How and Why Faculty Are Incorporating Web-Based Technologies into Teaching Practices

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This study's purpose was to identify how selected university faculty members are integrating instructional technology into their teaching practices and to determine the primary intrinsic and extrinsic rewards and incentives that influenced them to do so. Data were gathered using a survey instrument and interviews. Email was reported as being used more than any other computer-driven instructional technology followed by using web-based materials that support course content; showing computer-projected visuals while lecturing; and, providing a web-based syllabus. Faculty members were overwhelmingly influenced to start using instructional technologies by intrinsic rewards and incentives, primarily because they wanted to increase their teaching effectiveness and improve their instruction. The most influential extrinsic rewards and incentives were related to receiving work-related support and recognition. It can be concluded from this study's findings that instructional technology will be adopted by faculty who want to improve their instruction and perceive technology use as beneficial to students.