

ECAR Research in Student Technology Study in HKU, 2014

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--- Appended is a summary of ECAR Research in the Academic Communities 2014 ---

(with some contents extracted from
<http://net.edUCAUSE.edu/ir/library/pdf/etrac2014researchprospectus.pdf>)

Aim

The 2014 ECAR Research in Student Technology Study explores technology ownership, use patterns, and expectations as they relate to the undergraduate students experience in HKU.

Schedule

1. **February 14 - April 11, 2014** – web-based survey online for students.
2. **Early June 2014**: Institution-specific data files sent to participating institutions.
3. **Early August – Mid-September 2014**: Public reports released.

Project Overview

Technology is a critical part of the teaching and learning mission as well as the research mission of higher education. In 2014, ECAR is conducting two studies about technology expectations and experiences in higher education. Our 2014 work includes the eleventh iteration of our exploration of undergraduate students' technology experiences and our first survey of faculty technology. Both surveys ask respondents to share their current technology experiences, needs, and expectations about technology and technology issues at their campus. The results of these studies will be combined, when possible, to provide a two-sided view of these stakeholders' technology experiences. Institutions can participate in one or both studies. There is no fee to participate. Despite mentioned above, The University of Hong Kong only joined the Student Study of 2014 ECAR Research.

The Student Study explores technology ownership, use patterns, and expectations as they relate *to the student experience*. The results of this study can be used to improve IT services, increase technology-enabled productivity, prioritize strategic contributions of information technology to higher education, plan for technology shifts that impact students, and become more technologically competitive among peer institutions.

Research Objectives

The purpose of EDUCAUSE research in the academic community is to understand the technology, experiences, needs, and expectations of academic community members and stakeholders for the purpose of helping higher education IT professionals and decision-makers fulfill the following jobs to be done:

1. Improve information technology services
2. Increase technology-enabled productivity
3. Prioritize strategic contributions of information technology to higher education
4. Plan for technology shifts among the various constituencies of the academic community
5. Become more technologically competitive among their peer institutions or ideal benchmarks

Assessment of the Level of Risk — Minimal

Risks associated with this study are minimal. Participation is voluntary, and students can discontinue the survey at any point of progress. Subject Consent: By responding to the survey, students will be giving their consent to participate. Students under the age of 18 will not be permitted to participate. Because data are collected only via the online survey, no face-to-face interaction is required and responses are anonymous. Participating institutions will receive their participants' responses (de-identified without any confidential data).