Technology Integration Practices in Higher Education Institution

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Abstract

This paper presents the results of a study to evaluate technology integration practices (TIP) among higher education academics comprising of both science and arts disciplines. A total of 56 faculty members from a university participated in this survey. A set of questionnaire was used to collect data on subjects' TIP, beliefs of organisation and faculty, and demographic background. Results indicate that the subjects had medium to high fidelity level of technology integration. The types of TIP barriers among the subjects were also explored. Peer support was ranked the most prevalent factor among the ten aspects of beliefs of organisation and faculty. This factor also significantly correlates to subjects' technology integration practises. Among demographic variables, gender was the only significant factor for technology integration practises. These findings warrant further research into how faculty members are leveraging on technology integration for innovative pedagogical innovations.

Keywords:
Technology integration practises, barriers, higher education institutions, gender, innovative pedagogy

1. Introduction

In the ever-evolving landscape of higher education brought by technological advancement, little is understood how faculty are integrating technology into their pedagogical practices for the current generation of students. Presently, universities around the world are facing one of the most challenging eras in their history. In the northern hemisphere, universities in the USA are facing more challenges as they have been asked to slim down in the face of more funding cut [1]. Universities in the UK have been actively integrating technology into their core teaching functions and at the same time embracing wider application of e-learning [2]. Universities are not only mandated with tasks to improve their operational efficiency and be more enterprising, technology utilization often remains as issue of debate. Globalization presents many important opportunities for higher education, but also poses serious problems and raises questions about how best to serve the common good [3]. There is also an increased competition not only confined to higher education providers within an enclosed nation system but among countries that capitalise on their higher education systems. Universities around the world these days, compete for students, research grants, fundraising, academic rankings, prestige and the status of being a popular education hub [4].

2. Literature Review

According to Harvard’s Clayton Christensen’s “Disrupting Classroom: how disruptive innovation will change the way the world learns”, the learners of the 21st century are looking for education experiences that are different from those in the 20th century [5]. Many nations have responded to the rising demands of learners