# **Educational Technology Executive Summary**

Bowling Green State University (BGSU) undergraduate Student Learning Analysts (SLAs) from the Office of Academic Assessment conducted this assessment project. The SLAs designed a focus group protocol to gain an understanding of students’ perceptions of educational technology (EdTech) and the impact on students’ learning experiences. The SLAs facilitated four focus groups with 19 participants from varying class standings and majors from five colleges. Out of the 19 participants, 63.16% (n = 12) self-identified as female, 26.32% (n = 5) self-identified as male, 5.26% (n = 1) self-identified as non-binary, and 5.26% (n = 1) self-identified as using she/her pronouns. From the race/ethnicity information the participants provided, 73.68% (n = 14) self-identified as White, 10.53% (n = 2) self-identified as African American/Black, 10.53% (n = 2) self-identified as Asian, and 5.26% (n = 1) self-identified as Biracial. Zoom was used as the online meeting platform, and the focus groups were recorded. These recordings were then transcribed and analyzed. The steps in the analysis process included: 1) open coding, 2) focused coding, and 3) identifying themes and subthemes. The themes and subthemes that emerged during these focus groups are detailed below:

## 1. Canvas – Students shared their experiences using Canvas.

1. Features – Students discussed how the components of Canvas, including Calendar, To-do list, Grades, Notification, etc., impacted their learning experiences.
2. Layout – Students discussed the user interface and visual format of Canvas and how it affected them.

A participant talked about how Canvas has supported them:

*For me, Canvas involves almost anything to help me during my time at BGSU so far*. *(T3, L373-374)*

## 2. Access - Students discussed the factors that affected them in obtaining and using EdTech materials.

1. Cost – Students talked about the financial aspect of accessing EdTech materials.
2. Convenience of Resources – Participants talked about how connectivity and physical accessibility of resources impacted students.
3. Privacy and Security – Students discussed the factors relating to online safety concerns that affected their learning experience.

A student talked about how easy it was for them to access EdTech learning materials at BGSU:

*It's been all good; I haven't had many notable issues. Everything's easy to access. That's about it. It's just been overly positive. (T2, L7-8)*

## 3. Faculty Impact - Participants commented on the different ways that faculty members are involved in the students’ use of EdTech.

1. Professor Requirements – Participants discussed EdTech learning materials needed for class use.
2. EdTech Use – Students talked about faculty members’ knowledge and use of EdTech other than AI.
3. Application of AI - Students talked about faculty members’ awareness and use of AI and how professors’ AI policies applied to students’ learning.
4. Faculty Guidance – Participants discussed how faculty shared or did not share information about helpful EdTech resources.

A student talked about how professors’ knowledge impacted their learning:

*I think it's really nice when, like, faculty members are, like, knowledgeable about certain technology. Because I'm coming in as a freshman, I'm not really familiar with some of this, like, new technology that BG uses. So, it's really nice when they can actually answer my questions and know what they're talking about on that front. (T1, L176-179)*

## 4. Learning Resources - Students discussed their knowledge of EdTech resources and how the use of those resources impacted their learning.

1. Student Awareness – Students discussed their knowledge of EdTech Resources.
2. Studying with AI – Students talked about how they used AI to support their learning.
3. Learning Support – Participants talked about BGSU resources that aided their learning.

A participant discussed the quality of the physical technology available to BGSU students:

*...I think that BGSU [has] been really good at investing in technology, especially in newer buildings, and kind of updating stuff ...a lot of versatile spaces across campus that can be used to do a bunch of different things. (T4, L217-222)*

## 5. Recommendations – Students gave recommendations and suggestions for BGSU and professors.

This participant had a suggestion to increase student awareness:

*I think one thing that could be beneficial is just to make students more aware of the things that BG offers, like ... the computer labs and the laptops and the printers. Because once I transferred here, I pretty much had no idea about any of that stuff, and, like, I still don't, so I think just kind of getting that information out there would be really beneficial to students. (T4, L382-385)*

For more information about this assessment project, please contact Dr. Jessica M. Turos, Associate Director of the BGSU Office of Academic Assessment, at [jmturos@bgsu.edu](mailto:jmturos@bgsu.edu).

## **EdTech Infographic**

The middle of the infographic has a title reading “EdTech (Educational Technology) at BGSU.” Underneath the title is a box that holds the following information: “Undergraduate Student Learning Analysts (SLAs) from the Office of Academic Assessment conducted this assessment project about students’ experiences with and perceptions of EdTech at BGSU. There were four focus groups facilitated by the SLAs, with a total of 19 participants from varying class standings. The steps in the analysis process included: 1) open coding, 2) focused coding, and 3) identifying themes and subthemes. The themes that emerged during these focus groups were: 1) Canvas, 2) Access, 3) Faculty Impact, 4) Learning Resources, and 5) Recommendations.”  

 

Read going counterclockwise and starting in the upper lefthand corner the themes and subthemes are listed with their definitions in separate orange boxes. The first is Canvas and it is defined by “Students’ experiences using Canvas.” The following information includes the subthemes and their corresponding definitions: “1) Features – components of Canvas, including Calendar, To-do list, Grades, Notifications, etc. And 2) Layout – user interface and visual format of Canvas.” In the rightmost section of the Canvas box, there is a laptop icon with a blank user icon coming out of the top right corner of the laptop.  

 

The next theme is Access which is defined as “Factors that affected students in obtaining and using EdTech materials.” The following information includes the subthemes and their corresponding definitions: “1) Cost – financial aspect of accessing EdTech materials, 2) Convenience of Resources – connectivity and physical accessibility of resources, and 3) Privacy and Security – factors relating to online safety.” At the bottom of the Access box there are three icons. From left to right they are: a small stack of strapped dollar bills, Wi-Fi signal bars, and a shield with a padlock pictured on it.  

 

The third theme is Faculty Impact and is defined as “Different ways that faculty members are involved in students’ use of EdTech.” The following information includes the subthemes and their corresponding definitions: “1) Professor Requirements – EdTech learning materials needed for class use, 2) EdTech Use – faculty members’ knowledge and use of EdTech (not AI), 3) Application of AI - faculty members’ awareness and use of AI and how professors’ AI policies applied to students’ learning, and 4) Faculty Guidance – how faculty shared or did not share information about resources.” In the far-right section of the Faculty Impact box there are two icons. From left to right: a professor stood behind a lectern with a blackboard in the back and a computer chip with “AI” written on top. 

 

The fourth theme is Learning resources and is defined as “Student knowledge of EdTech resources and the impact of using those resources on their learning.” The following information includes the subthemes and their corresponding definitions: “1) Student Awareness – students’ knowledge of EdTech Resources, 2) Studying with AI – how students used AI to support their learning, and 3) Learning Support – BGSU resources that aided learning.” In the top left of the Learning Resources box there is an icon depicting a monitor with lines leading to a video play icon, a default image icon, and a closed book. 

 

The final theme is Recommendations and is defined as “Suggestions for BGSU and professors ranging from EdTech training to student awareness.” To the far left of the Recommendations box, there is an icon of a hand holding a circle with a checkmark. 