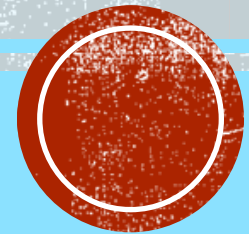


THE HIGHER EDUCATION DIGITAL DISCONNECT



**Krista Lussier RN, MSN & Tara Lyster RN, MN
Thompson Rivers University**

INTERACTIVE PORTION: TRUTH OR DARE!



OUTLINE FOR TODAY:

- Highlights From BCNET 2016
- Research Question
- Findings
- Recommendations



AT THE END OF THE PRESENTATION PARTICIPANTS WILL BE ABLE TO:

Examine the literature on faculty integration of technology in higher education.

Identify challenges experienced in higher education's integration of technology

Explore your institutions relationship between ITS Departments and end users

Outline recommendations for the future to support technology integration in the classroom

higher education
technology

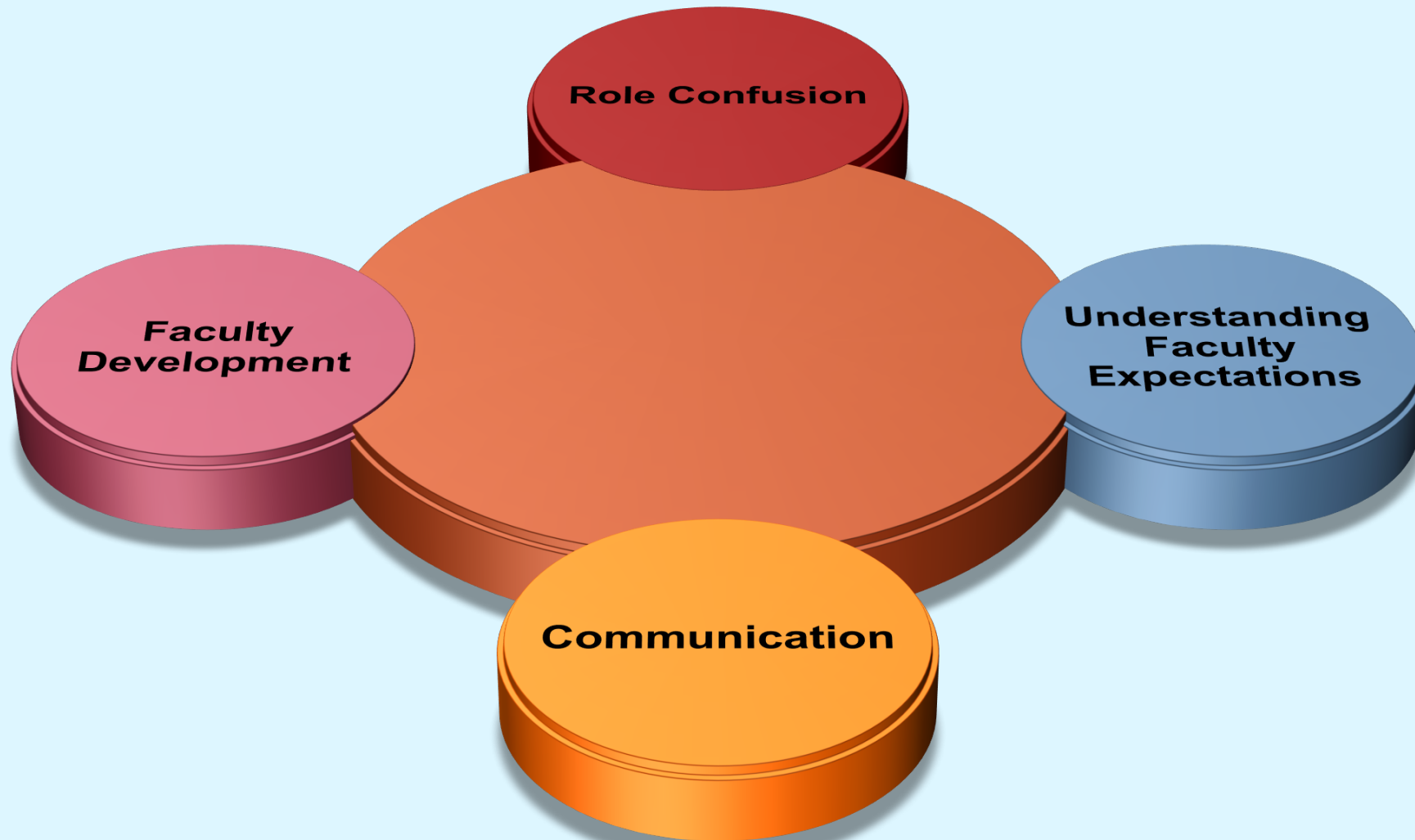
technology
integration of

end users

classroom



CONTEXT:



INTERACTIVE PORTION: TWISTER!



THE FOCUS OF THE STUDY:

- Identify **what** technology Faculty are currently using in the classroom?
- **How** Faculty are using technology?



METHODOLOGY:

This study was a descriptive study

- Mixed method design
- Convenience Sampling
- Inclusion Criteria
 - Any faculty member currently engaged in face-to-face teaching regardless of employment status.



FINDINGS:

- **Online Learning-Faculty unsure of its worth**
- **Basic Understanding/Basic application of technology in the classroom**
- **LMS utilized in a very basic manner**
- **Education and training needed**

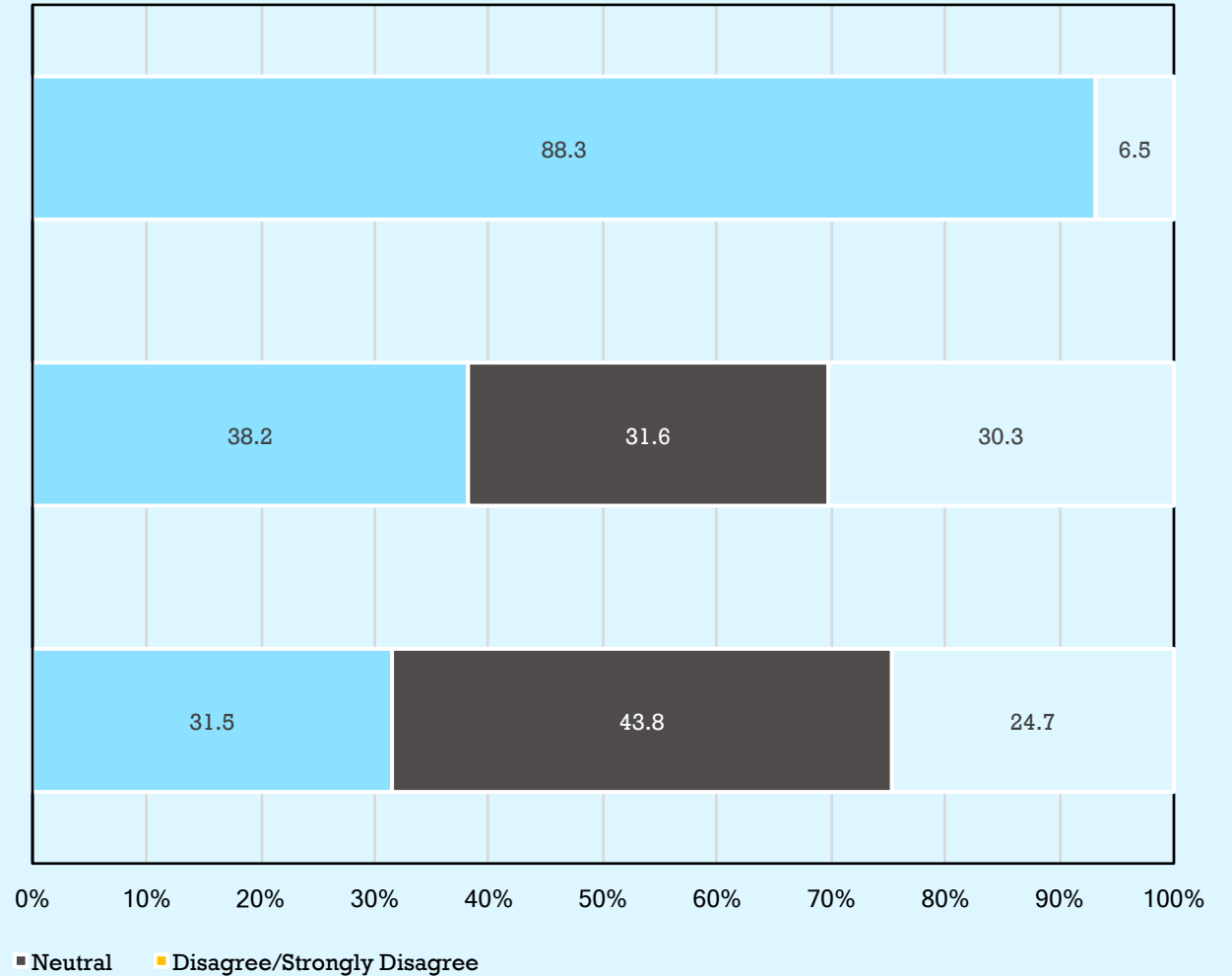


Perceptions of Online Learning (%)

Online Learning Will Make Higher Education Available to More Students (n=77)

Online Learning Helps Students Learn More Effectively (n=76)

Online Learning Will Lead to Pedagogical Breakthroughs (n=73)



BASIC UNDERSTANDING/BASIC APPLICATION OF TECHNOLOGY IN THE CLASSROOM:

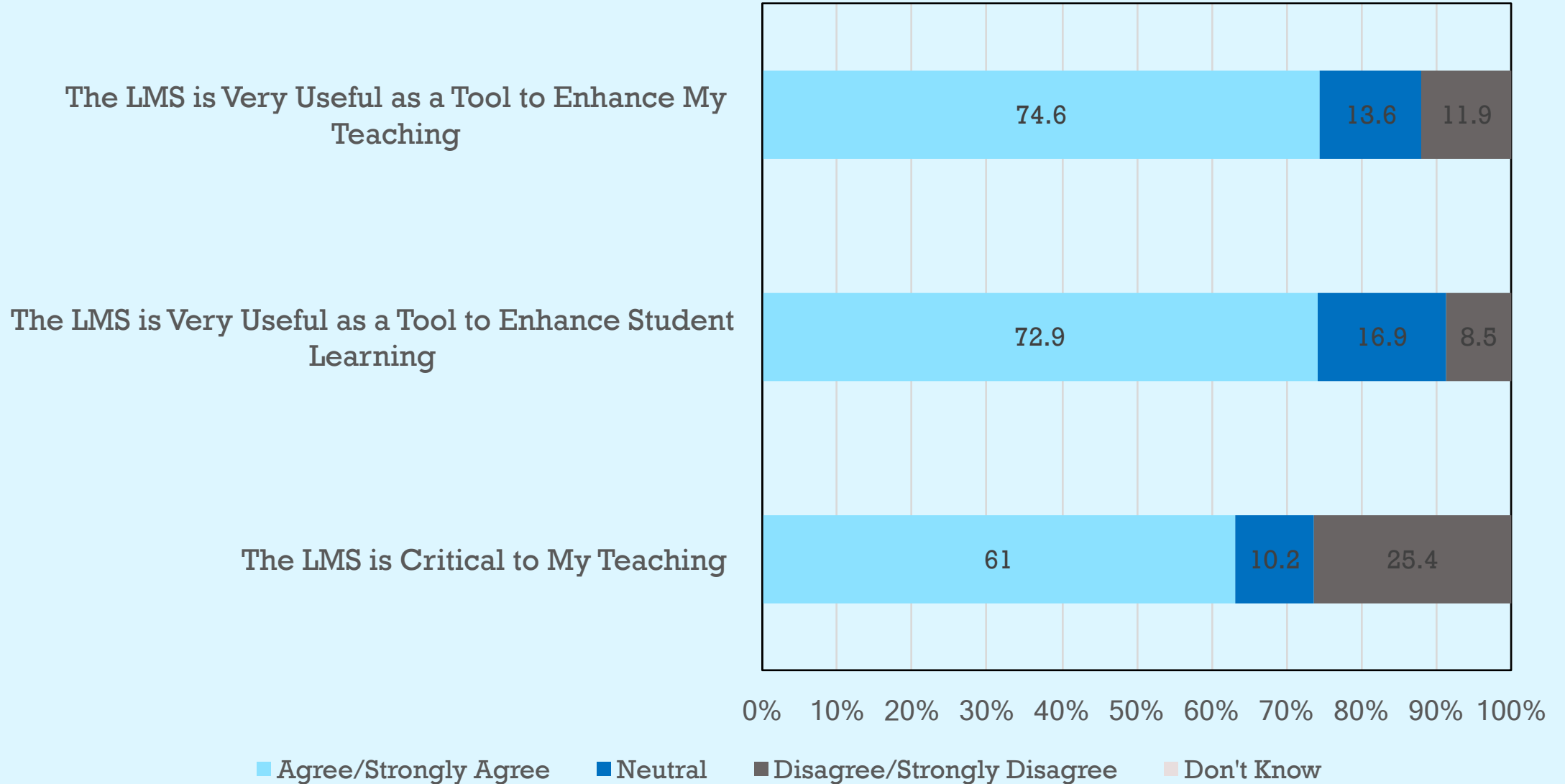


Learning Management System Usage

Usage	Number of Responses	Percentage of Responses
I Don't Use LMS at all.	8	4.2
To Push Out Information (i.e., Posting a Syllabus, Handouts)	50	52.1
To Promote Interaction Outside of the Classroom by Using Discussion Boards, Assignments, Assessments	34	35.4
To Teach Partially Online Courses (Competency Based Programs)	8	8.3



Respondent Perceptions of LMS System



PLEASE TELL US ABOUT YOUR BEST TECH EXPERIENCE:

- Moodle
- IT Services
- Lecture Capture, Kahoot, Wordpress



PLEASE TELL US ABOUT YOUR WORST TECH EXPERIENCE:

- Hardware/Software
- IT Funding
- Lack of Ed Tech
- Lack of Collaborative Learning Spaces
- Lack of Moodle support



RECOMMENDATIONS:

- **Address Institutional Factors**
- **Administration Engagement**
- **New Partnerships**
- **Tackle Faculty Barriers**
- **Individualized Professional Development**
- **Enhanced Communications Strategy**



SUMMARY



THANK YOU'S

- ECAR's Faculty Survey
- Brian Mackay
- IPE at TRU
- Brian Lamb
- Gurjit Lalli
- Ronessa Alfeche
- Our 18 year old selves



REFERENCES:

- Adcock, P. (2008). Evolution of teaching and learning through technology. *Delta Kappa Gamma Bulletin*, 74(4), 37-41.
- Brooks, C. D. (2015). ECAR Study of Faculty and Information Technology, 2015. Research report. Louisville, CO: ECAR, October 2015. Retrieved from <http://www.educause.edu/ecar>.
- Brown, M. (2014). Reenvisioning teaching and learning: Opportunities for campus IT. *Libraries and the Academy*. 14(3), 383-391.
- Buchanan, T., Sainter, P., & Saunders, G. (2013). Factors affecting faculty use of learning technologies: Implications for models of technology adoption. *Journal of Computing in Higher Education*. 25(1), 1-11.
- Dahlstrom, E & Brooks, D. C. (2014). *ECAR Study of Faculty and Information Technology, 2014*. Research report. Louisville, CO: ECAR, July 2014. Retrieved from <http://www.educause.edu/ecar>.
- Dillion-Marable, E., & Valentine, T. (2006). Optimizing computer technology integration. *Adult basic education: An Interdisciplinary Journal for Adult Literacy Educational Planning*, 16(2), 99-117.
- Divall, Hayney, Marsh, Neville, O'Barr, Sheets & Calhoun, L. D. (2013). Perception of pharmacy students, faculty members, and administrators on the use of technology in the classroom. *American Journal of Pharmaceutical Education* 77(4), 1-7.
- Ertmer, P. (2005). Teacher pedagogical beliefs: The final frontier in our quest for technology integration. *Educational Technology Research & Development*, 53(4), 25-39.
- Ertmer, P. A., Otterbreit-Leftwich, A. T., Sadik, O., Sendurur, E & Sendurur, P. (2012). Teacher beliefs and technology integration practices: A critical relationship. *Computers & Education*. 59(2012), 423-435.
- Futhey, T., Luce, R. & Smith, J.M. (2010). Drivers of change in Higher Education. *Educause Review* 45(1), p. 12-13.
- Howley, A., & Howley, C. (2008). Planning for technology integration: Is the IT agenda overrated or underappreciated? *Educational Planning*, 17(1), 1-17.
- Kyei-Blankson, L., Keengwe, J., & Blankson, J. (2009). Faculty use and integration of technology in higher education. *AACE Journal*, 17(3), 15.
- Kotrlik, J. W., & Redman, D. H. (2004). Technology integration into the teaching-learning process by business education teachers. *Delta Phi Epsilon*, 46(2), 76-91.
- Larson, L., Miller, T., & Ribble, M. (2010). 5 considerations for digital age leaders: What principals and district administrators need to know about tech integration today. *Learning & Leading with Technology*, 37(4), 12-15.
- Levin, T., & Wadmany, R. (2006). Teachers' beliefs and practices in technology-based classrooms: A developmental view. *Journal of Research on Technology in Education*, 39(2), 157-181.
- Marzilli, C., Delello, J., Marmion, S., McWhorter, R., Roberts, P., & Marzilli, T. S. (2014). Faculty attitudes towards integrating technology and innovation. *International Journal on Integrating Technology in Education*. 3(1), 1-20.
- Morrison, D. (2014). Why is adoption of educational technology so challenging? It's Complicated. Retrieved September 20, 2016 from <https://onlinelearninginsights.wordpress.com/2014/03/05/why-is-adoption-of-educational-technology-so-challenging-its-complicated/>



Quinney, K. L., Smith, S. D., & Galbraith, Q., (2010). Bridging the gap: Self-directed staff technology training. *Information Technology and Libraries*, 29(4), 205- 213.

Ragupathi, K., & Hubball, H. (2015). Scholarly approaches to learning technology integration in a research-intensive university context: Impact of a new faculty initiative. *Learning Technology Integration*. 8(1), 1-16.

Robinson, R., Molenda, M., & Rezabek, L. "[Facilitating Learning](http://www.aect.org/publications/EducationalTechnology/ER5861X_C002.pdf)" (PDF). Association for Educational Communications and Technology. Retrieved September 18, 2016 from http://www.aect.org/publications/EducationalTechnology/ER5861X_C002.pdf 18.

Smith, S. D., Caruso, J., & Educause. (2010). The ECAR study of undergraduate students and information technology, 2010 Key Findings, *Educause*, 6, 1-118.

Spotts, T. H. (1999). Discriminating factors in faculty use of instructional technology in higher education. *Educational Technology & Society*. 2(4), 1-9.

Swanson-Kazley, A., Annan, D. L., Carson, N. E., Freeland, M., Hodge, A. B., Seif, G. A., & Zoller, J. S. (2013). Understanding the use of educational technology among faculty, staff, and students at a medical university. *TechTrends*, 57(2), 63-70.

Trusko, B. E. (2015). The future and present challenges of higher education. In A. R. Shark (Ed), *The digital revolution in higher education* (3-42). Virginia: Public Technology Institute.

