

Technology and Pedagogy Needs Survey
June 3, 2020
Summary Report

Following a conversation among Faculty Regent, Faculty Senate Chair-Elect, Director of Faculty Center for Teaching and Learning, and Faculty Senate Chair, about faculty needs for online teaching training, a survey was developed and distributed among campus faculty. Previous calls through Faculty Senate had yielded some information, but it did not represent a cross-section of the campus faculty.

The survey was available May 7, 2020 – May 15, 2020 through email from FS Chair Lennex to all campus faculty, SC Chair Savard-Hogge to staff, and Senators Tom Kmetz/Rodney Watkins to Librarians. No surveys were sent to Eagle Scholar/Early College instructors. The invitation read:

Good Morning,
This is a reminder to complete the FCTL & FS Pedagogy and Technology Needs Survey.

To complement work led by the Faculty Senate to support faculty in online pedagogy and technology use, the Faculty Center for Teaching & Learning (FCTL) in conjunction with Faculty Senate is asking for your participation in a brief survey to assess the online technology and pedagogical needs of the campus. The survey consists of seven (7) questions and should only take 8- 10 minutes to complete.

This faculty-led initiative is an attempt to respond to extraordinary times by designing trainings and workshops that are targeted to specific faculty needs. We understand that there are student learning outcomes that may be resistant to remote learning strategies, and we would like to provide whatever support we can as we all face an uncertain semester. We kindly request your response.

https://www.surveymonkey.com/r/Online_Teaching_Needs_Assessment

Please complete the survey by May 15, 11:59pmEST. THANK YOU!

Daryl Privott, Director, Faculty Center for Teaching and Learning
Lesia Lennex, Chair, Faculty Senate

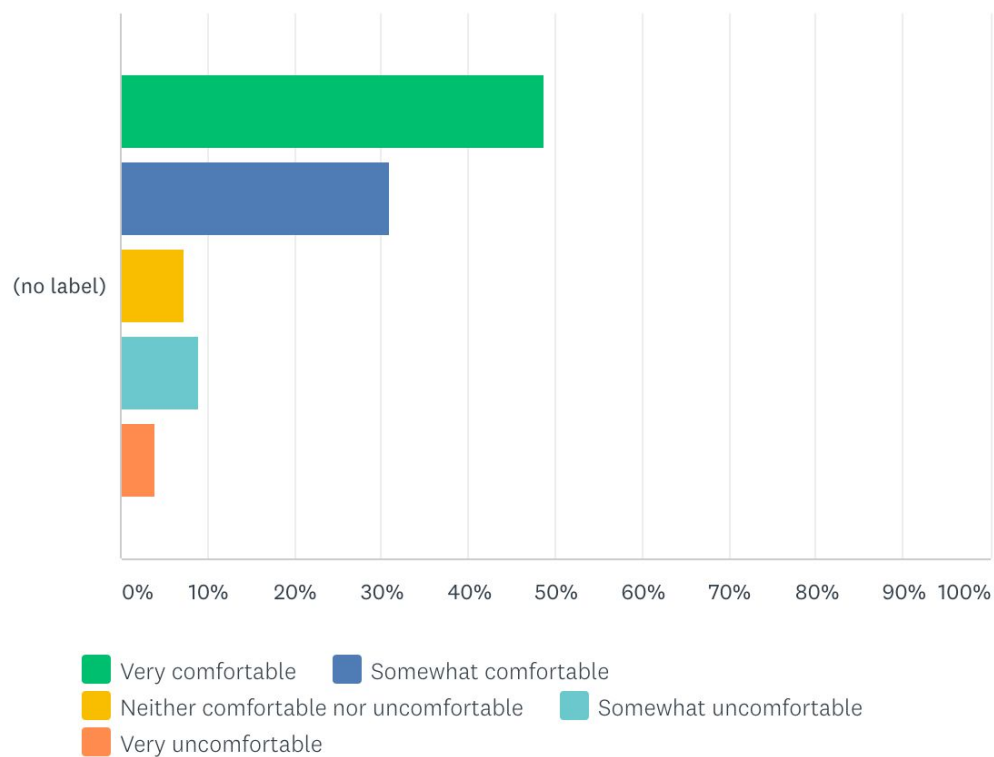
Results from the survey were analyzed with both quantitative self-reporting and common words/ phrases and incidence of occurrence. Faculty (N=123) from all departments responded to the survey. SurveyMonkey statistics (Appendix 1) showed combined statistics for departmental affiliation. Quantitative assessment determined responses as COS (N=42), COE (N=16), COB (N=9), and CCAHSS (N=34) for a total of N=101 responding with an academic departmental affiliation. All departments had at least one response. Questions 1 and 2 on the survey asked department affiliation and courses taught. Question 7 asked for further

comments. Faculty housed in non-academic departments (N=18) identified fifteen different units/programs across campus (Appendix 1).

Question 3:

Thinking about your technical skills (ability to use Blackboard, WebEx, MSU Live, etc.) for online teaching. How comfortable do you feel with your technical ability to teach in an online environment

Answered: 123 Skipped: 0



Question 4 -If your response was less than "very comfortable", identify the top three issues that need to be addressed in supporting you to feel more comfortable? Please be as specific as possible. There were a number of training requests made throughout the responses (N=70). Many responses included more than one statement of issue and needs to be addressed. SurveyMonkey assessed results indicated needs with students and technologies (Appendix 2). Many comments (N=18) cited need for Blackboard and Webex refreshers. Many responses specifically targeted needs in Discussion Board construction, managing online student groups, and sharing screens during live sessions. Faculty clearly stated their needs to interact with students and to encourage student peer interaction (N=11). Integration of other technologies (such as G*Suite or ZOOM) (N=6), access to campus-licensed technologies for both faculty and students (N=6), and comments (N=15) about need for high-quality audio, video, and filming

assistance/ editing/posting of compressed videos indicated a high need for technology support. Improved Assessment (N=11) test security (N=7) and non-specific need statements for improved inquiry and questioning techniques in online classrooms were present throughout the responses. There was a differentiation among responses between labs and classroom teaching. Many responses indicated in some way that labs could not be supported with online teaching. Of note are the responses indicating students (N=10) and faculty (N=11) had either inadequate technology, skills, or internet access.

I have no ability to interface with my students. I have no university issued laptop (personal only) which has no webcam. So, "lecturing" from home is not possible. Additionally the only way for me to create online content is through pen+paper and a scanner (fine for notes, not helpful for when students need help with homework in real-time). So, it would be great to have: 1.) Sufficient technology to interface with my students like in an office setting when they need help with assignments or studying 2.) Some way to "lecture" to my students (either recorded, or live, either would be outstanding)

5/7/2020 4:02 PM

Respondent Comment

My students are in locations without adequate internet or cell service. Getting in touch with them is very difficult. Some did their work in the parking lot of McDonalds to get wifi, but there were so many students out there, the restaurant cut off the wifi!

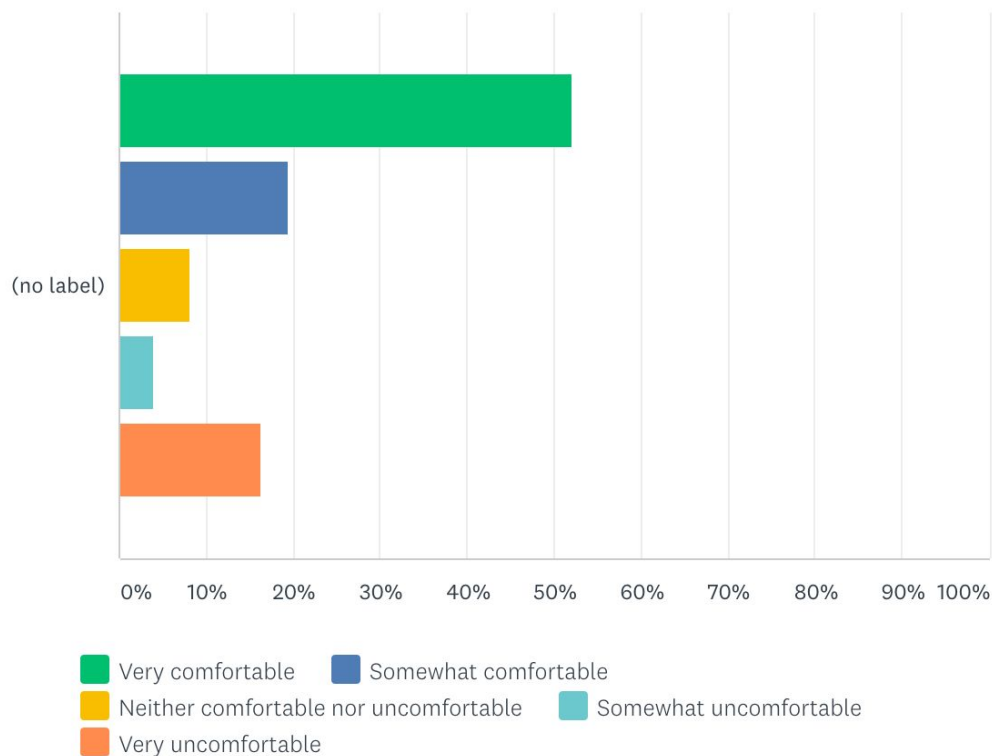
5/10/2020 4:10 PM

Respondent Comment

Question 5

Thinking about your pedagogical skills - your ability to design curriculum that meets course outcomes. How comfortable do you feel with preparing curriculum for online instruction.

Answered: 123 Skipped: 0



Question 6 – If your response was less than "very comfortable", identify the top three issues that need to be addressed in supporting you to feel more comfortable? Please be as specific as possible.

SurveyMonkey listed several response categories for this question (Appendix 3). Responses (N=67) indicated most had need for improving learner engagement (N=11), "brush-up" skills in Blackboard, Webex, and other relevant technologies (N=8), and overall improvement of the culture supporting online teaching and learning. Pedagogical needs often coincide with technological needs: Improvement of Assessment, providing targeted feedback, inquiry in online environments, promoting student engagement in learner-learner, learner-content, and learner-instructor, and faculty/student access to campus-licensed technologies.

As some respondents indicated, there is a definite need for Universal Design for Learning (UDL) training, accessibility training (searchable PDFs), and course design (Start Here documents). Faculty commented that they would like to know more about needs of students. While there was no formal information gathering among students at MSU, this [article from Inside Higher Ed](#) provided by FCTL, indicates that students are just as stressed as faculty in learning new technologies, transitioning from preferred learning modalities, and accessibility of technology.

The article findings indicated that faculty communication, flexibility, and structure of the course, along with a well-structured learning management system (Blackboard, Canvas, etc.), reduced stress and promoted focus on learning.

I am really excited about offering students on-line formats, but I am curious to see how students have responded to on-line courses. I would like to learn more what the students want. I like to offer a lot of resources in my Blackboard Shell, but I am finding students don't like an abundance of resources. With on-line learning these extra resources are essential for supplemental reading, so I hope we can acclimate students to more on-line learning (where appropriate and for courses that are appropriate). Thank you for assisting!

5/7/2020 3:47 PM

Respondent Comment

Summary

Culture change to support online teaching and learning as the rigorous and dynamic medium in which it should be seen is evident from comments. Faculty should be fully involved in the management of the curriculum and its delivery. Upcoming FCTL faculty-led workshops involving volunteers solicited through Faculty Senate and FCTL is a good beginning. Much more involvement of faculty is needed to ensure appropriate consideration of selecting online instructors, pedagogy and technology. Faculty responding to call for volunteers in planning Summer 2020 online teaching workshops, Administrators, and Staff, met 5.28.20 to review the Technology and Pedagogy top-listed workshop needs (Appendix 4).

I think all Chairs and ADs should gather their faculty to address these concerns and it would be good to have some workshops. The problem is Faculty Senate seems to be the only leadership concerned with the issue. That is why some faculty got caught not having and/or not knowing how to use some software during a crisis, such as the current pandemic. Good luck convincing a penny pinching administration that they dare spend any money on instruction.

5/13/2020 11:01 AM

Respondent Comment

At the outset of a course, a course syllabus is prepared. The course syllabus describes elements of the course to the student. Providing a syllabus clearly communicating the connections among the program competencies, course learning objectives, student learning objectives (SLO), and course assessments would provide students with a course map from which they can plan their semester of learning. Including the technology required in a course, and the supporting connections as to its specific use toward the SLOs, would further support need for access to campus-licensed technologies. MSU has a syllabus template. Revisions to this template (from FS EC) to include pedagogy and technology supported-elements is being reviewed by Associate Provost and FCTL.

Faculty clearly requested methodologies to improve student engagement, assessment and feedback. [Universal Design for Learning](#) and [Understanding by Design](#) provides best practice guidance in framing these issues. Laboratory instruction and experiential learning is a more difficult learning paradigm. Rather than stating, "can't do labs," this issue may be partially addressed online through concept and skills building, instructional videotapes, and alternative materials manipulation. Labs in higher education may not be entirely replaced with online

instruction due to crucial SLOs either taught (equipment) or reinforced (experimentation, assessment).

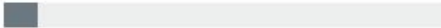


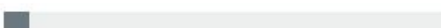
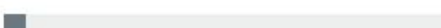

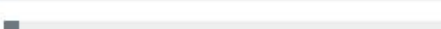



From feedback from students and faculty I think we have three major needs: 1. General guidance on how designing an online course is different from a face-to-face course (particularly for those who have not taught online before). 2. Tools and guidance on creating online videos that meet ADA guidelines. 3. Standards and policies on online instruction (e.g., when finals should be delivered, how long quizzes should be open for, etc.). I am not proposing limits to academic freedom, but many of our policies such as final exam instructions apply only to face-to-face classes. This just doesn't make sense anymore.

5/7/2020 9:20 PM

Respondent Comment

Technology supporting faculty and students is a must-have for online teaching. Blackboard is an accessibly compliant learning management system, but not all aspects of the LMS coordinate with student devices. Training materials provided through Distance Learning and FCTL have been excellent in addressing basic needs tech needs in online teaching, but now more is needed. FS Chair Lennex has begun work on a complementary web site which would provide information on campus licenses, availability and accessibility to off-campus faculty/students, departmental/program licenses and overall availability to faculty/students, Blackboard incompatible technologies, basic troubleshooting, and requested software how-to and compatibility with Blackboard.

Appendix 1: Department Self-Identification

▼ English		7.56%	9
▼ Earth Science Space		5.88%	7
▼ Science Space Systems		5.88%	7
▼ Physics Earth Science		5.88%	7
▼ Space Systems Engineering		5.04%	6
▼ Education		3.36%	4
▼ Psychology		3.36%	4
▼ Mathematics		3.36%	4
▼ BIOC		3.36%	4
▼ ECESE		3.36%	4

▼ Music		2.52%	3
▼ Social Work Criminology		2.52%	3
▼ Nursing		2.52%	3
▼ Department		2.52%	3
▼ Media		2.52%	3
▼ Agricultural Sciences		2.52%	3
▼ Communication		2.52%	3
▼ Sociology Social Work		2.52%	3
▼ Biology Chemistry		2.52%	3
▼ SSWC		2.52%	3
▼ Middle Grades Secondary		2.52%	3
▼ School Business Administration		2.52%	3

Faculty Identifying Outside Academic Departments:

FYS – 1

ECM/ BRK – 1

Library – 1

CML – 1

Adult Education (OREO) – 2

Skills U – 1

Student Housing – 1

Undergraduate Studies – 1

Talent Search – 1

Facilities – 1

Caudill – 2

Athletics – 1

MSU Faculty – 1

Honors – 1

MSUTeach – 2

Appendix 2: Question 4 SurveyMonkey Results

▼ students		52.86%	37
▼ video		24.29%	17
▼ WebEx		22.86%	16
▼ Blackboard		21.43%	15
▼ using		20%	14
▼ online		20%	14
▼ class		18.57%	13
▼ courses		18.57%	13
▼ work		17.14%	12
▼ need		17.14%	12

Appendix 3: Question 6 SurveyMonkey Results

▼ students		67.16%	45
▼ online		40.30%	27
▼ need		25.37%	17
▼ class		23.88%	16
▼ teaching		20.90%	14
▼ course		19.40%	13
▼ learning		19.40%	13
▼ good		14.93%	10

Appendix 4: Volunteers Planning Online Workshops 2020

FACULTY:

Alison Hruby
 Donnell Murray
 Amber Hughes
 Michelle Kunz
 Lesia Lennex
 Lucy Mays
 Timothy Hare

Mike Dobranski
Daniel Maitland
Dirk Grupe
Dawn Hood
Nettie Brock
Michelle McClave
Edna Schack
Robert Boram
Steve Stubbs
Daryl Privott (in role of FCTL Director)

STAFF/ ADMINISTRATION:

Kim Nettleton
David Flora
Laurie Couch
Evan Prellberg
Xavier Scott