What would motivate faculty to integrate more or better technology into their teaching?

Clear indication or evidence that students would benefit

Release time to design/redesign courses

37% 34%

ONLINE LEARNING ATTITUDES

EDUCAUSE RESEARCH SNAPSHOT

U.S. states

110

institutions in U.S. states

35,760

students from

11,141
 faculty members

Tens of thousands of respondents participated in the EDUCAUSE student and faculty studies to shape the higher education IT community’s understanding of higher education technology use in 2017.

ONLINE LEARNING ATTITUDES

Experience with online courses

Students took, on average, 3.7 courses with at least some online components last year, and faculty taught an average of 3.2 sections.

Despite the fact that faculty prefer teaching in a hybrid environment, they remain skeptical of online learning. Nearly half do not agree online learning is effective.

Students and faculty differ in their opinions about the effectiveness of learning environments.

In 2017, our annual student technology survey coincides with our biennial faculty technology survey, giving us the opportunity to directly compare the technology attitudes, experiences, and preferences of these two groups. Although there is considerable overlap in student and faculty opinions about technology, the differences highlighted here reflect their respective roles and present the actionable opportunities for IT leaders.

Students and faculty have positive technology experiences on their campuses. Nearly 8 in 10 students and 7 in 10 faculty members say their overall campus technology experience is positive.

START STRATEGIC CONVERSATIONS WITH STUDENT AND FACULTY DATA

Colleges and universities use the EDUCAUSE Technology Research in the Academic Community (ETRAC) data to develop and support their strategic plans for educational technology. With ETRAC data, institutions can understand and benchmark what students and faculty need and expect from technology. Institutions can use ETRAC data to improve IT services, prioritize strategic investments in technology, and become more technologically competitive among peers. There is no cost to participate and campuses will have access to all research publications, the aggregate-level summary/benchmarking report, and the institution’s raw (anonymous) response data. Learn more at http://www.educause.edu/etrac.