logically follow that if writing in this new educational medium is different than writing in the traditional paper medium, then the *teaching* of writing would also be different in this hybrid medium.

While there seems to be general agreement in the field of composition that pedagogical practices may be altered when transferring face-to-face instruction

to the online environment, it is clear that these pedagogical modifications are not thought of in terms of *re-mediation*. We see in Breuch a rare instance of a composition scholar applying the term remediation, as used by Bolter and Grusin, directly to a pedagogical practice that occurs in virtually every first-year composition course—peer review. However, what we don't see in Breuch's *Virtual Peer Review* is a discussion of the extent to which composition instructors teaching in the online environment see, or fail to see, the pedagogical modifications they make as re-mediation.

Conclusion

This study takes on the task of examining re-mediation as it occurs in the pedagogical practices used by instructors to facilitate peer review activities in hybrid, first-year composition courses. Once we have a better understanding of the extent to which instructors are re-mediating their pedagogy, or are at least thinking about how they might re-mediate their pedagogy, for the hybrid teaching environment, we can interrogate these pedagogical re-mediations, determine their effectiveness, and choose whether, and if so, how to implement them in other hybrid courses. At the same time, it is important to understand the varying factors that may influence the degree to which instructors re-mediate their pedagogy for this hybrid environment.

This study uncovers four factors that appeared to influence the degree to which the instructors re-mediated their pedagogical practices over the course of

the semester in which this study was conducted. Results from this study will contribute to the field by serving as a guide to instructors and administrators who will teach and design hybrid composition courses or curricula in the future. Moran reminds us that over the past decades teachers of writing have continually adapted their teaching practices to new technologies as they became available “As computer technology has evolved over the past two decades, writing teachers have found that they could adapt this emerging technology to radically different pedagogies” (203). The key to pursuing successful and effective pedagogical re-mediations in hybrid courses is understanding the degree to which instructors are engaging in re-mediation and factors, many of which we may be able to control or change, that influence this re-mediation.

CHAPTER THREE

Introduction

In this exploratory research project I used the qualitative case study methodology to uncover four factors that influenced the degree of re-mediation of pedagogical practices seen in five hybrid, first-year composition courses: degree of course hybridity, instructor perceptions/beliefs about using technology to teach, instructor technological skills, and the technological training taken by instructors. Gaining a better understanding of these factors and how they may influence the overall degree to which instructors think about or engage in pedagogical re-mediation in their hybrid courses could provide a guide for those who wish to teach, or develop and implement curricula, for hybrid courses in the future.

To investigate the degree of re-mediation of pedagogical practices seen in hybrid, first-year composition courses, five instructors were followed over the course of one semester during which they taught courses in this format. The instructors were later asked follow-up questions to clarify observation results and to further examine the degree to which they were either thinking about or engaging in re-mediation of their pedagogical practices when they taught peer review, a staple of composition classroom pedagogy, online. An electronic

questionnaire was also administered to all composition faculty teaching in the English department at the University of Central Florida. The purpose of this questionnaire was to investigate instructors' views regarding technology in general and, more specifically, the extent to which they believe technology plays a part in their pedagogy when teaching composition in a hybrid environment. Although the instructors who completed this questionnaire were not the focus of this study, their responses did provide information that offered additional support for the viewpoints expressed by the five instructors followed in this study.

During the semester of investigation, I noticed many similarities in how the five instructors approached teaching their hybrid courses. At the same time, surprising differences emerged concerning how the instructors thought about the enterprise of teaching online and how these views influenced the amount of pedagogical re-mediation they implemented in these courses. It was not unusual to notice instructors contradicting themselves throughout the series of interviews. For example, one instructor who initially said she believed technology had no place in the composition classroom later stated, in the very same interview session, that she believed online peer review produced better results than when the process was conducted in the face-to-face classroom environment. Such inconsistencies provided a unique basis for further inquiry and I expanded my investigation to include a closer examination of the factors that play an important role in the degree of pedagogical re-mediation seen in the classrooms (both face-to-face and online) involved in this study. This broadened focus allowed me to

gather more specific evidence of which factors affected the degree of pedagogical re-mediation the instructors in this study implemented in these hybrid courses.

Methodological Rationale

The holistic and flexible nature of my research study led me to Robert Yin and the case study research methodology to which he brought attention and legitimacy. In his seminal work, *Case Study Research: Design and Methods*, Yin states that, “some studies may have a legitimate reason for not having any propositions. This is the condition—which exists in experiments, surveys, and other research strategies alike—in which a topic is the subject of ‘exploration.’ Every exploration, however, should still have some purpose” (22). Adhering to Yin’s statements regarding the purposeful yet flexible nature of exploratory case study research, my study sought to provide a better understanding of which factors influenced the degree of pedagogical re-mediation the instructors engaged in throughout the semester.

In Yin’s seminal work regarding this qualitative research methodology, he cautions that many perceive a weakness of the case study methodology to be its malleability (61). It is not unusual for researchers to deviate from their original research plan based on initial results; however Yin suggests that this flexibility may lead to gaps in the research data, so the researcher must remain vigilant about defining “rigor” in ways that are acceptable and credible to the field, and then maintaining that rigor in their investigations. Yin acknowledges this

limitation, but suggests that the case study methodology allows for flexibility in the research plan while at the same time preserving its overall stability and validity. The “need to balance adaptiveness with *rigor*—but not rigidity—cannot be overemphasized” (61). Donald Graves, in his 1984 essay, “A New Look at Writing Research,” hypothesizes that while the case study methodology “cannot pretend to be *science*” (my emphasis added) the research procedures and data collected in this manner are still rigorous and of value in that the “human faces” provide vast amounts of information to study. Research procedures do not “cease to be rigorous” and the “human faces do not take away objectivity when the data are reported” (97). Although Graves may not consider the case study detailed in this dissertation *science*, I believe the research plan I followed did indeed retain rigor because I collected my data in a systematic and consistent manner and collected data from a variety of sources to form more informed observations. At the same time, my research plan allowed for a level of flexibility necessary when dealing with “human faces” as the primary means of data collection.

This notion becomes central for qualitative researchers, myself included, who see their focus become more clearly defined as they begin collecting data. I found my research focus shifting as I began initial interviews with the five instructors in this study. The study began as an investigation of how instructors viewed teaching online, and technology use in general, in a hybrid format course through the lens of how they approached teaching peer review. The investigation

evolved into a more detailed examination of specific factors that influenced the degree of pedagogical re-mediation witnessed across these five courses.

However, the overall focus of my research remained on task and the structure of my research and data collection preserved the “rigor” Yin and Graves deemed necessary in the case study research methodology.

To investigate specific factors that influenced the degree of pedagogical re-mediation witnessed across these courses, I conducted interviews with five instructors who taught hybrid sections of either ENC1101 or ENC1102 (the two required first-year composition courses at UCF) during the Spring 2007 semester. I observed these five instructors as they taught first-year composition in both face-to-face and online portions of their mediated classes that dealt with peer review. As part of this case study I also conducted semi-structured interviews that sought to uncover more about how these instructors taught and viewed the process of teaching in hybrid courses. I elected to do interviews, observe classes, and administer surveys, because data collected in this manner provides a wealth of qualitative data that retain their unique context. According to Yin, one of the strengths of the case study methodology is the very fact that it highlights the unique context of the research situation “[Y]ou would use the case study method because you deliberately wanted to cover contextual conditions – believing that they might be highly pertinent to your phenomenon of study” (13). I realized that, as in any case study, the data collected in the unique contexts of this study might not necessarily produce conclusions that are generalizable or

reliably reproducible. However, the value of such qualitative data lies in the conclusions it suggests and in how it may be combined with and compared to data from similar or comparable studies.

Over time this larger body of similar research findings can offer insight into the more robust *bigger picture* of the contextually rich landscape of hybrid sites of online writing instruction. From this ever-growing body of research findings more reliable generalizations may be made and theory created. In his work, *The Making of Knowledge in Composition: Portrait of an Emerging Field*, Stephen North advises us to pursue the individual research subjects and their unique contexts (236-237). Taken together, the results of a body of such contextually rich studies will give birth to wider-arching theories over time. Indeed, according to North, there *is* value in these idiographic investigations that are carried out by those he calls *Clinicians*—researchers in the field of composition whose research endeavors unfold in the nebulous world of contextually collected data. North goes a step further and even encourages researchers (*Clinicians*) to enjoy this nebulous world, stating, “The larger issue, the canonical theories, will emerge in due course. Let me try to make it axiomatic: To claim the authority that is rightfully and most usefully theirs, Clinicians need to recognize—and indeed, to revel in—the power of idiographic inquiry” (237). My study, through the rigor of my chosen case study methodology, contributes to this body of idiographic inquiry detailed by North. Additionally, since online course offerings, more specifically courses that are offered partially online, are still relatively new

modalities in the field of first-year composition instruction, information collected in studies such as mine provide valuable, uniquely contextualized data. This data can contribute to the field as more researchers seek to find patterns in such data and use these patterns as a basis for further research or course design in other hybrid-format courses.

Participants

The five instructor participants in this study were selected from a larger group of instructors who were teaching hybrid, first-year composition courses in the spring semester of 2007. Near the end of the fall 2006 semester I obtained a list of the names of all the instructors set to teach hybrid courses in the spring of 2007. I emailed all of the instructors and asked them if they'd like to be a part of my study. Of those instructors who replied, five mentioned their interest in this study. I then met with each instructor individually to provide them with more information about my proposed study, answer any questions they may have had, and to have them complete an Informed Consent Form. (See APPENDIX A for Instructor Informed Consent Form). Once the instructors agreed to participate in my research study, I assigned pseudonyms to protect their anonymity because they continue to work in the university department in which the study was conducted. Although the Informed Consent Form acknowledged that there was a small risk of their identities becoming known, I believe it is important to secure the anonymity of the participants as much as possible. The pseudonyms for the instructors who participated in this case study are as follows: Instructor Finnigan,

Instructor Palmer, Instructor Wilson, Instructor Bowman, and Instructor Tan.

Throughout the study I recorded my observation notes, interview notes, student questionnaires, and interview transcripts on different colored paper for each instructor. According to IRB protocol these research documents will be retained for the required three years, after which they will be destroyed.

While all first-year composition courses (both mediated and face-to-face) at UCF require the same four basic writing assignments, carry the same attendance policies, and adhere to the same basic course structure, the five instructors in this study had created unique classroom contexts. Despite the fact that all of the courses included in this study were deemed *mediated* (a.k.a. hybrid) by the university, not all of the courses were hybrid to the same degree—they had differing degrees of hybridity. Four of the courses met one day per week with the remaining work being completed online ($\frac{1}{2}$ face-to-face and $\frac{1}{2}$ online) and one of the courses met two days per week with the remaining work being completed online ($\frac{2}{3}$ face-to-face and $\frac{1}{3}$ online). Although the degree to which the course activities were conducted online greatly affected the overall *perceived* importance of online work in the course for one of the instructors in particular, the university did not recognize the variance. All hybrid courses looked the same on paper to the university—there was no distinction between $\frac{1}{2}$ - and $\frac{1}{3}$ -online courses, but the amount and degree of online work occurring in the $\frac{1}{3}$ -online course and the manner in which the $\frac{1}{3}$ -online instructor approached teaching

online was quite different than how the other instructors of ½-online composition courses approached the course(s).

The instructors also had amassed varying degrees of teaching experiences—one was teaching a mediated course for the first time, while the others had taught in the mediated format many times, and one instructor had taught completely online courses in the past. These courses also differed in the type and degree of technology available in the classrooms in which instructors taught. Four of the five instructors taught in rooms that are described as “technology-rich.” These rooms contained one computer and projection system used primarily by the instructor while they taught at the front of the room. The remaining instructor taught in a more technologized setting that the university defines as a “collaborative classroom.” In this type of learning environment students have access to computers on their desk and are able to work collaboratively with fellow classmates on these computers to complete course activities. Overall, the variety of experiences and methods the instructors brought to the courses they were teaching, as well as the classroom configuration and even the degree of hybridity, made the context of each course unique. A table summarizing the descriptive elements of the instructors in this study is included below.

Summary of Descriptive Elements

Table 1: Participant descriptors

| | Instructor Finnigan | Instructor Palmer | Instructor Wilson | Instructor Bowman | Instructor Tan |
|----------------------------------|--|--|--|---|--|
| Course taught | ENC1102 First-year composition II. | ENC1101 First-year composition I. | ENC1101 First-year composition I. | ENC1102 First-year composition II. | ENC1101 First-year composition I. |
| Teaching status | Adjunct (previously taught at UCF as GTA). | Full-time, non- tenure-earning instructor (previously taught at UCF as GTA). | Full-time, permanent, non- tenure-earning instructor. | Graduate teaching assistant (previously taught as UCF adjunct). | Graduate teaching assistant. |
| Teaching experience | 15 years at college level/ 5 years at UCF/ first time teaching mediated composition Spring 2007. | 10 years at college level. Had been teaching mediated composition for four years. | 8 years at college level. Had been teaching mediated composition for four years. | 5 years at college level. Had been teaching mediated composition for two years. | One semester at college level. First time teaching mediated composition. |
| Teaching media | Taught face-to- face, through email and blogs. | Taught face-to- face and through WebCT. | Taught face-to- face and through WebCT. | Taught face-to- face and through WebCT. | Taught face-to- face and through WebCT. |
| Technological familiarity | Self-described as advanced. Had been involved with beta testing WebCT at UCF. | Self-described as advanced. Had been teaching with WebCT at UCF as long as it had been available and created all his own WebCT pages. | Self-described as having medium- level computer skills. Feels her WebCT skills are upper- to mid- level. | Self-described as mid-level technology skills. Feels her WebCT skills are high- level. | Self-described as high-level technology skills. Feels her WebCT skills are high- level. |
| Classroom type | Technology-rich | Collaborative | Technology-rich | Technology-rich | Technology-rich |
| Points of interest | Instructor helped create WebCT training that UCF instructors receive. Those who successfully complete training are considered course designers. Ironically, when UCF required him to complete the training course he had helped create, Finnigan failed the course. | He was the only instructor in this study who taught in a collaborative classroom. | This instructor's position as one of the Coordinators of Composition for the English department allowed for additional insight into the number of mediated first-year composition course offerings and enrollment. | This instructor had previously worked as a technical writer for a number of years. Upon arriving at UCF, instructor Bowman had been allowed to teach technical writing courses with no additional training. This instructor later experienced many of the same WebCT training sessions as the researcher, as both were in the same doctoral cohort. | This instructor was the least experienced in terms of teaching, but perhaps the most skilled in web and graphic design. |

Setting

The instructors involved in this study taught in a variety of classrooms across campus. However, all of the classrooms were classified as either “technology-rich” or “collaborative” classrooms. Many classrooms at the 46,000+ student (2006-07 enrollment) University of Central Florida are “technology-rich.” These classrooms contain an automated projector, document camera, projection screen, desktop computer at the front of the room for instructor/student use, DVD/CD and VHS players, and a stereo receiver that provides audio for all media projected onto the screen. Additionally, the computer on the instructor’s podium has internet access.

Far fewer classrooms at UCF are “collaborative.” At UCF the Faculty Center for Teaching and Learning, the campus division responsible for providing instructional support to teaching faculty and staff, maintains five “collaborative” classrooms on the main Orlando campus. While other departments on campus have computer labs for use, the collaborative classrooms are the only ones designed primarily for teaching courses that incorporate a very high level of hands-on, collaborative computer activities. In addition to all of the technology found in the technology-rich classrooms, the “collaborative” classrooms contain between 18 and 31 individual computers, depending on the specific set-up of the room. These rooms are much in demand; out of the five instructors who participated in the in-depth portion of this study, Instructor Palmer was the only one who regularly taught in a collaborative classroom. In addition to requesting

the room, he had to provide detailed rationale why teaching in the classroom was integral to students learning in his course. Although there was not a computer available for every student in Palmer's course, many students brought their own laptops to class. Palmer would tell students when bringing their laptops would be most helpful. Otherwise, Palmer would have students share the computers available in the classroom. A diagram of this collaborative classroom is included in Figure 1 below.

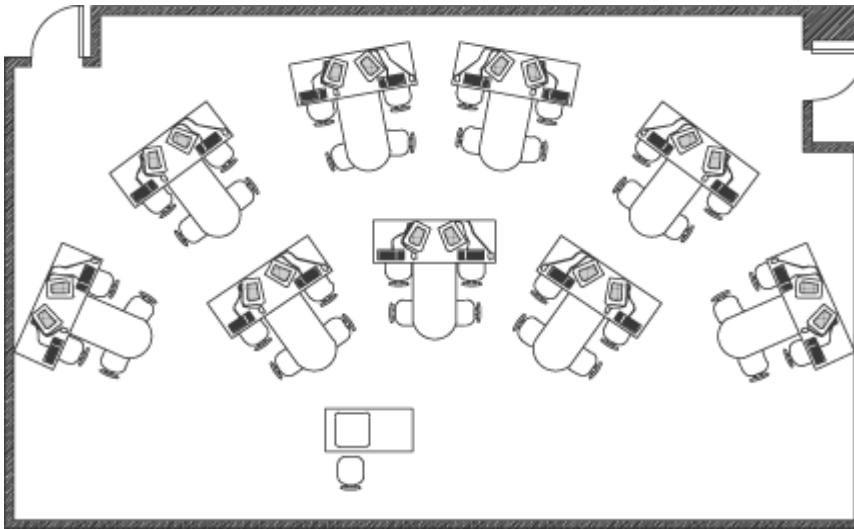


Figure 1: Collaborative Classroom design: 9 desks, each seating 4 students, each equipped with 2 computers.

Another important technology-related element that must be considered is the campus-wide availability of wireless internet access. All students on campus can use their personal laptops equipped with wireless cards to access the internet from anywhere on campus. Of course, some buildings are built in ways

that either hamper or assist in wireless communication, but, in general, students have access wherever they go on campus.⁵

Apparatus and Materials

Interviews

Semi-structured interviews of participant instructors were initially conducted to ascertain the interest level of each instructor participant. Once instructors agreed to participate in the study, structured interviews were conducted to gather initial data regarding many of the participant descriptors listed in Table 1. The list of structured interview questions can be found in Appendix B.

Additional semi-structured interviews were conducted throughout the course of the study to gather information about which factors may have influenced the degree of pedagogical re-mediation witnessed across all five courses. To ensure accuracy, I audio recorded and subsequently transcribed these interview sessions. I also asked follow-up interview questions to clarify observations or collected artifacts. All follow-up interviews that were conducted face-to-face were audio recorded and transcribed. I asked a number of later follow-up questions through email. These questions, and the instructors'

⁵ This can become an issue in the classroom when a student “appears” to be taking notes with their laptop, but may actually be doing other non-class-related activities. A number of instructors in this study mentioned students using computers in class, during class, as an issue they must deal with on a normal basis.

answers, were printed and will be retained throughout this study. Segments of these transcripts and emails appear throughout this dissertation, specifically in Chapter Four where the results of this study are reported.

Observations

In addition to interviews I also conducted class observations—both in the online and face-to-face class sessions in which peer review activities were conducted. Students in these courses were made aware of my observations in advance and were told by their instructors that I was not observing them, but that I was conducting a study about how the instructors were teaching the course. I observed the online sessions of particular class sessions through the written communications made by the students and the instructors. Each instructor printed these communications and gave them to me after removing identifying information of the students involved in the communication.

Artifacts

In addition to classroom and online observations, I also collected a variety of relevant artifacts used by the instructors as they taught. These artifacts include, but were not limited to course syllabi, peer review worksheets, written instructions, handouts, and web materials to which instructors have directed students. This was an area of interest especially critical in the hybrid courses in this study where a significant amount of course-communication between instructor and student occurred through textual artifacts of instruction. I also

noted any visual, aural, or multimedia artifacts that may have been used in the teaching of the course.

While these artifacts contributed to my understanding of how the instructors in this study taught their courses, they did not become articles central to my analysis as I had initially envisioned them. Instead of being *objects of study* in this research, the collected artifacts served to further inform my observations and interviews, to provide a basis for additional investigation and questioning, and to support my assertions.

Voluntary Composition Faculty Questionnaire

To seek additional information that might lead me to a better understanding of the factors that influence pedagogical re-mediation, I designed a questionnaire that was made available electronically to all full-time, tenure-track faculty, instructors, adjuncts, and graduate teaching assistants teaching either ENC1101 or ENC1102 during the spring 2007 semester. This questionnaire was administered approximately halfway through the spring 2007 semester. Of the approximately 125 individuals who had access to this voluntary questionnaire, 18 responded, for a response rate of nearly 14.5%. It should also be noted that I directed the instructors in my study not to complete the online questionnaire since, in effect, their responses had already been recorded in our interviews. Although the instructors who completed this questionnaire were not necessarily teaching hybrid, first-year composition courses at the time, some of them had taught first-year composition in the hybrid format in the past.

In order to achieve responses that were more easily categorized and quantified, I designed this questionnaire to contain mainly multiple-choice and true/false responses. However, interesting data is usually obtained through open-ended responses, so the questionnaire also contained an open-ended response section. The questions appearing on the voluntary questionnaire were generated from my close consideration of what I had observed in the mediated composition courses. The complete survey and the accompanying responses are located in Appendix C.

Procedure

Interviews with each instructor allowed me to capture the unique complexities of each instructor's views about technology use in the courses they taught. I then set up times to observe both the face-to-face and online spaces in which the instructors taught peer review. I later conducted follow-up interviews with each instructor to clarify my observations and ask them additional questions about how they conducted peer review in the hybrid portions of their classes; these questions primarily arose from my observations of peer review processes as they had occurred. Rather than researching in the "distanced, uninvolved, and decontextualized manner" (Ray 175) characteristic of positivistic research, I wanted to gather data that described the unique context of each individual partially online writing class. Since I have taught mediated first-year composition courses myself, I believe that my experiences teaching in this environment informed my observations and interviews and provided me with a keen sense of

what the instructors were trying to accomplish with peer review, and, perhaps more importantly, afforded me insight into the kind of questions to ask.

To capture this complex context of the educational environment in mediated courses, I attended both face-to-face and online class sessions in which the instructor facilitated peer review to observe how instructor participants taught in these distinct environments. For purposes of comparison, I took special note of how teachers in these hybrid classes varied their teaching techniques (if they did) when they were in the physical classroom and when they conducted class online. Although my detailed interview and observation notes helped me detail specific similarities and differences seen across the activities of the five instructors and categorize them in a somewhat quantifiable manner (making note of how many times instructors conducted peer review activities online vs. face-to-face, for example), most data collected in this manner was qualitative, with observations being recorded in a purely textual format.

Additionally, to clarify my observations and answer any particular questions that arose through my observations or examination of course materials (syllabi, lesson plans, work sheets, etc), I conducted follow-up interviews with these same five instructors—either face-to-face or online as the situation warranted. Specific questions were written for the follow-up interviews based on the information gathered from my original observations, the earlier interviews and artifact analysis, and the data analysis any trends that had been completed to

that point. This approach allowed me to ask about patterns that came to light as I reviewed and reflected on the data collected up to that point.

Face-to-face class sessions in which the instructors facilitated peer review were audio recorded and transcripts of instructor facilitation were written. In cases where peer review was conducted online, I observed the instructor/student written interaction in the discussion area(s) and student/student written dialogue as it occurred in WebCT. To preserve students' anonymity, I asked instructors to print WebCT discussions related to peer review activities and remove student identifiers by marking out student WebCT IDs and their names.

Conclusion

As I conducted my study and reviewed the data, the unique context of each instructor's course and of their teaching experience became increasingly telling as the overall portrait of these instructors who were teaching in this particular hybrid environment emerged. Following the case study methodology allowed me to "retain the holistic and meaningful characteristics of real life events" as they played out in these differently mediated courses while retaining the original goal of studying how the instructors taught their mediated courses (Yin 2).

The case study research methodology was chosen for this dissertation research because of its ability to take into account the unique contextual richness of my research situation. Taken as a whole, the data gathered through this case study provides a window into the views espoused by these particular instructors

as they relate to teaching online and using technology in their teaching and, taken a step further, provides evidence of specific factors that may influence the degree to which instructors re-mediate their pedagogy when they teach hybrid courses. This data, along with data from other similar studies, can provide a basis upon which other research into the teaching practices of online instructors can be built.

In Chapter Four I will elaborate on the findings of the interviews and observations conducted in this study and will set the stage for discussing possible recommendations about how the information gathered in this study may be used to help direct future teachers and designers of hybrid courses in Chapter Five.

CHAPTER FOUR: RESULTS OF CASE STUDY—EVIDENCE OF RE-MEDIATION AND INFLUENCING FACTORS

Introduction

In this chapter, I define the key terms that are used throughout the discussion of my research findings, discuss the findings of my case study, and examine the significance of these findings in relation to my original research questions. I begin by detailing how I came to understand the degree of pedagogical re-mediation the instructors thought about and/or engaged in throughout this study as evidenced by their approaches to teaching peer review in these courses. I then discuss the factors I believe affected the degree to which the five instructors re-mediated their pedagogy over the course of the semester.

Before proceeding, it is important to revisit a few key terms that will be used to report the research findings of this study. The five first-year composition instructors who provided the bulk of the data gathered over the course of the study are referred to as “instructor participants,” “participants,” or, simply, “instructors.” I collected data from these participants through interviews, observations of their classes (both face-to-face and on WebCT), and through email exchanges. Another group of English instructors who provided me with additional data are referred to as “questionnaire respondents” or just “respondents.” These instructors answered a voluntary online questionnaire I

administered to all English composition instructors who taught a first-year composition course during the spring of 2007. Once again it should be noted that I asked my study participants *not* to complete the online questionnaire, as many of the questions contained in the questionnaire were the same as those I asked the participants in our series of interviews.

I describe in more detail below the evidence of pedagogical re-mediation I witnessed in each instructor in this study and use examples from my interviews, observations, and faculty questionnaire to place the instructors in this study on a continuum of most pedagogical re-mediation to least pedagogical re-mediation. I then discuss the four factors that I believe influenced the degree of pedagogical re-mediation I witnessed across all five instructors (degree of course hybridity, instructor beliefs/perceptions regarding technology use to teach, instructor technological skills, and technological training) and provide examples from the interviews and observations conducted throughout this study. Interspersed throughout the descriptions will be many of the comments I received from the voluntary online questionnaire I administered to all UCF composition faculty in late-spring 2007.

Evidence of Re-Mediation

To examine the *factors* that I believe affected the degree of pedagogical re-mediation exhibited across all five instructors in this semester-long study, I first needed to investigate the evidence I found that suggested the degree to which

the five instructors either thought about modifying or actually modified their pedagogical approach to teaching/facilitating the peer review process in their first-year composition courses in the hybrid environment. Determining *just how much* each instructor modified, or thought about modifying, their pedagogical approach was not an easy task. In truth, future research in this area could provide a more detailed investigation than I provide here of the degree to which pedagogical practices are altered in online/hybrid teaching and learning environment from those espoused in traditional face-to-face courses. However, to uncover factors that affect how much pedagogical practices are altered when teaching in the hybrid environment I needed to establish a means of comparison across all five instructors. For purposes of this study, I sought evidence of instructors thinking about modifying their pedagogical practices or actually changing their practices as a way to compare the pedagogical practices of all the instructors—to find common points of comparison.

In order to find these common points for comparison, I asked each instructor a series of questions that sought to uncover evidence of pedagogical re-mediation in the teaching practices, or their thoughts about teaching practices, that were employed to facilitate peer review activities in the hybrid courses that were a part of this study. In essence, my determination of the degree of pedagogical re-mediation each instructor engaged in throughout this study is predominantly based on what each instructor self-reported when answering structured and semi-structured interview questions related to the peer review

activities they facilitated throughout the semester of investigation. However, I also gained additional information through my in-class and online observations and my analysis of artifacts such as course syllabi and assignment sheets.

While all of the instructors who participated in this study had differing levels of technology use in their mediated composition courses, one commonality of the instructors is their use of peer review activities. The activity of peer review itself became an example at a particular place and time that provided insight into the views the instructors in this study held about technology use in mediated courses and what actually occurred in the online portions of the courses in which they facilitated peer review. As interviews and face-to-face and online class observations began I realized that there was a connection between how the instructors were thinking about their pedagogy and how they were expressing their pedagogical beliefs when they taught peer review.

All of the instructors facilitated the peer review process in their classes at least four times throughout the semester in question, at least once for each of the four required “core” essays. Although their methods varied, all instructors embraced peer review activities as a means by which their students could engage in critical thinking about and subsequent revision of their essays. Throughout this study I came to the realization that “peer review” is a much more complex process than I had originally anticipated. The complete peer review *process* is completely intertwined with the overall makeup of the course, making

it very difficult to examine instances of the “peer review process” through interviews and periodic or discrete observations alone.

Pedagogical re-mediation in the courses that were a part of this study ranged from an almost complete redesign of practices used to facilitate peer review activities online to practices that echoed peer review common in traditional face-to-face composition courses. Instructor Palmer almost completely redesigned his pedagogical practices when he facilitated peer review activities in his hybrid course and engaged in a great deal of thought about how he had changed how he taught in the hybrid environment. To begin the peer review process Palmer assigns students to work together in groups to review each others’ drafts in WebCT. He believes doing so helps students become responsible for posting their essays as well as reviewing their partners’ essays. By assigning a name and face to the piece of work they must review, he believes that students may be less likely to “bail” (not post their work or complete the review). Palmer asserts that his approach to peer review activities is grounded in the belief that students need many different sets of eyes on their essays to increase the chance for “good” and productive comments. As an additional incentive for students to post on time, and even early, Palmer allows them to earn extra credit by responding to students who have not yet received peer review comments for a particular assignment.

Having students work in groups to complete peer review activities and rewarding successful completion with extra credit points isn’t out-of-the-

ordinary—it really isn't a re-mediated approach. However, what makes Palmer's pedagogical re-mediation the most pronounced out of all the instructors in this study is that he has his students complete online peer review activities online, but *in class*. It should be noted that of all the instructors interviewed in this study Palmer was the only one to actually teach his mediated composition course in a collaborative classroom—having this type of classroom at his disposal can arguably make the in-class online peer review activities much easier to facilitate.⁶ Palmer always requested this type of classroom for his hybrid composition courses and had been able to teach in this type of classroom every time he taught this type of composition course. Palmer expressed a great sense of possibility having a classroom where students were actually able to compose and revise using computers during the time they were in the classroom. He believed that having computers in the classroom and allowing students to use the computers *during* the class period encouraged student engagement in the course, “I like that they get on the computers and that they work with the computers [while class continues] and that I've got the computer up front and I can show them things on the computer and you've got the big screen which

⁶ As a reminder, collaborative classrooms at the university in question contain 18 desktop computers for student use as well as a computerized instructor desk, document camera, ceiling-mounted computer-networked projector, and lectern. The student computers are arranged in “pods” (adjoining tables) of four computers. This arrangement allows students to work with each other easily while still listening to the instructor and being able to see the projection screen at the front of the classroom.

means we can watch films or DVDs or streamers or whatever anybody wants to use in the classroom.”

At the same time, Palmer believes that having computers in the classroom also allows for more writing practice. In Palmer’s classroom this additional writing practice was realized even more because the students all had their own computers to write with throughout the entire class period, if the day’s lesson called for that activity. To encourage writing practice and student-to-student interaction Palmer selects classroom activities that require more direct interaction, collaboration, and discussing or working with other students. He does not put video or links to sources for students to view in the WebCT portions of the class, preferring instead do these activities in the face-to-face meetings.

Because Palmer believes the goals and assignments associated with the online portion of his class can’t be verbally explained to students *while* they’re actually doing the work, he is sure to make the WebCT pages for the course very explicit. Palmer also believes, at least in practice, that group work is not as easily facilitated in the online portion of courses, saying:

Group work, I have to cut that out. So... things I used to consider essential to the process of being in the class face-to-face, I’m either not focusing on them because that’s an extra week I have to fit into the short process period or (I’m) having them do them online.

Which is, ... then it becomes a partner exchange kind of thing ...”

Although Palmer believes he must approach teaching the online portions of the course differently than the face-to-face sessions, in his particular version of hybrid courses the students are actually completing online activities while they are in the physical classroom. So, at least to a certain extent, the face-to-face group work *is* online group work. In fact, Palmer addressed this very issue later in the interview when we discussed online peer review activities. He has students participate in an online peer review process, but in the physical classroom. His students were asked to use WebCT to post responses to the essays of their peers. The innovative part about this assignment was that as the students were reviewing the essay of a classmate online they could physically turn to that student and ask a question or request clarification—something they would be unable to do in a purely online peer review session. Palmer believed this was a very efficient and effective way to conduct peer review which helped it not become merely a “partner exchange” only educational event, “The only thing I like about that is that they’re actually doing the online peer review process but they’re doing it face-to-face when they’re in the class. So they have someone ‘there’ and they can talk about things that they want to.”

Additionally, Palmer noted that he tries to make any instructions he presents to his students online exceedingly clear because he won’t be available for immediate clarification when students are completing activities outside of the physical classroom. He believes that students may experience difficulties when presented with instructional materials in written-only form because many

students aren't used to being required to *read* instructions. Most have relied upon verbal instruction in previous educational and social settings:

I think that's a cognitive adjustment that they have to make—reading directions. All their lives they've probably had somebody, mom or dad or somebody, telling them how to do things. Now you have to sit there and READ directions. Seems like a simple thing for me to do or for, maybe, the better students to do. I try to do the best I can to make everything perfectly clear and understandable. You know, you couldn't go wrong, unless you don't know how to read. Still, there's never really any failsafe.

The last sentence, "Still, there's never really any failsafe," betrays a sense of frustration that I believe is common in everyone who has ever taught a course of any kind—the feeling that no matter what you do, some students just won't get it. This feeling may be heightened in online/mediated courses because instructors are one more step removed from their students because of the online environment.

Palmer's course is unique in that all students have direct access to desktop computers in the classroom and that they complete computer-based writing activities in WebCT during the face-to-face sessions of the course, but he believes that the use of technology in his course doesn't really translate into instances of pedagogical innovation—or, pedagogical re-mediation—on his part. Palmer states that he only uses elements of WebCT to support and maintain how

he already teaches, basing his decisions about technological implementation on pedagogical principles he already applies to any course he teaches, not just hybrid ones:

There are functions in [WebCT] that I don't mess with—maybe I could do more with. I never wanted to have a chat room. That just seemed like something they would do that was unfocused and digressive. So, I've always stayed away from that. I stayed away from using the Whiteboard function. And in the assignment sheet I have them email all of their homework directly to me. So, really, it's just a matter of what works for me and that's what I'm familiar with.

However, of all the instructors in this study Palmer is the only one who mentioned that having students use computers during the in-class sessions would give them more writing practice. Granted, Palmer was the only instructor who taught his hybrid composition course in a fully computerized classroom, but he was also the only instructor in the study to even mention a connection between students using computers and additional writing practice for students. This line of thinking, in itself, seems to be unique and somewhat re-mediated among the instructors who participated in this study even though Palmer does not see his teaching as pedagogically innovative.

While it appears that Palmer does think about the relationship between in-class student computer use and improved writing practice differently, or at least more so, than the other instructors in this study—which, I would argue, is a

pedagogical re-mediation in itself—he continues to embrace more traditional methods of teaching composition. Palmer collects and grades all final papers in his mediated course as physical hardcopies. All the final papers are due on “in-class” days and Palmer grades them by hand, making comments on the papers themselves, then returns the graded hardcopies. When asked why he prefers collecting this work as hardcopies, instructor Palmer replied:

The “M” status of the class to me seems to say that handing in hardcopies of an essay at the end of all this ‘other stuff’ you do online in the interim... the things we do online are for the time away from class. It always seems to me like showing up in class on the due date, the due date is always an in-class day. And that’s when they should give me a paper to grade. That’s graded the old-fashioned way. I use a rubric and I write comments on it. And all that.

It’s interesting to note that, despite his comparatively innovative use of computers and online activities during every class, Palmer refers to, and I dare say an argument could be made that he thinks of, all these computer-mediated activities as “other stuff.” This description seems to imply that “other stuff” isn’t as important as the rest of what happens in the course. Palmer also says that the activities he has students complete online are for the “time away from class.” However, this statement contradicts what actually happened in the face-to-face sessions of the course where he has students complete online peer reviews

activities *in* the classroom during the class session. On several occasions, Palmer asked students to write using their desktop or laptop computers and post in the WebCT space while in the face-to-face sessions. For the other instructors in this study, this was what students did in the “time away from class.” For Palmer, the online peer review was in-class work. At the same time, Palmer also assigned other web-based activities for students to complete away from the classroom, such as visiting particular websites, viewing video segments, conducting online research, and participating in online discussions.

Despite Palmer’s somewhat contradictory views and explanations about the computer-mediated “other stuff” in his course, his discussion of what he does differently for the online portion of the course displays his sense of the different approaches that should be taken to teaching when teaching in different modalities—online (hybrid) vs. face-to-face. Of all the instructors in this study, Palmer seemed to alter his pedagogy for the hybrid course the most. He made thoughtful decisions about requesting a collaborative classroom for his hybrid sections of first-year composition—which in itself changes the dynamic of the course. Palmer also re-mediates his pedagogy by facilitating *online* peer review activities during the *in-class* sessions and making a point of creating instructions for other online activities that are more explicit than what he would normally create for his completely face-to-face courses. Additionally, Palmer designs his hybrid course in such a way that his students get even more practice writing in class than his students in his face-to-face courses since many of the in-class

activities, such as the online peer review, involve writing and revising on the computers available in the classroom. Finally, in a move that differs greatly from other instructors in this study, Palmer makes a point of *not* using the course WebCT space to add links to videos, web sites, or other online sources for his students. Instead, Palmer shows and discusses these types of course materials during the in-class sessions, believing that doing this gives him more of a chance to ensure that students actually see the sources he's providing to them and more of a chance to explain these course materials and their relevance to the overall educational goals and objectives of the course.

The high-level of pedagogical re-mediation seen in how Palmer designs his hybrid course is reinforced by what he also says about how his non-hybrid first-year composition courses would be taught. Palmer believed that how he taught first-year composition courses would change in a non-computerized classroom. He said that many of the collaborative exercises he uses in his hybrid courses would be replaced and that many of these activities would turn into paper assignments in the physical classroom:

What would be replaced would be the participation kinds of things where they work collaboratively and post something on the web that says I was here and I did this. Then it would just turn into a paper and pencil type thing. And then the peer reviews would turn into hardcopy peer reviews and instead of answering focus

questions in the computer they'd do those on the essays themselves. Or if I give them a sheet to use.

Palmer seemed to be saying that if he was not teaching in a classroom with computers on every desk that he would forgo assignments and activities that had students working together and then posting with computers and that everything would turn in to paper-based activities. None of the other instructors I followed throughout this study taught in collaborative classrooms, yet some of those instructors expected students to work collaboratively via computers outside of the classroom and to post their collaborative work online.

In both how Palmer designs and teaches his hybrid composition course and in what he says he'd do differently in a completely face-to-face course, we can see evidence of pedagogical re-mediation at a relatively high level. Palmer displays a keen sense of how he teaches differently in this hybrid environment than he does, or would do, in a completely face-to-face environment. Although Palmer does not necessarily believe he's doing anything pedagogically innovative, it is plain to see that he is indeed re-mediating his pedagogy when he teaches hybrid composition.

Instructor Tan was another instructor who had relatively high levels of pedagogical re-mediation in how she facilitated peer review activities in her hybrid first-year composition course. While Palmer achieved the highest level of pedagogical re-mediation in what he implemented in his course, Tan seemed to have the highest level of contemplation—as revealed through our interviews and

my observations—about how she planned to alter her pedagogical strategies when she facilitated peer review in her course. Even though Tan had given a great deal of thought to how she would implement peer review activities in her hybrid course, she was somewhat disappointed in the results. Tan began by assigning students to peer review groups in hopes that students would take peer review as more of a responsibility than just another assignment. Each group was composed of three students, so each student was responsible for completing peer reviews for two other students. Like other study participants, Tan reported that the first peer review of the semester did not go as well as she had hoped:

Overall 1 (the Core 1 peer review) was much worse, because most of them, not only just had no idea of peer review, they didn't even know the idea of the first complete draft.

In this case it's clear that many students may be unfamiliar with the peer review process and of instructor expectations of what counts as a full-length draft.

Tan also admitted that the second try at peer review for Core 2 wasn't much better, citing technological difficulties as a contributing factor, even describing it as a "disaster." Later, she mentioned that her expectations for the peer review had been a bit higher because the students should have been more familiar with the process and her expectations for the work they submitted; however,

... the second one didn't live up to my expectations. I think ... they learned something from the first one, but not totally. [Some] forgot

to attach the worksheet because of the counterintuitive design of WebCT. [Others] didn't know they should use a worksheet I gave them. And... there [were] people whose group mates were not able to send me a draft in time so they didn't have a draft to work with.

A theme that resonates in this account of peer review is that some students don't or can't fully engage in the online peer review process because they submit their work late or they weren't able to complete reviews of other's work due to late postings.

In an effort to revitalize peer review activities Tan selected new peer review groups before each online peer review session to prevent students from being "stuck with bad review partners." She also did this, in part, for reasons that echoed Palmer's—to have the greatest numbers of eyes looking at, and becoming familiar with, each student's work. She also mentioned that she had been in educational settings where she "got stuck" with work partners who did not participate or do their fair share of the work. She did not want this type of situation adversely affecting her students, and their peer reviews, for the entire semester.

Still, after all her efforts to achieve productive peer review session in her class, Tan reported that things just did not go as she planned. She was frustrated enough that she even began questioning her own teaching methods, "The way I ...design it *should* be working. They just didn't get it the first time. So I want them to try it for the second time. ... I don't know if I'm doing something wrong or if it's

just them.” Tan’s frustration was exacerbated because although she had taken extra time to go over proper procedures for the peer review process and how to use WebCT between the first and second peer reviews, she still received poor results, “Actually after the first one and before the second one I did ... spend some time in class and explained to them how the peer review is going to happen. Where to find the worksheets.”

Tan’s frustration with what she perceived as poor results from the online peer review process was further exacerbated because her process was similar to the one she had used in her face-to-courses:

In the face to face class I used to ... I still have them read the paper first then do the worksheet. And then I have them talk to each other. So, I guess the talk to each other part is missing in the mediated. But ... I think, when they talk they’re not only talking about that paper anyways.

She didn’t understand why the same basic process seemed to work well in her completely face-to-face courses, but failed in her mediated course. Tan went as far as to say that students participating on online peer review “should” have an advantage over students completing the same exercise in a completely face-to-face course because they got more time to review the essay and then post later, rather than completing the entire activity in the span of a 55-minute class session, “They have more time to read the draft, to think, to reflect, [but] I don’t know if they do that.” Perhaps that last short sentence says it all. The online

environment of the hybrid course *should* give students more time to think and reflect, but we don't know if they actually take advantage of this added learning opportunity.

When asked discuss any pedagogical changes she had made in this transition to teaching a mediated course, Tan indicated that she would not be collecting paper-based essays, but instead would collect and comment on students' essays digitally—the only instructor in this study to do so. Tan also mentioned that she would be able to provide more immediate feedback to her students in the mediated portion of her course—this more immediate feedback also took the form of Tan being able to, "... update their participation grades every week. And update whatever grades they got so far" by utilizing the "Gradebook" function in WebCT. In the same breath Tan also spoke about how she also needed to create more explicit sets of instructions and guidelines for activities when she had students complete them online because she couldn't easily provide additional information verbally based on their reactions to her initial instructions, "I give them instructions and usually verbally (in the face-to-face class sessions). And because we are [also] face to face I have this advantage of explaining to them if they didn't get it. For (WebCT) group discussions I have to write up very specific instructions on how and what they should do. The questions they have to answer."

Interestingly, although Tan stated that she believed pedagogical practices must be modified when teaching online, and even provided specific examples of

practices she *did* alter when she taught online, she contradicted herself when she said:

When I'm looking at my WebCT right now and I don't see a lot of fundamental difference because I'm still pulling them into groups for discussion and for exercises. So this is basically the same format but moving online. ... I was shocked actually, because I don't see fundamental differences. It's just an electronic form.

This sentiment that courses are fundamentally the same regardless of the medium of delivery was echoed in some responses I gathered in the online questionnaire administered to English faculty teaching first-year composition courses during the semester of this study. In response to the question that asked if respondents believed that modifying pedagogical practices to teach online was necessary, a number of respondents answered:

- Yes. But not completely rewriting them. I think sometimes people (cough, me) assume that an electrated pedagogy must be radically different, but the basic principles of argument and communication remain the same.
- Well, yes, because you're dealing with a different classroom space. My goals (educational) are the same, but the tactics change.

In short, instructors believe that the underlying principles they're trying to teach remain the same across varying media, but that the actual practices they employ need to be altered depending of the media used for teaching.

While Tan did not employ a great number of new or altered practices in her hybrid peer review activities, she did give a great deal of thought to how the process *should* play out in the online environment. She believed that the elements of the course she *had* altered would have a positive impact on the peer review process as it unfolded over the course of the semester; however, from evidence presented in our interviews this was not the case. It should be noted that Tan acknowledged that she hadn't incorporated more high-end technologies in her course or focused on re-mediating her pedagogy, but rather focused on *converting* her face-to-face teaching practices to the online environment, citing her relative inexperience teaching in the hybrid format, "Because this is my first time, as I've said, teaching a mediated class. I'm still trying to convert part of the face-to-face element into a web component." At the same time, Tan stated her belief that courses taught online needed to be greatly modified for the online environment.

Of all the instructors who participated in this study, instructors Tan and Bowman exhibited the most similar levels of pedagogical re-mediation. Although Tan implemented fewer alterations of her pedagogy, she spent quite a bit of time pondering her decisions and ruminating about why the peer review activities had, in her view, not been very successful. On the other hand, Bowman had

implemented more alterations of her pedagogy in her class, but seemed to spend less time pondering the changes she had made. In part, this could be directly related to the fact that Bowman had been teaching both hybrid and face-to-face courses quite a bit longer than Tan. Through a description of Bowman's facilitation of peer review activities examples of her pedagogical re-mediation can be seen.

Bowman believes in modeling the peer review process for students before turning them loose on their own. She always had students complete the first peer review of the semester in-class so she can help them become familiar with the process, which she believed was most likely completely new to them. Even though she was teaching a mediated course, Bowman believes that the first peer review should be conducted face-to-face in order to acquaint students with the process itself before adding in the variable of WebCT. In our second interview Bowman confided that she had begun to question the benefits of "peer editing." She cited the preponderance 'off topic' conversation which she saw in the WebCT discussion area of her course. She argued that this off-topic conversation offered students the opportunity for a bit of "community building," but conceded that the bulk of the conversation that occurred during the peer wasn't directed at thoughtful revisions of student work, thus not adding to the peer review process of providing substantive comment for future revision of work.

It's important to note that Instructor Bowman doesn't grade peer review comments. Students complete the activity and are left with the comments of their

peers to use in revising their papers. She tried collecting the peer review worksheets for credit after the Core 1 Peer Review, but she felt conflicted about doing so in the future. She believes that not everyone who participated in the activity turned in the worksheet (some students had already taken the worksheets home and had most assuredly lost them), and felt bad that some students who completed the activity may not have received credit for it.

The second peer review for the second core essay was conducted entirely online through WebCT. Bowman indicated that the Core 2 peer review comments were much more substantive than those she read for Core One. She postulated this was because students were more familiar with the process of peer review than they had been at the beginning of the course and that some of the obstacles—both technological and procedural—students needed to overcome in order to complete the online portion of peer review had indeed been overcome due to increased familiarity with the WebCT discussion format and her expectations for students in the peer review process. She was pleased with the results and hoped to see even more improvement in comments made in subsequent peer review sessions.

The third peer review of the course had also been set to occur online, but did not come to fruition. Before the peer review began, Bowman posted detailed peer review instructions in the WebCT space, just as she had previously. She was careful to be sure the instructions were easily located and clear, as she was going to be out-of-town at a conference during the time students would be

required to complete the peer review. Upon her return approximately 4 days after the peer review should have been finished, Bowman noticed that students had not completed the assigned peer review. Students apparently didn't seem to know where to find the instructions, posting space, or questions they were supposed to answer as part of the peer review. Students in instructor Tan's courses reported similar difficulties in their *first* peer review, but this was not the first online peer review Bowman's students had completed. What was most confusing, and frustrating, to Bowman was the fact that not one of the students in the course had thought to email her about their apparent confusion—not even those she considered exceptionally “good” students.

Despite her disappointing online peer review experiences, Bowman still claimed that there are advantages of online peer review. For one thing, the instructor can actually see and comment on what the students are writing without having to collect the work. Perhaps more significantly, even though Bowman doesn't collect the work, the students still know that she can see what they've been doing and can gauge the robustness of their peer review responses.

Bowman also ensures that what is discussed orally in the face-to-face class session is reinforced online, “I make sure that they (the students) have the equivalent of a lecture online. So, if there are things they need to be thinking about then, you know, it's available to them at the website.” She also strives to get students communicating with one another, even if they aren't familiar with other students from their interactions in the face-to-face class sessions. To better

facilitate this type of student communication, Bowman inserts herself into some of the communications if the students seem to need a little “push”:

Another thing I do is I make sure they have opportunities for posting and responding and I will get involved with their online conversations ... to help guide them. Sometimes ... they'll work with the people they've chosen in class for certain exercises and other times I will assign them groups for different things. So they end up having to work with people they might not know, yet they get to know them digitally.

Creating these types of opportunities for student-to-student interaction in the online space helps foster communication between the students and the instructor that may not normally occur in a completely face-to-face course, making for a more seamless link between the face-to-face and online sessions of the course.

Another way Bowman attempts to bridge the gap between the perceptions of “online” and “face-to-face” is continual use of technology in her teaching—even if the course is fully face-to-face. She believes that the importance of having and using technology in teaching is not limited to online and/or hybrid courses. In fact, Bowman stated that the use of technology is even more important in traditional face-to-face-only courses, as the ‘in-class’ technology experience is the only the one students will be exposed to, “You need that more for the face-to-face than you do for the mediated because they can get that the other day of the week.”

Bowman's tenacity in her belief that online peer review activities are advantageous to students (even when the results of her efforts were less-than-desired in her hybrid course involved in this study) and her continual efforts to improve her hybrid courses and make the transition between the online and the face-to-face sessions more seamless easily fall into the category of relatively higher-level pedagogical re-mediation. Like instructors Palmer and Tan, Bowman expressed a keen interest in thinking about and employing different pedagogies when teaching a course in hybrid format.

Similar to the other instructors already mentioned, Wilson utilized WebCT for the online portions of peer review activities in her hybrid course. She first used examples of student writing as models for peer review in a face-to-face session of the class. Students then completed peer reviews of each other's writing online through WebCT—using the modeled in-class peer review of the example papers as a guide. Normally, Wilson assigned online peer review over the weekend, with all essay submissions and responses due no later than Sunday at midnight. In addition to peer review comments from others in the class, Wilson's students also receive comments from her, as she takes the time to reply to each essay posted by the specified time. Wilson has found that this modeling process works rather well for peer review, but that late submissions can become problematic:

What is problematic is that we're going to get a ton of drafts
Saturday night through Sunday and people don't have enough time

to respond. Open the window longer and they would just wait longer to post their draft. So, that's the downfall, but you also have kids who don't show up with drafts in the face-to-face. So, you know, it's kind of half a dozen of one and six of another. I encourage them in my assignment board, and I say, "Those who post earlier get a more engaging response from me and from your classmates" But I also tell them that ...they don't get the full amount of points if they don't give a thoughtful peer review to someone.

As part of how she facilitates peer review practices in her course, Wilson reminds students that those who post soonest will most likely receive the most robust formative feedback from both her and the other students in the class. Doing this, she hopes, encourages students to post their drafts on time and to respond thoughtfully to the drafts of others.

While Wilson believes her course website (WebCT) works well for students, she admits that she continues to look for methods that allow her to be more creative about how she creates online assignments, "I think it's easily accessible, but I think I could be more creative and innovative with how I am putting assignments together.... I'm still looking for methods and better ways to improve that." Wilson considers herself to be "innovative where it comes to the face-to-face," but would like to incorporate more visuals that could help students learn concepts and see examples of various types or forms of writing. This view

reflects her willingness to venture out of her comfort zone, where computers and technology are concerned, when doing so could be beneficial to her students.

Although she does express a willingness to incorporate new ways of teaching in her hybrid courses, Wilson says that she doesn't really modify her pedagogical practices when teaching a mediated course, relying instead on methods that have worked in the face-to-face courses she has taught. When she approaches teaching mediated composition courses in this manner, she bills the "cool" part of the class to her students as the fact that they can complete and submit activities online:

And then I also have this theory that if it's working in my face-to-face, instead of re-inventing the wheel, why not use that so they do understand the concept that this is not easy or that this is not any less demanding. You are doing exactly what you would face-to-face, but the COOL part is you can do this part of the class online and submit it and this is exactly what we would be doing.

I found this to be a contradiction to the fact that Wilson continues to collect all final draft student essays in paper form. Again I was left wondering (after other interviews in which instructors revealed that they still collected all final-draft essays in the paper format) how instructors came to terms with their own conflicting views of technology use. How can one believe that the "COOL"-est part of teaching a hybrid course was that the same activities can occur online as in the face-to-face sessions, but that there is the added bonus of being able to

complete and submit the activity *online* and then adhere to collecting final drafts in paper form only? While collecting student work digitally is not a telltale sign of pedagogical re-mediation, the dissonance that lies between “the COOL part is that you can do this part of the class online” and the fact that all final work is collected on paper only is difficult to overlook.

While Palmer provided an example of the most pedagogical remediation among all the instructors in this study, Finnigan had the least to say, and to observe, about his pedagogical practices as he facilitated peer review activities. All of the peer review activities for the course’s core essays occurred outside the physical classroom. During a class period prior to the peer review for Core Essay 1 Finnigan gave instructions to his students about how the peer review process should take place. Students were given a list of questions they were supposed to answer about their group mates’ essays and were directed to email their comments to each other. For the first peer review Finnigan wanted his students to focus on large issues, such as whether they could understand what the writer was talking about. He described the activity as follows, “so I’m basically asking the peer reviewers to just react to whether they understand what they’re getting at. I don’t want it to be a formulaic thing.” Once students completed the first part of the peer review (understanding what the writer was trying to say), Finnigan asked students to complete this process again, but with a different set of questions that addressed more specific, more formulaic concerns, “They’ll have questions regarding Core 1—did they follow proper mechanics, did they provide

an authoritative point of view for studying the culture, did they set forth a reason for studying the culture.”

Finnigan had his students complete the bulk of the peer review process online, through email. However, once students had emailed their comments to each other the group would meet in person on their own time to further discuss the reviews. Usually, Finnigan would give students class time to do this by canceling class and asking students to meet at the normally scheduled class time to complete the peer review. At the end of this meeting a designated “note taker” would write a brief memo about who was present at the meeting, who had reviewed the essays, and what conclusions the group came to. This memo would then be emailed to Finnigan. In the initial interview Finnigan had indicated that the first series of peer review activities would take place through email, but that subsequent ones would take place through WebCT; however, this move to WebCT never happened. Finnigan had his students conduct all peer reviews via email followed by a face-to-face meeting, in the manner described above.

Although Finnigan did direct his students to complete peer review activities using technology—email—outside of the classroom, he did not indicate that this process was any different than what his students normally engaged in when they were in completely face-to-face or completely online courses (although it can be assumed that the process would not occur in the same manner since the students in a completely online course would not be likely to be able to meet each other in person). Throughout our series of interviews and my

class observations Finnigan did not indicate that he believed that peer review activities, as he teaches them, should, or need, to be modified for differing modalities.

In addition to not believing that he needs to teach peer review differently in the hybrid environment, Finnigan sees the teaching environment of WebCT as too rigid to best facilitate the teaching of composition. Although all of the other instructors in this study utilized WebCT in their teaching of a mediated course, Finnigan did not. He believed that the more hands-on nature of teaching composition as a form of cultural study did not lend itself to the more structured environment of WebCT:

So, that's why I find it difficult doing this (teaching composition with WebCT). Not difficult, but it's an adjustment to mediated. It's like you can't learn [or] write about a culture, to me, by reading about it. You have to suck it in. You have to taste it – you have to sense it... in order to write about it – sense it, taste it.... [Y]ou know, I feel it's important to students in the community college where I teach to... become familiar with the mechanics of WebCT because that's a common modality for instruction. So, it's my duty to show them those things even [in a] face-to-face course so they're familiar with this electronic means of information sharing and assessment.

Instead, Instructor Finnigan had his students interacting outside of the classroom through email—a digital format that one could argue was just as “formulaic,” if not

more so, than WebCT. Again in this comment we see that Finnigan feels it's important for his other students to become familiar with and learn more about WebCT and electronic means of communication, but not his composition students. It is interesting to note that Finnigan did *not* offer his students instruction in how to use email (other than providing "who to" and "when to" instructions) even though he mentioned that a number of students failed to negotiate email successfully.

Instructor Finnigan also revealed that he sees teaching technical writing, which he teaches both at UCF and at his community college, as being more formulaic than composition and much better suited to the rigid structure provided in WebCT and other technical applications, such as Track Changes, in Word. Finnigan seems to consider more "formulaic" courses as more appropriate to the enterprise of teaching how to use certain educational technologies, such as Track Changes in Microsoft Word. Composition instruction, in his view, doesn't match with this technology very well because the format is so different, "So that's much easier to do in the online format [teach students how to use technology]. However, in the composition format I teach from a cultural point of view. From the point of view of culture. So that becomes then a little more than—it's not a template..."

Despite Finnigan's belief that WebCT did not best facilitate composition courses, In our very first interview Instructor Finnigan noted that he was beginning the course by requiring students to participate in the mediated portion

of class through email communication and that subsequent activities would be migrated to WebCT—even though he also said that he wasn't going to teach his composition students how to use it. When I asked him why he had his students using email instead of WebCT for course activities such as peer review, he responded:

I also didn't want them to post in the WebCT space. In technical writing they do a lot of peer review and the negative with that is that [the peer reviews are] really well-defined. You know, is the date in the right place --- all that kind of stuff. And ... people copy it. They post their group number five and someone posts their complaint letter ... it's easy to go in and look at their group member's peer review.

Finnigan believed that the structured nature of WebCT (designated posting areas where classmates can view each other's work) made it easier for students to simply mimic, or copy, the form of the assignment, if not the content of what had already been posted. He didn't think this was as much of an issue in the Technical Communication courses he teaches because a large share of what students are supposed to learn in those courses *is* structure, whereas his composition students were supposed to be learning writing through explorations of culture, something that does not lend itself so easily to *structured* forms. In this quote from the interview transcript it is again apparent that Instructor Finnigan

believes that composition courses are not, or perhaps should not be, inherently structured or “well-defined” enough to easily facilitate the use of WebCT.

The evidence of pedagogical re-mediation in the discussion above indicates that although Finnigan did not seem to think the peer review process needed to occur differently in a hybrid composition course he still gave quite a bit of thought to the issue of *why* he believed WebCT was not a conducive format for students to carry out peer review activities. It wasn't as if he just didn't like WebCT, he simply did not see first-year composition as the proper venue to be teaching students more *structured forms* of writing.

Although it's clear that all of the instructors in this study were *thinking* about their pedagogical practices and how they might be implemented differently in the hybrid courses, some re-mediated their pedagogy more than others.

In summary, the instructors have been categorized in the following manner from *most* evidence of pedagogical re-mediation—either implementation in the classroom or contemplation of re-mediation—to least pedagogical-remediation:

1. Palmer
2. Tan
3. Bowman
4. Wilson, and
5. Finnigan.

Instructor Palmer revealed the most instances of pedagogical re-mediation in his course, while Tan, who did implement a few pedagogical changes, seemed to contemplate the pedagogical changes that would/should occur in a hybrid course more than the other instructors. Instructors Bowman and Wilson both implemented a few pedagogical changes in their hybrid courses, but Bowman seemed to devote more time to pondering what types of changes she could/should make. Instructor Finnigan presented the fewest instances of pedagogical re-mediation, although his manner of facilitating peer review was unique among all the instructors in this study.

In the remainder of this chapter I will discuss four factors I believe played roles in the degree of pedagogical re-mediation I witnessed in this study. Not all of the instructors were necessarily influenced by all four of the factors I uncovered as influencing pedagogical re-mediation. Therefore, not every influencing factor will be discussed for each instructor. Instead, in discussing each factor in turn, I illustrate its influence on the instructors each seemed to influence the most.

Influencing Factors on Pedagogical Re-mediation

Degree of Hybridity

Of all the instructors in this study, instructor Tan's level of pedagogical-remediation seemed to be influenced the most by the degree of hybridity of her class. All of the other instructors in this study taught hybrid courses that were 50/50—the work of the course was designed to be divided equally between the

face-to-face and the WebCT/out-of-class/online sessions. Instructor Tan was the only one who taught a course that was taught as a $\frac{1}{3}$ -online hybrid course. Her course met three times per week with one of the 50-minute sessions occurring online. Tan found this situation a bit frustrating as it was difficult to determine just how much of the course should/could occur in WebCT. She expressed concern about creating online activities that demanded too much of her students based on the percentage of the course that was online, "I have to be careful to not put too much exercise or requirements on there because it's only $\frac{1}{3}$ of the class." This became an issue because she felt limited in terms of the exercises she felt students could, and would be willing to, complete online. Because of this I would suspect that it would be much easier for both instructors and students in the $\frac{1}{3}$ -online courses to see the online WebCT portion of the course as less important, as merely auxiliary. This arrangement could make the WebCT portion of the class a convenient dumping ground for course materials instead of a functioning medium of education.

Instructor Tan, the least experienced instructor in this study, differentiated her pedagogical re-mediation based on the level of computer use that was required by the course. When asked about what she felt the role of technology played in her composition pedagogy Tan replied that she had wanted to use "WebCT as a place for discussion and for preliminary material distribution." She then clarified her answer by describing how she would use technology (in this case WebCT) differently in courses with varying degrees of computer mediation.

In a completely face-to-face course that had few, or no *required* technological components, Tan believed that WebCT would be best utilized, “as an enhancement ... or, as a ‘dumping ground’ for materials and syllabus and assignments.”

In contrast, in a hybrid course that had a higher level of hybridity, one where technology is an integral part, so she would use it for facilitation:

... when I have students read stuff before class and come to class with discussion ideas, most of them won't. But if I have them read ... and do some preliminary discussion on WebCT ... I can [could] see that they've done the job. So this is one way of using technology ... [A]s for how this will [would] improve their writing I'm not so sure.

In this statement we see Tan speculating about how she might have been able to accomplish more with the online portion of her class had that portion been more than the $\frac{1}{3}$ assigned to her course.

In the hybrid course she taught in this study, Tan had hoped to use the online portion of the class as much more than a “dumping ground” for information—and she did attempt to do this with the peer review activities. However, as it was previously noted, Tan viewed the peer review activities that were a part of her $\frac{1}{3}$ -online course as relative failures, citing that students didn't seem to know how to engage in peer review (even after she explained it to them), didn't post the activity materials when and where they should have, and

appeared unable to even find the related course materials she had posted. In later follow-up discussions Tan speculated that her students may not have viewed the online portions of the course (where peer review occurred) as very important to the class since it was such a small portion of the class. As noted above, Tan experienced some of the same frustration about being able to assign an appropriate amount of work to the online portion of the course since “it’s only $\frac{1}{3}$ of the class.”

Despite being dissatisfied with the results of the online peer review that occurred in her hybrid course, Tan was still able to achieve a relatively high level of pedagogical re-mediation in her course because she devoted so much of her efforts towards thinking about the changes in her pedagogy brought on by teaching a course in the hybrid environment in which such a low proportion was carried out online. It seems reasonable to believe that she could have achieved even high levels of pedagogical re-mediation had her course taken place as a $\frac{1}{2}$ -online course like the other instructors in this study taught.

Instructor Perceptions/ Beliefs about Using Technology to Teach

The perceptions/beliefs that instructors held about using technology to teach also played a role in instructors’ re-mediation of their pedagogical practices. Bowman believes the most important element in successful online teaching is creating an online presence for herself in the course. She believes that instructors need to take on the role of model, and perhaps even mentor, for

their students in order to elicit the type of online participation and behavior they want to see in their classes:

You have to, as an instructor, model the behavior you want the students to demonstrate. And that means being online, and being encouraging online using a particular persona that may not be the same persona you use in the classroom, although then again it might. It depends upon who you are and how at ease you are with the technology.

In our initial interview, Bowman said that she believes composition instructors do need to modify their pedagogical practices in order to give students the best education they can. “We have an obligation to help our students with this new technology because this is the way they’re going to be writing in the future. We’ve got to be in front of it. And in some ways we are the ones defining how composition is going to get taught.” In part, it seemed that she was arguing that instructors who teach online courses are responsible not only for teaching the content of the course, but also for introducing the technology students employ to complete course assignments because these are tools students will use in many of their future academic and professional careers. Instructor Bowman was not alone in her belief that another important role for instructors teaching with technology is that they teach students *how to use* that technology, as the following questionnaire respondent indicated:

To be successful in my course students need skills in wordprocessing, computer operation, e-mail operation etc. Those without these skills are essentially learning two items at the same time. In essence, when they take my DL [Distance Learning] course, they are learning how to e-communicate via netiquette, learning how to use Webcourses, learning how to use their word processing program, and learning how to navigate links.

In addition to the belief that establishing an online persona is key to online teaching success, Bowman also believed that technology could play a major role in facilitating discussion and keeping an open line of communication with her students in addition to providing them with the most information possible to help them make the most of their time in class—both in the physical classroom and online. Respondents to the online questionnaire expressed similar beliefs, stating that technology use in the teaching of composition helps students access the most information possible by providing, “24/7 access to class related materials, additional instruction tools and resources for students” and allowing the instructor to provide additional information from a variety of sources, “It [technology] gives me the freedom to project things from various sites on the board, allowing students much more information during our class time.”

Bowman’s views about the role technology should play in teaching composition can be seen in the mid-level pedagogical re-mediation of her hybrid course. Instructor Bowman worked diligently to establish herself as a continual

presence in the online portions of her class. She spent a great deal of time trying to create online relationships with her students that mirrored the openness of the in-class relationships. She believed doing so would enable her students to feel comfortable enough in the online portion of class that they would be free to ask the questions they needed to complete their online assignments. However, despite her efforts, the third set of peer review activities failed, in her own estimation, because students didn't seem to know where to find the information they needed to complete the activity and no one, not even the "best" students mentioned by Bowman, contacted her about this.

When asked to describe her beliefs about the role technology plays in teaching composition, Wilson stated that she believed technology really doesn't have a place in teaching composition, that students benefit the most from face-to-face writing instruction, and one-on-one instruction when possible. She believed that the advantages of face-to-face and one-on-one instruction cannot be duplicated in the online environment, even in a hybrid format course. However, later in the interview Wilson stated that sometimes students learn more from discussions that take place through online peer review activities than when those discussions take place in the physical classroom:

So, you have to facilitate it a bit more in an online class, but then I end up interjecting and asking questions so they still have to come back and to respond more than just their initial post Sometimes those discussions are more thoughtful and engaging than those in

class because they have time to reflect. Some people are less inhibited so they feel they can make a more thoughtful response online. So, I find that even though it seems a little more forced or facilitated that they get more out of the reading discussions than they do the small group assignments.

This type of contradiction was not unusual in the series of interviews I conducted with my study participants. On one hand it seemed that all of the instructors in the study believed that technology use in the composition classroom could be a good thing, and they offered repeated examples to support their contentions. At the same time, they were also willing to discount it as a distraction, as something that complicates assessment, and, even, in Wilson's view, as something that should have no role in composition instruction despite sometimes eliciting more thoughtful and engaging online discussions than she was able to elicit in her face-to-face classroom.

The contradiction in beliefs about technology use in composition instruction above can be linked to Wilson's somewhat low level of pedagogical re-mediation. Throughout our series of interviews Wilson continually expressed her belief that the pedagogy that works in the face-to-face classroom will work just as well in the online/hybrid course. While she does exhibit a willingness to step out of her technological comfort zone when it could benefit the students, she still basically bills the online activities to her students as the "cool" part because it's the exact same thing they do in-class, just online.

While Wilson views technology as the “cool” part of her hybrid course, Finnigan feels the cool part of his course is interacting with his students face-to-face. When asked about his beliefs about the role technology plays in composition instruction, I learned that Finnigan had taken many online courses with what he described as “varying degrees of virtuality” himself during the completion of his Master’s degree. Although Finnigan enjoyed these online courses overall, he believed they didn’t, “...approximate the temporal/spatial nature of the classroom,” which is something Finnigan really enjoys when teaching—the personal, face-to-face interaction he has with his students. Finnigan stated that he felt the level of feedback/interaction he experienced in the online courses in which he had been a student “was just too much” and that he constantly felt “on” when taking that type of course. Finnigan also mentioned that in the online courses he had taken himself the instructors had mentioned that it had been difficult for them to assess the multitudes of interactions he had with fellow students. At the same time, he said that it was also difficult for anyone to see and assess what the instructors were doing. He believed that, “They couldn’t possibly assess what it was—what they (the students) were doing.” Perhaps his conflicting personal experiences with online education influenced his decision to use less technology in his first-year composition courses.

Despite his affinity for the personal connection offered in face-to-face courses, Finnigan believed that the most useful applications of technology, especially in mediated or totally online composition classes, is ability to connect

students in remote locations. He believed it “SHOULD be a forum for economy of time. It’s certainly for an economy of travel. Certainly for efficiency of geographic gathering.” However, in the same breath this instructor, who has been teaching completely online successfully for a number of years both at UCF and at a local Florida community college, admitted that despite the geographical conveniences afforded by online education he still liked “that personal situation” found in face-to-face courses much better.

The effect that Finnigan’s beliefs about technology use in teaching composition have on the degree to which he re-mediate his pedagogy in his hybrid classes can be seen quite easily. Finnigan values the personal connection with students much more than the “geographical conveniences” allowed by online activities. Although he did have students complete a portion of the peer review activities through email, Finnigan still believed it was more important for students to physically meet to discuss their work before preparing a summary of their activities to send to him. Had his hybrid course been a completely online course students may not have been able to meet physically to discuss their peer reviews. In this study, however, I focused on courses delivered in the hybrid format. Finnigan indicated that courses he teaches completely face-to-face do not differ much at all from those he teaches in hybrid format.⁷

⁷ Note: my definition of Finnigan’s pedagogical re-mediation as low-level is not meant to imply that his teaching methods are low level. Again, the classification of instructors in this study into scaled degrees of pedagogical re-mediation is only meant to serve as a common point upon which all instructors can be compared.

Overall, the five instructors in this study believed that technology can, and should, be employed when teaching hybrid courses if it served the needs of the students. Of the instructors' beliefs that I detailed in this section, it was telling that the more the instructors' beliefs about incorporating technology in their hybrid courses were conflicted or were more focused on achieving personal connection with students, the less pedagogical re-mediation was evidenced in their course.

Instructor Technological Skills

One might assume that high-level technology skills automatically equate to evidence of higher levels of pedagogical re-mediation; however, this study suggests that this may be only partially true. Of all the instructors in this study, Finnigan had the most experience teaching completely online courses, and, by extension, the highest technological skill level. In fact, he had helped write the original training course that all instructors who plan to teach hybrid/online courses at UCF must take.⁸ However, of all the instructors in this study, Finnigan exhibited the lowest level of pedagogical re-mediation in his hybrid course. When asked about his technological skills Finnigan discussed how he had been teaching completely online for a number of years, but that he still preferred the one-on-one contact with students he experienced in face-to-face courses. This preference for interpersonal instructor-student and student-student interaction

⁸ This will be discussed in the next section detailing the technological training the instructors in this study had previously participated in.

contact is reflected in Finnigan's adherence and preference for less technologically-enhanced interactions in his hybrid course.

While Finnigan's high technological skill level was not reflected in the degree of pedagogical re-mediation witnessed in his hybrid class as one might expect, instructors Palmer and Wilson exhibited pedagogical re-mediation in degrees consistent with their technological skill levels. Instructor Palmer, who exhibited the highest level of pedagogical re-mediation in this study made a point of availing himself of the various training courses that related to teaching WebCT courses at every opportunity. Initially, he signed up for training because he believed, in his own words, "Give me all the technology you can give me because this looks like this is going to be cool." Palmer also admitted that he thought having the ability to teach online would look good on his resume and would help him secure future employment. Over the years, Palmer had participated in just about every technological training course the university offered to instructors, thereby securing for himself a high level of technological skills. Palmer even took advantage of training opportunities that, at the time, he didn't expect to use, only to have the techniques he learned become a cornerstone of his hybrid teaching practices, "So, it occurred to me that ... I took the training and never thought I'd really actually do it (teach in a computer-outfitted classroom). And then I thought, look I did an M-course here, and how better to facilitate the online work they have to do then just practicing it and doing some of it in class?" It's not surprising that

his high level of technological skills is evidenced in the high level of pedagogical re-mediation witnessed in his hybrid course.

At the same time, it's not surprising that an instructor who readily admits that her technological skill level is low would not exhibit very high levels of pedagogical re-mediation in her hybrid course. While Wilson is experienced teaching composition, perhaps the most experienced of all the instructors in this study, she believes that her relative lack of computer savvy affects how she uses technology, in particular WebCT, to teach. Wilson stated that she was willing to learn more in order to more fully utilize WebCT, but time constraints often dictate how much time can be spared for pedagogical innovation. It is important to recall that Wilson has a full-time administrative position in the English department as well as teaching responsibilities. When asked about her desire to incorporate more technologically innovative practices in her teaching, Wilson replied that she would like to do so, but that the severe time constraints in her schedule often prevent her from doing so. At the same time, Wilson expresses a willingness to learn more about technologically innovative teaching practices:

My lack of being really savvy on the computer probably prevents me from creating assignments that are more innovative or more engaging And that's why I say I'm still learning. I'm always looking for different ideas of how people create their particular websites that are easily accessible for students.

It is easy to assume that technological skill level automatically equates to degree of pedagogical re-mediation in hybrid courses. However, as the instructors detailed above reveal, this may not always be the case. Instructor Finnigan has the highest technological skill level of the instructors in this study, but his technological skills do not convert automatically into instances of pedagogical re-mediation. The results of this study suggest that high technological skill levels do not necessarily equal high pedagogical re-mediation levels in hybrid courses.

Technological Training

A final factor I witnessed affecting the degree to which instructors in this study re-mediated their pedagogy for their hybrid course was the amount of technical training they had taken. Three options are available to train English department faculty for online teaching at the University of Central Florida. The first option is a training course; IDL6543, which all instructors who design or teaches their own hybrid or completely online courses at the University of Central Florida are required to take. This course is taught by the university's Course Development and Web Services department. This training is itself a hybrid course that lasts for an entire semester. Instructors enrolled in this course meet with Instructional Designers and other instructors such as themselves both online and in weekly face-to-face gatherings. Only full-time, permanent faculty members are usually authorized to take this course and teach online; however, because at one point the English department was very short-handed on faculty members

qualified to teach online, fixed-term visiting instructors were allowed to take this course for a time.

An alternative to IDL6543 is ADL5000, a course designed for instructors who wish to teach WebCT-based courses that have already been developed by other faculty members. ADL5000 is a web-based course and may be taken by full-time instructors and tenure-track faculty members. Successful completion of this course allows instructors to teach courses that have already been designed and created by someone else; they cannot create a course of their own.

A third alternate online pedagogy course was designed for students in the Texts and Technology (T&T) program in the English department. This course was created because GTAs weren't allowed to take IDL6543 or ADL5000. Created in conjunction with and by the approval of CDWS and deemed substantively comparable to the ADL 5000, ENG 6813: Teaching Online in Texts and Technology is part of the T&T curriculum. Enrolling in and completing this course qualifies T&T students to teach mediated and completely online courses that were previously created by another faculty member.

As with the level of technological skills, one might assume that the level of training in technology and teaching would be directly related to the degree of pedagogical re-mediation witnessed in hybrid courses. Once again, this study suggests that this may not necessarily be the case. Two of the instructors who participated in this study had been students in the ENG 6813 course offered by the English department as part of their doctoral course requirements. Instructor

Bowman had enrolled in the first offering of the course in 2004. Thus, Bowman was the first study participant who had not taken the CDWS-designed and administered IDL6543 or ADL 5000. Instructor Tan, also a doctoral student, had taken ENG 6813 in 2006. When asked if she availed herself of additional training that deals with online education, Instructor Bowman said she was aware of training opportunities offered by CDWS took advantage of such opportunities when they were convenient and fit into her busy schedule.

While Instructor Bowman seemed aware of additional training opportunities that dealt with teaching online, when I asked Instructor Tan if she was aware of additional training opportunities on campus her answer was a simple, “No.” Perhaps she had not been included in the daily “Good Morning UCF” emails that were sent to UCF faculty and students. Most of the additional training opportunities are announced in this medium. It should be noted that both instructor Bowman and Tan had very similar training experiences as well as exhibiting very similar degrees of pedagogical re-mediation in their hybrid courses.

Instructor Wilson had the least to say about training she took in order to teach hybrid courses. She had sought out the assistance of CDWS when she experienced difficulties with WebCT and had worked through technical difficulties the best she could, sometimes seeking the assistance of fellow instructors in the department. As a full-time instructor, Wilson was able to take the IDL 6543 offered by CDWS, which she took and completed successfully, but does not

normally avail herself of additional training activities due to severe time constraints in her work schedule.

In the examples of instructors Bowman, Tan, and Wilson we see evidence of pedagogical re-mediation that match their technological training levels. Both instructors had relatively high levels of training and exhibited relatively high levels of pedagogical re-mediation in their hybrid courses. Instructors Bowman and Tan had completed the same training courses and exhibited similar degrees of pedagogical re-mediation in their hybrid, first-year composition courses. At the same time, Wilson had taken the least amount of training and exhibited a relatively low level of pedagogical re-mediation in her hybrid course. These correlations between training to teach online and degree of pedagogical re-mediation seem reasonable.

Instructor Finnigan had a unique experience with WebCT training at UCF. Before Finnigan was associated with UCF, and well before WebCT came to UCF, he had been teaching computer literacy courses online at a local community college for quite some time. When UCF adopted WebCT, Finnigan was hired as a consultant to help write the original ADL 5000 training materials. When I asked Finnigan about his experiences with WebCT training that he was required to take even though he had helped write the original training materials, he expressed frustration with the entire process, explaining that he eventually failed the ADL course he helped create:

And they FAILED me in ADL 5000. ... because I didn't answer one of the modules. So, I got in trouble for that too. I was yelling about, "I wrote the damn course! What, are you kidding me?" That was funny.

Finnigan expressed additional frustration citing what he believed was a general lack of training for all faculty members, not just those teaching hybrid or online courses, "What's so interesting is ..., the lack of pedagogical training in general for any faculty member." This frustration seemed to affect when and if he took advantage of additional teaching training offered at UCF. Finnigan made a point of saying that he purposefully tried to avoid training he feels is mandatory "I usually avoid the generic training that institutions have at the beginning of the term. Because there's so many grumpy people at those things. They're not kind of voluntary—you have to be there. And the whole mood is just miserable."

A number of online questionnaire respondents echoed Finnigan's disdain for *required* training and recounted previous training experiences. The instructors who admitted disliking required training sessions also cited the inconvenience and inadequacy of the training. When asked what, in particular, they didn't like about previous training opportunities and/or why they had not availed themselves of these opportunities, respondents replied:

- [The training was] Required by my institution.
- It was required! Really, I didn't get a lot out of it. It's fairly formulaic.

- It was required when I first started with WebCT. It seemed to be required with WebCourses, but I wasn't sure. Most training is rather a waste. No training on email, internet, etc.
- I teach full time at the high school during the day and at UCF at night, which leaves me little free time.
- Time conflicts.
- I had this training at another university, which was much more extensive, so I opted out. Also, as graduate students, we would have to have taken an extra course for this, and I just didn't have the time to add one more course.

The inconvenience of training times that is related to the busy schedules of adjuncts and Graduate Teaching Assistants is an influential factor in how many instructors take additional training as most of the first-year composition courses are taught by adjuncts and GTAs. These are the instructors who are most likely in need of additional training, yet they also seem to be the ones who take the least advantage of it for various reasons. Other responses from the online questionnaire revealed that twelve of the eighteen respondents who answered the questionnaire had, like Instructor Wilson, been offered training related to teaching online, but only nine of those instructors reported actually enrolling in such optional training that is supplemental to ADL5000 and IDL6543.

Instructor Finnigan's frustration with the training process is easily evident from his responses. What is also evident is that even though he is highly trained

in online pedagogy—he has been teaching completely online courses at a local community colleges for a number of years—he does not exhibit high levels of pedagogical re-mediation in his hybrid, first-year composition courses. It's easy to draw the conclusion that his less-than-positive experiences with training in teaching online at UCF (failing the course he helped design) have had an influence on the degree of re-mediation exhibited in his hybrid course. From the responses of the online questionnaire we can see that other instructors are also frustrated with the training process they have experienced. However, the dissonance between Finnigan's training and the low level of pedagogical re-mediation in his hybrid course leave us with many questions.

Additional Findings

In addition to gathering information to explore my original research questions I also had the opportunity to gather a wealth of insight regarding other matters experienced by the five instructors who so graciously participated in this study. While I could never present all of the insight I gathered through this exploration, I will recount here four of the most revealing, and possibly ripe for further investigation, instances that fell outside of my original research questions.

When asked about his experiences with the training he received to become a teacher Instructor Finnigan noted what he perceived as a tension between the Faculty Center for Teaching and Learning (FCTL) and CDWS in regards to teaching about online pedagogy. He mentioned that, in his opinion, the FCTL is good about disseminating information about teaching training, but

they steer clear of training that deals specifically with teaching online “They do their pedagogy. In fact they make it a point to say that they’re *not* going to teach WebCT.” When I asked Instructor Finnigan to elaborate, he replied that he had taken FCTL training classes in the past in which he had been told in no uncertain terms that the FCTL would only offer training related to pedagogical issues and not anything that directly dealt with the mechanics or logistics of WebCT.

Because of the nature of Finnigan’s description of the perceived tension between the “pedagogy” people (FCTL) and the “online/WebCT” people (CDWS), I asked Instructor Finnigan if he felt there was an imbalance between pedagogy and technical nuts-and-bolts in the WebCT training. Instructor Palmer replied:

It seems like it. But when I did IDL they (CDWS) went everywhere with it. We talked to some people about their pedagogical foci when all you have to work with is a computer and some of them were full-web class people. ... A lot of theory was being passed around about the asynchronous learning and ...community and what was being written and all that. But...not that much about the actual practicality of it. More often than not [the training emphasizes] technical things. From my perspective anyway.

His perception that CDWS dealt more with the “technical” nuts-and-bolts of WebCT operation rather than some of the more practical applications of online technology matched some of my own experiences with training at this university.

As a WebCT instructor at UCF I had also observed that CDWS focused on the mechanics of teaching online rather than which elements of WebCT were most effective for teaching in my particular discipline. At the same time, I believed that the FCTL could help advise me pedagogically, but that they could not offer assistance in deciding which elements of my course would be complimentary with the WebCT platform. This led me to feel somewhat on my own. Luckily, for me, I had also taken part in the ENG 6813 course taught in the English department. This course more closely melded the aspects of pedagogy and the mechanics of WebCT, blending theory, practice and critical thinking, and provided me (and others who had taken this course) with additional teaching support that many other WebCT instructors failed to receive.

If both instructor Finnigan and I felt this tension between the two on-campus entities designated as our teaching support for face-to-face, online, and hybrid courses, surely others may have similar experiences. Upon hearing of his similar experiences with FCTL and CDWS I was led to wonder how this perceived tension affects whether or not other instructors seek out their services. Of course, this question is beyond the scope of this study, but it definitely presents opportunity for future exploration.

Another observation that fell outside my original research question was provided by instructor Wilson. Throughout our series of interviews she revealed her belief that instructors consider their students to be more familiar with technology than they actually are. Because this appears to be a misperception,

at least from instructor Wilson's perspective, instructors may have unrealistic technological expectations of their students. Since today's college students are part of the digital generation, teachers assume that they know how to learn in the online environment and that they understand their teachers' expectations for online activity and behavior. However, while many students have grown up with very high levels of technological experience, Wilson pointed out that it's not necessarily the same technology we expect them to use in the hybrid classroom and this can affect how students view the rigorous nature of their courses:

I think that they [students] understand email and surfing the web, but I don't think that translates to expectations in an online class. ...I think some of them still have a misguided perception that they don't have to come to class or don't really have to do very much. So, it's educating them on our part as well that this is a convenience for some, or a better way to express yourself to others. And yet the expectations are still the same as face-to-face. So, I don't think they're as savvy as we think they are. And WebCT is still foreign to them because that's not what they're doing when they turn on the computer. They're not surfing WebCT.

In the above interview quote Wilson also points to the observation that many students also have a misperception that an online course, or a course with online components, isn't as much work as a "real" face-to-face course. This misguided perception could be influenced by the fact that at UCF courses of the computer

mediated variety that I study in this research project are actually labeled “reduced seat-time” courses. The title of the course alone sends students a message about the course—intentionally, or not. Additional research could be conducted to gather information about students’ experiences with technology in academic settings. I know from my own experience that some of the technological complexities of applications such as Word that I take completely for granted seem as if they are completely foreign to my students. Yet, it is easy to see them as the “digital” generation and just assume they know how to use certain technologies for educational purposes.

Perhaps the most intriguing comment I received regarding peer review also came from Wilson, who has been teaching composition, including the peer review process, for many years and is one of the more experienced instructors who took part in this study. In our second interview Wilson stated that she was feeling discouraged about the entire peer review process because students seemed unwilling to criticize each others’ work. She has always prided herself as having the peer review process “down,” but that for some reason it didn’t seem to be working as well during the semester of this study. Wilson went on to report that the class actually ended up completing two rounds of peer review exercises—one in-class and one online—for the Core 2 assignment, but that these exercises did not seem to make a difference in the writing that was produced. It should be noted that Wilson read all the students papers and the comments they received. This unsatisfying peer review experience greatly

affected how she viewed the course, the students, and her own teaching ability. After much discussion Wilson reported an increased belief that “students aren’t readers anymore.” She elaborated by saying that in the peer review process we ask students to think critically about their classmates’ work and to make corresponding critical and helpful comments. But students can’t be expected to think critically when they don’t *read* critically, or much at all, anymore.

At first, I found it difficult to believe that a well-seasoned composition instructor would doubt the efficacy of peer review or discount the substantial body of literature that supports the use of peer review to improve student writing—as a comparatively less-experienced instructor the mantra of peer review, peer review still resounds in my mind. In fact, this belief is one of the cornerstones of the process approach to composition pedagogy. Yet, one of the instructors in my study, an experienced instructor, had voiced a belief that was almost completely contrary to what composition theory, and composition instructors, have espoused for decades. How could such contrary beliefs about the pedagogy of engaging in the process of peer review exist?

Once again, this discussion falls well outside the scope of my study. However, this is an area of extreme interest. Were the doubts in the peer review process voiced by instructor Wilson indeed due to the fact that our students are no longer readers and therefore are unable to read and think critically about the work of others? Or are there other factors involved, such as the fact that Wilson’s

course was conducted in a hybrid modality? Future research could address these questions.

The final and perhaps the most perplexing discussion about the role of technology in composition instruction I will recount also came from instructor Wilson. Although Wilson is among the veteran first-year mediated composition instructors in this study, her belief about the importance technology plays in teaching composition speaks volumes about the relatively low level of pedagogical re-mediation I witnessed in her course. When asked about her beliefs about this issue, Wilson responded:

[T]hat's where we're moving for convenience of students, maybe even convenience of instructing. But I don't really think it has a place in ... composition proper. I still think writing is best taught ... one-on-one, ... in small groups. I think there's something lost in not being able to verbally communicate online. So, do I do it? Yes. Am I learning how to do it better? Yes. If I had my choice would it be part of the comp program? No.

Wilson's view of technology in composition instruction became even more contradictory when she later stated that she believes conducting peer review activities online is more beneficial to students than peer review sessions conducted in the face-to-face portions of her class. Contradictions such as this were a bit startling coming from one of the most experienced instructors in this study. A closer examination of the views instructors who teach hybrid courses

have about teaching with technology could offer insight into how instructors' views about technology use affect what they actually do in the classroom—face-to-face, hybrid, or completely online. While this study examined the degree of pedagogical re-mediation instructors engage in while facilitating peer review activities in hybrid composition course, an in depth examination of their contradictory views regarding technology use was out of the scope of this study. As more courses are offered with varying degrees of hybridity it becomes even more important that in-depth studies are conducted that add to the growing body of research and begin to shape the discipline's online pedagogical practices.

Conclusion

In all five of the instructors who took part in this study we have seen some degree of pedagogical re-mediation in their first-year, composition courses—be it thinking about how they would/should modify their pedagogical practices or actually modifying how they teach these courses. I ranked each instructor based on evidence of pedagogical re-mediation that I witnessed through interviews, class observations (both face-to-face and online), and artifact analysis. This ranking was meant to simplify the comparison of instructors based in the degree of pedagogical re-mediation they exhibited in their classes and to provide a foundation upon which I could discuss the factors I believe played a role in the degree of pedagogical re-mediation each instructor engaged in throughout this study. These rankings—high-level pedagogical re-mediation to low-level re-

mediation—were in no way meant to judge the character, teaching ability, or commitment to teaching of any of the instructors.

In the remainder of this dissertation I summarize the research findings and provide recommendations that can be used by administrators and instructors who will design and implement hybrid courses in the future.

CHAPTER FIVE: SUMMATION AND RECOMMENDATIONS

There are technological innovations currently on the horizon that oblige us to
reconsider our pedagogies
in light of what might be done in an online environment.

Cook and Grant-Davie

“Online Education: Global Questions, Local Answers”

Introduction

As I have illustrated in this dissertation, the move to increase availability of composition courses in the online environment makes it important to understand the ways in which composition instructors have taken on the challenges associated with moving their teaching online and how and why they re-mediate their pedagogy for this new teaching and learning environment. Cook and Grant-Davie encourage us to look at emerging technologies and re-evaluate our pedagogical practices in the event that these technologies and our pedagogy may benefit each other, our teaching practices, and ultimately, of course, our students. In order to do this, instructors need to develop technological understandings that go beyond what Selber has described as the “tool metaphor.” This *tool* understanding of technology only sees computers and the

technology as tools that are used to meet a decontextualized end. One dangerous consequence of understanding technology in this limited view is, in the words of Feenberg, an “unreserved commitment to its employment” (6). Instruction that integrates technology merely for the purposes of doing so will not allow students or teachers to develop technological understandings that prepare them to be effective and critical users and producers of technology. Selber focuses on the importance of student of today attaining functional, critical, and rhetorical literacy. However, one could also argue that instructors who have not yet attained rhetorical literacy will find it difficult to facilitate this level of understanding in their students. To facilitate higher levels of technological literacy in their students requires a re-examination of teaching practices. Examining the degree to which our pedagogical practices are re-mediated when teaching hybrid writing courses is a beginning step in progressing from more functional understandings of computer and technology use to views that are more critical and rhetorical.

By investigating the degree of pedagogical re-mediation five instructors engaged in while facilitating peer review activities in hybrid composition courses I hoped to develop a better understanding of the factors that may influence the degree to which instructors actually do modify their pedagogies in the hybrid educational environment. Over the course of this study I identified four factors I believe played important roles in the degree of pedagogical re-mediation the instructors in this study exhibited: degree of course hybridity, instructor

perceptions/beliefs about using technology to teach, instructor technological skills, and the technical training taken by the instructor. Gaining a better understanding of these factors has provided me with a list of recommendations for those who wish to teach, or develop and implement curricula for hybrid courses in the future. By addressing the influence of these factors institutions, academic program directors, and individual instructors will be better equipped to develop, design, and implement effective hybrid composition courses in the future.

In the remainder of this chapter I will provide a brief summation of the study findings and offer recommendations for administrators and instructors who may be in the position to develop and teach hybrid composition course in the future.

Summary of Results

Through a series of interviews and observations that occurred throughout this study I was able to categorize the five instructors based on the evidence of pedagogical re-mediation—either implementation in the classroom or contemplation of re-mediation—exhibited by each instructor as they facilitated peer review activities in their hybrid, first-year composition courses. I classified these instructors from most to least pedagogical re-mediation: Palmer, Tan, Bowman, Wilson, and Finnigan. This categorization was not meant to place any value judgments on the instructors involved in this study based on their level of

pedagogical re-mediation or to interrogate the teaching skills of the instructors.

This categorization based on degree of pedagogical re-mediation was created so that I would have a common point upon which all instructors could be compared.

Throughout this study *all* instructors exhibited some degree of pedagogical re-mediation—whether they saw what they did as modifying their pedagogy or not. Instructors Palmer and Wilson stated that they didn't see what they had done as any real kind of pedagogical innovation, they just wanted to use what worked best for their students. Instructor Palmer revealed the most instances of pedagogical re-mediation in his course, while Tan, who did implement a few pedagogical changes, seemed to contemplate the pedagogical changes that would/should occur in a hybrid course more than the other instructors. Instructors Bowman and Wilson both implemented a few pedagogical changes in their hybrid courses, but Bowman seemed to devote more time to pondering what types of changes she could/should make. Instructor Finnigan presented the fewest instances of pedagogical re-mediation, although his manner of facilitating peer review was unique.

In examining the degree to which instructors engaged in pedagogical re-mediation in their hybrid courses I was also able to identify four factors I believe played a significant role in how much the instructors actually did modify their pedagogy: degree of course hybridity, instructor perceptions/beliefs about using technology to teach, instructor technological skills, and the technical training taken by instructor. Of all the instructors in this study Tan was the only one

whose degree of pedagogical re-mediation seemed to be influenced by what I have termed the “degree of hybridity” of her course. As you may recall, Tan taught a hybrid course that consisted of $\frac{2}{3}$ -face-to-face and $\frac{1}{3}$ -online activities. Throughout our series of interviews Tan speculated about how she might have been able to accomplish more with the online portion of her class had that portion been more than the $\frac{1}{3}$ assigned to her course. While she reported being less than satisfied with the results of the online peer review that occurred in her hybrid course, I still rated Tan as integrating a relatively high level of pedagogical re-mediation in her course because she devoted so much of her efforts towards thinking about the changes in her pedagogy brought on by teaching a course in the hybrid environment in which such a low proportion was carried out online. Our discussions highlighted Tan’s conflict between wanting to include a greater portion of online activities but feeling unable to do so because of the lesser degree of hybridity of her course.

Overall, the five instructors in this study believed that technology can, and should, be applied when teaching hybrid courses if it serves the needs of the students. Of the instructors beliefs that I detailed in this section, it was telling that the more the instructors’ beliefs about incorporating technology in their hybrid courses were conflicted or focused on achieving personal connection with students, the less pedagogical re-mediation was evidenced in their course. Instructor Wilson, who was arguably the most experienced instructor in this study, expressed some of the most contradictory views about using technology to

teach in the hybrid composition classroom. I believe that her contradictory beliefs directly influenced the lesser degree of pedagogical re-mediation she exhibited in her hybrid course. Her views that appear contradictory on the surface reflect a functional view of computers and technology use and make her lesser degree of pedagogical re-mediation a bit easier to understand. If she basically views computers as *tools* she can use to accomplish a task it may be more difficult for her to see how they can better facilitate personal connections between herself and her students. Future investigation into such apparently contradictory views may lead to more complete critical and rhetorical understandings of technological integration in the classroom. Such contradictions, or what Hawisher and Selfe call “paradox and promise” can lead us to “a mature view of how the use of electronic technology can abet our teaching” (62).

On the other end of the spectrum, instructor Palmer presented beliefs about technology that were quite substantially less conflicted. I believe that the greater degree of pedagogical re-mediation I witnessed in his course was a consequence of his belief that technology should be incorporated, dare I say *must* be incorporated, into his hybrid composition courses. It is important to note, however, that his views about the inevitability of technology use—hence, his early adoption of teaching in the hybrid format—fall under the auspices of a relatively functional view of technology use. He didn’t appear to give a great deal of thought to his reasoning behind his pedagogical re-mediation other than the fact that online and hybrid education is “where it’s all going.”

It is easy to assume that technological skill level automatically equates to degree of pedagogical re-mediation in hybrid courses. However, this line of thought falls into Selber's classification as a functional view of computers and technology—a view that, while still allowing for thoughtful selections of technology to fulfill a certain purpose, still limits thinking about technology to a relatively decontextualized use of the technology. As the instructors detailed in this study reveal, technological skill does not necessarily equate to pedagogical re-mediation. Instructor Finnigan has the highest technological skill level of the instructors in this study, but his technological skills do not convert automatically into instances of pedagogical re-mediation. For the most part, Finnigan reflected strong functional literacy and appeared to not engage in higher levels of critical or rhetorical thought about his technology use in his hybrid course. At the same time, if someone has no skills in technology it will be difficult for them to teach a hybrid course in the first place, much less engage in pedagogical re-mediation in such a course. An instructor with no experience using WebCT, for example, would be hard-pressed to make any significant pedagogical modifications that would involve using WebCT in increasing levels of complexity. Of course, technological skills can be gained, but this would not occur instantaneously. All of this is not to say that technological skills are not valuable. Indeed, Selber reminds again and again that functional literacy is a key component of both critical and rhetorical literacy.

Finally, as with the level of technological skills, one might assume that the level of training in technology and teaching would be directly related to the degree of pedagogical re-mediation witnessed in hybrid courses. Once again, this study suggests that this may not necessarily be the case. Although instructor Finnigan had helped create the very first training materials on campus related to WebCT, he exhibited the least amount of pedagogical re-mediation of all the instructors in this study. At the same time, he admitted that he did *not* avail himself of additional training, for the most part, because it was positioned as mandatory. In general, those instructors who took advantage of training when it was available exhibited greater degrees of pedagogical re-mediation than those who did not.

Recommendations

Based on the results of this study, I make four recommendations at the institutional, programmatic, and individual instructor level. It is hoped that these recommendations can be used by administrators and instructors who will design, develop, and teach hybrid composition courses in the future to take advantage of the possibilities offered by the hybrid teaching environment. The purpose of this research was not to make value judgments regarding which type of educational environment is better or to assert that instructors are better teachers because they teach hybrid courses, but to provide a guide of sorts of “what to pay attention to” when developing or teaching hybrid courses.

Throughout our series of interviews a number of instructors mentioned a perceived tension between the two providers of teaching support available on campus—the Faculty Center for Teaching and Learning (FCTL) and Course Development and Web Services (CDWS). The instructors who reported this tension explained that through different training and support services they had experienced they had, in no uncertain terms, become acutely aware that the FCTL offered *pedagogical* support and that CDWS offered *technical* support. They believed that going to these support services would provide them with information, but would not help them develop skills to integrate the *pedagogical* and the *technical*.

This perception of tension between the two teaching support agencies on campus can cause instructors to avoid consulting either agency. Instructors may avoid implementing technology because of this perceived tension or because they're not quite sure if they have a *pedagogical* or *technical* question. I experienced this conflict as well when I was teaching my hybrid course. I wasn't sure which support service could, or should, answer my question, so, like instructor Wilson reported, I went to colleagues within my department for help. Although colleagues in my department were indeed quite helpful, I realized that I should be able to use the support agencies on campus without feeling hesitant to consult them for fear of "asking the wrong person the wrong question."

The perceived tension between different support services needed by those who teach hybrid or completely online courses on campuses should be

acknowledged and addressed if instructors—especially less experienced instructors—are expected to teach well in this new educational environment. At the institutional level universities should work to create a support structure that supports both the pedagogical and technical needs of the teaching faculty. This would require hiring instructional designers with a variety of skills—some could be more ‘technical’ and others more ‘pedagogical,’ but they would all work in concert to help instructors get all the support they need in one place. Instructors should not feel hesitant to seek support because they’re afraid of calling the *wrong* support provider. (One participant in this study reported having been reprimanded for this “mistake.”)

Fortunately, for the doctoral students in UCF’s Text and Technology program, a course has been created that succeeds in bridging and repairing this tension: ENG6813. At the programmatic level this course addresses the concerns raised by instructors in my study. The course was designed in conjunction, and with the approval of, CDWS. It was designed by a faculty member in the English department at UCF and specifically deals with the issue of teaching writing in a course management system such as WebCT or Blackboard. In this semester-long course students read theory designed to teach them how to teach writing online and develop their own WebCT course. The next semester, they taught online for the first time while enrolled in a follow-up practicum, which was itself taught online. Other universities could look to UCF’s ENG6813 as a guide for implementing their own training program for their students.

It should be noted that the instructors who exhibited the most thought about how they were teaching and how they were implementing technology in their hybrid courses had taken this course. Both instructor Tan and Bowman had read Selber's book *Multiliteracies for a Digital Age* and, as such, had been exposed to his notions of varying levels of technological literacy. These instructors did not outwardly exhibit the highest levels of pedagogical remediation in terms of technological integration, but they both exhibited high levels of critical and reflective thought about the technology they *did* incorporate in their hybrid courses.

At the individual level, instructors must take it upon themselves to learn more about new technologies and pedagogical theories. Instructors need to first become technologically proficient enough to fully learn which varying types of technology can be best used in their courses. Once they have achieved functional literacy, they can develop higher levels of critical and rhetorical literacy. This may mean taking advantage of training opportunities as they present themselves and learning on their own. In an ideal situation their support structures on campus and in their individual departments will provide them with support they require, but ultimately we are all responsible for our own learning. We must invest ourselves in the continuing endeavor of learning about new technologies and pedagogies if we hope to provide our students with the best learning opportunities possible.

The second recommendation I make comes as a result of instructor Wilson noting that she believes we have unrealistic technological expectations of our students. Although almost all of the students in first-year composition courses have grown up with technology as part of the Digital Generation, they have not necessarily been using technology for educational purposes. Spend one class session in any undergraduate course and you will most assuredly spy a good percentage of your students text messaging or tweeting away—thumbs flying across minute touch screen keyboards. We assume these students know how to use technology for educational purposes because it appears as if they are very comfortable with it. In my own teaching experience I have come across students who, I initially thought were technological wizards, but who used word processing software as a typewriter, failing to have the skills required to double-space their document or even change margin size. Selber reminds us that “teachers often assume that students already have specific computer skills and thus fail to provide any support or training” (30). However, we cannot expect students to have knowledge we are unwilling, or unable because of our own lack of technological literacy, to teach them. Much of the frustration voiced by instructor Wilson over the fact that her students didn’t seem to even know how to send/receive email can be attributed to her functional understanding of technology.

At the institutional level we might consider a type of technological placement exam—similar to language and math placement exams currently

commonplace on campuses across the nation. These placement exams would assess the level of technological skills possessed by the student and place them in mandatory technological training course based on the skills they will need to begin studies in their major department. For example, if a student was planning to enroll as an English major they would need to be proficient in whichever word processing program was used in their home department. They may also need to be proficient in using the graphing calculator used in the general math courses they will take as an English major. This student would not need to go through a training course in AutoCad, since they're not planning on studying engineering, but could sign up for the AutoCad course if they were interested in learning more about it or they changed their major to engineering at some point. The institution may even consider the creation of online education *modules* that teach students how to use various applications. Screen capture and narration technologies such as Camtasia or Echo 360 could be utilized to create such courses that can be easily administered through course management systems. While teaching students the *mechanics* of using various forms of technologies may fall at the functional level of technological literacy, this knowledge is the basis of both critical and rhetorical levels of understanding.

Changes that could be implemented at both the program and individual instructor level are somewhat similar. Programs may design specific courses that go beyond the university-level proficiency course if needed. At the same time, instructors would also teach or review smaller segments if specific technological

skills required by their course. For example, in a first-year, hybrid composition course the instructor would want to briefly review the WebCT skills the students should already possess. If the instructor plans on uploading a number of videos for students to watch over the course of the semester they should show students how to access these videos and possibly upload their own. While this may entail extra work for the instructor, it is imperative that students learn these skills at the institutional level (WebCT skills transfer easily between disciplines and courses, as do foundational skills in many other disciplines) and refresh them as needed in the classroom or other context of use.

Another recommendation that came about as a result of this study deals with the degree of hybridity of hybrid courses. Instructor Tan described her tensions dealing with a course that was “only 1/3-online” and her attempts to balance the amount of work she felt she could facilitate in the online environment. A search through the literature revealed little that discussed varying levels of the proportion of work that may occur online in a course designated as hybrid—the Sloan Consortium designated blended/hybrid learning as any course in which between 30 and 79% of course activities occur online. I make the argument that the degree of hybridity of a course influences both the instructor’s and the students’ perception of the importance of the online portion of the course. This perception can make the endeavor of teaching a hybrid course very confusing and off-putting to many instructors.

At the institutional and programmatic level universities and departments may wish to define how much and what types of online work are required for courses with specific degrees of hybridity. Doing this would allow instructors to better gauge the amount and type of activities suitable for the online portion of the course. This degree of hybridity designation would make the process of planning a hybrid course less stressful for instructors, especially those new to teaching hybrid courses, such as instructor Tan. Perhaps even more importantly, a degree-of-hybridity designation would open the door to admitting that not all hybrid courses are the same—differing degrees of hybridity affect the amount and type of activities that can be incorporated in those courses. Differing degrees of hybridity also have an effect on how important the students, and instructors, view the online portions of the course to be (as witnessed by instructor Tan’s comments regarding this matter).

Individual instructors will have a better understanding of how much work in the class should be online depending on the degree of hybridity designation. This could lessen the stress associated with selecting courses to teach and designing course activities. If an instructor knows that the course they’re teaching is designated as a $\frac{2}{3}$ -face-to-face course and $\frac{1}{3}$ -online they will have a better idea of what types of activities will be best suited for that hybridity designation. Students may also be more willing to enroll in hybrid courses in which they know the proportion of online activities they will be required to complete. These designations would, of course, differ across disciplines.

The final recommendation I make was prompted by instructor Wilson's assertion that technology has no place in composition instruction. Her assertion is a perfect example of what Selber terms a purely instrumental view of technology—one in which technological use and/or adoption is seen as an *all-or-nothing* proposition, "An instrumental view allows for two possible responses to technology: Users either accept or reject it, for technology is simply a neutral tool employed to understand experience and solve problems" (11). While instructor Wilson's assertion was a bit surprising for me to hear, it did bring up the issue that instructors' perceptions and beliefs about technology, as well as their technological literacy, can almost single-handedly determine the degree of pedagogical re-mediation exhibited in hybrid courses. If the instructor feels technology doesn't really have a place in composition instruction then it stands to reason that low levels of re-mediation will be exhibited in his or her course—as was the case with both instructors Wilson and Finnigan.

Unfortunately, initiatives at the institutional and programmatic level will only affect instructors who take advantage of them. Encouraging the instructors to take advantage of such initiatives is key. Admittedly, universities do not normally have bulging pockets when it comes to providing faculty with additional financial incentives to attend training activities. However, universities or departments may consider providing laptops to instructors who teach hybrid or online courses. In addition to seeing this as an incentive to get instructors to teach these classes this act would also get instructors *using* technology in a

different way. These laptops could come with the “price” of attending and/or presenting a certain number of technology workshops over a specified period of time. Not only could these incentives be provided for those who teach hybrid or online courses, but, as Selber reminds us, incentives must be provided for those in the university community who are “involved in change initiatives” at all levels (226). Providing more seamless pedagogical and technological support, as mentioned above, will also make the process of moving teaching online seem less intimidating. Scheduling monthly workshops during hours that are accessible to instructors would encourage them to attend, as would providing additional summer compensation to attend pertinent sessions.

All of these initiatives would help to change beliefs about technology use in teaching. However, beliefs cannot be changed in one fell swoop, they must be changed a little at a time. From the results of this study it is clear that those instructors who had less than favorable beliefs about using technology to teach hybrid composition courses engaged in lower levels of pedagogical re-mediation. Teaching in the online environment requires a reexamination of our current pedagogical practices if we want to best serve our students. Only by challenging our own beliefs about technology use in teaching and being more open to taking advantage of the opportunities it can provide can we hope to provide our students with educational experiences that will serve them throughout their lives.

APPENDIX A

INSTRUCTOR PARTICIPANT INFORMED
CONSENT FORM

Instructor-Participant Informed Consent Form

Date:

Dear Educator:

I am a doctoral candidate in the Texts and Technology program at the University of Central Florida. As part of my dissertation research, I plan to observe the teaching practices used to teach peer review in mediated first-year composition courses. I am asking you to participate in this series of observations because you have been identified as an instructor who is teaching a mediated first-year composition course during the spring 2007 semester. Observation sessions will occur during class sessions (both face-to-face and mediated) in which you are facilitating peer review. With your permission, I would like to audio record face-to-face peer review sessions and be allowed access to the WebCT portions of the course in which you facilitate peer review in order to accurately record what transpires in the sessions. Only I will have access to these audio tapes and records of WebCT observations, which I will transcribe, removing any identifiers during transcription. The recordings will be destroyed after transcription is complete. Your identity will be kept confidential and will not be revealed in the final manuscript.

In addition to observations of peer review facilitations, I would also like to examine the course materials you use to facilitate peer review, such as course syllabi, peer review worksheets, written instructions, handouts, and web materials to which you have directed students. I would also like to interview you about your experiences with and reflections about teaching peer review in a mediated first-year composition course. The schedule of questions is included with this letter (A1).

There are no anticipated risks, compensation, or other direct benefits to you as an instructor-participant in this study. You are free to withdraw your consent to participate and may discontinue your participation in the study at any time without consequence and any data collected up to that point will be summarily destroyed.

******* Note: You must be 18 years of age or older to participate**

If you have any questions about this research project, please feel free to contact me by email at rmiddleb@mail.ucf.edu or by phone at (407) 671-5622 or my faculty supervisor, Dr. Karla Kitalong at kitalong@mail.ucf.edu or by phone at (407) 823-5416. Research at the University of Central Florida involving human participants is carried out under the oversight of the Institutional Review Board (IRB). Questions or concerns about research participants' rights may be directed to the Institutional Review Board Office, IRB Coordinator, University of Central Florida, Office of Research & Commercialization,

12201 Research Parkway, Suite 501, Orlando, FL 32826-3246. The telephone numbers are (407) 882-2276 and (407) 823-2901. The office is open from 8:00 am to 5:00 pm Monday through Friday except on UCF official holidays.

Please sign and return this copy of the letter in the enclosed envelope. A second copy is provided for your records. By signing this letter, you give me permission to report results from interviews and observations anonymously in the final manuscript to be submitted to my dissertation committee in partial fulfillment of my graduation requirements.

Sincerely,

Rebecca Helminen Middlebrook, Principal Investigator

Participant name:

- I have read the research study described above.
- I voluntarily agree to participate in the observations.
- I agree to have observations audio recorded.
- I agree to participate in the interview(s).
- I agree to have interview(s) audio recorded.
- I agree to give PI access to course instructional/ informational materials and WebCT course sessions.

Participant Signature

Date

Principal Investigator

Date

APPENDIX B

INTERVIEW QUESTIONS FOR
STRUCTURED INSTRUCTOR INTERVIEWS

Instructor-Participant Interview Questions

- 1) Have you taught first-year composition courses before?
- 2) Have you taught mediated first-year composition courses before?
- 3) How would you describe your familiarity with technology? WebCT?
- 4) If you need assistance with WebCT who would you contact? Why?
- 5) Have you been offered training in teaching online?
- 6) Have you taken training the deals with teaching online?

- 7) What role do you believe technology does/ should have in composition instruction?
- 8) Do you believe that modifying your pedagogical practices to teach online is necessary? Why/ why not?
- 9) If you do modify your pedagogical practices when you teach online, what do you do differently?
- 10) If this is the first time you're teaching a mediated first-year composition course, do you plan on using different teaching practices in the mediated portions of your course? If so, what do you plan on doing differently?

***** Note: Follow-up questions are anticipated.

APPENDIX C

ONLINE QUESTIONNAIRE RESULTS: PEDAGOGICAL PRACTICES IN MEDIATED FIRST-YEAR COMPOSITION COURSES

ONLINE QUESTIONNAIRE RESULTS:

Pedagogical Practices in First-Year Composition Courses

| | |
|---|---|
| 1. You are currently | |
| a faculty member | 3 |
| an adjunct | 7 |
| an instructor | 4 |
| a graduate teaching assistant/associate | 2 |
| Other (please specify) | 2 |
| <visiting instructor> | |
| <VI> | |

SKIPPED QUESTION: 0

| | |
|--|----|
| 2. Do you teach first-year composition courses at UCF? | |
| yes | 18 |
| no | 0 |

SKIPPED QUESTION: 0

| | |
|--|----|
| 3. Approximately how many first-year composition courses have you taught as UCF? | |
| 1-3 | 4 |
| 4-6 | 1 |
| 7-9 | 1 |
| 10+ | 10 |
| Other (Please Specify) | 2 |
| <More than 50> | |
| <Since 1989> | |

SKIPPED QUESTION: 0

| | |
|---|----|
| 4. Have you taught mediated (hybrid/reduced-seat time) first-year composition courses at UCF? | |
| Yes | 8 |
| No | 10 |

SKIPPED QUESTION: 0

5. *Approximately how many mediated (hybrid/reduced-seat time) first-year composition courses have you taught at UCF?*

| | |
|-----|----|
| 0 | 10 |
| 1-3 | 3 |
| 4-6 | 3 |
| 7-9 | 0 |
| 10+ | 2 |

SKIPPED QUESTION: 0

6. *Please rate your familiarity with the following*

| | Very familiar | familiar | Somewhat familiar | Somewhat unfamiliar | unfamiliar | Very unfamiliar |
|-----------------------|---------------|----------|-------------------|---------------------|------------|-----------------|
| Technology in general | 7 | 7 | 3 | 0 | 0 | 0 |
| Email | 16 | 1 | 0 | 0 | 0 | 0 |
| The internet | 14 | 3 | 0 | 0 | 0 | 0 |
| WebCT | 7 | 5 | 2 | 2 | 1 | 0 |
| Webcourses@UCF | 2 | 6 | 2 | 3 | 1 | 3 |
| n=18 | | | | | | |

SKIPPED QUESTION: 1

7. *Which application(s) do you use to teach mediated first-year composition courses at UCF?*

| | |
|--|---|
| WebCT | 8 |
| Blogs | 1 |
| Personal Website | 2 |
| Other (Please specify) | 3 |
| <none> | |
| <internet research> | |
| <Have used MySpace and FaceBook as places for students to present research.> | |

SKIPPED QUESTION: 0

8. *If you need assistance with these applications whom do you contact? Why?*

- I haven't needed assistance for a few years, but if I did I'd go first to the director of comp and then to webcourse development people
- Bill Phillips or Faculty Support. I usually have an expert question, not a how-to and want an response asap
- ???
- FCTL first.
- Course Development & Web Services
- When I began, I contacted Web Services and Course Development. They stopped offering support for my classes because I was denied the IDL course. So I actually assist others with the application.
- I don't know who I would contact. I would start with the English department, who would probably direct me to the correct person.
- my husband; he usually knows the answer.
- Another faculty member.
- Usually not Course Dev, as they aren't very helpful. I usually just consult any help function that's available, or someone in the department that's used it before.

SKIPPED QUESTION: 8

9. *Have you been offered training related to teaching online?*

| | |
|-----|----|
| Yes | 12 |
| No | 4 |

SKIPPED QUESTION: 2

10. *Have you taken training related to teaching online?*

| | |
|-----|---|
| Yes | 9 |
| No | 8 |

SKIPPED QUESTION: 1

11. *Why did you/did you not take this training? Please explain.*

- I took the training to do a better job and to be prepared to teach online when asked to.
- Required by my institution. Beneficial to design issues in course.
- Was not aware of any training other than WebCT
- It was required! Really, I didn't get a lot out of it. It's fairly formulaic.
- Required and appropriate.
- I took the training so that I could teach a fully online course. As an adjunct, I was not eligible to take IDL, so I took ADL instead.

- It was required when I first started with WebCT. It seemed to be required with WebCourses, but I wasn't sure. Most training is rather a waste. No training on email, internet, etc.
- my course is face to face this semester
- I took the training seven years ago. I've done some updating. But (as I stated above) I was denied access to the IDL class which would be the next logical step.
- I teach full time at the high school during the day and at UCF at night, which leaves me little free time.
- Not teaching on line courses
- I took IDL6543 to learn to teach ENC3311 online.
- Time conflicts.
- Because I was given a laptop and monetary compensation. :-)
Actually, I knew nothing about WebCT and felt that some training would help.
- I had this training at another university, which was much more extensive, so I opted out. Also, as graduate students, we would have to have taken an extra course for this, and I just didn't have the time to add one more course.

SKIPPED QUESTION: 3

12. *What role(s) do you believe technology HAS in composition instruction? Please explain.*

- an integral role. We are obligated to teach w/ technology.
- 1.) can enhance quality of writing in final product as well as format or presentation. 2.) can compete with composition instruction as skill level in technology impacts ability to navigate a dl course, use existing word processing programs, use existing e-mail communications systems. Thus, must instruct in my content area, as well as, in technology usage. 3.) ability to use technology a thinking skill not equally shared by all students. Organization of a course in Webcourses forces student to organize a certain way.
- Technology has many roles including student presentations of research projects, smart classrooms provide vcr /dvd/computer/doc cam technology, which serves to help instructors demonstrate how to peruse the library databases.
- A really clumsy one. In all seriousness, I do think I overlook the role of simple technologies such as classroom projectors and doc cams, which are utilitarian and boring but still count as technology. As far as flashier technologies, I haeven't had a lot of luck with them except to use web sites as examples of electrated argument. Setting up truly

interactive online communities is still light years away from WebCT (at least for me. Maybe others are more talented).

- help with reducing paper use, 24/7 access to class related materials, additional instruction tools and resources for students
- Building classroom community; housing classroom and course materials, discussions, resources; engaging students in assignments outside of class; enabling access to research resources, other universities, libraries, and databases; opportunities for create classroom assignments.
- Technology offers immediate connectivity to students and faculty. Students can see their creations quickly. I can use various strategies to get them involved in early drafts, then hooked on writing.
- I believe technology plays a big role. It gives me the freedom to project things from various sites on the board, allowing students much more information during our class time.
- I'm still learning, but I use it to share visual and audio arguments with my students. It helps keep their interest.
- If you can use technology to facilitate learning rhetorical strategies and writing, then it can have a large role. If you are just delivering comments and graded papers, it isn't worth it.
- It's inherent...a pencil is a technology. Computer technologies, as long as they contribute to the course goals, are useful, but not necessary.

SKIPPED QUESTION: 7

13. *What role(s) do you believe technology SHOULD have in composition instruction? Please explain.*

- an increasing emphasis should be on technology
- 1.) product enhancement and presentation 2.) communication methods to replace face-to-face methods 3.) limits not enhances presentation methods available for course content. For example, the comma. Can read the book, link to the website, watch the powerpoint, take the tutorial--all of which are visual
- All of the above and perhaps as a substitute blogging or class convergence after hours if an instructor is called away for an extended period of time, say for a jury duty stint involving a major trial as I was in the Fall of 2005.
- I'm not sure. Sometimes I feel like we're trying to squish a square peg in a round hole (technology for the sake of technology), but other times I feel like composition instruction HAS to move that way or become antiquated and irrelevant. Obviously, my own dissertation will never make any sense.

- Same.
- All of the above. Also, I think that students HAVE to learn the difference between google searches and bona fide research.
- See #12 for my response. Additionally, the technology offers feedback quickly, so I can assess what works and what does not work for students (sometimes, daily). See #15.
- Same as above.
- I'd like to integrate information on writing online arguments and blogs. I'm also interested in social networking sites like Myspace and how these present arguments of identity.
- There should be LOTS more staff development about what it means to teach in a virtual environment and more freedom to set up web pages that work--not just WebCT.
- I think that technologies should be used to facilitate course goals through collaboration with fellow students and instructors. Multi-modal uses of technologies can contribute to student learning, but also come with their own problems, so they must be used in smart, thoughtful ways.

SKIPPED QUESTION: 7

14. *Do you believe that modifying your pedagogical practices to teach online is necessary? Why/why not?*

- Absolutely. I look for innovative ways to make arguments by multi-modal means. Composition needs to become more visually dependent and needs to address issues across the curriculum to remain a viable discipline.
- yes. To be successful in my course students need skills in wordprocessing, computer operation, e-mail operation etc. Those without these skills are essentially learning two items at the same time. In essence, when they take my DL course, they are learning how to e-communicate via netiquette, learning how to use Webcourses, learning how to use their word processing program, and learning how to navigate links.
- Yes, it would provide me a more flexible and extended repertoire of abilities in my teaching portfolio.
- Yes. But not completely rewriting them. I think sometimes people (cough, me) assume that an electrated pedagogy must be radically different, but the basic principles of argument and communication remain the same.
- There is some modification necessary simply because the connections you can make f2f within the traditional classroom mode are malleable and class lecture can be immediately adapted to the

classroom dialectic. For online classes, the structure is far more rigid.

- No, unless one is teaching entirely online. I can adapt the technology to accommodate my pedagogy in mediate classes.
- Yes. The technology actually makes the teaching easier (more streamlined) and more "fun" for students. They respond more positively.
- I don't teach online courses; however, I completed my Master's program entirely online and loved it! It gives students freedom to complete courses at their leisure [somewhat].
- I've never taught online, but I'm sure I would. My major strength as a teacher is my enthusiasm in the classroom.
- Yes-the context is entirely different and things like group work and peer-review have to be set up very carefully. Also, you have to think in multi-media when you design assignments.
- Well, yes, because you're dealing with a different classroom space. My goals are the same, but the tactics change

SKIPPED QUESTION: 7

15. If you do modify your pedagogical practices when you teach online, what do you do differently? Please explain.

- see above.
- 1. A traditional course has more spontaneity and opportunity for verbal clarification of items. In essence it is more responsive. To adapt this item in the DL world, need to use more communication tools more often. 2. need a range of tools that basically complete the same task. For example a tutorial on how to use a comma, a power point and a web link. You need to appeal to a range of interests.
- I'm not sure at this time. Perhaps become more clear in my delivery of instruction so as to meet any questions head on.
- Erm. Not much. I said I SHOULD, not that I do. Seriously, as an adjunct I'm paid less than I would make folding jeans at the mall. I'm not invested enough to really make this my full-time career and I know my teaching is not really visionary because of it.
- I rely upon past experiences and I try to incorporate possible tangents as added info rather than as the norm, so to speak. In online classes, I set and stick to these items: visuals, posted assignments, journals, pp presentation; however, when f2f, I use classroom discussion more and journals/pp presentations less since I am usually in a non-tech room.
- I do not teach online; I employ technology in my classroom. I lecture a few minutes, then ask them to participate in an activity. They

- N/A
- My students' assignments are presented online and I expect to start playing with visual literacy as well as sound.
- I create patterns for students, with respect to the turning in of assignments. Online shouldn't be chaotic (although this is considered to be a benefit of online learning, it's unhinging of space/time), but should give students opportunities to succeed in the course. And, they need structure. I really have to explain a lot as well...most of the work is done before the class ever begins.

SKIPPED QUESTION: 9

16. *Do you teach Peer Review in your first-year composition courses?*

| | |
|-----|----|
| Yes | 16 |
| No | 0 |

SKIPPED QUESTION: 2

17. *Do you use some sort of technology (other than WebCT) to facilitate Peer Review?*

| | |
|-----|----|
| Yes | 3 |
| No | 12 |

SKIPPED QUESTION: 3

18. *If so, what other technology do you use and why?*

- none
- group discussion threads for one assignment
- Email to writers -- sometimes, I ask them to conduct peer review outside the classroom. I do not find it successful, because students "forget" or do not meet deadlines, causing each other problems.
- Email sometimes...I've also had students post their reviews to a blog that I set up. This worked fairly well, maybe a little better than face-to-face, as their reviews were "public," so no slacking off.

SKIPPED QUESTION: 14

19. Do you believe the use of technology alters the way you teach Peer Review?

| | |
|-----|---|
| Yes | 8 |
| No | 5 |

SKIPPED QUESTION: 5

20. Please explain your answer to the previous question.

- I let the students hash it out.
- Again, the peer review is basically a response to prompt questions versus an active discussion where tips are verbalized and discussed.
- The previous question is a present tense in which the answer to its predecessor was a negative.
- I don't have students use technology for PR. One year I had them use "track changes" to review each other's papers and it was a slaughterhouse. Half the people couldn't figure out how to turn on track changes and the rest I think lied to get out of doing it.
- In general, the form is still the same, but I have to caution against annoying MS word errors that are more grammatical. I ask my students to use the program "Editor," which is housed in the University Writing Center, for the grammatical issues rather than relying on their peers.
- It could. Students could work on each other's papers beforehand, make more directed comments, dialogue about certain aspects of the paper, etc.
- Technology allows the entire class the opportunity to view more papers and also helps the student with more responses to his/her papers.
- I've taught students to use track changes and commenting software. Since it is not F2F, they need to think and write their comments very carefully.
- See 18.

SKIPPED QUESTION: 9

21. Do you believe the pedagogical practices used to teach Peer Review in the face-to-face and online environment are the same?

| | |
|-----|----|
| Yes | 3 |
| No | 10 |

SKIPPED QUESTION: 5

22. *Please explain your answer to the previous question.*

- I force peer review in the classroom and I resent taking time w/ it. Seldom do the students really benefit from that futile exercise.
- Technically, you should use chat. But this presents a scheduling issue in the online world. Secondly, the time issue of scheduling multiple chats you must monitor.
- I believe taht online, a student would n ot have to be concerned with "hurting" a peer's feelings and would be much more aggressive in reviewing a classmate's paper, thereby giving fair and HELPFUL feedback.
- It very much depends on the person, but some learners are of course more fluent in oral communication than others. Personally I am excellent at written electronic comments in Word docs, but most of my students aren't. It takes more skill at communication in an electronic environment because the other person can't ask you "hey, what do you mean by this?" (Technically they could, but not conversationally).
- Again, the form I use is the same for both.
- I'm sure there are different practices, although the overarching pedagogy is probably similar.
- I have not answer, since I do not teach online, per se.
- Same as above.
- I can only imagine from my own experiences in classes that had an online component, that the responses in an online peer review would be much less spontaneous and immediate. I'm not sure what the effect of anonimity would be, if possible, on the peer review process.
- Again, everything in a virtual classroom looks different, so why not take advantage of that?
- I still have them write reviews (I'm not a check-off worksheet person), but they are merely posted online. The difference is in the public nature of the review.

SKIPPED QUESTION: 7

23. *Have you used different pedagogical practices to teach Peer Review in these two environments? Please explain.*

- adapted existing practices for the DL world. Not a huge favorite of Chat in webcourses due to consistent connection issues
- No, but I will now.
- No

- No.
- No
- Yes. I believe using technology gives me the opportunity to broaden the lesson visually for the entire class.
- Yes.
- n/a

SKIPPED QUESTION: 10

24. Other comments?

- These questions have given me something to consider in the next year. Thank you.
- Good luck with your research.

SKIPPED QUESTION: 16

25. If you would be willing to be contacted regarding your responses to this survey, please enter your name and email address below.

- Six respondents provided this information.

SKIPPED QUESTION: 12

APPENDIX D

IRB APPROVAL LETTER



Office of Research & Commercialization

November 22, 2006

Rebecca Middlebrook
c/o Karla Kitalong, Ph.D.
University of Central Florida
Department of English
CNH 301C
Orlando, FL 32816-1346

Dear Ms. Middlebrook:

With reference to your protocol #06-3964 entitled, "An Investigation of Pedagogical Practices used to Teach Peer Review in Mediated First-Year Composition Courses," I am enclosing for your records the approved, expedited document of the UCFIRB Form you had submitted to our office. **This study was approved on 11/22/06. The expiration date for this study will be 11/21/2007.** Should there be a need to extend this study, a Continuing Review form must be submitted to the IRB Office for review by the Chairman or full IRB at least one month prior to the expiration date. This is the responsibility of the investigator.

Please be advised that this approval is given for one year. Should there be any addendums or administrative changes to the already approved protocol, they must also be submitted to the Board through use of the Addendum/Modification Request form. Changes should not be initiated until written IRB approval is received. Adverse events should be reported to the IRB as they occur.

Should you have any questions, please do not hesitate to call me at 407-823-2901.

Please accept our best wishes for the success of your endeavors.

Cordially,

A handwritten signature in cursive script that reads "Joanne Muratori".

Joanne Muratori
(FWA00000351 Exp. 5/13/07, IRB00001138)

Copies: IRB File
Karla Kitalong, Ph.D.

JM:jt

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