

TECHNOLOGY ENHANCED DISTRACTION IN LEARNING? EXPLORING AND COMPARING STUDENT BELIEFS AND UNIVERSITY CLASSROOM LAPTOP USE

Maria Rabl
MCI Management Center Innsbruck, Austria
maria.rabl@mci.edu

Niki Canham
University of Innsbruck, Austria

Stephan Schloegl
MCI Management Center Innsbruck, Austria

Abstract:

The use of technology, and laptop computers in particular, is now commonplace in university classrooms. Resources and activities are made available on Virtual Learning Environments, and students are expected to be able to learn both with and through technology. However, laptops are a source of potential distraction, and, for first semester students coming from school contexts where the use of technology is typically restricted, there is the challenge of addressing and managing the freedoms and expectations of studying in the technology enhanced university classroom.

With the prevalence of laptops in university classrooms, there is a need to understand student beliefs regarding technology enhanced learning and students' actual classroom practices with technology. This conference talk presents initial findings from a comparative study that investigated first-semester students' views on technology and analytics data from their classroom laptop use at an Austrian University of Applied Sciences. Besides, suggestions for addressing and maximising the student learning experience in technology enhanced university classrooms will be presented.

Keywords: Technology enhanced learning, self-regulated learning, distraction, student beliefs,