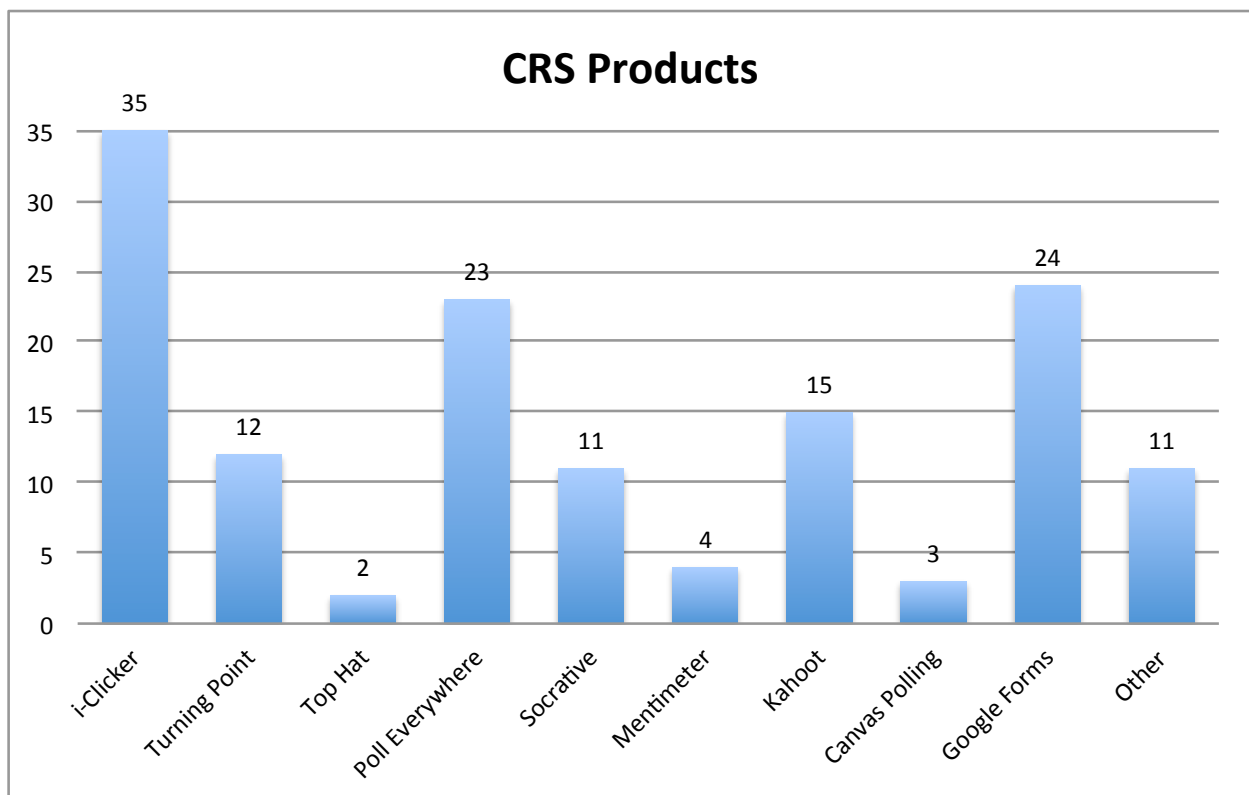


Classroom Technology Survey 2017-18

Classroom Response Systems

The University Teaching and Learning Commons, along with ITS, developed a survey in the fall of 2017 to evaluate the classrooms on campus and how the furniture and technology meet the faculty's preferred method of teaching. This survey was sent to the entire faculty. 323 responses were received when the survey closed in February 2018. Of those, 119 respondents indicated that they were using or had a need for (58) or would like to find out more about (61) classroom response systems (CRS). Unfortunately, because the survey was sent out with a single link rather than individual links, we are unable to tell which faculty would like to receive more information about classroom response systems.

Of the 58 respondents who have used CRS, 35 have used iClicker, 24 have used Google Forms, 23 have used Poll Everywhere, and 15 have used Kahoot. 11 have used other technologies including Quizlet, Qualtrics, Canvas Quizzes, Plickers, and Learning Catalytics.

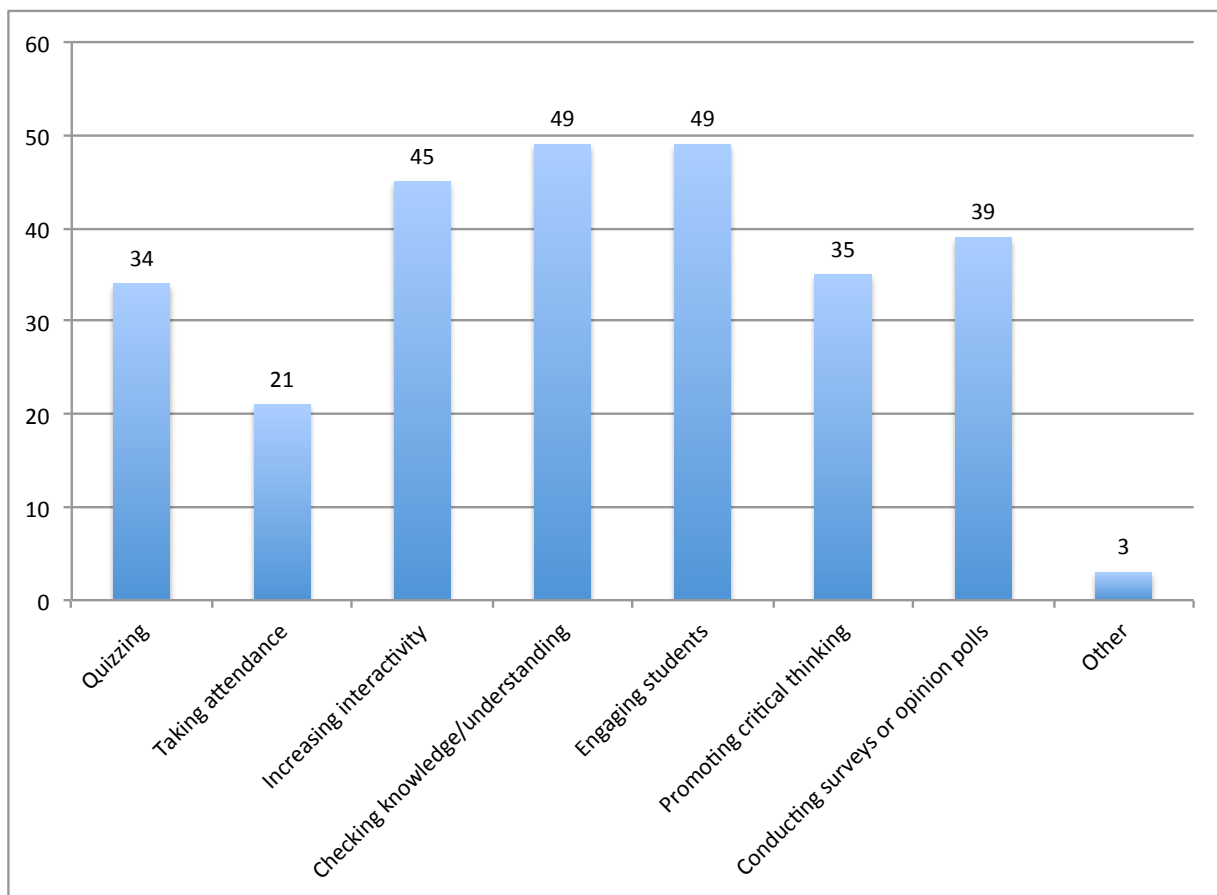


Satisfaction with CRS

The survey asked respondents about their satisfaction with each of the technologies they have used in the past or were currently using. 68.6% of respondents who had used iClicker were either extremely or somewhat satisfied with the product; however, 20% were extremely or somewhat dissatisfied with it. Of respondents who used Poll Everywhere, 50% were somewhat satisfied and 50% were neither satisfied nor dissatisfied. 100% of respondents who used Kahoot were extremely or somewhat satisfied, while 95.8% of respondents who used Google Forms were extremely or somewhat satisfied.

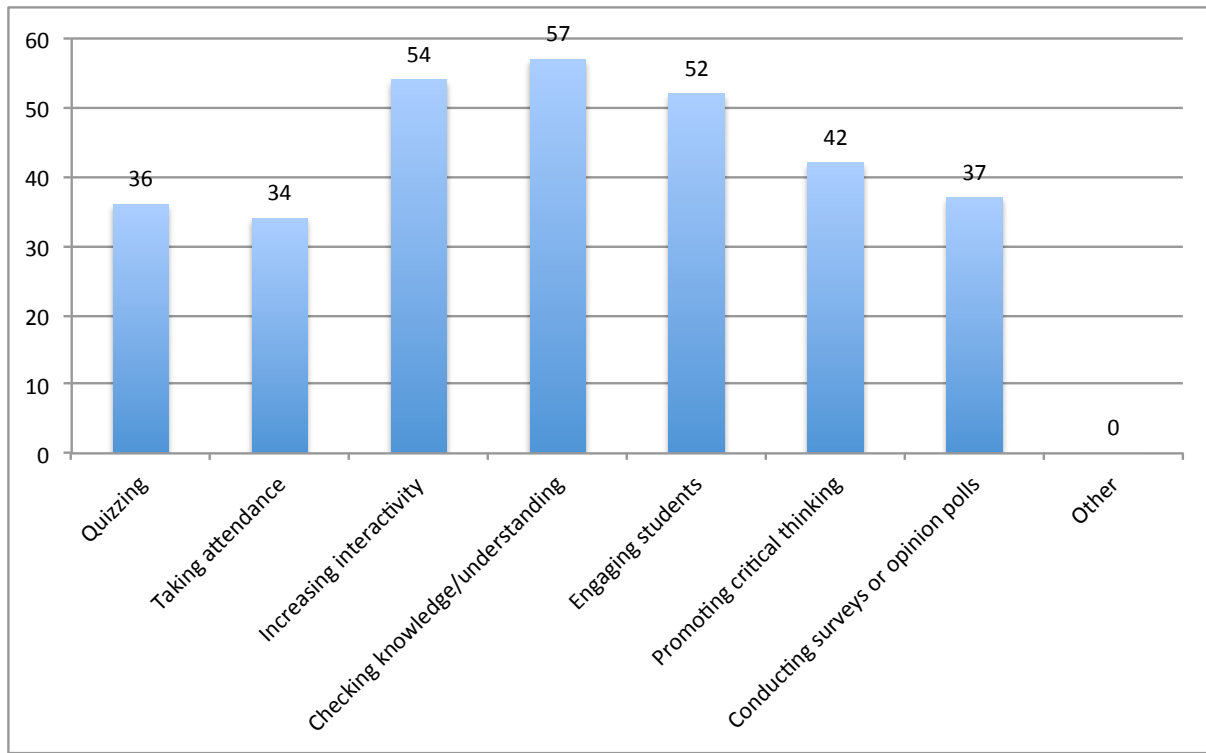
Uses of CRS

Respondents were asked how they used CRS in their classroom. 49 of the respondents use CRS to engage students, 49 to check knowledge/understanding and 45 to increase interactivity. Only 21 respondents are using CRS to take attendance. 3 indicated they were using them for other reasons, including group activities.



Of the 61 faculty who indicated they were interested in more information about classroom response systems, 57 indicated they were interested in using CRS to check

knowledge/understanding, 54 to increase interactivity and 52 to engage students. Interestingly, 34 wanted to use a CRS to take attendance.



CRS Features

Respondents were asked about the most important features to have in a classroom response system. The features that were most selected as “must haves” for faculty who are using a CRS were ease of use for students (52) and each of use for faculty (49). For faculty who are interested in finding out more about a CRS, 51 each selected ease of use for students and ease of use for students, with 44 indicating it should be free for students. Features that were most selected as “not needed” for faculty currently using a CRS include matching questions (15), embedded HTML (13), and ordering questions (11). For faculty interested in finding out more about a CRS, features that were most selected as “not needed” include embedded HTML (8) and data download (8).

Feature for faculty using CRS	Must have	Nice to Have	Not Needed
Ability to integrate with Canvas (class list, grades)	27	24	6
Ease of creating questions on the fly	28	28	1
Instant display of results	48	9	0
Mobile access for students (phones, laptops, tablets)	35	18	4

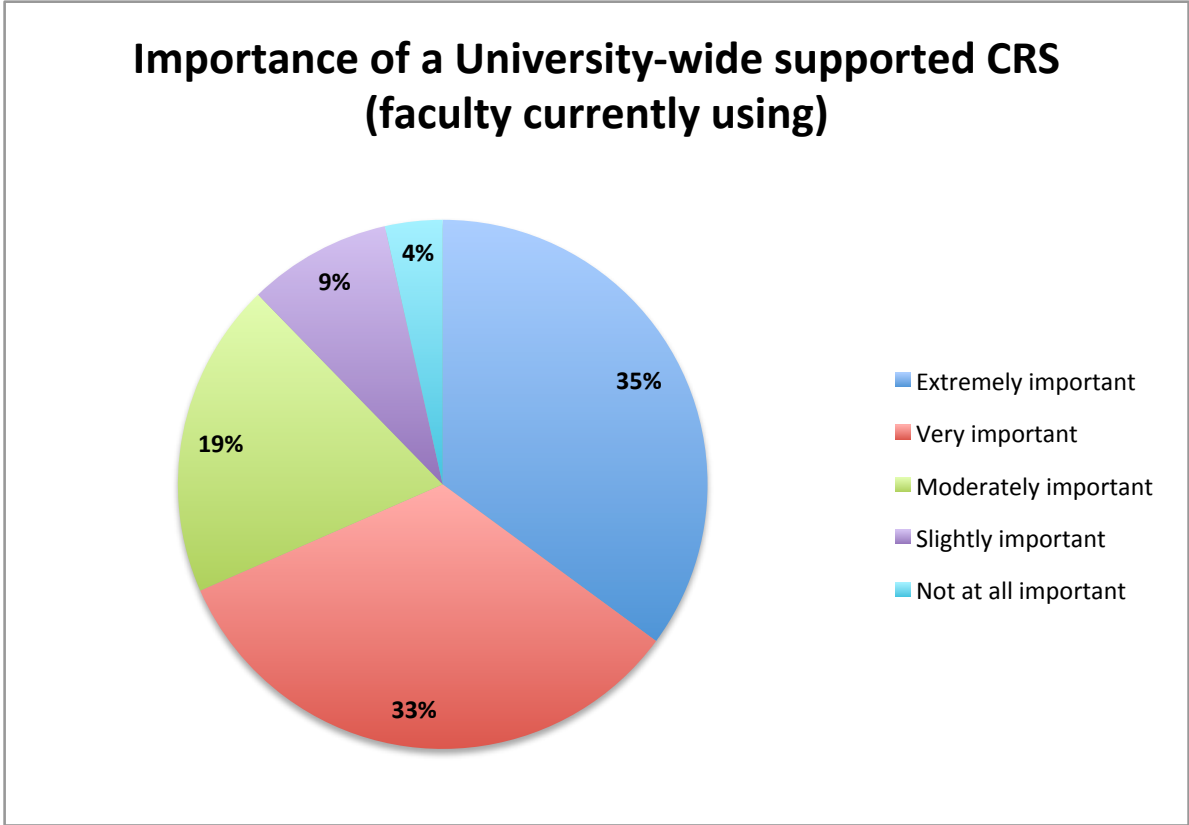
Free for students	37	20	0
Anonymous polling	32	20	5
Download data (CSV)	31	21	5
Embed HTML (videos, images)	13	31	13
Ease of use, faculty	49	8	0
Ease of use, students	52	5	0
Multiple Choice Questions	50	7	0
True/False Questions	40	15	2
Short answer Questions	25	25	7
Ordering Questions	15	31	11
Matching Questions	14	28	15

Feature for faculty interested in a CRS	Must have	Nice to Have	Not Needed
Ability to integrate with Canvas (class list, grades)	31	24	3
Ease of creating questions on the fly	25	29	4
Instant display of results	39	18	1
Mobile access for students (phones, laptops, tablets)	40	12	6
Free for students	44	13	1
Anonymous polling	31	24	3
Download data (CSV)	19	31	8
Embed HTML (videos, images)	23	27	8
Ease of use, faculty	51	7	0
Ease of use, students	51	7	0
Multiple Choice Questions	31	25	2
True/False Questions	28	26	4
Short answer Questions	18	36	4
Ordering Questions	17	40	1
Matching Questions	13	43	2

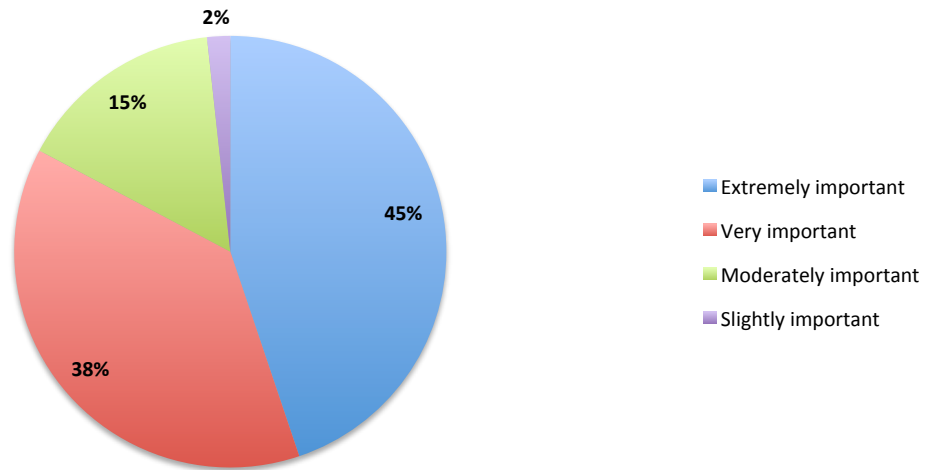
Importance of a University-Wide Supported CRS

Respondents were asked about the importance of having a University-wide supported classroom response system. For faculty currently using a CRS, 68.4% (39) indicated this was extremely or very important while 12.3% (7) thought it was slightly or not at all important. For faculty interested in learning about classroom response systems, 82.8 (?) indicated this was extremely or very important, 1.7% (?) thought it was slightly important and none indicated it was not at all important.

35 faculty members currently using a CRS and 25 faculty members interested in using a CRS indicated they would like to be involved with a pilot of classroom response systems. Unfortunately, because this survey was sent with a single link, there is no way to know which faculty would like to be involved with a pilot.



Importance of a University-wide supported CRS (faculty interested in using)



Other Comments

Please feel free to share any other comments or suggestions you have about classroom response systems at UNCG.

The Biology Department tried a number of systems in the past and the iclicker was by far the best. It is already widely used on campus and I think it should be promoted as our campus wide system.

Poll Everywhere is nice. Haven't used iClicker.

The sooner we get a University-wide system the better!!!

I really want to use these but have no idea where to start.

the ability to split screens in Bryan School classrooms would be nice to have for current polling technology

I found that iClicker did not work as well with my teaching preferences as I had expected, and won't be using it in the future. There were also some minor technical issues that I could not get resolved.

We are far behind in implementing classroom technology and strategies in some instances due to limitations of classroom space and room design, and the availability of the technology. Faculty support is also critical as there is little time for trial and error/learn by doing....it is crucial that products and adoption is as user friendly as possible, and provides technical support/in person or remote support is often most helpful as issues can be resolved expeditiously.

The ability for all students to write out answers during classroom activities that can then be made visible is extremely important for me as it can encourage critical thinking and authentic engagement in a way that even well-designed forced choice questions just can't.

I've been using classroom response systems (CRSs) as long as they've existed, have written papers on CRS pedagogy, and have given dozens of workshops on the topic. My department owns some TurningPoint clicker sets that we lend out to students, either on a per-semester basis (for some courses) or a per-class basis (for others, including mine). A university-wide supported CRS is

unimportant ****TO ME****, but would be very valuable to help other faculty in other departments get on board easily and minimize cost/hassle for students.

Using one classroom response system across campus will reduce student cost.

Having a classroom response system centralizes activities and course materials. This is useful.

Turning Point requires too much technical support for set up. Prefer Polleverywhere, but has limited class size. Kahoot is fun, but a little complicated to use. A response system that students can access with smartphone or computer is a must.

I would not like to be limited to one university-wide tool.

This survey didn't give me an option to say that I have used a classroom response system before (iclicker and turning point), but I don't currently use it. The single biggest issue against my re-adoption of this tool is student cost.

The computer lab/classrooms need a more innovative design. The standard rows of desks all facing the same way is not conducive to group work and it is very difficult for instructors to move around and assist students. The Instructor computer should be at the back of the classroom so that the instructor has a view of the student's computer displays and which allows the students to focus on the information not the instructor. Bryan 221: Please replace the cloth covered chairs with better quality adjustable plastic chairs that can be cleaned. The chairs in Bryan 221 are soiled, stained and many are in disrepair. They are also back-heavy and awkward. There are so many options for chairs that would make a substantial improvement. A more innovative computer classroom design would include: Instructor computer at the rear. Projector that displays on at least 3-walls. Computer desks/tables are arranged in circle or pod formation. Computer desks/tables designed so the computer display is set low on the table, so that desks can be arranged in a circle or pod and the students' view is not block. Adjustable chairs on wheels that are easily cleaned and maintained. Perhaps a few "balance-ball chairs".

clickers should have some form of biometric login. All it takes to cheat right now is to loan your clicker to another student.

More reliable wifi within the building especially in public areas. Broader thinking of classroom/instructional spaces e.g. museum galleries and conference rooms.