Appendix B

Student Technology Use and Skills:
Student Focus Group Questions

How skilled are you at using computer technology to do work required for your classes?

There is a lot being said and written about the current generation of students being good at using technology and being tech savvy. Do you think this statement is true of yourself? Of your friends?

What kinds of technology skills are you good at?

What kinds of technology skills are you bad at?

What kinds of technology skills do you think students in general are bad at?

How good do you think students are at dealing with changes in technology? E.g., when you get a new course management system (such as WebCT or Learn@UW) or a new set of programs or when what you are used to using isn’t available?

Do you have or have you had classes in which instructors used Internet technology (e.g., computers, the Internet, PDAs)?

What kinds of uses of technology have instructors made in the classes you have taken thus far?

What are the major advantages that you see in the use of technology in the classroom?

What is the major disadvantage that you see in the use of technology in your courses?

Do you think that the use of technology in your classes helped you in your learning? If so, how? If not, why not?

What was the coolest use of technology that you’ve seen in any of your classes?

Do you think that in general your instructors are skilled in the use of technology in teaching?

Have you experienced any trouble in getting access to computing facilities or the Internet in order to do course-related work? What kinds of problems did you run into?
What are the major obstacles that you see to more effective use of computer and information technology in your classes?

Have you found computer labs on campus to be an effective place to work? If so, what do you like about them? If not, why not?

Do you have enough access to a computer at your place of residence in order to do the online work that is required of you?

Do you use computers and the Internet for entertainment? If so, what kinds of activities do you do for entertainment?

Do you think that the skills you may acquire in using the Internet for entertainment transfer to your school work? If so, what are the components of those skills? If not, why not?

What advice would you give university administrators who are keen to encourage the effective use of technology in college courses? What sorts of things should they be doing?