



Word cloud generated with the single words respondents used to describe their experiences with teaching and learning at the UofA.

# University of Alberta 2017 Teaching Practices and Support Survey: Highlights

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## BACKGROUND AND PURPOSE

In November and December 2017, the Centre for Teaching and Learning (CTL) at the University of Alberta surveyed instructors about their teaching practices and perceptions about University support for teaching. The purpose of our survey was to understand the following at the University of Alberta:

1. How do instructors describe their teaching and learning practice and environment?
2. How do instructors perceive their faculties and departments regarding support for those who want to improve or change their teaching practices?

Our survey was adapted from one developed at the University of British Columbia, which has been used by several institutions in the Bay View Alliance (<http://bayviewalliance.org/>), as well as the American Association of Universities. Some questions were removed to suit our context or because we did not expect much variation in the data, while a few from another survey related to scholarship of teaching and learning were added (Wuetherick and Yu, 2016). These changes were minimal in order to keep the survey as short as possible while still informing CTL programming and enabling us to compare our results to UBC's (Bates et al. 2015; Briseño-Garzón et al. 2016). We also offered to provide Faculty-specific reports to all Faculties; Arts, Engineering, and Science expressed interest and have received confidential reports.

The survey asked instructors to describe their teaching practices, attitudes, and perceptions of support at the university. For questions related to teaching practices and attitudes, we asked instructors to respond by thinking of their largest class (in terms of enrolment) taught in the previous three years. Survey questions were a mix of multiple-choice, agree-disagree, and short-answer questions.

The survey was sent to all employees who had an academic-related job code in November 2017 (3621 individuals). A total of 559 instructors responded to the survey, but due to survey logic, most questions were answered by less than 559 respondents. All percentages outlined in this report are based on the number of respondents per question. Since the sample in our survey was not a random sample, results are not generalizable. We would guess that individuals who identify themselves as dedicated to quality teaching were more likely to respond to the survey.

### INSTRUCTOR AND COURSE PROFILES

Figure 1. Percentage of respondents by appointment.

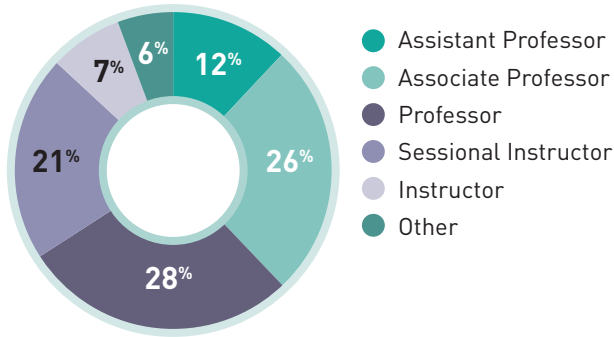


Figure 2. Percentage of respondents by Faculty.

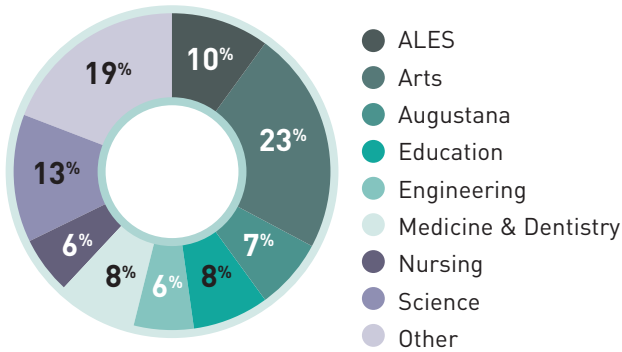
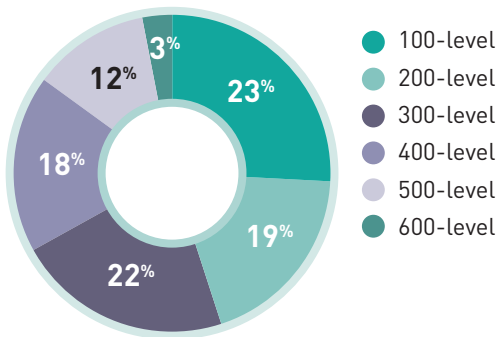
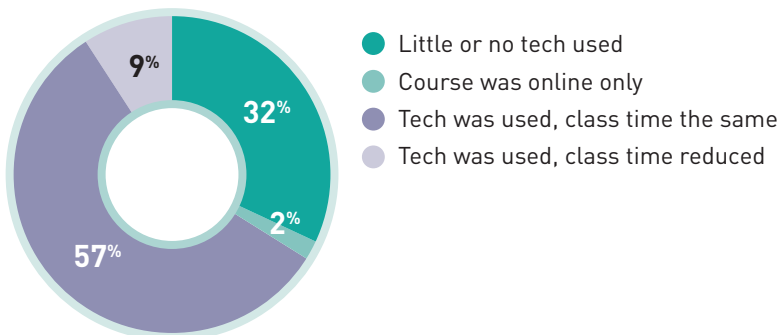


Figure 3. Class levels taught (respondents' largest class in last 3 years).



### TECHNOLOGY USED IN COURSES

Figure 4. How Technology was Used in Class.



Hardware and software used (in addition to basics such as eClass, email, PowerPoint, videos):



## 3D Printers<sup>5</sup>

used to print physical objects that were part of assignments

## Teleconferencing\*

respondents who indicated they used teleconferencing technology tended to be instructors who taught the same class on multiple campuses, at the same time

## DropBox

online file sharing platform, used mainly for online assignment submission

## Kaltura

online video platform used for communicating and collaborating

## Prezi and Keynote

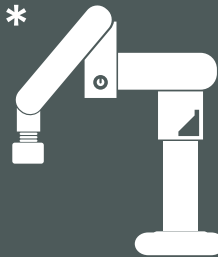
presentation software

## Padlet

online application for building collaborative websites

## Document Camera\*

used for viewing hard copies or physical items on the presentation screen



## TopHat

classroom engagement tools, including real time polls and discussion software

## Kahoot

game-based educational software

## Smart hardware and software\*

interactive displays, whiteboards and collaboration tools



## PollEverywhere

online, real time poll software



## Podcasts

audio recordings, usually with multiple episodes about a specific topic

## Tablets

used for interactivity between the presentation slides and class discussion



## Socrative

classroom engagement tools, including online quizzes and discussion rooms

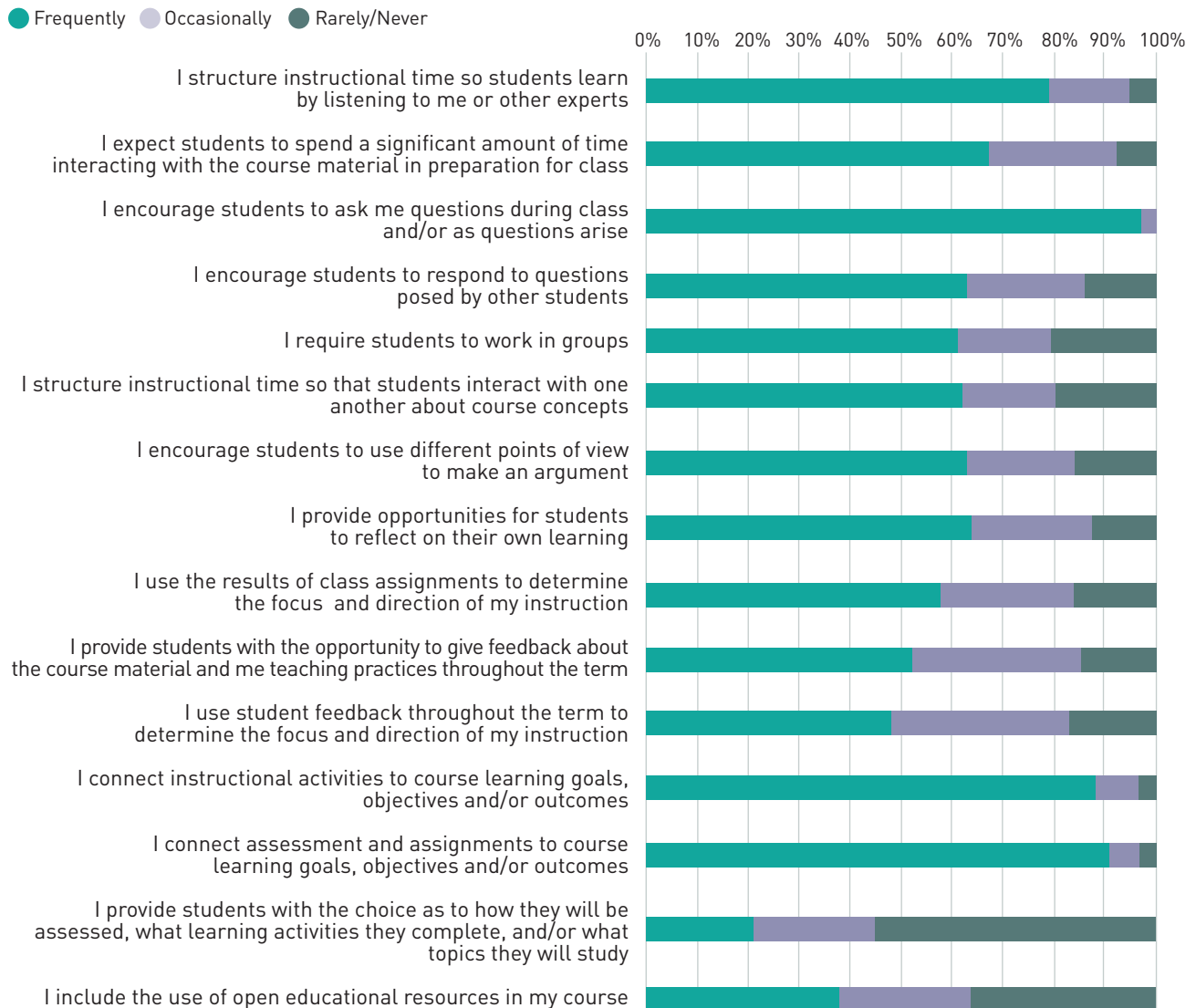
## High Fidelity Patient Simulation

computerized mannequins used in nursing and medical school to practice procedures

<sup>5</sup>3D printers can be found in the U of A Library and can be used by students and faculty.  
\*These technologies must be installed in the classroom.

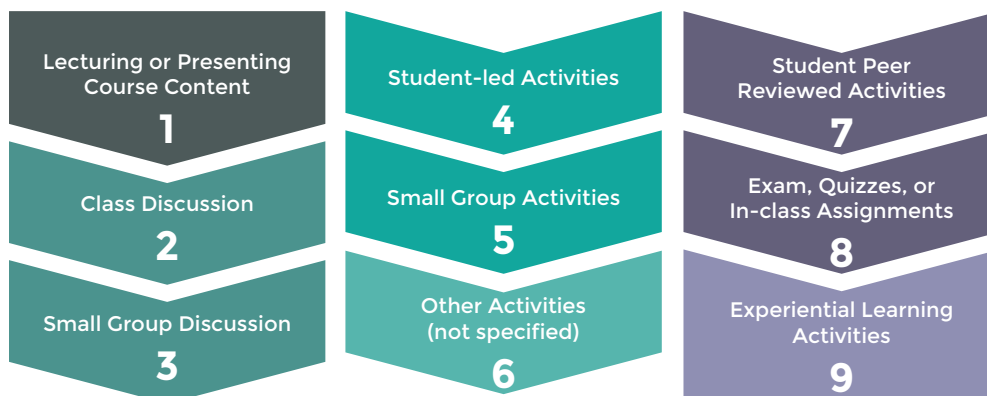
### TEACHING PRACTICES IN HIGHEST ENROLMENT COURSE

Figure 5. Percentage of respondents by appointment.



### IN-CLASS TEACHING ACTIVITIES

For in-class teaching activities, respondents ranked activities in the following order, from most time spent to least time spent<sup>2</sup>.



<sup>2</sup>In addition to ranking each activity between 1 and 9, respondents also had an N/A option. When calculating the total ranking for all respondents, the counts associated with the N/A option were removed.

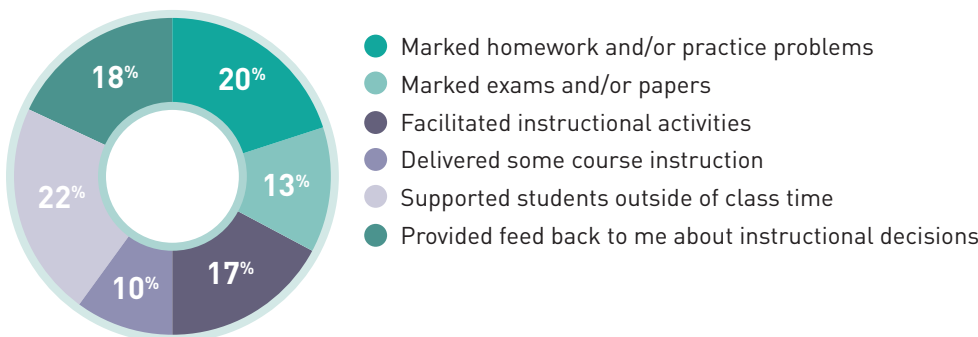
### EXPECTATIONS OF STUDENT PREPARATION BEFORE CLASS

Expectations ranked from most expected to least expected:



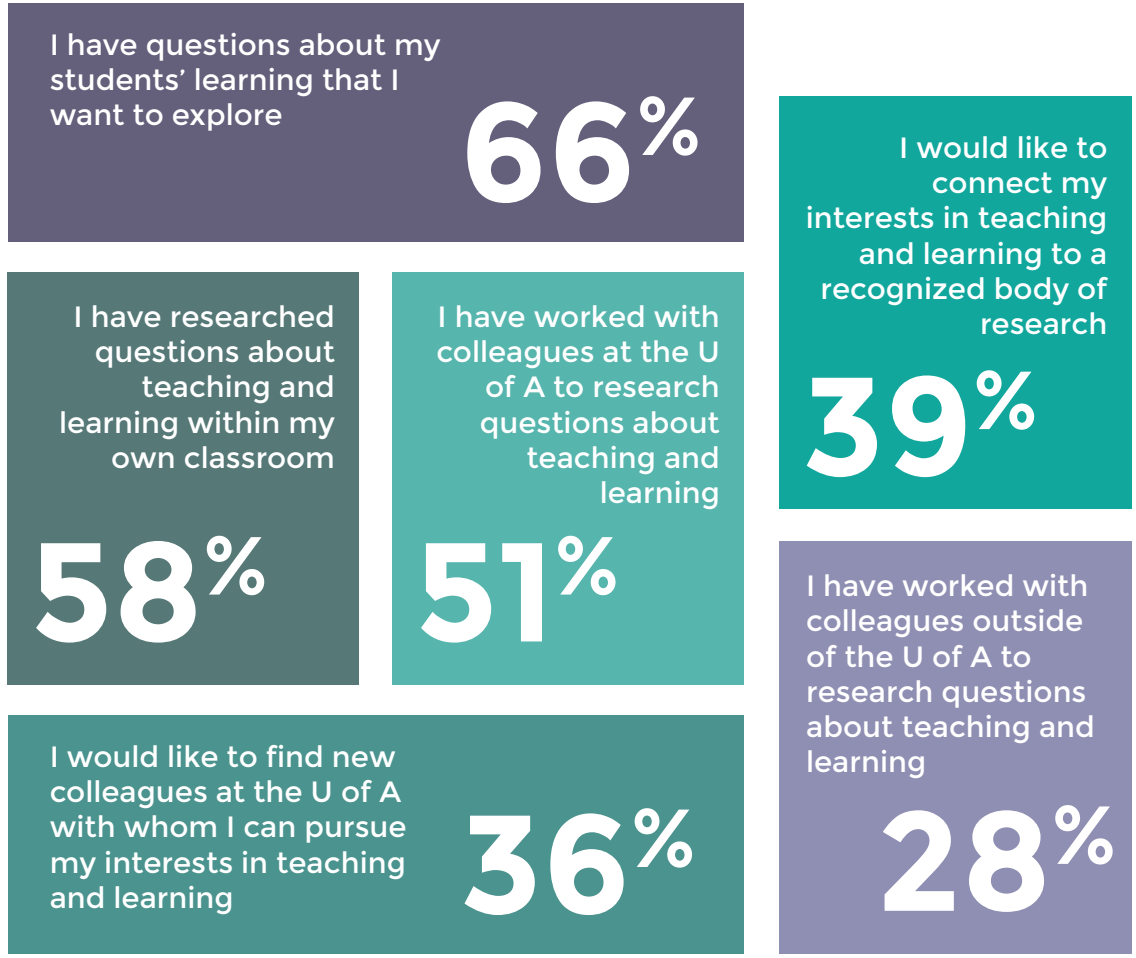
### EXPECTATIONS OF TEACHING ASSISTANTS

Figure 6. Type of activities performed by TAs (49% of the respondents, N=317).



**TEACHING-RELATED RESEARCH (SCHOLARSHIP OF TEACHING AND LEARNING, SOTL)**

Interest in SoTL:

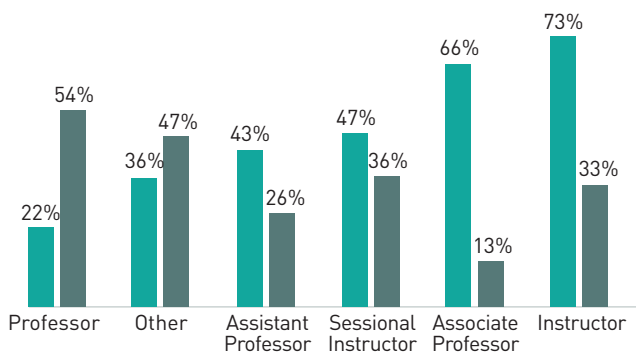


**INTEREST IN COLLABORATING**

Figure 7. Responses to collaborating with colleagues on questions about teaching and learning, by appointment.

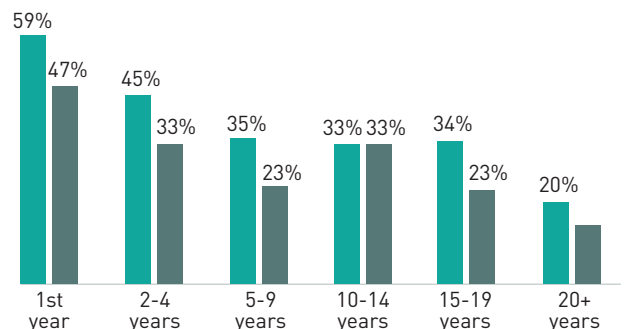
**SOTL RESEARCH, BY APPOINTMENT**

- I would like to find new colleagues at the UofA with whom I can pursue my interests
- I have worked with colleagues outside of the UofA to research questions about T&L



**SOTL RESEARCH, BY YEARS TEACHING**

- I would like to find new colleagues at the U of A with whom I can pursue my interest in T&L
- I have worked with colleagues outside of the U of A to research questions about T&L





## TEACHING SUPPORT

Figure 8. Awareness of and participation in various teaching support activities.

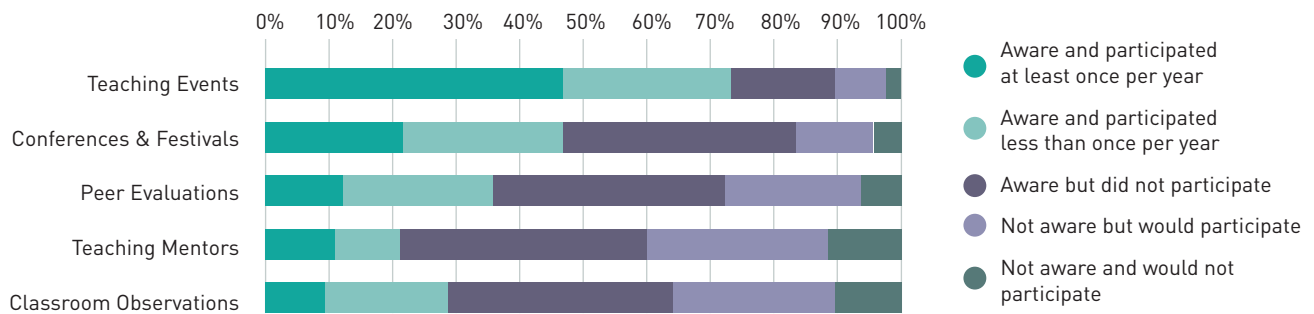
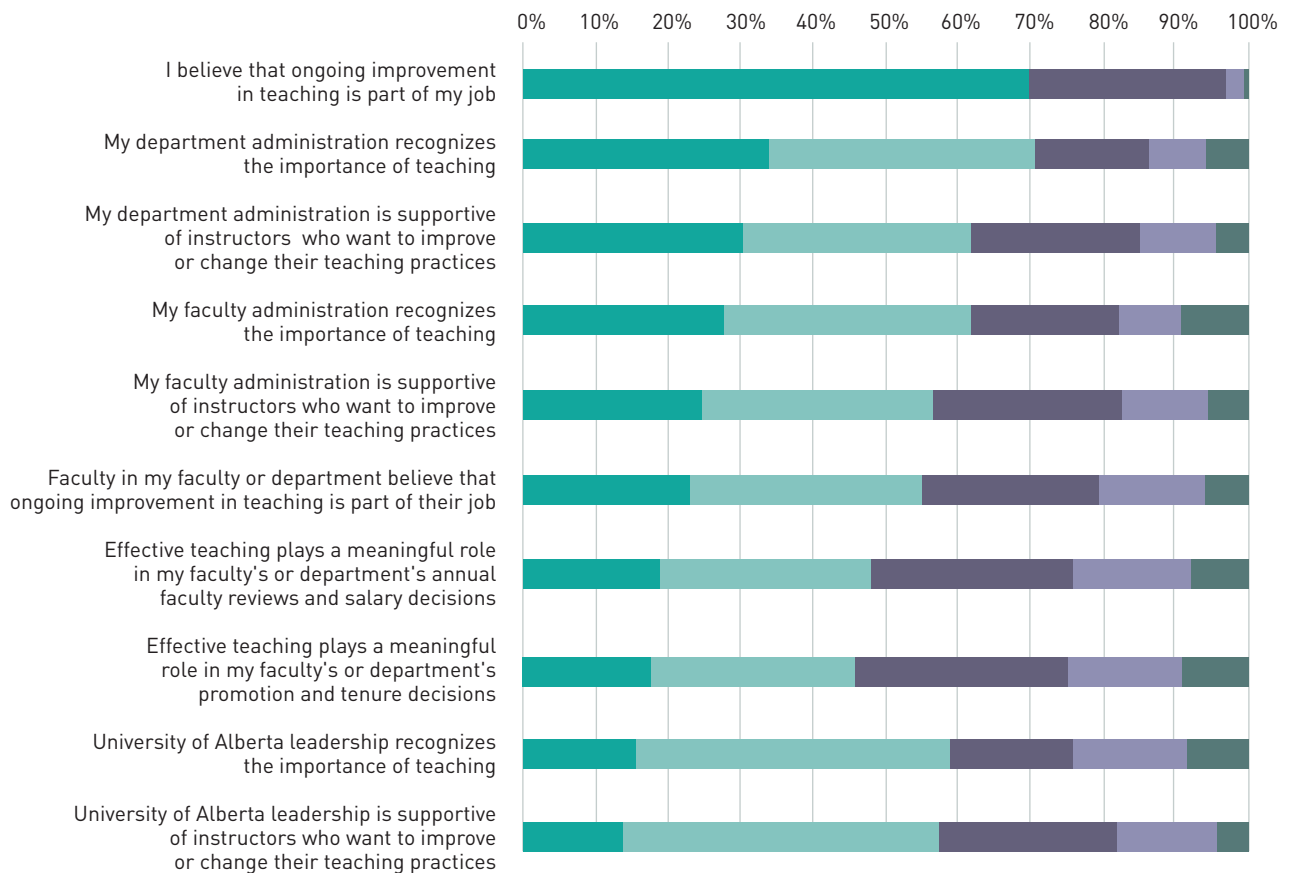


Figure 9: Perceptions of teaching support across the University.



## ACKNOWLEDGEMENTS

We would like to thank the Committee on the Learning Environment and in particular, Stanley Varnhagen, for input on the survey and question design.

Also thanks to Andrea Han, Associate Director of Curriculum and Course Services at the Centre for Teaching, Learning, and Technology, University of British Columbia (UBC), for sharing the (2014) UBC version of this survey with us.

The full report, including survey questions and a relevant bibliography, can be found at: <https://doi.org/10.7939/R33T9DN8T>