

INSTITUTION SUPPORT

QS3/1 - Is a desktop or laptop provided for every member of staff, regardless of role?

Yes, everyone can select from a list of choices X1

Yes, everyone gets standard issue PC or Mac desktop X4

No, only some academic staff are entitled (e.g. tenured/full time, or teaching/research) X3

QS3/5 Have you ever been denied use of a particular technical device (or software) because it is not on the university 'preferred supplier' list?

Yes, software X4

Yes, a netbook, tablet or iPad X1

No, never X1

OTHER:

Been denied software because it doesn't fit university tech policy.

yes, could not get a card for my scanner to work, although this was needed for health reasons, following "upgrade", also failure to get proper repair to my microphone equipment - was told I need to get reassessed. Microphone not working.

QS3/6 Is wifi available and reliable all over campus, with no noticeable problems?

Our provision for wifi is fairly reliable and accessible X5

We do have regular unscheduled downtime and also have deadspots or dropout issues X1

We do have dropout or deadspot issues X1

I never use wifi X1

QS3/7 Does your university encourage BYOD and/or have a BYOD policy?

Yes, we have a policy and we are encouraged to use our own devices X1

No, we don't have a policy, but people use their own devices X4

Yes, we are encouraged to use our own devices, but don't have a policy X2

OTHER:

I'm assuming the wifi rollout was to encourage this.

QS3/8 How would you describe your experience of administration, teaching & learning, libraries, student or staff support, or other significant university work which may rely on technology: devices, software, intranet or internet services? (In respondents own words)

The use of technology is improving although there are some glitches and the service support is not customer friendly

When my teaching/research is dependent on technology provided/administered by the university I experience sometimes problems that affect the quality of teaching & research.

It can be frustrating at times as the people who control IT provision in the university have little or no understanding of the learning and teaching needs of staff in the university. In teaching rooms it is often a lottery as to what will work and what won't, what version of browsers will be on each machine, what software they will have installed etc. Very inconsistent and a real obstacle to effective technology adoption by staff.

Pretty poor. 1 - Teaching staff are kept outside of the main *** functionality and treated like poor relations. 2 - Blackboard and *** can't communicate with one another. This one change that could seriously improve student experience of feedback and staff control over assessment. I've raised this for two years. Nothing. Managing blackboard assessment without *** compatibility is such a trial that I won't do it until the software talks properly across systems.

I work in IT so my experience is probably not representative of the end-user experience. I get non-standard equipment as I require them for more intensive tech work like programming.

"Difficult to say as I am still relatively new.

Support for new staff is only available at the beginning of each semester.

I have had to learn how to use the different devices and software on the go."

Technology has improved in my years here, but there are times when machines are very slow. An example is a machine taking 20 minutes to be booted, logged in and a program opened for use. The range of software available is improving. The main problem is speed, or lack of, of the computers themselves, and sometimes delays with the printing facilities. Staff and students sharing printers is not ideal, but this has been enforced, at least in my own department.

*** is totally irritating; logs you out after 30 mins of inactivity, but what counts as inactivity? Entering data doesn't. It is so annoying to spend ages typing in attendance and marks only to press save and find you have been logged out. MISLine and evision hold different versions of what should be the same data. Why are there so many versions of data when there should be one source? Staff are told it is their responsibility to check all the different sources, but when updates are requested and nothing has changed, it is somehow the fault of the staff who spotted the problem. One year, *** and *** had such different student numbers on modules, the teaching rooms allocated were far too small. Hint: one source of data, avoid duplication leading to inconsistency in data with updates. This year, I saw a student's data for results was not fully published on the student's record but was clearly visible in the module record, so the student himself probably couldn't see it (a full semester later).

QS2/5 Does your university provide you with, or make a financial contribution to your mobile device(s)?

(yes or no)

yes = x2

no = x6

QS1/7 My smartphone is more important than my desktop computer
(LIKERT 1-5, where 5 is agree strongly)

1 = x2

2 = x3

3 = x2

4 = x1

5 = x0

SOCIETAL CHANGES

QS5/5 Would it be a good idea to provide every student with a device of their choice, plus good wifi, rather than use 'wired' networks and desktop workstations?

Yes, providing cost could be met X2

Yes it would help with the device inequality between students X3

Yes it's much more modern X1

Yes it would help to teach in the context of 21st century skills X4

No, I think the university 'wired' network and workstation provision is more suitable X1

People bring their own devices anyway rather than relying on desktop units available X4

We perhaps need both X6

OTHER:

A central government digital divide fund to allow HE institutions to rent tablets en masse would be a start.

QS5/7 Tick all the statements below that you agree with:

Students expect to use technology at university because they use it every day in their daily lives X6

Students need much more flexible ways of studying X8

It's wrong to think that all students love technology, some really don't X4

I know what it means to be digitally literate, and could teach that to my students, or support it at other levels in the institution I work for X3

The digital society has potentially changed everything about what it means to go to university X5

It is very difficult to utilise technology adequately in our institution when provision is poor X3

QS6/1 The working week needs to be redesigned to allow for flexible working - if this is so, in what ways should it change?

I need to be able to work when I need to or have time available, not just be 'in the office' which is often not productive x6

I need some way of tracking hours while on different digital devices x3

I need to be able to support students out of office hours but be paid to do so x6

I need to be able to work online collaboratively, whilst I am at home x6

I believe my university should help pay for my broadband connection x3

I need to be able to get help with using technology for work anytime - 24/7 x4

QS6/6 In your own words, how do you see the future of your role in academia, over the next 5 years, in relation to technology?

I believe we will continue to work more virtually and communicate with stakeholders at more non standard times - some people may not embrace this and there is a balance to be made here - a real work life balance.

My professional life is increasingly spent using technology. If the University network goes down, I don't know what to do as most, if not all, of my work involves use of the network. I don't see this trend slowing down. I find that people are communicating more and more via e-mail and social networks. For understanding in communications, you can't beat a phone call or a face-to-face meeting.

A very difficult question as my current job exists on extremely shaky foundations. Ideally, my job would involve some degree of teaching and some degree of developmental work for other staff. The work might involve some attendance at various university locations but would allow for some flexibility in working time and place. I would like to be part of a more coherent and effective network/community of practice but see this as quite unlikely to occur.

Use new technology to enhance learning and teaching and - most importantly - present benefits and risks of technology in learning and teaching.

Difficult to see our university meeting the challenge. The university won't invest in the kind of research/teaching/admin balance that would allow lecturers to become experts in their fields in a way that would make MOOCS from our institution meaningful.

I work in IT and the shift I see is more opportunities/issues surrounding the "consumerization of IT" which is the blending of cloud, mobile, and social media in the academia. While the issues certainly involve maturing technology, it's the mindset of faculty and staff who have been at the university far too long and cite tradition that are more problematic. We need these folks to be more outwardly open, looking at other industries for examples, and new bloods for our universities to change.

it is essential to my role both now and in the future, I see it as increasing potential markets and revenue streams, as facilitating collaborative projects, as making admin processes and systems more efficient and accurate and as continually improving the learning and teaching experience

I have introduced various techniques into my teaching, e.g. blogs, videos, animated videos, animations. I have taught myself how to use and create these in my own time. These techniques have proved popular with the students (e.g. they have told me they understand a topic after watching the video or animation). I think this offers an enhanced learning environment for students who might not be successful in traditional teaching environments, but I believe such efforts are not appreciated by management and that whatever academic staff do to try to improve learning is viewed as "not good enough", and that too much reliance is placed on synthetic pass rates rather than recognising the progress that each student has made. Staff should be allowed to have "down time", whereas currently staff appear to be expected to be available all the time, including when on leave or off sick; a balance needs to be struck between availability and reasonable availability. Some people are happy to study on their own, perhaps just for the pleasure of it, whereas others need guidance to find the best way for them to study and integrate learning into their lives. It is not "one size fits all". If a student does not pass a module, it does not mean they have not learned; they might have improved their knowledge and understanding, they might realise the topic is not for them, they might be in a situation outside their control which has adversely affected their assessment. A wide variety of learning resources should be balanced by a variety of types of assessment, rather than the confines of a written exam and dictated pass rates which might not be realistic or achievable, and run the risk of giving the appearance that it is impossible to fail, thus devaluing the achievements of those involved. Staff need to feel safe in trying new ideas and methods, and students need to feel supported in their learning. A supportive environment is what is required in the future, nurturing staff and students alike.

QS4/5 Do you think the drive to use technology in learning and teaching is a cost saving exercise, or that it provides a way of creating more opportunities and choices for everyone?
ALSO IN 'COST'

We need to be more competitive so this allows for more choices of study X4

Course consolidation is a motive in our institution X1

Students want more technology in their learning experiences X4

It means I need to work more hours for the same money X1

Overall I believe it will reinvent how we teach, learn and assess in higher education X4

PEDAGOGY / LEARNING DESIGN

QS4/3 Is your institution increasing the number of courses which use more technology in their learning and teaching, and if so, in what ways?

We are not increasing the use of technology in our learning and teaching for distance learning and multimodal learning x1

We are increasing the use of technology in multimodal learning, but only at class level (ad hoc) x2

We are increasing the use of technology in distance learning only x1

OTHER:

I don't have enough information about what's happening in this area to give an informed answer

We are increasing the use of technology in all modes of learning, but particularly in work-based and distance learning courses.

R1 & R4 did not respond

QS4/7 - In your institution, is enough support available for helping staff to get more out of technology for their teaching scenarios?

Also in LEARNING QUALITY

elearning technical support is well provided for X2

elearning technical support is provided, but not enough X4

Pedagogical approaches more suited to technology settings need to be demonstrated and publicised X4

We should have more show and tell sessions X2

We get little support from management (faculty or senior) to redesign our courses - either time or funding X3

OTHER:

The question is one of resources. We are so stretched in the basic provision of syllabus delivery that staff have little time to develop courses in innovative tech-related ways."

QS5/2 Can current technology offer new ways for students to *design their own learning? If so, how?

Also in STUDENT CENTRED LEARNING

Technology could offer ways of innovating curriculum design for personal learning x7

Technology could help with real engagement for students, such as communities of learning x7

Technology could help with self-directed group work through social media x6

Technology could help with delivery of individual timely relevant feedback x7

Technology could encourage self-directed peer critiquing and critical thinking x6

QS5/3 Which of the following would you think were important to take into account when using an online learning management system?

Good user experience and usability x6

Good design and look and feel of learning materials x7

Consideration of the type of technology required to access the learning materials x7

Suitability of learning material to use (study with) online x8

Regular updates x4

Timely provision of learning materials x6

A consistent online experience with all classes x2

Easy to find things x6

A discussion board x3

A way to contact the teacher x8

STUDENT CENTRED LEARNING

QS5/1 Do you think students engage more with university life if they are using technology?

No, it doesn't make any difference at all x1

Yes, it improves direct student input, discussion and sharing x3

Yes, I always try to use some fun aspect of it in my dealings with students x3

My impression is that it is popular with students in general x3

I don't know x1

OTHER:

Very hard to generalise. Some probably do, others don't. They might not be exposed to very good models or ideas on how they can use tech more to engage

QS5/2 Can current technology offer new ways for students to *design their own learning? If so, how?

Technology could offer ways of innovating curriculum design for personal learning x7

Technology could help with real engagement for students, such as communities of learning x7

Technology could help with self-directed group work through social media x6

Technology could help with delivery of individual timely relevant feedback x7

Technology could encourage self-directed peer critiquing and critical thinking x6

QS5/4 Should institutions support TEL* as a way to help increase student centered learning approaches for our diverse student populations? (*TEL = Technology Enhanced Learning)

I think TEL can help to increase student centered learning for diverse student populations X7

I'm not sure that TEL can help increase student centered learning for diverse student populations X1

We need senior level policy on use of TEL to support student centered learning for diverse student populations X4

We need faculty wide policy on use of TEL to support student centered learning for diverse student populations X4

We need practical examples of how TEL can increase student centered learning for diverse student populations X6

QS5/7 Tick all the statements below that you agree with:

Also in SOCIETAL CHANGES

Students expect to use technology at university because they use it every day in their daily lives X6

Students need much more flexible ways of studying X8

It's wrong to think that all students love technology, some really don't X4

I know what it means to be digitally literate, and could teach that to my students, or support it at other levels in the institution

I work for X3

The digital society has potentially changed everything about what it means to go to university X5

It is very difficult to utilise technology adequately in our institution when provision is poor X3

QS5/8 Tick all the statements below that you agree with:

Students think that using online materials is a cheap option to save money, rather than be provided with a 'proper' lecturer X2

Students know more about the technology than I do X3

Providing learning material online makes students lazy X2

Lecturers often think that using technology is pointless, and offers no real benefit over 'traditional methods' X2

Technology increases problems in class and outside of class as is an excuse X1

None X1

LEARNING QUALITY

QS4/7 In your institution, is enough support available for helping staff to get more out of technology for their teaching scenarios?

elearning technical support is well provided for X2

elearning technical support is provided, but not enough X4

Pedagogical approaches more suited to technology settings need to be demonstrated and publicised X4

We should have more show and tell sessions X2

We get little support from management (faculty or senior) to redesign our courses - either time or funding X3

OTHER:

The question is one of resources. We are so stretched in the basic provision of syllabus delivery that staff have little time to develop courses in innovative tech-related ways."

QS4/4 Do you think that more teaching with digital tools compromises academic integrity and quality?

I believe academic integrity and quality is ALWAYS enhanced X1

I believe academic integrity and quality is not changed by use of technology X1

I believe academic integrity and quality is SOMETIMES enhanced X3

OTHER:

Quality of lectures, learning materials and curriculum is certainly improved. Intellectual property is altered in ambivalent ways - the unprecedented wealth of material has completely transformed scholarship but this new mode of work tends towards unpaid

i believe that academic integrity and quality can be enhanced but not always

I believe academic integrity and quality are only compromised if tools are used without enough forethought.

QS4/1 Which Learning Management System (LMS) is used by your institution?

Blackboard X5

Moodle X3

QS5/3 Which of the following would you think were important to take into account when using an online learning management system?

Also in PEDAGOGY & LEARNING DESIGN

Good user experience and usability x6

Good design and look and feel of learning materials x7

Consideration of the type of technology required to access the learning materials x7

Suitability of learning material to use (study with) online x8

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A consistent online experience with all classes x2

Easy to find things x6

A discussion board x3

A way to contact the teacher x8

QS4/8 "The notion of technology enhancing learning is a false assumption, and the reality is very different."

(LIKERT, 1-5, where 5 strongly agrees)

1 = X3

2 = X1

3 = X 3

4 = X 1

5 = X 0

CONVENIENCE / WORK LIFE BALANCE

**QS1/4 "Could you easily exist without the internet at home?
(0=No, 1= Yes)"**

0 = x7

1 = x1

QS1/5 How often do you work from home, either for part of the day, or all day?

Never x1

2-3 times per week x1

More than 3 times per week x5

every day x1

QS1/6 In your weekly work life, how much of your work goes on away from your desk

Less than 25% x2

More than 25% x4

More than 50% x1

More than 75% x1

QS2/3 On an average work day, how many emails do you get?

10-49 x7

50-100 x2

R1 did not respond

QS2/6 If your university paid a contribution to your broadband provision at home, would it make you happier to work from home 'after 5pm'?

It wouldn't make any difference, I often work after 5 anyway x5

no, I would never be happy to work 'after hours' x1

yes, it would make a lot of difference to my attitude x2

QS4/5 Do you think the drive to use technology in learning and teaching is a cost saving exercise, or that it provides a way of creating more opportunities and choices for everyone?

We need to be more competitive so this allows for more choices of study X4

Course consolidation is a motive in our institution X1

Students want more technology in their learning experiences X4

It means I need to work more hours for the same money X1

Overall I believe it will reinvent how we teach, learn and assess in higher education X4

It allows students to study whenever and wherever they choose X5

OTHER:

It is used as a cost saving exercise & to signal alignment with a trend

Senior managers in the institution have no apparent vision for technology in the institution. I don't think I've read a single institution-wide email about MOOCS, for example.

**QS6/1 The working week needs to be redesigned to allow for flexible working - if this is so, in what ways should it change?
Also in SOCIETAL CHANGES**

I need to be able to work when I need to or have time available, not just be 'in the office' which is often not productive x6

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