

ABSTRACT

**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**

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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 encouraged 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 follow:

1. Faculty see technology as being neither inherently good nor bad, dependant 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 has helped 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 large 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.