2014 ECAR Faculty and Student Comparison
Executive Summary

The ECAR Faculty and Student Survey was administered during spring 2014 to undergraduate students (N=555, 8.8% response rate), graduate students (N=755, 18.3% response rate), and faculty (N=3,137, 13.3% response rate). The following compares faculty and student perceptions and experiences of technology in three areas: Teaching and learning technology resources in the classroom, online learning, and attitudes and dispositions towards technology.

Teaching and Learning Technology Resources in the Classroom

(66%) of students agree they entered college prepared to use technology in courses while (68%) of faculty agree most of their students have adequate technology skills

Students who agree social media use should be separate from academic and social life
13% of students agree social media as a learning tool should be used more by faculty
35% of faculty agree social media as a learning tool will support teaching and learning

Students who agree in-class mobile devices is distracting

Faculty who agree the use of mobile devices in-class may enhance learning
28% of faculty indicate they create assignments that take advantage of mobile technologies

Students who report their smartphone is important to their academic success
66% of students report faculty discouraged or banned using smart phones in class
22% of students wish faculty used smartphones as a learning tool in class more
32% of faculty agree increased skills to use smartphones will support teaching and learning

Students who report their tablet or iPad is important to their academic success
17% of students report faculty discouraged or banned using tablets in class
15% of students did not use their tablet during class (for class-related purposes) at all last year
26% of students wish faculty used tablets more as a learning tool in class
38% of faculty agree increased skills to use tablets will support teaching and learning
Attitudes and dispositions scores are based on a 0 to 10 scale. (0 = low degree of disposition; 10 = high degree of disposition)

Note: Throughout this report “agree” refers to collapsed categories “somewhat agree” and “strongly agree”.

Graduate student attitudes and dispositions data was adjusted from a 7-item to a 10-item scale for comparison.

### Comparison of Faculty and Student Attitudes & Dispositions toward Technology*

<table>
<thead>
<tr>
<th>Burdensome vs. Beneficial</th>
<th>By-the-book vs. Experimenter</th>
<th>Useless vs. Useful</th>
<th>Skeptic vs. Cheerleader</th>
<th>Never Connected vs. Always Connected</th>
<th>Technophobe vs. Technophile</th>
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</thead>
<tbody>
<tr>
<td><strong>Faculty</strong></td>
<td><strong>Undergrad</strong></td>
<td><strong>Grad</strong></td>
<td><strong>Faculty</strong></td>
<td><strong>Undergrad</strong></td>
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