

Ohio University
College of Education
Department of Educational Studies
Instructional Technology Program

DISSERTATION ABSTRACT

Joseph Blankson, Ph.D.

The Use of Technology by Faculty Members at Ohio University

Completed: 2004

Director of Dissertation: Teresa J. Franklin, Ph.D.

The purpose of this study is to examine how technology is being used by faculty members at Ohio University and whether the use of technology is in accordance with the Seven Principles for Good Practice in Undergraduate Education. The total number of possible participants for the study is 627 Group 1 tenure-track faculty members of Ohio University (Athens Campus).

Data collection for the study was in two stages. In the first stage, thirty-eight questions from the “Flashlight Faculty Inventory” were selected and mailed to faculty members. Two hundred forty seven (247) faculty members participated in the study, yielding a 39.4 percent response rate. The second stage was a series of interviews with randomly selected individual faculty members who consent to be interviewed on the changing roles of faculty in academics. Data analysis involved both quantitative and qualitative techniques.

The findings of this study indicate that faculty members at Ohio University use teaching and learning strategies that are in accordance with the “Seven Principles”. Majority of faculty members at Ohio University consider teaching and learning strategies that encourage active learning as highest/high priority. The technologies used by faculty to support teaching and learning strategies are mainly Word Processor, the Internet and PowerPoint. The study noted that the majority of faculty assessed themselves as “expert” in using word processing and the Internet (e.g., sending emails, searching for information). The study concluded that it is important that faculty members be exposed to other technologies to better model what is expected of them, or they are likely to maintain old patterns of using only “what they know best”.