

Engage Technology-Enhanced Collaborative Group Work Adaptation Award: 2-year follow-up survey results

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Engage continually evaluates the impact and sustainability of its award programs. It has been 2 years since the Engage Technology-Enhanced Collaborative Group Work Adaptation Award ended. In June 2011 we sent a follow-up survey to the 41 awardees who participated in the award. The purpose of the survey was to find out if the past awardees are still using a collaborative technology in their teaching and if they are sharing their experiences with campus and beyond.

Twenty-six people responded, a response rate of 63%.

1. Are you still using a collaborative technology in your teaching?

#	Answer		Response	%
1	Yes		21	81%
2	No		5	19%
	Total		26	100%

2. Why do you continue to use a collaborative technology in your teaching?

Text Response

As I tell my students, in the real world you must collaborate with others in your work. Thus, I believe students need to learn how to work together on a project, whether or not they like it (they usually do not like group projects).

Seems to be the most effective way to maintain student engagement outside the classroom.

I have found the team-approach to the semester project an important part of teaching the course and students find collaborative technology useful (although many also see face-to-face as just as important)

I use Collaborative Sites. The use that I've used and revised over the past couple of years allows my students to create a collaborative on-line glossary they can all read and comment on, practice writing for a larger public (not just the teacher), and develop their relationships outside the classroom. CS has become a foundational practice in my composition classroom.

It is the best way for students to learn the content I teach...program planning, evaluation, and quality improvement.

Every semester I have teams of students working together on a project. Collaborative technology helps them to produce a better product.

The project I designed worked well the first time and I will continue to use it in the same course.

students enjoy it and I think its a great way to convey the material

It is effective for developing team skills and complimentary to a hybrid course design. I have also incorporated a wiki into another course and students found it a time-saver, were more prepared to offer feedback to their peers on the progress of their report and faculty were able to access the students' work real-time - what a bonus!

Students love this assignment, and it is much more effective than the previous tools I used to cover the material.

It provides a way for the students to work together without having to schedule meetings or even be in the same location. It also allows them to contribute in ways that play to their individual strengths. This provides an improved end-product and boosts confidence.

The podcasts provide a way to enrich student learning and extend my teaching to them. Students drive long distances and like being able to listen to the podcasts.

My courses tend to focus on critical examination of new information technology in society, so it is easy for me to integrate collaborative technology (such as a wiki) into course assignments as both a method for working through the assignment and a reflective subject of the assignment itself.

It assists in learning when I form groups of students for particular projects.

It's fun for the students, facilitates evaluation, helps me organize discussion, and is easy to adapt from semester to semester.

Makes students work together, teach each other.

I teach online and the technology facilitates interaction in real time with my students.

It was an effective means of getting students to work together in a asynchronous method. It also did not require a common meeting time and so was more flexible and I received far

fewer complaints of the amount of work required in the class.

I continue to find it effective as a means of promoting both group work and thus enhancing individual learning.

Yes. The system I set up with the wiki has been a powerful tool for the students. It also saves a lot of paper!

3. Why did you stop using collaborative technologies in your teaching?

Text Response

I no longer teach the course that contained the grant

The platform we used to develop the collaborative technology did not really enhance that particular teaching task. I thought online, asynchronous group would make group projects more effective, but that did not seem to be the case. You win some you lose some...

I am using it at a less substantial degree.

No longer teaching at the university level.

4. In the past year, have you published or presented on your experience using technology-enhanced group work in your teaching? (Select all that apply)

#	Answer	Response	%
1	Yes, published	0	0%
2	Yes, presented	12	48%
3	No	13	52%

5. Where have you published and/or presented?

Text Response

SITE

At American Folklore Society meeting and during professional development sessions with K-12 teachers.

I've shared it with TASI participants, with other colleagues at the School, and presented a poster at a national meeting for pharmacy educators.

Teaching Academy Summer Institute and the Musician's Workshop at the Monona Terrace

Presented to groups of principals and ed leadership professors on the usefulness of podcasts.

UW-Madison, DoIT ENGAGE Faculty Advisory Group, "Wolf Sim and Risk maps", A. Treves, May 2, 2011, Madison, WI.

First Year Composition faculty training seminar, University of Notre Dame

Internal project (CIRTL Network) evaluation report. Intend to turn this into a publication.

North Central Regional committee, NCERA-57, pig reproduction

It's a little more than a year ago, but I presented at the Teaching and Learning Symposium in May 2010.

Presidents summit on Teaching