

Technology in the Classroom

• Ellie Phillis, M.S. Candidate & Laura J. Finan, Ph.D., Faculty; Illinois State University, Department of Psychology



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INTRODUCTION

- Due to the COVID-19 pandemic, traditionally in-person courses were forced to move to online formats.
- Thankfully, advances in online learning programs and technologies are widely available.
- Studies have yielded mixed reviews on online learning success for students: Glenn (2018) highlights some students may feel more intimidated than they would in person, whereas Yamagata-Lynch (2015) found that online learning gave her students the chance to be more active learners.
- **Aim:** to get real-time feedback over the course of the semester concerning technological preferences in an asynchronous and synchronous online classroom environment

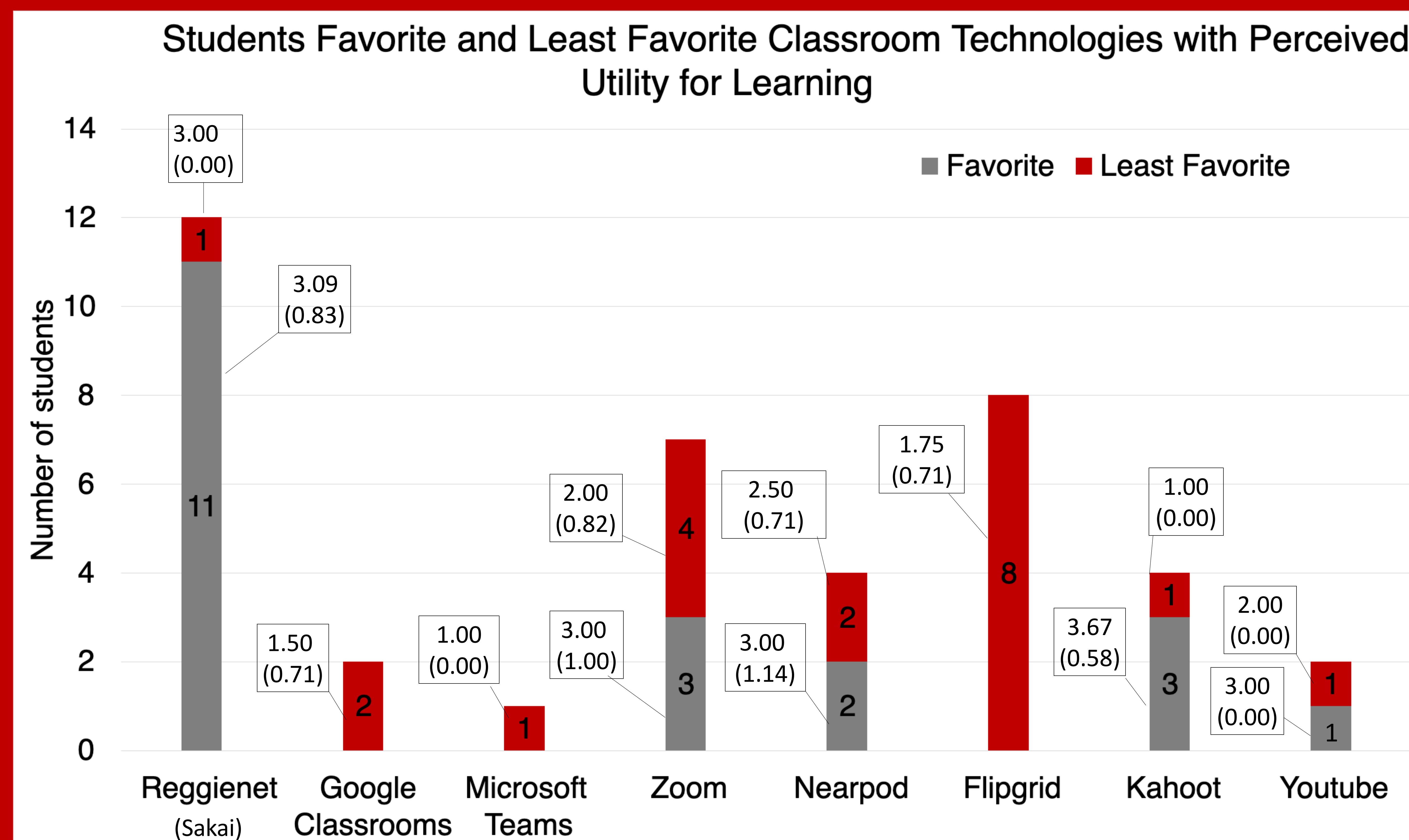
METHODS

- N = 22 (16 female) junior and senior undergraduate psychology students enrolled in a research methods course.
- Data were drawn from the first of three surveys students will completed over the semester on their use of various programs/technologies.
- Students indicated which programs/technologies they used in their courses and which was their favorite and least favorite.
- They also noted if their use of their favorite and least favorite program/technology improved their participants' learning of course material (1=not at all to 4=a lot).

RESULTS

- Students reported that ReggieNet (Sakai) was "easy to navigate" and "organized," while Flipgrid was "awkward" and "anxiety inducing."
- Students reported that their learning was facilitated by favored programs/technologies, like Kahoot and ReggieNet but not least favorite technologies, like Zoom and Flipgrid.

ReggieNet was reported as students' preferred technology, whereas Flipgrid was the least preferred technology. Students' perceived technologies they preferred as having greater utility for learning.



Note. Means and standard deviations in the graph represent responses to the question, "Did the use of this technology or program improve your learning of the course material?" Response options included 1=not at all, 2=a little, 3=somewhat, 4=a lot.

DISCUSSION

- Overall, students preferred programs/technologies that allowed for self-paced work, such as ReggieNet, and did not prefer technologies that were interactive, such as Flipgrid.
- Considering this is the first wave of data, we aim to discover if preferences shift during the semester and if any barriers to technology classroom use arise in the second and third waves.
- Faculty, staff, and future educators may find the current study findings helpful when deciding which technologies to use in virtual classroom settings.

RESOURCES:

- Glenn, C. (2018). Adding the human touch to asynchronous online learning. *Journal of College Student Retention: Research, Theory, & Practice*. 19(4). 381-393. doi: 10.1177/1521025116634104
- Yamagata-Lynch, L. C. (2015). Blending online asynchronous and synchronous learning. *The International Review of Research in Open and Distance Learning*. 15(2). 189-212.