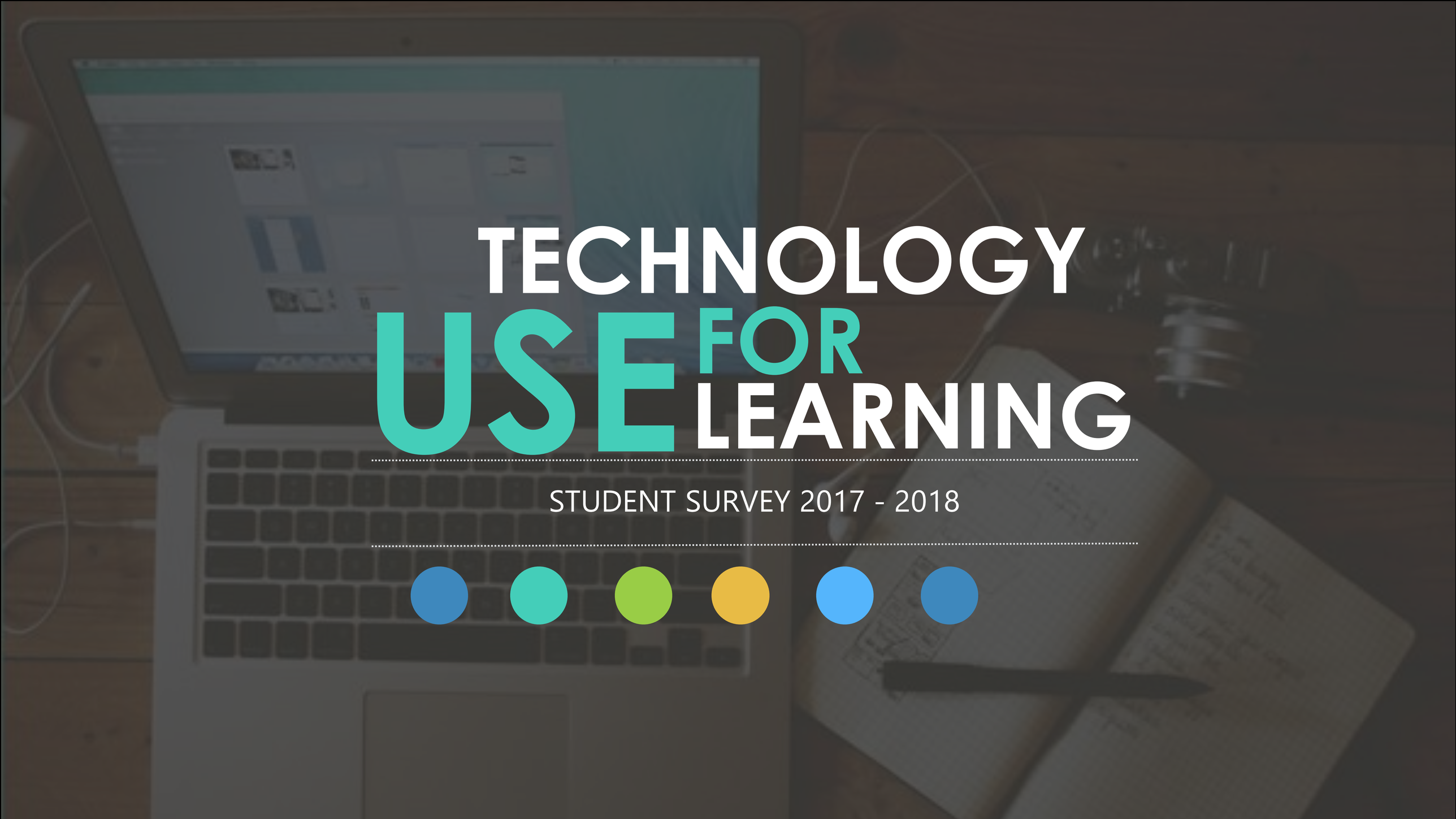


TECHNOLOGY USE FOR LEARNING

STUDENT SURVEY 2017 - 2018

RESEARCH PURPOSE

UNDERSTAND STUDENT USE OF TECHNOLOGY FOR LEARNING

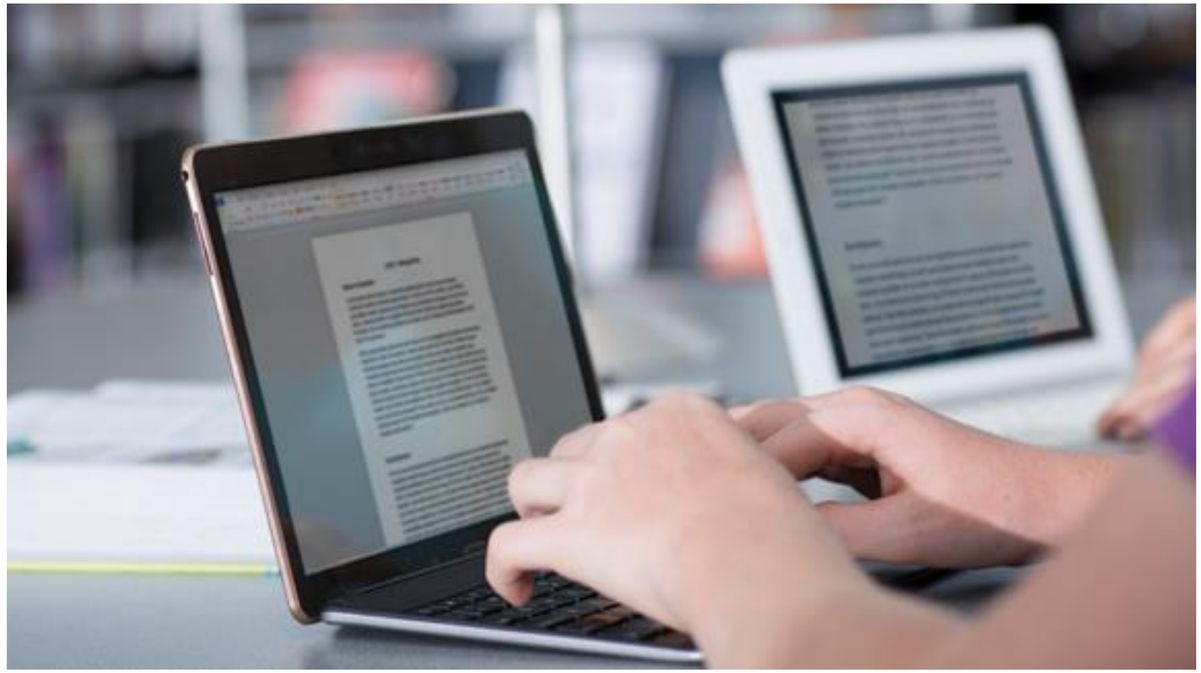
RESEARCH QUESTIONS

STUDENT USE OF TECHNOLOGY

What learning technologies do George Mason University students use most frequently?

What learning technologies do George Mason University students value?

How effective are technologies in supporting learning?



KNOW OUR TEAM

NADA DABBAGH
DIRECTOR AND PROFESSOR OF LEARNING TECHNOLOGIES DESIGN RESEARCH

HELEN FAKE
PHD CANDIDATE AND USER EXPERIENCE DESIGNER AND RESEARCHER

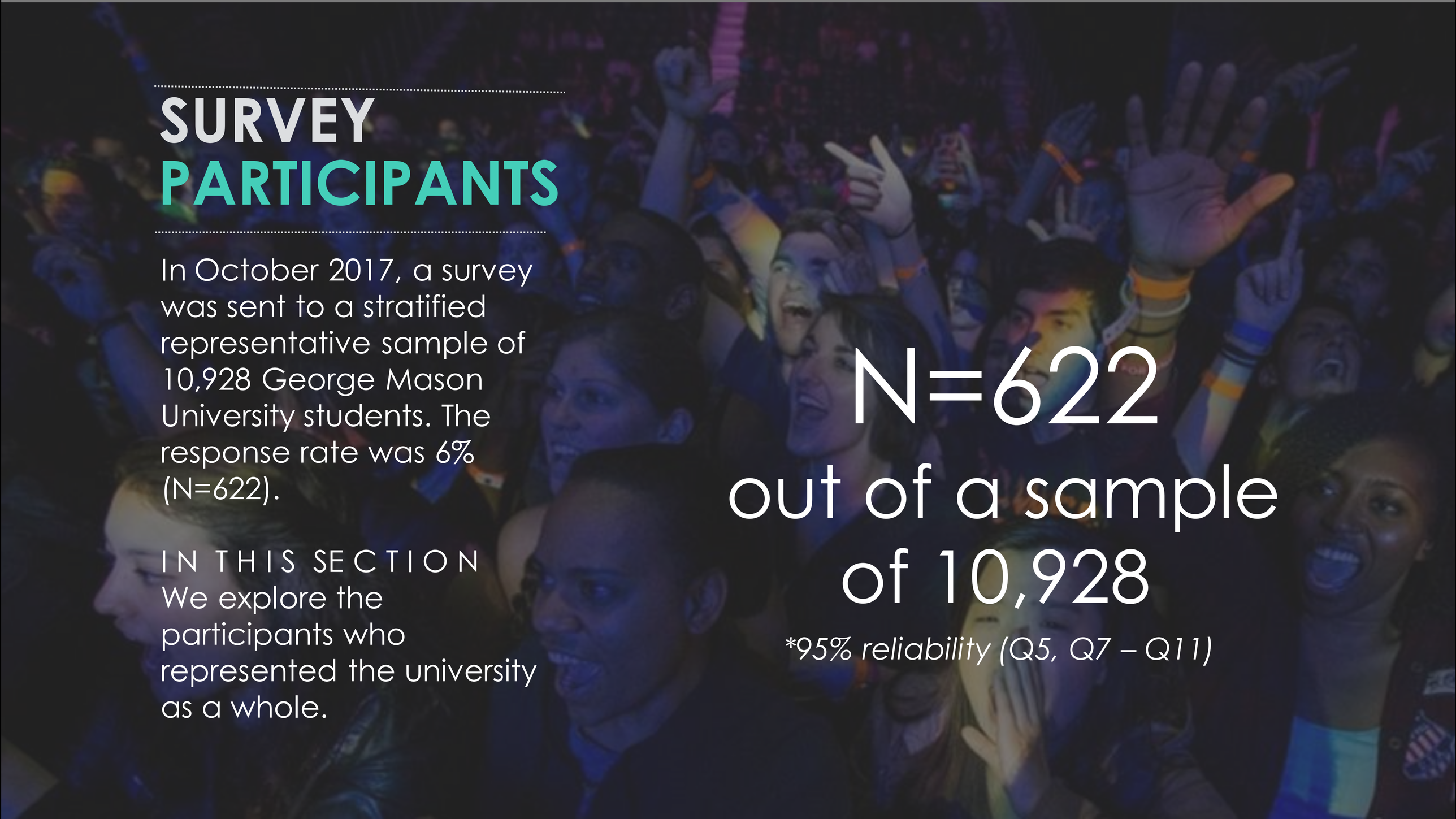
ZHICHENG ZHANG
ASSOCIATE DIRECTOR, OFFICE OF INSTITUTIONAL RESEARCH AND EFFECTIVENESS

THULASI KUMAR
ASSOCIATE PROVOST, OFFICE OF INSTITUTIONAL RESEARCH AND EFFECTIVENESS

SURVEY PARTICIPANTS

In October 2017, a survey was sent to a stratified representative sample of 10,928 George Mason University students. The response rate was 6% (N=622).

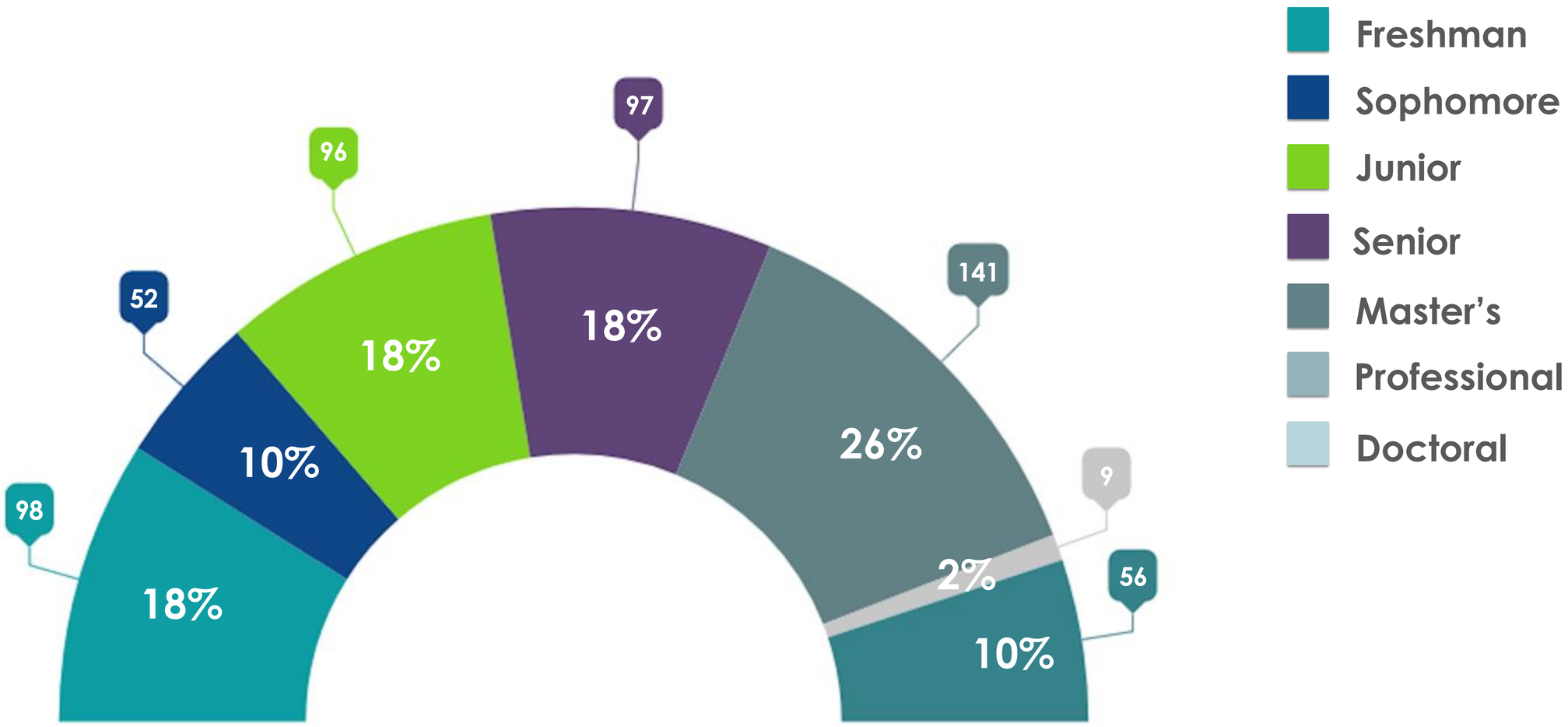
IN THIS SECTION
We explore the participants who represented the university as a whole.



N=622
out of a sample of 10,928

**95% reliability (Q5, Q7 – Q11)*

RESEARCH PARTICIPANTS: ACADEMIC YEAR



TECHNOLOGY USED FOR LEARNING

IN THIS SECTION

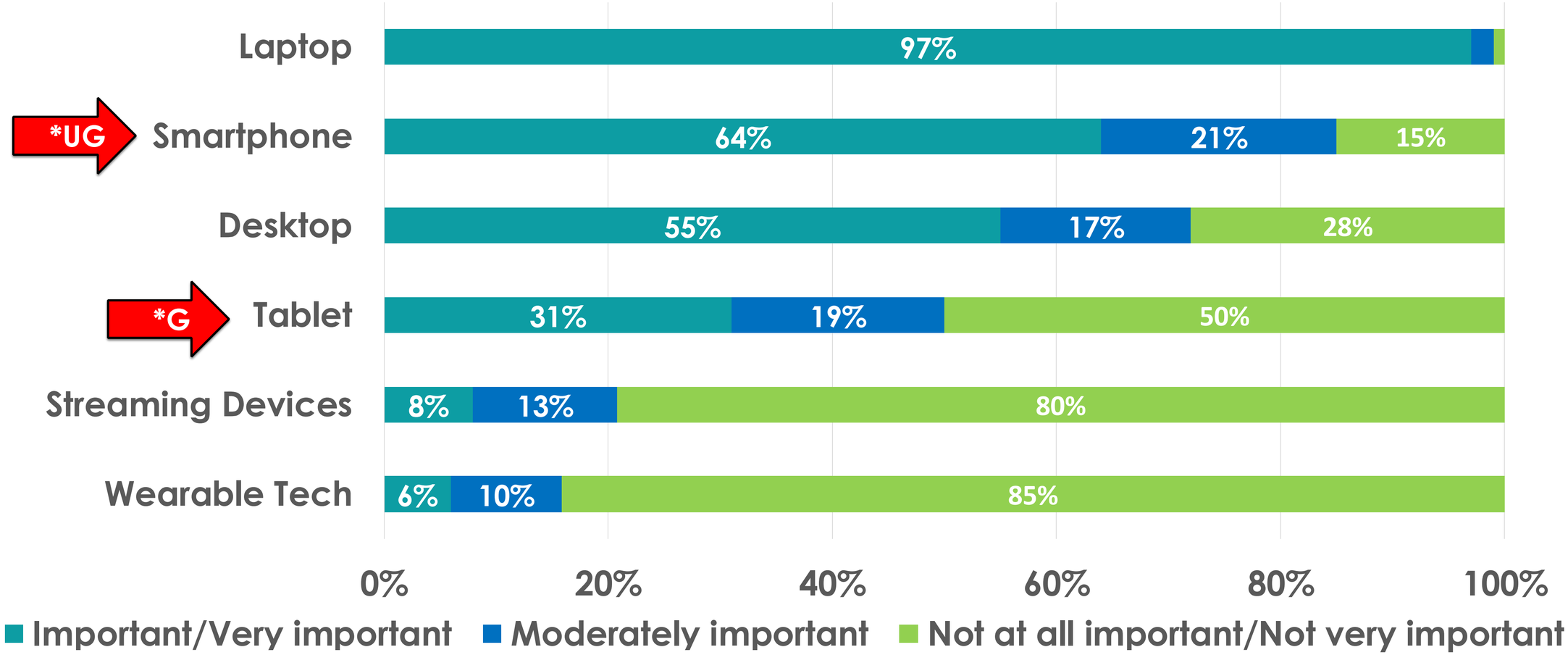
What learning technologies do George Mason University students use most frequently?

What learning technologies do George Mason University students value?

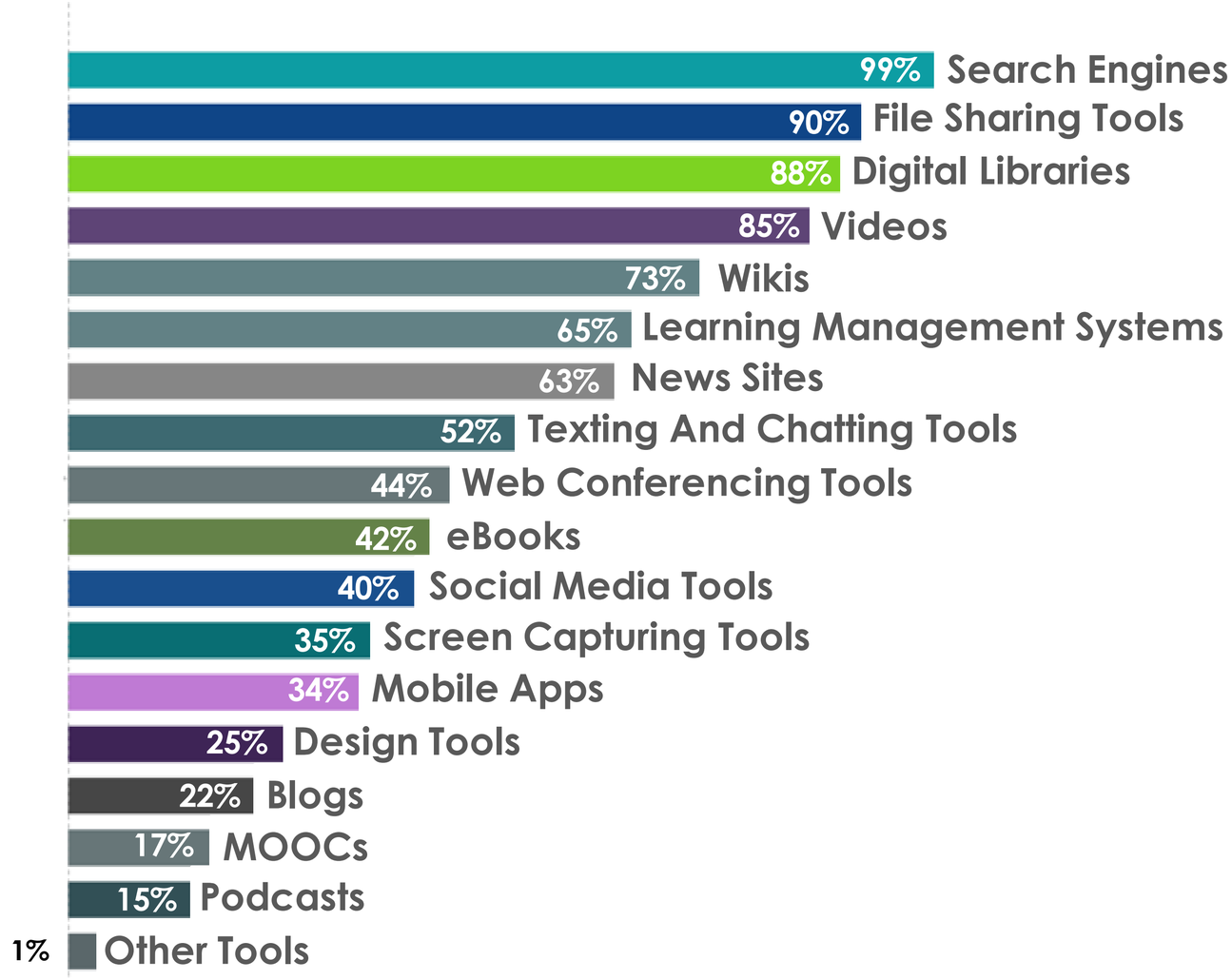
WHAT HARDWARE DO YOU USE TO LEARN?

- 98% | Laptop
- 72% | Smartphone
- 33% | Desktop
- 26% | Tablet
- 13% Other

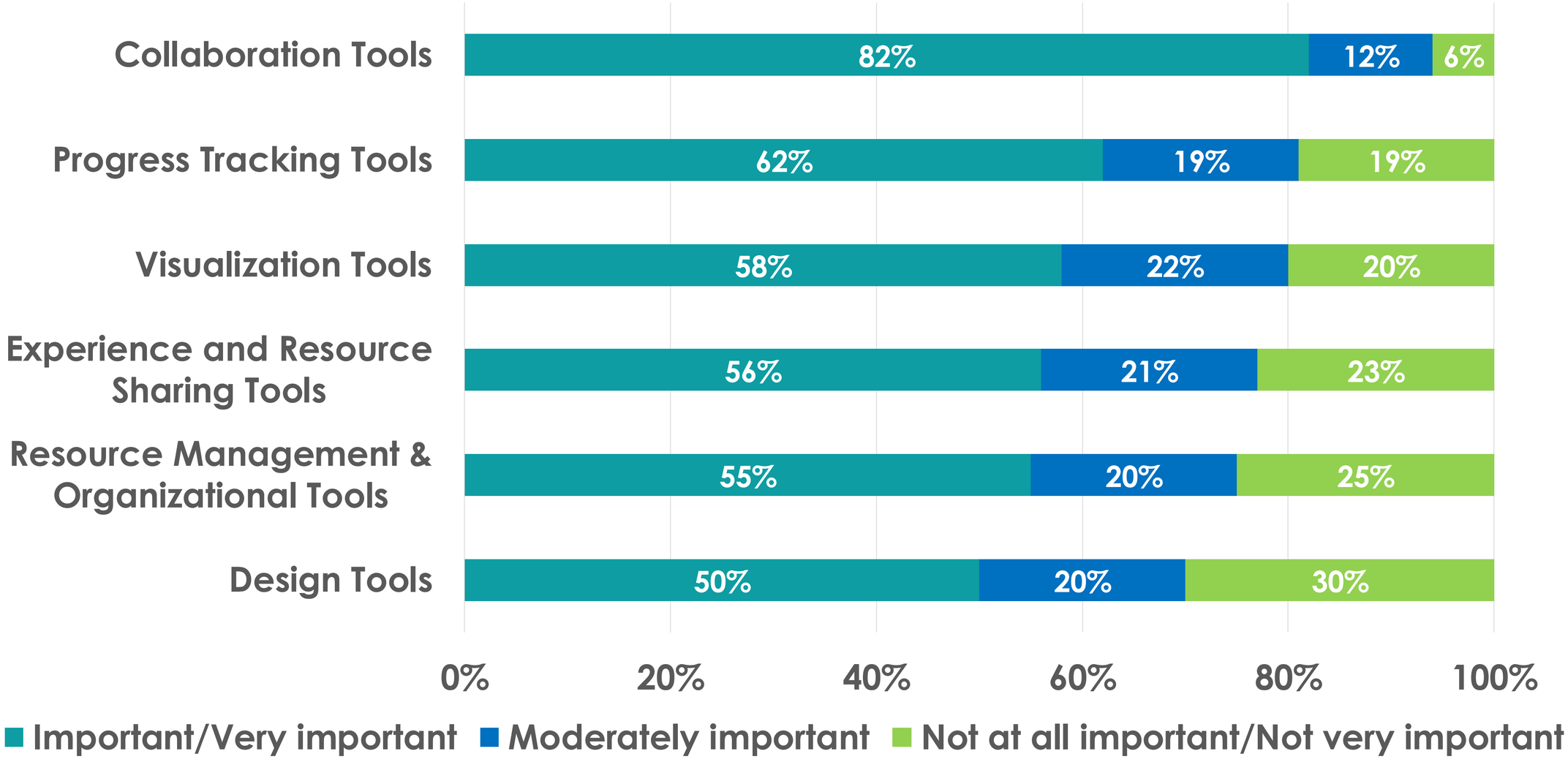
HOW IMPORTANT ARE EACH OF THE FOLLOWING DEVICES FOR YOUR LEARNING?



WHAT SOFTWARE DO YOU USE TO LEARN?



HOW IMPORTANT ARE EACH OF THE FOLLOWING DIGITAL TOOLS FOR LEARNING?



PERCEPTIONS OF TECHNOLOGY EFFECTIVENESS FOR LEARNING

IN THIS SECTION

Previous research indicated that students were interested in technology that facilitated Discussion, Collaboration, and Interaction; Experiential Learning; Personalization; and Organization, Planning, and Resource Management.

TECHNOLOGY USED FOR LEARNING HAS ENABLED ME TO…

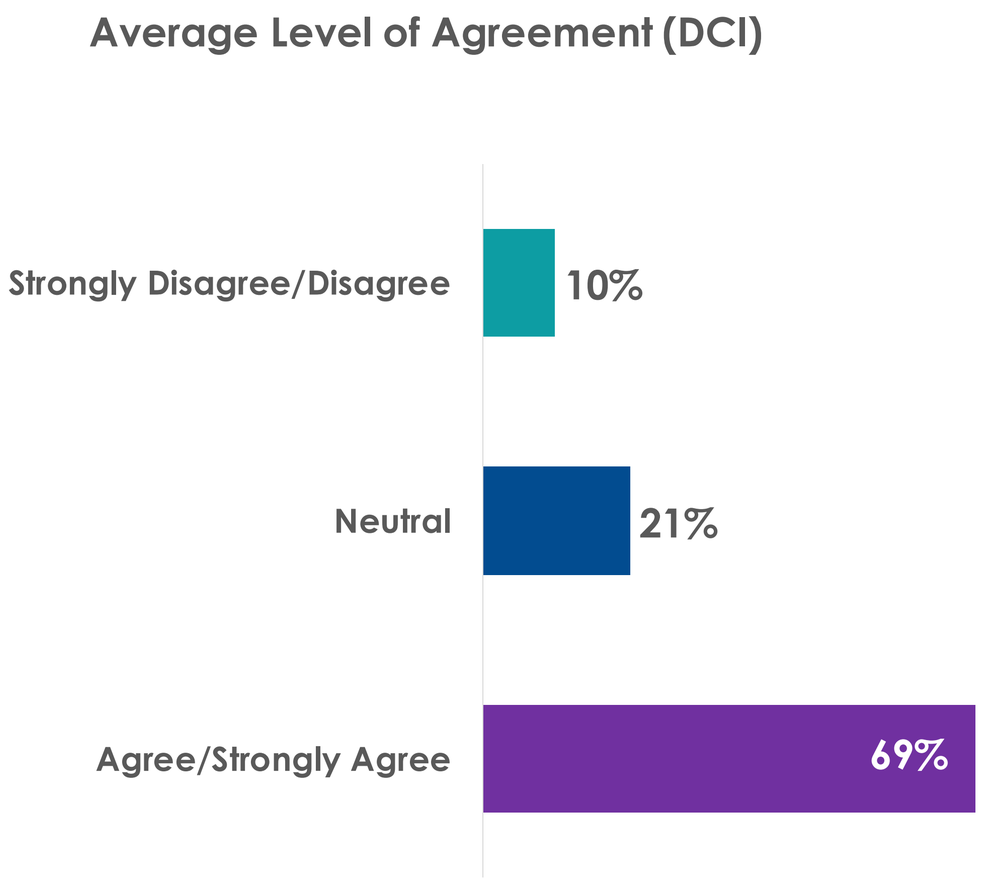
Discussion, Collaboration & Interaction
(DCI - 9 items)

Experiential Learning
(EL - 8 items)

Personalization
(P - 8 items)

Organization, Planning, and Resource Management
(OPRM - 10 items)

RESULTS

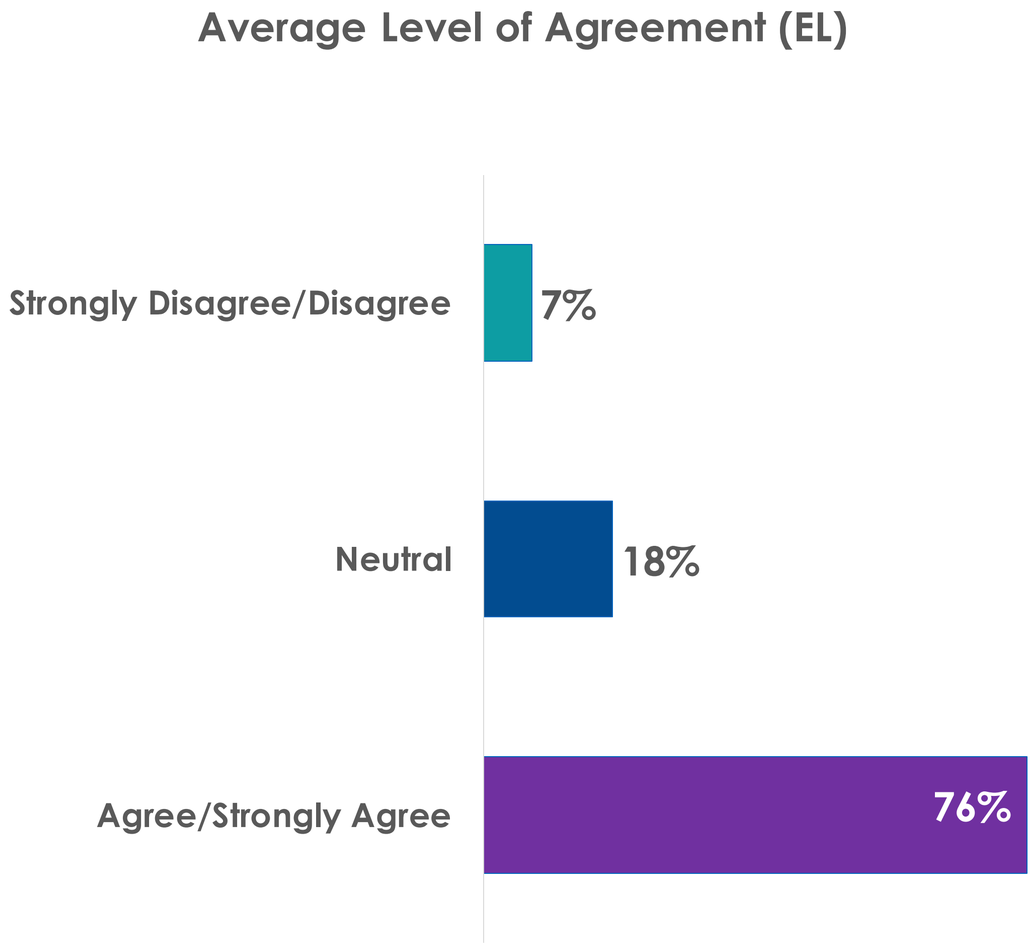


DISCUSSION/COLLABORATION/ INTERACTION

Technology used for my learning has enabled me to…

- Communicate and collaborate on learning tasks (86%)
- Ask others questions associated with my learning
- Receive feedback about my learning performance
- Feel connected to experts
- Discuss my learning with others
- Feel connected to other learners
- Explain my thought process to others
- Meet learners with similar interests* (UG)
- Develop relationships outside of my immediate community (50%)

RESULTS

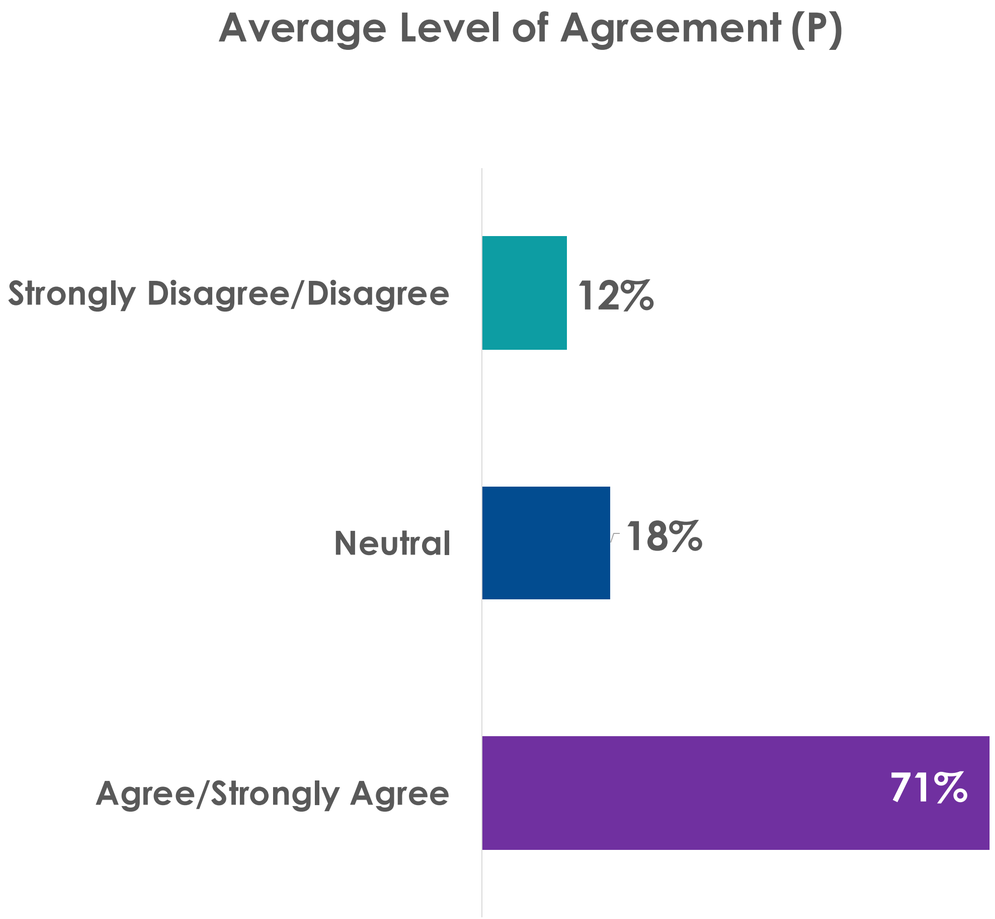


EXPERIENTIAL LEARNING

Technology used for my learning has enabled me to…

- Work with others on a project (88%)
- Build relevant skills that are useful outside the classroom
- Connect formal course materials and real-world experiences
- Reflect on how to improve a project in the future
- Complete tangible projects that could be highlighted in a portfolio or resume
- Assume new roles and try new skills
- Experiment, iterate, and test different solutions to real world problems
- Feel confident about tackling real-world tasks (68%)

RESULTS

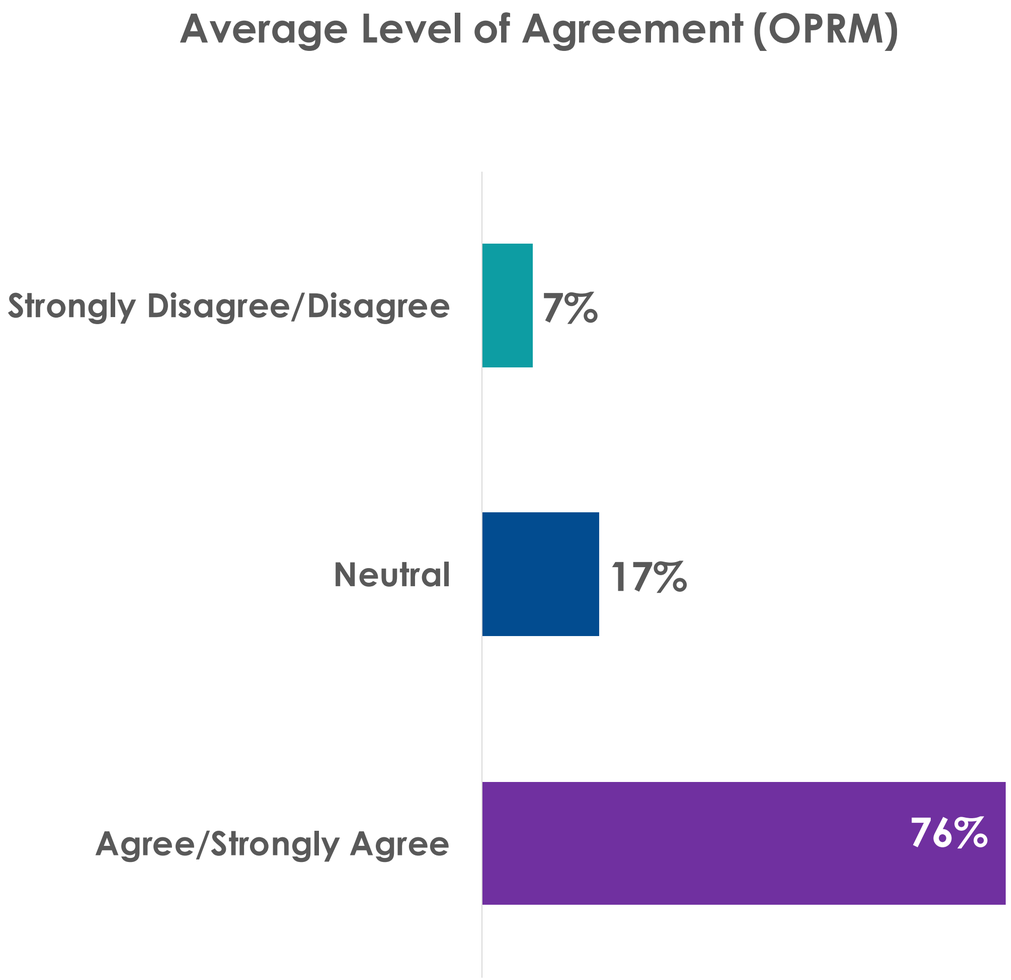


PERSONALIZATION

Technology used for my learning has enabled me to…

- Learn anytime, anywhere (91%)
- Access learning materials that interest me
- Learn at my own pace
- Select how learning materials are presented to me (e.g., video or text)
- Customize the user interface or visual display to suit my learning needs* (UG)
- Access learning materials based on my previous web activity
- Reduce obstacles to learning when compared to a formal setting
- Minimize distractions (31%)* (G)

RESULTS



ORGANIZATIONAL/PLANNING/ RESOURCE MANAGEMENT

Technology used for my learning has enabled me to…

- Document my work and projects (92%)
- Organize my learning resources
- Aggregate all of my information in one place
- Monitor my progress towards achieving a learning goal* (UG)
- Evaluate my learning performance* (UG)
- Prioritize learning tasks
- Determine strategies to help me complete learning tasks* (UG)
- Reflect on my learning performance* (UG)
- Set learning goals for myself
- Manage my time (65%)

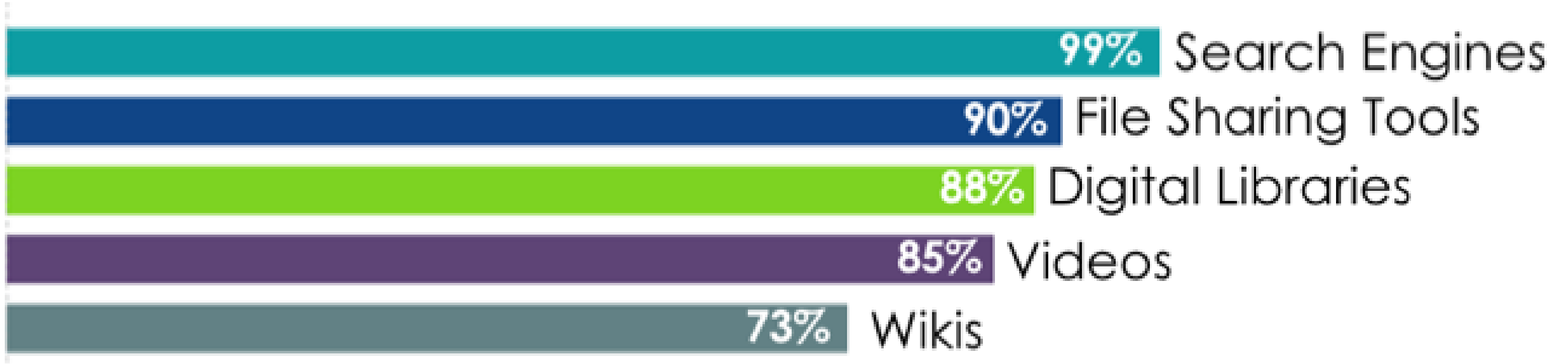
IMPLICATIONS

DESIGNING LEARNING EXPERIENCES

DESIGNING LEARNING EXPERIENCES

- Fewer learners are using desktops suggesting the need for “on the go” resources
- Only 34% of participants reported using mobile apps for their learning
- Based on this feedback, is it better to leverage existing mobile apps for learning instead of developing new ones?

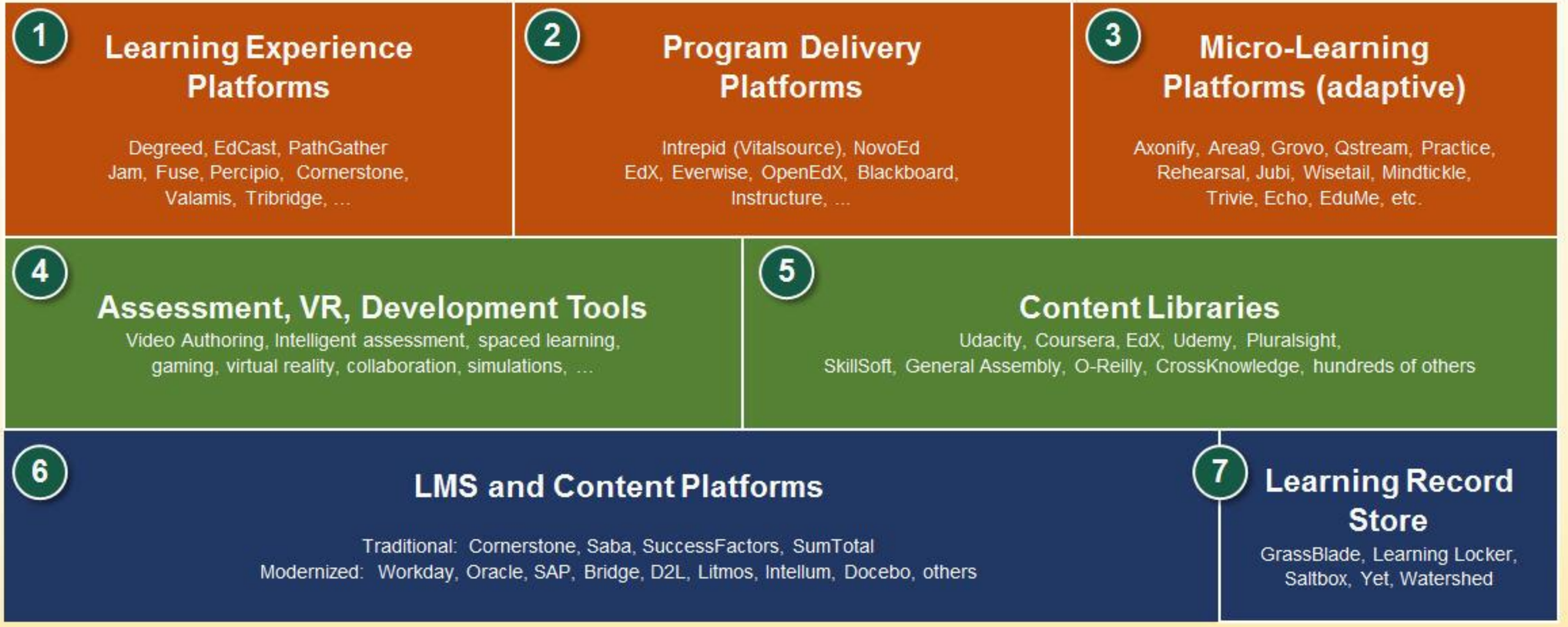
DESIGNING LEARNING EXPERIENCES



The top five types of software used for learning suggest that:

- Learners are taking self-directed approaches to their learning using **information seeking tools**
- Learners may need support analyzing the quality of the sources they find
- ***Should we rethink the LMS? Learning Experience Platforms? Program Experience Platforms?***

New learning tech segments have arrived



Source: Bersin by Deloitte, Deloitte Consulting LLP

DESIGNING LEARNING EXPERIENCES

Collaboration tools were perceived as the most important to learners however, technology's effectiveness in supporting **DCI** was ranked at 69% ("Agree" or "Strongly Agree") suggesting high expectations

Area for future research?

DESIGNING LEARNING EXPERIENCES

Graduate and Undergraduates had different experiences with technology effectiveness.

Undergraduates tended to feel that technology supported them better **in their learning** than graduates.

DESIGNING LEARNING EXPERIENCES

New Learning Landscape:

- **Untethered, on-demand, collaborative, empowered**
- Deliver a more personalized and data-driven learning experience using seamless technologies similar to consumer-like technologies (natural)
- Distributed Learning Platforms

WHAT NEXT?

TECHNOLOGY USE FOR LEARNING

STUDENT SURVEY 2017 - 2018