

Default Question Block

Digital Cougars: Documenting instructional use of technology in CofC classrooms

The purpose of the Digital Cougars survey is to assess the use of instructional technologies by faculty, instructors, and students at the College of Charleston. Instructional technology is defined as the design and implementation of digital materials and tools in order to create engaging, effective-learning experiences.

You are invited to participate in a research study because you are a faculty member or instructor at the College of Charleston who may use instructional technologies as part of instruction.

What is involved?

Participation in this study will require about **10** minutes of your time.

Participation requires you to complete an online survey that asks a series of questions related to your teaching practices with technologies. We are interested in understanding the knowledge, skills, and strategies you use to embed digital texts and tools into instruction. We are interested in understanding the kinds of professional development that instructors have received to support their integration of digital technologies in their teaching, and also the professional development that they would like to receive.

Consent

All data obtained from this survey will be anonymous. Participation is entirely voluntary, and you may withdraw at any time. Completion of the survey constitutes your consent to participate in this research.

Contact Information

If you have any questions concerning this research study please contact Dr. Ian O'Byrne at (843) 953-3376 or obyrnei@cofc.edu.

For any questions regarding the research ethics of this study, and your rights as a participant, you may contact the research ethics offices of the Research Protections & Compliance on the Office of Research and Grants Administration. 843-953-7421 or e-mail compliance@cofc.edu

This research has been reviewed by the Human Research Protections Program at the College of Charleston (IRB-20XX-11-10-XXXXX).

Select your primary department or program affiliation at the College of Charleston. (Select one from drop down menu)

Select your title or role at the College of Charleston. (Select one from drop down menu)?

Indicate the approximate number of years you have worked as a faculty member or instruction in higher education. (Select one)

Less than 1 year

Approximately 1 to 3 years

Approximately 4 to 6 years

Approximately 7 to 10 years

More than 10 years

Rate your level of expertise with instructional technologies? (Select one)

No expertise

Below average expertise

Average expertise

Above average expertise

Significant expertise

I rarely use instructional technologies in teaching and learning

Rate your level of expertise with technologies outside of teaching and learning (i.e. personal use)? (Select one)

No expertise

Below average expertise

Average expertise

Above average expertise

Significant expertise

I rarely use instructional technologies in teaching and learning

Have you ever taught an online course at the undergraduate or graduate level? (Select one)

Yes: If Yes, are you currently teaching an online or distance education course?

No

I do not know

How often do you ask students to engage in the following technology-based activities as part of their learning?

	Weekly	Monthly	Never
I ask students to read online sources (blogs, news, wikis)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask students to use discussion boards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask students to use the Internet to play online games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask students to create blogs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask students to create videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask students to watch podcasts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask students to use screen capture software (ex. screencast-o-matic)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask students to participate in web conferencing or virtual classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask students to take online quizzes or tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask students to respond to online surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask students to collaborate online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask students to analyze numerical data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask students to use qualitative software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask students to use Google Classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask students to use Google Apps (e.g.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Weekly	Monthly	Never
Other (Please Specify) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do you ask students to engage in the following technology-based activities_ through OAKS as part of their learning?

	Weekly	Monthly	Never
I ask students to read and contribute to discussion lists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask students to access or create VoiceThreads	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask students to submit assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask students to review feedback and grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask students to take online quizzes or tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask students to watch or submit Kaltura videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask students to watch YouTube videos embedded in OAKS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Daily	Weekly	Monthly	Never
Other (Please Specify) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Based on your experiences and use, how effective are learning technologies at differentiating the following learning experiences?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Technologies give learners multiple means of access to ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technologies give learners multiple means and modes to express learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technologies make learning activities accessible through multiple means of representation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technologies enhance or extend learning activities for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technologies help learners to self-regulate the amount of time they need to complete tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technologies support students who have identified learning disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technologies facilitate student-to-student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Based on your experiences, to what extent has the use of instructional technology improved student outcomes?

I do not know

No Improvement

Some Improvement

Significant Improvement

In what ways does the use of instructional technology impact students' academic achievement? (Select all that apply)

Deeper engagement in the curriculum

Class grades have improved

Homework completion has increased

Test scores have improved

Inspired creative, original responses

I do not know

No impact

Other (Please Specify)

In what ways does the use of instructional technology impact students' nonacademic outcomes? (Select all that apply)

The sense of safety for students has improved

Students are more actively engaged in class

There are fewer classroom issues

Improved classroom climate

Increased time on task

Students' interactions with each other are more positive

I do not know

No impact

Other (Please Specify)

Are there ways that you would like to use technologies in your teaching that have not yet been possible for you?

Yes: Please explain

No

I do not know

Which of the following barriers to your technology usage in teaching, if any, apply to your current teaching situation? (Select all that apply)

Slow Internet speed

Spotty Internet access

Limited access to devices during the instructional day

Limited access to software

My own levels of (dis)comfort with a range of digital tools

Timetabling that prevents real engagement with technologies

Lack of IT/Tech support

Lack of technology integration support for planning activities that integrate technologies

Students' limited technology skills

My own lack of time to develop and implement technologies

None

Do you have any other concerns about using or introducing digital technologies in teaching and learning?

What formal (e.g. hosted trainings, seminars) or informal resources (asking a colleague for advice) do you use to help you integrate technologies into teaching and learning?

If you could ask for professional development to become more knowledgeable with instructional technologies, what would it look like?

Would you like to be entered into the Digital Cougars drawing for a Logitech C920 Webcam? Two winners will be selected. If yes, please enter your email address.

 Yes

No

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