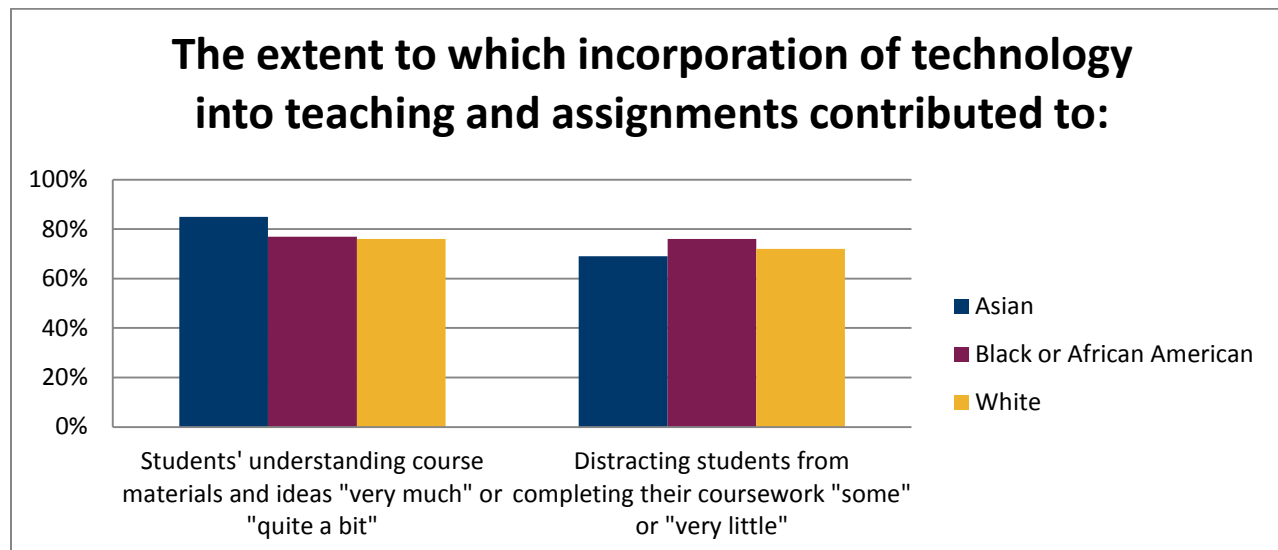


FSSE 2016 Learning with Technology Module Findings

New to FSSE for the 2013 administration were Topical Modules, short sets of questions on a topic related to current issues in higher education and student engagement. One module examined the role of technology in student learning, focusing on student use of technology, the extent to which institutional support is valued, and communication.

These results use responses from 1,640 faculty members from 22 institutions that administered the 2016 Learning with Technology module. Overall, a majority of faculty members reported that their incorporation of technology into teaching and assignments contributed to students' understanding of course materials, and did not distract students from completing their coursework. This finding may seem surprising, given the prevailing sense that laptops, smart phones, and other technology are a cause of distraction for students both in and outside of the classroom. Despite this, when we look more closely at these results by employment status, 77% of both part-time and full-time instructional staff indicated that technology contributed to students' understanding "very much" or "quite a bit," and 78% of part-time and 72% of full-time instructional staff reported that technology contributed to distracting students from completing their coursework only "some" or "very little."

A similar trend can be found when examining these items by gender identity. 74% of respondents who identify as men and 80% of those who identify as women indicated that technology contributed to students' understanding "very much" or "quite a bit," and 73% of both men and women reported that technology contributed to distracting students from completing their coursework only "some" or "very little." The trend continues when results are examined by race/ethnicity. 85% of Asian, 77% of Black or African American, and 76% of White respondents indicated that technology contributed to students' understanding "very much" or "quite a bit." And, 69% of Asian, 76% of Black or African American, and 72% of White respondents reported that technology contributed to distracting students from completing their coursework only "some" or "very little."



Syntax:

```
FREQUENCIES fTEC01a fTEC01e.  
RECODE fTEC01a (1 thru 2=0) (3 thru 4=1) (ELSE=SYSMIS)  
INTO fTEC01a_1.  
FREQUENCIES fTEC01a_1.  
RECODE fTEC01e (1 thru 2=0) (3 thru 4=1) (ELSE=SYSMIS)  
INTO fTEC01e_1.  
FREQUENCIES fTEC01e_1.
```

```
CTABLES  
/VLABELS VARIABLES=fTEC01a_1 fTEC01e_1 ffulltime DISPLAY=LABEL  
/TABLE fTEC01a_1 [COUNT F40.0, COLPCT.COUNT PCT40.1] + fTEC01e_1 [COUNT F40.0,  
COLPCT.COUNT  
PCT40.1] BY ffulltime  
/CATEGORIES VARIABLES=fTEC01a_1 fTEC01e_1 ORDER=A KEY=VALUE EMPTY=EXCLUDE  
/CATEGORIES VARIABLES=ffulltime ORDER=A KEY=VALUE EMPTY=INCLUDE  
/CRITERIA CILEVEL=95.
```

```
CTABLES  
/VLABELS VARIABLES=fTEC01a_1 fTEC01e_1 fgenderid DISPLAY=LABEL  
/TABLE fTEC01a_1 [COUNT F40.0, COLPCT.COUNT PCT40.1] + fTEC01e_1 [COUNT F40.0,  
COLPCT.COUNT  
PCT40.1] BY fgenderid  
/CATEGORIES VARIABLES=fTEC01a_1 fTEC01e_1 ORDER=A KEY=VALUE EMPTY=EXCLUDE  
/CATEGORIES VARIABLES=fgenderid ORDER=A KEY=VALUE EMPTY=INCLUDE  
/CRITERIA CILEVEL=95.
```

```
CTABLES  
/VLABELS VARIABLES=fTEC01a_1 fTEC01e_1 fre_all DISPLAY=LABEL  
/TABLE fTEC01a_1 [COUNT F40.0, COLPCT.COUNT PCT40.1] + fTEC01e_1 [COUNT F40.0,  
COLPCT.COUNT  
PCT40.1] BY fre_all  
/CATEGORIES VARIABLES=fTEC01a_1 fTEC01e_1 ORDER=A KEY=VALUE EMPTY=EXCLUDE  
/CATEGORIES VARIABLES=fre_all ORDER=A KEY=VALUE EMPTY=INCLUDE  
/CRITERIA CILEVEL=95.
```