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May 18th, 2:00 PM - 3:15 PM

### Disrupting the Technology Adoption Spectrum: Thinking Creatively about Faculty Technology Use

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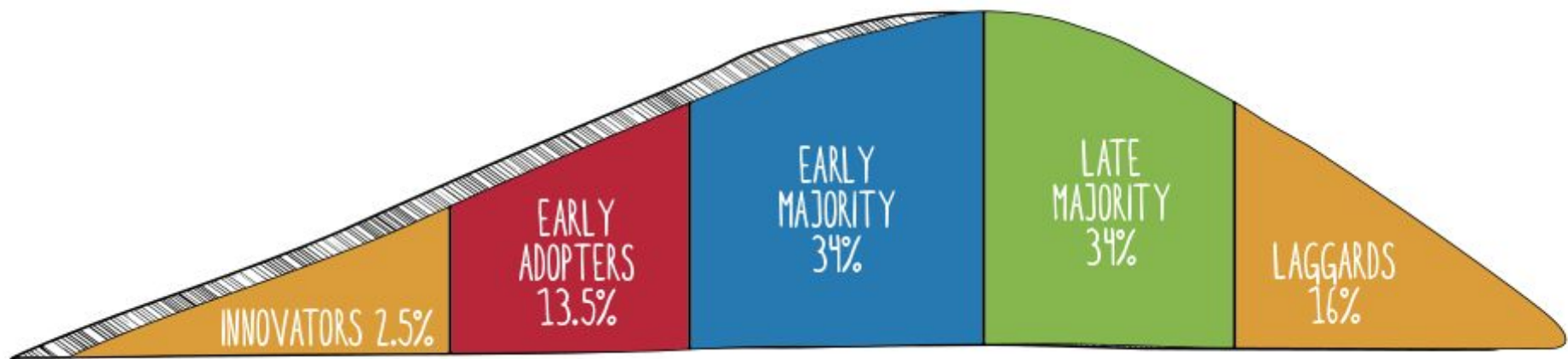
# Disrupting the Technology Adoption Spectrum:

Thinking Creatively About Faculty Technology Use



Yasmin Chin Eisenhauer, M.A. and Deborah Keisch, Ph.D.  
Instructional Technologists

Study: Landscape of Ed Tech at Smith College  
Evolving Framework for Faculty Tech Adoption  
User Stories



innovation adoption lifecycle



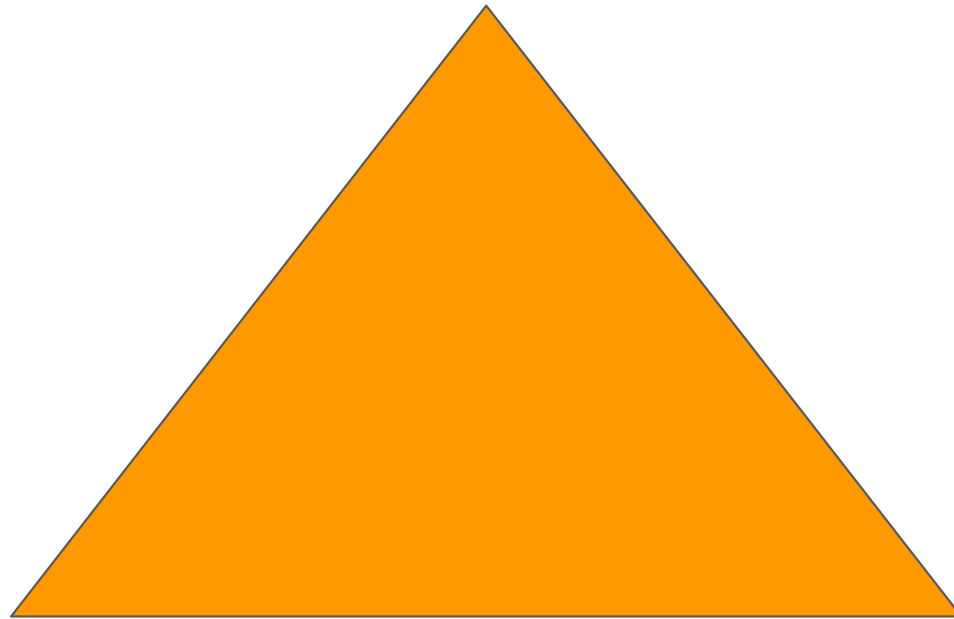
story of the study

survey

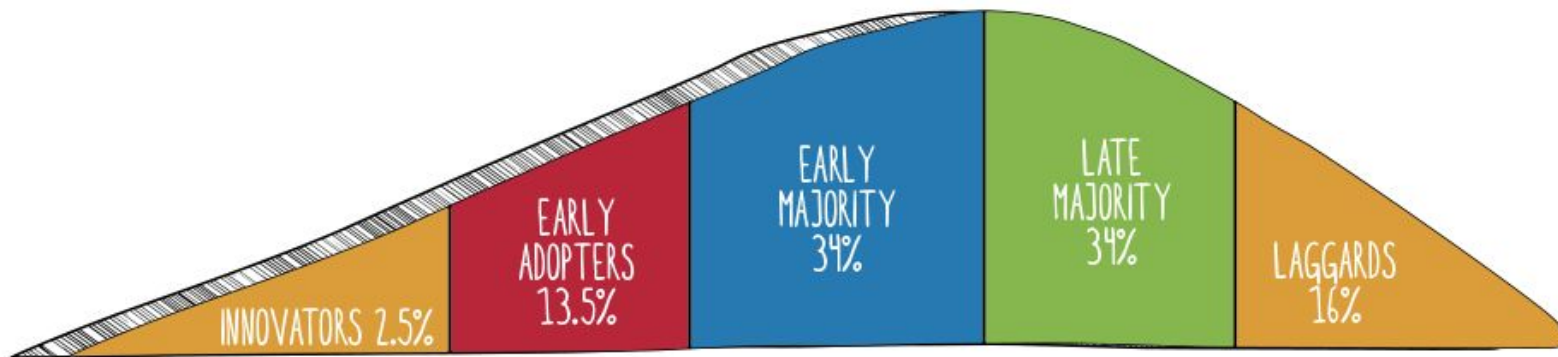
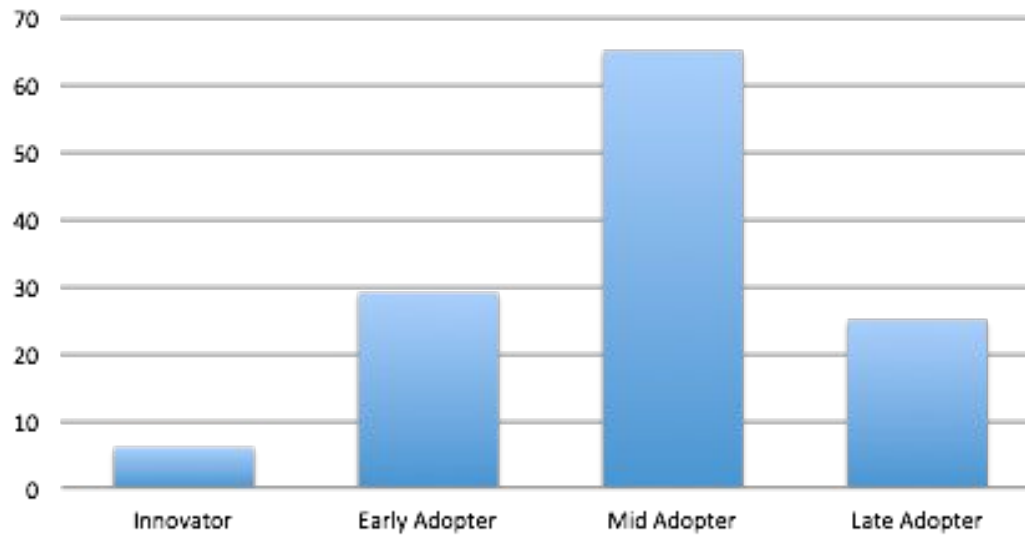
focus  
groups

work with  
faculty

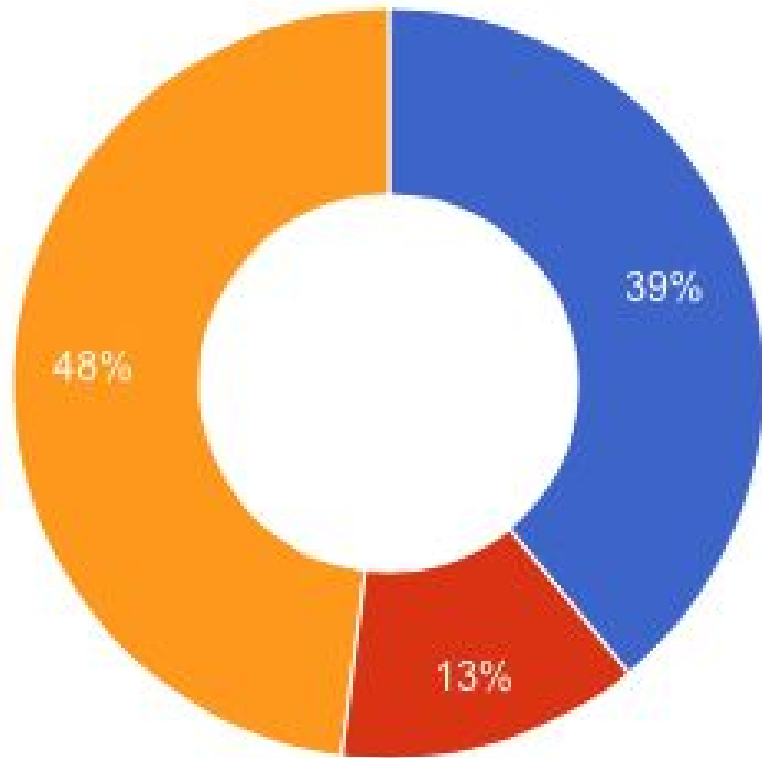
methodology



## Adoption Categories



## responses by division



Div I: Humanities

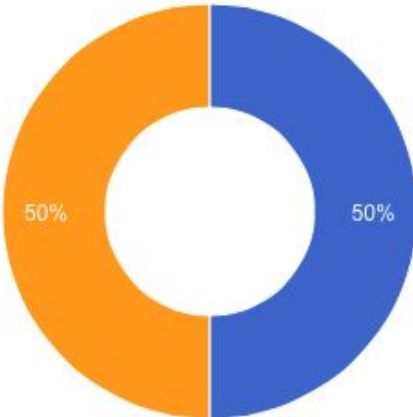
Div II: Social Sciences & History

Div III: Natural Sciences (& Math)

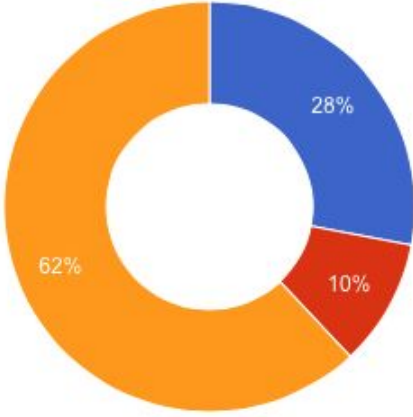


# adoption by division

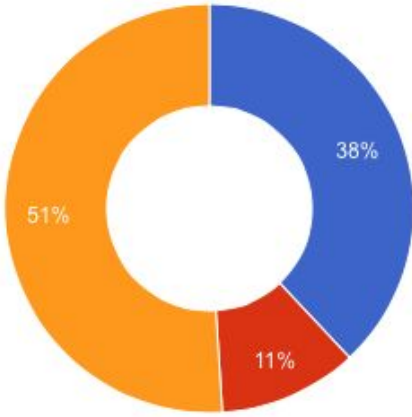
Innovator



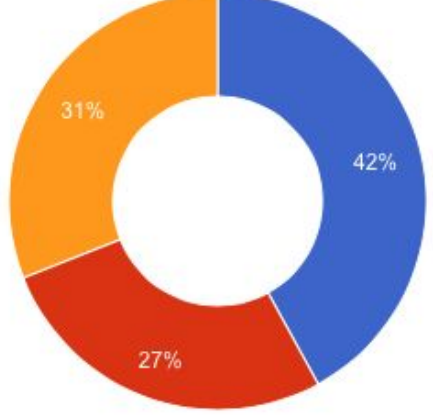
Early Adopter



Mid Adopter



Late Adopter

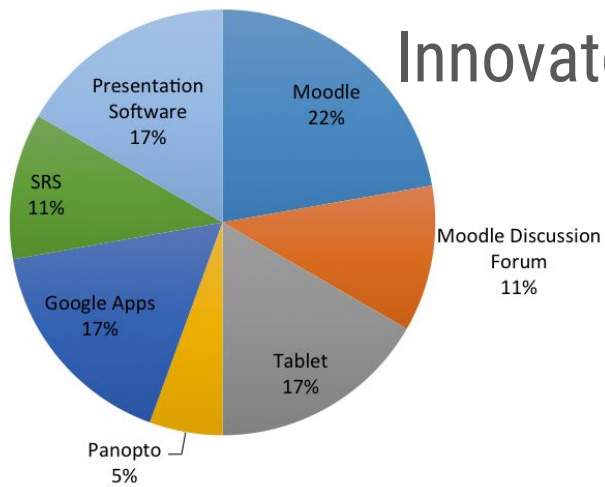


Div I: Humanities

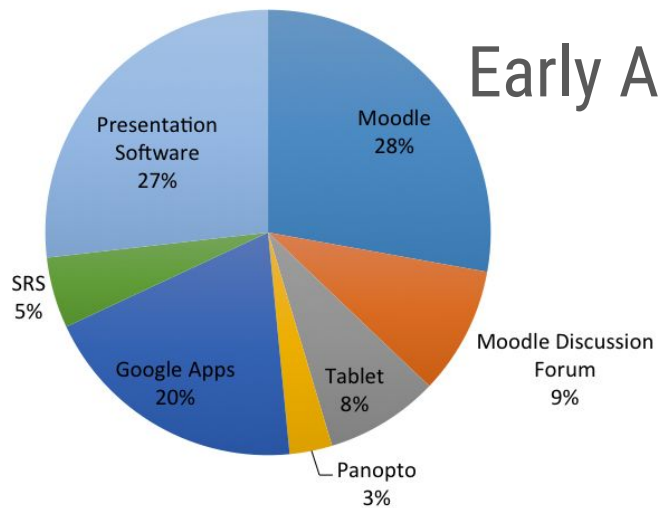
Div II: Social Sciences & History

Div III: Natural Sciences (& Math)

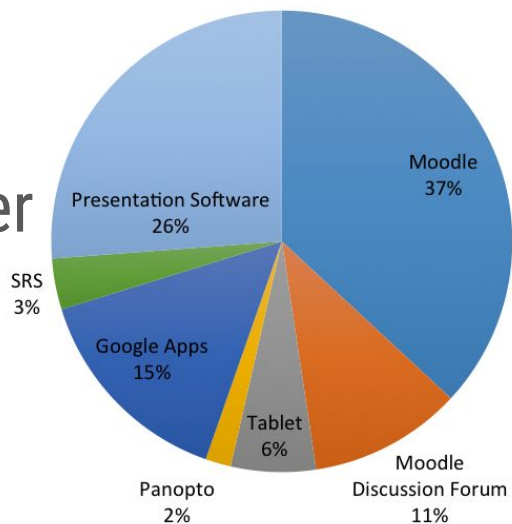
## Innovator



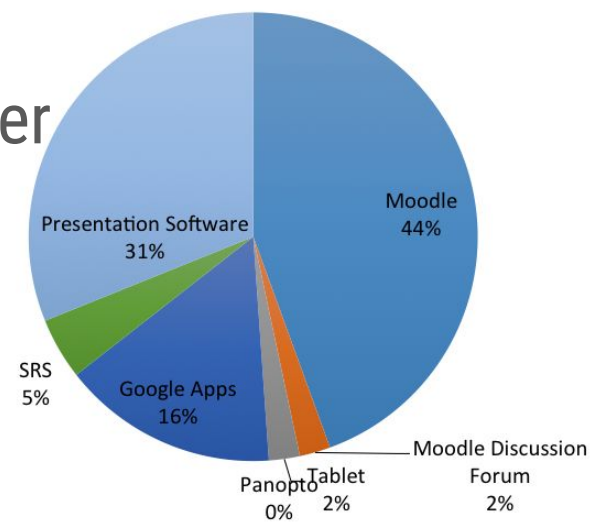
## Early Adopter



## Mid Adopter



## Late Adopter



tools by adoption category

So. There you have it.

We could have just stopped there.

The tech spectrum works perfectly.

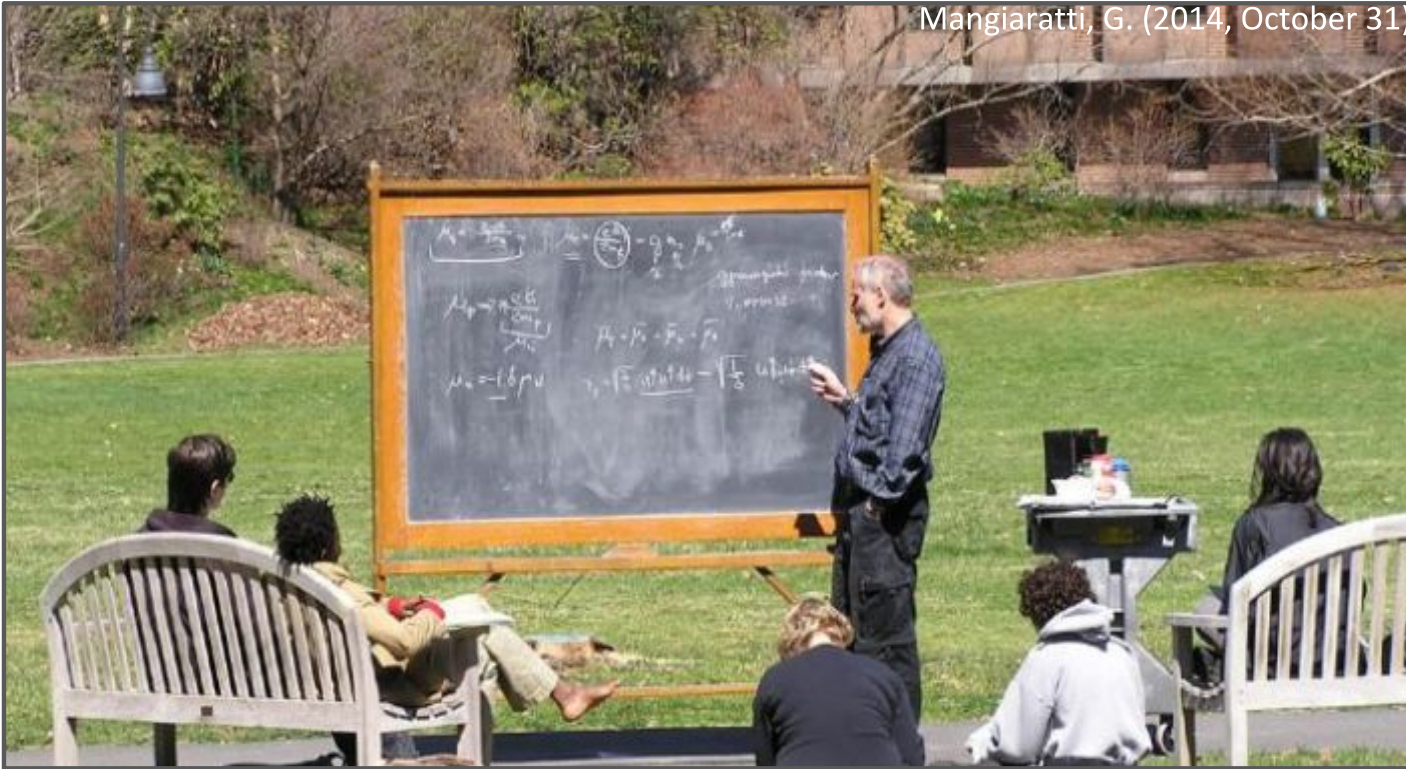
With regard to technology adoption,

Smith is perfectly average.

focus groups

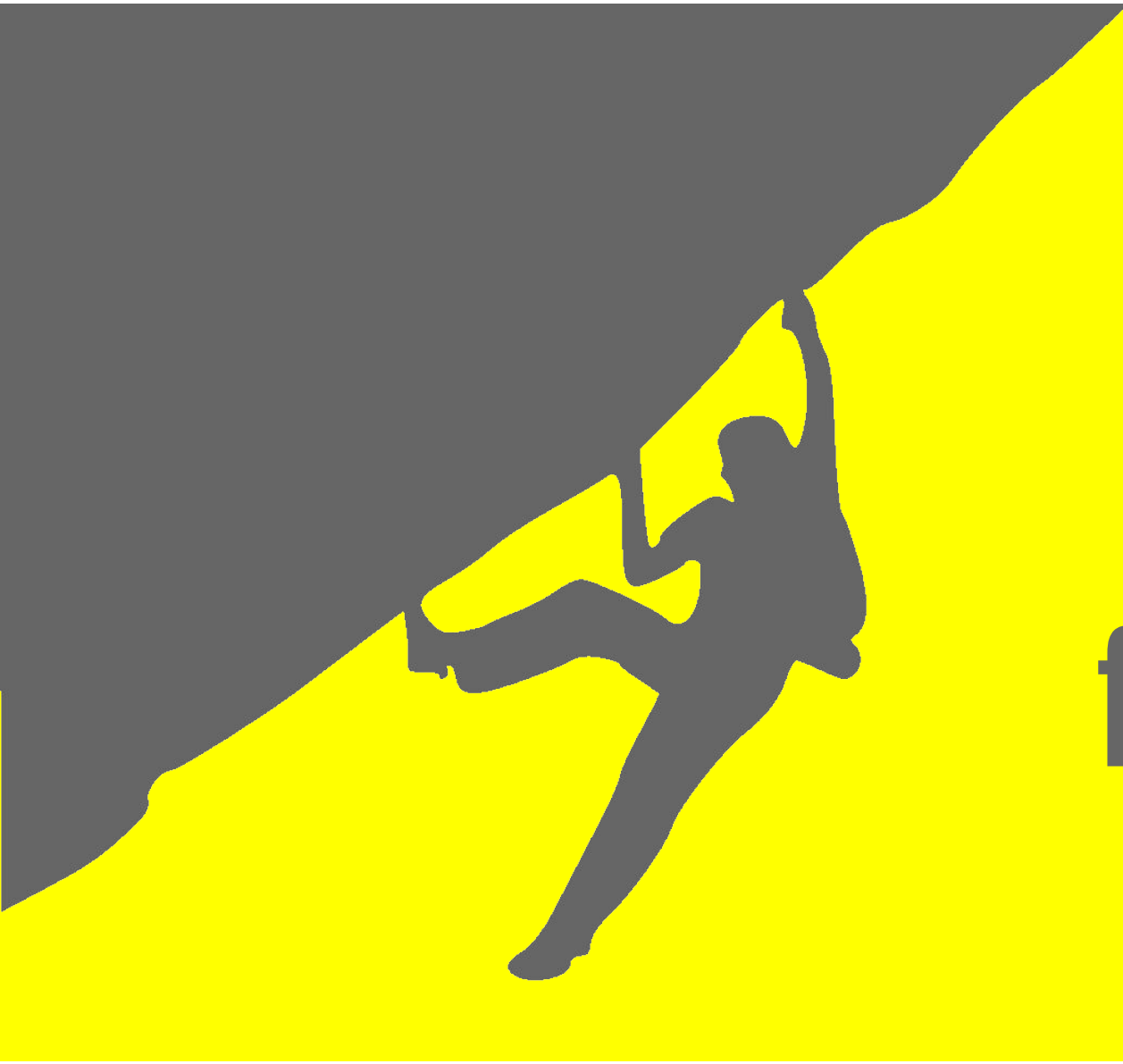


Mangiaratti, G. (2014, October 31)

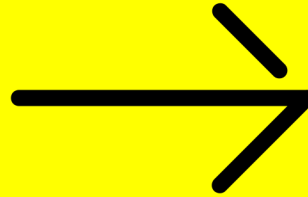
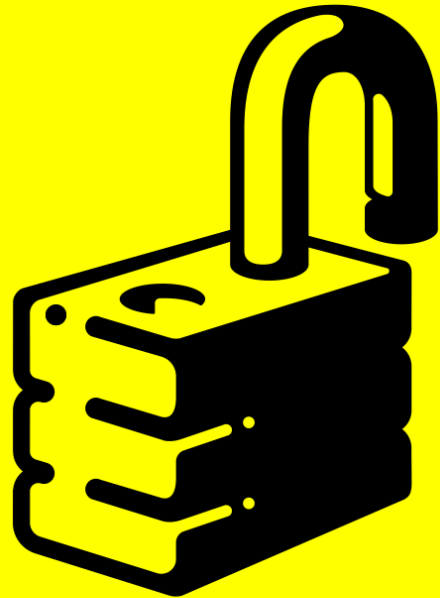


- Who is this professor?
- What is this class?
- Create the backstory of what's happening here.
- Could technology enhance this experience? If yes, how?

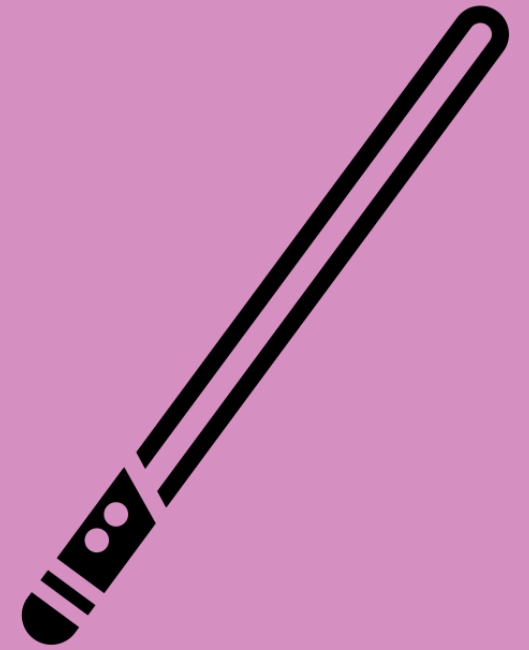
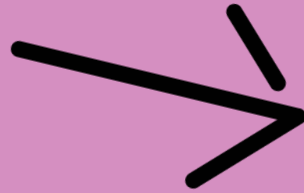
what's the story?



**evolve the  
framework**

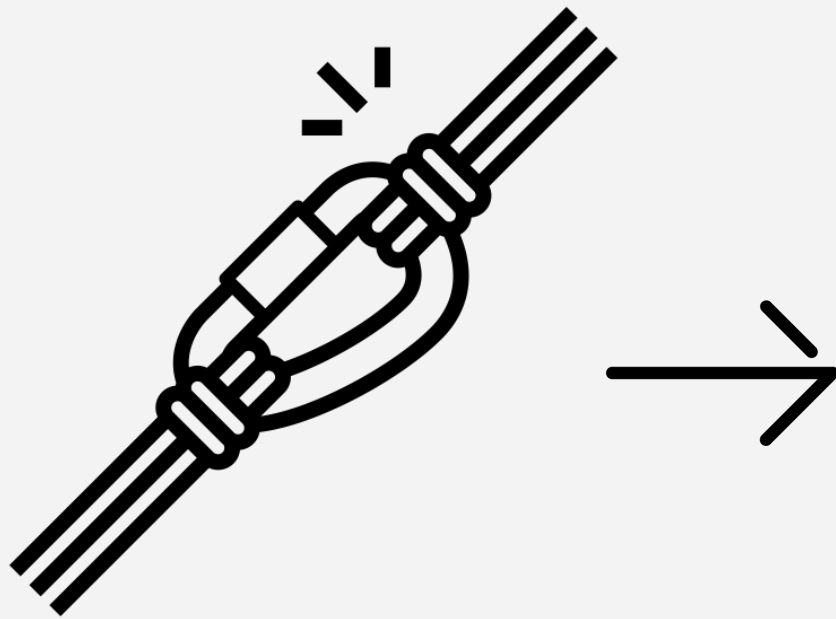



**unlock faculty potential**



privilege pedagogy over tools





ETS Tech Tips: How to Vet an App 

key questions & considerations

**INSTRUCTIONAL DESIGN & PEDAGOGY**

- Use of technology supports learning objectives.
- Use of technology provides opportunities to increase/enhance understanding.
- Does the app have multiple ability levels, provide feedback or offer summary data?
- Is the content factual, reliable, and free of spelling and grammatical errors?
- Students may create, evaluate, analyze, apply, understand, or remember.
- Use of technology enables: student-faculty contact; collaboration among students; active learning; gives prompt feedback; emphasizes time on task; communicates high expectations; respects diverse talents and ways of learning.

Debate it: technology is a tool, not a learning outcome.

**Technology makes students feel more connected to**

- 64% the institution
- 60% the professors
- 53% other students

**USABILITY** Usability evaluation focuses on how well users can learn and use a product to achieve their goals.

- User interface is aesthetically pleasing and easy to navigate, and has a clean, minimalistic design.
- The application loads quickly and does not crash.
- The system language follows both real-world and platform conventions.


**TECHNICAL REQUIREMENTS & COMPATIBILITY**

- With what platforms is the app compatible? Operating systems and devices.
- Does the app require a connection to WiFi? What, if any, functionality is lost when WiFi is unavailable?
- What types of content/data can users produce via the app?
- Can users archive, export or move content? How is data backed up?
- Across what applications is data interoperable? (ie. Moodle and Panopto Recorder)
- Are support resources available? Are they well-organized with step-by-step instructions?
- Is the app advertising free? If no, are the ads appropriate for an academic audience?
- Are users required to cite app if publishing papers based on results derived from app?

58% of students own **three** or more Internet-capable devices.

**TERMS OF SERVICE**

- Are the terms of service and privacy policies easy to find and understandable?

 it: technology is a learning outcome.

promote a model of supported risk taking

# UserStory: Les Années Noires



Discipline:

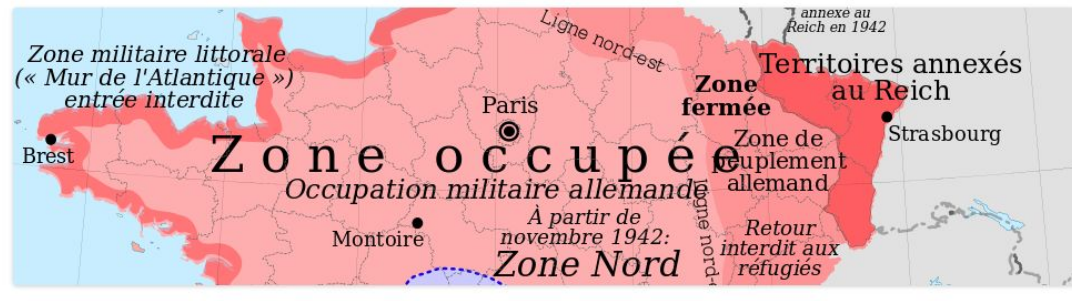
French

Content:

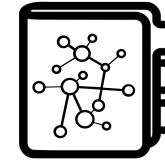
Collaborative writing, Web content

## Les Années Noires: Vivre sous l'occupation, 1939-45

MÉMOIRES DE PAULETTE   TUTORIALS   PRÉFACE   CHAPITRE I: LA DÉBÂCLE   CHAPITRE II: QUELLE POSITION POLITIQUE?  
CHAPITRE III: LA TENTATION   CHAPITRE 4: LA TRAHISON   CHAPITRE V: L'HÉROÏSME   CHAPITRE VI: LA GUERRE EST-ELLE FINIE?  
BIBLIOGRAPHIE



# UserStory: A Midsummer Holiday



Discipline:

English (Victorian  
Medievalism)

Content:

Image Annotation, Digital  
Crowdsourcing,  
Multimedia Final Project

# UserStory: Intensive Chinese



Discipline:

East Asian Languages

Content: iPad, Explain  
Everything, Google Drive  
and Moodle

## How to Contact Us.



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Deborah Keisch: dkeisch@smith.edu

# Citations

Bradbury, N. & Pearsall, C. "leaf 8 recto." *A Midsummer Holiday*. WordPress, Smith College, n.d., Web. 06 April 2016.

Coloring book featuring Yoda. Digital image. Cliparts.com, n.d. Web. 30 Jan. 2016. <<http://cliparts.co/cliparts/6Tp/ooy/6TpoyyM6c.jpg>>.

*Ling2 (traditional)* by Suzu Sakai 2014. Dir. Suzu Sakai. Perf. Suzu Sakai. 2014.

Logos used (under assumption of fair use): Apple iPad, Explain Everything, Final Cut Pro, Moodle, WordPress

Mangiaratti, G. (2014, October 31). Smith salutes Piotr Decowski, late physics professor's genius for teaching. *Hampshire Daily Gazette*.

Recipe Book by Shane David Kenna from the Noun Project

Icons from Noun Project icons by Deivid Sanze, Gregor Cresnar, iconoci, Lisa Oregioni, Scott Lewis, Wilson Joseph

Smart Insights. *Diffusion of Innovation Model*. Digital image. Smart Insights, 30 Oct. 2013. Web. 03 Jan. 2016.

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