







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















Responses were filtered so all repondents in this dataset answered "yes".

Answer	Bar	Response	%
Yes		268	100%
No		0	0%
Total		268	

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

Answer	Bar	Response	%
Faculty / Instructor		163	61%
Adjunct Faculty / Lecturer		49	18%
GPTI (Graduate Part Time Instructor)		41	15%
Other		15	6%
TA (Graduate Teaching Assistant, have never been a GPTI)		0	0%
Total		268	

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

#	Answer	Bar	Response	%
6	Engineering and Applied Science		110	41%
9	Communication, Media, and Information		40	15%
3	Education		35	13%
2	Music		21	8%
5	Business		20	7%
11	Libraries		14	5%
13	Other		10	4%
10	Continuing Education		9	3%
12	Environmental Design		5	2%
15	Environmental Studies		3	1%
14	I do not teach undergraduates		1	0%
7	Arts and Sciences		0	0%
4	Law		0	0%
	Total		268	

4. To what extent do you agree that...

Responses were filtered so those indicating "disagree" or "strongly disagree" to the first question were not included in this data subset. Several questions posed only to this subset are not reported here.

Question	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree	Total Responses

I am very interested in incorporating technologies into my courses that make teaching more effective or efficient	57%	36%	7%	0%	0%	267
undergraduates entering CU are adequately prepared to use technology to complete coursework	13%	42%	28%	13%	4%	267

5. How skilled are your undergraduates with these activities?

How skilled are your undergraduates with these activities?

Question	Very well	sort of well	not very well	N/A: no experience	Total Responses
communicating professionally via email, online discussion, video calls (Skype, Zoom, Facetime, etc.)	22%	49%	29%	0%	248
finding digital information (via library, journal websites, etc.)	22%	46%	29%	4%	246
creating digital and web content (making a website, using a wiki, blogging, making a Powerpoint presentation, making a poster)	15%	45%	20%	20%	244
validating the accuracy of digital information	13%	24%	49%	14%	247
keeping digital information organized	8%	41%	37%	14%	244

6. What are the Top 2 skills you wish students could better develop?

What are the Top 2 skills you wish students could better develop?

Question	Total Responses
communicating professionally via email, online discussion, video calls (Skype, Zoom, Facetime, etc.)	107
finding digital information (via library, journal websites, etc.)	97
validating the accuracy of digital information	85
creating digital and web content (making a website, using a wiki, blogging, making a Powerpoint presentation, making a poster)	52
keeping digital information organized	36

7. 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)	79%	18%	3%	1%	267
project-based (including service learning, internship / practicum, performance)	42%	37%	8%	14%	267
course-based research / independent study	24%	42%	16%	19%	267
flipped (students prepare for class online, allowing time for discussion/ activities in class)	22%	39%	21%	19%	267
laboratory	19%	27%	10%	44%	267
hybrid / blended (1/3 or more class sessions are online, the rest are face to face)	10%	35%	26%	28%	267
completely online	3%	10%	57%	29%	267

8. Do you use these in-class technologies for teaching undergraduates?

Do you use these in-class technologies for teaching undergraduates?

Unless marked as lower interest, all data is from the larger subset of moderate to high tech interest.

Question	use in most of my classes	have used in some classes	tried, but do not use	N/A: no experience	Total Responses
Powerpoint or Keynote	61%	22%	9%	8%	251
whiteboard / blackboard	57%	26%	10%	7%	250
using online resources to find high quality curricular materials	42%	34%	9%	14%	250
in-class activities, problems (via worksheets, tablets, laptops, simulations, beSocratic, etc.)	39%	29%	8%	24%	251
document camera / overhead projector	23%	23%	19%	35%	243
other presentation tool (Prezi, Google presentation, Slide Carnival, etc.)	18%	26%	14%	43%	244
iClickers	13%	14%	14%	59%	246
in-class question, discussion tools (e.g. Twitter, TodaysMeet, aka "backchannel communication")	12%	17%	12%	59%	249

9. Which are the Top 3 in-class technologies you would like to learn or use more?

Which are the Top 3 in-class technologies you would like to learn or use more?

Question	Top 3 to learn / use more	Total Responses
in-class activities, problems (via worksheets, tablets, laptops, simulations, beSocratic, etc.)	147	147
in-class question, discussion tools (e.g. Twitter, TodaysMeet, aka "backchannel communication")	122	122
using online resources to find high quality curricular materials	82	82
other presentation tool (Prezi, Google presentation, Slide Carnival, etc.)	76	76
iClickers	53	53
Powerpoint or Keynote	46	46
whiteboard / blackboard	46	46
document camera / overhead projector	34	34

10. Do you have undergraduates use these assignment technology tools?

Do you have undergraduates use these assignment technology tools?

Question	use in most of my classes	have used in some classes	tried, but do not use	N/A: no experience using	Total Responses
readings (online textbooks, articles, e-books)	61%	30%	2%	7%	189
individual written assignment, presentation and project tools (blogs, assignment submission, Powerpoint, Prezi, Adobe Creative Suite, etc.)	46%	32%	6%	17%	196
online discussions (D2L, Today's Meet, etc)	33%	27%	13%	27%	203
research tools (Chinook, pubMed, Google Scholar, Mendeley, Zotero, Evernote)	28%	31%	13%	29%	248
collaborative project, writing, editing tools (wikis, PBWorks, Weebly, Google Drive, Dropbox, Zotero)	28%	35%	11%	26%	199
data analysis tools (SPSS, R, Latex, Excel, NVivo, MATLAB, etc.)	21%	24%	9%	46%	245
online practice problems / quizzes with instant feedback	19%	28%	10%	43%	249

online practice (problems, quizzes, simulations, games, CAPA, Pearson Mastering, etc.)	13%	26%	10%	50%	246
collaborative reading and discussion tools (e.g. VoiceThread, NB, NotaBene, Highlighter, beSocratic)	7%	8%	6%	80%	196

11. Which are your Top 3 assignment technology tools to learn about or use more?

Which are your Top 3 assignment technology tools for you to learn about or use more?

Question	Top 3 to learn / use more	Total Responses
collaborative project, writing, editing tools (wikis, PBWorks, Weebly, Google Drive, Dropbox, Zotero)	91	91
online practice problems / quizzes with instant feedback	89	89
collaborative reading and discussion tools (e.g. VoiceThread, NB, NotaBene, Highlighter, beSocratic)	88	88
online practice (problems, quizzes, simulations, games, CAPA, Pearson Mastering, etc.)	78	78
data analysis tools (SPSS, R, Latex, Excel, NVivo, MATLAB, etc.)	75	75
individual written assignment, presentation and project tools (blogs, assignment submission, Powerpoint, Prezi, Adobe Creative Suite, etc.)	65	65
research tools (Chinook, pubMed, Google Scholar, Mendeley, Zotero, Evernote)	63	63
online discussions (D2L, Today's Meet, etc)	63	63
readings (online textbooks, articles, e-books)	30	30

12. Do you use any of these online tools in your teaching?

Do you use any of these online tools in your teaching?

Question	use in most of my classes	have used in some classes	tried, but do not use	N/A: no experience using	Total Responses
D2L course platform	71%	9%	8%	12%	245
videos/animations produced elsewhere	39%	36%	7%	18%	249
D2L as a portal to other learning tools (homework websites, videos, simulations, Nota Bene/NB, Voice Thread, etc.)	24%	19%	10%	47%	242
videos/animations produced for my course (online lectures, Lecture Capture, Camtasia, Vimeo)	19%	32%	8%	42%	248
alternative to D2L (moodle, Google Site, wordpress course website)	18%	15%	14%	52%	247
online tutorials and trainings (OIT tutorials, Lynda.com videos)	11%	20%	11%	58%	250
chat-based office hours or meetings (D2L chat, Google Hangouts, texting, tutoring portals, etc.)	9%	20%	13%	59%	245
videoconferencing-based office hours or meetings (Zoom, Skype, Continuing Education's Composition hub, etc.)	8%	25%	15%	52%	242
simulations, PhET, educational games	6%	18%	8%	67%	235

13. Which are the Top 3 online tools you would like to learn about or use more?

Which are the Top 3 online tools you would like to learn about or use more?

Question	Top 3 to learn / use more	Total Responses
videos/animations produced for my course (online lectures, Lecture Capture, Camtasia, Vimeo)	100	100

chat-based office hours or meetings (D2L chat, Google Hangouts, texting, tutoring portals, etc.)	90	90
online tutorials and trainings (OIT tutorials, Lynda.com videos)	65	65
videoconferencing-based office hours or meetings (Zoom, Skype, Continuing Education's Composition hub, etc.)	65	65
alternative to D2L (moodle, Google Site, wordpress course website)	58	58
D2L as a portal to other learning tools (homework websites, videos, simulations, Nota Bene/NB, Voice Thread, etc.)	57	57
simulations, PhET, educational games	56	56
D2L course platform	46	46
videos/animations produced elsewhere	44	44

14. What do you think and do about undergraduates being distracted by digital devices (or distracting others) in small classes?

All tables after this reflect moderate to high interest faculty

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

Question	.	Total Responses
discuss why it is a problem / how it impacts learning	128	128
limit or ban phones in class	104	104
do nothing, leave choices up to individual students	97	97
limit or ban laptops / tablets in class	67	67
enforce the device use policy of the class (points off, call out policy-breakers, ask students to move to a zone)	63	63
I am unsure what to do about this	57	57
have students vote on a digital device policy	28	28
make a device seating zone (for laptop and phone users)	11	11

15. What do you think and do about undergraduates being distracted by digital devices (or distracting others) in large classes?

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

Question	.	Total Responses
do nothing, leave choices up to individual students	99	99
discuss why it is a problem / how it impacts learning	99	99
limit or ban phones in class	80	80
I am unsure what to do about this	56	56
limit or ban laptops / tablets in class	48	48
enforce the device use policy of the class (points off, call out policy-breakers, ask students to move to a zone)	41	41
make a device seating zone (for laptop and phone users)	22	22
have students vote on a digital device policy	18	18

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

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

Answer	Bar	Response	%
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meeting 1:1 with an expert		173	65%
hour-long workshop		122	46%
half-day or day-long workshop		79	30%
contact an expert on-call (phone, email, etc)		76	28%
expert hands-on support for course redesign (e.g. OIT's Academic Design Team)		66	25%
faculty learning community (meeting across a semester, e.g. ASSETT's Hybrid/Online Course Design Seminar)		64	24%
opportunity to apply for grant funding with expert support, for a project I design (e.g. ASSETT's Development Awards)		42	16%
multi-day retreats / institutes		28	10%
other		18	7%

17. When are you most likely to attend a faculty learning opportunity about teaching?

Those responding "Other", vast majority (>20) indicated it depends semester-to-semester. Four respondents each replied online, weekends, and evenings. Two responded lunch, and one suggest each workshop be repeated, one on a MWF and the other on a TTH.

Answer	Bar	Response	%
mornings		128	48%
summer		117	44%
right before semester		113	43%
afternoons		102	39%
early semester		92	35%
early in week (M/T)		87	33%
Fridays		87	33%
mid-week (W/Th)		82	31%
right after semester		38	14%
mid semester		25	9%
I am unlikely to attend one		23	9%
other		14	5%

The "Other" Table was deleted (preserved in prev report version).

18. Which of these ASSETT services are you likely to use in the future?

ASSETT (Arts and Sciences Support of Education Through Technology) is a student fee-funded program. If you have interacted with us, please tell us how you may use us in the future:

Question	I will likely use this in the future	Total Responses
Resources on ASSETT website (e.g. large course survivor series)	0	0
Custom Applications (e.g. Places, Readify / OCR, Syllabus Library)	0	0
Development Awards	0	0
Teaching Technology Assistant (TTA) support	0	0
Workshops, Innovation Pit Stops, Symposia	0	0
Faculty Seminars (Teaching with Technology, Hybrid and Online Course Design)	0	0
Staff consultation (Grant, Jacie, Amanda, Nisha)	0	0

19. How satisfied have you been with these ASSETT services?

Please tell us about your satisfaction with your experiences in ASSETT:

Question	I have been very satisfied with this resource	This resource is OK	I have been dissatisfied with this resource	N/A: have not used	Total Responses	Mean
Resources on ASSETT website (e.g. large course survivor series)	0.00%	0.00%	0.00%	0.00%	0	0.00
Custom Applications (e.g. Places, Readify / OCR, Syllabus Library)	0.00%	0.00%	0.00%	0.00%	0	0.00
Development Awards	0.00%	0.00%	0.00%	0.00%	0	0.00
Teaching Technology Assistant (TTA) support	0.00%	0.00%	0.00%	0.00%	0	0.00
Workshops, Innovation Pit Stops, Symposia	0.00%	0.00%	0.00%	0.00%	0	0.00
Faculty Seminars (Teaching with Technology, Hybrid and Online Course Design)	0.00%	0.00%	0.00%	0.00%	0	0.00
Staff consultation (Grant, Jacie, Amanda, Nisha)	0.00%	0.00%	0.00%	0.00%	0	0.00

20. What is your gender, and your total number of years teaching?

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

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

Text Response

I am new to teaching and brand new to teaching at a large state u. I would appreciate having more mentoring. The workshops can be very good, but can be hard to get to during the semester. I would especially like to have someone who teaches a similar content area, who is a successful instructor, who I could e-mail or call with questions. This would be tremendously helpful!

large classes

Plagiarism in the digital age, universal accessibility

classroom distraction

Interactive data analysis sessions

Academic maturity

improving the quality of assignments, possibly auto-gradeable

use of chat or in class discussion tools

access to competitive equipment and software

How to deal with our modern TLC students that do not want to read/study and just want to get the diploma. How to deal with students that are "winners", can't handle criticism, feel "offended" for nothing.

teaching dry but necessary subjects in an engaging way

keeping them involved in class discussions, online and in person

Group learning

Students are overburdened with classwork. Most undergrads are taking full 18 credit schedules meaning they can't actually give 100% to any of their courses. Also, since departments are so strict about requirements, I don't think students are getting well-rounded education and I've heard this as a real frustration from over half of my students.

An understanding of the reliability (or lack of reliability) of information obtained online without authentication

Retention!!!

students are too dependent and need too much instruction. I'm struggling how to make them critical thinkers

Teaching students how to help themselves.

getting students to think

Scaling course to handle larger numbers of students more efficiently

adapting to an increasingly visual learning style (don't read)

How to address limited attention spans...an small survey boxes

multiple interest-related pathways in a large class (see GradeCraft)

Cheating via course materials sharing sites like Koofers and StudyBlue

making the class more interesting

engagement--how do i make them more curious

improving discussion

Engaging humanistic ideas for a student body concerned mostly with lucre.

cultivating engagement and collaboration in fully online courses

intellectual focus and the discovery of one's capacity to work hard

Critical thinking skills

How to make teaching relevant

time management

seamless incorporation of software tools

teaching writing

offering experiential learning opportunities in large (100+) classes

conveying feedback closer to real-time

managing large class sizes

Grades are more of an obstruction to learning than an aid. I want to do away with them.

Student engagement with reading and material outside of class

attitude and expectations

Increasing in-class participation and getting students to read more

Excitement... teaching needs to be like "dinner and a show", if you cant engage them and get them excited, they'll never pay attention

micro-learning - testing student understanding of small concepts.

hybrid engagement with students in the classroom

effective device use; avoiding costs of textbooks; digital literacy

still figuring everything out

same as above - facilitating discussion

Teaching instead of entertaining- short attention spans

Have not had time to think about teaching challenges

gaining and keeping students' interest, particularly in larger classes

Respect for non-white male instructors

active learning in a big classroom

The ability to form a coherent thought that does more than rehash the self-evident.

Critical thinking engagement

how to run discussions and activiteis within the classroom; how to come up with assignments beyond the research paper

metaliteracy--understanding how information, media, and technology literacies fit together.

Flipped classroom

ensuring/validating class prep completion

Getting students to engage in discussion and to be open to debate and disagree with each other and myself

how to keep seniors engaged in the class

A general lack of motivation, and a sense of entitlement- especially among younger students.

Availability of studio-style classrooms.

Critical thinking and research

Trying to get them to learn "how to learn"

differentiating instruction well

I want to get away from powerpoint slides in lecture. Please help!

Feeling bored with teaching in an online environment, trying to figure out how to make online courses more engaging for the students and teacher

getting further away from talking at them and getting them to learn from each other with my guidance

Finding ways to assess students' work in ways that are timely and manageable.

scalability; providing quality experience for large classes

Making analogies

NA

Communication with struggling students

Dealing with Stress and Anxiety

Writing and communication skills.

understanding how to interest the students -- they have changed a lot over the years and it is clear that this generation of students is easily bored.

how to get away from grades as a primary motivation

making presentations more interactive, wish I could write on my power point slides, etc.

single platform

We use "interview grading" in most of our undergraduate classes wherein we discuss solutions with students and grade according to a rubric. This is somewhat challenging given the limited institutional support. It would be good to have guidelines across colleges on resources available for teaching (e.g. TA support for X minutes per student per week) so that faculty, departments and colleges can better plan on what resources should be available.

Often freshmen arrive at CU with poor study habits. They have received straight As in high school without ever studying. It is difficult for these students to adjust to the rigor of college-level courses

attendance (as I mentioned earlier)

classroom resources

Students are more interested in gathering data from an Internet website than looking at proper scholarly or primary sources. They have little ability to judge the appropriateness of a source/resource, and hand in work that is not college level due to their lack of knowing how to source information properly, as well as cite properly, despite being given access to these resources.

Addressing lack of student focus / a pervasive sense of apathy.

Teaching subjects that require practice, like mathematics, when you only have class once a week.

study habits are bad, many students do not have the prerequisite skills to be success in class, students don't know how to succeed in college

Critical thinking and being critically reflective about their undergraduate education.

grading and grade policy

enhance hands-on learning experience

Students don't attend class and then they fail. But, I don't want to have to take attendance.

Student Engagement and use of student work.

student non-bordem

information literacy

How to build close engagement in readings; how to counter a 'consumer' mentality, that education is something to be passively consumed; Ways to talk about learning that stress the unexpected and difficult dimensions of education (that easy is not always better).

pressure for high fcqs, pressure to maintain enrollment

how to present their work

moving away from printed text books

Managing large classes

This table has more than 100 rows. [Click here to view all responses](#)

Statistic	Value
Total Responses	168

22. Which is your primary Arts and Sciences department?

Answer	Bar	Response	%
MATH		0	0%
MCDB		0	0%
PHIL		0	0%
PHYS		0	0%
LING		0	0%
JWST		0	0%
HUMN		0	0%
IAFS		0	0%
IPHY		0	0%
PSCI		0	0%
PSYC		0	0%
THDN		0	0%
WGST		0	0%
I prefer not to identify my department		0	0%

RAP		0	0%
SPAN		0	0%
SOCY		0	0%
PWR		0	0%
RLST		0	0%
SLHS		0	0%
HONR		0	0%
HIST		0	0%
ATOC		0	0%
CHEM		0	0%
CLAS		0	0%
CLGP		0	0%
APS		0	0%
APPM		0	0%
AAH		0	0%
ALC		0	0%
ANTH		0	0%
EBIO		0	0%
ECON		0	0%
GEOG		0	0%
GEOI		0	0%
GSSL		0	0%
FRIT		0	0%
FILM		0	0%
ENGL		0	0%
ENVS		0	0%
ETHN		0	0%
Other		0	0%
Total		0	