

ASSETT Student Learning Technology Survey

Welcome to the ASSETT Student Learning Technology Survey

CU Students, thank you for participating!

ASSETT is an Arts and Sciences **student fee-funded program**. Your input will directly impact ASSETT services that students and faculty receive. Survey results will be shared with groups **supporting learning with technology** on campus.

You will need approximately **20 minutes** to complete the survey. Your responses are saved as you go, and you can return to your place if you are interrupted, even if the survey page has closed. The best way to take this survey is on a computer, some questions are **not mobile-friendly**.

If you provide a colorado.edu email address, it will be separated from your responses. It will ONLY be used to inform you if you won one of the eight **\$25 Visa gift cards**.

The final report of this survey's results will be posted to <https://asset.colorado.edu/assessment/reports/>. If you have any questions about this survey or ASSETT's services, please feel free to contact us at asset@colorado.edu.

About You

What is your class year?

- freshman
- sophomore
- junior
- senior
- super senior (5th year and beyond)
- non degree seeking / auditor
- graduate student

Which College, School, or Program are you with at U. of Colorado at Boulder?

- Arts and Sciences
- Engineering and Applied Science
- Business
- Media, Communication and Information
- Continuing Education
- Law
- Education
- Music
- Libraries
- Environmental Design
- not affiliated with any

What is your:

Department

Age

Gender

Viewing

Having **trouble viewing** questions on your mobile device? Try it on a computer at <http://asset.colorado.edu/survey>.

Learning from Class Components

You're starting the main survey, there are 5 pages.

Which are your **Top 4 in-class components** for learning?

	My Top 4 : use more in small classes!	My Top 4: use more in large classes!
short activities / problem solving	<input type="checkbox"/>	<input type="checkbox"/>
short / mini lectures	<input type="checkbox"/>	<input type="checkbox"/>
lecture full session	<input type="checkbox"/>	<input type="checkbox"/>
professor calls on students randomly to give ideas / answers	<input type="checkbox"/>	<input type="checkbox"/>
whole class discussion / Q&A with professor	<input type="checkbox"/>	<input type="checkbox"/>

professor uses student feedback / homework responses to plan their teaching

demonstrations

small group discussion

student presentations

laboratory activities / research activities

debates

Which are your **Top 2 out-of-class components** for learning?

	My Top 2: use more in small classes!	My Top 2: use more in large classes!
practicing questions and other activities (quizzes, homework, flashcards, simulations, games, analyzing data)	<input type="checkbox"/>	<input type="checkbox"/>
reading textbooks, articles	<input type="checkbox"/>	<input type="checkbox"/>
writing (papers, articles, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
reviewing materials (your notes, professor's lecture notes, powerpoint slides)	<input type="checkbox"/>	<input type="checkbox"/>
viewing videos, lecture capture	<input type="checkbox"/>	<input type="checkbox"/>
creating art/ creating media / solo performing	<input type="checkbox"/>	<input type="checkbox"/>

Which are your **Top 2 interactive out-of-class** components for learning?

My Top 2: use more in

My Top 2: use more in

	small classes!	large classes!
help room, optional co-seminar, optional review session	<input type="checkbox"/>	<input type="checkbox"/>
discussions, small group study sessions	<input type="checkbox"/>	<input type="checkbox"/>
office hours with professor or TA	<input type="checkbox"/>	<input type="checkbox"/>
group projects (posters, presentations, webpages, videos, performances, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
working with a tutor / peer tutor / LA	<input type="checkbox"/>	<input type="checkbox"/>

Learning from Course Styles

How helpful are these **course styles** for your learning? Which are **your Top 3** picks for professors to offer more?

	How much does it help you learn?				My Top 3: offer more!
	very helpful	somewhat helpful	not very helpful	N/A: no experience	
flipped (information presented online, discussion/ activities occur mostly in class)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
typical face to face (core instruction happens in class, often have some online components like readings or homework online)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

hybrid / blended (1/3 or more class sessions are online instead of face to face)

completely online

project-based, community service learning, or internship/practicum

classes that involve **learning new technology**, software, or computer skills

laboratory

course-based **research** / independent study

Suggestions for improving any of these **course styles**?

Learning Tech Tools

How helpful are these **in-class learning tools**?

Which are **your Top 2** picks for professors to use more?

How helpful are they for learning?

very helpful

somewhat helpful

not very

N/A: no experience

Which should professors use more?

My Top 2:

	helpful				
whiteboard / blackboard / document camera / overhead projector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Powerpoint , Keynote, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
other presentation tool (Prezi, Google presentation, Slide Carnival, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Clickers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
in-class question, discussion tools (e.g. Twitter, TodaysMeet, aka "backchannel communication")	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
in class activities, problems (via worksheets, tablets, laptops, simulations, beSocratic, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

How helpful are these **assignment, research, and collaborative tools**?

Which are **your Top 2** picks for professors to have students use more?

	How helpful are they for learning?				Which should professors use more?
	very helpful	somewhat helpful	not very helpful	N/A: no experience	My Top 2:
information organizers (Mendeley, Zotero, Evernote)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
research tools (Chinook, pubMed, Google Scholar)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
collaborative project, writing, editing					

tools (wikis, PBWorks, Weebly, Google Drive, Dropbox, Adobe Connect)

data analysis tools (SPSS, R, Latex, Excel, Stata, inVivo, MatLab, etc.)

collaborative reading and discussion tools (e.g. NB, NotaBene, Highlighter, VoiceThread)

e-portfolios (online collection of your work in a course or across a major)

How helpful are these out-of-class **online learning tools**?

Which are **your Top 4** picks for professors to use more?

	How helpful are they for learning?				Which should professors use more?
	very helpful	somewhat helpful	not very helpful	N/A: no experience	My Top 4:
videos , animations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
online office hours (via Skype, Google Hangouts, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
simulations , PhET, educational games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
online tutoring (writing, problem solving, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
online practice problems, quizzes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
readings : online textbooks, articles, e-books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

online discussions

online tutorials and trainings (OIT tutorials, Lynda.com videos)

instant feedback on online problems/ quizzes

D2L as a portal to **other learning tools** (homework websites, videos, simulations, Nota Bene/NB, Voice Thread, etc.)

online lectures, Lecture Capture

D2L course platform

What has been **the coolest learning through technology experience** you have had? How was the technology used by the professor? Feel free to include the course and professor names so we can pass on your compliments.

Tell us more about your **biggest frustrations** with **how professors use** these learning technology tools, and how those might be fixed.

Communication and Distraction

What are the **Top 3 ways** you would prefer to **communicate** with your professors and TAs?

- phone / audio Skype
- email
- online discussion forum / online group office hour
- before / after class
- online chat / messaging
- video chat / Skype
- text message / SMS
- face to face / office hours
- social media (Facebook group / Google Group / Twitter, etc)

What **barriers have you experienced** in communicating through technology for your coursework (with your professor, TA, or classmates)?

What are your Top 3 choices for what professors should do about students being **distracted by digital devices in class** (or distracting others)?

	Top 3 for large classes	Top 3 for small classes
do nothing , leave choices up to individual		

students

limit or ban laptop / tablet use in class

limit or ban phone use in class

make multitasking seating zone (just for those planning to multitask with devices)

have students vote in a digital device policy for the course

make a device seating zone (for all laptop and phone users)

discuss why it is a problem, show how it impacts learning / grades

enforce the device use policy of the class (points off, call out policy-breakers, ask students to move to a zone)

Are there **other solutions** you think can help reduce digital distraction?

Preparation, Connection, Digital Literacy

How well do you feel you do these things? What are your **Top 2** choices for the University to better support students doing or learning?

	How well do you do this?				My Top 2
	Very well	sort of well	not very well	N/A: no experience	
creating digital and web content (making a website, using a wiki, blogging, making a powerpoint presentation, making a poster)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
keeping digital information organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
finding digital information (via library, journal websites, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
learning how to find new / getting help finding new digital information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
validating the accuracy of digital information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
communicating professionally via email, online discussion, video calls (Skype, Zoom, Facetime etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
avoiding digital distraction -- when you don't want it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

To what extent do you agree that...

when I entered college, I was adequately **prepared to use technology** needed in my courses

strongly agree agree neither agree nor disagree disagree strongly disagree

I wish I had been better prepared to use **University-specific technology** when I entered college (course registration, department websites, D2L, Chinook, myCUinfo, etc.)

To what extent do you agree that...

strongly agree agree neither agree nor disagree disagree strongly disagree

technology makes me feel connected to what's going on **at the University**

technology makes me feel connected to **my professors**

technology makes me feel connected **to other students**

Top Recommendation

Only two more pages! Thanks for keeping on going!

What is the **most important thing** professors should know about better supporting **your learning with technology**? Any other comments?

More about You

Do any of these **describe you** or your affiliations? Choose all that apply.

- MASP (Miramontes Arts and Sciences Program)
- first generation (for example, parents, grandparents did not go to college)
- have a learning, physical, or mental health disability*
- student-athlete
- veteran or ROTC (Reserve Officers Training Corps)
- under-represented minority
- international student
- LA (learning assistant)
- RAP (Residential Academic Program)

*You may be eligible for accommodations. Learn more at <http://www.colorado.edu/disabilityservices/>.

ASSETT is funded through an Arts and Sciences student fee. We rely on your input to choose what to offer students. Would you be interested in any of these **future opportunities to provide input?**

- student focus group (30 minutes)

- serving on ASSETT student advisory board (1-3 meetings)
- If you clicked one of these, **enter your email** below!

Do you want to be entered to win one of eight **\$25 Visa gift cards?** Odds of winning are ~1 in 100.

Enter only your valid **colorado.edu email address.**

Please re-enter your valid **colorado.edu email address.**

The staff at ASSETT work to help you and your professors use learning technologies well.

At asset.colorado.edu, check out our new [student learning technology resources](#) page!

You can also digitally see your classroom through **Places**, make .pdfs searchable with **OCR** (optical character recognition app), and search our **Syllabus Archive** to help in planning your major or transferring credits. Our **assistive technology toolbox** has tools and information for students with disabilities -- and your professors.

We also offer faculty **web guides, workshops,** and **consults** for effective tech tool use, course design, and evidence-based teaching -- let your professors know!

ASSETT

Arts and Sciences Support of Education Through Technology
<http://asset.colorado.edu>

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