ECAR Study of Undergraduate Students and Information Technology, 2013

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EDUCAUSE

Tuesday, November 12, 2013
EDUCAUSE Live!
Topics covered in this webinar:

- Project overview
- Key findings
- Future work
- Get involved

Use the live chat to post questions and to backchannel.
Project Overview
What Is the “Student Study?”

- ECAR
  - Conceptualizes
  - Operationalizes
  - Invites
  - Facilitates
  - Returns
  - Analyzes
  - Reports

- Institutions
  - Volunteer
  - Implement
  - Remind
  - Utilize

An annual ECAR study of undergraduate students’ experiences with and expectations about technology
Poll Question 1:

Has your institution *ever* participated in the ECAR Student Study?

- Yes
- No, not yet
- Don’t know
Methodology

- 251 institutions; 113,035 undergraduate responses
- Voluntary survey, opportunistic sample
- $50 and $100 survey incentives (~1 in 2,000 chance of “winning”)
- Sample of ~10,000 U.S.-based respondents
- Stratified, random sample to proportionally match undergraduate demographics per IPEDS
- 1% margin of error
- All non-U.S.-based responses included in report where noted
Response Counts

Countries with participating institutions:

- U.S. 221
- Canada 9
- Trinidad and Tobago 6
- Hong Kong 3
- Australia 2
- South Africa 2
- Finland 1
- France 1
- Greece 1
- Ireland 1
- Italy 1
- Kuwait 1
- Kyrgyzstan 1
- Mexico 1
ECAR ANNUAL STUDY OF STUDENTS AND IT

The 2013 Study

In 2013, ECAR collaborated with 251 institutions to collect responses from more than 112,000 undergraduate students about their technology experiences. Visit the research hub to view the report and accompanying materials. Because of the importance of this topic, ECAR makes this study publicly accessible upon release.

Hear This Year's Findings at Our Conferences

- EDUCAUSE Annual Conference 2013, The Annual ECAR Student and IT Study
- EDUCAUSE Live! webinar, November 12, 2013 (registration coming soon)
- ELI Annual Meeting 2013 and EDUCAUSE Connect Conferences (details forthcoming)

Technology Makes Me Feel More Connected To

64% The institution 60% Professors 53% Other students

Participate in 2014

Any higher education institution may participate in ECAR research on the academic community. Plans for the 2014 student study and new faculty study are under way. There is no fee to participate.

Previous Student Studies

ECAR has published the student study each year since 2004. You can view the complete set of annual reports in the EDUCAUSE Library.

Become a corporate sponsor of this important research. Learn More >
Research Products

What do we do with these data?

Example Benchmarking Report Format

<table>
<thead>
<tr>
<th>6a. Own: tablet</th>
<th>Institution #1</th>
<th>Institution #2</th>
<th>Institution #3</th>
<th>Institution #4</th>
<th>Institution #5</th>
<th>All peer institutions</th>
<th>All institutions</th>
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Why Is This Work Important?

ECAR uniquely captures the student voice about technology experiences and expectations.
2013 THEMES

- Technology Value and Use
- Learning Environments
- Mobile Device Ownership and Use
- Connectivity and Engagement
Technology Value and Use

Students value the ways in which technology helps them achieve their academic goals and prepares them for their future academic and workplace activities.

- Helps me achieve my academic outcomes (76%)
- Better prepares me for future educational plans (76%)
- Will have prepared me for the workplace (61%)
Technology Value and Use

Students say most/all of their instructors…

- 52% have adequate technology training
- 66% have adequate technology skills
- 67% use technology effectively
- 67% use the right kinds of technology
Technology Value and Use

Students are generally confident in their preparedness to use technology for coursework, but those who are interested in more technical training favor “in class” guidance over separate training options.
Basic technology resources, such as the institution's website and the CMS, are the most pervasive and most valued.
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Technology Value and Use... The CMS/LMS

Students who have used the CMS/LMS: 91%

Instructors who use the CMS/LMS: ~70%

Users who employ only basic CMS/LMS functions: ~50%

Students who say the CMS/LMS is very/extremely important: 74%

Institutions that have deployed a CMS/LMS: ~97%
Poll Question 2:

What percentage of undergraduates say they wish their instructors would use the CMS/LMS more?

- ~20%
- ~40%
- ~60%
- ~80%
Technology Value and Use... The CMS/LMS

www.educause.edu/coredata
Poll Question 2:

What percentage of undergraduates say, “use the CMS/LMS more”?

- ~20%
- ~40%
- ~60%
- ~80%

62%

Systems are ubiquitous, yet underutilized from the student perspective

- User awareness?
- Professional dev?
- System capabilities?
- System usability?
Technology Value and Use…

E-Books

74% of students say they have used an e-book…

…but few used e-books in half or more classes.

I2 & ECAR E-Texts Study, 2013
Cost is the main driver for e-texts for students; collaboration and engagement between students and faculty will come later as e-texts become more mainstream.
Technology Value and Use

Students’ relationship with technology is complex. They recognize its value but still need guidance when it comes to using it for academics.

Now What?

- Support, encourage, and incentivize instructors to facilitate student technology use.
- Continue efforts to improve “end user” experiences with student-facing institutional services, applications, and websites (SAWs).
- Work proactively with academic leaders to seek opportunities to extend OERs, e-books, sims/ed games, and e-portfolios.
- Investigate LMS/CMS with a 360 assessment of form and function.
Learning Environments
Learning Environments

How many of your courses have been blended courses?

Although not fully mainstream…

…blended learning persists as the preferred modality.
More students are taking online-only courses…

46% of students said they took any online course in the past year.

In 2008, 15% of students said they took a class completely online; in 2012, 31% did.

Large (15K+ FTE) doctoral institutions dominate the MOOC market.

ECAR E-Learning Study, 2013...however, few undergraduates have taken a MOOC.
Learning Environments

MOOCs may have the headlines, but the broader topic of e-learning is much more widespread and of interest*.

*Data on institutional leaders’ interest are from the 2013 ECAR study for e-learning and the 2013 Inside Higher Ed surveys of presidents and provosts for MOOCs. The surveys asked different questions and thus the data are only roughly comparable.
Technology Value and Use

Students prefer blended learning environments while beginning to experiment with MOOCs.

Now What?

- Meet students’ expectations for mixed-modality options.
- Educate your students about MOOCs; institutions have a fleeting opportunity to contextualize MOOCs for students in a way that will mesh with the institution’s own MOOC strategy.
- Cultivate an environment that supports your institutional strategy for badging competency-based learning.
Mobile Device Ownership and Use
Mobile Device Ownership and Use

Students hold high expectations for **anytime, anywhere** access to course materials and for leveraging the use of the personal digital devices inside and outside of class.

**Percentage of students saying use the device or mobile-friendly technology…**

- Integrated class use of my smartphone: 48%
- Integrated class use of my tablet: 51%
- Online collaboration tools: 60%
- Integrated class use of my laptop: 61%
- CMS/LMS: 62%
- Lecture capture: 72%

- Use it more
- Use it less
Mobile Device Ownership and Use

58% of students own three or more Internet-capable devices

DEVICE OWNERSHIP (percentage-point change since 2012)

- Laptop: 89% (+3%)
- Smartphone: 76% (+14%)
- Desktop computer: 43% (+10%)
- Tablet: 31% (+15%)
- E-reader: 16% (+4%)

Top 5 in-class uses for smartphones:
1. To look up information
2. To photograph information
3. To access digital resources
4. To record my instructors
5. To participate in activities

Undergraduates own two to three Internet-capable devices, and ownership of smartphones and tablets in particular jumped the most from 2012 to 2013.
Product market share remains diverse for undergraduates.
Mobile Device Ownership and Use

Ten challenges for using smartphones as learning tools:

1) 34% slow network
2) 34% inadequate battery
3) 32% device usability issues
4) 31% cost of data service
5) 29% limited network access
6) 25% cost of device
7) 20% lack of apps
8) 18% cost of apps
9) 12% security/privacy concern
10) 4% health concern
Mobile Device Ownership and Use

BYOE middleware are the infrastructure components that bridge users, their devices, and their consumer-level applications to the institution’s data, services, systems, and enterprise-level applications.

Infrastructure as middleware

- Slow network
- Inadequate battery
- Device usability issues
- Cost of data service
- Limited network access

ECAR BYOD Study, 2013
Mobile Device Ownership and Use

Students are ready to use their mobile devices more for academics, and they look to institutions and instructors for opportunities and encouragement to do so.

Now What?

- Provide instructors with systems, support, and encouragement to put course materials online.
- Educate the campus community about the ways in which students say they would use their smartphones in class.
- Assess students’ mobile device experiences with SAWs and prioritize improving services/access where it matters.
- Plan for continued growth of students’ use of Internet-capable devices on campus.
Connectivity and Engagement
Connectivity and Engagement

Technology makes the connected age possible, but using technology to help students feel more engaged in their classes (or campus life) and connected with others can be challenging.

Technology makes me feel more connected to:
- the institution (64%)
- professors (60%)
- other students (53%)
Connectivity and Engagement

Students prefer to keep their social and academic lives separate, and they maintain those boundaries in their use of technology.

Prefer separate academic and social lives*

*U.S. students only

GENDER
- Male: 58%
- Female: 62%
- Female is +4% higher than Male

PT/FT STATUS
- Part time: 59%
- Full time: 66%
- Full time is +7% higher than Part time

AGE
- 18-24: 57%
- 25+: 67%
- 25+ is +10% higher than 18-24

OLO / F2F
- Online only: 58%
- Face-to-face: 70%
- Face-to-face is +12% higher than Online only
Connectivity and Engagement

Students are only moderately interested in early-alert learner analytics and guidance about course offerings. "meh"

Guidance about Course Offerings
- All U.S.
- Canada
- Other Countries

Early Alert and Resource Recommendations
- All U.S.
- Canada
- Other Countries

e.g., Netflix or Amazon.com “you may also like” or “we recommend”
e.g., tutoring, skills-building opportunities, etc.
Connectivity and Engagement

Students prefer face-to-face interactions, e-mail, and the CMS as ways to communicate more with their instructors.
Connectivity and Engagement

Students value their privacy, and using technology to connect with them has its limits.

Now What?

- Respect students’ boundaries for privacy by being aware that technology has limits for engaging students.
- Approach learner analytics purposefully and thoughtfully by adhering to information privacy principles.
- Communicate beneficial applications of learner analytics in innovative ways that “feel” like personalized outreach.
- Don’t understate the value that students place on face time with their instructors.
Study Evolution for 2014

\[
\{\text{student voices}\} + \{\text{faculty voices}\} = \{\text{better institutional perspective}\}
\]
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The 2013 Study

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Learn More  www.educause.edu/student-study

- Resources provided by ECAR:
  - Participation checklist
  - IRB planning documentation and support
  - Sample size calculators
  - Example invitation/promotion messages
  - Example peer benchmark report

- Deliverables provided by ECAR:
  - A public report, infographic, presentation, etc.
  - Your raw data, plus a summary report of your students’ responses
  - Your summary report includes benchmarked responses of similar institutions

Participation is FREE
Thank you!

Eden Dahlstrom

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E-Mail: study@educause.edu

Twitter updates from Eden: @DataDeeva