

Technology and Student-Professor Communication



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Purpose

- The purpose of this research project was to determine the effectiveness of technology in regards to communication between students and professors.

Hypotheses & Theory

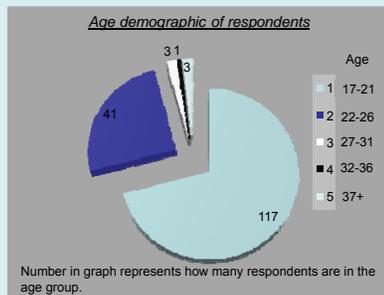
- Hypothesis 1: The increased use of technology has a positive correlation between student-professor communication.
- Hypothesis 2: Females use of technology is greater than the amount of technology used by males between student-professor communication.
- We used the Social Presence Theory to guide our research, which “describe those factors that influence the perception of a person’s physical or psychological presence in a specific communication context” (Short, p.3)

Who did we survey?

- We surveyed fulltime college students, both undergraduate and graduates of different ages. We had 242 responses.

Methods of Data Collection

- We used convenience sampling for our survey.
- We used the electronic Qualtrics survey to collect our data.



How did we analyze the data collected?

- We used Statistical Package for the Social Sciences to analyze our data.
- We used the Chronbach Alpha, which is the procedure that uses the overall relationship among answers to Likert-type survey questions to establish the reliability among responses (Frey).
- We decided to use the Likert-type scale and gave numbers to each of the 5 response options.
- The chi-square test was used to test correlations between our variables.
- In analyzing our qualitative data we used thematic analysis to the question: Has technology improved communication between you and your professors? Why/Why not?

What were the results?

- Our results support that Email or PowerPoint is perceived by students to improve communication with professors because there P value is below .05, whereas Desire2Learn (online learning platform) did not have a significant affect on the improvement of communication between students and professors.
- D2L Discussion Boards (with a P of .697)
- D2L Profiles (with a P of .144)
- D2L Feedback (with a P of .698)
- Email (with a P of .004)
- PowerPoint (with a P of .012)

- Our results also concluded that females do respond better to the use of technology with a p of .043.

- An open-ended question was asked, has technology improved communication between you and your professors. Some themes that emerged from this question were that students believe it has improved communication because of its accessibility and time-saving qualities.

- Our demographic results showed:
 - Sex - 26% males, 74% females
 - Age- 71% were 17-21, 25% were 22-26, 2% were 27-31, 1% were 32-36, and 2% were over 37
 - Ethnicity – 95% Caucasian, 2% Asian, 1% African American, 1% Latino/a, and 1% other.

Implications

- This study is relevant to society in it helps teachers prepare for class, it can help them in deciding on whether or not to use technology and which forms should be used.
- Students can then use this study to fully understand how most students learn, and learn how to properly study and review for class.

Works Cited

- Botan, C. H., Frey, L. R., & Kreps, G. L (2000). *Investigating communication: An introduction to research methods*. Needham Heights, MA: A Pearson Education Company
- Short, J., Williams, E., and Christie, B. (1976). *The Social Psychology of Telecommunications*. New York: John Wiley & Sons.

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The extent to which the participant agreed/disagreed with the following statements : Technology such as has a positive affect on student-professor communication.

