

A STUDENT VIEW OF TECHNOLOGY IN THE CLASSROOM: DOES IT ENHANCE THE SEVEN PRINCIPLES OF GOOD PRACTICE IN UNDERGRADUATE EDUCATION?

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ABSTRACT

Recently there has been an explosion of the use of technology in classrooms. Although there has been anecdotal evidence supporting the value of integrating technology in the classroom, there has been a lack of recent research investigating the connection between technology in the classroom and student learning. The central research question explored in this study is to determine if, from a student perspective, the use of classroom-based course management software, such as Blackboard, enhances student learning. We rely on the Seven Principles of Good Practice in Undergraduate Education to assess enhancements to the learning

environment for students. Data from our study illustrates student use of various Blackboard tools, their liking of each tool, and the availability of the tool by faculty. In addition, students rate the importance of each of the Seven Principles and provide their perceptions of how much the use of Blackboard enhances each principle. Based on our data, we conclude that although students enjoy using many of the Blackboard tools, they do not see the tools as highly effective at enhancing the learning experience. Implications of the research findings and suggestions for continued use of classroom management software tools are provided.