



English ▼

## 0-INTRODUCTION

### About this Survey

The digital environment and tools being adopted in teaching and learning in higher education (HE) are generating massive amounts of data which require, technical skills as well as critical awareness and engagement.

This survey proposes a number of questions that explore how data is perceived and used in teaching and learning in HE. Through your kind collaboration, we will be able of understanding eventual skills' gap, and how do participants search for the resources, activities and relationships that can lead to professional learning opportunities.

You can visit the project's website to see a set of dynamic visualizations and the survey's final report.

The questionnaire is divided in three main parts:

- 1. Professional Profile** - 5 questions.
- 2. Data Practices in Teaching** - 6 questions.
- 3. Learning about Data Practices in Teaching** - 8 questions (3 voluntary response).

**The estimated time of response is: 12-15 minutes**

**Thank you very much for your valuable time!**

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### Informed Consent for Data Processing

In this form we will collect your opinions for the purposes of this research. Your identity will be protected by archiving the original answers in encrypted files located at the Universitat Oberta de Catalunya.

The data collected will be processed, aggregated and used for the research communication and dissemination. The data which is not sensitive and cannot reveal your identity could be published as Open Data for future research. By giving your consent you agree to this processing.

In accordance with the General Data Processing Regulation, you may request further information on how your personal data is used by writing to Juliana E. Raffaghelli: [jraffaghelli@uoc.edu](mailto:jraffaghelli@uoc.edu)

- I agree
- I don't agree - Exit the survey

### Important Notice

Along this questionnaire, we will use the concept of "data", which indeed could enclose many meanings. In this survey, we will define data as "all the molecular pieces compounding the flows of information in your activity, such as numbers, text, images, etc. which can be processed by either quantifying or aggregating for the purposes of interpretation, visualization and communication".

Moreover, we will mostly refer to digital data.

You can also see: <https://en.wikipedia.org/wiki/Data>

## 1- PROFESSIONAL PROFILE

### Gender

### Age

(in years)

### Country

Please indicate the country where it is located the institution for which you are currently working.

### Subject field

Select the disciplinary field where you would place your teaching activity. The nomenclature used is the UNESCO: <http://skos.um.es/unesco6/00/html>

Since you could teach in more subject fields, you can select several options.

- |   |  |
|---|--|
| <input type="checkbox"/> Logic                      | <input type="checkbox"/> Economic Sciences           |
| <input type="checkbox"/> Mathematics                | <input type="checkbox"/> Geography                   |
| <input type="checkbox"/> Astronomy and astrophysics | <input type="checkbox"/> History                     |
| <input type="checkbox"/> Physics                    | <input type="checkbox"/> Juridical Sciences and Law  |
| <input type="checkbox"/> Chemistry                  | <input type="checkbox"/> Linguistics                 |
| <input type="checkbox"/> Life Sciences              | <input type="checkbox"/> Pedagogy                    |
| <input type="checkbox"/> Earth and Space Sciences   | <input type="checkbox"/> Political Science           |
| <input type="checkbox"/> Agricultural Sciences      | <input type="checkbox"/> Psychology                  |
| <input type="checkbox"/> Medical Sciences           | <input type="checkbox"/> Science of Arts and Letters |
| <input type="checkbox"/> Technological Sciences     | <input type="checkbox"/> Sociology                   |
| <input type="checkbox"/> Anthropology               | <input type="checkbox"/> Ethics                      |
| <input type="checkbox"/> Demographics               | <input type="checkbox"/> Philosophy                  |

### Professional Experience in Teaching

Please refer only to your experience as university Teacher, in years.

**Professional Experience in Research**

If you have any experience in research, please indicate it below, in years.

**2- DATA PRACTICES IN TEACHING**

In the last year, how frequently have you engaged in one of the following teaching-related activities: **Educational Management and Quality?**

Please consider the following values:

1=Never ; 2=Sometimes; 3>About half the time; 4=Most of the time; 5=Always

	1	2	3	4	5
I used processed data (national or institutional reports) to address institutional development and planning	<input type="radio"/>				
I used data from institutional evaluation to support institutional development and planning	<input type="radio"/>				
I used data from assessment and evaluation of my own course to engage in institutional development and planning	<input type="radio"/>				
I used data from institutional assessment and evaluation for curriculum design	<input type="radio"/>				
I used data from learning analytics of my own courses to support further learning design	<input type="radio"/>				
I used data from learning analytics of my own courses to reflect on my own teaching effectiveness	<input type="radio"/>				
I used data from social media integrated in my teaching activity to improve teaching effectiveness	<input type="radio"/>				
I extracted and used data from social media where my students freely engage to address teaching effectiveness	<input type="radio"/>				

In the last year, how frequently have you engaged in one of the following teaching-related activities: **Using Data as Educational Resource?**

Please consider the following values:

1=Never ; 2=Sometimes; 3>About half the time; 4=Most of the time; 5=Always

	1	2	3	4	5
I adopted processed data (national or institutional reports) as educational resource	<input type="radio"/>				

	1	2	3	4	5
I re-used digitally accessible data (Open Data) from external research or public or government research as educational resource	<input type="radio"/>				
I re-used digitally accessible data (Open Data) from my own research as educational resource	<input type="radio"/>				
I reflected on the ethical issues connected with integrating data as educational resource	<input type="radio"/>				

In the last year, how frequently have you engaged in one of the following teaching-related activities: **Students' Empowerment through data?**

Please consider the following values:

1=Never ; 2=Sometimes; 3>About half the time; 4=Most of the time; 5=Always

	1	2	3	4	5
I shared and discussed data of institutional reports with the students so they could make interpretations on the dimensions and progress of their own learning in the institutional and social context	<input type="radio"/>				
I shared and discussed data of learning analytics with the students so they could make interpretations on the dimensions and progress of their own learning in the institutional and social context	<input type="radio"/>				
I shared and discussed social media analytics (integrated in the course) with the students so they could make interpretations on the dimensions and progress of their own learning in the institutional and social context	<input type="radio"/>				

In the last year, how frequently have you engaged in one of the following teaching-related activities: **Data in Teaching and Learning Processes ?**

Please consider the following values:

1=Never ; 2=Sometimes; 3>About half the time; 4=Most of the time; 5=Always

	1	2	3	4	5
I implemented traditional data collection techniques as part of students' assignments	<input type="radio"/>				
I implemented massive digital data extraction techniques as part of students' assignments.	<input type="radio"/>				
I taught specific techniques to elaborate and represent/visualize data	<input type="radio"/>				
I reflected on ethical issues in data collection when extracted automatically (e.g., from social media)	<input type="radio"/>				

	1	2	3	4	5
I implemented integrated data systems and visualizations to support students' abilities and awareness on their learning process (self-regulation).	<input type="radio"/>				

In the last year, how frequently have you engaged in one of the following teaching-related activities: **Data in Assessment?**

Please consider the following values:

1=Never ; 2=Sometimes; 3>About half the time; 4=Most of the time; 5=Always

	1	2	3	4	5
I used data from assessment activities to monitor learning	<input type="radio"/>				
I used data from assessment activities to monitor teaching effectiveness	<input type="radio"/>				
I used data from assessment activities to give feedback	<input type="radio"/>				
I used from the overall course' evaluation to give formative feedback	<input type="radio"/>				
I reflected with the students on the data collected from final assessments and evaluation.	<input type="radio"/>				
I used data students' logs to monitor/evaluate teaching	<input type="radio"/>				
I used data teacher dashboards to monitor/evaluate teaching	<input type="radio"/>				
I used data simple automated digital systems to analyse and score students' work (online quizzes)	<input type="radio"/>				
I used the learning management system (LMS) logs and dashboards to reflect with the students on the quality of learning and/or teaching	<input type="radio"/>				
I used simple automated digital systems to analyse students' opinions (online final surveys)	<input type="radio"/>				

In the last year, how frequently have you engaged in one of the following teaching-related activities: **Promote Students' Data Literacy?**

Please consider the following values:

1=Never ; 2=Sometimes; 3>About half the time; 4=Most of the time; 5=Always

	1	2	3	4	5
I promoted students' ability to critically appraise the credibility and reliability of available data in the context of their sources	<input type="radio"/>				
I promoted students' ability to integrate data into narrative or visual presentations and make sense of them.	<input type="radio"/>				

	1	2	3	4	5
I discussed and reflected with students on the social constraints on data and digital applications in AI as a socio-technical process.	<input type="radio"/>				
I discussed with the students the ethical concerns of collecting and using their data as part of the learning and evaluation process	<input type="radio"/>				
I discussed with the students the overall ethical concerns of collecting data in education and research.	<input type="radio"/>				

### 3- LEARNING ABOUT DATA PRACTICES IN TEACHING

Now you have seen some of the "data-practices" within each of the phases of teaching and learning,

What **relevance** would you give to learning/skills acquisition in the following areas of data literacy in TEACHING? And what is the **actual relevance given by your institution** to the topic?

Focus on your current situation and reply only according your professional learning needs.

Please consider the following values:

0=Irrelevant ; 1= Somehow relevant; 2= Relevant

	You			Your Institution		
	0	1	2	0	1	2
Educational Management and Quality	<input type="radio"/>					
Data as educational resource	<input type="radio"/>					
Data supporting teaching and learning	<input type="radio"/>					
Data supporting assessment	<input type="radio"/>					
Use of educational data to promote students' empowerment	<input type="radio"/>					
Promoting students' data literacy	<input type="radio"/>					

In the last three years, how often have you engaged in **activities to update your skills** relating data practices in teaching?

Please consider the following values:

1=Never ; 2=Sometimes; 3=About half the time; 4=Most of the time; 5=Always

*I have engaged in...*

	1	2	3	4	5
...face-to-face courses, seminars, conferences offered by the institution	<input type="radio"/>				
...in online courses, seminars, conferences offered by the institution	<input type="radio"/>				
... open online courses, seminars, conferences on my own initiative	<input type="radio"/>				
...in study groups promoted by my institution	<input type="radio"/>				
...study groups outside my institution	<input type="radio"/>				
...social network sites to find information or resources	<input type="radio"/>				

	1	2	3	4	5
...social network sites to share information and/or discuss techniques, topics and problems	<input type="radio"/>				

In the last three years, how often did you search, collect or consult **resources in order to update your skills** related to your data practices in teaching?

Please consider the following values:

1=Never ; 2=Sometimes; 3>About half the time; 4=Most of the time; 5=Always

*I have sought/collected/consulted...*

	1	2	3	4	5
...books or scientific articles suggested by my institution	<input type="radio"/>				
...open resources or social media suggested by my institution	<input type="radio"/>				
...books or scientific articles I find myself	<input type="radio"/>				
...open resources or social media I find myself	<input type="radio"/>				
...videos and tutorials suggested by my institution	<input type="radio"/>				
...videos and tutorials I found myself	<input type="radio"/>				

In the last three years, how often did you generated or cultivated **relationships in order to update your skills** related to your data practices in teaching?

Please consider the following values:

1=Never ; 2=Sometimes; 3>About half the time; 4=Most of the time; 5=Always

*I have engaged...*

	1	2	3	4	5
...with my co-workers, mainly onsite, to ask for information	<input type="radio"/>				
...with co-workers, both onsite and online, to discuss and think about problems	<input type="radio"/>				
...with other experts in my field, both onsite or online, to ask for information	<input type="radio"/>				
...with other experts in my field, both onsite or online, to discuss and think about problems	<input type="radio"/>				
...with other persons (including family and friends) to ask for information that can be connected to my ongoing professional activities	<input type="radio"/>				
...with other persons (including family and friends) to discuss and think about problems	<input type="radio"/>				

Can you give one or two examples of the resources, activities and relationships you engage with to learn?

Which are the **factors that drive your decision to improve your professional knowledge and skills** on data practices in teaching?

Please order the several factors (moving the text-boxes up and down) according to **your current situation**, not an ideal situation.

Mostly personal interest

Personal interest stimulated by my colleagues/team

Institutional suggestion based on a specific project

Institutional suggestion based on established institutional and national policies

Institutional/national or transnational compulsory regulations

#### FINAL MESSAGE

You are almost done!

Please use this text box to tell us about your opinion on the survey, the topics, or any eventual comment you might share with us.

Would you'd like to receive project's updates?

Please write your email below. We'll contact you soon with news on the survey's report, discussions, webinars and other resources to keep reflecting on data practices in Teaching and Learning in Higher Education.

This is an optional question so you can skip it if is not your case.

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