

2008 TA Survey on Learning and Scholarly Technologies

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

- Masters student
- Doctoral student
- 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
- Other: _____

Question 3

What is your gender?

- Male
- Female

Question 4

What is your age?

- Under 20
- 21-25
- 26-30
- 31-35
- 36-40
- 41-45

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 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

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)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 6

How many years of experience do you have instructing and/or assisting at the college or university level?

Enter a number (without commas).

Question 7

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

Level	Number of Classes
100.....	
200.....	
300.....	
400.....	
500+.....	

Section II: Context & 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 8

The following list describes a variety of contexts in which teaching and learning often occur. Please choose one context in which you have taught or assisted at the UW 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
- Research team/lab
- Online learning community
- Workshop/training
- Tutoring (e.g. Writing Center)
- Office hours
- Library Help Desk
- Informal conversation, in person or online
- Other: _____

Question 9

Which of the following best describes your responsibilities in this context?

- Assisting instructor
- Teaching my own section or lab
- Teaching my own course
- Mentoring or leading
- Other: _____

Question 10

Choose one instructional goal below that was important to you in this context (question 8).

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

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: _____

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 8).

- 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
- Research team/lab
- Online learning community
- Workshop/training
- Tutoring (e.g. Writing Center)
- Office hours
- Library Help Desk
- Informal conversation, in person or online
- Other: _____

Question 15

Which of the following best describes your responsibilities in this context?

- Assisting instructor
- Teaching my own section or lab
- Teaching my own course
- Mentoring or leading
- Other: _____

Question 16

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 17

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 16).

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

Question 18

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

Question 19

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 III: Supports & Obstacles

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

Question 20

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)	0	0	0	0
UW online help or tutorial	0	0	0	0
Non-UW online help or tutorial	0	0	0	0
Departmental technical support	0	0	0	0
Computer lab assistants	0	0	0	0
Faculty members	0	0	0	0
Your students	0	0	0	0
Other grad students in your department	0	0	0	0
Friends	0	0	0	0
Family	0	0	0	0
Classroom Support Services	0	0	0	0
TA conference/ other TA training	0	0	0	0
Center for Instructional Development & Research (CIDR)	0	0	0	0
Catalyst workshop	0	0	0	0
Catalyst help	0	0	0	0
Center for Teaching, Learning, & Technology (CTLT)	0	0	0	0
Library workshops and training	0	0	0	0
Library help desk	0	0	0	0

Question 21

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	0	0	0
Lack of knowledge about where to go to learn the technology	0	0	0
Lack of time to learn how to use the technology	0	0	0
Lack of knowledge about how to use the technology to achieve my goals	0	0	0
Lack of time to maintain or monitor technology once implemented	0	0	0
Lack of timely support for technical problems	0	0	0
Lack of personal motivation	0	0	0
Concern about a technical problem affecting my teaching	0	0	0
Concern about student resistance to new technologies	0	0	0
Lack of time to teach students to use the technology	0	0	0
Concern about students' ability to access needed software or equipment	0	0	0
Incompatibilities between my computing environment (Mac, PC, or Linux) and the tools I need	0	0	0
Poorly functioning or inadequate technology in my teaching environment	0	0	0
Lack of departmental incentives to use technology in teaching	0	0	0

Question 22

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	0	0	0	0	0
I use technology to encourage student participation	0	0	0	0	0
I use technology to improve my students' learning	0	0	0	0	0
I can teach most course material more effectively without technology	0	0	0	0	0
I find it useful to talk with colleagues about innovative teaching strategies	0	0	0	0	0
I often use the same technologies for my teaching and my research	0	0	0	0	0
Overall, the learning and scholarly technologies available at UW are adequate for my needs	0	0	0	0	0

Section IV: 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 23

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 1 st & 2 nd year courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Greater integration of online tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reliable wireless access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reliable and consistent technology/software in all classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Greater opportunities for videoconferencing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Greater opportunities for audio podcasting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Greater opportunities for video podcasting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Greater opportunities for visualization technologies (e.g. interactive graphics, virtual reality)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Greater number of departmental technology support staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rewards for innovation in teaching with technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regular forums for collegial discussion of teaching and technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One central technology unit responsible for informing others about available instructional technologies and their effective uses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formal liaison between departments and central technology unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 24

In your opinion, where should the UW put its resources in the next three years to best TAs and instructors in their work? Please be as explicit as possible in your response.

Question 25

Is there anything more you would like to tell us about technology and the work of a TA at the UW?