**Physical Therapy Program Faculty Questionnaire**

KEY FINDINGS

* **A majority of those surveyed felt that the following teaching support will be very important as the program expands:** 1) continuing to receive help from adjunct faculty, 2) getting a technology support specialist *in the department*, and 3) investing in classroom layout and design that is aimed at promoting interactive learning. However, it should be noted that, with the possible exception of student assistants, all of the types of teaching support included in the survey were either important or very important to faculty.
* **There is a clear interest among faculty to create videos to aid in their teaching.** 92% of the faculty surveyed ranked help and/or equipment for creating video as an important form of teaching support during the program expansion and *at least* 75% are interested in creating these types of artifacts for use in their classes. There is experience within the group—four faculty currently use such recordings and could share their experiences with others from the department.
* **Courses offered by the department frequently employ lecture as a method of teaching; however, many courses use modules or course components that tend to take a pedagogical approach in which students interact with each other and solve problems they will encounter in the field.** Examples of this include laboratory components (50% of the courses in the department have these), small group sessions, problem-based as well as case-based learning modules. These pedagogical approaches can be especially difficult to manage with larger class sizes. Faculty will likely need continued support from instructional designers, technology specialists, and each other as the program grows in size.
* **There are at least seven teaching technologies that 25% or more faculty in the department would like to either learn more about or begin using in their classes.** Most of these technologies have two or more self-identified “experts” within the department; however, ET@MO does offer training in all of these tools (listed below from most interest among faculty to least interest):
  1. assignments uploaded to Blackboard (SafeAssign)
  2. quizzes in Blackboard
  3. discussion board in Blackboard
  4. classroom response system (iClickers)
  5. iPads or tablets in the classroom
  6. lecture capture (Tegrity)
  7. announcements in Blackboard

**Data from Survey**

**TOTAL NUMBER OF RESPONDENTS:** 12

**How familiar are you with the following teaching technologies?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | I don’t know what it is. | I know what it is and do not apply to my course. | I know what it is and would like to use it. | I already use it in my classes, and I’d like to learn more about it. | I am very good at using this technology. | RESPONSES |
| announcements in Blackboard | 0 (0%) | 2 (17%) | 1 (8%) | 2 (17%) | 7 (58%) | 12 (100%) |
| discussion boards in Blackboard | 1 (8%) | 4 (33%) | 5 (42%) | 0 (0%) | 2 (17%) | 12 (100%) |
| posted documents in Blackboard (e.g., syllabus) | 0 (0%) | 1 (8%) | 0 (0%) | 1 (8%) | 10 (83%) | 12 (100%) |
| quizzes in Blackboard | 1 (8%) | 3 (25%) | 5 (42%) | 1 (8%) | 2 (17%) | 12 (100%) |
| assignments uploaded to Blackboard (SafeAssign) | 3 (25%) | 2 (17%) | 5 (42%) | 1 (8%) | 1 (8%) | 12 (100%) |
| grade center in Blackboard | 0 (0%) | 3 (25%) | 0 (0%) | 3 (25%) | 6 (50%) | 12 (100%) |
| lecture capture (Tegrity) | 0 (0%) | 5 (42%) | 1 (8%) | 3 (25%) | 3 (25%) | 12 (100%) |
| mid-semester teaching feedback (MoCAT) | 5 (50%) | 2 (20%) | 1 (10%) | 1 (10%) | 1 (10%) | 10 (100%)\* |
| virtual classroom (e.g., Collaborate or Wimba) | 9 (75%) | 1 (8%) | 1 (8%) | 1 (8%) | 0 (0%) | 12 (100%) |
| iPads or tablets in the classroom | 3 (27%) | 4 (36%) | 3 (36%) | 0 (0%) | 0 (0%) | 11 (100%) |
| classroom response system (iClickers) | 0 (0%) | 6 (50%) | 3 (25%) | 2 (17%) | 1 (8%) | 12 (100%) |

\* Two respondents were familiar with MoCAT but used a different method to get mid-semester teaching feedback; their responses were omitted from this table.

**Are you interested in (audio/video) recording lectures, laboratory demos, or other online learning modules so student can watch outside class time?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Definitely interested | Possibly interested | Probably not interested | Definitely not interested | RESPONSES |
| 4 (44%) | 5 (56%) | 0 (0%) | 0 (0%) | 9 (100%) |

I have done [audio/video recordings] already. 4 (33% of total respondents)

**How important are the following types of teaching support when you think of a class of 60 students?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Very Important | Important | Moderately Important | Of Little Importance | Unimportant | RESPONSES |
| help from adjunct faculty | 8 (67%) | 2 (17%) | 1 (8%) | 0 (0%) | 1 (8%) | 12 (100%) |
| student assistants | 5 (42%) | 1 (8%) | 5 (42%) | 0 (0%) | 1 (8%) | 12 (100%) |
| technology support specialist *in the department* | 7 (58%) | 4 (33%) | 1 (8%) | 0 (0%) | 0 (0%) | 12 (100%) |
| upgraded personal technology (your computer workstation, laptop, etc.) | 5 (42%) | 6 (50%) | 1 (8%) | 0 (0%) | 0 (0%) | 12 (100%) |
| help and/or equipment for creating video | 2 (17%) | 9 (75%) | 1 (8%) | 0 (0%) | 0 (0%) | 12 (100%) |
| professional development for teaching (e.g., conferences, outside speakers) | 5 (42%) | 6 (50%) | 0 (0%) | 1 (8%) | 0 (0%) | 12 (100%) |
| increased discussion about teaching with colleagues in the department | 5 (42%) | 5 (42%) | 2 (17%) | 0 (0%) | 0 (0%) | 12 (100%) |
| instructional design support | 5 (42%) | 5 (42%) | 1 (8%) | 1 (8%) | 0 (0%) | 12 (100%) |
| classroom layout and design for promotion of interactive learning | 8 (67%) | 3 (25) | 0 (0%) | 1 (8%) | 0 (0%) | 12 (100%) |

**Are there other types of support not listed above that would be helpful to you?**

Few comments listed to this question, the one specific addition to the list was learning how to adapt teaching style/methods to a classroom that is more like a “theatre in the round.” This is something we would categorize as instructional design support.

**What sort of support would be required to help make [a student-run clinic] an integral part of the program?**

* Of the comments on this question, 5 respondents listed operational software and related capabilities. Examples listed were a scheduling system (including phone reminders), an electronic documentation system (possibly one that included a computerized note-writing system), and billing software.
* Three respondents mentioned wanting the ability to create videos during clinic that could be played back in the classroom for teaching.
* Other comments related to scheduling for the clinic, with one respondent hoping for “assigned times instead of all volunteer” sessions.

**Summary of Individual Course Questionnaires**

**TOTAL NUMBER OF COURSE QUESTIONNAIRES:** 22\*

\* One course was described as a “problems” course and was omitted from this summary.

**What are the major components affecting pedagogical approach being employed?**

|  |  |
| --- | --- |
| laboratory | 11 (50% of total courses) |
| separate small group sessions | 8 (26% of total courses) |
| problem-based learning modules | 2 (9% of total courses) |
| case-based learning modules | 7 (32% of total courses) |
| a Blackboard site | 20 (91% of total courses) |
| videos created by instructor or other | 10 (45% of total courses) |

**How often do you use the following teaching methods during class time for this course?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Very often | Often | Sometimes | Hardly ever | Never | RESPONSES |
| lecture | 17 (77%) | 3 (14%) | 2 (9%) | 0 (0%) | 0 (0%) | 22 (100%) |
| class discussion led by teacher | 7 (32%) | 12 (55%) | 3 (14%) | 0 (0%) | 0 (0%) | 22 (100%) |
| demonstrations | 5 (23%) | 6 (27%) | 8 (36%) | 3 (14%) | 0 (0%) | 22 (100%) |
| small group discussions or activities | 4 (19%) | 8 (38%) | 8 (38%) | 1 (8%) | 0 (0%) | 21 (100%) |
| one-to-one teaching; hands-on skills | 4 (19%) | 1 (8%) | 5 (24%) | 3 (14%) | 8 (38%) | 21 (100%) |

**If your course has a LAB, how often do you use the following teaching methods during LAB time for this course?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Very often | Often | Sometimes | Hardly ever | Never | RESPONSES |
| lecture | 0 (0%) | 2 (18%) | 4 (36%) | 5 (45%) | 0 (0%) | 11 (100%) |
| class discussion led by teacher | 4 (36%) | 6 (55%) | 1 (9%) | 0 (0%) | 0 (0%) | 11 (100%) |
| demonstrations | 10 (91%) | 1 (9%) | 0 (0%) | 0 (0%) | 0 (0%) | 11 (100%) |
| small group discussions or activities | 4 (36%) | 3 (27%) | 4 (36%) | 0 (0%) | 0 (0%) | 11 (100%) |
| one-to-one teaching; hands-on skills | 8 (73%) | 0 (0%) | 2 (18%) | 1 (9%) | 0 (0%) | 11 (100%) |

**What works well in your current course?**

Only a few responses and they varied.

**With student enrollment increasing to 60, what are the impacts on teaching you can foresee? What supports would you need in order to overcome the possible challenges?**

A number of respondents listed general concerns such as “crowd control” and not being able to have as much interaction with students with the increase in class size. Another common thread was the need for more adjunct faculty, “pediatric clerks,” and lab assistants to help with handling more students. Some time-consuming activities were listed specifically, such as grading exams, scoring case studies, and helping with “check-outs.”

Two respondents described a primarily lecture-based class that should have no problems handling more students.