Educational Technology Users Group

2018-19 Community Survey

April 2019

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Introduction

This report contains data and results from an ETUG Community Survey that ran between December 2018 and January 2019. The purposes of this survey and report are to;

- help the ETUG Stewardship Committee (SCETUG) gain a better understanding of who is involved with ETUG,
- to better align ETUG with the needs and interests of the people who make up the community,
- to help the Stewardship Committee align ETUG strategy to professional practice across the province,
- to better understand what education technologies are being used across the BC post-secondary system, and
- to better understand current and future practice in educational technology in BC.

This report was compiled and written by SCETUG Community Stewards Troy Welch (Thompson Rivers University), Bonnie Johnston (BCIT), and Clint Lalonde (BCcampus).

Data Collection

Data was gathered by means of a survey containing both qualitative and quantitative questions (see attached for copy of questions).

The survey was distributed to the ETUG community via the ETUG newsletter (601 subscribers), blog posts on the ETUG website, within the ETUG Slack community (136 members), and via the ETUG Twitter account (1163 Followers). Additional distribution of the survey occurred through BCcampus sponsored channels, including the BCcampus newsletter, Twitter account, LinkedIn account, and Facebook page.

Data was collected between December 1, 2018 and January 31, 2019. There were 65 completed surveys and 35 partially completed surveys for a total of 100 responses.

The survey data was collected anonymously, with an incentive that anyone who completed the survey had a chance to win a $50 gift card from Best Buy for completing the survey. Draw submissions were kept separate from survey entries to ensure that survey responses were anonymous.

Demographic Information

Institutions Represented
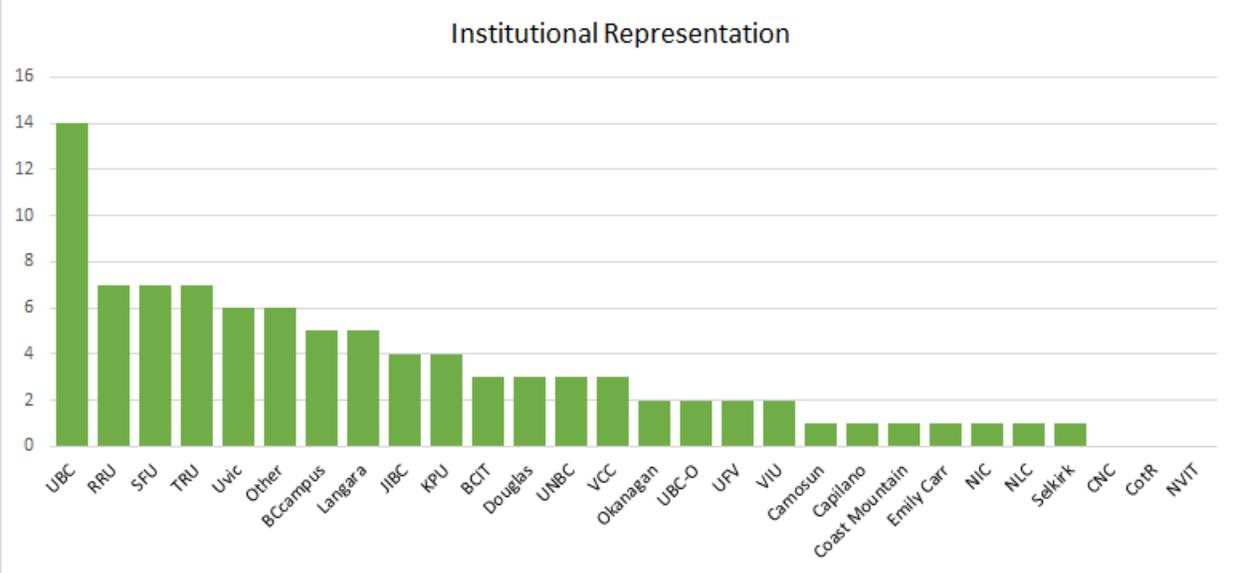
Responses were received from members from 23 publicly funded post-secondary institutions in British Columbia.

UBC [1] had the highest response rate with 14 submissions, with SFU, RRU and TRU each submitting 7. There were also several responses from UVic (6) and BCcampus (5).

6 responses identified as Other, including 2 from Trinity Western University, 1 from Yukon College, and 3 who described themselves as self-employed and not affiliated with any public post-secondary institution.

There were no responses from College of New Caledonia, College of the Rockies, or Nicola Valley Institute.

Employment Status

73% of respondents indicated that they worked full-time at a BC post-secondary institution.

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[1] For the purpose of the survey, UBC and UBC-Okanagan were considered as separate institutions

Employment
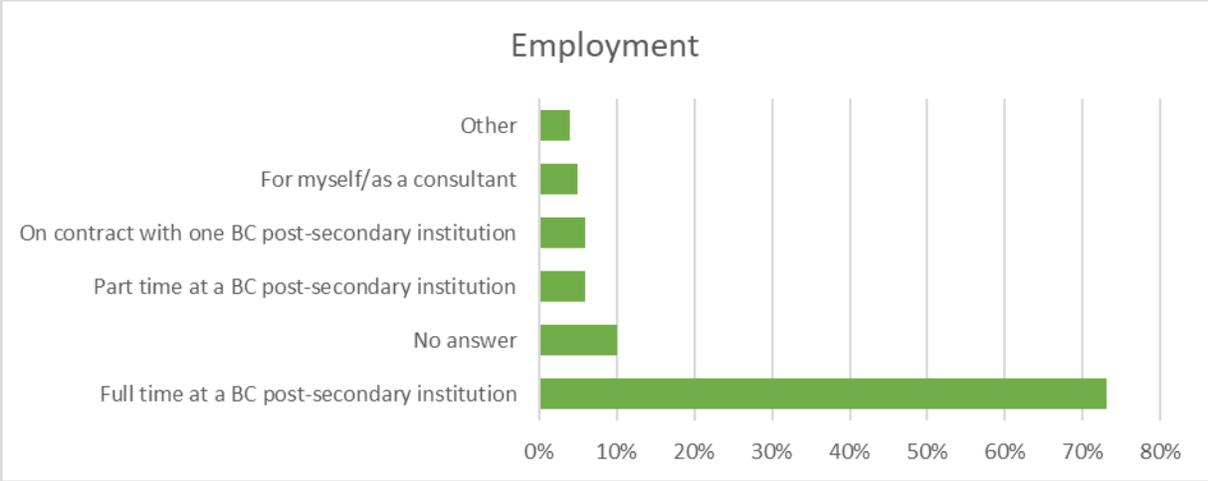
Note: Sum equals over 100% because respondents could choose more than one answer

Age

55% of respondents are aged 45 or over, lending some support to the anecdotal notion that ETUG members are older. With less than 10% of respondents under the age of 34, it would be worthwhile for ETUG to spend some time exploring why this might be.

Member Age
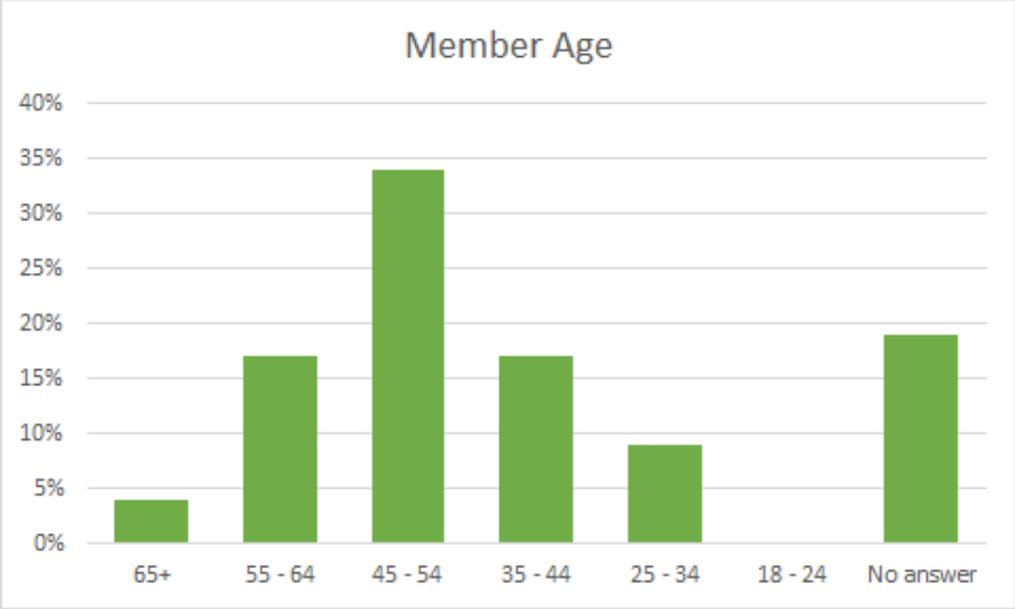
Engagement

Is ETUG Meeting the Needs of the Community?

Several questions were asked to help determine if the community felt that ETUG was meeting their needs. From the responses, it appears that ETUG does a good job at meeting member's needs. The responses to these engagement questions are presented in this section.

Primary Benefit of ETUG

In terms of the primary benefit people see from their involvement in ETUG, almost 49% of respondents identified that **connecting with peers** was the primary benefit of belonging to ETUG, while 28% choose **learning about educational technologies**, and 13% noted that **learning about teaching & learning** were the largest benefits.
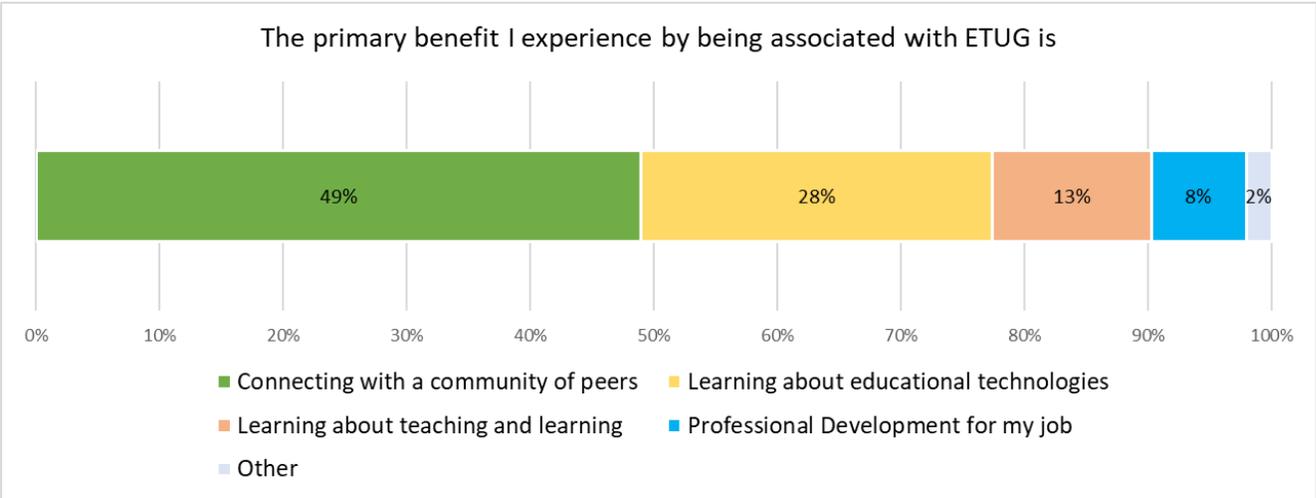
Several questions asked participants to choose an answer based on whether they Strongly Agreed, Agreed, were Neutral, Disagreed, or Strongly Disagreed with several statements about ETUG and the impact of ETUG initiatives.

ETUG Supports all Educators

91% of respondents Strongly Agree or Agree that ETUG is a community supporting all post-secondary educators and staff interested in teaching, learning and technology and is not necessarily exclusive to those who have education technology within their formalized job description.

ETUG supports all post-secondary educators and staff interested in teaching and learning and technology

Response	Percentage
Strongly Agree	41%
Agree	50%
Neither	5%
Disagree	4%
Strongly Disagree	0%
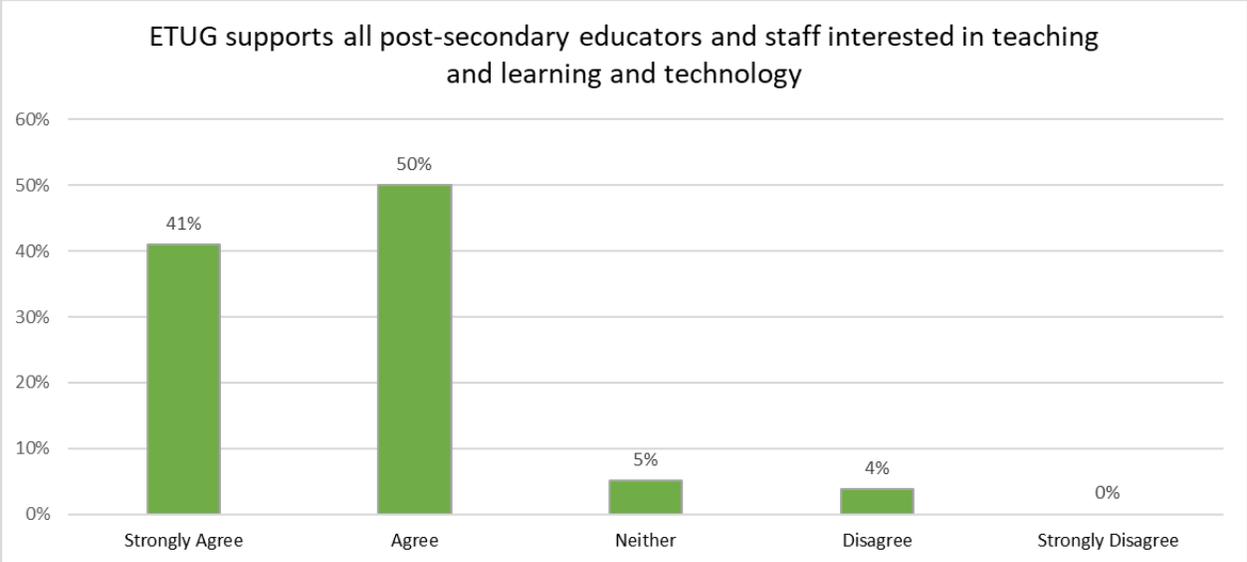
ETUG is Viewed as a Leader in Innovation and EdTech in B.C.

Respondents also Strongly Agree or Agree (83%) that ETUG is a provincial leader in education technology, and 88% Strongly Agree or Agree that ETUG is an organization that introduces them to innovative educational technologies and practices.

ETUG is a leader in education technology innovation in BC

Response	Percentage
Strongly Agree	33%
Agree	50%
Neither	13%
Disagree	4%
Strongly Disagree	0%

ETUG introduces me to innovative education technologies and practices

Response	Percentage
Strongly Agree	33%
Agree	55%
Neither	8%
Disagree	3%
Strongly Disagree	1%
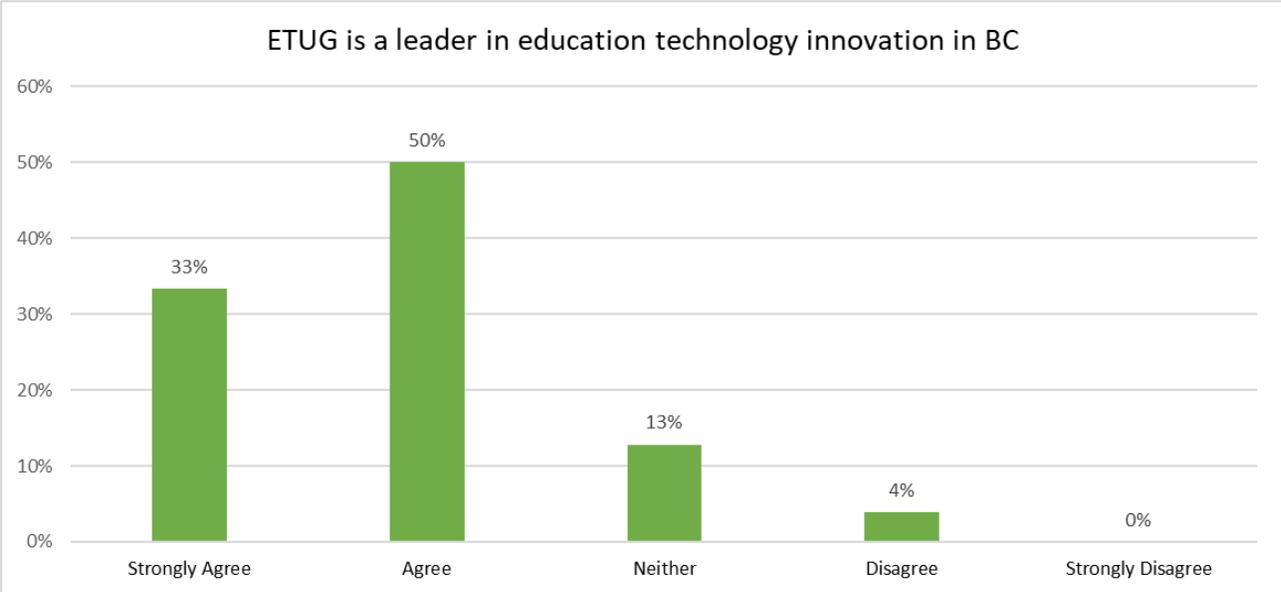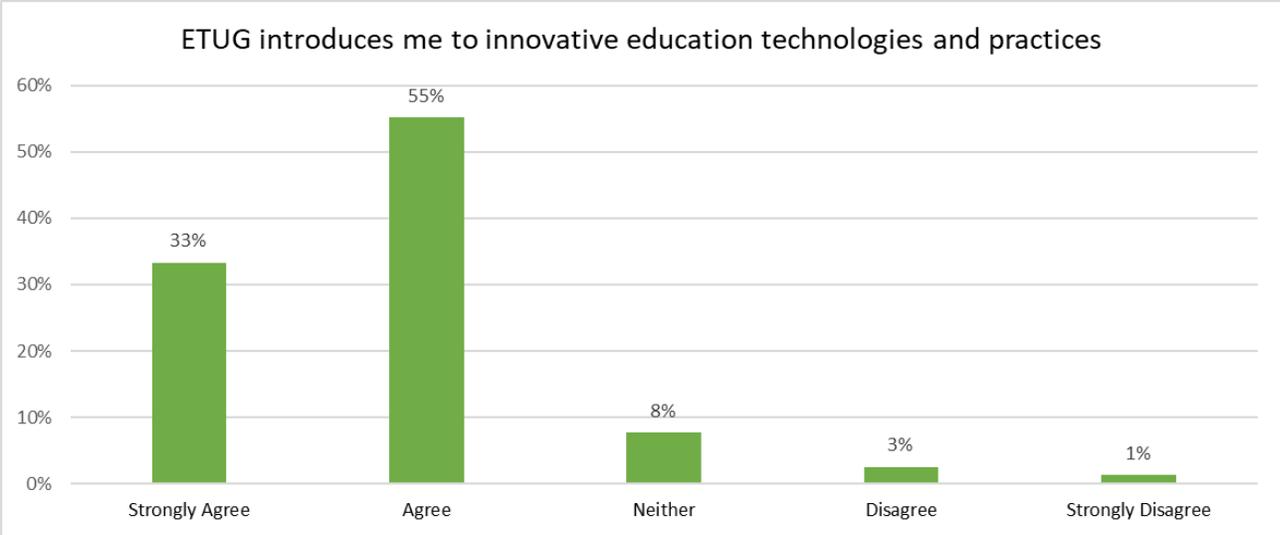
The Importance of Connecting with Peers

A community is composed of peers, and the next questions asked respondents about the peer connections they make in ETUG. 81% of respondents Strongly Agree or Agree that ETUG is a good place to find peer support, while 98% of respondents Strongly Agree or Agree that ETUG is a community where they learn from their peers.

ETUG members provide peer support to others in the ETUG community

Response	Percentage
Strongly Agree	44%
Agree	37%
Neither	18%
Disagree	1%
Strongly Disagree	0%

ETUG helps me learn how my peers are using educational technologies

Strongly Agree 56%
Agree 42%
Neither 2%
Disagree 0%
Strongly Disagree 0%
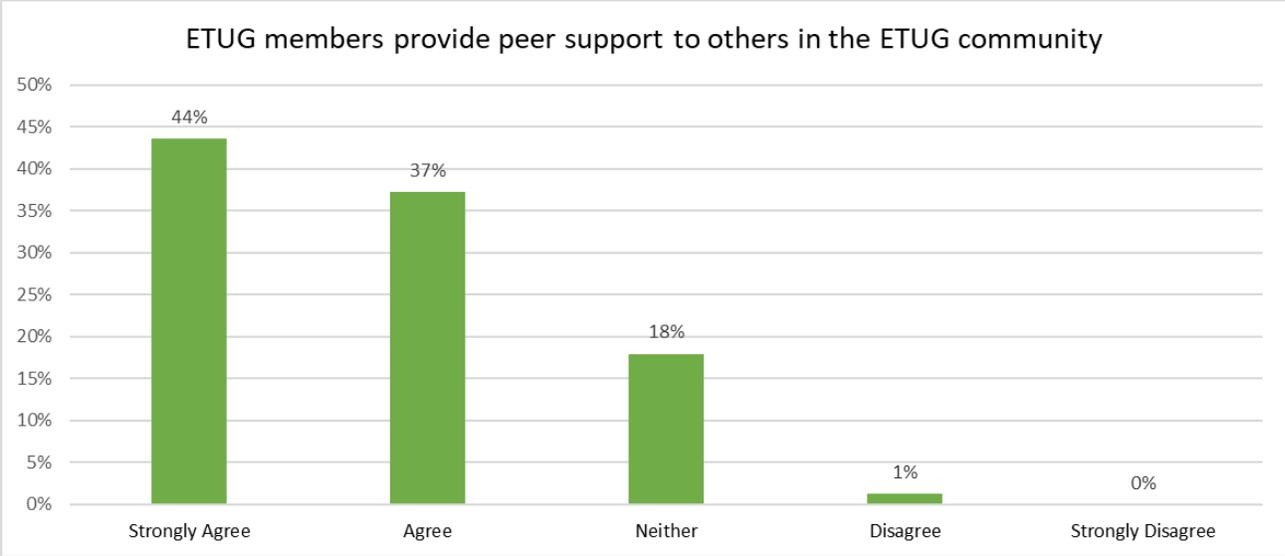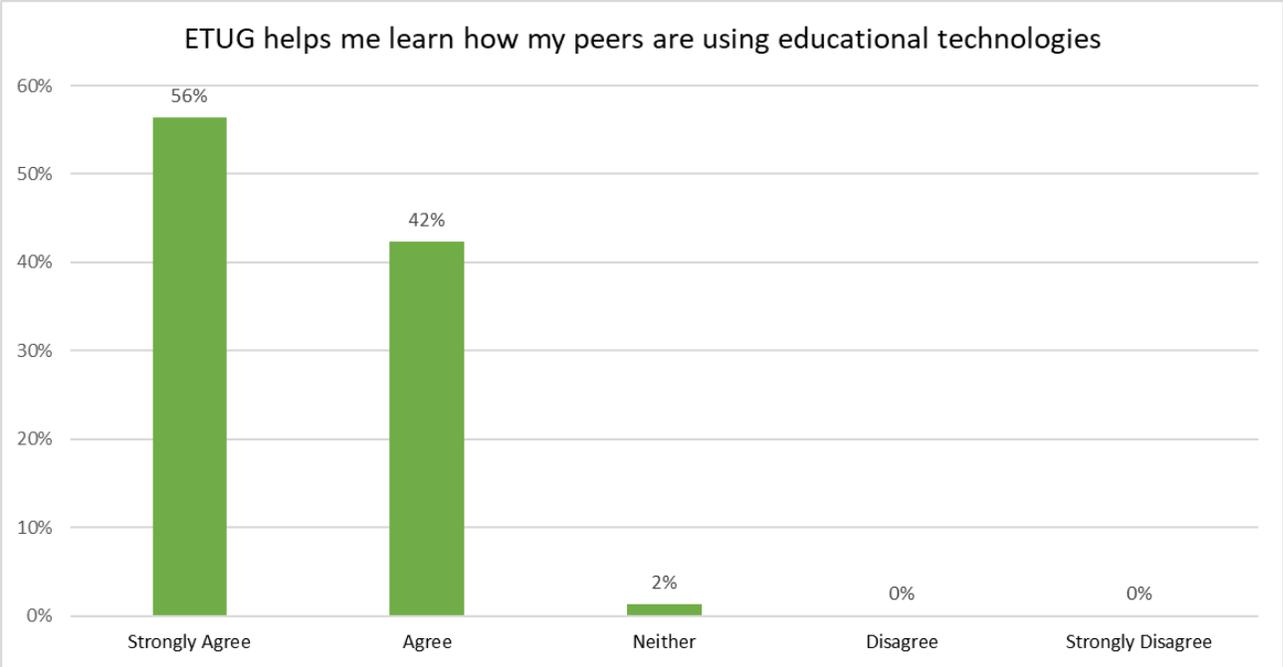
ETUG is a Community of and for Sharing

Finally, being able to project your own presence into a community of practice is an important aspect of a healthy vibrant community, and 82% of respondents Strongly Agree or Agree that ETUG is a place where they can share their own practices and ideas.

ETUG serves as a place where I can share my own practices and ideas

Strongly Agree 50%
Agree 32%
Neither 13%
Disagree 5%
Strongly Disagree 0%
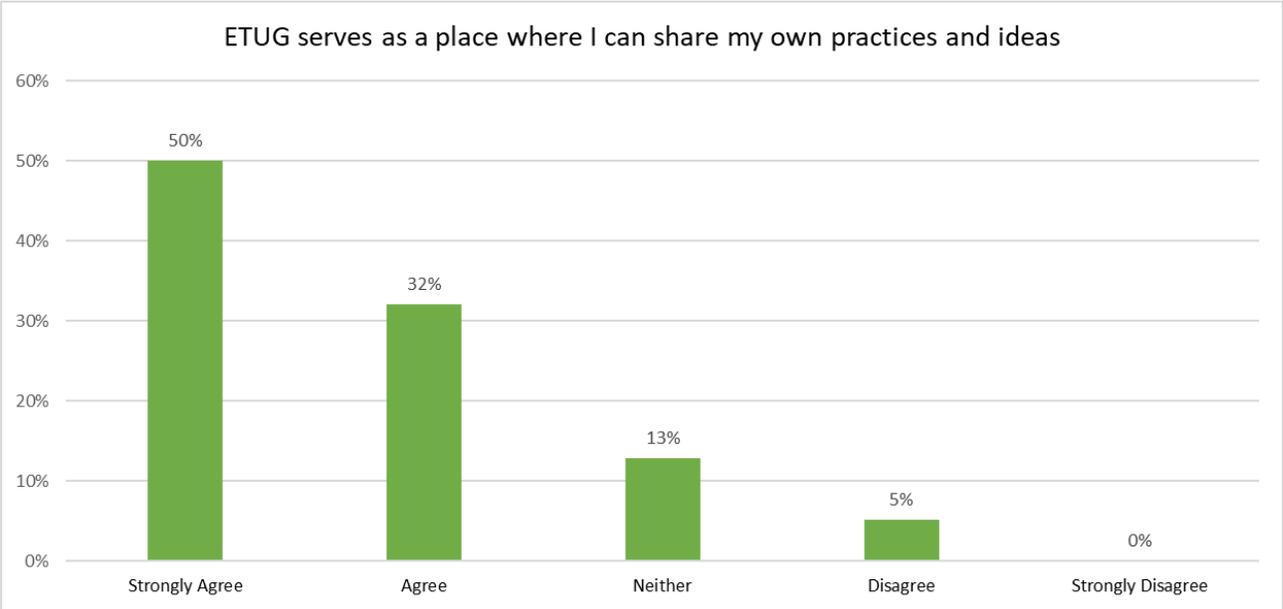
ETUG Activities: What Works and What is Wanted

Respondents were asked about what types of activities they wanted to see within ETUG. 39 responses were received and thematically clustered into 4 areas;

1. Areas of Focus: suggestions from respondents on specific practice areas of practice ETUG may want to focus on.
2. Workshops: suggestions on how to change and/or improve our community gatherings.
3. Non workshop activities: suggestions on other initiatives beyond workshops.
4. Publications: ways in which ETUG disseminates information regarding educational technology.

Areas of Focus

The majority of the 22 comments in this area suggested areas of focus for ETUG activities rather than the form of the activity themselves. These areas are:

- Integration of educational technology into teaching practices (9 comments)
- Innovative technologies/cutting edge (2 comments)
- Less cutting-edge educational technologies & more practical & hands-on, including topics related to FOIPPA, accessibility, and blended learning (7 comments)
- Broaden membership to include new instructors, administrators, industry and students (5 comments)

Workshops

13 of the 19 comments in this theme expressed continued support and appreciation for the face-to-face workshops and suggested further ideas:

- Symposium, conferences and longer formats
- Visits to institutions
- Hands-on workshops
- Use a full day or full half-day to focus on one topic instead of 45-minute show & tells (3 comments)
- Free events and meet-ups

The remaining 6 comments suggested more online opportunities, both webinars and synchronous sessions as well as an online community forum.

Non-workshop Activities

Beyond workshops, 7 comments were submitted with other suggested activities to connect members.

- Mentorship program to promote peer support
- Individual committees based on specific topics
- Sprints to create shared resources
- Online forums for discussion and help forums that can be archived and further referenced

Publications

In this category, 7 comments contained suggested ideas to create community artifacts such as:

- Podcasts
- White papers & reports
- Database of examples of educational technologies & practices
- Events listings beyond BC
- Resource section on website
- Directory of ETUG members

How do you get news and information about ETUG?

Respondents were given the option to choose as many answers as they wished for this section. By far, most respondents (83%) indicated that the monthly ETUG newsletter remains their primary source of information about ETUG activities.
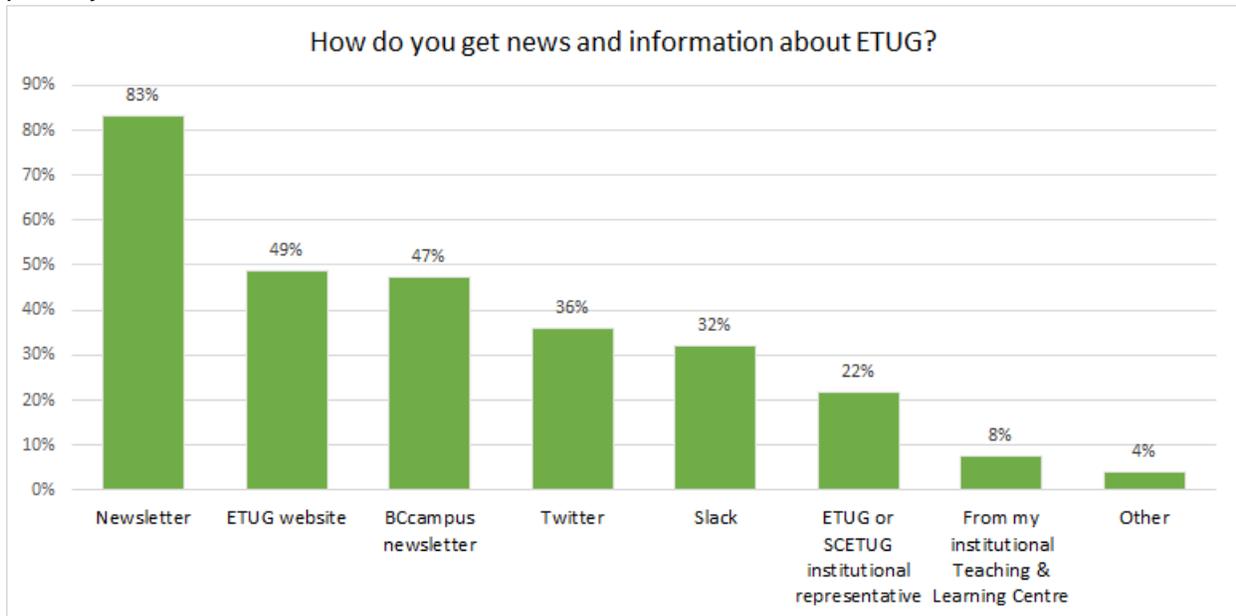
Of the 3 respondents who selected "other", their other sources of ETUG information are from other social media beyond Twitter, their personal learning network, and their relationships with members of the committee.

Suggestions on How ETUG Could Better Communicate with the Community

This question received 23 responses, with over half (12) indicating that respondents were satisfied with the current way ETUG was communicating with members.

Of the 11 responses that provided suggestions, these included;
- Tapping into internal communication channels within institutions via institutional reps and marketing people within institutional learning and teaching centers
- Online platform/forum
- More social media platform presence beyond Twitter and Slack
- Use crowd-sourcing pull activities in addition to pushed information from ETUG
- Podcasting and vlogging

ETUG Membership & Structure

What is Membership in ETUG?

ETUG does not have a formal membership process. Among the steering committee, it is generally assumed that someone is a member of ETUG if they are subscribed to the ETUG newsletter or attend an ETUG event. Participation is considered the criteria for membership. Therefore, the steering committee was curious as to whether the informal way in which membership is defined affects whether people feel that they are a member of the organization, or if there is a need for a more formal membership process in order to make people who participate in ETUG feel more connected to the organization.

Despite the lack of formal membership process, 86% of respondents said they felt like they were a member of ETUG, with 14% saying that they did not (n=73). Interpreting this result, we can assume that, despite the lack of formal membership structure or process, many respondents do feel that they are a member of ETUG.

Do you consider yourself a member of ETUG?

No 14%

Yes 86%
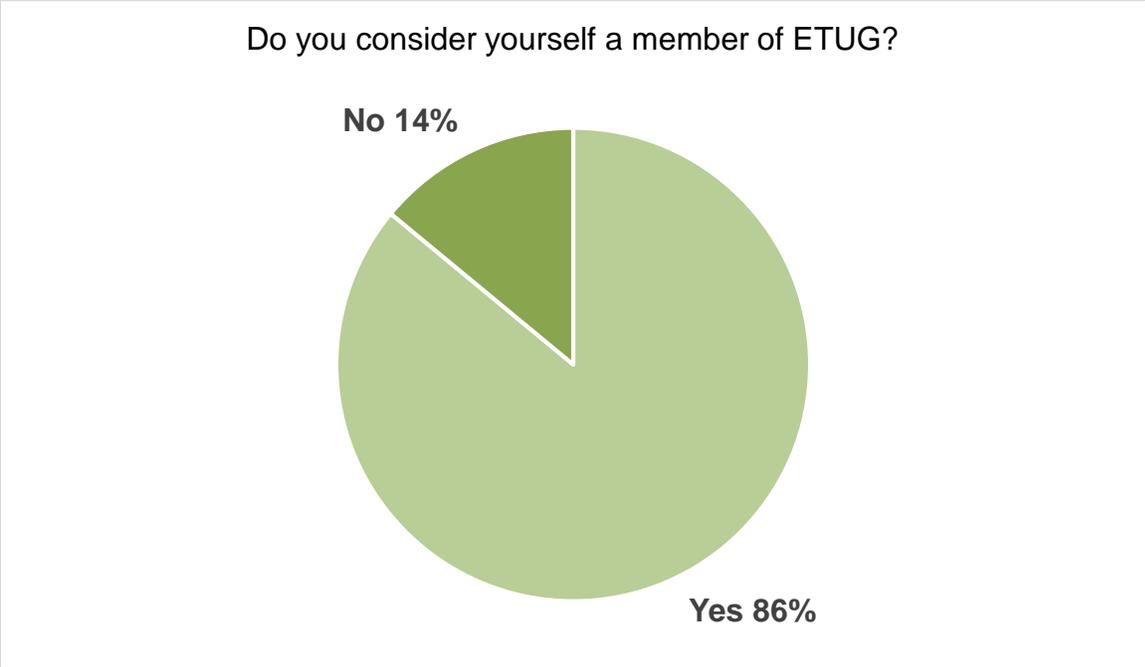
Signals of Membership

Respondents were then asked to give their reasoning as to why they felt like they were a member of ETUG, despite the lack of formal membership process that might explicitly tell them that they are a member. This question received 50 free text responses that were themed and grouped according to the themes, as well as analyzed for sentiment as to whether it was a contributing factor to them feeling that they were an ETUG member (positive) or that they were not an ETUG member (negative).

Clear positive signals of membership from the responses shows that people feel they are members because they attend workshops and events (22), and because they receive regular communication from ETUG (15).

Negative signals of membership included 6 responses that stated they do not feel like they are members of ETUG because the membership definition is vague, lending some support that ETUG may wish to better define what it is to be a member of ETUG to remove the grey area that exists for some who participate in the community.

Signals of Membership (n=50)

Membership signals	Total	Sentiment	
		Positive (yes I am because...)	Negative (no I am not because...)
Attend workshops & events	22	22	0
Get communication	15	15	0
Engage with community	10	8	2
Member definition vague	6	0	6
Institutional participation	5	4	1
Use EdTech	5	5	0
Contribute to workshop	5	5	0

Quotes
- "To be a member, all one has to do is engage in the ETUG community! :)"
- "I know a lot of people in the community"
- "I have no clarity on what membership in ETUG means."
- "I may be signed up as a member, but I don't fit in with the 'popular' kids at etug....it is very clicky, so it's hard for those new to the community to get involved."

What is One Word You Would Use to Describe the ETUG Community?

Of the 63 responses to this question, **Community**, **EdTech/Tech**, **Innovative**, **Collaboration**, and **Connected** were the top 5 answers.

Top Terms

Community	16
EdTech or Technology	8
Innovative	6
Collaboration	4
Connected	4
Closed/Cliquesh	3
Collegial	2
Creative	2

Great	2
Welcoming	2
Network	2

Among the single answers included the terms BC, Contemporary, Disruptive, E-learning, Exciting, Friendly, Fun, Grassroots, Professional Development, Helpful, Curious, Outdated, Pedagogy, People, Practitioner, Sharing, Support, Vancouver, Small, Enthusiastic

Notable there were 3 responses of **Clique** (although one did note they felt it has been improving), and single responses of both **Outdated** and **Vancouver**, perhaps indicating that the respondent felt like ETUG was focused too much on activities/institutions in the lower mainland and not relevant/reaching outside that area.

Elevator Pitch for ETUG

In an attempting to better understand how the members view ETUG, the organization, we asked respondents to provide an elevator pitch on how they would describe ETUG to someone who had never heard of the community before. 57 responses were submitted.

Analysis of common keywords that appeared in the pitch confirms that members view ETUG is well aligned with how ETUG describes itself as *"The Educational Technology Users Group (ETUG) is a community of BC post-secondary educators focused on the ways in which learning and teaching can be enhanced through technology."*

Top keywords in elevator pitches

EdTech/Technology	43
Community/Network/Group	33
BC/Provincial	20
Improving Teaching & Learning/Student Success	16
Sharing	12
Higher Education/Post-secondary	11
Innovation/Emergent	11
Practitioners	9
Collaborative	8
Educators	8
Workshops	5
Professional	4
Instructional Design	3
Grassroots	3

Themes that appeared significant in responses but are not reflected in the formal ETUG purpose statement include **sharing** (12 responses), and **innovation around emergent practices and/or technologies** (11 responses).

A somewhat surprising finding is that only 3 of the 57 respondents mentioned **grassroots** or the informal structure of ETUG in their responses, despite the repeated use of this word within the community to describe itself. This could suggest that those who participate in ETUG see the organization as a more formally organized group than the term grassroots may suggest.

The Practice of Education Technology

What EdTech is currently in use?

What educational technologies are currently being used for teaching & learning purposes at your institution, and how important do you expect these technologies will be in the coming year at your institution? These two questions dig to the heart of the educational technology endeavor: which tools we are using, and what importance we attach to our tools. The results of these two questions become much more interesting when considered in relation to one another.

Summary of EdTech Usage & Importance

Which of these educational technologies are currently being used for teaching & learning purposes at your institution?
On a scale of 1 to 5, with 1 being Not Important and 5 being Very Important, how important do you expect the
following to be in the coming year at your institution? 65 responses

Education Technology	In use by…		Importance in next year of…		
		%	Important	Neutral	Not important
Learning Management Systems (e.g. Moodle, Blackboard, etc)	62	95.38%	79.37%	6.35%	14.29%
Web conferencing (e.g. Collaborate, Zoom, etc)	60	92.31%	66.67%	17.46%	15.87%
Open Educational Resources, including Open Textbooks	52	80.00%	50.79%	25.40%	23.81%
Blogs (WordPress, etc)	49	75.38%	38.33%	31.67%	30.00%
Media production & distribution (e.g. Kaltura, audio/video production, etc)	45	69.23%	56.67%	21.67%	21.67%
Collaborative Tools (Office 365, Google Docs, Etherpad, etc)	44	67.69%	55.56%	25.40%	19.05%
Survey tools	44	67.69%	46.77%	30.65%	22.58%
Student response systems (e.g. iClicker, etc)	34	52.31%	27.59%	31.03%	41.38%
Academic integrity tools (e.g. Turnitin, Respondus, virtual proctoring, etc)	34	52.31%	33.90%	22.03%	44.07%
Chat tools (e.g. Slack, RocketChat, Mattermost, etc)	32	49.23%	23.73%	25.42%	50.85%
Lecture capture	30	46.15%	27.87%	36.07%	36.07%
ePortfolios (e.g. Mahara)	27	41.54%	35.59%	28.81%	35.59%
Wikis (Wikispaces, PBworks, etc)	24	36.92%	23.73%	28.81%	47.46%
Testing and/or assessment platforms (e.g. Tao, Questionmark, etc)	17	26.15%	27.59%	15.52%	56.90%
Assistive Technologies	17	26.15%	33.33%	35.09%	31.58%
Microcredentials/Digital Badges (e.g. Badgr, Creedly, etc)	16	24.62%	17.24%	25.86%	56.90%
Augmented/Virtual Reality technologies	16	24.62%	18.64%	37.29%	44.07%
Learning and Data Analytics	13	20.00%	35.09%	40.35%	24.56%
MOOC's	11	16.92%			
Personalized and/or Adaptive Learning Platforms	2	3.08%	21.05%	28.07%	50.88%
Other	2	3.08%			
Not completed or Not displayed	32				

The Magnificent Seven

The first seven items (Learning Management Systems, Web Conferencing, Open Educational Resources, Blogs, Media Production & Distributions, Collaborative Tools, and Survey Tools), are the technologies with the highest usage across institutions. They also have the seven

highest levels of 'importance' and the lowest seven levels of 'non-importance' as indicated by respondents. These seven may well represent the current "bread and butter" educational technologies.

The Trailing Six

The six items with the lowest levels of importance also account for the six highest levels of non-importance. These are: Micro-credentials/Digital Badges, Augmented/Virtual Reality, Personalized/Adaptive Learning Platforms, Chat tools, Wikis, Testing/Assessment Platforms, and Student Response Systems. This group contains a mix of technologies/concepts which may be considered emerging as well as some more established technologies.

What Does it All Mean

These questions in the survey provide us with a good sense of "what" but a much less sense of "why". Respondents were left to attach their own meanings to the terms "Importance" and "Non-importance. An established technology may have a high level of importance attached to it based on a high adoption level in the institution where an emerging technology may have a lower level of importance based on a current low level of adoption. Or these judgements may have their roots in considerations such as: pedagogical value, protection of privacy, availability, cost and funding levels, etc. Further study to uncover these root factors may prove to be quite interesting.

Affinity organizations

Members were asked, "What organizations do you turn to when looking for information on educational technologies?" Members were given a choice of several similar or affinity groups that are like ETUG to help determine what other groups ETUG members rely on to inform their practice. Members could choose multiple answers or provide their own.

What organizations do you turn to when looking for information on educational technologies?

BCcampus 79%
EDUCAUSE/ELI 59%
BCNET 37%
eCampus Ontario 26%
CNIE 24%
OLC 21%
Jisc 19%
Other 16%
ALT 13%
ISTE 13%
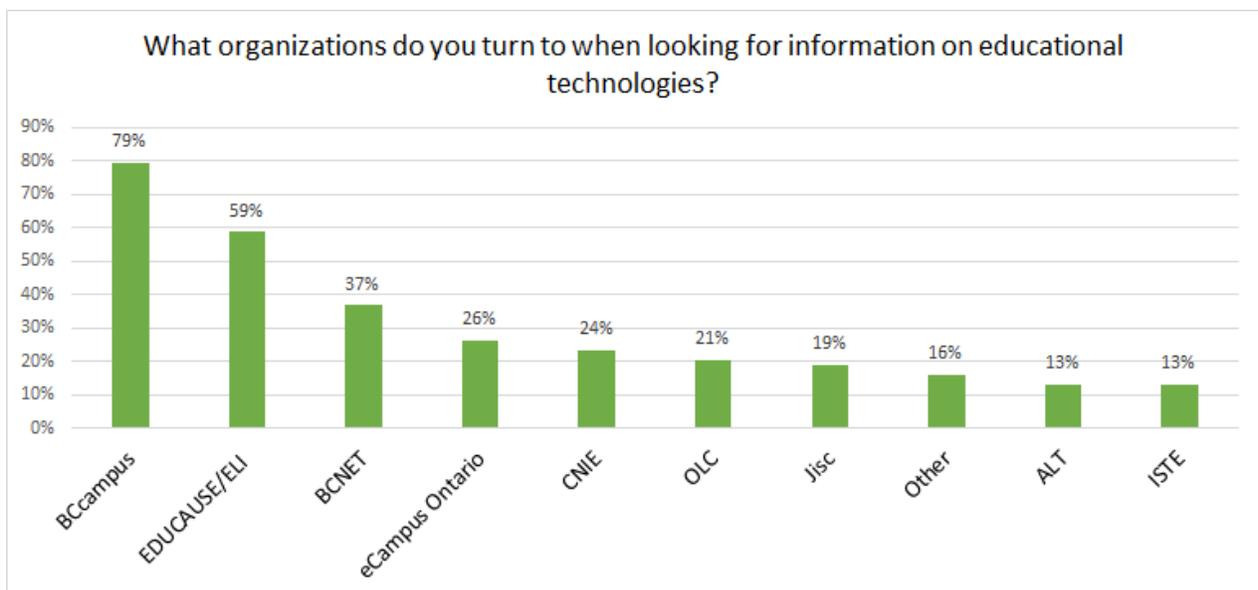
Other includes Hack Education, STLHE, EARLI, CSSE, Stephen Downes' newsletter, UNESCO, IRRODL, Teach Ontario, and Hybrid Pedagogy.

Members were also asked what other education technology focused groups or communities they are actively involved with? There were 27 responses to this question. Other organizations not already listed in this report which ETUG members are actively involved with include; BC Open EdTech Collaborative (OpenETC), BCNet, Digital Pedagogy Lab, Emerging Media BC, Google teacher's tribe, and BC Libraries Coop.

Open Comments

Space was left at the end of the survey for any final comments from respondents. In addition to numerous comments of thanks (19), the following comments were also received.

"It would be nice to have more non-post-secondary groups attending the workshops. ETUG seems to be primarily post-secondary."

"We should continue to encourage and invite teaching faculty to join us, we can be stronger as a group that goes beyond just educational technologists and instructional designers/developers. Great support for all! "

"I think ETUG is doing great work. I would like to see the organization expand so that it's not an 'insiders group' but that regular faculty would see themselves as part of this group. As a grassroots organization the alignment with BCcampus is puzzling. "

"I find ETUG an invaluable community and I think of myself as a friend of ETUG. Like friends do, I find it to be my duty to point out where ETUG could improve even further. Over the last decade, beside participating in ETUG workshops, I have also been observing the ETUG leadership and SCETUG. As a non-white first-generation immigrant who works in the field of ed tech in BC, sometimes I find it challenging to connect (beyond surface) to ETUG leadership team and SCETUG. Based on my personal observation, I think the ETUG's leadership team does not reflect the diversity of those who work in this field in the province. I think this prevents members of the community who like me are not from a European background to easily identify themselves with the community. I am certain this is not intentional and only a coincidence, but I think it is time for ETUG / SCETUG to open its doors to more diverse members of the community and show everyone that it's an inclusive community. I applaud the current leadership team for conducting this survey and taking the first step toward creating a more inclusive community. Good Luck!"

"Provide a directory of educational technologies currently being used for teaching & learning purposes at all BC institutions with the respective point person alongside. This would be a start in establishing a directory of expertise that could facilitate peer networking outside the bi-annual ETUG workshops. I think this would be a great value-add for https://etug.ca "

"I understand the desire to theme conferences, but some of the themes in the recent couple of years have strayed a bit from a pure educational technology focus. Themes such as "caring" and "sharing" might preempt presentation submissions on a variety of important, engaging and useful topics that are more on point with an organization that is about educational technology."