

One-Minute Laptop Survey Report

A Laptop Assessment Process Monitoring Report

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STOUT
UNIVERSITY OF WISCONSIN

Report Prepared by:

Budget, Planning and Analysis
Institutional Research

Contact:
Meridith Wentz, Josh Guckenberg

Report Prepared for:

Learning Technology Services

Julie Furst-Bowe, Jane Henderson

Survey Developed by:

Budget, Planning and Analysis, Learning
Technology Services

Meridith Wentz, Jane Henderson

Distribution of Report:

Learning Technology Services,
Chancellor's Advisory Council

Julie Furst-Bowe, Chancellor Sorensen



One-Minute Laptop Assessment Survey Executive Summary

The following report highlights the results from the One-Minute Laptop Assessment Survey conducted in fall 2004. The survey was sent to a random sample of 420 e-Scholar students who started at Stout in fall 2002, 625 e-Scholar students who started at Stout in fall 2003, and 867 e-Scholar students who started at Stout in fall 2004. The survey asked two questions related to laptop use in and out of the classroom. The report highlights results from these questions and makes comparisons to findings from a Training and Expectation Survey from in fall 2002, 2003, and 2004. The response rate for the 2004 One-Minute Laptop Assessment Survey was 55.1%.

The authors believe the data support the following general conclusions:

Students use their laptops most often during class for taking notes and internet/research

- Students were asked to provide examples of how they have used their laptops during class. Responses were coded into 13 different themes. The two most common themes were: taking notes (55.5%), and internet/research (41.9%).
- In 2003, taking notes was also the most popular theme.

Students use their laptops most often outside of class for schoolwork, e-mail/keeping in touch and research tool/access web

- Students were also asked to provide examples of how they have used their laptops outside of class. Responses were coded into 8 different themes. The three most common themes were: schoolwork (79.4%), e-mail/keeping in touch (70.3%) and research tool/access web (53.9%).
- In 2003, these were also the three most common themes.

Students in the fall 2002, 2003 and fall 2004 cohorts use their laptops more than they expected for schoolwork, taking notes, research/access web, learning tool, personal use/entertainment and email/keeping in touch

- Data from the expectation surveys (administered in fall 2002, 2003, and fall 2004 to incoming freshmen) were compared with data from the One-Minute Laptop Assessment survey in 2003 and 2004. Results indicate that students use laptops more than they expected in all of the theme areas identified on the survey.
- These findings were also true in 2003.

There were some negative comments related to in-class/out-of-class laptop usage

- For in-class usage, nearly 17% of the respondents reported “no in-class use/little use in class,” 2.3% reported that instructors do not require laptop use, and 1.5% reported general negative comments. For out-of-class usage, a small percentage also wrote in general negative comments and that they do not use their laptops outside of class.
- These themes and percentages are similar to the findings in the 2003 One-Minute Survey.

2002 e-Scholars use their laptops slightly less often than 2003 or 2004 e-Scholars

- Results were analyzed to determine if there were any differences among the cohorts in laptop usage. Results indicate that students in the 2002 cohort reported slightly lower levels of usage on all themes than the 2003 or 2004 cohorts, and students in the 2003 and 2004 cohorts reported similar levels of usage across all themes.

One-Minute Laptop Assessment Survey Full Report

The following report highlights the results from the One-Minute Laptop Assessment Survey conducted in fall 2004. The survey was sent to a random sample of 420 e-Scholar students who started at Stout in fall 2002, a random sample of 625 e-Scholar students who started at Stout in fall 2003, and a random sample of 867 e-Scholar students who started at Stout in fall 2004. The survey asked two questions:

- Please provide some examples of how you have used your laptop during class time, and
- Please provide some examples of how you have used your laptop outside of class time.

The report highlights results from these two questions and compares the results to findings from a Training and Expectation Survey conducted in fall 2002, fall 2003, and 2004.

Laptop Assessment Overview

The laptop assessment plan includes both process monitoring instruments and outcome monitoring instruments. The One-Minute Laptop Assessment Survey is one of the process monitoring instruments and it is conducted annually. Other process monitoring measures include: a Training and Expectation Survey and a Microsoft office proficiency self-assessment.

These process-monitoring instruments are conducted in order to provide information on how to continuously improve the e-Scholar program. These instruments provide quick feedback on things that are going well and things that are not going well with the e-Scholar program. The results of these process measures are shared with various stakeholders on campus so that such data based improvements can be made.

Method

In November 2004, a random sample of 420 e-Scholar students who started in fall 2002, a random sample of 625 e-Scholar students who started at Stout in fall 2003, and a random sample of 867 e-Scholar students who started in fall 2004 received an e-mail invitation to participate in the One-Minute Laptop Assessment Survey. The survey included the following two questions:

- Please provide some examples of how you have used your laptop during class time, and
- Please provide some examples of how you have used your laptop outside of class time.

There was also a third question asking for the respondent's permission to contact them for further clarification or to let them know what actions we have taken to resolve any issues that they addressed. Follow-ups were conducted with all students who identified an issue and gave us permission to contact them.

Non-respondents received multiple follow-up reminders to complete the survey. A total of 1054 students completed the survey for an overall response rate of 55.1%. Of the total respondents, 211 were from the fall 2002 cohort (for a response rate of 50.2%), 327 were from the fall 2003 cohort (for a response rate of 52.3%), 479 were from the fall 2004 cohort (for a response rate of 55.2%), and 37 were unknowns (see Tables 1, 2 and 3). Women are slightly over-represented among the respondents in all three cohorts.

Results

Use of laptop during class

Students were asked to provide some examples of how they have used their laptops during class. Responses were coded into the following themes:

- No Response
- Taking notes
- Schoolwork
- In-class assignments/labs/quizzes
- Writing papers/revising papers
- E-mail
- No in-class use/little use in class
- Power Point
- Other
- Instructors do not require laptop use
- Negative comments
- Internet/Research (new in 2004)
- D2L/e-Scholar/Discussion Boards (new in 2004)
- Instant Messaging (new in 2004)

These themes were identified based on the themes from a previous survey, which included this same question. Themes that have been added since the last survey are noted as such on the above list.

Students reported using their laptops most often during class for taking notes and internet/research (see Table 4). In fall 2003, taking notes was also the most common response to this question. Additionally, 10-20% of the respondents used their laptops in class for e-mail, PowerPoint, in-class assignments/labs/quizzes, schoolwork, writing papers/revising papers, and D2L/e-Scholar/Discussion Boards.

There were also some negative comments with regard to in-class use. Nearly 17% of the respondents reported "no in-class use/little use in class," 2.3% reported that instructors do not require laptop use, and 1.5% reported general negative comments. These themes and percentages are similar to the findings in the 2003 One-Minute Survey.

Use of laptop outside of class

Students were also asked to provide some examples of how they have used their laptops outside of class. Responses were coded into the following themes:

- No Response
- Schoolwork
- E-mail/keeping in touch
- Research tool/access web
- Personal use/entertainment
- Other
- Negative comments
- Do not use it
- Online Shopping/Banking/Paying Bills (new in 2004)

These themes were identified based on the themes from a previous survey, which included this same question. Themes that have been added since the last survey are noted as such on the above list.

Students reported using their laptops most often outside of class for schoolwork, e-mail/keeping in touch and research tool/access web (see Table 5). In fall 2003, these were also the most common themes. An additionally 41.7% reported using their laptops outside of class for personal use/entertainment.

There were also some negative comments with regard to out of class use. Approximately 3% wrote in general negative comments and 1.3% indicated that they do not use their laptops outside of class. These themes and percentages are similar to the findings in fall 2003.

Comparison of student expectations to reported usage

Responses on the fall 2004 One-Minute Laptop Assessment Survey were compared to responses on several previous laptop assessment surveys in order to determine how student expectations compare to actual usage. Specifically, e-Scholar students in the fall 2002, 2003 and 2004 cohorts were asked in a Training and Expectation survey how they expect to use their laptops in a survey which was given prior to beginning classes at UW-Stout. Some students in each of these cohorts were also given subsequent surveys, prior to fall 2004, to indicate how they used their laptops. Responses on each of these surveys were compared to responses on the current One-Minute Survey.

Across all cohorts (fall 2002, fall 2003, and fall 2004), students are using their laptops more than they expected for schoolwork, email/keeping in touch, research/access web, taking notes, personal use/entertainment, and learning tool (see Figures 1-3).

Additionally, e-Scholar students in the fall 2002 cohort reported that laptop usage went up for most themes from 2003 to 2004 (see Figure 1). For e-Scholar students in the fall 2003 cohort, usage went up in 2004 for research/access web, taking notes, and personal

use/entertainment but usage went down for schoolwork, e-mail/keeping in touch and learning tool.

Differences among cohorts

2004 results were analyzed to determine if there were any differences among the 2002, 2003 and 2004 cohorts in reported usage of the laptops. Results indicate that the 2002 e-Scholars reported slightly lower levels of usage on all themes than the 2003 or 2004 cohorts. Students in the 2003 and 2004 cohorts reported similar levels of usage across all themes (see Figure 4).

Demographics	Students in the fall 2004 cohort who Participated in the Survey	Fall 2004 cohort students in Random Sample	All New 2004 E-Scholars
Gender			
Men	194 (41%)	421 (49%)	843 (49%)
Women	285 (59%)	446 (51%)	872 (51%)
Race/Ethnicity			
White	455 (95%)	806 (93%)	1581 (92%)
Minority	24 (5%)	61 (7%)	135 (8%)

Demographics	Students in the fall 2003 cohort who Participated in the Survey	Fall 2003 cohort students in Random Sample	All Continuing 2003 E-Scholars
Gender			
Men	124 (38%)	304 (49%)	603 (48%)
Women	203 (62%)	321 (51%)	652 (52%)
Race/Ethnicity			
White	316 (97%)	604 (97%)	1197 (95%)
Minority	11 (3%)	21 (3%)	58 (5%)

Demographics	Students in the fall 2002 cohort who Participated in the Survey	Fall 2002 cohort students in Random Sample	All Continuing 2002 E-Scholars
Gender			
Men	81 (38%)	202 (48%)	404(47%)
Women	130 (62%)	218 (52%)	448 (53%)
Race/Ethnicity			
White	203 (96%)	402 (96%)	809 (95%)
Minority	8 (4%)	18 (4%)	43 (5%)

Table 4. Please provide some examples of how you have used your laptop during class time.

THEME	FREQUENCY	EXAMPLES
Taking notes	55.5% (586)	<ul style="list-style-type: none"> • Take notes and I am able to type faster than I write and finding things/printing is a lot easier • In class, I have used my laptop to take notes, create presentations and check e-scholar • Notes • I take notes, follow along with the Power Points, and research the Internet for in class assignments.
Internet/Research	41.9% (442)	<ul style="list-style-type: none"> • I look up Internet sites during class to participate in learning. • Going on the Internet and getting information for that class period. • By looking online for info and just using Microsoft Word to type information down. • Online confirming of what a particular term meant that the professor mentioned. I have an online math class.
E-mail	17.9% (189)	<ul style="list-style-type: none"> • I use my laptop for research or accessing emails of information teachers have sent. • I use it to check my email, listen to music, write my homework assignments, and that's about it. • Check email
No in-class use/little use in class	16.6% (175)	<ul style="list-style-type: none"> • I rarely use my laptop in classes. It seems that the majority of the instructors would rather we leave the laptops behind. • I do not use my laptop usually during class; it is too much of a hassle. • I do not use my laptop in class. • I do not use my laptop during class, I leave it at my house
PowerPoint	14.8% (156)	<ul style="list-style-type: none"> • Most in class use is to follow along with Power Points during lectures • Add notes to Power Point notes • For PowerPoint presentations
In-class assignments/labs/quizzes	13.5% (143)	<ul style="list-style-type: none"> • Psych searches, English papers, and psych quizzes • I use my laptop during class time only for biology lab. • Following along with lecture notes on web, typing/printing, note taking, Learn@Stout • I first used the laptop as a means of trying to keep up with the teachers lecture.
Schoolwork	13.4% (142)	<ul style="list-style-type: none"> • To work on class work, especially using the graphing capabilities of the computers. • Usually I use my laptop specifically for school purposes, and nothing else. • Graphic design work
Other	12.6% (133)	<ul style="list-style-type: none"> • To get signed into wgsn.com • During painting I use my laptop as a reference to pictures I've taken with a digital camera.

Writing papers/revising papers	11.7% (124)	<ul style="list-style-type: none"> • In my English class we do in class writings and assignments that we email to our professor at the end of class. • I have written papers, received needed emails, and used it to do various assignments • I used it in English class to work on essays.
D2L/e-Scholar/ Discussion Boards	11.5% (122)	<ul style="list-style-type: none"> • To follow along on d2l • I have used my laptop for accessing e-Scholar and taking notes • Looking up definitions of words; finding magazine articles; discussion boards • I have used my laptop to log on the learn @UW-Stout site for my math and English classes.
Instant Messaging	5.4% (57)	<ul style="list-style-type: none"> • Taking notes, for research, working on homework, chatting on instant messenger • Playing games, checking internet, talking to people on AOL and msn
Instructors do not require laptop use	2.3% (25)	<ul style="list-style-type: none"> • So far I have not been required to bring my laptop to class • Not allowed to in most classes, don't even know why I pay for it. • Most of my professors will not let us use them in class, because of distraction, and I actually have only used it during class for about 3 or 4 different classes. When I do use it in class, it is very helpful to take notes with.
Negative comments	1.5% (16)	<ul style="list-style-type: none"> • Paperweight, coaster, footrest... Paper is the obvious solution to taking notes. I notice that the kids with laptops open only are talking on messenger anyway. :(• This is not a volunteer study. I do not wish to share any information about my computer use in class or out of class. Remove me from your list.

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NOTE: Please pay attention to the “number of comments” column. Some of these comments were made by a very small number of student respondents. As such, these comments should not be interpreted as representatives of all laptop students

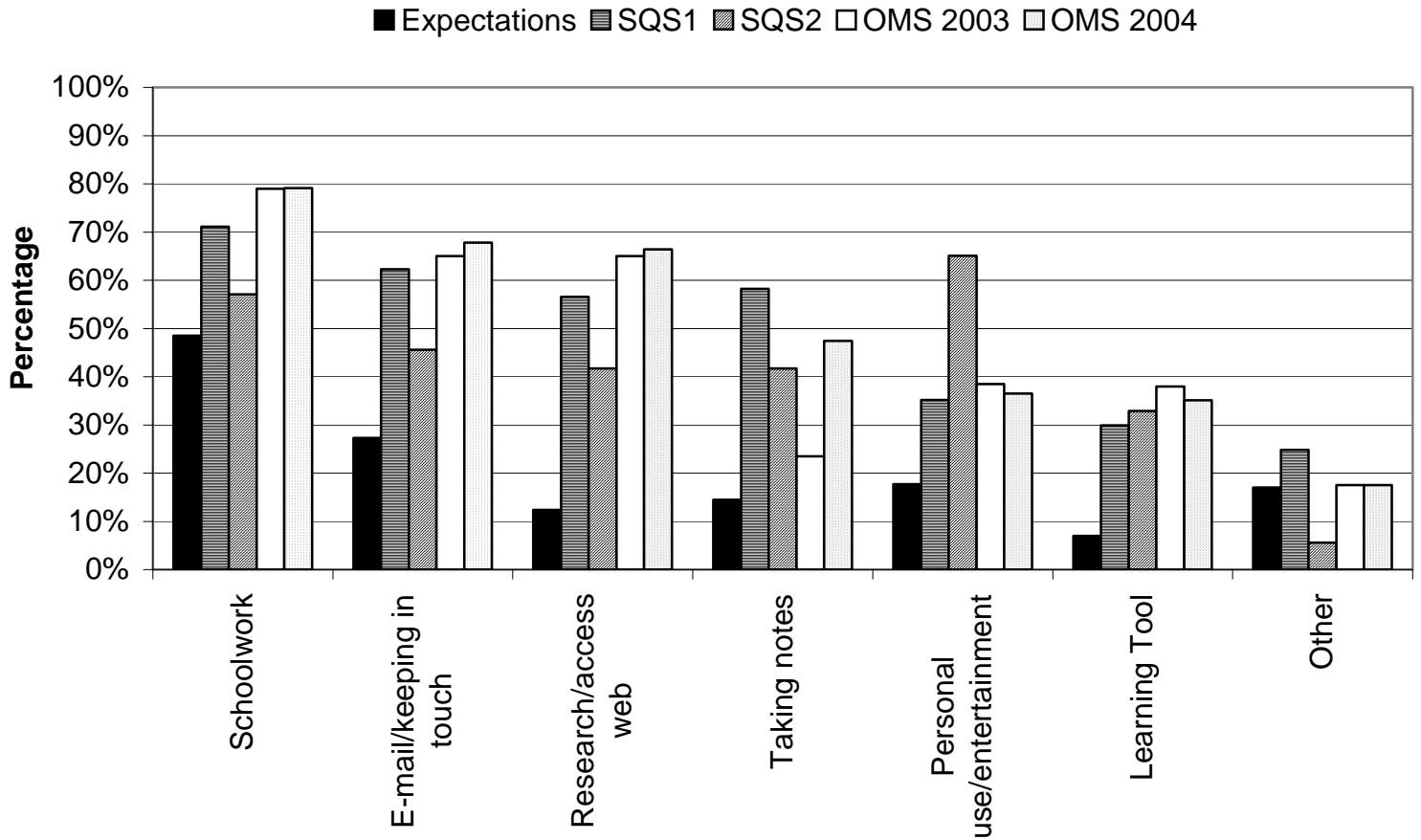
Table 5. Please provide some examples of how you have used your laptop outside of class time.

THEME	FREQUENCY	EXAMPLES
Schoolwork	79.4% (837)	<ul style="list-style-type: none"> • I don't really except maybe for checking email, and doing homework. • To type papers, do internet research, talk on aim to friends back home, use my ical and itunes • I have used my laptop to do math check my e mail and search on the internet • I use my laptop for homework and research and many other things for my own personal use.
E-mail/keeping in touch	70.3% (741)	<ul style="list-style-type: none"> • Emailing friends and checking up on email. • I use my laptop to check my e-mail, and get information that my teachers post online. • I use my laptop to email, and even instant message friends and family from home.
Research tool/access web	53.9% (564)	<ul style="list-style-type: none"> • Research for ideas for line development • Look up things on the internet • Research, e-mail, chat online, surf the web, word process
Personal use/entertainment	41.7% (440)	<ul style="list-style-type: none"> • For playing DVD's an such • Entertainment • I use it to browse a lot of sports pages and play games like poker
Other	3.7% (40)	<ul style="list-style-type: none"> • I use it as my development machine at my job. That's about it. • When I go home for weekends, I take the laptop home and keep my desktop computer at school. • I use it when my room mate is sleeping
Negative Comments	3.2% (34)	<ul style="list-style-type: none"> • Nothing I have my personal one, the lab top is a waste of money I have not had a class that needed it yet. • It is pointless for me to have to pay for your laptop.
Online Shopping/Banking/Bill Paying	3.1% (33)	<ul style="list-style-type: none"> • E-mail, research, shopping, and class information. • Email, account balances, word processing, work
Do not use it	1.3% (14)	<ul style="list-style-type: none"> • Do not use • I don't use my university issued laptop outside of class.

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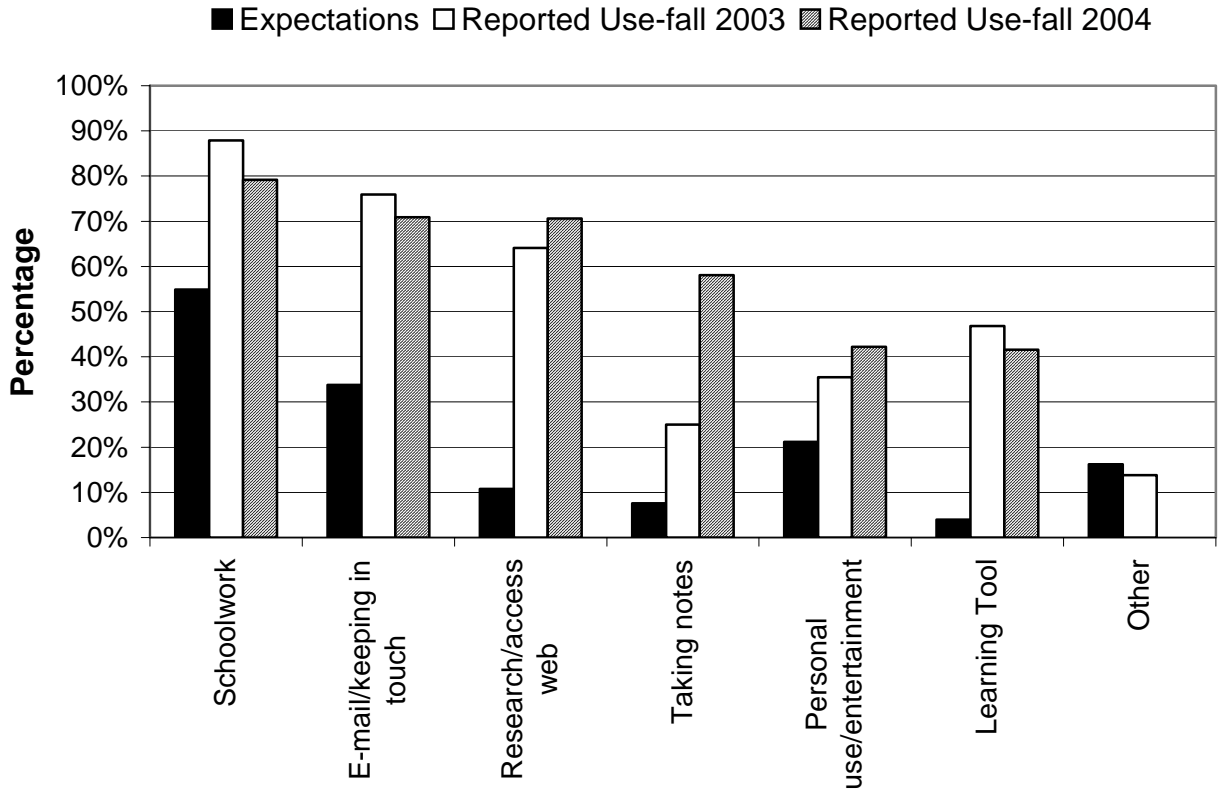
**Figure 1. Expectations vs. Reported Use
(2002 e-Scholars)**



Source: Training and Expectation Survey, fall 2002; SQS1, fall 2002; SQS2, spring 2003; One-Minute Laptop Assessment Survey, fall 2003; One-Minute Survey, fall 2004

NOTE: The data on “learning tool” for fall 2004 includes a combination of “PowerPoint,” “writing papers/revising papers,” “D2L/e-Scholar/discussion board” and “in-class assignments/labs/quizzes.” The data on “research/access web” for fall 2004 includes a combination of “research tool/access web” “internet/research” and “instant messaging.” The data from “expectation” is from the question “how do you expect to use your laptop in your daily life as a new student.” The data from fall 2004 is from a combination of these two questions “provide some examples of how you have used your laptop during class,” and “provide some examples of how your have used your laptop outside of class.”

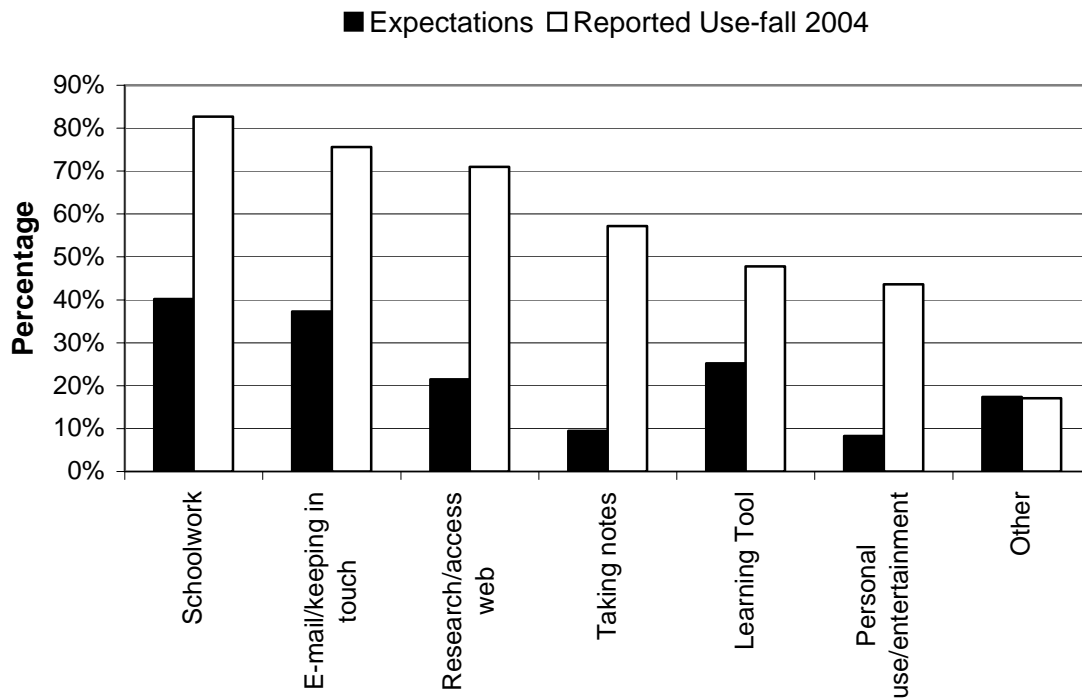
Figure 2. Expectations vs. Reported Use (fall 2003 e-Scholars)



Source: Training and Expectation Survey, fall 2003; One-Minute Laptop Assessment Survey, fall 2003; One-Minute Laptop Assessment Survey, fall 2004

NOTE: The data on “learning tool” for fall 2004 includes a combination of “PowerPoint,” “writing papers/revising papers,” “D2L/e-Scholar/discussion board” and “in-class assignments/labs/quizzes.” The data on “research/access web” for fall 2004 includes a combination of “research tool/access web” “internet/research” and “instant messaging.” The data from “expectation” is from the question “how do you expect to use your laptop in your daily life as a new student.” The data from fall 2004 is from a combination of these two questions “provide some examples of how you have used your laptop during class,” and “provide some examples of how you have used your laptop outside of class.”

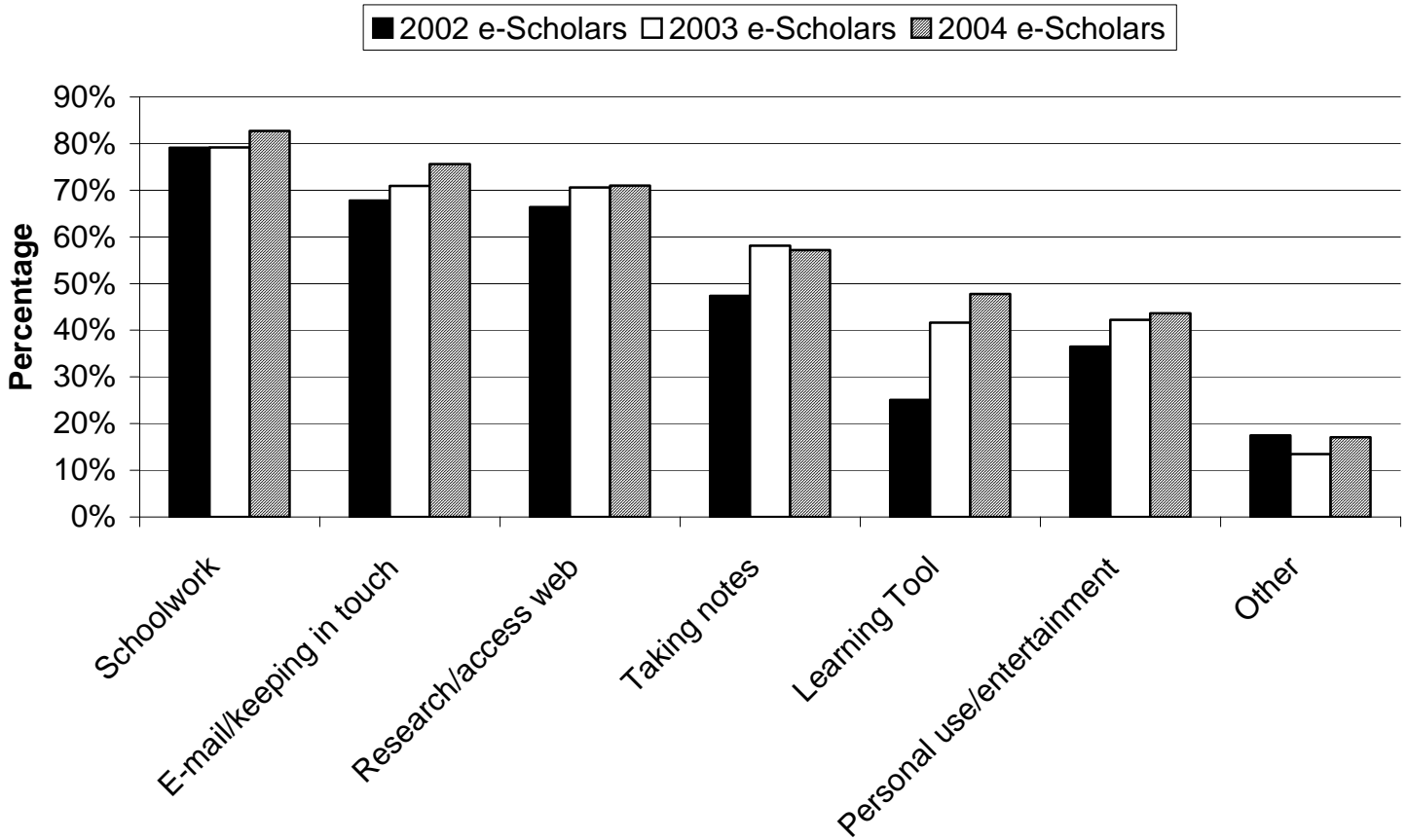
Figure 3. Expectations vs. Reported Use (fall 2004 e-Scholars)



Source: Training and Expectation Survey, fall 2004; One-Minute Laptop Assessment Survey, fall 2004

NOTE: The data on “learning tool” for fall 2004 includes a combination of “PowerPoint,” “writing papers/ revising papers,” “D2L/e-Scholar/discussion board” and “in-class assignments/labs/quizzes.” The data on “research/access web” for fall 2004 includes a combination of “research tool/access web” “internet/research” and “instant messaging.” The data from “expectation” is from the question “how do you expect to use your laptop in your daily life as a new student.” The data from fall 2004 is from a combination of these two questions “provide some examples of how you have used your laptop during class,” and “provide some examples of how your have used your laptop outside of class.”

Figure 4. Differences in 2004 Reported Use Among Cohorts



Source: One-Minute Laptop Assessment Survey, fall 2004

NOTE: The data on “learning tool” for fall 2004 includes a combination of “PowerPoint,” “writing papers/revising papers,” “D2L/e-Scholar/discussion board” and “in-class assignments/labs/quizzes.” The data on “research/access web” for fall 2004 includes a combination of “research tool/access web” “internet/research” and “instant messaging.” The data from “expectation” is from the question “how do you expect to use your laptop in your daily life as a new student.” The data from fall 2004 is from a combination of these two questions “provide some examples of how you have used your laptop during class,” and “provide some examples of how your have used your laptop outside of class.”