

Report of

# 2004 Law Student Technology Survey

with Executive Summary

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# Executive Summary

For the third consecutive year, Computing Services invited students to report their perceptions regarding technology resources at the Law School. Two-hundred and forty-two students replied, that is, thirty-six percent.

The report includes all twelve questions as well as tables organized by class year. Because the quantitative data was sufficiently analyzed via descriptive statistics, the report relies on straightforward counts and percentages. The report includes selected open-ended comments to shed light upon the tabulations of numbers.

## Highlights of findings:

- 95% of student respondents, 97% of first-years, have a laptop. 82% of laptop owners bring their laptop to campus virtually every time they come.
- Everyday laptop users cited both advantages and disadvantages. Roughly 75% indicated pros outweighed cons. Most cited efficiency, i.e., having notes in electronic format all in one place. Many pointed to the advantage of wireless internet access. Commonly cited disadvantages included the weight of laptops and security concerns. A number applauded the installation of more power outlets while clearly indicating yet more are needed.
- 91% expressed satisfaction with the student portal, which now allows students to check job postings, submit resumes for positions, and sign up for specific interviews.
- 85% positively rated the ease of using the Georgia Law website. 81% positively rated its attractiveness.
- 85% expressed satisfaction with experience of using “secure blue book” software to write at least one Fall 2003 exam.
- 87% favorably rated the technology services the Law School offers.

The survey results are representative of law student practice and opinion as a whole. All enrolled students were encouraged to reply three times, weekly, via the student listserv and respondents reported gender and ethnicity figures that well approximate the actual tallies. Because it produces more candid feedback we have always planned and received only anonymous submissions.

Appendices include complete replies to all open-ended questions, complete responses of three LLM respondents and methodological notes.

# Introduction

In March 2004, via the official Law School student listserv, the University of Georgia's seven hundred enrolled law students were encouraged to submit an online 2004 Student Technology Survey. The email request went out on three successive Thursdays. Two hundred and forty-two students supplied anonymous feedback. The survey solicited opinions on twelve questions, five of which were open-ended.

Because the quantitative data were sufficiently analyzed via descriptive statistics, the report relies upon straightforward descriptive reporting. Open-ended comments have been selected to expand upon some of the findings. The final appendix provides additional methodological comment.

This year, as an additional measure, and solely for the purpose of assessing representativeness, our anonymous respondents reported their gender and ethnicity. Resulting figures do indeed confirm that survey responses received compare favorably with actual figures for enrolled students: respondent replies were 50 / 50 women and men versus actual figures of 48% women and 52% men; and for race/ethnicity respondents were 80% white, 11% African American, and 9% other compared with actual figures of 81% white, 13% African American and 6% other.

Thirty-six percent of students pursuing a juris doctor degree submitted a survey (239 of 669). With only three of eighteen LLM respondents, these replies are omitted from tables which break down data by class year. Complete LLM replies are listed in Appendix A.

Sections of this report include Personal Technology Tools, Resource Assessment, Rating Technology Generally, Conclusion and Appendices.

## Personal Technology Tools

Over the past few years, a number of projects of Computing Services have worked to reinforce increasing student reliance on the laptop. For example, since spring 2002 laptop users have been able to tap into the Internet via the wireless network. Beginning this past fall, they have been able to utilize a "secure blue book" software to take professor-approved exams on their own laptop. We have also added power outlets in both the Law Library and classrooms. It seems the call for more outlets will continue until every seat in the Law School provides power to a laptop user.

## Who Has What?

As in years past, we asked: which of the following do you have - or plan to get by fall semester 2004? (Select all that apply) Desktop computer? Laptop computer? Macintosh computer? Macintosh laptop? Personal digital assistant (PDA)? The following discussion focuses on laptop and desktop ownership. Numbers for PDA ownership and Macintosh equipment are noted separately.

**Table 1: Ownership of primary technology tools in descending order of response category**

Column Percentages (counts)	Year			Row Totals
	1L	2L	3L	
Laptop only <sup>1</sup>	73% (79)	61% (44)	59% (32)	66% (155)
Desktop & laptop <sup>2</sup>	24% (26)	36% (26)	28% (15)	29% (67)
Desktop only	3% (3)	3% (2)	13% (7)	5% (12)
Column Totals	100% (108)	100% (72)	100% (54)	100% (234)
Non-reporters excluded	(2)	-	(3)	(5)

Clearly laptops are the technology tool of choice among Georgia law students. Ninety-five percent of those answering have one. Further, as the table shows, this preference may become more pronounced: among those reliant on a laptop, first-year students account for half (79 of 155). Only five percent rely upon a desktop computer. That percentage will drop markedly with the graduation of the Class of 2004.

Computing Services has discussed possible services targeting PDA wireless users but with only thirteen percent (31 of 234) of this year's respondents owning a PDA that planning should remain on hold. We will continue to watch for student and public interest in highly portable telecommunications devices.

Macintosh laptops make up five percent of the equipment reported above (11 of 234) while a scant two percent report owning a Macintosh computer (4 of 234). We acknowledge complaints regarding our lack of support for Macintosh systems which does extend to our "secure blue book" laptop vendor. Unfortunately, with the operating system playing such a large part in its product, the vendor has no plan to develop a Mac version. We must account for the reality that support for Macintosh systems would require a significant commitment from Computing Services. Unfortunately declining budgets in recent years work as an additional factor against offering Macintosh support in the near term.

<sup>1</sup> Any report of just a Macintosh laptop included in these figures.

<sup>2</sup> Any report of Macintosh laptop and desktop included in these figures.

## All-in-One Student Tech Solution: the Laptop

This year we asked about the extent to which students bring laptops to campus, “How often do you bring a personal laptop to the Law School with attending class or studying among your primary goals? Response categories included: Do not have personal laptop, bring laptop 100% of time, bring laptop 75% to 99% of time, bring laptop 50% to 74% of time, bring laptop less than 50% of time, have never brought personal laptop.”

**Table 2: Among laptop owners percentage of time laptop brought to campus**

Column Percentages (counts)	Year			Row Totals
	1L	2L	3L	
Bring 100% of time	88% (92)	80% (56)	72% (34)	82% (182)
Bring 75% to 99% of time	5% (5)	7% (5)	6% (3)	5% (13)
Bring 50% to 74% of time	1% (1)	-	-	1% (1)
Less than 50% of time	4% (4)	7% (5)	16% (8)	8% (17)
Have never brought personal laptop	3% (3)	6% (4)	6% (3)	4% (10)
Column Totals	100% (109)	100% (73)	100% (47)	100% (222)
Do not have personal laptop	(4)	(3)	(10)	(17)

Eighty-two percent of respondents with laptops report bringing their laptop every single time they come to campus! Open-ended comments help explain why. We asked, “If you have brought a laptop to campus, what advantages (and disadvantages) do you find related to having a laptop with you?”

By far, this open-ended invitation tapped the most respondent interest: one hundred and thirty-three written replies (Appendix B). At least one hundred focused entirely on advantages or pointed to both substantial positives and negatives (approximately 75%, or 100 of 133). Indeed, the open-ended comments underscore a strong commitment to laptop and wireless internet technologies.

Short comments expressed the most unequivocal enthusiasm: “it is my personal god,” “must have ... no doubt about it,” even a claim of “[there are] no disadvantages.”

The efficiency and access described by some impresses.

“I can't even imagine life without my laptop. It is necessary these days, as organizations frequently post meeting announcements on the day of . . .”

“everything always with you, indexed and searchable”

Among more than thirty replies focused wholly on the disadvantages of a laptop, the most common cited was the added physical weight, “I already have enough stuff to carry.” Almost as many cited a slightly different drawback, its weight in a “ball and chain” or security sense. As one person put it, “Fear.of.having.it.stolen.”

Other disadvantages mentioned, “I brought my laptop first year, but found typing to be uncomfortable since the tables were too high,” a comment reinforced by another, “Carpal tunnel.” Also, “hard to use outside (glare),” and “extra time to set up and put up items before and after class.” Many noted the need for additional power outlets, “smaller classrooms don't have nearly enough plugs.”

### Impact of Wireless Internet in the Classroom

Interestingly, these laptop comments include anecdotal indicators on a currently much discussed topic in many legal education circles, the question of student attention in class now that wireless internet access is being increasingly offered.

Observations, or if you please, admissions, volunteered among the laptop comments included “I play online instead of paying attention in class; I check email between classes instead of studying.” and “The downside is that it can be a real distraction.” In all, only seven percent of those commenting on the pros and cons of laptops (9 of 133) remarked upon an undesirable effect. A tenth writer proffered this succinct “double-edged” observation, “the internet (advantage and disadvantage).”

Finally one came down forthrightly on the advantage side volunteering details of a wireless laptop enabling a superlative, technology-enhanced legal education:

It has brought my learning to a whole new level. Typing notes in lecture ... is faster so I can actually pause to contemplate what the prof is actually saying. When the prof refers to a case that's not in the textbook I can look it up using Lexis or Westlaw ... When a prof is analyzing the specific wording of legal texts I can use [www.m-w.com](http://www.m-w.com) to look up the definitions of words and paste them into my notes. When profs refer to news items or historical topic or figures that I'm not familiar with I can google them and include that information in my notes immediately. Also some profs that like classroom discussion appreciate it when I can quote definitions or news items for the whole class ... once I heard a report on NPR that was relevant to [...] class and [the professor] asked me to play it ... I just got on NPR's website, turned up the volume on my laptop, and played the clip for the class.

# Resource Assessment

Given a multiplicity of communications needs, the potential for our website to address these needs grows and grows. Students constitute a 24/7 audience for information we serve up via the web. The next three sections describe feedback on existing web resources, followed by feedback on ExamSoft, and, finally, student comment on the new information kiosks.

## The Student Portal, My Georgia Law

Computing Services is committed to continued development and improvements in the student portal, so we asked, as we did last year: “Please rate your satisfaction using the My Georgia Law student portal.”

**Table 3: Rating of use of the My Georgia Law student portal**

Column Percentages (counts)	Year			Row Totals
	1L	2L	3L	
Very satisfied	26% (27)	29% (21)	33% (18)	29% (66)
Satisfied	60% (61)	65% (46)	59% (32)	62% (139)
Neutral	12% (12)	6% (4)	6% (3)	8% (19)
Dissatisfied	1% (1)	-	2% (1)	1% (2)
Very unsatisfied	1% (1)	-	-	<1% (1)
Column Totals	100% (102)	100% (71)	100% (54)	100%+ (227)
Have not used portal	(6)	(2)	(1)	(9)

With little difference evident between different classes, ninety-one percent indicated they were either satisfied or very satisfied. We take this to be a strong indicator that we have made good development decisions. However, the first year respondents, as members of the only class to have encountered the portal from the beginning of their course work, registered twice as many “neutral” ratings and accounted for two-thirds of those expressing dissatisfaction.

We paid close attention to many valuable suggestions for the portal in the 2003 survey and asked for the same input this year: “What additional information or services would you like to see on the Law Student Portal.” A verbatim list of comments may be found in Appendix C. A synthesis follows.

The most commonly expressed wish was for direct access to more systems with a single login – especially to one’s UGA email. We continue to search for a secure way to accomplish this. Another good suggestion: “Notification by e-mail when grades are posted.” A few mentioned elaborations upon the existing LCS services: “. . . when you search employers it should indicate which ones you have already applied for/looked at and I also think it should save the descriptions of the jobs you apply for so that if you get chosen for an interview you can go back and read the description before the interview.”

Critiques included: “some links are obscure--it's hard to find class schedules or calendars,” complaints about the “insecure items” notice. Finally, attesting to the impossibility of pleasing everyone, one person wrote, “Actually, I'd like less information . . .”

Rating Ease of Use on Georgia Law Website

Because “finding it when it’s needed” is absolutely key, we asked, “Please rate EASE OF USE of Georgia Law website.”

**Table 4: Rating EASE OF USE of the My Georgia Law website**

Column Percentages (counts)	Year			Row Totals
	1L	2L	3L	
Excellent	12% (13)	27% (19)	16% (9)	18% (41)
Good	74% (79)	56% (40)	68% (38)	67% (157)
Neutral	10% (11)	13% (9)	7% (4)	10% (24)
Fair	3% (3)	3% (2)	7% (4)	4% (9)
Poor	1% (1)	1% (1)	2% (1)	1% (3)
Column Totals	100% (107)	100% (71)	100% (56)	100% (234)

A respectable showing but that relatively few respondents choose “excellent” is a signal that we should probably conduct some empirical usability studies especially since first-year respondents, those with the freshest eyes for the website, were least likely to rate ease of use “excellent.” Still, an average 84% combined positive rating (“excellent” and “good”) indicates the probable merit of many 2003 survey suggestions implemented over the summer.

### Rating the “Look” of the Georgia Law Website

We also asked, “Also please rate the ‘look,’ or attractiveness, of the Georgia Law website.”

**Table 5: Rating LOOK or ATTRACTIVENESS of the My Georgia Law website**

Column Percentages (counts)	Year			Row Totals
	1L	2L	3L	
Excellent	18% (19)	34% (24)	15% (9)	22% (52)
Good	65% (68)	48% (34)	61% (34)	59% (136)
Neutral	12% (13)	8% (6)	11% (6)	11% (25)
Fair	5% (5)	7% (5)	11% (6)	7% (16)
Poor	-	3% (2)	2% (1)	1% (3)
Column Totals	100% (105)	100% (71)	100% (56)	100% (232)

With this distinctly more subjective question, the combined positive ratings drop, though only slightly. As with ease of use, the modal category of response is overwhelmingly “good” rather than “excellent.” The good news is that the somewhat stronger numbers come from the first-year respondents.

### Writing Exams on a Laptop

Last year’s prediction of growth in the use of ExamSoft, the “secure blue book” program, was supported. First, whereas forty-four percent of spring 2003 class instructors gave students the option, seventy percent did this year. Second, whereas fifty-six percent of our total 2003 respondents were able to rate their ExamSoft experience (49 of 87), this year the percentage increased to seventy-four percent (176 of 239). It appears likely both faculty approval and student use will continue to grow.

Because the survey was distributed before spring semester exams, we asked: “Please rate your experience using ExamSoft for Fall 2003 exams. (If instructor approves it for a given course, ExamSoft offers a ‘secure blue book’ for writing an exam on a laptop.)”

**Table 6: Rating Fall 2003 use of “secure blue book” for writing an exam on a laptop**

Column Percentages (counts)	Year			Row Totals
	1L	2L	3L	
Very satisfied	43% (39)	61% (37)	58% (14)	51% (90)
Satisfied	42% (38)	24% (15)	30% (7)	35% (60)
Neutral	9% (7)	6% (4)	8% (2)	7% (13)
Unsatisfied	4% (4)	6% (4)	4% (1)	5% (9)
Very unsatisfied	2% (2)	3% (2)	-	2% (4)
Column Totals	100% (90)	100% (62)	100% (24)	100% (176)
Did not write exam on laptop in Fall 2003	(19)	(11)	(31)	(61)

Approval appears strong with at least eighty-five percent indicating they were “satisfied” or “very satisfied” with their ExamSoft experience. For all three classes, “very satisfied” was the modal response category, though only barely for first-year respondents.

Seven percent indicated dissatisfaction with ExamSoft (table row totals above). Unfortunately, these thirteen individuals entirely passed up our invitation to give specifics though we asked: “Whether or not you have used ExamSoft, use [text] box below to express an opinion or concern regarding ExamSoft.” The absence of comment contrasts sharply with last year’s outpouring which indicated apparent controversy among students over whether writing one’s exams on laptop might create an unfair advantage. Whereas in 2003 fully half the survey respondents provided comment to an identical question, this year, not one did.

### Kiosk Suggestions and Comments

We asked, “Regarding the new kiosks (plasma screens near Dean's Office and Library entrance), do you have suggestions for how this Law School ‘public announcement’ system might be made more useful?” This invitation for comment generated eighty-nine replies (Appendix D).

Computing Services has worked toward creation of some type of “public announcement” system for some time. By September 2003, the first dynamic information kiosk was

displaying announcements outside the entrance to the Law Library. Policy regarding appropriate uses of the system and content guidelines was decided by a group composed primarily of Law School administrators. This group was originally constituted in the fall of 2002 to guide Law School community use of the online Law School community event calendar (see < <http://www.law.uga.edu/calendar> >). Computing Services provides ongoing technical support to this group.

When the initial kiosk appeared to be positively received, other logical locations for possible additional screens were identified. A second screen was installed just past the main entrance rotunda in early 2004.

Respondents' kiosk comments fall into three categories: first, shortcomings along with suggested improvements; second, additional content suggestions; and finally criticism of the kiosks primarily for budgetary reasons.

A number pointed to a shortcoming one person described thus, “. . . something would catch my eye, and it would change over to the next item and I have no idea how long I would have to stand there until the item I was interested in would cycle back through.” The most commonly suggested remedy to end this uncertainty was adding a slide numbering scheme whereby “this is slide 3 of 10, then 4 of 10, etc.” would be shown. The underlying concern of a range of comments seemed to relate to time. Yet, as a whole, the comments conveyed conflicting advice on the scrolling speed of the system some explicitly calling for faster, others explicitly for slower.

Suggested content enhancements included: class cancellations, more weather/no weather, sports scores, news headlines, as well as calls for use of photos and even video. Some wondered how to get their messages onto the kiosks. (There's an online submission form that needs to be better publicized.)

Approximately a quarter of the people writing about the kiosks questioned the utility of the system altogether. As one put it, “I don't find them useful, and don't really see how they could be. They make the school look a little less 1964, but that's about it.” A number unsparingly questioned these expenditures relative to other needs of the school, especially in tight budget times.

## **Rating Technology Generally**

### Overall Rating

We invited a general assessment by asking: “Overall how would you rate the technology services the Law School offers?” followed by: “What else would you like to tell us about technology at the Law School?”

**Table 7: Rating technology services of the Law School**

Column Percentages (counts)	Year			Row Totals
	1L	2L	3L	
Excellent	13% (14)	30% (22)	21% (12)	20% (48)
Good	79% (85)	52% (38)	63% (35)	67% (158)
Neutral	6% (6)	15% (11)	13% (7)	10% (24)
Fair	3% (3)	3% (2)	3% (2)	3% (7)
Poor	-	-	-	-
Column Totals	100% (108)	100% (73)	100% (56)	100% (237)

That's eighty-seven percent indicating a combined positive rating, with a larger proportion of second year respondents indicating the superlative rating.

Respondents made only sparing use of the comments section (Appendix E), primarily to note periodic slowness on the wireless network and to point out that, "internet access can flicker on and off in some locations." A few wrote to underscore student desire for the ability to print from wireless laptop connections.

## Conclusion

We always break down the data by class year, in order to pay particular attention to the first- and second-year replies, as information specifically relevant to the future. Yet, this year, especially regarding the evaluation of resources, differences between first-, second-, and third year class responses were statistically insignificant (see Appendix F, Methodological Notes).

We received fewer open-ended comments than in prior years. Since comments have provided remarkably useful information on possibilities for improving our systems in the past, if we again survey our students, we need to take care to design questions to produce a more prolific stream of thoughtful suggestions and specific commentary.

## Appendix A

Table of complete responses of three LLM student respondents, which, because of the small number, were entirely excluded from body of report. \* indicates response same as modal category for juris doctor students.

	<b>First LLM Respondent</b>	<b>Second LLM Respondent</b>	<b>Third LLM Respondent</b>
Tools Owned	Laptop only *	Desktop only	Laptop only *
Percent of Time Laptop Brought to Campus	100% *	No laptop	100% *
Laptop Advantage/Disadvantage Comment	Efficient to take notes, can edit them and change them very easily. There are plug in [electrical outlets] every where or almost.	[None]	Easy to take notes, change notes. In general easy to work with a laptop and furthermore there are plug in almost everywhere on campus.
Portal Rating	Satisfied *	Very satisfied	Satisfied *
Portal Comment	[None]	[None]	[None]
Ease of Using Georgia Law Website	Good *	Neutral	Neutral
Attractiveness of Georgia Law Website	Good *	Good *	Good *
Rate Writing Exam on Laptop	Very satisfied *	Not used fall 2003	Very satisfied *
Kiosk Comments	[None]	[None]	[None]
Rating of Technology Overall	Good *	Good *	Good *
Gender	Female	Male	Female
Ethnicity	White	White	White

## Appendix B

Advantages and disadvantages regarding use of laptops on campus (n=136)

1. must have.. no doubt about it
2. can work almost anywhere, but it is of course heavy to carry
3. Really really really tired of being bounced off-line every three minutes. Other than the internet access issues, I cannot imagine going through law school without the laptop. The idea of taking notes by hand and then typing them up and printing them out makes me cringe.
4. take notes much faster, easy access to cases and internet
5. Laptops take up too much room in bookbags for books, especially some of the larger ones.

6. Disadvantage- having to carry it from class to class and beneficial b/c my notes are more organized.
7. Advantages are many. I wouldn't even contemplate functioning without a laptop. The major disadvantage for me is having to haul it everywhere--a secure place to leave laptops for short periods during the day would be wonderful.
8. No Macintosh compatibility.
9. The extra weight is the biggest disadvantage. But the advantages are taking notes more quickly, having access to the internet, etc.
10. I can get the internet anywhere. I keep all my files on my computer so it is easy access to any information I need.
11. Much easier time taking notes, ability to pull cites and Restatement sections on Lexis-Nexus/Westlaw during class.
12. it's portable
13. have a laptop but because I am so annoyed with the level of distraction they cause, noise of key pounders mainly and also seeing about 1/3 or better of the laptop users in front of me on the web, playing games, Iming, etc...
14. Easier to take notes, internet all the time. Can be a distraction during class but it is so much easier to take notes and outline w/ a laptop.
15. The advantage is to always be able to log onto the internet. The disadvantage is not being able to take exams on my Mac.
16. anywhere internet access; take faster notes by typing; notes/records more organized on computer
17. Typing notes in lecture allows me to get more information and is faster so I can actually pause to contemplate what the prof is actually saying. When the prof refers to a case that's not in the textbook I can look it up using Lexis or Westlaw through the wireless internet. When a prof is analyzing the specific wording of legal texts I can use [www.m-w.com](http://www.m-w.com) to look up the definitions of words and paste them into my notes. When profs refer to news items or historical topic or figures that I'm not familiar with I can google them and include that information in my notes immediately. Also some profs that like classroom discussion appreciate it when I can quote definitions or news items for the whole class from my computer. And once I heard a report on NPR that was relevant to Prof. Beck's property class and he asked me to play it on my laptop during the next class. I just got on NPR's website, turned up the volume on my laptop, and played the!
18. clip for the class. It has brought my learning to a whole new level.
19. not a place to store it during lunch (lockers too small)
20. It is cumbersome, but necessary to keep up with the rest of the class note-wise. However it is very convenient to be able to look up cases on the internet nearly everywhere in the law school.
21. too heavy to carry [respondent brings laptop to campus less than 50% of time]
22. lack of power outlets in halls and other lounge areas, extra time to set up and put up items before and after class as well as security concerns
23. It's very easy to take good comprehensive notes; don't have to keep up with or organize paper; don't have to bother with computer labs to get on the internet. It's sometimes a pain to set up the power cord all the time, though, and Room J has a row with no power. Wireless is awesome, but I wish we could print straight from our laptops.
24. Easy to take notes, change notes.. well in general easy to work with a laptop and furthermore there are plug in almost everywhere on campus.
25. easier to type than write
26. Disadvantage: too big and heavy. I already have enough stuff to carry. It is distracting during class. I get more out of the lecture if I write my notes by hand.
27. Advantages- being able to take and organize notes in class easier. Disadvantages- laptops can overheat and crash in class, also in come classrooms (like H & I) there's not enough plug-ins.
28. storage, and having to carry it around all the time
29. no disadvantages. i can take more thorough notes because i type faster than i write by hand.
30. heavy..risk of theft...hard to use outside (glare)
31. Mine's a bit heavy - but I love having it.
32. Students should know to get the extended warranty on it; a laptop will break in 3 years of daily use. Some outlets don't work in classrooms. Some rooms are crowded and it's difficult to fit books and the laptop in the available space.
33. Advantages are in note-taking. Disadvantage is that I can't print off it to a school printer.

34. Easier to take notes, and notes are of better quality, easier preserved, easier to search later on, and easier to condense into outline form; the wireless internet access is great.
35. I only bring it to exams because I cannot carry it from my parking lot to school everyday, but for exams i pay to park in the deck and bring it because without it I am severely disadvantaged on timed exams
36. It is hard to find convenient power outlets in old classrooms and in the Annex.
37. Not enough outlets in rooms like Room E.
38. The best thing about having my laptop with me is that I always have access to the Internet and more storage space than I would have (or want) paper-wise.
39. The biggest problem I have had is that often in classrooms wireless connection is dreadfully slow. And for a while in J, the outlets in some rows of desks did not work--which was really a pain if your battery died during class.
40. easier to do research, easier to take notes in class
41. Too heavy. :) No disadvantages you could do anything about. Primary advantage is the ease of using the wireless network.
42. I worry about protecting it from theft and thus must always keep it on my person (which is very cumbersome).
43. good distraction from listening to boring ass professors
44. Of course, the size element and worrying about its security. But the best part is that it does away with the volumes of paper notes I would be taking otherwise, and that you can edit and organize your notes so easily.
45. can surf the net in the entire building enabling the pursuit of research in all corners of the school.
46. extremely heavy to carry around
47. Only disadvantage is that we can't print. Otherwise, I love having the wireless network.
48. Easier and quicker note-taking, unending access to the web for research, communication to employers, etc., all my previous work together in a single place, without worry of losing papers, don't have to by folders/binders/paper. The only disadvantage is lugging it around.
49. wireless rocks (when it works).
50. The weight it adds to my backpack; the extra vigilance required to keep it from being stolen.
51. easier to take notes
52. Easier to take notes, access the internet.
53. Taking notes, taking exams, doing research, writing papers, outlining, and of course, surfing web while teacher is not adding value.
54. laptops are heavy and annoying- but without it, I can't read my own handwriting!
55. Internet, word processing, research
56. internet use, easier to take notes
57. more private than using school computers; less distracting.
58. tremendous advantage in taking good notes and having access to information
59. I have all my classnotes and information available immediately.
60. note taking, research on the internet. Disadvantage is lugging it around
61. The biggest problem is that the smaller classrooms don't have nearly enough plugs.
62. Wireless
63. Convenience in taking and accessing notes
64. note taking is a breeze. Being able to check e-mail, internet between classes is nice too. Also, getting on in the library without going to a separate place is good.
65. It is much easier to type than write in class; however, carrying around the laptop is tiring.
66. It is easier to manage work with a laptop.
67. no easier to get to the web b/c sometimes not able to connect to wireless internet
68. Better note-taking
69. Advantages: easy to take and store notes, send and receive emails, etc. Disadvantages: I play online instead of paying attention in class; I check email between classes instead of studying, reading for the next day, etc. Laptop can be heavy; I fear having it stolen.
70. the main disadvantage is weight & having to lug the laptop around with me all day!
71. advantageous in too many ways to list
72. I take notes on it during class. Then have easy access to email and Lexis/Westlaw all day.
73. this question is idiotic

74. taking faster notes, can work on projects on my computer throughout the day, can do legal research at a table instead of in lab
75. better able to take notes and keep up with email
76. Some of the outlets in Rooms A and B STILL do not work. I am not sure about the outlets in F and J (some of them did not work last semester). In smaller rooms, e.g. Room I, you have to sit next to the wall if you want to plug in your computer.
77. Otherwise, the laptop is great--it is so much easier to take notes.
78. disadvantage: it crashes randomly and I am SOL for the day...
79. I wish I could print from it in the library.
80. The ability to get online is oftentimes unreliable even in the main reading room where I do the majority of my research.
81. wireless net.
82. nice to have everything always with you, indexed and searchable. annoying to carry around a \$2500 piece of equipment
83. Advantages - wireless access, note-taking. Disadvantage - occasionally not enough outlets.
84. There are not enough outlets or working outlets for the laptops! Rooms H and I and similar rooms need to be rewired because there are not enough for everyone who has a laptop to plug it in. Also, there are some outlets in Room B that do not work and have not worked since Fall 2002. Also, the Sanders boardroom is entirely impractical for laptop users. It is nice that there's a wireless thing in there, but it does no good if you can't plug your laptop in. I have a seminar in there and I have to stop typing notes 1/2way through and switch to paper. This is poor planning. Such a nice room, but not technology friendly.
85. lack of plugs in Rusk conference room and in all the smaller rooms in the law school bldg. it is a serious problem especially when you have a 2 hour seminar, you need a plug!
86. easy internet access, faster note taking and all my notes in one place.
87. Advantages: being able to look up case law and statutes during class
88. Ease of note taking: allows me to organize my notes and better study and prepare for class. Also: ability to access Westlaw/Lexis-Nexis info for use during class; ability to access my e-mail and stay up to date with potential interviews and correspondence with employers, other students and administration staff.
89. I makes taking notes and working on outlines, checking email, etc very easy
90. wireless access.
91. ease of note taking, internet access, and general completion of my studies in a reasonable amount of time useful organizational tool - word processor is very helpful
92. Fear.of.having.it.stolen.
93. can type much faster than write. miss a lot of material when i try to handwrite notes.
94. wireless internet is great, and taking notes on it instead of writing is faster.
95. ease in taking notes, checking email
96. Being able to get online, ability to take more and better notes (I can type much faster than I can write)
97. lots of stuff to carry
98. I have access to all of my documents w/o having to bring all of them in hard copy form. So if I need to access something I've saved I don't have to wait until I get home to get it for someone.
99. easier to type notes, online access for lexis and e-mail
100. I can't even imagine life w/o my laptop. It is necessary these days, as organizations frequently post meeting announcements on the day of. Also, I type far faster than I handwrite, & would be in bad shape if I had to write outlines from paper notes.
101. it's heavy :)
102. The main advantage is to take notes faster and more clearly than on paper. The disadvantage is the availability of distractions on the computer including email, Internet, games, and AIM.
103. It is convenient but it is heavy and somewhat distracting at times.
104. Advantages--Can take notes more easily, access to the internet at all times. Disadvantage--heavy to carry around.
105. I brought my laptop first year, but found typing to be uncomfortable since the tables were too high. Disadvantages of laptops in general are having everyone on the internet during class and being distracted by their activities. Perhaps wireless access should be limited in classrooms (I don't know if that's technologically feasible).

106. the internet (advantage and disadvantage)
107. notes are always legible; quick access to westlaw - increases the breadth of class room discussion  
b/c you can access additional pertinent information
108. notes are easier to take
109. having to transport it during rain, the startup and shutdown time.
110. optimal organization
111. Wireless access makes it easier to get email and research online databases.
112. it is my personal god
113. taking notes is faster, outlining is more efficient, and exam taking is much better - you can go in  
and put in words or thoughts you accidentally left out. overall its just far superior.
114. i always have my computer. not some generic one. i can do what ever i please with it.
115. advantage is being able to stay on top of newly posted info or being able to submit resumes, etc at  
last minute at school. The downside is that it can be a real distraction.
116. It is heavy and in large classes sometimes there are not enough plugs.
117. Its heavy and I don't feel safe leaving it during lunch
118. advantage - convenience in researching, writing, outlining. better note taking ability, with much  
greater legibility
119. disadvantage - distraction
120. better note taking ability, with much greater legibility
121. I think that the laptop is absolutely necessary.
122. advantages: a million - too many to list... research, taking notes, writing papers during free time,  
email..
123. efficient to take notes, can edit them and change them very easily. There are plug in every where  
or almost.
124. The advantage of having the laptop is the ability to have all your notes with you at all times. The  
disadvantages are there aren't any places for you lock your laptop and sometimes the wireless  
network "boots" you off.
125. Access to internet and ability to edit notes.
126. Carpal tunnel.
127. i can type faster than i write, so note taking is improved
128. wireless internet
129. Advantages are the wireless network, but disadvantage is the many problems it has had throughout  
the year
130. Using a laptop makes note-taking much more efficient and effortless. Carrying it around all day  
can get cumbersome when I have a lot of books to carry, too.
131. too heavy to carry with all of our law books and notebooks
132. Wireless internet; easier to take notes in class
133. It was challenging having an outlet in some classes. Our class is very large. Since the majority of  
the class uses their laptops on a daily basis, for those class rooms with fewer outlets, it was an  
extra hassel to make sure I had a full battery just in case an outlet was not available.
134. Advantages are quick note taking, I can type the info and still have time to listen, I would never be  
able to get as much down on paper if I was writing. I find laptop use very helpful.
135. can get online everywhere and type my classnotes.
136. The advantages are that you can use the laptop anywhere and take notes very quickly. Your notes  
are already typed so you can easily email them to another student without having to give up your  
"original" for copying. You do not have to wait for a computer. However, it is one more thing to  
carry. There may not be outlets available for laptops with a low battery. And you still have to go  
to another computer to print anything out.

# Appendix C

## Portal Suggestions (n=44)

1. ability to check mail directly
2. class schedules listed in chart form, not calendar
3. I would like very much to be able to use My ID and password instead of the number on my Dawg Card for entry to Gavel and access to items posted by professors.
4. a place to pull up our schedule w/the hours we are taking (for insurance companies) - so we don't have to go to the registrar's office
5. Notification by e-mail when grades are posted to account.
6. Individual class schedules w/ exam times for each class, book lists - i.e. - all school information customized to the student
7. Right clickable mouses
8. would like to not have to reconnect, or at least have less trouble reconnecting, every time we switch class rooms
9. More access to class scheduling information; works really well for interview process
10. Actually, I'd like less information - I remember what I looked like during orientation, I don't need to see my picture every time I log on. It would load a tad faster without it too.
11. e-reserves from the library
12. The financial aid link/information is lacking.
13. weather
14. I wish the box warning you that private information is on the page was taken away. It is annoying.
15. Ability to search jobs by closeout date.
16. calendar of upcoming events, and one which I can use for personal deadlines and dates
17. Access to student handbook and class scheduling information (the general stuff, since student specific class schedules already appear) would be nice since it would help when updating some of the documents required for jobs applications.
18. It would also be helpful if the information that is on MGL was updated more frequently. For example, having the current semester's class schedule posted sometime near the midpoint of the semester isn't all that helpful.
19. Lastly, and this may be an issue for LCS more than IT, it would be good if the information on employers stayed available longer (at least until a few weeks after interviews) and were more thorough. I've had several interviews where I couldn't even figure out where the law firm was located or what they practiced because they were not in Martindale and had no website. . . . follows to here]
20. Better organization; some links are obscure--it's hard to find class schedules or calendars unless you know what you're looking for.
21. news links, link to uga mail without retying password
22. Every time I log on, I get a message that the page has secure and non-secure information, and do I want to display the non-secure information. I would like to see this fixed.
23. Law Student Portal is a vast improvement over the past system. I think the portal needs a master law school calendar that works with MS Outlook. And, I think the news section either needs to be updated on a regular basis or scrapped. Also, I think that the Law Student Portal should include links to all of the organizations that the student is in, i.e. law review, moot court and their respective web sites or twen pages. You guys might take a look at how Westlaw allows you to customize information on a "splash page" based on the student's preferences. Also, I think there should be links to course evaluations, online versions of the law school publications and a list of PDF files for any sort of form one might need at the law school.
24. list of students in each class so i know who to contact if i need notes.
25. Please eliminate news because it is unsecure and causes a window to appear asking to enable the news.
26. It would be great if one could just pull up the list of names in the directory. That way you do not need to click on letters to get last names beginning with that letter. This way you can scan the entire list of names quickly like in the mailroom.

27. It's been better in the last couple of weeks.
28. It seems pretty complete!
29. A link from My Georgia Law to UGAMail.
30. I would like access to all information (i.e. email too) so that I only had to log in there
31. A direct link into our e-mail so we don't have to log out of My GA Law and then log into our e-mail - its the same ID and password.
32. class scheduling through MyGeorgiaLaw instead of OASIS ; assignment/reading lists for ongoing classes
33. do they have oasis on there? i usually go through the my.uga.edu because it seems easier than the law one.
34. links to lexis, westlaw and cnn on the student resources page - make it so you can check email from within my ga law - maybe make it so you can configure my ga law
35. Direct link to UGA Mail
36. Having an outdoor portal on the porch above the courtyard would be extremely useful. The wireless connection out there is horrible.
37. I would like to see the security certificate updated so that it is not an obstacle to signing on.
38. I'd like the option to never be disconnected from the internet.
39. class registration, class evaluations
40. Some connection to email (to send email and attach resumes when employment opportunities request it). It's not too much trouble to just open a separate window, of course.
41. easier links to class descriptions, class schedule for the current semester
42. Links to semester schedules and course schedules.
43. LCS services, when you search employers, should indicate which ones you have already applied for/looked at and also should save the descriptions of the jobs so that if you get chosen for an interview you and go back and read it.
44. Links to UGAMAIL, for convenience

## Appendix D

### Kiosks Comments (n=88)

1. dean's office is a waste... downstairs would be much more useful.
2. they seem good to me
3. more weather announcements
4. I would really like to have a sidebar with a list of all events/times in one-line format that stayed put while the screen went through its changes. In that way, people who cannot stand and wait for the change for the full display could still get bullet information.
5. The one near the Dean's Office is a little out of the way. Could it be placed in the rotunda?
6. If there was any way to post class cancellations so that students could find out about them before arriving at the door of the classroom it would be very helpful but email might be a better solution than the plasma screen.
7. Make sure the time is correct on the screen.
8. a smaller version mounted next to the big one where an individual can walk up and manually scroll through the announcements, I have walked by and something would catch my eye, and it would change over to the next item and I have no idea how long I would have to stand there until the item I was interested in would cycle back through, so I would just leave and live without the info, and I don't have the time to just stand there and watch the scroller...
9. professor birthday announcements; lawyer joke of the day
10. Give a little more time to read each item before rolling over to the next item. Allow graphics associated with the news - like pictures of the Moot Court teams in action or the winners holding their little trophies or whatever they get.
11. get rid of it. no one has time to stand there and wait for the announcements to cycle through. A simple bulletin board is both more cost effective and more useful

12. an utterly useless device; nobody wants to stand around and wait to see what it says - change screens faster
13. sports scores
14. No one really stands there and watches the tv's scroll over the events. It is a waste of time
15. This was a tremendous waste of resources that should have been spent more constructively and less vainly. That said, they are ok. Sometimes the transitions between announcements are very slow. Often times the information on the announcements is very incomplete, with most details TBA. Also, the word on how to get an announcement posted needs to be spread to student groups more clearly.
16. Headings so that students can know whether the information applies to them-can sort out info.
17. the one by the deans office is not visible and not in a high traffic area.
18. I don't find them useful, and don't really see how they could be. They make the school look a little less 1964, but that's about it.
19. Yes. There needs to a couple of lines at the bottom to show what's coming up on the screen over the next few minutes -- kinda like a brief overview of the events so that I can decide whether I want to wait to see what comes up next. I used to be able to glance quickly at all the placards in the lobby. Now, I have to stand there for a few minutes to read it all, even if I'm not interesting in a particular event.
20. I thought this was a huge waste of money and have not been convinced otherwise.
21. All seems kind of bland right now and takes too long to scroll through lots of worthless messages to get to anything important.
22. I think that the news just needs to be better updated. For example, I was tired of seeing the announcement that [staff member] received the distinguished service award as the top story (since December, might I add) when hardly any students know who she is. This was the top story when students and organizations all over the law school were doing incredible things and winning competitions and awards. I think that the focus should be 100% on student information and activities. There should be a "Today at UGA Law" and "This Week at UGA Law" timetable that flashes every few seconds which gives information on events, speakers, meetings, etc.
23. number the different announcements so we know how many there are-- eg. 1 of 12, 2 of 12 etc.
24. should put numbers on slides --> 1/10 or something like that so you know how many more there are and which ones you have already seen
25. seems like an unnecessary expense for the one near the dean's office. the library is where people get info.
26. I still can't figure out how those were bought with a budget problem. So I have not thought about how to improve it.
27. Several times, when there is a lot of information scrolling up the screen, the announcement moves to the next one immediately after the scrolling stops--which isn't enough time to finish reading some of the longer messages.
28. I never even knew there was one near the Dean's office. Perhaps that is not the best spot for one. I use the one by the library a lot to see what is going on.
29. Please intersperse video clips of news, sports, etc. (i.e. CNN's Headline News). I know that this is unrealistic, but thought I should give it a shot.
30. spend the money on lowering my tuition  
The flat screens may be more useful as tv's in the student lounge. The easels got the message out better because they stuck out. The kiosk is too slow and is loaded down with non-special event material like the weather and random factoids. It is very ineffective as a billboard.
31. huge waste of funds, I don't have time to stop and read it, takes too long to scroll through all of the announcements, when there were posters, I could just read the ones that appealed to me
32. Someone suggested having a 1 of 3 or 4 of 15 in the lower corner so you know how many messages you have to cycle through to get back to the one you were reading before.
33. sell them and buy an access control system for the school.
34. I don't know how to make it more useful, but I can tell you that I don't have time to stand there long enough to see what comes up.
35. I think the font should be smaller. It would be nice if there was a vertical scroll feature so several messages could be seen on the screen at one time.
36. They are absolutely useless and the biggest waste of money I've ever seen this school engage in.
37. Sell them and use the money for something worthwhile.
38. no. The kiosks strike me as having been a waste of money to begin with.

39. class cancellations should be posted; perhaps assignments
40. A clock/calender function might be nice.
41. not have one and use the money for something more useful to students; or put current events news (like CNN) on the boards
42. No one pays attention to them. The few times I've noticed what's displayed, it's announcing a staff promotion or something, nothing that actually applies to me.
43. I rarely look at the kiosks.
44. put them in my living room
45. Make the screen change faster.
46. the kiosk looks nice, but it doesn't quite capture one's attention the way posters can.
47. Leave the announcements up longer. It is difficult to read the longer ones before they go away.
48. no. I like it the way it is.
49. have more than one message pointed at a time, so that it doesn't take as long to see what's going on
50. Faster spin cycle between messages.
51. Larger font for the messages.
52. Reduce letterhead and GA Law and make the physical messages much larger because they are unreadable to a moderately fast moving observer.
53. Think of it as you would a billboard on the freeway. The bigger and clearer the messages are the better.
54. make it interactive. to get any information it takes 5 minutes of standing around
55. They are a waste. I have never once been able to stand there and watch the entire cycle of announcements. A bulletin board would allow me to scan for anything important and be on my way, and it would be much cheaper.
56. The kiosks have a lot of info--you'd almost have to stand there and watch for them to be useful. Can one side have a calendar of events for the day (or week or month) and the other side have the scrolling info?
57. none... they have very little use.
58. It works great. It may be useful to put one in the mailroom area where students are loitering rather than in places where people generally are always passing by without stopping.
59. faster turnover.. i have to wait too long to read anything.
60. move the frames so it stops getting burned in so quickly
61. Why in the world did we spend our money on plasma screen TV's? I think they are totally unnecessary and a waste of money. Save the money and rewire the classrooms that need it. Buy some dry erase markers that work, for God's sake.
62. sell it and install plugs in the rooms.
63. Stop putting the weather up. People already know the weather because they have already been outside.
64. I think the plasma screens are fairly useless as an announcement screen. There are usually so many events and announcements scrolling through that it takes too long to wait for the one you are even interest in. it is hardly worth my time when I can easily get information from web site. Really bad idea. Use them in the student lounge so we can watch Jerry Springer on them.
65. Yes. It is impractical to stand in front of the screen long enough to get all of the announcements. A split screen format would make the announcements much quicker to read.
66. the amount of information should be lessened in order to emphasize important information (e.g. the weather is not important law school information)
67. update more frequently
68. Show more of the events at the same time; it's not very useful b/c you have to sit and wait to see everything going on.
69. Maybe include a sign near the screen with information that tells law students how to have your message posted. Also, make sure the time on the plasma screen (more than any other clock in the law school) is correct b/c its the first clock most students see as they walk in and if its off then it throws the students off.
70. I have never stopped to read the kiosks
71. plasma screens are nice but not sure they are best used for this purpose
72. Not really, unless you can think of some way to make it interactive; often I don't bother waiting for postings I'm interested in to cycle back on screen, & just check the site.
73. Sell them and use the money to hire new faculty

74. Not really, I think it is pretty useful as it is.
75. Sell them and use the money elsewhere: adjunct professors, facilities improvements, key card access system for student/faculty security.
76. Segment the screens! When I walked by the old stands and posters I could see 3 or 4 events at a time. If I walk past the screen I get to see 1 maybe 2 if I stop. The screens are big enough to separate so that 2 or 3 announcements can fit on the screen at the same time. Do it!
77. List each day's and each week's events that law students may want to attend: like career service events (time and room), club meetings, etc. Sometimes I forget about something, even though I have it written down; seeing it on the screen may remind me.
78. sure - move it to the TV lounge and let us use the plasma tv for what it really is
79. The kiosk by Dean Kurtz's office is not in a very prominent place where many students go by. I didn't even know it was there until a few weeks ago.
80. If it's going to be used as a major source of making announcements, people should be aware of that and be told to watch it for certain information. I only know of the screens because I saw them; I don't check them regularly for any particular information because I expect to hear about things through other channels, primarily email.
81. Sound would be nice
82. I don't even look at the screens, they're a waste of money.
83. I don't think the kiosks have made much of a difference
84. Create easier way to post to the system.
85. Sell them, put the money in a scholarship fund, and use wood bulletin boards. I don't mean to be too sarcastic, but the expense seemed wasteful.
86. use more motion, instead of slides, have some "movies" or animation
87. No, but I do think the one near the Dean's Office was an unnecessary expenditure when budgets are tight.
88. email listserv works better than kiosks to me, that's where I look for info.

## Appendix E

### General Tech Comments (n=8)

1. Really really really tired of being bounced off-line every three minutes. Other than the internet access issues, I cannot imagine going through law school without the laptop. The idea of taking notes by hand and then typing them up and printing them out makes me cringe.
2. The law school is generally good, but internet access can flicker on and off in some locations.
3. Macintosh capability on exam software, etc.
4. Much easier time taking notes, ability to pull cites and Restatement sections on Lexis-Nexus/Westlaw during class. (dup Mar 18, 20:03)
5. Typing notes in lecture allows me to get more information and is faster so I can actually pause to contemplate what the prof is actually saying. When the prof refers to a case that's not in the textbook I can look it up using Lexis or Westlaw through the wireless internet. When a prof is analyzing the specific wording of legal texts I can use www.m-w.com to look up the definitions of words and paste them into my notes. When profs refer to news items or historical topic or figures that I'm not familiar with I can google them and include that information in my notes immediately. Also some profs that like classroom discussion appreciate it when I can quote definitions or news items for the whole class from my computer. And once I heard a report on NPR that was relevant to . . . class and he asked me to play it on my laptop during the next class. I just got on NPR's website, turned up the volume on my laptop, and played the clip for the class. It has brought my learning to a whole new level.
6. I only bring it [respondent's laptop] to exams because I cannot carry it from my parking lot to school everyday, but for exams i pay to park in the deck and bring it because without it I am severely disadvantaged on timed exams
7. A lot of the electrical outlets in the classrooms don't work.
8. I would like to send information using my wireless to the law school printers.

# Appendix F

## Methodological Notes

This survey marks the third year the Office of Computing Services has designed a student technology survey, compiled responses and analyzed anonymous student views on the technology offered by the law school. The exercise has provided us a unique source of opinion on our work at an opportune time within the academic year. With at least half the spring term over, we can gain a measure of students' perceptions of how their studies may have benefited from technology resources and support.

Our ability to uniformly invite input from our entire "population of interest" confers the great statistical advantage of representativeness of results which contrasts with the many survey projects requiring the drawing a proper statistical sample to attain representativeness. A listserv invitation sent weekly to all students on three occasions served to reinforce the advantage.

However, aware that representativeness is a standard question for interested readers, this year, as an additional measure, and solely for this purpose, we asked our anonymous respondents to report their gender and ethnicity. Resulting figures do indeed confirm that survey responses received compare favorably with actual figures for enrolled students: respondent replies were 50 / 50 women and men versus actual figures of 48% women and 52% men; and, for race/ethnicity, respondent reporting was 80% white, 11% African American, and 9% other versus actual figures of 81% white, 13% African American and 6% other.

Because the data, both quantitative and qualitative, were sufficiently analyzed via descriptive statistics, the report relies upon a straightforward reporting of the data. Apart from that reporting fact, all crosstabulation tables (response categories against class year) were produced in the SPSS application (Statistical Package for the Social Science). Each was checked for a significant chi squared values though none were found. In other words, the analysis found no statistically significant differences in each distribution of responses by class year.