Results: 2013 Faculty Technology Questionnaire

TAG survey conducted in November 2013
52 responses (2013-11-14 through 2013-11-19)

In collaboration with Planning and Information Resources (PIR), the University of Scranton Technology Advisory Group (TAG), a subcommittee of the Faculty Senate's Academic Support committee, seeks faculty input on four technology topics:

1) Specialized software,
2) Computer labs,
3) Lecture capture, and
*4) Desire2Learn (our new learning management system).*

Please take a few minutes to fill out the survey below, preferably by Monday, November 25. All questions are optional.

Note: Many of these questions were prompted by results from the ECAR Study of Undergraduate Students and Information Technology, a national survey that the Institutional Research Office administered on campus in Spring 2013. A full report of findings from the campus survey is available from PIR at http://goo.gl/yQa9cZ. The survey instrument and results from the national survey are available from EDUCAUSE at http://goo.gl/h4Ad1q.

Respondents

With which college(s) are you associated?

College of Arts and Sciences	**30**	59%
Panuska College of Professional Studies	**11**	22%
Kania School of Management	**8**	16%
College of Graduate and Continuing Education	**0**	0%
Weinberg Memorial Library	**2**	4%
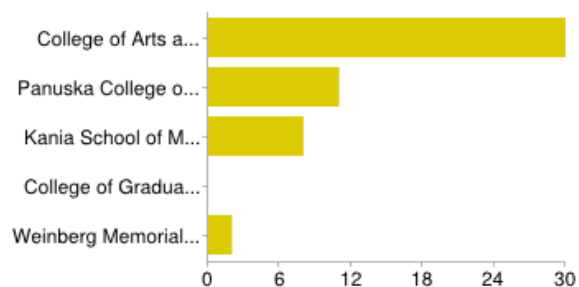
With which department(s) are you associated?

Accounting	**1**	2%
Biology	**7**	13%
Chemistry	**2**	4%
Communication	**3**	6%
Computing Sciences	**0**	0%
Counseling and Human Services	**1**	2%
Criminal Justice/Sociology	**1**	2%
Economics and Finance	**0**	0%
Education	**1**	2%
English & Theatre	**3**	6%
Exercise Science and Sport	**2**	4%
Health Administration and Human Resources	**0**	0%
History	**3**	6%
Latin American & Women's Studies	**2**	4%
Library	**2**	4%
Marketing and Management	**4**	8%
Mathematics	**4**	8%
Military Science	**0**	0%
Nursing	**4**	8%
Occupational Therapy	**0**	0%
Operations and Information Management	**1**	2%
Philosophy	**2**	4%
Physical Therapy	**2**	4%
Physics and Electrical Engineering	**1**	2%
Political Science	**1**	2%
Psychology	**3**	6%
Theology/Religious Studies	**0**	0%
World Languages and Cultures	**0**	0%
Other	**2**	4%

What best describes your current faculty status?

Part time	**5**	10%
Full time	**47**	90%
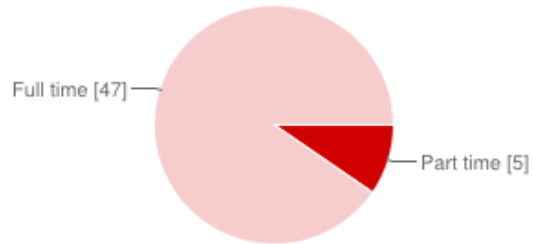
Part 1. Specialized Software

In order to license and distribute software as effectively and economically as possible, we would like to better understand how faculty use specialized applications in their research, teaching, librarianship, and other scholarly activity.

Research: Please choose the level that best approximates your current use of these applications for research purposes:
- *None (I do not use this software in my research.)*
- *Flexible (I use this software for my research, but I am open to alternatives.)*
- *Essential (This software is essential to my research.)*
- *Other*

If you selected Other, please provide a brief description of your use of the application(s) for research.

Teaching: Please choose the level that best approximates your current use of these applications for teaching purposes:
- *None (I do not use this software in my courses.)*
- *Limited (I use this occasionally as a nonessential part of my courses.)*
- *Course Recommendation (This software is recommended but optional for my students' coursework.)*
- *Course Requirement (This software is essential for my students' coursework.)*
- *Other*

If you selected Other, please provide a brief description of your use of the application(s) for teaching.

Summary of responses:

Software	Category	Research	Teaching	Notes/Comments
Adobe CS	Design	12 Essential 11 Flexible 2 Other Accounting Biology Communication Counseling English & Theatre Exercise Science History LA/W/S Library Math Nursing Philosophy Psychology	6 Required 3 Recommended 11 Limited Accounting Biology Communication Counseling English & Theatre Exercise Science History Management Nursing Philosophy Psychology	"Adobe Audition, Photoshop, and Adobe InDesign are industry standards, and we teach those apps so the students know them when they apply for jobs. Those are necessary for that reason…. The library needs copies of the Adobe Creative suite. There are many, many issues with access for my students in the communication lab because of the hours it is available (due to classes in the room and building closure)... The Adobe creative suite is too expensive for students to purchase on their own. " [Communication] "For teaching EP courses, students should have access to photo manipulation tools, audio and video software" [English] "I would like access to a professional version of Adobe… I would use Adobe if I had it, but right now I only have Adobe Reader. I cannot edit or

				cut and paste from .pdf documents; instead, I have to send them to our department secretary, who converts them for me, but it's more time-consuming than it needs to be." [English] "Occasionally, I use Adobe to create fillable PDFs for my volunteer work." [Nursing] Needs: "Adobe Photoshop, Illustrator, 3D software" [History] Needs: "Adobe Acrobat would be useful for advanced pdf manipulation. I would also like to try Dreamweaver for website development." [Math]
Eviews	Statistics	2 Flexible 1 Other Accounting Nursing	2 Limited Management Nursing	
Maple	Mathematical analytics	3 Essential 2 Flexible Math Physics	3 Required 1 Recommended 2 Limited Accounting Math Physics	"Students often need to use Maple and/or Matlab to complete assignments in upper division math classes…. We also use some software packaged with the text and Maple for Differential Equations (Math 341) that is needed for homework/assignments. Differential Equations is offered as a course every semester." [Math]
MatLab	Computational	4 Essential 1 Flexible Math Physics	3 Required 1 Limited Math Physics	"Special toolboxes that are required to do the work we do: Controls; DSP; Signal Processing; Etc." [Physics] "Students often need to use Maple and/or Matlab to complete assignments in upper division math classes. In Numerical Analysis (Math 361), there are Matlab components including programming with nearly every weekly homework assignment. The labs are essential for the student access to this software." [Math]
Minitab	Statistics	4 Essential 5 Flexible Accounting Biology Chemistry Communication Math Nursing OIM	3 Required 3 Limited Accounting Management Math OIM	"When teaching our stats course (Math 204), I occasionally take students into a lab for them to get experience with Minitab." [Math]
SAP		2 Essential 1 Flexible	1 Required 2 Recommended	

		Accounting Nursing	Accounting Management	
SIGI	Career Planning	1 Essential 2 Flexible Counseling Psychology	1 Recommended 2 Limited Counseling Psychology	
SPSS	Statistics	17 Essential 6 Flexible Accounting Biology Communication Counseling Exercise Science Management Math Nursing OIM Political Science Psychology	6 Required 4 Recommended 3 Limited Accounting Biology Communication Counseling Exercise Science Management Nursing OIM Political Science Psychology	"I just need access to SPSS somewhere in my department. I currently use it on a colleagues's PC. I am a MAC user and as far as I know, cannot get SPSS for MAC." [Biology] "some faculty who teach in my department need computers with SPSS" [Counseling]

Is there any other specialized software that you currently use (for teaching, research, librarianship, or other scholarly activity)? Do you need or want access to specialized software that you do not currently have?

Summary of responses:

Software	Category	Currently Using	Notes
Endnote	Citation management	2 Biology History	"EndNote is also a really useful way of organizing notes, bibliographies, and citations. It can also be easily exported into Word." [History]
Mendeley	Citation management	2 Biology Library	Free version available (with limited features)
Refworks	Citation management	1 Nursing	Formerly a Library subscription, replaced by EasyBib in 2013. "I am continuing to use Refworks because it has options for health care journals." [Nursing]
Zotero	Citation management	1 History	Free/Open Source "Zotero, which is a free plugin for Firefox, is a great way to keep track of citations and internet resources." [History]
Dropbox	Cloud storage	1 Math	Free version available; "Easy direct file sharing with students." [Math]
Wordpress	Content management	1 Math	Free version available; Website management

Visual Studio	Project management	1 Management	
ArcMap	GIS	1 Biology	"geographic information systems" [Biology]
Google Earth	GIS	1 Library	Free
Sigmaplot	Visualization	1 Biology	"Graphing software" [Biology]
Origin	Visualization	2 Biology Chemistry	Graphing and technical figures "similar to Sigmaplot - for publication-quality plotting of technical graphs and figures (MS Office graphing capabilities are inadequate)" [Biology] "Origin is an advanced plotting and fitting software. I use it extensively in both research and teaching." [Chemistry]
Visio	Visualization	1 Library	
Tableau	Visualization	1 Library	
ImageJ	Image processing	1 Biology	Free/open source "for quantitative image analysis and manipulation (for both teaching and research)" [Biology]
R	Statistics	1 Psychology	Free/open source Needs: "Would benefit from lessons on R" [Biology]
Stata	Statistics	1 KSOM	"I use Stata for all my research projects" [KSOM]
NVivo	Qualitative data analysis	2 Education Nursing	"For research purposes." [Education] "For qualitative analysis." [Nursing]
Crystal Ball	Predictive modeling	1 OIM	Oracle
XL Miner	Data mining	1 OIM	Add-in for Excel
Turning Point	Audience Response	1 Nursing	Polling and audience response
Qwizdom	Audience Response	1 Psychology	
123Copy DVD	Media capture	1 English & Theatre	"I use software called 123CopyDVD to capture film clips for use in my courses and research." [English]
Google Sketchup	3D modeling	1 Library	Free
NI LabView	Subject specific	2 Chemistry Physics	"virtual instrumentation - in courses and for research." [Physics] Needs "maybe more labview seats" [Chemistry]
NI Circuit Design	Subject specific	1 Physics	National Instruments circuit design software - includes Multisim. Used "in numerous courses." [Physics]
Lurch	Subject specific	1 Math	"teaching mathematical proofs" [Math]

LyX	Subject specific	1 Math	Free/Open Source "typsetting mathematics (GUI)" [Math]
Miktex	Subject specific	1 Math	Free "used to type/format all exams, homework, quizzes, and research articles" [Math]
WinEdt	Subject specific	1 Math	Editor for Miktex/LaTeX "used to type/format all exams, homework, quizzes, and research articles" [Math]
AiM	Subject specific	1 Math	"provides mathematical assessments, tutorials, problems, solutions, and other course content." [Math]
Geogebra	Subject specific	1 Math	"Dynamic software used primarily for the geometry course but also for other courses." [Math]
Gaussian	Subject specific	1 Chemistry	Molecular modeling
Gaussview	Subject specific	1 Chemistry	Molecular modeling
Avogadro	Subject specific	1 Chemistry	Free/Open Source; Molecular modeling
OMNIC	Subject specific	1 Chemistry	Thermo Scientific; Spectroscopy
WINFIRST	Subject specific	1 Chemistry	Spectroscopy
WINSPEC	Subject specific	1 Chemistry	Spectroscopy
MOCO	Subject specific	1 Chemistry	
CONTENTdm	Subject specific	1 Library	Digital collections management
ABBYY Fine Reader	Subject specific	1 Library	Optical character recognition
Grab	OS	1	OS X screencapture tool
WireTap Pro	OS	1 English & Theatre	Superseded by WireTap Studio, audio recording/editing sw for OS X
Keynote	OS	1 History	Presentation sw for OS/iOS
Pages	OS	1 History	Word processing for OS/iOS
iWork apps	OS	1	Office-type apps for iOS

Other comments related to specialized software:

- "I don't want to lose my ability to install specialized software if I need it in the future."
- "Please push to allow us continued access to installing specialized software on our office computers. There are times in which I need to install software quickly, and waiting for the tech folks to do so would be a problem." [Biology]

- "For teaching EP courses, students should have access to photo manipulation tools, audio and video software" [English]
- "It's important to me to be able to easily test and experiment with new software. It's thankfully very easy for me to do -- many thanks to IR staff members for accommodating all of my unusual requests!" [Library]
- "I'd love to encourage faculty, staff, and students to share their software experience and expertise with the rest of the University community - it would be great to see peer-to-peer learning, workshops, or 'office hours' in the Library Learning Commons, with students teaching other students (and faculty and staff) how to use InDesign, R, etc." [Library]

Part 2. Computer Labs

> On the ECAR survey, 95% of our student respondents reported owning their own laptops (up from 89% in 2010). About 84% own a smartphone and about 26% own a tablet or iPad. Only 36% own a desktop computer.
>
> As our university and others shift towards a "Bring Your Own Device" environment, we would like to better understand how faculty use computer labs for their courses.

How often do you use computer labs as part of your teaching?
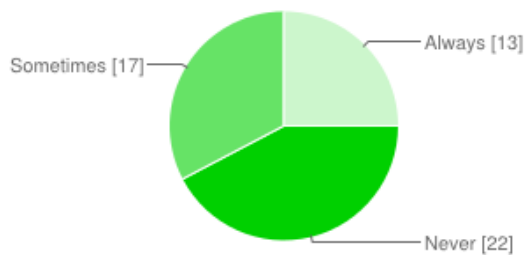
Never	22	42%
Sometimes	17	25%
Always	13	25%

If you use computer labs, please indicate which labs you use and how you use them.
E.g., How often do your students use the lab? Is the lab choice based on available software? How is the use of the lab related to your teaching goals or course content?

Summary of responses:

- <u>In-class activities w/specialized software</u> (7)

    - "LSC 406 (???). It was St. Thomas 464 before everything got renumbered. We use that lab all the time for writing news, editing broadcast materials, and doing graphics work. MS Word, Adobe Audition, Photoshop, and Adobe InDesign are industry standards, and we teach those apps so the students know them when they apply for jobs. Those are necessary for that reason." [Communication, Always]
    - "Communication Lab. I teach several courses in there and students are expected to complete assignments using the programs from this lab. The courses are in the lab because of the software. The students need to use the software to complete many aspects of the course related to learning objectives and course content." [Communication, Sometimes]
    - "some faculty who teach in my department need computers with SPSS." [Counseling, Sometimes]
    - "LSC 328 to demonstrate computing using MATLAB." [Math, Sometimes]

- ○ "When teaching our stats course (Math 204), I occasionally take students into a lab for them to get experience with Minitab." [Math, Sometimes]
- ○ "We also use specialized online software for simulation in nursing." [Nursing, Sometimes]
- ○ "Use computers constantly in class. MUST have computers since the software we use is not available on other machines - and our department pays A TON of money to keep these licenses. Students typically do not own the software so they do the work in classes on the computers in the lab, not on their laptops. The computers are vital to teaching goals and course content. The lab choice IS based on available software. Students use the lab ALL THE TIME." [Physics, Always - LSC 160, LSC 333]

● <u>In-class activities that require computers but not necessarily specialized software</u> (6)

- ○ "Typically, I use computer labs when I need to incorporate internet research into in-class activities." [Counseling, Sometimes]
- ○ "Currently, students use labs for every class for writing and researching. Lab is imperative to achieve course goals" [English, Always]
- ○ "Writing classes meet in computer labs; students brainstorm, draft, revise, and research using computers" [English, Always]
- ○ "3rd floor library is used once per year when librarians present to a single course. Other than that I have used the same room occasionally for class but no more than one or two times per year." [Exercise Science, Sometimes]
- ○ "teaching research. Must have a computer classroom for my research course." [Nursing, Sometimes]
- ○ "CTLE labs for Turn-It-In demos; Library labs for e-book demos." [Philosophy, Sometimes]

● <u>Outside of class - homework, assignments, or projects</u> (4)

- ○ "My certain classes meet in the labs exclusively. The students often return to continue working on their projects." [Accounting, Always]
- ○ "My students have REQUIRED weekly homework assignments to complete using an internet-based platform and I also give ON-LINE quizzes about every 2 weeks. It is hard to say how many of those students use their own devices versus those who use the computer labs. We don't use computer labs during class time." [Biology, Sometimes]
- ○ "Students are assigned numerous assignments that require access to the Microsoft Office package." [Business, Always]
- ○ "Students often need to use Maple and/or Matlab to complete assignments in upper division math classes. In Numerical Analysis (Math 361), there are Matlab components including programming with nearly every weekly homework assignment. The labs are essential for the student access to this software… We also use some software packaged with the text and Maple for Differential Equations (Math 341) that is needed for homework/assignments. Differential Equations is offered as a course every semester." [Math, Sometimes]

● <u>Online assessment/security</u> (7)

- ○ "Administering on-line exams (I try to find any room on campus that is available - I usually end up booking WML 306, and am indebted to the library for allowing me to do this)." [Biology, Sometimes]

- ○ "I would like to use computer labs as a means of testing online. Need software to keep the 'students' from using 'other websites' during testing." [Biology, Sometimes]
- ○ "I try to schedule my courses that use AiM in Hyland 102 so they can take their exams in class using the software." [Math, Always]
- ○ "Computers are used for quizzes and exams" [Nursing, Always]
- ○ "McGurrin 110, Hyland 102, Brennan 102 (I think that is the number)
- ○ "I use the computer labs every semester for every class. Nursing assessment online is required for NCLEX practice. Use for PrepU, Testing, Evaluation." [Nursing, Always]
- ○ "Testing (need classroom for this)" [Nursing, Sometimes]

Do the lab facilities meet (or possibly exceed) your needs? Please explain.

Summary of responses:

- ● Yes, meet/exceed need (11)

  - ○ "The Bren 101 lab is the best for the team approach I like with the computers." [Accounting, Always]
  - ○ "The lab facilities [Library and Brennan] meet my needs for this course. I feel that they are well maintained by the administrators and problems are addressed quickly." [Business, Always]
  - ○ "meet, but more computers would be helpful" [Chemistry, Always - LSC]
  - ○ "They meet my needs." [Counseling, Sometimes]
  - ○ "My needs, although limited, are certainly met." [Exercise Science, Sometimes]
  - ○ "Hyland 102 is still the best designed lab/classroom on campus because it has laptops for the students and large desktop area for them to write. Laptops can be closed and unobtrusive during lecture, and then opened for the students to do work online. When closed the students can't browse Facebook or other websites during lecture. This is not the case with computer classrooms that have monitors and/or blocking the view between the instructor and the students. Replacing the laptops in Hyland 102 with thin clients would be a mistake." [Math, Always]
  - ○ "After the recent upgrades yes." [OIM, Always - Brennan Labs]
  - ○ "[LSC 160, LSC 333] They meet the needs." [Physics, Always]

- ● No, due to technical issues (7)

  - ○ "The computers in the labs are too slow... Normally takes more than 8 mins to start the computer and download lectures from royal drive." [no dept]
  - ○ "The primary site for my classes is Hyland Hall. I find the resources there to be very slow and not exactly up to 21st century standards. For example: if, in the middle of a classroom conversation, it would be useful to search for a term or a news release, waiting for the projector to warm up and then logging into the desktop computer would consume far too much time, at least 5 minutes. And the login procedures are too cumbersome to make it convenient to login every time I enter the classroom. Many opportunities are lost." [Political Science]
  - ○ "The computers - especially the teacher computer - are slow. I have to plan to show up 10 minutes early if I think the computer has been turned off by the previous professor because

that's how long a cold boot can take - boot up, log in, "Set up desktop," transfer my files to the machine, start whatever software I'm using." [Communication, Always - LSC406]

- "things are outdated, and the printer is rarely in working condition; more creative software is available (though I'd have to research to determine which programs were most useful)" [English, Always]
- "sometimes, outages occur during class which is frustrating. Requires reboots or resets" [Management, Sometimes]
- "The projection system in Hyland 102 has been updated recently and is quite nice. There is currently an issue with the instructor station touchpad going to sleep in the middle of lecture and requiring a system reboot that must be fixed." [Math, Always]
- "Additionally, it takes too ling to sign on. Often, computers do not work for various reasons. For example, students can't sign in, mouse doesn't work, computer won't turn on. I have instances where a computer worked for the first class but not the following class an hour later." [Nursing, Always]

● <u>No, due to classroom availability</u> (5)

- "I would do more in-class computer work if I had access to the facilities. However, we do not have a facility that 1) can seat a class of 25 to 30 2) is readily available for scheduling. The large computer classrooms always have classes scheduled in them, so planning this type of activity" [Biology, Sometimes]
- "The [Communication] lab facility does meet the need. EXCEPT that there should be an additional lab. Finding class time to accomodate all the courses offered AND to allow students time with the software to complete assignments is difficult." [Communication, Always]
- "No, the lab facilities are inadequate. There are instances when I simply cannot obtain a computer room." [Nursing, Always]
- "TOTALLY NOT ENOUGH computer lab space. I have 3 sections of NCLEX board review (N491 Nursing senior seminar.. 10 online exams.. and 1 section will not have computers in the Spring 2014…. In nursing.. we all want a computer lab for our students.. never enough to go around… Every semester it is a struggle. We now have 40 computers in MGH 110.. that is great... however we need more space as our student class size continues to increase." [Nursing, Always]
- "Sharing a room or booking for part of a semester does not work." [Nursing, Sometimes]

Would you consider any alternative arrangement?
For example, could students bring their own laptops? Could a tablet or set of tablets suit your needs?
Would this change affect the learning outcomes for your course?

Summary of responses:

● <u>Yes, laptops or tablets could work</u> (5)

- "Some students already bring laptops to class for note taking and this has some success" [Management, Never]
- "Students do bring in their own laptops for the labs." [Philosophy, Sometimes]
- "I have considered "going green" and would like to see the students using laptops or tablets instead of paper and pencil during lectures to make their notes." [Physical Therapy, Never]

- Yes, laptops could work but not tablets (3)

  - "Laptops are fine; writing on tablets is a completely different experience. We would need both to be completely effective, but if only one it would need to be a desktop or laptop" [English, Always]
  - "While my courses do not require computer use other than word processing, I believe laptops present an alternative." [Exercise Science, Sometimes]

- Yes, laptops could work as long as other classroom mediation infrastructure (printing, outlets, network…) is in place (5)

  - "A bring-your-own-laptop option MIGHT work for MS Word writing assignments, but then the students have no way to print their documents in class for editing and review by me or by their classmates." [Communication, Always]
  - "They can use their own laptops, however, the assignment has a due date and time and quizzes are timed. I strongly suggest to them that they use a reliable device with a reliable internet connection. Not sure if they use their own or the university's lab computers." [Biology, Sometimes]
  - "Students could bring their own laptops but I would need an instructor computer and overhead" [English, Always]
  - "Students who bring their own pc often do not have the software or power options that the labs provide on a consistent basis." [Accounting, Always]
  - "Another concern is electrical outlets to recharge laptops." [OIM, Always]

- Yes, laptops could work as long as students have the specialized software they need (2)

  - "Any alternative arrangement is fine, as long as students are able to access the specialized software we use." [Biology, Never]
  - "Yes, we have a laptop requirement. Only concern is if they have all the relevant software installed." [OIM, Always]

- No, specialized software is too expensive (6)

  - "As for the InDesign, Photoshop, and Audition assignments, no. Those software packages are too expensive, most students do not own them, and they are mostly not available in tablet form. Also, because we are preparing the students for jobs in the field using these software packages, we must mirror what the industries are using. When the industries begin moving away from desktop-based applications, we can also begin moving away from desktop-based applications." [Communication, Always]
  - "The Adobe creative suite is too expensive for students to purchase on their own. We need a room with computers. A tablet will not suffice." [Communication, Sometimes]
  - "Students would not have access to MATLAB on their own device unless they choose to purchase it. " [Math, Sometimes]
  - "The cost is prohibitive. We can't expect students to be required to purchase Maple and Matlab (which is very expensive). If there is a way for students to have install privileges for this software, then I think there is room for some flexibility, but I would not be in favor of the

only access to technology/software to be by requiring the student to have a laptop." [Math, Sometimes]

- ○ "However, since SPSS has a different licensing agreement, I need to use SPSS in the classroom. " [Nursing, Sometimes]
- ○ "Yes it would greatly and adversely affect learning outcomes to not have a computer with the necessary software available." [Physics, Always]

● No, specialized software is inconsistent/unavailable across device platforms (2)

- ○ "Although some students bring their own laptops the course is not friendly to Apple users. Access or Flash is not available to mac users. " [Business, Always]
- ○ "BYOD for information literacy instruction would be very complicated, not necessarily in a bad way, since the environment would match the real world research environment students most often participate in. But because of the lack of consistency in applications across devices, this would alter considerably my learning outcomes, since I'd need to build into my instruction the idea that device and application will affect *how* research is done, thus taking away my already limited time from addressing my current outcomes related to the library's resources." [Library, Always]

● Maybe, if we could ensure security for online assessment (4)

- ○ "For AiM assessments however, it would not be possible for students to take it on their laptops, since for an online-exam we have to restrict access to the exam to a physical classroom…. In the past there was monitoring software in Hyl 102 that allowed the instructor to view all of the student computer screens during an exam. That software has been removed. Exam security is becoming more of a problem for online assessments due to the proliferation of sites that can compute answers to sophisticated mathematical questions. I'm currently working with some of the IT staff to implement tighter security for online assessments that prevent the student from visiting other sites." [Math, Always]
- ○ "Yes, if the security of the exam is nor compromised." [Nursing, Always]
- ○ "I am always concerned about security. Currently on ANGEL only a medium browser.. in nursing most of us are trying to go totally to online assessment." [Nursing, Always]
- ○ "If we had high security capabilities, I would allow students to bring their laptops for testing. I did allow a student to bring her own laptop for a make-up exam. " [Nursing, Sometimes]

Part 3. Lecture Capture

The ECAR survey asked students, "Which resources/tools do you wish your instructors used less... or more?" Lecture capture was at the top of our students' wish list: about 63% of our student respondents indicated they wanted their instructors to incorporate more lecture capture into courses.

Are you currently using lecture capture in any of your classes?
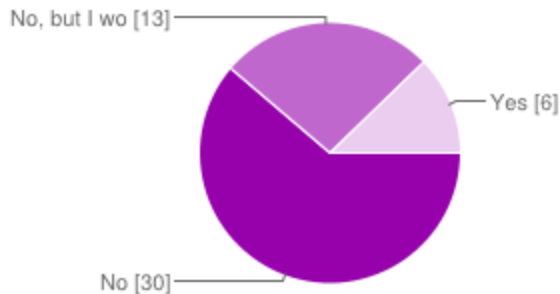
No	30	61%
No, but I would like to	13	27%
Yes	6	12%

If you are currently using or would like to use lecture capture, how do you/would you incorporate it into your teaching?

Summary of responses:

- Record lectures for on-campus courses (to give students a chance to review, etc) (6)

    - "I record the lecture and then post it online for my students to review if/whenever they'd like to." [Biology]
    - "I would like to build a set of 'lectures' from the edited portions of my lectures and whiteboard etc. captures." [Accounting]
    - "I would use it so that students could review afterwards." [Biology]
    - "I would post on Angel or Engage" [Management]
    - "Record all presentations." [Physical Therapy]
    - "To allow students to see sections of lecture that was difficult for them to understand first time" [Physics]

- Record lectures for online courses (3)

    - "I might also use it for the on-line class that I am teaching in intersession. It would be nice to lecture capture some lectures that I teach during the regular semester and incorporate some of those into my on-line course." [Biology]
    - "I'd like to be able to use it in order to provide some lecture basis for the online surveys that I teach." [History]

- ○ "Would like to use this and learn more about it for online RN to BS program .. we are proposing and discussing in curriculum committee (nursing departmental)" [Nursing]

- ● <u>Flip the classroom</u> (2)

  - ○ "I might use it to flip the classroom, providing advanced lectures so that we can do more exercises in class." [Philosophy]
  - ○ "Considering using [Google Hangouts] to flip courses." [Psychology]

- ● <u>Record lectures when faculty member must be away from campus</u> (2)

  - ○ "Might capture a general lecture to be used if I would need to cancel a lecture because I couldn't get someone to cover for me." [Math]
  - ○ "I use Google Hangouts to capture lectures when I'm away." [Psychology, currently using]

- ● <u>Record clinical sessions or other classwork</u> (2)

  - ○ "I'm actually not using lecture caputer per se, but I am using PANOPTO to capture clinical practice sessions that are live streamed into classroom for teaching." [Counseling]
  - ○ "Record student performance exams." [Physical Therapy]

- ● <u>Record events/presentations</u> (1)

  - ○ "Not exactly teaching, but I'd like to be able to easily capture workshops, lectures, or other programs held at the Library." [Library]

Do you have any concerns about lecture capture?
If so, what are they? Do you have any thoughts or suggestions about how they might be addressed?

Summary of responses:

- ● <u>No concerns</u> (5)

  - ○ "No concerns, I think it's great. I thought attendance might be an issue, but students still come to class regularly and in droves!" [Biology, currently using]
  - ○ "I love it.." [Biology, currently using]
  - ○ "I and my students love lecture capture. I use it every class." [No dept]
  - ○ "None at this time. I did see the program demonstrated and would have no reservations about using it in a course." [Business]
  - ○ "Having not tried it, no." [History]

- ● <u>Lack of in-class interaction</u> (4)

  - ○ "The point of lecture is for the class to interact with their classmates and with the instructor. I don't know if lecture capture encourages this, or accurately captures the interaction in class." [Biology]
  - ○ "Not familiar with it, but wonder if it might decrease class participation and attendance. Why pay attention or participate if you can just watch it later?" [Chemistry]

- ○ "I do not plan to use it. My students are being trained for careers in journalism and broadcasting. They need to learn to keep information in their heads, and they need to learn to take notes quickly. My lectures are meant to begin that learning process before they enter the job market. If they do not learn those skills now in a safe environment - if they rely on a crutch instead - they will be less effective in their long-term careers. That would be a disservice to their overall job prospects." [Communication]
  - ○ "If the purpose of lecture capture is to somehow "capture" course content, I'd worry from a pedagogical standpoint that the lack of active learning that results from passively watching lectures on playback. I do understand there are other uses for lecture capture besides pedagogy, but I wanted to name this one concern, in the spirit of inquiry-based Ignatian pedagogy." [Library]

- ● Decrease attendance (2)

  - ○ "Not familiar with it, but wonder if it might decrease class participation and attendance. Why pay attention or participate if you can just watch it later?" [Chemistry]
  - ○ "I'd like to understand if the lecture capture is being used in lieu of student's attending class…" [Math]

- ● Students won't watch videos before class (1)

  - ○ "I've tried to incorporate lecture capture, but my students would not watch the video prior to class… How to get student buy-in. They don't read either!" [Communication, currently using]

- ● Copyright/intellectual control (4)

  - ○ "Copyrights." [Accounting]
  - ○ "I do not know anything about lecture capture. However, if the name is descriptive, I would have very strong concerns about the contractual intellectual property rights of faculty being violated if students can 'capture' their lectures." [English]
  - ○ "Yes, distribution beyond my course." [Management]
  - ○ "I don't want to be constrained by proprietary software that costs money." [Psychology]

- ● Not enough lecture-capture enabled rooms available (3)

  - ○ "It needs to be expanded to more classrooms. Rooms should be prioritized for those who will actually use it. It is very frustrating to find out that it is not being used during periods where I would gladly use it." [no dept]
  - ○ "Make more rooms available." [Biology, currently using]
  - ○ "I was disappointed to learn that this was being trialed, yet people were not apprised of the availability of lecture capture. When you trial new products, please send a general notice to faculty. We could figure out trading classrooms for a day, etc." [Nursing]

- ● Technical issues (2)

- ○ "The only bummer is that the technology doesn't always work (usually my fault because I forget to turn on the microphone, or hit "record"), not the equipment) and then some students are disappointed that they can't access that lecture." [Biology, currently using]
- ○ "Sometimes the lanyard does not work!" [Biology, currently using]

- ● <u>Want to see how it works first</u> (1)

  - ○ "I would like to see this technology in use before I make a decision. Although I have heard about it; I have no knowledge of its use or application." [Physical Therapy]

Part 4. Learning Management System (Angel, Desire2Learn)

The ECAR survey asked students, "Which resources/tools do you wish your instructors used less...or more?" After lecture capture, the second item on our students' wish list was increased usage of a learning management system (LMS) like Angel and Desire2Learn: about 53% of our student respondents indicated they wanted their instructors to use an LMS more often.

Especially since our campus is preparing to convert from Angel to Desire2Learn, we would like to understand how these tools relate to your teaching.

Do you currently use Angel?
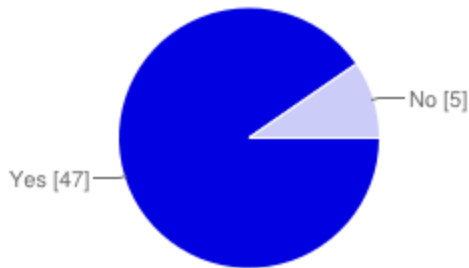
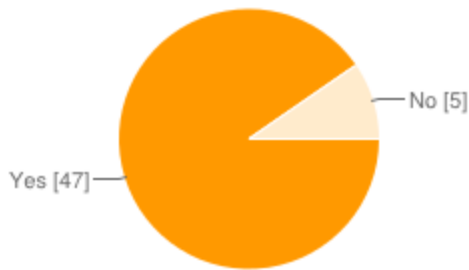| Yes	47	90%
No	5	10%

(No: Chemistry, Library, Math, Psychology)

If yes, how do you incorporate Angel into your teaching?

Summary of responses:

- Sharing class documents (powerpoint, lecture notes/outlines, readings, images, videos, links, examples, syllabus) (40)

- Grades (20)
    - "Students must access Angel for grades, working files, and submit to a drop box." [Business]
    - "Did you ask what they wanted us to use on the LMS? Maybe all they want is the gradebook. Which I also use." [Communication]
    - "I also have students submit all papers via Angel and grade them, often using grading rubrics I designed using Angel." [Philosophy]

- Online assessmen (10)
    - "I use online quizzes so as not to take up time in class with short, 10-15 minute, quizzes." [History]
    - "Clinical prep evaluation" [Nursing]

- - "Assessment on angel is not good!" [Biology]

- Class communication (10)
    - "I'm also constantly communicating with my students over Angel." [History]
    - "My use of Angel is limited to being the assigned faculty librarian to a course. As such, the main function I use is the ability to email all course members, as needed." [Library]

- Dropbox (9)
    - "We also use the Dropbox for some multimedia assignments, but I've found that to be more a pain in the ass to coordinate with IT, so I often ask the students to hand in their work on flash drives instead." [Communication]

- Discussion forums (7)

- Turnitin (4)

- Attendance (2)

Do you plan to use Desire2Learn?

Yes [47]
No [5]

Yes	47	90%
No	5	10%

(No: Chemistry, Criminal Justice/Sociology, Math, Psychology)

Do you expect that you will use Desire2Learn differently than you have used Angel in the past?
For example, are there any new features or tools that you would like to try?

Summary of responses:

- Will use similarly to Angel (17)

- Not sure yet - depends on features, need to try it first (10)

- Hope it works better
    - "I expect that Desire2Learn will be more user-friendly and that it will actually work!!" [Physical Therapy]

- Grading
  - "I have been told that D2L has a grade book feature that can incorporate both points and letter grades for the same course. I find that feature essential, and it was not available in Angel." [English]
  - "I hope that the grade book feature is easier to use and better allows for the weighting of grades."

- Lecture capture
  - "We will not be able to use the audio or video capture portion of the LMS unless that modeler was perchased." [Business]

- New features
  - "hopefully there's some collaborative space there (like a wiki)" [English]
  - "I'm hoping that Desire2Learn might help me set up a smoother submission process for theses and honors projects." (Library)
  - "it would be nice to have a 'functional assessment tool'." [Biology]
  - "I have trouble with Angel when I try to provide students a file that is in weird formats, such as National Instruments Multisim. Files cannot be opened, nor can they be saved to desktop to open with the program. I hope D2L will handle weird file formats better" [Physics]
  - "New features re: TII" [Philosophy]

- What's Desire2Learn? (1)
  - "I must have missed the memo about Desire2Learn. I didn't realize we were converting to that, and I have not researched it." [Communication]

Are there any resources you want or need to use Angel/Desire2Learn more effectively?

Summary of responses:

- Won't know until I try it (5)

- Training (1)

- Grading (4)
  - "A better understanding of how to use the gradebook feature for sure and hopefully some compatibility between Desire2Learn and the online learning environment that we use for our text." [Biology]
  - "Assessment" [Biology]
  - "I prefer the old ways of keeping track of grades etc in a spreadsheet and on a private server. Posting grades on the LMS is about all." [Accounting]
  - "Would like an ungraded rubric (does not meet criteria, meets criteria, and exceeds criteria." [Nursing]

- Lecture capture/podcasting (2)
  - "It would be great if I could record mini-lectures (like, 5 min or less in length) right on D2L and post them to my course." [Biology]

- ○ "Yes, the ability to add and capture video within the LMS. A student would probably be more interested in listening to an audio or video explanation of an assignment grade than reading an email." [Business]

- Discussion forums (1)
  - ○ "Yes. A time stamp for discussion forum posts would be helpful" [Counseling]

- Other (4)
  - ○ "Does Desire2Learn have something like the Angel Learning Object Repository?" [Physical Therapy]
  - ○ "Easier tracking of student use of documents" [Philosophy]
  - ○ "alphabetize ungraded TII submissions" [Philosophy]
  - ○ "I would like pictures of hte students to be included with their profiles." [Exercise Science]

Part 5. Other Comments

Do you have any other comments, concerns, or suggestions on these topics to share with TAG and PIR?

Summary of responses:

- Communication (2)
    - "Be more inclusive" [Nursing]
    - "Please consult with faculty before making sweeping changes, both in terms of the changes being made as well as the timing of those changes. It will be much easier to adapt to an Angel-to-Desire2Learn transition if it happens two weeks after spring semester (when I can practice all summer) than if it happens two weeks before fall semester (when I'm finishing up my lesson preps). Also, you should define some of your survey terms for newer faculty who may not know some things - such as...what are TAG and PIR??? I only know now because I asked a student who works in IT. Thanks." [Communication]

- Mac support (1)
    - "I continue to wish we had better support for Macs, but it is improving a bit." [Biology]

- Warm fuzzies (6)
    - "Thank you TAG for all your hard work!" [Biology]
    - "Keep up the good work!" [History]
    - "good work guys!" [Library]
    - "Only that TAG does a fantastic job." [History]
    - "Thank you for your interest in my teaching and research needs!" [Communication]
    - "Thanks so much for the feedback questionnaire!" [no dept]