

# Appendix D

## Qualitative Interview Questions

### Questions for Student Focus Groups

#### 1. Background

- 1.1 Student information: age, gender, senior/freshman, full/part-time, on/off campus, discipline, ethnic
- 1.2 How many computers do you own? What kinds? How long have you owned them?

#### 2. Skill and use

- 2.1 How skilled are you at using computer technology to do work required for your classes?
- 2.2 There is a lot being said and written about the current generation of students being good at using technology and as being tech savvy. Do you think this statement is true of yourself? Of your friends?
- 2.3 What kinds of technology skills are you good at? (Last year's students reported being good at communications and Web surfing but less skilled at things like creating Web pages, graphics, video.)
- 2.4 What kinds of technology skills are you bad at?
- 2.5 What kinds of technology skills do they think students in general are bad at?
- 2.6 How good do you think students are at dealing with changes in technology (e.g., when you get a new course management system such as WebCT or Learn@UW) or a new set of programs or when what you are used to using isn't available?
- 2.7 Do you use computers and the Internet for entertainment? If so, what kinds of activities do you do for entertainment?
- 2.8 What impact do you think a student's major has on their use and skills with technology?

#### 3. Your use of technology in courses

- 3.1 Do you think that the skills you may acquire in using the Internet for entertainment transfer to your school work? If so, what are the components of those skills? If not, why not?
- 3.2 What kinds of uses of technology have instructors made in the courses you have taken thus far?

- 3.3 What are the major advantages that you see in the use of technology in your courses?
- 3.4 What is the major disadvantage that you see in the use of technology in your courses?
- 3.5 Do you think that the use of technology in your courses helped you in your learning?
  - 3.5.1 If so, how?
  - 3.5.2 If not, why not?
- 3.6 Do you think that in general your instructors are skilled in the use of technology in teaching?
- 3.7 What are the major obstacles that you see to more effective use of computer and information technology in your courses?
- 3.8 One of the findings of last year's study was that students indicated that technology in their classes was about convenience and communication and control of the learning experience. While improved learning was also mentioned, it seemed to play a lesser role. Can you please comment on this?
- 3.9 If there was one thing your professors could do and not do with respect to technology in your course, what would it be?

#### **4. Future**

- 4.1 What advice would you give university administrators who are keen to encourage the effective use of technology in college courses? What sorts of things should they be doing?

#### **5. Other**

### **Questions for Administrator Interviews**

#### **1. Background**

Names/e-mail addresses

- 1.1 What is your role in supporting/training students?
- 1.2 What kinds of contact do you have with students helping them with technology issues?

#### **2. Student Technology Skills and Use**

- 2.1 What do you think of the current state of student technology skills? Do you think students tend to be skilled in using technology or not?
- 2.2 What do you think is the breakdown from Highly Skilled, Average, and Poor to Very Poor skills among undergraduates?
- 2.3 What kinds of technology skills do you think students are good at?
- 2.4 What kinds of technology skills do you think students are bad at?
- 2.5 What impact do you think a student's major has on their use and skills?

#### **3. Student Technology Use in Courses**

- 3.1 Do you think their entertainment skills transfer over to the academic realm?
  - 3.1.1 If so how?
  - 3.1.2 If not, why not?
- 3.2 Do you think that most students find the use of technology helpful in their courses?

## 3.2.1 If so how?

- a. Presenting complex information in visual/graphic format
- b. Helping organize or manage information
- c. Encouraging or requiring them to spend more time engaging with the course materials
- d. Communicating with the instructor
- e. Communicating or collaborating with their classmates
- f. Because it makes learning more active (through use of simulations or animations)
- g. Because it encourages prompt feedback from the instructor and provides a way for the instructor to provide them with more feedback
- h. Because it allows the student to participate more fully in class activities
- i. Because it enables them to take practice exams and quizzes and get feedback on their progress
- j. Other (please describe)

(In last year's study, students indicated that they primarily used technology in classes for convenience, control of their activities, and communication. Increased learning was also reported at a lower level. What do you think of this finding? Does it fit with your experience?)

## 3.2.2 If not, why not?

- 3.3 Do you have any specific examples/experiences with student use of information technology that you thought were particularly useful or creative?
- 3.4 In last year's study, students indicated that they preferred a moderate amount of technology in the classroom. Does this surprise you? Why or why not?
- 3.5 Do you think most instructors make good use of instructional technology?

**4. Future/Miscellaneous**

- 4.1 Do you have an institutional overall strategy regarding student use and skills with information technology? How do the student's technology skills help or hinder achievement of this goal?
- 4.2 If you had to design a program to improve students' use of technology, what would it look like?
- 4.3 How do you measure the success of what you're doing in supporting/training?
- 4.4 What is different today than what you were doing 3 years ago?
- 4.5 What is changing in what you are doing in the next 12 months? 24 months?

**5. Other**