

Title: The Effects Of Organizational Leadership And Professional Development Opportunities On College Faculty's Efficacy And Behavior Toward Integrating Technology Into The Curriculum

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With the ongoing rapid development of new technologies and the transformation to a globalized society, higher education will become one of the most essential organizations of our future. Colleges and universities will have to acclimate to new and diverse approaches to teaching with a diverse population of students. There is a great deal of discussion regarding how to move faculty who are comfortable with their approach to teaching and do not necessarily embrace the use of technology forward in this arena. An abundance of research advocates the need for education to become more technologically astute in preparing our students for the future, but there are some who feel that technology in the classroom will not enhance student-learning outcomes and therefore resist such innovation. Many college educators and policymakers are striving to address the problem of how best to restructure their programs and curricula to confront these current circumstances. Faculty must understand how to use technology to stimulate, enhance, and build the knowledge they impart on their students

This study explored how college leadership and professional development opportunities motivate college faculty to resist or embrace the use of technology for instruction and research. Factors influencing faculty attitude and behavior toward the integration of technology in college curriculum were examined through the use of a broad anonymous survey to college faculty from private institutions of higher education in Pennsylvania and West Virginia. The variables that positively or negatively influence faculty beliefs about changing their teaching approach to

integrate technology within their curriculum and approach to teaching and learning were analyzed along with the relationship between organizational characteristics, individual characteristics, professional development opportunities, and faculty practices toward the infusion of technology into curriculum in higher education was also investigated as part of this study. These influences and relationships are hypothesized and proven as a result of this study to affect the teacher's decision to implement curricular changes based upon the incorporation of technology.

Recommendations for future research include the examination of completed professional development and the degree to which faculty are using the technology, the relationship between the faculty use of technology in the curriculum and student outcomes, and the ongoing stabilization of faculty self-efficacy beliefs with regards to the infusion of technology in teaching and learning and the variables, if any that change such beliefs.

Recommendations for future practice: Develop policy and procedures to mandate technological expectations, resources and an ongoing professional development program that is part of faculty everyday life. Ensure organizational resources include a plan to continuously update technology and a technological leader in place to guide the infusion and dynamic evolution of this innovation. Include faculty in the planning process providing ownership, inspiration and new ideas.