TECHNOLOGY AND EDUCATION

At Valley City State University

A leader in the Effective Use of Instructional Technologies

STUDENT SURVEY RESULTS

Dr. Kathryn Holleque, Professor
Division of Education, Psychology, and Technology

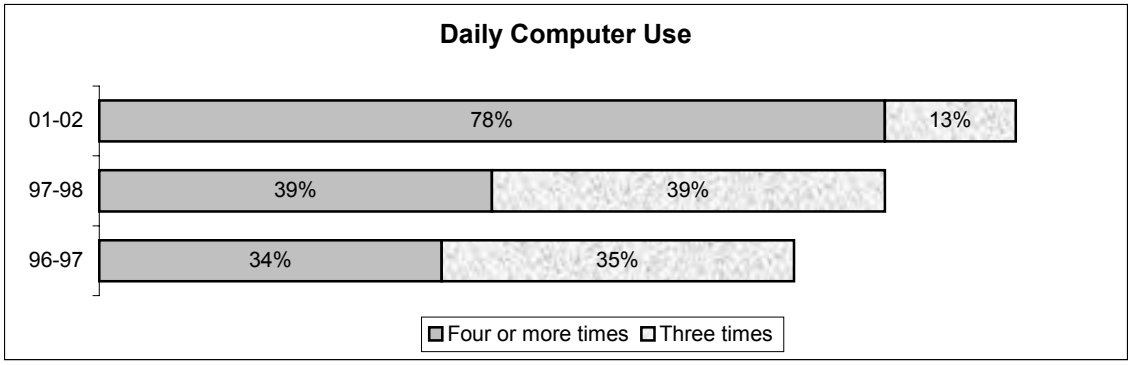
Valley City State University
Notebook Computer Campus - Year Six 2001-2002

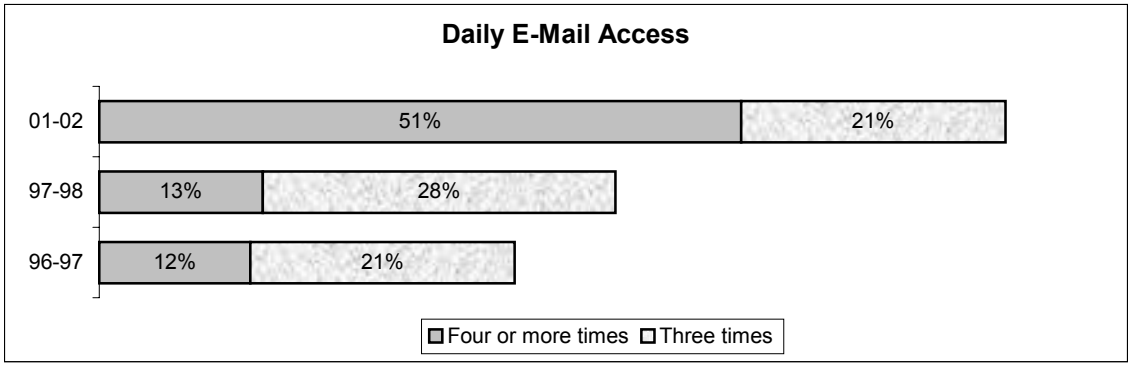
Technology and Education at Valley City State University

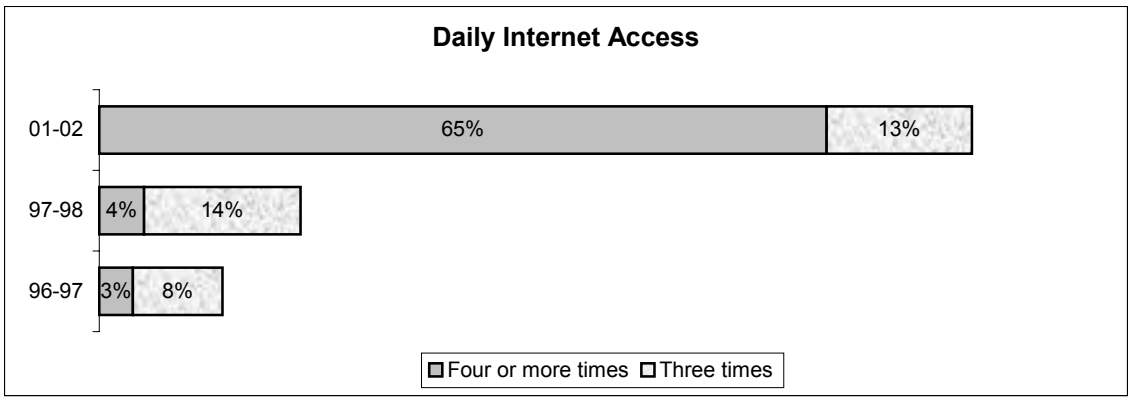
Dr. Kathryn Holleque, Professor, Division of Education, Psychology, and Technology

Valley City State University became a notebook computer university the fall of 1996. From the beginning, the institution has fulfilled a mandate to be a leader in the effective use of instructional technologies, gaining public recognition for exemplary practice. Coupled with a technology-rich, learner-centered environment, universal access has provided countless advantages for campus constituents, most notably for students and faculty. Renown for quality in teaching and learning, VCSU is in sync with national priorities for education and will continue its meaningful and effective evolution to ensure student success.

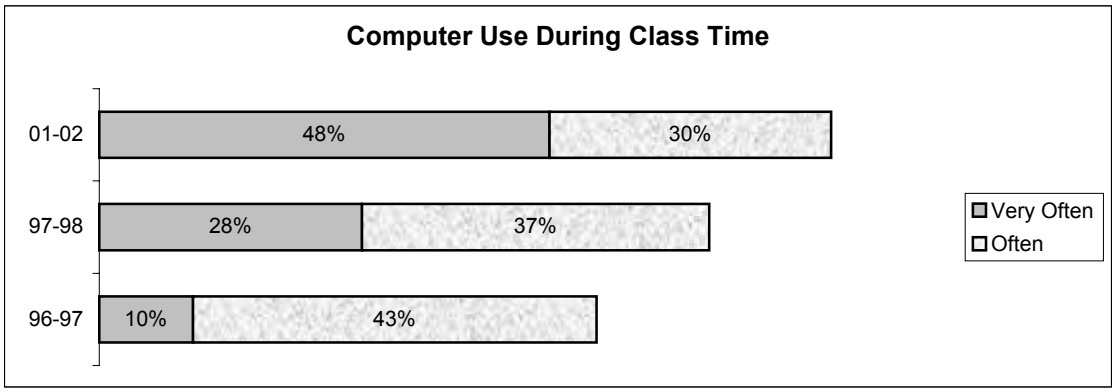
What follows in this brief report is a compilation of student survey results related to technology and education at VCSU by academic year. Further documentation is available on the web at http://community.vcsu.edu/facultypages/kathryn_holleque/Surveys.htm. The email address of the researcher is kathryn_holleque@mail.vcsu.nodak.edu.

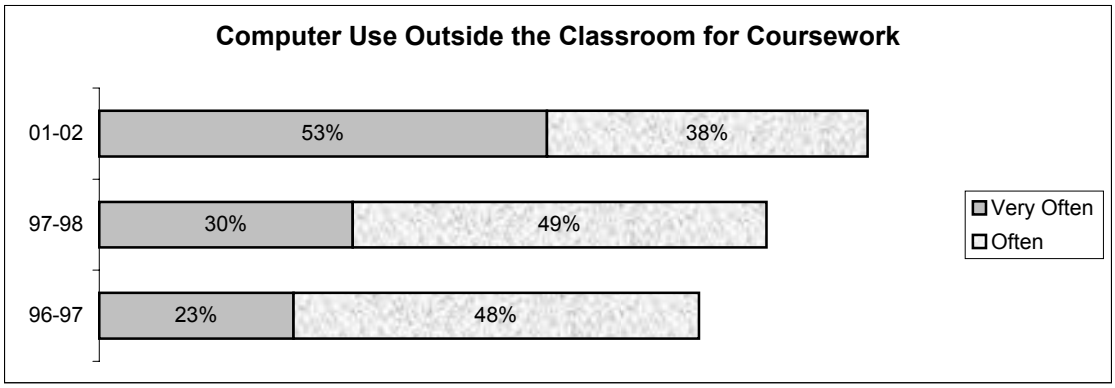


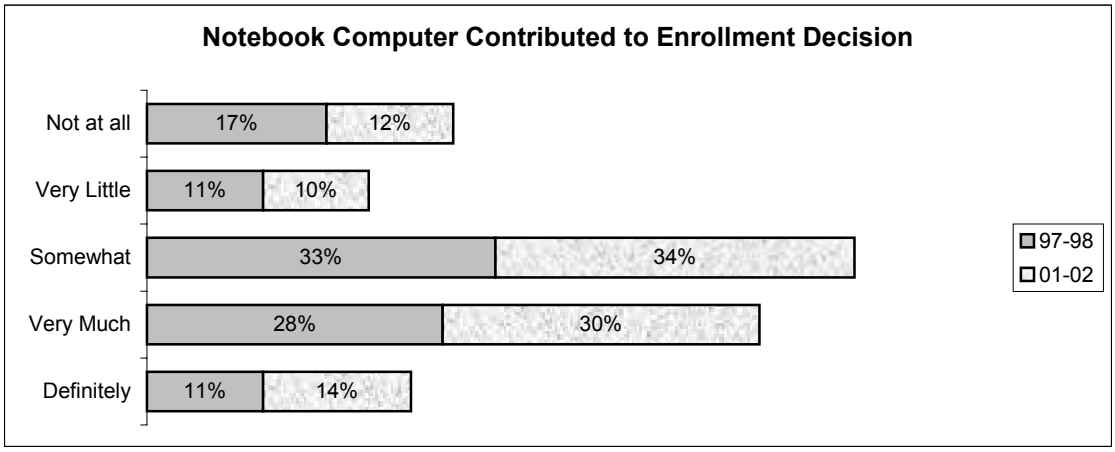




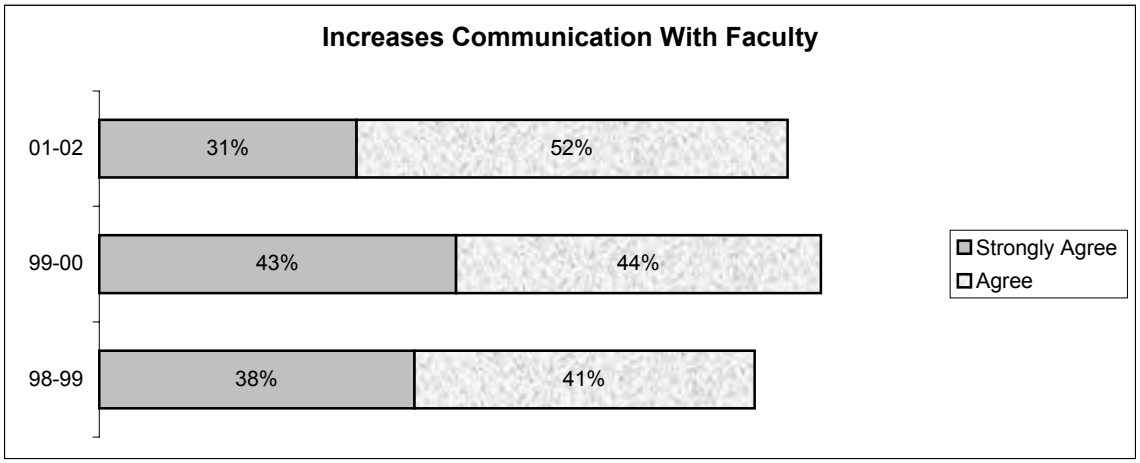
Classrooms, offices, and residence hall rooms are wired at Valley City State University, fostering innovation in teaching and learning and allowing 24/7 access to the Internet and campus servers. While students appreciate having personal notebook computers to use at Valley City State University, it does not appear to be the driving force to enroll at the institution.

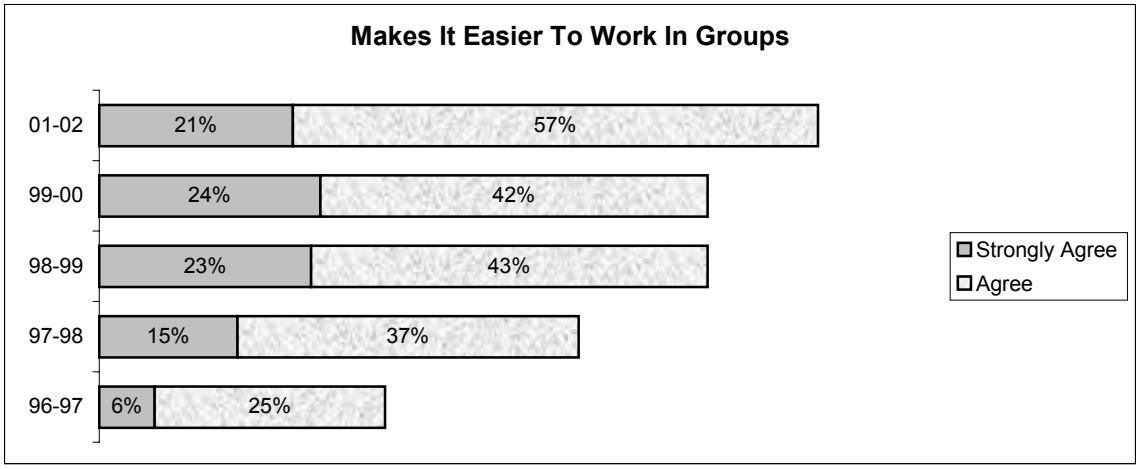


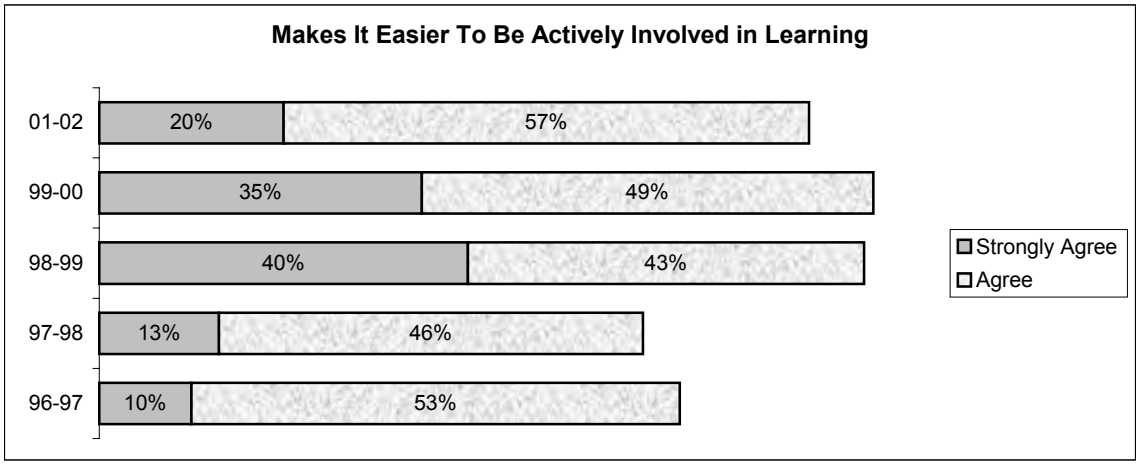


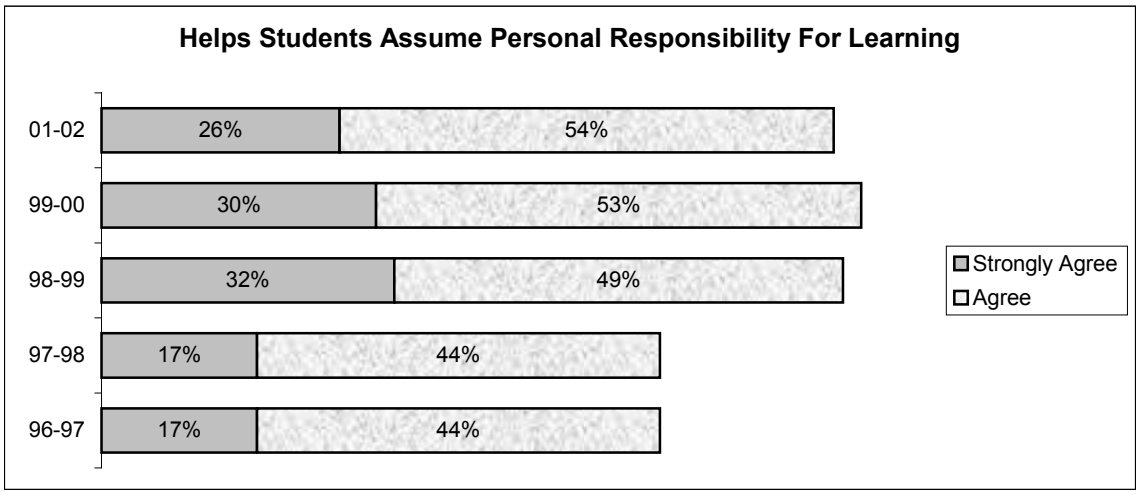


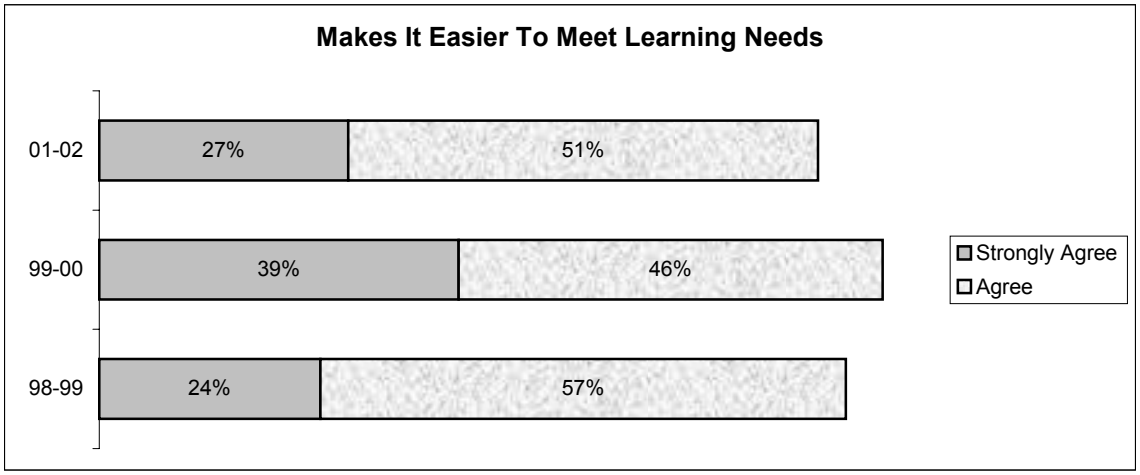
Students Report Notebook Computer Advantages

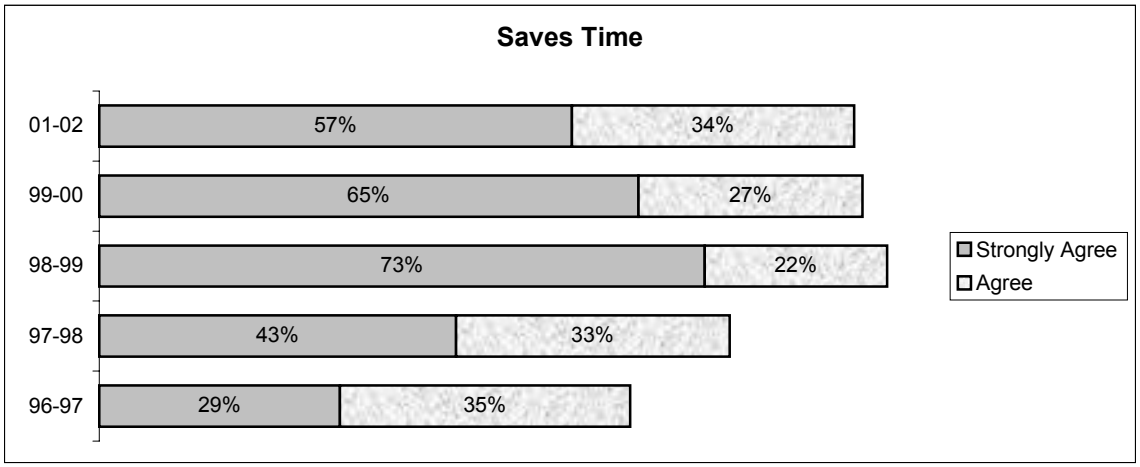

Increases Communication With Faculty
01-02
31%
52%
99-00
43%
44%
98-99
38%
41%
Strongly Agree
Agree

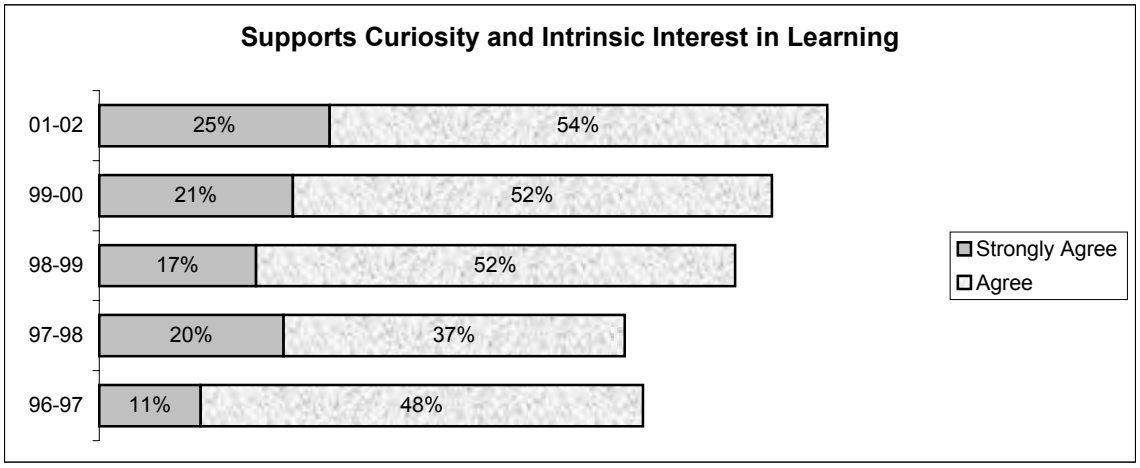

Makes It Easier To Work In Groups
01-02
21%
57%
99-00
24%
42%
98-99
23%
43%
97-98
15%
37%
96-97
6%
25%
Strongly Agree
Agree

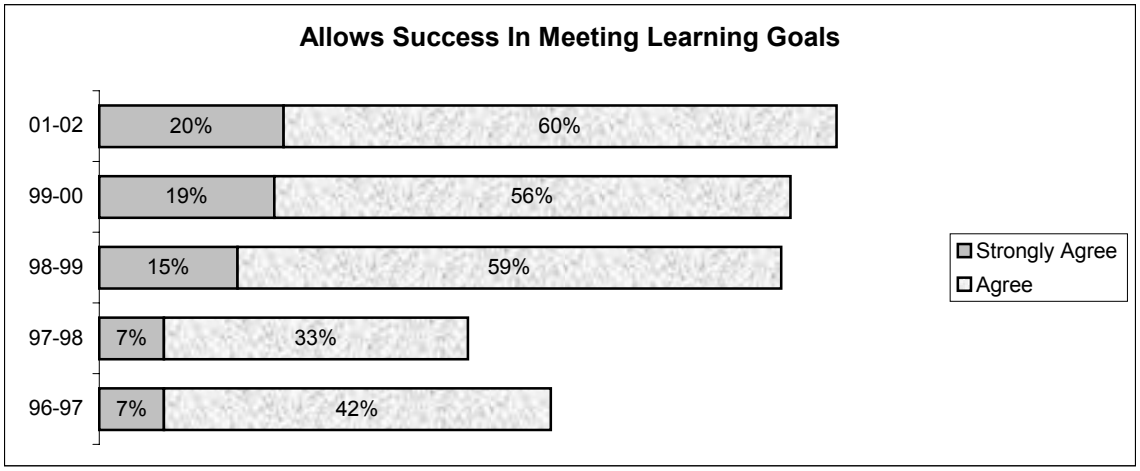

Makes It Easier To Be Actively Involved in Learning
01-02
20%
57%
99-00
35%
49%
98-99
40%
43%
97-98
13%
46%
96-97
10%
53%
Strongly Agree
Agree

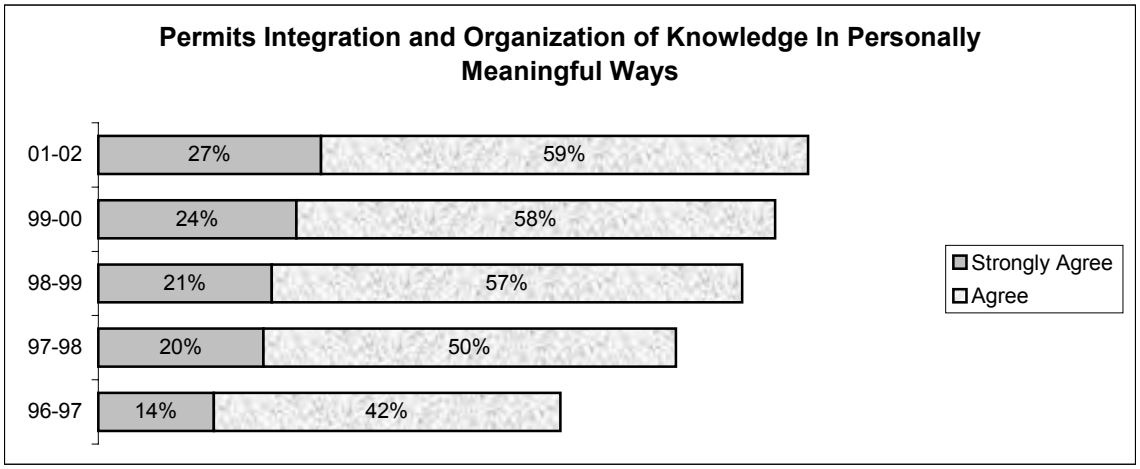

Helps Students Assume Personal Responsibility For Learning
01-02
26%
54%
99-00
30%
53%
98-99
32%
49%
97-98
17%
44%
96-97
17%
44%
Strongly Agree
Agree

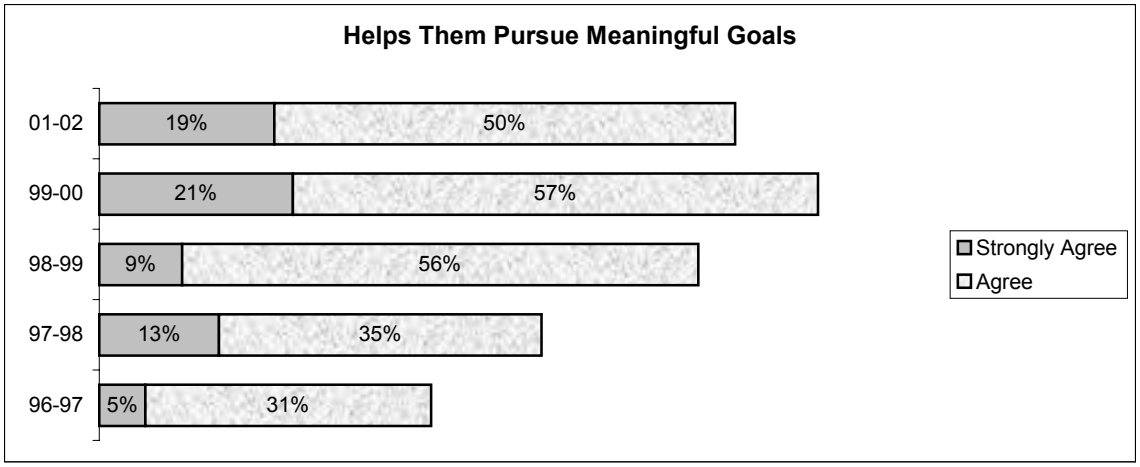

Makes It Easier To Meet Learning Needs
01-02
27%
51%
99-00
39%
46%
98-99
24%
57%
Strongly Agree
Agree

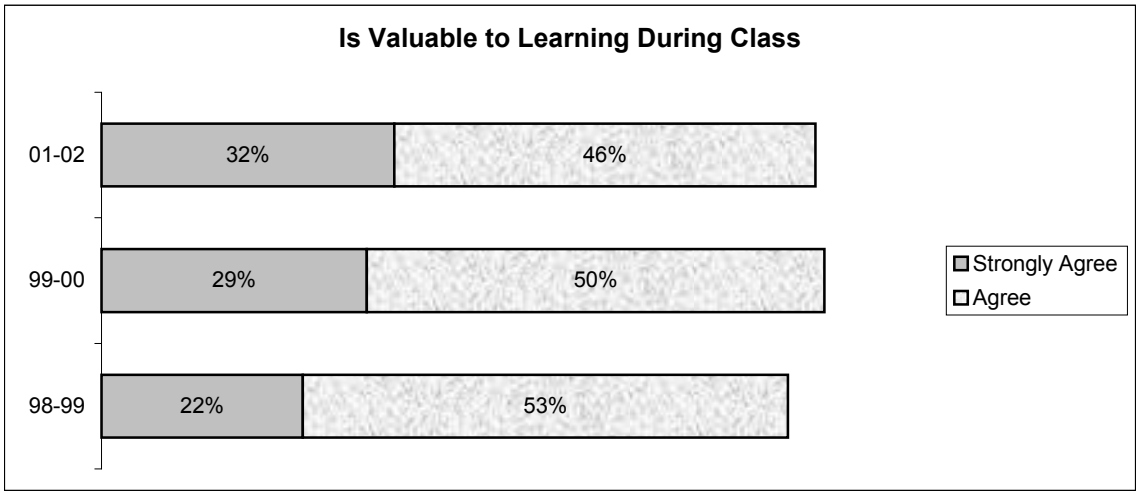

Saves Time
01-02
57%
34%
99-00
65%
27%
98-99
73%
22%
97-98
43%
33%
96-97
29%
35%
Strongly Agree
Agree


Supports Curiosity and Intrinsic Interest in Learning
01-02
25%
54%
99-00
21%
52%
98-99
17%
52%
97-98
20%
37%
96-97
11%
48%
Strongly Agree
Agree

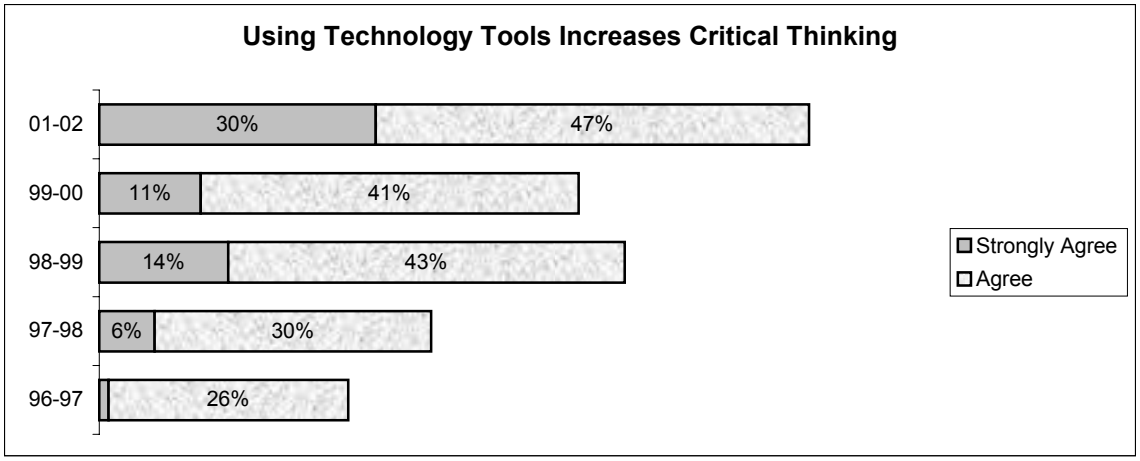

Allows Success In Meeting Learning Goals
01-02
20%
60%
99-00
19%
56%
98-99
15%
59%
97-98
7%
33%
96-97
7%
42%
Strongly Agree
Agree

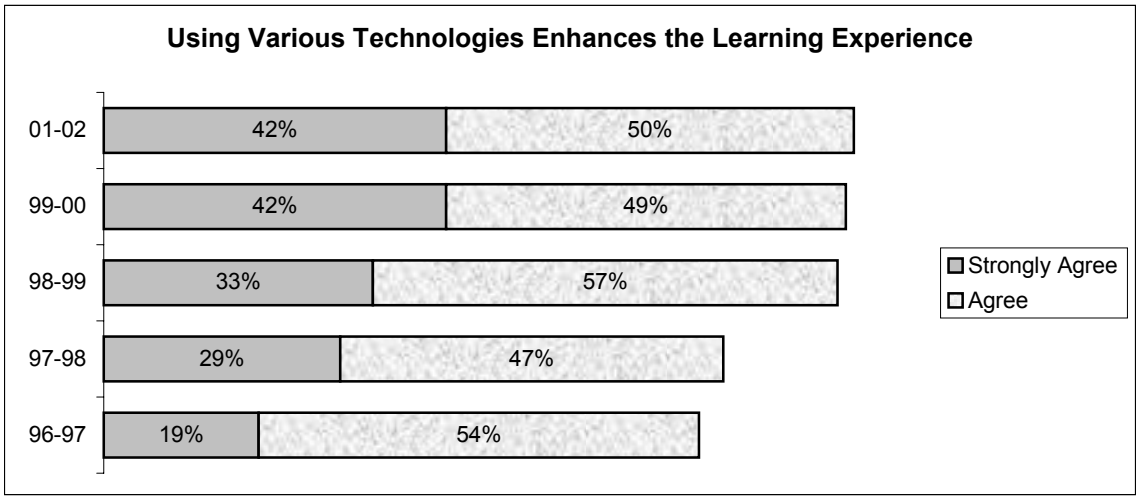

Permits Integration and Organization of Knowledge In Personally Meaningful Ways
01-02
27%
59%
99-00
24%
58%
98-99
21%
57%
97-98
20%
50%
96-97
14%
42%
Strongly Agree
Agree

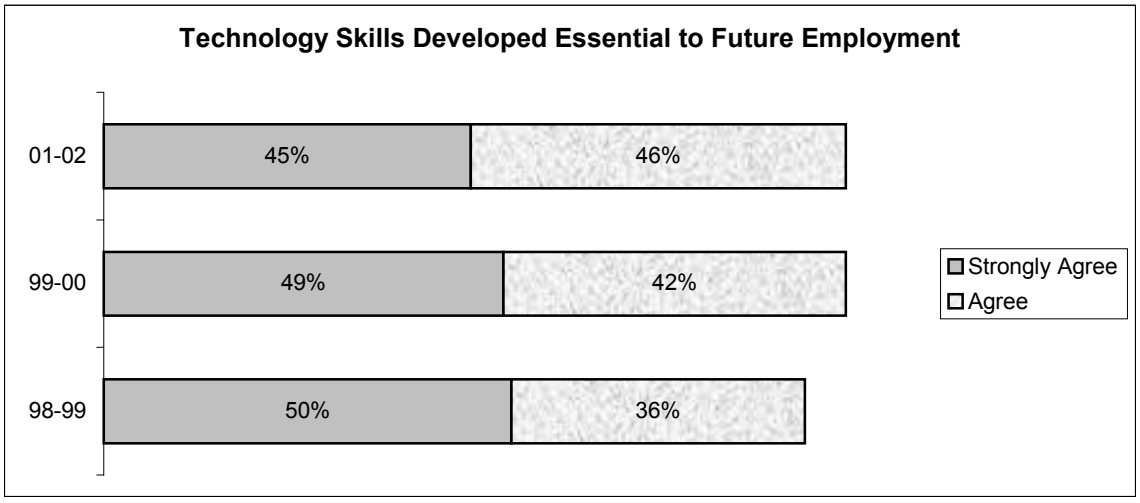




Students Report Benefits of Using Technology Tools →


Using Technology Tools Increases Critical Thinking
01-02
30%
47%
99-00
11%
41%
98-99
14%
43%
97-98
6%
30%
96-97
26%
Strongly Agree
Agree

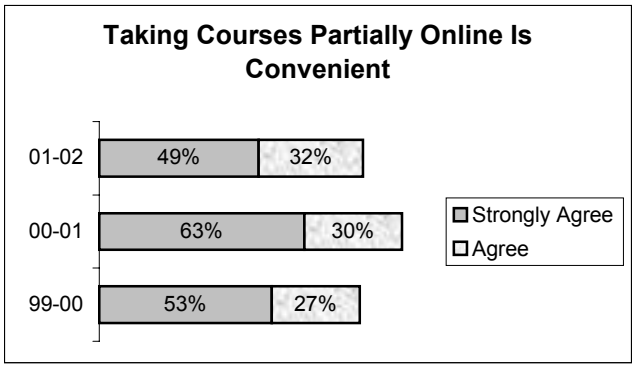

Using Various Technologies Enhances the Learning Experience
01-02
42%
50%
99-00
42%
49%
98-99
33%
57%
97-98
29%
47%
96-97
19%
54%
Strongly Agree
Agree

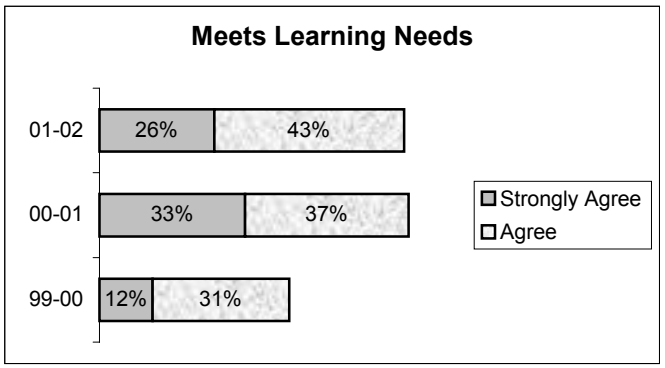

Technology Skills Developed Essential to Future Employment
01-02
45%
46%
99-00
49%
42%
98-99
50%
36%
Strongly Agree
Agree

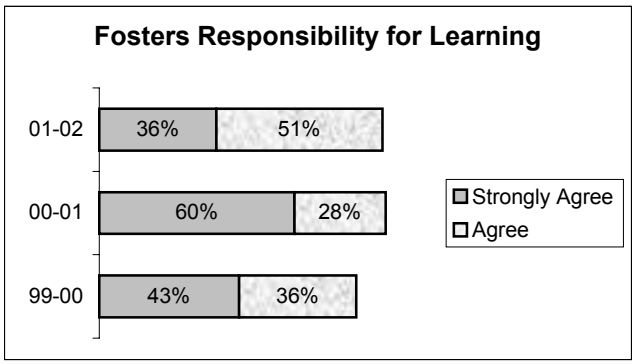
The Hybrid Course Experience

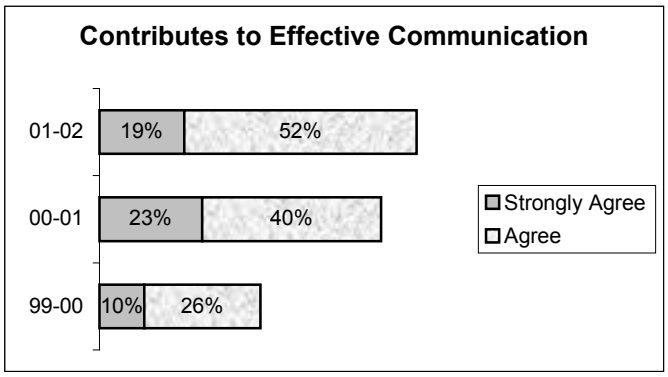
…Where taking courses partially online replaces some seat time.

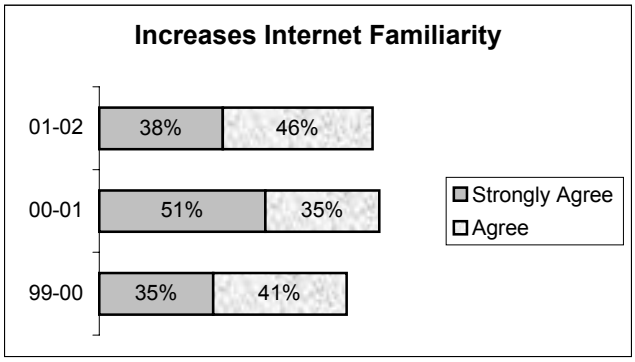
Students report several advantages.

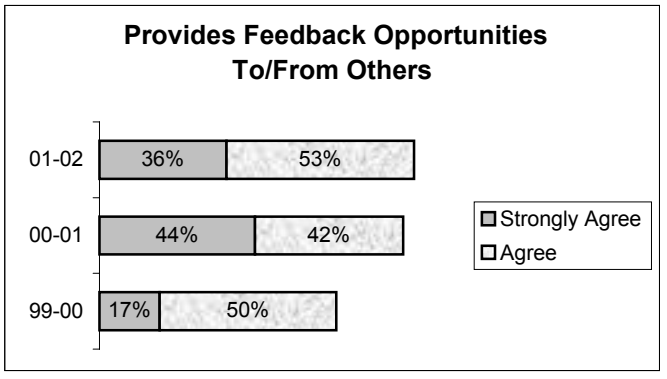


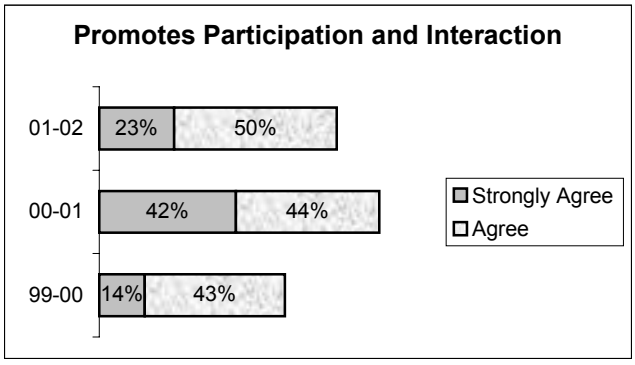






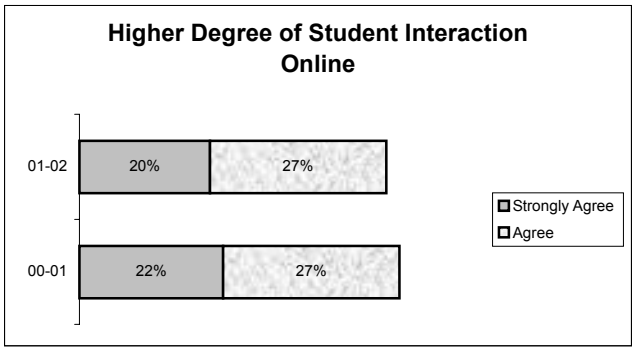


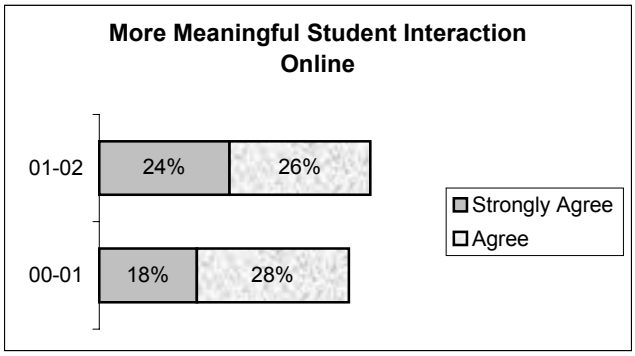


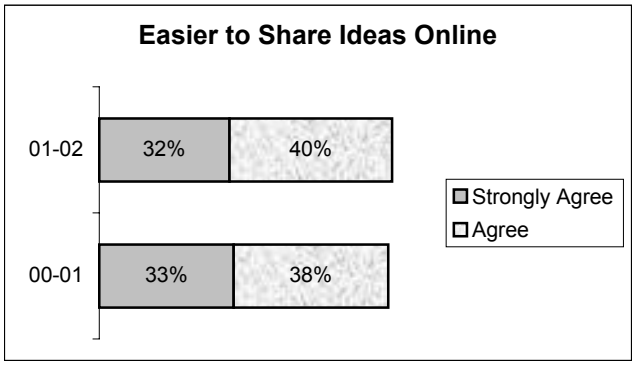


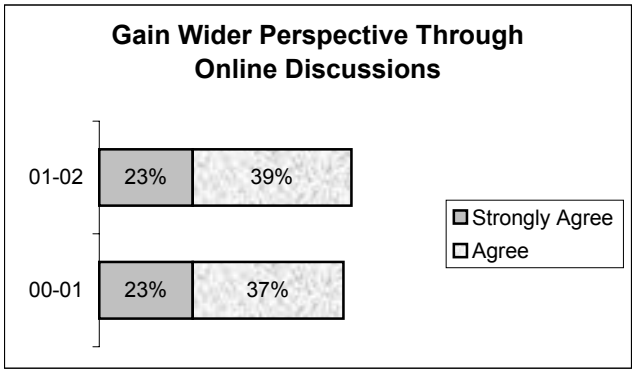
The Hybrid Course Experience

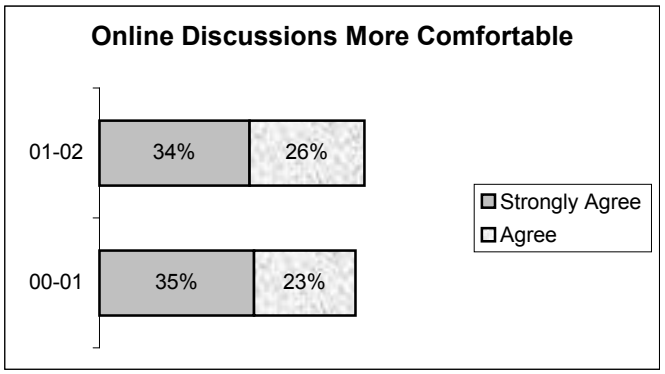
…Students report that their online interaction differs from that which typically occurs in the traditional classroom.

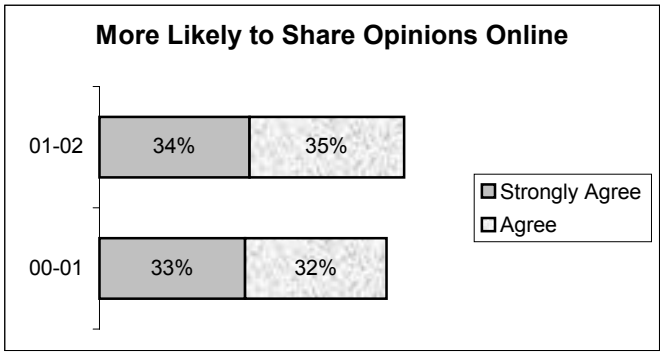


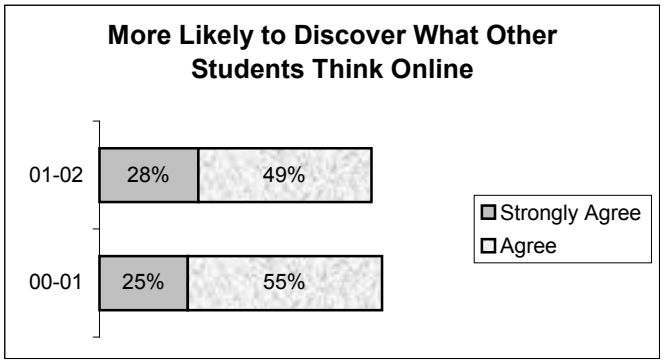




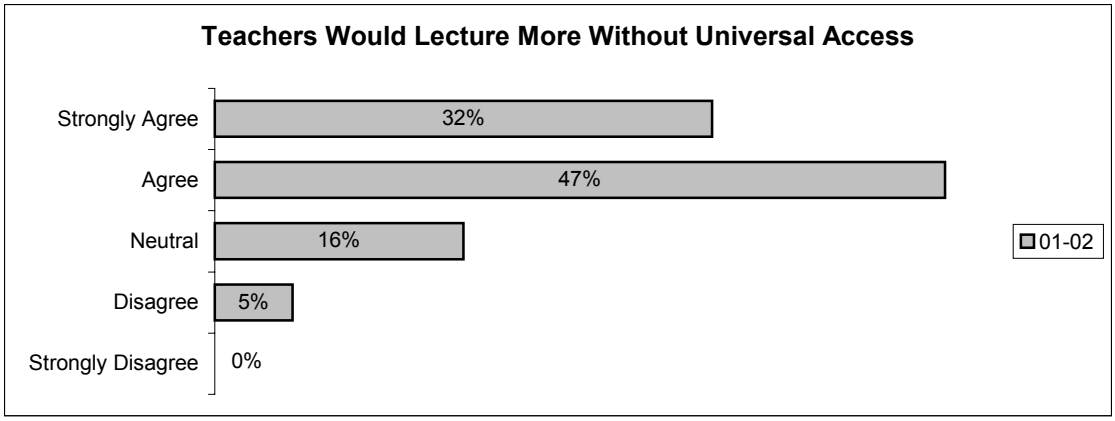


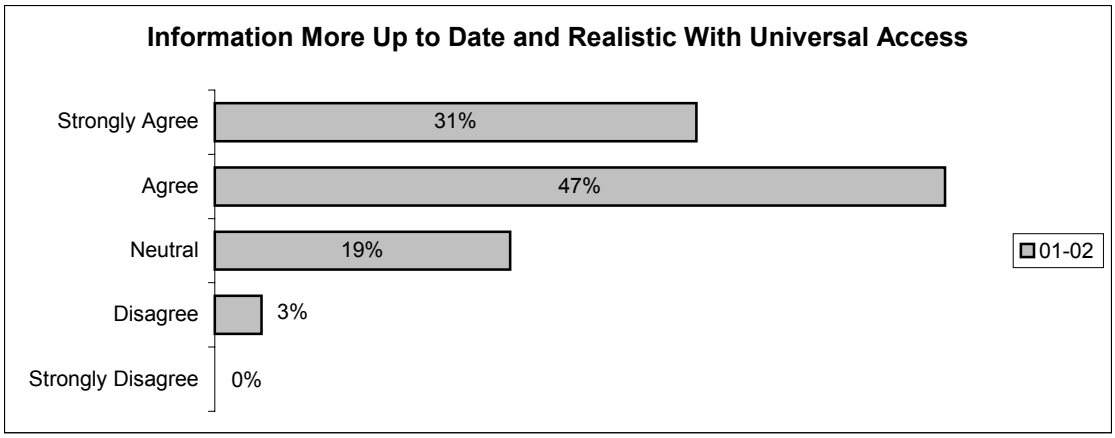


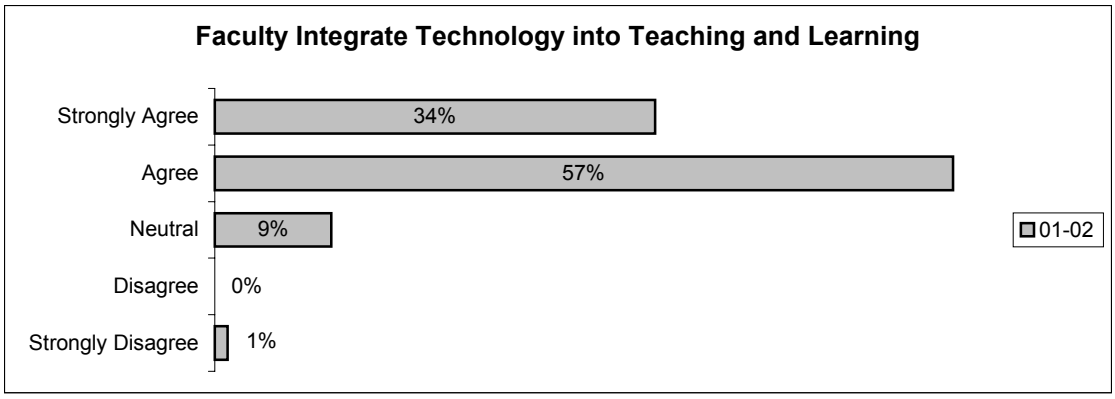


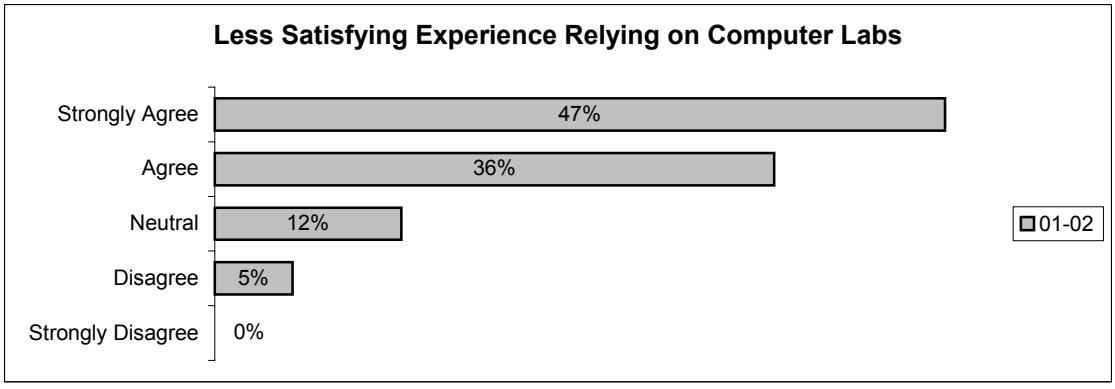


Student Perception on Related Items









Technology Elements – Fall 2001 Survey

Many elements comprise a technology-enriched teaching and learning environment. The Table below reflects those listed on the survey and depicts percentages of students who checked them as elements of value, including those we have at this university that are important to them, as well as those they wish we had here but do not. The last column indicates the percentages of students indicating with a second check their three top priorities on the list. The next page has two tables that depict the key elements in rank order.

	Valued Elements	Percentages Valued (Top 8 in bold)	Percentages For Priorities (Top 9 in bold)
A.	24/7 access to a computer	**94%**	**75%**
B.	Ability to save to your own hard drive instead of disks or servers	75%	**11%**
C.	Ability to archive your computer files on a network server	62%	4%
D.	Faculty who use technology well in the classroom	**83%**	**10%**
E.	Faculty who design activities that encourage students to use technology well in the classroom	75%	8%
F.	Faculty who design student activities that incorporate technology for outside assignments	60%	1%
G.	Easy access to peripherals like CD burners, digital video cams	78%	9%
H.	Ability for all students in a class to be online at once	**90%**	**13%**
I.	Ability for all students in a class to view large screen presentations	**85%**	5%
J.	Use of online/multimedia-equipped presentation stations in classrooms	65%	1%
K.	Ability to access the Internet from any dorm room	74%	**28%**
L.	Ability to access the Internet from any location on campus through a wireless connection	**82%**	**19%**
M.	Ability to have high-speed Internet access (faster than modem service) off-campus	**86%**	**23%**
N.	Ability to pay campus bills online	28%	2%
O.	Ability to register online	**81%**	**19%**
P.	Ability to access virtually all of your personal and institutional information online	69%	8%
Q.	Adequate printing resources across campus	77%	8%
R.	Opportunity to create a digitized professional portfolio to document abilities	51%	4%
S.	Opportunity to earn an Information Technology competency certificate upon graduation with no additional courses	61%	8%
T.	Opportunity to take courses partially online	**86%**	**14%**
U.	Opportunity to take courses totally online	68%	6%
V.	Opportunity to complete an entire undergraduate program of study online	37%	0%
W.	Ability to receive technical assistance from qualified personnel at a Help Desk	76%	4%
X.	Ability to access a Help Desk 24/7 for phone sup	66%	7%
Y.	Ability to have personal web page space on a network server	44%	3%

Top Elements Valued by Students in Rank Order

Valued Elements	Percentages Valued
24/7 access to a computer	94%
Ability for all students in a class to be online at once	90%
Ability to have high-speed Internet access (faster than modem service) off-campus	86%
Opportunity to take courses partially online	86%
Ability for all students in a class to view large screen presentations	85%
Faculty who use technology well in the classroom	83%
Ability to access the Internet from any location on campus through a wireless connection	82%
Ability to register online	81%

Top Priority Elements Valued by Students in Rank Order

Valued Elements	Percentages for Priorities
24/7 access to a computer	75%
Ability to access the Internet from any dorm room	28%
Ability to have high-speed Internet access (faster than modem service) off-campus	23%
Ability to access the Internet from any location on campus through a wireless connection	19%
Ability to register online	19%
Opportunity to take courses partially online	14%
Ability for all students in a class to be online at once	13%
Ability to save to your own hard drive instead of disks or servers	11%
Faculty who use technology well in the classroom	10%

Concluding Personal Comment

President Ellen-Earle Chaffee and Chief Information Officer Joseph Tykwinski provided thoughtful input and consultation on this latest survey effort. Faith Lueck, student, assisted with data compilation and analysis. I extend my sincere gratitude to all three for their support and encouragement throughout the process.

This report further validates much of what we already know about this institution, but parts of it may prove useful for Valley City State University as it plans and creates its future. More brilliant horizons lie ahead for this community of innovators and risk takers. And what we are doing so very well now will likely seem fairly unsophisticated in the not so distant future. Change is the name of the game. Success of our students is the ultimate goal and why we play with passion.

Demographic Information for 2001-2002 Survey: Technology in Education *was administered November 2001 to students enrolled in two sections of PSYC 111 (81 respondents, primarily freshmen), PSYC 353 (23 respondents, primarily upper division students – juniors/seniors), and PSYC 410 (20 respondents, all upper division students) for a total of 124 respondents. Two surveys were unusable for Part I due to incomplete responses.*

TECHNOLOGY IN EDUCATION

Part I. Technology Use

Please mark one response for each item. Answer the first six questions and then indicate the extent to which you agree the remaining statements are true for you.

1. How often do you use your computer each day?

   A) Not at all B) Once C) Twice D) Three times E) Four or more times

2. How often do you access e-mail each day?

   A) Not at all B) Once C) Twice D) Three times E) Four or more times

3. How often do you access the Internet each day?

   A) Not at all B) Once C) Twice D) Three times E) Four or more times

4. How much do you use your computer in classes during class time?

   A) Never B) Seldom C) Occasionally D) Often E) Very often

5. How much do you use your computer outside the classroom for coursework?

   A) Never B) Seldom C) Occasionally D) Often E) Very often

6. How much did the opportunity to use a personal notebook computer contribute to your decision to enroll at this University?

   A) Not at all B) Very little C) Somewhat D) Very much E) Definitely

7. Having my own computer increases my communication with faculty.

   A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

8. Having my own computer makes it easier to work in groups.

   A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

9. Having my own computer makes it easier to be actively involved in learning.

   A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

10. Having my own computer helps me assume personal responsibility for learning.

    A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

11. Having my own computer makes it easier to meet my learning needs.

    A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

12. Having my own computer saves me time.

    A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

13. Having my own computer supports my curiosity and intrinsic interest in learning.

A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

14. Having my own computer allows me to experience success in meeting my learning goals.

A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

15. Having my own computer enables me to integrate and organize knowledge in meaningful ways.

A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

16. Having my own computer helps me pursue meaningful goals.

A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

17. Having my own computer to use during class is valuable to my learning.

A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

18. Using technology tools increases my critical thinking.

A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

19. Using various technologies enhances my learning experience.

A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

20. The various technology skills I am developing at this university are essential to my future employment.

A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

21. Taking courses partially online is convenient for me.

A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

22. Taking courses partially online meets my learning needs.

A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

23. Taking courses partially online fosters personal responsibility for learning.

A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

24. Taking courses partially online contributes to effective communication in the class.

A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

25. Taking courses partially online makes me familiar with the Internet.

A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

26. Taking courses partially online provides me feedback opportunities to/from others in the class.

A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

27. Taking courses partially online promotes student participation and interaction.

A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

28. I experience a higher degree of student interaction in an online environment than in a traditional classroom.

A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

29. Online group discussions are more comfortable for me than those in a traditional classroom.

A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

30. I have more meaningful interaction with students in an online learning environment than in a traditional classroom.

A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

31. I am more likely to share my own opinion on a given course topic in an online learning environment than in a traditional classroom.

A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

32. I find it easier to share my ideas in an online learning environment than in a traditional classroom.

A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

33. I am more likely to discover what other students think about a given course topic in an online learning environment than in a traditional classroom.

A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

34. I gain a wider perspective when discussing course topics with other students online than I do talking about them in the traditional classroom.

A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

35. If we did not have universal access to computers here, my teachers would probably lecture much more than they do.

A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

36. The information I learn in classes here is more up to date and realistic than it would have been without universal access to computers.

A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

37. The faculty at this institution have integrated technology into the teaching and learning process.

A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

38. My experience at this university would have been less satisfying if we had to rely on computer labs.

A) Strongly Disagree B) Disagree C) Neutral D) Agree E) Strongly Agree

Part II. Technology Elements

1. Many elements comprise a technology-enriched teaching and learning environment. Please check those elements below that you value, including those we have at this university that are important to you, as well as those you wish we had here but do not.

___ A. 24/7 access to a computer

___ B. Ability to save to your own hard drive instead of disks or servers

___ C. Ability to archive your computer files on a network server

___ D. Faculty who use technology well in the classroom

___ E. Faculty who design activities that encourage students to use technology well in the classroom

___ F. Faculty who design student activities that incorporate technology for outside assignments

___ G. Easy access to peripherals like CD burners, digital video cams

___ H. Ability for all students in a class to be online at once

___ I. Ability for all students in a class to view large screen presentations

___ J. Use of online/multimedia-equipped presentation stations in classrooms

___ K. Ability to access the Internet from any dorm room

___ L. Ability to access the Internet from any location on campus through a wireless connection

___ M. Ability to have high-speed Internet access (faster than modem service) off-campus

___ N. Ability to pay campus bills online

___ O. Ability to register online

___ P. Ability to access virtually all of your personal and institutional information online

___ Q. Adequate printing resources across campus

___ R. Opportunity to create a digitized professional portfolio to document abilities

___ S. Opportunity to earn an Information Technology competency certificate upon graduation with no additional courses

___ T. Opportunity to take courses partially online

___ U. Opportunity to take courses totally online

___ V. Opportunity to complete an entire undergraduate program of study online

___ W. Ability to receive technical assistance from qualified personnel at a Help Desk

___ X. Ability to access a Help Desk 24/7 for phone support

___ Y. Ability to have personal web page space on a network server

___ Z. Other: _____

2. Now, go back and place a second check beside your THREE top priorities on the list above.

3. Please add any additional comment you wish to make.