

Faculty Technology Discovery Questionnaire Report (Fall 2013)

Introduction

This report reflects data collected from the Technology Discovery Questionnaire (TDQ) administered by the Faculty Center for Teaching with Technology (FCTT) in a two week window in mid-November 2013. Both faculty and adjunct faculty were requested to complete the questionnaire. The time period was selected to give faculty opportunity to reflect on instruction during the fall term, while giving instructional consideration for upcoming terms. The request to respond to the TDQ was sent to faculty through the Academic Affairs email listserv. The link to the TDQ was provided in the email request with a reminder request to respond in the questionnaire administration time period. A total of 70 faculty responded to the questionnaire. A summary of responses to each question follows.

Question Response Summaries

Q1. College affiliation

Each of the four colleges was represented in responses submitted. The College of Education & Human Services had the highest response with 37.1% followed by College of Humanities, Social Sciences & Arts with 27.1%, College of Business & Entrepreneurship with 22.9% and the College of Science, Engineering & Agriculture with 12.9%.

Q2. Which type of technology user describes you?

Approximately 83% of full time and adjunct faculty indicated that they use technology on a regular basis. Of those responding, 17.1% considered themselves to be enthusiasts and early adaptors of using the “latest and greatest” technology available. There were no respondents who indicated they “try to avoid it.”

Q3. How would you describe your confidence level using instructional technology?

Responses show that 55.7% of participants are “comfortable” using instructional technology while 22.9% stated they were “adaptable.” Approximately 21.4% responded with “very confident.” No respondents indicated they were either nervous or terrified in the use of technology.

Q4. Please briefly describe your overall familiarity using instructional technology.

The majority of responses indicate faculty familiarity with online instruction, primarily with eCollege. There are varying levels of familiarity with classroom technology reflected in the responses. When considering the responses to this survey question, the following two points may be helpful:

1. Beginning late summer 2013 into the spring 2014 semester, SMART interactive boards/displays being deployed to 14 classrooms.

2. The College of Science Engineering and Arts launched an interactive response systems pilot in the 2013-2014 academic year. The pilot will assist in determining a campus-wide standard for student response systems (clickers).

Q5. What are some intimidation factors about using instructional technology tools?

Approximately 27% of the respondents stated that “time” is a factor in using instructional technology, but that they did not consider time as an intimidation factor. Comments included the need/want to learn new instructional technology tools. Another factor mentioned was the need for assistance in considering the best technology tool available for instructional goal or purpose.

Q6. I use the following classroom technology in instruction.

The top two technologies used in the classroom were the classroom computer (90.5%) and the computer projector (85.7%). The two least used classroom technologies that are part of all basic multimedia classrooms were the document camera (60%) and VHS tapes (32.2%).

Q7. Technology applications used in instruction

According to the survey results, the top five applications used by the respondents were: Dropbox (79.2%), eBooks (60.2%), (44.8%), Adobe Connect (43.5%), Camtasia (42.7%), and Google Drive (42.6%).

Q8. I use the following social media to communicate with my students

The majority of respondents “never” use social media to communicate with students. Respondents who use social media to communicate weekly include Facebook (18.5%) and LinkedIn (14.06%).

Q9. I use online resources to find materials relevant to the curriculum.

The data collected showed 80% of the respondents use online resources to find materials relevant to curriculum. The following resources are examples provided by the respondents: YouTube, Teaching Channel, Cool Tools for School, Gee Library Databases, Wikipedia, Google Search Engine, text web-site, Federal Reserve Fred, bls.gov, and Bloomberg.

Q10. My confidence level using eCollege is:

Of those responding, 81% indicated they are “very confident” or “confident” in the use of eCollege. Approximately 19% selected the response “I figured out a way; don’t know if it is the ‘right’ way.”

Q11. I use email to communicate with my students.

Of those responding, 88.4% indicated that they use email to communicate with their students weekly during the semester.

Q12. What would you like to see or be able to do in your class using instructional technologies?

The majority of the responses indicated a high interest in tools that provided for collaboration. The tools stated in the responses were primarily SMART Technology, Student Response Systems (clickers), mobile device integration, and recording capabilities for live and produced sessions. Other respondents expressed interest in seeing enhancements made to eCollege to better interact with students, as well as a more flexible grade book.

Q13. What are your expectations of instructional technology support?

The majority of responses indicated a strong interest for training opportunities. The types of trainings ranged from hands-on application driven to on-demand video demonstrations. One respondent suggested “info sessions” on integrating new technology in classrooms. Other topics mentioned included further assistance with eCollege navigation and the use of its tools, and production tips for instructor generated content.

Conclusions for Action

In consideration of full time and adjunct faculty responses to the survey, the following conclusions with actions are proposed:

1. Schedule and host technology discovery forums where faculty may discuss the use of technology for instruction. One topic identified from the responses is “Instructional Technology Tools used for Collaboration in Online and Face-to-Face Learning.” Another topic identified by the Academic Technology Advisory Committee (ATAC) in conjunction with reviewing initial findings from the questionnaire is “Online Academic Integrity.”
2. Hold off-site trainings at the other A&M-Commerce campuses or more on demand or webinar trainings. Full-day or two-day training to accommodate the schedule of those who drive to campus for the training. Faculty track for the A&M-Commerce Professional Development. Training that is application-based and faculty led.
3. Continue to lead in identifying potential emerging technologies and share the potential instructional use. Include further investigation of “basic” technology to be part of a multimedia classroom, and expanding the use of Apple TV for classroom instruction.
4. Consider the use of Camtasia as the best solution as opposed to Adobe Presenter and Adobe Connect due to built-in accessibility components, higher quality production, more user-friendly, and a robust support/resource community.
5. Continue to work with academic departments to integrate SMART Technology into classrooms across campus.
6. Assess findings from CoSEA pilot to determine if the iClickers used for the pilot should be adopted as the standard student response system for the University.