Data to Drive Decisions:
The 2015 ECAR Faculty & Student Technology Surveys

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PLATINUM Partner
Faculty and student respondents
Student study participation overview

- 50,274 respondents
- 161 institutions
- 11 countries
- 43 states
Faculty study participation overview

139 institutions

13,276 respondents

39 states

107,017 invitees
Student and faculty IT orientation

Disposition score: **64**
Attitude score: **71**
Usage score: **73**

Disposition score: **65**
Attitude score: **68**
Usage score: **75**
Student device ownership

- Tablet only
- Smartphone and tablet
- Smartphone only
- Laptop and smartphone
- Laptop and tablet
- All three
- Laptop only
- None

Hexagons = 1 percent
Teaching and learning with technology
Faculty technology skill wish list

**Classroom technology**
- Software to create videos or multimedia resources
- Free, web-based content to supplement course-related materials
- Online collaboration tools
- Learning management system
- Search tools to find references or other information online for class work
- Lecture capture/classroom-based recordings
- Early-alert systems designed to catch potential academic trouble as soon as possible
- E-books or e-textbooks
- Blogs or online discussion/collaboration tools related to class work

**Student technology**
- Students’ laptops during class
- Students’ tablets during class
- Social media as a teaching and learning tool
- E-portfolios
- Students’ smartphones during class

**Emerging educational technology**
- Simulations or educational games
- Nonkeyboard or nonmouse computer interfaces such as voice, touchscreen, and gesture-based devices
- 3D printers

Percentage of respondents agreeing on technologies that could make faculty more effective if they had better skills at integrating them.
Typical faculty use of learning management systems

- To push out information, such as posting a syllabus or other handouts
- To promote interaction outside the classroom by using discussion boards, assignments, etc.
- To teach completely online courses
- To teach partially online courses
- Don’t use the LMS at all

How faculty use the learning management system (LMS)
Student experiences with technology-based resources and tools

- Search tools to find references or other information online for class work
- LMS
- Online collaboration tools
- Laptop during class
- E-books or e-textbooks
- Smartphone during class
- Online blogs or discussion/collaboration tools related to class work
- Software to create videos or multimedia resources
- Social media as a learning tool
- Recorded lectures or lecture capture
- Tablet during class
- Simulations or educational games
- Nonkeyboard or nonmouse interfaces
- E-portfolios
- 3D printers

Legend:
- Used in at least one class
- I could be a more effective student if I were better skilled at using...
- I wish faculty used more
Mobile technology
Faculty perception of how students use mobile technology in the classroom

- Note-taking
- Using specialized software
- Connecting with learning materials
- Nonclass activities

Percentage of respondents

- Smartphone
- Tablet
- Laptop
Faculty views on mobile technology in the classroom

- Distracting for students
- Can enhance learning
- Would like more training
- Distracting for me
- Security/privacy concerns
- Assignments take advantage of mobile technologies
- Mobile learning an institutional priority

Percentage of respondents: Agree (blue) and Strongly agree (dark blue)
Faculty in-class BYOD policies and practices

- **Smartphone**
  - Ban: 25%
  - Discourage: 40%
  - Neither discourage nor encourage: 35%
  - Encourage: 10%

- **Wearable technology**
  - Ban: 30%
  - Discourage: 20%
  - Neither discourage nor encourage: 50%
  - Encourage: 10%

- **Tablet**
  - Ban: 35%
  - Discourage: 25%
  - Neither discourage nor encourage: 40%
  - Encourage: 0%

- **Laptop**
  - Ban: 50%
  - Discourage: 20%
  - Neither discourage nor encourage: 30%
  - Encourage: 10%
Student perceptions of in-class BYOD policies and practices

- **Smartphone**
  - Banned: 10%
  - Discouraged: 20%
  - Neither discouraged nor encouraged: 75%

- **Wearable technology**
  - Banned: 0%
  - Discouraged: 10%
  - Neither discouraged nor encouraged: 90%

- **Tablet**
  - Banned: 0%
  - Discouraged: 10%
  - Neither discouraged nor encouraged: 90%

- **Laptop**
  - Banned: 0%
  - Discouraged: 10%
  - Neither discouraged nor encouraged: 90%
  - Required: 0%
How students claim to use mobile technology in the classroom (versus faculty perceptions)

- Notetaking
- Instructor-directed activities
- Connecting with learning materials
- Nonclass activities

Different between faculty and student perceptions

- Smartphone
- Tablet
- Laptop
- Faculty perception
Analytics
Faculty opinion about using specific types of student data

**Academic data**
- Progress toward degree or certificate goal
- Performance in current courses
- Performance in past courses
- Performance in individual courses compared to the performance of other students in those courses

**Extracurricular data**
- Activity in a specific application or service provided by the college or university
- Activity on a college or university website
- Campus-based activities logged through student ID/smart cards
- Campus-based activities logged through smartphones
- Proximity to a college building, office, or resource
- Location on campus
- Social media activities

Percentage of respondents who say collecting these kinds of data is a good idea.
Student opinion about using specific types of student data

- Progress toward your degree or certificate goal
- Performance in current courses
- Performance in past courses
- Performance in individual courses compared to the performance of other students
- Activity in a specific application or service provided by the college or university
- Activity on a college or university website
- Campus-based activities logged through your student ID/smart card
- Campus-based activities logged through your smartphone
- Proximity to a college building, office, or resource
- Location on campus
- Social media activities

Percentage of respondents

- Good idea
- Very good idea
Faculty evaluation of the usefulness of interest in IPAS features

- Suggestions about new or different academic resources for your students
- Alerts if it appears a student’s progress in a course is declining
- Suggestions for how to improve performance in a course if a student’s progress is substandard
- Personalized support and information on your students’ progress toward their degree goals
- Personalized dashboards that give students real-time feedback about their progress in a course
- Personalized dashboards that give you real-time feedback about students’ progress in a course
- Guidance about courses students might consider taking in the future
- Personalized quizzes or practice questions oriented to your students’ strengths or weaknesses
- Automated tracking of your students’ course attendance via college/university ID card scanners
<table>
<thead>
<tr>
<th>Feature</th>
<th>Interest</th>
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<tbody>
<tr>
<td>Personalized support and information on degree progress</td>
<td>92%</td>
</tr>
<tr>
<td>Personalized dashboards that give you real-time feedback about your progress</td>
<td>89%</td>
</tr>
<tr>
<td>Suggestions for how to improve performance</td>
<td>88%</td>
</tr>
<tr>
<td>Personalized quizzes or practice questions</td>
<td>88%</td>
</tr>
<tr>
<td>Real-time feedback for your instructor about your performance or progress</td>
<td>88%</td>
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<tr>
<td>Guidance about courses you might consider taking</td>
<td>87%</td>
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<tr>
<td>Alerts if it appears your progress in a course is declining</td>
<td>86%</td>
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<tr>
<td>Suggestions about new or different academic resources</td>
<td>84%</td>
</tr>
<tr>
<td>Feedback about performance compared to that of other students</td>
<td>82%</td>
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Significance of ECAR studies
Thank you for participating in today’s session.

We’re very interested in your feedback. Please take a minute to fill out the session evaluation found within the conference mobile app, or the online agenda.

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