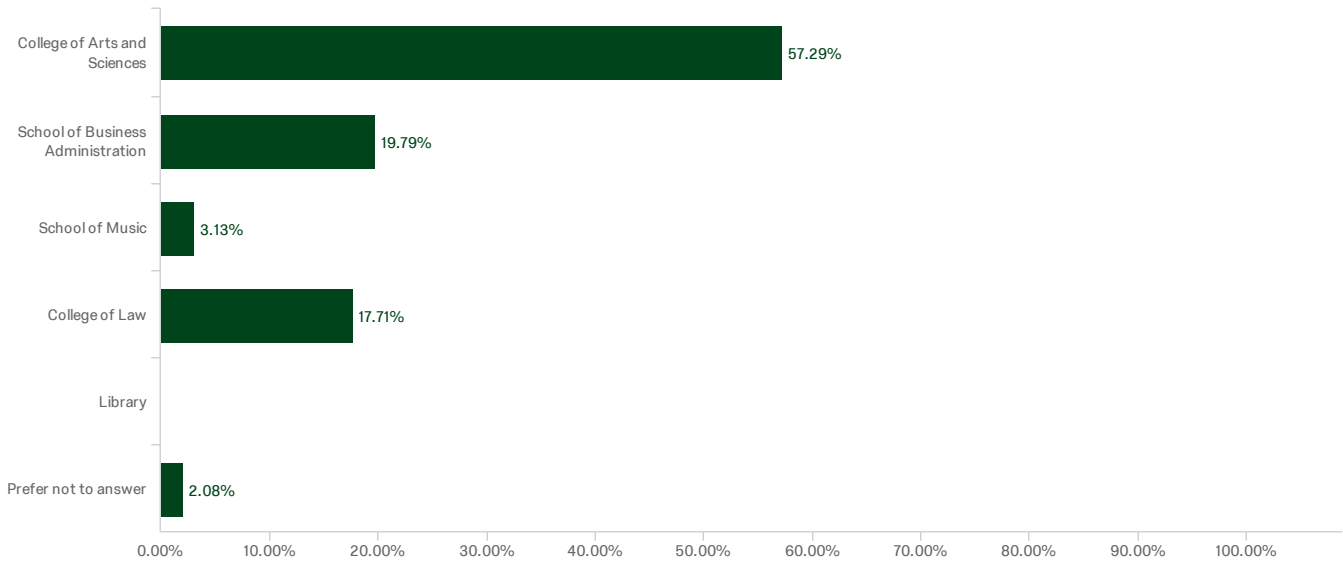


Report

Faculty Online Learning Technologies Survey 2019

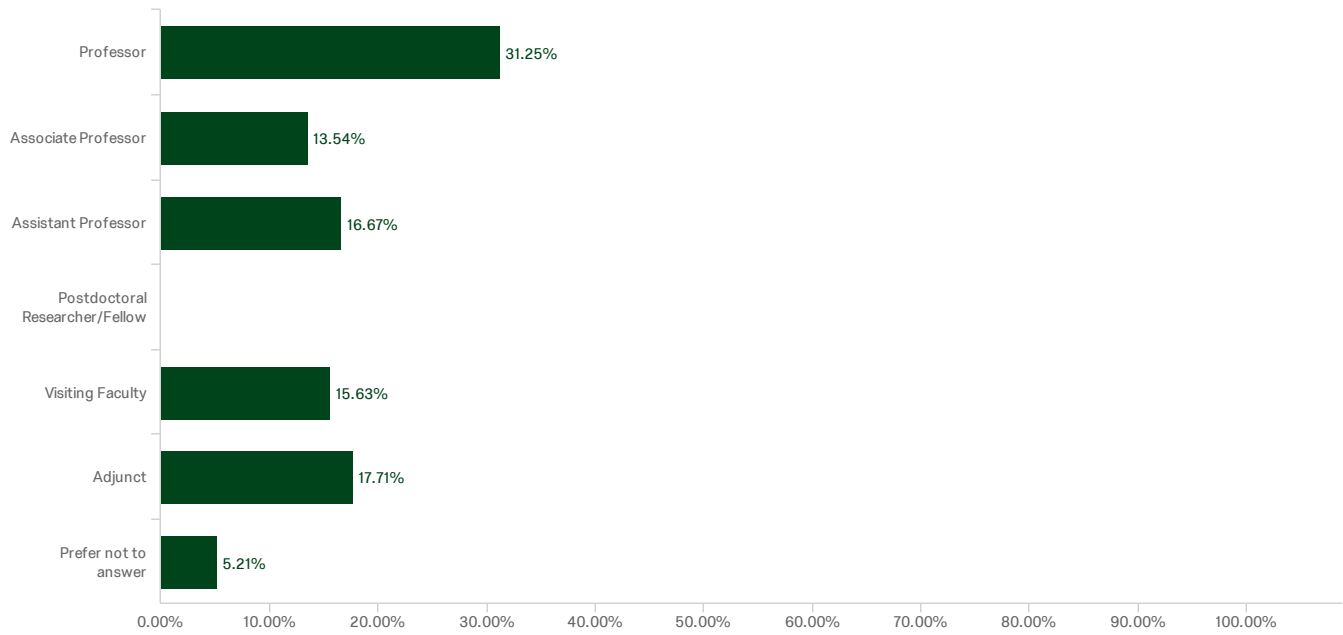
March 11, 2019 10:23 AM EDT

Q1 - In which college do you teach?



#	Field	Choice Count
1	College of Arts and Sciences	55
2	School of Business Administration	19
3	School of Music	3
4	College of Law	17
5	Library	0
6	Prefer not to answer	2

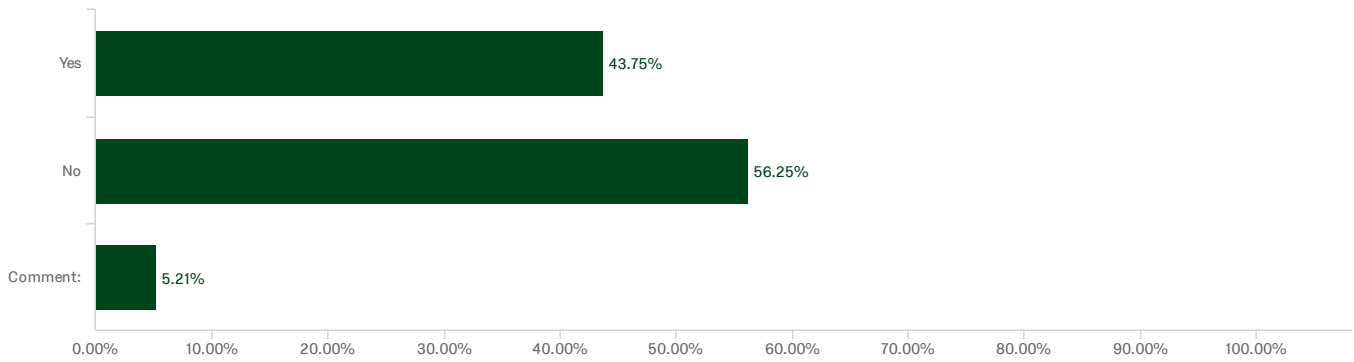
Q2 - What is your current rank/position/faculty status?



#	Field	Choice Count
1	Professor	31.25% 30
2	Associate Professor	13.54% 13
3	Assistant Professor	16.67% 16
4	Postdoctoral Researcher/Fellow	0.00% 0
5	Visiting Faculty	15.63% 15
6	Adjunct	17.71% 17
7	Prefer not to answer	5.21% 5
		96

Showing rows 1 - 8 of 8

Q3 - Have you taken online classes as a student before?



#	Field	Choice Count
1	Yes	41.58% 42
2	No	53.47% 54
3	Comment:	4.95% 5
		101

Showing rows 1 - 4 of 4

Q3_4_TEXT - Comment:

Comment:

A CPE course, not a course for academic credit

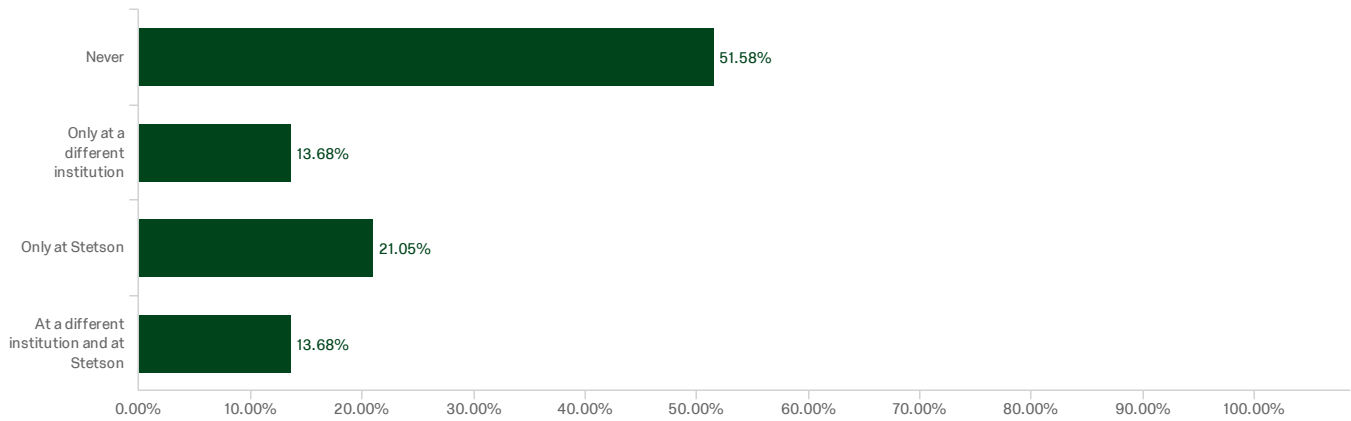
Sort of. But only in a not-for-credit, professional development situation.

hybrid

I did not like them.

As an undergraduate

Q4 - Have you taught a fully online course before?

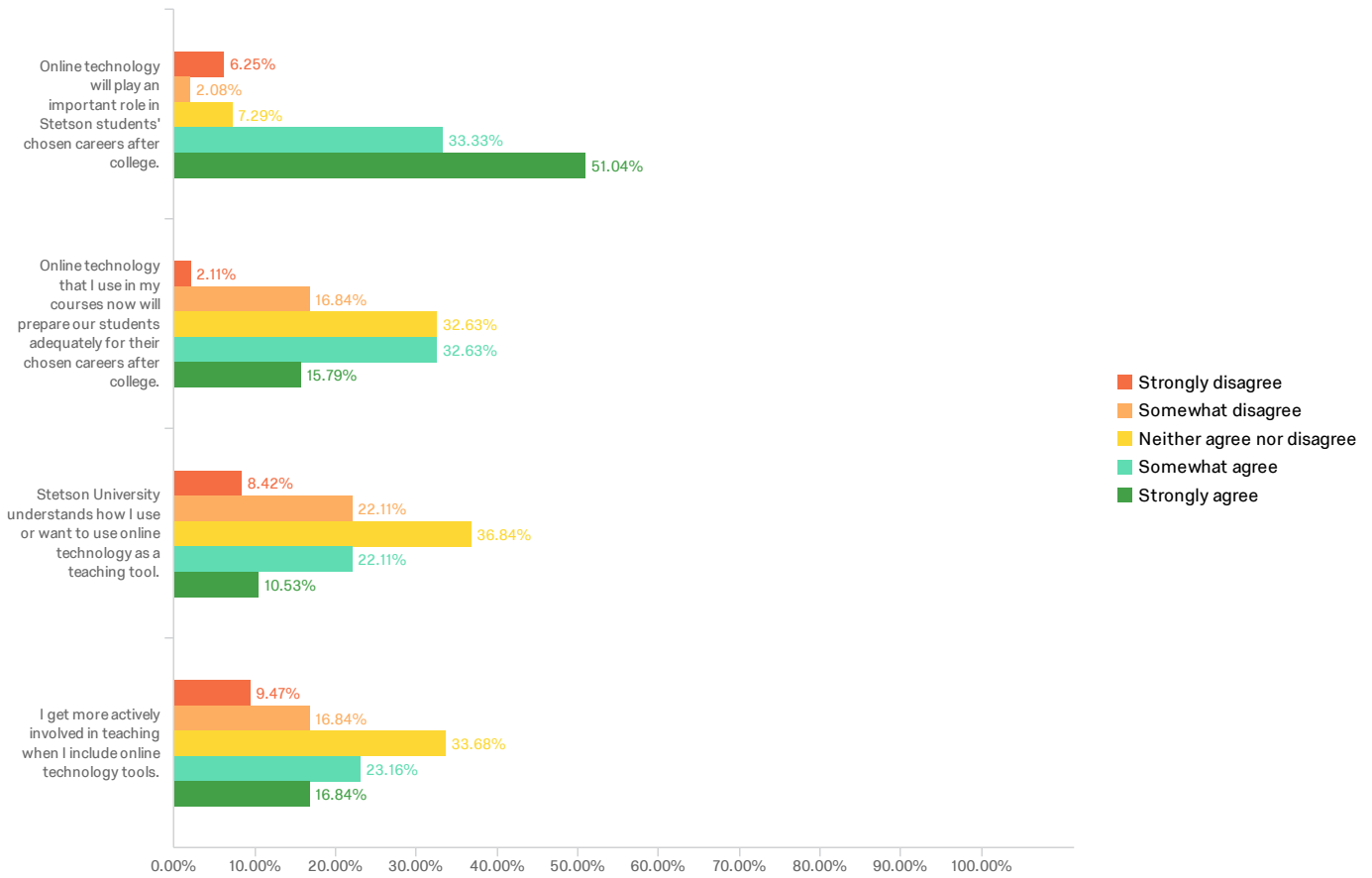


#	Field	Choice	Count
1	Never	51.58%	49
2	Only at a different institution	13.68%	13
3	Only at Stetson	21.05%	20
4	At a different institution and at Stetson	13.68%	13

95

Showing rows 1 - 5 of 5

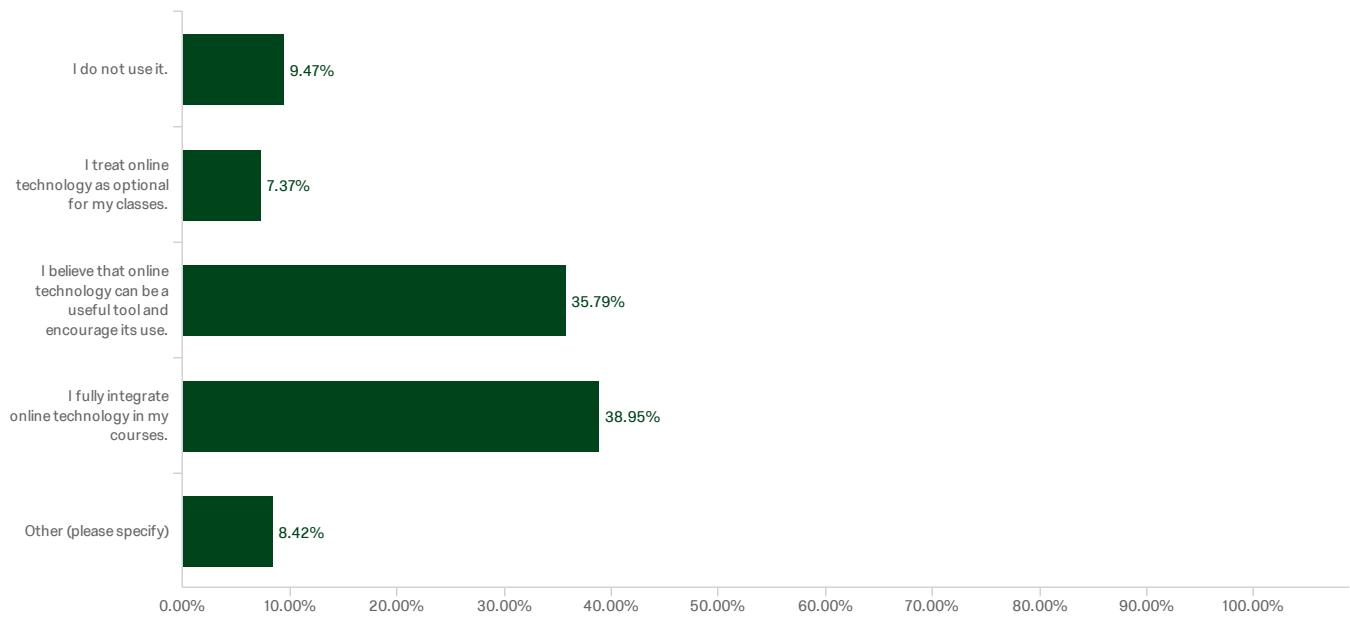
Q5 - Please indicate how strongly you agree or disagree with the following statements.



#	Field	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	Online technology will play an important role in Stetson students' chosen careers after college.	6.25% 6	2.08% 2	7.29% 7	33.33% 32	51.04% 49	96
2	Online technology that I use in my courses now will prepare our students adequately for their chosen careers after college.	2.11% 2	16.84% 16	32.63% 31	32.63% 31	15.79% 15	95
3	Stetson University understands how I use or want to use online technology as a teaching tool.	8.42% 8	22.11% 21	36.84% 35	22.11% 21	10.53% 10	95
4	I get more actively involved in teaching when I include online technology tools.	9.47% 9	16.84% 16	33.68% 32	23.16% 22	16.84% 16	95

Showing rows 1 - 4 of 4

Q6 - How do you use online technology in your courses?



#	Field	Choice Count
1	I do not use it.	9.47% 9
2	I treat online technology as optional for my classes.	7.37% 7
3	I believe that online technology can be a useful tool and encourage its use.	35.79% 34
4	I fully integrate online technology in my courses.	38.95% 37
5	Other (please specify)	8.42% 8
		95

Showing rows 1 - 6 of 6

Q6_5_TEXT - Other (please specify)

Other (please specify)

I integrate technology to encourage discussion. I try to use it according to topics

not certain what you consider "on-line technology"

I would like to, but time constraints prevent doing so.

Answer differs based on class taught.

I ask students to do certain things online(such as Journal entries).

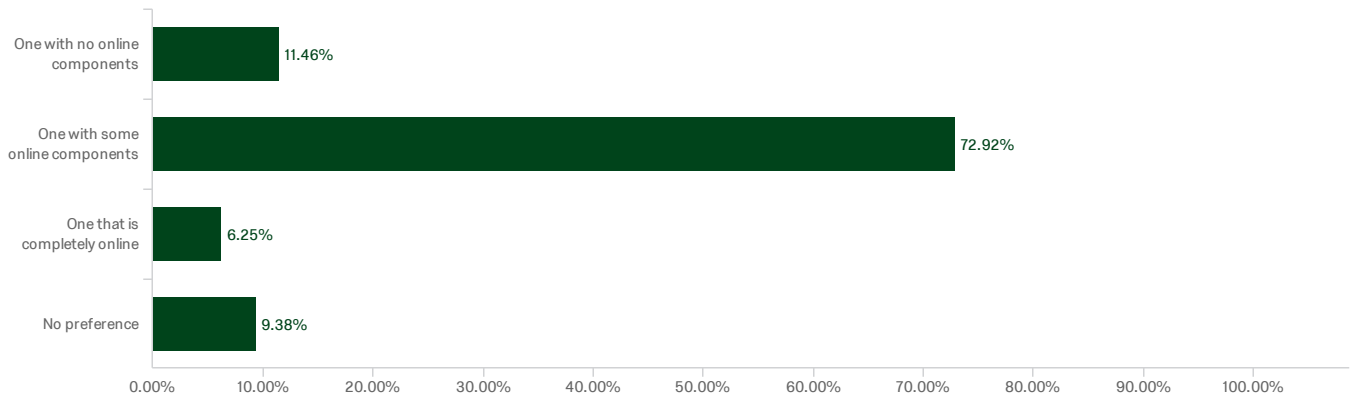
Other (please specify)

I use online technologies to facilitate using teaching strategies that work better for smaller class sizes in larger classes.

I teach fully hybrid courses in The MFA of the Americas—works great!

Research assignments

Q7 - In what type of learning environment do you most prefer to teach?

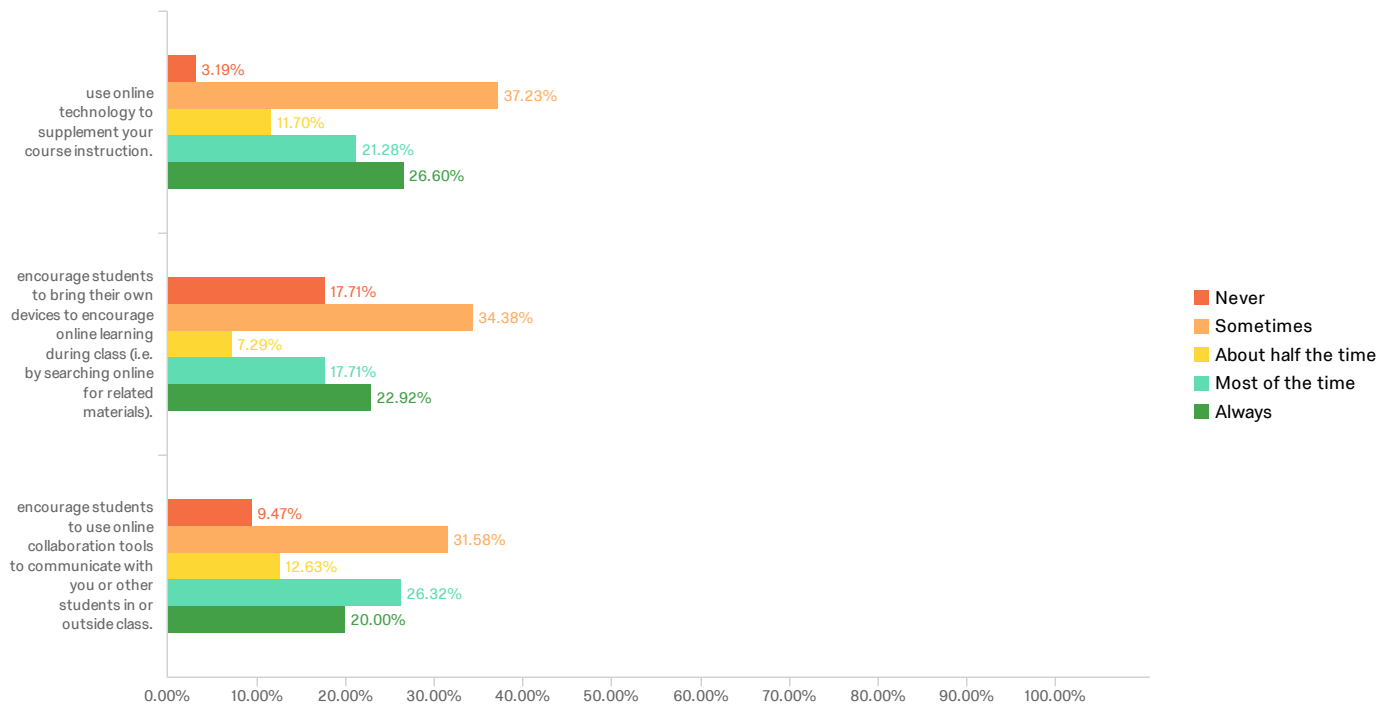


#	Field	Choice Count
1	One with no online components	11.46% 11
2	One with some online components	72.92% 70
3	One that is completely online	6.25% 6
4	No preference	9.38% 9

96

Showing rows 1 - 5 of 5

Q8 - Thinking about your Stetson university teaching experiences, how often do you...

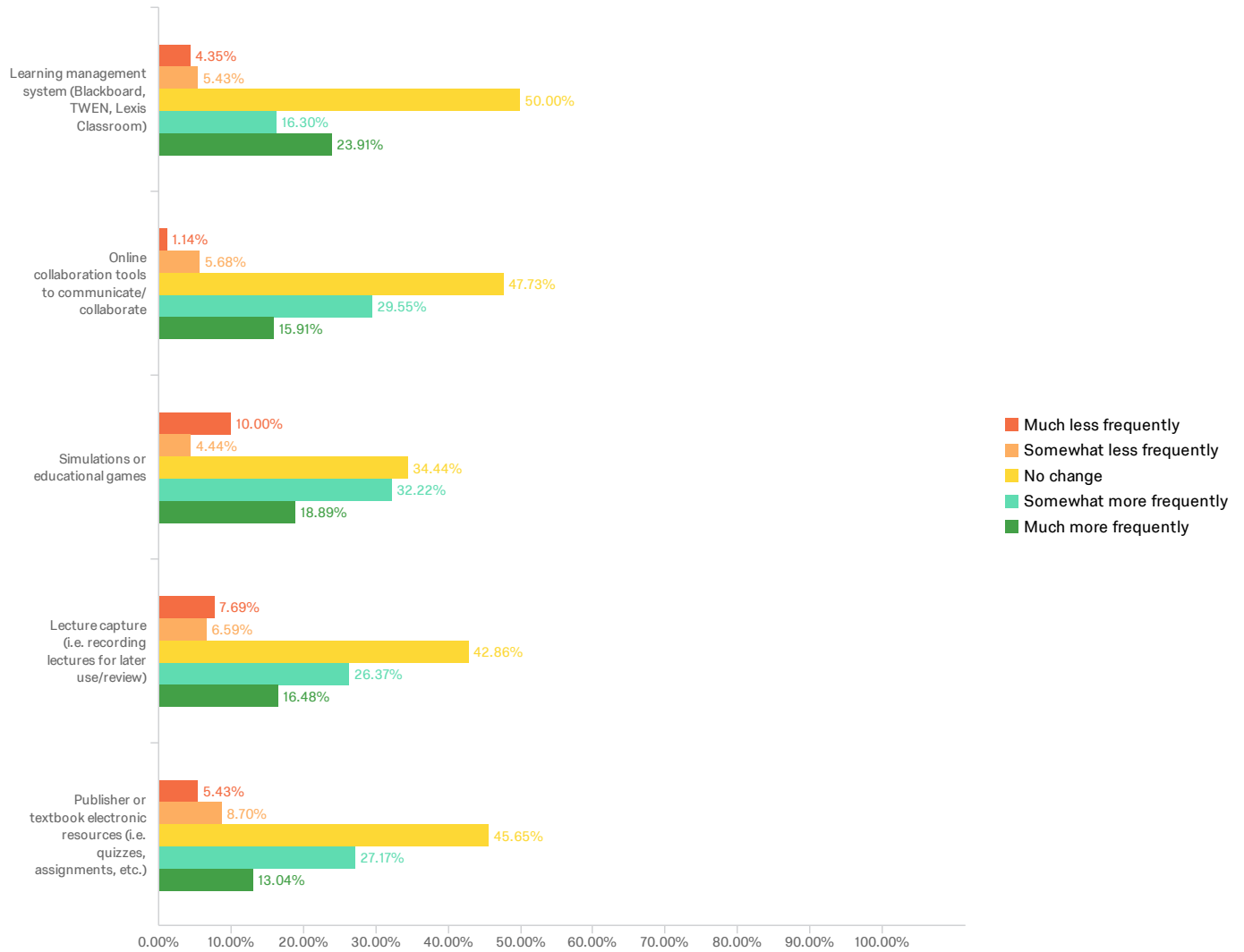


#	Field	Never	Sometimes	About half the time	Most of the time	Always	Total
1	use online technology to supplement your course instruction.	3.19% 3	37.23% 35	11.70% 11	21.28% 20	26.60% 25	94
2	encourage students to bring their own devices to encourage online learning during class (i.e. by searching online for related materials).	17.71% 17	34.38% 33	7.29% 7	17.71% 17	22.92% 22	96
3	encourage students to use online collaboration tools to communicate with you or other students in or outside class.	9.47% 9	31.58% 30	12.63% 12	26.32% 25	20.00% 19	95

Showing rows 1 - 3 of 3

Q9 - Indicate how frequently you would prefer to use each of the resources/tools listed

below.



#	Field	Much less frequently	Somewhat less frequently	No change	Somewhat more frequently	Much more frequently	Total
1	Learning management system (Blackboard, TWEN, Lexis Classroom)	4.35% 4	5.43% 5	50.00% 46	16.30% 15	23.91% 22	92
2	Online collaboration tools to communicate/collaborate	1.14% 1	5.68% 5	47.73% 42	29.55% 26	15.91% 14	88
3	Simulations or educational games	10.00% 9	4.44% 4	34.44% 31	32.22% 29	18.89% 17	90
4	Lecture capture (i.e. recording lectures for later use/review)	7.69% 7	6.59% 6	42.86% 39	26.37% 24	16.48% 15	91
5	Publisher or textbook electronic resources (i.e. quizzes, assignments, etc.)	5.43% 5	8.70% 8	45.65% 42	27.17% 25	13.04% 12	92

Showing rows 1 - 5 of 5

Q15 - Comments:

Comments:

I find Blackboard clunky and very difficult to work with. I much preferred working with Canvas as an online tool at my previous institution. Regardless of tool, I believe students nearly always learn more when they have frequent in-person interactions.

I'm interested in how one might teach a class from another location outside Stetson.

We need in the law school more training on technology usage so that we could properly evaluate its usage. Trainings should be done during class breaks. Training offer the first two weeks of classes doesn't help me.

This question is impossible to answer without specifics.

I already use these a lot. (I don't like the Publisher resources as much, but I do like to link to the textbook chapter.) I would like more help with editing lecture videos. I would also like to see my colleagues using less paper in class by using BB to post syllabi, reading assignments, etc. and to receive assignment submissions.

I regularly use these tools and believe they are excellent learning resources.

Blackboard is terrible, and makes online learning more difficult.

As a previous practitioner in both fields of Accounting and Finance, I believe knowledge and experience with online tools and resources is an absolute necessity at the next level.

I view online classes as a stop gap over the summer for students who need a class to graduate or want to get ahead a bit. I do not believe they can possibly replace in person classes.

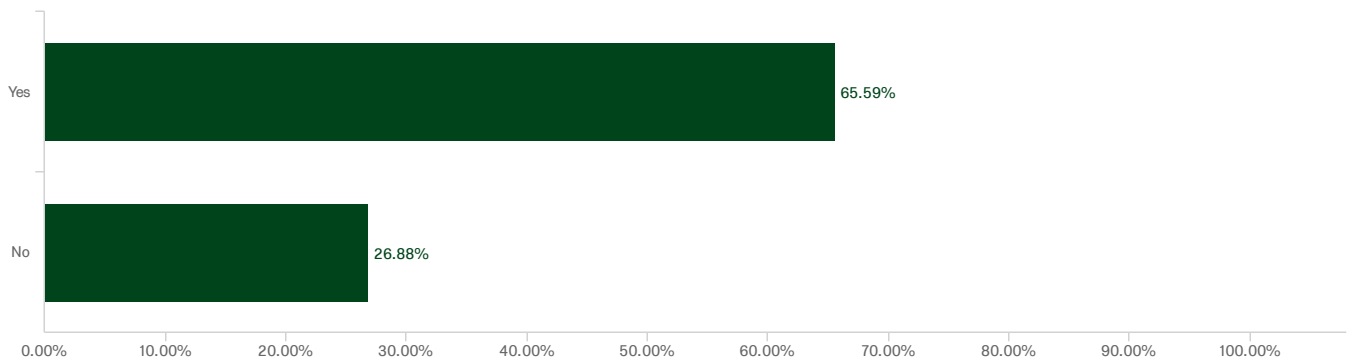
There are many online outlets not represented here. For example, I create blogs for all of my courses to document our progress and keep course materials.

I already have an electronic component fully integrated in my course.

Some questions are not well structured for answers. I do use some online options and would use more depending on course and appropriateness

I'd like Blackboard to be better!

Q10 - Should Stetson offer online classes during the Fall and Spring semesters?



#	Field	Choice Count
1	Yes	57.01% 61
2	No	23.36% 25
3	Comments:	19.63% 21
		107

Showing rows 1 - 4 of 4

Q10_3_TEXT - Comments:

Comments:

I see a need for some online classes but would not like to see a significant number of them. I would not like to see any student be made to take an online class because they couldn't get into a live class.

I think it is fine if there is high demand for it, but I do not think fully online courses are the best learning modality.

It should not be mandatory that a faculty member or a department participate in online teaching. Students should not be required to take online classes, nor should they be able to get their entire Stetson degree online.

It depends on the classes.

We should not be offering wholly online classes to replace any of our core curriculum. Personal interaction is fundamental to a good teaching and learning experience. Online tools should not be seen as a mechanism for replacing in-person interaction, but as a means of enhancing it.

Until the main campus unilaterally decided to change the platform, I taught a very popular asynchronous on-line course. Most Profs at the law school have now abandoned their on line courses. ONLY the LLM and MJD courses continue on line! What a LOSS.

As the Online Learning Working Group recommended last year, fully online courses should be a part of the course options, but limits should be set for the number of online courses that students can take, except in unique situations where a student's personal situation (health issues, other major concerns) argue for allowing for more online courses to help the student maintain progress toward graduation.

There seems to be a misconception that online courses will weaken the learning experience. However, that has not been my experience when teaching online courses nor when I took online courses as a student.

Comments:

This question is too complex to answer yes or no. The fact is that online teaching takes more time and different prep to do well, and I am willing to bet that Stetson admin doesn't understand that and that this would only complicate faculty workload issues more than they're currently complicated.

Any online class should include strong discussion components. Students learn as much from each other as they learn from me. And there is really NO substitute for learning to disagree respectfully in person, which can only be done in an IRL classroom.

Online instruction is not particularly part of Stetson's brand. But it is likely to be a necessary component if we are to remain relevant/competitive.

Only in Senior or graduate levels. Maturity is a factor in success as an online student.

I believe the broader question here is the purpose of a Liberal Arts education. As a full-time mostly residential University, what would be the role of an on-line class with no in-person meeting or discussion? Do we dilute the value of the University if it is just another on-line option?

In my opinion, that would be more of a strategic decision of the University.

Maybe. It might be relevant for some classes, but the majority of classes should be in person. Maybe allow one online class per semester.

I don't think it's a good direction for Stetson to go in—it usually means more work for adjunct instructors or overload courses for tenured/tenure-track faculty. Blended courses make perfect sense though.

Why bother to have a campus and dorms if you want to push online courses? The quality simply is not and cannot be the same for most subjects, certainly not for the core liberal arts classes. I am sure admin sees this as a way to reduce the faculty and save money and thus loves it—however, this kind of push to turn us into a packaged product to consume at leisure goes against the mission and values of Stetson University.

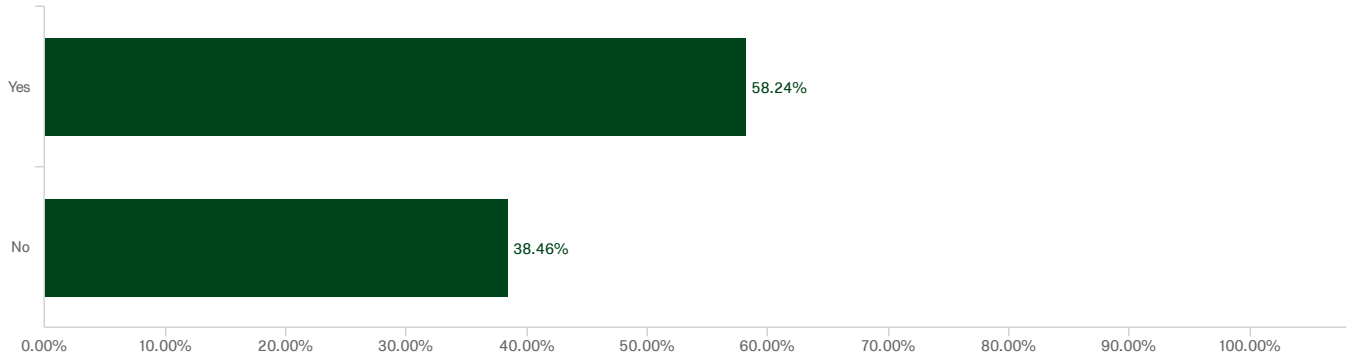
Especially a compressed, 8 week course in the first half of the semester, not the second.

no comment

We offer hybrid courses all year in the MFA

I think that offering online classes in major semesters will damage Stetson's reputation as a high-touch environment for students and is a danger for further erosion of academic standards.

Q11 - Would you like to teach online courses at Stetson during the Fall and/or Spring semesters?



#	Field	Choice Count
1	Yes	53.54% 53
2	No	35.35% 35
3	Comments:	11.11% 11
		99

Showing rows 1 - 4 of 4

Q11_4_TEXT - Comments:

Comments:

I don't know how to do so and for what I hear from students, I will be concerned with learning outcomes.

So long as this means partly online classes and not wholly online classes, then yes.

SEE ABOVE!

But I would need time to develop the course. Online education needs to be developed in a thoughtful manner.

Absolutely. I love my seated courses, and if my class were entirely students who were available on campus, I would probably try to schedule times to meet with them face-to-face, too. But, I think having fully online classes might help us expand our enrolled population to those who cannot travel to campus on a regular basis (or ever).

Same as above. I'm happy with how I use technology already, and a fully online course would really screw up my already complicated workload.

My opinion is biased by the fact that I teach in a lab intensive discipline. I would feel differently if I taught in a discipline that did not require hands-on training in technique.

Unsure.

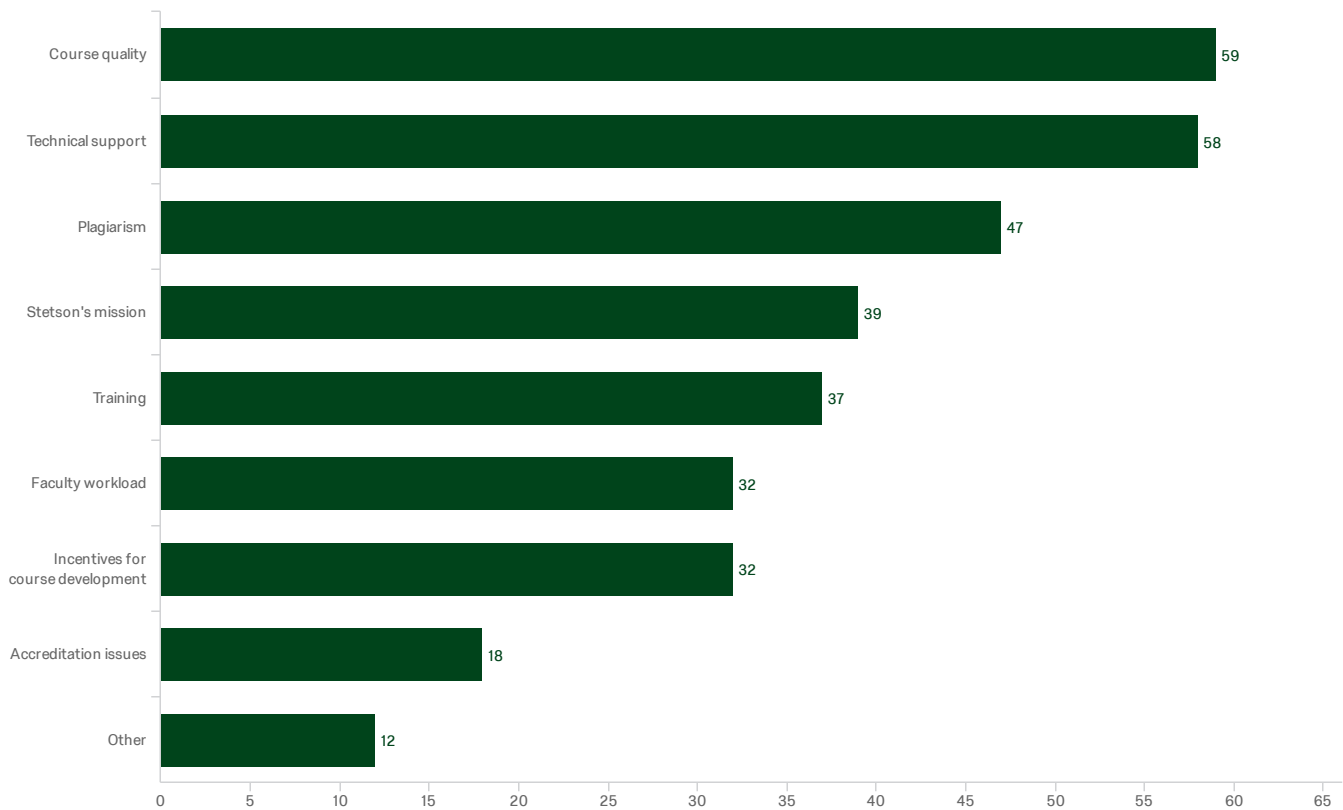
Comments:

I wouldn't mind teaching one online class per semester.

Maybe? But really I would like to use online components more in my current courses. But perhaps? Maybe???

If fully supported by distance learning, and if it does not jeopardize a visiting's chance of return.

Q12 - Do any of the following concern you about online learning?



#	Field	Choice Count
1	Plagiarism	13.74% 47
6	Course quality	17.25% 59
7	Faculty workload	9.36% 32
8	Accreditation issues	5.26% 18
9	Training	10.82% 37
10	Technical support	16.96% 58
11	Incentives for course development	9.36% 32
12	Stetson's mission	11.40% 39
14	Other	3.51% 12
16	Comments:	2.34% 8

342

Showing rows 1 - 11 of 11

Q12_14_TEXT - Other

Other

cheating other than plagiarism

Passive students

Can you achieve the broader goal of Liberal Arts education in an on-line only environment. Would the Stetson Brand lose its value?

Program Quality

There is so much in person activities that I cannot do online. The interactive feedback and in depth discussion are more difficult in an online setting.

Classroom connection

getting to know students

As someone who has taught and taken online course, I believe there are far less effective and should be an option for when in-person courses are not an option. Summer is a perfect example.

Students having the great in-class atmosphere and community we create in the classroom.

Cheating on exams

The major effort is course development which needs adequate lead time. Compensation for advance work to develop a course is needed

Online learning is a different learning environment. Teaching in that environment and learning in that environment are both learned skills. In order for faculty and students to succeed, Stetson must be thoughtful in preparing our learning community for this shift in landscape.

Q12_16_TEXT - Comments:

Comments:

Each of my concerns can be addressed with proper training and preparation.

In teaching fully online courses in the past, I found that plagiarism was a frequent concern. In my experience, students without a face-to-face relationship with their professors often have less respect for the instructor and the learning environment and express some of that disrespect through their poor quality work. Also, in my experience, online learning requires more of instructors' time because it is far more difficult to communicate to the class as a whole (students don't tend to watch long lectures; they don't tend to carefully read instructor communications -- and this is from experience with students who were generally far more prepared for college than many Stetson students tend to be). Also, Stetson puts a lot of emphasis on community engagement, at least in theory, and community engagement becomes far more difficult without face-to-face interaction among students and instructor.

Online learning is excellent for technical courses! For non-technical courses, online learning that has a live *collaborate* component is great as it is good to exchange ideas in discussion-based courses.

We already lack IT support because IT is giving full support to faculty members doing the online courses. If this is now, it will be a fiasco having more faculty members demanding attention. Will there be preferential attention to the "senior" online faculty?

All of these topics are important to "manage," but the three I checked are the only ones I am "concerned" about. Using Safe Assign for assignment submissions reduces risk of plagiarism, but, it's still a concern. Technical support is generally OK through OOLET, but is a little hit-and-miss on a few fronts. Minimal course development "stipends" were available in previous summers for new courses, but that seems to have disappeared. I do think that is a good way to entice faculty to translate a course into a fully online format. It is extremely time consuming to do it well.

Comments:

From my experience at multiple institutions, online learning lowers the quality of courses by acting as a sort of 'outsourcing' of faculty labor.

We offer a high-touch environment where students have relationships with faculty. How would this characteristic translate in an online environment?

Blackboard is clumsy

End of Report