

# Questionnaire regarding use and motivation to engage with Digital Learning Tools (2)

## Research Question

How do chemistry teaching staff describe their experience during a VLE change and how does it affect their teaching practice?

## Short description

Phenomenological case study about the experience of chemistry lecturers during a Virtual Learning Environment (VLE) change and how the change affects their teaching practice. A second focus is put on if the new VLE can aid lecturer in supporting students transition during a science study programme.

Link to Extended Description Study

<https://docs.google.com/document/d/1qp1t3clMCq3fEY-wkkcpb1RHucC7lOYfmTRN9dQzUFw/edit?usp=sharing>

## Who am I?

Ellen Kampinga is a master student following a 2-year full-time research Master in Chemistry at the University of Groningen. This project serves as 3-4 month 20 ECTS research project that is focused on work placement and/or experience abroad. Ellen will graduate in following May with a Master of Science.

## Irish Supervisors

Prof. Christine O'Connor TU Dublin

IRL

Ass. Head of School Food Science and Environmental Health, Lecturer in Chemistry and Pharmaceutical Science, PG Dip in Third Level Learning and Teaching, Msc Applied Learning

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Lecturer Biochemistry, PG Dip in Third Level Learning and Teaching, Msc Applied Learning, Pedagogical expert, Initiator of the CoCREATE project, organizer of MORSE Conference

## Outcome

The findings originating from this study can possibly aid in the current views on VLE use in academia and shed light on the lecturer's experience in changing to a new VLE. Also the landscape of lecturers can be used as a new framework relating themes from research toward the categorizing of Digital Tool usage among lecturers in general.

The findings can underline for different types of lecturers how much a VLE change has an impact on their teaching practice and if the new VLE can support student transitioning through a study program in the future.

The landscape framework and especially methodology on how the framework was constructed is intended to be published separately in a education practice journal like CERP (Chemistry education research and practice).

The overall phenomenological report is intended to be published separately in a journal focussing on education- or online learning practice.

## \*Required

### 1. Have you been fully informed about this study? \*

Mark only one oval.

☐

Yes

☐

No

Skip to "Need more info?."

## Consent

**2. Have you had an opportunity to ask questions and discuss this study? \***

*Mark only one oval.*

- ☐ Yes  
☐ No

**3. Have you received satisfactory answers to all your questions? \***

*Mark only one oval.*

- ☐ Yes  
☐ No

**4. Do you understand that you are free to withdraw from this study? \***

At any time AND/OR without giving a reason for withdrawing AND/OR without affecting your future relationship with the University

*Mark only one oval.*

- ☐ Yes  
☐ No

**5. Do you agree to take part in this study the results of which are likely to be published? \***

*Mark only one oval.*

- ☐ Yes  
☐ No

**6. Have you been informed that this consent form shall be kept in the confidence of the researcher? \***

*Mark only one oval.*

- ☐ Yes  
☐ No

**7. I consent to participate in the following questionnaire. \***

*Mark only one oval.*

- ☐ Yes  
☐ No     *Skip to "Thank you."*

## Biographical information [Question 1-8]

It would really assist in data analysis if you could provide context about personal details and your professional background/CV. This allows data to be sorted and will provide context on trends observed during data analysis.

8. **1. What is your current age? \****Mark only one oval.*

- ☐ 26-30 years
- ☐ 31-40 years
- ☐ 41-50 years
- ☐ 51-60 years
- ☐ 61-70 years

9. **2. Gender \****Mark only one oval.*

- ☐ Female
- ☐ Male
- ☐ Other: \_\_\_\_\_

10. **3. Which campus do you work for currently? \****Mark only one oval.*

- ☐ City Campus/Cathal Brugha St.
- ☐ Blanchards Town Campus
- ☐ Tallaght Campus
- ☐ City Campus/Kevin St.
- ☐ Other: \_\_\_\_\_

11. **4. What is your current academic role? \****Mark only one oval.*

- ☐ Assistant lecturer
- ☐ Senior lecturer II
- ☐ Researcher
- ☐ Senior lecturer I
- ☐ Lecturer
- ☐ Other: \_\_\_\_\_

12. **5. How long have you been in this role? \***

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13. **6. Are you in a full-time position? \***

Mark only one oval.

- ☐ Full-time
- ☐ Part-time
- ☐ Other: \_\_\_\_\_

14. **7. What is the total number of years you have worked in an academic position? \***

\_\_\_\_\_

15. **8. What is your field of teaching speciality? \***

What field(s) are you currently teaching in? Eg. Organic/Bio/Medicinal/Inorganic Chemist etc.

\_\_\_\_\_

## Perception of self [Question 9-14]

16. **9. How would you describe your teaching philosophy?**

How would you describe yourself a teacher in words? You may have your teaching philosophy (or similar) documented as part of your continual professional development (e.g. PG Dip/Cert in Third Level Teaching and Learning). Source question: (Medlin, 2001)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

17. **10. Development of professional identity. [max. 300 characters] \***

What and/or who have been the main influences and motivating factors in your academic professional development to date? (Original question)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

18. **11. Please indicate your perceived proficiency regarding the aspects of teacher-educators roles. \***

Extra comments can be given at the end of this page. Source question: (Klecka, Donovan, Venditti & Short, 2008)

Mark only one oval per row.

	Minimal	Novice	Proficient	Significant	Expert
Teacher (Primary role of a lecturer)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scholar in education (Understanding current research on education and practice)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborator (Shared projects regarding research, publications, community and courses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learner (Engagement in conferences, workshops, professional development courses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leader (Influence on programs, policy issues, boards and associations, public advocacy)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. **12. Please rank your level of expertise in the following categories. \***

Extra comments can be given at the end of this page. Source question: (Medlin, 2001)

Mark only one oval per row.

	Minimal	Novice	Proficient	Significant	Expert
Subject matter expertise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic technology (Use of digital learning tools, VLEs, G-Suite tools)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Didactic skills (Theory of teaching and learning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pedagogical skills (Method and practice of teaching)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. **13. Please rate your sense of achievement regarding the following statements. \***

Extra comments can be given at the end of this page. Source question: (Smith, 2003)

Mark only one oval per row.

	Minimal	Novice	Proficient	Significant	Expert
Sense of professional vision for personal career development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of instruction you give as a lecturer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Publications (Either from yourself or that you contribute too)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflection on feedback received	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. **14. Please select which of the following labels best describes your disposition towards the adoption of change: \***

Extra comments can be given at the end of this page. Source question: (Medlin, 2001)

**Type 1** (traditional, refer to past for your guidance, resist new innovations until certain that it will not fail).

**Type 2** (cautious about change, require convincing of the economic necessity of a change, uncomfortable with uncertainty).

**Type 3** (consider fully all consequences, interact frequently with your peers, willing to change to a new way or method but not willing to be a leader in the process).

**Type 4** (make judicious innovation decisions, decrease uncertainty by fully evaluating something new, use interpersonal networks within your immediate area to gain more information).

**Type 5** (venturesome, obsessed with trying new things, seeker of information outside of immediate area).

Mark only one oval.

☐ Type 1

☐ Type 2

☐ Type 3

☐ Type 4

☐ Type 5

22. **Comments**

Extra explanation, comments, complaints, missing categories that need discussion

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## Perceptions when using Digital Learning Tools [Question 15-22]

Digital learning tools are defined as follows:

- Any G-suite apps (Youtube, Google Drive, Forms, Docs, Presentations, etc.)
- Virtual learning environments (Blackboard, Webcourses, Brightspace, MOODLE, etc)
- Any popular online tool (Perusal, Wikis, Blogs, Twitter, Peerwise, etc.)
- Any tools used in groups (Clickers, Kahoot!, Socrative, Mentimeter etc.)

23. **15. Please rate your perception of the Usefulness of Digital learning tools in education. \***

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely useful

24. **16. I believe using Digital learning tools in my classroom will.. \***

Extra comments can be given at the end of this page. Source question: (Alsadoon, 2013)

Mark only one oval per row.

	Str. Disagree	Disagree	Agree	Str. Agree
Enhance my students' learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help me improve my technical skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be useful for my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be useful for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. **17. Please rate your perception of the Ease of Use of Digital learning tools in education. \***

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Not easy to use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely easy to use

26. **18. I believe that.. \***

Extra comments can be given at the end of this page. Source question: (Alsadoon, 2013)

Mark only one oval per row.

	Str. Disagree	Disagree	Agree	Str. Agree
I can easily use Digital Learning Tools in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students can easily use Digital Learning Tools in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I need training on using Digital Learning Tools in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can easily implement Digital Learning Tools in my classroom in a pedagogical manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. **19. Please rate your perception of the risks of using Digital learning tools in education. \***

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
No risks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Lot of risks

28. **20. I believe using Digital learning tools in my classroom.. \***

Extra comments can be given at the end of this page. Source question: (Alsadoon, 2013)

Mark only one oval per row.

	Str. Disagree	Disagree	Agree	Str. Agree
For assignments might lead students to misuse their peers' contributions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Will increase my workload.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Makes it difficult to assess students' learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. **21. Please rate your perception of support in pedagogical outcomes of your teaching by using Digital learning tools in education. \***

NOTE: Not the amount of support there is available when using digital learning tools.

Pedagogical support is perceived as how the use of Digital learning tools can help and give support in the method and practice of teaching.

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
No support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A lot of support

30. **22. I believe that the use of Digital learning tools in my classroom will.. \***

Extra comments can be given at the end of this page. Source question: (Alsadoon, 2013)

Mark only one oval per row.

	Str. Disagree	Disagree	Agree	Str. Agree
Help my students to construct their learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help me to apply collaborative learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allow students to create the content of their learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. **Comments**

Extra explanation, comments, complaints, missing categories that need discussion

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## Digital Learning Tool Usage [Question 23+24]



**32. 23. Please rate the frequency that you use(d) the following Digital Learning Tools. \***

Including tool usage across Moodle, previous Blackboard/WebCourses and/or the new Brightspace. Inspiration question: (O'Rourke, Rooney, Boylan, 2015)

Mark only one oval per row.

	Never	Rarely	Often	Very frequently
Announcements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Modules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plagiarism tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GradeCenter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Messaging Tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussion Board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assignment Dropbox	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Youtube/other video	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys/polls (incl. online Q6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quizzes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Slideshare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Screencasts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smart Board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Google Tools (Docs, Presentations etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Private journals/Blogs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal Website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ePortfolios	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Bookmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wikis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MOOCS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ebooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skype	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mobile Apps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online Games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clickers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PeerWise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**33. 24. What barriers do you experience surrounding online teaching? [Max. 300 characters] \***

Suggestions: Too many responsibilities already, perceive ICT as a threat to my job, lack of knowhow, time constraints, lack of institutional recognition/reward, lack of technical support etc. Inspired by (Sutton & DeSantis, 2017)

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**34. Comments**

Extra explanation, comments, complaints, missing categories that need discussion

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**Environment [Question 25-29]**

The following questions ask you to reflect on your own context using your personal views on your social environment.

**35. 25. Please rate your perception of colleagues' influence when using Web applications in education. \***

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
No influence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Lot of influence

**36. 26. I believe that my colleagues.. \***

Extra comments can be given at the end of this page. Source question: (Alsadoon, 2013)

Mark only one oval per row.

	Str. Disagree	Disagree	Agree	Str. Agree
Are using Digital learning tools in their teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are skilled in using Digital learning tools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expect me to use Web applications in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Would think that using Web applications in my classroom is useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. **27. How important have the following factors been in your decision to adopt electronic technologies for education? \***

Source question: (Medlin, 2001)

Mark only one oval per row.

	Not Important	Somewhat important	Important	Very Important
Peer Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer Pressure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shared values in my department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mandate from the University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional Reward System	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formal Recognition on a Department, College, University level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Resources (Equipment, Hardware, Software)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal interest in instructional technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal interest in improvement in my teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal interest in enhancing student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38. **28. Are you involved in institutional decisions about the implementation of using Digital learning tools? \***

Original question

Mark only one oval.

- ☐ Yes
- ☐ No

39. **29. Are you involved in emphasizing the possibility of lecturers using Digital learning tools? \***

Original question

Mark only one oval.

- ☐ Yes
- ☐ No

**40. Comments**

Extra explanation, comments, complaints, missing categories that need discussion

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**Thank you for your participation**

Thanks for participating in this study. Your data will be stored anonymously and all data will be treated in line with TU Dublin policy.

**41. If you wish to participate in a follow-up interview regarding the change to Brightspace and the following effects on your teaching practice, please provide your e-mail address below.**

We will discuss your unique lecturer landscape during this interview as well, generated from the answers you gave above. If you wish the lecturer landscape can be send out to you after data analysis of the questionnaire. Please provide your e-mail address here.

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*Stop filling out this form.*

**Need more info?**

Sorry to hear that not all necessary information was communicated to you. Please contact me at [ellen.kampinga@tudublin.ie](mailto:ellen.kampinga@tudublin.ie) for further inquiries. Thanks in advance

*Stop filling out this form.*

**Thank you**

Sorry to hear that you did not give consent for participation. You will not be contacted further in the future. Thank you for your time.