

# 2008 Faculty Survey on Learning and Scholarly Technologies

The questions on this survey ask about how and when you use technology to support your teaching and research activities. We have designed a survey that will allow you to describe multiple aspects of your work as an educator at the University of Washington.

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 20 minutes to complete.

Thank you in advance for your thoughts.

## Section I: About You

### Question 1.

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

- Department Chair/Director
- Tenured Faculty
- Tenure track but untenured Faculty
- Non-tenure track Instructor, Lecturer, or Faculty Associate
- Librarian (tenured or untenured)
- Professional Staff
  
- Other:

### Question 2.

Which 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
- Business
- Dentistry
- Education
- Educational Outreach
- Engineering
- Forest Resources
- Information School
- Law
- Libraries
- Medicine
- Nursing

Ocean & Fishery Sciences  
Pharmacy  
Public Affairs  
Public Health & Community Medicine  
Social Work  
50/50 appointment or other:

**Question 3.**

Which best describes your current appointment at the UW?

Full-  
time  
Part-  
time

**Question 4.**

What is your gender?

Male  
Female

**Question 5.**

What is your age?

20-25  
26-30  
31-35  
36-40  
41-45  
46-50  
51-55  
56 or  
over

## Section I: About You (continued)

### Question 6.

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 experience. 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 programs.

**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  
(1)

(2)

Intermediate  
(3)

(4)

Expert  
(5)

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### Question 7.

How many years of teaching experience do you have at the college or university level (including graduate experience)?

Enter a number (without commas).

### Question 8.

How many classes have you taught at each level from Summer 2007 to Spring 2008?

100 level

200

300

400

500+

## Section II: Teaching

### A. Instructional Contexts & Goals

In this section, we are interested in what instructional goals you have in different teaching contexts, both formal and informal, and what technologies (if any) you use to address those goals.

#### Question 9.

The following list describes a variety of contexts in which teaching and learning often occur. Please choose one context in which you have taught UW students from Summer 2007 to Winter 2008, formally or informally. You will be asked to choose a second context later in the survey.

- Seminar/small discussion-based class (< 25 students)
- Large discussion-based class (25+ students)
- Small lecture (< 100 students)
- Large lecture (100+ students)
- Online course
- Lab (course-based)
- Computer lab
- Studio
- Ensemble/rehearsal
- Small group instruction (e.g. CLUE)
- Field experience
- Internship/practicum/clinic
- Research team/lab
- Online learning community
- Workshop/training
- Tutoring (e.g. Writing Center)
- Mentoring students (graduate or undergraduate)
- Advising—office hours/independent study
- Advising—Library Help Desk
- Informal conversation, in person or online
- Other:

#### Question 10.

Choose one instructional goal below that was important to you in this context (question 9).

- Ensure student access to course material
- Help students develop their thinking skills
- Help students understand content knowledge

- Encourage greater student participation and/or interaction
- Prepare students for real world experience
- Address individual differences and/or strengths among students
- Help students synthesize experiences in and outside of the classroom
- Continually assess level of student understanding
- Cultivate community and connection
- Help students practice or expand skill set
- Help students develop research skills

Other:

**Question 11.**

In this question we are asking you to consider both the context and the goal you selected above. In the first column, please indicate ALL technologies you used in this context (question 9). In the second column please indicate ONLY those technologies you used to achieve your selected goal (question 10).

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

	Context	Goal
Course or project Web page		
Word-processing software		
File-sharing software		
Web-based file storage		
Library e-reserves		
Research databases and indexes (e.g. ERIC, PubMed)		
Digital image collections		
Presentation software (e.g. PowerPoint, Keynote)		
Audience response system ("clickers")		
Email		
Online discussion boards		
Online chat or instant messaging (e.g. AOL, MSN)		
Text messaging via mobile phone		
Online social networks (e.g. Facebook, del.icio.us)		
Blogs or Web-based journals (e.g. Blogger, Live Journal)		
Collaborative Web-editing software (e.g. Wiki)		
Online portfolios		
Online surveys or quizzes		
Online homework collection		
Online simulations/ educational games		
Visualization technologies (e.g. interactive graphics, virtual reality)		
Videoconferencing		

Streaming video

Audio or video podcasting

RSS readers (e.g.  
RSSReader, NetNewsWire)

None of these

**Question 12.**

Are there any other technologies that you have used in this context?

**Question 13.**

Which of the following, if any, describe the Web tools you used in this context? Select all that apply.

Catalyst tools (e.g. WebQ, GoPost, Collect It, Portfolio)

Course management system (e.g. Blackboard, Moodle,  
WebCT)

Department-created tools or department-specific solutions

Other:

## Section II: Teaching

### A. Instructional Contexts & Goals (continued)

#### Question 14.

Please choose a second context in which you have taught UW students from Summer 2007 to Winter 2008, formally or informally. If possible, choose a context that differs substantially from your first selection (question 9).

- Seminar/small discussion-based class (< 25 students)
- Large discussion-based class (25+ students)
- Small lecture (< 100 students)
- Large lecture (100+ students)
- Online course
- Lab (course-based)
- Computer lab
- Studio
- Ensemble/rehearsal
- Small group instruction (e.g. CLUE)
- Field experience
- Internship/practicum/clinic
- Research team/lab
- Online learning community
- Workshop/training
- Tutoring (e.g. Writing Center)
- Mentoring students (graduate or undergraduate)
- Advising—office hours/independent study
- Advising—Help Desk
- Informal conversation, in person or online
- Other:

#### Question 15.

Choose one instructional goal below that was important to you in this context (question 14).

- Ensure student access to course material
- Help students develop their thinking skills
- Help students understand content knowledge
- Encourage greater student participation and/or interaction
- Prepare students for real world experience
- Address individual differences and/or strengths among students
- Help students synthesize experiences in and outside of the classroom

Continually assess level of student understanding

Cultivate community and connection

Help students practice or expand skill set

Help students develop research skills

Other:

**Question 16.**

In this question we are asking you to consider both the context and the goal you selected above. In the first column, please indicate ALL technologies you used in this context (question 14). In the second column please indicate ONLY those technologies you used to achieve your selected goal (question 15).

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

	Context	Goal
Course or project Web page		
Word-processing software		
File-sharing software		
Web-based file storage		
Library e-reserves		
Research databases and indexes (e.g. ERIC, PubMed)		
Digital image collections		
Presentation software (e.g. PowerPoint, Keynote)		
Audience response system ("clickers")		
Email		
Online discussion boards		
Online chat or instant messaging (e.g. AOL, MSN)		
Text messaging via mobile phone		
Online social networks (e.g. Facebook, del.icio.us)		
Blogs or Web-based journals (e.g. Blogger, Live Journal)		
Collaborative Web-editing software (e.g. Wiki)		
Online portfolios		
Online surveys or quizzes		
Online homework collection		
Online simulations/ educational games		
Visualization technologies (e.g. interactive graphics, virtual reality)		
Videoconferencing		
Streaming video		
Audio or video podcasting		
RSS readers (e.g. RSSReader, NetNewsWire)		
None of these		

**Question 17.**

Are there any other technologies that you have used in this context?

**Question 18.**

Which of the following, if any, describe the Web tools you used in this context? Select all that apply.

Catalyst tools (e.g. WebQ, GoPost, Collect It, Portfolio)

Course management system (e.g. Blackboard, Moodle, WebCT)

Department-created tools or department-specific solutions

Other:

## Section II: Teaching

### B. Supports & Obstacles

In this section, we are interested in understanding both what helps and what hinders your use of learning and scholarly technologies.

#### Question 19.

Think of times when you needed to learn to do something new with a technology. 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)				
UW online help or tutorial				
non-UW online help or tutorial				
Teaching or research assistant				
Departmental technical support				
Computer lab assistants				
Your students				
Colleagues				
Friends				
Family				
Classroom Support Services				
Center for Instructional Development & Research (CIDR)				
Catalyst workshop				
Catalyst help (email or phone)				
Center for Teaching, Learning, & Technology (CTLT)				
Teaching workshop (provost, new faculty, etc.)				
Library workshops and training				
Professional society				

#### Question 20.

If and when you used or planned to use technology to support your teaching, to what extent (if at all) did the following present an obstacle to you?

	Not an obstacle	Minor obstacle	Major obstacle
Lack of knowledge about instructional technologies available for use at the UW			
Lack of knowledge about where to go to learn the technology			
Lack of time to learn how to use the technology			
Lack of knowledge about how to use the technology to achieve my goals			

Lack of time to maintain or monitor technology once implemented

Lack of timely support for technical problems

Lack of personal motivation

Not an obstacle

Minor obstacle

Major obstacle

Concern about a technical problem affecting my teaching

Concern about student resistance to new technologies

Lack of time to teach students to use the technology

Concern about students' ability to access needed software or equipment

Incompatibilities between my computing environment (Mac, PC, or Linux) and the tools I need

Poorly functioning or inadequate technology in my teaching environment

Lack of departmental incentives to use technology in teaching

**Section II: Teaching**

**B. Supports & Obstacles (continued)**

**Question 21.**

Please respond to the following statements on a scale of 1 to 5.

	Strongly agree (1)	Agree (2)	No opinion (3)	Disagree (4)	Strongly disagree (5)
I use technology to improve my efficiency as a teacher.					
I use technology to encourage student participation.					
I use technology to improve my students' learning.					
I can teach most course material more effectively without technology.					
I find it useful to talk with colleagues about innovative teaching strategies.					
I often use the same technologies for my teaching and my research.					
Overall, the learning and scholarly technologies available at UW are adequate for my needs.					

**Section II: Teaching**

**C. Future**

In this section, we are interested in knowing where you think the UW should put its resources in the next three years regarding learning and scholarly technologies.

**Question 22.**

Below is a list of changes that could enhance the use of learning and scholarly technologies at UW.

Considering your own teaching goals, what priority would you assign each item below?

	Low priority	Medium priority	High priority
Agreement on common set of software for use in 1st & 2nd year courses			
Greater integration of online tools			
Reliable wireless access			
Reliable and consistent technology/software in all classrooms			
Greater opportunities for videoconferencing			
Greater opportunities for audio podcasting			
Greater opportunities for video podcasting			
Greater opportunities for visualization technologies (e.g. interactive graphics, virtual reality)			
Greater number of departmental technology support staff			
Rewards for innovation in teaching with technology			
Regular forums for collegial discussion of teaching and technology			

One central technology unit  
responsible for informing  
others about available  
instructional technologies  
and their effective uses  
.....  
Formal liaison between  
departments and central  
technology unit  
.....

**Question 23.**

In your opinion, where should the UW put its resources in the next three years to best support you and your teaching? Please be as explicit as possible in your response.

### Section III: Research Management and Collaboration

In this section, we are interested in what tasks you undertake in managing your research and collaboration activities and what technologies you use to complete these tasks.

#### Question 24.

The following list describes general contexts for research. Please choose one context that describes your activities managing or participating on a research project or team from the past year (Summer 2007 to Winter 2008).

I have not been involved in research during the last year

Conducting a solo research project

Participating on a collaborative project with a department-based (UW) research team

Participating on a collaborative project with an inter-disciplinary (UW) research team

Participating on a collaborative project with a community-based (non-academic) research team

Participating on a collaborative project with an inter-institutional (domestic) research team

Participating on a collaborative project with an inter-institutional (international) research team

Other:

**Question 25.**

Which of the following research management or collaboration tasks were among your responsibilities in this context? Select all that apply.

- Managing/tracking versions of project files
- Archiving project files
- Managing access control/security for project files
- Managing dissemination of project files beyond the research team
- Managing a database
- Managing access control/security for a database
- Enabling synchronous online communication for project
- Enabling asynchronous online communication for project
- Recording/archiving online communication produced by project
- Scheduling/calendaring research project tasks
- Scheduling/calendaring research project meetings
- Tracking progress toward project milestones and/or deliverables
- Tracking time spent by yourself or other participants on project/tasks
- Tracking budgets
- Training/supporting project participants on technologies used for project
- Other:

**Question 26.**

Which of the following technologies did you use to complete your selected tasks (question 25)? Select all that apply.

- Online discussion boards
- Online chat or instant messaging (e.g. AOL, MSN)
- Text messaging via mobile phone
- Desktop synchronization software
- Online social networks (e.g. Friendster, del.icio.us)
- Blogs or Web-based journals (e.g. Blogger, Live Journal)
- Collaborative Web-based editing software (e.g. Wiki)
- File sharing software
- Web-based file storage
- File versioning/archiving software
- Budget tracking software
- Task/progress/deliverable tracking software
- Project Web page
- Email
- Teleconferencing
- Desktop-to-desktop video conferencing

Web seminar (e.g. Breeze)

Room-to-room video conferencing

Streaming video

Visualization technologies (e.g. interactive graphics, virtual reality)

Audio or video podcasting

RSS readers (e.g. RSSReader, NetNewsWire)

None of the above

Other:

**Question 27.**

Are there any software applications you have found especially useful in your research management or collaboration activities? Please list them here.

**Question 28.**

Is there anything you would like to do regarding research management or collaboration that you are currently unable to do, or do adequately, with the technologies available to you? Please explain.

**Question 29.**

In your opinion, where should the UW put its resources in the next three years to best support you and your research? Please be as explicit as possible in your response.