The 2019 ECAR Student & Faculty Technology Surveys

PRESENTED BY:
D. Christopher Brooks • Joseph D. Galanek • Dana C. Gierdowski • Leah Lang
Student Study

Total surveys
- 53,475 students
- 160 institutions
- 7 countries
- 38 US states

2019 report
- 40,596 student responses
- 118 US institutions
Faculty Study

Total surveys
- 10,078 faculty
- 127 institutions
- 6 countries
- 40 US states

2019 report
- 9,521 faculty responses
- 119 US institutions
2019 report topics

• Learning Environment Preferences
• Student Success Tools
• Technology Experiences
• Technology Use in the Classroom
• Accessibility
2017 EDUCAUSE ETRAC Student Survey

58% Students wished instructors used lecture capture

57% Students wished instructors used an early-alert systems designed to catch potential academic trouble ASAP

“I get more actively involved in courses that use technology.”

ETRAC 2017 Student Study
Pellissippi State Community College

#EDU19
Watching your peers use their awesome student data when you have none like.
EDUCAUSE Technology Research in the Academic Community
benchmark against peer institutions

https://www.educause.edu/etrac

#EDU19
## 2020 Topics

### Student Learning
- Learning environments
- Courseware
- Accessibility

### Student Support and Advising
- Advising
- Student success tools
- Early-alerts and digital nudges

### Student Safety and Well-being
- Emergency notification
- Online harassment
- Data privacy

### Student Technology Services
- Overall satisfaction
- Device connection to Wi-Fi

---

[https://www.educause.edu/etrac](https://www.educause.edu/etrac)

#EDU19
EDUCAUSE Technology Research in the Academic Community
dates to remember

Launch ETRAC surveys

Gain access to new ETRAC data

Sign up for ETRAC

Jan  Feb  Mar  Apr  May  Jun  Jul  Aug  Sep  Oct  Nov  Dec

https://www.educause.edu/etrac

#EDU19
Welcome to the ETRAC Portal, we've changed a few things.

Take a quick tour

Don't show me this again  Maybe next time

EDUCAUSE Technology Research in the Academic Community
sign up now!

https://www.educause.edu/etrac

#EDU19
Learning and Teaching Environment Preferences
Student learning environment preferences for specific course-related activities and assignments.
“I think the number one thing I would like to see my instructors using technology for would be engagement with the class. Currently, my instructors tend to use technology almost entirely as a presenting interface which I feel is a missed opportunity given the vast possibilities technology poses for engagement.”

“I want my professors to stop reading PowerPoint slides word-for-word off of a screen, and to start using the technology at hand to create a different kind of lecture that will engage their students in the learning process.”

“I'd love for there to be more interactive polling and questions during class. Even though I don't like the idea of being in lecture everyday, that would keep me more engaged if the instructors were more dynamic with their tech use.”
Faculty teaching environment preferences for specific course-related activities and assignments.
Faculty said…

“How to workshops for things such as video/sound capture of lectures.”

“Allow colleagues that teach online the majority of the time to get together and discuss best practices and discuss new ideas along with the instructional designer.”

“Give me more time to work on technology in my teaching role. Between teaching, college service and other professional development, I don't have time to learn what is available, how to use it, and develop content that uses it.”
Recommendations

• Use tech intentionally in class to increase interactivity & engagement in lectures and labs.

• Promote benefits and strategies for engaging in online teaching through mentoring, and the creation of sustainable learning communities.
Technology Use in the Classroom
My instructors typically...

- Use technology during class to enhance learning with additional materials
  - Strongly disagree: [ ]
  - Disagree: [ ]
  - Agree: [ ]
  - Strongly agree: [ ]

- Use technology to engage me in the learning process
  - Strongly disagree: [ ]
  - Disagree: [ ]
  - Agree: [ ]
  - Strongly agree: [ ]

- Encourage me to use online collaboration tools to communicate/collaborate with the instructor or other students in or outside class
  - Strongly disagree: [ ]
  - Disagree: [ ]
  - Agree: [ ]
  - Strongly agree: [ ]

- Encourage me to use technology for creative or critical-thinking tasks
  - Strongly disagree: [ ]
  - Disagree: [ ]
  - Agree: [ ]
  - Strongly agree: [ ]

- Have me use my laptop as a learning tool in class
  - Strongly disagree: [ ]
  - Disagree: [ ]
  - Agree: [ ]
  - Strongly agree: [ ]

- Have me use my hybrid/2-in-1 as a learning tool in class
  - Strongly disagree: [ ]
  - Disagree: [ ]
  - Agree: [ ]
  - Strongly agree: [ ]

- Encourage me to use my own technology devices during class to deepen learning
  - Strongly disagree: [ ]
  - Disagree: [ ]
  - Agree: [ ]
  - Strongly agree: [ ]

- Have me use my tablet as a learning tool in class
  - Strongly disagree: [ ]
  - Disagree: [ ]
  - Agree: [ ]
  - Strongly agree: [ ]

- Have me use my smartphone as a learning tool in class
  - Strongly disagree: [ ]
  - Disagree: [ ]
  - Agree: [ ]
  - Strongly agree: [ ]

Percentage of respondents
Students said...

“many of my professors do not allow technology in the classroom. Most of the books I need for class are much cheaper as digital copies, and if I need to bring the book to class, I should be allowed to utilize the technology I have access to.”

“I’ve had a few instructors who were strict on the no-technology during class policy. The majority of my textbooks/readings are on my tablet for easy access, so it was sometimes difficult to participate in class discussions about the readings.”

“Many instructors oppose using laptops in class. This is very troublesome for me because most of my textbooks are digital. They effectively prohibit me from using my textbook in class.”
“Require professional development...”

<table>
<thead>
<tr>
<th>Device</th>
<th>With integrating technology PD</th>
<th>Without integrating technology PD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laptop</td>
<td>18%</td>
<td>27%</td>
</tr>
<tr>
<td>Tablet</td>
<td>23%</td>
<td>34%</td>
</tr>
<tr>
<td>Smartphone</td>
<td>49%</td>
<td>63%</td>
</tr>
</tbody>
</table>
Recommendations

• Offer faculty alternatives to tech bans.

• Facilitate faculty professional development on technology integration into teaching.
Accessibility
Students

My institution is not aware of my accessible technology needs

- All students with a disability
  - Poor or fair
  - Neutral
  - Good or excellent

- One or more physical disabilities
  - Poor or fair
  - Neutral
  - Good or excellent

- One or more learning disabilities
  - Poor or fair
  - Neutral
  - Good or excellent

- Both physical and learning disabilities
  - Poor or fair
  - Neutral
  - Good or excellent

Percentage of respondents
Faculty support ratings for making courses accessible to students with disabilities

- **Have used**
- **Service not offered**
- **Haven’t used in last year**

Percentage of respondents:

- 0%
- 25%
- 50%
- 75%
- 100%
Recommendations

• Partner with units across campus to educate all students on the available accessible technology services and how to request them.

• Increase faculty awareness of student needs and accessibility support services.
Questions?
Thank you!

D. Christopher Brooks  
cbrooks@educause.edu  
Twitter: @DCBPhDV2

Joseph D. Galanek  
jdgalanek@educause.edu  
Twitter: @josephgalanek

Dana C. Gierdowski  
dgierdowski@educause.edu  
Twitter: @dcgierdo

Leah Lang  
llang@educause.edu  
Twitter: @meahlarie

ETRAC Website:  
https://www.educause.edu/ecar/about-ecar/technology-research-academic-community/

E-Mail:  
study@educause.edu

NOTE: This presentation leaves copyright of the content to the presenter. Unless otherwise noted in the materials, uploaded content carries the Creative Commons Attribution 4.0 International (CC BY 4.0), which grants usage to the general public, with appropriate credit to the author.
Session Evaluations

There are two ways to access the session and presenter evaluations:

1. In the online agenda, click on the “Evaluate Session” link

2. From the mobile app, click on the session you want from the schedule > then scroll down or click on the associated resources > and the evaluation will pop up in the list.