

UAlbany Faculty Survey on Online Teaching and Learning

Thank you for taking this short survey on your opinions about and experiences with online teaching.

Informed Consent

(Click on the "Next" button below to consent and proceed to the survey.)

The Provost's Task Force on Online Teaching and Learning is conducting a survey in order to learn more about faculty opinions about and experiences with online teaching for your courses at the University at Albany. We are interested in your opinions even if you have not taught online. The length of the survey will depend on how extensively you use online teaching and learning tools. For faculty who have not taught online at all, the survey should only take 5-10 minutes; for faculty who have used a large number of online teaching tools, it is more likely to take 15-30 minutes.

Your responses to all questions are confidential and will not be shared with anyone in any way that identifies you as an individual. Only aggregated data will be presented. We will also be administering a survey to students, asking them about their experiences with Blackboard and online teaching and learning.

Your participation is voluntary. You may skip any questions which you are not comfortable answering, or stop at any time. Please note that absolute confidentiality cannot be guaranteed due to the limited protections of Internet access, although additional security encryption has been added.

If you have any questions concerning the survey, please contact:

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Provost's Task Force on Online Teaching and Learning

To indicate your informed consent and continue with the survey, please click the "next" button, below. If you do not wish to participate in this survey, you may simply close your browser window. To keep a copy of this informed consent form for your records, you may click on your web browser's "print" button.

Have you taught courses (at UAlbany or elsewhere) that were completely online or blended with face-to-face class time with students?

	At UAlbany	At Another University	Have Not Taught This Type of Course
I have taught classes that were completely online (fully online with no face-to-face or seat time).	67 (23.5%)	21 (7.4%)	207 (72.6%)
I have taught classes that have combined an online experience with face-to-face class time and reduced seat time (Blended)	46 (16.8%)	14 (5.1%)	220 (80.6%)
I have taught face to face classes that have combined an online teaching experience with no reduced seat time (Web Enhanced).	140 (49.6%)	31 (11.0%)	137 (48.6%)

If you taught or designed an online course at another college or university, please tell us where, and how you would compare that experience to the UAlbany online experience.

Name of other college/university	28 (100.0%)
Comparison of that experience to your experience teaching online at UAlbany.	21 (100.0%)

Which of the following factors contributed to your decision to teach or design a fully on-line course? (Please check all that apply.)

- 23 (32.4%) The technology involved in online teaching is not confusing.
- 22 (31.0%) I believe that online course offerings enhance the quality of our institution's reputation.
- 13 (18.3%) There is adequate compensation for online course development.
- 22 (31.0%) I do not believe that the absence of face-to-face interaction with students is a disadvantage.
- 27 (38.0%) There is adequate technical support for online course development.
- 2 (2.8%) There is adequate compensation for online course revision.
- 22 (31.0%) I do not have concerns about intellectual property and teaching online.
- 13 (18.3%) There is adequate compensation for online teaching.
- 37 (52.1%) I am familiar with effective pedagogy for online teaching.
- 39 (54.9%) Students have adequate access to participate effectively in online courses.
- 10 (14.1%) My colleagues talk positively about online teaching.
- 6 (8.5%) The campus administration recognizes the effort required to teach online.
- 8 (11.3%) Online teaching does not take more time than classroom teaching.
- 4 (5.6%) There is recognition of online teaching in regards to tenure considerations.
- 7 (9.9%) There is adequate time to develop a new online course.
- 0 (0.0%) There is recognition of online teaching in regards to considerations for promotion and/or salary increase.
- 6 (8.5%) There is adequate time to revise online courses.
- 28 (39.4%) My department values online teaching.
- 22 (31.0%) There is adequate technical support for online course teaching.
- 14 (19.7%) There is sufficient opportunity to experiment with the technology for teaching online prior to committing to teach online.
- 10 (14.1%) Developing an online course is not complicated.
- 12 (16.9%) There is adequate time to learn about online teaching.
- 4 (5.6%) There is sufficient opportunity to observe other faculty using technology for online teaching prior to committing to teach online.
- 16 (22.5%) The campus administration values online teaching.

Which of the following factors contributed to your decision to teach or design a fully on-line course? (Please check all that apply.)

24 (33.8%) Other....

Which of the following factors contributed to your decision not to teach or design a fully on-line course? (Please check all that apply.)

- 32 (17.3%) The technology involved in online teaching can be confusing.
- 71 (38.4%) I have concerns that online course offerings may reduce the quality of our institution's reputation.
- 50 (27.0%) There may be inadequate compensation for online course development.
- 142 (76.8%) The absence of face-to-face interaction with students can be a disadvantage.
- 36 (19.5%) There is inadequate technical support for online course development.
- 40 (21.6%) There may be inadequate compensation for online course revision.
- 34 (18.4%) I have concerns about intellectual property and teaching online.
- 33 (17.8%) There may be inadequate compensation for online teaching.
- 71 (38.4%) I am not familiar with effective pedagogy for online teaching.
- 25 (13.5%) Students lack adequate access to participate effectively in online courses.
- 22 (11.9%) My colleagues talk negatively about online teaching.
- 31 (16.8%) The campus administration does not recognize the effort required to teach online.
- 47 (25.4%) Online teaching takes more time than classroom teaching.
- 14 (7.6%) There is a lack of recognition of online teaching in regards to tenure considerations.
- 71 (38.4%) There is inadequate time to develop a new online course.
- 18 (9.7%) There is a lack of recognition of online teaching in regards to considerations for promotion and/or salary increase.
- 21 (11.4%) There is inadequate time to revise online courses.
- 23 (12.4%) There is inadequate technical support for online course teaching.
- 39 (21.1%) There is little or no opportunity to experiment with the technology for teaching online prior to committing to teach online.
- 58 (31.4%) Developing an online course can be complicated.
- 50 (27.0%) There is inadequate time to learn about online teaching.
- 34 (18.4%) There is little or no opportunity to observe other faculty using technology for online teaching prior to committing to teach online.
- 8 (4.3%) The campus administration does not value online teaching.
- 19 (10.3%) My department does not value online teaching.

Which of the following factors contributed to your decision not to teach or design a fully on-line course? (Please check all that apply.)

55 (29.7%) Other....

What kinds of support or resources would you need to teach online? (Please check all that apply.)

121 (83.4%) Technical support

93 (64.1%) Pedagogical support

87 (60.0%) Help Desk support

28 (19.3%) Other....

The next section asks you to assess the features and services often associated with online courses, and if you have used them if you taught online.

Have you used these online services or features at UAlbany, or might you be interested in using them?

	Yes, at UAlbany	Yes, but Not at UAlbany	<u>Not sure; I might want to after learning more</u>	<u>No, and I'm not interested in using it.</u>
Lecture Capture - recording, storing, and distributing videos of classroom lectures.	26 (9.7%)	11 (4.1%)	134 (50.2%)	96 (36.0%)
Export of recorded sessions to open-systems exchange media (e.g., posting recorded lectures and posting them to Blackboard)	33 (13.0%)	7 (2.8%)	116 (45.7%)	98 (38.6%)
Online class discussions	129 (49.0%)	11 (4.2%)	67 (25.5%)	56 (21.3%)
E-mail to, from, between students	234 (85.1%)	2 (0.7%)	20 (7.3%)	19 (6.9%)
Course access limited to official class rosters	174 (68.0%)	7 (2.7%)	40 (15.6%)	35 (13.7%)
Access to virtual classroom sessions limited to paid students	48 (19.9%)	8 (3.3%)	98 (40.7%)	87 (36.1%)
Electronic grade books for assignments, tests, and other graded aspects of the course	164 (62.6%)	3 (1.1%)	48 (18.3%)	47 (17.9%)
Homework assignment and submission	190 (70.6%)	4 (1.5%)	44 (16.4%)	31 (11.5%)
Online testing	78 (30.0%)	7 (2.7%)	92 (35.4%)	83 (31.9%)
Secure online testing software with anti-cheating security tools	33 (12.8%)	7 (2.7%)	151 (58.5%)	67 (26.0%)

(Continued) Have you used these online services or features at UAlbany, or might you be interested in using them?

	Yes, at UAlbany	Yes, but Not at UAlbany	<u>Not sure; I might want to after learning more</u>	<u>No, and I'm not interested in using it.</u>
Student group tools such as discussions, file exchange, email, wikis, blogs, etc.	156 (58.9%)	7 (2.6%)	65 (24.5%)	37 (14.0%)
Learning modules (units of course content or learning activities, e.g., chapters, units, weeks, topics, etc., including "chunking" course content and activities -- preparing course content into subunits to better facilitate and organize student online learning/reading.)	133 (50.4%)	3 (1.1%)	78 (29.5%)	50 (18.9%)
Class calendars and scheduling	156 (59.8%)	2 (0.8%)	58 (22.2%)	45 (17.2%)
Upload documents and make available to students	239 (88.8%)	2 (0.7%)	19 (7.1%)	9 (3.3%)
Link to electronic course reserves	174 (67.2%)	7 (2.7%)	55 (21.2%)	23 (8.9%)
Link to external web pages	212 (79.4%)	3 (1.1%)	32 (12.0%)	20 (7.5%)
Convenient access to course materials for instructor and students (e.g., syllabus, outlines, notes, presentations, etc.)	234 (87.3%)	3 (1.1%)	19 (7.1%)	12 (4.5%)
A multimedia asset management (MAM) system - software/hardware that enables storage, annotation, cataloguing, retrieval and distribution of digital assets, such as audio and video streaming	28 (11.1%)	2 (0.8%)	167 (66.3%)	55 (21.8%)
Encrypted (https) sessions	19 (7.7%)	1 (0.4%)	147 (59.5%)	80 (32.4%)
The student enrollment waitlist for online courses	21 (8.6%)	2 (0.8%)	139 (56.7%)	83 (33.9%)

Looking only at the online services or features that you have used at UAlbany, do the specific features work well enough for you?

	Yes	Neutral	No
<i>Lecture Capture - recording, storing, and distributing videos of lectures, guest speakers, presentations, discussions, etc.</i>	7 (31.8%)	11 (50.0%)	4 (18.2%)
Export of recorded sessions to open-systems exchange media (e.g., posting recorded lectures and posting them to Blackboard)	10 (37.0%)	11 (40.7%)	6 (22.2%)
Online class discussions	72 (58.5%)	29 (23.6%)	22 (17.9%)
E-mail to, from, between students	170 (78.0%)	33 (15.1%)	15 (6.9%)
Course access limited to official class rosters	127 (77.4%)	33 (20.1%)	4 (2.4%)
Access to virtual classroom sessions limited to paid students	25 (56.8%)	15 (34.1%)	4 (9.1%)
Electronic grade books for assignments, tests, and other graded aspects of the course	96 (62.3%)	30 (19.5%)	28 (18.2%)
Homework assignment and submission	133 (73.5%)	36 (19.9%)	12 (6.6%)
Online testing	44 (60.3%)	19 (26.0%)	10 (13.7%)
Secure online testing software with anti-cheating security tools	13 (52.0%)	9 (36.0%)	3 (12.0%)
Student group tools such as discussions, file exchange, email, wikis, blogs, etc.	84 (56.4%)	43 (28.9%)	22 (14.8%)
Learning modules (units of course content or learning activities, e.g., chapters, units, weeks, topics, etc., including "chunking" course content and activities)	98 (76.6%)	22 (17.2%)	8 (6.3%)
Class calendars and scheduling	101 (67.8%)	40 (26.8%)	8 (5.4%)
Upload documents and make available to students	199 (87.7%)	18 (7.9%)	10 (4.4%)
Link to electronic course reserves	130 (77.8%)	29 (17.4%)	8 (4.8%)
Link to external web pages	184 (89.8%)	15 (7.3%)	6 (2.9%)
Convenient access to course materials for instructor and students (e.g., syllabus, outlines, notes, presentations, etc.)	187 (83.5%)	30 (13.4%)	7 (3.1%)
A multimedia asset management (MAM) system - software/hardware that enables storage, annotation, cataloguing, retrieval and distribution of digital assets, such as audio and video streaming	13 (52.0%)	8 (32.0%)	4 (16.0%)
Encrypted (https) sessions	10 (71.4%)	3 (21.4%)	1 (7.1%)

The student enrollment waitlist for online courses

8 (47.1%)

6 (35.3%)

3 (17.6%)

Have you used these web conference tools at UAlbany, or might you be interested in using them?

	Yes, at UAlbany	Yes, but Not at UAlbany	<u>Not sure; I might want to after learning more</u>	<u>No, and I'm not interested in using it.</u>
Voice or video conferencing (e.g., Skype)	74 (27.8%)	31 (11.7%)	98 (36.8%)	63 (23.7%)
Screen sharing (a meeting product, not screen capture)	34 (13.2%)	26 (10.1%)	125 (48.6%)	72 (28.0%)
Text chat	44 (17.3%)	27 (10.6%)	87 (34.1%)	97 (38.0%)
Interactive whiteboards that allow students in remote locations to simultaneously view and/or interact with someone else's drawings on screen.	19 (7.3%)	16 (6.2%)	138 (53.1%)	87 (33.5%)
Document exchange	69 (27.0%)	16 (6.3%)	126 (49.2%)	45 (17.6%)
Support for math/stat/ontology symbol character fonts	22 (8.9%)	7 (2.8%)	101 (40.9%)	117 (47.4%)
Polling or tallying student votes to instructor questions	41 (15.9%)	9 (3.5%)	133 (51.6%)	75 (29.1%)
Real-time communication among participants (eg., Skype, Live Classroom, WebX, Adobe Connect -- <u>NOT</u> Chat or IM)	47 (18.1%)	19 (7.3%)	116 (44.6%)	78 (30.0%)
Multicast communications from one sender to many receivers	23 (9.1%)	11 (4.3%)	141 (55.7%)	78 (30.8%)
Other....	7 (14.9%)	1 (2.1%)	13 (27.7%)	26 (55.3%)
Other....	2 (6.5%)	0 (0.0%)	6 (19.4%)	23 (74.2%)

Looking only at the web conferencing tools that you have used at UAlbany, do the specific features work well enough for you?

	Yes	Neutral	No
Voice or video conferencing (e.g., Skype)	39 (56.5%)	17 (24.6%)	13 (18.8%)
Screen sharing (a meeting product, not screen capture)	14 (46.7%)	12 (40.0%)	4 (13.3%)
Text chat	24 (58.5%)	15 (36.6%)	2 (4.9%)
Interactive whiteboards that allow students in remote locations to simultaneously view and/or interact with someone else's drawings on screen.	2 (12.5%)	10 (62.5%)	4 (25.0%)
Document exchange	41 (66.1%)	17 (27.4%)	4 (6.5%)
Support for math/stat/ontology symbol character fonts	5 (29.4%)	5 (29.4%)	7 (41.2%)
Polling or tallying student votes to instructor questions	20 (58.8%)	7 (20.6%)	7 (20.6%)
Real-time communication among participants (eg., Skype, Live Classroom, WebX, Adobe Connect -- <u>NOT</u> Chat or IM)	19 (46.3%)	16 (39.0%)	6 (14.6%)
Multicast communications from one sender to many receivers	7 (33.3%)	10 (47.6%)	4 (19.0%)
....Please Specify (the "other" that you specified earlier)	5 (71.4%)	0 (0.0%)	2 (28.6%)
....Please Specify (the "other" that you specified earlier)	1 (50.0%)	0 (0.0%)	1 (50.0%)

Have you ever contacted the ITS Help Desk by phone or e-mail when you needed assistance with any aspect of online, blended or web-enhanced courses?

- 116 (77.3%) Yes
- 29 (19.3%) No, but I knew I could contact them
- 5 (3.3%) No, and I didn't know I could contact them.

If yes, Did you receive a timely response from the Help Desk?

- 112 (94.9%) Yes
- 6 (5.1%) No

If yes, was your question/issue satisfactorily resolved?

- 100 (87.7%) Yes
- 14 (12.3%) No

Have you attended any IT workshops on online teaching, other than the initial training session?

- 64 (43.2%) Yes
- 84 (56.8%) No

Have you received adequate technical support for planning your online courses at UAAlbany?

- 83 (70.3%) Yes
- 35 (29.7%) No

Have you received adequate technical support for delivering your online courses at UAAlbany?

- 86 (71.1%) Yes
- 35 (28.9%) No

To the best of your knowledge, have your students received adequate technical support for their online courses?

77 (69.4%) Yes

34 (30.6%) No

Please indicate below if you have received instructional support at UAlbany for each online course activity listed below, and if not, if you would like to.

	Yes, Received Support	No, But Would Like Support	No, And Do Not Want Support
Structuring your course for best online experience	62 (49.2%)	41 (32.5%)	23 (18.3%)
Creating webpages that are consistent and reasonably attractive	30 (24.0%)	64 (51.2%)	31 (24.8%)
Running discussion forums effectively	48 (39.7%)	46 (38.0%)	27 (22.3%)
Structuring learning activities that foster student-faculty interaction	46 (38.7%)	51 (42.9%)	22 (18.5%)
Structuring learning activities that foster student-student interaction	43 (35.5%)	57 (47.1%)	21 (17.4%)
Structuring learning activities that foster student-content interaction	42 (35.6%)	54 (45.8%)	22 (18.6%)
"Chunking" (preparing course content into subunits to better facilitate and organize student online learning/reading.)	50 (41.3%)	32 (26.4%)	39 (32.2%)
Giving students constructive feedback in a timely manner	43 (35.5%)	41 (33.9%)	37 (30.6%)
Gathering feedback from students to improve the learning experience	43 (36.1%)	44 (37.0%)	32 (26.9%)
Using specific strategies to create an instructor presence in the course	33 (27.7%)	53 (44.5%)	33 (27.7%)
Ensuring that students understand what it takes to succeed online	38 (31.9%)	54 (45.4%)	27 (22.7%)
Other....	2 (14.3%)	5 (35.7%)	7 (50.0%)
Other....	0 (0.0%)	1 (14.3%)	6 (85.7%)

For the questions below, please use the "NA" option to the right if you have not taught the particular type of course at UAlbany.

Please tell us how many total hours you spend before the semester starts developing and designing a new course:

	0-5	6-10	11-15	16-20	21-30	31-40	40 or more	NA
<u>Completely Online</u> (no face to face or seat time)	2 (0.9%)	2 (0.9%)	3 (1.3%)	2 (0.9%)	7 (3.0%)	6 (2.6%)	48 (20.9%)	160 (69.6%)
<u>Traditional face to face</u> class (no online component at all)	6 (2.5%)	10 (4.2%)	10 (4.2%)	19 (7.9%)	33 (13.8%)	17 (7.1%)	108 (45.2%)	36 (15.1%)
Traditional face to face class combined with an online experience and reduced seat time (<u>Blended</u>)	2 (0.9%)	0 (0.0%)	4 (1.8%)	5 (2.2%)	6 (2.7%)	7 (3.1%)	26 (11.7%)	173 (77.6%)
Traditional face to face class combined with an online experience and no reduced seat time (<u>Web Enhanced</u>)	3 (1.3%)	3 (1.3%)	6 (2.6%)	11 (4.8%)	24 (10.5%)	8 (3.5%)	68 (29.8%)	105 (46.1%)

Please tell us how many hours per week you spend during the semester preparing for a new course:

	0-5	6-10	11-15	16-20	21-30	31-40	40 or more	NA
<u>Completely Online</u> (no face to face or seat time)	7 (3.1%)	22 (9.9%)	13 (5.8%)	11 (4.9%)	6 (2.7%)	4 (1.8%)	4 (1.8%)	156 (70.0%)
<u>Traditional face to face</u> class (no online component at all)	19 (8.2%)	66 (28.4%)	48 (20.7%)	25 (10.8%)	10 (4.3%)	5 (2.2%)	21 (9.1%)	38 (16.4%)
Traditional face to face class combined with an online experience and reduced seat time (<u>Blended</u>)	5 (2.3%)	15 (6.9%)	17 (7.9%)	2 (0.9%)	2 (0.9%)	0 (0.0%)	5 (2.3%)	170 (78.7%)
Traditional face to face class combined with an online experience and no reduced seat time (<u>Web Enhanced</u>)	9 (4.1%)	34 (15.5%)	31 (14.2%)	16 (7.3%)	12 (5.5%)	3 (1.4%)	13 (5.9%)	101 (46.1%)

Please tell us how many total hours you spend before the semester starts developing and designing a course you have taught previously:

	0-5	6-10	11-15	16-20	21-30	31-40	40 or more	NA
<u>Completely Online</u> (no face to face or seat time)	2 (0.9%)	12 (5.5%)	11 (5.0%)	11 (5.0%)	9 (4.1%)	9 (4.1%)	13 (6.0%)	151 (69.3%)
<u>Traditional face to face</u> class (no online component at all)	15 (6.6%)	40 (17.5%)	45 (19.7%)	32 (14.0%)	20 (8.7%)	20 (8.7%)	25 (10.9%)	32 (14.0%)
Traditional face to face class combined with an online experience and reduced seat time (<u>Blended</u>)	2 (1.0%)	14 (6.7%)	7 (3.4%)	8 (3.8%)	6 (2.9%)	6 (2.9%)	6 (2.9%)	159 (76.4%)
Traditional face to face class combined with an online experience and no reduced seat time (<u>Web Enhanced</u>)	9 (4.2%)	24 (11.2%)	25 (11.6%)	22 (10.2%)	9 (4.2%)	13 (6.0%)	17 (7.9%)	96 (44.7%)

Please tell us how many hours per week you spend during the semester preparing for a course you have taught previously:

	0-5	6-10	11-15	16-20	21-30	31-40	40 or more	NA
<u>Completely Online</u> (no face to face or seat time)	17 (7.8%)	25 (11.5%)	11 (5.0%)	8 (3.7%)	3 (1.4%)	2 (0.9%)	4 (1.8%)	148 (67.9%)
<u>Traditional face to face</u> class (no online component at all)	65 (28.1%)	71 (30.7%)	24 (10.4%)	13 (5.6%)	9 (3.9%)	6 (2.6%)	11 (4.8%)	32 (13.9%)
Traditional face to face class combined with an online experience and reduced seat time (<u>Blended</u>)	13 (6.3%)	20 (9.6%)	7 (3.4%)	4 (1.9%)	0 (0.0%)	2 (1.0%)	4 (1.9%)	158 (76.0%)
Traditional face to face class combined with an online experience and no reduced seat time (<u>Web Enhanced</u>)	27 (12.4%)	49 (22.5%)	21 (9.6%)	10 (4.6%)	3 (1.4%)	3 (1.4%)	6 (2.8%)	99 (45.4%)

Have you used a platform other than Blackboard 9.0 at UAlbany?

- 81 (57.9%) Yes
- 59 (42.1%) No

If Yes, which platform have you used?

- 68 (77.3%) Blackboard
- 46 (52.3%) Web CT
- 21 (23.9%) SUNY Learning Network
- 8 (9.1%) Moodle
- 9 (10.2%) Other...

Which of the UA Libraries' tools/features/services/training classes listed below have you used? *(Please check all that apply.)*

- 96 (43.0%) Reference services (IM, text, phone, etc.)
- 46 (20.6%) Information literacy tutorials
- 43 (19.3%) Interactive Media classes or guides
- 35 (15.7%) Interactive Media consultation
- 174 (78.0%) UA Delivery service/Interlibrary Loan
- 197 (88.3%) Online resources (databases, journals, e-books)
- 84 (37.7%) Research by subject webpages
- 89 (39.9%) Consultation with subject specialist librarians
- 78 (35.0%) Requested purchase of materials for collections
- 68 (30.5%) Citation tools
- 122 (54.7%) Reserve services
- 3 (1.3%) Other...

What type of Internet connections do you use when you log in to Blackboard or other online teaching tools? (Please check all that apply.)

1 (0.4%)	Dial-up modem
89 (35.3%)	DSL/Cable modem with Ethernet connection (wired)
125 (49.6%)	DSL/Cable modem with wireless connection
83 (32.9%)	LAN network with Ethernet connection
60 (23.8%)	LAN network with wireless connection
62 (24.6%)	Wireless mobile device
20 (7.9%)	Don't Know/Not Sure
37 (14.7%)	I never log in to Blackboard

What operating systems are on the devices that you use when logging into Blackboard or other online teaching tools? (Please check all that apply.)

145 (58.7%)	Windows (PC) 7 or earlier
50 (20.2%)	Windows 8
72 (29.1%)	Mac OS or OS X
6 (2.4%)	Linux
12 (4.9%)	Mobile -- Android
43 (17.4%)	Mobile -- Apple/iPhone
5 (2.0%)	Mobile -- Blackberry
2 (0.8%)	Mobile -- Other
32 (13.0%)	I never log in to Blackboard
6 (2.4%)	Other...

Thank you for taking the survey!

To complete the survey, please click the "submit" button below.

You will automatically be re-directed to UAlbany's Blackboard and Classroom Technology web page.