









studies, both by O'Malley and McGraw [11] and the National Union of Students [12].

## 5. Conclusion

While this study incorporates elements of many research areas, specifically exchange students, international students, and undergraduate teaching, it is unique in using exchange students as the lens for examining whether the perceptions of classroom technology prevalent in the research literature are shared by those who have studied in both countries. This issue is in keeping with the avenues for further research discussed by Bartram et al. [13], who concluded after gathering data from faculty regarding technology in the classroom that "It would also be interesting to include student perspectives, in an attempt to gain an understanding of the extent to which they corroborate or deviate from faculty perceptions."

This study also goes to the heart of a very important debate which will shape the future of higher education during the next generation. While much is made of the current generation of students, and their love of cell phones and tablet computers, White et al. [14] state that "educational technology in [UK] universities has not managed to match the ubiquity of technology in everyday life." Although this remark was referring specifically to technology usage in the United Kingdom, it also seems to apply to how students perceive the use of technology in the United States. The disconnect reinforced by this study is that while distance learning and online classes are generally touted as being in line with student wishes, and rarely portrayed as a necessary cost saving tool that allows administrators to do more with limited resources, there is evidence suggesting that the students want technology to be used in moderation in order to preserve the experience of attending a university, unless they have specific circumstances which preclude this option.

## 6. References

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