



Findings from the USQ Student's' Experiences and Expectations of Technologies Survey 2012



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<http://www.usq.edu.au/sciences/psychology/core>

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Executive Summary

The Students' Experiences and Expectations of Technology Survey (SEETS) was designed to provide USQ with an understanding of how its students are currently using the technologies they have access to in support of their learning and how they might like (intend) to use them in the future. It also investigated the differences between their use of technologies for academic purposes compared to their use in everyday life.

This survey was originally used by three universities in Sydney in 2010; Macquarie, UTS and UWS (Gosper, Malfroy, McKenzie & Rankine 2011), and was broadly based on both the ECAR Survey, originally developed by EDUCAUSE (ECAR, 2008) and the Great Expectations of IT Survey (JISC, 2008) from the United Kingdom. Since its original use in 2010 some of the terminology was updated to reflect the use of more recent popular online tools and trends. To help determine which tools should be included in the survey reference was made to the work of The Horizon Project, a project of the New Media Consortium (<http://www.nmc.org/horizon>). This project regularly highlights the technologies likely to impact on teaching and learning in universities for the foreseeable future. However, it was also recognized that not all students, and in this case USQ students, have access to, or use the latest technologies (Kennedy, et al., 2008), it was therefore important to ensure the survey also covered the use of more traditional technologies (email, SMS, mobile phones), together with the more recent cloud based technologies.

The survey contained 127 questions, covering students' access and use of technologies in:

- everyday Life,
- for learning as part of their Course requirements,
- communicating with staff and other students,
- using the Learning Management System (Moodle/USQStudyDesk),
- accessing services and support for learning,
- on-campus related questions only, and
- for administrative purposes.

In addition there were four open-ended response questions included to provide qualitative data around the Student experience with these technologies.

There were twenty-five (25) different technologies covered by the survey, along with the USQStudyDesk. These included: instant messaging, text message (SMS), email, collaborative/conferencing technologies (e.g. Skype, Wimba, FaceTime), mobile phones for voice calls, mobile phones with internet access, social networking sites (e.g. Facebook, Google +, Twitter), virtual worlds (e.g. Second life, OpenSim, Active Worlds), blogs, wikis, online multi-user computer games (e.g. World of Warcraft, Everquest), podcasts/webcasts (e.g. YouTube), social bookmarking/tagging (e.g. del.icio.us, Diigo), software used to create audio/video materials (e.g. Audacity, GarageBand, iMovie), presentation software (e.g. PowerPoint, KeyNote), data analysis software (e.g. spreadsheets and databases), Google docs, e-portfolios, GPS tagging (e.g. Flickr, Picasa, Instagram), library search engines, internet search engines (e.g. Google, Yahoo), RSS feeds, interactive whiteboards, web development software (e.g. Dreamweaver, Front Page), and tablet computers (e.g. iPad or Android pads).

The survey was administered in Semester 1 2012 and was open to all USQ students. It was delivered online through the Community and Organisational Research Unit, USQ Department of Psychology. Invitations were extended through the Uconnect Portal and via three direct emails to students coming from the Students and Communities Division. The survey received 1181 valid responses. All respondents were offered the opportunity to participate in a series of follow-up focus groups to be run later in Semester 2.

Thirty-four (34) students participated in a series of focus groups run at the end of Semester 2 2012 using the Blackboard Collaborate, virtual classroom, linked to a USQStudyDesk site/course established specifically for the focus groups. Participants in these groups answered a series of question that had been developed after the survey data had initially been analysed. These questions were designed to provide further insight to the main themes arising from this analysis.

Summary of recommendations

The following recommendations are contained within the full report aligned with their supporting discussions.

Recommendation 1.1: USQ should endeavour to provide its course environments and materials in a consistent style and format. This is due to the fact that some 40% of its students are working full-time as well as studying; making them time poor. The data indicates (also supported by the qualitative data) that the use of technology to allow for flexibility and consistency in the way that students access their courses and associated materials is vital. This makes the process of study less time consuming for students.

Recommendation 2.1: USQ can now consider Student access to the Internet almost ubiquitous. This means that learning experiences should not be limited to text-based resources. This level of access now opens the door for more interactive style of learning, particularly for those studying at a distance. Therefore a concentrated effort should be made to design materials for the online environment.

Recommendation 2.2: USQ should celebrate the extent to which its students are happy with the way USQ uses technology to support their learning.

Recommendation 2.3: Email is by far the preferred communication tool, from the students perspective. Therefore, a consistent approach to email communication to students should be adopted by the whole University community, not just by pockets, such as the Students and Communities Division (who demonstrate good practice).

Recommendation 3.1: That USQ investigate the notion of allowing more collaborate technologies into the classroom, allowing students studying at a distance to participate more fulsomely in class activities. This web-conferencing software is currently available at USQ, but is currently not widely used by staff.

Recommendation 3.2: That the recording of lectures and tutorials become a matter of course, not an optional extra for staff. Preferably, that quality productions of course-based pod/vod casts be provided to students. Either way, and more importantly, that a consistent approach to this be adopted across all USQ (all campuses).

Recommendation 3.3: That the building of ePortfolio-based activities be prioritised in the design of USQ Courses. This design should include a very clear focus on building evidence towards a students' future employment. In developing this methodology the notion of the personalised learning environment (PLE) for students should be strongly promoted.

Recommendation 3.4: That USQ consider the options of using more cloud-based tools, such as Google Docs and associated tools, as legitimate supplementary learning spaces for students (not for the housing of core content).

Recommendation 4.1: That USQ, for the sake of consistency, preference the *USQStudyDesk* as a communication channel with students for Course based activities, along with their current strategy of using email. This is opposed to putting too much effort into tools the students are not really interested in engaging with (Twitter, Facebook, etc.). If these other tools are to be used then there should be a much clearer focus on what types of communication are being pushed through these mediums and limit these to more social communications.

Recommendation 5.1: That lecture capture for all undergraduate courses be strongly encouraged.

Recommendation 5.2: That there be a greater use of summative quizzes used in undergraduate courses to help students self test themselves against the content.

Recommendation 5.3: That providing students with the opportunity to collaborate online, within a Course, should be strongly encouraged among teaching staff.

Recommendation 7.1: That a consistent approach to communications with students be adopted, both for administrative and learning and teaching purposes. This strategy should strongly preference the use of email and the *USQStudyDesk*.

Recommendation 7.2: The USQ develop a mobile app specifically for administrative and communication purposes, aligned with the activity of the *StudyDesk* and administrative communications

Recommendation 8.1: That a consistent approach be adopted in relation to Student communications and to the *StudyDesk*, along with the provision of resources, such as lecture recordings.

Full report on findings

The following report provides a summary of the analysis for each of the questions contained within the survey. There is also a thematic analysis of the qualitative data gained from open-ended questions contained in the survey and lastly there is a summary of the main finding from the additional focus groups.

Not all survey questions are analysed against each of the demographic, only those deemed relevant by the researchers, however if further details are required these data may be available upon request.

Respondents

1181 students responded to the survey run in Semester 1 2012, the vast majority of which also provided answers to the open ended questions contained at the end of the survey

34 students participated in the online focus groups held in Semester 2 2012

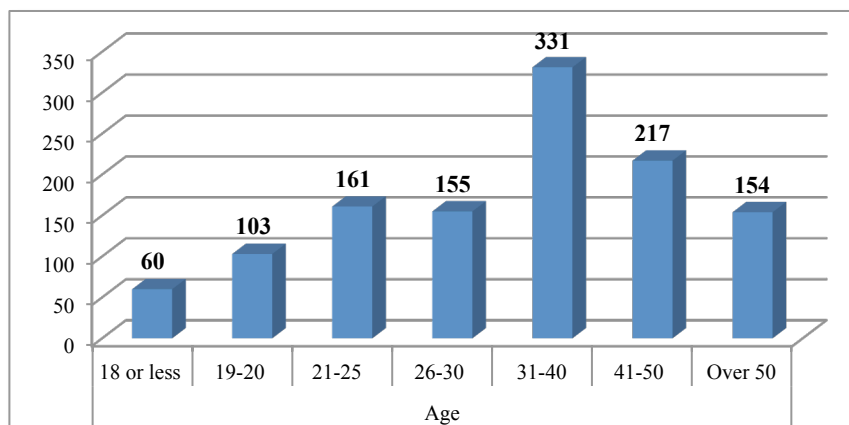
Section 1 – Demographics

Introduction

The demographics contained in the survey cover the key variables of age, gender, general study location (local, international), enrolment type, status and load, discipline, years of study, and financial, or otherwise support categories.

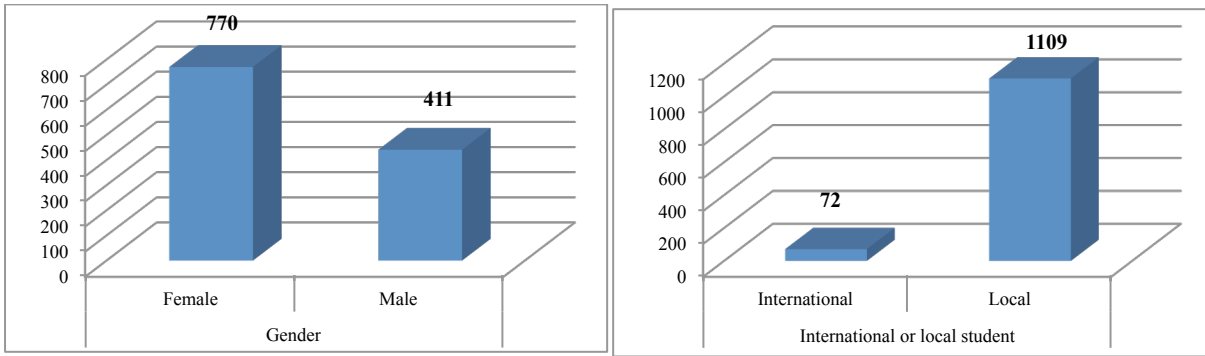
The groupings within age have been further simplified to provide data in two main age groups, under 25 and then 25 and over. Traditionally, students 25 and over have been considered mature age students, while those under 25 are considered to be in the Y-generation. The main demographics of age, gender and enrolment type have, in many cases, been used as the main variables used for cross-tabulation of the data within the main groups of questions.

Age groupings



The largest proportions of participants were in the 31-40 (28.0%) and 41-50 (18.4%) age groups. The smallest group were students 18 years or less (5.1%). students in the two main clusters of those 25 and under were 27.4% and those over 25, 72.6%. Within the over 25 year age group females made up the largest category at 45.6%, followed by males over 25 at 26.9%. Females 25 and under (19.6%) and males 25 and under (7.9%) made up the smaller groups.

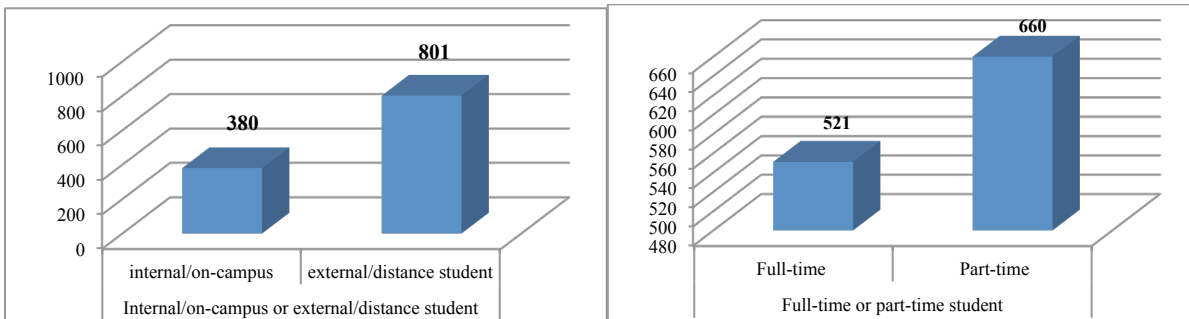
Gender and international or local



The majority of respondents in this study were female (65.2%) with 34.8% being male. This is broadly consistent with the overall USQ demographic.

Most respondents were local (in Australia) students (93.9%), with only 6.1% being International students.

Enrolment type

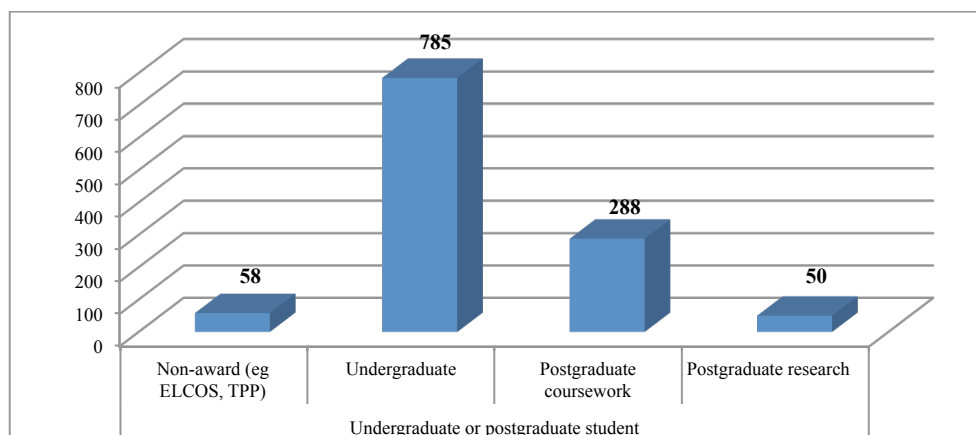


Consistent with the general demographics of USQ students, 67.8% of respondents were external/distance students with 32.2% being internal/on-campus. The larger proportion of these studied part-time (55.9%), while 44.1% studied full-time. See also Table 1 below for further details:

Table 1.

Student Status	25 & under	Over 25
External/distance	11.4%	56.4%
Internal/on-campus	16.0%	16.2%
Part-time	6.6%	49.3%
Full-time	20.8%	23.3%

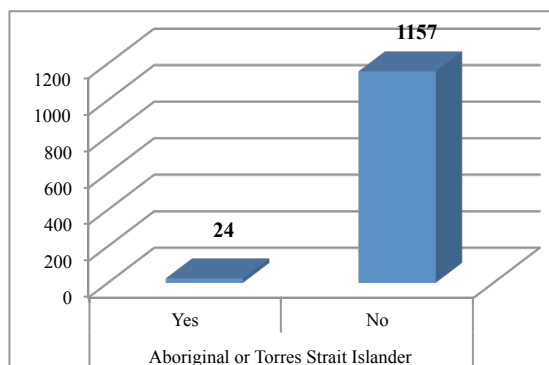
Undergraduate or postgraduate



The largest percentage group of respondents were undergraduate students (66.5%), with the smallest group being postgraduate research students (4.2%). Consistent with the large proportion of mature age students the majority of these undergraduate and non-award students were over 25 (46.2%) with only 25.1% being 25 and under. Not surprisingly the majority of postgraduate students were over 25 (26.3%), with only a small group of postgraduate students aged 25 and under (2.3%).

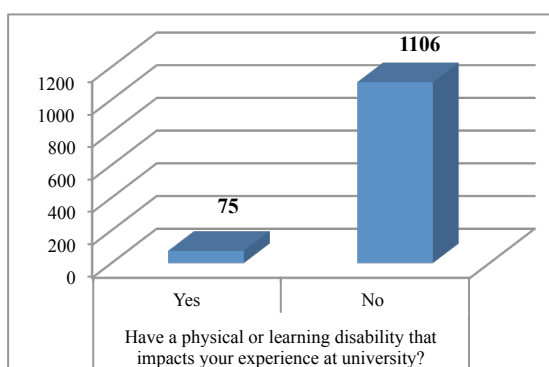
Aboriginal or Torres Strait Islander

Only 2.0% of respondents identified themselves as Aboriginal or Torres Strait Islander. These figures stand alone and no further analysis has been done against these groupings.



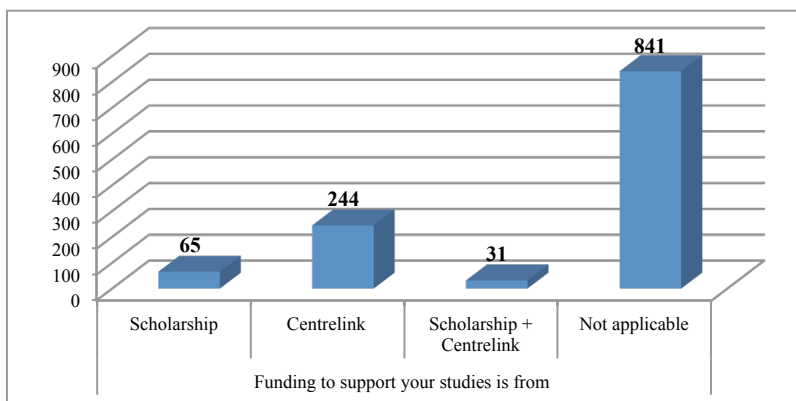
Physical or learning disability that impacts their university experience

A small percentage of respondents (6.4%) reported having a physical or learning disability that impacted on their experience at university. Again, no further analysis has been done against these groupings.



Funding accessed to support their studies

The largest group of respondents (71.2%) currently receive no formal financial support to assist their studies. Of those respondents who reported receiving funding (340), 71.8% received Centerlink benefits, 19.1% received a scholarship, and 9.1% received both Centerlink benefits and a scholarship.



Years of study

The largest group of respondents (40.3%) indicated they were in their first year of study at USQ, with the next largest group being students in their fourth or further year of study (23.1%). See Table 2 below for further details against the two main age groups:

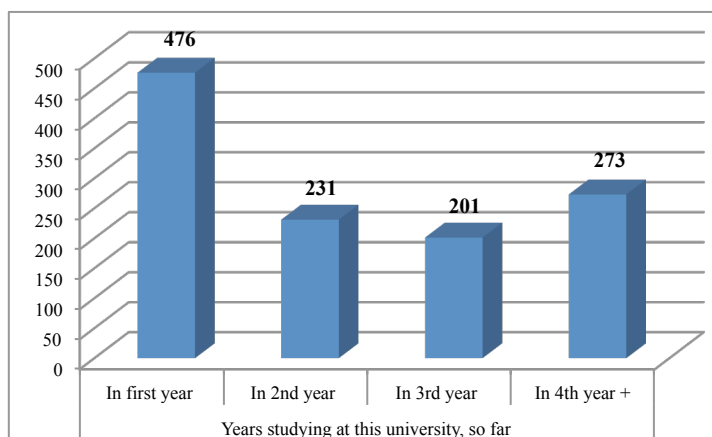
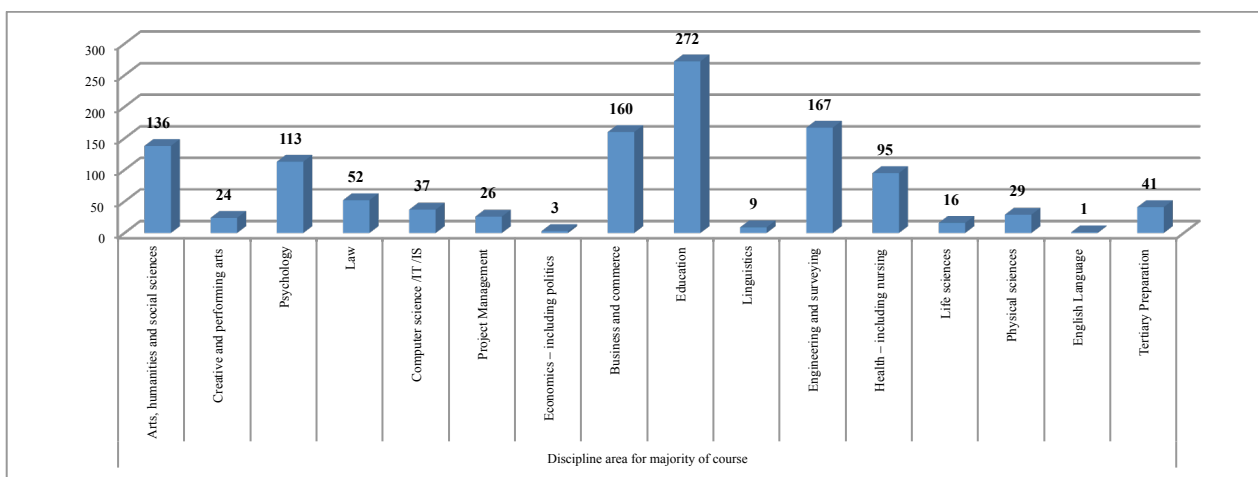


Table 2

Year of Study	25 & under	Over 25
1 st Year	12.3%	28.0%
2 nd Year	5.9%	13.6%
3 rd Year	5.0%	12.0%
4 th or further Year	4.2%	18.9%

Discipline area

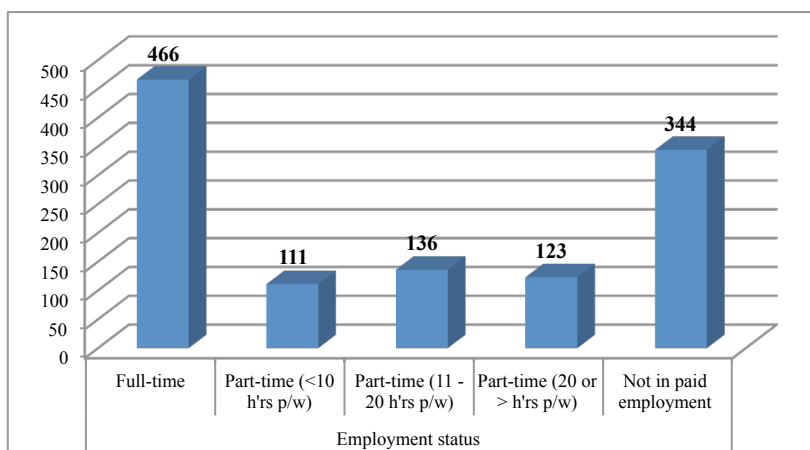


The largest group of respondents were studying Education (23.0%) followed by Engineering/Surveying (14.1%) and Business and Commerce (13.5%). There has been no further analysis done against these groupings in this study to date.

Employment status

A significant 39.5% of students reported working full-time whilst also studying, while a further 31.4% indicated that they work part-time. This left 29.2% who were not in paid employment.

Of those working full-time, 34.2% were over 25 and 5.3% were 25 and under. Of those working part-time, 17.8% were over 25 and 13.6% were 25 and under. Of those students not working, 20.7% were over 25 and 8.5% were 25 and under.



Summary of the demographics

Generally the demographics contained in this study match those of the overall USQ Student community/population. This means, to some degree, these results can be considered generalizable. For example, in this study 68% of respondents were external/distance students with 32% being internal/on-campus, where overall 73% of students study off-campus.

The largest proportions of participants were in the 31-40 (28.0%) and 41-50 (18.4%) age groups, with 5.1% of students being 18 years or less. The majority of respondents in this study were female (65.2%), with the largest proportion of these being over 25 (45.6%).

The 66.5% of respondents were undergraduate students with 40.3% indicating they were in their first year of study. Consistent with this large proportion of mature age students the majority of these undergraduate students were over 25 (46.2%) with only 25.1% being 25 and under. The larger proportion of these studied part-time (55.9%), The vast majority of respondents studied in Australia (93.9%) the remainder were International students studying overseas. Only 2.0% of respondents identified themselves as Aboriginal or Torres Strait Islander.

A small number of respondents (6.4%) reported having a physical or learning disability that impacted on their experience at university.

A significant 39.5% of students reported working full-time whilst also studying, while a further 31.4% indicated that they work part-time. This means some 71% of students' work and study at the same time. Accordingly, 28.8% of students received either some form of government assistance or were studying on a scholarship.

Recommendations

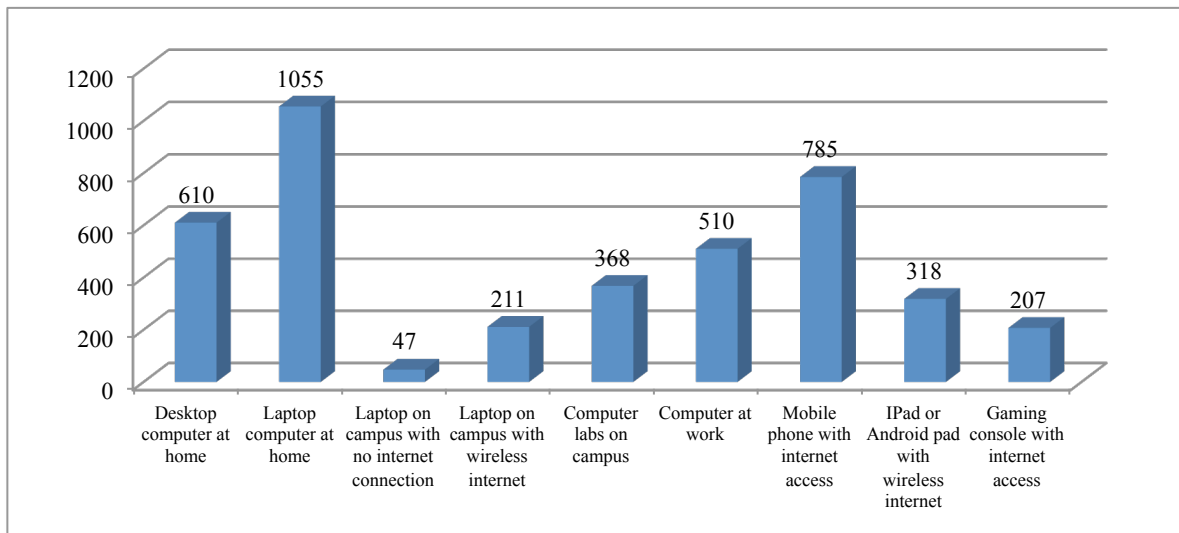
1.1: USQ should endeavour to provide its course environments and materials in a consistent style and format. This is due to the fact that some 40% of its students are working full-time as well as studying; making them time poor. The data indicates (also supported by the qualitative data) that the use of technology to allow for flexibility and consistency in the way that students access their courses and associated materials is vital. This makes the process of study less time consuming for students.

Section 2 – Use of Technologies in Everyday Life

Introduction

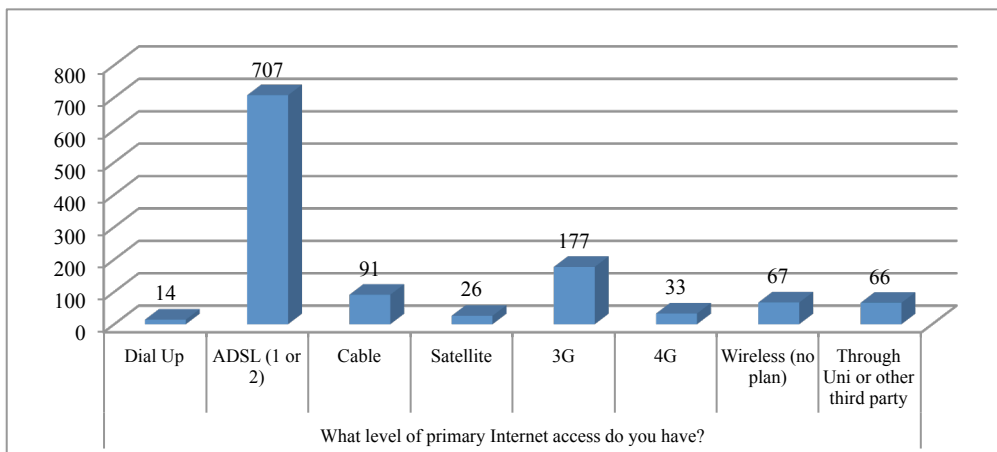
This section first covers the types of technologies (devices/access) the students have ready access to and how they are using them in everyday life. It then provides data on how they are using these technologies in association with their studies and what their preferred activities are when using these technologies.

Access to computing equipment



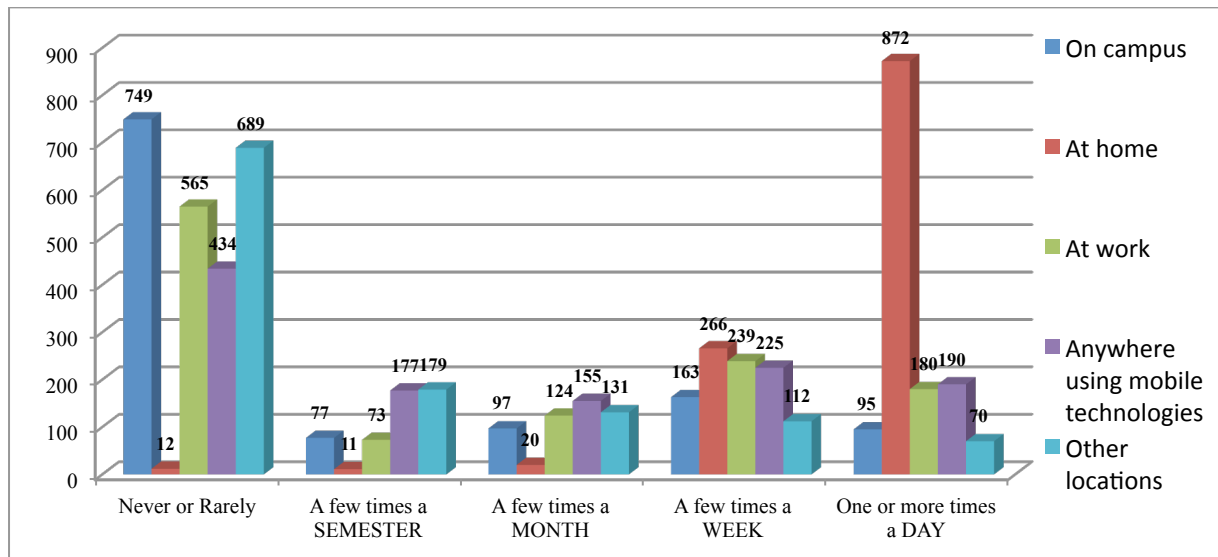
Most respondents reported having a laptop computer at home (89.3%) and/or a desktop computer at home (51.7%). More than half (66.5%) also reported having a mobile phone with Internet access.

Level of primary Internet access



Most students (59.9%) reported having ADSL Internet access. Only 1.2% (14 students) reported using Dial Up for Internet access. This means that 98.8% of these students have good or reasonable access to the Internet.

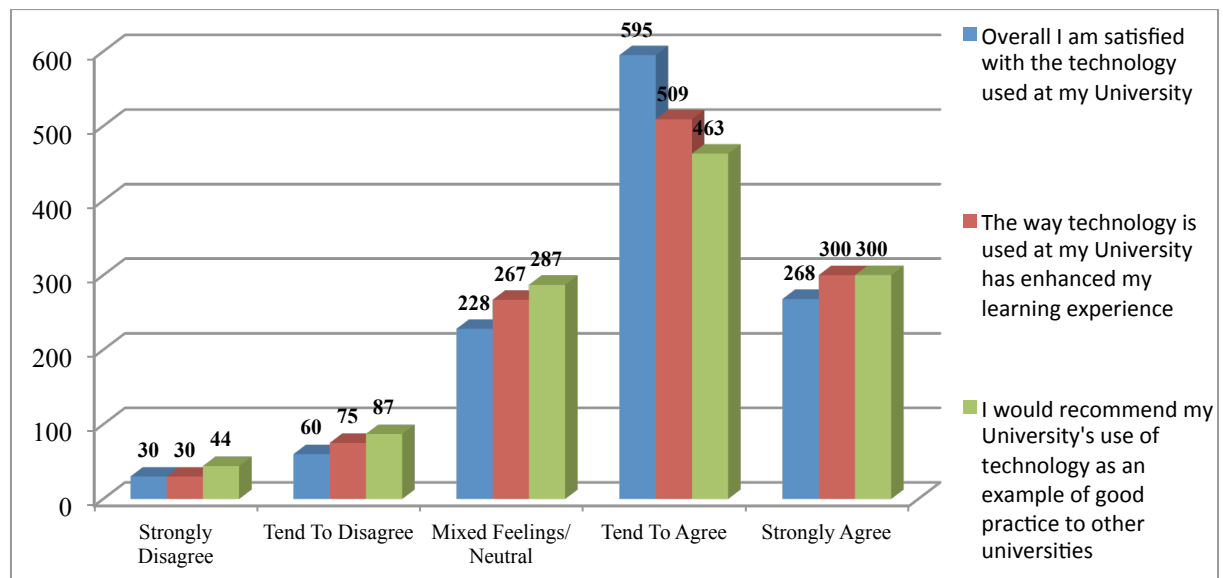
Where students use technologies for their studies



Results suggest that most students responding to this survey use technologies for their studies at home, with 96.4% reporting doing so from a few times a week to one or more times a day. 63.4% reported they never or rarely use technologies for their studies on-campus and 47.8% never or rarely at work.

Internal students who were aged 25 and under were more likely to use technologies on-campus. Similar results were found for both age groups and both internal and external students for use of technologies at home, that is, high usage. Both age groups use technologies at work at the same rate, that is, low usage, with external students more likely to use technologies in this location. Students who were aged 25 and under were more likely to use technology ‘anywhere using mobile technologies’ and ‘other locations’.

Satisfaction with technology at the University



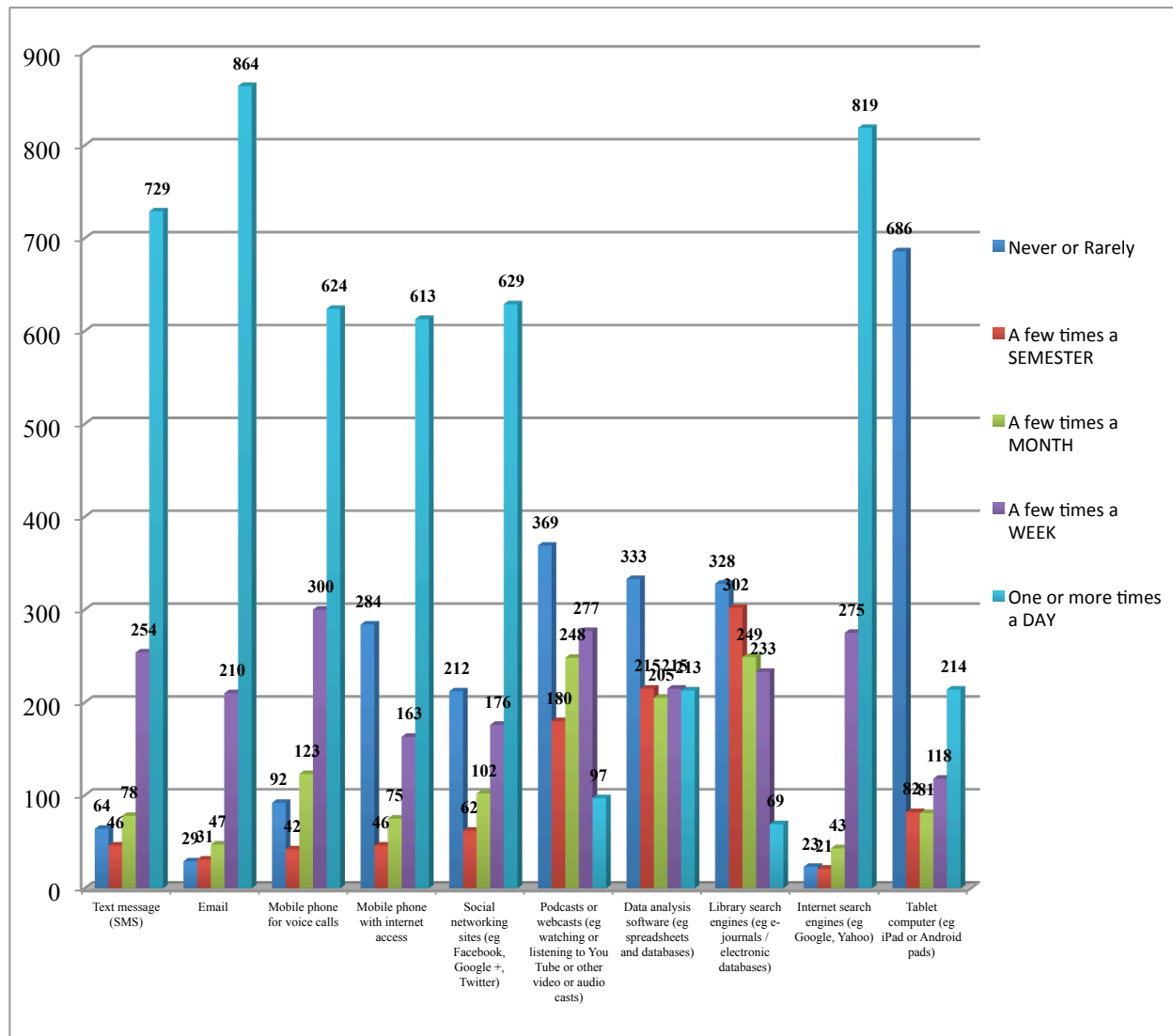
This is important. When asked, ‘Overall, how would you describe your experience with technology at University?’, most of the respondents to this study (73.1%) tended to agree or strongly agree that, overall, they were satisfied with the technology used at USQ. That is, 73.5% of students aged 25 & under and 72.9% of students over 25. 69.8% of internal students and 74.6% of external students agree or strongly agree that they were satisfied.

68.5% of respondents either agree or strongly agree that the way technology is used at USQ has enhanced their learning experience. That is, 61.4% of students 25 and under and 71.2% of students over 25, and 62.1% of internal students and 71.5% of external students agree or strongly agree.

64.6% of respondents either agree or strongly agree that they would recommend USQ's use of technology as an example of good practice to other universities. That is, 55.9% of students 25 and under and 67.9% of students over 25 agreed or strongly agreed (31.2% of 25 and under and 21.7% of over 25s had mixed feelings or were neutral). 56.3% of internal and 68.6% of external students agreed or strongly agreed (30.5% of internal and 21.3% of external students had mixed feeling or were neutral).

Technologies used in everyday life for social and work purposes (NOT for study)

The following graph demonstrates the top 10 ten of some technologies students reported using outside of university. In other words how often they currently use these technologies in their everyday life, for social and work purposes.



- The full list of items encompassed in this question (the top ten reported above) included, in order of appearance: Instant messaging (e.g. MSN, Yahoo Chat, ICQ); text message (SMS); email; collaborative/conferencing technologies (e.g. Skype, Wimba, FaceTime); mobile phone for voice calls; mobile phone with internet access; social networking sites (e.g. Facebook, Google +, Twitter); virtual worlds (e.g. Second Life, OpenSim, Active Worlds); blogs; wikis; online multi-user computer games (e.g. World of Warcraft, Everquest); podcasts or webcasts (e.g. watching or listening to YouTube or other video or audio casts); social bookmarking/tagging (e.g. del.icio.us, Diigo); software used to create audio/video materials (e.g. Audacity, Garage Band, Director, iMovie); presentation software (e.g. PowerPoint, KeyNote); data analysis software (e.g. spreadsheets and databases); Google Docs;

ePortfolios (e.g. a webspace that supports your social, educational, professional activities); GPS tagging photos and posting them on the web (e.g. Flickr, Picasa, Instagram); library search engines (e.g. e-journals/electronic databases); internet search engines (e.g. Google, Yahoo); RSS feeds using a variety of web sources; interactive whiteboards; web development software (e.g. HTML editors such as Dreamweaver or Front Page); tablet computer (e.g. iPad or Android pads).

- Of the top ten, the most regularly used technologies in everyday life for social and work purposes was email (91%), this was followed by, the use of internet search engines, text message, social networking sites (68%), mobile phone for voice calls, and mobile phone with internet access.
- Of the top ten, the lowest usage was reported for: Tablet computer, data analysis software, podcasts or webcasts, and library search engines.
- Similar high use across age (25 and under/over 25), enrolment (Internal/External) and study type (Undergraduate/ Postgraduate) was reported for text messaging, email, mobile phone for voice calls, mobile phone with internet access, and internet search engines. However, text messaging was more likely used daily by undergraduate students 25 and under; email was more likely used daily by postgraduate students over 25 and weekly by undergraduate students; mobile phone for voice calls was more likely used daily by students over 25 and mobile phone with internet access was more likely used daily by students 25 and under; and internet search engines were more likely used daily by external, postgraduate students.
- Similar moderate/high usage was reported across age, enrolment and study type for social networking sites and tablet computers. However, social networking sites were more likely used daily by internal, undergraduate students who were 25 and under and tablet computers were more likely used daily by external students.
- Similar moderate/high infrequent usage across age, enrolment and study type was reported for collaborative/conferencing technologies, blogs, wikis, presentation software, Google Docs, ePortfolios, RSS feeds, podcasts and webcasts, data analysis software, and library search engines. Podcasts and webcasts, however, were more likely used weekly/daily by internal students aged 25 and under, data analysis software was more likely used daily by external postgraduate students over 25, and library search engines were more likely used weekly/daily by postgraduate students.
- Low usage was reported across age, enrolment and study type for the following technologies: Virtual worlds, online multi-user computer games, social bookmarking, software used to create audio/video materials, interactive whiteboards, and web development software. Although low usage was also reported for instant messaging and GPS tagging, the group most likely to use both these technologies were students 25 and under.

Summary of the technologies used in everyday life

This section reports on the Student use of technologies in everyday life, both for their studies and more generally in their social and work contexts. There is a clear preference for students using laptop computers (almost 90%), as opposed to desktop computers (just over 50%). Interestingly, some 67% of students reported having a mobile phone with Internet access. Reasonable access to the Internet for students was almost ubiquitous (some 99%), with only 14 students being limited to using a Dial-Up connection for their Internet. The vast majority of students (96%) reported using their technology at home on a regular basis for their studies. Not surprisingly, with a strong distance cohort some 63% reported they never or rarely use technologies for their studies on-campus. This clearly would not be the same at a metropolitan (predominantly face-to-face) university, but is an important consideration for this institution. Also, and not surprisingly, students who were aged 25 and under were more likely to use technologies 'anywhere using mobile technologies' and at 'other locations', like McDonalds Restaurants (Macca's).

Overall, most of the respondents to this study (73%) were satisfied with the technology used at USQ and that it had indeed enhanced their learning experience (68% agreed), with a similar number (65%) stating that they would recommend USQ's use of technology as an example of good practice to other universities.

When it came to the technologies that most students used in their everyday life (not for study) the most frequently used was email, this was followed by the use of internet search engines, text message, social networking sites, mobile phone for voice calls, and mobile phone with internet access. We will see later in this study that the use of email is highly regarded by students as their preferred mode of communication.

Recommendations

2.1: USQ can now consider student access to the Internet almost ubiquitous. This means that learning experiences should not be limited to text-based resources. This level of access now opens the door for more interactive style of learning, particularly for those studying at a distance. Therefore a concentrated effort should be made to design materials for the online environment.

2.2: USQ should celebrate the extent to which its students are happy with the way USQ uses technology to support their learning.

2.3: Email is by far the preferred communication tool, from the students' perspective. Therefore, a consistent approach to email communication to students should be adopted by the whole university community, not just by pockets, such as the Students and Communities Division (who demonstrate good practice).

Section 3 – Use of Technologies for Learning as Part of Your Course Requirements

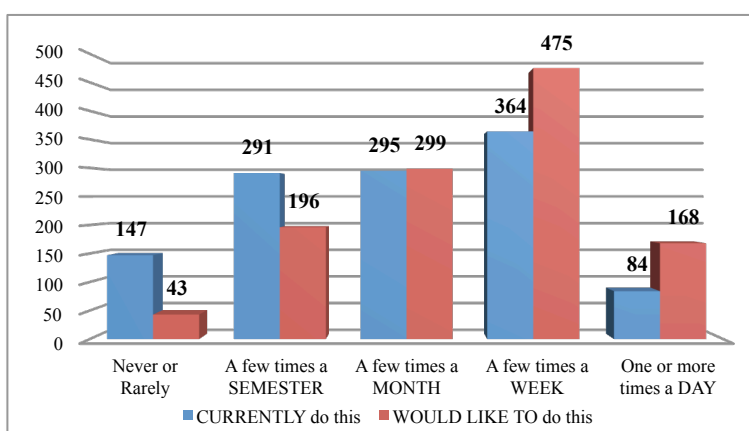
Introduction

This section investigated how often Student ‘currently’ use some twenty seven (27) different technologies to engage in a range of learning activities associated with their courses, and then asked them how often they ‘would like to’ engage with these technologies as part of their course.

To simplify the reporting of this data it was considered that there would be two main groupings of the data; those students who access the associated technologies regularly (from a few times a month, to daily), and irregularly (a few times a semester to never or rarely). It was considered fair to include a few times a month in the regularly category as many of the technologies surveyed would not be used every week, based on the nature of university courses and their associated assessment tasks. For example, access to library databases would typically be an activity done in preparation for assignments and not done every week.

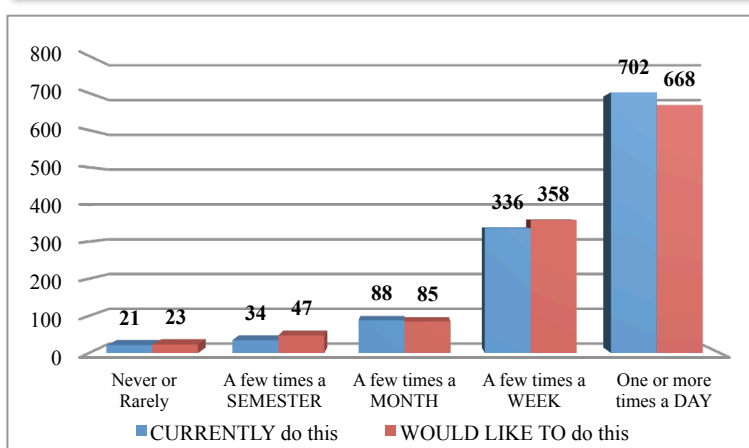
Technology 1. Use of library online resources (e.g. e-journals / electronic databases) to find information

While 62.9% of students reported currently using library online resources on a regular basis, 79.7% of students would like to use them more often. This represented an increase of some 17%



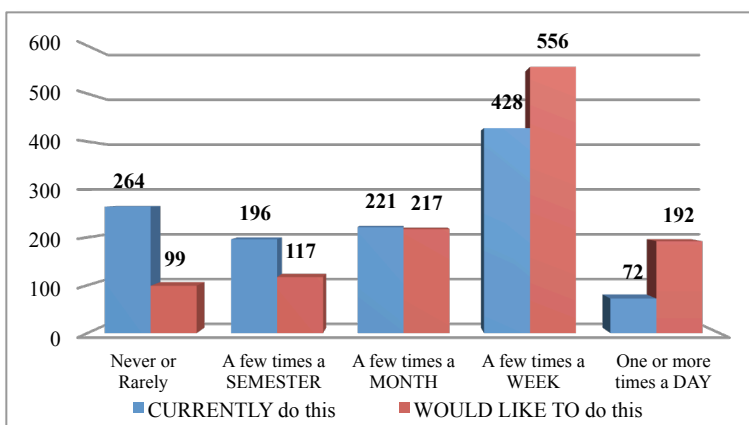
Technology 2. Use of Internet search engines (e.g. Google, Yahoo) to find information

95.4% of students reported current regular use of Internet search engines and seem to be pretty content with this level of use.



Technology 3. Watch or listen to podcasts (audio only) or vodcasts (vision and audio) created by lecturers

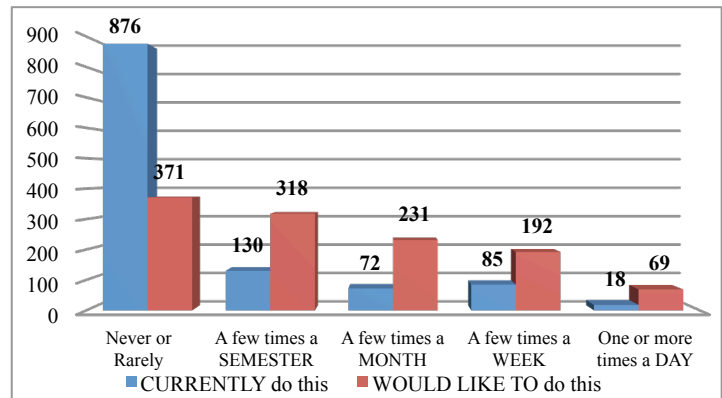
While 61% of students reported current regular use of pod/vodcasts created by lecturers, 81.8% reported they would like to use these more often. A similar pattern of results was found across age groups for both current/like for pod/vodcasts by lecturers. A similar pattern for enrolment



(internal/external) was found for current use; however, external students were more likely to want to use more often (weekly). Undergraduate students reported currently using more often monthly/weekly and tended to want to use more often weekly/daily; postgraduate students were more likely to report never/rarely using currently. Only 8% of students indicated that they would 'never or rarely' use these.

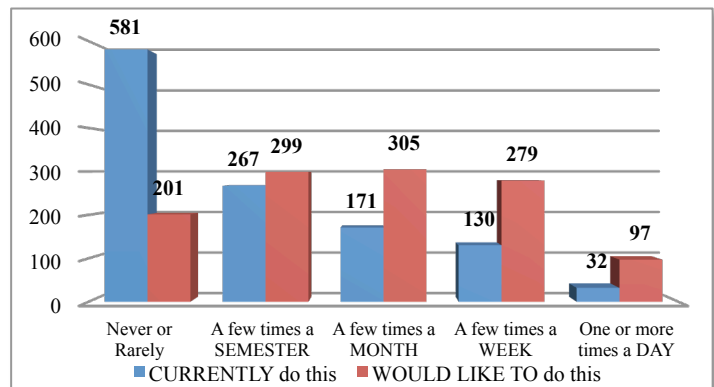
Technology 4. Watch or listen to course-related podcasts or vodcasts created by other students

While only 14.8% of students reported current regular use of pod/vodcasts created by other students, 41.7% reported wanting to use these more often. A similar pattern of results was found across age, enrolment (internal/external) and study type (undergraduate/postgraduate). This was a key finding of the focus groups also, along with USQ adopting a consistent approach to this.



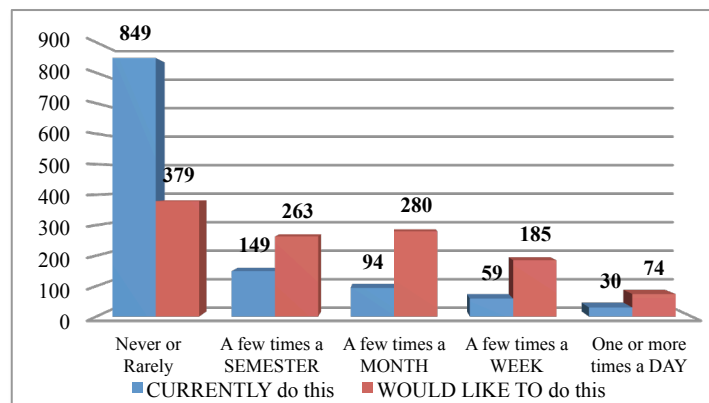
Technology 5. Watch or listen to course-related podcasts or vodcasts found on the web

While 28.2% reported current regular use of podcasts or vodcasts found on the web, 57.6% reported wanting to use these more often; an increase of some 30%. A similar pattern of results was found across age/enrolment/study type. Interestingly some 380 students (32%) moved their preference from 'never to rarely' to wanting some level of engagement with this technology.



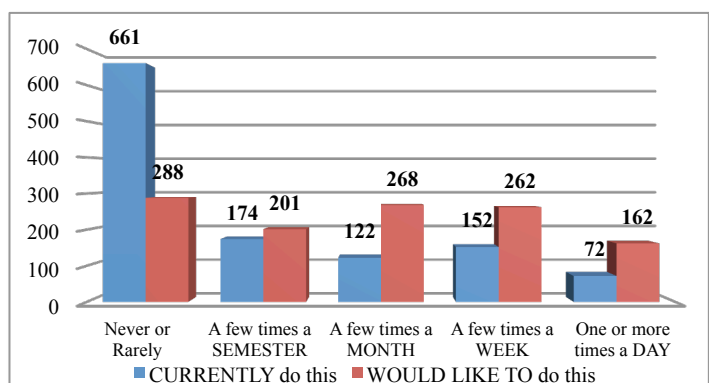
Technology 6. Use RSS feeds to subscribe to information sources that are relevant to your studies

While 15.5% of students reported current regular use of RSS feeds, 45.7% wanted to use these more often. Again this is a rise of some 30%. With some 40% (470 students) moving their preference away from 'never to rarely' to some level of engagement.



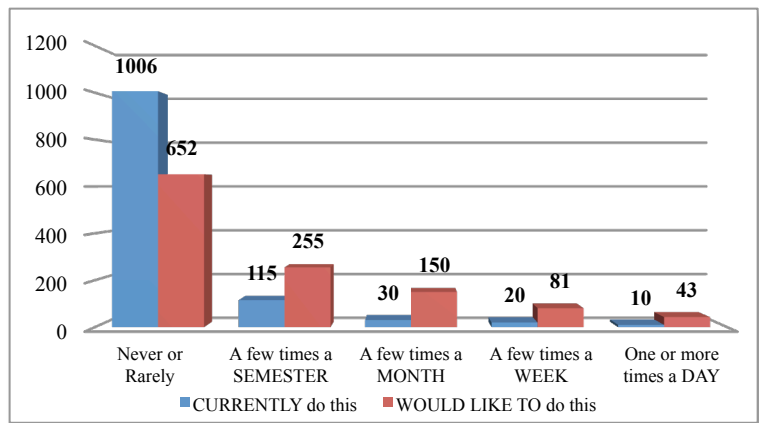
Technology 7. Use software that is specific to your field of study (eg Mathematica, AutoCAD)

While 29.3% of students reported current regular use of software specific to their field of study, 58.6% reported wanting to use these more often. Again this is a rise of some 30%.



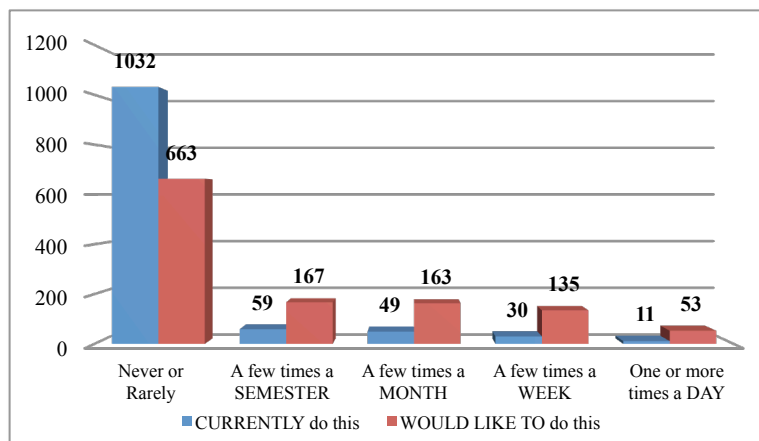
Technology 8. Create audio/video materials and share them with other students online as part of your studies (e.g. using Audacity, Garage Band, Director, iMovie)

While only 5.0% of students reported current regular use of audio/video materials, 23.2% reported wanting to use these more often.



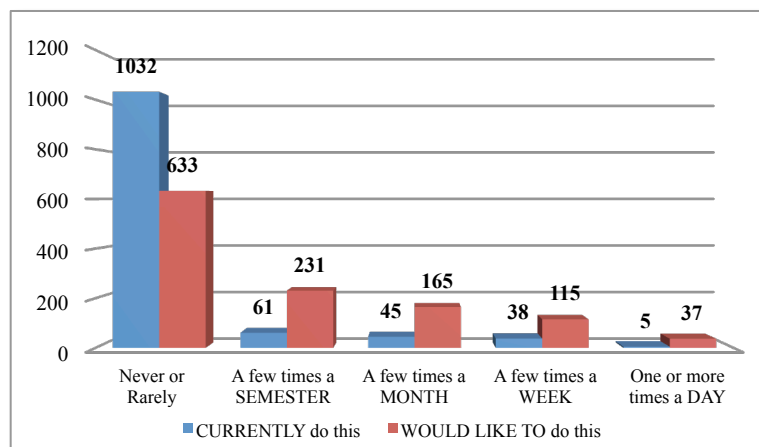
Technology 9. Develop a blog privately to develop your own ideas or reflect on your learning

While only 7.5% of students reported current regular use of blogs for private use to develop ideas or reflect on their learning, 29.7% reported wanting to use these more often. A similar pattern of results was found across age/enrolment/study type.



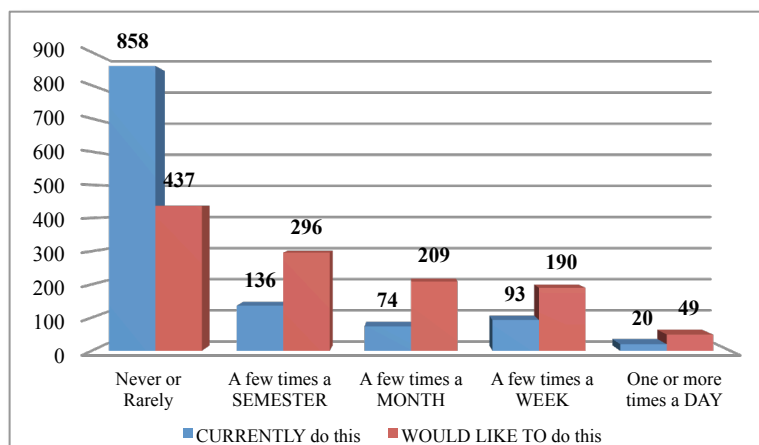
Technology 10. Develop a blog that is shared with other students in your class

While 7.4% of students reported current regular use of blogs to share with other students, 26.8% reported wanting to use these more often. A similar pattern of results was found across age/enrolment/study type.



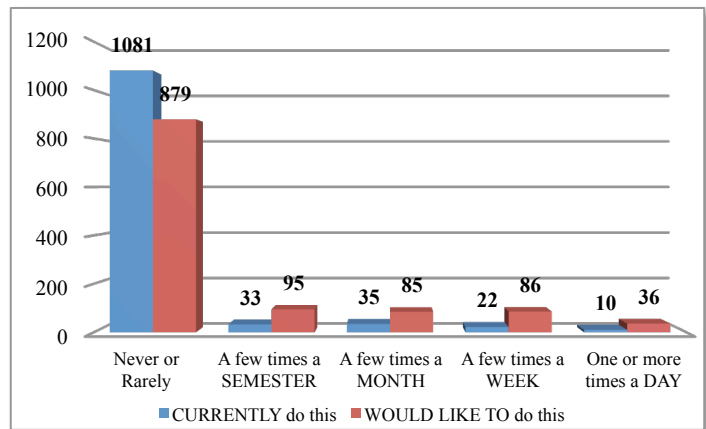
Technology 11. Read and comment on blogs created by other students

While 15.9% of students reported current regular use of blogs created by other students, 37.9% reported wanting to use these more often. A similar pattern of results was found across age/enrolment/study type. Interestingly some 421 students (36%) moved their preference from 'never to rarely' to wanting some level of engagement with this technology.



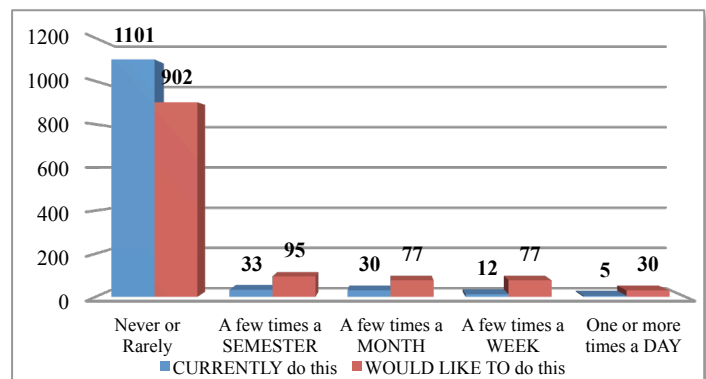
Technology 12. Use Twitter to track other people's comments

While only 5.7% of students reported current regular use of Twitter to track others' comments, 17.5% reported wanting to use this more often. However, that means that some 82% of students are not really interested in using Twitter for this purpose.



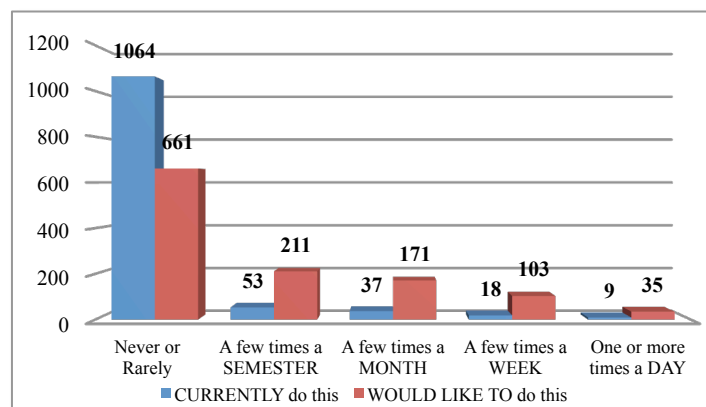
Technology 13. Use Twitter to contribute your own comments

While only 3.9% of students reported current regular use of Twitter to contribute their own comments, 15.5% reported wanting to use this more often. Again, this does mean that some 84% of students are not interested in using Twitter for this purpose



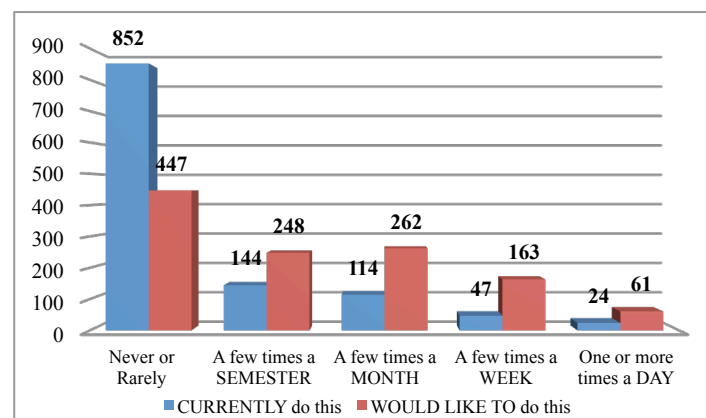
Technology 14. Use social bookmarking sites (e.g. delicious) to bookmark useful web links and share them with other students

While only 5.4% of students reported current regular use of social bookmarking sites, 26.2% reported wanting to use these more often. Interestingly over 400 students (34%) moved their preference from 'never to rarely' to wanting some level of engagement with this technology.



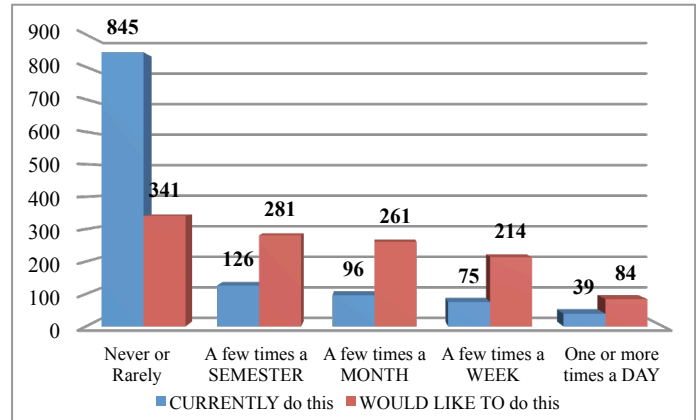
Technology 15. Use web-based services to share resources and ideas related to your course and learning (eg Flickr, YouTube, Picasa)

While 15.7% of students reported current regular use of web-based services to share resources etc., 41.2% reported wanting to use these more often. A similar pattern of results was found across age/enrolment/study type. Again over 400 students (34%) moved their preference from 'never to rarely' to wanting some level of engagement with this technology.



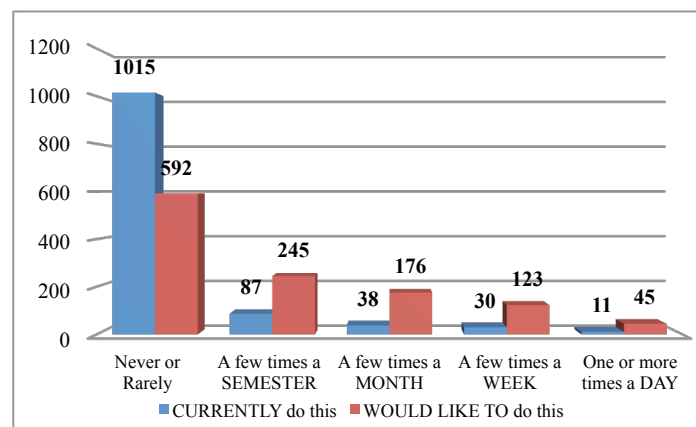
Technology 16. Use web-based document tools (eg Google docs) to work collaboratively on activities and assignments

While 17.8% of students reported current regular use of web-based document tools, 47.3% reported wanting to use these more often. A similar pattern of results was found across the age groups. Internal more so than external students tended towards more current use and would also like to use more frequently. A similar pattern of results was found for current use for study type; however, undergraduate students tended towards wanting to use more weekly. In this case some 504 students (43%) moved their preference from 'never to rarely' to wanting some level of engagement with this technology.



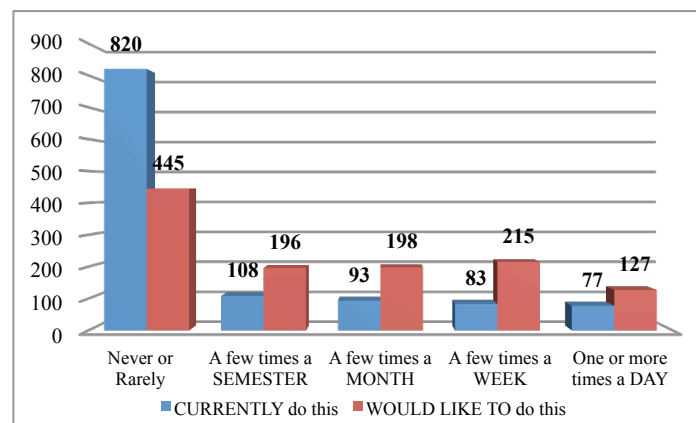
Technology 17. Create wikis collaboratively with other students as part of your studies

While 6.6% of students reported current regular use of wikis created collaboratively with other students, 29.1% reported wanting to use these more often. A similar pattern of results was found across age/enrolment/study type.



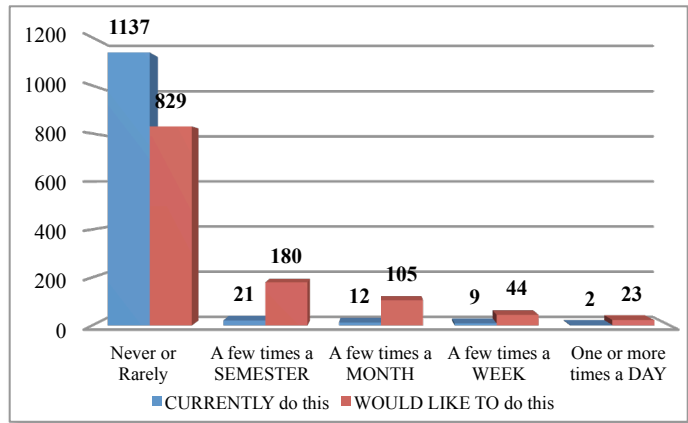
Technology 18. Use social networking sites (e.g. Facebook, Google +) for group work activities with other students as part of your studies

While 21.4% of students reported current regular use of social networking sites, 45.8% reported wanting to use these more often. Students aged 25 and under currently use more often on an infrequent basis (few time semester/monthly/weekly) and were more likely to report wanting to use more often on a more frequent bases (monthly/weekly/daily). Internal, undergraduate students were more likely to use currently and want to use more frequently. External, postgraduate students aged over 25 were more likely to report never/rarely using and never/rarely wanting to use social networking sites.



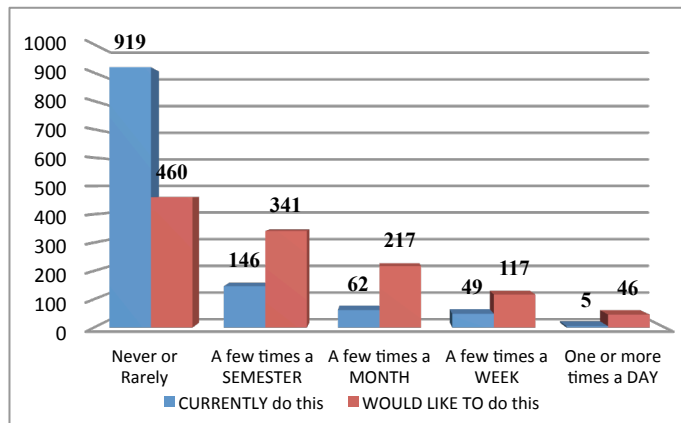
Technology 19. Participate in simulations in virtual worlds (eg Second life, Project Wonderland, Active Worlds) with other students

While 2% of students reported current regular use of virtual worlds, 14.5% reported wanting to use these more often. Consequently, this means that 85.5% of respondents were currently not interested in engaging with this technology.



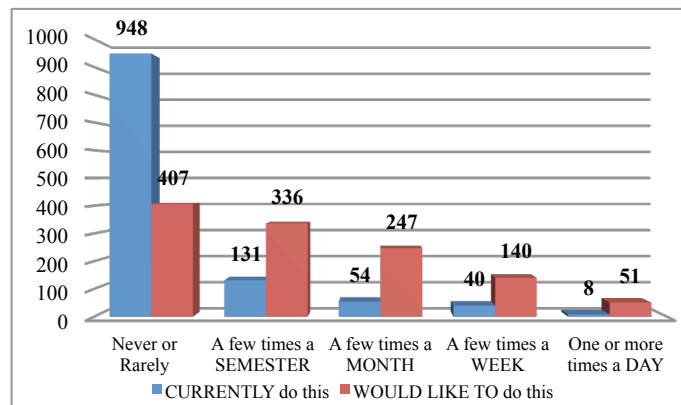
Technology 20. Develop an ePortfolio to record or reflect on your learning as part of your studies

While 9.7% of students reported current regular use of ePortfolio to record/reflect on their learning, 32.2% reported wanting to use this more often. A similar pattern of results was found across age/enrolment/study type. Interestingly, some 50% of the students who had selected 'never to rarely' moved their preference to wanting some level of engagement with this technology.



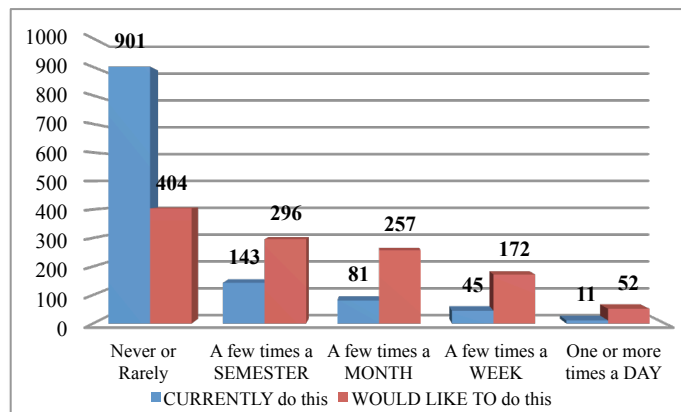
Technology 21. Develop an e-portfolio as a record of learning and experiences for professional or employment purposes outside of University

While 8.7% of students reported current regular use of ePortfolio for professional or employment purposes, 37.1% reported wanting to use this more often. A similar pattern of results was found across age/enrolment/study type. Analogous to the previous question 541 students (57%) who had selected 'never to rarely' moved their preference to wanting some level of engagement with this technology.



Technology 22. Use web conferencing or video chat (e.g. Skype, Wimba, FaceTime) to communicate and collaborate with other students on activities or projects

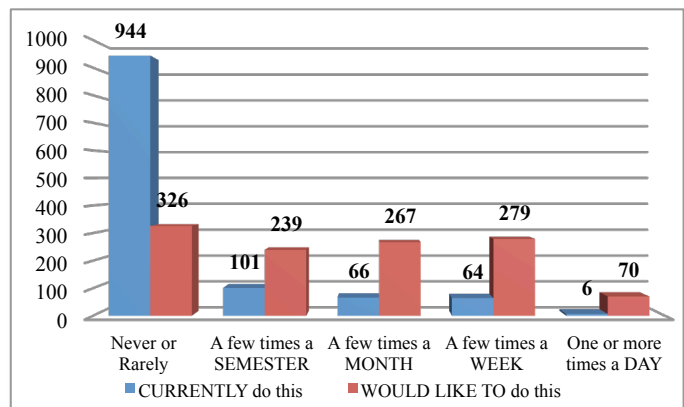
While 11.6% of students reported current regular use of web conferencing to communicate with other students, 40.8% reported wanting to use this more often. A similar pattern of results was found across age and study type. External students were more likely to currently use and want to use a few



times a semester. Again almost 500 students (42%) moved their preference from 'never to rarely' to wanting some level of engagement with this technology.

Technology 23. Use web conferencing or video chat (e.g. Skype, Wimba, FaceTime) to join in remotely to lectures or tutorials

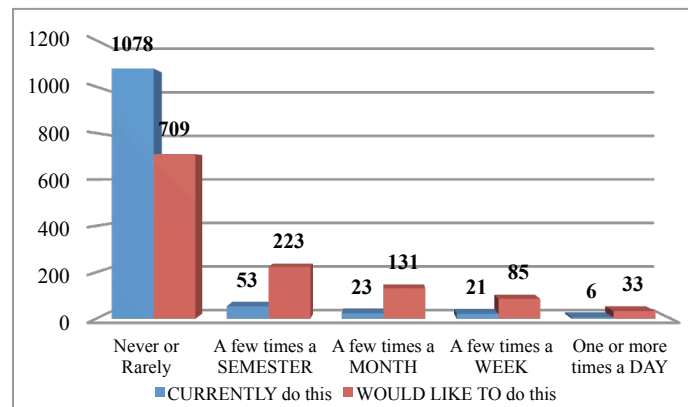
Where some 80% (944) of students have not used web conferencing to join in with lectures or tutorials in the past, 65% (618) of these respondents said that they would like to in the future. This has significant implications as to how USQ may look to engage with this type of technology in the future to enhance the Student learning experience.



While 11.5% of students reported current regular use of web conferencing to join lectures or tutorials, overall, 52.1% reported wanting to use this more often. A similar pattern of results was found across age groups for current use; students over 25 reported they would like to use more often on an infrequent basis (few times semester/month/week). External students were currently more likely to use and want to use more often on an infrequent basis (few times semester/month/week). Undergraduate and postgraduate students recorded a similar pattern of results. Internal students aged 25 and under were more likely to report never/rarely using currently and never/rarely wanting to use.

Technology 24. Design and build web pages as part of your course (e.g. using HTML editors, Dreamweaver, Frontpage)

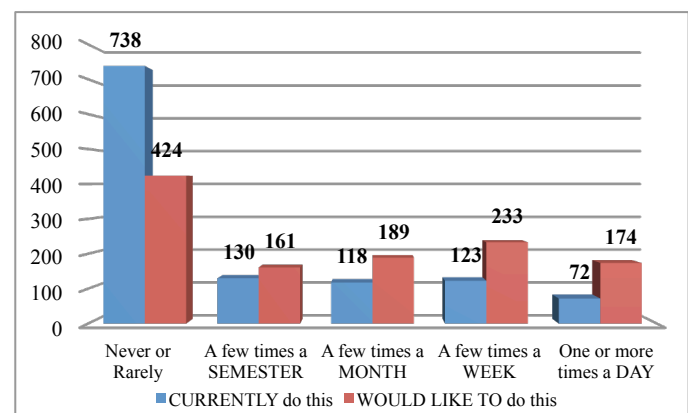
While 4.2% of students reported current regular use of web pages (design and build), 21.1% reported wanting to use these more often.



This is not surprising given the uptake of more social networking spaces and cloud-based solutions, using WISIWIGs, for the housing of personal information.

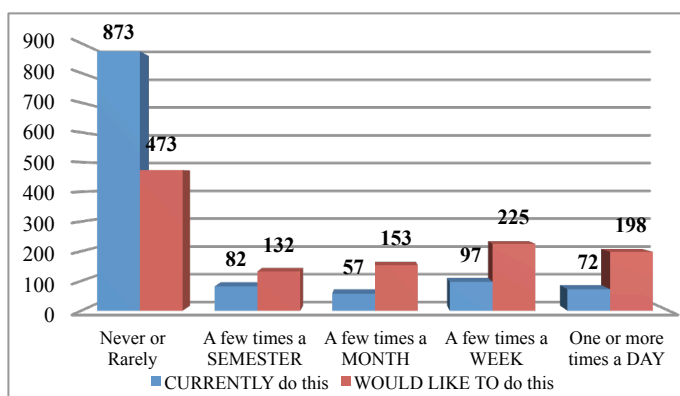
Technology 25. Use a mobile phone (eg smartphone, iPhone) to access or contribute study-related information on the Internet

While 26.5% of students reported current regular use of mobile phone to access the internet, 50.4% reported wanting to use this more often. Internal students aged 25 and under tended to use and want to use more regularly. External, postgraduate students aged over 25 were more likely to report never/rarely using and never/rarely wanting to use mobile phone to access the Internet.



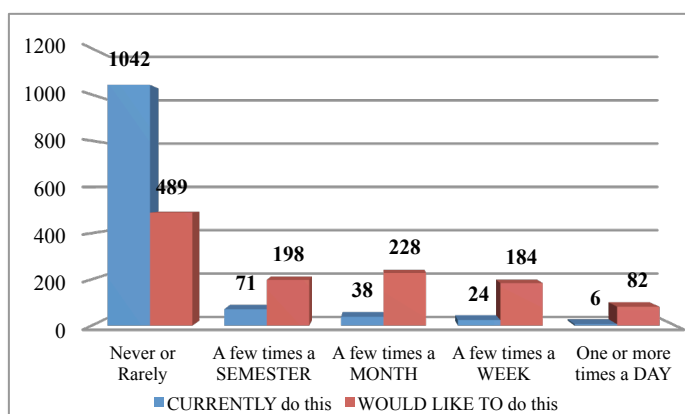
Technology 26. Use a tablet computer (eg iPad or Android pad) to access or contribute study-related information on the Internet

While 19.1% of students reported current regular use of tablet computers, 48.9% reported wanting to use this more often. A similar pattern of results across age groups was found for current use; however, students aged 25 and under were slightly more likely to want to use more often daily. A similar pattern of results was found across enrolment/study type.



Technology 27. Use interactive whiteboards to participate in tutorial based learning activities

While 5.7% of students reported current regular use of interactive whiteboards, 41.8% reported wanting to use these more often. Although this is predominantly on-campus technology, this indicates that very little use of this technology is currently occurring.



Summary of the technologies used for Learning as Part of Your Course Requirements

Although the Library online resources were seen as important to students it is interesting to note that some only 37% of the students make either very limited or no use of these resources. This is compared with the very widespread (95% of students) use of Internet search engines. This issue was addressed in the focus groups, where students indicated that they found Google much easier to negotiate than the Library search site and they were generally satisfied with the results they were getting from this strategy. Basically it saved them 'heaps of time'.

A clear preference for the availability of podcast/vodcasts, particularly those that were course-related (created by the lecturer), was demonstrated in the results, with some 82% of students wanting more of this style of resource, with only 8% of students (mostly postgraduate) indicated that they would 'never or rarely' use these resources.

A interesting finding, one that might be consider surprising by some, was that some 46% students wanted to see more use made of RSS feeds of information relating to their studies. Similarly, some 59% of students wanted to see a greater use of specific software's directly related to their fields of study.

Interesting upward trends were also noted in relation to the use of mobile phones to contribute to study related activities, iPads and android pads, use of Facebook, using wikis, blogs, social bookmarking and other web-based services. The more significant of these was in relation to the ability to read and comment on blogs created by other students, where some 36% of the students (421) moved their preference from 'never to rarely' to wanting some level of engagement with this technology.

Some of the technologies that were considered of little use to the students, at this point in time, included: software for audio and video creation, web design software, the use of Twitter and Virtual Worlds.

The survey contained two questions relating to the use of ePortfolio and both saw over half the students (50% - 57%) move from a position of 'never to rarely' engaging with this technology to a position wanting to

engage with this to some extent. Importantly, the ePortfolio focused on building a record of learning and experiences for professional or employment purposes saw the most significant shift upwards.

The use of web-based document tools such as Google docs, allowing students to work collaboratively on activities and assignments saw a reasonably significant shift upwards, with some 504 students (43%) moving their preference from 'never to rarely' to wanting some level of engagement with this technology.

By far one of the more dramatic shifts in what technology students wanted to see used more often was that of web conferencing; technology that would allow them to join a class remotely. Some 65% of the students (618) who had not used this technology before indicated they would like to in the future.

Recommendations

3.1: That USQ investigate the notion of allowing more collaborative technologies into the classroom, allowing students studying at a distance to participate more fulsomely in class activities. This web-conferencing software is currently available at USQ, but is not widely used by staff at this time.

3.2: That the recording of lectures and tutorials become a matter of course, not an optional extra for staff. Preferably, that quality productions of course-based pod/vod casts be provided to students. Either way, or more importantly, that a consistent approach to this be adopted across all USQ (all campuses).

3.3: That the building of ePortfolio-based activities be prioritised in the design of USQ Courses. This design should include a very clear focus on building evidence towards a students' future employment. In developing this methodology the notion of the personalised learning environment (PLE) for students should be strongly promoted.

3.4: That USQ consider the options of using more cloud-based tools, such as Google Docs and associated tools, as legitimate supplementary learning spaces for students (not for the housing of core content).

Section 4 – Use of Technologies for Communicating with Staff and Other students

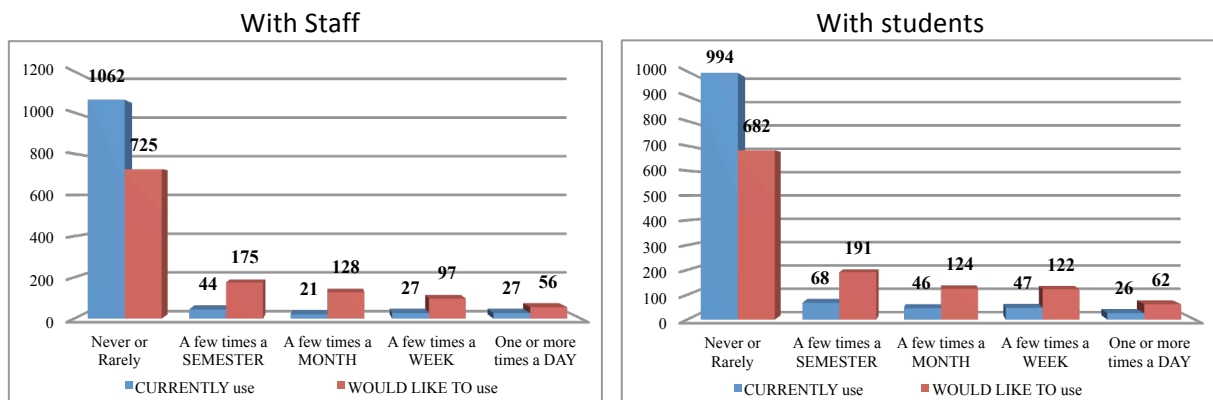
Introduction

The following section investigates a series of technologies that may/could be used by students to communicate with both staff and other students. The reporting of this data is divided into two sections:

1. How often do you use, and how often would you like to use, the following technologies **to contact and interact with teaching staff in your course?** (Left)
2. How often do you use, and how often would you like to use, the following technologies **to contact and interact with other students in your course for learning purposes?** (Right)

Similar to the previous section the reporting of this data has been simplified into two main groupings; those students who access the associated technologies regularly (from a few times a month, to daily), and irregularly (a few times a semester to never or rarely).

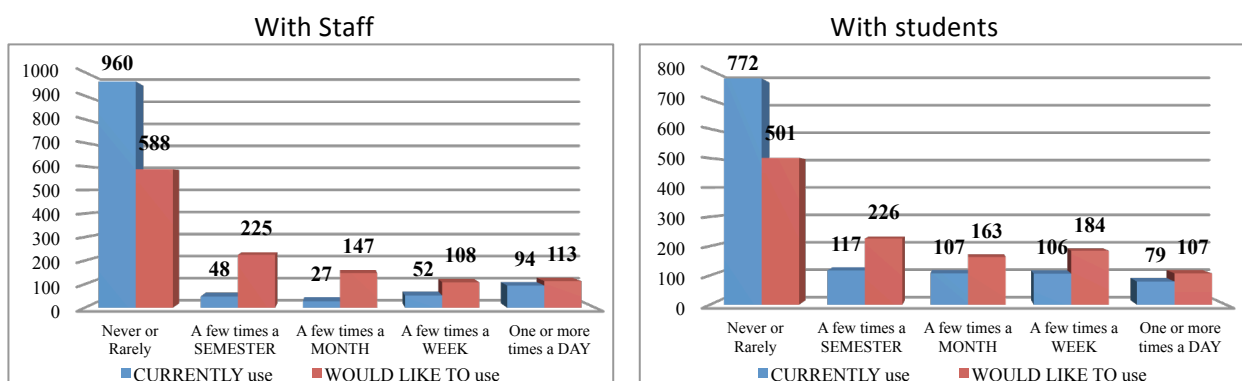
Instant messaging (e.g. MSN, Yahoo Chat, ICQ)



While 6.4% of students reported current regular use of instant messaging to communicate with staff, 23.7% reported wanting to use this more often.

While 10.1% of students reported current regular use of instant messaging to communicate with other students, 26.0% reported wanting to use this more often.

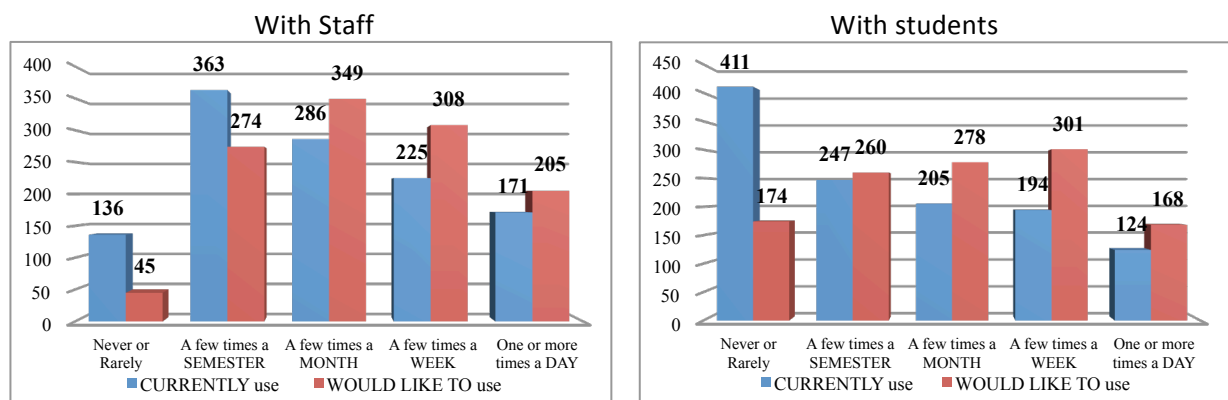
Text message (SMS)



While 14.7% of students reported current regular use of text messaging to communicate with staff, 31.1% reported wanting to use this more often. Internal students aged 25 and under were more likely to currently use and want to use daily to communicate with staff. A similar pattern of results was found across study type (undergraduate/postgraduate) for texting with staff. External students were more likely to report that they currently never/rarely use and never/rarely want to use text messaging to communicate with staff.

While 24.8% of students reported current regular use of text messaging to communicate with other students, 38.5% reported wanting to use this more often. Internal students aged 25 and under were more likely to currently use and want to use text messaging with other students' weekly/daily. Undergraduate students tended to be more likely to use currently than postgraduate students, and undergraduate students were more likely to want to use more often. External, postgraduate students aged over 25 were more likely to report never/rarely using and never/rarely wanting to use text messaging to communicate with other students.

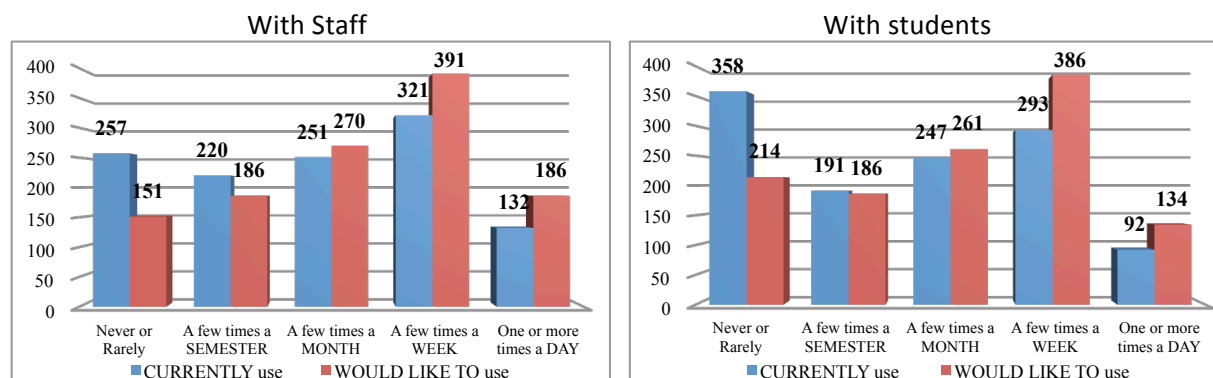
Email



While 57.8% of students reported current regular use of email to communicate with staff, 73.1% reported wanting to use this more often. Internal students aged 25 and under were more likely to currently use and want to use email weekly. External students aged over 25 were more likely to currently use and want to use email a few times a semester. A similar pattern of results was found for current use of email to communicate with staff for undergraduate and postgraduate students; however, undergraduate students were more likely to want to use more often. Only 4% of students chose to 'never or rarely' use email to communicate with staff.

While 44.3% of students reported current regular use of email to communicate with other students, 63.2% reported wanting to use this more often. A similar pattern of results was found across age for current use of email. Internal, undergraduate students aged 25 and under were more likely to want to use more often. External, postgraduate students aged over 25 were more likely to report never/rarely using and never/rarely wanting to use email to communicate with other students.

Communication tools in Moodle/USQStudyDesk (e.g. mail, discussion board)

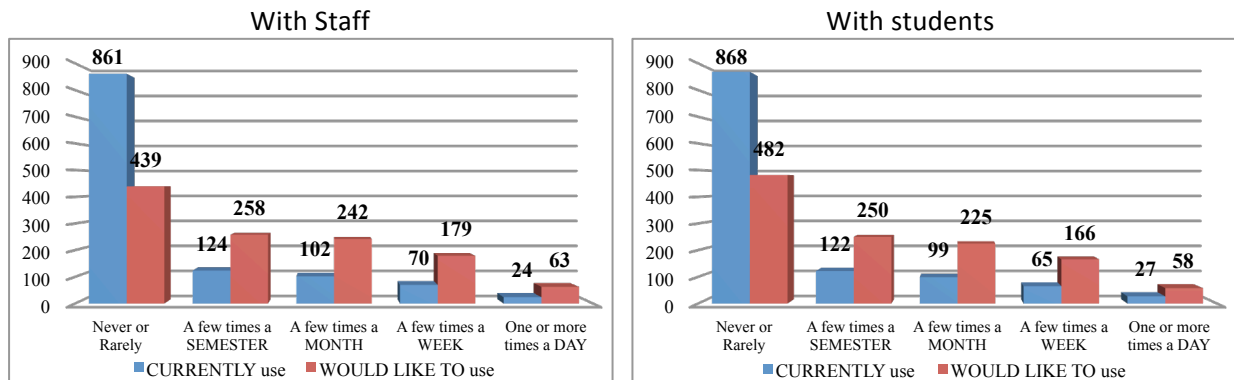


While 59.7% of students reported current regular use of communication tools in Moodle/USQStudyDesk to contact staff, 71.5% reported wanting to use these more often. A similar pattern of results was found across age/enrolment/study type.

While 53.5% of students reported current regular use of communication tools in Moodle/USQStudyDesk to contact other students, 66.1% reported wanting to use these more often. A similar pattern of results was found across age/enrolment. Undergraduate students were more likely to use and want to use this method

to contact other students on a weekly basis and postgraduate students were more likely to want to use a few times a semester.

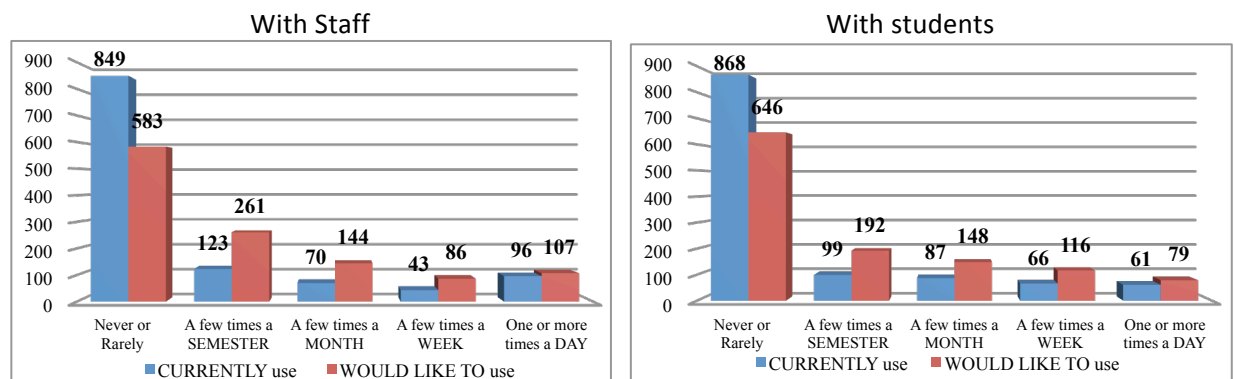
Collaborative / conferencing technologies (e.g. Skype, Wimba, FaceTime)



While 16.5% of students reported current regular use of collaborative/conferencing technologies to contact staff, 41.0% reported wanting to use this more often. A similar pattern of results was found across age/enrolment/study type except that external students were more likely to want to use more a few times a semester/monthly. Internal students aged 25 and under were more likely to never/rarely use and never/rarely want to use these technologies to contact staff.

While 16.2% of students reported current regular use of collaborative/conferencing technologies to contact other students, 38.1% reported wanting to use these more often. A similar pattern of results was found across age/enrolment/study type for current use of technologies to contact other students. However, students aged over 25 want to use more monthly and external, postgraduate students want to use more a few times a semester. Internal students aged 25 and under were more likely to report never/rarely wanting to use these technologies to contact other students.

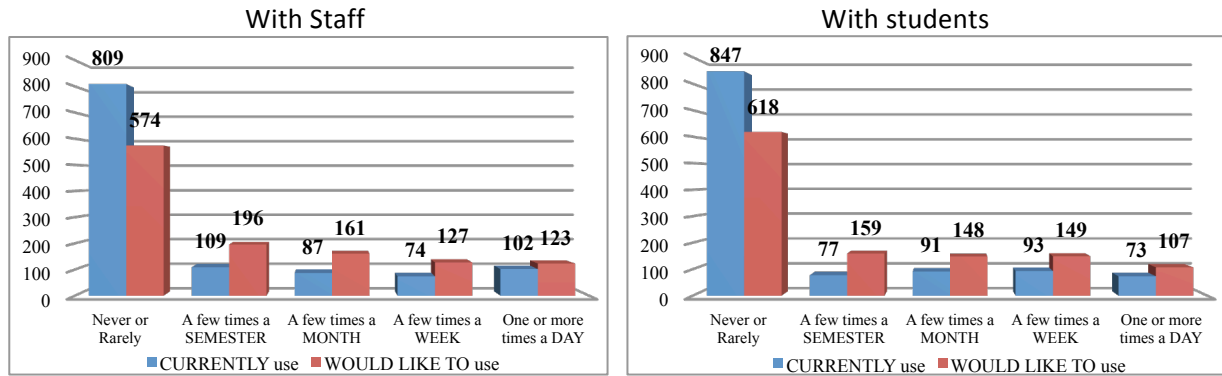
Mobile phone for voice calls



While 17.6% of students reported current regular use of mobile phone to contact staff, 28.6% reported wanting to use this more often.

While 18.2% of students reported current regular use of mobile phone to contact other students, 29.0% reported wanting to use this more often.

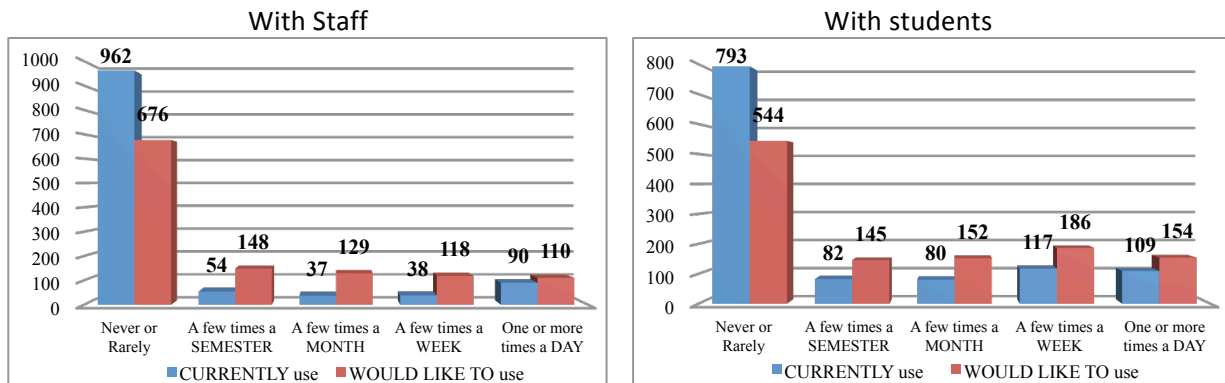
Mobile phone with Internet access



While 22.3% of students reported current regular use of mobile phone with internet access to contact staff, 34.8% reported wanting to use this more often.

While 21.8% of students reported current regular use of mobile phone with internet access to contact other students, 34.2% reported wanting to use this more often.

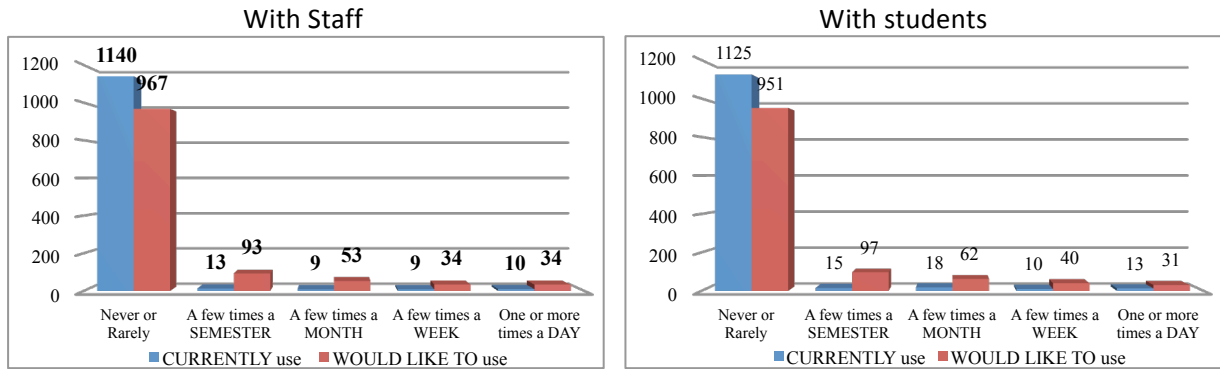
Social networking sites (e.g. Facebook, Google +, Twitter)



While 13.9% of students reported current regular use of social networking sites to contact staff, 30.2% reported wanting to use this more often. Internal students aged 25 and under were more likely to report current use and wanting to use daily. A similar pattern of results was found across undergraduate/postgraduate students for current and like use. Currently never/rarely use social networking sites to contact staff was more likely reported by external students and never/rarely want to use more likely reported by external, postgraduate students.

While 25.9% of students reported current regular use of social networking sites to contact other students, 41.6% reported wanting to use this more often. Internal undergraduate students aged 25 and under were more likely to currently use and want to use more weekly/daily. External, postgraduate students aged over 25 were more likely to report never/rarely using currently and never/rarely wanting to use social networking sites to communicate with other students.

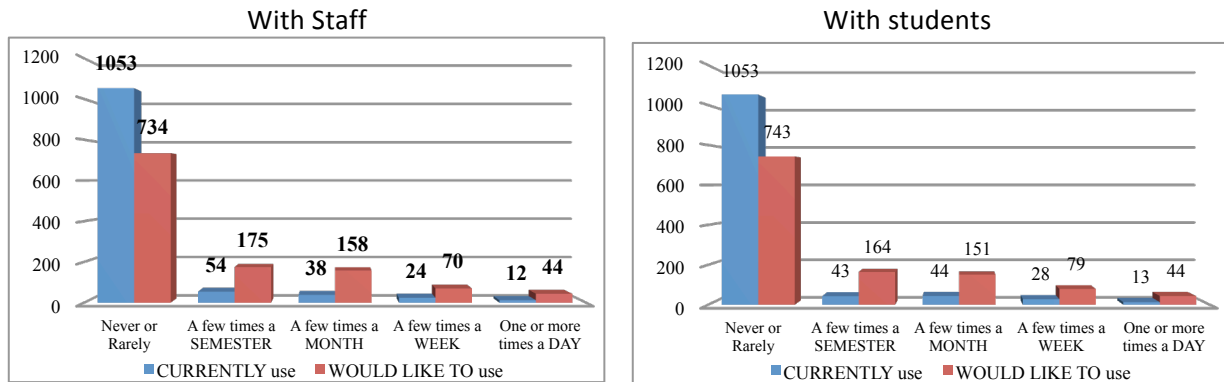
Virtual worlds (e.g. Second life, Open Sim, Active Worlds)



While only 2.4% of students reported current regular use of virtual worlds to contact staff, 10.3% reported wanting to use this more often.

While only 3.4% of students reported current regular use of virtual worlds to contact other students, 11.2% reported wanting to use this more often.

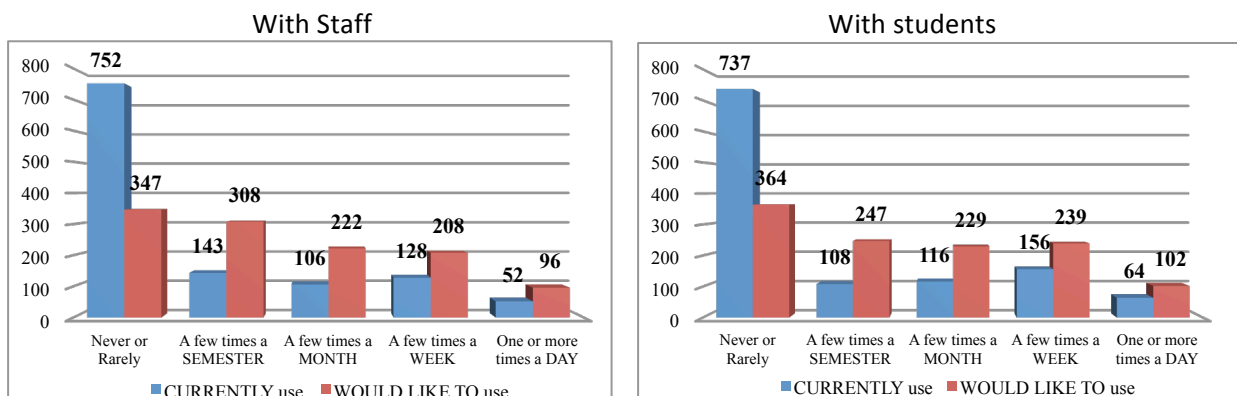
Blogs



While 6.2% of students reported current regular use of blogs to contact staff, 23.0% reported wanting to use these more often. A similar pattern of results was found across age/enrolment/study type for current/like use of blogs to contact staff.

While 7.2% of students reported current regular use of blogs to contact other students, 23.2% reported wanting to use these more often. A similar pattern of results was found across age/enrolment/study type for current use and across study type for like use. External students aged over 25 tended to want to use more a few times a semester.

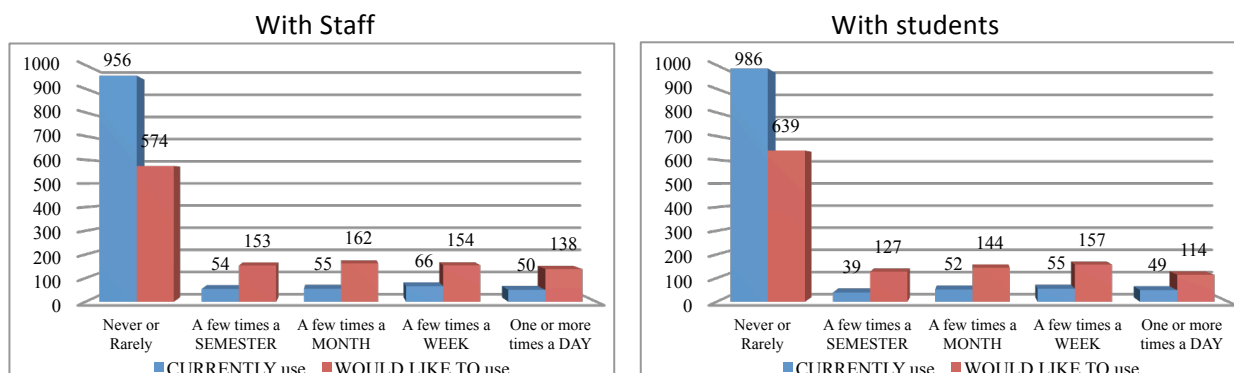
Face-to-face meetings



While 24.2% of students reported current regular use of face-to-face contact with staff, 44.5% reported wanting to use this more often. Notably, 405 students moved their preference from 'never to rarely' to wanting some form of face-to-face communication.

While 28.4% of students reported current regular use of face-to-face contact with other students, 48.2% reported wanting to use this more often.

Use a tablet computer (e.g. iPad or Android pad)



While 14.5% of students reported current regular use of tablet computers to contact staff, 38.4% reported wanting to use this method more often. A similar pattern of results was found for current use of tablet computers across age/enrolment/study type. Students aged over 25 tended to want to use more monthly, internal students tended to want to use more daily, and external students tended to want to use more a few times a semester. Undergraduate and postgraduate students had similar results for how often they would like to use tablet computers.

While 13.2% of students reported current regular use of tablet computers to contact other students, 35.2% reported wanting to use this more often. A similar pattern of results for current use was found across age/enrolment/study type and for like to use for age. Internal undergraduate students tended to want to use tablet computers to contact other students more on a weekly/daily basis.

Summary of the technologies used for Communicating with Staff and Other students

Without a doubt the preferred tools for students to communicate with other students and with staff was by email and through the USQStudyDesk. To a lesser extent, but still worthy of note was a preference for using Collaborative / conferencing technologies such as Skype, Wimba (now Collaborate), etc. Interestingly, for a strong distance cohort in this sample, there was a marked preference for some face-to-face communications. Again the use of social software spaces such as Facebook, Google + and Twitter received some level of support, but not enough to warrant preferencing these over other forms of communication technology. This was born out in the focus groups that indicated the students did not want to have to engage with too many technologies to ensure they were getting all their messages. In their words “keep it simple”. This was a similar scenario to the use of mobile phones, with a comparatively smaller increased percentage of students wishing get communication coming to them via text message.

It will be interesting to see if the preference for using tablet based devices in the future will increase, as these tools become more ubiquitous. However, at this stage there would be no convincing case for changing communication formats. Having said that, the tablet device will just make it easier for students to access their email and their StudyDesk, which are at this stage the preferred communication tools.

Similar to the findings in the previous section there was very little interest in using Virtual Worlds or blog sites as a communication channel.

Recommendations

4.1: That USQ, for the sake of consistency, preference the *USQStudyDesk* as a communication channel with students for Course based activities, along with their current strategy of using email. This is opposed to putting too much effort into tools the students are not really interested in engaging with (Twitter, Facebook, etc.). If these other tools are to be used then there should be a much clearer focus on what types of communication are being pushed through these mediums and limit these to more social communications.

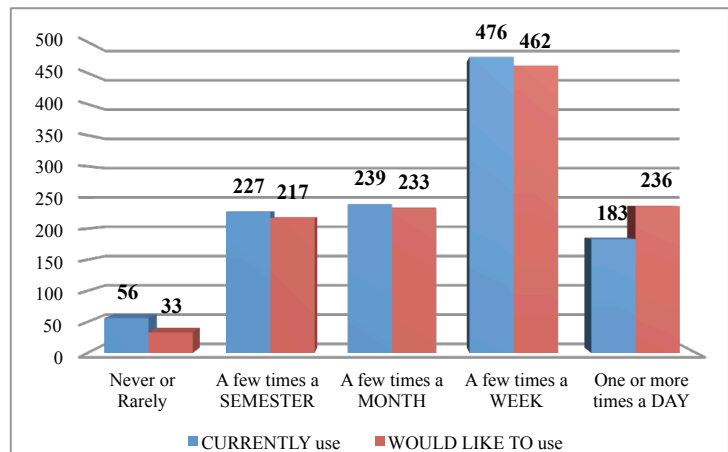
Section 5 – Use of the Learning Management System (Moodle/USQStudyDesk)

Introduction

This section focused on the students' use of the USQStudyDesk and its associated tools. It sought to understand how often they currently use these tools, and how often they would like to use them in the future. The following features of USQStudyDesk are covered: Access to Course Outlines, their online materials, lecture recordings, discussion forums, quizzes, assignments access, online collaborative work, tracking of progress, communications and announcements.

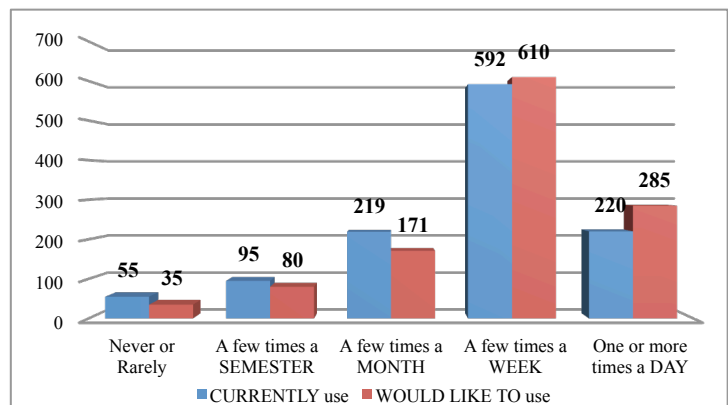
Online course outline

Students reported being relatively satisfied with their current regular use of online course outlines with 76.0% reporting current regular use and 78.8% reporting wanting to use more often.



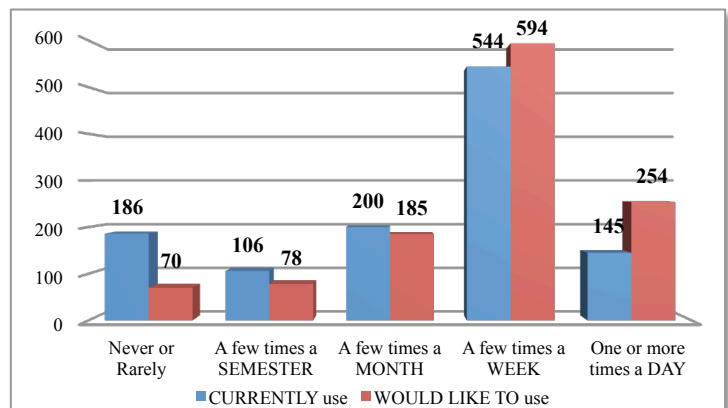
Online readings and links to other course materials

Students reported being relatively satisfied with their current regular use of online readings and links to other course materials with 87.2% reporting current regular use and 90.3% reporting wanting to use more often.



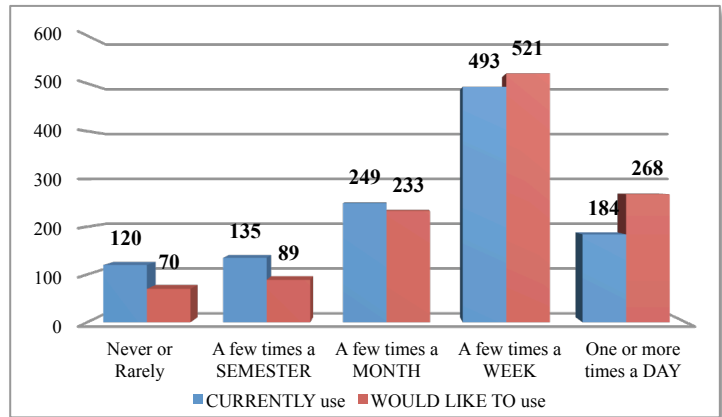
Online access to lecture recordings

While 75.3% of students reported current regular use of online lecture recordings, 87.5% reported wanting to access these more often. A similar pattern of results was found across age for current and future use of lecture recordings. External students were more likely to currently use weekly and want to use weekly. Undergraduate students were more likely to currently use weekly and want to use weekly/daily and postgraduate students were more likely to want to use monthly. Never/rarely use and never/rarely want to use was more likely reported by postgraduate students.



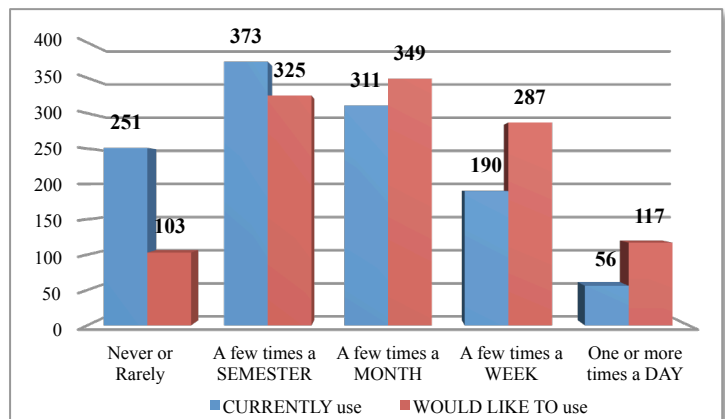
Discussions (posting comments, questions and responses)

While 78.4% of students reported current regular use of discussions, 86.5% reported wanting to use these more often. Students 25 and under tended to currently use and want to use discussions more on a monthly basis, while students over 25 tended to currently use and want to use more, weekly. Internal students were more likely to currently use monthly, while external students were more likely to currently use weekly. Undergraduate students tend to currently use and want to use more on a weekly/daily basis. Currently never/rarely use and never/rarely want to use was more likely reported by postgraduate students.



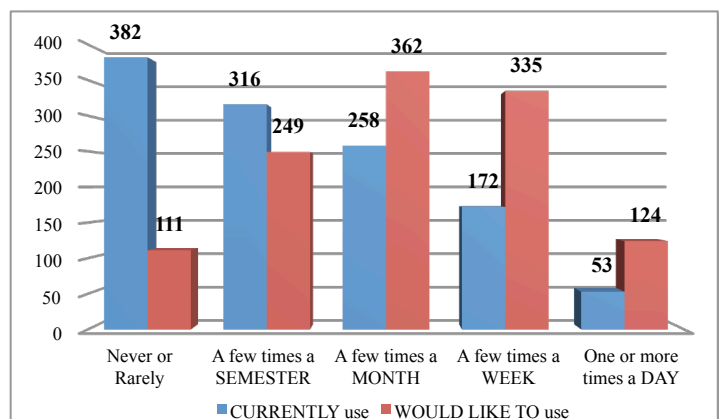
Taking quizzes for assessment purposes

While 47.1% of students reported current regular use of quizzes for assessment purposes, 63.8% reported wanting to use these more often. Students 25 and under were more likely to currently use monthly, while students over 25 tended to want to use a few times a semester. External students were more likely to currently use and want to use a few times a semester. Undergraduate students were more likely to currently use a few times a semester/monthly/weekly and want to use monthly/weekly, while postgraduate students were more likely to want to use a few times a semester. Currently never/rarely use was more likely reported by postgraduate students aged over 25 and never/rarely want to use more likely reported by postgraduate students.



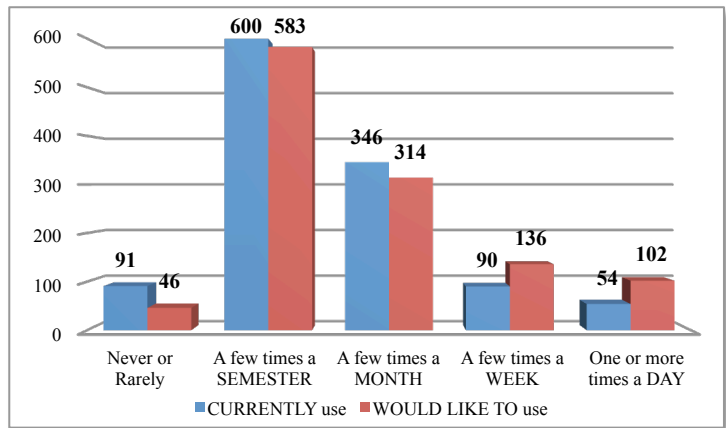
Taking quizzes for self-test purposes to gain feedback

While 40.9% of students reported current regular use of quizzes for self-test purposes, 69.6% reported wanting to use these more often. Undergraduate students aged 25 and under were more likely to use currently a few times a semester. Undergraduate students were more likely to want to use monthly/weekly and postgraduate students more likely to want to use a few times a semester. Currently never/rarely use was more likely reported by postgraduate students aged over 25 and never/rarely want to use more likely reported by postgraduate students.



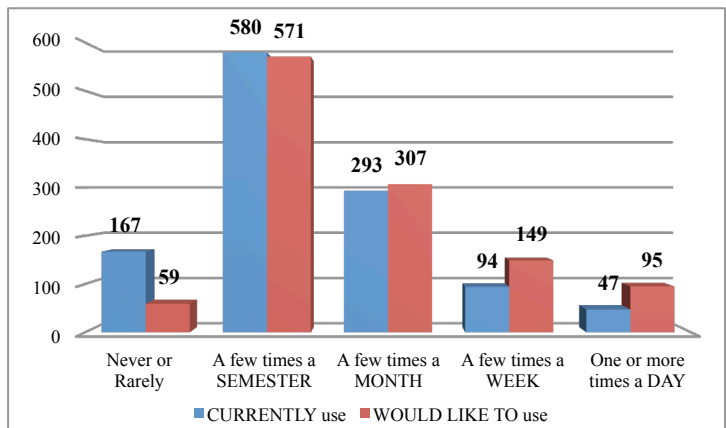
Submitting assignments online

Students reported current regular use of online assignment submission at 41.5% and desire to use more often at 46.7%. However, as this activity only normally occurs 2 or 3 times a semester anyway this is not surprising.



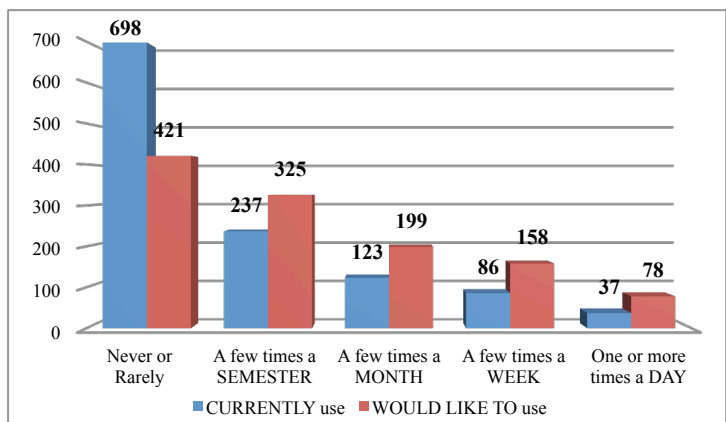
Getting assignments back online from instructors

While 36.8% of students reported current regular use of return of assignments online, 46.6% reported wanting this more often. Again, as this activity only normally occurs 2 or 3 times a semester anyway this is not surprising.



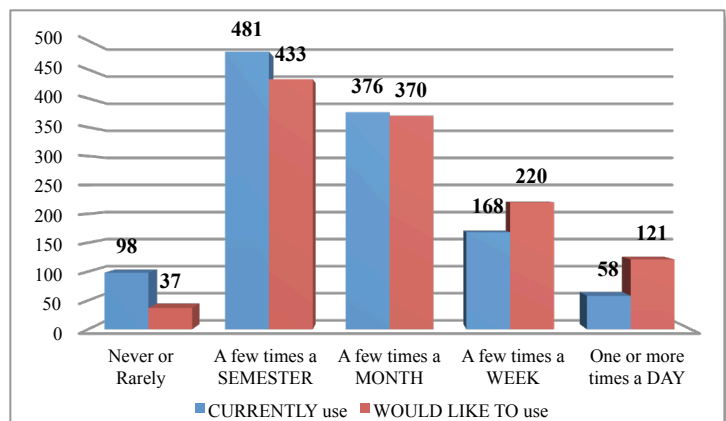
Online sharing of your own work with other students

While 20.8% of students reported current regular use of sharing work online with other students, 36.9% reported wanting to do this more often. A similar pattern of results was found for current use across age/enrolment/study type and for like use across study type. Students aged 25 and under were more likely to want to use monthly and external students over 25 were more likely to want to use a few times a semester.



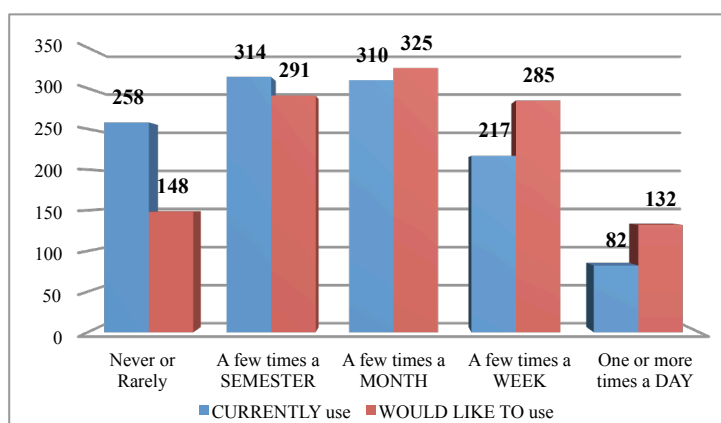
Keeping track of your progress and your grades online

While 50.9% of students reported current regular use of online tracking of progress and grades, 60.1% reported wanting to use this more often.



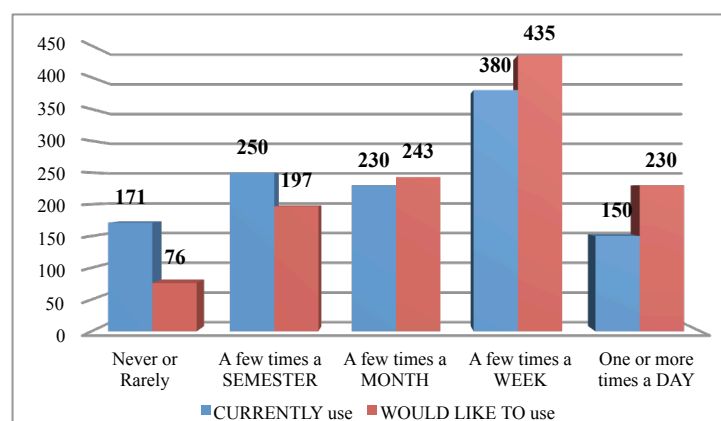
Mail tool for contacting staff and fellow students

While 51.5% of students reported current regular use of mail tool for contacting staff and other students, 62.8% reporting wanting to use this more often.



Announcements which appear when you login to the course

While 64.4% of students reported current regular use of announcements, 76.9% reported wanting to use this more often.



Summary of the use of the Learning Management System (Moodle/USQStudyDesk)

Generally speaking students reported being relatively satisfied with their use of the USQStudyDesk with a slight increase (of some 40 students) in wanting to use this environment more often. Similarly, some 90% of students expressed their satisfaction with (or willingness for) the way they could access online readings and materials. This bodes well for future trends that would make more USQ course materials available online.

In relation to lecture recording there was an increase of some 12% of students wanting to access these types of resources more often. A similar pattern of results was found across age for current and like use of lecture recordings. However, as there was a significant proportion of the Post-graduate Student population not overly interested in accessing lecture recordings this makes the significance of this for undergraduate students all the more noteworthy.

Overall there was an increase of some 8% of students wanting to make better use of the discussion forums in USQStudyDesk. However, There was a discernable preference for students over 25 to access these more in the future. Not surprisingly external students were more likely to use these forums than were their on-campus friends and again undergraduate students tend to want more access to these than did the postgraduate students.

There were some very notable trends in relation to providing quizzes for students in the USQStudyDesk. Some 29% (342 students) reported wanting to use more quizzes for self-test purposes, with Undergraduate students aged 25 and under expressing a desire to use these more often than other cohorts within the study. Similarly, almost 17% of students (200) were interested in using quizzes more often for their assessment. Again, students 25 and under and external students were more likely to want to use this feature more often.

There was a slight increase in the amount of students wanting to submit their assignments and receive their feedback online, but as this activity only occurs 2-3 times a Semester this result is consistent with current practice. Interestingly however, there were 16% of students (189) who wanted to do more sharing of their

work with other students online. Keeping track of their progress in a course online (within the StudyDesk) on a semi regular basis appeared relatively important.

It is also evident that communications via email and announcements in the StudyDesk are the primary venues for Course related information and this will be seen more fully in the next section. Students would also like to see announcements relevant to them when they login to the environment.

Not surprisingly online tracking of progress and grades was of great interest, again, as this activity only occurs a few times in the semester only 3% of students didn't see this as necessary.

Recommendations

5.1 That lecture capture for all undergraduate courses be strongly encouraged.

5.2 That there be a greater use of summative quizzes used in undergraduate course to help students self test themselves against the content.

5.3 That providing students with the opportunity to collaborate online, within a Course, should be strongly encouraged among teaching staff.

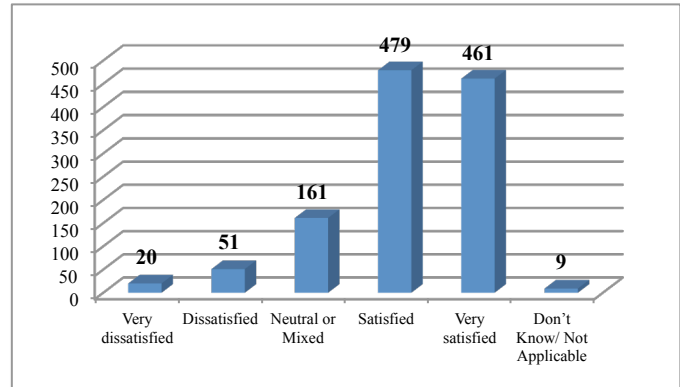
Section 6 – Services and Support for Learning

Introduction

This section reports on how satisfied the students were with using the following technologies in USQ supporting your learning.

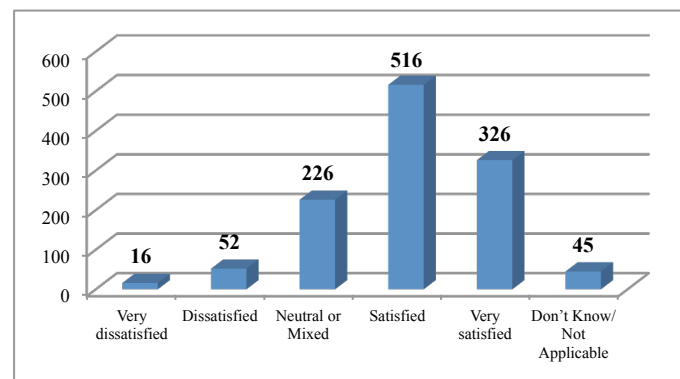
Your level of skills in using technology

Most respondents (79.6%) were satisfied or very satisfied with their level of skills in using technology, with 6% reporting they were Dissatisfied or Very Dissatisfied.



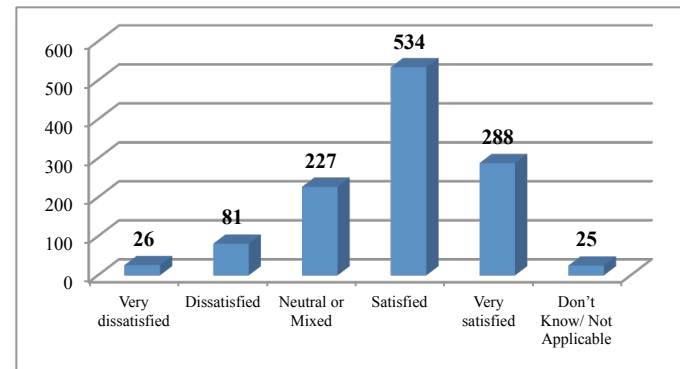
The level of technology skills of teaching staff

Most respondents (71.3%) were satisfied or very satisfied with the level of technology skills of teaching staff. Similarly, about 6% reported they were Dissatisfied or Very Dissatisfied. Interestingly 45 students opted out of answering this question.



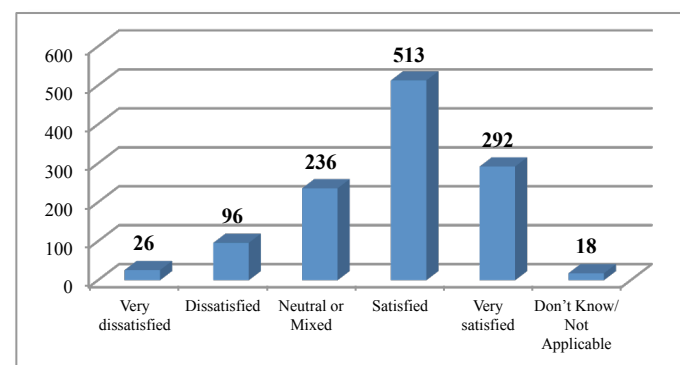
The time taken for you to learn to use new technologies

Most respondents (69.6%) were satisfied or very satisfied with the time taken by them to learn to use new technologies.



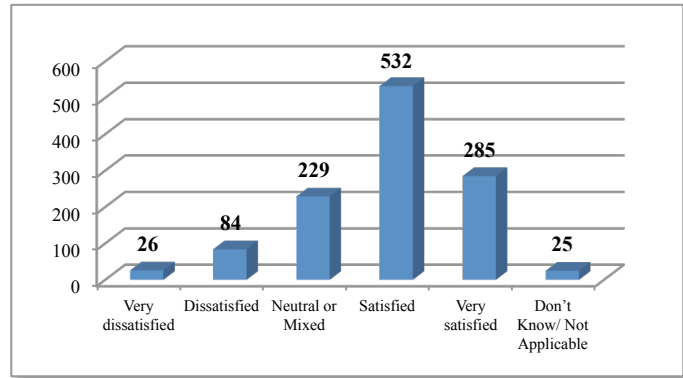
The opportunity to use technologies of your choosing for studying and communicating

Most respondents (68.1%) were satisfied or very satisfied with the opportunity to use technologies of their choosing for studying and communicating.



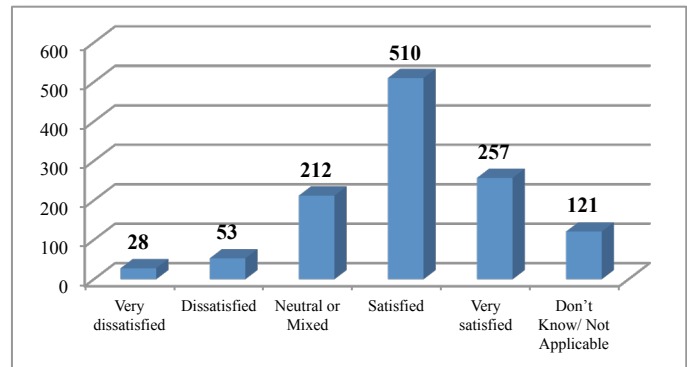
The range of technologies available for studying and communicating

Most respondents (69.1%) were satisfied or very satisfied with the range of technologies available for studying and communicating.



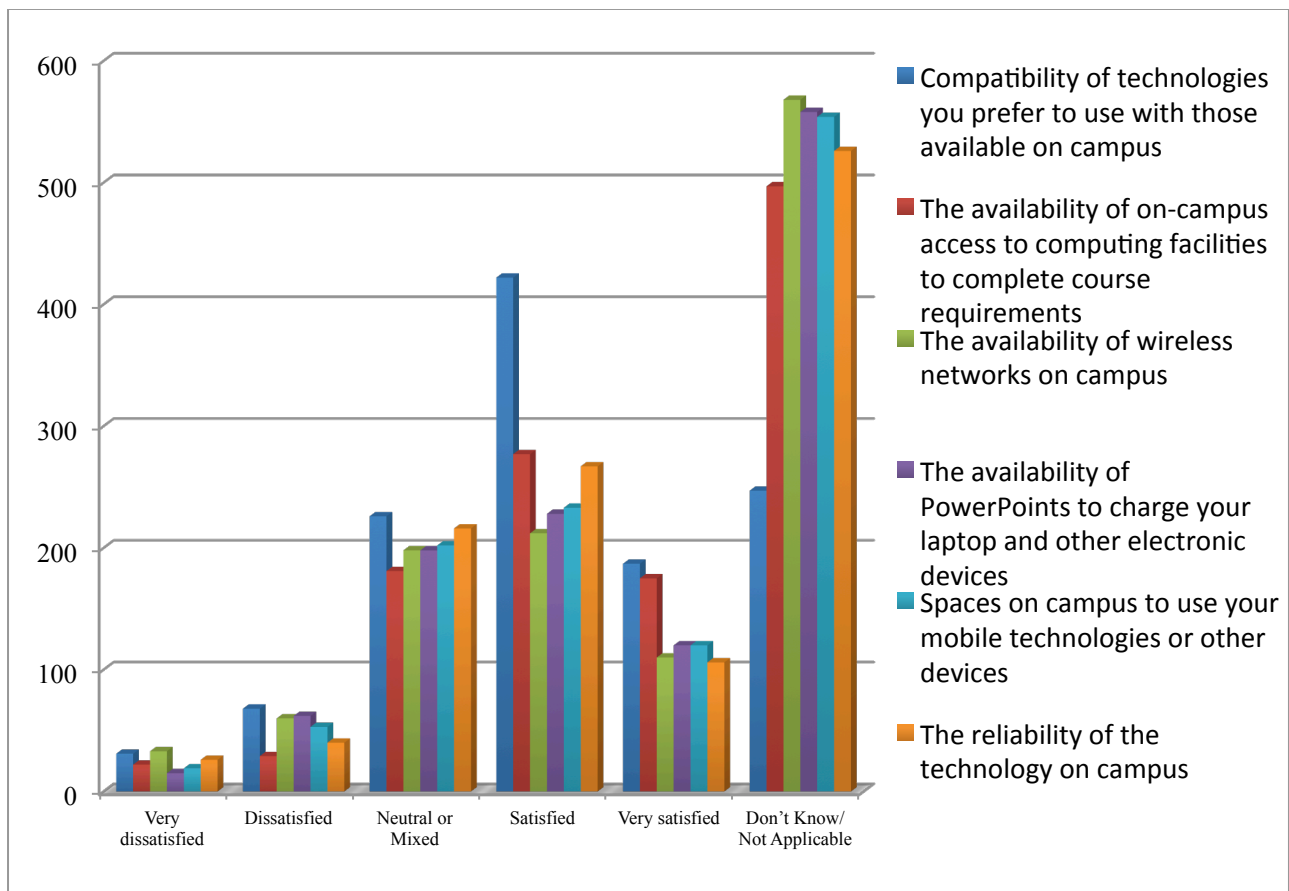
The availability of university support services (eg Just in time IT help, e-learning, service desk help)

Most respondents (65.0%) were satisfied or very satisfied with the availability of University support services.



On-campus related questions only

The following data relates to the technologies available to students on-campus. However some distance students who also come on-campus from time to time also elected to complete this section.



- 380 internal/on-campus students responded to this part of the survey
- 64.0% (243) of internal/on-campus students reported being satisfied or very satisfied with the compatibility of technologies they prefer to use with those available on-campus; 4.5% of internal/on-campus students reported not knowing or that the item was not applicable.
- 70.0% (266) of internal/on-campus students reported being satisfied or very satisfied with the availability of on-campus access to computing facilities to complete course requirements; 4.7% of internal/on-campus students reported not knowing or that the item was not applicable.
- 51.8% (197) of internal/on-campus students reported being satisfied or very satisfied with the availability of wireless networks on-campus; 9.5% of internal/on-campus students reported not knowing or that the item was not applicable.
- 52.9% (201) of internal/on-campus students reported being satisfied or very satisfied with the availability of power points to charge their laptops and other electronic devices; 11.8% of internal/on-campus students reported not knowing or that the item was not applicable.
- 56.3% (214) of internal/on-campus students reported being satisfied or very satisfied with spaces on-campus to use their mobile technologies or other devices; 8.9% of internal/on-campus students reported not knowing or that the item was not applicable.
- 58.9% (224) of internal/on-campus students reported being satisfied or very satisfied with the reliability of the technology on-campus; 3.7% of internal/on-campus students reported not knowing or that the item was not applicable.

Services and Support for Learning – On-campus

Services and Supports for Learning – On-campus	Satisfied/ Very Satisfied		Don't Know/ Not Applicable	
	Internal/ on-campus	External/ distance	Internal/ on-campus	External/ distance
Compatibility of technologies you prefer to use with those available on-campus	64.0%	45.7%	4.5%	28.7%
The availability of on-campus access to computing facilities to complete course requirements	70.0%	23.2%	4.7%	59.8%
The availability of wireless networks on-campus	51.8%	15.6%	9.5%	66.4%
The availability of power points to charge your laptop and other electronic devices	52.9%	18.4%	11.8%	64.0%
Spaces on-campus to use your mobile technologies or other devices	56.3%	17.4%	8.9%	64.9%
The reliability of the technology on-campus	58.9%	18.6%	3.7%	63.9%

Summary of Services and Support for Learning

Students reported a relatively high level of proficiency (80%) with using the technologies USQ requires them to interact with. However, only 71% reported being satisfied with the level of proficiency of USQ staff with technology. Around 70% of the students were happy with the types of technologies USQ employs for study and communications and for the amount of time it takes to learn how to use these technologies, with 65% being happy with the level of support they receive for these technologies.

Recommendations

There are no recommendations for this section. Students generally are reasonably satisfied with the services the University provides along with the level of support they receive.

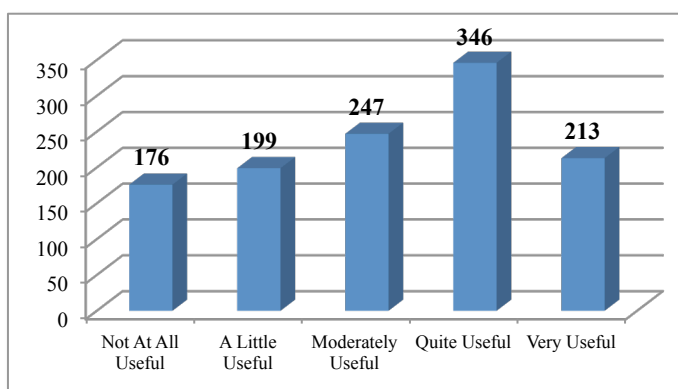
Section 7 – Use of Technologies for Administrative Purposes

Introduction

This section contains data associated with the technologies used by the University for Student administrative purposes. The questions were framed by the overarching statement/question: *How useful would it be to receive information and communications in the following ways with the University about services and resources (e.g. enrolment status, library fines, tutorial registrations) regardless of whether or not you have used each technology in the past)?* And dealt specifically with the following technologies:

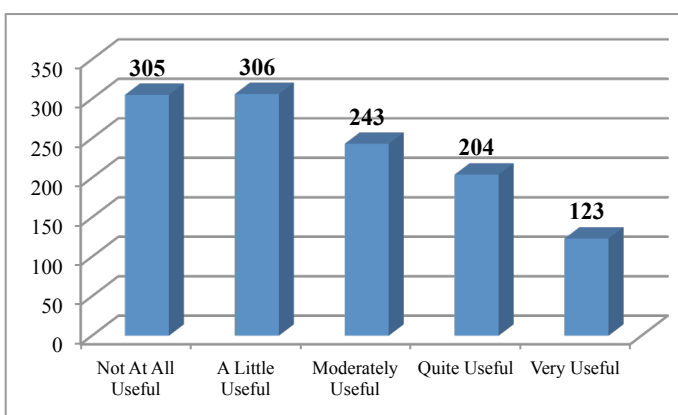
Automatic updates through RSS feeds from university web pages to receive administrative information (e.g. enrolment status, changes to timetables, information about your course, tutorial registration, library fines, services, resources)

68.2% of respondents reported that receiving information through RSS feeds would be moderately useful or very useful while 31.8% reported this method would be not at all or a little useful.



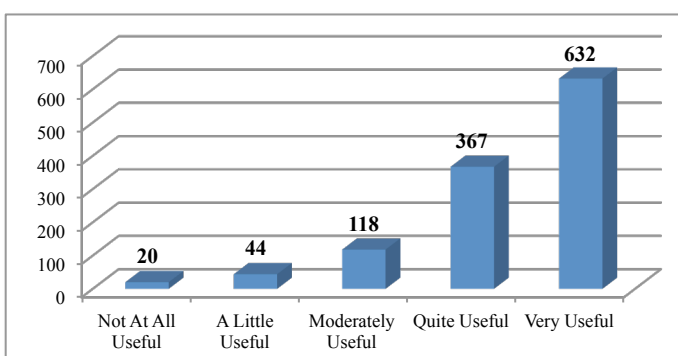
Mail - paper-based letters or memos

27.7% of respondents reported that receiving information through paper-based letters or memos would be quite useful or very useful while 51.7% reported this method would be not at all or a little useful. The remaining 21% rated this as moderately useful.



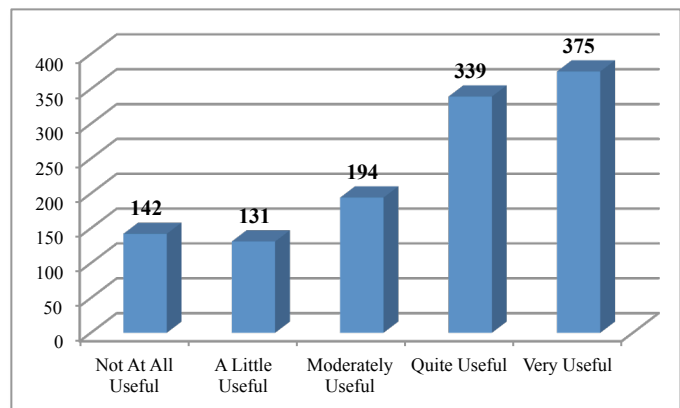
Email – university account which can be redirected to home account

The majority of respondents (84.6%) reported that receiving information through email would be quite useful or very useful while 5.4% reported this method would be not at all or a little useful. when 'moderately useful' is added to 'quite' and 'very' this accounts for some 95% of the students.



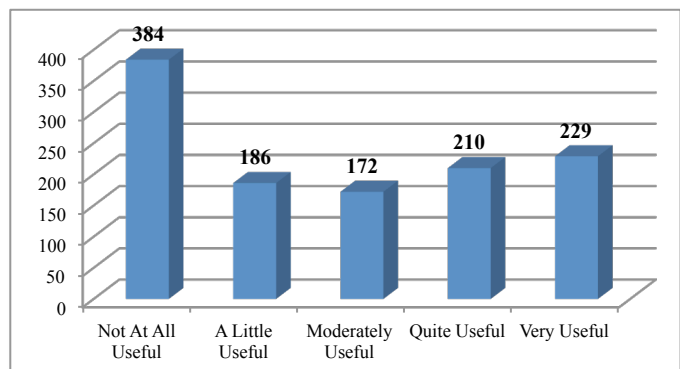
SMS alerts to mobile phone to receive administrative information (e.g. enrolment status, changes to timetables, information about your course, tutorial registration, library fines, services, resources)

60.5% of respondents reported that receiving information through SMS alerts would be quite useful or very useful while 23.1% reported this method would be not at all or a little useful.



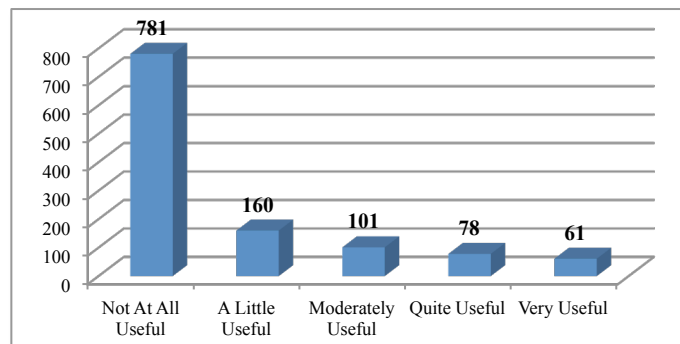
A Facebook group that you can sign up to

37.2% of respondents reported that receiving information through a Facebook group would be quite useful or very useful while 48.2% reported this method would be not at all or a little useful.



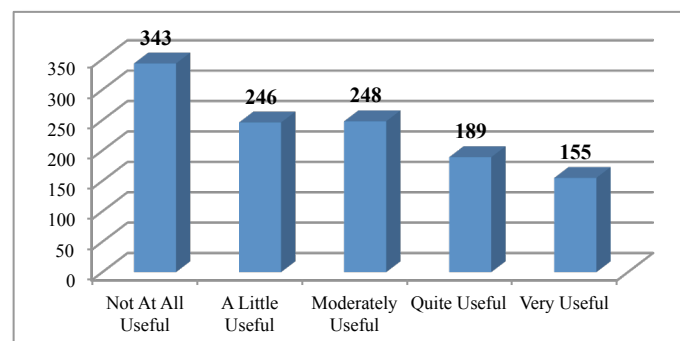
Twitter

11.8% of respondents reported that receiving information through Twitter would be quite useful or very useful while 79.6% reported this method would be not at all or a little useful.



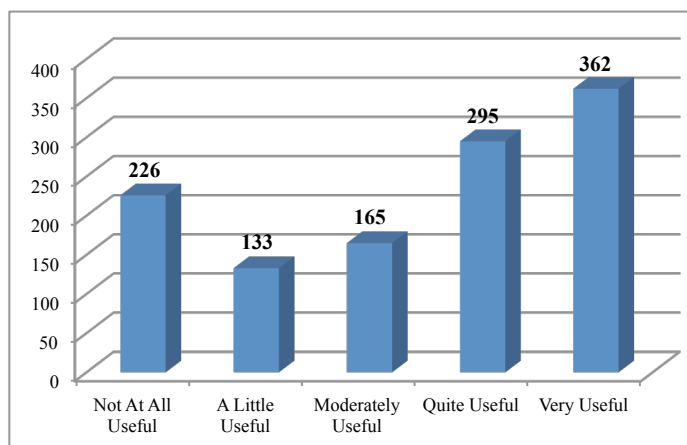
Mobile phone for voice calls

29.1% of respondents reported that receiving information through mobile phone voice calls would be quite useful or very useful while 49.8% reported this method would be not at all or a little useful.



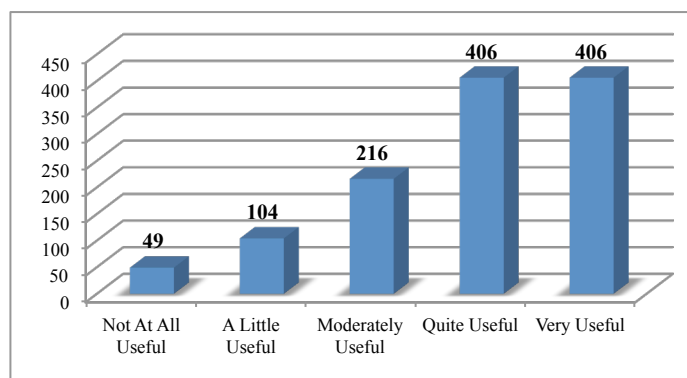
A mobile phone application that you can use to access information about university services, maps, learning resources administrative information

55.7% of respondents reported that receiving information through a mobile phone application would be quite useful or very useful while 30.4% reported this method would be not at all or a little useful.



Communication tools in Moodle/USQStudyDesk

68.8% of respondents reported that receiving information through communication tools in Moodle/USQStudyDesk would be quite useful or very useful, while 12.9% reported this method would be not at all useful or a little useful. Again if moderately useful is added to 'quite' and 'very' this accounts for some 87% of the students.



Use of Technologies for Administrative Purposes

Means of Communication	Not at all/a little useful	Quite/very useful
RSS feeds	31.8%	47.3%
Mail – paper-based letters/memos	51.7%	27.7%
Email	5.4%	84.6%
SMS Alerts	23.1%	60.5%
Facebook Group	48.2%	37.2%
Twitter	79.6%	11.8%
Mobile Phone – voice calls	49.8%	29.1%
Mobile Phone – apps	30.4%	55.7%
Moodle/USQStudyDesk	12.9%	68.8%

The technologies reported as being the most useful by respondents for receiving information and communicating about services and resources were Email at 84.6% followed by Moodle/ USQStudyDesk at 68.8%. The technologies reported as least useful were Twitter and Mail – Paper-based letters or memos.

Summary of the Use of Technologies for Administrative Purposes

Similar to the findings in Section 5, there is a clear and strong preference for the communications associated with university administrative purposes to be mediated through email and the StudyDesk. To a lesser degree students were preferencing the use of SMS, RSS feeds and mobile apps to receive this information.

Again the use of Twitter and other social networking environments were seen as less useful for this purpose. It will be seen in the qualitative data from the focus groups that this is supported and that the plea from students is for a consistent approach to be adopted from both across the administrative side of the university and the learning and teaching side.

Recommendations

7.1: That a consistent approach to communications with students be adopted, both for administrative and learning and teaching purposes. This strategy should strongly preference the use of email and the USQStudyDesk.

7.2: The USQ develop a mobile app specifically for administrative and communication purposes, aligned with the activity of the StudyDesk and administrative communications.

Section 8 – Emerging themes form qualitative survey data

The qualitative data from this survey was contained within four open-ended questions, at the end of the survey. The following is a thematic analysis of the key points for each of the questions. The full text version of these comments is available on request from the author (approximately 120 pages). However, some access restrictions due to the level of ethical clearance apply.

Thematic analysis of the qualitative data

Q1: Please describe the most important ways that technology has assisted your learning at University

- Student's appreciated their access to recorded lectures / tutes
- They indicated that consistent access to information / resources was very important
- It was important that technology allowed for flexibility / convenience (study anywhere/anytime, work around work/family)
- It gave to access to study (no online learning = no learning) where they may not have been able to have it before
- It made it possible for them to access to lecturers and to other students – communication
- Provided the opportunity to be exposed to new technologies, adapt to, gain confidence in using
- Helped them feel connected – a part of community (external students)

Q2: Please describe ways in which the University could use technology to better support your learning

- They would like more recorded lectures – audio & visual; improve quality; live and recorded
- Apps for iPhone, iPad, Androids were seen as important improvements the University could make
- Lack of Mac compatibility is an issue for some students
- Would like some more training in the use of technology – students and lecturers
- They wish for Uniformity / consistency / standardisation
- There want to simplify / a more user-friendly / streamline the interface with the University
- Desired a greater reliability of online services
- Would like the option of having some maintenance / technology support on weekends, as this impacts on external students
- On-campus students wanted better wireless access / more computers & printers on-campus / increase quota
- Interestingly, they wanted more eBooks

Q3 What has technology enabled you to do that you wouldn't otherwise be able to do at University?

- Study
- Study remotely/ externally
- Flexibility / mobility / 24 hour access
- Develop new skills / confidence – using technology

- Access new technologies
- Communicate / make contact / keep in touch / stay connected
- Access lectures online
- Access information / research / eBooks
- EASE / online exams
- Access wireless
- Nothing / none / unsure / no comment

Q4 Please add any other comments you would like to make about your experiences and expectations of technologies at university

- More recorded lectures / tutes – and improve quality
- Simplify, make user friendly
- More consistency / uniformity
- More reliability
- Apps and Mac compatibility
- Training in use of technologies
- More computers / printers / increase speed / Wifi / up quota
- Usable / accessible across platforms
- ‘No’ to Facebook / Twitter
- Decrease need for repeated log-ins
- Happy / not happy
- Library, eBooks
- Equity for external students
- Maintenance / IT support / after-hours access to support
- EASE

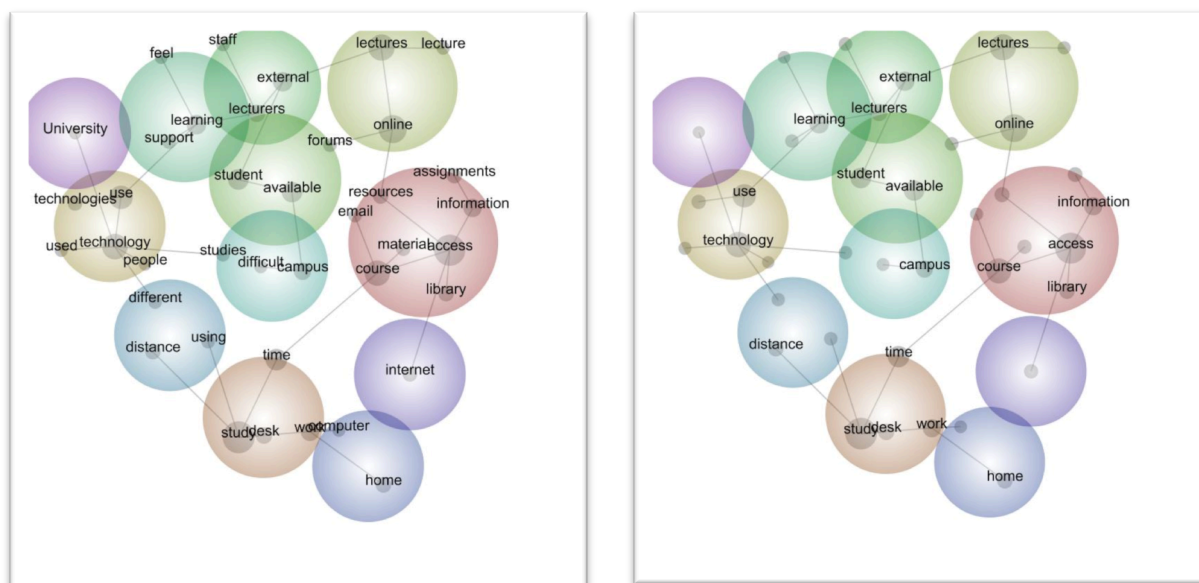
Further analysis of the qualitative data

A further analysis of the open-ended response questions was performed using the Leximancer software. This was to provide further insight into these data. Importantly, it is the relationships between the key words that bring the most meaning to these data. This relationship is seen in the two figures following the table below. The following table is simply a count of the most common words used by respondents, in rank order. However the following figures illustrate the weighting of the relationships found between these words, or where they appeared together in relation to the other key words/concepts.

Ranked Concept List

Word-Like	Count	Relevance	Word-Like	Count	Relevance
study	650	100%	courses	146	22%
access	574	88%	library	141	22%
students	518	80%	assignments	137	21%
lectures	515	79%	materials	133	20%
online	489	75%	internet	131	20%
technology	413	64%	technologies	115	18%
course	411	63%	staff	111	17%
time	318	49%	resources	110	17%
learning	260	40%	lecture	105	16%
work	251	39%	material	100	15%
information	249	38%	forums	98	15%
available	245	38%	computer	93	14%
external	233	36%	support	91	14%
Student	232	36%	studies	86	13%
lecturers	188	29%	feel	81	12%
home	184	28%	email	80	12%
campus	177	27%	education	77	12%
university	164	25%	computers	70	11%
distance	163	25%	people	67	10%
desk	152	23%			

The following figure (left) shows all the key words (39) in the above table and their relationship with each other. While the figure on the right shows a more refined version, showing the relationships between the top 20 key words



When read in conjunction with the comments, clear relationships can be seen between the key concepts of online + lectures, access to information from course and the library, the availability of academic staff for external students, and the relationship between external students' ability/flexibility to study in various locations, such as home and at work.

Summary of Qualitative survey data

Similar to the many of the themes found in the quantitative data, there is a clear and strong preference for students having access to recorded lectures and to resources from the library. The flexibility provided by their chosen approach to study (on-campus/external) was supported by the university's approach to course delivery. However, again a more consistent approach to this was clearly expressed. It was reaffirmed that students now want more access to Apps for their mobile devices and that the use of iDevices (Apple) has

increased. Reliability of technology and online access was a key theme as was desiring more training in the use of the technologies the University chooses to use.

Clearly the use of technology has allowed many students to participate in study where they may not have been able to the same extent in the past. This is a point worthy of celebration.

Recommendations

8.1: That a consistent approach be adopted in relation to Student communications and to the StudyDesk, along with the provision of resources, such as lecture recordings.

Section 9 – Focus Groups

In addition to the main survey, students were given the opportunity to participate in a series of focus groups. Thirty-four (34) students participated in a series of focus groups run at the end of Semester 2 2012 using the Blackboard Collaborate, virtual classroom, linked to a USQ*StudyDesk* site/course established specifically for the focus groups. This approach allowed external students to fully participate. The set of questions were developed after an initial analysis of the survey data and were designed to provide further insight to the main themes arising from this analysis. The focus groups focused on seven main questions and a set of six supplementary questions. All the students chose to participate in providing responses to both sets of questions. A summary of the responses is provided here and access to the recordings of these sessions are only available upon request of the author (responses restricted on ethical grounds).

Main Questions

1. It appears from the survey that most of you access your study materials via your laptop, but to what extent are new devices starting to make inroads into your practice (things like iPads, etc)?

Some respondents were using iPads but mainly they used their laptop as it gave them greater flexibility in relation to their studies.

2. There is a strong emphasis on having access to recorded lectures, and you're indicating you are wanting more of this type of content. What is it about the recorded lectures you feel so keen about?

Flexibility and mobility, for example, able to play on devices such as iPod and listen while travelling etc. Able to repeat sections. Hearing/seeing lecturer gives better 'feel' for information than reading on printed page. Other students ask questions during lecture, which can give additional information. Feel more connected to group.

3. There is also quite a strong emphasis on feeling part of a 'community of learners', what is it that we do that helps you feel that way, or how could we help you feel that way more?

- **What place does the Study Desk play in this, as opposed to things like Facebook ?**

Respondents see StudyDesk as adequate in contributing to their feeling part of a 'community of learners' and were opposed to using Facebook, which they see as for personal use only.

4. 'Consistency' seems to be a theme that has emerged both from this study and in previous ones. Are we talking consistency in the 'look and feel' of Study Desk, the quality of resources available, the staff interaction online? All of the above? And/or what else?

All of the above but mainly in the 'look and feel' of StudyDesk and the availability of recorded lectures for all courses.

5. Use of your mobile phone to access USQ via the internet seems to be reasonably important to you, but not so much for over 25s. Is that because you would prefer to use your laptop, or you don't have smart phones, or is it because the experience is pretty unsatisfactory?

Most prefer to use laptop because of the screen size, that is, easier to read.

6. When referring to searching for resources on the internet – it seems as though you are saying there is a preference for using Google, more so than using the Library, eBooks, etc., or are we misinterpreting that?

Those who use Google are more likely to use this as a supplement. Some were concerned about the reliability of information on Google. Others use Google because they have difficulty with the library website. Some concerns were raised as to how complex the Library Databases were to use, as opposed to Google.

7. In relation to mobility, having materials accessible from different sorts of devices, how important is this really?

Most use laptop but find it convenient to have accessibility on other devices.

8. The survey would indicate email and the Study Desk are your preferred ways that we keep in touch with you? Is that right, or how would you prefer USQ keep in touch with you?

Email and StudyDesk were definitely preferred.

Additional Questions

1. Creating an ePortfolio for yourself; to evidence your learning, seemed to attract quite a positive response in the survey. How important is it that USQ provide you this facility?

Some use but most do not, but would like to know more.

2. What type of App's are you wanting to see introduced?

- **To what extent do you want them for things like basic administration type activities as opposed to assist with learning activities?**

Most did not have any suggestions. Those who made a suggestion saw the use of an app as mainly for administrative activities.

3. Training in the use the technologies USQ uses to provide teaching and interactive activities seems important. Are you talking online training, or how else would you see this happening?

Most suggested some form of online training would be the best way forward, either live sessions using a virtual classroom or pre-recorded sessions.

4. There seems to be a reasonably strong 'No' vote to using things like Facebook / Twitter to support your studies. Why is that do you think?

Most suggested that Facebook/Twitter are for personal use only. Most prefer to have one place only for study materials etc., that is, StudyDesk.

5. Are there some technologies you have seen that we are not using that you think would be good to see introduced?

Most had no suggestions.

6. Is there anything else you would like to add

Some expressed gratitude that USQ was actually asking students their opinions about their use of technology etc. Others reiterated the need for consistency and the availability of recorded lectures.

Summary of focus group data

Participants in the focus groups mainly used laptop for their study as it gave them greater flexibility. The better screen size makes online materials easier to read, but they also found it convenient to have access to these through other devices, such as pads and phones. The advent of an app for administrative activities was also seen as important.

It was emphasised, yet again, that lecture recording were highly desirable as it provided a better 'feel' for information than reading and that consistency in the 'look and feel' of StudyDesk was wanted. However, they found the StudyDesk contributed to them feeling part of a 'community of learners' and were opposed to using Facebook which they see as for personal use only. Their preference was to have one place only (StudyDesk) for study materials etc. In this space there were comments about having some online training available for some of the tools associated with the StudyDesk.

Recommendations

Recommendation stemming from these focus groups are all consistent with those previously provided.

Conclusion

The findings presented provide a snapshot of emerging trends for the students at this university and are consistent with the findings of a previous study conducted, using the same instrument in 2010, by three Sydney institutions (Gosper, Malfroy, McKenzie & Rankine, 2011). Overall, there is a clear message that students would like more use made of almost all technologies to support their learning, with the exception of social networking, which is seen to be a technology more for everyday use, not for study.

For future consideration is the strongest preferences students expressed for a consistent approach to online content through the StudyDesk, such as, communications, announcements, lecture recordings, and podcasts/webcasts created by lecturers. This was followed by more use of the following StudyDesk tools, discussions, ePortfolio, quizzes for feedback and assessment purposes. This suggests a continued focus on the professional development for academic staff in the use of these core facilities within the StudyDesk.

In interpreting these findings it is important to understand that students' ratings could be influenced by their current experience of the technologies they are exposed in their courses. Therefore, if courses are not designed to encourage new learning experiences and use of emerging technologies, their future potential may not be evident. If the potential of the technologies covered in this survey is to be maximised, then academics must have sufficient understandings, skills, support and time to allow them to effectively integrate these into their courses.

Overall, the findings suggest the need for continued investment in core technologies and services to promote more reliable access and effective use. However this should not exclude investment in more recent and emerging technologies, as there is a growing demand and awareness of their potential.

There is a strong case to suggest that repeating this survey on a biannual basis will provide strong longitudinal data. This data is crucial if the university is to make well-founded decisions on the future investments in learning technologies. It will also provide a solid profile of the changing Student usage patterns of technology over time.

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