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# ALIGNING THE STUDENT & FACULTY TECHNOLOGY EXPERIENCE

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**Students and faculty are mostly aligned regarding their use of technology in the classroom, but areas where they disagree offer potential opportunities to improve engagement.**

## TIME FOR CLASS TOOLKIT

## QUESTIONS ADDRESSED

How do students and faculty differ in their perceptions of instructional technology?

What learning environments do students prefer?

In what ways do faculty use technology in the classroom?

What potential opportunities are revealed through technology-related disagreement?



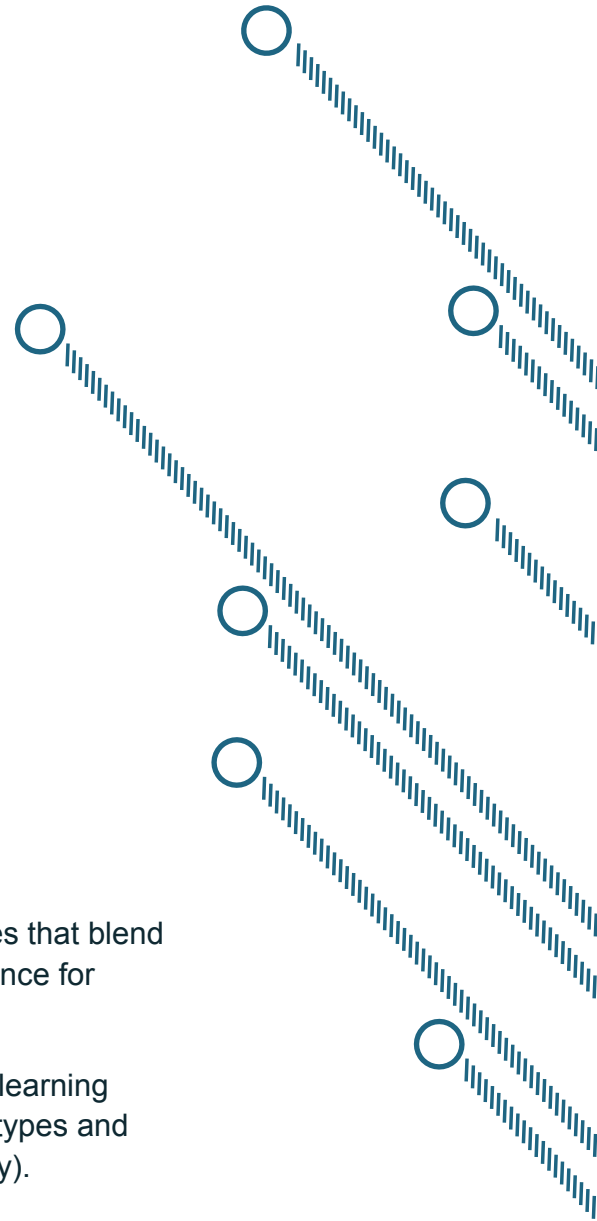
## KEY INSIGHTS

The majority of students prefer blended learning experiences that blend face-to-face and online instruction, but show a clear preference for significant face-to-face time.

The “digital divide” is not evident in student preferences for learning modality. Student preferences are similar across institution types and socio-economic backgrounds (as measured by Pell eligibility).

Faculty report using technology primarily to deliver additional instructional content and to engage students in the learning process.

Students report using technology for social learning and collaboration at much higher rates than faculty say they employ it, which is a potential opportunity for faculty to achieve increased student engagement.



## Students generally have a more positive view of instructional technology than faculty do.

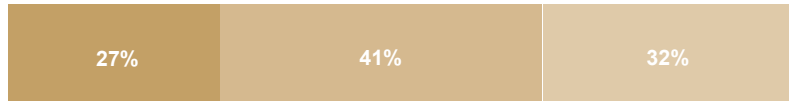
Students are positive about their academic technology experience, but faculty have concerns about the quality of digital learning environments. Improving digital learning environments would be met by a receptive and positive student base (Figure 1).

**Figure 1: Student and Faculty Perception of Campus Digital Learning<sup>1,2</sup>**

**Students:** How would you describe your overall technology experience at your school?



**Faculty:** To what degree is your institution achieving an ideal digital learning environment?



KEY:

- Excellent
- Neutral/Good
- Fair/Poor
- Ideal
- Neutral
- Not Ideal

Faculty n = 1,403 Student n = 54,285



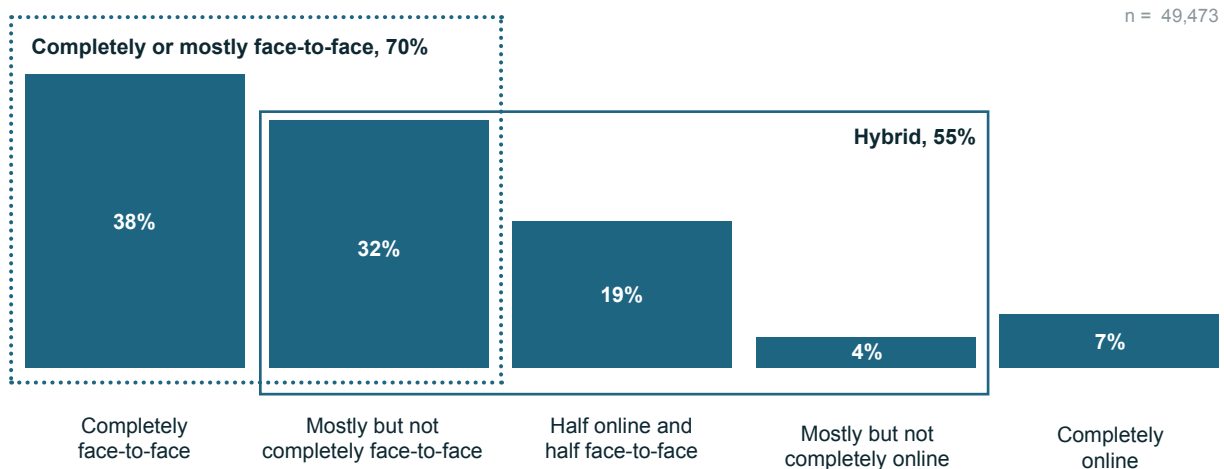
<sup>1</sup>EDUCAUSE's ECAR Study of Undergraduate Students and Information Technology, 2018 collected responses from approximately 50,000 students across the United States. These students represent both public and private institutions as well as two-year and four-year institutions.

<sup>2</sup>Student question: "How would you describe your overall technology experience at your school?" Faculty question: "To what degree is your institution achieving an ideal digital learning environment?"

## The majority of students prefer hybrid learning experiences that blend face-to-face and online instruction, but show a clear preference for significant face-to-face time.

70% of students prefer completely or mostly face-to-face instruction, while 55% of students prefer hybrid learning environments incorporating both face-to-face and digital instruction. Both face-to-face and hybrid learning create opportunities for digital learning technology; the challenge for institutions is to incorporate technology in ways that are meaningful and additive to the course and classroom experience.

**Figure 2: Student Preferences for Learning Environments<sup>3</sup>**



## The “digital divide” is not evident in student preference for learning modality.

There is little to no variation in this student perspective across institution type<sup>4</sup> or by socio-economic background as measured by undergraduate Pell Grant eligibility status.

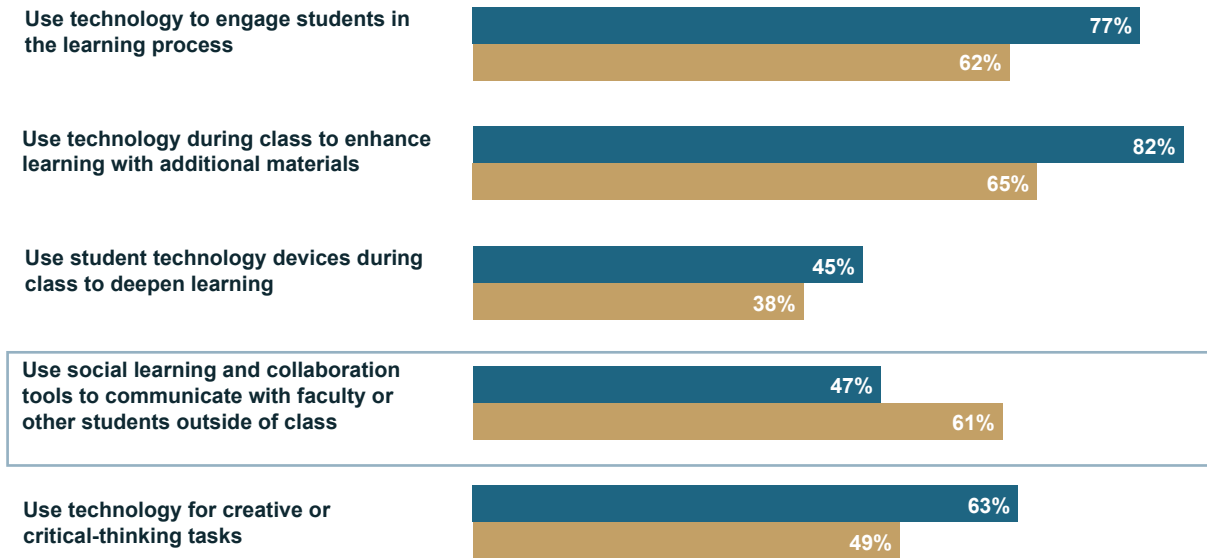
## Faculty and students agree that using technology to enhance and engage in learning is most common but differ on social and collaboration use.

*Time for Class 2019* asked faculty members about instructional technologies they use frequently in the classroom. The *2018 Study of Undergraduate Students and Information Technology* asked students about the ways they are encouraged to use technology in the classroom.

<sup>3</sup>Student question: “In what learning environment do you most prefer to learn?” <sup>4</sup>Types of institutions include two-year, four-year, low-distance (<25% of undergraduates enrolled in some distance education), and high-distance (25%+ of undergraduates enrolled in some distance education).

Nearly two-thirds (63%) of faculty report that they use technology in most courses and an even higher percentage of students (85%) agree that they are typically encouraged to use technology by faculty. Faculty are more likely to say that they use technology within the classroom setting – e.g. “technology to engage students in the learning process” and “technology during class to enhance learning with additional materials.” By comparison, students are more likely to report that they are encouraged to use “social learning and collaboration tools” outside of the classroom setting (Figure 3).

**Figure 3: Ways Technology Is Used in the Classroom<sup>5</sup>**



KEY:

■ Faculty ■ Student

Faculty n = 2,426 Student n = 54,285

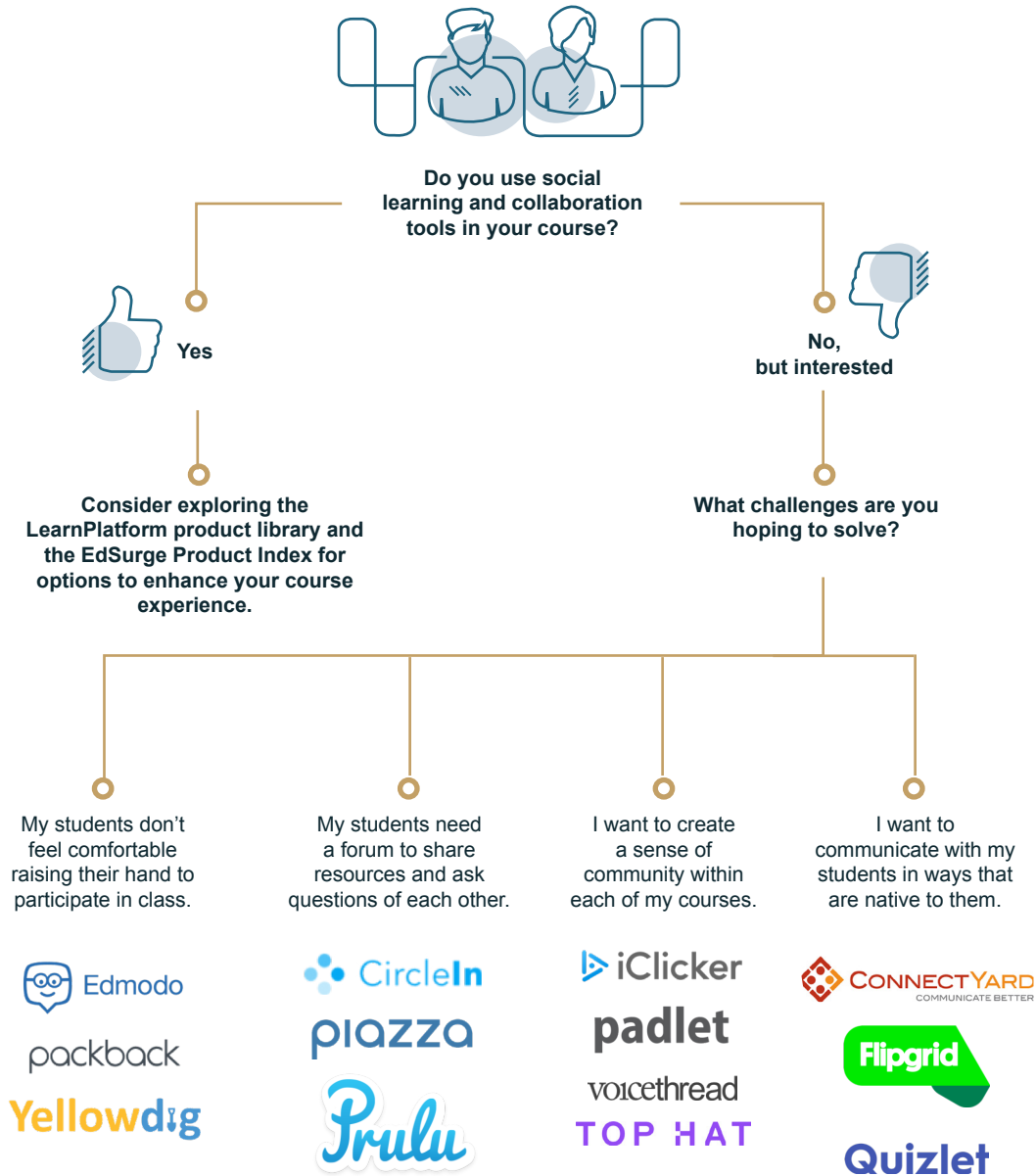


<sup>5</sup>Faculty Question: “Which of the following statements, if any, describe your instructional practice in most courses? Please select all that apply.”  
 Student Question: “Thinking about your college/university experiences within the past 12 months, rate your level of agreement with the following statements: My instructors typically encourage...”

# TOOL FOR ACTION

## Engaging Students through Social Learning and Collaboration

There are many social learning and collaboration tools on the market, and finding the right one can be a challenge. The flowchart below presents some of the options to explore depending on the course needs.



## Engaging Students through Social Learning and Collaboration cont.

<b>Edmodo</b>	Digital platform that enables professors to offer quizzes, polls, and general questions
<b>Packback</b>	"AI-supported" discussion board with automated moderation, feedback, and scoring
<b>Yellowdig</b>	Gamified social discussion board with multimedia capability and nudge features

<b>Circlein</b>	App that enables students to ask questions, video chat, and share notes
<b>Piazza</b>	Wiki-style Q&A platform with file-transfer functionality for frequently asked student questions
<b>Prulu</b>	Management platform for frequently asked student questions

<b>iClicker</b>	Physical devices (or mobile options) for real-time classroom polling and engagement
<b>Padlet</b>	Digital photo, video, and link pinboard with comment functionality
<b>VoiceThread</b>	Media player with built-in interactive discussion space
<b>TopHat</b>	Homework, quizzes, and activities to continue discussion outside of class

<b>ConnectYard</b>	Allows students to receive notifications via their preferred digital platform
<b>Flipgrid</b>	Social video sharing platform with moderation tools
<b>Quizlet</b>	Flashcards and learning games

*The providers above are included for illustrative purposes only. They do not represent an endorsement and are not inclusive of the entire marketplace.*

## ADDITIONAL RESOURCES

For more information, visit [Every Learner Everywhere Resources](#) or the [Tyton Partners Library](#).

## ABOUT

**Time for Class** is a comprehensive longitudinal survey of 4,000+ higher education faculty and administrators, fielded since 2014 by [Tyton Partners](#) and the [Babson Survey Research Group](#) and underwritten by the [Bill & Melinda Gates Foundation](#). Results inform a comprehensive fact base focused particularly on the postsecondary digital courseware landscape, in the service of making this diverse and complex market easier to navigate for institutions and education professionals.

**EDUCAUSE Technology Research in the Academic Community (ETRAC)** manages an annual student survey and biennial faculty survey is administered locally through participating institutions. Institutions use the data to improve IT services, to prioritize strategic contributions of IT to higher education, and to become more technologically competitive among peer institutions.



**Tyton Partners** is the leading provider of investment banking and strategy consulting services to the education sector and leverages its deep transactional and advisory experience to support a range of clients, including companies, foundations, institutions, and investors. For more information, visit [www.tytonpartners.com](http://www.tytonpartners.com).



**The Babson Survey Research Group** is a survey design, implementation, and analysis organization. Founded in 2005, the organization has worked on a number of large surveys including an annual survey of online education that includes all colleges and universities in the United States. For more information, visit [www.onlinelearningsurvey.com](http://www.onlinelearningsurvey.com).



**Every Learner Everywhere** is a network of 12 partner organizations focused on providing a comprehensive, coordinated approach to help colleges and universities take advantage of the rapidly evolving digital learning landscape. For more information, visit [www.everylearnereverywhere.com](http://www.everylearnereverywhere.com).

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We also would like to thank the 4,000+ survey respondents across 1,300+ institutions for their input and their daily work to advance the field's knowledge of digital tools and courseware in higher education.

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*Tyton Partners supports the work of institutions and suppliers in the digital learning market. Any mentions of particular institutions or suppliers in this publication serve to illustrate our observations on the evolution of this market. They do not represent an endorsement in any way. Any errors, omissions, or inconsistencies in this publication are the responsibility of Tyton Partners alone.*

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