

2015 Faculty Learning Technology Survey FINAL

Q29 We are so pleased you are here. Thanks in advance for your time and ideas! ASSETT has partnered with OIT, the BFA, and UGGS to learn about the needs of CU faculty and graduate instructors related to teaching with technology. Your responses will guide our initiatives. Depending on your response to a technology interest question, you will be routed to a survey version taking either 5 or 12 minutes. The majority of questions are optional. You can enter to win one of eight \$100 VISA gift certificates! Your data is confidential. If you provide one, your email address will be used only for the raffle. If you have questions, contact Sarah Wise (ASSETT's Education Researcher), sarah.wise@colorado.edu.

Q168 Have you taught undergraduates at CU-Boulder within the past few years?

- Yes (1)
- No (2)

If No Is Selected, Then Skip To End of Survey

Q35 What is the best description of your teaching position at CU-Boulder?

- Faculty / Instructor (1)
- Adjunct Faculty / Lecturer (2)
- GPTI (Graduate Part Time Instructor) (8)
- TA (Graduate Teaching Assistant, have never been a GPTI) (6)
- Other (9)

2 What is your:

- Gender (2)
- Total Years Teaching (1)

1 Within which College, School, or Program do you teach the most undergraduates?

- Arts and Sciences (7)
- Business (5)
- Continuing Education (10)
- Communication, Media, and Information (9)
- Education (3)
- Engineering and Applied Science (6)
- Environmental Design (12)
- Environmental Studies (15)
- Law (4)
- Libraries (11)
- Music (2)
- Other (13)
- I do not teach undergraduates (14)

If I do not teach undergraduates Is Selected, Then Skip To End of Survey

Answer If Which College, School, or Program are you with? Arts and Sciences Is Selected

Q46 Which is your primary Arts and Sciences department? Department-level results will be used internally to ASSETT and OIT for the purpose of determining potential department-customized services. Public reports will summarize data only by division or school, not department.

- AAH (21)
- ALC (22)
- ANTH (23)
- APPM (24)
- APS (25)
- ATOC (26)
- CHEM (27)
- CLAS (28)
- CLGP (29)
- EBIO (30)
- ECON (31)
- ENGL (32)
- ENVS (33)
- ETHN (34)
- FILM (35)
- FRIT (36)
- GEOG (37)
- GEOL (38)
- GSLL (39)
- HIST (40)
- HONR (41)
- HUMN (42)
- IAFS (43)
- IPHY (44)
- JWST (45)
- LING (46)
- MATH (47)
- MCDB (48)
- PHIL (49)
- PHYS (50)
- PSCI (51)
- PSYC (52)
- PWR (53)
- RAP (63)
- RLST (55)
- SLHS (56)
- SOCY (57)
- SPAN (58)

- THDN (59)
- WGST (60)
- Other (20)
- I prefer not to identify my department (62)

Answer If Within which College, School, or Program do you teach the most undergraduates? Arts and Sciences Is Selected

Q57 If you chose "other", please indicate which:

Department (1)

Q65 You're starting the main survey. There is a progress bar at the top of your screen. You can make changes any time. If you close the browser, you can return to your place by re-opening the survey link. Having trouble viewing questions on your mobile device? Try it on a computer at <http://asset.colorado.edu/survey>. Thank you for your time! We will put the data to good use. Please focus on teaching undergraduates using effective techniques and technologies as you continue.

Q36 Your Tech Interests and Opinions

13 To what extent do you agree that...

	strongly agree (2)	agree (3)	neither agree nor disagree (7)	disagree (5)	strongly disagree (6)
I am very interested in incorporating technologies into my courses that make teaching more effective or efficient (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
undergraduates entering CU are adequately prepared to use technology to complete coursework (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Low Tech Interest Block. Answer Q34, 131, 132 and 133 IF To what extent do you agree that... I am very interested in **incorporating technologies** into my courses that make teaching more effective or efficient - disagree Is Selected Or To what extent do you agree that... I am very interested in **incorporating technologies** into my courses that make teaching more effective or efficient -

strongly disagree Is Selected, then SKIP to Prizes and Additional Information block of survey

Q34 How skilled are your undergraduates with these activities? What are the Top 2 skills you wish students could better develop?

	How well do your students do this?				Top 2 .(1)
	Very well (1)	sort of well (2)	not very well (3)	N/A: no experience (4)	
creating digital and web content (making a website, using a wiki, blogging, making a Powerpoint presentation, making a poster) (9)	<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.) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
finding digital information (via library, journal websites, etc.) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
validating the accuracy of digital information (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
keeping digital information organized (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

Q36 Teaching Technologies

Q131 Do you use these in-class technologies for teaching undergraduates? Which is your top choice to learn more about?

					Top choice to learn more about
	use in most of my classes (1)	have used in some classes (2)	have tried, but do not use (3)	N/A: no experience (4)	. (1)
iClickers (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
whiteboard / blackboard / document camera / overhead projector (5)	<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.) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

Q132 Do you have undergraduates use these assignment technology tools? Which is your top choice to learn more about?

	use in most of my classes (1)	have used in some classes (2)	tried, but do not use (3)	N/A: no experience using (4)	Top choice to learn more about (1)
collaborative project, writing, editing tools (wikis, PBWorks, Weebly, Google Drive, Dropbox, Adobe Connect) (30)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
research tools (Chinook, PubMed, Google Scholar) (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
data analysis tools (SPSS, R, Latex, Excel, Stata, NVivo, MATLAB, etc.) (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

Q133 Do you use any of these online tools in your teaching? Which is the top one you would like to learn about or use more?

	use in most of my classes (1)	have used in some classes (2)	tried, but do not use (3)	N/A: no experience using (4)	Top choice to learn more about (1)
D2L course platform (51)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
videos/animations produced for my course (Lecture Captures, online lectures, Camtasia, Vimeo) (50)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
online practice problems / quizzes with instant feedback (28)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
D2L as a portal to other learning tools (homework websites, videos, simulations, Nota Bene/NB, Voice Thread, etc.) (48)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

Q134 Any comments on your use and interest in these technologies? Or, on teaching technologies not listed here?

Q137 What teaching techniques or approaches are you most interested in learning more -- beyond technology?

Q138 Which teaching challenges are currently on the top of your mind? Which do you most want to address for your undergraduates -- beyond technology?

Moderate to High Tech Interest Block. Answer Q6 to 63 IF To what extent do you agree that... I am very interested in **incorporating technologies** into my courses that make teaching more effective or efficient - disagree Is Not Selected AND To what extent do you agree that... I am very interested in **incorporating technologies** into my courses that make teaching more effective or efficient - strongly disagree Is Not Selected.

Q37 Teaching Technologies

6 Do you use these in-class technologies for teaching undergraduates? Which are the Top 3 you would like to learn or use more?

	use in most of my classes (1)	have used in some classes (2)	tried, but do not use (3)	N/A: no experience (4)	Top 3 to learn / use more (1)
whiteboard / blackboard (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
document camera / overhead projector (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
iClickers (2)	<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.) (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Powerpoint or Keynote (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
other presentation tool (Prezi, Google presentation, Slide Carnival, etc.) (5)	<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") (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
using online resources to find high quality curricular materials (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

7 Do you have undergraduates use these assignment technology tools? Which are your Top 3 for you to learn about or use more?

	use in most of my classes (1)	have used in some classes (2)	tried, but do not use (3)	N/A: no experience using (4)	Top 3 to learn / use more (1)
readings (online textbooks, articles, e-books) (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
collaborative reading and discussion tools (e.g. VoiceThread, NB, NotaBene, Highlighter, beSocratic) (27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
online discussions (D2L, Today's Meet, etc) (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
online practice (problems, quizzes, simulations, games, CAPA, Pearson Mastering, etc.) (29)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
online practice problems / quizzes with instant feedback (26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
research tools (Chinook, PubMed, Google)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

<p>Scholar, Mendeley, Zotero, Evernote) (25)</p> <p>individual written assignment, presentation and project tools (blogs, assignment submission, Powerpoint, Prezi, Adobe Creative Suite, etc.) (24)</p>	○	○	○	○	□
<p>collaborative project, writing, editing tools (wikis, PBWorks, Weebly, Google Drive, Dropbox, Zotero) (18)</p>	○	○	○	○	□
<p>data analysis tools (SPSS, R, Latex, Excel, NVivo, MATLAB, etc.) (16)</p>	○	○	○	○	□

8 Do you use any of these online tools in your teaching? Which are the Top 3 you would like to learn about or use more?

	use in most of my classes (1)	have used in some classes (2)	tried, but do not use (3)	N/A: no experience using (4)	Top 3 to learn / use more (1)
D2L course platform (29)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
alternative to D2L (moodle, Google Site, wordpress course website) (48)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
D2L as a portal to other learning tools (homework websites, videos, simulations, Nota Bene/NB, Voice Thread, etc.) (30)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
videos/animations produced for my course (online lectures, Lecture Capture, Camtasia, Vimeo) (61)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
videos/animations produced elsewhere (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
simulations, PhET, educational games (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
chat-based office hours or meetings (D2L chat, Google Hangouts, texting, tutoring portals, etc.) (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
videoconferencing-based office hours or meetings (Zoom, Skype, Continuing Education's Composition hub, etc.) (68)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

online tutorials and trainings (OIT tutorials, Lynda.com videos) (28)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
---	-----------------------	-----------------------	-----------------------	-----------------------	--------------------------

Q165 What are your preferences for teaching these kinds of undergraduate courses?

	very preferred (1)	somewhat preferred (2)	not preferred (3)	N/A: no experience (4)
typical face to face (core instruction happens in class, may also have online readings or assignments) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
flipped (students prepare for class online, allowing time for discussion/ activities in class) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
hybrid / blended (1/3 or more class sessions are online, the rest are face to face) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
completely online (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
project-based (including service learning, internship / practicum, performance) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
laboratory (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
course-based research / independent study (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q166 Besides time, what barriers to learning about or implementing teaching technologies do you experience -- particularly to those you are curious about?

Q167 Additional comments on teaching technologies? For example, technologies not listed here? Technology costs you'd like to see covered by the University? Hold your

thoughts on support needs around technology -- you'll have a chance to tell us more, a few questions from now.

Q41 Undergraduate Digital Distraction

10 What do you think and do about undergraduates being distracted by digital devices (or distracting others) in class?

	in my smaller classes...	in my larger classes...
	. (1)	. (1)
do nothing, leave choices up to individual students (14)	<input type="checkbox"/>	<input type="checkbox"/>
discuss why it is a problem / how it impacts learning (15)	<input type="checkbox"/>	<input type="checkbox"/>
have students vote on a digital device policy (16)	<input type="checkbox"/>	<input type="checkbox"/>
make a device seating zone (for laptop and phone users) (17)	<input type="checkbox"/>	<input type="checkbox"/>
limit or ban phones in class (18)	<input type="checkbox"/>	<input type="checkbox"/>
limit or ban laptops / tablets in class (19)	<input type="checkbox"/>	<input type="checkbox"/>
enforce the device use policy of the class (points off, call out policy-breakers, ask students to move to a zone) (20)	<input type="checkbox"/>	<input type="checkbox"/>
I am unsure what to do about this (21)	<input type="checkbox"/>	<input type="checkbox"/>

11 If you enforce a device use policy, how do you do so?Any other comments about digital distraction?

Q42 Support for Teaching with Technology

Q22 Which of the following are the most effective types of learning opportunities about teaching, for you? Choose your top 2-3.

- contact an expert on-call (phone, email, etc) (1)
- meeting 1:1 with an expert (2)
- hour-long workshop (5)
- half-day or day-long workshop (3)
- multi-day retreats / institutes (25)
- faculty learning community (meeting across a semester, e.g. ASSETT's Hybrid/Online Course Design Seminar) (4)
- opportunity to apply for grant funding with expert support, for a project I design (e.g. ASSETT's Development Awards) (14)
- expert hands-on support for course redesign (e.g. OIT's Academic Design Team) (29)
- other (13) _____

Q63 When are you most likely to attend a faculty learning opportunity about teaching? Please choose at least one from the pink, yellow, and blue color banks.

- summer (18)
- right before semester (6)
- early semester (7)
- mid semester (16)
- right after semester (8)
- other (14) _____
- mornings (10)
- afternoons (11)
- early in week (M/T) (15)
- mid-week (W/Th) (12)
- Fridays (19)
- I am unlikely to attend one (20)

Answer If Which College, School, or Program are you with? Arts and Sciences Is Selected

Q56 ASSETT (Arts and Sciences Support of Education Through Technology) is a student fee-funded program. If you have interacted with us, please tell us about your experiences:

	I will likely use this in the future (1)	I have been very satisfied with this resource (1)	This resource is OK (2)	I have been dissatisfied with this resource (3)	N/A: have not used (4)
Staff consultation (Grant, Jacie, Amanda, Nisha) (1)	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources on ASSETT website (e.g. large course survivor series) (33)	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching Technology Assistant (TTA) support (22)	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshops, Innovation Pit Stops, Symposia (2)	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty Seminars (Teaching with Technology, Hybrid and Online Course Design) (14)	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development Awards (32)	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Custom Applications (e.g. Places, Readify / OCR,	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Syllabus Library) (38)					
------------------------	--	--	--	--	--

Answer If Which College, School, or Program are you with? Arts and Sciences Is Selected

Q60 Any other comments about ASSETT services or products? We are particularly interested in: -- ideas for us to consider as we plan for the future -- more information if you have been dissatisfied with something we do

Q38 Prize Sign-Up, Additional Information

Answer If To what extent do you agree that... I am very interested in **incorporating technologies** into my courses that make teaching more effective or efficient - disagree Is Not Selected Or To what extent do you agree that... I am very interested in **incorporating technologies** into my courses that make teaching more effective or efficient - strongly disagree Is Not Selected And Within which College, School, or Program do you teach the most undergraduates? Arts and Sciences Is Selected

Q63 Would you like to be further informed or involved in any of the following ways? If interested, enter your email below.

- Send me an executive summary of this study. (1)
- Invite me to be on the ASSETT advisory board. (4)
- Inform me about workshops and faculty learning communities -- on topics I indicated particular interest in. (2)
- Invite me to participate in a faculty focus group -- on a topic I indicated particular interest in. (30 minutes, \$5 coffeeshop gift card) (3)

Answer If Which College, School, or Program do you teach undergraduates in? Arts and Sciences Is Not Selected

Q44 May we send you an executive summary of this study? It will also be posted to asset.colorado.edu.

- Yes (enter your email below) (1)
- No thanks (2)

17 Do you want to be entered to win one of the eight \$100 VISA gift cards? Enter your colorado.edu email address only.

18 Please re-enter your colorado.edu email address.

Q47 Are you interested in integrating a learning technology in your course or troubleshooting one you are using, but have questions or need support? Put your

thoughts in an email to asset@colorado.edu and/or mark.gammon@colorado.edu in OIT. You'll be matched up with an appropriate OIT or ASSETT consultant.