In 2002, we added another 2,700 instructional laptops and printers to every residence-hall computer system. The new total was 4,150 computers in 43 buildings, serving 7,500 students.

Several years ago at Ohio University, we introduced a computer and printer in every residence-hall room without increasing rates. By the summer of 2000, we had installed 2,200 computers in the first-year residence halls. The response was promising. Students were pleased to have a computer available and were also happy with the software provided (Microsoft Office). They felt their academic needs were accommodated, and some were proud that they had learned something new—how to develop a Web page or how to use PowerPoint—by themselves. E-mail correspondence between students and faculty members was already quite common, and many students indicated that their instructors made class notes and articles available online. Students in biology and English reported having fewer problems with late papers and group projects. Some students indicated that their assignments were available only in Web-based format. Computer science and engineering students reported using their residence-hall computers to access departmental resources such as servers, print sharing, and specialized software.

And students were already beginning to use the Internet for research, were familiar with the popular search engines, and were also accessing university library resources to do online searches. By the end of the second year of the project, we had conducted another assessment of the eight focus groups. These groups comprised ninety-seven participants—upper-class students from a variety of majors and both women and men. Students still noted making a great deal of personal use of the computers, but they reported more varied and sophisticated academic use of the system. They cited more communication with faculty and classmates, more classes with online discussion boards and e-mail lists, and more online help sessions. Upper-class students reported an increase in class-oriented computer use from first-year to fourth-year students. They noted greater use from fall to winter and during the academic term versus the summer break. Students noted greater use from fall to winter and during the academic term versus the summer break. Students noted more communication with faculty and classmates, more classes with online discussion boards and e-mail lists, and more online help sessions. Upper-class students reported an increase in class-oriented computer use from first-year to fourth-year students. They noted greater use from fall to winter and during the academic term versus the summer break. Students noted greater use from fall to winter and during the academic term versus the summer break.

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