The Human Face of Technology: An Examination of How and Why Faculty Can Adopt Educational Technology to Promote Learning In the Ontario Community College System

by

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A thesis submitted in conformity with the requirements
for the degree of Doctor of Education
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ABSTRACT

The continuing development of educational technology is transforming the education system as we know it today. Educational technology is changing why, what, when, where and how learners will learn. The information age in which we live is being driven by learning and knowledge. The effective deployment of educational technology will play a pivotal role in meeting this demand.

The primary purpose of this thesis is to investigate the perceptions of Ontario community college faculty about the use of educational technology to promote student learning and the factors that encourage or discourage their use of it. Further, it will investigate which faculty are most likely to use educational technology as well as the extent and nature of its use. It is hoped that this investigation will yield implications for the appropriate implementation and use of education technology in Ontario's community colleges.

The investigation was carried out through the use of an electronically-based and distributed survey instrument sent to all full-time faculty of six of Ontario community colleges. A total of 210 faculty completed the survey, resulting in a response rate of 14.7%.

Based on the statistical analysis of the data the results of this thesis suggest the following:

1. Faculty see technology as being neither inherently good nor bad, dependent upon how it is used.
2. Faculty believe that educational technology is important for improving both the quality and accessibility of a college education.
3. Faculty believe that educational technology will help meet the needs of the various learning styles of their learners.
4. Faculty believe that educational technology allows for the efficient use of resources.
5. Some faculty show a concern about the loss of traditional jobs.
6. The largest proportion of faculty feel that they should have control over how educational technology is used.
7. Faculty believe that educational technology helps improve their productivity, makes them more accessible to their students and improves communication amongst faculty and administrators.
8. The majority of faculty believe that more resources should be devoted to the training of faculty in the proper use of technology.
9. The majority of faculty expect to increase their usage of educational technology.

10. The largest proportion of faculty express a degree of dissatisfaction with the educational technology equipment in the classroom.

Based on these findings a number of recommendations are presented.

ACKNOWLEDGEMENT

An effort of this magnitude can never be completed by the efforts of one individual alone. It takes the support and collaboration of large number of people, far too many to name here. However, there are some extraordinary people who supported me throughout this endeavour.

First and foremost, I want to thank my family for the patience and support they have always given me. I know there have been times that I have been more than difficult to live with. Especially to my son Michael, whose wit and encouragement motivated me to keep going and whose brilliance guided me through countless pages of statistics that I am still trying to fully understand I owe a special thanks.

My thoughts often turn to Dr. Laura Coleman and Reverend John B. Myers both of whom have gone to their eternal rest. They constantly encouraged me and still do. Truly they are “Servi servorum Dei”.

To my students - past, present and future - you are the main reason I undertook this journey. You bring joy and laughter into my life and never cease to remind me that this is what it is all about.

I extend a special thank you to Dr. Brian Desbiens, President of Sir Sandford Fleming College, who has always served as a rôle model for me.

I owe special vote of gratitude to my fellow Cohortians who travelled this road with me, especially Dr. Wendy Stanyon and Dr. Gary Polonsky who never failed to support and encourage me when I needed it most. Without them I doubt that I would have been able to complete this incredible journey. We have become friends for life.

To my Thesis Committee, Dr. Angela Hildyard, Professor Michael Skolnik and Dr. Lynn Davie, who tolerated my incessant emails and questions and always showed unbelieve patience in prodding me along the right path, I dedicate this final effort. A very special and personal thanks to Dr. Angela Hildyard who continuously tried to save me from myself.

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