
Principle: This study investigated the variables related to technology use in community colleges across the country. The proportion of faculty who were using technology was taken into account. Of those who were teaching online courses, levels of satisfaction were analyzed.

Research Question: What factors predict instructional technology usage among faculty members within community colleges?

Design: Data for this study were from the 1999 National Study of Postsecondary Faculty. Survey questions inquired about levels of satisfaction with autonomy, time commitments, and compensation among faculty members, as well as full-time or part-time status.


Random Sample: Yes. Stratified clustered probability sampling.

Independent Variable: The study included two-year faculty at public institutions who met the following criteria: teaching was their primary responsibility, they taught credit courses, and they were not administrators.

Dependent Variable: Technology usage and satisfaction.

Procedures: Results from the National Study of Postsecondary Faculty were analyzed using regression and chi-square analyses.

Results: Satisfaction with autonomy and satisfaction with compensation were variables associated with online teaching in community colleges. The study also found that males were more likely than females to use the web for teaching. Full-time faculty was more likely than part-time faculty to make use of instructional technology. Reasons for neglecting new technologies included lack of training and support.

Briefly Summarize Logic (Inductive/Deductive): According to the results of the study, the authors believe that training and support should be promoted within community colleges. They also noted that some online teachers weren’t satisfied with their compensation, so wages should be raised for online teachers. Another suggestion was increasing accessibility to technology for faculty. These suggestions assume that universities have a large budget for instructional technologies. However, especially when the data was gathered (1999), online courses were just becoming commonplace, and many people still didn’t have internet access.
Design Improvement: The design of the study adequately tested the hypothesis, and the sample was big enough to reflect the population. However, I do wonder why the researchers decided to use data from 1999. I would like to see more recent data.

Comments: This study has great implications and suggestions, and even though the data is over a decade old, it takes time to employ successful training programs for technology. While access to internet is no longer a problem, lack of training and support still hinder faculty from adopting instructional technologies. With all the online training and tutorials available, I would think that faculty, in general, would be more receptive to instructional technologies if the study were conducted with more recent data.

Extension of the Study: I would be curious to see a more detailed analysis of the age demographic. The study mentioned age related to part-time or full-time status, but there was no comparison between age and attitude towards classroom technologies.