Teaching with Tech at Mason

Contextual Inquiry and Analysis

TEAM C

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CONCEPT STATEMENT

George Mason University is one of the top schools in Virginia, and currently the largest research university in the state. It houses over 2,600 full-time and part-time faculty, and over 250 technology-enhanced classrooms that support over 10,000 face-to-face classroom sessions every semester. A major problem many faculty members face, however, is navigating the various technologies available while also trying to teach content. Additionally, many members of faculty are unaware of the classroom features available to them, or if they are aware, do not know how to fully leverage the classroom features capabilities.

Our goal is to create a system that will allow faculty at George Mason the ability to obtain guidance prior to class, as well as receive automated support in operating the hardware and maximizing its' capabilities within the classroom using a variety of technologies.

BACKGROUND

Over the last few years, George Mason has made a concerted effort to enhance classrooms with technology that will greatly elevate the teaching and learning experience for faculty and students. Many innovations implemented have been specifically designed to encourage more learner interaction, and to create classroom environments that facilitate a creative and open learning space that faculty can use to improve their teaching. These enhanced learning environments have been created so that faculty who are integrating more active learning strategies — hands-on activities such as simulations, project-based and problem-focused assignments, and/or inquiry-based learning — have a classroom space that facilitates these goals.

Classrooms with learning environment enhancements are designed to create an entire experience of learning that takes into account everything including where the instructor is stationed, the shape of the tables, how students can best work in groups, etc. Below are descriptions of some of the Signature Learning Spaces available to faculty:

- Active Learning Classrooms (ALCS) – designed to foster innovative, interactive learning through intentional use of groups and teams. The room contains an instructor station, a

projector with two screens, a document camera, round tables that can be split into half rounds, and white boards on three walls.

- **Technology-Enhanced Active Learning Classrooms –** designed to optimize collaborative teamwork. Each round table has a corresponding wall monitor to display student work, in addition to white boards around the room for student workspace. The instructor station, located in the center of the room, has a projector with screen, document camera, Sympodium, and the capability of projecting onto each of the student monitors.
- **Tiered Collaborative Classrooms –** designed with the potential for peer exchanges and interactive learning in mind. The wider tiers were designed to allow students to turn their chairs around for easy groupings into teams of 2, 3, 4, or more students. The room contains an instructor station.

CLIENT

George Mason University is the third largest university in the state of Virginia, and draws students and faculty from all over the world with the high-caliber of education, and diverse programs of study. There are 10 schools and colleges within the university, ranging from law to education, that all strive to uphold the university's commitment to providing bold, progressive education that serves students, faculty, and the surrounding communities.

George Mason has 1,455 full-time, and 1,222 part-time faculty. Each semester, over 10,000 face-to-face classroom sessions are offered to students, across three campuses in Virginia: Fairfax, Arlington, and Prince William Counties.

PROBLEM DEFINITION

Classrooms at George Mason range from technology-enhanced active learning classrooms to traditional classrooms supported by portable technology components. Despite there being some kind of technological feature available in each classroom, most faculty do not use what's available to them.

There are several possible reasons for this: 1) navigating various technologies while trying to teach content can be very frustrating, and can even create a barrier to effective instruction, 2)

faculty frequently arrive unaware of the classroom features, how to use the available technology, or how to fully leverage its capabilities, and 3) accessing tech support and resolving issues can take up valuable class time, which impacts student learning, teacher confidence, and the overall learning experience.

At this time, there is not a formal training program that is in place for university faculty to learn about the technologies that are available. Faculty can reach out, ad hoc to the classroom support department for technology training or assistance, but this only provides minimal training. Pedagogical strategies to engage learners have not yet been addressed, and merit consideration in future developments.

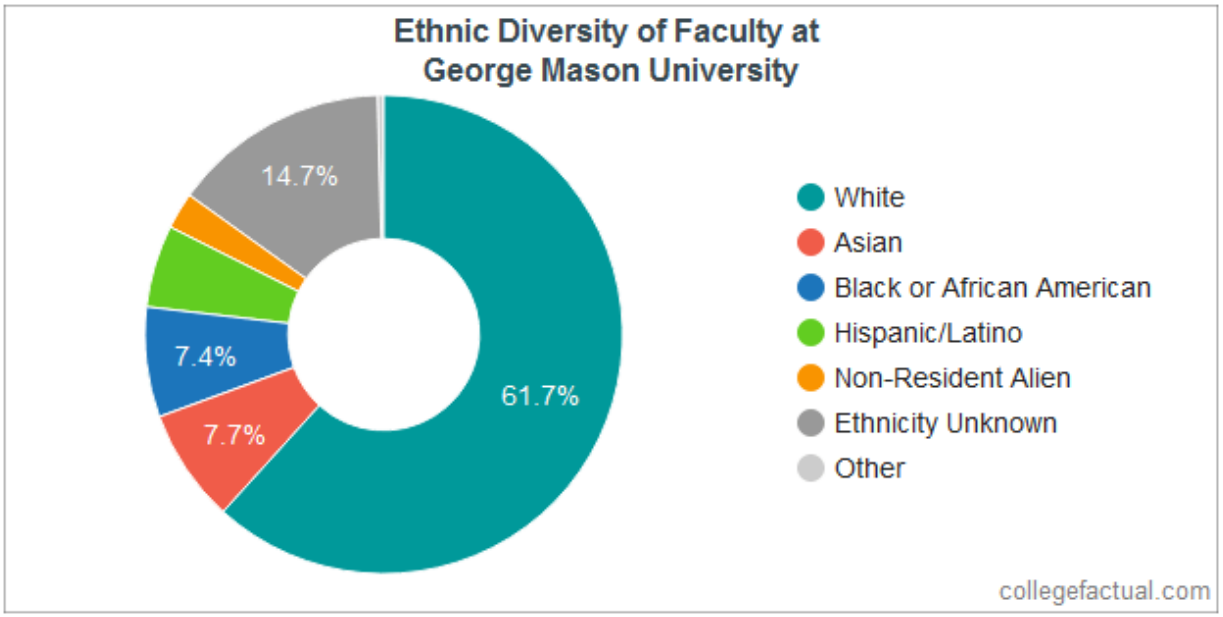
PROJECT SCOPE

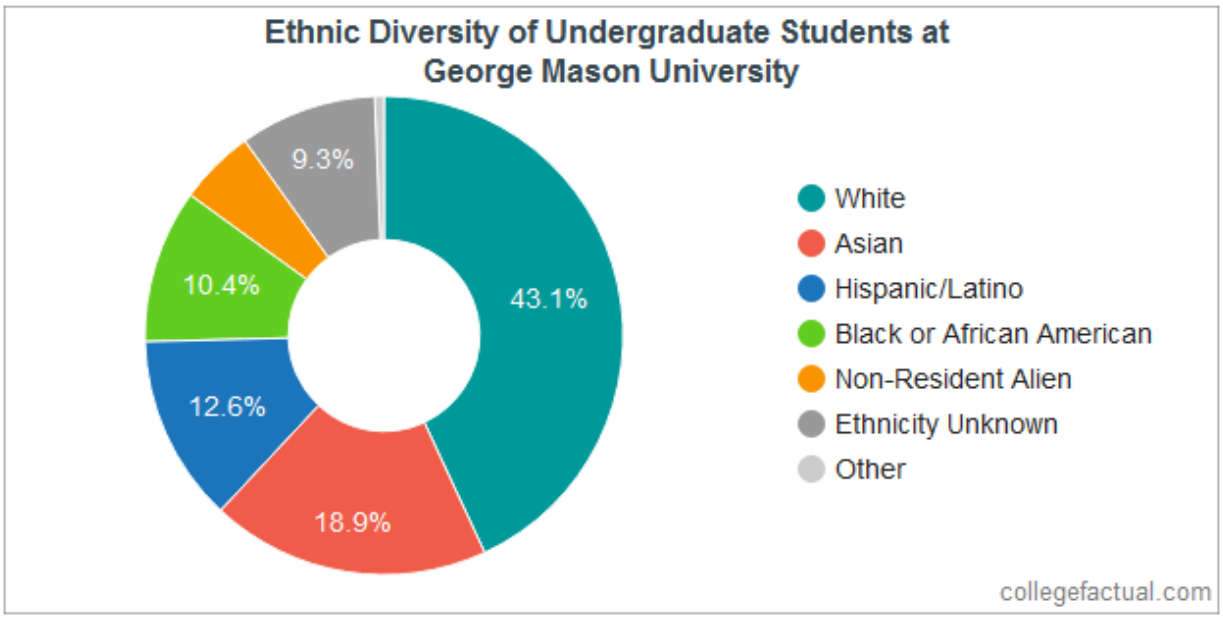
To address the problem of underused technology features in George Mason classrooms, this project will focus on the creation of a system that will allow faculty at George Mason the ability to obtain guidance prior to class and receive automated support in operating the hardware and maximizing its capabilities within the classroom using a variety of technologies.

CONTEXTUAL INQUIRY PROCESS

Demographics

George Mason University serves over 34,000 students and has 2,677 faculty members. Both students and faculty come to George Mason with colorful backgrounds and skills, and represent an above average ethnic diversity.


Ethnic Diversity of Faculty at
George Mason University
14.7%
7.4%
7.7%
61.7%
White
Asian
Black or African American
Hispanic/Latino
Non-Resident Alien
Ethnicity Unknown
Other
collegefactual.com


Ethnic Diversity of Undergraduate Students at
George Mason University
9.3%
10.4%
43.1%
12.6%
18.9%
White
Asian
Hispanic/Latino
Black or African American
Non-Resident Alien
Ethnicity Unknown
Other
collegefactual.com

Initial Contact

Our team determined the best way to gather the information we needed to design a solution would be through interviews with George Mason faculty. We started by pulling our knowledge and contacts, and making a list of potential contacts to request interviews. Our final list produced 13 faculty members, and included adjunct, assistant, and associate professors in the departments of Education, Communications, Geology, English, Environmental Science and Policy, Film and TV, and Learning Technologies. Also included in this list was Dean of Education and Human Development, Dr. Ginsberg, and Policy Senior Fellow, Dr. Jennifer Sklarew. Once our list was set, we divided each contact among the team members, and sent requests for interviews via email and phone. Our final roster included nine interviews and one classroom observation.

Interview Schedule:

Professor or *Other Mason Professional*	**Title/Department**	**Group Contact Person**	**Interview or Observation: date, time, location**	**Who can go?**	**Done**	**Code and Assigned to Process**
Dr. Ed Stephenson	Adjunct in **Education**	Angella	Int: Oct. 2 @ 10am, PWCS District HQ in Manassas	Angella	X	A Angella
Dr. Nancy Holincheck	Assistant Prof in **Education** with the Advanced Studies in Teaching and Learning (ASTL) program	Lori	Int: Oct 6 @ 10:20am, via Skype (nancy.holincheck)	Lori	X	B Lori
Mary	***Admin** in school of business*	Lori	10/4 - Attempted to contact *Did not feel comfortable			
Mr. Philpot	Retired prof of **Business** at GMU	Lori	No contact made			
Dean Mark Ginsberg	Dean of College of **Education** and Human Development	Lori	Int: Oct 3 @ 4:30pm, Thompson Hall	Lori Corina	X	C Corina Covered by Lori

Dr. Jered Borup	Assistant Prof in the Division of **Learning Technologies**	Lori	Int: Oct 1 @ 10:45am	Lori AJ Crystal	X	D Lori
Dr. Laura Lukes	Affiliate Assistant Prof in **Atmospheric, Oceanic,** & **Earth Sciences** (AOES), Assistant Director of Teaching Excellence	Crystal	Int: Oct 3 @ 2:15pm, Innovation Hall, Rm 424	Crystal Corina	X	E Corina (covered by Crystal)
Christina Frasson	Adjunct Prof in **Communications**	Crystal	Int: Sep 29 @ 11:10am, Innovation Hall, Rm 335	Crystal AJ Angella	X	F Crystal
Dr. Susan Kehoe	*Director, Academic Strategies, GMU-TV;* Adjunct Prof in **Film & Video**	Crystal	Int: Sep 29 @ 11:30am, Innovation Hall, Rm 445	Crystal AJ Angella	X	G Angella
Dr. Jessica Matthews	Prof in **English**, Director of Composition	Crystal	Int: Oct 3 @ 1:30pm, Dr. Matthews' office, Robinson Hall	Crystal Corina	X	H Crystal
Lori Mandable	Instructor (PhD candidate w/ teaching assign) in **Geology**	AJ	Int/Observe: Sep 29 @ 12:30pm, Exploratory 1309, 102 lab	Crystal AJ Angella	X	I AJ
Dr. Jennifer Sklarew	Center for Energy Science and Senior Policy Fellow Department in **Environmental Science and Policy**	AJ	Int: Sep 28 @ 3:30pm	AJ	X	K AJ
Dr. Dan Sklarew	Term Associate Prof in **Environmental Science and Policy**	AJ	Int: Sep 28 @ 4:30pm	AJ	X	J AJ
Dr. Brenda Bannan	Associate Prof **Instructional Design**	Team C	Observation: Oct. 4 @ 4:30pm - 7:10pm	Team C		

Interview Preparation

We began preparing for the interviews through an initial team brainstorm session of the interview questions. We wanted to determine what information we needed to know, and how to gather that information from the faculty interviewed. To meet this need, we developed a series of questions that used a Likert scale for quantitative self-assessment, as well as open-ended questions to prompt qualitative anecdotal notes. Many of our questions were formulated using background knowledge learned from previous research coursework. After building out our interview questions, we took a week to refine and edit them, to ensure the final result would be ready for our faculty interviews (Appendix A).

Once the interview questions were completed, we next planned out each interview, discussing:

- Who would be the main interviewer (i.e. ask the questions)
- Who would record the answers
- Where was each interview scheduled to take place
- Who would be sure to get a picture of the interview

Interview Process

The interview process took place in one of three formats: face to face, WebEx, or Skype. Each interview began by greeting the interviewee, and explaining the purpose of the interview. After the initial greeting, we jumped directly into the interview questions, assuring them we would be mindful of their time, and that the interview would take no longer than 30 minutes. It was important to us to create an interactive space between us and the interviewee, so while there was one person who "lead" the interview, other team members present could add clarifying questions at any point. At the conclusion of the interview, we thanked the faculty member for their time, and then as a team debriefed the session, after which one person was responsible for documenting the interview in Google docs (Appendix B).

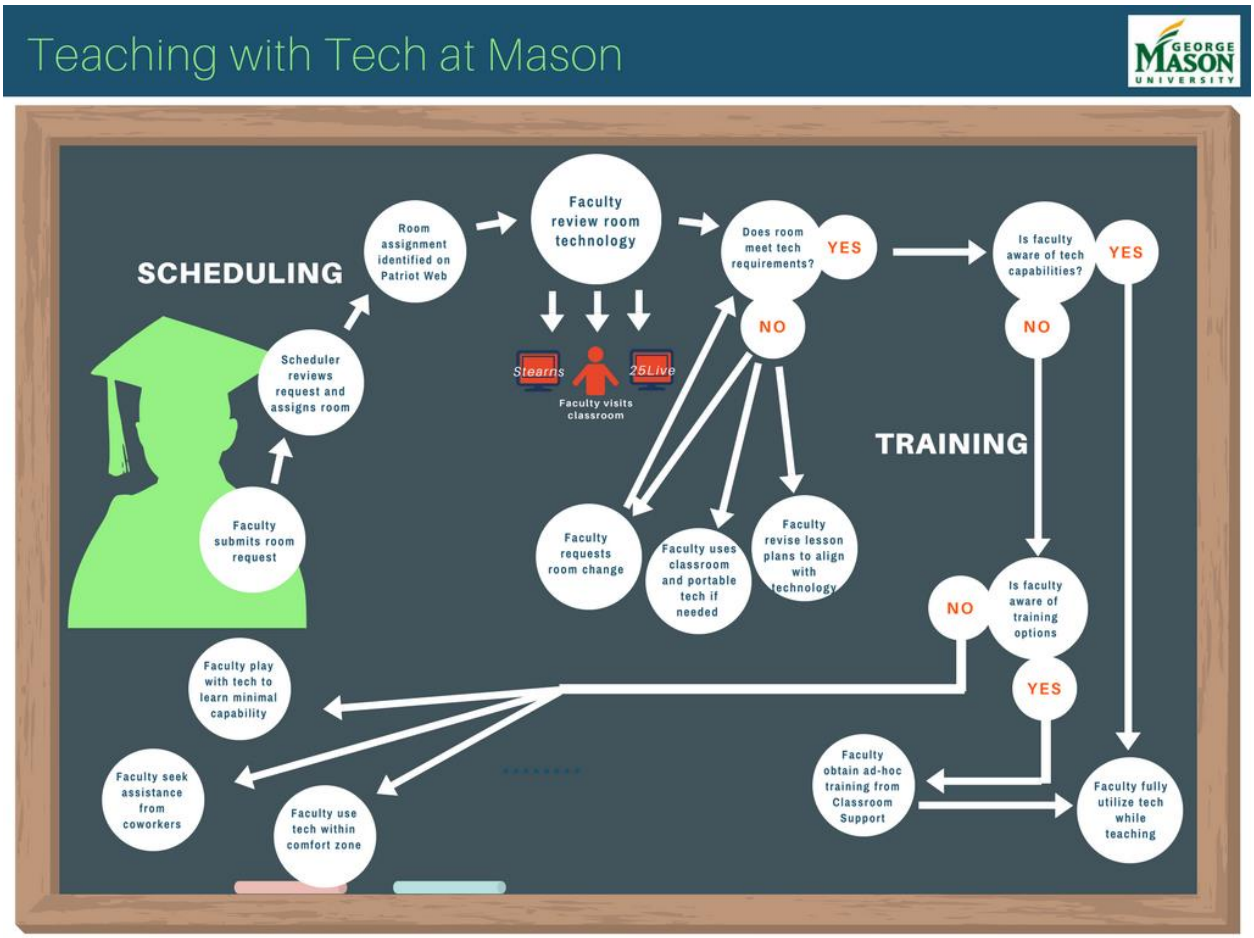
Observation Process

To conduct our faculty observations, we reached out to two faculty members at George Mason, and arranged to observe them in one of their classes. Once the arrangements were set, our goal was to observe and record how the faculty member interacted with the technology available in the room. We focused on what equipment they used, how long it took to set up, and at any point did they reach out to tech support assistance, and if they did, did they receive over

the phone or in-person. After the observations were completed, we thanked the faculty member, and debriefed as a team either virtually or face-to-face. Although two observations were scheduled, only one resulted in applicable information, as the other observation's planned activities did not use technology (Appendix C).

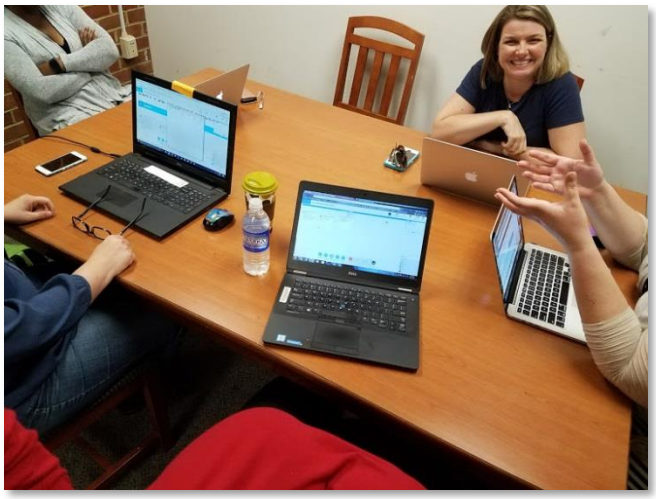
CONTEXTUAL ANALYSIS

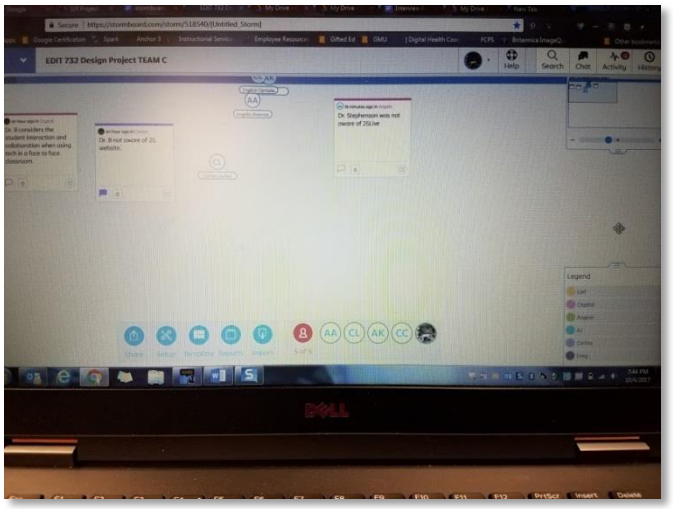
Workflow Diagram



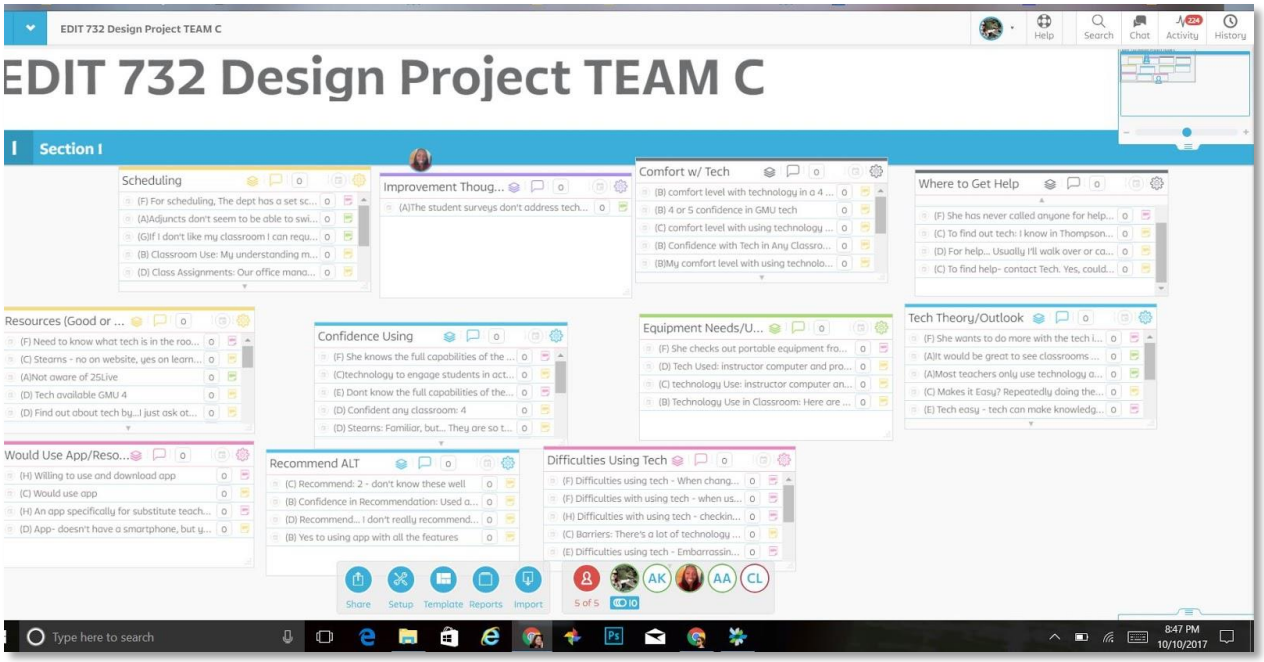
WAAD

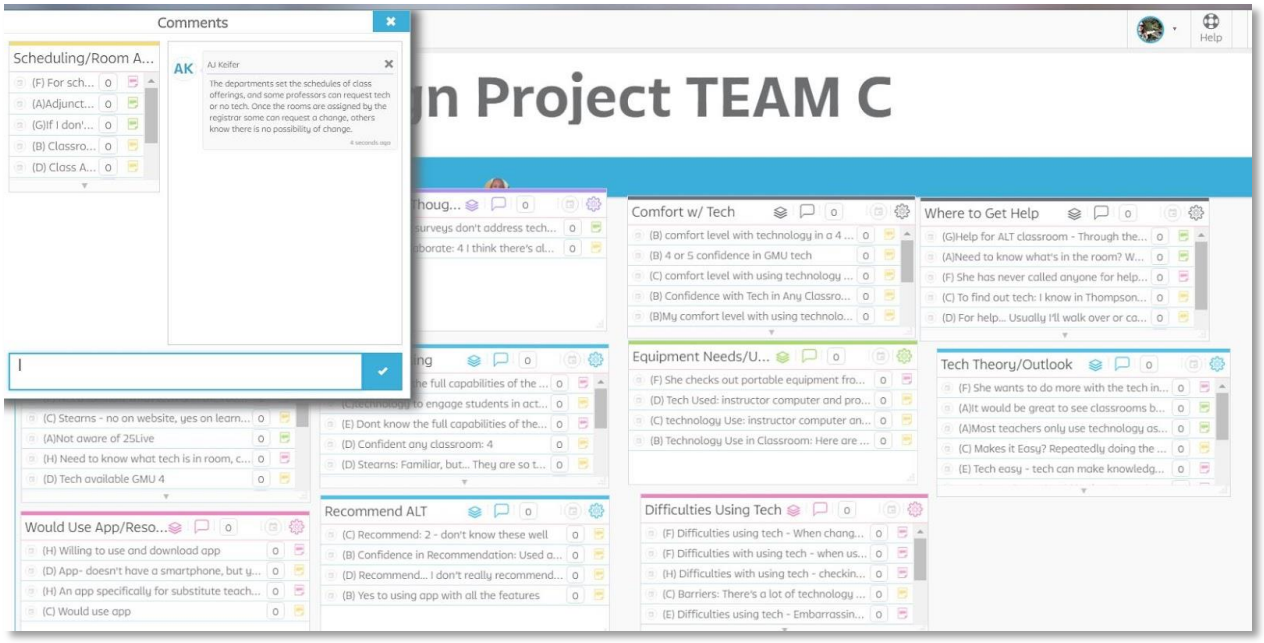
We built the WAAD in the computer program, Stormboard. Stormboard is a tool that allows users to create post-it notes that can be manipulated into groups and categories. It also has a feature that lets users vote and prioritize the post-it notes accordingly, which proved to be an invaluable feature as we created our WAAD. Our first meeting to start off this process took place after class on October 4, 2017. In this meeting, we began working in Stormboard, and decided each team member would take two interviews, and pull out common themes, interesting answers, and trends from the interviews and record their observations in Stormboard post-its.





After a week of recording observations, we had a substantial amount of information to begin identifying trends. The team met virtually via Spark to categorize this data storyboard and together looked for connections, patterns, and themes.





After completing this process, we concluded that many faculty seem to feel comfortable using the technology provided; however, most do not know the full capabilities of the equipment they are using. We also found that there are aspects of the tech support process that most faculty appreciate and use, but there is a big need to make contacting tech support centralized and readily available.

ORGANIZATION OF THE RAW DATA

1. Faculty interview questions – See Appendix A
2. Faculty interviews – See Appendix B
3. Observation Notes – See Appendix C

INSIGHTS AND OBSERVATIONS FROM INTERVIEWS

Below are the insights and observations made while conducting the faculty interviews:

- There is no set procedure for scheduling rooms – every department does it differently. In addition, some instructors can change rooms while others cannot.
- If an app existed that would help the faculty use and understand the capabilities of the technology provided they would absolutely download it.
- Some faculty members do not know about 25Live or about the Learning Environments website. The content is different on both sites. We need to link the information on 25Live to the Learning Environments site (as applicable). The resources also need to be publicized.
- Many faculty stated they are comfortable using the technology provided; however, most do not know the full capabilities of the equipment they are using.
- Increased professional development on the technology available would be welcomed. In addition, the development of an online support community for faculty to access would be beneficial.
- Make faculty accountable for their use of technology by adding questions to the student survey about how the instructor utilized it. This may give faculty members who don't use technology or know how to use technology the nudge they need to learn.

- Most faculty feel comfortable using or figuring out how to use the technology in their rooms.
- The control panel is a great tool that most faculty seem to appreciate.
- There is a need for a centralized way to contact tech support. This resource should be publicized and readily available.
- Many faculty feel that they do not know enough about the ALT classrooms. This gap links back to the lack of knowledge about the 25Live and Learning Environments websites.
- The faculty needs to know what technology is available for them to use. They also want help to make it function without looking incapable to their students.

APPENDIX A: Interview Questions

1. What is your position in the University? Which department are you assigned to?
2. How long have you taught or worked as an instructor? At GMU?
3. If you teach, how many classes do you typically teach a semester?
4. What is the typical size range of classes you teach face to face?
5. On a scale of 1-5, with 1 being extremely uncomfortable and 5 being extremely comfortable, how would you rate your comfort level with technology in general?
6. On a scale of 1-5, with 1 being extremely uncomfortable and 5 being extremely comfortable, how would you rate your comfort level with using technology during your classes?
7. On a Scale of 1- 5, with 1 being extremely uncomfortable and 5 being extremely comfortable, how would you rate your use of technology in your classroom to engage your students in active, collaborative learning?
8. What technology do you typically use in your face to face courses? Select all that apply.
    - Here are the technology choices:
        - instructor computer and projection
        - my own laptop and/or tablet device
        - document camera
        - touch screen computer monitor with screen capture
        - white boards
        - wireless internet
        - interactive flat screen
        - microphones
        - video conferencing system
        - WebEx software for lecture capture or web conferencing
        - Other, please specify:

9. How does your department determine classroom assignments? Have you ever had classrooms without the technology you requested?
10. In the past, when you are assigned a classroom, how do you find out what technology is available in that space?

11. In the past, have you ever needed help to learn how to utilize technology in the classrooms? If so, how did you find the help you needed?
12. Do you think you know the full capabilities of the technology in the spaces you've taught?
13. What are the barriers/difficulties to using technology in the classrooms?
14. What elements make using technology in the classrooms easy?
15. Are you familiar with the Stearns Center Learning Environments website http://learningenvironments.gmu.edu/signature-learning-spaces/ ?
16. Are you familiar with the 25Live website https://25live.collegenet.com/gmu ?
17. On a scale of 1 - 5 with one being not at all and 5 being completely confident, how confident are you with the technology available in the GMU university classrooms?
18. On a scale of 1 - 5 with one being not at all and 5 being completely confident, how confident are you in recommending the use of the active learning centers?
19. On a scale of 1 - 5 with one being not at all and 5 being completely confident, how confident are you in using *any* classrooms available technology at GMU?
20. Would you be willing to use an app and download it on your phone if it would help you with:
    a) understanding the functionality of the tech in your classroom,
    b) help you to use that technology
    c) provide immediate access to tech support through a phone call
    d) Provide immediate access to tech support through chat
21. Is there anything else you would like to tell us about using technology in the classrooms at George Mason?

APPENDIX B: Interview with Faculty (Alphabetical by Last Name)

Dr. Jered Borup	Assistant Professor in the Division of **Learning Technologies** at George Mason University Assistant Professor Professor-in Charge of Online Learning in Schools Master's Degree and Graduate Certificate, Learning Technologies in Schools Learning Technologies Design Research	Lori	Wednesday - 10:45 am WebEx	Lori AJ Crystal

Interview Questions

1. What is your position in the University? Which department are you assigned to?

Assistant Professor in Learning Technologies, Program of Blended and Online Schools

2. How long have you taught or worked as an instructor? At GMU?

2003 9th grade - 6 years
2008 PhD - teaching online and blended at university level
5 years at Mason

3. If you teach, how many classes do you typically teach a semester?

2/2 course load - 6 credits in spring and fall, right now 4 classes of 2 credits each

4. What is the typical size range of classes you teach face to face?

Fully on-line, FtoF 3 years ago

5. On a scale of 1-5, with 1 being extremely uncomfortable and 5 being extremely comfortable, how would you rate your comfort level with technology in general?

4. I'm not comfortable with everything, but I'm confident I can figure it out.

6. On a scale of 1-5, with 1 being extremely uncomfortable and 5 being extremely comfortable, how would you rate your comfort level with using technology during your classes?

4 I'd say the same for in my classes.

7. On a Scale of 1- 5, with 1 being extremely uncomfortable and 5 being extremely comfortable, how would you rate your use of technology in your classroom to engage your students in active, collaborative learning?

4 I think there's always room to grow. I think we do a pretty good job, but there's always things I'm trying to (improve)

8. What technology do you typically use in your face to face courses? Select all that apply.

- Here are the technology choices:
    1. instructor computer and projection
    2. my own laptop and/or tablet device
    3. document camera
    4. touch screen computer monitor with screen capture
    5. white boards
    6. wireless internet
    7. interactive flat screen
    8. microphones
    9. video conferencing system
    10. WebEx software for lecture capture or web conferencing

11. Other, please specify
    a. Prezi
    b. Blackboard
    c. Google Hangouts
    d. PowerPoint
    e. Google Drive Suite
    f. Google Sites (students create)
    g. Canvas - open LMS
    h. Video Editing - MovieMaker or iMovie
    i. Graphic Organizing tools - Poplet
    j. Screencasting - Screencast o Matic, YouTube
    k. Free software

My students typically bring their laptops or I bring the laptop cart. So they are typically using the technology themselves or as groups.

9. How does your department determine classroom assignments? Have you ever had classrooms without the technology you requested?
Our office manager typically deals with that and since we
More than anything I request a room that has the technology but I can also move the chairs

10. In the past, when you are assigned a classroom, how do you find out what technology is available in that space?
I just ask other faculty members and I like going to visit the room.
Our office manager is pretty helpful with that.

11. In the past, have you ever needed help to learn how to utilize technology in the classrooms? If so, how did you find the help you needed?
Usually I'll walk over or call the tech support in Thompson Hall because I'm usually on the same floor.

12. Do you think you know the full capabilities of the technology in the spaces you've taught?
No. I usually get it to do what I want it to do, but I don't think I know everything I have to do.

13. What are the barriers/difficulties to using technology in the classrooms?
I think the biggest issue that I face is just connecting online. I'm constantly asking for help with that or getting the audio to work.
Everyone

14. What elements make using technology in the classrooms easy?
It's kind of expected, because of the classes I teach. I use it a lot and...

I've found that companies want you to use their products so I'll look up YouTube or call.

15. Are you familiar with the Stearns Center Learning Environments website http://learningenvironments.gmu.edu/signature-learning-spaces/ ?

They are so technology rich, but also so technology center that I can't rearranges the desks or the groups because everything is wired. For me it's more important to be flexible than to be wired.
It's kind of set up for groups of 6, but I can't move those desks.
Crystal showing different rooms - he likes the chair/desks.
I do like the classrooms that have screens for students to present to, but I'd prefer they connect wirelessly. But then those rooms aren't geared to other types of learning

16. Are you familiar with the 25Live website https://25live.collegenet.com/gmu ?

No

17. On a scale of 1 - 5 with one being not at all and 5 being completely confident, how confident are you with the technology available in the GMU university classrooms?

4

18. On a scale of 1 - 5 with one being not at all and 5 being completely confident, how confident are you in recommending the use of the active learning centers?
I don't really recommend it but I've never been asked.
3

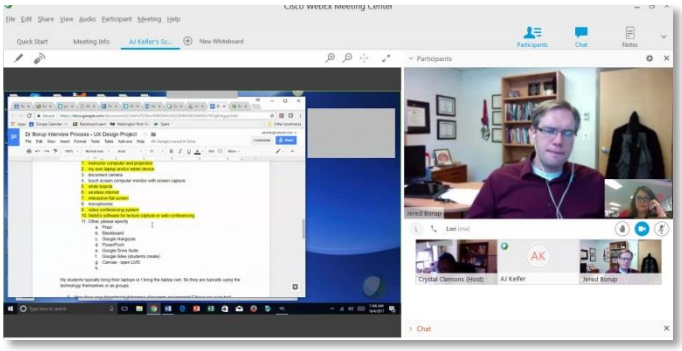
19. On a scale of 1 - 5 with one being not at all and 5 being completely confident, how confident are you in using ***any*** classrooms available technology at GMU?
4
20. Would you be willing to use an app and download it on your phone if it would help you with:

He doesn't have a smart phone so he couldn't if he wanted to

a. understanding the functionality of the tech in your classroom,
a. help you to use that technology
b. provide immediate access to tech support through a phone call
c. Provide immediate access to tech support through chat

2. Is there anything else you would like to tell us about using technology in the classrooms at George Mason?

I think technology is best when students are using technology. I think there isn't a lot of after hours support for students and that's an issue for students working on an online program.



Christina Frasson	Adjunct Prof in **Communications**	Crystal	Interview: Friday, 9/29 at 11:10am Innovation Hall Rm 335	Crystal Angela AJ

Interview Questions

1. What is your position in the University? Which department are you assigned to?
Adjunct Professor, Communications (teach basic course comm class.) 1 F2F per semester,

2. How long have you taught or worked as an instructor? At GMU?
Instructor - 3 years

3. If you teach, how many classes do you typically teach a semester?
1 class per (1 sections at the same), undergrad

4. What is the typical size range of classes you teach face to face?
25-30

5. On a scale of 1-5, with 1 being extremely uncomfortable and 5 being extremely comfortable, how would you rate your comfort level with technology in general?
4

6. On a scale of 1-5, with 1 being extremely uncomfortable and 5 being extremely comfortable, how would you rate your comfort level with using technology during your classes?
Technology enabled classroom 4
Non-technology classroom 2 or 3

7. On a Scale of 1- 5, with 1 being extremely uncomfortable and 5 being extremely comfortable, how would you rate your use of technology in your classroom to engage your students in active, collaborative learning?
3 - She can do it better than she is currently. She hasn't taken the time to explore more ways to incorporate the technology. Still a lot for her to learn. How does she find resources online; she received an email for their contact information. Would be nice to have a community to see how other people use a specific class. How do the peers use it?

8. What technology do you typically use in your face to face courses? Select all that apply.

- Here are the technology choices:
  1. instructor computer and projection
  2. my own laptop and/or tablet device
  3. document camera - rarely
  4. touch screen computer monitor with screen capture
  5. white boards
  6. wireless internet
  7. interactive flat screen

8. microphones
9. video conferencing system
10. WebEx software for lecture capture or web conferencing
11. Other, please specify
    a. Blackboard
    b. PowerPoint
    c. Weblinks embedded in PP- YouTube
    d. She shares docs utilizing Blackboard

9. How does your department determine classroom assignments? Have you ever had classrooms without the technology you requested?
The dept. has a set schedule. The registrar mirrors it every semester. Yes, she has had a classroom without the tech she requested. She was on the phone with the registrar to try to change the classroom. She checked the portable equipment from Classroom Technology to accommodate her class requirements. .

10. In the past, when you are assigned a classroom, how do you find out what technology is available in that space?
She would look online at 25Live to look at the room or visit the room itself.

11. In the past, have you ever needed help to learn how to utilize technology in the classrooms? If so, how did you find the help you needed?
No. She has never called anyone to help.

12. Do you think you know the full capabilities of the technology in the spaces you've taught?
In the ones with minimal technology - yes. The ALT, she gives a 4 out of 5.

13. What are the barriers/difficulties to using technology in the classrooms?
Being educated of the full capabilities other than what she normally does. Once a computer OS changes. Nothing that indicates it is an active learning classroom. No link between the websites.

14. What elements make using technology in the classrooms easy?

Continuity. Different rooms look the same. Same applications

15. Are you familiar with the website http://learningenvironments.gmu.edu/signature-learning-spaces/ ?
Yes

16. On a scale of 1 - 5 with one being not at all and 5 being completely confident, how confident are you with the technology available in the GMU university classrooms?
4 Tech enabled classroom
2 non tech enable classroom

17. On a scale of 1 - 5 with one being not at all and 5 being completely confident, how confident are you in recommending the use of the active learning classrooms?
5

18. On a scale of 1 - 5 with one being not at all and 5 being completely confident, how confident are you in using ***any*** classrooms available technology at GMU?
2 - If it has tech I'm totally comfortable

19. Is there anything else you would like to tell us about using technology in the classrooms at George Mason?

She wants to do more with the rooms. More than PowerPoint. Give students more experience in what they will be doing and using in the real world. The students should be familiar with the technology also. She lets her students have tech in the classroom. Break the barrier of technology in the classroom is bad.

Dr. Mark Ginsberg	Dean, CEHD Administration Professor	Lori	Int: 4:30 October 3 - Thompson Hall	Lori, Corina

Interview Questions

1. What is your position in the University? Which department are you assigned to?
Dean, CEHD Administration
Professor

2. How long have you taught or worked as an instructor? At GMU?
8 year as Dean of CEHD

3. If you teach, how many classes do you typically teach a semester?
One class a semester
(Background in psychology, teaches family therapy)

4. What is the typical size range of classes you teach face to face?
25 - 30 for entry level classes
9 - 12 for advanced level classes

5. On a scale of 1-5, with 1 being extremely uncomfortable and 5 being extremely comfortable, how would you rate your comfort level with technology in general?
4

6. On a scale of 1-5, with 1 being extremely uncomfortable and 5 being extremely comfortable, how would you rate your comfort level with using technology during your classes?
4, although does not use it a lot

7. On a Scale of 1- 5, with 1 being extremely uncomfortable and 5 being extremely comfortable, how would you rate your use of technology in your classroom to engage your students in active, collaborative learning?
4, especially in using Bb

8. What technology do you typically use in your face to face courses? Select all that apply.
- Here are the technology choices:
    1. instructor computer and projection: Yes
    2. my own laptop and/or tablet device: Sometime, but usually uses the computer in the classroom
    3. document camera: No
    4. touch screen computer monitor with screen capture: No
    5. white boards: Sometimes
    6. wireless internet: Sometimes

7. interactive flat screen: No opportunity to use this yet
8. Microphones: Sometimes
9. video conferencing system: Sometimes
10. WebEx software for lecture capture or web conferencing: Yes, very often
11. Other, please specify
    -Bb (used quite a bit)
    -Skype

9. How does your department determine classroom assignments? Have you ever had classrooms without the technology you requested?
Assigned classrooms, but all classrooms in Thompson Hall have good technology for faculty to use

10. In the past, when you are assigned a classroom, how do you find out what technology is available in that space?
All classrooms in Thompson Hall are fully equipped with technology resources that all faculty utilizes

11. In the past, have you ever needed help to learn how to utilize technology in the classrooms? If so, how did you find the help you needed?
Yes, couldn't get the sound to work - contacted tech support and they came immediately and resolved the issue immediately

12. Do you think you know the full capabilities of the technology in the spaces you've taught?
No, absolutely not!

13. What are the barriers/difficulties to using technology in the classrooms?
There's a lot of technology available that faculty isn't aware is there for their use

14. What elements make using technology in the classrooms easy?
Repeatedly doing the things I know how to do well
Self-taught, there hasn't been much training to learn how to use the technology in the rooms

15. Are you familiar with the Stearns Center Learning Environments website http://learningenvironments.gmu.edu/signature-learning-spaces/ ?
No

16. Are you familiar with the 25Live website https://25live.collegenet.com/gmu ?
No
(Had no clue what either website was)

17. On a scale of 1 - 5 with one being not at all and 5 being completely confident, how confident are you with the technology available in the GMU university classrooms?
5

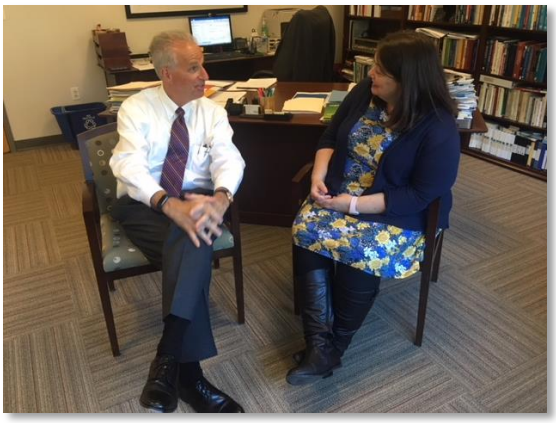
18. On a scale of 1 - 5 with one being not at all and 5 being completely confident, how confident are you in recommending the use of the active learning centers?
2, I don't know too much about it

19. On a scale of 1 - 5 with one being not at all and 5 being completely confident, how confident are you in using *any* classrooms available technology at GMU?
4

20. Would you be willing to use an app and download it on your phone if it would help you with:
    a. understanding the functionality of the tech in your classroom,
    b. help you to use that technology
    c. provide immediate access to tech support through a phone call
    d. Provide immediate access to tech support through chat

Sure I would download it

21. Is there anything else you would like to tell us about using technology in the classrooms at George Mason?
Any training or further resources that will help teachers get certified and stay certified will be very valuable to faculty, and will be widely used



Dr. Nancy Holincheck	Assistant Professor of **Education** with the Advanced Studies in Teaching and Learning (ASTL) program	Lori	Fri 10/6, 10:30 am on Skype. My skype name is nancy.holincheck. See you then!	Lori

Interview Questions

1. What is your position in the University? Which department are you assigned to?
Assistant professor of Ed. Assigned to advanced studies and teaching and learning studies

2. How long have you taught or worked as an instructor? At GMU?
5th year as an assistant professor, prior to American university

3. If you teach, how many classes do you typically teach a semester?
Technically 4 classes a semester- term track. Research active - buyout time. 2 classes and do research

4. What is the typical size range of classes you teach face to face?
Some that have 3- not regular classes independent study, up to 20.

5. On a scale of 1-5, with 1 being extremely uncomfortable and 5 being extremely comfortable, how would you rate your comfort level with technology in general?
4... Possibly a 5 always something that gets me

6. On a scale of 1-5, with 1 being extremely uncomfortable and 5 being extremely comfortable, how would you rate your comfort level with using technology during your classes?
4- Usually I can make things happen until you can't

7. On a Scale of 1- 5, with 1 being extremely uncomfortable and 5 being extremely comfortable, how would you rate your use of technology in your classroom to engage your students in active, collaborative learning?
2 or 3- face to face a lot of the collaborative is more talk to each other, occasionally include padlet or Google doc
In face to face

8. What technology do you typically use in your face to face courses? Select all that apply.
- Here are the technology choices:
    1. instructor computer and projection yes
    2. my own laptop and/or tablet device- bring it don't always use
    3. document camera-occasionally
    4. touch screen computer monitor with screen capture - never
    5. white boards - yes
    6. wireless internet- yes
    7. interactive flat screen- big things- never- high school teacher all the time- software ready to go and knowing it would work. For a long time was using my own laptop or use Dropbox or blackboard to put slides and activities up and could project - don't know ready.
    8. Microphones-occasionally- if a student needs to attend and unable to make it- set up skype
    9. video conferencing system

10. WebEx software for lecture capture or web conferencing- never
11. Other, please specify

9. How does your department determine classroom assignments? Have you ever had classrooms without the technology you requested?
My understanding may not be accurate- aa that asks to reserve the classroom. They put in request. Occasionally can request a specific room...like science lab for science class. It's been a long time since I haven't had it… i.e. Robinson... I've switched classroom and found another classroom myself that's been open.

10. In the past, when you are assigned a classroom, how do you find out what technology is available in that space?
I couldn't GMU site... Website painful to use. Google and search to gmu classroom tech- I can find that tells me tech and photograph.

11. In the past, have you ever needed help to learn how to utilize technology in the classrooms? If so, how did you find the help you needed?

12. Do you think you know the full capabilities of the technology in the spaces you've taught? Probably not- I don't use things like document camera enough to get a feel for it. It's the smart board type of things-- At American promethium, I don't know about it and touch screen monitors

13. What are the barriers/difficulties to using technology in the classrooms? Different levels- psychological don't want to look like an idiot in front of my class… depends- group of adults and I can't with that group. I'm okay even asking them for help if they know. At this point now... I will tweak things- not necessarily excited to change what I've done because that's a lot of work. Not massive changes. When the website isn't working for the students that's a real problem. Shout out to Thompson Hall tech! Used smart board this summer.

14. What elements make using technology in the classrooms easy? Having it there, knowing I can depend on it so I'm not afraid to try to incorporate it. Teaching teachers makes it easier to work, openness amongst the teachers we are working on it. Would other department have that same openness?

15. Are you familiar with the Stearns Center Learning Environments website - found it by google http://learningenvironments.gmu.edu/signature-learning-spaces/ ?

16. Are you familiar with the 25Live website https://25live.collegenet.com/gmu ? She hasn't been on the learning environment site, has used 25 live

17. Doit.gmu.edu - link

18. On a scale of 1 - 5 with one being not at all and 5 being completely confident, how confident are you with the technology available in the GMU university classrooms? 4 or 5- not sure

19. On a scale of 1 - 5 with one being not at all and 5 being completely confident, how confident are you in recommending the use of the active learning centers? Tiny bit of research and have used them for workshop...love them... I wish that it was practicable to do more and we probably could create a junior version of it in Thompson hall. In basement...adore them... We need more of them. Research she did physics faculty master degree… ucscience and tech. Controlled classroom and lecture... Advertised one in lecture hall and one in alt classroom. Compared data on test scores. In the end you don't know if its professor or room... Alt classroom HAD SIGNIFICANT GAINS IN TEST SCORES. SETTING UP LABS IN PHYSICS BUILDING TO RECREATE THAT ON A SMALLER SCALE. WE SHOULD ALL BE TRYING TO DO THAT.

20. On a scale of 1 - 5 with one being not at all and 5 being completely confident, how confident are you in using ***any*** classrooms available technology at GMU? FINE with it meeting her needs as long as it working. Less about tech and more about way the space is used.

21. Would you be willing to use an app and download it on your phone if it would help you with:
    a. understanding the functionality of the tech in your classroom, yes I think so
    b. help you to use that technology yes
    c. provide immediate access to tech support through a phone call- yes I call all the time
    d. Provide immediate access to tech support through chat- yes multi chat wouldn't end chat.

    1. Is there anything else you would like to tell us about using technology in the classrooms at George Mason?
    2. nope!

Dr Susan Kehoe	*Director, Academic Strategies, GMU-TV*; Adjunc Prof in **Film and Video**	Crystal	Interview: Friday, 9/29 at 11:30am in Innovation Hall Rm 445	Crystal Angela AJ

Interview Questions

1. What is your position in the University? Which department are you assigned to?
Adjunct Professor
Adjunct in Film and Video Studies and the Director of Academic Strategies with Information Technology Services.

2. How long have you taught or worked as an instructor? At GMU?
30 years at GMU and prior to that in news - Journalism, Introduction to Production, How to get a job courses, web series, experimental music video. 20 years teaching.

3. If you teach, how many classes do you typically teach a semester?
1 class per semester. Undergrad/grad/PhD? Mixture of levels

4. What is the typical size range of classes you teach face to face?
18 Typically. She had one that was 78 students.

5. On a scale of 1-5, with 1 being extremely uncomfortable and 5 being extremely comfortable, how would you rate your comfort level with technology in general?
3

6. On a scale of 1-5, with 1 being extremely uncomfortable and 5 being extremely comfortable, how would you rate your comfort level with using technology during your classes? 3 (Did not differentiate between tech enabled and nontech enabled during interview)
Technology enabled classroom
Nontechnology classroom

7. On a Scale of 1- 5, with 1 being extremely uncomfortable and 5 being extremely comfortable, how would you rate your use of technology in your classroom to engage your students in active, collaborative learning?
4 more posting for group view to launch discussion

8. What technology do you typically use in your face to face courses? Select all that apply.

- Here are the technology choices:
  1. instructor computer and projection
  2. my own laptop and/or tablet device
  3. document camera
  4. touch screen computer monitor with screen capture
  5. white boards

6. wireless internet
7. interactive flat screen
8. microphones
9. video conferencing system
10. WebEx software for lecture capture or web conferencing
11. Other, please specify
    a. Blackboard
    b. PowerPoint
    c. Weblinks embedded in PP- YouTube
    d. Intranet
    e. Email
    f. Vimeo
    g. Editing Software

9. How does your department determine classroom assignments? Have you ever had classrooms without the technology you requested?
The registrar just assigns it. If I don't like the room I can ask to reassign it and have it changed.

10. In the past, when you are assigned a classroom, how do you find out what technology is available in that space?
I walk to the classroom and look at it.

11. In the past, have you ever needed help to learn how to utilize technology in the classrooms? If so, how did you find the help you needed?
Yes. The ALT classroom. I got help through the cohort system with other faculty members to discuss how to use it because the cohort group is trained by Crystal's department.

12. Do you think you know the full capabilities of the technology in the spaces you've taught?
Yes, but not the ALT classroom. My classes now just have monitors and intranet.

13. What are the barriers/difficulties to using technology in the classrooms?
The monitors are constantly rerouted by other people and so you never know what remotes will work with which monitors. There is a full time person to come up and check on the technology to see what will work.

14. What elements make using technology in the classrooms easy?
Document Cameras to show the students the different revisions of the projects that are being worked on.

15. Are you familiar with the website http://learningenvironments.gmu.edu/signature-learning-spaces/ ?
No. (She had absolutely no idea about it).

16. On a scale of 1 - 5 with one being not at all and 5 being completely confident, how confident are you with the technology available in the GMU university classrooms? (Did not differentiate between tech enabled and non-tech enabled during interview)
The classes not managed by ITS she gets nervous about but the rooms that are managed by ITS she is comfortable because she knows she can call someone.
Tech enabled classroom
non tech enable classroom

17. On a scale of 1 - 5 with one being not at all and 5 being completely confident, how confident are you in recommending the use of the active learning centers?
1- Because you're teaching in a round environment, I feel that my back is always to someone's face, but it was handy to use all of the whiteboards and to be able to work together. The culture is fantastic because you are encouraged not to erase your whiteboard, so you come in and can see what other classes are doing.

18. On a scale of 1 - 5 with one being not at all and 5 being completely confident, how confident are you in using ***any*** classrooms available technology at GMU?
4 - Most rooms are BYOD

19. Is there anything else you would like to tell us about using technology in the classrooms at George Mason?

20. Would you be willing to use an app and download it on your phone if it would help you with understanding the functionality of the tech in your classroom and help you to use that technology?
Yes.

Dr Laura Lukes	Assistant Director, Center for Teaching and Faculty Excellence Affiliate Assistant Professor	Crystal	Interview: Tuesday, 10/3 at 2:15pm in Innovation Hall (Room 424)	Crystal, Corina

Interview Questions

1. What is your position in the University? Which department are you assigned to?
Assistant Director, Center for Teaching and Faculty Excellence
Affiliate Assistant Professor, Atmospheric, Oceanic, & Earth Sciences

2. How long have you taught or worked as an instructor? at GMU?
Over 10 years at the college level. 4th year at Mason.

3. If you teach, how many classes do you typically teach a semester?
No classes in the fall
Two in the Spring (1 undergrad and 1 graduate)

4. What is the typical size range of classes you teach face to face?
55 or 60
Less than 20 for a special active section where it was only offered one time
Graduate level – 12 – 22 students

5. On a scale of 1-5, with 1 being extremely uncomfortable and 5 being extremely comfortable, how would you rate your comfort level with technology in general?
4

6. On a scale of 1-5, with 1 being extremely uncomfortable and 5 being extremely comfortable, how would you rate your comfort level with using technology during your classes?
4 - usually pretty good at getting things back on track if something's wrong

7. On a Scale of 1- 5, with 1 being extremely uncomfortable and 5 being extremely comfortable, how would you rate your use of technology in your classroom to engage your students in active, collaborative learning?
3, because the students themselves are a different range, and it can be a barrier in terms of their technological skill level

8. What technology do you typically use in your face to face courses? Select all that apply.
- Here are the technology choices:
    1. instructor computer and projection: Yes
    2. my own laptop and/or tablet device: On occasion
    3. document camera: All the time
    4. touch screen computer monitor with screen capture: If it worked consistently, would use it more
    5. white boards: Daily
    6. wireless internet: Daily

7. interactive flat screen: No opportunity to use this yet
8. Microphones: All the time in the Alt room
9. video conferencing system: Occasionally
10. WebEx software for lecture capture or web conferencing: Have not used it for classes, but would like to use it more, especially with upcoming maternity leave
11. Other, please specify
    -iPad and camera in the Alt classroom space
    -Would like to use an LMS in a more interactive way with students
    -Clickers (used in the past)

9. How does your department determine classroom assignments? Have you ever had classrooms without the technology you requested?
Based on observations, there is no structure or system in process to decide this

10. In the past, when you are assigned a classroom, how do you find out what technology is available in that space?
No official process

11. In the past, have you ever needed help to learn how to utilize technology in the classrooms? If so, how did you find the help you needed?
Link 25live
It's not intuitive to find, which is why there's a specific link

12. Do you think you know the full capabilities of the technology in the spaces you've taught?
No, still would like to better utilize the screens for Alt space for entry level classes

13. What are the barriers/difficulties to using technology in the classrooms?
-Bring your own device campus, which can be challenging because it privileges those who can afford to have the latest and greatest technology
-Embarrassing for the student who can't afford a laptop or who isn't as familiar with the applications as other students might be

14. What elements make using technology in the classrooms easy?
-On the flipside, tech can make knowledge and contact more accessible – you can google something in real time, and get information in real time
-Balance between introverted and extroverted – tech allows both types to participate and contribute making it feel more unified

15. Are you familiar with the Stearns Center Learning Environments website http://learningenvironments.gmu.edu/signature-learning-spaces/ ?
Yes, very familiar with this website

16. Are you familiar with the 25Live website https://25live.collegenet.com/gmu ?
Yes, very familiar with this website

17. On a scale of 1 - 5 with one being not at all and 5 being completely confident, how confident are you with the technology available in the GMU university classrooms?
5

18. On a scale of 1 - 5 with one being not at all and 5 being completely confident, how confident are you in recommending the use of the active learning centers?
5

19. On a scale of 1 - 5 with one being not at all and 5 being completely confident, how confident are you in using *any* classrooms available technology at GMU?
5

20. Would you be willing to use an app and download it on your phone if it would help you with:
    a. understanding the functionality of the tech in your classroom,
    b. help you to use that technology
    c. provide immediate access to tech support through a phone call
    d. Provide immediate access to tech support through chat
        -Yes, absolutely and I can see it being a popular thing
        -**APP SUGGESTION: Teaching app

21. Is there anything else you would like to tell us about using technology in the classrooms at George Mason?
Nothing

Lori Mandable	Instructor (PhD candidate with teaching assignment) **Geology** Department Earth Systems and Geoinformation Sciences in AOES (Atmospheric, Oceanic and Earth/Environmental Science)	AJ	Interview and Observation Date 9/29 12:30p Exploratory 1309 (Geology 102 lab, Friday classes 1:30-5:45)	Crystal AJ Angela

Interview Questions

1. What is your position in the University? Which department are you assigned to?
PhD candidate / Graduate Lecturer
AOES - Atmospheric, Oceanic, and Environmental Science
Field Mapping for Geology, Geography and Environmental Science and now Criminal Justice
Undergraduate and graduate

2. How long have you taught or worked as an instructor? at GMU?
5th year

3. If you teach, how many classes do you typically teach a semester?
1 or 2 (1:30 - 5:45) so considered full time

4. What is the typical size range of classes you teach face to face?
6-16 field mapping
138 Geology 101 lecture portion, not lab part hall for other general class

5. On a scale of 1-5, with 1 being extremely uncomfortable and 5 being extremely comfortable, how would you rate your comfort level with technology in general?
4

6. On a scale of 1-5, with 1 being extremely uncomfortable and 5 being extremely comfortable, how would you rate your comfort level with using technology during your classes?
4 When I started, my boss taught me how to use everything in the room. There was no formal training.

7. On a Scale of 1- 5, with 1 being extremely uncomfortable and 5 being extremely comfortable, how would you rate your use of technology in your classroom to engage your students in active, collaborative learning?

6 handheld gps, compasses

8. What technology do you typically use in your face to face courses? Select all that apply.

- Here are the technology choices:
  1. instructor computer and projection
  2. my own laptop and/or tablet device
  3. document camera
  4. touch screen computer monitor with screen capture
  5. white boards
  6. wireless internet
  7. interactive flat screen
  8. microphones
  9. video conferencing system

10. WebEx software for lecture capture or web conferencing
11. Other, please specify
    Trimble, GPA
    Blackboard
    Laptops class set or their own - ARCH GIS software for everyone in the class
    Surveying equipment

9. How does your department determine classroom assignments? Have you ever had classrooms without the technology you requested?
I've just been told. I check in Patriot Web.

10. In the past, when you are assigned a classroom, how do you find out what technology is available in that space?
No. I go scout it out beforehand.

11. In the past, have you ever needed help to learn how to utilize technology in the classrooms? If so, how did you find the help you needed?
My boss. I ask

12. Do you think you know the full capabilities of the technology in the spaces you've taught?
No

13. What are the barriers/difficulties to using technology in the classrooms?
I've had wired connection issues. I had the projector blackout.
I've used Lab Tech Support, but I've never been told if they will come out and train me on equipment.

14. What elements make using technology in the classrooms easy?
The console up front that controls everything, volume, doc cam, blank out different screens.

15. Are you familiar with the website http://learningenvironments.gmu.edu/signature-learning-spaces/ ?
No.
**** Add question: Are you familiar with the website https://25live.collegenet.com/gmu ?
Never heard of Live25

16. On a scale of 1 - 5 with one being not at all and 5 being completely confident, how confident are you with the technology available in the GMU university classrooms?
3 I've had enough variety of classrooms and buildings but they've been close enough

17. On a scale of 1 - 5 with one being not at all and 5 being completely confident, how confident are you in recommending the use of the active learning centers?
1-because I've never known about them
18. On a scale of 1 - 5 with one being not at all and 5 being completely confident, how confident are you in using ***any*** classrooms available technology at GMU?
3
*****Would you be willing to download and use an app on your personal phone if it had….
Absolutely yes

19. Is there anything else you would like to tell us about using technology in the classrooms at George Mason?
I've had minor issues here and there, but nothing ridiculous.
The issue we're having is IT. They upgraded to Window without all the extensions and then we couldn't get the GPS pathfinder would not work on the classroom laptops.
IT working on the computers for Lori is in the Science department - Duane and Lloyd and a woman who is their boss

Dr Jessica Matthews	Prof **English**, Director of Composition	Crystal	Interview: Tuesday, 10/3 at 1:30pm in Robinson Hall (A465)	Crystal, Corina

Interview Questions:

1. What is your position in the University? Which department are you assigned to?
Associate Professor
Associate Director of Composition
Acting Chair of Composition Programs

2. How long have you taught or worked as an instructor? at GMU?
25 years

3. If you teach, how many classes do you typically teach a semester?
Usually two classes a semester. For associate teachers, it's four classes a semester

4. What is the typical size range of classes you teach face to face?
Composition classes range from 26 - 28 students
Face-to-Face classes can be up to 40 students

5. On a scale of 1-5, with 1 being extremely uncomfortable and 5 being extremely comfortable, how would you rate your comfort level with technology in general?
4

6. On a scale of 1-5, with 1 being extremely uncomfortable and 5 being extremely comfortable, how would you rate your comfort level with using technology during your classes?
4

7. On a Scale of 1- 5, with 1 being extremely uncomfortable and 5 being extremely comfortable, how would you rate your use of technology in your classroom to engage your students in active, collaborative learning?
4

8. What technology do you typically use in your face to face courses? Select all that apply.
- Here are the technology choices:
    1. instructor computer and projection: Always
    2. my own laptop and/or tablet device: Sometimes
    3. document camera: Rarely
    4. touch screen computer monitor with screen capture: No
    5. white boards: All the time
    6. wireless internet: All the time
    7. interactive flat screen: No, have not had the opportunity to use this
    8. Microphones: Yes

9. video conferencing system: All the time
10. WebEx software for lecture capture or web conferencing: Sometimes
11. Other, please specify
    -Blackboard
    -Hypothesis (text annotation program)
    -NIICE
    -Twitter
    -Google Docs
    -Kaltura

9. How does your department determine classroom assignments? Have you ever had classrooms without the technology you requested?
Faculty in this department are "at the mercy of whatever the registrar gives you"
They can request certain rooms, and try to get rooms with more technological capabilities

10. In the past, when you are assigned a classroom, how do you find out what technology is available in that space?
Through:
-Fairfax classroom support
-Bring own HDMI and connect to the big screen in the classroom
-Use Bb synchronously for face-to-face classes (ex. Assign students readings to refer to in Bb while in class)

11. In the past, have you ever needed help to learn how to utilize technology in the classrooms? If so, how did you find the help you needed?
-Can tell what classrooms will have what technology based on the building where the class is located
-Go to 25live to know how to prep for classes

12. Do you think you know the full capabilities of the technology in the spaces you've taught?
-ITU and ODL provides so many opportunities to learn what's available, through: workshops biteweek, etc.
-Took advantage of Innovation Hall open house to see what was available
-Try to take advantage of Kaltura user tutorials, Lynda.com, internal workshops, JC311 Club, etc.

13. What are the barriers/difficulties to using technology in the classrooms?
Constantly checking and rechecking to ensure the use of the technology is also pedagogically sound, and not just to try and keep students off their phones (Direct quote: "Am I using it (technology) properly for what students need to learn, or am I putting eye candy up there just to them off their phones?"

14. What elements make using technology in the classrooms easy?
-Technology makes things run quicker and more smoothly in terms of making sure students are on the same page as the teacher
-Online classes absolutely have to have technology that works efficiently and satisfactorily for the needs of both faculty and students

15. Are you familiar with the Stearns Center Learning Environments website http://learningenvironments.gmu.edu/signature-learning-spaces/ ?
Yes, very familiar with this website

16. Are you familiar with the 25Live website https://25live.collegenet.com/gmu ?
Yes, very familiar with this website

17. On a scale of 1 - 5 with one being not at all and 5 being completely confident, how confident are you with the technology available in the GMU university classrooms?
5

18. On a scale of 1 - 5 with one being not at all and 5 being completely confident, how confident are you in recommending the use of the active learning centers?
5

19. On a scale of 1 - 5 with one being not at all and 5 being completely confident, how confident are you in using *any* classrooms available technology at GMU?
5

20. Would you be willing to use an app and download it on your phone if it would help you with:
    a. understanding the functionality of the tech in your classroom,
    b. help you to use that technology
    c. provide immediate access to tech support through a phone call
    d. Provide immediate access to tech support through chat
    -Sure! Especially if we get classrooms like the ones in Innovation Hall! (Dr. Matthews is in Robinson Hall, which is set to be rebuilt, so this has real potential of actually happening for her!)
    -An app specifically for substitute teachers would be hugely beneficial. It could give the professor's sub lesson plans, as well as updated information on that class and what they should be doing within these lesson plans for the sub to follow along with

21. Is there anything else you would like to tell us about using technology in the classrooms at George Mason?
-Students are very technologically driven in the composition department (i.e. they don't hand write ANYTHING), because they rely on technology to be able to write, research, and edit things almost in real time.
-At this point, teachers essentially have to plan two lessons for one class based on the technology that will be available to them in their rooms. If they get a room that doesn't have the tech capabilities they need, they have to go with lesson plan 1. If they get a room that does have the tech capabilities they need, then they go with lesson plan 2. It isn't a very efficient use of the professor's time and effort.

Dr. Dann Sklarew	Term Associate Professor Department of Environmental Science and Policy	AJ	Interview Thursday, 9/28 4:30 pm	AJ

Interview Questions:

1. What is your position in the University? Which department are you assigned to?
Term Associate Professor
Department of Environmental Science and Policy

2. How long have you taught or worked as an instructor? at GMU?
Fall of 1993 – 24 years
Part time in 90s, Full time 2008
1994

3. If you teach, how many classes do you typically teach a semester?
2-3

4. What is the typical size range of classes you teach face to face?
Under grad 16-30
Grad 8-12

5. On a scale of 1-5, with 1 being extremely uncomfortable and 5 being extremely comfortable, how would you rate your comfort level with technology in general?
5

6. On a scale of 1-5, with 1 being extremely uncomfortable and 5 being extremely comfortable, how would you rate your comfort level with using technology during your classes?
4

7. On a Scale of 1- 5, with 1 being extremely uncomfortable and 5 being extremely comfortable, how would you rate your use of technology in your classroom to engage your students in active, collaborative learning?
4/5

8. What technology do you typically use in your face to face courses? Select all that apply.

- Here are the technology choices:
  1. Y instructor computer and projection
  2. y my own laptop and/or tablet device
  3. Y ONCE OR TWICE A SEMESTER document camera
  4. touch screen computer monitor with screen capture
  5. Y REMOVABLE ONES ENJOYED white boards
  6. Y wireless internet
  7. interactive flat screen
  8. Y microphones
  9. Y video conferencing system
  10. Y WebEx software for lecture capture or web conferencing
  11. Other, please specify

9. How does your department determine classroom assignments? Have you ever had classrooms without the technology you requested?
They ask if they ask if we want collaborative or tech enabled classroom.
Yes, in the custodial closets in Robinson Hall – it had an old school tv and that was the only plug in the room

10. In the past, when you are assigned a classroom, how do you find out what technology is available in that space?
If I've seen the coding or I go to 25live – room reservation service

11. In the past, have you ever needed help to learn how to utilize technology in the classrooms? If so, how did you find the help you needed?
Yes, Innov 26G, 1st
c-generation, white board with markers that conferred to laptop
The 1st tech enabled way back
WebEx training Crystal on Tuesday

12. Do you think you know the full capabilities of the technology in the spaces you've taught?
Yes.

13. What are the barriers/difficulties to using technology in the classrooms?
Overheating, projector – 3 times fan off, light off
The use of password protector areas with way too long characters
Screens that take up whiteboard space
Plugs that keep up with cutting edge –switch out – Mac plugs don't fit
Auto shutoff longer/motion detector
PowerPoints run from phone, but haven't figured it out yet

14. What elements make using technology in the classrooms easy?
Having the password visable
Having windows
Clocks in back of room

15. Are you familiar with the website http://learningenvironments.gmu.edu/signature-learning-spaces/ ?
No

16. On a scale of 1 - 5 with one being not at all and 5 being completely confident, how confident are you with the technology available in the GMU university classrooms?
4
17. On a scale of 1 - 5 with one being not at all and 5 being completely confident, how confident are you in recommending the use of the active learning centers?
5 except for the one in Innovation

18. On a scale of 1 - 5 with one being not at all and 5 being completely confident, how confident are you in using ***any*** classrooms available technology at GMU?
If no tech, I'm not comfortable at all

19. Is there anything else you would like to tell us about using technology in the classrooms at George Mason?
I think technology isn't just the digital, it includes moving white boards and windows and movable chairs and tables.
Innovation Hall 323 - Least favorite classroom
Eye contact was impossible.
If you have groups of 6 (not 7!) it's fine as long as they don't need to look at the
Movable tables and chairs is a huge thing for me.

Dr. Jennifer Sklarew	Center for **Energy Science** and Policy Senior Fellow Department of Environmental Science and Policy	AJ	Interview Thursday, 9/28 3:30 pm OVES, 5004 Sideburn Rd, Fairfax	AJ

Interview Questions

1. What is your position in the University? Which department are you assigned to?
Adjunct Professor
Environmental Science and Policy

2. How long have you taught or worked as an instructor? at GMU?
7 years, same

3. If you teach, how many classes do you typically teach a semester?
1 class per (2 sections at the same), undergrad/grad/PhD

4. What is the typical size range of classes you teach face to face?
9-12

5. On a scale of 1-5, with 1 being extremely uncomfortable and 5 being extremely comfortable, how would you rate your comfort level with technology in general?
3

6. On a scale of 1-5, with 1 being extremely uncomfortable and 5 being extremely comfortable, how would you rate your comfort level with using technology during your classes?
Technology enabled classroom 4
Nontechnology classroom 2

7. On a Scale of 1- 5, with 1 being extremely uncomfortable and 5 being extremely comfortable, how would you rate your use of technology in your classroom to engage your students in active, collaborative learning?
2 more posting for group view to launch discussion

8. What technology do you typically use in your face to face courses? Select all that apply.

- Here are the technology choices:

1. instructor computer and projection
2. my own laptop and/or tablet device
3. document camera
4. touch screen computer monitor with screen capture
5. white boards
6. wireless internet
7. interactive flat screen
8. microphones

9. video conferencing system
10. WebEx software for lecture capture or web conferencing
11. Other, please specify
    a. Blackboard
    b. PowerPoint
    c. Weblinks embedded in PP- YouTube

9. How does your department determine classroom assignments? Have you ever had classrooms without the technology you requested?
My department does not. They put in a request for the technology enable room and they they are told whether or not they get it.
I've been told we can only request a technology enabled classroom or not. If we don't get one, our only recourse is to be put on a wait list.
Yes, I have and had to "rent" portable equipment (projector and HTMI cable to connect Mac) from the IT department. (Used personal laptop.)
Office of the Registrar Academic Scheduling Manager is who gets the scheduling/room requests.

10. In the past, when you are assigned a classroom, how do you find out what technology is available in that space?
I go to Patriot Web and see what classroom they've listed for my course. Then I go to GMU classroom to find out what technology is in that classroom. I could call Assistant Academic Administrative Specialist but she probably looks it up the same way.

11. In the past, have you ever needed help to learn how to utilize technology in the classrooms? If so, how did you find the help you needed?
Yes. I asked my students. I called the IT help desk. One room did not have a phone so I had to use my cell phone. In Innovation and Robinson Halls.

12. Do you think you know the full capabilities of the technology in the spaces you've taught?
No.

13. What are the barriers/difficulties to using technology in the classrooms?
Someone else in a previous class had switched from PC to HTMI and I didn't know how to switch it back. No explanations of the equipment in the room.
When there is no technology in the room, the order of the 5 different things that need to be hooked up in a certain order and they gave me the cheat sheet, but that didn't work and when the tech person came they looked at it and said oh that's not right.

I have to build in a lot more time to hook up cables. Sometime the wires loosen and we have to walk around all those wires.

I like when consoles are close to the screens so that I don't have to walk back and forth when I want to point out something on the screen or have them look at the screen for info and back at me when I want to interact with them.

14. What elements make using technology in the classrooms easy?
Having the smart technology enabled classroom because everything is already hooked up and I only need to plug in my personal computer. And the wifi works and my hyperlinks stay active.

15. Are you familiar with the website http://learningenvironments.gmu.edu/signature-learning-spaces/ ?
No, just the other one that has some pictures.

16. On a scale of 1 - 5 with one being not at all and 5 being completely confident, how confident are you with the technology available in the GMU university classrooms?
5 Tech enabled classroom
1 non tech enable classroom

17. On a scale of 1 - 5 with one being not at all and 5 being completely confident, how confident are you in recommending the use of the active learning centers?

1 I don't use them

18. On a scale of 1 - 5 with one being not at all and 5 being completely confident, how confident are you in using ***any*** classrooms available technology at GMU?
4/5 If it has tech I'm totally comfortable

19. Is there anything else you would like to tell us about using technology in the classrooms at George Mason?

I would say that if I could be sure that I had a technology enabled classroom every semester I could add more technology interactive exercises.

Dr Ed Stephenson	Adjunct Faculty - GMU Department of Education	Crystal	Interview: Tuesday, 10/2 at 10:30 am at PWCS HQ Building (14715 Bristow Rd, Manassas)	Angella

Interview Questions:

1. What is your position in the University? Which department are you assigned to?
Adjunct Faculty for the Graduate School of Education in Human Development. Education Leadership Program.

2. How long have you taught or worked as an instructor? at GMU?
In general - GMU - 5 years (Summer 2013); Mary Washington and GMU as a PMI instruction (private music instructor) - 2 years; PWCS January 2006.

3. If you teach, how many classes do you typically teach a semester?
Varies - Usually 1. Up to 4 in summer.

4. What is the typical size range of classes you teach face to face?
Masters 20-24; Pd.D 5-10

5. On a scale of 1-5, with 1 being extremely uncomfortable and 5 being extremely comfortable, how would you rate your comfort level with technology in general?
5

6. On a scale of 1-5, with 1 being extremely uncomfortable and 5 being extremely comfortable, how would you rate your comfort level with using technology during your classes?
5

7. On a Scale of 1- 5, with 1 being extremely uncomfortable and 5 being extremely comfortable, how would you rate your use of technology in your classroom to engage your students in active, collaborative learning?
3

8. What technology do you typically use in your face to face courses? Select all that apply.
- Here are the technology choices:
    1. instructor computer and projection
    2. my own laptop and/or tablet device
    3. document camera
    4. touch screen computer monitor with screen capture
    5. white boards
    6. wireless internet
    7. interactive flat screen
    8. microphones
    9. video conferencing system
    10. WebEx software for lecture capture or web conferencing
    11. Other, please specify - Blackboard (better than task stream)

9. How does your department determine classroom assignments? Have you ever had classrooms without the technology you requested?
Professor that is program head and makes those decisions - I get an email with my classroom. They won't switch your room as an adjunct. If doing a cohort off campus you may have more information. Would be nice to be able to request a room change, but not necessary. Most rooms are well outfitted with technology.

10. In the past, when you are assigned a classroom, how do you find out what technology is available in that space?
Could email the program area contact - Haven't had to do that in years out of confidence of correct setup.

11. In the past, have you ever needed help to learn how to utilize technology in the classrooms? If so, how did you find the help you needed?
No need for help

12. Do you think you know the full capabilities of the technology in the spaces you've taught?
Pretty knowledgeable

13. What are the barriers/difficulties to using technology in the classrooms?
Figuring out what the priorities are to put on back burner to make learning with technology transformational.
The student surveys don't focus on how technology is used. By adding that point it could create an incentive for adjuncts to use technology more.

14. What elements make using technology in the classrooms easy?
Control panel is great. All of the appropriate hookups so that I can bring anything in and know that I can connect it. Would love to see USBC connectors. It would be great to see classrooms become mobile friendly too. For example, not needing an adaptor to hook up my cell phone.

15. Are you familiar with the Stearns Center Learning Environments website http://learningenvironments.gmu.edu/signature-learning-spaces/ ?

16. Are you familiar with the 25Live website https://25live.collegenet.com/gmu ? lstephe1@gmu.edu

17. On a scale of 1 - 5 with one being not at all and 5 being completely confident, how confident are you with the technology available in the GMU university classrooms?
4

18. On a scale of 1 - 5 with one being not at all and 5 being completely confident, how confident are you in recommending the use of the active learning centers?
confident

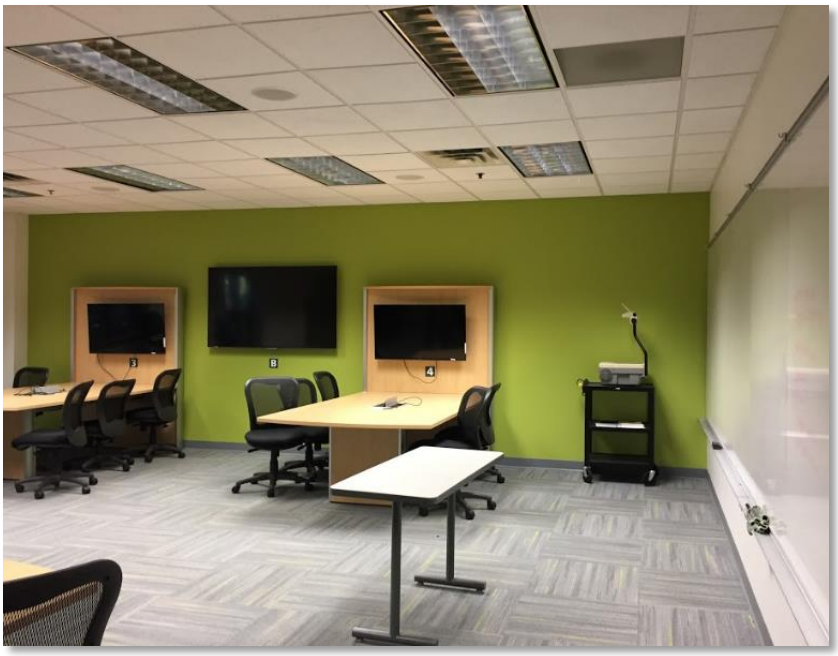
19. On a scale of 1 - 5 with one being not at all and 5 being completely confident, how confident are you in using ***any*** classrooms available technology at GMU?
5

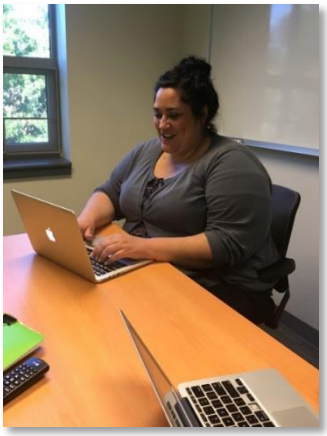
20. Would you be willing to use an app and download it on your phone if it would help you with:
    a. understanding the functionality of the tech in your classroom,
    b. help you to use that technology
    c. provide immediate access to tech support through a phone call
    d. Provide immediate access to tech support through chat
    Absolutely, sign me up

21. Is there anything else you would like to tell us about using technology in the classrooms at George Mason?

Mason has improved greatly in the area of keeping up with technology. I'm overall very happy with what I'm provided with.

More pictures from the interviews:





APPENDIX C: Observation Notes

Observation of Dr. Brenda Bannan

10/4/2017

4:30pm – 7:10pm

Dr Bannon Enter the room at 4:22
Looks at paper guide job aid
Touch screen activated
Student/Rebecca (Mason Project Coordinator Learning Space Design) gets up to help
"Ok so wireless"
Looks around, takes off coat
Projectors turn on
Desktop on, logging in
4:24
Logging into WebEx
Launching WebEx Week 6 EDIT 732
Error message
Speaker and Mic Testing – OK 4:25
Touch screen
Talking with Rebecca – Audio – "If you have the number, enter the number right now
On screen "Use the touch panel and look for these: Call Share
Sitting down punching in something, looking back and forth
4:29 Thank you! To Rebecca – looks connected
Typing
Talking to another student Mustafa
Trying to type
Crystal (Manager of Learning Space Design) approaches
Looking at screen and projector
"Don't go away yet." 4:31
Both Mustafa and Crystal coaching
Right screen – looks points – talks to Crystal
Mustafa and professor back to looking at desktop
Look back at projectors, back at desktop

Ask Rebecca to open the WebEx to make sure people are hearing me ok."
Pointing to desktop 'Unless we can use…
Walks over, document camera 4:34
Signing into Trello
Right screen active, left screen HH
Weekly schedule is up on right screen
Another student approaches with question – we'll talk about that
Mustafa talking
4:36 OK Hi guys! One second and we'll start the recording
Mustafa is doctoral student interested in studying another design group
OK so hopefully I'm going to start the recording.
Person from back calls out instruction. Mustafa comes up.
Crystal do you see the record button on that.
Crystal and Mustafa come up and are at the screen while she get's her physical materials ready.
4:40 Now all three looking at desktop screen. 4:40
Go back to me, since I'm the one running the meeting am I the one that needs to record it.
Behind me "Did you allow recording when you…."
4:41 Crystal sits at her computer – Crystal walks to front with her laptop
Still all three working up front
OK we're shoring up the recording hopefully.
4:42
4:43 "Do I need to rejoin?"
4:44 "OK if people are online, people can you text to them that we're going to restart so we can record."
4:45 "OK Thank you all for your patience. There are many steps to this…..
Mustafa toggles screen behind her to the Weekly schedule

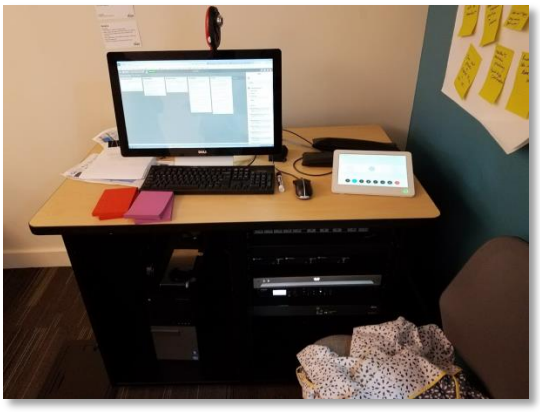
4:46 Feedback - Rebecca "That was my fault."
Left Screen is now Rebecca's computer webcam
"Fun with technology today. I have a feeling it's going to get worse."

4:59 Playing a video

Mustafa helps with audio
She gets it to show as full screen

5:11 “We need to update our settings, Crystal, for cookies. After break”
Doesn’t play video, discusses instead

5:22 “If someone’s on there that can mute their mic, we’d appreciate it.”
Still getting feedback

5:45 class resumes

6:51 Uses Document camera
Top of flip chart paper out of frame
6:59 -class dismissed “ go forth and design”