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The Adoption of Instructional Technology by Chinese Women Faculty in Higher Education

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THE ADOPTION OF INSTRUCTIONAL TECHNOLOGY BY CHINESE WOMEN
FACULTY IN HIGHER EDUCATION

A Dissertation

Submitted to the School of Graduate Studies and Research

in Partial Fulfillment of the

Requirements for the Degree

Doctor of Philosophy

Yixin Lu

Indiana University of Pennsylvania

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While some institutions of higher learning encourage faculty adoption of newer instructional technologies into practice, various factors contribute to integration or hesitancy of acceptance. These base level factors are compounded when issues of culture and identity are considered. This quantitative study examined the characteristics of Chinese Women Faculty (CWF) in the U.S. with regard to technology integration in the teaching practice. Concepts such as risk-taking behavior and bicultural influence were also taken into consideration. A survey instrument was used to secure data. Results suggested that five of seven personal and professional characteristics were found to have significant influences on CWF use of instructional technology. It was also revealed that CWF are motivated to use technology for pedagogical purposes primarily by student learning benefits and personal time efficiency opportunities. No obstacles were considered insurmountable, though lack of training and time were considered strong barriers. This study provides information not previously available on an understudied minority academic group and suggests additional avenues for future research.