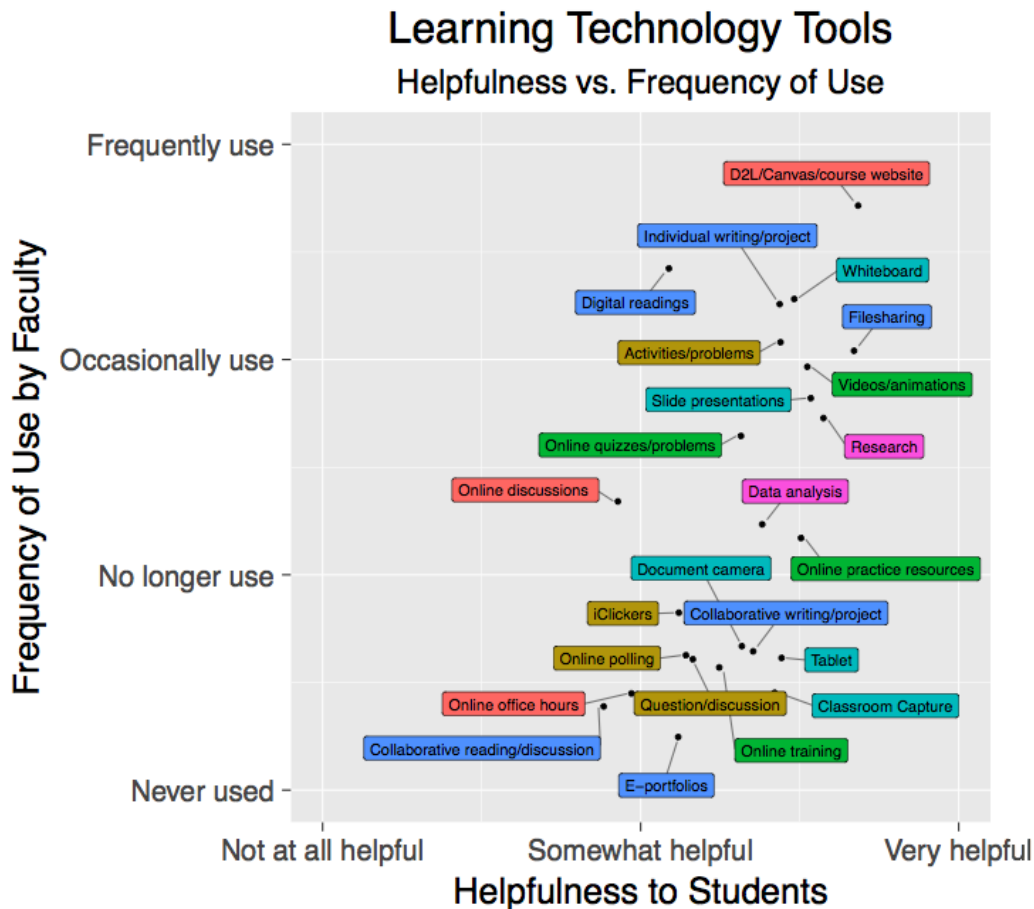# Executive Summary

2018 Academic Technology Survey

The biennial ASSETT Academic Technology Survey, administered in collaboration with the BFA - Administrative Services and Technology committee, serves as a campuswide needs assessment regarding teaching with technology at CU Boulder. The 2018 iteration of this survey received responses from 1021 teaching faculty and 813 undergraduate students and collected information regarding: student preparation and digital literacy, online teaching and course style preferences, helpfulness and usage of specific academic technologies, and digital device use in the classroom. This document highlights select pertinent findings, while a more thorough reporting of the results can be found in our presentation slides.

Helpfulness and usage of specific academic technologies

Learning Technology Tools
Helpfulness vs. Frequency of Use

On average, students rated D2L/Canvas as the *most* helpful academic technology, followed closely by file sharing tools (e.g., Google Drive, Dropbox) and research tools (e.g., PubMed,

Google Scholar). Some technologies that students indicated are helpful, yet faculty reported using *least frequently* are: Classroom Capture, tablets (for teaching), online practice resources, and collaborative writing and project tools (see lower right quadrant of figure below).

Digital Device Use

Despite the negative connotations that are often associated with device use (i.e. laptops, smartphones) in the classroom, members of the CU Boulder community were ultimately sensitive to the potential benefits of these devices. A majority of both students (51%) and faculty (61%) indicated that they believed digital device use in the classroom has a net positive impact on learning. However, these opinions were importantly nuanced. With respect to sources of distraction in the classroom, faculty rated phone use (79%) and laptop use (55%) as the largest contributors to distraction. Students rated a lack of interest or attention (72%), other students talking (58%), and phone use (58%) as the largest contributors to distraction.

With respect to implementing device use policies in a classroom, students' top preferences were for instructors to (1) engage students to use their devices for learning, and (2) create a device seating zone in the classroom that allows students to self-select into an area that corresponds to their device use preferences (e.g., the left third of a classroom is a device-free zone).

Teaching Challenges

Faculty members were asked to identify the [most salient teaching challenges](#) they currently face, and many of their responses reflected the complications of managing a large classroom experience. The three most common themes amongst the reported teaching challenges were: student engagement and attention (19%), student underpreparedness (15%), and classroom size or design constraints (10%). Other notable challenges included teaching to a broad range of student abilities, digital distraction, and issues surrounding students' digital and computer literacy.
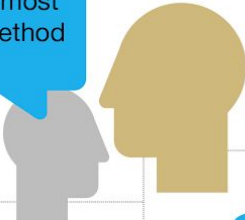
Arts & Sciences Support of Education Through Technology

UNIVERSITY OF COLORADO **BOULDER**

2018 ACADEMIC TECHNOLOGY SURVEY FINDINGS

SAMPLE SIZE   n = **1021** **Faculty** respondents   n = **813** **Undergraduate** respondents

COMMUNICATION

Most **students (43%)** prefer communicating with their professors and TAs over **email.**

Face-to-face is the second most preferred method **(40%).**

Technology in the Classroom

Students indicated that they would like to see more:

(1) Professors engaging students to use their devices as learning tools

(2) Flexibility with technology use policies

40%

of **students** would prefer a **device seating zone** in the classroom.

89%

of **faculty** rated **technology** as moderately to extremely important to productive teaching.

91%

of **faculty** stated they were moderately to extremely interested in **incorporating new technologies** into their courses.
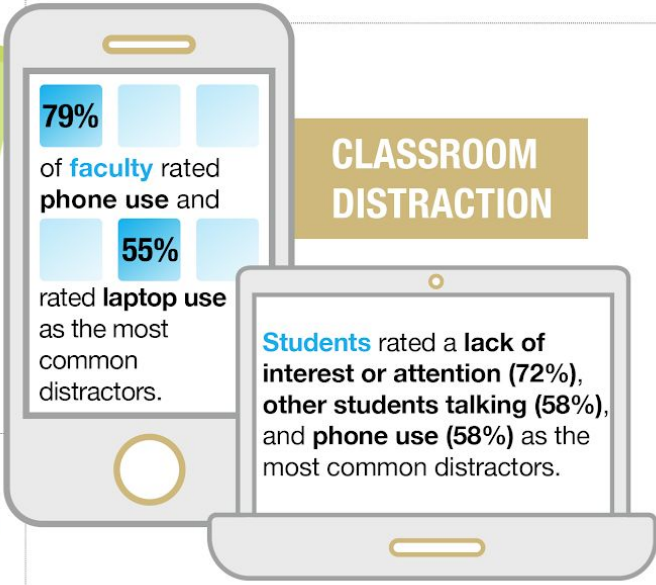
Teaching Challenges

The most salient teaching challenges faculty currently face:

(1) Student engagement and attention

(2) Student underpreparedness

(3) Classroom size or design constraints

79% of **faculty** rated **phone use** and **55%** rated **laptop use** as the most common distractors.

CLASSROOM DISTRACTION

Students rated a **lack of interest or attention (72%),** **other students talking (58%),** and **phone use (58%)** as the most common distractors.

Learn More
assett.colorado.edu
Full Report: https://bit.ly/ASSETT_2018ATSurvey

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