

Executive Summary

2015 Academic Technology Studies

In 2009 and 2011, [ASSETT surveys](#) of faculty, staff and students revealed significant needs within the College of Arts and Sciences, including user-friendly departmental websites, lecture capture, more technology equipment and site licenses. These needs (among others) informed the development of ASSETT services over the last 5 years. Successful initiatives by ASSETT and units within OIT have begun to lessen these needs. In spring 2016, ASSETT merged with OIT to allow greater synergy with OIT academic technology units. Therefore, exciting opportunities exist for allocating resources to new ASSETT initiatives, to meet changing technology needs.

The 2015 ASSETT Academic Technology Survey [reports](#) and Infographic (p.3) describe needs among CU-Boulder faculty, graduate students, and undergraduates. One significant finding is that current academic technology needs intersect with classic teaching and learning challenges, like engaging students and developing critical thinking. These needs occur within a rapidly evolving context of mobile device use (and therefore device distraction), an explosion of free and powerful academic and collaborative technologies, and the constant challenge to students and faculty of keeping up to date with both innovative academic technologies and those in widespread use. Addressing these needs will support campus goals for accountability to learning outcomes, retention, and time-to-degree.

Emergent Foci and Recommendations (p.3 and 4) were developed from discussions about the 2015 survey reports. These will guide the direction of ASSETT over the next few years. In addition to survey data, the recommendations draw from interviews and discussions conducted before and after the survey studies with ASSETT and OIT stakeholders. Support for these foci is also found in recent results of surveys administered by OIT and the IT Student Governance Board and the [Educause](#) Center for Analysis and Research.

Emergent Foci and Recommendations for ASSETT

1. Which technologies, pedagogies, course designs, and classroom structures increase student engagement and critical thinking, while reducing digital distraction?

- Engage faculty in the proposed ASSETT Faculty Fellows Program, and other faculty learning communities, in summarizing best practices that address this question for a variety of course types and student subpopulations.
- Engage students in exploring ideas around this question, and share these ideas with varied campus communities.
- Approach consultations, faculty award proposals, and other initiatives through the lens of this question.

2. Which online experiences best support learning and retention?

- Investigate literature and models at forward-thinking peer institutions that address this question. Summarize findings in various resources, placing priority on subtopics of online discussion and rapid online formative assessment.
- Work with the OIT-ATAP unit to select and embed into D2L more effective online discussion interface(s).
- Explore options for supporting faculty in producing videos for their own courses. In collaboration with OIT academic technology units, select those that provide such services cost effectively, and at scale.

3. How can student and faculty digital skills, and student digital literacy, effectively be improved?

- Continue developing the Teaching Technology Assistant (TTA) program to deliver student-to-faculty and student-to-classroom trainings focused on implementing technologies in the context of individual courses or departments.
- Explore and consult with OIT academic technology units about ways to deliver individual student-to-student technology support, based on successful models from forward-thinking peer institutions.
- Consult with OIT and Libraries to explore new models for teaching introductory technology and digital literacy skills. Prioritize the development of learning experiences for CU-specific portals and technologies such as registration, D2L, and Chinook.

4. How can we support faculty as best practices and effective technologies are integrated into courses? How can we promote student buy-in to learning with these methods?

- Support faculty self-assessment of their teaching and the efficacy of changes to their teaching. For example, via the proposed Observation Protocol for Learning Environments (OPLE) project.
- Broaden A&S faculty-to-faculty support by leveraging ASSETT-interacting faculty as agents of knowledge dissemination and cultural change, as described in Faculty Fellows proposal.
- Encourage the development of social norms supporting student buy-in by promoting faculty members' use of [framing strategies](#) and meta-talk about teaching and learning.

5. How can ASSETT reach every A&S unit, and directly impact A&S students?

- Explore ways to improve existing avenues of publicity and redesign the ASSETT website. Explore new means of reaching audiences leveraging campus branding and social media.
- Increase the involvement of A&S students as partners in developing course assessments, classroom space design, and course redesign. Work to expand student participation in relevant ASSETT events.
- Increase capacity to train and deploy A&S student staff in delivering ASSETT services, as in a redesigned TTA model or through OPLE data collection and consultations.

2015 Academic Technology Surveys

 n=
1224

26% faculty & graduate student response

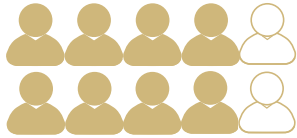
11% undergraduate student response

n=
470 

Among Arts & Sciences faculty and undergraduates...

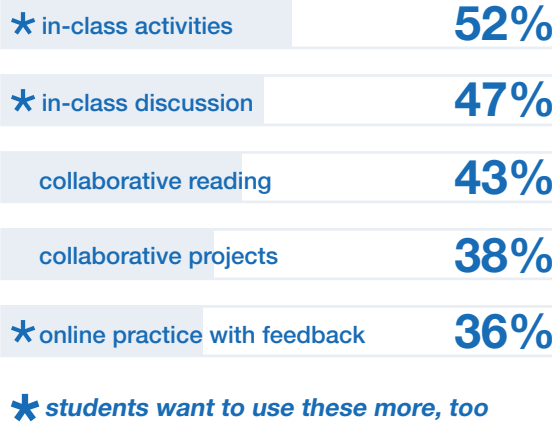
ACADEMIC TECHNOLOGY INTERESTS

86% of faculty are **somewhat or very interested** in adopting effective, efficient academic technologies.

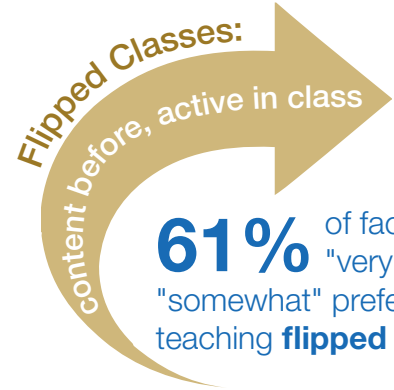


Students rate almost all technologies as "very" or "somewhat" **helpful**.

Faculty seek **engaging technologies** for:



PEDAGOGY



Faculty want **strategies & tools** for:

- **motivating** students to prepare in advance
- **engaging** students
- **critical thinking** and writing skills
- producing own **videos**

DIGITAL LITERACY

53% of **students felt unprepared** to use general class technologies like D2L and Chinook.

Faculty think that teaching digital skills takes **too much class time**.

52% of faculty think students don't judge the **accuracy** of digital information well.

Faculty and students strongly **prefer face to face** over online courses.

TOP REQUESTS

- **document** cameras
- classroom **tablets**
- **advanced** Adobe software



CURIOUS?

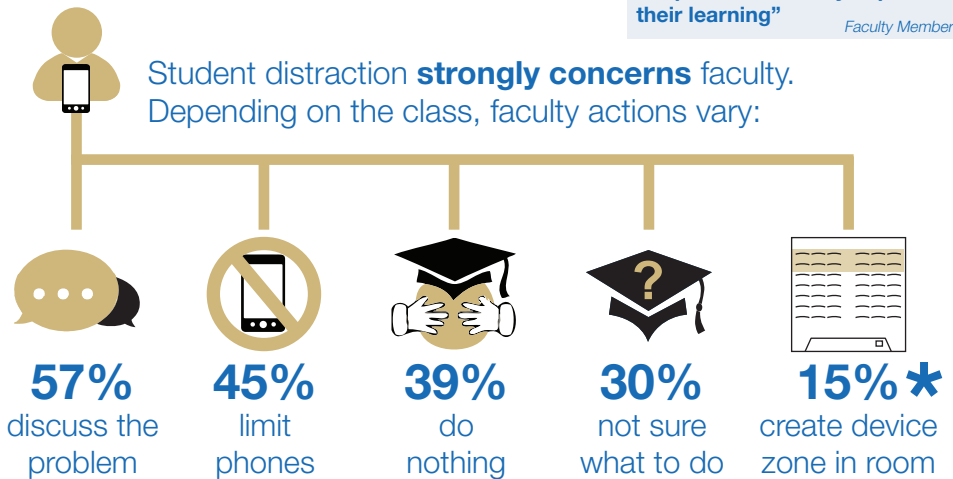
- asset.colorado.edu
- Executive Summary: <http://bit.ly/1WM1JoL>
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DIGITAL DISTRACTION

"Could use help in this area - the phones seriously impede their learning"
Faculty Member

Student distraction **strongly concerns** faculty. Depending on the class, faculty actions vary:



***51%** of students favor device zones in large classes