

ENGAGE ADAPTATION AWARD FOLLOW-UP SURVEY

Technology-Enhanced Collaborative Group Work

One Year Later APRIL 2010

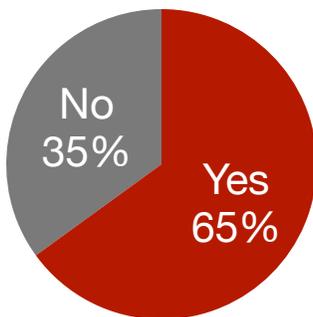
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The 2008-2009 Engage Adaptation Award on Technology-Enhanced Collaborative Group Work (TECGW) supported campus initiatives including the Strategic Framework, the IT Strategic Plan, LEAP, the Wisconsin Idea and the Wisconsin Experience. As part of the program evaluation a survey was sent to 41 instructors who were involved in the Engage TECGW Adaptation Award. The purpose of the survey was to find out:

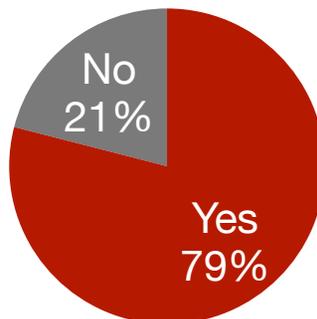
- 1.) Current use of collaborative technologies to support group work.
- 2.) How, if at all, the award program had an impact on teaching and research.
- 3.) If the award helped bring in more funding for teaching with technology.
- 4.) If technology-enhanced group work results are being disseminated to a larger audience.

Thirty-five responses were collected for a 85.4% response rate. The results are summarized here.

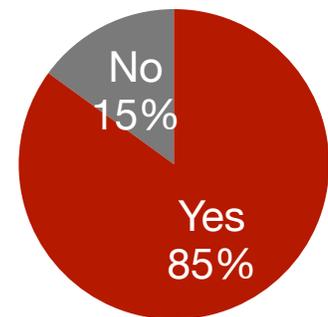
Are you still using a collaborative technology for group work?



Did the award change the way you teach?



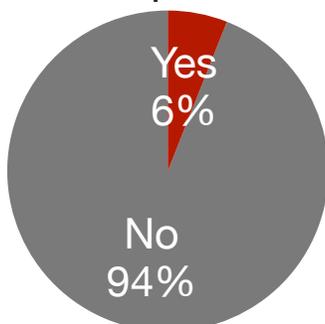
Have you explored other instructional technologies as a result of the award?



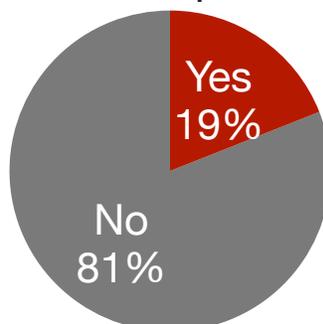
How did the award change your teaching?

- “I learned that it is much more effective to provide instruction and ideas to the students on how to collaborate, rather than simply assigning a group project.”
- “I experimented with group process evaluation as part of course expectations during the grant. I have continued using that component (a peer and self group performance matrix) as part of the expectations for completing the group project.”
- “The level of interest and participation and the amount of knowledge gained and retained by students regarding the music history portion of the course has improved tremendously.”
- “I actually feel like I get to know more about my students through the use of technology.”
- “The site.....encouraged them to write more and better since their peers were looking at their work.”
- “Participating in the Engage project helped me become familiar with wiki's and their potential for facilitating collaborative discussions.”

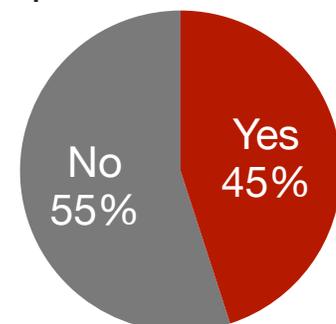
Have you received any additional funding related to Technology-Enhanced Group Work?



Have you or do you or plan to publish on Technology-Enhanced Collaborative Group Work?



Have you or do you plan to present on Technology-Enhanced Group Work.



OPEN ENDED RESPONSES SUMMARIZED BY ENGAGE PILLAR

COMMITMENT TO TEACHING EXCELLENCE:

- “I am more likely to consider ways to use technology (or promote my students’ use of technology) in my teaching”
- “I am using the structure of the award software, but through different technologies.”
- “I now look for ways to incorporate innovative assignments and exercises that involve technologies likely to be used by students. It made me confidently use technology as a part of an assignment”
- “I found that it really helped build community in the classroom and I was able to incorporate activities about what students had written in their online blogs into the classroom.”
- “This Engage grant gave me an opportunity to try a couple of new technologies, and to begin more meaningful work with collaboration. Thank you for that! Also, even if the funding hadn't resulted in some successes in the course, I think it is extremely valuable for instructors and Teaching Assistants to have the chance to try new technologies for their own education and experimentation.”

RESEARCH AND EVALUATION:

- “We are continuing to talk about the experience with DoIT and collect data from participants this semester.”
- “It helped me be aware of some of the nuances in student attitude toward groups. Armed with that awareness, I have been able to tailor the group experience a bit.”

BUILDING A CAMPUS COMMUNITY:

- “The experience of sharing ideas with colleagues across campus illustrated the value of collaborative learning.”
- “I appreciated the conversations around collaboration and group work that I had with Engage staff and instructional colleagues during the process.”
- “I have incorporated many of the strategies that were discussed by the facilitators and other faculty members on how to foster a productive group project environment, how to reduce the stress of the students in group work, and how to use technology to enhance the overall product.”
- “Thanks for the opportunity to participate. I found the award to be helpful in expanding my teaching tools and techniques and I enjoyed the opportunity to learn from others across the University.”

COLLABORATION AND PARTNERSHIPS:

- “It connected me more closely with folks in DoIT (via mtg and consultation) to make the project possible.”
- “The grant was a wonderful way to engage with and collaborate with folks in DoIT. That collaboration really moved our project forward.”

DISSEMINATION:

- Presentation at Teaching and Learning Symposium (4)
- Presentation at WI Sustainable Business Council Annual Conference
- Presentation for the Educause Focus Session on Building Collaborative Learning Environments
- Presentation at Society for Information Technology and Teacher Education (SITE) 2009 Conference
- Poster presentation at ASM Conference on Undergraduate Education
- Presentation at MERLOT Conference
- Presentation to department and professor associations
- Presentation at the Southwest Education Association Conference
- Presentation to the Creative Arts Department, Umea University
- Presentation at the University of Wisconsin System 2010 President’s Summit on Excellence in Teaching and Learning
- Presentation at a Musician’s Workshop
- Presentation (planned) at the American Folklore Society meeting
- Presentation (planned) Nursing Education Conference
- Publications planned or in progress (4)
 - Chinese American Educational Research and Development Association (CAERDA)
 - Life Sciences Education
 - Nursing Journal
 - Pharmacy Education Journal