THE HIGHER EDUCATION DIGITAL DISCONNECT

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INTERACTIVE PORTION: TRUTH OR DARE!

KEEP CALM AND PLAY TRUTH OR DARE

http://questionspedia.com/wp-content/uploads/2016/02/Truth-or-Dare-Questions.png
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.
CONTEXT:

- Role Confusion
- Understanding Faculty Expectations
- Faculty Development
- Communication
INTERACTIVE PORTION: TWISTER!

Available at: TheEntertainer

Twister
OFFICIAL SPONSOR OF THE UDO CHAMPIONSHIPS

https://gb.udostreetdance.com/sites/default/files/Twister%20600%20x%20325%20v2.jpg
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
Online Learning Will Lead to Pedagogical Breakthroughs (n=73)

<table>
<thead>
<tr>
<th>Agree/Strongly Agree</th>
<th>Neutral</th>
<th>Disagree/Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.5</td>
<td></td>
<td>43.8</td>
</tr>
<tr>
<td>24.7</td>
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</table>

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

<table>
<thead>
<tr>
<th>Agree/Strongly Agree</th>
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<th>Disagree/Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>38.2</td>
<td>31.6</td>
<td>30.3</td>
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</table>

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

<table>
<thead>
<tr>
<th>Agree/Strongly Agree</th>
<th>Neutral</th>
<th>Disagree/Strongly Disagree</th>
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<tbody>
<tr>
<td>88.3</td>
<td>6.5</td>
<td>6.5</td>
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BASIC UNDERSTANDING/BASIC APPLICATION OF TECHNOLOGY IN THE CLASSROOM:
# Learning Management System Usage

<table>
<thead>
<tr>
<th>Usage</th>
<th>Number of Responses</th>
<th>Percentage of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Don’t Use LMS at all.</td>
<td>8</td>
<td>4.2</td>
</tr>
<tr>
<td>To Push Out Information (i.e., Posting a Syllabus, Handouts)</td>
<td>50</td>
<td>52.1</td>
</tr>
<tr>
<td>To Promote Interaction Outside of the Classroom by Using Discussion Boards, Assignments, Assessments</td>
<td>34</td>
<td>35.4</td>
</tr>
<tr>
<td>To Teach Partially Online Courses (Competency Based Programs)</td>
<td>8</td>
<td>8.3</td>
</tr>
</tbody>
</table>
The LMS is Critical to My Teaching

The LMS is Very Useful as a Tool to Enhance My Teaching

The LMS is Very Useful as a Tool to Enhance Student Learning

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:


