

m-Learning Initiative
Learning and Engagement Survey

Demographics

- Age
- Gender
- College Experience (number of credits completed)
- Are you a matriculated Mental Health program student?
- How many credits are you taking this semester?
- Are you taking classes online, face-to-face, or both?

Scale - Respondents to this survey will rate the following questions on a 5-point Likert scale based on the following definitions:

- 1 – This statement is not true at all.
- 2 – This statement was seldom true.
- 3 – This statement was true about half of the time.
- 4 – This statement was true most of the time.
- 5 – This statement was true nearly all of the time.

Perceived Usefulness

- Using the iPad/Apps in class enabled me to accomplish tasks more quickly.
- Using the iPad/Apps improved my performance as a student.
- Using the iPad/Apps increased my productivity.
- Using the iPad/Apps increased my effectiveness.
- Using the iPad/Apps made it easier to do my work.
- I would find using an iPad/Apps useful in my job.

Perceived Ease of Use

- Learning to operate the iPad/Apps was easy for me.
- I find it easy to get the iPad/Apps do do what I want them to do.
- My interactions with the iPad/Apps are clear and understandable.
- I find the iPad/Apps to be flexible to interact with.
- I find it easy to become skillful at using the iPad/Apps.
- I find the iPad/Apps easy to use

Perceptions of Learning

- The iPad/Apps helped me apply course content to solve problems.
- The iPad/Apps helped me learn the course content.

- The iPad/Apps helped me connect ideas in new ways.
- The iPad/Apps helped me participate in the course activities in ways that enhanced my learning.
- The iPad/Apps helped me develop confidence in the subject area.
- The iPad/Apps helped me develop skills that apply to my academic career and/or professional life.

Perceptions of Engagement

- iPad/App activities motivated me to learn the course material more than class activities that did not use the iPad.
- I participated more in class during iPad activities than during activities that did not use the iPad.
- My attention to the task(s) was greater using the iPad.
- It was easier to work in a group using the iPad than in other group activities.

References

- Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly*, 13(3), 319-340.
- Diemer, T. T., Fernandez, E., & Streepey, J. W. (2012). Student perceptions of classroom engagement and learning using iPads. *Journal of Teaching and Learning with Technology*, 1(2), 13-25.