Town Hall: Teaching and Learning with Technology Surveys

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Thank you

ASSETT staff, Phoebe Young,

Mark Werner, Paul Voakes, BFA-AST, OIT Staff,

Steve Jones, Lorrie Shepard, Valerio Ferme,
Ann Carlos, Mary Kraus, James Williams
What is ASSETT?

- Arts and Sciences Support of Education Through Technology
- Pedagogy and technology resources for A&S faculty and undergraduates

- workshops
- semester-long faculty seminars
- monthly newsletter
- individual consultations: pedagogy, academic technologies, curriculum design, assessment

- web resources, videos, guides
- in-class student technical support
- grants (Development Awards)
- departmental websites

- funded by A&S student fee / credit hour
Town Hall Format

Please interrupt with clarifying questions!

Jot other comments and questions down for after -- and for us to incorporate into reports / recommendations

Presentation, faculty report, and additional reports available at: https://assett.colorado.edu/assessment/reports/
Faculty and Undergraduate Surveys

- interviews, survey item construction, multiple reviews
- designed and distributed in Qualtrics platform
- duration: ~13 minutes
- anonymized
- raffle of eight $25 / $100 incentives
Undergraduate Response

- 20% random sample
- 11% response rate
- N = 470 completed

Pie chart showing:
- Arts and Sciences: 61%
- Non-A&S: 37%
- Not affiliated: 2%
Robust Faculty & Graduate Student Response

- 26% response rate of faculty / instructors
- 11% response rate of graduate students
- N = 1224 completed ("Dean Effect")
Focus of Faculty Report

A&S “faculty” that reported neutral-to-strong agreement with: “I am very interested in using academic technologies to make my teaching more effective or efficient”

N = 473
88%

all A&S undergraduate participants

N = 289

<table>
<thead>
<tr>
<th>“faculty”</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;S Faculty / Instructor</td>
<td>67%</td>
</tr>
<tr>
<td>GPTI</td>
<td>20%</td>
</tr>
<tr>
<td>Adjunct Faculty / Other</td>
<td>13%</td>
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2015 Teaching and Learning Technology Surveys
Custom Reports Available

2015 CU Teaching with Technology Survey
Arts & Humanities Report
Jan. 4, 2016

Prepared by:
Sarah Wise, Education Researcher
Megan Meyer, Research Assistant

Project Background
The ASSETT (Arts and Sciences Support of Education Through Technology) group provides a variety of pedagogical and academic technology support services for the College of Arts and Sciences at CU-Boulder, and is supported by A&S student fees. ASSETT initiated a large Needs Assessment project in 2015. The project aims to describe the needs of A&S faculty and students for services around teaching and learning with technology, and inform the development of those services by ASSETT and other campus groups.
Results

Reminder -- jot your thoughts about possible future ASSETT foci, resources, or services.
Positive attitudes to academic technologies

> 83% rate 23 academic techs “somewhat” or “very helpful”

but 37% rate online discussion “not helpful”

only 12% not very interested
## Perceptions of student digital skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Students</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>prepared to use tech?</td>
<td>80%</td>
<td>55%</td>
</tr>
<tr>
<td>find digital info. well?</td>
<td>88%</td>
<td>59%</td>
</tr>
<tr>
<td>keep digital info. organized?</td>
<td>84%</td>
<td>44%</td>
</tr>
<tr>
<td>create digital and web content well?</td>
<td>68%</td>
<td>52%</td>
</tr>
<tr>
<td><strong>validate digital info. well?</strong></td>
<td>80%</td>
<td>34%</td>
</tr>
<tr>
<td>communicate professionally</td>
<td>86%</td>
<td>65%</td>
</tr>
</tbody>
</table>

**faculty “top pick”**
Course types: undergrads and faculty

~75% prefer "face to face" classes

>60% interested in "flipped" classes
Course types: undergrads and faculty

57% "do not prefer" teaching online

30% lack hybrid or online course experience
1 minute: Jot your thoughts

Write or discuss quietly -- more time for sharing later
Faculty Use of 24 Tech Types

- 80% find good materials online
- 39% use iClickers
- 21% use an alternative to D2L
- 5-15% rate of abandonment

2015 Teaching and Learning Technology Surveys
Engaging technologies: trending up

online practice with instant feedback

collaborative project tools

tablets, videos, simulations

2015 Teaching and Learning Technology Surveys
Highly interested in tools for

- 52% collaborative reading
- 47% in class discussion
- 36% chat-based office hours
- 38% producing own videos
- 27% iClickers

2015 Teaching and Learning Technology Surveys
1 minute: Jot your thoughts

Write or discuss quietly -- more time for sharing later
Comments on Digital Distraction

“Could use help in this area - the phones seriously impede their learning”.

“I just ignore it – I am torn”
Responses to Digital Distraction

- 57% discuss the problem
- 45% limit phones
- 39% do nothing
- 30% not sure what to do
## Digital Distraction: Discrepant opinions

<table>
<thead>
<tr>
<th>In large classes:</th>
<th>Student</th>
<th>Educator</th>
</tr>
</thead>
<tbody>
<tr>
<td>do nothing</td>
<td>64%</td>
<td>39%</td>
</tr>
<tr>
<td>make a device zone</td>
<td>51%</td>
<td>15%</td>
</tr>
<tr>
<td>discuss the problem</td>
<td>38%</td>
<td>57%</td>
</tr>
<tr>
<td>limit phones</td>
<td>31%</td>
<td>45%</td>
</tr>
</tbody>
</table>
Digital Distraction: Enforcement

“I ask them to put it away”

“All I have to do is get quiet and look at them with an expression of mock patience. Everyone else usually joins in…In other words, I harness the power of peer pressure.”

“I teach students how to use body language and close their screens partially, to signal to profs that they are not distracted”
1 minute: Jot your thoughts

Write or discuss quietly -- more time for sharing later
Comments about Teaching Needs

- Faculty want strategies for:
  - engaging students in class (n=62)
  - teaching critical thinking (n=32)
  - motivating advance preparation (n=19)
Comments about Technical Needs

- tablets and document cameras
- advanced Adobe products

- frustrations with:
  - D2L (n=22 want it replaced)
  - time needed to teach technical skills
  - inconsistent classroom equipment

48% use overheads or document camera
Teaching professional development

- most prefer 1:1 expert interaction (63%) and hour-long workshops (51%)
- 25% prefer faculty learning communities, help with course redesign
- 45% of faculty report interacting with ASSETT in some way
How can this study guide ASSETT?
How can this study guide ASSETT?

- department-specific services?
- more in-class student support?
- more workshops?
- more faculty learning communities?
- ASSETT faculty fellows?
- providing equipment or licenses?
- expanding web resources?
- classroom data analysis services?