Survey of Student Use of Online Technologies 2013

I think if technologies are used properly they can be very efficient in helping to teach and supplement other course material, but I'd rather see blended courses than purely online courses
(Student comment)

Centre for Learning and Teaching

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Executive Summary

In 2012, an e-Learning Team was created at the Centre for Learning and Teaching (CLT) adding a dimension of expertise in learning and teaching with online technologies that had not previously been part of CLT's core support. As a result, CLT staff began to discuss in what ways Dalhousie student and teacher[1] preferences for technology-assisted learning and teaching might be in-line with those reported in the larger national and international surveys. The discussion focussed on whether Dalhousie was part of a larger microcosm in relation to the ECAR[2] 2012 and 2013 *Study of Undergraduate Students and Information Technology Reports*, with the same or similar needs as identified in the surveys, or whether Dalhousie had its own, unique needs not identified in the ECAR surveys. With the 2013 HEQCO[3] report showing comparability of learning across delivery modes, it seemed timely to add the voice and perspective of another Canadian University to the literature.

These conversations informed our decision to conduct student and faculty surveys on the use, effectiveness, and future of educational technologies to influence the direction of learning and teaching at Dalhousie that was supported by the VP, Academic and Provost's Office. CLT's aim was to determine the direction, focus and priorities for e-Learning and classroom technologies at Dalhousie.

A number of themes revealed in this study are similar to those contained in other studies of this type including the *ECAR Study of Undergraduate Students and Information Technology*, *2012* and *2013.*

The following is a summary of the major findings from this study:

1. Online technologies are important to student learning. They can enable students to learn better and become more efficient with their learning.

2. With respect to the delivery of courses, students prefer blended rather than fully online or face-to-face courses. However, students would opt for online courses rather than online programs.

3. Students reported that they would like to see more teachers use the Learning Management System (LMS) and would like to see them use it for more things such as recorded lectures. In addition, students commented that they would like the courses to be well-designed and easier to navigate.

[1] "Faculty" was the name used throughout the survey, but responses came in from faculty, clinicians, instructors and graduate students – a variety of teachers who taught classes at Dalhousie. To use more inclusive language we use "teacher" instead of "faculty" for this write-up.
[2] ECAR: EDUCAUSE Center for Analysis and Research
[3] HEQCO: Higher Education Quality Council of Ontario

4. Students prefer to keep their academic and personal lives separate; however, they are comfortable using social media to communicate with other students about course work.

5. A majority of students reported they were satisfied using Blackboard at 79.96% and Moodle at 72.20%.

6. Students reported that they need better communication about where to access support for online learning, and the support staff need to be trained to handle the foot traffic and expand into other avenues for support; i.e., Live Online Help, on-demand Tutorials and FAQs.

7. Nearly all students owned laptops (94.93%), and they reported that this was the most important device for their academic success. USB devices (86.27%), Printers (75.08%), and smartphones (72.51%) were also reported as being important tools for learning.

Introduction

Smart Phones, iPads, social media, blended learning and MOOCs have been buzz words discussed and debated in higher education circles over the last few years. Much has been written about 21st century educational technologies to engage student learning and promote effective teaching practices. The 2012 and 2013 *ECAR Study of Undergraduate Students and Information Technology Reports* highlighted key foci for teaching and learning in institutions of higher education. Surveying 251 universities/colleges worldwide in 2013, including 9 Canadian universities, they found that students expect the use of technologies, prefer blended courses, prefer limits on the use of social media in the learning environment and that they want to use their mobile devices more for academic work (2012 p.5; 2013 p.4-6). The *COHERE Report on Blended Learning* (2011) noted that blended learning has resulted in "improved teaching and learning, greater flexibility for learners, greater student satisfaction, improved student performance, a confluence of literacies for the knowledge economy, and an optimization of resources". *Inside Higher Ed*'s 2013 *Survey of Faculty Attitudes on Technology* found that the majority of faculty consider "online learning to be of lower quality than in-person courses on several key measures". However, a 2013 HEQCO research report noted that

> … for a range of students and learning outcomes, fully online instruction produces learning that is on par with face-to-face instruction. The students most likely to benefit are those who are academically well prepared and highly motivated to learn independently. (Carey and Trick, p.2)

In 2012, an e-Learning Team was created at the Centre for Learning and Teaching (CLT) adding a dimension of expertise in learning and teaching with online technologies that had not previously been part of CLT's core support. As a result, CLT staff began to discuss in what ways Dalhousie student and faculty preferences for technology-assisted learning and teaching might be in-line with those reported in the larger national surveys. These conversations informed our decision to conduct student and faculty surveys on the use, effectiveness, and future of educational technologies to influence the direction of learning and teaching at Dalhousie that was supported by the VP, Academic and Provost's Office. CLT's aim was to determine the direction, focus and priorities for e-Learning and classroom technologies at Dalhousie.

Close to 100% of students in this study acknowledged the importance of online technologies to their learning. A large majority of students reported that online technologies helped them learn better and helped them become more efficient with their studies. Students would like teachers to use more online technologies in courses. For instance, 83.57% of students said they would like teachers to make more lectures available in either audio or video format.

Students were cautious about the use of e-textbooks in their courses (51.91%). With regard to the use of social media tools, 66.32% of students disagreed with using them in their courses. Students reported that they preferred to keep their academic and social lives separate (74.87%); however, 65.68% of students were comfortable using social media to network and communicate with other students about coursework.

Students reported more interest in blended courses rather than online courses or online programs. Of the students who responded, 52.76% would opt for more online courses over online programs (43.60%). With regard to blended courses, 69.2% of students said that this is their preferred learning environment. However, a significant number of students (25.92%) preferred face-to-face courses with no online learning component.

Students reported concern about the stability and performance of the Learning Management System (LMS) and wireless internet connectivity on campus. They also said that the use of technologies has the potential to increase workload and raise teacher expectations with regard to what is required of them. Students also reported the loss of face-to-face time with teachers and how this could have serious consequences, especially for first-year students and those coming from out-of-province or abroad.

> Face-to-face lectures are important. Also, especially as someone who is out of province, it is important for me to go to class and be there physically to MEET people and develop social skills. That's more important to me than anything. Utilizing more online technologies might be more comfortable for those somewhat socially awkward like myself, but people like me need face-to-face interaction to improve. (student comment)

A number of the themes revealed in this study are similar to those contained in other studies of this type including the *ECAR Study of Undergraduate Students and Information Technology*, *2012* and *2013*, and the "Top-*Ten IT Issues, 2014: Be The Change You See", EDUCAUSE Review Online*:

- The majority of students rely on a laptop as their primary technology
- The majority of students prefer blended courses over fully online or face-to-face
- Face-to-face interaction is important and should be sustained
- Students want teachers to use the learning management system more, and for more things.

Methodology

The Centre for Learning and Teaching (CLT) conducted a survey of Dalhousie students in April, 2013. The survey examined the experiences and perceptions of students about their use of online and classroom technologies. The survey was administered by the Office of Institutional Analysis and Research (OIAR), who subsequently provided the raw data and a summary report to CLT by June, 2013.

We used the ECAR *Study of Undergraduate Students and Information Technology* (2012) as the model from which we developed our questions. We also did a literature search and found a faculty survey which we retrieved electronically from eLearning Advisory Group wiki space, and another from Inside Higher Ed. Questions in these three surveys were either adapted for our specific use or used to help us develop other questions.

The confidential survey was a mixed research method design and thus quantitative and qualitative information was gathered. There was a total of 39 questions in the survey – 22 quantitative, 10 primarily quantitative with the option to provide additional details, 5 open-ended questions, 1 requesting language of the respondents and 1 requesting the email address of the respondents, if they wanted to be entered into a draw for an iPod Nano.

The quantitative data was analyzed and reported via descriptive statistics while the qualitative data was analyzed by the categorization of the data into themes. The themes emerged naturally as the co-authors reviewed the students' responses to the quantitative questions which asked for additional comments, or the open-ended questions. If a student's response fell into multiple categories (compound response), then the response was added into the count for all categories it reflected – we did not consider that the response could only fit into one category and then try to subjectively fit it into the one we thought was most represented in a compound response. Or, for questions where students were asked to provide multiple responses, each response was assessed and recorded in the appropriate category. In this instance the complete response could fall into one category or into multiple.

The survey findings are grouped by category as follows:

1. **Importance and Future of the Online Environment at Dalhousie**
2. **Use of Online**
3. **Online Offerings**
4. **Learning Management System**
    a. **Blackboard Learn**
    b. **Moodle**
5. **Classroom Technology**

6. **Device Ownership & Use**
7. **Student Support**

The survey was delivered to a total of 17,778 students of which 3,841 responded for a response rate of 21.61%.

Findings

1. Importance and Future of the Online Environment

Students acknowledge the importance of online technologies for their learning. Students reported that online technologies helped them learn better and become more efficient with their learning. Students would like to see teachers make more and better use of the LMS by: making lecture material available prior to class; making more recorded lectures and other course materials available; and, using more online tools and using them more effectively.

Students supported the use of e-textbooks in their courses (50.0%); however, some students commented about the number of hours they had to spend in front of the computer screen when working and studying from e-textbooks.

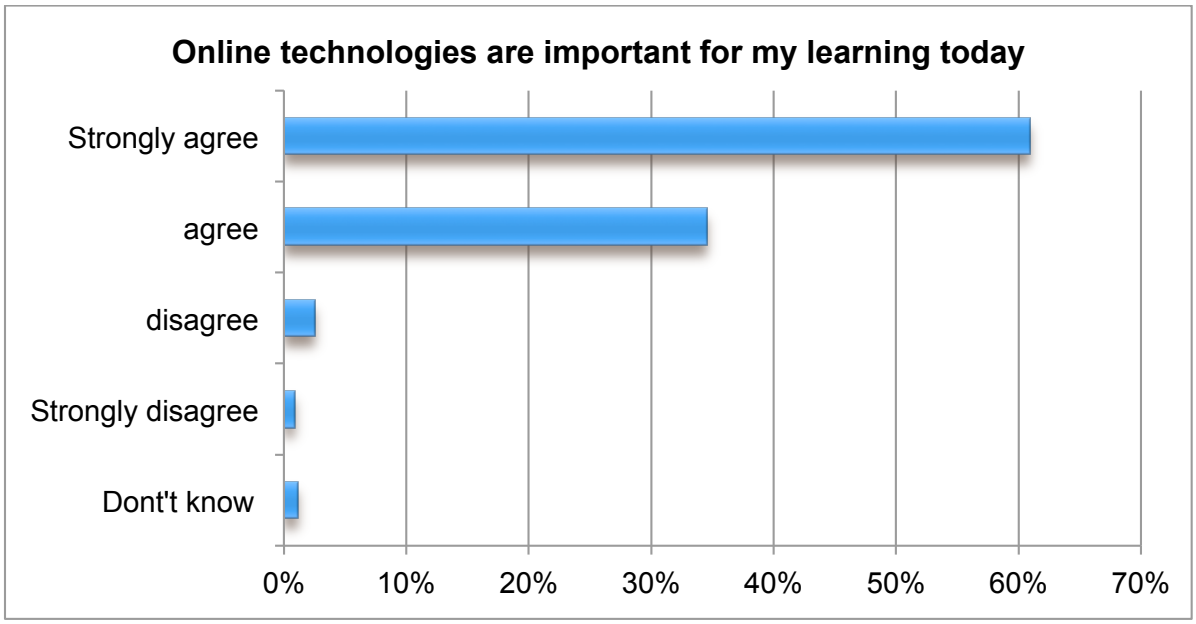
> All textbooks will be online, and I find it is too hard to read an online textbook for hours at length (student comment).

Students reported that they were not interested in using social media in their courses(74.87%); however, they did not mind networking and connecting with fellow students and previous instructors on Facebook, Twitter or other social media.

There were many general comments with regard to the role of online technologies for teaching and learning at Dalhousie. Students supported the delivery of more online courses and programs to allow for anytime/anywhere educational opportunities. They reported that they wanted to retain the face-to-face learning environment; and, they reported that the technology should be used to supplement the face-to-face environment.

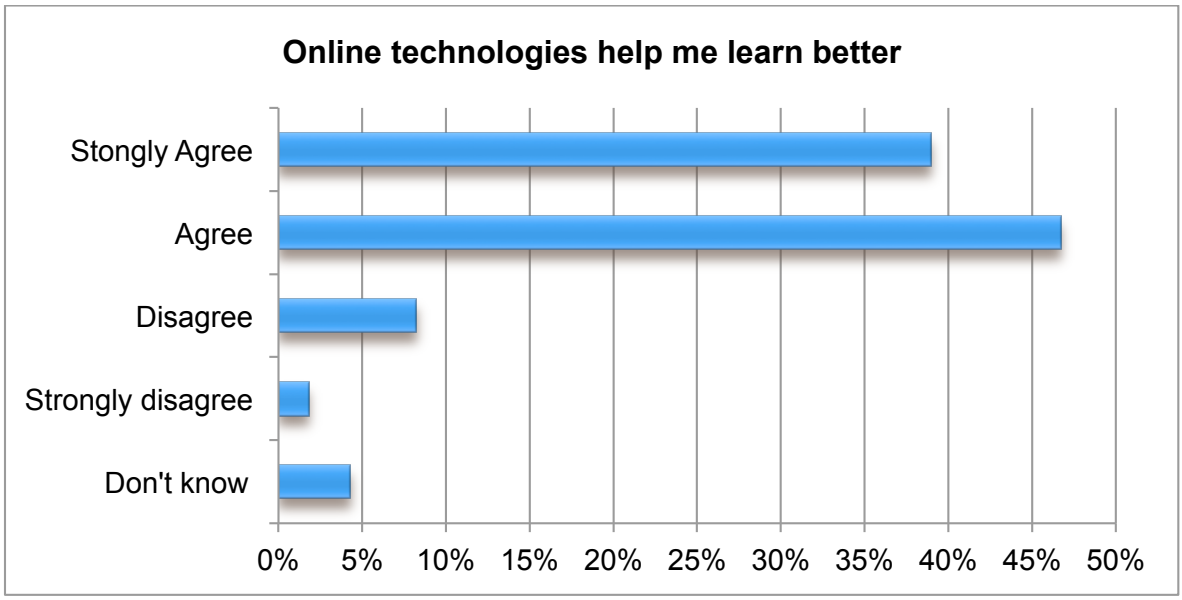
Questions 1-4; 34

Question 1.
Online technologies are important for my learning today - 2938 students agree/strongly agree for 95.49%



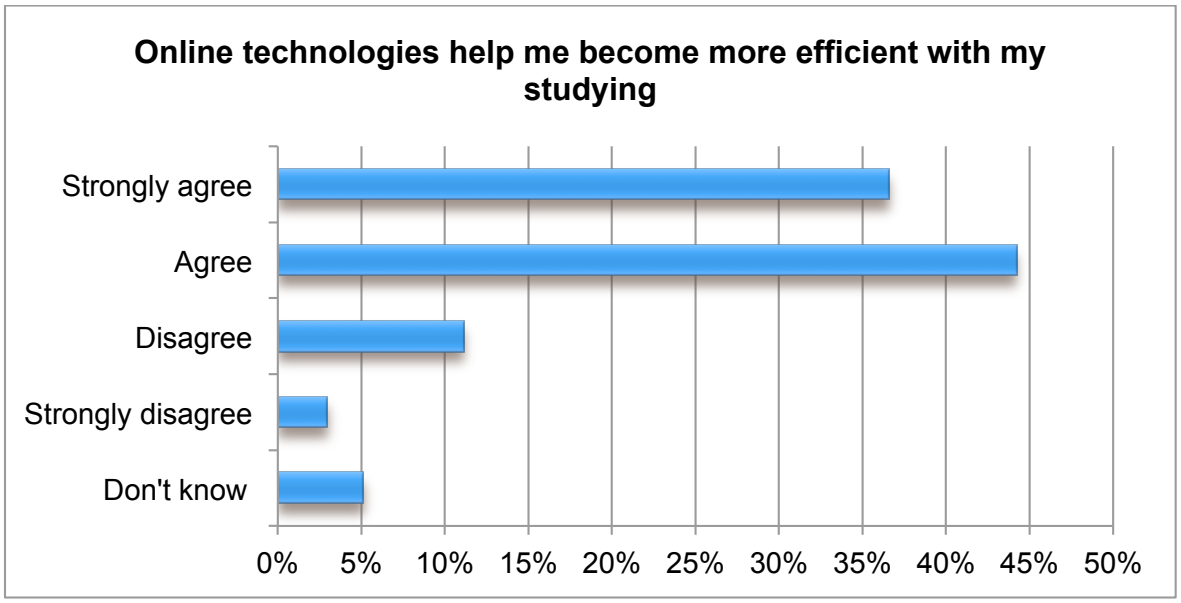
Choices	Total Response	Response Rate
Strongly agree	1875	60.94%
Agree	1063	34.55%
Disagree	77	2.50%
Strongly disagree	27	0.88%
Don't know	35	1.14%
Sum	3077	100.00%

Question 2.
Online technologies help me learn better. – 2631 students agree/strongly agree for 85.67%.



Choices	Total Response	Response Rate
Strongly agree	1197	38.98%
Agree	1434	46.69%
Disagree	253	8.24%
Strongly disagree	55	1.79%
Don't know	132	4.30%
Sum	3077	100.0%

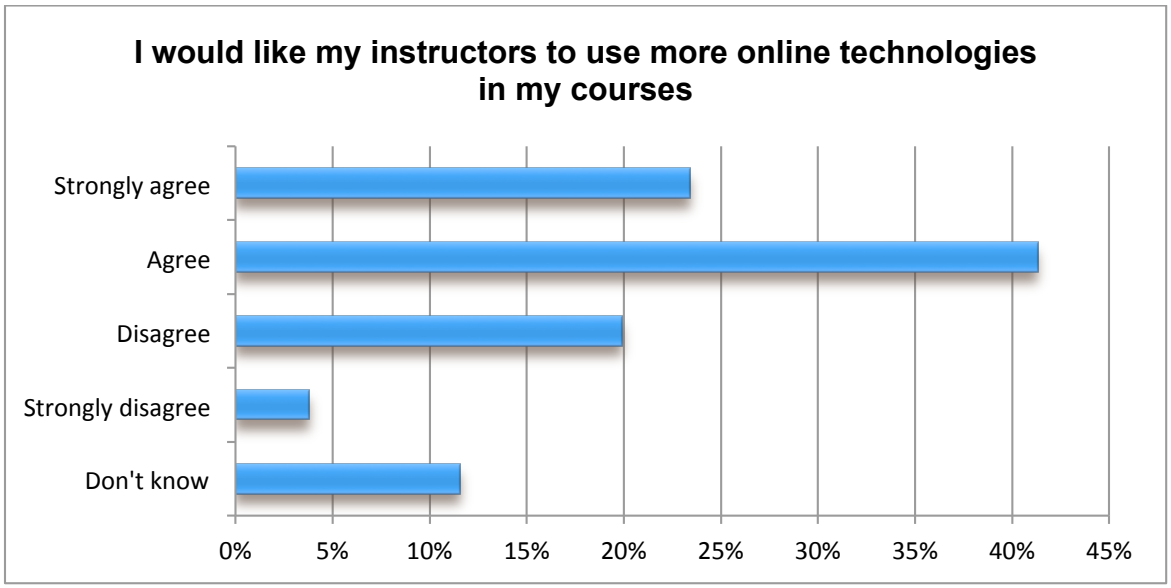
Question 3
Online technologies help me become more efficient with my studying – 2478 students agree/strongly agree for 80.79%.



Choices	Total Response	Response Rate
Strongly agree	1122	36.58%
Agree	1356	44.21%
Disagree	341	11.12%
Strongly disagree	91	2.97%
Don't know	157	5.12%
Sum	3067	100.00%

Question 4

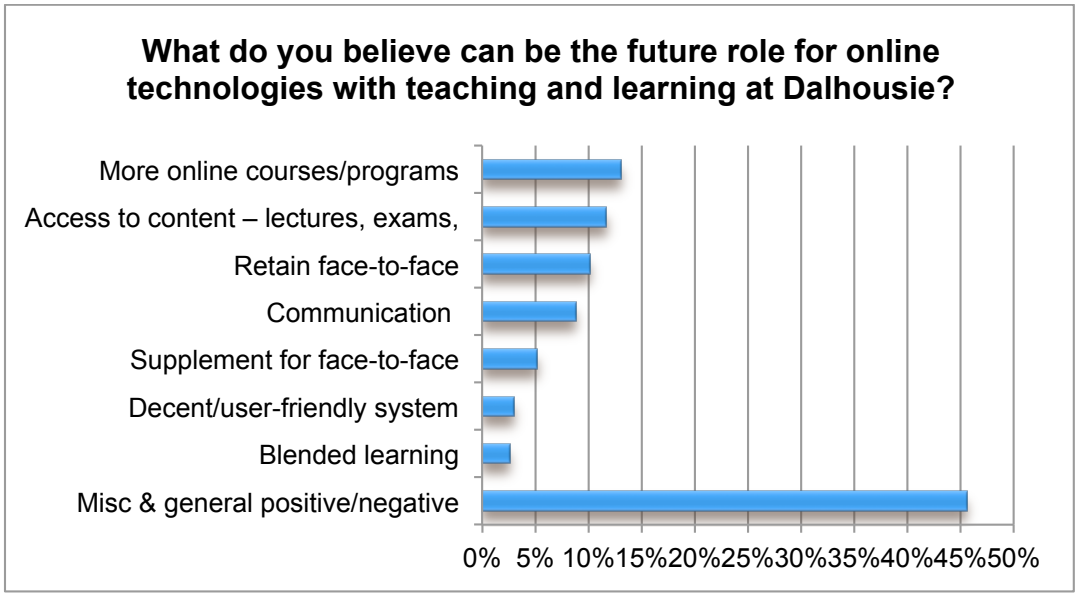
I would like my instructors to use more online technologies in my courses – 1974 students agree/strongly agree for 64.72%.



Choices	Total Response	Response Rate
Strongly agree	714	23.41%
Agree	1260	41.31%
Disagree	607	19.90%
Strongly disagree	116	3.8%
Don't know	353	11.57%
Sum	3050	100%

Question 34 qualitative, open-ended responses
What do you believe can be the future role for online technologies with teaching and learning at Dalhousie? 1273 responses

1. 166 13.04% more online courses/programs – access anytime anywhere for working students, international students, students with families
2. 149 11.70% Access to content – lectures, exams, materials
3. 129 10.13% Retain face-to-face



Choices	Total Response	Response Rate
More online courses/programs	166	13.04%
Access to content – lectures, exams, materials	149	11.70%
Retain face-to-face	129	10.13%
Communication	112	8.80%
Supplement for face-to-face	66	5.18%
Decent/user-friendly system	38	2.99%
Blended learning	33	2.59%
Misc & general positive/negative comments	580	45.56%

Findings

2. Use of Online

Students reported that the majority of teachers are using the LMS. When students were asked what they would like their teachers to use more, 57.47% of students said the LMS. This is clarified in a later qualitative question about what they would like to be able to do with online technologies in their courses. The top three answers were: (1) information access and retrieval; (2) interaction with others; and, (3) interactive engagement with the materials. Students also reported the need to have a more functional LMS and more well-designed courses so that information access and retrieval is intuitive and easily managed. Having an LMS and courses with multiple poorly-designed layers were major sources of frustration and stress for students.

> Using more technology in courses allows for more time to be put into courses. So much time is spent in the classroom having the teacher explain things a few times to some students who may be behind the rest. If the courses were more technology based, the students who don't understand something could learn the concepts they don't understand on their own time on the internet or by reading the information provided more thoroughly. By having less explanations, this allows for more time to be used for new topics or concepts. (student comment)

> Have more interactive lectures, facilitate conversation, view media and then discuss it collaboratively. I am soooo tired of sitting through 3 hours of lecture, it is just not how humans were meant to learn...no matter the generation. We are meant to collaborate and be social, and discuss the world in order to learn. This can be accomplished now-a-days through online technologies. (student comment)

Students reported that posting lecture notes, interaction with others, interactive engagement with material, video/audio recorded lectures, and making grades available, are the top ways that teachers can use the technology to better support student learning. Students made numerous comments about the “flipped” classroom model where recorded lectures were available prior to class, and class time was used for active learning and engagement with other students and the instructor.

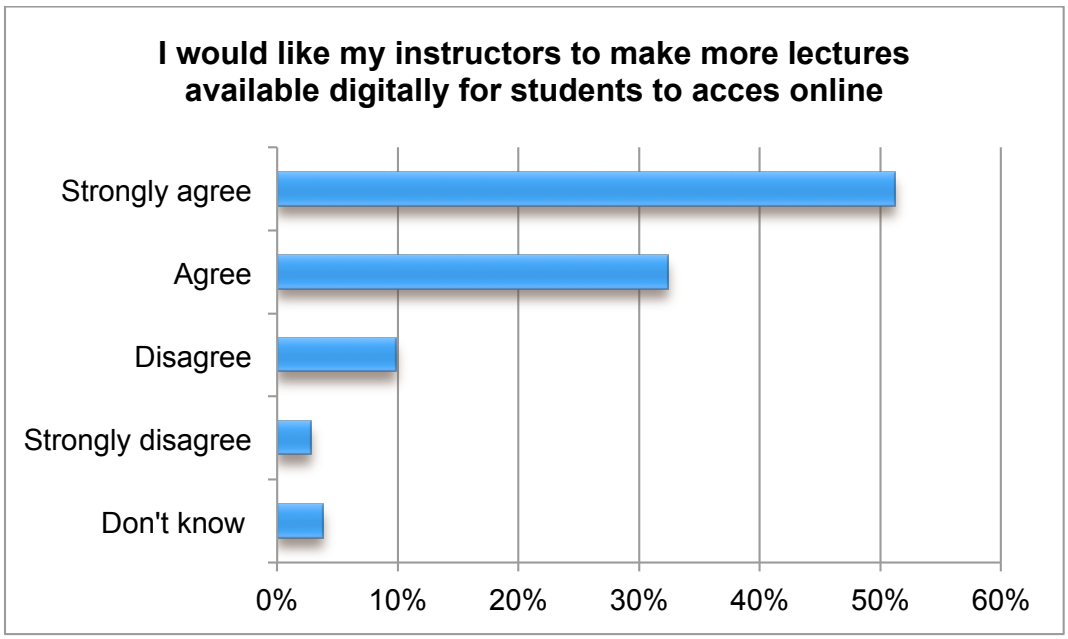
> more interactive learning online, supplementary and "catch-up" modules to supplement or replace traditional classroom. (e.g. normal lecture material could be given through video, allowing students to go through material at their own pace, and regular class time could be used for participatory discussions or additional help). (student comment).

Students also reported that SafeAssign, the plagiarism-detection tool in BbLearn, is a useful tool. Students would like to use more digital materials in their courses and reported that they were comfortable with copyright rules to use the digital materials correctly.

Questions 5-10; 12; 18-19; 31 - 33

Question 5

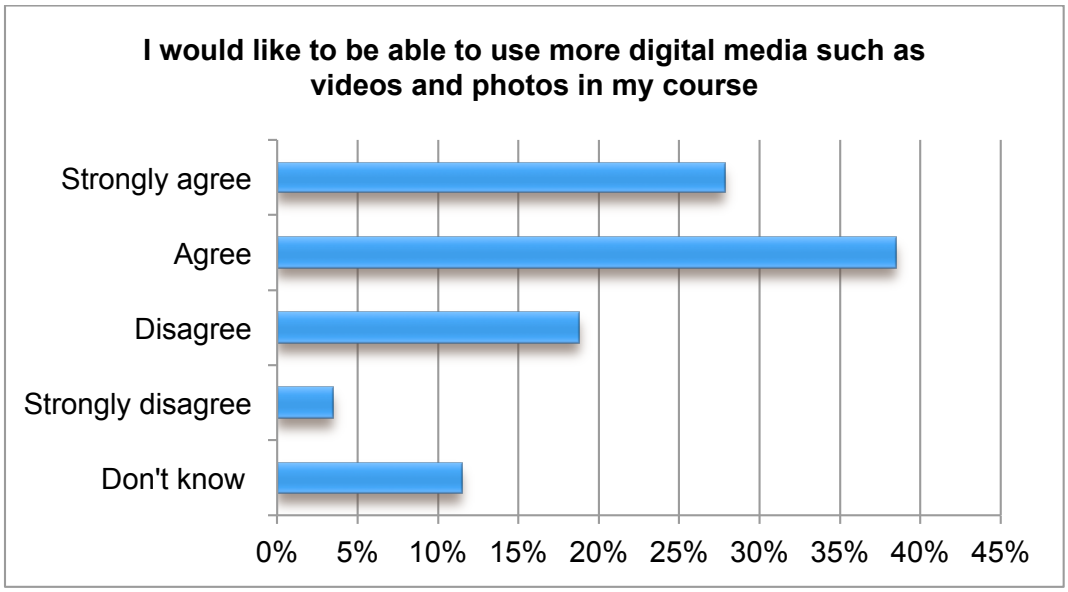
I would like my instructors to make more lectures available digitally for students to access online (e.g., video screen capture or audio recordings). – 2557 students agree/strongly agree for 83.57%.



Choices	Total Response	Response Rate
Strongly agree	1566	51.18%
Agree	991	32.39%
Disagree	300	9.80%
Strongly disagree	86	2.81%
Don't know	117	3.82%
Sum	3060	100.00%

Question 6

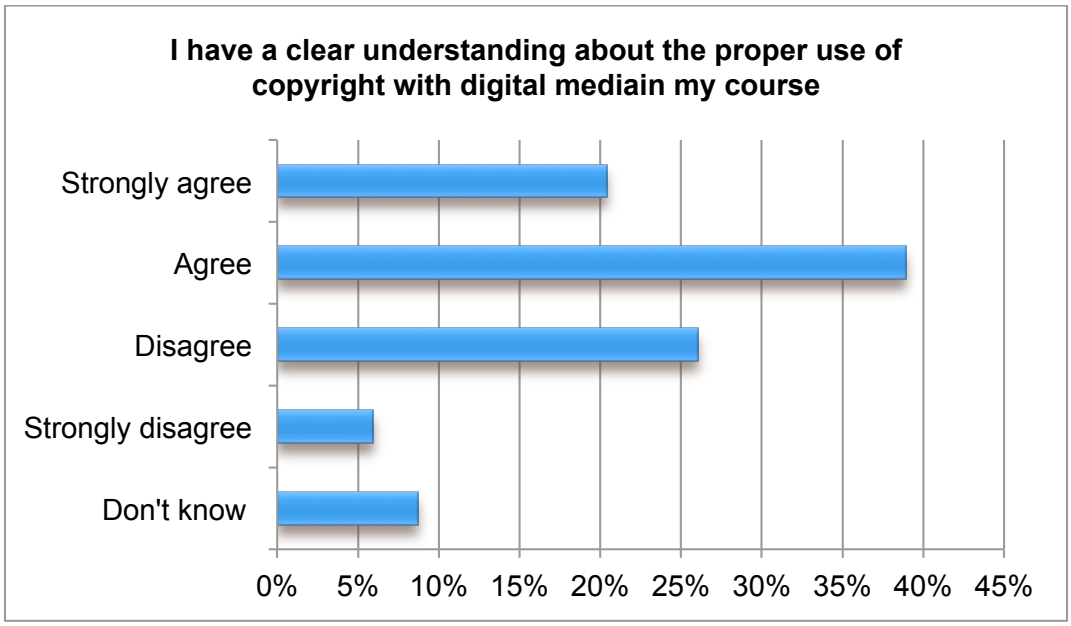
I would like to be able to use more digital media such as videos and photos in my course – 2018 students agree/strongly agree for 66.28% of respondents



Choices	Total Response	Response Rate
Strongly agree	847	27.82%
Agree	1171	38.46%
Disagree	572	18.78%
Strongly disagree	106	3.48%
Don't know	349	11.46%
Sum	3045	100.00%

Question 7

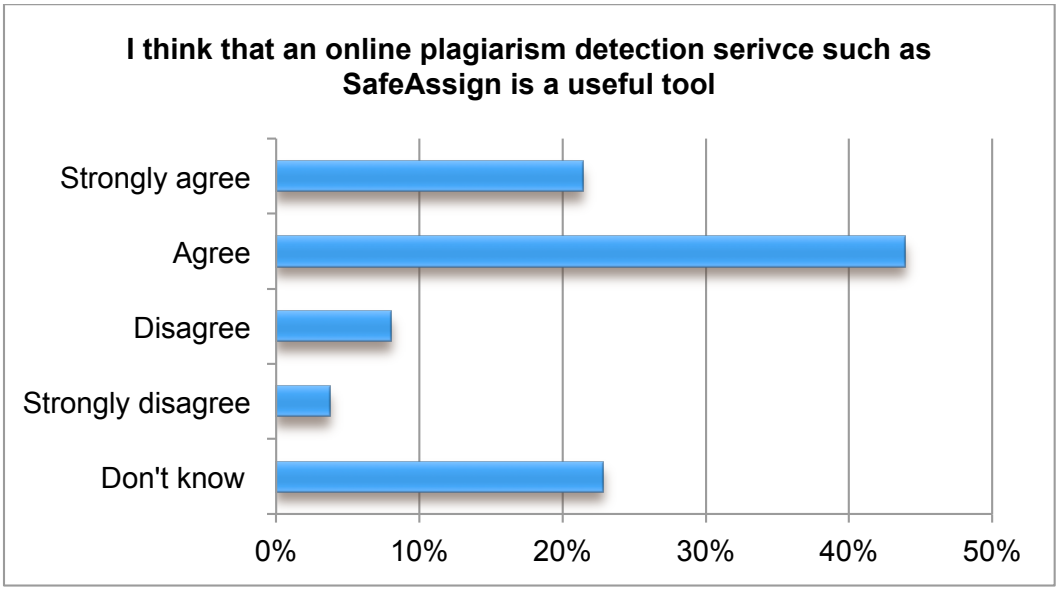
I have a clear understanding about the proper use of copyright with digital media in my course - 1806 students agree/strongly agree for 59.33% of respondents



Choices	Total Response	Response Rate
Strongly agree	622	20.43%
Agree	1184	38.90%
Disagree	792	26.02%
Strongly disagree	181	5.95%
Don't know	265	8.71%
Sum	3044	100.00%

Question 8

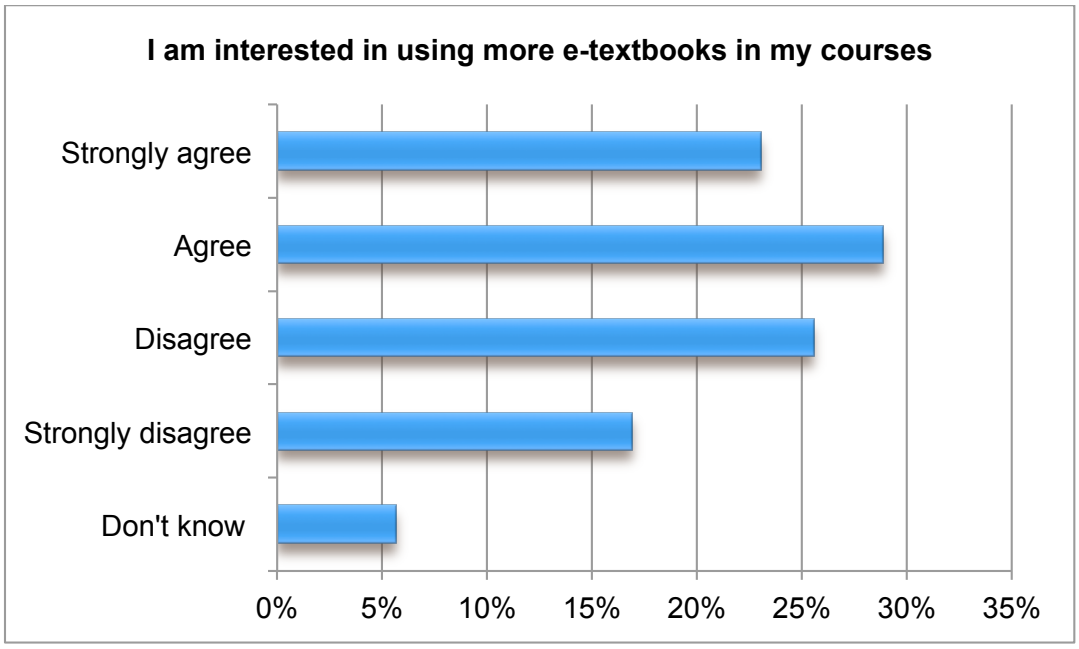
I think that an online plagiarism detection service such as SafeAssign is a useful tool – 1989 students agree/strongly agree for 65.37% of respondents



Choices	Total Response	Response Rate
Strongly agree	652	21.43%
Agree	1337	43.94%
Disagree	245	8.05%
Strongly disagree	114	3.75%
Don't know	695	22.84%
Sum	3043	100.00%

Question 9

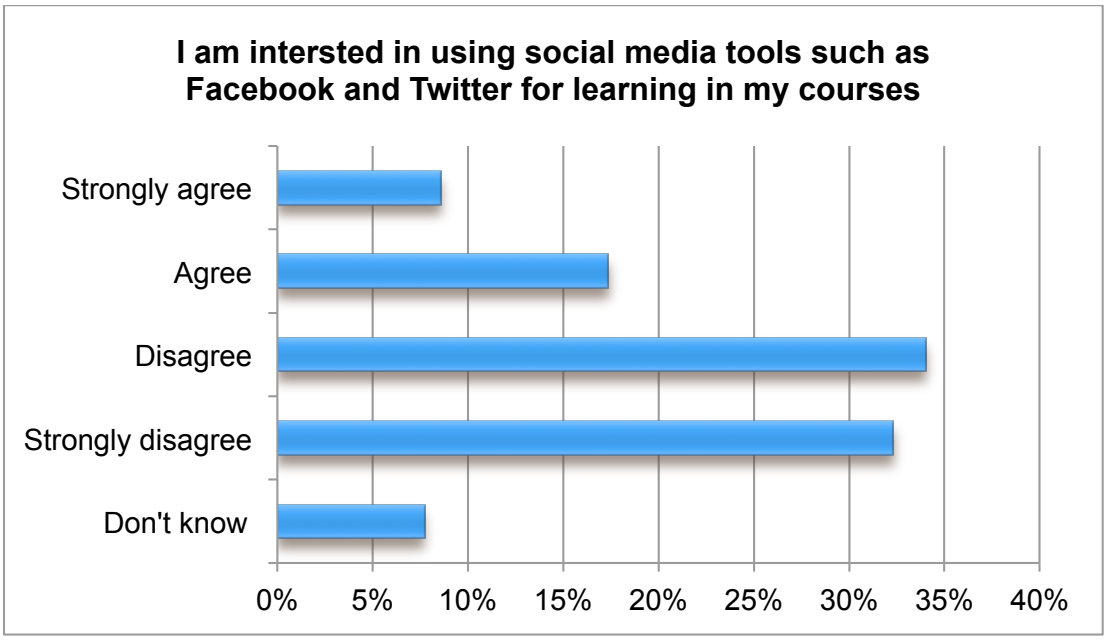
I am interested in using more e-textbooks in my courses. – 1589 students agree/strongly agree for 51.91% respondents. However, 1299 students disagree/strongly disagree for 42.44%.



Choices	Total Response	Response Rate
Strongly agree	705	23.03%
Agree	884	28.88%
Disagree	782	25.55%
Strongly disagree	517	16.89%
Don't know	173	5.65%
Sum	3061	100.00%

Question 10

I am interested in using social media tools such as Facebook and Twitter for learning in my courses - 792 students agree/strongly agree for 25.97%. 2022 respondents disagree/strongly disagree for 66.32% of respondents

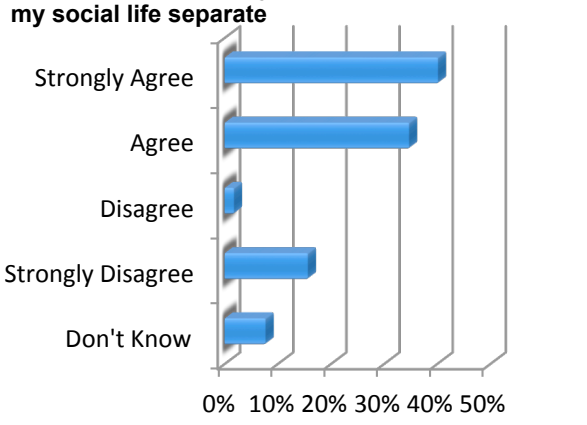


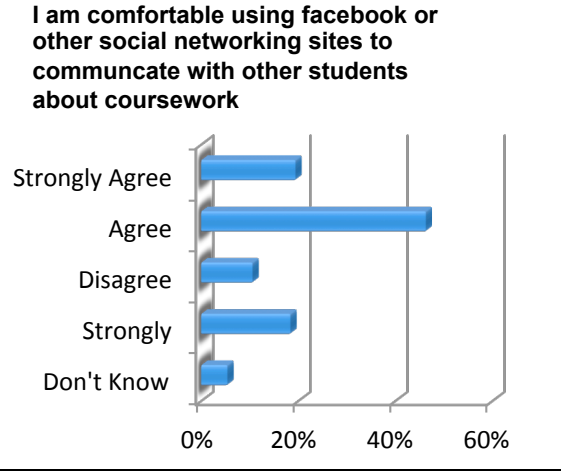
Choices	Total Response	Response Rate
Strongly agree	262	8.59%
Agree	530	17.38%
Disagree	1037	34.01%
Strongly disagree	965	32.31%
Don't know	235	7.71%
Sum	3049	100.00%

Question 12

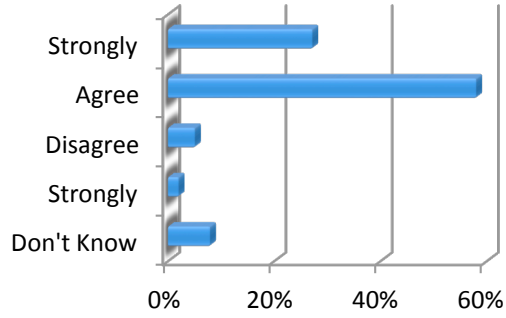
How much do you agree with the following statements about social networking in conjunction with your learning?

74.87%	I would like to keep my academic and my social life separate.
65.68%	I am comfortable using Facebook or other social networking sites to communicate with other students about coursework.
81.33%	It's important to have an online forum to communicate and interact with other students about coursework outside the face-to-face classroom/lab.
34.48%	I am comfortable connecting on social networks with professors whom I'm currently taking courses from. 53.42% disagree/strongly disagree.
43.50%	I am comfortable connecting on social networks with professors whom I am no longer taking courses from. - 40.65% disagree/strongly disagree.

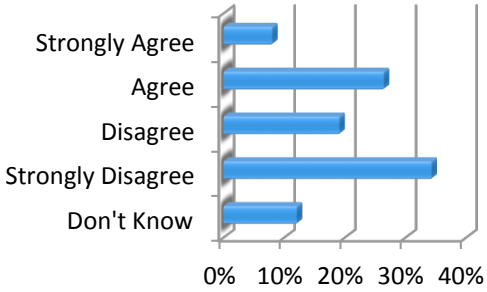




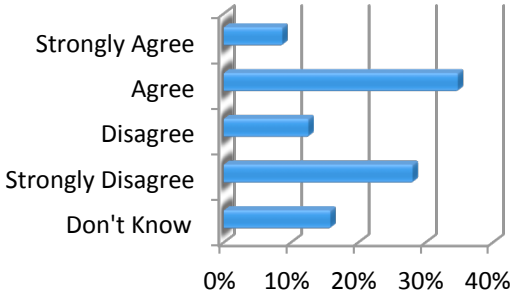
It's important to have an online forum to communicate and interact with other students about coursework outside the face-to-face classroom/lab



I am comfortable connecting on social networks with professors whom I'm currently taking courses from



I am comfortable connecting on social networks with professors whom I am no longer taking courses from

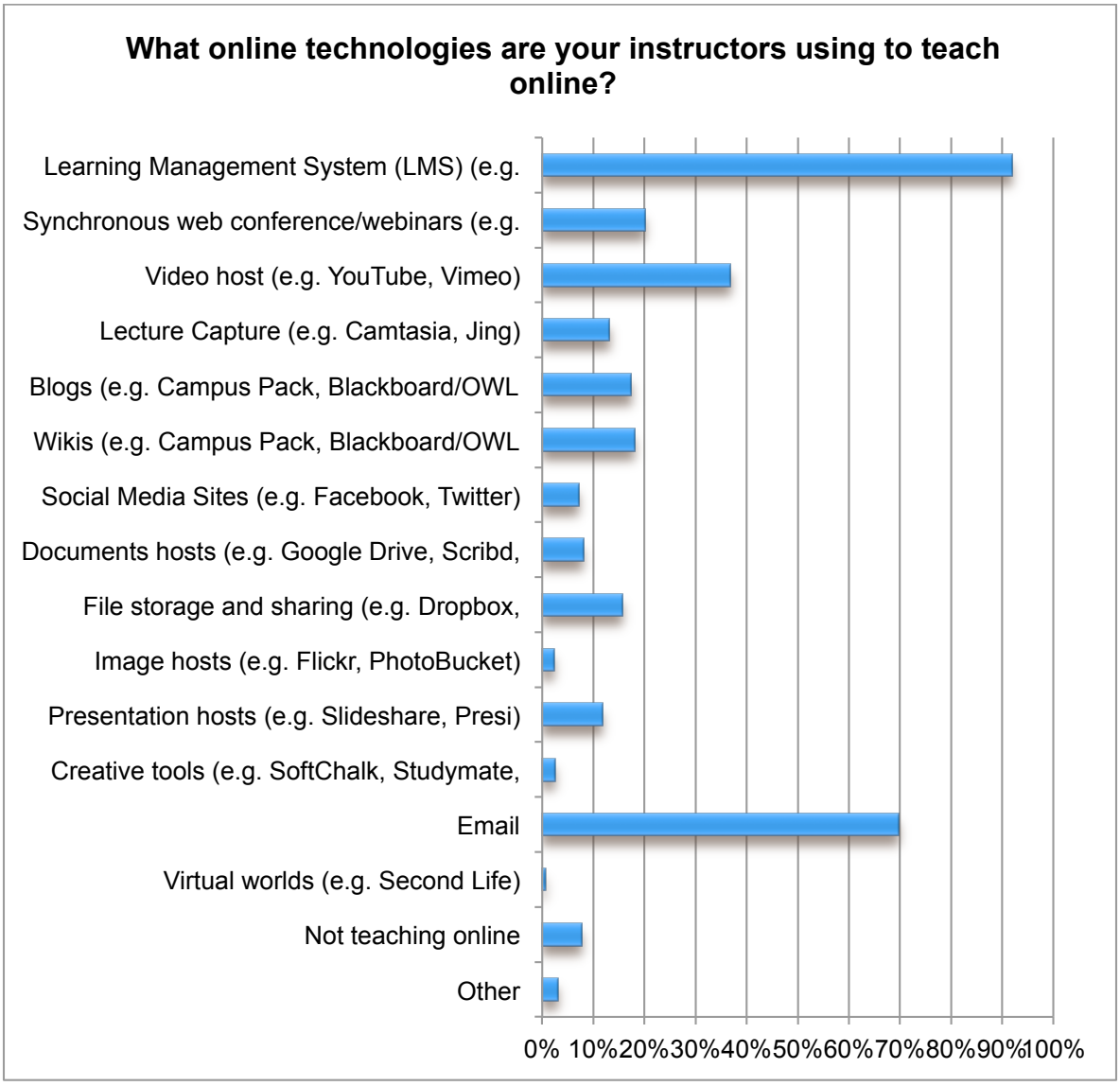


	Strongly Agree	Agree	Strongly Disagree	Disagree	Don't know	Sum
I would like to keep my academic and social life separate	1231 40.16%	1064 34.71%	54 1.76%	480 15.66%	236 7.7%	3065 100%
I am comfortable using Facebook or other social networking sites to communicate with other students about coursework	594 19.41%	1416 46.27%	323 10.56%	562 18.37%	165 5.39%	3060 100%
It's important to have an online forum to communicate and interact with other students about coursework outside the face-to-face classroom/lab	845 27.72%	1634 53.61%	76 2.49%	273 8.96%	220 7.22%	3048 100%
I am comfortable connecting on social networks with professors whom I'm currently taking classes from	246 8.04%	809 26.44%	585 19.12%	1050 34.31%	370 12.09%	3060 100%
I am comfortable connecting on social networks with professors whom I am no longer taking courses from	266 8.71%	1062 34.79%	384 12.58%	857 28.07%	484 15.85%	3053 100%

Question 18

What online technologies are your instructors using to teach online? Please check all that apply - (top three responses below)

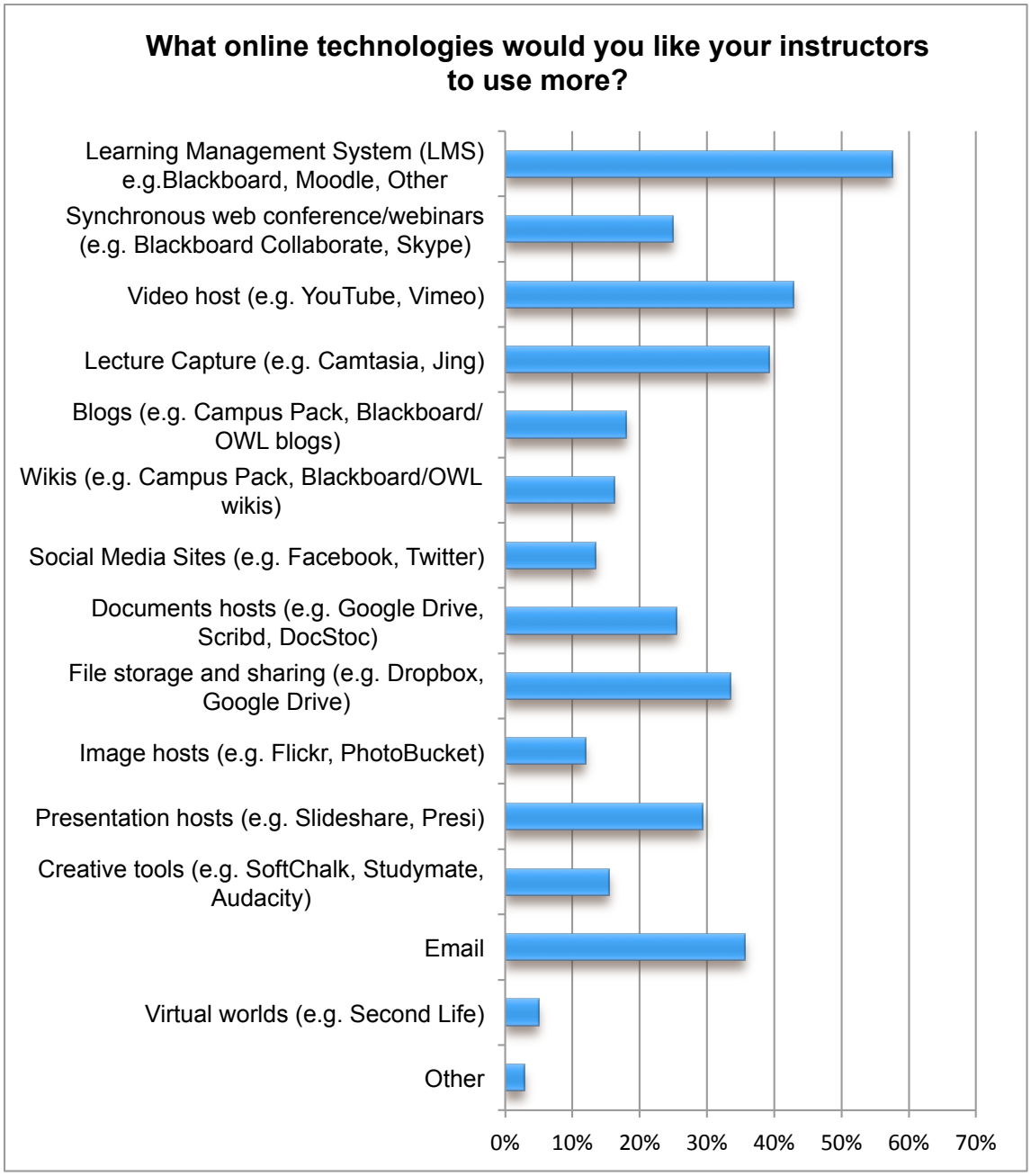
1. 91.93% Learning Management System
2. 69.71% Email
3. 36.38% Video hosts (eg., YouTube, Vimeo)



Choices	Total Response	Response Rate
Learning Management System (LMS) (e.g. Blackboard, Moodle, Other)	2713	91.93%
Synchronous web conference/webinars (e.g. Blackboard Collaborate, Skype)	592	20.06%
Video host (e.g. YouTube, Vimeo)	1087	36.83%
Lecture Capture (e.g. Camtasia, Jing)	389	13.18%
Blogs (e.g. Campus Pack, Blackboard/OWL blogs)	514	17.42%
Wikis (e.g. Campus Pack, Blackboard/OWL wikis)	535	18.13%
Social Media Sites (e.g. Facebook, Twitter)	210	7.12%
Documents hosts (e.g. Google Drive, Scribd, DocStoc)	237	8.03%
File storage and sharing (e.g. Dropbox, Google Drive)	463	15.69%
Image hosts (e.g. Flickr, PhotoBucket)	70	2.37%
Presentation hosts (e.g. Slideshare, Presi)	347	11.76%
Creative tools (e.g. SoftChalk, Studymate, Audacity)	75	2.54%
Email	2057	69.71%
Virtual worlds (e.g. Second Life)	22	0.75%
Not teaching online	229	7.76%
Other	90	3.05%

Question 19
What online technologies would you like your instructors to use more? – Please check all that apply – (top three responses below).

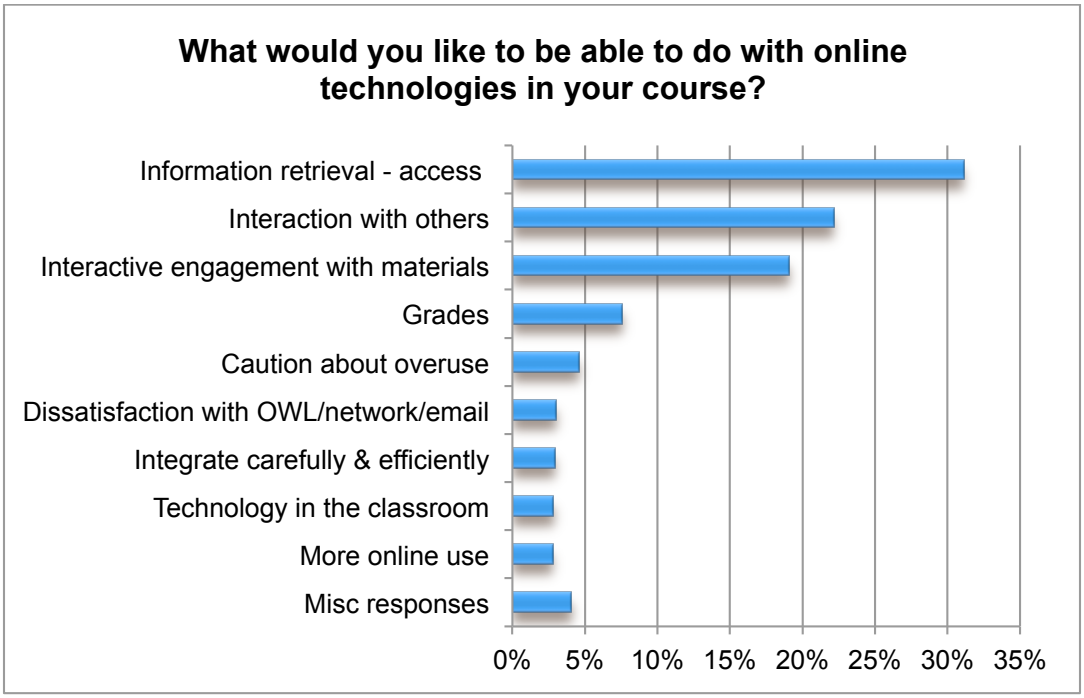
1. 57.47% Learning Management System
2. 42.82% Video host
3. 39.19% Lecture capture.



Choices	Total Response	Response Rate
Learning Management System (LMS) e.g.Blackboard, Moodle, Other	1306	57.47%
Synchronous web conference/webinars (e.g. Blackboard Collaborate, Skype)	605	24.91%
Video host (e.g. YouTube, Vimeo)	1040	42.82%
Lecture Capture (e.g. Camtasia, Jing)	952	39.19%
Blogs (e.g. Campus Pack, Blackboard/OWL blogs)	437	17.99%
Wikis (e.g. Campus Pack, Blackboard/OWL wikis)	394	16.22%
Social Media Sites (e.g. Facebook, Twitter)	327	13.46%
Documents hosts (e.g. Google Drive, Scribd, DocStoc)	618	25.44%
File storage and sharing (e.g. Dropbox, Google Drive)	812	33.43%
Image hosts (e.g. Flickr, PhotoBucket)	288	11.86%
Presentation hosts (e.g. Slideshare, Presi)	714	29.39%
Creative tools (e.g. SoftChalk, Studymate, Audacity)	375	15.44%
Email	865	35.61%
Virtual worlds (e.g. Second Life)	120	4.94%
Other	69	2.84%

Question 31 qualitative, open-ended responses
What would you like to be able to do with online technologies in your course? 1306 responses. (top three below)

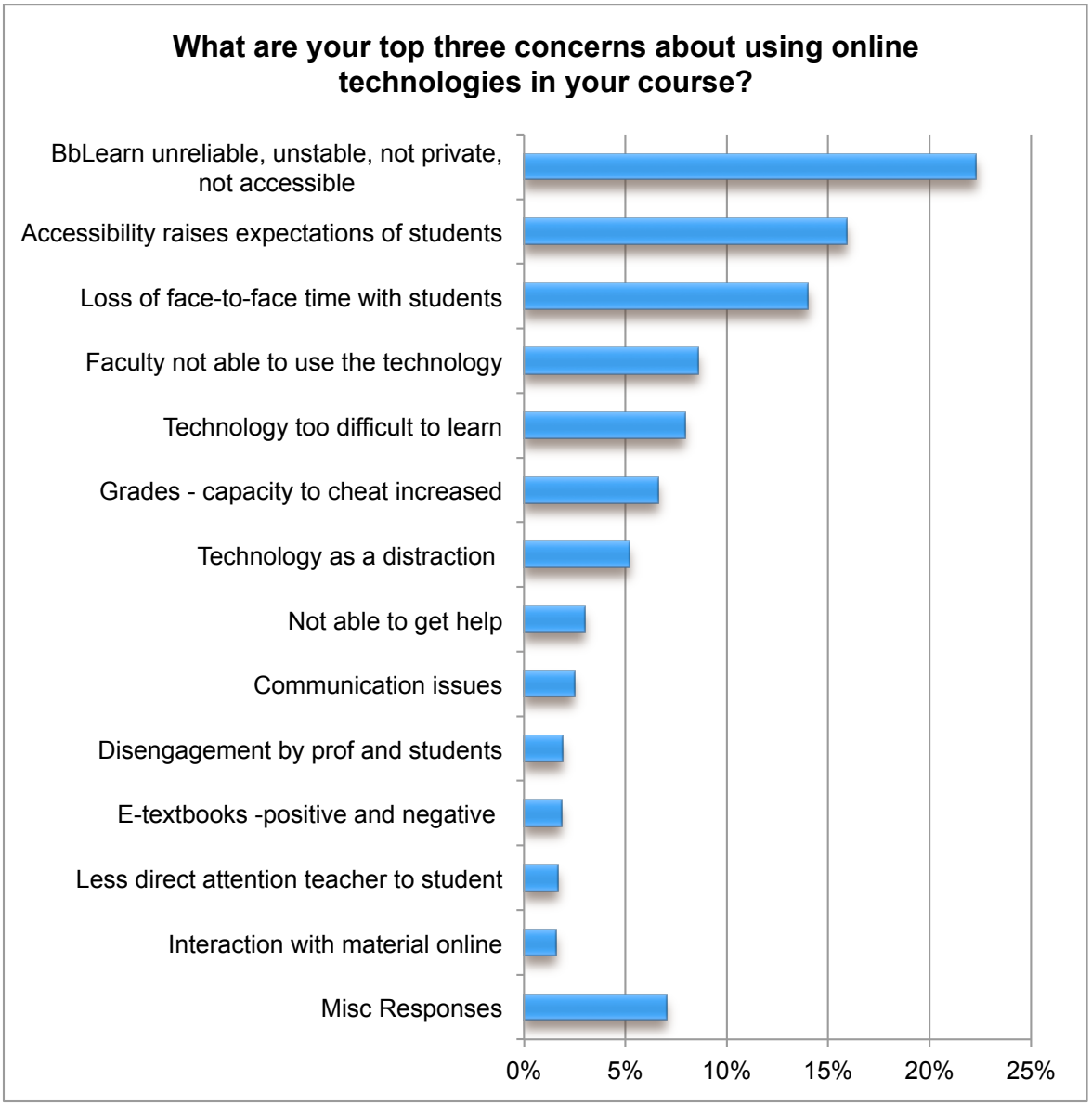
1. 31.09% information retrieval – access
2. 22.13% interaction with others
3. 19.07% interactive engagement with materials.



Choices	Total Response	Response Rate
Information retrieval - access	406	31.09%
Interaction with others	289	22.13%
Interactive engagement with materials	249	19.07%
Grades	99	7.58%
Caution about overuse	60	4.59%
Dissatisfaction with OWL/network/email	39	2.99%
Integrate carefully & efficiently	38	2.91%
Technology in the classroom	37	2.83%
More online use	36	2.76%
Misc responses	53	4.06%

Question 32 qualitative, open-ended responses
What are your top three concerns about using online technologies in your course? – 1906 responses

1. 22.30% Blackboard Learn unreliable, unstable, not private/not accessible
2. 15.90% accessibility of information and/or lack of accessibility – accessibility raises expectations of students – deadlines/reminders, etc. - access confusing
3. 14.01% loss of face-to-face time with instructors

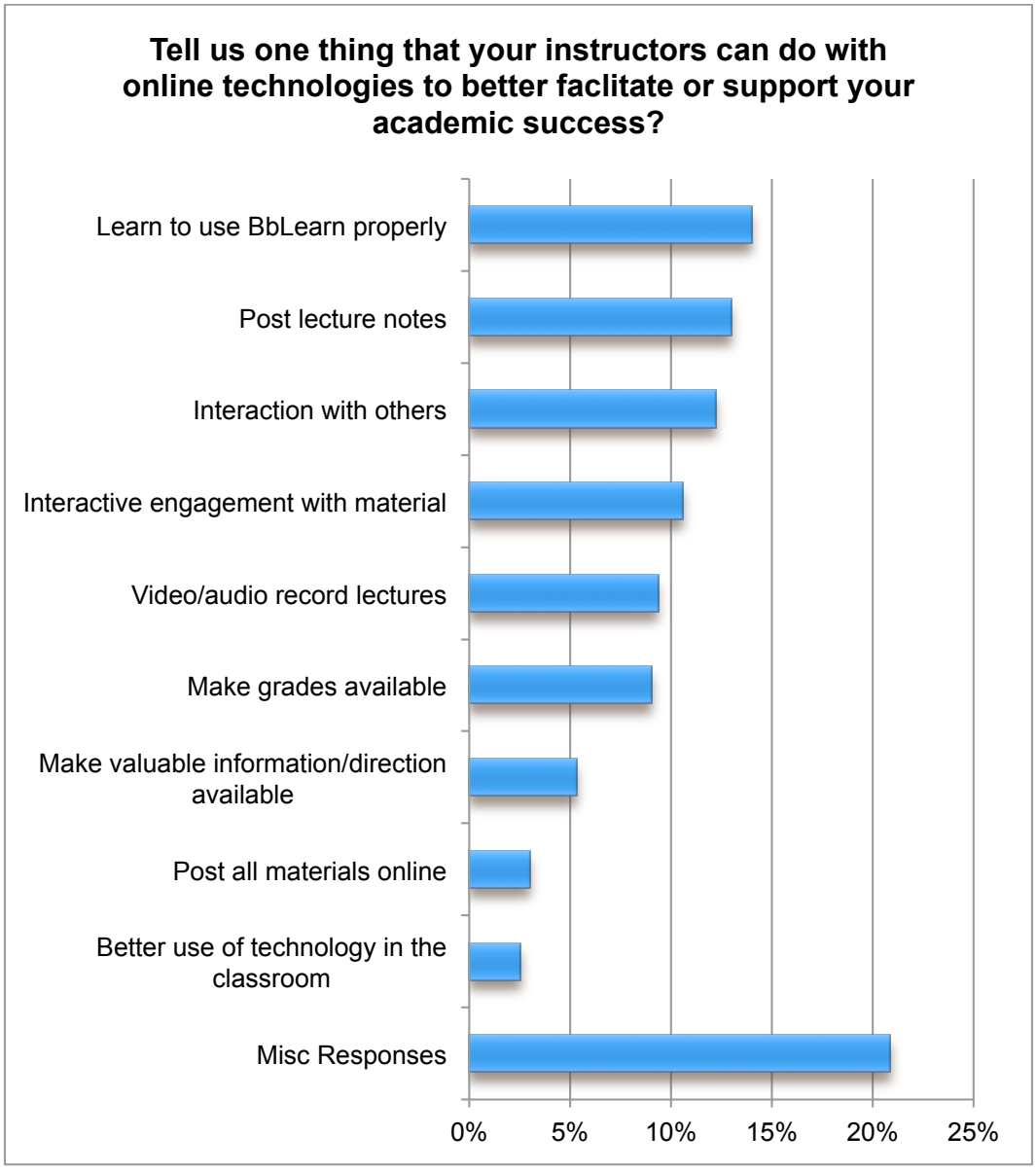


Choices	Total Response	Response Rate
BbLearn unreliable, unstable, not private, not accessible	425	22.30%
Accessibility raises expectations of students	303	15.90%
Loss of face-to-face time with students	267	14.01%
Faculty not able to use the technology	164	8.60%
Technology too difficult to learn	151	7.92%
Grades - capacity to cheat increased	126	6.61%
Technology as a distraction	99	5.19%
Not able to get help	57	2.99%
Communication issues	47	2.47%
Disengagement by prof and students	36	1.89%
E-textbooks -positive and negative	35	1.84%
Less direct attention teacher to student	32	1.68%
Interaction with material online	30	1.57%
Misc. Responses	134	7.03%

Question 33 qualitative, open-ended responses

Tell us one thing that your instructors can do with online technologies to better facilitate or support your academic success? 1293 responses (top three below)

4. 14.00% learn to use BbLearn properly and effectively/organize material better
5. 12.99% post lecture notes
6. 12.22% interaction with others



Choices	Total Response	Response Rate
Learn to use BbLearn properly	181	14.00%
Post lecture notes	168	12.99%
Interaction with others	158	12.22%
Interactive engagement with material	137	10.60%
Video/audio record lectures	121	9.36%
Make grades available	117	9.05%
Make valuable information/direction available	69	5.34%
Post all materials online	39	3.02%
Better use of technology in the classroom	33	2.55%
Misc. Responses	270	20.88%

Findings

3. Online Offerings

A majority of students (69.2%) preferred to learn in a blended environment rather than a fully online environment (4.88%). Students also commented that they would prefer access to more online courses; however, they were almost split on the availability of more online programs, with 43.60% of students agreeing and 41.3% disagreeing.

Students called for well-designed online courses that were easy to access and navigate. But they also expected the LMS and campus internet connectivity to be reliable, stable, and operating at a high performance level.

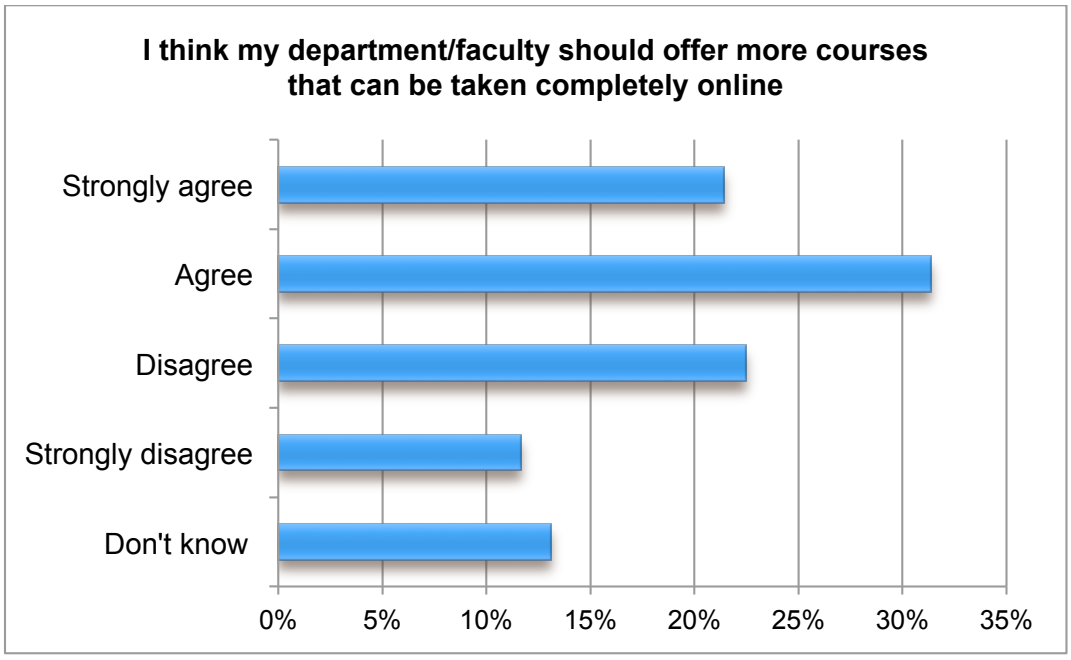
A significant number of students preferred to learn in campus classrooms (25.92%). These students believe that the face-to-face environment enhances social interaction between instructors and students and between students in a way that online learning does not.

Students were more disinterested (36.44%) than interested (29.42%) in participating in a MOOC (massive open online course). However, there is also a significant percentage (34.15%) who had not been exposed to MOOC's and who did not know whether or not they are a good way of learning.

Questions 13-17

Question 13

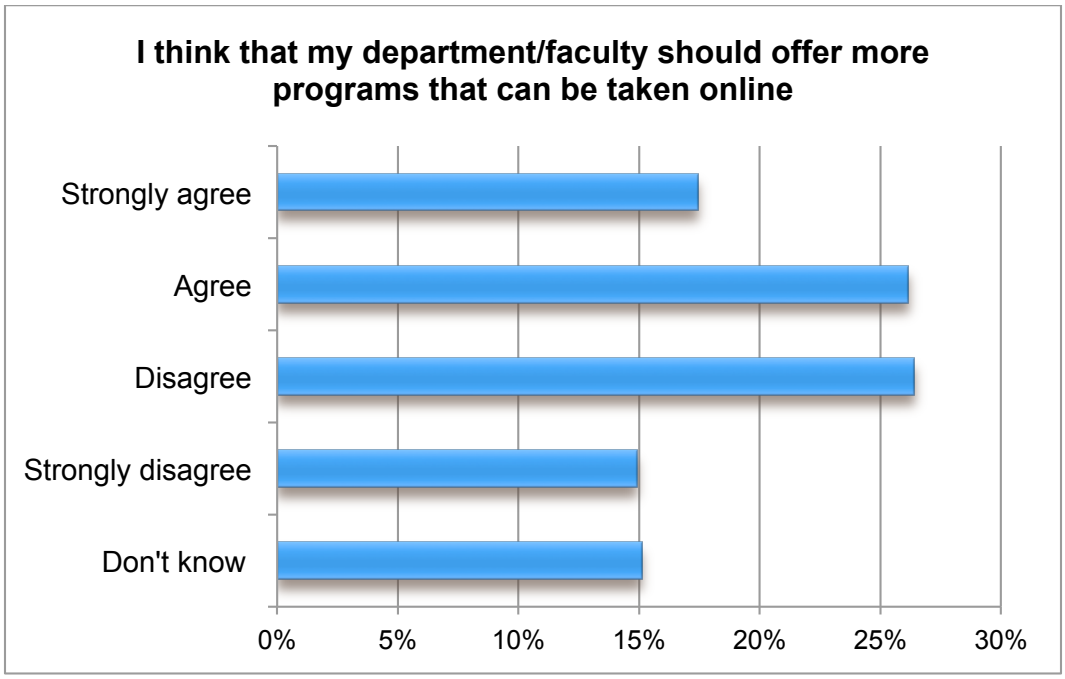
I think that my department/faculty should offer more courses that can be taken completely online – 1614 students agree/strongly agree for 52.76% and 1044 or 34.13% disagree/strongly disagree.



Choices	Total Response	Response Rate
Strongly agree	655	21.41%
Agree	959	31.35%
Disagree	687	22.46%
Strongly disagree	357	11.67%
Don't know	401	13.11%
Sum	3059	100.00%

Question 14

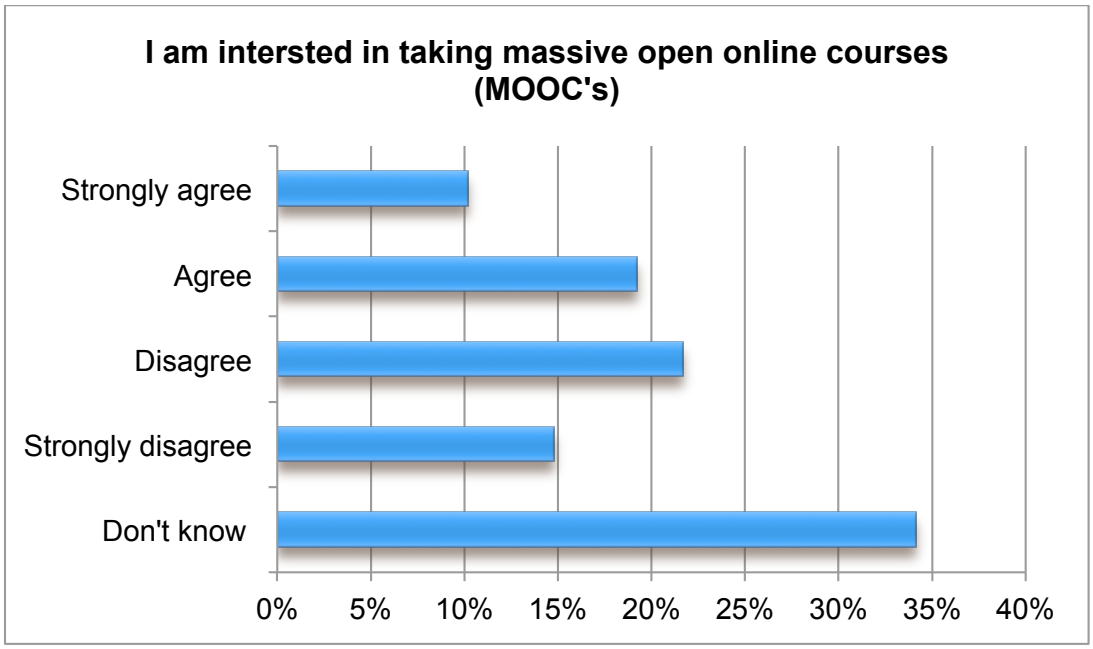
I think that my department/faculty should offer more programs that can be taken online – 1331 students agree/strongly agree for 43.60%. 1261 disagree/strongly disagree for 41.3%.



Choices	Total Response	Response Rate
Strongly agree	532	17.43%
Agree	799	26.17%
Disagree	806	26.4%
Strongly disagree	455	14.9%
Don't know	461	15.1%
Sum	3053	100.00%

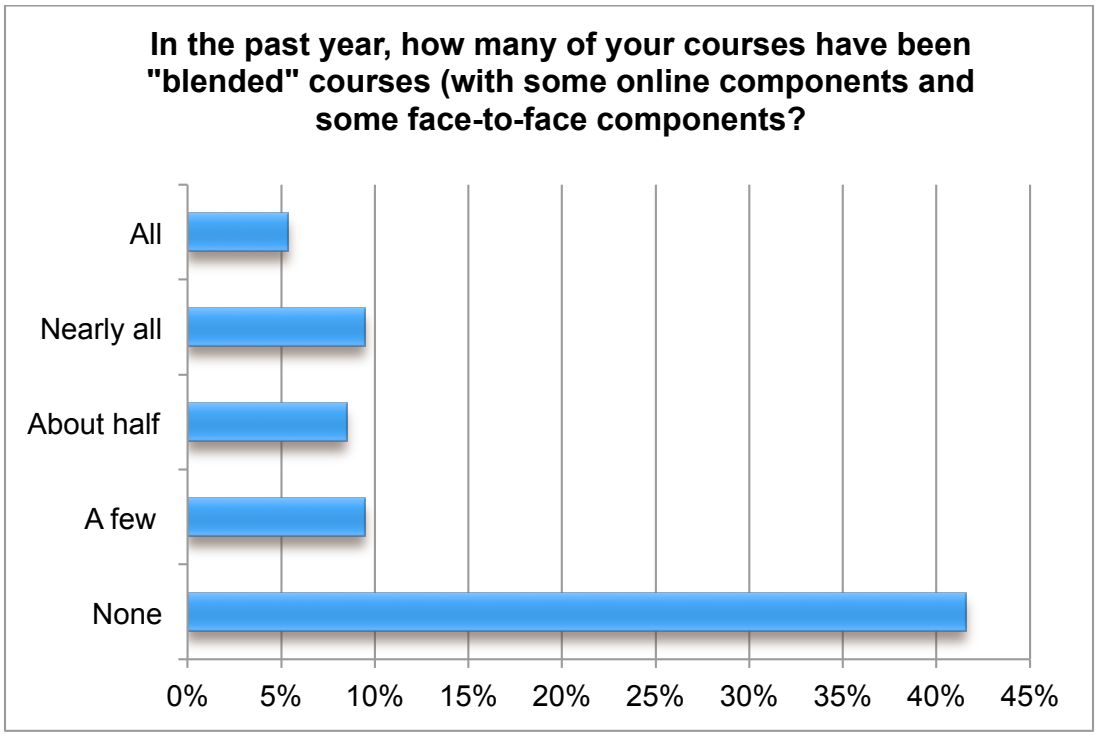
Question 15

I am interested in taking massive open online courses (MOOC's). – 29.42% of students agree/strongly agree, 36.44% disagree/strongly disagree, 34.15% don't know.



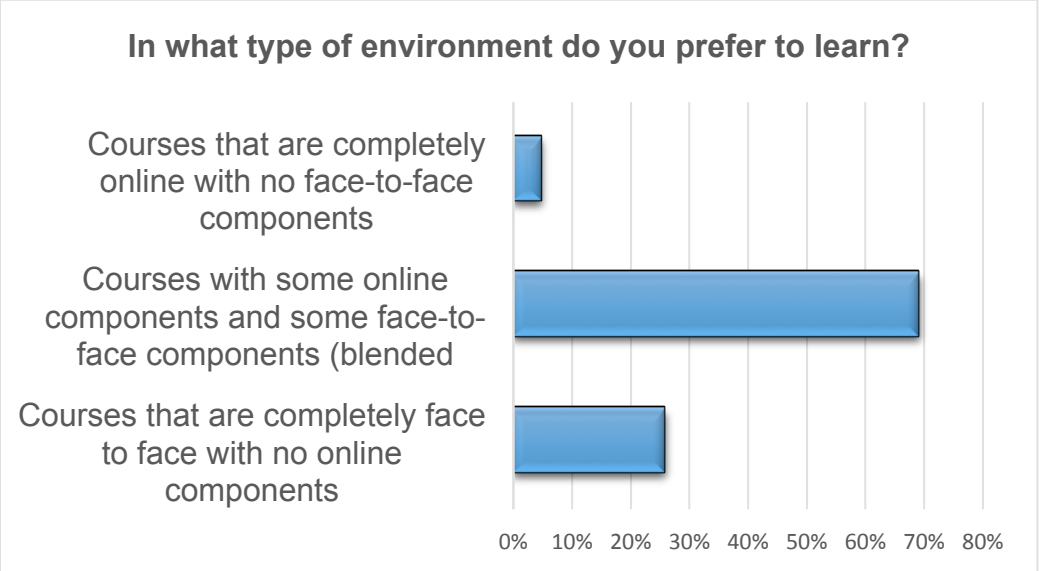
Choices	Total Response	Response Rate
Strongly agree	312	10.20%
Agree	588	19.22%
Disagree	663	21.67%
Strongly disagree	452	14.77%
Don't know	1045	34.15%
Sum	3060	100.00%

Question 16
In the past year, how many of your courses have been “blended” courses (with some online components and some face-to-face components?



Choices	Total Response	Response Rate
All	164	5.36%
Nearly all	290	9.48%
About half	259	8.47%
A few	1272	9.48%
None	1074	41.58%
Sum	3059	100.00%

Question 17
In what type of environment do you prefer to learn?



Choices	Total Response	Response Rate
Courses that are completely face-to-face with no online components	796	25.92%
Courses with some online components and some face-to-face components (blended courses)	2125	69.20%
Courses that are completely online with no face-to-face components	150	4.88%
Sum	3071	100.00%

Findings

4. Learning Management System[4]

Dalhousie supports two Learning Management Systems since the merger with the Agricultural campus in 2012. Blackboard Learn is used on the Halifax and New Brunswick campuses, and Moodle is used on the Agricultural campus. There are also individual teachers on the Dalhousie main campus using Moodle independently, so there is not a clear-cut division amongst the campuses. 135 students participated in the survey from the Agricultural campus and 3716 from the Halifax and New Brunswick campuses. Therefore, the questions for the LMSs are presented separately.

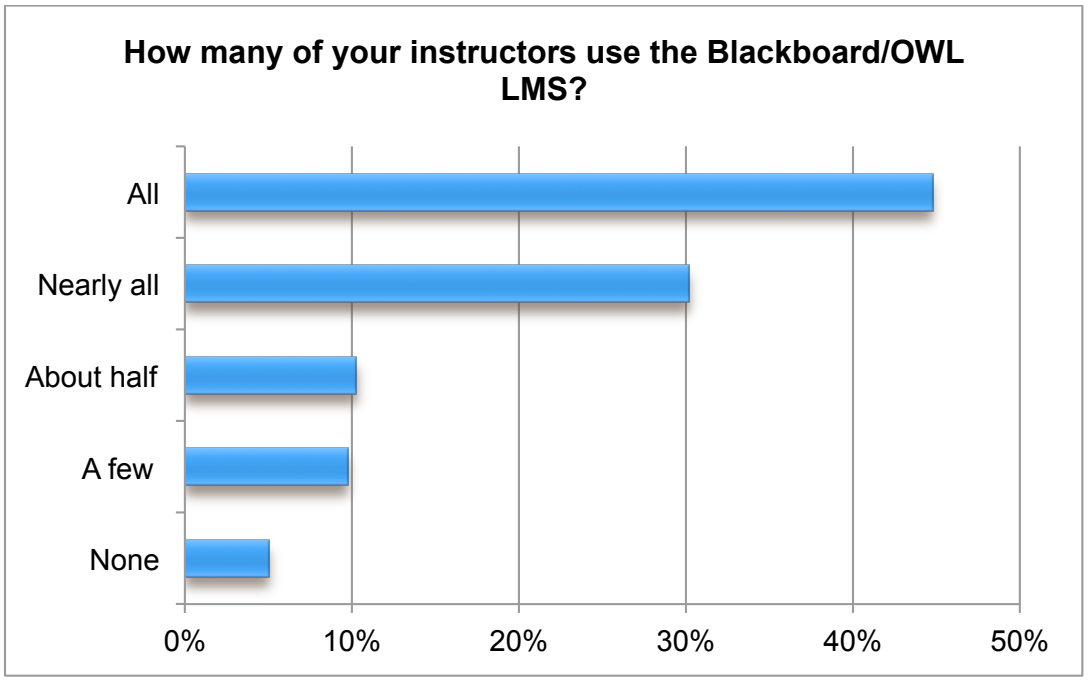
a. Blackboard Learn/BbLearn
(BbLearn also has the generic acronym OWL which stands for Online Web Learning)

Students indicated that all or nearly all of their teachers used BbLearn, and the primary ways they used it are: to add content (95.15%); manage and deliver grades (78.19%); and to communicate with students (72.90%). Students reported, in all three areas, that they would like their teachers to use BbLearn more. Over 80% of students also said that they completed their tasks effectively and efficiently and that they were comfortable using the system.

Students indicate a 79.96% overall satisfaction level with BbLearn.

[4] Effective Fall, 2014, all active courses at the Agricultural Campus were re-created in Blackboard Learn. By Winter, 2015, all active courses will have been re-created in Blackboard Learn so that Dalhousie is using one institutional learning management system – Blackboard Learn.

Questions 20-23
Question 20
How many of your instructors use the Blackboard/OWL LMS?

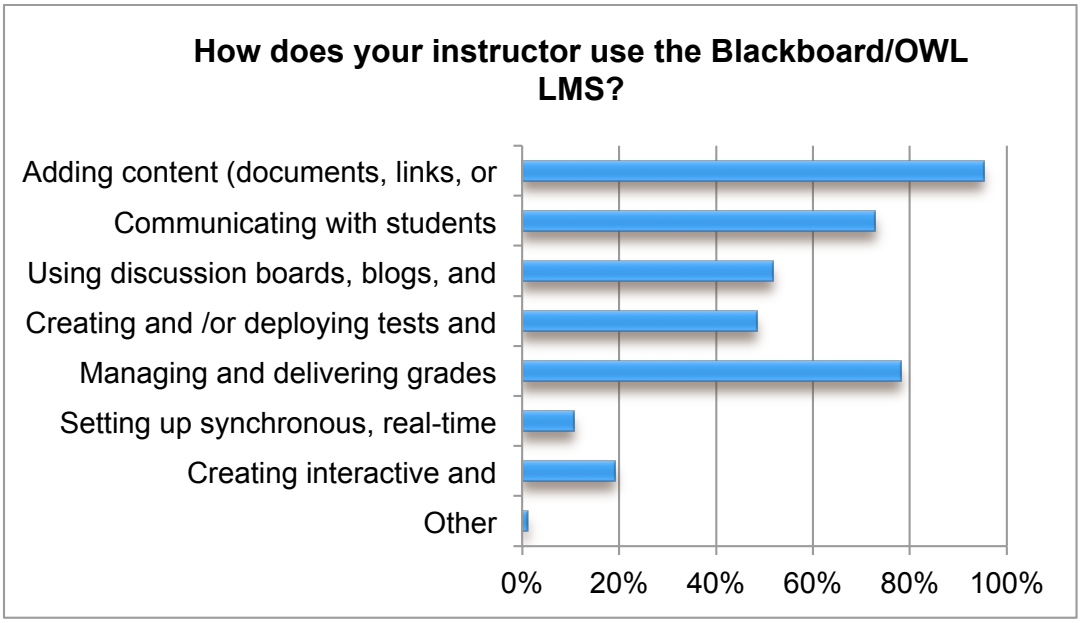


Choices	Total Response	Response Rate
All	1340	44.77%
Nearly all	903	30.17%
About half	307	10.26%
A few	292	9.76%
None	151	5.05%
Sum	2993	100.00%

Question 21

How does your instructor use the Blackboard/OWL LMS? Check all that apply. (top three responses below)

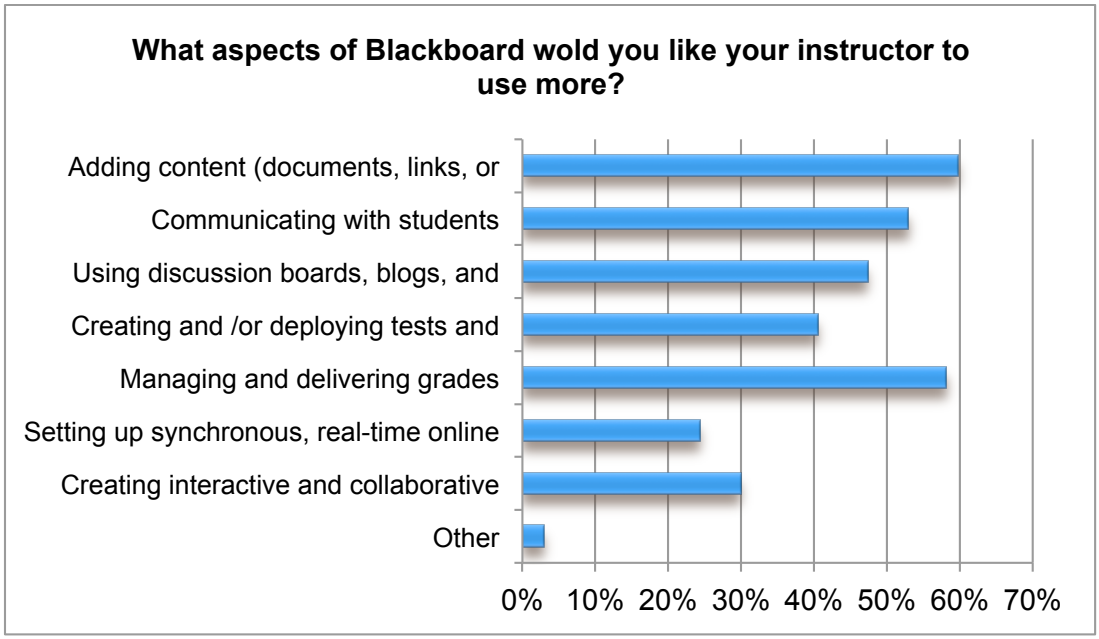
1. 95.15% adding content (documents, links, or images)
2. 78.19 managing and delivering grades
3. 72.9% communicating with students



Choice	Total Response	Response Rate
Adding content (documents, links, or images)	2570	95.15%
Communicating with students	1969	72.90%
Using discussion boards, blogs, and journals	1398	51.76%
Creating and /or deploying tests and quizzes	1309	48.46%
Managing and delivering grades	2112	78.19%
Setting up synchronous, real-time online meetings	290	10.74%
Creating interactive and collaborative activities (e.g. Wikis or groups)	516	19.10%
Other	31	1.15%

Question 22
What aspects of Blackboard LMS would you like your instructor to use more? (top three below)

1. 59.78% adding content (documents, links, images)
2. 58.16% managing and delivering grades
3. 52.96% communicating with students.

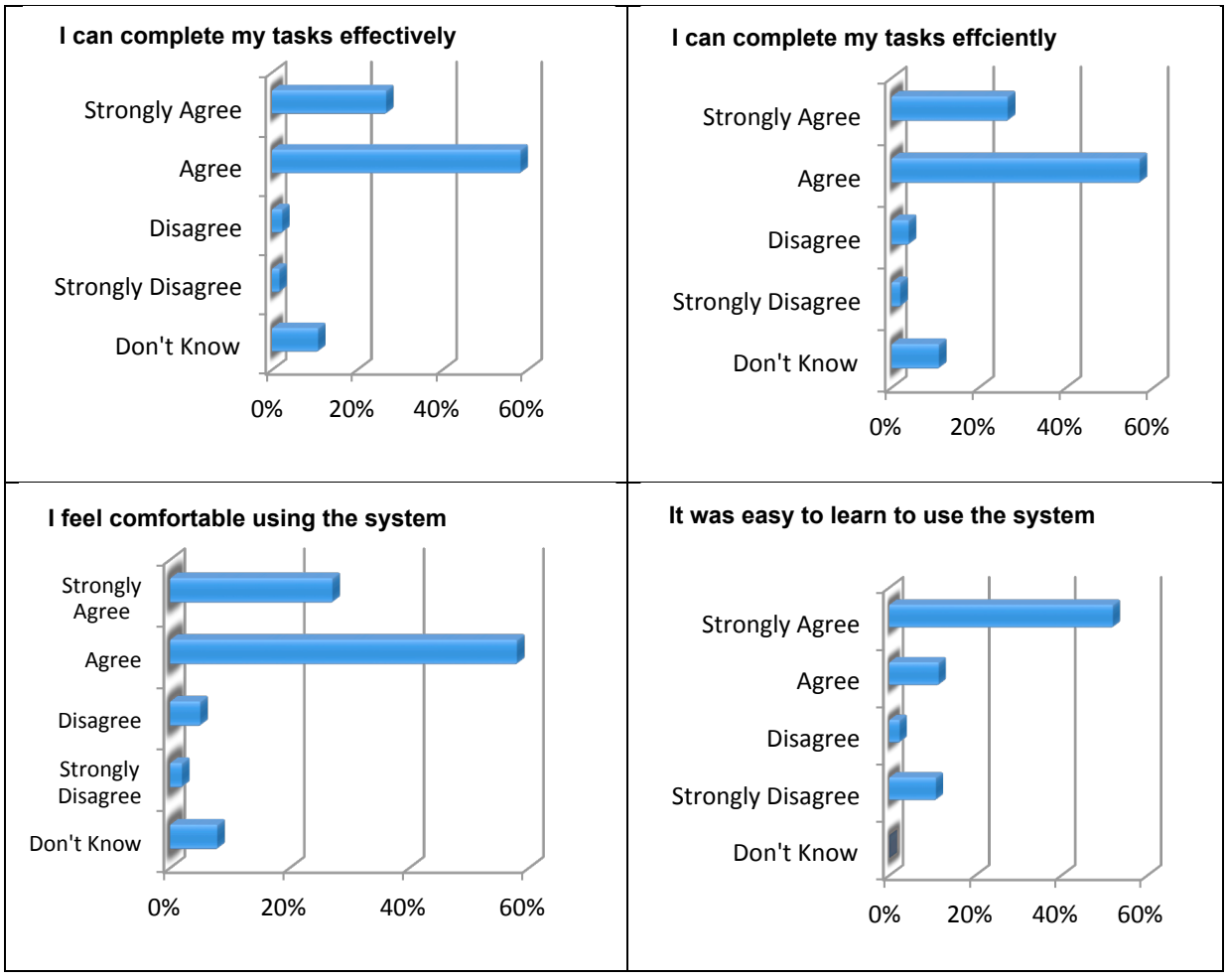


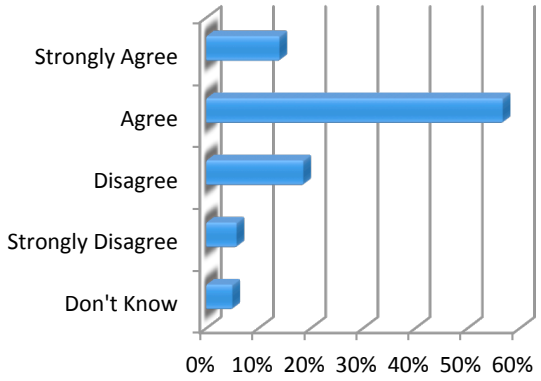
Choice	Total Response	Response Rate
Adding content (documents, links, or images)	1333	59.78%
Communicating with students	1181	52.96%
Using discussion boards, blogs, and journals	10555	47.31%
Creating and /or deploying tests and quizzes	903	40.49%
Managing and delivering grades	1297	58.16%
Setting up synchronous, real-time online meetings	543	24.35%
Creating interactive and collaborative activities (e.g. Wikis or groups)	667	29.91%
Other	66	2.96%

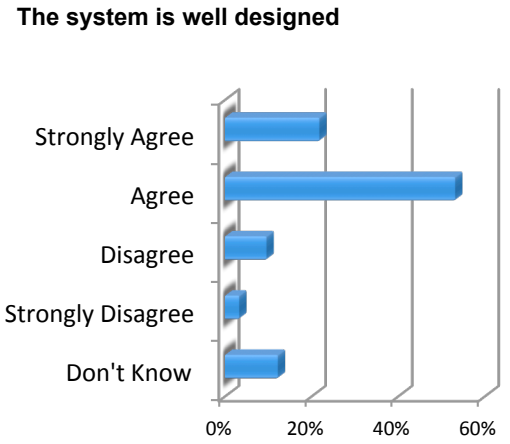
Question 23

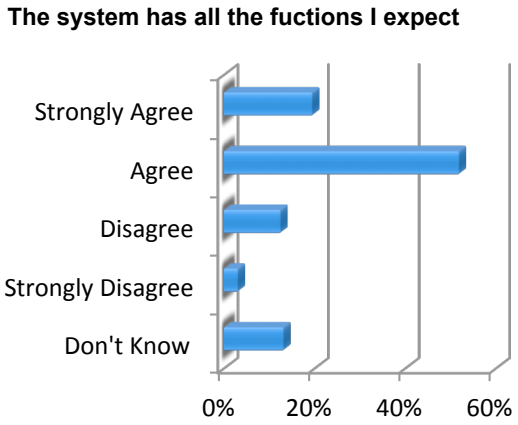
From your experience using the Blackboard/OWL LMS

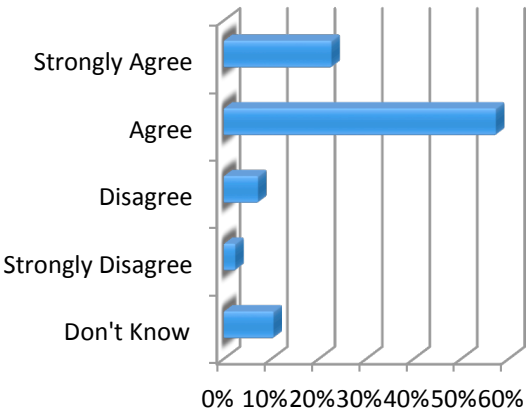
1. 86.35% I can complete my tasks effectively (agree/strongly agree)
2. 81.16% I can complete my tasks efficiently (agree/strongly agree)
3. 81.76% I feel comfortable using the system (agree/strongly agree)
4. 75.90% It was easy to learn to use the system (agree/strongly agree)
5. 70.69% My instructor used the system effectively (agree/strongly agree)
6. 58.55% The system is well designed (agree/strongly agree)
7. 64.56% The system has all the functions I expect (agree/strongly agree)
8. 72.18% Overall, I am satisfied with the system (agree/strongly agree)




My instructor used the system effectively
Strongly Agree
Agree
Disagree
Strongly Disagree
Don't Know
0% 10% 20% 30% 40% 50% 60%


The system is well designed
Strongly Agree
Agree
Disagree
Strongly Disagree
Don't Know
0% 20% 40% 60%


The system has all the fuctions I expect
Strongly Agree
Agree
Disagree
Strongly Disagree
Don't Know
0% 20% 40% 60%


Overall I am satisfied with the system
Strongly Agree
Agree
Disagree
Strongly Disagree
Don't Know
0% 10% 20% 30% 40% 50% 60%

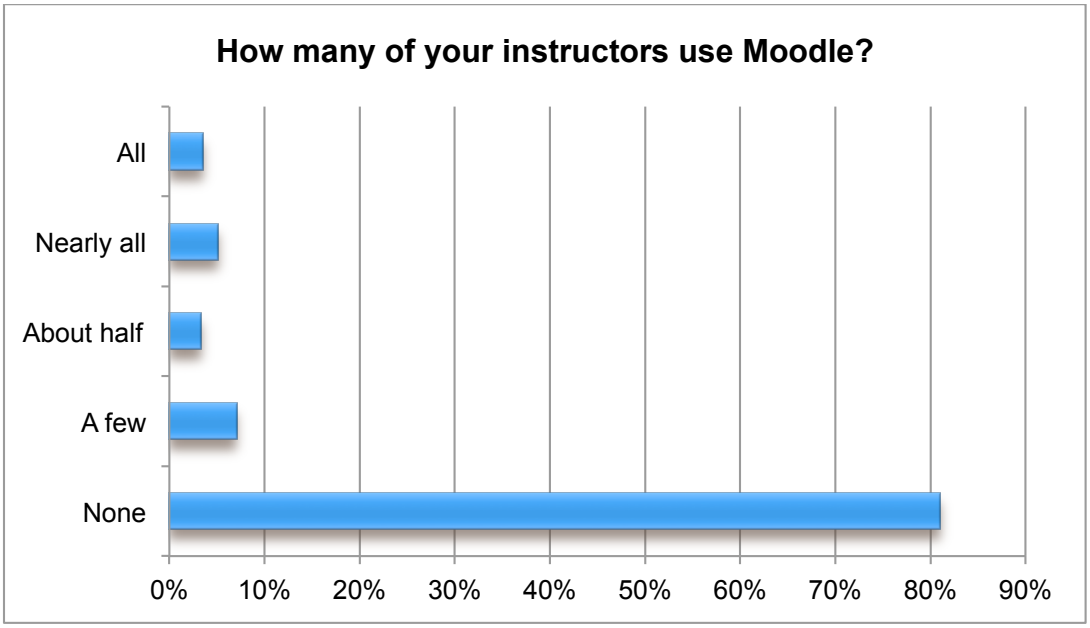
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	Sum
I can complete my tasks effectively	124 26.78%	270 58.32%	11 2.38%	8 1.73%	50 10.8%	463 100%
I can complete my tasks efficiently	123 26.57%	263 56.8%	18. 3.89%	9 1.94%	50 10.8%	463 100%
I feel comfortable using the system	124 27.13%	265 57.99%	23 5.03%	9 1.94%	36 7.88%	457 100%
It was easy to learn to use the system	120 25.97%	259 56.06%	33 7.14%	11 2.38%	39 8.44%	462 100%
My instructor used the system effectively	108 23.38%	240 51.95%	53 11.47%	11 2.38%	50 10.82%	462 100%
The system is well designed	100 21.79%	244 53.16%	44 9.59%	15 3.27%	56 12.2%	459 100%
The system has all the functions I expect	89 19.47%	237 51.86%	57 12.47%	14 3.06%	60 13.13%	457 100%
Overall, I am satisfied with the system	104 24.23%	263 57.3%	33 7.19%	11 2.4%	48 10.46%	459 100%

b. Moodle

There was a total of 545 students who answered this question and since there are only 135 students from the Agricultural campus who completed the survey, the other 410 respondents would be students from courses on the Halifax campus. So, while 202 or 37.06% of these students say that only a few of their teachers use Moodle, the other 62.94% say that all/nearly all or about half of their instructors use Moodle. The teachers used Moodle primarily to: add content; manage and deliver grades; and communicate with students. Students reported that they would like their teachers to use all of these functions more. Over 80% of students said they completed their tasks effectively and efficiently and that they felt comfortable using the system.

Students reported a 72.20% overall satisfaction level with Moodle.

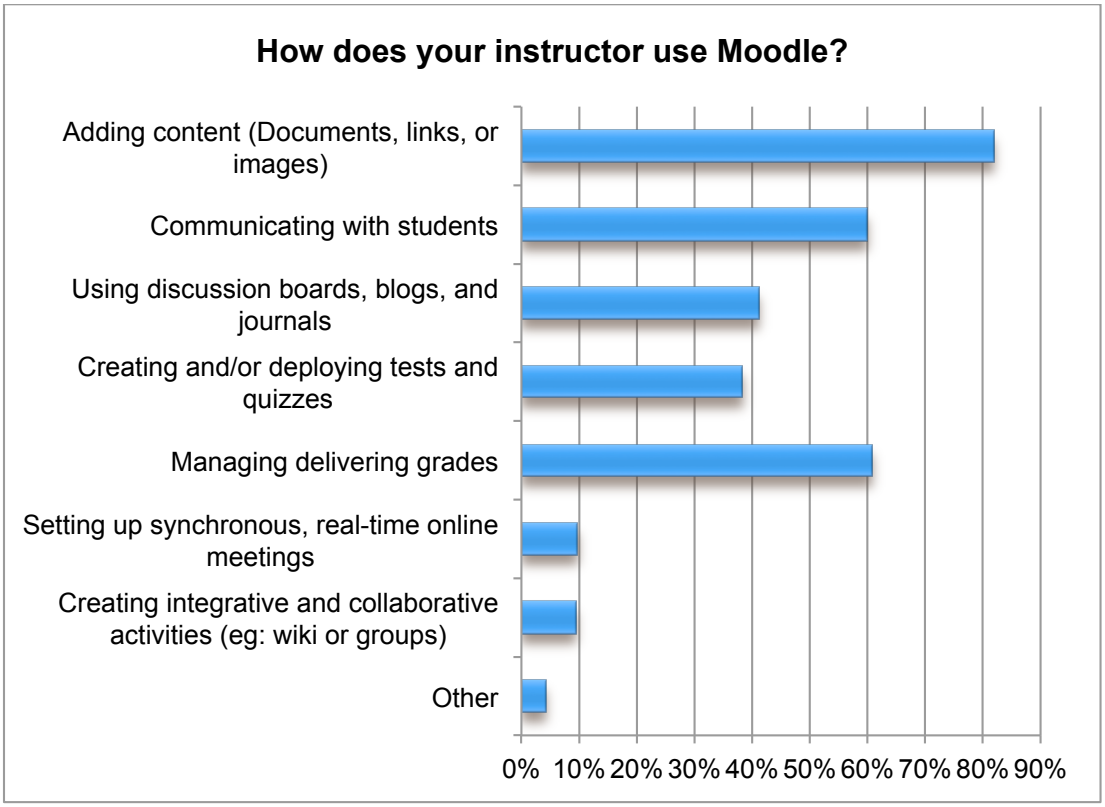
Questions 24-27
Question 24
How many of your instructors use Moodle?



Choices	Total Response	Response Rate
All	101	3.52%
Nearly all	146	5.09%
About half	96	3.34%
A few	202	7.04%
None	2325	81.01%
Sum	2870	100.00%

Question 25
How does your instructor use Moodle?

1. 81.94% adding content
2. 60.79% managing and delivering grades
3. 59.91% communicating with students

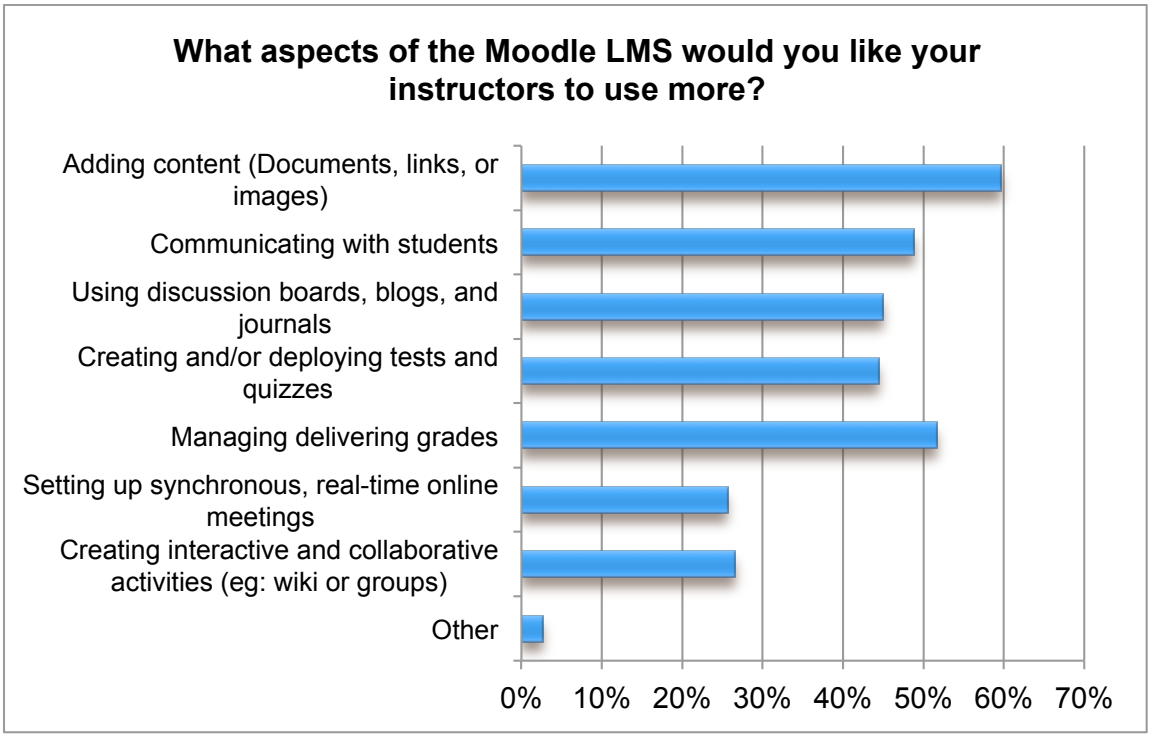


Choices	Total Response	Response Rate
Adding content (Documents, links, or images)	372	81.94%
Communicating with students	272	59.91%
Using discussion boards, blogs, and journals	187	41.19%
Creating and/or deploying tests and quizzes	174	38.33%
Managing delivering grades	276	60.79%
Setting up synchronous, real-time online meetings	44	9.69%
Creating integrative and collaborative activities (eg: wiki or groups)	43	9.47%
Other	19	4.19%
Sum	1387	-

Question 26

What aspects of the Moodle LMS would you like your instructors to use more? (top three responses below)

1. 59.66% adding content (documents, links, images)
2. 51.69% managing and delivering grades
3. 48.79% communicating with students.

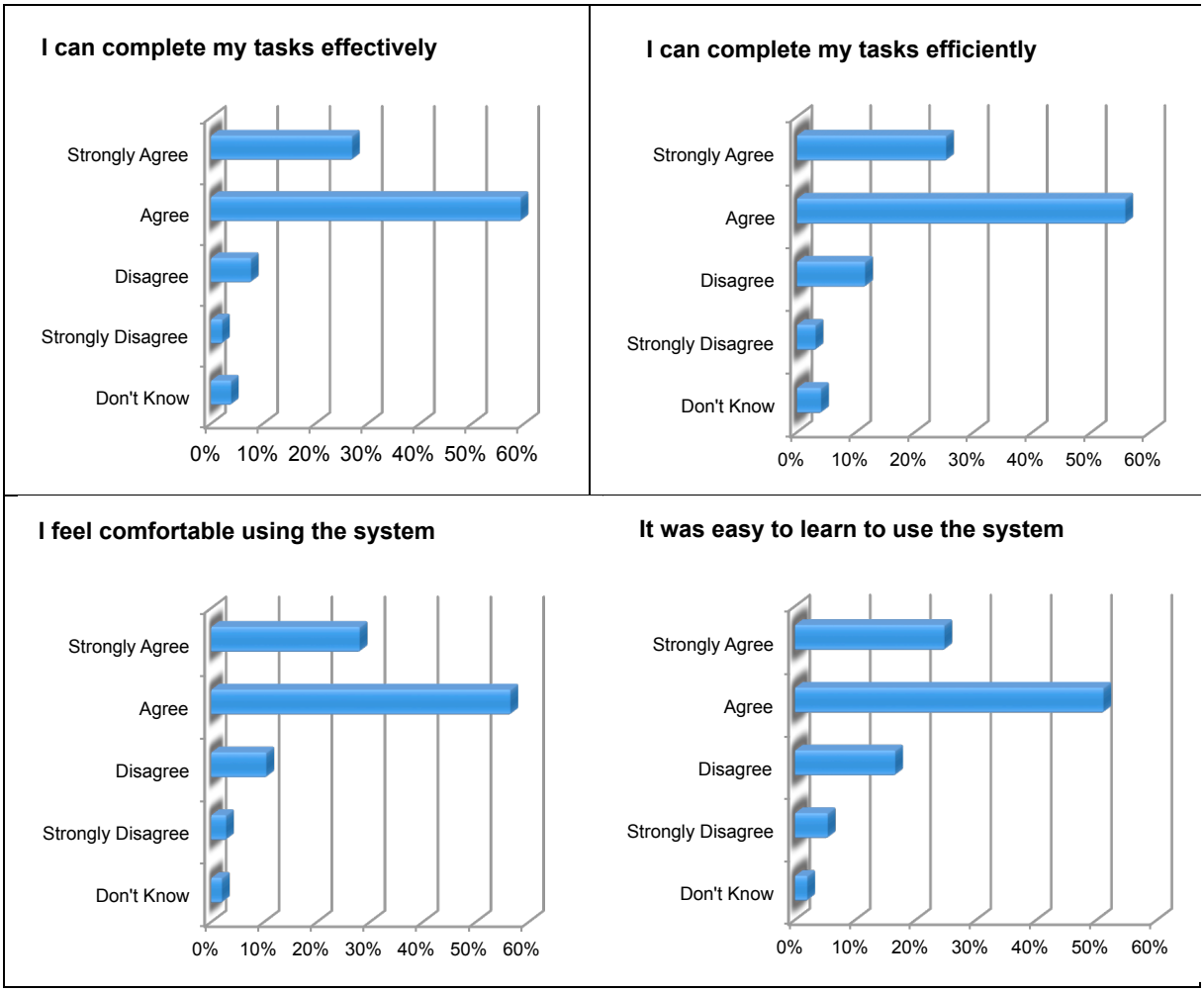


Choices	Total Response	Response Rate
Adding content (Documents, links, or images)	247	59.66%
Communicating with students	202	48.79%
Using discussion boards, blogs, and journals	186	44.93%
Creating and/or deploying tests and quizzes	184	44.44%
Managing delivering grades	214	51.69%
Setting up synchronous, real-time online meetings	106	25.60%
Creating interactive and collaborative activities (eg: wiki or groups)	110	26.57%
Other	11	2.66%
Sum	1260	-

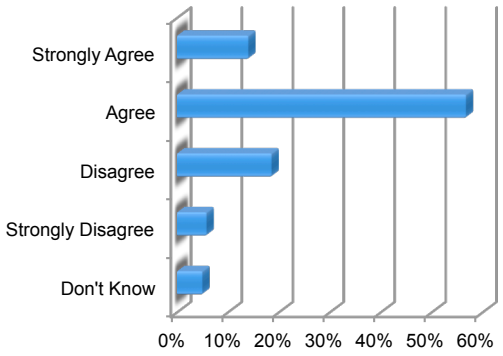
Question 27

From your experience using the Moodle learning management system, please respond to the sentences below.

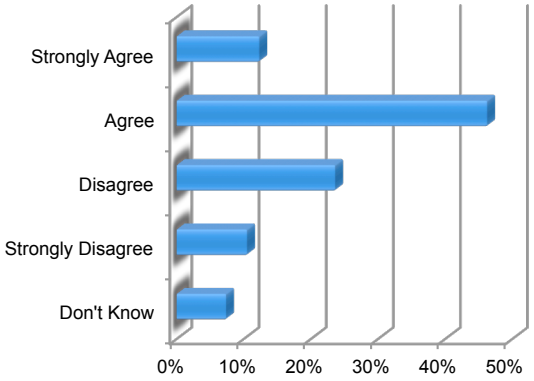
1. 85.10% I can complete my tasks effectively (agree/strongly agree)
2. 83.37% I can complete my tasks efficiently (agree/strongly agree)
3. 85.12% I feel comfortable using the system (agree/strongly agree)
4. 82.03% It was easy to learn to use the system (agree/strongly agree)
5. 75.33% My instructor used the system effectively (agree/strongly agree)
6. 74.95% The system is well designed (agree/strongly agree)
7. 71.33% The system has all the functions I expect (agree/strongly agree)
8. 79.96% Overall, I am satisfied with the system (agree/strongly agree)



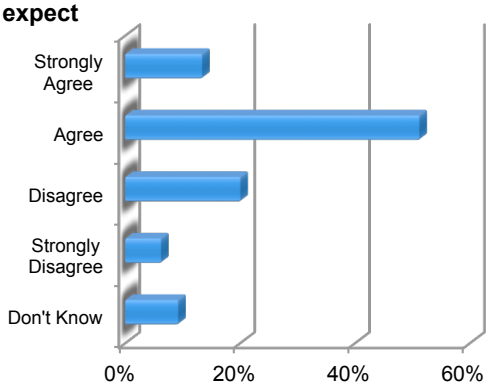
My instructor used the system effectively



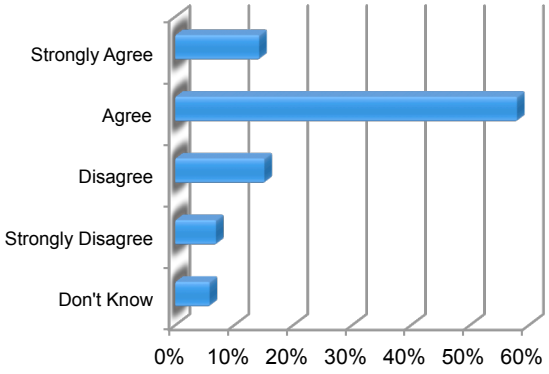
The system is well designed



The system has all the functions I expect



Overall I am satisfied with the system



	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	Sum
I can complete my tasks effectively	124 26.78%	270 58.32%	11 2.38%	8 1.73%	50 10.8%	463 100%
I can complete my tasks efficiently	123 26.57%	263 56.8%	18 3.89%	9 1.94%	50 10.8%	463 100%
I feel comfortable using the system	124 27.13%	265 57.99%	23 5.03%	9 1.97%	36 7.88%	457 100%
It was easy to learn to use the system	120 25.97%	259 56.06%	33 7.14%	11 2.38%	39 8.44%	462 100%
My instructor used the system effectively	108 23.38%	240 51.95%	53 11.47%	11 2.38%	50 10.82%	462 100%
The system is well designed	100 21.79%	244 53.16%	44 9.59%	15 3.27%	56 12.2%	459 100%
The system has all the functions I expect	89 19.47%	237 51.86%	57 12.47%	14 3.06%	60 13.13%	457 100%
Overall, I am satisfied with the system	104 22.66%	263 57.3%	33 7.19%	11 2.4%	48 10.46%	459 100%

Findings

5. Classroom Technologies

Students reported that PowerPoint slides (95.83%), Whiteboard (51.18%), and Clickers (28.06%) are the most widely used technologies in the classroom. However, students also mentioned that there were times when even these basic technologies did not work well and that support was not readily available to resolve technology issues quickly and efficiently.

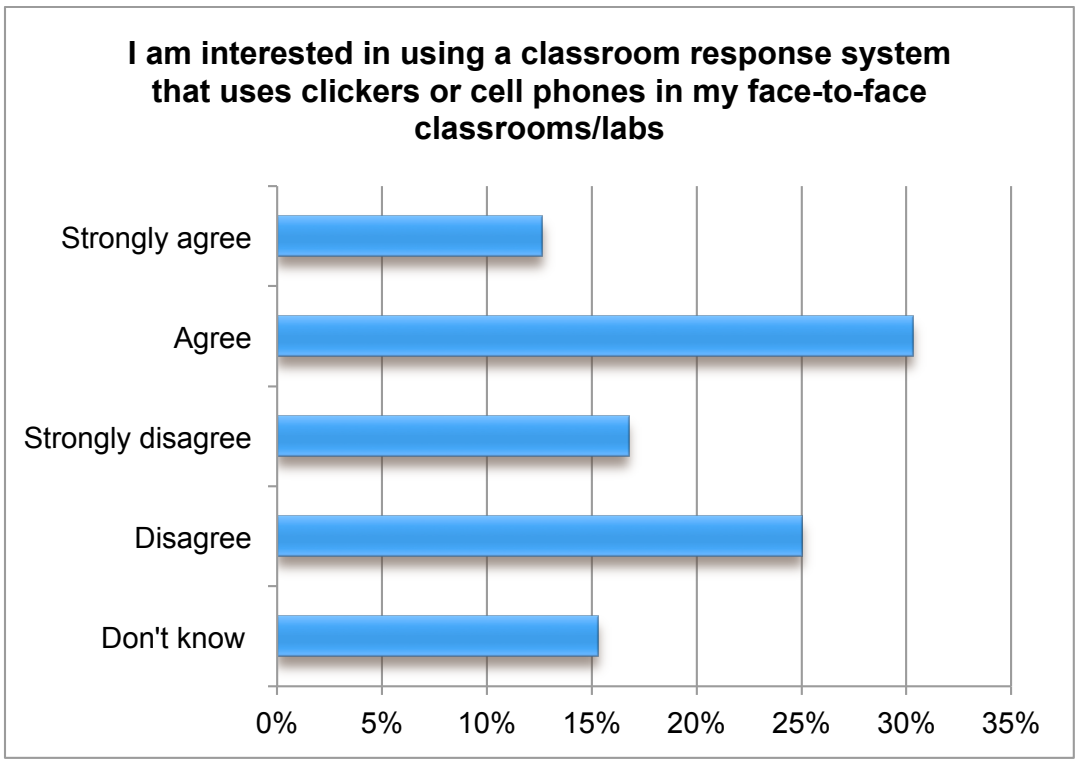
Students were fairly evenly split on the question of using an Audience Response System (clickers, cell phone) in the classroom with 42.95% agreeing and 41.77% disagreeing to its use.

> I think more classes should use clickers. In bio we use it and I find it helpful and interactive. I think every course could use this and that way they would see where they are in the class as you go rather than just finding out after a midterm or final. (student comment)

Students also cautioned about the cost of clickers, purchasing different clickers for different courses, and infrequent use after buying. This, then, becomes an additional unnecessary expense for them.

> First concern is buying different clickers for different courses. The second concern is that once I have a clicker, will the professor utilize it or have I just wasted my money. (student comment)
>
> Making students buy 50$ clickers for 1% of their final mark is unreasonable and unfair considering the cost of education already. (student comment)

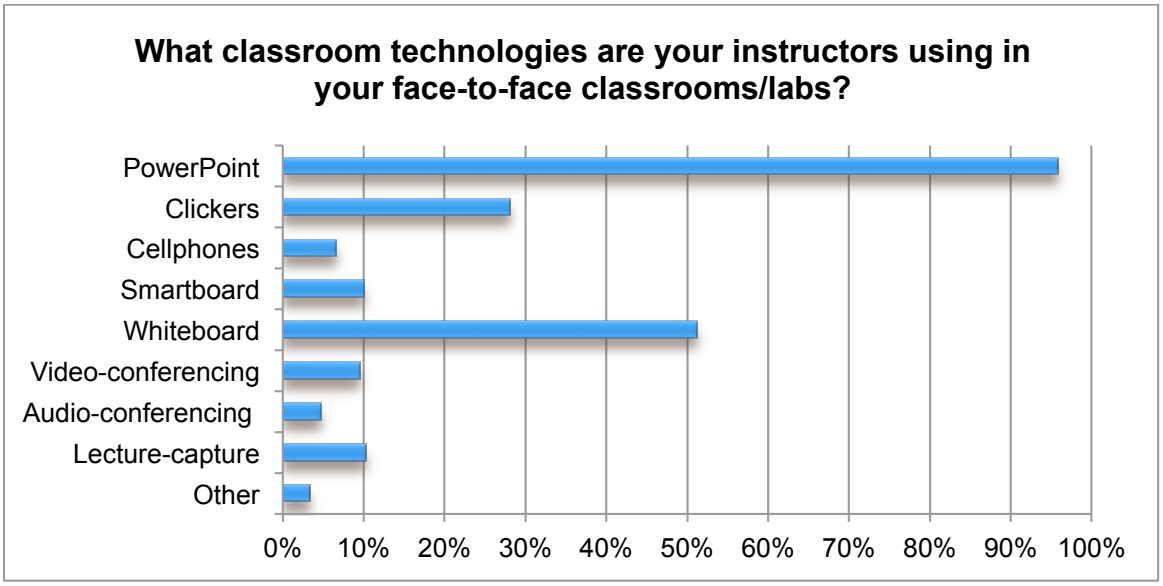
Questions 11, 28
Question 11
I am interested in using a classroom response system that uses clickers or cell phones in my face-to-face classrooms/labs – 42.95% of students agree/strongly, 41.77% disagree/strongly disagree.



Choices	Total Response	Response Rate
Strongly agree	387	12.64%
Agree	928	30.31%
Strongly disagree	513	16.75%
Disagree	766	25.02%
Don't know	468	15.28%
Sum	3062	100.00%

Question 28
What classroom technologies are your instructors using in your face-to-face classrooms/labs? Check all that apply. (top three below)

1. 95.83% PowerPoint
2. 51.18% Whiteboard
3. 28.06% Clickers



Choices	Total Response	Response Rate
PowerPoint	2548	95.83%
Clickers	746	28.06%
Cellphones	176	6.62%
Smartboard	266	10.00%
Whiteboard	1361	51.18%
Video-conferencing	253	9.51%
Audio-conferencing	125	4.70%
Lecture-capture	272	10.23%
Other	88	3.31%

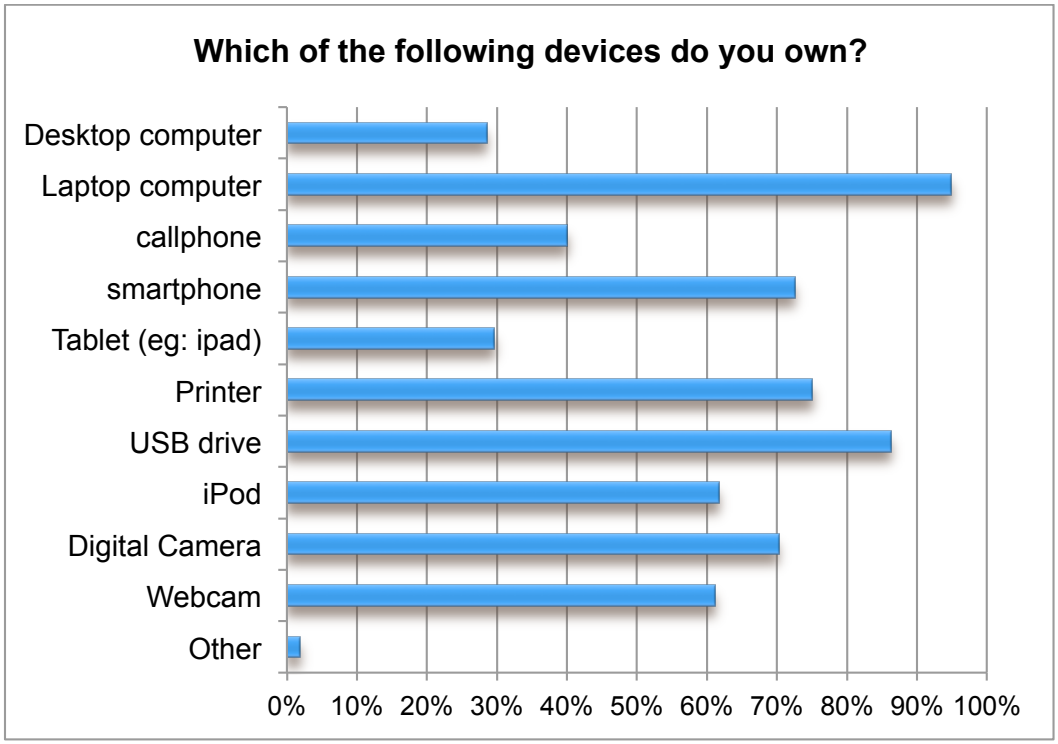
Findings

6. Device Ownership & Use

Students owned laptop computers (94.93%), USB drives, printers, and smartphones. Students reported that all of these devices are important to their academic success.

Question 29-30
Question 29
Which of the following devices do you own? Check all that apply.

1. 94.93% laptop computer
2. 86.27% USB drive
3. 75.08% printer
4. 72.51% smartphone

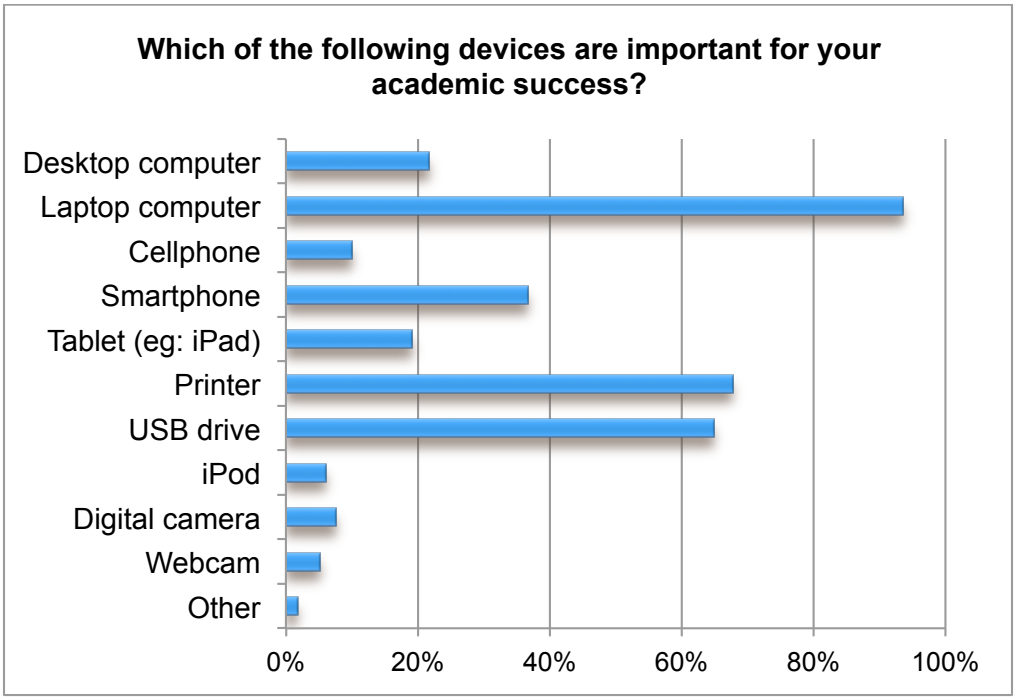


Choices	Total Response	Response Rate
Desktop computer	789	28.56%
Laptop computer	2621	94.93%
Cellphone	1106	40.06%
Smartphone	2002	72.51%
Tablet (eg: iPad)	818	29.63%
Printer	2073	75.08%
USB drive	2382	86.27%
iPod	1703	61.68%
Digital Camera	1938	70.19%
Webcam	1688	61.14%
Other	53	1.92%

Question 30

Which of the following devices are important for your academic success? Check all that apply.

1. 93.53% laptop computer
2. 67.71% printer
3. 64.84% USB drive
4. 36.69% smartphone



Choices	Total Response	Response Rate
Desktop computer	597	21.69%
Laptop computer	2575	93.53%
Cellphone	276	10.03%
Smartphone	1010	36.69%
Tablet (eg: iPad)	526	19.11%
Printer	1864	67.71%
USB drive	1785	64.84%
iPod	166	6.03%
Digital camera	207	7.52%
Webcam	141	5.12%
Other	48	1.74%

Findings

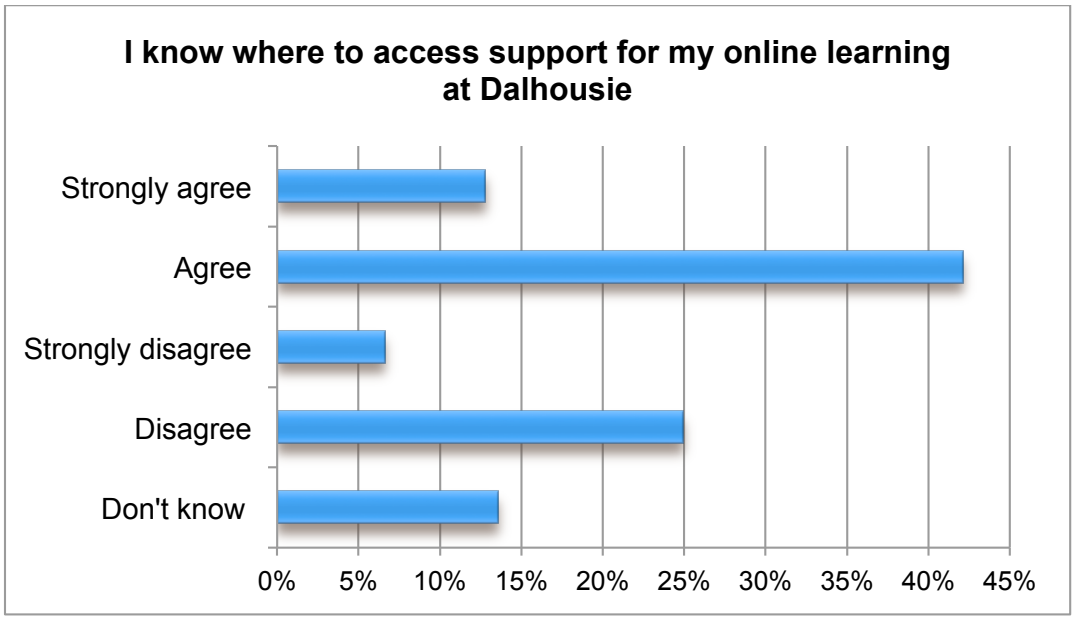
7. Student Support

A majority of students said they know where to access student support (54.89%) and that they receive sufficient support for their online learning (53.50%). However, a significant percentage were not aware that support services were available and therefore did not receive an adequate level of support. Many students commented that they looked to their teacher as the first resource for helping them with issues related to accessing online content and that if services were available for students, they should be more visible so that students were aware that they were there.

> Provide better and more accessible technology services throughout all main buildings across campus. (student comment)
>
> In the CFAME office we know we can contact Derek Tay for any online support. It is very nice knowing there is a real person available to help me with any questions or concerns I have. Thank you! (student comment)
>
> Providing a walk through tutorial for first year students coming to Dalhousie can help to reduce the anxiety and frustration that some feel when figuring out these teaching aids. (student comment)

Questions 35-37
Question 35
I know where to access support for online learning at Dalhousie.

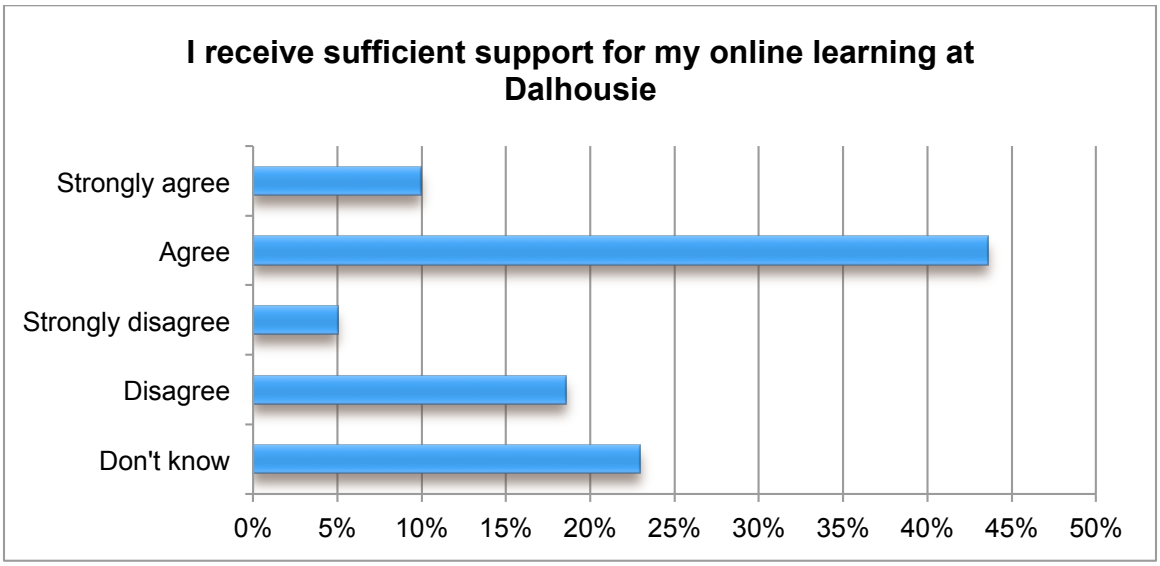
1484 54.89% agree/strongly agree
853 31.55% disagree/strongly disagree



Choices	Total Response	Response Rate
Strongly agree	346	12.80%
Agree	1138	42.09%
Strongly disagree	179	6.62%
Disagree	674	24.93%
Don't know	367	13.57%
Sum	2704	100.00%

Question 36
I receive sufficient support for my online learning at Dalhousie.

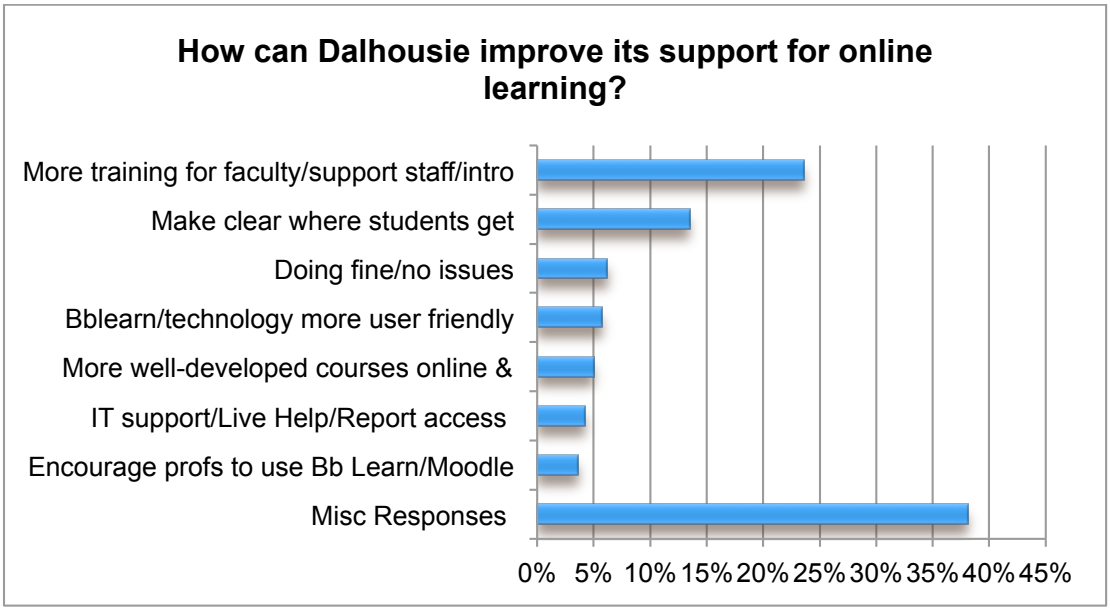
1. 1444 53.50% agree/strongly agree
2. 636 23.56% disagree/strongly disagree
3. 619 22.93% don't know



Choices	Total Response	Response Rate
Strongly agree	268	9.93%
Agree	1176	43.57%
Strongly disagree	135	5.00%
Disagree	501	18.56%
Don't know	619	22.93%
Sum	2699	100.00%

Question 37 qualitative, open-ended responses
How can Dalhousie improve its support for online learning? – 661 responses

1. 156 23.60% More training for faculty/support staff/intro part of first class
2. 89 13.46% Make clear where students get assistance
3. 41 6.20% doing fine/no issues



Choice	Total Response	Response Rate
More training for faculty/support staff/intro part of first class	156	23.60%
Make clear where students get assistance	89	13.46%
Doing fine/no issues	41	6.20%
Bblearn/technology more user friendly	38	5.75%
More well-developed courses online & audio/video lectures	33	4.99%
IT support/Live Help/Report access	28	4.24%
Encourage profs to use Bb Learn/Moodle	24	3.63%
Misc Responses	252	38.12%
Sum	661	100.00

Next Steps

In response to the feedback we received from the survey, CLT is undertaking a number of e-learning initiatives. While all the support we provide is for faculty, it is aimed at improving on the pedagogic approaches to teaching with technology, as well as on the design and development of blended/online courses. The overall goals are to improve on the learning environment and the student learning experience.

Pedagogical Support

1. **e-Learning Team:** The e-Learning Team will support faculty in their development of well-designed and pedagogically sound blended and online courses. Our consultation services can help you through the kind of challenge the teacher states below. The Team can provide comprehensive guidance as you develop and design your online course space.

   > I need someone to sit with me and work with my particular course content. I wish we could have someone work directly with us to design our courses and listen to our ideas of what we'd like to do in our courses and then they could suggest what might work best. (Teacher comment)

2. **Focus on Blended Learning:** CLT concluded its 2nd annual DalBlend workshop series for faculty to encourage best pedagogical approaches and guidelines for the development of integrated, blended courses. CLT has a website devoted to Blended Learning and the wealth of resources on this site can be used as a guide as you develop your online course.

3. **Professional Development Opportunities:**
   a) The 2014 Dalhousie Conference on University Teaching and Learning was focused on "Fostering Deep Learning with Technology" and provided faculty an opportunity to share their experiences using teaching technologies.
   b) The DalBlend workshop series is followed up with a half-day instructional design workshop, offered three times per year. The workshop is designed to provide a hands-on opportunity for faculty and course builders to meet with the e-Learning Team and have on-the-spot support for blended/online course development and design.
   c) CLT offers regular 'Lunch and Learn' discussions/presentations through the fall and winter terms as a venue for faculty to showcase their approaches to teaching online and to stimulate conversations about the role of technology in teaching.

4. **Classroom Planning:** Moving forward, CLT will have a more central role in Dalhousie's classroom planning, including classroom technologies. With support from the Office of the VP Academic and Provost, CLT's Manager for Classroom Planning and Videography will be increasingly involved in the classroom planning and design process. A key role will be to consult with faculty on a regular basis to determine classroom technology and furniture needs in specific teaching and learning contexts.

5. **Development of Online Courses:** The Centre for Learning and Teaching, the Faculty of Science, and the Faculty of Arts and Social Sciences, received funds to create online versions of three already-established face-to-face courses and one new, elective course. The aim of this project is to provide the flexibility for students to take key disciplinary foundational/core courses at Dalhousie, rather than on letters of permission elsewhere and to ensure high academic standards for student completion of introductory and mandatory courses. Faculty involved in the creation of these online courses have the on-going support of CLT's e-Learning Team. The Team can support them to investigate the potential of online teaching and learning in their discipline with the necessary pedagogical and technological supports in place. These courses were initially offered in the summer and fall of 2014.

6. **Graduate Student Online Teaching Development:** Future faculty will likely be called upon to teach blended or online courses during their academic career. Graduate students who are registered in the CLT's Certificate in University Teaching and Learning and take the course, CNLT5000 – Teaching and Learning in Higher Education, have the opportunity to experience a blended course and to design an online activity in Blackboard with instructional designer support.

Technology Support

As with the initiatives offered for pedagogic support above, the same goals apply for technology support – to improve on the learning environment and the student learning experience.

1. Nova Scotia Universities LMS Review: CLT, along with Dalhousie Libraries and ITS, is working with other Nova Scotia universities to take part in a multi-institutional review of LMS systems with a view to a possible licensing partnership. This review will include a substantive consultation process with the Dalhousie community about the best LMS choice for faculty and students' future use.

> The programs that Dalhousie purchases should be tested rigorously before being used. There should be recognition by the university administration… that they should engage faculty in a consultation process when purchasing new "upgrades. (Teacher comment)

In addition, licensing reviews for other technologies including classroom response systems, curriculum mapping, video streaming, and lecture capture will be conducted over the next year and will also seek community input.

2. **Technology Support for Classrooms:** A Room View Server will be installed in rooms that currently have Crestron systems, allowing CLT's technical team to monitor classroom technology usage and troubleshoot in advance possible equipment failures. Over the next two years, Dalhousie will make the transition to HDMI enabled projectors.

3. **Help-Desk LMS Support for Students**: Help desk staff are being trained to provide assistance to students throughout libraries across campus. Faculty support continues to be provided by the Libraries IT support – Instructional Technologies Team (previously ILO) - for BbLearn.

4. **e-Learning Portal:** In partnership with the Dalhousie Libraries IT Instructional Technologies Team, CLT will develop an e-Learning website portal to direct faculty and students to LMS and other educational technology support resources through CLT and the Libraries. From a student perspective

> Make sure that several online services are accessible in one place – help for OWL, help with plagiarism and RefWorks, computer software help including help about which software might be best for which purpose, information about AV services, self-help tutorials dealing with "how to" and pitfalls of many online technologies. (Student comment)

Conclusion

Students see the future of e-learning at Dalhousie as one in which they have greater access to courses without the restrictions of time and place, emphasizing blended learning. Students commented that they see the use of technologies as a way to enhance the learning experience and they encourage more efficient and effective use in this regard.

But throughout the qualitative data there was the oft-voiced caution about maintaining a strong face-to-face learning environment. Dalhousie is a 'traditional' campus-based university where students are used to having access to high-quality educational opportunities in the face-to-face classroom. There is no indication from these survey results that that should change any time soon, although students do express a keen interest in using the technologies to enhance their face-to-face learning experience.

The President's *100 Days of Listening Report* featured e-learning (blended and online course delivery) prominently. The results of the CLT online survey and CLT's ongoing support of e-learning are providing a foundation on which Dalhousie can begin to build strength in this area, while continuing to also support the development of face-to-face teaching. COHERE member universities do suggest, though, that if blended learning is to have a transformational impact on higher education, that it must be "integral to broad institutional goals" (p16). More specifically, the COHERE *Report on Blended Learning* (2011) cautions that to move blended learning from a grassroots approach, there needs to be an institutional strategy with "clear definitions, pedagogical and technological support and dedication of resources" (pii). In addition, Jones and Slate (2012) remind us of the significant cost of developing online courses under the current educational and funding models, demonstrating the need for adequate resources. Thus, the grassroots approach to e-Learning at Dalhousie will move forward more effectively in the long-term if the university has a strategic direction for it. CLT will be working in partnership with the VP Academic and Provost's Office to develop an e-learning plan for Dalhousie in line with the strategic vision and direction of the university.

Appendix

Student Survey – Questions

Question 1: Online technologies are important for my learning today.
Question 2: Online technologies help me learn better.
Question 3: Online technologies help me become more efficient with my studying.
Question 4: I would like my instructors to use more online technologies in my courses.
Question 5: I would like my instructors to make more lectures available digitally for students to access online (e.g., video screen capture or audio recordings).
Question 6: I would like to be able to use more digital media such as videos and photos in my courses.
Question 7: I have a clear understanding about the proper use of copyright with digital media in my courses.
Question 8: I think that an online plagiarism detection service such as SafeAssign is a useful tool.
Question 9: I am interested in using more e-textbooks in my courses.
Question 10: I am interested in using social media tools such as Facebook and Twitter for learning in my courses.
Question 11: I am interested in using a classroom response system that uses clickers or cell phones in my face-to-face classrooms/labs.
Question 12: How much do you agree with the following statements about social networking in conjunction with your learning?
Question 13: I think that my department/faculty should offer more courses that can be taken completely online.
Question 14: I think that my department/faculty should offer more programs that can be taken completely online.
Question 15: I am interested in taking massive open online courses (Mooc's).
Question 16: In the past year, how many of your courses have been 'blended' courses (with some online components and some face-to-face components)?
Question 17: In what type of environment do you prefer to learn?
Question 18: What online technologies are your instructors using to teach online? Please check all that apply.
Question 19: What online technologies would you like your instructors to use more? Please check all that apply.
Question 20: How many of your instructors use the Blackboard/OWL learning management system?
Question 21: How does your instructor use the Blackboard/OWL learning management system? Please check all that apply.
Question 22: What aspects of the Blackboard/OWL learning management system would you like your instructors to use more? Please check all that apply.
Question 23: From your experience using the Blackboard/OWL learning management system, please respond to the sentences below.
Question 24: How many of your instructors use the Moodle learning management system?

Question 25: How does your instructor use the Moodle learning management system? Please check all that apply.
Question 26: What aspects of the Moodle learning management system would you like your instructors to use more? Please check all that apply.
Question 27: From your experience using the Moodle learning management system, please respond to the sentences below.
Question 28: What classroom technologies are your instructors using in your face-to-face classrooms/labs? Check all that apply.
Question 29: Which of the following devices do you own? Check all that apply.
Question 30: Which of the following devices are important for your academic success? Check all that apply.
Question 31: What would you like to be able to do with online technologies in your courses?
Question 32: What are your top three concerns about using online technologies in your courses?
Question 33: Tell us one thing that your instructors can do with online technologies to better facilitate or support your academic success.
Question 34: What do you believe can be the future role for online technologies with teaching and learning at Dalhousie?
Question 35: I know where to access support for online learning at Dalhousie.
Question 36: I receive sufficient support for my online learning at Dalhousie.
Question 37: How can Dalhousie improve its support for online learning?
Question 38: What is your first language?
Question 39: Please provide your email address if you wish to enter a draw to win an iPod Nano (winner will be drawn by Institutional Research and email will be provided to CLT)

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