

# A Comparison of Student and Faculty Academic Technology Use Across Disciplines

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# Technology seems important...

**NSSE**

National Survey of Student Engagement

Promoting Engagement for All Students:  
The Imperative to Look Within  
2008 Results



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## Computers & Education

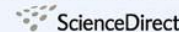
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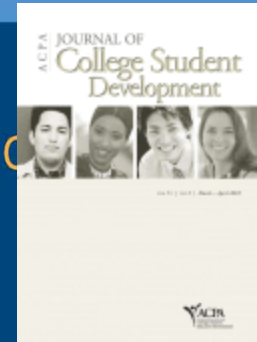


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**NSSE**

National Survey of Student Engagement

Improvement:  
Student Engagement C



National Survey of Student Engagement  
The College Student Report  
2003 Annual Report



National Survey of Student Engagement

...but it shouldn't be.

“[Media are] mere vehicles that deliver instruction but do not influence student achievement, any more than the truck that delivers our groceries causes changes in our nutrition” (Clark, 1983, p. 445).

# So what about...

- Disciplinary differences?
- Student/faculty differences?

# Methodology

- Additional technology questions
  - National Survey of Student Engagement (NSSE)
  - Faculty Survey of Student Engagement (FSSE)

# Sample

- 18 institutions
- 4,503 senior students
- 747 faculty members

# Methodology

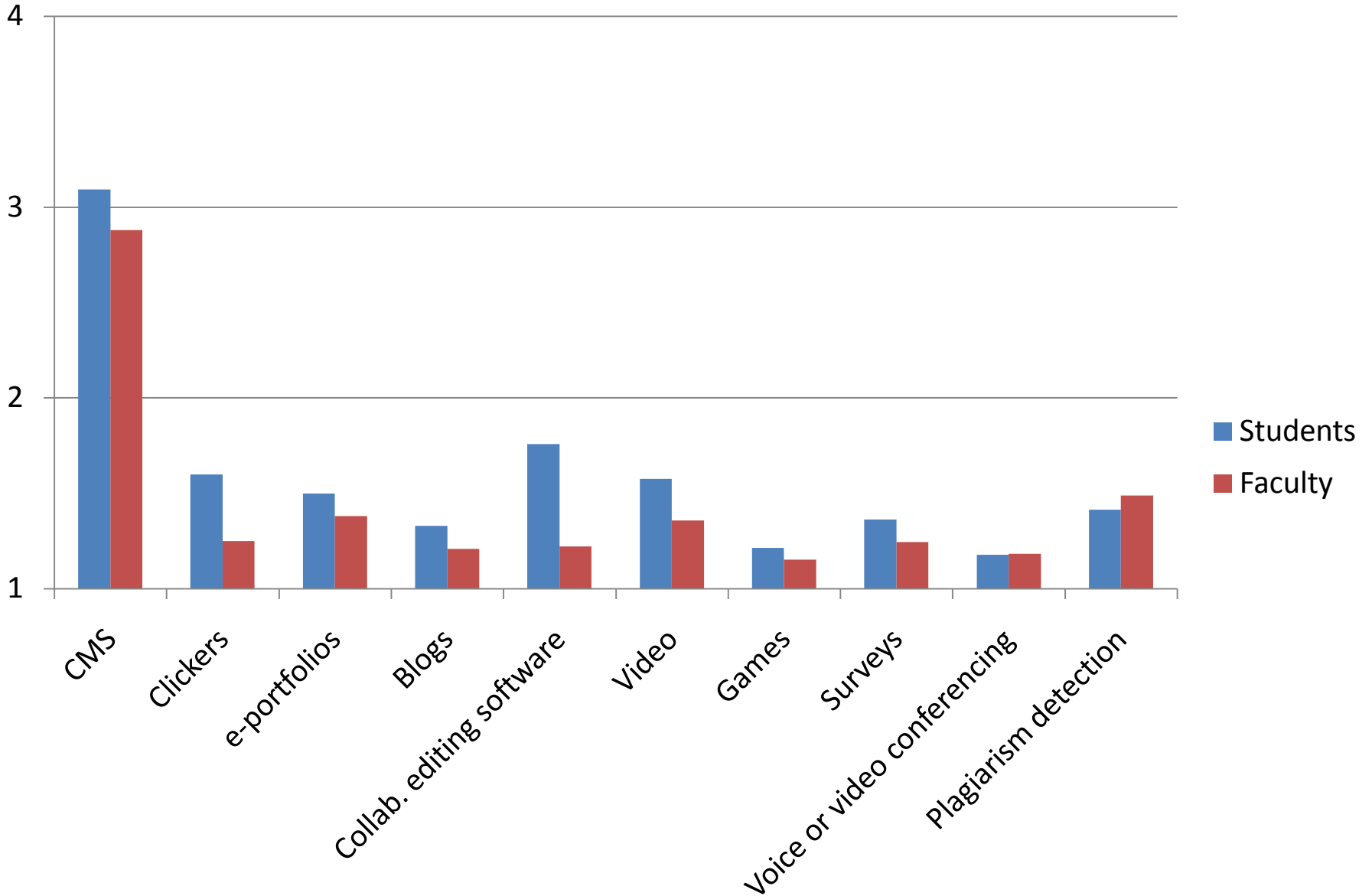
- 10 questions
  - Never, Sometimes, Often, Very often, I do not know what this is

# Methodology

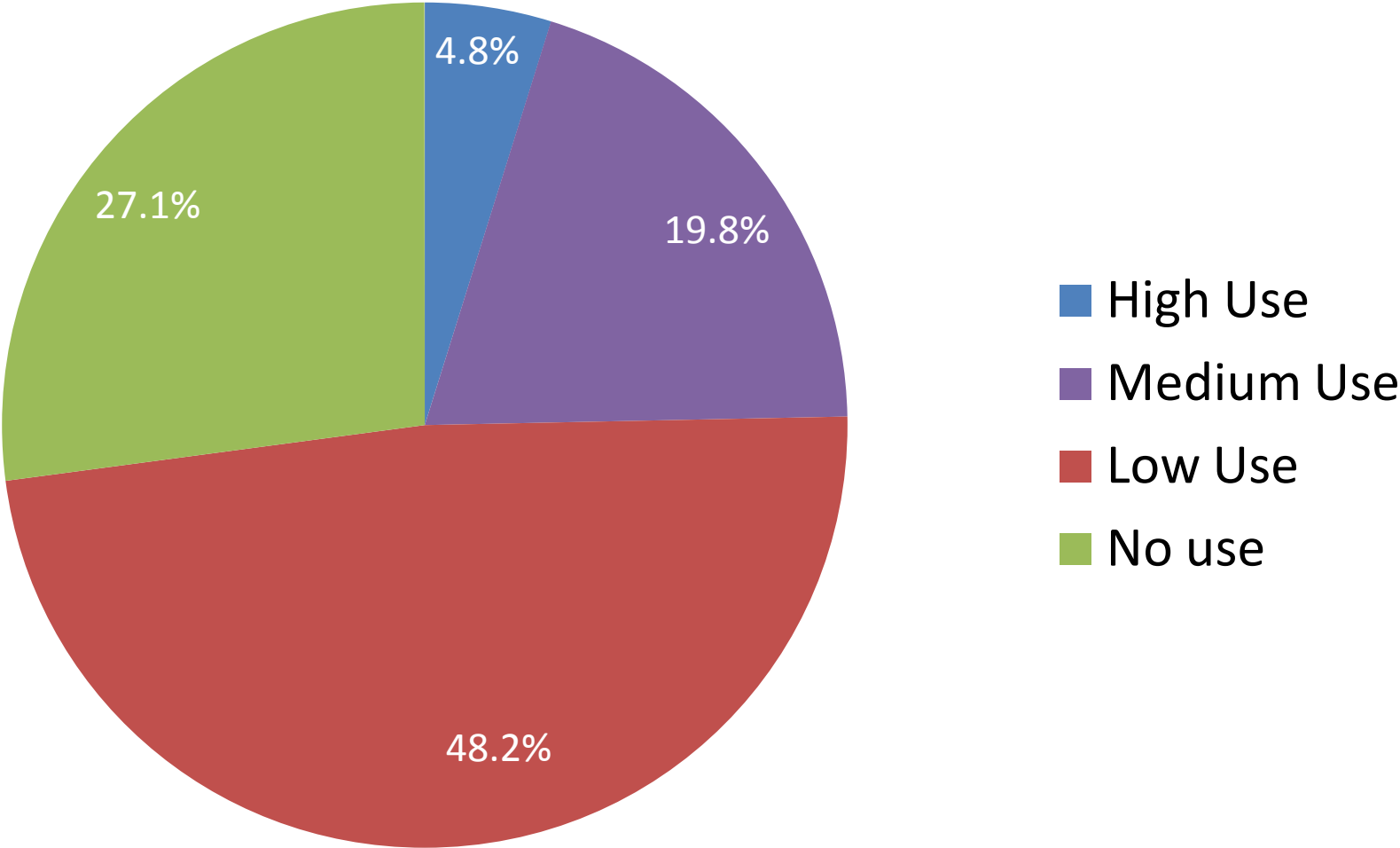
- Technologies:
  - Course management systems (WebCT, Blackboard, Desire2Learn, Sakai, etc.)
  - Student response systems (clickers, wireless learning calculator systems, etc.)
  - Online portfolios
  - Blogs
  - Collaborative editing software (Wikis, Google Docs, etc.)
  - Online student video projects (using YouTube, Google Video, etc.)
  - Video games, simulations, or virtual worlds (Ayiti, EleMental, Second Life, Civilization, etc.)
  - Online survey tools (SurveyMonkey, Zoomerang, etc.)
  - Videoconferencing or Internet phone chat (Skype, TeamSpeak, etc.)
  - Plagiarism detection tools (Turnitin, DOC Cop, etc.)



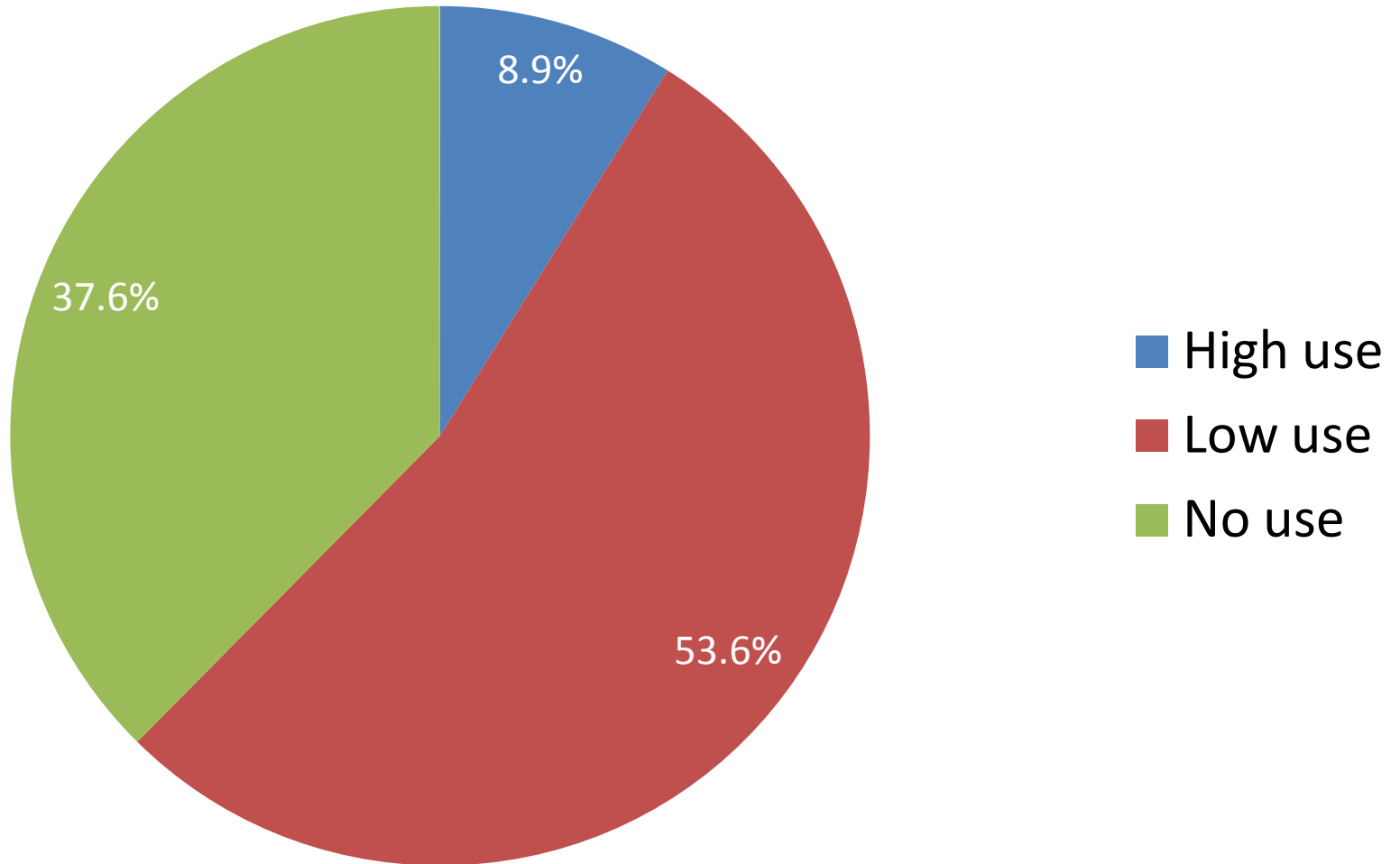
# Results: Means



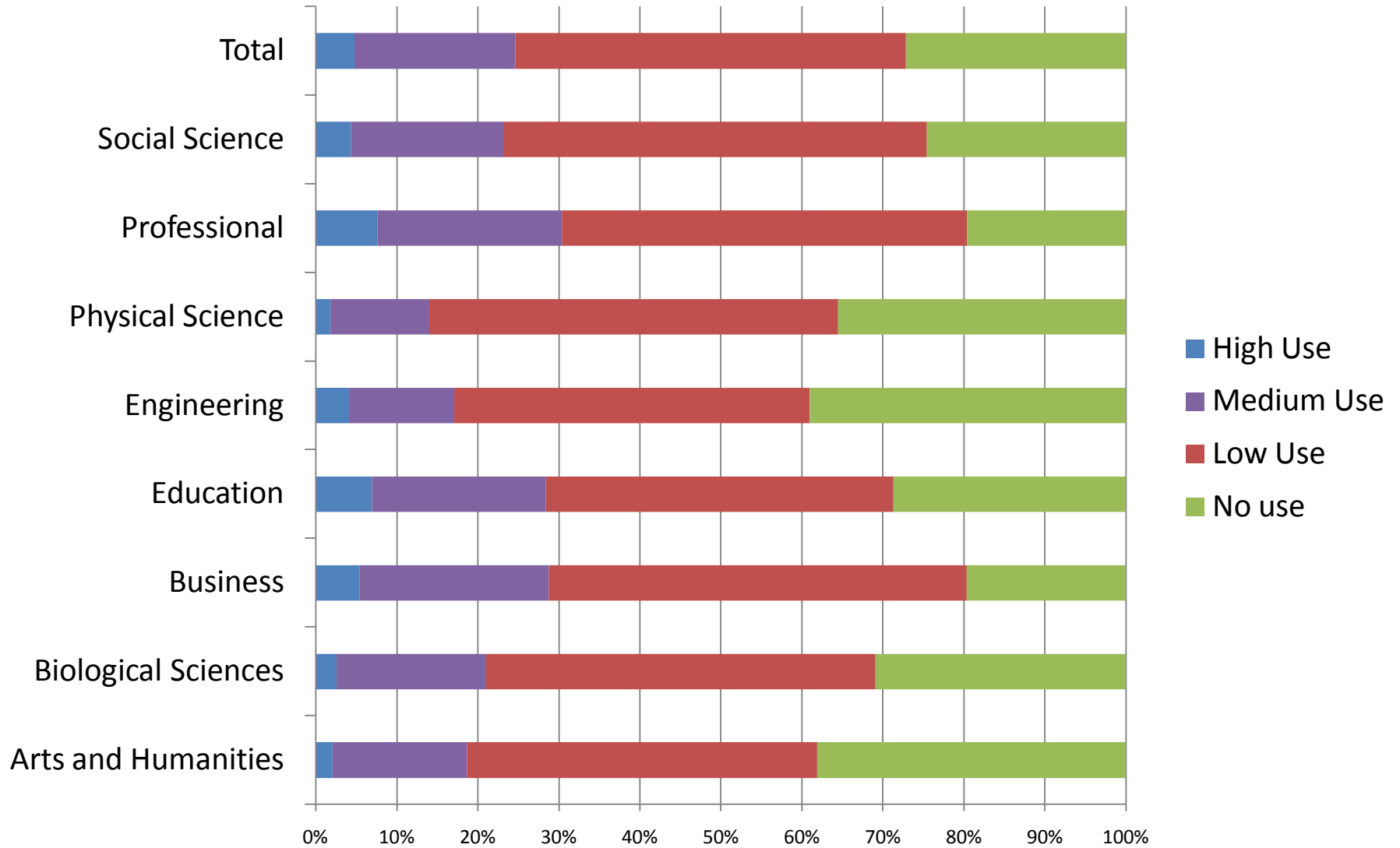
# Results: Student Clusters



# Results: Faculty Clusters



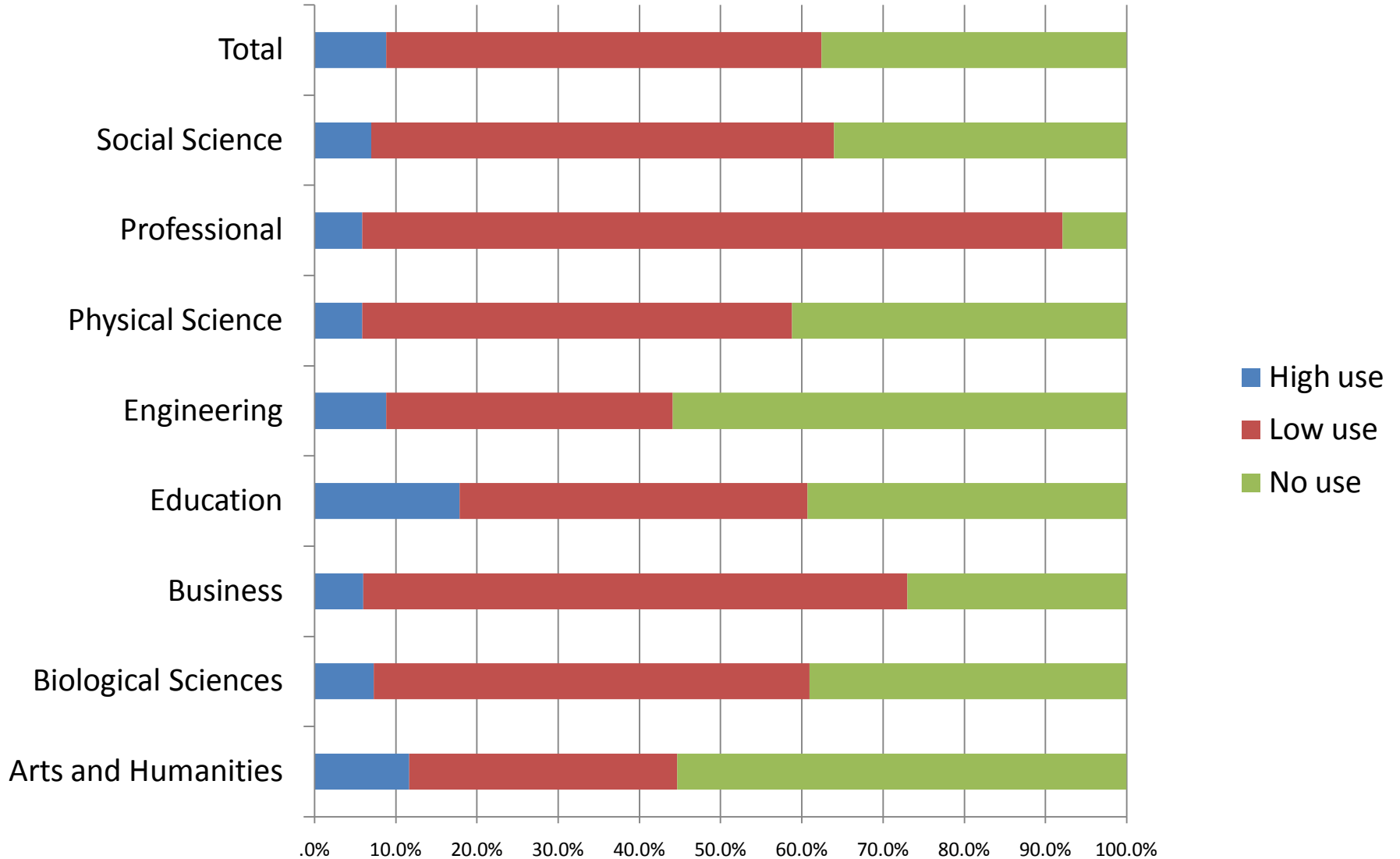
# Results: Student Disciplines



# Results: Student Disciplines

- Consistently “high” users:
  - Professional
  - Business
  - Education
- Notable technologies:
  - Professional students & clickers
  - Education students & e-portfolios

# Results: Faculty Disciplines



# Results: Faculty Disciplines

- Uniformly low use of:
  - Blogs (mean 1.21; std dev .59)
  - Collaborative editing tools (mean 1.22; std dev .61)
  - Games, simulations, and virtual worlds (mean 1.15; std dev .50)
- Notable technologies:
  - Education faculty & e-portfolios

# Results: Student/Faculty Comparison

- More student use than faculty (except plagiarism detection tools)



# Conclusion

- Students report more use of technology
- Faculty use of technology is low
- Disciplines matter

# Questions?

- Kevin R. Guidry

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Paper and slides available on AIR website and NSSE website ([nsse.iub.edu](http://nsse.iub.edu))