

Technology

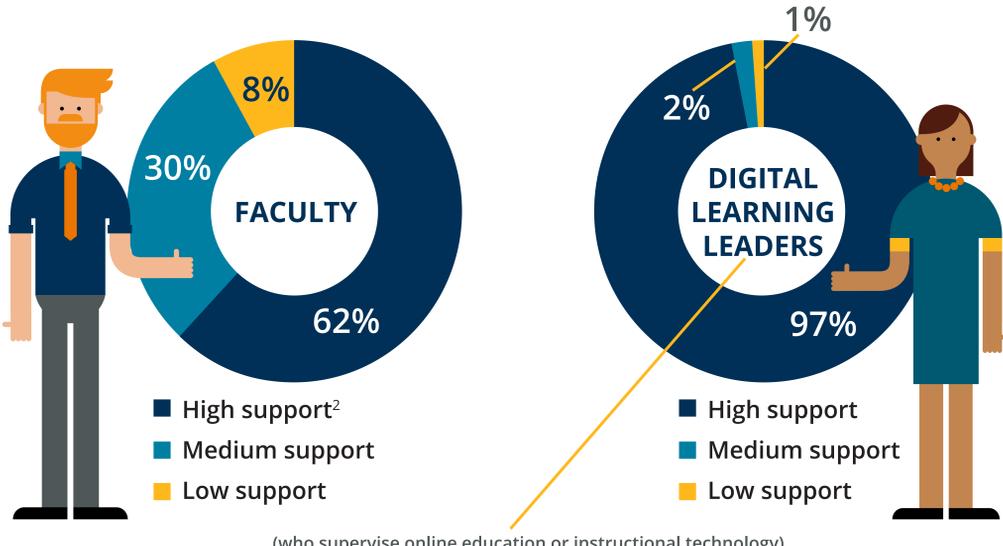
Use more, use it better

Faculty, digital learning leaders, and students agree

Two recent surveys¹ show strong support for the thoughtful use of more technology in higher education. Faculty and institutions are seeking innovative and rigorous ways to answer growing student demands for digital learning. This solid consensus creates valuable opportunities to help students learn in new ways, improving outcomes and accessibility.



STRONG SUPPORT FOR MORE ED TECH



PLENTY OF TECH EARLY ADOPTERS ON CAMPUS



35%
of faculty



71%
of digital learning leaders

(but only 11% of faculty say their institution rewards early adopters)



TOP 2 reasons they support more ed tech

Like to experiment with new teaching methods/tools (Faculty 68%, Leaders 80%)

They've succeeded with ed tech before (Faculty 66%, Leaders 85%)

1/3 of FACULTY now use digital courseware



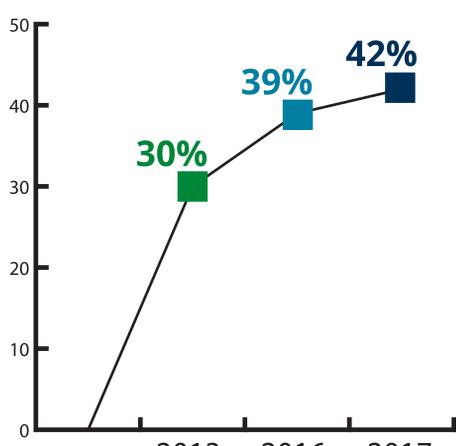
Of those who do:

70% say their courseware offers adaptive or personalized learning

62% helped select it

83% rely primarily on colleague recommendations

MORE FACULTY ARE TEACHING ONLINE



More faculty are shaping blended courses, too:

36% have taught a blended or hybrid course³

Of these:

9 in 10 helped design it

82% converted a face-to-face course

ONLINE/BLENDED IS MAKING THEM BETTER TEACHERS

Faculty who've taught online say it's helping them improve as instructors:

77% say they're thinking more critically about engaging students

73% are making better use of multimedia

70% are making better use of a Learning Management System

48% have gained comfort with techniques like active or project-based learning



“Empirical evidence strongly suggests that blended learning conditions... produce significant gains in student learning.”

—EDUCAUSE

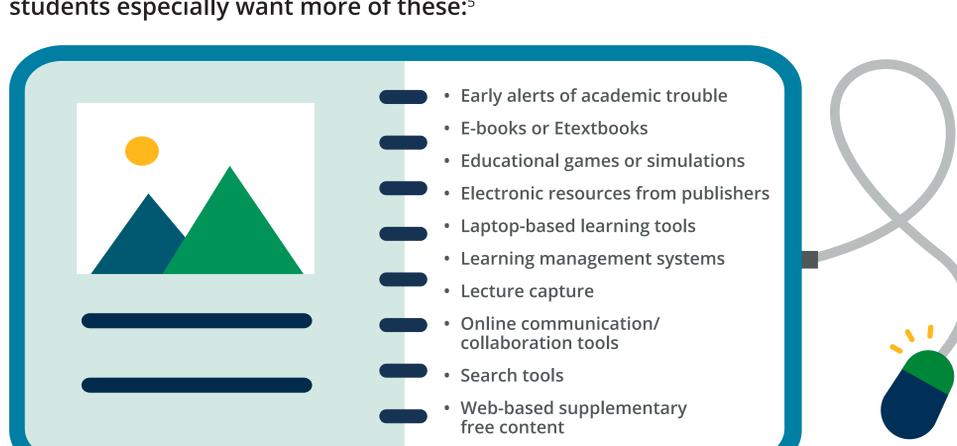
STUDENTS WANT MORE TECH, TOO

79% of students prefer courses that integrate online components for “some, half, or most” of content — a percentage that's grown four straight years



BUT NOT ALL TECH IS EQUAL...

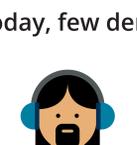
Among today's most widely available classroom technologies, students especially want more of these:⁵



Greater use of digital resources can improve access and reduce cost, in an era where over 9 in 10 faculty say textbooks cost too much

STUDENTS ARE SELF-SUFFICIENT “DIY” TECH USERS

Today, few demand faculty “tech support” ...



63% figure out solutions on their own



62% search Google, YouTube, and other online resources



51% ask friends



Only **1 in 4** ask college help desks or instructors

this is digital learning

Connect, extend, and expand the learning experience with interactive content and tools that meet learners where they are.



Explore the research and discover your opportunities at pearson.com/technology-on-campus

¹ Report on faculty and digital learning leaders' attitudes: Jaschik, Scott, and Doug Lederman (Eds.), *The 2017 Inside Higher Ed Survey of Faculty Attitudes on Technology*. Research report. Washington, DC: Inside Higher Ed and Gallup, December 2017. Report on students' attitudes: Brooks, D. Christopher, and Jeffrey Pomerantz. *ECAR Study of Undergraduate Students and Information Technology, 2017*. Research report. Louisville, CO: ECAR, October 2017.

² High support = “5” or “4” on a 5-point scale of “comfort” with more use of ed tech. Low support = “1” or “2”.

³ Defined as a course “combining in-person meetings and online course content.”

⁴ Barbara Means, Yukie Toyama, Robert Murphy, Marianne Bakia, and Karla Jones. *Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies*. Washington, D.C.: U.S. Department of Education, Office of Planning, Evaluation, and Policy Development, 2010; and Barbara Means, Yukie Toyama, Robert Murphy, and Marianne Bakia. “The Effectiveness of Online and Blended Learning: A Meta-Analysis of the Empirical Literature.” *Teachers College Record* 115 (New York: Teachers College, Columbia University, 2013); cited in Brooks, D. Christopher, and Jeffrey Pomerantz. *ECAR Study of Undergraduate Students and Information Technology, 2017*. Research report. Louisville, CO: ECAR, October 2017.

⁵ Brooks, D. Christopher, and Jeffrey Pomerantz. *ECAR Study of Undergraduate Students and Information Technology, 2017*. Research report. Louisville, CO: ECAR, October 2017.