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**Debunking the Digital Native Myth:
Higher Education Students Ask for More Support in Using Classroom Technology**

Cengage Learning/Eduventures study reveals educational technology use impacts student engagement and learning outcomes; more guidance, support and training needed

Stamford, CT, April 7, 2010 – Today's tech savvy college students seek more support when it comes to using digital tools in the classroom, according to a recent survey conducted by Cengage Learning, a leading global provider of innovative teaching, learning and research solutions, in conjunction with Eduventures. The survey, which was administered to both students and instructors, also reveals there is a direct correlation between classroom technology use, student engagement and overall learning outcomes.

The Cengage Learning/Eduventures survey, entitled *"Instructors and Students: Technology Use, Engagement and Learning Outcomes,"* found that 65 percent of instructors think students are tech savvy when it comes to using digital tools in the classroom. Conversely, only 42 percent of students believe there is enough support for educational technology, evidence of a perception gap in how adept students are versus how savvy they are presumed to be (Figure 1). According to the survey, students prefer courses that use a great deal of technology, provided there is adequate support in using the tools. Where adequate support and training is provided, 70 percent of students prefer to take a course with a great deal of technology (Figure 2).

The survey also shows a meaningful relationship between the use of digital tools in the classroom, student engagement and overall learning outcomes. For example:

- Three fourths of instructors think that student engagement has improved as the use of digital tools increased.
- Of the instructors who believe engagement levels have improved, 87% believe that learning outcomes have improved as well (Figure 3).
- 58% of students believe that technology helps to engage them with coursework and learn; among the tools that students prefer are Web sites, communication tools, office suite, digital homework tools and static digital content.

"While today's college students are immersed and fluent in social media, consumer electronics and video games, they're not nearly as proficient when it comes to using digital tools in a classroom setting; this

turns the myth that we're dealing with a whole generation of digital natives on its head," said William Rieders, Executive Vice President, Global New Media for Cengage Learning. "Clearly, students are asking for better guidance, support and training in using digital tools in the classroom and we, as an industry, need to pay attention and effectively respond to those needs in order to improve engagement and learning outcomes."

To support the use of educational technology, Cengage Learning recently launched CourseCare, a service and support program for customers using CengageCourse, a suite of digital products and services that improves student engagement and learning outcomes, and helps academic institutions navigate the changing education landscape. CourseCare's training and service consultants help instructors find the right digital solution and provide flexible training options to prepare them to use technology in their courses – from the first day through the final exam. CourseCare enables schools, instructors and students to maximize their investment and customize their learning solutions to meet their individual needs.

About Cengage Learning

Cengage Learning is a leading provider of innovative teaching, learning and research solutions for the academic, professional and library markets worldwide. The company's products and services are designed to foster academic excellence and professional development, increase student engagement and improve learning outcomes. Cengage Learning's brands include Heinle, Gale, Wadsworth, Delmar, Brooks/Cole and South-Western, among others. For more information on Cengage Learning please visit www.cengage.com.

About Eduventures, Inc.

Eduventures has been committed to improving higher education since its founding in 1993. Today, we partner with more than 300 colleges and universities across the United States. Our research membership programs and consulting services help higher education leaders achieve organizational goals and solve pressing challenges with evidence-based insights and guidance. Visit www.eduventures.com for more information.

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Multimedia assets:

Figure 1

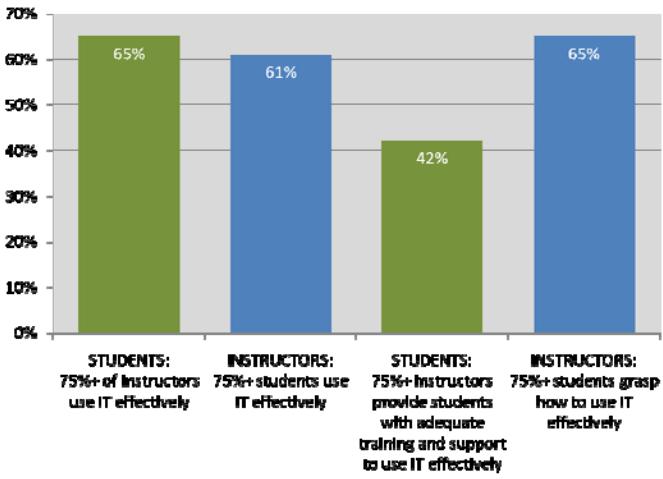


Figure 2

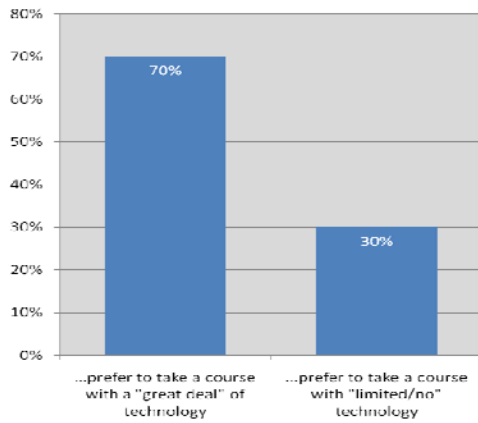
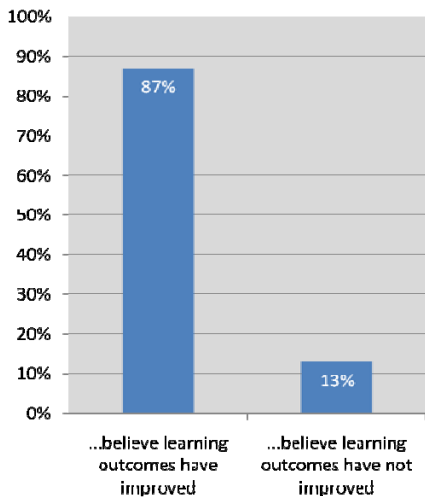


Figure 3





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INSTRUCTORS AND STUDENTS: TECHNOLOGY USE, ENGAGEMENT AND LEARNING OUTCOMES

March 2010

Cengage Learning and Eduventures

METHODOLOGY

In late 2009, Cengage Learning, in conjunction with Eduventures, conducted a survey to explore both higher education instructor and student perspectives on the use of digital technologies in the classroom.

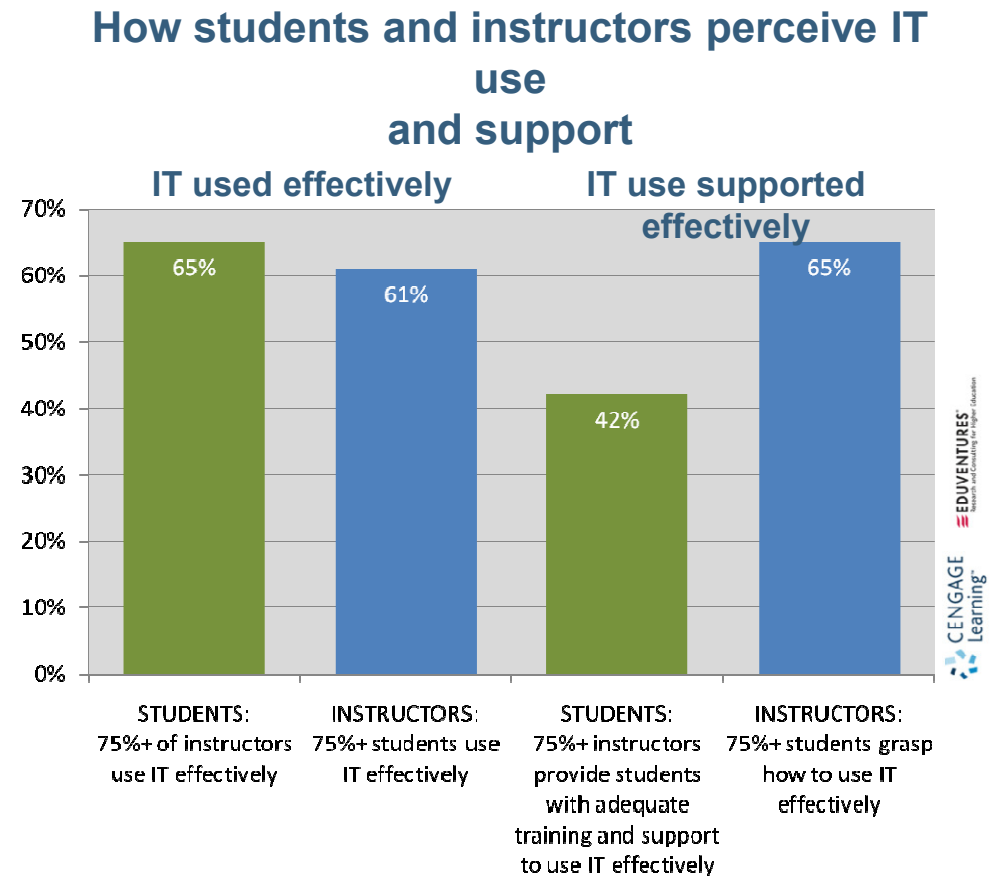
The survey was administered to two groups: students and instructors (the sample size was 765 for students and 308 for instructors).

Irrespective of which data set (instructors or students) was under examination, responses were broken down to find potential cause-effect relationships between the variables. For each group one of three sets of output was produced, depending on the question: (a) frequency table, (b) a cross-tabulation of two questions (variables), and (c) a cross-tabulation between two questions (variables) including a chi square test (or Fisher's test) where appropriate.

While this presentation does not include the analysis in its entirety, the following are the most important and compelling findings of the survey.

Perception of IT use and support

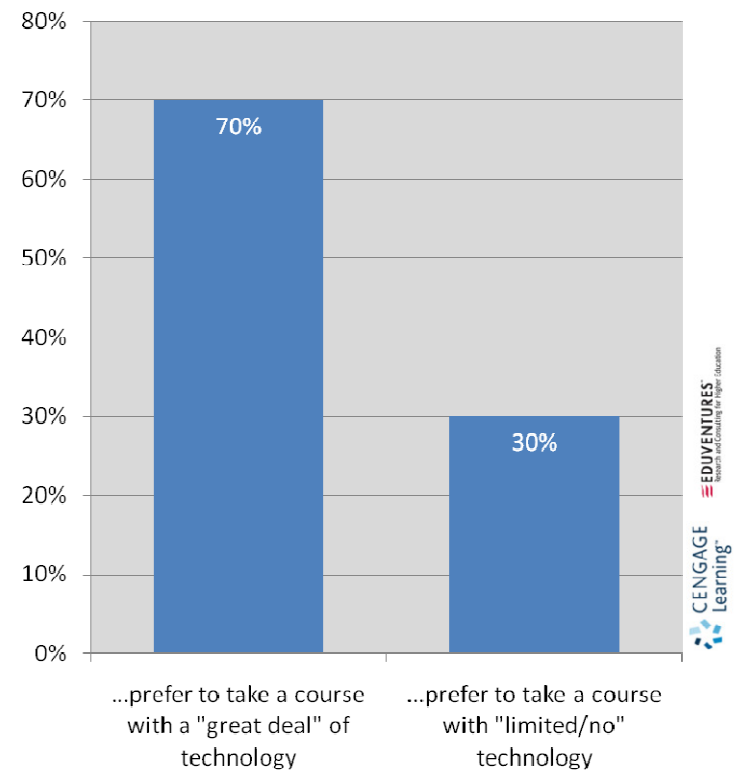
- 65% of students think that 75% or more of instructors use IT effectively. 61% of instructors think that 75% or more of students use IT effectively.
- 42% of students think that 75% or more of instructors provide IT support. Conversely, 65% of instructors think students grasp IT.



IT support by instructors and student preference for technology

- Of the students that believe 75% or more of instructors provide students with adequate training and support to use IT effectively, 70% prefer to take a course with a “great deal” of technology.
- The relationship is statistically significant, meaning that student preference for technology use in a course is related to perceived support offered by instructors.

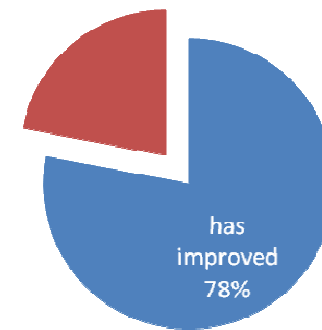
Of the students that believe 75% or more of instructors provide students with adequate training and support to use IT effectively...



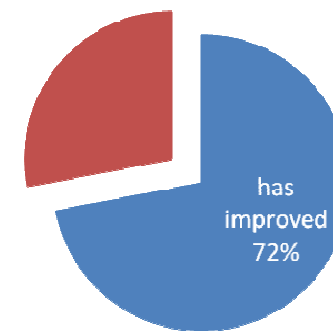
How instructors perceive the impact of digital tools on learning and engagement

- Three fourths of instructors think that student engagement has improved as the use of digital tools increased. The same is true for learning outcomes.

Student engagement has improved as the use of digital tools increased



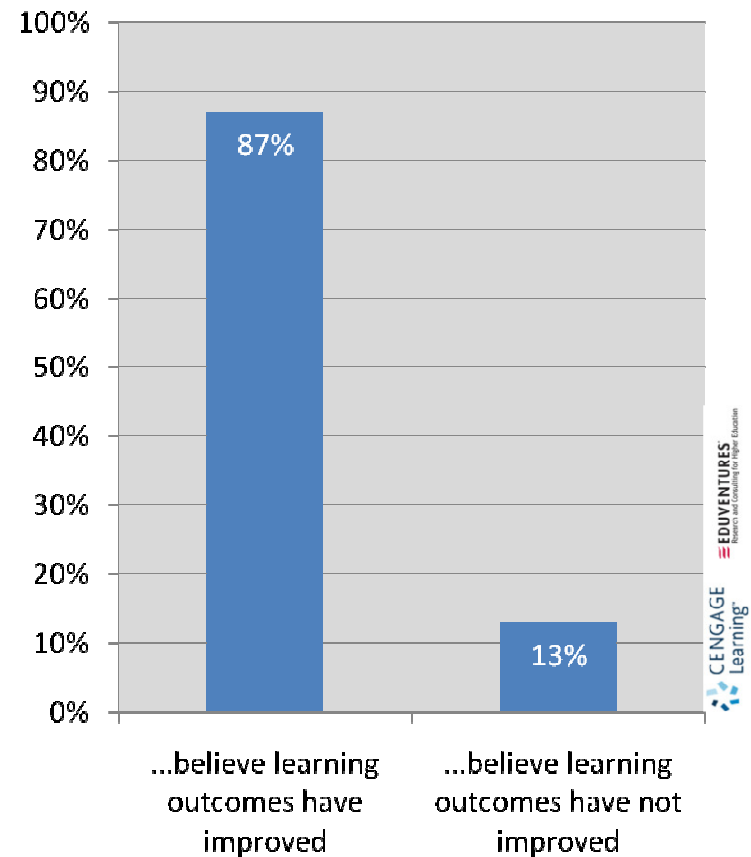
Learning has improved as the use of digital tools increased



Is engagement related to learning outcomes?

- Of the instructors that believe engagement levels have improved, 87% believe that learning outcomes have improved as well. There is a strong correlation between engagement and learning, indicated by statistical significance.

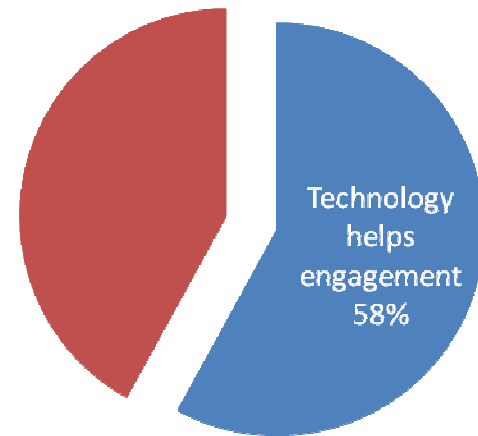
Of the instructors that believe engagement levels have improved...



Impact of digital tools on learning and engagement

- 58% of students believe that technology helps to engage them with coursework and learn.

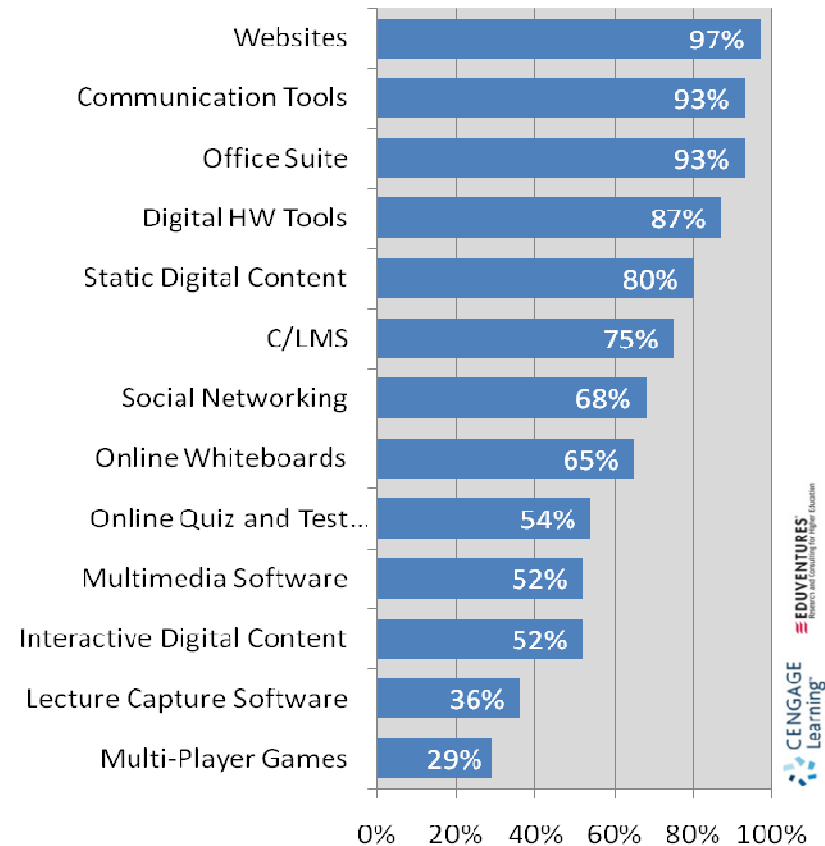
Proportion of students that believe technology, in general, helps them engage with coursework and learn



Digital tools and student engagement

- Of the students that believe technology helps to engage them, over 80% frequently use websites, communication tools, office suite, digital homework tools and static digital content.
- Traditional digital tools are used most readily by students that are highly engaged by technology, while course/learning and social/interactive tools are used less.
- All results are statistically significant, so we can conclude that the relationship does in fact exist and it is a strong one.

Of the students that believe technology helps to engage them...X% use frequently the following tools in their academic life



About Cengage Learning

Cengage Learning delivers highly customized learning solutions for colleges, universities, instructors, students, libraries, government agencies, corporations and professionals around the world. These solutions are delivered through specialized content, applications and services that foster academic excellence, professional development, and measurable learning outcomes. Cengage Learning's existing company and imprint brands include Heinle, Gale, Wadsworth, Delmar, Brooks/Cole and South-Western, among others. For more information on Cengage Learning please visit www.cengage.com.

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10

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