

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:

Wendy S. Knutson, Angie Przybylski

Report Prepared for:

Assessment Council,
Teaching and Learning Center

Jane Henderson, Dan Riordan

Survey Developed by:

Budget, Planning and Analysis,
Assessment Council

Jane Henderson, Meridith Wentz

Distribution of Report:

Chancellor's Advisory Council
Assessment Council,
Teaching and Learning Center

Chancellor Sorensen, Jane Henderson,
Dan Riordan



One-Minute Laptop Assessment Survey Executive Summary

The following report highlights the results from the One-Minute Laptop Assessment Survey conducted in fall 2005. The survey was sent to a random sample of **2991** E-Scholar students. The survey asked two questions related to laptop use in and out of the classroom. This report highlights results from these questions and makes comparisons to findings from an Expectation Survey administered to freshmen in fall 2002, 2003, 2004, and 2005. The response rate for the 2005 One-Minute Laptop Assessment Survey was **50.2%**

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 14 different themes. The two most common themes were: taking notes (63.6%), and internet/research (47.9%).
- In 2003 and 2004, 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 14 different themes. The three most common themes were: Research tool/access web (57.3%), e-mail/keeping in touch (57.0%) and schoolwork (50.5%).
- In 2003 and 2004, these were also the three most common themes, but with a different rank order.

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

- For in-class usage, only 7.2% of the respondents reported “no in-class use/little use in class,” compared to nearly 17% in 2004. Less than 1% reported that instructors do not require laptop use compared to 2.3% in 2004. 1.7% reported general negative comments, compared to 1.5% in 2004. 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.

Students continue to exceed their expectations for computer use

- Students use their laptops in and out of class for a wider variety of uses than they anticipated when they entered UW-Stout.
 - Students are using their laptops more than expected for schoolwork, e-mail/keeping in touch, research/accessing the web, taking notes, personal use/entertainment, and as a learning tool.

One-Minute Laptop Assessment Survey Full Report

The following report highlights the results from the One-Minute Laptop Assessment Survey conducted in fall 2005. The survey was sent to a random sample of 2991 UW-Stout e-scholar students. 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 an Expectation Survey conducted in fall 2002, 2003, 2004 and 2005.

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, conducted annually, as is an Expectation Survey.

These process-monitoring instruments are conducted to provide timely information 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 data-based improvements can be made.

Method

In November 2005, a random sample of 2991 e-Scholar students 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 have been taken to resolve any issues that they addressed. Follow-ups were conducted with all students who identified an issue and gave permission to be contacted.

Non-respondents received multiple follow-up reminders to complete the survey. A total of 1504 students completed the survey for an overall response rate of 50.2%. A number of students completed the survey multiple times – they were counted only once in the

response rate of the survey, but their unique qualitative comments were included in that reporting of responses.

Sample Demographics

Demographic information is included here and in Table 1 solely to compare those students who received and answered the survey to all UW-Stout students.

Review of all students enrolled in UW-Stout fall semester, 2005 indicated the following:

- 51% are male, 49% are female.
- 91% are white.

Of the random sample of UW-Stout students who received an invitation to complete the survey:

- 48% are male, 52% are female.
- 93% are white.

Of the UW-Stout students who returned the survey:

- 43% are male, 57% are female
- 94% are white

These numbers suggest that the random sample is representative of the UW-Stout student population, and the respondents to the survey are also representative of the general UW-Stout student population. (See Table 1)

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:

- Internet/Research
- Taking notes
- Schoolwork
- In-class assignments/labs/quizzes
- Writing papers/revising papers
- E-mail
- PowerPoint
- D2L/e-Scholar/discussion boards
- Instant Messaging
- Games/music (new in 2005)
- Instructors do not require laptop use
- Other
- No in-class use/little use in class
- No response
- Negative comments

These themes were identified based on the themes from previous surveys, which included the same questions, and student survey response. Students reported using their laptops most often during class for “taking notes” and “internet/research.” (See Table 2) In fall 2003 and 2004, “taking notes” was also the most frequent response to this question.

There were fewer negative comments in 2005 with regard to in-class laptop use. Only 7.2% of the respondents reported “no in-class use/little use in class,” compared with nearly 17% in 2004. Less than 1% of respondents reported that instructors “do not require laptop use” compared with 2.3% in 2004, but 1.7% reported general negative comments, slightly higher than the 1.5% in 2004.

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:

- Internet/research
- D2L/e-Scholar/discussion boards/drop box
- Instant Messaging
- Games/music/entertainment/watching movies (new in 2005)
- PowerPoints (working on own/reading instructor’s)
- Taking/reviewing/revising notes
- Schoolwork
- In-class assignments/labs/quizzes
- Writing papers/revising papers
- E-mail
- Other
- No in-class use/little use in class
- Instructors do not require laptop use
- Negative comments (i.e. distraction, don’t like, etc.)
- No response/general response/nothing specific

Students in 2005 reported using their laptops most often outside of class for schoolwork, e-mail/keeping in touch and research tool/access web. (See Table 3) In fall 2003 and 2004, these were also the most common themes, but with a different rank order. An additional 30.5% reported using their laptops outside of class for personal use/entertainment, and 39.2% for instant messaging. (These were new categories in 2005.)

There were fewer negative comments with regard to out of class use. Less than 1% of respondents wrote in general negative comments and 1% also indicated that they do not use their laptops outside of class. These themes and percentages are lower than the findings in fall 2003 and 2004.

Comparison of student expectations to reported usage

Responses on the fall 2005 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, 2004 and 2005 cohorts were asked in an expectation survey how they expected to use their laptops. The survey was given prior to their beginning classes at UW-Stout. Some students in each of the 2002, 2003, and 2004 cohorts have also taken subsequent surveys, prior to fall 2005, 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, fall 2004, and fall 2005), students are using their laptops more than they expected for schoolwork, email/keeping in touch, research/access web, taking notes, personal use/entertainment, and as a learning tool (see Figures 1-4).

2002-03 Cohort

Reported use of laptops for schoolwork has decreased from 2004 while continuing to exceed 2002 expectations as these students move through school. However, there are offsetting increases since 2004 in the percentage of students reporting laptop use for note-taking, use as a learning tool, and use for internet research. (Figure 1)

2003-04 Cohort

Reported use of laptops for schoolwork has decreased since 2004 for these students also, while continuing to surpass 2003 expectations. There has been the same increase since 2004 in the percentage of students reporting increased laptop use for note-taking, use as a learning tool, and internet research use. (Figure 2)

2004-05 Cohort

This cohort's responses follow the same pattern as the previous two cohorts: Decreased use since 2004 of their laptop for schoolwork and increased use since 2004 for research/web access, taking notes, learning tool, and internet research use. (Figure 3)

2005-06 Cohort

The newest cohort is the only one to show an increase this year in reported use of their laptop for schoolwork in comparison to expectations, but this follows the pattern established by the other cohorts of use exceeding expectation by a higher margin the first year. In other cohorts, reported use of laptops for schoolwork has decreased, in subsequent years, but other, more specific uses emerge. (Figure 4)

Discussion of Results

The assignment of student responses to categories continues to evolve as students utilize their computers in different ways, and as technology continues to offer new options. As an example, as DVD technology increased, more students began reporting movie watching, gaming, etc, and the category “Personal use/entertainment” was added in 2005, as was “games/music”. The decrease in reported use of laptops for “schoolwork” is possibly offset by the increased reporting of use for note-taking, which is a more use-specific definition of the general term, “schoolwork”. Internet research could be interpreted as schoolwork, as could “learning tool”. All of those categories showed increases in reported use from 2004.

For the 2005 survey, “instant messaging” was moved from the “internet research” category to the “personal use/entertainment” category. This resulted in an increase across all cohorts in reported laptop use for “personal use/entertainment” from 2004.

Table 1. Demographics of Survey Respondents in fall 2005 cohort			
Demographics	Students who Participated in the 2005 Survey	Students in 2005 Random Sample	All UW-Stout UG Students fall 2005
Gender			
Men	632(42.8%)	1435 (48.0%)	3714 (51.0%)
Women	844(57.2%)	1556 (52.0%)	3627(49.0%)
Race/Ethnicity			
White	1382(93.6%)	2794 (93.4%)	6677(91.0%)
Ethnic/Racial Minority	75(5.1%)	161 (5.3%)	664(9.0%)
Unknown**	19(1.3%)	36 (1.2%)	

** Students whose race/ethnicity is “unknown” used that code when self-reporting.

Table 2 Please provide some examples of how you have used your laptop during class time				
<i>Rank in 2005</i>	<i>Rank in 2004</i>	<i>Theme</i>	<i>Frequency in 2005</i>	<i>Examples</i>
1	1	Taking notes	63.6% (1167)	<ul style="list-style-type: none"> • I take notes on my laptop during class. • Sometimes I use it to take notes during lectures • I often use my laptop to type notes. • I use my laptop during class to take notes. I find it easier to type than to write. It is way easier to keep up. • I use my laptop to take a lot of notes. I can type 5x faster than i can write so it is an important tool in class
2	2	Internet/Research	47.9%(879)	<ul style="list-style-type: none"> • I have also used it for the interent (sic)during reserach (sic) projects • Researching topics • I Google what the teacher is talking about to get more examples
3	5	PowerPoint/follow instructor	23.0%(422)	<ul style="list-style-type: none"> • Follow along in PowerPoint presentations and go to links that relate to class. • Following along with PowerPoint presentations to take notes • Typing notes on .ppt slides provided by instructors. • I download the PowerPoint presentations of the notes from class
4	7	Schoolwork	19.5%(357)	<ul style="list-style-type: none"> • I use my laptop for any in class assignments that require use of the laptop. It is very beneficial to have assignments that require

				<p>the use of my laptop, because then I feel I am using it to its full potential.</p> <ul style="list-style-type: none"> • I generally use my lap top for every day class things such as notes, appointments and homework reminders.
5	3	E-mail	18.4%(337)	<ul style="list-style-type: none"> • I am able to email my teachers and put assignments in the drop box and check my grades • Checking email
6	10	D2L/e-scholar/discussion boards	17.0%(312)	<ul style="list-style-type: none"> • Go onto e-scholar to get notes • to look on D2L for syllabus's and stuff involving that class • dropping paper • We use it to put discussions on a discussion board and edit each others papers
7	6	In-class assignments, labs and quizzes	13.0%(239)	<ul style="list-style-type: none"> • Typing up assignments, doing assignments and in class activities in Photoshop and illustrator • I have used it for in class assignments
8	11	Instant Messaging	8.3%(153)	<ul style="list-style-type: none"> • Talk to classmates on AOL • I also use it to talk to other people on the internet • occasionally use instant messenger
9	4	No in-class use/little use in class	7.2%(132)	<ul style="list-style-type: none"> • I don't use my laptop during class any more. I did in my first two years here, but now i am more into core classes and it isn't needed as much. • I have not used the laptop in classroom because I have not picked up my laptop • I don't have class that need laptop during

				<p>class time for this term.</p> <ul style="list-style-type: none"> • Normally I don't bring my laptop to class because it serves as a distractment(sic)to me
10	9	Writing papers/revising papers	6.9%(127)	<ul style="list-style-type: none"> • writing papers, • writing drafts
11	8	Other	5.0%(92)	<ul style="list-style-type: none"> • to take these surveys • watch as other people IM or surf the net while in class
12	*	Games/Music	3.4%(63)	<ul style="list-style-type: none"> • Playing games, Solitaire • Poker • I've played CHESS because many of the classrooms get LITTLE to NO wireless, making it very difficult to keep up with the teacher
13	13	Negative comments	1.7%(32)	<ul style="list-style-type: none"> • Computer is unreliable for connection even on campus • it sits in my room in my bag because it is less than 1/8the the cost or as capable as my Dell laptop! • these computers serve only as a distraction to students. Any sort of objective use they provide can be duplicated with pencil and paper. I realize there are some graphic design and such classes that need them, however requiring ALL students to rent them is not only unfair but detracts from my education. • In a few classes the wireless internet

				<p>connection is not good.</p> <ul style="list-style-type: none"> rooms have desks with built-in power outlets that don't work, it's difficult to connect to the internet and access e-mail/eScholar/D2L/etc. when it's congested because half the class is chatting, shopping or checking sports scores, etc.
14	12	Instructors do not require laptop use	<1.0%(11)	<ul style="list-style-type: none"> If the class required(sic) it, I would bring it. none required it or encourage its use in all three and a half years I have been here at Stout. Im only allowed to use my laptop in my english class I use it mostly during econ other wise not much because the teachers dont like us too More professors ask that people not use them at all during class
15	*	No response	<1.0%(3)	

** indicates unranked in 2004*

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

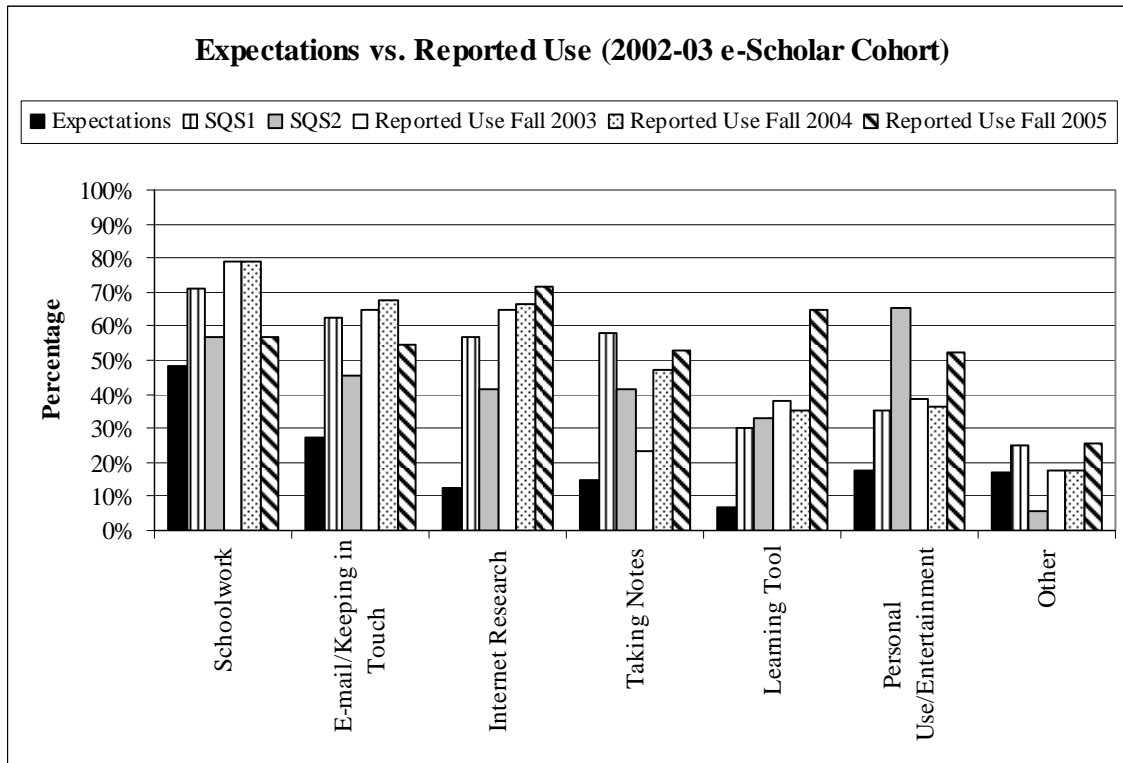
Table 3 Please provide some examples of how you have used your laptop outside of class time				
<i>Rank in 2005</i>	<i>Rank in 2004</i>	<i>Theme</i>	<i>Frequency in 2005</i>	<i>Examples</i>
1	3	Research tool	57.3%(1050)	<ul style="list-style-type: none"> • Research • type up reports • surf the internet, chat on MSN • do automotive research, to research material for classes
2	2	E-mail/keeping in touch	57.0%(1045)	<ul style="list-style-type: none"> • I use my computer to keep in touch with professors, advisors and peers. I use it for research, and everyday communications. I use my computer constantly outside of the class • staying in touch with family in Iraq • communicating with professors
3	1	Schoolwork	50.5%(927)	<ul style="list-style-type: none"> • i use it to take notes out of the book • studying • type up reports • I use it to do homework • I mainly use it for homework in my computer science and calculus classes • Using Software on the laptops to complete class assignments or projects
4	*	Instant Messaging	39.2%(719)	<ul style="list-style-type: none"> • chat on-line • messenger • instant messaging
5	*	Writing/revising papers	34.1%(625)	<ul style="list-style-type: none"> • since the internet sucks in the dorms my computer is mainly used just to type

				essays... <ul style="list-style-type: none"> • Writing Papers • Typing papers • Write essays • I also use it to write long papers because its mobile and easy to take places.
6	4	Games/Music/Entertainment/watching movies	30.5%(560)	<ul style="list-style-type: none"> • playing Mario • listening to music, • listening to Macalester Radio, • play poker online and play other games online
7	5	Other	18.9%(347)	<ul style="list-style-type: none"> • Also do a lot of video editing • Facebooking • database for my pictures • using the internet to pay bills and check both my bank account and my Stout One account and for keeping track of my own records and personal writing • I use it for pictures/digital camera, etc
8	*	D2L/e-scholar/discussion groups	8.6%(158)	<ul style="list-style-type: none"> • printing my schedule and getting information from e-scholar about my classes. • using D2L for weekly homework assignments,
9	*	Class assignments/labs/quizzes	6.8%(125)	<ul style="list-style-type: none"> • online quizzes and tests, online math program • take online quizzes
10	*	Taking/reviewing notes	3.8%(69)	<ul style="list-style-type: none"> • I have taken notes, • reviewing lecture notes • reviewing my notes/studying

11	*	PowerPoint/follow instructors presentations	2.9%(54)	<ul style="list-style-type: none"> • I often use PowerPoint for class presentations • make power point presentations • get Power Points from my classes to study
12	8	No use/little use	19(1%)	<ul style="list-style-type: none"> • I am unable to use the laptop outside of school due to the fact that I do not live on campus nor am on campus enough to use the resource of a laptop. • I showed it to my husband when I got it and have not looked at it since. • it is difficult to get online in the dorms study rooms because there is no wireless or ethernet connection.
13	*	No response/general response/nothing specific	17(0.9%)	<ul style="list-style-type: none"> • ..i love my laptop.. • COULDNT LIVE LIFE WITH OUT IT. • basically every aspect of my life revolves around the internet
14	6	Negative comments	13(0.7%)	<ul style="list-style-type: none"> • I am, however, very disappointed with Stout and perplexed that I, being an industrial design major, have a Mac incapable of holding any engineering programs, such as AutoCAD or Solid Works • However, my laptop crashed twice in a few months, taking too long to be returned...it would have been nice to get the laptop upon graduation, as buying one would have been less expensive...just a thought.

* Item was unranked in 2004 survey

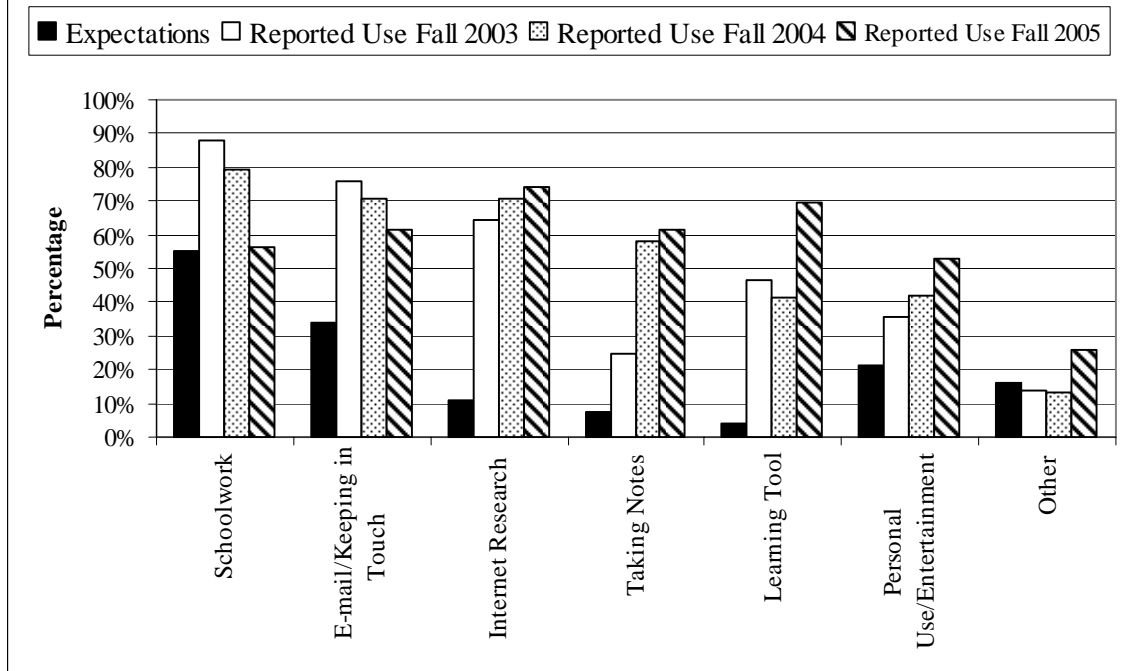
Figure 1.



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, fall 2005.

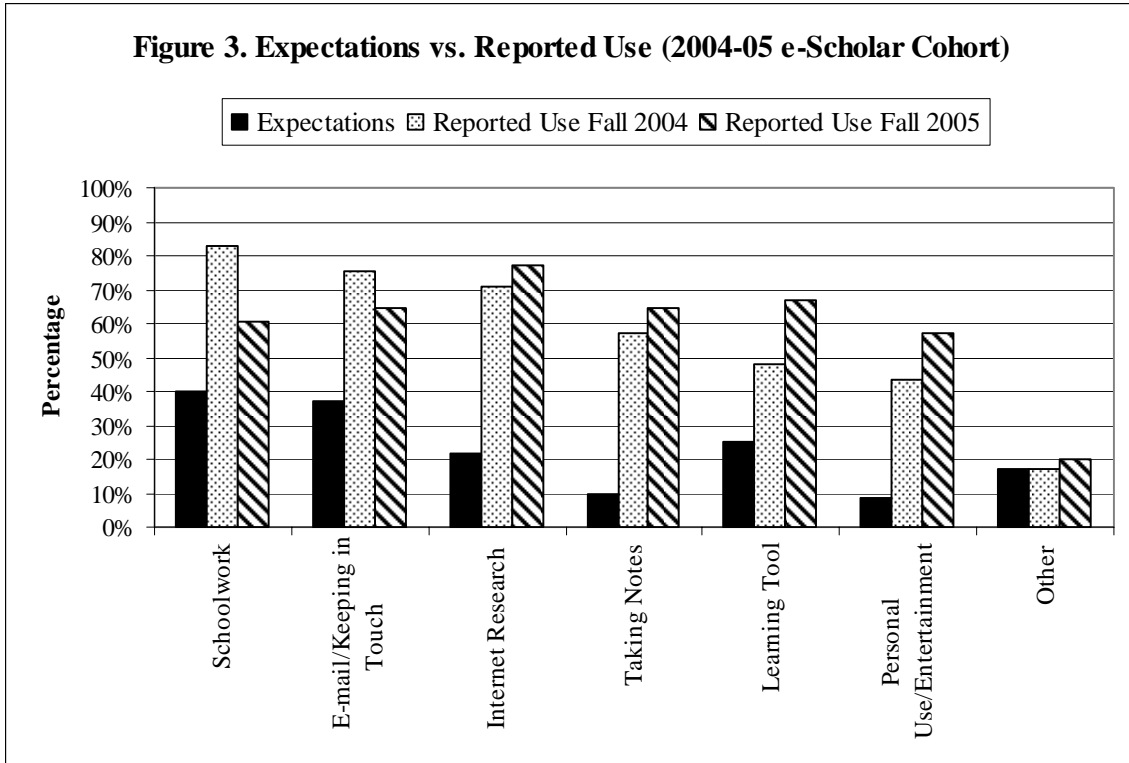
NOTE: The data on “learning tool” for fall 2004 includes a combination of “PowerPoint,” “writing papers/revising papers,” “D2L/e-Scholar/discussion board” and “in-class assignments/labs/quizzes.” The data on “research/access web” for fall 2004 includes a combination of “research tool/access web” “internet/research” and “instant messaging.” In the fall 2005 survey, “instant messaging” was changed to be included in “entertainment-games, music, etc.” The data from “expectation” is from the question “how do you expect to use your laptop in your daily life as a new student.” All other data is from a combination of the 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 2. Expectations vs. Reported Use (2003-04 e-Scholar Cohort)



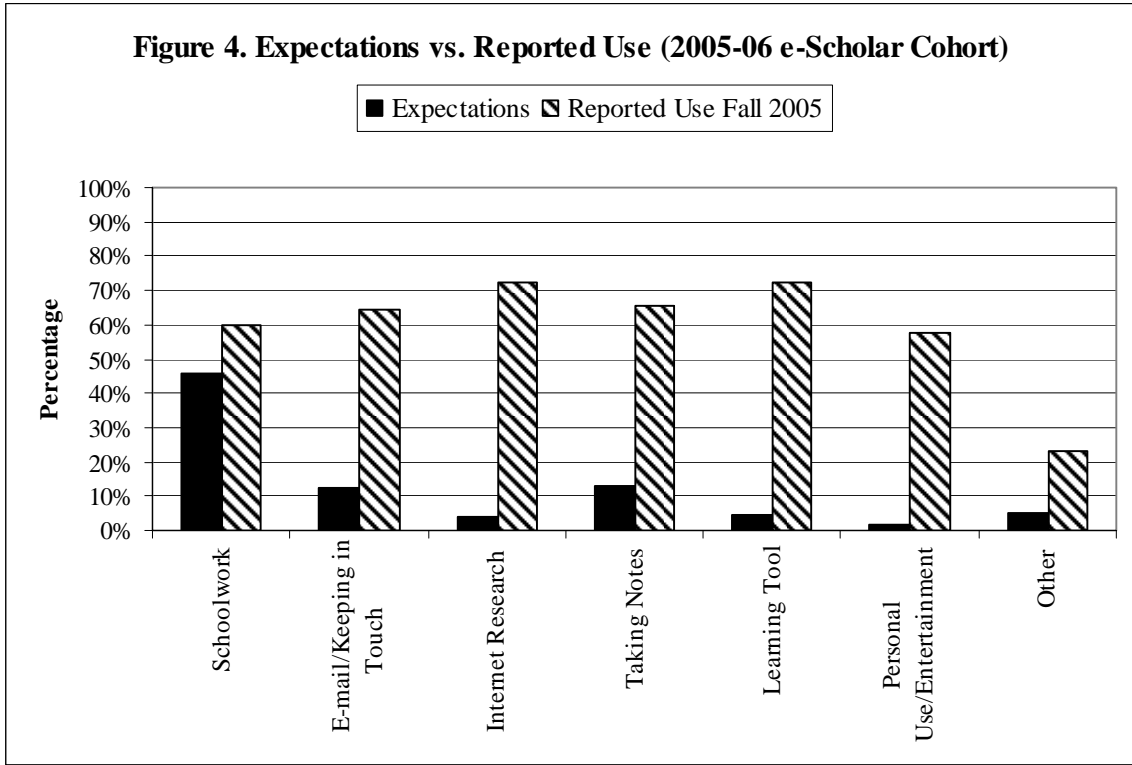
Source: Training and Expectation Survey, fall 2003; One-Minute Laptop Assessment Survey, fall 2003; One-Minute Laptop Assessment Survey, fall 2004, fall 2005.

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.” In the fall 2005 survey, “instant messaging” was changed to be included in “entertainment-games, music, etc.” The data from “expectation” is from the question “how do you expect to use your laptop in your daily life as a new student.” All other data is from a combination of the 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.”



Source: Training and Expectation Survey, fall 2004; One-Minute Laptop Assessment Survey, fall 2004, fall 2005.

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.” In the fall 2005 survey, “instant messaging” was changed to be included in “entertainment-games, music, etc.” The data from “expectation” is from the question “how do you expect to use your laptop in your daily life as a new student.” All other data is from a combination of the 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.”



Source: Training and Expectation Survey, fall 2005; One-Minute Laptop Assessment Survey, fall 2005.

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.” In the fall 2005 survey, “instant messaging” was changed to be included in “entertainment-games, music, etc.” The data from “expectation” is from the question “how do you expect to use your laptop in your daily life as a new student.” All other data is from a combination of the 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.”