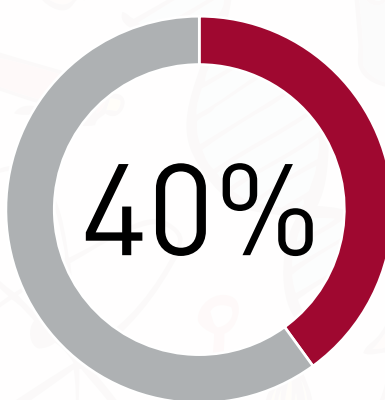
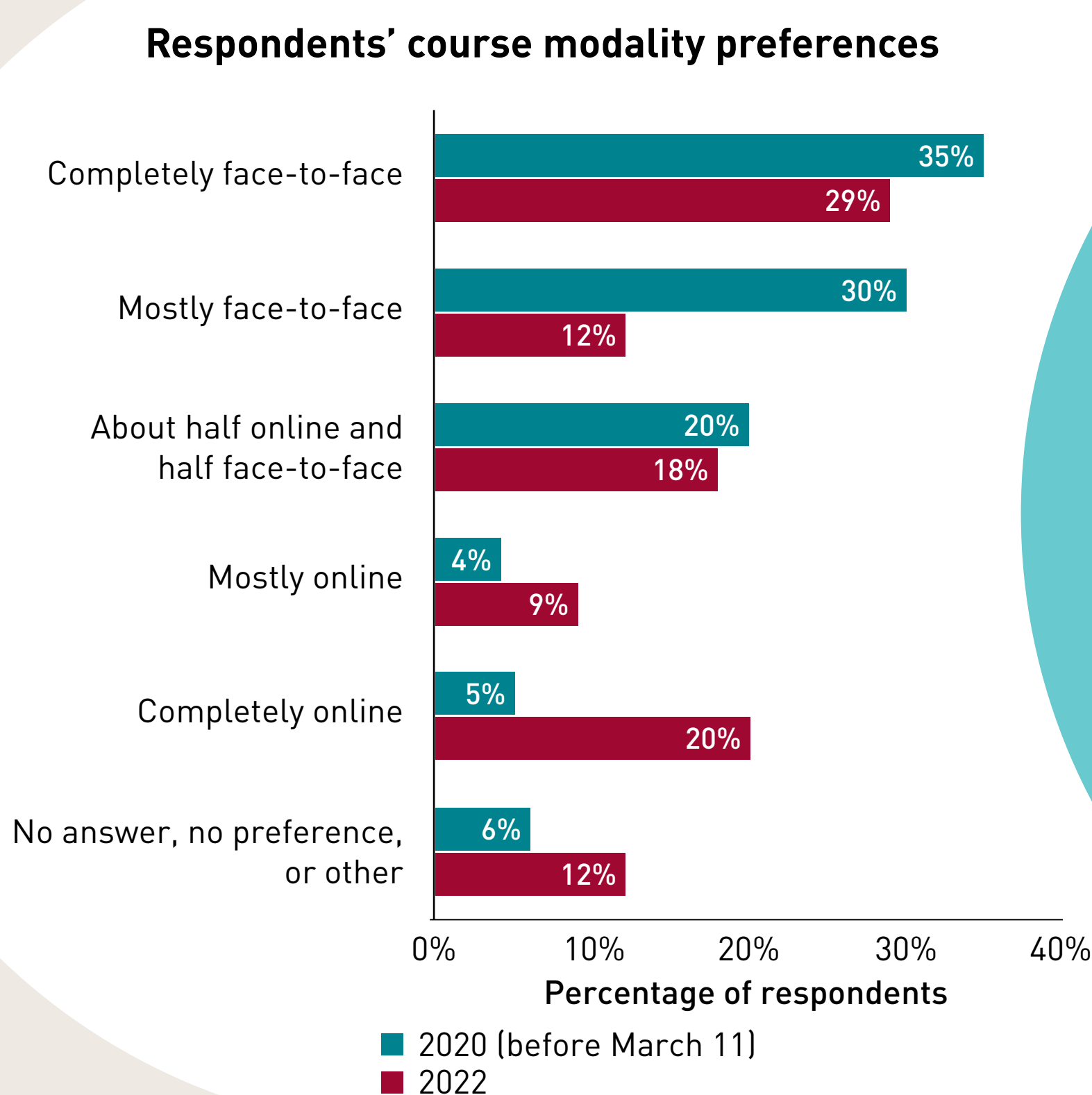


2022 Report on Students and Technology: Rebalancing the Student Experience

The online versus face-to-face dichotomy is being disrupted.

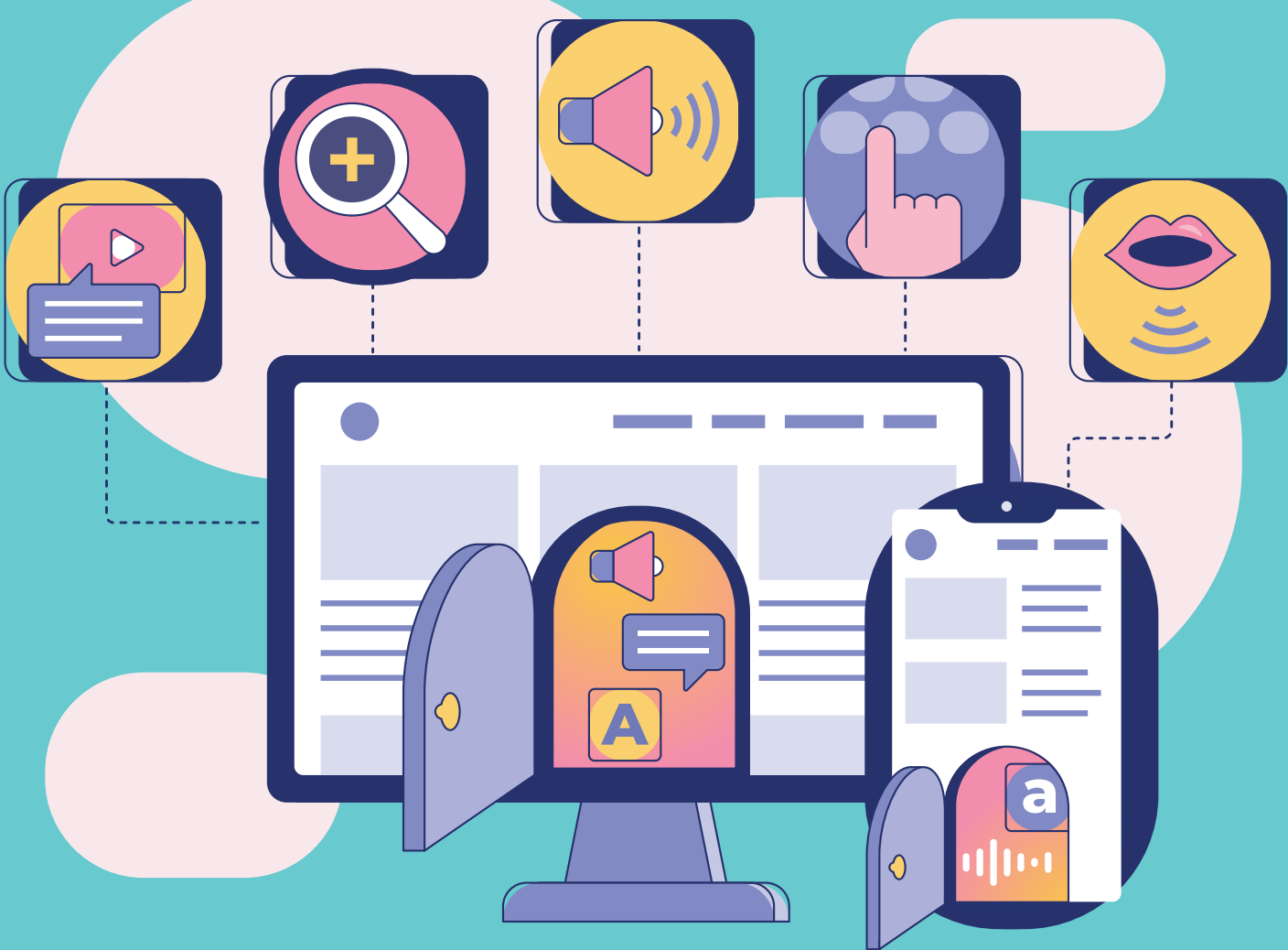
Students are now expressing stronger preferences for modalities that are mostly or completely online.



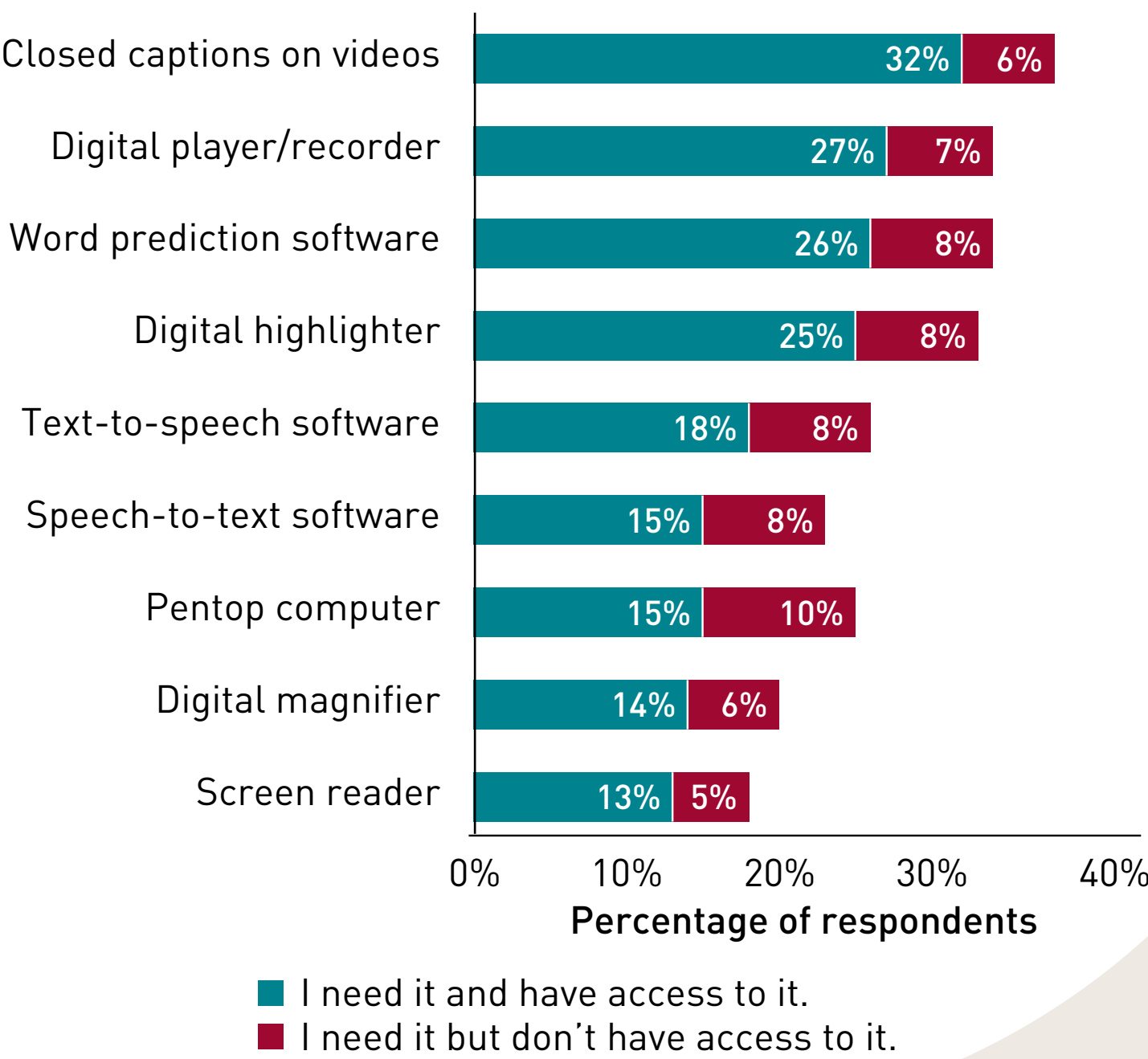
Roughly **40%** or more of all respondents—including those who prefer completely face-to-face classes—ranked these items very or extremely important to have online.

- Homework assignments
- Class/lecture notes
- Exams
- Study guides
- Presentation slides
- Quizzes
- Video
- E-textbooks or required readings
- Collaborative/shared documents
- Class handouts
- Recorded lectures
- Discussions
- Audio
- Hands-on engagement with content
- Peer teachers/tutors
- Group activities
- Office hours/meetings with my instructor

Providing access to assistive technology is just good pedagogy.



Even though just **5%** of respondents reported having a disability for which they need assistive technology, at least **18%** of respondents reported needing each of the following.



Educational technology impacts student wellness.

More than three-quarters (**77%**) of respondents reported having experienced one or more of these technology issues within the past academic year (i.e., 2021–22). More than half (**51%**) reported that at least one of these issues caused them stress.

