Study Participation

Overall

• 152 institutions
• 17,000 responses

UBC

• 471 faculty
• 15.4% response rate (±4.2%)
DEMOGRAPHICS
Comparisons

• UBC faculty are more likely to be full-time (85%) vs all faculty who participated (71%)
• Comparator institutions have more non-tenured faculty than UBC (32% vs 13%)
• Other demographic characteristics are remarkably similar
UBC Demographics

- 85% full-time
- On average, 15 years of experience
- 67% tenured; 20% tenure track
- Rank
  - 69% professorial
  - 23% instructor
- 50:50 male/female ratio
UBC faculty primarily work with:

- Undergraduate students: 59%
- Graduate students: 29%
- Professional students: 10%
- I don't typically work directly with students: 2%

You indicated that you typically work with undergraduate students.
UBC Discipline Area

- Agriculture & Natural Resources: 28%
- Sciences: 26%
- Business: 8%
- Health Sciences: 7%
- Education: 5%
- Engineering & Architecture: 6%
- Humanities & Social Sciences: 20%
### Disposition towards IT

<table>
<thead>
<tr>
<th>Reluctant</th>
<th>Enthusiast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Adopter</td>
<td>Early Adopter</td>
</tr>
<tr>
<td>Technophobe</td>
<td>Technophile</td>
</tr>
<tr>
<td>Skeptic</td>
<td>Cheerleader</td>
</tr>
<tr>
<td>By-the-book</td>
<td>Experimenter</td>
</tr>
<tr>
<td>Critic</td>
<td>Supporter</td>
</tr>
<tr>
<td>Conservative</td>
<td>Radical</td>
</tr>
</tbody>
</table>

**Example:**
- Reluctant to Enthusiast: A person who is initially resistant but eventually becomes passionate.
- Late Adopter to Early Adopter: A transition from being late to adopting new technologies.
- Technophobe to Technophile: A change from being fearful of technology to being passionate.
- Skeptic to Cheerleader: Moving from skepticism to support and enthusiasm.
- By-the-book to Experimenter: Shifting from adhering strictly to established methods to experimenting with new ideas.
- Critic to Supporter: A change from critical to supportive.
- Conservative to Radical: A transition from being cautious and traditional to being adventurous and innovative.

This table and diagram illustrate various dispositions towards IT, with a spectrum from resistant to enthusiastic, and from conservative to radical.
## Attitude towards IT

<table>
<thead>
<tr>
<th>Dissatisfied</th>
<th>Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discontent</td>
<td>Content</td>
</tr>
<tr>
<td>Perturbed</td>
<td>Pleased</td>
</tr>
<tr>
<td>Burdensome</td>
<td>Beneficial</td>
</tr>
<tr>
<td>Useless</td>
<td>Useful</td>
</tr>
<tr>
<td>Distraction</td>
<td>Enhancement</td>
</tr>
</tbody>
</table>
## Usage of IT

<table>
<thead>
<tr>
<th>Never Connected</th>
<th>Always Connected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peripheral</td>
<td>Central</td>
</tr>
<tr>
<td>Old Media</td>
<td>New media</td>
</tr>
<tr>
<td>Infrequent</td>
<td>Frequent</td>
</tr>
<tr>
<td>Satiable</td>
<td>Insatiable</td>
</tr>
</tbody>
</table>
TECHNOLOGY ADOPTION AND USE
Faculty experience with technology support services

<table>
<thead>
<tr>
<th>Service Description</th>
<th>All</th>
<th>UBC</th>
<th>UBC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology support (e.g., desktop support, classroom technology support)</td>
<td>Fair 16.0%</td>
<td>Neutral 11.9%</td>
<td>Good 68.9%</td>
</tr>
<tr>
<td></td>
<td>UBC 20.4%</td>
<td>Neutral 17.4%</td>
<td>Good 58.7%</td>
</tr>
<tr>
<td>Professional development re integrated use of technology</td>
<td>All 25.9%</td>
<td>Neutral 18.8%</td>
<td>Good 48.1%</td>
</tr>
<tr>
<td></td>
<td>UBC 42.8%</td>
<td>Neutral 26.0%</td>
<td>Good 25.5%</td>
</tr>
<tr>
<td>Specialized teaching software</td>
<td>All 25.2%</td>
<td>Neutral 18.7%</td>
<td>Good 32.8%</td>
</tr>
<tr>
<td></td>
<td>UBC 44.8%</td>
<td>Neutral 21.8%</td>
<td>Good 14.3%</td>
</tr>
</tbody>
</table>
Perceptions of UBC Faculty

- 45% believe that UBC improves student outcomes through technology
- 44% believe that UBC assists faculty with the integration of technology
- Like faculty at other institutions, there is no clear consensus among UBC faculty that UBC uses analytics to make decisions
Perceptions of UBC Faculty

• 23% of faculty agree that UBC has a clear strategy for online learning

• Only 14% believe that UBC has an agile approach to IT infrastructure

• 42% agree that UBC facilitates understanding of information privacy and security

• 78% agree that they take sufficient measures to keep student data secure
Perceptions of online learning

• One-third of UBC faculty believe that online learning helps students learn more effectively

• One-third of UBC faculty think that online learning will lead to pedagogical breakthroughs

• 71% believe it makes higher education more accessible
One thing UBC can do to support faculty role
Notable quotes

On Connect

“Improve the ease of use of CONNECT...the ham-handed interface is like trying to eat dinner while wearing hockey goalie equipment.”
Notable quotes

On Connect

“The single greatest obstacle to a successful technology-learning relationship at UBC is the current Connect system. Far from cutting edge, this online system is on par with 1998 Windows usability.”
Notable quotes

On the learning ecosystem

“Expand the digital learning ecosystem. Currently we have a mediocre in-house LMS and no virtual classroom tool. We are severely constrained as a result.”
Notable quotes

On the learning ecosystem

“More agile and responsive technology that meets specific needs of faculty, rather than a one-size fits all approach.”
Notable quotes

On support

“When things don’t work we have to call a central number and wait on hold for 20 minutes only to be given a ‘ticket’ and then asked to wait some more... I do not have time to sit on hold, let alone wait for hours/days for a response.”
On support

“..we’re not nimble enough. We need young, active forward-thinking IT people who do more than respond to service tickets...who can solve problems, think critically, be creative...to match the new breed of professor.”
Notable quotes

On support for teaching with technology

“The issues encountered generally have to do with little or no support for faculty development and use of technologies. The 'approach' seems to be DIY and although provide online resources they are not customized or helpful for specific applications. Need a support model that leverages central resources but also focuses on supporting faculty where they are and on the scholarly development of teaching using technology”
Notable quotes

On information technology services

“We need a decent file-storage system, be that cloud-based or not. I've had greater and better storage facilities at my disposal at other universities ten years ago, and even over twenty years ago when an undergraduate. Not good enough.”
Notable quotes

On information technology services

“Remember that IT is to support the academic mission, it is not a mission in itself.”
Notable quotes

On teaching and learning

“engage faculty members with thinking WHEN and for WHAT they should use technology - while keeping sound pedagogical principles in mind”
Notable quotes

On teaching and learning

“Adopt a single, campus-wide 'umbrella' strategy that sets out the institutions long and short term vision, goals and objectives for embracing and deploying technology to support local and distance learning.”
Support Experience

• Support services rated as good or excellent, consistent with comparator institutions:
  
  - walk-in service: 56%
  - email service: 71%
  - Web form: 29%
  - Self service: 21%

• 49% of UBC faculty rated phone services as good, compared to 70% at peer institutions.

1 Survey does not distinguish between local and central support
TECHNOLOGY FOR TEACHING AND LEARNING
Student Preparation

- UBC faculty agree that students are prepared to use institution specific and basic technology; their peers, less so
One thing students could do to be better prepared for academic success

“My guess is that students could be better at using technology as a tool to solve a specific problem. I think they have trouble imagining alternative ways of using technology e.g. most cell phones have cameras and video capabilities. Students use these to take pictures of board notes and sometimes to record parts of lectures but they often don't think of using their phones as tools to record observations as part of an experiment in the lab. “
One thing students could do to be better prepared for academic success

“They need to realize that the same strategies they use for social networking and other pleasurable uses of technology will also help in navigating connect web pages or researching on the web, rather than giving up if at first glance they don't find what they are looking for.”
Increased effectiveness

• Faculty believe they would be more effective if they were better skilled at integrating the following technologies into their courses
  - LMS
  - online collaboration tools
  - e-books
  - free web based content
  - Lecture recordings
  - Games or simulations
Increased effectiveness

• Faculty are less sure about integrating the following technologies into their courses:
  - E-portfolios
  - Tablets, laptops, smart phones
  - Social media
  - 3D printers
  - Touch screens / gesture-based computer interfaces
Top professional development needs

“I would argue that it is two-fold: 1. What is possible? My pedagogical/technological imagination is limited, and I would be interested to know what is even possible to do or not do in the context of my course subjects. 2. What is the evidence? Is there evidence to support better learning outcomes by changing the way classes are taught through integrating technology. If so, what does it suggest are the best ways to use technology?

Knowing what technological developments ACTUALLY PROVE TO BE EFFECTIVE for enhancing student learning, rather than ones I think might be 'fun' or 'interesting' or that I find appealing or that the university happens to have access to. “

“Training is useless if the LMS is broken, which it is at my institution. “
Top ranked factors

• Top three factors that would motivate UBC faculty to integrate more or better technology into teaching practices or curriculum:

1. Clear indication/evidence that students would benefit
Top ranked factors

• Top three factors that would motivate UBC faculty to integrate more or better technology into teaching practices or curriculum:

2. Release time to design/redesign my courses
3. Direct assistance from IT staff
4. Confidence that technology would work the way I planned
LEARNING ENVIRONMENTS
## Perception of the value of MOOCs

<table>
<thead>
<tr>
<th>Value of MOOCs in higher education</th>
<th>UBC</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t know</td>
<td>11%</td>
<td>18%</td>
</tr>
<tr>
<td>Completely opposed</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Generally opposed, but willing to consider</td>
<td>22%</td>
<td>24%</td>
</tr>
<tr>
<td>Neutral</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>Generally supportive, but somewhat skeptical</td>
<td>36%</td>
<td>27%</td>
</tr>
<tr>
<td>Completely supportive</td>
<td>6%</td>
<td>8%</td>
</tr>
</tbody>
</table>
## Typical LMS Usage: Purpose

<table>
<thead>
<tr>
<th>Purpose</th>
<th>University of British Columbia</th>
<th>All Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t use the LMS at all.</td>
<td>17.1%</td>
<td>14.7%</td>
</tr>
<tr>
<td>To push out information</td>
<td>62.0%</td>
<td>58.1%</td>
</tr>
<tr>
<td>To promote interaction outside the classroom</td>
<td>41.2%</td>
<td>40.6%</td>
</tr>
<tr>
<td>To teach partially online courses</td>
<td>11.6%</td>
<td>18.2%</td>
</tr>
<tr>
<td>To teach completely online courses</td>
<td>10.7%</td>
<td>25.7%</td>
</tr>
</tbody>
</table>
## Typical LMS Usage

<table>
<thead>
<tr>
<th>Frequency</th>
<th>UBC</th>
<th>DR</th>
<th>ALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than monthly</td>
<td>3.6%</td>
<td>3.1%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Monthly</td>
<td>7.0%</td>
<td>4.1%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Weekly</td>
<td>42.2%</td>
<td>42.6%</td>
<td>36.9%</td>
</tr>
<tr>
<td>Daily</td>
<td>47.2%</td>
<td>50.2%</td>
<td>56.2%</td>
</tr>
</tbody>
</table>
Faculty experience with the LMS

• Predictably, UBC faculty are unhappy with the operation and the functionality of Connect

• Overall, 18% of faculty are satisfied with the LMS, compared to 59% of faculty at other institutions
Faculty beliefs about the LMS

• 44% of UBC Faculty believe the LMS is critical to their teaching

• 52% believe it is useful as a tool to enhance their teaching

• 48% believe it is useful as a tool to enhance student learning
LMS Satisfaction: Overall

- All Institutions
- University of British Columbia

- Dissatisfied
- Neutral
- Satisfied
LMS Satisfaction:
System Availability

- Dissatisfied
- Neutral
- Satisfied

University of British Columbia
All Institutions
LMS Satisfaction:
System Response Time

- Dissatisfied
- Neutral
- Satisfied

University of British Columbia
All Institutions
LMS Satisfaction: Ease of Use

All Institutions

Dissatisfied
Neutral
Satisfied

University of British Columbia

Dissatisfied
Neutral
Satisfied
LMS Satisfaction: Initial Use Training

All Institutions

University of British Columbia

Dissatisfied
Neutral
Satisfied
LMS Satisfaction:
Ongoing training/professional development

All Institutions

University of British Columbia
LMS Satisfaction: Posting Content

All Institutions

University of British Columbia

Dissatisfied
Neutral
Satisfied
LMS Satisfaction:
Managing Assignments

All Institutions

University of British Columbia

Dissatisfied
Neutral
Satisfied
LMS Satisfaction: Monitoring or Managing Enrolments

- All Institutions
- University of British Columbia

*Dissatisfied* | *Neutral* | *Satisfied*
LMS Satisfaction:
Entering Student Progress (Gradebook)

All Institutions

University of British Columbia

Dissatisfied
Neutral
Satisfied
LMS Satisfaction: Receiving Course Assignments

All Institutions

University of British Columbia

Dissatisfied
Neutral
Satisfied
LMS Satisfaction: Engaging in meaningful interactions

<table>
<thead>
<tr>
<th>Institution</th>
<th>Dissatisfied</th>
<th>Neutral</th>
<th>Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Institutions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of British Columbia</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In-class policies for mobile devices

• More than half of UBC faculty neither discourage nor encourage students to use smartphones, iPads or laptops in class

• 46% believe that use of mobile devices in class can enhance learning

• 73% say in-class use is distracting
Mobile devices

- 37% are concerned about security and privacy issues related to mobile devices
- 49% would like more training on incorporating mobile devices into their courses
- 20% create assignments that require the use of mobile technology