2011 TA Survey on Teaching Technologies

This survey asks about multiple aspects of your work as an educator at the University of Washington. It focuses on how and when you use technology to support both your teaching and research activities. Your participation in this survey is voluntary and confidential. No identifying information will be linked to your responses. You are free to skip any question. The survey should take about 15-20 minutes to complete.

Thank you in advance for your participation.

Section I: About You

Question 1.
Which of the following best describes your position at the University of Washington?

- ○ Masters student
- ○ Doctoral student
- ○ Other: _____

Question 2.
What is your primary college, school, or division (broad category)?

- ○ Architecture & Urban Planning
- ○ Arts & Sciences – Arts
- ○ Arts & Sciences – Humanities
- ○ Arts & Sciences – Natural Sciences
- ○ Arts & Sciences – Social Sciences
- ○ Built Environments
- ○ Business
- ○ Dentistry
- ○ Education
- ○ Engineering
- ○ Environment
- ○ Information
- ○ Law
- ○ Medicine
- ○ Nursing
- ○ Pharmacy
- ○ Public Affairs
- ○ Public Health
- ○ Social Work
- ○ 50/50 appointment or other: _____

©2011, Academic & Collaborative Applications, UW Information Technology, University of Washington.

Question 3.
What is your age?

- ○ 25 or under
- ○ 26-30
- ○ 31-35
- ○ 36-40
- ○ 41-45
- ○ 46-50
- ○ 51-55
- ○ 56-60
- ○ 61-65
- ○ 66-70
- ○ 71 or over

Question 4.
What is your gender?

- ○ Male
- ○ Female
- ○ Other

Question 5.
On a scale of 1 to 5, how would you rate your current technological expertise?

For the purposes of this survey, we're primarily concerned with your computer and Web-based skills. We've defined three points on the scale as follows. These tasks represent some of the things a person at each level might do.

Beginner: Able to use a mouse and keyboard, create a simple document, send and receive email, and/or access Web pages

Intermediate: Able to format documents using styles or templates, use spreadsheets for custom calculations and charts, and/or use graphics/Web publishing

Expert: Able to use macros in programs to speed tasks, configure operating system features, create a program using a programming language, and/or develop a database.

Beginner		Intermediate		Expert
(1)	(2)	(3)	(4)	(5)
O	O	O	O	O

©2011, Academic & Collaborative Applications, UW Information Technology, University of Washington.

Question 6.

On a scale of 1 to 5, how would you rate your current digital and media literacy?

For the purposes of this survey, we're primarily concerned with the types of activities you engage in online. We've defined three points on the scale as follows. These activities represent some of the things a person at each level might do.

Consumer: Find and read articles and/or blogs online; purchase items online and/or view quality ratings of products or services; find and view videos or photos.

Producer: Contribute to a blog or forum conversation; search and contribute reviews for products or services; upload and tag photos or video for sharing online.

Activist: Create or maintain a Web site, wiki, blog or discussion forum for people with shared interests or concerns; produce and edit videos and audio for presentation online; use digital or online means to mobilize efforts in the public interest.

Consumer		Producer		Activist
(1)	(2)	(3)	(4)	(5)
O	O	O	O	O

Question 7.

When a new technology (hardware, software, or Web application) becomes available, how quickly do you tend to adopt it?

- O I never adopt it
- O After most of the other graduate students in my department
- O When it becomes mainstream
- O Before most of the other graduate students in my department
- O I'm one of the first to try it

Section II: Teaching

A. Teaching Contexts

In this section, we ask about the technology you use in specific teaching contexts and the purposes for which you use technology.

Question 8.

Please choose <u>one context</u> in which you have taught or assisted in <u>from Spring 2010 to Winter 2011</u>.

- O Seminar/small discussion-based class (< 25 students)
- O Large discussion-based class (25+ students)
- O Small lecture (< 100 students)
- O Large lecture (100+ students)
- O Hybrid course (substantial online content with limited in-person meetings)
- O Online course (taught exclusively online)
- O Research team/lab
- O Studio or ensemble/rehearsal
- O Field experience, internship, practicum, or clinic (course-based)
- O Mentoring or advising students
- O I have not taught a class in one of the above contexts from Spring 2010 to Winter 2011

©2011, Academic & Collaborative Applications, UW Information Technology, University of Washington.

Question 9.

Which of the following best describes your primary responsibility in this context?

- ○ Assisting the instructor
- ○ Teaching a discussion section or lab
- ○ Teaching my own course
- ○ Mentoring or leading
- ○ Other: _____

Question 10.

For the context selected above, think of the physical space in which you last taught or assisted the instructor. Use the scale below to rate the extent to which each of the following met your needs .

	Not applicable	Did not meet my needs (1)	Met some of my needs (2)	Met all or most of my needs (3)
Digital presentation technology (e.g. computer and projector, document camera, smart board)	O	O	O	O
Presentation technology (e.g. overhead projector, white boards, black boards)	O	O	O	O
Technical support	O	O	O	O
Consistent wireless access	O	O	O	O
Furniture/Flexibility of seating arrangement	O	O	O	O
Number and location of electrical outlets	O	O	O	O

©2011, Academic & Collaborative Applications, UW Information Technology, University of Washington.

Question 11.

Beyond the physical space, please indicate ALL of the tools or resources you used for instruction in the context you selected above (question 8).

Note: If you used a course management system (e.g. Blackboard, Moodle), please indicate the individual components you used.

- ☐ Course or project web page
- ☐ Presentation applications
- ☐ Online social networks (e.g. Facebook)
- ☐ Online discussion boards
- ☐ Online chat or instant messaging (e.g. Live Messenger, Gtalk)
- ☐ Online grade book
- ☐ Mobile device (e.g. mobile phone, iPad, iPod)
- ☐ Streaming or downloadable media (e.g. YouTube, Vimeo, podcasts)
- ☐ Blogs or Web-based journals (e.g. Blogger, Wordpress)
- ☐ Library e-reserves
- ☐ Online surveys, quizzes, or polls
- ☐ Online assignment submission
- ☐ Videoconferencing or Web-conferencing
- ☐ Micro-blogging services (e.g. Twitter)
- ☐ Digital image collections (e.g. Flickr, UW Libraries Collections)
- ☐ Research databases and indexes (e.g. ERIC, PubMed, Google Scholar)
- ☐ Audience response system ("Clickers")
- ☐ Simulations/educational games
- ☐ Collaborative Web sites and applications (e.g. Wikis, Sharepoint)
- ☐ RSS feeds or readers (e.g. Google Reader, NetNewsWire)
- ☐ Online portfolios
- ☐ Visualization technologies (e.g. interactive graphics, virtual reality)
- ☐ Research and citation applications (e.g. RefWorks, Zotero, Endnote)
- ☐ Web-based file management
- ☐ None of these
- ☐ Other: _____

Question 12.

What types of Web tools did you use or asked your students to use in this context? Select all that apply.

- ☐ I did not use Web tools in this context
- ☐ Catalyst Web tools (e.g. WebQ, GoPost, Collect It, GradeBook)
- ☐ Course management system (e.g. Blackboard, Moodle)
- ☐ Google Apps (e.g. Docs, Sites, Calendar)
- ☐ Windows Live/Office 365 (e.g. SkyDrive, Spaces, Calendar)
- ☐ Department-created tools
- ☐ Other: _____

©2011, Academic & Collaborative Applications, UW Information Technology, University of Washington.

Question 13.

For which of the following purposes did you use technology in this context? Select all that apply.

- ☐ I did not use technology in this context
- ☐ To save time/increase my efficiency
- ☐ To ensure student access to course information
- ☐ To provide lecture, overview, or study materials
- ☐ To distribute and/or collect assignments
- ☐ To assess students' learning
- ☐ To encourage student participation/interaction during class time
- ☐ To encourage student participation/interaction outside of class time
- ☐ To provide opportunities for students to create materials/share information
- ☐ To help students synthesize their experiences across courses or across curricular and extra-curricular activities
- ☐ To help students develop technical skills
- ☐ To help students develop research skills
- ☐ To provide students with information about their progress and/or grade throughout the quarter
- ☐ To submit final grades at the end of the quarter
- ☐ Other: _____

B. Supports & Obstacles

In this section we would like to know what helps or hinders your use of technologies for teaching.

Question 14.

Think of times when you needed to learn to do something new with a technology to support your teaching. Rate how helpful you found the following sources of support:

	Never used this resource	Not helpful (1)	Moderately helpful (2)	Very helpful (3)
Self (trial and error)	O	O	O	O
UW online help or tutorial	O	O	O	O
Non-UW online help or tutorial	O	O	O	O
Campus technology workshop	O	O	O	O
Faculty members	O	O	O	O
Computer lab assistants	O	O	O	O
Your students	O	O	O	O
Other graduate students in your department	O	O	O	O
Friends	O	O	O	O
Family	O	O	O	O
Technical support (department, college, or school)	O	O	O	O
Catalyst Tools help (email, phone, or in person)	O	O	O	O
UW Information Technology help (help@uw.edu or phone)	O	O	O	O
Classroom Support Services	O	O	O	O

©2011, Academic & Collaborative Applications, UW Information Technology, University of Washington.

Question 15.

When you used or planned to use technology to support your work as a teaching assistant, to what extent, if at all, did the following present an obstacle to you?

	Not an obstacle (1)	Minor obstacle (2)	Major obstacle (3)
Lack of knowledge about teaching technologies available for use at the UW	O	O	O
Lack of knowledge about where to go to learn the technology	O	O	O
Lack of time to learn how to use the technology	O	O	O
Lack of knowledge about how to use the technology to achieve my goals	O	O	O
Lack of time to maintain or monitor technology once implemented	O	O	O
Lack of timely technical support	O	O	O
Lack of personal motivation	O	O	O
Concern about a technical problem affecting my teaching	O	O	O
Concern about faculty resistance to new technologies	O	O	O
Lack of time to teach students to use the technology	O	O	O
Concern about students' ability to access needed software or equipment	O	O	O
Poorly functioning or inadequate technology in my teaching environment	O	O	O
Lack of incentives to use technology in teaching	O	O	O

Question 16.

Budget reductions have affected, and will continue to affect, a range of issues related to teaching. Rate your level of agreement with the following statements based on your current experience as an instructor.

	Strongly agree (1)	Agree (2)	No opinion (3)	Disagree (4)	Strongly disagree (5)
There are ample TA positions in my department	O	O	O	O	O
There are too many students in the classes I teach or assist with	O	O	O	O	O
The workload for my TA appointment is manageable/appropriate	O	O	O	O	O
My department is not currently offering the range of courses students need	O	O	O	O	O
I have the technical support I need from my department, school, or college	O	O	O	O	O
I have the technical support I need from central UW (Classroom Support Services, Catalyst, UW-IT)	O	O	O	O	O

©2011, Academic & Collaborative Applications, UW Information Technology, University of Washington.

Section III: Future

In this section, we are interested in knowing where you think the UW should put its resources in the next three years to support your work as a teaching assistant.

Question 17.

There are several technology-related changes that the UW could pursue over the next three years. What priority would you assign to each item?

	Low Priority	Medium Priority	High Priority
Improve wireless infrastructure across campus	O	O	O
Increase Green IT efforts (reducing use of paper, etc…)	O	O	O
Make campus spaces more friendly for mobile devices and laptops (e.g. add open spaces and electrical outlets)	O	O	O
Develop mobile applications to support teaching and learning	O	O	O
Expand the technical support available in my department, school, or college	O	O	O
Provide more support on how to select and use technology to meet my instructional goals	O	O	O
Sponsor forums for collegial discussion of teaching with technology	O	O	O
Require all courses to use a consistent set of online tools (e.g. all courses would use Blackboard or all courses would use Catalyst)	O	O	O
Support and integrate a variety of online tools that instructors and students can select form for use in courses (e.g. Catalyst, Google)	O	O	O
Better integrate all online information related to a single course in MyUW (e.g. course description, e-reserves, time schedule info)	O	O	O
Equip similarly-sized classrooms across campus with the same standard technologies	O	O	O
Create a limited number of classrooms with advanced technologies	O	O	O
Improve response to classroom technical problems (e.g. funding to hire more staff).	O	O	O

Question 18.

Is there anything more we should consider regarding technology and teaching as the UW sets its priorities? Please explain.

©2011, Academic & Collaborative Applications, UW Information Technology, University of Washington.