LInC Technology Use Survey for Teaching and Learning

The *purpose* of the LInC Technology Use Survey was multidimensional in that we hoped to glean more than a simple snapshot of what faculty use in their classrooms. Beyond identifying actual tools, the survey was designed to discover the reasoning behind particular tool *use* (or non-use), as well as to discern barriers to use that might not surface through normal channels such as the review of helpdesk requests.

The *motive* for the survey was twofold. (1) An inherent requirement to the process of redesigning the UMMS curriculum is leadership - often in the form of mentoring. Survey participants were asked to volunteer as mentors to their colleagues with regard to the effective incorporation of technological educational tools. (2) Also built into curriculum re-design is the opportunity to create a library of resources and instructional materials that faculty members may reference as they build their new courses. By virtue of participating in the survey, the respondents created a list of resources which can be expanded in the future.

Two hundred forty-eight faculty and administrative staff, who had previously self-identified as interested in contributing to the LInC project, were invited via email to participate in the survey; 39 faculty and 19 administrative staff responded. Because staff members are often responsible for course mechanics, all participant responses are included in the analysis.

Operationally defining technology as electronic resources available at UMMS, respondents were asked to 1) check the tool(s) they use (from a list), 2) briefly describe the context of use, 3) list any other tools not named on the survey, and 4) record perceived strengths and weaknesses of the tools they have used in their course preparation and presentation.

Survey categories and technological tools option were as follows[1]:

- *Video*: Apreso; UMMS created video; Licensed video; Professional materials; YouTube
- *Classroom Conferencing*: Skype; Adobe Connect Meeting; Wimba; Polycom; Video
- *Simulation Technology*: Virtual microscopy; Mannequins (physical); Mannequins (virtual); Online Cases; Standardized Patients
- *Web 2.0 Interactive Technology*: Wiki; Blog; Microblog; Online survey; Social networking; Virtual world (Second Life)
- *Classroom Technology*: Document camera; Digital camera/camcorder; Tablet; Audience response; Electronic whiteboard
- *BLS Vista/WebCT Tools*: Discussion board; CHAT; Group manager; Assignments; Online exam tool; Multimedia module; Media library
- *External Resources*: MedED PORTAL; Professional society materials/resources

[1] The list was developed by the LInC Technology Design Team.

LInC Technology Use Survey for Teaching and Learning

Participants were asked to respond to two “open” questions:

- Do you use other technological tools that were not included on this survey?
- Please list up to 5 most important technological tools for your teaching success.