

## Report: Victoria Online Technology Survey

### 1. Introduction

In October 2009, the University Teaching Development Centre (UTDC) conducted a survey of Victoria staff and students' attitudes to the use of online technology in teaching and learning. Responses to the survey were received from 192 staff members and 1820 students. The survey was administered in two parts: one set of questions was related to Blackboard (Victoria's centrally-supported online teaching and learning platform); another set of questions explored more general views and current practices in using online technologies in teaching and learning.

#### *Characteristics of the survey participants*

Among the student respondents, the majority were females (67%). The student group was represented primarily by undergraduates (73.4%), with postgraduates comprising just under a quarter of all respondents (24.3%); 2.3% were not enrolled in a degree programme. The majority of student respondents (81.9%) were studying on campus, 11.6% were distance students and 6.5% studies in both modes. 16.1% of the participants were in full employment, and 32.7% of students indicated that they did not work during term time in 2009. 19.4% of students worked between 11 and 20 hours a week, and 15.6% worked between 6 and 10 hours a week in paid employment.

Among staff respondents, 57% were male. The staff group was represented by senior lecturers (47%), lecturers (30%), associate professors/readers (12%), professors (7%), and teaching fellows (4%).

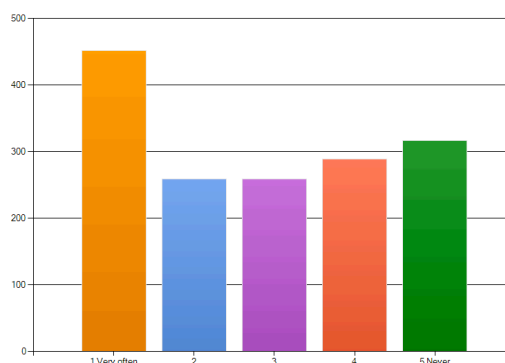
The majority of students (86%) and staff (91%) were native English speakers. Staff and students who took part in the survey represented all University Faculties, with the largest number of participants from FHSS, and the smallest from Engineering.

#### *Use of computers and IT*

The majority of students reported being *able to access computers away from the university* (95%), and using a high-speed Internet connection (95.5%). At the same time, the use of the University student computing facilities continues to be fairly high.

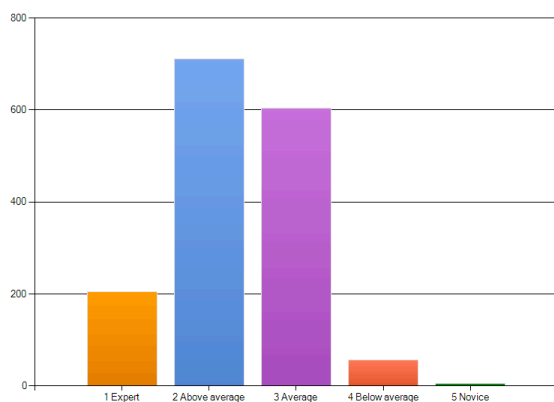
#### **How often do you use student computing services on campus? (n=1576)**

Very Often (1)	28.7%
2	16.4%
3	16.4%
4	18.3%
Never (5)	20.1%

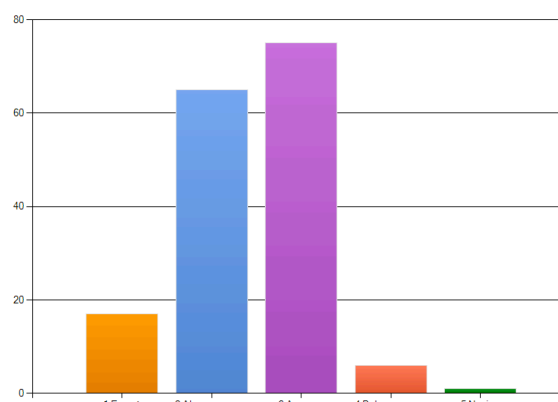


Both staff and students reported *high to average* levels of computer competence. However, within that range students' self-ratings were somewhat higher than those of the staff.

**Students**



**Staff**



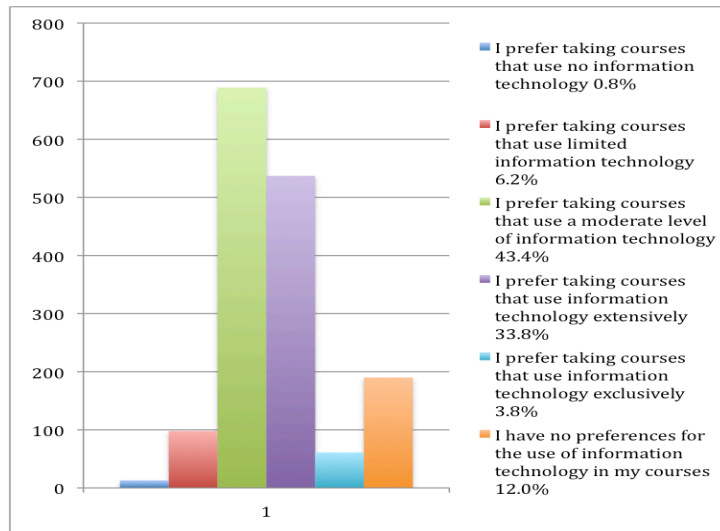
The proportion of the staff (66.7%) and students (63.6%) who viewed the use of IT by lecturers in teaching as *effective or mostly effective* was relatively low, and about 15% of students believed that only very few lecturers used IT effectively in their courses. This indicates that the quality of ICT use in teaching at VUW can be further improved.

An even less encouraging picture emerged in terms of the staff levels of understanding of the students' IT skills: only half of all students were of the view that the majority of their lecturers understood their IT skills, and over 20% believed that most of their lecturers did not have this understanding. Staff were only slightly more optimistic in their self-assessment, with 55.3% of the view that they had good understanding and 29.4% - moderate understanding of their students' IT skills.

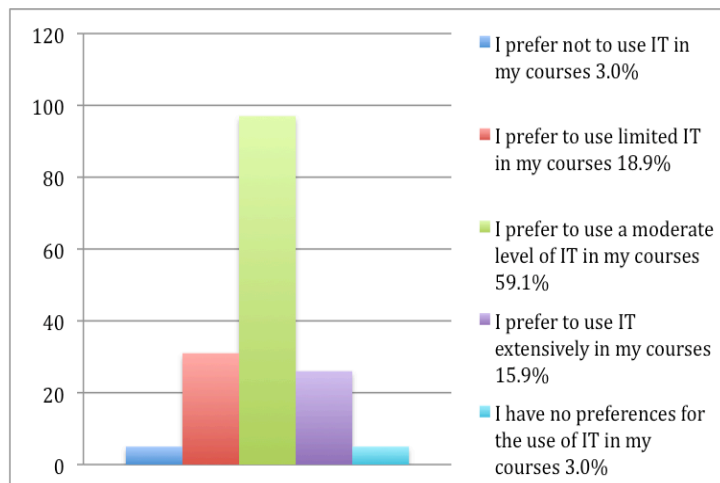
In 2009, most staff used online tools and resources either in all of their courses (70%) or in more than half of the courses (18%), with only 2.5% saying that they did not use them at all. The students were mostly *satisfied* with this aspect of their study, reporting that, in the majority of their courses, the use of online tools and resources was *about right* (77%); however, 18% thought ICT tools were *not used enough*.

When asked about their preferences for the levels of IT use in teaching and learning, students' responses revealed a slightly higher level of enthusiasm than those of the academics (see below). Students prefer courses that either use a *moderate* level of IT (43.4%), or use IT *extensively* (33.8%). In addition, 3.8% of the students wanted to study exclusively via IT. The staff were also primarily in favour of a *moderate* level of IT use (59%), but the rest of their views were split between *limited* and *extensive* use of IT in their courses (19% and 16%, respectively).

## Students



## Staff



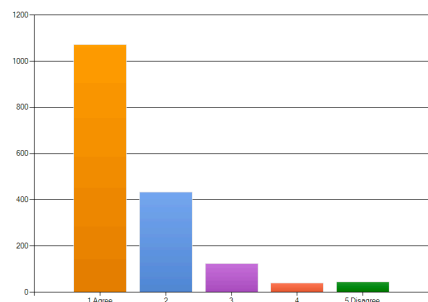
In the Blackboard section of the survey, participants were asked to respond to a set of questions related to their experiences with and attitudes to Blackboard. Responses revealed that only 3.5% of the students and 7.3% of the staff *did not use Blackboard* in 2009. These participants were automatically re-directed to the next section of the survey related to the use of online technologies in teaching and learning, skipping the Blackboard section.

## Blackboard

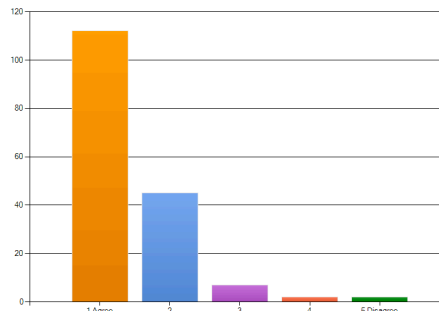
Blackboard was used in the majority of courses, according to the staff (83.3%) and student (85.5%) responses. Both staff (93.5%) and students (87.7%) were generally satisfied with the *availability* of Blackboard.

### I was able to access Blackboard when I wanted/needed to

#### Students



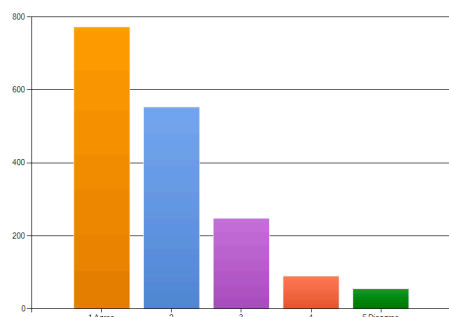
#### Staff



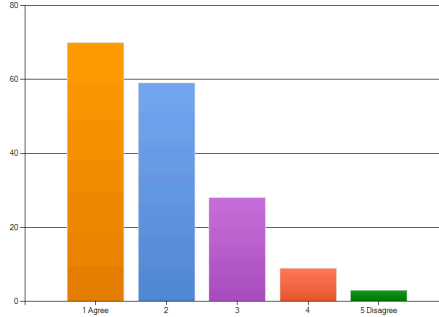
Overall, students (77.1%) and staff (76.3%) thought that access to Blackboard was *fast and reliable*. However, 14.4% of students and 16.6% of staff were less satisfied with this aspect of the service, and 8.4% of the students and 7.1% of the staff did not think it was *fast and reliable*.

### I found Blackboard to be quick and reliable

#### Students



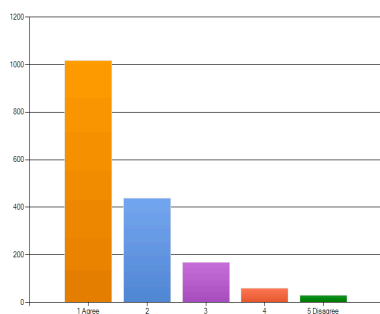
#### Staff



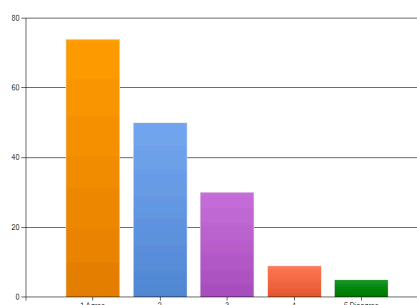
Blackboard was generally considered to be *easy to use* by students (85%) and staff (73.8%).

### I found Blackboard easy to use

#### Students



#### Staff



## ***User Support***

The survey showed that a fairly large proportion of staff (31.1%) and students (53%) never requested technical assistance for using Blackboard. This result, in itself, suggests that Blackboard is relatively easy to use, at least as far as the basic functionality and tools are concerned. Of those who did access support, 75% of staff and 68% of students received prompt and useful technical help. Although the proportion of those who were *not satisfied* with technical support was under 10% for both staff and students, this aspects of service has room for further improvement, especially, as far as the student support is concerned.

The survey suggests that students are reasonably well-informed when Blackboard is used in their courses. Information about Blackboard is included in course outlines (staff - 91.1%; students - 57.3%) and announced during lectures (staff - 93.5%; students - 76.7%); it also appears in programme prospectuses (staff - 33.3%; students - 23.7%). However, a higher proportion of staff than of students believed that this information was provided. This means that students' attention needs to be better drawn to information about Blackboard, when it is included in various documents. Furthermore, it appears that in spite of the encouragement from the UTDC for Blackboard sites to be introduced and demonstrated to students in the first two weeks of courses, this is still not common practice. Only just over a third of the respondents (staff – 37%; students – 34.6%) report that this is done in most of their courses, and about 37% of the respondents indicate that this is not done at all.

Under further feedback, a common theme for staff was to suggest that “University should provide better Blackboard support for students” and that more clarity is needed “as to where the expertise lies, and much easier and more generous access to that expertise”.

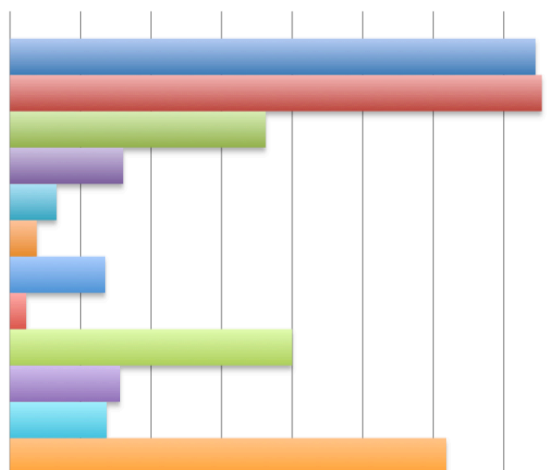
## ***Use of Blackboard***

### ***Tools and Functionalities:***

Over 90% of staff and students indicated that Blackboard was primarily used as a platform for *online delivery of course content* (e.g. web pages, documents, images, multimedia, electronic journals, databases) and *posting announcements*. Over 40% of participants also reported the use of *Discussion Boards*.

**Students:** Tick the box if you have used the following aspects of Blackboard in at least one of your courses during this academic year

Answer Options	Response
Announcements	93.2%
Course content	94.4%
Discussion boards	45.4%
Online journals/blogs	20.1%
Wikis/editable web sites	8.3%
Podcasts	4.8%
Group facilities	16.9%
Chat or the virtual classroom	2.9%
E-submission of assignments	50.1%
Quizzes	19.5%
Surveys	17.1%
My grades	77.4%

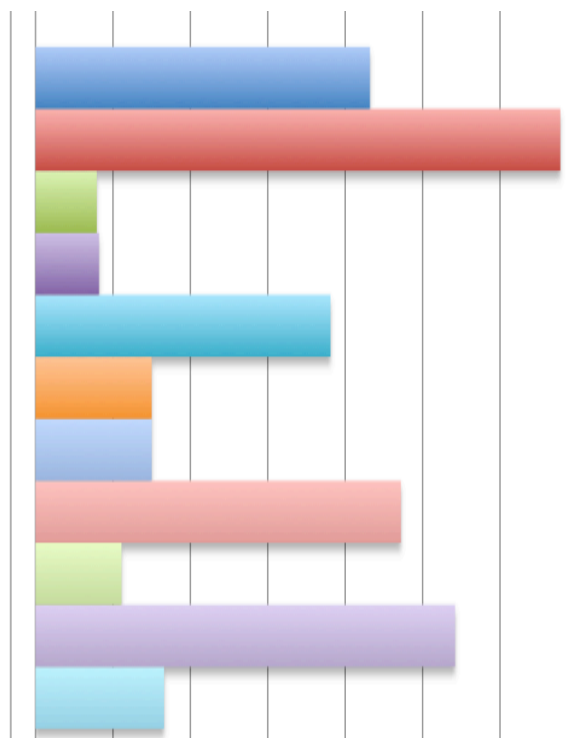


The *Grade Centre* and *electronic submissions* were more prominent in the student (77.4% and 50.1%, respectively) than staff (28.1% and 23.8%, respectively) responses. The use of online journals (blogs), groups facilities, quizzes, surveys and wikis was less common (between 10 and 20%). Podcasts and synchronous communication tools (chat and virtual classroom) were used the least (less than 5%).

#### Learning activities in Blackboard:

**Students:** Tick the box if you personally engaged in the following activities in Blackboard during this academic year

Answer Options	Response
asked questions, contributed to discussions online	37.1%
used email or a forum to communicate with teaching staff	58.2%
wrote regular blog entries	6.8%
engaged with blog entries written by others	7.0%
sought advice from your lecturer	32.7%
prepared for group presentations	12.9%
worked with other students to prepare assignments	12.9%
completed tasks or projects online	40.5%
participated in peer or self-assessment	9.5%
received feedback electronically on course work or assignments	46.5%
responded to a lecturer's request for feedback	14.2%



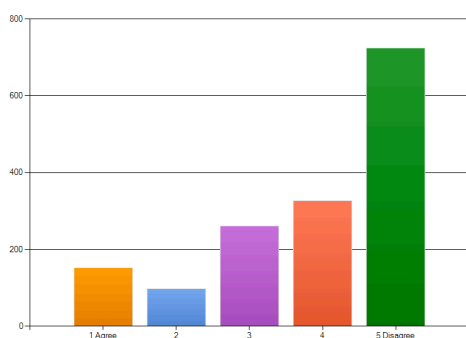
Over half of all students (58.2%) and staff (67.7%) used *email* in Blackboard for course communications (however, many report that using Victoria email addresses is a hindrance to communication). The next most common activity was for students to receive feedback on course work and assessments (46.5%) and to complete tasks or projects online (40.5%). Students also used Blackboard to ask questions and contribute to online discussions (37.1%) and to seek advice from their lecturers (32.7%). Only a quarter of the student respondents reported using Blackboard to give feedback to lecturers, to prepare group presentations or to work with other students on course assignments. Few students (less than 10%) participated in peer or self-assessment, wrote regular blog entries or engaged with blog posts by other students in Blackboard.

Staff expectations for the learning activities students engage in, using Blackboard, were generally aligned with student responses, albeit not in an entirely the same order of priority. After using email, staff gave priority to asking questions and contributing to online discussions (58.3%) and seeking advice from the lecturer (42.7%), both of which were rated higher by staff than by students. These activities were followed by receiving feedback on course work and assessments (34.4%) and completing online tasks and projects (31.3%), both of which were rated lower by the staff than by the students. The proportion of the staff who expected students to write blog entries, give feedback to the lecturer and work collaboratively on assignments were in the low 20%, while the percentage of those who expected students to use Blackboard to prepare for group presentations or interact with other students' blog entries were between 10 and 20%.

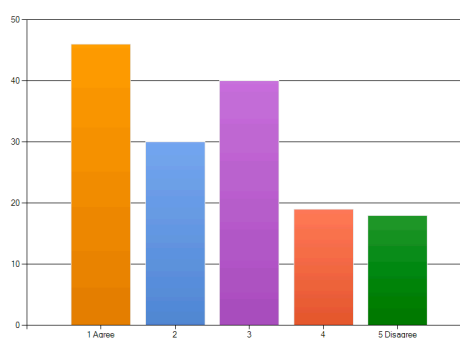
#### Comparison of student and staff perceptions of Blackboard

Even though staff and students were in agreement that Blackboard *made life easier for students if they missed a class*, the patterns of responses differed considerably between the two groups when asked whether "having lecture notes online means that students attend fewer lectures".

**Students**



**Staff**



Students generally *did not support this view* (67.3% disagreed; 16.7% were neutral), while staff were leaning towards *agreeing* with the statement (50% agreed).

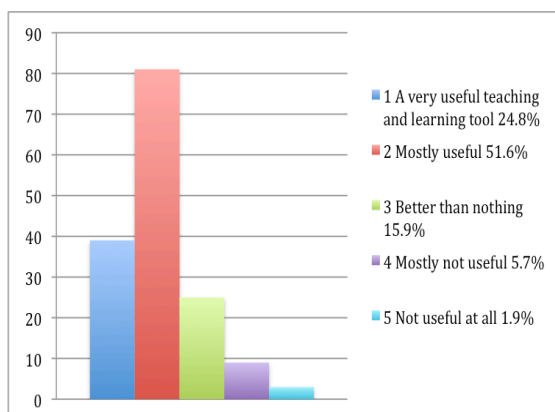
Staff and students thought that using Blackboard was beneficial for the development of independent learning skills (about half of the participants agreed with this statement, with slightly less than a third being neutral). Staff and student opinions were evenly split (between agreeing, disagreeing and being neutral) in relation to whether Blackboard helped provide prompt and useful feedback to students on their course work. However, about half of the staff (51%) did not think that Blackboard helped them in providing

more regular personalised feedback. A high proportion of staff (69%) did not use Blackboard to share students' work or encourage feedback. Students were somewhat more positive than staff on the provision of peer-feedback in Blackboard, but the proportion of students satisfied with this use of Blackboard was comparatively low (about a quarter of the students). Students were also more positive than staff about the role of Blackboard in promoting a more thoughtful engagement with the course content (46.5% agree; 29.7% neutral). Staff responses to this question were evenly split between agreeing and disagreeing (35.8% each).

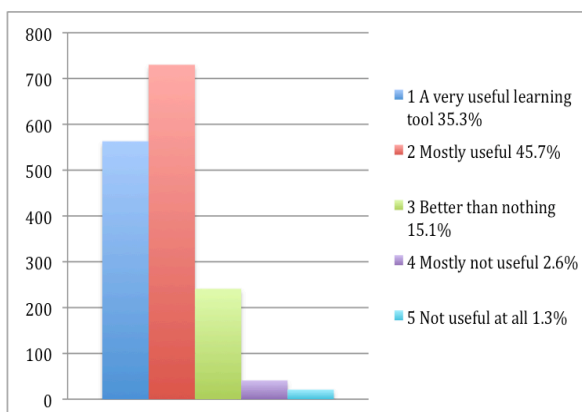
A question was also asked whether the use of Blackboard supported students in developing *Victoria Graduate Attributes*. The results revealed a trend towards a negative view across all graduate attributes among staff and a neutral view among students. Blackboard was considered to be used the least to help students develop their *leadership* abilities (11% of students and 6% of staff indicated agreement). Blackboard was used more to help students in developing *critical thinking skills* (31% of students and 30% of staff were in agreement with this statement).

Despite these limitations, students and staff thought that Blackboard was either very useful or mostly useful for teaching and learning (students – 81%; staff – 76.4%). Fifteen percent of students and staff agreed that Blackboard was better than nothing, and only 3.9% of students and 7.6% of staff thought that Blackboard was either mostly not useful or not useful at all.

#### Staff



#### Students



### Open-ended responses (see Appendix 1 for more details)

Participants were also asked to list aspects of Blackboard that they found of most and least value in their teaching or study. Course materials, communications, assessment, as well as group and social functions were considered most useful by staff and students. Interestingly, students had a broader conceptualisation of what constitutes course materials, compared to staff, who primarily thought of course materials as lecture notes and handouts. Both staff and students cite flexibility and ease of use as positive features of Blackboard. In addition, staff mentioned course administration, while students highlighted access to grades. Some positive influences on educational practices were also mentioned by staff and students.

Under least useful, both staff and students mentioned usability issues, and the fact that many functionalities and tools were not utilised. In addition, staff mentioned negative effects of the pressures created by student expectations related to the use of Blackboard and issues related to the reluctance of students to use interaction tools. Students, on the other hand, mentioned poor design of Blackboard sites and inefficient use of tools by staff, as well as some technical issues with accessing content and submitting course work. Some students were also dissatisfied with various online teaching practices.

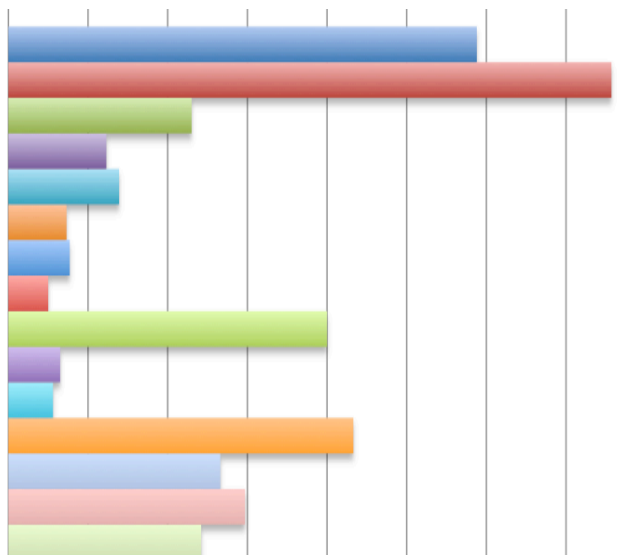
## Non-Blackboard Tools (102 staff and 1210 students replied to this section)

### *Online teaching and learning (other than Blackboard)*

#### Use of online Tools and Resources:

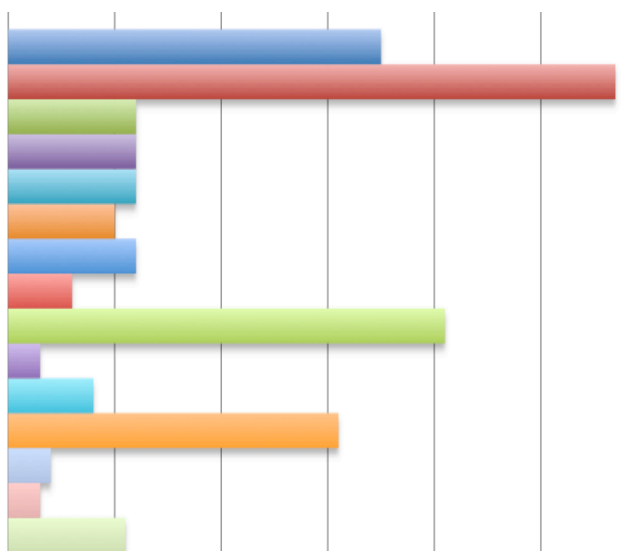
##### Students

Answer Options	Response Percent
Announcements	48.6%
Course content	62.6%
Discussion boards / Forums	19.0%
Blogs	10.2%
Wikis	11.5%
Podcasts	6.0%
Webcasts	6.4%
Social bookmarking/tagging	4.1%
Photo/Video sharing websites	33.1%
Chat	5.4%
Video conferencing	4.6%
E-submission of assignments	35.8%
Tests and quizzes	22.0%
Surveys	24.5%
Social networking websites	20.0%



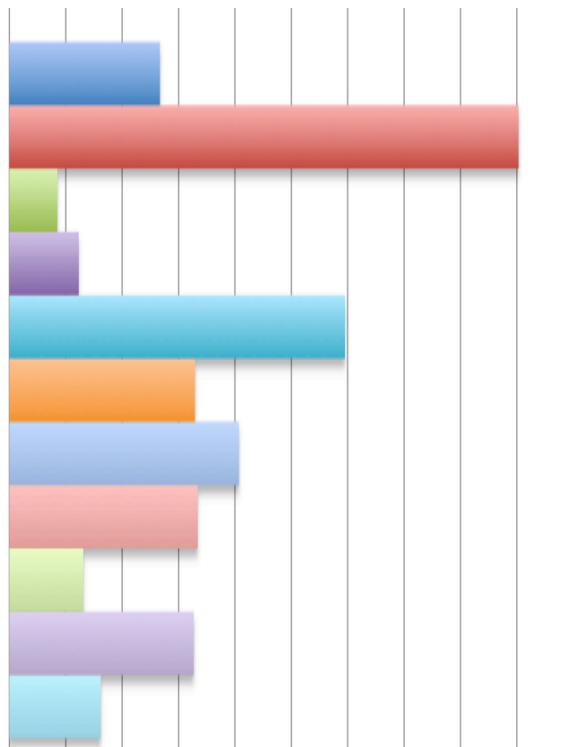
##### Staff

Answer Options	Response Percent
Announcements	34.3%
Course content	55.9%
Discussion boards / Forums	11.8%
Blogs	11.8%
Wikis	11.8%
Podcasts	9.8%
Webcasts	11.8%
Social bookmarking/tagging	5.9%
Photo/Video sharing websites	40.2%
Chat	2.9%
Video conferencing	7.8%
E-submission of assignments	30.4%
Tests and quizzes	3.9%
Surveys	2.9%
Social networking websites	10.8%

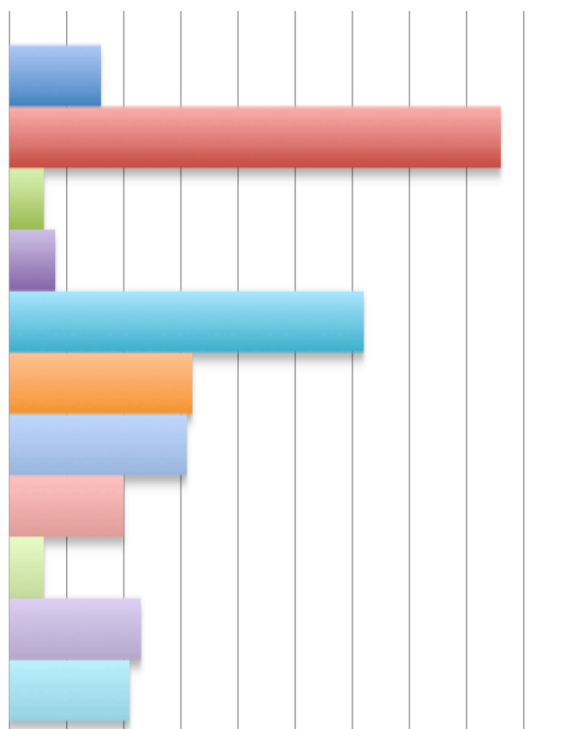


Learning activities:**Students**

<b>Answer Options</b>	<b>%</b>
ask questions and/or contribute to discussions online	22.6%
use email or a forum to communicate with teaching staff	76.5%
write regular blog entries	7.2%
engage with blog entries written by others	10.4%
seek advice from the lecturer	50.4%
prepare for group presentations	27.9%
work with other students to prepare assignments	34.5%
complete tasks or projects online	28.3%
participate in peer or self-assessment	11.1%
receive feedback electronically on your course work or assignments	27.7%
respond to the lecturer's request for feedback	13.7%

**Staff**

<b>Answer Options</b>	<b>%</b>
ask questions and/or contribute to discussions online	16.0%
use email or a forum to communicate with teaching staff	86.0%
write regular blog entries	6.0%
engage with blog entries written by others	8.0%
seek advice from the lecturer	62.0%
prepare for group presentations	32.0%
work with other students to prepare assignments	31.0%
complete tasks or projects online	20.0%
participate in peer or self-assessment	6.0%
receive feedback electronically on your course work or assignments	23.0%
respond to the lecturer's request for feedback	21.0%



Based on the responses to both parts of the survey, the most common use of both Blackboard and non-Blackboard online tools are those that support the delivery of course content (Blackboard – 94.4%, non-Blackboard – 62.6%) and announcements (Blackboard 93.2%, non-Blackboard 48.6%). However, proportionally, these two leading uses are higher in Blackboard than in other online teaching and learning.

Patterns of use of other online tools differed for the two environments. When using Blackboard, the next most commonly used tools were those that support marking and feedback (My Grades – 77.4%); online submissions of assignments (50.1%) and the use of discussion forums (45.4%). In the non-Blackboard category, there were no strong contenders for the second common set of tools, but the use of these tools was more evenly distributed among E-submissions of assignments (35.8%), photo/video sharing (33.1%), use of surveys (24.5%) and tests and quizzes (22%). Various collaboration tools were not used extensively either environments: the use of blogs, wikis, social networking sites and group tools were between 10 and 20%.

In the learning activities section, students communicating with the teacher/s via email or online forums was the most common activity in both environments (Blackboard - 58%, non-Blackboard – 76.5%). The next most common set of activities for the non-Blackboard group included ‘seeking advice from the lecturer’ (50.4%), followed by ‘working with other students to prepare assignments’ (34.5), ‘completing tasks or projects’ (28.3%), ‘preparing group presentations’ (27.9%), ‘receiving feedback on course work’ (27.7%) and ‘asking questions or contributing to discussions online’ (22.6%). In the Blackboard group, students reported ‘receiving feedback on course work’ (46.5%), ‘completing tasks and projects online’ (40.5%), ‘asking questions or contributing to discussions online’ (37.1%) and ‘seeking advice from the lecturer’ (32.7%). The results reveals that student were engaged in very similar activities in both online environments, albeit with a somewhat different emphasis across these activities.

*In summary, it appears that it is not so much the choice of the environment (Blackboard vs. non-Blackboard) per se, but how it is used in the course by staff and students, that determines its perceived usefulness.*

Finally, students and staff were asked to list *online tools* (other than Blackboard) that had been used in their courses, and those they would like to use in the future (see Appendix 1 for more details). The survey shows that both groups used *email* the most, followed by *useful websites*, *social software tools* and *online library resources* (journals and databases). On their wish list, students had *webcasts* and *podcasts* as their top choice, followed by *communication and collaboration tools* (groups, forums, email, shared workspace) and *YouTube*. Staff wanted to expand their use of such *social software tools*, such as blogs and wikis, as well as *online surveys* and *Second Life*, and also to use a wider range of rich *communication and collaboration tools*, including *Elluminate*, *access grid*, *podcasting* and *video conferencing*.

## Appendix 1: Summary of responses to the open-ended questions

**Q: List up to five aspects of Blackboard you found of most value in your teaching/study.**

### Staff

Theme	No. of comments
<b>Course materials</b> <i>delivery of lecture slides and notes to students, delivery of articles, chapters and other readings; making handouts and other course materials available; students could download power points onto their laptops and annotate updates during the lecture</i>	92
<b>Communications</b> <i>easy mechanism for communicating with students; announcements, especially the ability to email these to students; the main value lies in ease of communicating with students</i>	85
<p style="text-align: center;">Groups and Social Functions (23)</p> <i>allows students to ask questions and see the answer to questions other students have posed; blog/journal function; communicating and sharing information with students in particular tutorials via "groups" function</i>	
<b>Flexibility and convenience</b> <i>one-stop site for documents relating to class; easy to update; accessibility of resource from anywhere on campus; can make a lot of on-line material available easily</i>	40
<b>Assessment</b> <i>online tests, quizzes, assignments, grade centre, feedback, results</i>	37
<b>Administration</b> <i>great for admin; keeping a record of grades; a list of students enrolled in the class</i>	22
<b>Educational practice</b> <i>electronic submission of essays, and an ability to mark essays and give feedback online; using surveys - giving me an idea what was understood and what was not</i>	6

### Students

Theme	No. of comments
<b>Course Materials</b> <i>links to useful resources; access websites of interest; specific course content and readings readily available rather than handouts. Video of important lecture content; links to the library and databases, course outlines, lecture notes; lecture recordings; established a starting point for online research, i.e. journals; electronic access to course notes -announcements -library journal access.</i>	851

**Communications**

663

Groups or Social Interaction (190)

*great way to communicate to the whole class; ability to contact lecturer for advice; Urgent notices from lecturers are posted up on Blackboard, so I can be up-to-date with what is going on; receiving online feedback on journal/blog entries; discussion boards to help with tricky parts of assignments; communication with course staff; quick way of lecturers communicating with students; email alerts of notification.*

**Grades and Marking**

288

*check my grades frequently, disappointed when teaches don't use it; assessment statistics of class*

**Assessment and Surveys**

213

*mini tests/quizzes; multiple choice tests; online lab quizzes; assessment criteria; journal as formative assessment; assignment information, past exams; using the wiki for a group assignment; online submission of assignments, assignment feedback in electronic format e.g. Word docs with comments added.*

**Flexibility Convenience**

136

*e.g. Single location to find course materials; being able to complete modules in my own time and more quickly than expected; being able to work as well as study.*

**Ease of Use**

117

*e.g. very easy to navigate, well presented and organised; the general format of blackboard is easy to move around; everything is in clearly labelled files etc.; the clear and logical set out, easy access to lecture note, announcements for grades and essay information etc, exam information; understandable straight forward welcome page; quick, easy access to course details and resources- without having to sort through paper work etc.*

**Productivity Tools**

52

*e.g. Reminded me about upcoming events/assignments; lecture schedule; exam timetable; deadlines; course dates; being able to see whole course in advance and plan accordingly; my calendar, my organisations; confirming lecture/tutorial rooms/times.*

**Educational Practice**

39

*e.g. using the online tests for study purposes; the wiki to contribute discussion topics for seminars; real time feedback to/from tutor; reading other student work; having the notes prior lecture made it easier to take further notes during class time; receiving feedback electronically*

**Other Positive Comments**

29

**Q: List up to five aspects of Blackboard that you found of least value in your teaching/study.**

### **Staff**

<b>Theme</b>	<b>No. of comments</b>
<b>Limited utilisation</b> <i>the students hardly use it; my usage is very basic; I haven't used most of the more advanced features mentioned in your questions</i>	26
<b>Usability issues</b> <i>the inability to open more than one document at a time; completely static and linear, to build the site, one has to go deep into the structure and come out again; the grade center is too complicated; problems with assignments lodgement</i>	23
<b>Specific Tools</b> Staff were mainly dissatisfied with <i>assessment, communication and collaboration</i> tools, citing insufficient use, functionality flows and lack of knowledge or understanding as key reasons for this dissatisfaction.	23
<b>Negative comments</b> <i>things I don't want to use and find problematic that students expect these; demands to post lectures; all the interactivity [discussion spaces] as I do not have time to police/monitor them so I disable them; It raises some students expectations that we will run a parallel extramural course which I don't have time to do.</i>	13
<b>Admin and IT issues</b> Most of these comments were related to the use of VUW email instead of student nominated/preferred email and inaccuracy in the student enrolments status.\ <i>sending an email to all users and get tens of people responding they are not in the class and never signed up for the class; the email notices function relies on the VUW student emails logged when students enrol and is different to that actually used as email by most students so is only marginally effective; list of students granted access to a Blackboard site by the system is often NOT reflective of current students registered; so, students who withdraw even before the class commences are still on the list, whereas students who add the class late aren't.</i>	10
<b>Student use of Blackboard</b> <i>it keeps students out of the classroom; the students don't seem to contribute; students do not bother to access BB; can't get them to do blogs</i>	9
<b>Educational practice</b> <i>Students simply don't take notes anymore. ... Surely it is still a fundamental skill at university to be able to listen, comprehend, summarise and write your OWN notes, rather than just printing off the lecturers notes; The communication between students becomes off point quickly; The nature of my discipline ... and the way it is taught puts limits on what is "of value to teaching".</i>	7

## Students

Theme	No. of comments
<b>Groups or social interaction</b>	230
Not utilised (63)	
<i>podcasts and blogs were pointless; various group pages, and online lecture/communications because they were never used</i>	
<b>Usability issues</b>	171
Did not work as expected (54)	
inefficient (44)	
did not know how to use (29)	
The main complains were the <i>lack of consistency across courses</i> and that areas and tools displayed to students <i>were not used</i> .	
<i>the lack of a standard system with the tabs and buttons across different courses, different tutors tend to put things in different places; it was too hard to find my way around blackboard, not user friendly or intuitive at all; having to ask lecturers to set up a discussion thread discourages anyone from doing it; forums and discussion groups unwieldy and not of a nature that encourages participation</i>	
<b>Communications</b>	111
Not used or used poorly	
blogs, wikis, group tools (43)	
email or contact information (39)	
announcements (25)	
didn't use (11)	
feedback/responses (10)	
<b>Staff use of Blackboard</b>	75
<i>Blackboard was not utilised by any of my tutors, other than a means to distribute lecture notes and readings; when the lecturer is not familiar with it ... documents are buried and hard to find; sometimes info was uploaded at the last minute (not blackboard's fault, but maybe some sort of email notification system would be helpful), lecturers uploading extra info on assignments should make it clear that it is there, rather than some students knowing and others not.</i>	
<b>Course Materials</b>	72
These comments were mainly about lecture notes, resources (such as electronic articles) or tools (podcasts) not being made available, or students not being able to access or download resources.	
podcasts (24)	
links (external or library) (19)	
materials not provided (13)	
Additional Comments: <i>having entire course readings online - too hard to read; I don't look at anything that I do not need; often I have trouble opening lectures that have been put on there; not always able to access on line reading material.</i>	

## Grades and Marking 71

Not utilised (44)

*assignments submitted online only come back with a grade and no feedback which isn't very helpful; was not able to access grades, even though that is a feature.*

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### Tests and assignments 42

*Not being able to submit essays via blackboard; online tests that do not work properly and cause huge stress and tiredness + cost of cell calls and unnecessary printing; the fact that it logs you out after a certain period of time with no warning - very annoying when you are in the middle of an online exam; online tests, becomes more of a case of last minute need to do it and keep doing to get the most right - not to learn from it; when submitting big assignment on blackboard can be hard or impossible as it did not like big files; uploading a bit cumbersome, not always sure my file had uploaded.*

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### Productivity Tools 35

calendar, tasks, address book

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### Accessibility 11

*video format of podcasts would only work on the university computers - more formats should be available for podcasts; accessibility outside campus not always optimal; I don't have access at home to a computer so made everything so much harder.*

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### Education Practice 6

*forums when the lecturer does not comment on your response; journal entries that remain unmarked; it (Blackboard) does favour using Powerpoint as a teaching tool ... some students learn better by writing things down this is discouraged by powerpoint.*

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### Other Comments 44

*most of the features have never been used in any of my courses; we have not used Blackboard for any assignment submissions, feedback etc.*

## Q: List online tools and resources (other than Blackboard) that have been used in your courses.

### Staff

Theme	No. of comments
<b>Communication tools, primarily email</b> <i>Also mentioned: Skype and audiographic conferencing</i>	47
<b>Websites</b> <i>access a number of webpages for teaching purposes; Wikipedia</i>	45
<b>YouTube and other video sites</b> <i>other sites include BBC videos, internet links to broadcasts or clips; dvolver.com; Vimeo; videos of lectures</i>	31
<b>Social software and other online tools</b> <i>Blogs [tumblr, Blogspot, Google Blogger], Wikis [Wikispaces, WetPaint, PBWiki, Twiki], Google, Google earth, Google groups, delicious; Facebook; Second Life; VoiceThread; myPortfolio; IM (instant messaging); Turnitin; bestchoice interactive – chemistry</i>	26

<b>Online library resources and databases</b>	21
Library website, and associated research tools; online databases; online journals; heavy use of the law databases	
<b>Other Course Management Systems</b>	14
ECS web system; SMSOR website; R drive; Rankin Brown Multi-media suite; SECS course forum; <i>Moodle</i> ; ftp sites	
<b>Other software and hardware</b>	8
lab computers and file system (for distributing demos and videos of lectures; Microsoft programmes; Keynote; clickers; <i>Dreamweaver</i> ; vocabulary learning programme; <i>Turing's World 3.0</i> ; <i>maple</i>	

## Students

Theme	No. of comments
<b>Email</b>	231
<b>Social Software Sites</b>	198
YouTube	(93)
Blogs	(29)
Facebook	(21)
Wiki	(13)
Flickr	(12)
Wikipedia	(10)
Delicious	(9)
Twitter	(4)
<b>Websites</b>	166
ESC MSOR	(51)
Accounting	(13)
Design	(5)
<i>Stat193, ArtStor, MyAccountingLab, COMP102, The ECS/MSOR systems, Online language helper courses - Kanji learning, etc.; Companion websites for books; online tasks for course credit: IPRP- psyc; firstyeardesign.com; ANZSOG e-learning website; Best Choice (chemistry website); Architecture online teaching; on-line tests on registered software site ACCY111; Stellarium (in Physics dept); ipredict - a mock securities trading site; www.mediazone.co.nz; nzqa, tki</i>	
<b>Library online journals and database</b>	120
<b>Google</b>	41
<i>web search, sites, earth, maps, earth dictionary, scholar, docs, translate, groups, myGoogle, images, videos</i>	
<b>Forums-Groups</b>	22
<b>Turnitin</b>	21
<b>myPortfolio Mahara</b>	16
<b>Webcasts-podcasts</b>	13
<b>Skype</b>	7
<b>MSN messenger</b>	6
<b>Video Conferencing</b>	4
<b>Other</b>	72

**Q 37. List online tools and resources (other than Blackboard) that you would like to use in your courses.**

### *Staff*

<b>Social software tools and other online tools</b>	12
blogs, wiki, Twitter, survey tools, Second Life	
<b>Communication tools</b>	7
Elluminate; Access grid, podcasting; video conferencing	
<b>Web resources</b>	6
websites, electronic books	
<b>Youtube and other video sites</b>	6
MediaSite, video conferencing, video streaming	
<b>Other Course Management Systems</b>	4
<b>Other software and hardware</b>	3
<b>Online library resources and databases</b>	2

### *Students*

<b>Webcasts, podcasts</b>	37
<b>Groups, Forums, Shared Workspace</b>	28
<b>Email</b>	26
<b>Blogs</b>	22
<b>YouTube</b>	22
<b>Library online journal databases</b>	16
<b>Web pages, links</b>	15
<b>Wikis</b>	12
<b>Facebook</b>	11
<b>Chat and Video Conferencing</b>	11
<b>Google</b>	10
<b>Other</b>	92
Lecture notes	(10)
Online submission of assignments	(6)
Tests and Quizzes	(6)
Wikipedia	(4)
Flickr	(4)
Moodle	(3)
Delicious	(2)
Skype	(2)

## Students

### Other feedback about the use of the Internet and Blackboard in learning and teaching

Students made 362 comments and suggestions related to current and preferred educational practices and the use of Blackboard and the Internet. 131 of these included positive comments, 79 negative comments.

#### Positive comments (examples)

- indispensable
- It was my only option, as I am not in a position to attend classes at the moment because of other commitments.
- Blogs are incredibly effective in opinion/current events based classes.
- I think the Internet is a fantastic tool that is under used in many courses. While face-to-face learning will always trump the internet, the internet can be a valuable aid for solo and group study out of class. Understanding of all that is available is something that needs to be improved and communicated. As internet becomes easier to access and cheaper to come by, it is an imperative that modern learning keeps up with it.
- When it is used correctly, it's great. I wish more of my classes used it. From my whole time at Victoria (4 semesters) only one class used every aspect of it, and that really improved the course. If more lecturers used it, I would support Blackboard, but so few lecturers of mine use it, that it's not the best teaching tool available at the moment
- On the whole, I think the levels of internet and blackboard teaching have been well-managed within the school ...
- i think it's good, even though i hate computers generally, blackboard and the net works for me
- Lecture notes is what i use blackboard for most, and i find it useful when i've missed class or to print off as base notes for classes. Most of my lectures incorporate blackboard use well with lecture notes and effectively use it.
- It's done pretty well, and is about right where it is. Any more technological and I'll get annoyed. Some things just need to stay un-computered.
- In today's world, the internet must be used.
- let us be able to forward student email from the school account to that of our choosing. let there be pod/web casts of lectures.
- the majority of my teachers have used technology in an effective and useful way.

#### Negative comments (examples)

- It is used too much
- in terms of readings, feedback on assignments etc. I do not like to work online and definitely prefer hard copies which are portable and can be read, reread, annotated etc. ... Online materials just don't lend themselves to the memory.
- It does make one feel much more disconnected as a student, great for resources etc but really feel like no-one really cares much about me personally, all the effort seems to have to come from the student. Also no informal contact with teaching staff
- It should only be used when it supports effective teaching, not implemented with its use perceived as being an end in itself
- Internet is only a support tool, whereas lectures/classes are still indispensable.
- Seems to only have limited capacity - often useful for supplementing information where lacking elsewhere, or providing examples of situations which would otherwise not be exposed to.

- using youtube in class is tacky. often we would learn more if we were just taught, rather than wasting time trying to present it in a more IT friendly way
- Presenting resources as an interlinked maze (a la BlackBoard) can be confusing for students... Even after a number of courses on Blackboard, I still find myself having to click through every link on every page to make sure I'm not missing some handout or guide.
- Prefer limited Internet use, I get sick of being at a computer and my home computer is not just for me, it's for my family.
- The new ... firewall system that has been adopted is really annoying and has hampered my performance somewhat. As an IT major many restrictions have been placed on the content that i can access. Especially the use of ftp's and other program that use the internet to connect to the net simply don't work.
- all internet-based material (again excluding blackboard) works on my firefox software. i have taken to submitting assignments to tutors via email out of sheer irritation!
- Staff need to learn to update websites (some courses are up to three years out of date)
- myPortfolio is not a useful piece of online software
- Get rid of the Mahara system on the Grad dip of teaching course. Mahara actually makes me want to kill myself every time I go to upload an entry.
- Using the VUW Library from off campus is a nightmare. I only want online resources (articles etc) but the search tools are rubbish - its easier to use Google until you find a citation and then go back to Library. Or maybe the library has better facilities, but I don't know what they are...

## Suggestions

- Better integration with library resources would be useful. Lecture material could easily be linked to journal/article links that would help guide students to key learning and then allow them to research additional primary and secondary resources from there. Too many lecturers quote names in slides and don't provide supporting references.
- Use of the internet could be better used by lecturers providing links to online sources for more information, could also use group discussion sites and photo sharing of fieldwork, lab work etc.
- I notice that people in my classes use facebook a lot, but don't use blackboard so much...sends a signal about what's most enjoyable to use...
- More blogs for a course to be set up in which students can discuss ideas and events and discussion boards More use of You Tube for footage of events covered in class More lecturer-built or class-contributed wikis to use during courses for revision with terms, definitions and content
- The use in class could get extended (e.g. remote guest lecturer via VoIP with video instead of 'classic' speaker phone); more effective publishing of lecture materials (e.g. Massey Uni does this nicely)