

## A. UW-Stout Laptop Assessment/Technology

### Impact of the e-Scholar program on Learning

- The laptops are increasing critical thinking and changing the role of instructors
- Instructors indicate that there is more “active learning” in their classrooms, including more discussion, more questions, students help each other learn, and students learn on their own
- The laptops facilitate better correspondence between students working in groups, and help with group efficiency and group participation
- Failures and withdrawals from select courses have decreased since the implementation of the e-Scholar program. Instructor interviews revealed that the e-Scholar program had a positive role in these outcomes

### Other impacts of the e-Scholar program

- Since the implementation of the e-Scholar program, instructors report using class time differently and have provided many examples of changes in their instructional practices
- Students and faculty agree that the laptops have increased accessibility, communication, and availability of resources
- The laptops are saving students time by allowing for communication outside of class and providing instant access
- Students in the fall 2002, 2003 and 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
- UW-Stout seniors have scored higher than peer and national comparison groups on “using computing and information technology” each year for the past four years
- Students report higher ratings than a benchmark group on computer use outside of the classroom. Students use the computers outside of class most often for schoolwork, email/keeping in touch, and research tool/access web
- Students report that the biggest benefit from using information technology in classes at UW-Stout was convenience

### UW-Stout labs and IT support

- UW-Stout labs are used for the following activities during class time: weekly lab meetings, software demonstration and instruction, practice programming, assignments, projects, research reports, working with industry specific software, and developing and testing software.
- Students and faculty consistently report high ratings on how well the equipment and software in the labs is working
- Faculty report that the labs meet the learning needs for their classes. If replaced with wireless stations however, most (70%) labs would no longer meet the learning needs
- Most labs are accessible outside of class time, and the students report that the lab assistants were moderately or very helpful in responding to their questions.
- 75% or more of the faculty and staff indicate that the IT support that they receive for the computer labs and their office computer meets their needs



Continuing Opportunities for improvement are noted in blue

**Continuing Opportunities for Improvement**

- Improve communications that the laptop fee pays for more than the “box”
- Address faculty concerns that the e-Scholar program has increased their workload
- Continue to address training needs and the perception that “other” people need the training
- Improve communications with students, faculty and staff about expectations for the use of the technology
- Approximately 1/3 of faculty and staff indicated that the IT support they receive for the following does not meet their needs: technical problems in the classroom, wireless connectivity outside of the classroom, submitting or completing programming requests, Datatel, data warehouse, e-Scholar portal, e-advising, e-Scholar course delivery, web boards and Breeze

