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Hi - and a big thank you for taking part in this research :-)

This quick set of questions is to give me an idea of how you use technology in your job and home life, and will help to correlate data as I collect it in other question sets. Ok?

Let's get started then...

1. What do you do for your main work?

- ☐ Lecturing
- ☐ University Administration
- ☐ Staff or student support
- ☐ Research
- ☐ Other

2. Where do you work?

Please give the name of the institution and location if outside the UK.

3. How many devices do you generally use to access the internet?

Tick as many as you use in a week.

- ☒ Android Phone
- ☒ iPhone
- ☒ iPad
- ☒ Android tablet
- ☒ Windows laptop
- ☒ Mac laptop
- ☒ Netbook
- ☒ Gaming console
- ☒ TV
- ☒ Desktop PC/Mac

4. Could you easily exist without the internet at home?

For either your work or personal life

☒ Yes ☐ No

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

- ☐ More than 3 times per week
- ☐ 2-3 times per week
- ☐ Once per week
- ☐ Less than once per month
- ☐ Never
- ☐ Other

6. In your *weekly* work life, how much of your work goes on away from your desk

Like on the train or bus, in a coffee shop or restaurant, or in waiting areas like airports or stations?

- ☐ More than 75%
- ☐ More than 50%
- ☐ More than 25%
- ☐ Less than 25%
- ☐ None
- ☐ Other

7. My *smartphone* is more important than my *desktop* computer

1 = I disagree strongly

5 = I agree strongly

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5

8. If there was one thing that would really improve your work life balance in relation to technology, what would it be?

- ☐ My uni provide a new iPad/Android tablet
- ☐ My uni provide me with lots of cloud storage
- ☐ My uni provide me with a new fast desktop PC or Mac
- ☐ My uni provide me with access to more software and apps

software and apps

☐ My uni provide 24/7 technical support

☐ Other

9. I need your name *

Don't worry, it's private, I'll use it to put together with your later answers to other things, but *never* share your answers together with your name *anywhere*.

10. I need your email *

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☐ I accept ☐ I don't accept

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Set 2

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Thanks for taking part in today's quick questions on technology amongst staff. 8 questions on who uses what, for what purpose, how often.

1. How many computers are in your home?

This includes all Smartphones & iPhones, Digital TVs, Game Consoles, Tablets & iPads, as well as Laptop and Desktop computers.

- ☐ None
- ☐ 1-3
- ☐ 4-6
- ☐ 7-10
- ☐ More than 10
- ☐ Other

2. In your work or home life, which of these do you ever use:

You might be using conference calls, synchronous webinar, online presentation tools, collaborative document creation, online video teaching, or remote private connections to other workstations. *(If your software or function isn't listed, please add it to the 'Other' field.)*

- ☒ skype
- ☒ google apps
- ☒ prezi
- ☒ webcasting (e.g. using Camtasia)
- ☒ slideshare
- ☒ vpn (remote connection)
- ☒ Other

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

- ☐ 10-49
- ☐ 50-100
- ☐ 100+
- ☐ Other

4. How often do you reply to emails using a phone or tablet whilst away from work?

That is, not using your desktop or laptop while at work. I'm interested in how you manage your email when away from your desk.

- ☐ always
- ☐ every day, throughout the day
- ☐ every day, in the morning
- ☐ every day, in the evening
- ☐ a few times a week, evening
- ☐ once a week or less
- ☐ never
- ☐ Other

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

- ☒ Yes ☐ No

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

- ☐ yes, it would make a lot of difference to my attitude
- ☐ It wouldn't make any difference, I often work after 5 anyway
- ☐ mmm, I'm not sure, what else is involved?
- ☐ no, I would never be happy to work 'after hours'

7. How experienced would you say you are. as a digital device user?

Scale of experience: A **beginner** is someone who rarely if ever uses a device of any type. A **novice user** is someone who uses devices for simple tasks like email, phonecalls, or social media. A **fairly experienced user** is someone who regularly uses computers for work tasks like Microsoft Word, or Excel. A **very experienced user** is someone who spends the majority of their day using computers, for whatever purpose.

- ☐ beginner
- ☐ novice
- ☐ fairly experienced
- ☐ very experienced
- ☐ Other

8. Which software (if any) do you often use?

This can be for any tasks you might want to perform on a digital device.

- ☒ Email Client (Gmail, Hotmail, Outlook, Eudora, other)
- ☒ SMS Messaging Client
- ☒ Any iPad app (add to 'Other')
- ☒ Any Android app (add to 'Other')
- ☒ Google Docs
- ☒ Microsoft Word
- ☒ Microsoft Excel
- ☒ Microsoft Powerpoint
- ☒ Image/audio/video software

☒ Skype, Hangouts/other video call software

☒ Other

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Set 3

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Thanks for taking part in today's quick questions on technology in your organisation. 8 questions on how satisfied you are with what your institution provides in the way of software, hardware, support and access.

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

(This would likely exclude utilities or catering services staff, but all staff whose work in the university involved use of computers in some way would be included.)

- ☐ Yes, everyone can select from a list of choices
- ☐ Yes, everyone gets standard issue PC or Mac desktop
- ☐ No, only some academic staff are entitled (e.g. tenured/full time, or teaching/research)
- ☐ It depends on faculty or funds available
- ☐ I don't know
- ☐ Other

2. Are basic ICT skills a requirement in all relevant job specifications/applications?

Is a level of ICT competence asked for in all job applications, in line with European Union procedures, or similar standards outside the EU?

- ☐ Yes, every job application has a section of questions on ICT competence
- ☐ Yes, but only one question, a scale is used to indicate level of experience
- ☐ No, relevant (non IT specific) job applications have no questions on ICT competence
- ☐ I don't know
- ☐ Other

3. Is technical training for core ICT apps supported centrally?

That is, for Microsoft Office, email, basic web browsing and searching skills, using social media etc.

- ☐ Yes, everyone must attend at least one session to measure competence
- ☐ Yes, all sessions are obligatory
- ☐ Yes, but all sessions are voluntary
- ☐ No, there is no training provided centrally, only by faculty or department
- ☐ No there is no training provided at all

☐ I don't know

☐ Other

4. Do you feel your workplace is out of date technically compared to your home?

For example is software or hardware out of date/ is central provision for storage or requirements out if date.

☐ Yes, it is very out of date compared to my home

☐ Yes, it is somewhat out of date compared to my home

☐ No, it is fairly up to date compared to my home

☐ No it is very up to date compared to my home

☐ I can't compare/ it's not applicable

☐ Other

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

'Preferred suppliers' are the companies who have an arrangement with a university to provide goods or services. This might involve complex procurement procedures or other hoop jumping in order to purchase equipment or software. [Tick all that

apply]

- ☒ Yes, software
- ☒ Yes, a smartphone
- ☒ Yes, a netbook, tablet or iPad
- ☒ Yes, a laptop
- ☒ Yes, a desktop
- ☒ I've never asked for anything
- ☒ No, never
- ☒ Other

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

Can you access wifi easily - and rely on it (always on) to carry out work based tasks, no matter where you are on campus - or are there dropouts or deadspots, or unscheduled downtime during work hours?

- ☐ Our provision for wifi is very reliable and accessible
- ☐ Our provision for wifi is fairly reliable and accessible
- ☐ We do have unscheduled downtime issues
- ☐ We do have dropout or deadspot issues
- ☐ We do have regular unscheduled downtime and also have deadspots or dropout issues
- ☐ I never use wifi
- ☐ Other

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

BYOD = Bring Your Own Device

Because so many of us now have our own devices with us, many institutions now either encourage staff and students to use these, or have enacted a policy in relation to people using devices on their networks and intranet services.

- ☐ Yes, we have a policy and we are encouraged to use our own devices
- ☐ Yes, we are encouraged to use our own devices, but don't have a policy
- ☐ No, we don't have a policy, but people use their own devices
- ☐ No, we don't have a policy, and actively discourage students from using their own devices
- ☐ No, we don't have a policy, and actively discourage everyone from using their own devices
- ☐ Other

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 your own words, tell me what it's like to use the technology dependent services provided by your university in order to achieve your work tasks - I'm

interested here in what you experience, as staff, of the technology provided at institutional level.

Remember, all comments are not attributable to any individual, whether praise or criticism.

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☒ I accept ☐ I don't accept

Submit

Set 4

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Thanks for taking part in today's quick questions on technology in learning and teaching scenarios. 8 questions on how your institution provides for learning, teaching, assessment and student engagement in the way of software, hardware, support and access.

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

The Learning Management System might also be known as the VLE (Virtual Learning Environment).

- ☐ Blackboard
- ☐ Desire2Learn
- ☐ Sakai
- ☐ Moodle
- ☐ We use several LMS
- ☐ We don't use any LMS
- ☐ I don't know
- ☐ Other

2. Which other technologies do you think are being used in your institution in relation to teaching scenarios?

By teaching scenarios, I mean any use by which information is shared with others in a learning setting: lecturer/student, lecturer development, student development, professional services development, management settings. [Tick all that apply]

- ☒ Slideshare or Prezi
- ☒ Social Media
- ☒ Wordpress, Blogger or other blogs
- ☒ Webinar platforms like Elluminate/ Collaborate
- ☒ Lecture Capture
- ☒ Social bookmarking
- ☒ None/I don't know
- ☒ Other

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

I'm interested here in if technology is increasingly used, is it distance learning or a mixture of modes of learning that are predominantly being focused on.

Distance learning - the learner does not use the campus at all, or very rarely

Multimodal learning - the learner uses a mixture of online and face-to-face settings

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

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

☐ We are increasing the use of technology in multimodal learning only

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

☐ We are decreasing the number of courses using technology, either distance or multimodal learning

☐ Other

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

By academic integrity and quality, I mean quality of marking, best practice in relation to intellectual property, quality of curriculum and learning materials, or other relevant learning and teaching aspects.

☐ I believe academic integrity and quality is ALWAYS enhanced

☐ I believe academic integrity and quality is SOMETIMES enhanced

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

☐ I believe academic integrity and quality SOMETIMES can be compromised

☐ I believe academic integrity and quality are ALWAYS compromised

☐ I'm not sure

☐ Other

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?

You might be concerned about the cutting of staff numbers, or the need to reduce course costs, or the need to widen the set of choices that students have and to keep up with technology advances, or all of these things. [Tick all that apply]

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

☒ I feel threatened by the digital teaching revolution

☒ Course consolidation is a motive in our institution

☒ I know from past experience that technology cuts jobs

☒ Students want more technology in their learning experiences

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

☒ It means I need to work less hours for the same money

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

☒ I am not trained enough to know how to use

technology for my job

☒ It allows students to study whenever and wherever they choose

☒ I really have no opinion on this

☒ Other

6. If staff could gain professional accreditation in the use of technology in their learning and teaching, do you think more staff would be enthusiastic to do more with technology in their teaching?

Accreditation - awards or other official recognition for use of technology in learning and teaching.

[Tick all that apply]

☒ Accreditation would make a lot of difference to uptake and use of technology

☒ Faculty would have to support training and the time it takes to become qualified

☒ I don't think accreditation would make much difference to enthusiasm and uptake

☒ Accreditation would need to be linked to staff career development

☒ Accreditation needs to be linked to pedagogical practice and practical outcomes

☒ Accreditation does not interest me personally

☒ Other

7. In your institution, is enough support

available for helping staff to get more out of technology for their teaching scenarios?

Studies have shown (e.g. Taylor & Newton, 2013) that elearning, pedagogical and IT support is needed, but what happens where you work? [Tick all that apply]

☒ We have good technical support, and faculty also have support sessions for pedagogy and elearning

☒ elearning technical support is well provided for

☒ elearning technical support is provided, but not enough

☒ IT support is the only support we have

☒ IT support is poor

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

☒ We should have more show and tell sessions

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

☒ We get a lot of support from management (faculty or senior) to redesign our courses - either time or funding

☒ Other

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

1 = I don't agree with this at all

5 = I agree with this 100%



1



2



3



4



5

9. I need your name *

10. I need your email *

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I accept



I don't accept

Submit

Set 5

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Hello again, and thank you for taking part in this research :-) This quick set of questions is about technology amongst the student population. It will give me an idea of what you think they use, think they want to use, or think they should be using. ***(NB even if you do not deal with students directly, your views and impressions are still very valid for this study.) OK? let's begin...***

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

Even if you do not teach, please give your impressions - your input is important

- ☒ No, it could be a distraction for everyone
- ☒ No, it doesn't make any difference at all
- ☒ Yes, it improves direct student input, discussion and sharing
- ☒ Yes, I always try to use some fun aspect of it in my dealings with students
- ☒ My impression is that it is popular with students in general
- ☒ My impression is that it is NOT popular with students in general
- ☒ I don't know
- ☒ Other

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

The term **design their own learning* refers here to *student centered approaches where the student actually has direct input into what they learn.*

Even if you do not teach, please give your impressions.

- ☒ Technology could offer ways of innovating curriculum design for personal learning
- ☒ Technology could help with real engagement for students, such as communities of learning
- ☒ Technology could help with self-directed group work through social media
- ☒ Technology could help with delivery of individual timely relevant feedback
- ☒ Technology could encourage self-directed peer critiquing and critical thinking
- ☒ I don't think technology makes any difference really
- ☒ I don't know
- ☒ Other

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

Put yourself in a students shoes - even if you don't teach. what would you expect or need?

- ☒ Good user experience and usability
- ☒ Good design and look and feel of learning materials
- ☒ Consideration of the type of technology required to access the learning materials
- ☒ Suitability of learning material to use (study with) online
- ☒ Regular updates
- ☒ Timely provision of learning materials
- ☒ A consistent online experience with all classes
- ☒ Easy to find things
- ☒ A discussion board
- ☒ A way to contact the teacher
- ☒ I don't know
- ☒ Other

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'm interested in whether you think technology can increase **student centered learning**, and can help **student inclusivity**.*

Even if you don't teach, please give your impressions, it's important.

- ☒ I think TEL can help to increase student centered learning for diverse student

populations

- ☒ I'm not sure that TEL can help increase student centered learning for diverse student populations
- ☒ We need senior level policy on use of TEL to support student centered learning for diverse student populations
- ☒ We need faculty wide policy on use of TEL to support student centered learning for diverse student populations
- ☒ We need practical examples of how TEL can increase student centered learning for diverse student populations
- ☒ I don't know
- ☒ Other

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?

Is it easier to provide a mobile device (e.g. either a tablet, ipad or netbook) rather than to rely on desktops and 'wired' (ethernet) networks? Remember, this is about student provision, not staff.

- ☒ Yes, providing cost could be met
- ☒ Yes it would help with the device inequality between students
- ☒ Yes it's much more modern
- ☒ Yes it would help to teach in the context of 21st century skills

- ☒ No I think desktop workstations are cheaper and more reliable
- ☒ No, I think the university 'wired' network and workstation provision is more suitable
- ☒ People bring their own devices anyway rather than relying on desktop units available
- ☒ We perhaps need both
- ☒ I don't know
- ☒ Other

6. How noticeable is the student digital divide in your university?

By digital divide I mean anything from not knowing how to use the internet to not having a smartphone.

- ☒ There is no noticeable digital divide, all students are technically savvy and have their own devices
- ☒ Some students seem less capable of using technology, no matter what it is
- ☒ Some students do not own smartphones or laptops of any type
- ☒ Devices can cause arguments and problems amongst students
- ☒ Some students are actively against using technology, especially in learning scenarios
- ☒ Some students cannot use technology because of accessibility issues (sight impairment, motor skills limitations etc)
- ☒ I don't know
- ☒ Other

7. Tick all the statements below that you agree with:

Snapshot opinions on a variety of topics relating to students. I'm looking for people's impressions here.

- ☒ Students expect to use technology at university because they use it every day in their daily lives
- ☒ Students need much more flexible ways of studying
- ☒ It's wrong to think that all students love technology, some really don't
- ☒ 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
- ☒ The digital society has potentially changed everything about what it means to go to university
- ☒ The digital society does not really exist, except for a few who like messing about on computers
- ☒ It is very difficult to utilise technology adequately in our institution when provision is poor
- ☒ None

8. Tick all the statements below that you agree with:

More quickfire statements to measure opinion on topics relating to students. I'm looking for people's impressions here.

☒ Students think that institutions need to do more to support digital literacy

- ☒ Students think that using online materials is a cheap option to save money, rather than be provided with a 'proper' lecturer
- ☒ Students use too much technology
- ☒ Students know more about the technology than I do
- ☒ Providing learning material online makes students lazy
- ☒ Lecturers often think that using technology is pointless, and offers no real benefit over 'traditional methods'
- ☒ Technology makes no real difference to actual student learning
- ☒ Technology increases problems in class and outside of class as is an excuse
- ☒ None

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☐ I accept ☐ I don't accept

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Set 6

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Thanks for taking part in today's quick questions on technology in your future work life balance. This is the last question set, and is about what might happen, or you would like to happen in the future when it comes to your use of technology.

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

We now work in different ways and with different tools than we did in the 1980's. How do you think this changes the usual perceptions of 'being at work' for those in academia?

☒ 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

- ☒ I need some way of tracking hours while on different digital devices
- ☒ I need to be able to support students out of office hours but be paid to do so
- ☒ I need to be able to work online collaboratively, whilst I am at home
- ☒ I believe my university should help pay for my broadband connection
- ☒ I need to be able to get help with using technology for work anytime - 24/7
- ☒ I don't agree that the working week needs to be changed at all
- ☒ I am happy going into work every day and would not work at all after 5pm
- ☒ I don't know
- ☒ Other

2. Open Education and Research Resources will make life easier for all in academia. Is this true?

Please give your impression, whatever job role you do in academia.

- ☒ Open (online) peer reviewed research is not a good idea - who owns the rights to the knowledge?
- ☒ Open (online) peer reviewed research speeds up the process and therefore is much more suited to today's knowledge economy
- ☒ Academic authorship needs to be overhauled to reflect new technology
- ☒ I don't want to share my teaching materials, they took me too long to create

they took me too long to create

- ☒ My university would never allow this
- ☒ If I use other peoples resources, then they should be able to use mine
- ☒ My university already shares many of its resources with others
- ☒ Using open educational resources speeds up lecture preparation significantly
- ☒ I don't know
- ☒ Other

3. Digital content and access now affords many new ways to share knowledge and people resources. Which of the following should we embrace?

Institutional sharing is now happening in USA universities, with large high profile institutions involved. Presuming all costs incurred could be shared, is this the future for academia in general?

- ☒ Shared libraries between universities
- ☒ Shared admin services
- ☒ Shared teaching materials between institutions
- ☒ Shared teaching teams between different university faculties
- ☒ Shared digital networks for storage or communication
- ☒ Shared courses
- ☒ Shared curriculums
- ☒ None
- ☒ I don't know

☒ Other

☒ Other

4. Compliance is a huge and complex legal area and use of technology can often infringe university policy. Do you think compliance relating to technology uses needs to be made much easier for everyone to understand?

☒ I have a good working knowledge and understanding of my responsibilities in this area

☒ I have no idea what the policy is on using different technology in my job

☒ I need to know more about accessibility and uses of technology

☒ I need to know more about health and safety and uses of technology

☒ I never understand policy documents, so usually don't read them

☒ It's not my job to know, someone else should be telling me

☒ I think policy is often quite clear already, you just need to know where to find it

☒ No one cares

☒ I don't know

☒ Other

5. Is it dangerous to set up too many dependencies in the chain of service? Tick those factors you agree with:

Being dependent on outside services or functions

Being dependent on outside services or functions can be cited as a reason for not doing things as too many other people are in the chain of your business model.

- ☒ We depend on internet access too much
- ☒ We depend on new technology tricks to make university sound attractive to prospective students
- ☒ Students shouldn't rely on their technology devices so much at university
- ☒ Staff shouldn't rely on their technology devices so much at university
- ☒ If we moved into the cloud, everything we do would rely on third party servers, which may not be a good idea
- ☒ We depend on our own infrastructure anyway, it's no different
- ☒ Students need to be completely able digitally, so relying on technology is logical
- ☒ I don't know
- ☒ Other

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?

Please write in your own words, in the space below.

Things to think about might be:

Where you work

When you work

How you communicate with colleagues or students

How you track what you do
How you prioritise tasks
How you carry out your work duties

7. I need your name *

8. I need your email *

9. Just to let you know, all data is separated from names and emails - though I do need to ask for those details in order to verify you are not a robot, or that I didn't just make stuff up. *

I'll match up your answers for each set of questions I send in coming weeks, to construct a 'technical profile' of you. This info is only used to correlate data in an anonymous setting and is never connected with your personal details. It's to build up pictures of how different academics use technology in their work life balance. Please accept that this is OK with you, as if you don't accept, I can't use your data, and that would be a shame.

☐ I accept ☐ I don't accept

Submit