A CONCERNS-BASED APPROACH TO THE ADOPTION OF WEB-BASED LEARNING MANAGEMENT SYSTEMS

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ABSTRACT

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With the increasing availability of LMSs on campuses, greater numbers of higher education faculty members may integrate LMS tools into their instructional activities. The purpose of this study was to explore the influence of selected variables on faculty members’ concerns in the adoption of LMSs in a higher educational setting. Additionally, this study asked faculty to identify professional development support and interventions to help them utilize LMSs.

This study utilized the Concerns Based Adoption Model (CBAM) as its theoretical framework. A non-experimental, cross-sectional survey design was used to address the research questions, incorporating the Stages of Concern Questionnaire (SoCQ) in conjunction with questions developed by the researcher. Stepwise regression analysis was used to identify potential variables predictive of faculty member’s concerns regarding the use of LMSs. Additionally, a qualitative analysis explored faculty needs related to using LMSs, and selected SoCQ analyses provided additional insight into faculty concerns.

Overall, the study found that faculty members’ highest concerns were unrelated, self, and task concerns, with a slight tailing-off of impact-refocusing concerns. Individual variables found to potentially be predictive of faculty concerns included age, years teaching, attitude toward teaching with technology, prior LMS use, training, grants received, college, perceived administrative support, colleague’s attitudes, tenure status and rank. Faculty expressed the need for technical support, administrative support, time, training, evidence that
LMS technologies support student learning, peer support, financial support, and improvements to the system as necessary for their use of LMSs.

Recommendations of this study include the need for technology support staff to facilitate a climate conducive to using LMSs, to work with positive opinion leaders in an LMS implementation, to leverage both centralized and local technical resources in supporting faculty using LMSs, and to help provide evidence that the technology can support teaching and learning in various contexts. Additionally, administrators will also need to facilitate a climate conducive to using LMSs, place value on teaching with technology, and make reward expectations clear for faculty who spend time using this technology.