Technology Integration in Education Environments
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Abstract
The purpose of this study aims to understand how technology is currently used and what educational settings are most preferred by students, faculty, and other employees to create an environment to enhance the learning experience. In today’s educational experience, students are being exposed to curriculums utilizing technology as early as elementary school up to the secondary levels (Wygontik, 2008). With the change of technology, little research has been done on how it impacts the learning environment. A purpose study was conducted using an online survey among undergraduate/graduate students, college faculty, and other professionals. Various questions were asked based upon the participant’s technology usage as well as furniture layout preferences. Results showed that participants preferred an updated and flexible furniture arrangement that will meet the needs of technology integration. Although the study was limited to one university, the results indicate that almost all users utilize technology in various ways.

Methods
In order to better understand how technology and experiential learning is utilized in educational environments the survey was created to measure results from the general public. The participants were undergraduate/graduate students, college faculty, and other professionals. The survey was distributed through North Dakota State University (NDSU) faculty and staff Listserv and through a post on social media (Facebook). Likert questions were used to ask respondents about their personal experiences within education to find possible trends within educational design. Demographic questions were utilized to gain a better understanding of the audience reached as well as the limitations of the survey. After the survey was closed, a total of 203 responses were collected.

Results
• The largest number of participants were found to be professionals (55%), followed by students (39%).
• The data indicated a majority of each respondent group utilizes technology for personal use between 2-7 hours per day; students (36%) use technology 5-7 hours per day, college faculty (30%) 5-7 hours per day, and other professionals (45%) 1-2 hours per day (Figure 1).
• A majority of students and college faculty preferred projector screens as a main learning tool (Figure 2).

References