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# Results From the Student and Faculty Technology Surveys

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**Classroom Technology Options Survey Results**  
 Debbie Ginsberg, Educational Technology Librarian  
 November 18, 2010

From October 27, 2010, through November 5, 2010, the law students were invited to participate in a survey about the future of classroom technology at the law school. Altogether, 294 students responded to the survey. From November 3, 2010, through November 12, 2010, law faculty were invited to participate in a survey about the future of classroom technology at the law school. In all, 67 faculty participated in the survey.

**Ranking Technologies**

Each survey listed a number of possible technologies which the law school might use for legal education. Faculty and students were asked to state whether they Strongly agreed, Agreed, Disagreed, Strongly disagreed, or were Unsure about the technologies. Faculty were told to ignore questions asking about technologies they did not care about. Students were not given this specific instruction but likely did not respond to technologies they did not care about, either. We averaged the scores of the responses and we came up with a list of the technologies the faculty and students were most and least interested in having at the law school

**Faculty Responses, Rated by Interest**

<b>Top 5 Technologies (Highest to Lowest Interest)</b>	<b>Bottom 5 Technologies (Highest to Lowest Interest)</b>
Have enough room for my notes, laptop, and teaching materials	DVD/VCR combo
Use as few wires as possible	Wireless handheld mikes
Computer in the classroom	Cameras to record the students
Ensure everyone can easily read the projector screen	VCR
Connectors for laptops (to instantly hook up a laptop without A/V assistance)	Wireless over-the-ear mikes

**Student and Faculty Responses Compared, Ranked in Order of Student Interest**

In the table below, the raw scores from the data provided by the faculty and students were translated into whether they indicated a high, medium, or low interest in a particular technology or if the score showed the faculty or students were generally against a particular technology .

<b>Student Question</b>	<b>Faculty Question</b>	<b>Student Interest</b>	<b>Faculty Interest</b>
Clearly hear the instructor and other students throughout the classroom	Better hear everyone in the classroom	High	Medium

<b>Student Question</b>	<b>Faculty Question</b>	<b>Student Interest</b>	<b>Faculty Interest</b>
Download to a computer what is written or drawn on the whiteboards	Enable students to download to a computer what is written, drawn, (and, if possible, projected) on the whiteboard	High	Medium
Watch or listen to recordings of lectures online after class	Share online audio or video recordings of classes with students	High	Low
Use online sign-up sheets to schedule meetings with faculty	Have students sign up for meetings with faculty online	Medium	Low
Mark up Word or PDF documents on the instructor's tablet and display them on the projector screen	Mark up Word or PDF documents on a tablet while displaying them on the projector screen	Medium	Medium
Easily start a DVD or presentation with a touchscreen media controller	Start a DVD with a touchscreen or push-button media controller	Medium	Medium
Compare two websites or documents from the instructor's computer on two projector screens at the same time	Compare two websites or documents on two projector screens at the same time	Medium	Low
Read casebooks and other textbooks on a computer, e-reader, or mobile device	Offer casebooks and other textbooks on a computer, e-reader, or mobile device	Medium	Medium
Mark up print-outs of documents or show other physical objects on the projector screen with a classroom document camera	Mark up print-outs of documents or show other physical objects on the projector screen with a classroom document camera	Medium	Medium
Watch guest lectures using video conferencing	Bring in guest lecturers using video conferencing	Medium	Low
Attend online office hours outside of the traditional workday	Offer online office hours	Medium	Low
Hear student responses in class audio or video recordings	Microphones for students (either desk-mounted or ceiling-mounted)	Medium	Low
Discuss class concepts, readings, and assignments in online discussion forums	Encourage students to discuss class concepts, readings, and assignments in online discussion forums	Low	Low
Participate in live class lectures while off campus	Occasionally allow students who cannot come to campus to participate in class lectures by watching live classes online	Low	Low

<b>Student Question</b>	<b>Faculty Question</b>	<b>Student Interest</b>	<b>Faculty Interest</b>
Answer polls or other quick questions from the instructor using a laptop, cell phone, or clicker device	Have students instantly respond to polls or quick questions	Low	Low
Take some law school courses mostly or entirely online	Teach at least one law school course all or mostly online	Against	Against

### **Distance Education**

Faculty were asked about distance education technologies. The faculty ranked the listed technologies in the order shown below. All three received low rankings.

<b>Faculty were asked if they would be willing to (ranked in order of willingness):</b>
Occasionally teach class remotely when I cannot come to campus
Occasionally allow students who cannot come to campus to participate in class lectures by watching live classes online
Teach at least one law school course all or mostly online

### **Podiums**

Faculty were asked which podium types best suited their needs. The table below orders the podium types by preference. Faculty who attended the November 3 presentation were more likely to have preferred the adjustable height podium.

<b>Podium options (most preferred to least)</b>
Media podium (houses equipment such as computers and DVD players)
Adjustable height podium (uses push buttons to raise or lower the podium)
Separate podiums for media and teaching (would provide more room for teaching)
Podium for teaching and a wall cabinet for classroom technology (would provide more room for teaching but accessing and servicing the media equipment would be more difficult)

### **Media Controller Options**

Faculty were asked about controls they would like to see in a separate question. The table below orders the technologies by faculty preference. The differences between faculty who attended the November 3 presentation on classroom technology and those who did not were not great, except that those who attended were more likely to be against using a wall-mounted controller.

<b>Controller options (Most important to least)</b>
Turn on the projector
Turn on the computer
Adjust volume of classroom speakers
Temporarily turn off the projector
Be accessible from the podium
Switch to a laptop or other device
Turn on DVD or other media player
Adjust lights
Adjust window shades
Be accessible on the wall