

DETERMINING RELIABILITY AND VALIDITY OF A FACULTY SURVEY TO
IDENTIFY CURRENT TEACHING STRATEGIES AND APPLICATION OF
INTERNET TECHNOLOGIES IN A TAIWANESE UNIVERSITY

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ABSTRACT

The purpose of this study was to determine the validity and reliability of web-based teaching strategies for use as an instrument to conduct a survey to determine the level of instructional practices by a Taiwanese university faculty and the degree to which Taiwanese university faculty perceive their performance regarding internet technology usage as measured by the faculty response.

The findings demonstrated that the teaching strategies questionnaire was a reliable and valid instrument. Additionally, the results of discriminant analyses showed that gender, degree source, and years of experience teaching web-based courses significantly affected teaching strategies.

New knowledge was learned through interpreting the findings and provided several conclusions. First, this instrument confirmed the processes of internalization and externalization, and acculturation and reacculturation (Bruffee, 1999), from faculty members perspectives, and the dynamic of tacit knowledge to explicit knowledge, regarding explicit knowledge to tacit knowledge of knowledge creation (Nonaka and Takeuchi, 1995).