

Town Hall: Teaching and Learning with Technology Surveys

Sarah Wise, Education Researcher
Megan Meyer, Research Assistant
Brenda Niave, Graphic Designer
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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://asset.colorado.edu/assessment/reports/>

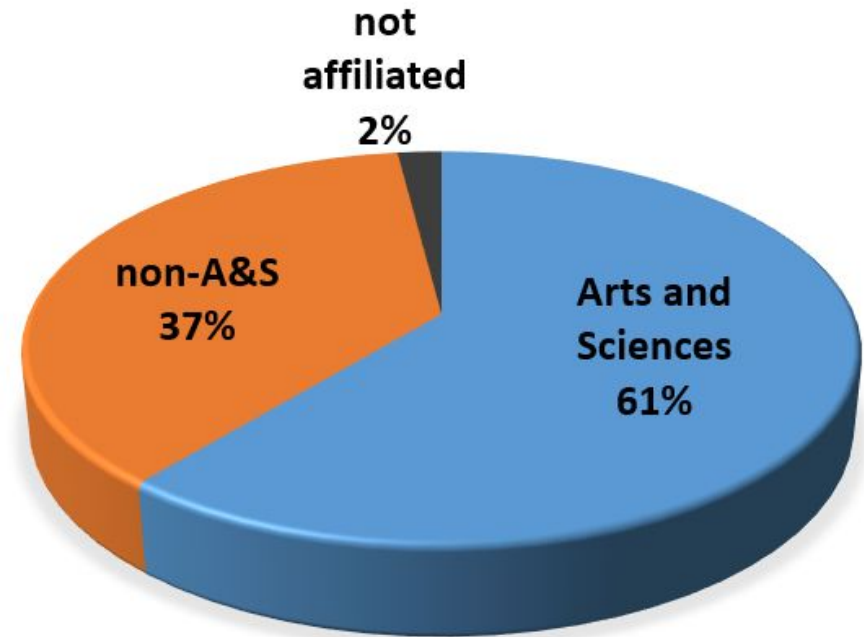
Faculty and Undergraduate Surveys



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

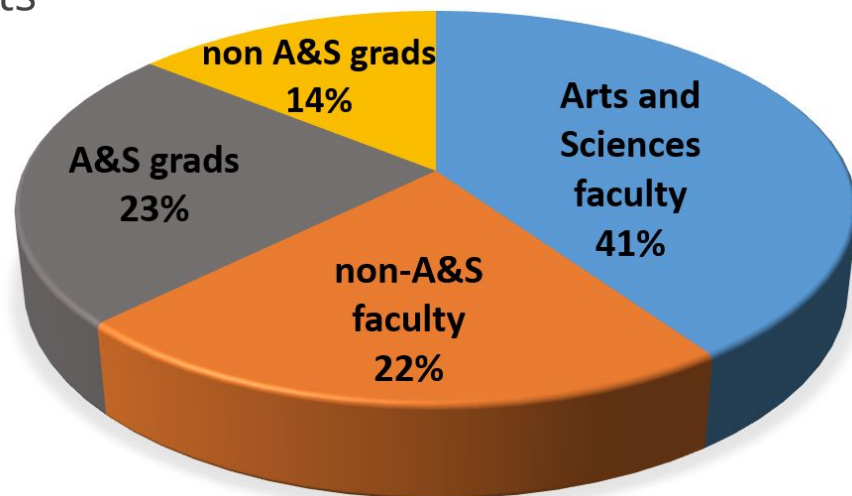
Undergraduate Response

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



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



N = 473
88%

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 = 289

all A&S undergraduate
participants

“faculty”

A&S Faculty / Instructor	67%
GPTI	20%
Adjunct Faculty / Other	13%

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.

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

Answer	Bar	Response	%
Faculty / Instructor		106	46%
GPTI (Graduate Part Time Instructor)		45	20%
TA (Graduate Teaching Assistant, have never been a GPTI)		44	19%
Adjunct Faculty / Lecturer		33	14%
Other		1	0%
Total		229	

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

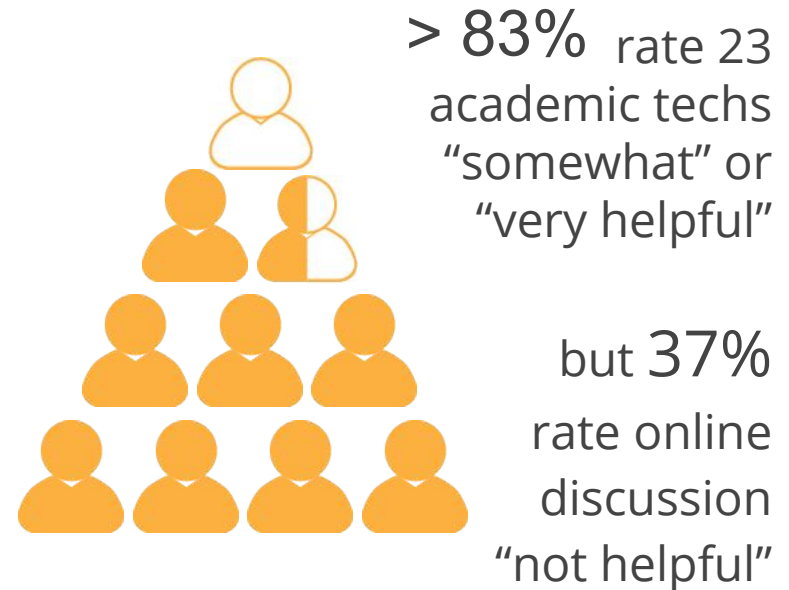
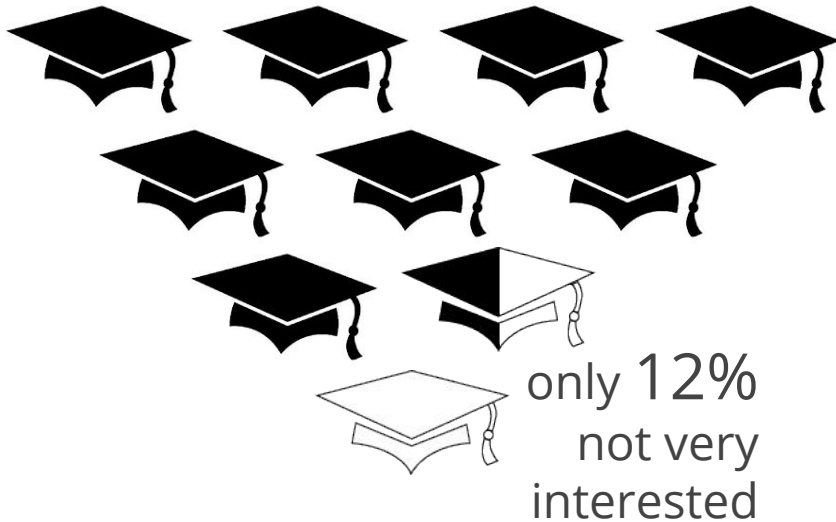
Question	very preferred	somewhat preferred	not preferred	N/A: no experience	Total Responses
typical face to face (core instruction happens in class, may also have online readings or assignments)	86%	12%	1%	0%	218
flipped (students prepare for class online, allowing time for discussion/ activities in class)	26%	39%	15%	20%	218
project-based (including service learning, internship / practicum, performance)	22%	31%	12%	34%	218
course-based research / independent study	19%	42%	11%	28%	218
hybrid / blended (1/3 or more class sessions are online, the rest are face to face)	14%	27%	33%	27%	218
laboratory	6%	9%	10%	75%	218
completely online	4%	10%	57%	29%	218

Results

Reminder -- jot your thoughts about possible future ASSETT foci, resources, or services.



Positive attitudes to academic technologies



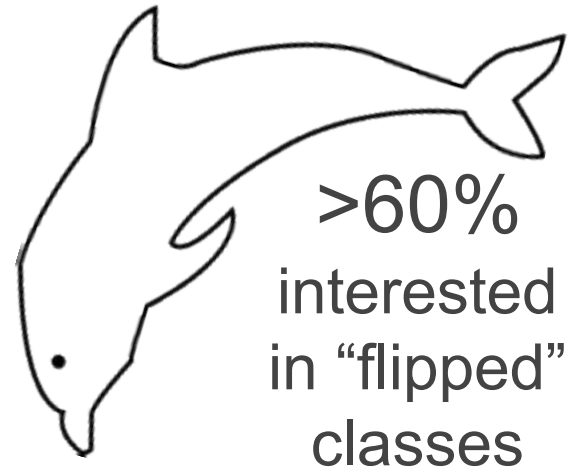
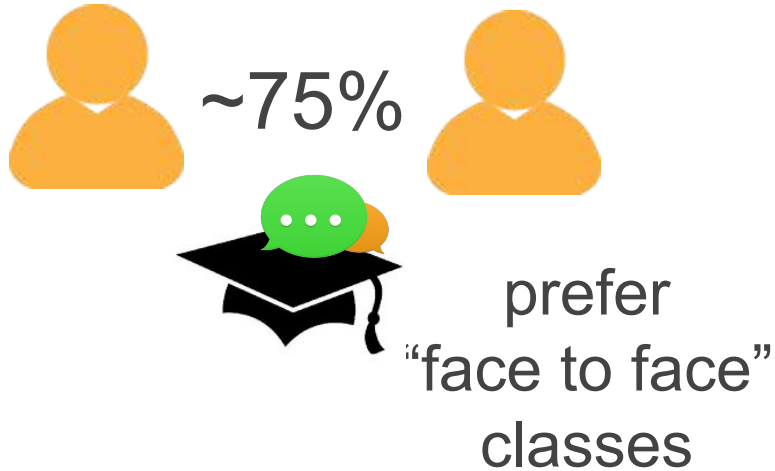
Perceptions of student digital skills



prepared to use tech?	80%	55%
find digital info. well?	88%	59%
keep digital info. organized?	84%	44%
create digital and web content well?	68%	52%
**validate digital info. well?	80%	34%
communicate professionally	86%	65%

** faculty
“top pick”

Course types: undergrads and faculty



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

39% use
iClickers



5-15% rate of
abandonment



21% use an
alternative
to D2L

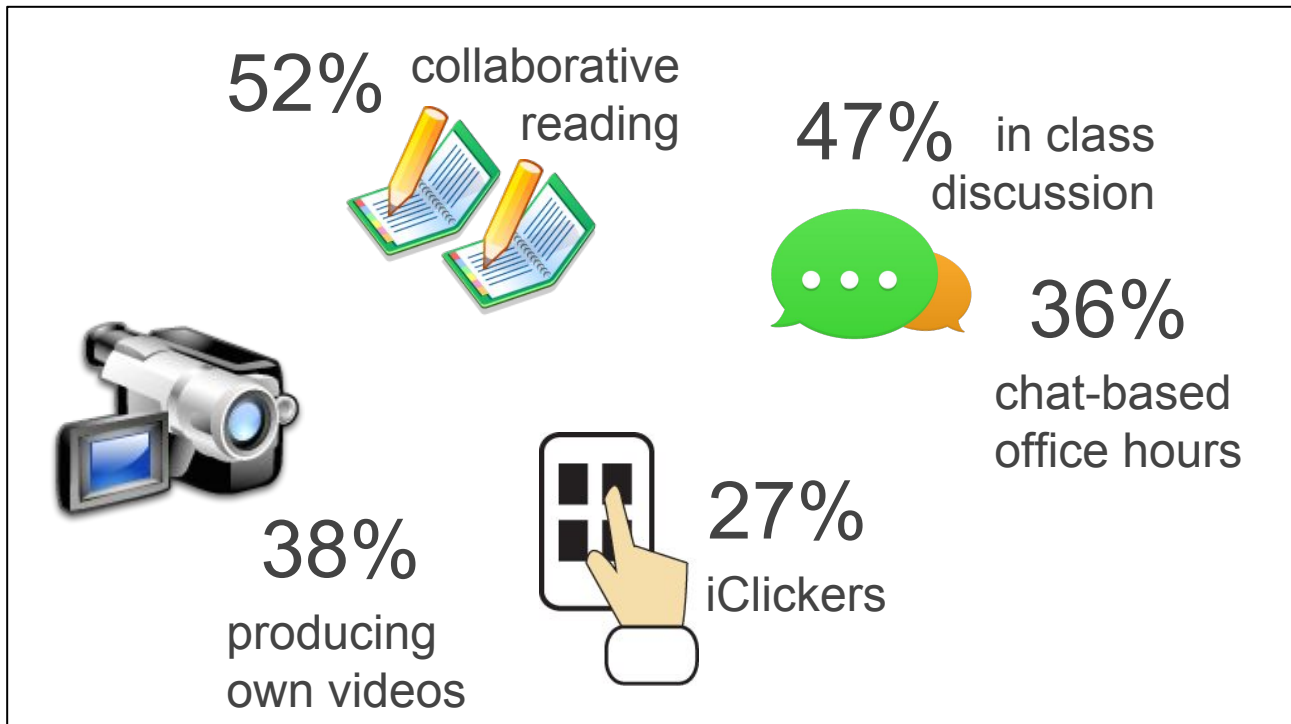


Engaging technologies: trending up



A central diagram enclosed in a black border. On the left, a black monitor icon contains the text "online practice with instant feedback". Below it is the PhET logo, which consists of the word "PhET" in blue and yellow with a yellow paper airplane above the 'i', and "INTERACTIVE SIMULATIONS" in white on a dark blue background. To the right of the monitor, the text "collaborative project tools" is written in black, with three colored icons (blue, green, yellow) stacked vertically to its right. Below the text "collaborative project tools" are two overlapping tablet devices, one white and one green. At the bottom right of the diagram, the text "tablets, videos, simulations" is written in black.

Highly interested in tools for



1 minute: Jot your thoughts

Write or discuss quietly -- more time for sharing later



Comments on Digital Distraction



*"I just ignore it –
I am torn"*

*"Could use help in this area -
the phones seriously impede
their learning".*



Responses to Digital Distraction



57% discuss
the problem



45% limit
phones





39% do
nothing



30% not sure
what to do

Digital Distraction: Discrepant opinions

In large classes:		
do nothing	64%	39%
make a device zone	51%	15%
discuss the problem	38%	57%
limit phones	31%	45%

Digital Distraction: Enforcement

"I ask them to put it away"

"I teach students how to use body language and close their screens partially, to signal to profs that they are not distracted"

"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."

30%



1 minute: Jot your thoughts

Write or discuss quietly -- more time for sharing later



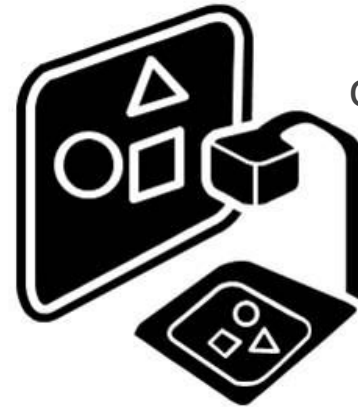
Comments about Teaching Needs



- 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?

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- 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?