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

Yixin Lu
Indiana University of Pennsylvania

Follow this and additional works at: http://knowledge.library.iup.edu/etd

Recommended Citation
Lu, Yixin, "The Adoption of Instructional Technology by Chinese Women Faculty in Higher Education" (2013). Theses and Dissertations (All). 673.
http://knowledge.library.iup.edu/etd/673

This Dissertation is brought to you for free and open access by Knowledge Repository @ IUP. It has been accepted for inclusion in Theses and Dissertations (All) by an authorized administrator of Knowledge Repository @ IUP. For more information, please contact cclouser@iup.edu, sara.parme@iup.edu.
STUDENT HAS RESTRICTED ACCESS TO FULL TEXT OF THE DISSERTATION.

ONLY COVER PAGES AND ABSTRACT ARE AVAILABLE AT THIS TIME
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
August 2013
Indiana University of Pennsylvania
The School of Graduate Studies and Research
Department of Communications Media

We hereby approve the dissertation of

Yixin Lu

Candidate for the degree of Doctor of Philosophy

__________________________________________________________________________
Mark J. Piwinsky, Ph.D.
Professor of Communications Media, Advisor

__________________________________________________________________________
Jay Start, Ph.D.
Associate Professor of Communications Media

__________________________________________________________________________
George Bieger, Ph.D.
Professor of Professional Studies in Education

ACCEPTED

__________________________________________________________________________
Timothy P. Mack, Ph.D.
Dean
The School of Graduate Studies and Research
Title: The Adoption of Instructional Technology by Chinese Women Faculty in Higher Education

Author: Yixin Lu

Dissertation Chair: Dr. Mark J. Piwinsky

Dissertation Committee Members: Dr. Jay Start
Dr. George Bieger

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.