2016-2017

Instructor Survey: Technology in the Classroom

About the Survey
The purpose of the annual Classroom Technology survey is to assess faculty's satisfaction with both the technology in the classrooms and their satisfaction with the support they receive from Technology Services. The questions have remained mostly consistent for more than a decade allowing us to watch trends in both technology use and customer satisfaction. This information allows us to improve in both areas. When matched with the data we collect from our Universal Systems Manager tool, which tracks the actual minutes each type of equipment in each classroom is actually used, we can more accurately understand the technology needs for future classrooms. This report examines the results of the 2016-2017 survey.
Who filled out the survey?

A total of 5,076 instructors from the Fall and Spring semesters were asked to complete the classroom technology survey. Of those, 251 instructors responded.

As a comparison, last year, a little over 2,500 instructors were asked to complete the survey and 231 instructors responded.

Instructors from the majority of campus academic units were represented. These instructors taught classes ranging from 10 to 300 students.
Technology in the Classroom

The majority of instructors continue to utilize a laptop or the resident classroom computer for instruction.

The percentage of instructors using mobile phones and “other” technology increased from last year. It may be important in future years to specify what technology instructors define as “other” technology.
Benefits of Technology in the Classroom

Instructors were asked, “How does your teaching benefit from the use of technology in the classroom?”

Written responses from instructors fell into several common themes:

- **Increased Student Attention/Interactivity**
  Technology was specifically used in an effort to engage students more.

- **Convenience and Efficiency**
  Having technology available in the room was the benefit.

- **Integrate Multimedia with Instruction**
  Significance of integrating media elements in their lectures.

- **Real Time Demonstrations/Complex Visuals**
  Some visualizations would not have been possible without technology in the classroom.

![Bar Chart]

- **Increased Student Attention/Interactivity**: 25
- **Convenience and Efficiency**: 23
- **Integrate Multimedia with Instruction**: 38
- **Real Time Demonstrations/Complex Visuals**: 14

# of Responses
Benefits of Technology in the Classroom

Examples of Written Responses:

**Increased Student Attention/Interactivity**

“...It helps to free up time that would otherwise be spent writing on the board. It enables access to the www and other resources that enhance learning in the classroom.”

“Critical for information delivery. i>clickers, video clips, music, etc., all help to create a more engaging environment that promotes enthusiasm and participation.”

**Convenience and Efficiency**

“I can research in the moment, fact check with my students. This helps me teach them to think as opposed to simply memorizing knowledge.”

“It allows me to deliver better lectures and the video capture allows the students to re-watch the video after class.”

**Integrate Multimedia with Instruction**

“...One evening, I was able to Skype in a speaker who could not come to Urbana and that went very well.”

“It is wonderful to be able to share videos, sound clips, and visuals with students to augment my lecture.”

**Real Time Demonstrations/Complex Visuals**

“I can easily show students how to use software, which is not something I could do without the use of a projector.”

“Active learning through student in-class coding exercises - Proximity to students through White-boarding on tablet”
Wi-Fi in the Classroom

This is the first year that Wi-Fi was specifically asked about in the report. During the 2016-2017 academic year, Technology Services completed the Wi-Fi Expansion Project. Many classrooms have seen upgraded hardware and expanded coverage. Of those using Wi-Fi, the majority were satisfied with Wi-Fi in their classroom.
Classroom Technology Training and Support

Instructors were asked, “Do you feel you have had adequate training and support for the technology in your classroom?

Adequate Training

- Yes: 82%
- No: 18%

Adequate Support

- Yes: 80%
- No: 20%

How well did the classroom technology work for your instructional purposes?

- Very well: 64 responses
- Well: 122 responses
- Neutral: 23 responses
- Not well: 20 responses
- Not at all: 4 responses
- Not Applicable: 18 responses

Technology Services has a team dedicated to supporting classroom technology on campus. They take on the task of providing instructors training opportunities & assistance when issues arise. They also work closely with the technicians responsible for all of the tasks involved with the implementation and repair of the technology in the classrooms.
Satisfaction with Technology Services

How well did Technology Services help you resolve classroom technology issues?

Phone Support
- Very well: 25%
- Well: 50%
- Neutral: 25%
- Not well: 0%
- Not at all: 0%

In-Person Support
- Very well: 50%
- Well: 25%
- Neutral: 25%
- Not well: 0%
- Not at all: 0%

How quickly did Technology Services help you resolve issues?

Response Time
- Very quickly: 75%
- Quickly: 25%
- Neutral: 0%
- Slow: 0%
- Very slow: 0%

Overall Satisfaction with Technology Services’ Classroom Support?

Overall Satisfaction
- Very satisfied: 75%
- Satisfied: 25%
- Neutral: 0%
- Dissatisfied: 0%
- Very dissatisfied: 0%
Instructors’ Challenges and Needs

Instructors were asked a series of open ended questions regarding current challenges and needs for classroom technology.

Several common themes arose from the responses:

**Inconsistent/Unreliable Equipment**
Responses mostly about small issues that happened intermittently, such as missing cables, issues with equipment needing to be restarted during class, computer being logged out by previous user, etc.

**Lacking Functionality or Equipment**
Responses that discuss instructors encountering moments where their needs were not met with the existing technology found in the room, likely caused by:

- Necessary equipment not being available (no built-in pc, doc camera, etc.).
- Equipment not working in ways that were conducive to their teaching.

**Broken Equipment (larger issues)**
Responses that discuss technology equipment in classrooms that were completely unusable or missing, leading to more long-term issues.

**Personal Knowledge/Training**
Responses that discuss instructors’ lack of knowledge to utilize some equipment effectively or the need for additional training to use technology in classrooms.

**Lack of Tech Support**
Responses that discuss the lack of technical support or delay in technical support experienced by instructors in the classroom.

**Room Issues (other)**
Responses related to issues with the room and not necessarily the technology, such as poor lighting and poor layout.
Instructors’ Challenges and Needs

- Lacking Functionality or Equipment: 24 (2016-2017) vs. 21 (2015-2016)
- Personal Knowledge/Training: 11 (2016-2017) vs. 7 (2015-2016)
- Wireless: 9 (2016-2017) vs. 6 (2015-2016)
- Room Issues: 6 (2016-2017) vs. 3 (2015-2016)
- Broken or Missing Equipment: 8 (2016-2017) vs. 3 (2015-2016)

Instructors were not required to respond to the open ended questions.
Instructors’ Challenges and Needs

Example of Written Responses:

Inconsistent/Unreliable Equipment

“There were problems with the pc and/or monitor and/or projector most days. I was able to get help, but it was frustrating to have to get help because something was not working.”

“Finding the PC and console in complete disarray because someone has unplugged cords, reconfigured, and generally messed everything up during the evening hours before my morning classes.”

Lacking Functionality or Equipment

“Problems in rooms without resident computers, connecting laptops to the projection system, especially with visiting presenters. Lack of cables, problems with cables.”

Personal Knowledge/Training

“I often lack the confidence to address minor problems when they come up. I don’t have enough background to understand alternative modes of delivery when technology fails.”

Lack of Tech Support

“I get ready to teach class, 20 students wait. The projector bulb was out. I call the number on the desk. I explain the situation/ They ask “did you turn the computer on” and other such unhelpful question. I spent 10 minutes on the phone in front of my class before the people on the phone even agreed that perhaps they should send someone. The projector wasn’t fixed until class was nearly over.”

Room Issues (other)

“There are not enough power sockets in the classroom. There are limited places for students to work in groups with computers.”
What’s Next

Technology Services will take this information, compare it with the information from previous years, and use it to make informed decisions about technology in the classrooms.

The information that faculty provide in this survey is an important part of improving technology in the classrooms and maintaining the level of support faculty need.

This feedback coupled with Technology Services collaboration with the Instructional Space Advisory Committee (ISAC), Facilities and Services (F&S), and Facilities Management and Scheduling (FMS) helps strengthen technology enhanced classrooms at Illinois.

For additional information about this survey, or classroom support in the classrooms, contact Technology Services:

Phone: 217-244-7000
Email: consult@illinois.edu