Clicker Faculty Spring 15 Survey

Learning Technology Solutions
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Outline:

- Study Methodology and Participants
- Summary
- Faculty Goals
- Barriers to Success
- Contributors to Success
- If I had a magic wand...
- Support Needs
- Next Steps
Methodology

• **April** – Survey questions were developed by LTS and IDEAshop.

• **May** - Phone surveys were conducted and a follow up online survey was sent.

• **June** - Results from both surveys were combined to produce the final report.

<table>
<thead>
<tr>
<th>Number</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>29</td>
<td>Identified clicker faculty</td>
</tr>
<tr>
<td>48%</td>
<td>Response rate</td>
</tr>
<tr>
<td>10</td>
<td>Academic areas represented</td>
</tr>
<tr>
<td>2771</td>
<td>Enrollments* in surveyed classes</td>
</tr>
</tbody>
</table>

* Student enrollments not verified to be unique
Summary

Goal of Faculty Survey

- Understand the goals of faculty using clickers and their ability to meet these goals
- Understand barriers that exist related to using clickers
- Understand the contributors to success
- Understand where support and professional development resources can be improved

Outcome

- Engagement (64%) and checking knowledge (29%) were the two leading goals of faculty.
- Mobile app stability (35%), software usability (29%), Blackboard integration (29%), product reliability (29%) were the most frequently cited barriers to success.
- People were the most highly cited contributors to success. The Turning Point website was the leading self-help resource.
- Software usage, reducing preparation time, and Blackboard grade center integration were the biggest pain points that should be addressed by support resources.
Faculty Goals

The overwhelming majority of faculty stated **improving student engagement** and **promoting active learning** were the primary reasons they began using clickers.

93% of survey respondents reported they were at least generally successful meeting these goals.

**Faculty Comments**

- “Clickers provide good feedback for me and students. I don’t have to wait until after the first exam.”
- “Clickers give me a good way to check the pace of the class.”
- “I moved to a flipped classroom and I use clickers to make sure students are getting the background from offline sessions.”

![Chart showing reasons for using clickers](chart.png)
The ResponseWare mobile app suffers from random disconnections and timeouts according to faculty who have used it.

Many faculty stated that changes made to the Turning Point software which moved it from a software suite to an all-in-one application made usability worse.

Overall system stability (responses not being recorded, software crashes) was cited on many occasions. One hundred percent of faculty who have abandoned Turning Technologies mentioned this as a primary motivation to change response systems.

Grade center integration with Blackboard requires the most assistance from support resources to resolve.
When help is needed, faculty tend to turn to peers and support teams. The Turning student intern was cited most frequently as the person they turn to. Much less frequently used is self-help material found on Turning’s website or Google.

Turning Technologies help desk and online support resources played a role in assisting with understanding question types, best practices, and gradebook configuration. Calls to Turning Technology are free for faculty and students.

While not captured explicitly in the survey data gathered, in conversations with faculty at least half reported that early CTL workshops and positive feedback from students has helped them stay motivated to continue and expand their use of clickers.
If I could change one thing about clickers...

**Usability**
- “I wish it was easier to do spur of the moment polling sessions”
- “There are so many steps. Lots of things you have to remember to do each time.”
- “I wish it was easier to integrate into what I do in the classroom. It requires so much prep time.”
- “The software is buggy.”
- “The software is far from perfect.”

**Cost**
- “Clickers should be free or rentable at least.”
- “The cost of clickers is too high.”
- “The cost of clickers for students is a real barrier.”

1 in 3 participants said they would improve software usability

1 of the 881 tablets under $50 on Amazon

$57.65 in the bookstore
Support Needs – Mapping the Journey

“How do I get started with clickers?”

“Which settings and polling options should I use?”

“How do I manage results from my classes?”

“How can I save time preparing for class each week?”

“What kind of questions can I ask?”

“What if students want to use the mobile app?”

“How do I get results into Blackboard?”

Pain point

Frequently cited pain point

**Good support is dependent on understanding the product usage lifecycle:**
From the survey we have been able to map this journey allowing Boise State support teams to understand pain points where instructors may struggle and need assistance. Self-help resources and professional development opportunities can be created based on these.
Next Steps

Actions following the survey will be separated into two paths:

**Improving Support and Stability (complete during Fall 2015)**
1. Establishing more robust communication channels with faculty to provide better updates about changes to the environment (no more surprise changes to software)
2. Updating all OIT managed classroom software before Fall (ResponseWare stability and PowerPoint integration fixes)
3. Re-launching the clicker support website with new Boise State specific documentation focused on pain points identified in the survey (Grade Center usage, reducing prep time, etc.)

**Evaluating Alternatives (complete during Spring 2016)**
1. Pilot 4 -5 alternative student response systems during the Fall 2015 term
   • Top Hat, Pearson Catalytics, i<Clicker, and Reef Polling confirmed
2. Evaluate the outcome of these pilots using a standard rubric
3. Provide outcome of pilots to academic/IT leadership and faculty for consideration