

## TECGW Faculty and Instructor Post-Survey

### Demographics

This survey has been designed to assess your experience with group collaboration and the Engage Adaptation Award. Any information you provide will be confidential, and any identifying information you provide will only be used to link this initial survey with a similar survey that will be conducted later in the semester. Your participation is voluntary, and greatly appreciated.

If you have any comments, questions or concerns about this survey, or incentive drawing please email the Engage evaluator, Lindsey Schmidt, at [lindseyj.schmidt@doit.wisc.edu](mailto:lindseyj.schmidt@doit.wisc.edu).

1. What is your name? \* required

This information will only be used to link the date from your pre- and post- surveys. Your answers will remain confidential.

Last Name

First Name

2. Please indicate your level of agreement with the following statements.

	Strongly Agree	Agree	Slightly Agree	No Opinion	Slightly Disagree	Disagree	Strongly Disagree
I learn more effectively in groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see value in group assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In group projects, grades should be based on individual contribution to the project in combination with the final project grade (each group member may receive a different grade)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In group projects, grades should be based solely on the quality of the final product (each group member receives the same grade)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluations from group members of other's contribution to the group project should be calculated into the final grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In group projects, one person ends up doing all the work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy using technology tools like wikis, blogs, chat, threaded discussion forums, social networking sites, and collaborative applications (i.e. Google Apps)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology tools make it easier for individuals to complete group assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Please indicate your level of agreement with the following statements.

	Strongly Agree	Agree	Slightly Agree	No Opinion	Slightly Disagree	Disagree	Strongly Disagree
Students think they learn more effectively in groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students see value in group assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Students think finding time to meet with group members is a challenge of group work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students do not understand why instructors assign group work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In group projects students want grades to be based on individual contribution to the project in combination with the final project grade (each group member may receive a different grade)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In group projects students want grades to be based solely on the quality of the final product (each group member receives the same grade)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students think evaluations from group members should be calculated into their final grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students find in group projects one person ends up doing all the work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students enjoy using technology tools like wikis, blogs, chat, threaded discussion forums, social networking sites, and collaborative applications (i.e. Google Apps)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students find technology tools make it easier to complete group assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have had previous training in working in groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Please indicate your level of agreement with the following statements regarding the technology tool(s) your students used for this project.

	Strongly Agree	Agree	Slightly Agree	Unsure	Slightly Disagree	Disagree	Strongly Disagree
I am confident that my students benefited from using technology tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The technology tool enhanced the quality of the final group products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The technology tool made group work more challenging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The technology tool made it more convenient for students to do group work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The technology tool improved the group process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students received training on how to use the technology tool presented in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am glad that I incorporated the technology tool into my course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How, if at all, do you think the technology tool(s) alleviated the challenges of group work?

6. Will you use this technology tool again in your course(s)?

- Yes
- No
- Maybe
- Explain

7. How were the groups formed for this project?

- Students selected their own groups
- I assigned groups based on ability
- I assigned groups based on schedules
- I assigned groups based on diversity (race, ethnicity, gender, etc.)
- I randomly assigned groups
- Other, please specify

8. Briefly describe how you assessed the group project.

9. Did you use peer evaluations for formative or summative assessment?

- Yes, for formative assessment
- Yes, for summative assessment
- Yes, for formative and summative assessment
- No, I did not use peer evaluations

10. Indicate your level of agreement with the following statements regarding peer evaluations.

	Strongly Agree	Agree	Slightly Agree	Unsure	Slightly Disagree	Disagree	Strongly Disagree
Students appreciated the opportunity to assess their group members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students provided honest feedback about their group members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Individual contributions to the group increased because students engaged in peer evaluations.

11. What worked well for you and/or your students as a result of using the technology tool or as a result of this award?

12. Was there anything missing from this project that would have been helpful to you and/or your students?

13. What will you do differently next time you facilitate a group project?

14. Please rate this project.

1 - much worse than other group projects I've assigned ; 5 - much better than other group projects I've assigned

	5	4	3	2	1
Overall, how do you feel about this project compared to other group projects?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Please rate the level of usefulness of each of the following.

Group collaboration resources provided by DoIT

	Extremely useful	Quite useful	Somewhat useful	A little useful	Not at all useful	Not applicable
Reading about how other campus instructors are facilitating group work in their classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking with other campus instructors about their experience facilitating group work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending the orientation and evaluation sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending community events with other award recipients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consultations with program staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. What prompted you to apply for the Engage Technology-Enhanced Collaboration Award?

Select all that apply

An opportunity to try a new teaching tool

Funding

- A way to address a teaching challenge
- A way to make group projects more convenient for students
- Other, please explain

17. Additional comments: