ESTABLISHING THE VALIDITY AND RELIABILITY OF THE INVENTORY OF HIGHER EDUCATION INSTRUCTIONAL PRACTICES IN THE MILLENNIAL AGE

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ABSTRACT

The primary purpose of this study was to design a valid and reliable survey instrument gauging three concepts; (a) utilization of technology-enhanced instructional practices, (b) perceptions of Missouri higher education faculty concerning self-reported instructor role and (c) perceptions of millennial students’ preferred learning styles. The secondary purpose of this study was to identify differences and similarities among subsets of data disaggregated by demographic.

The six independent variables for this study included demographics. The study also included 34 dependent variables divided into three sections. The first section designed to discern the HE faculty’s self-reported utilization of technology-enhanced instruction. The next section focused on faculty perceptions of their instructional role in the classroom. The last section assessed faculty perceptions concerning the learning preferences of higher education students. The population for this study included 2,978 faculty at a randomly selected group of 15 two-year and four-year, public and private Missouri higher education institutions.

The findings confirmed that the SHEIP was a valid and reliable instrument. A majority of Missouri higher education faculty were shown to employ technology-enhanced instruction. Percentages of faculty using traditional and contemporary instructor roles were nearly equal. Outcomes indicated a majority of faculty understood how millennial students prefer to learn. The theory of disruptive innovation indicated manners in which higher education can implement the change needed to “disrupt” the current system in academia. Research indicates change is needed if higher education is going to prosper in the rapidly changing academic world.