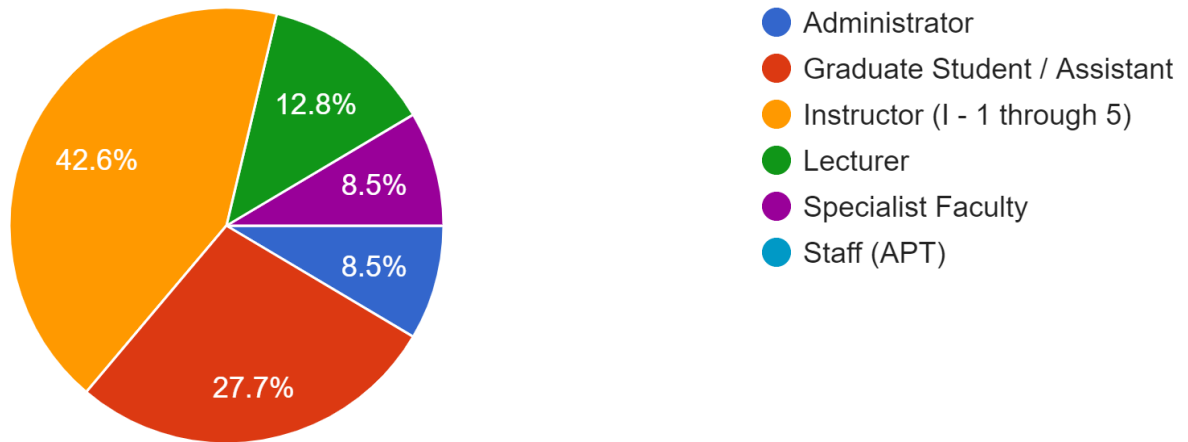COLLEGE *of* ARTS, LANGUAGES & LETTERS
CENTER *for* LANGUAGE & TECHNOLOGY
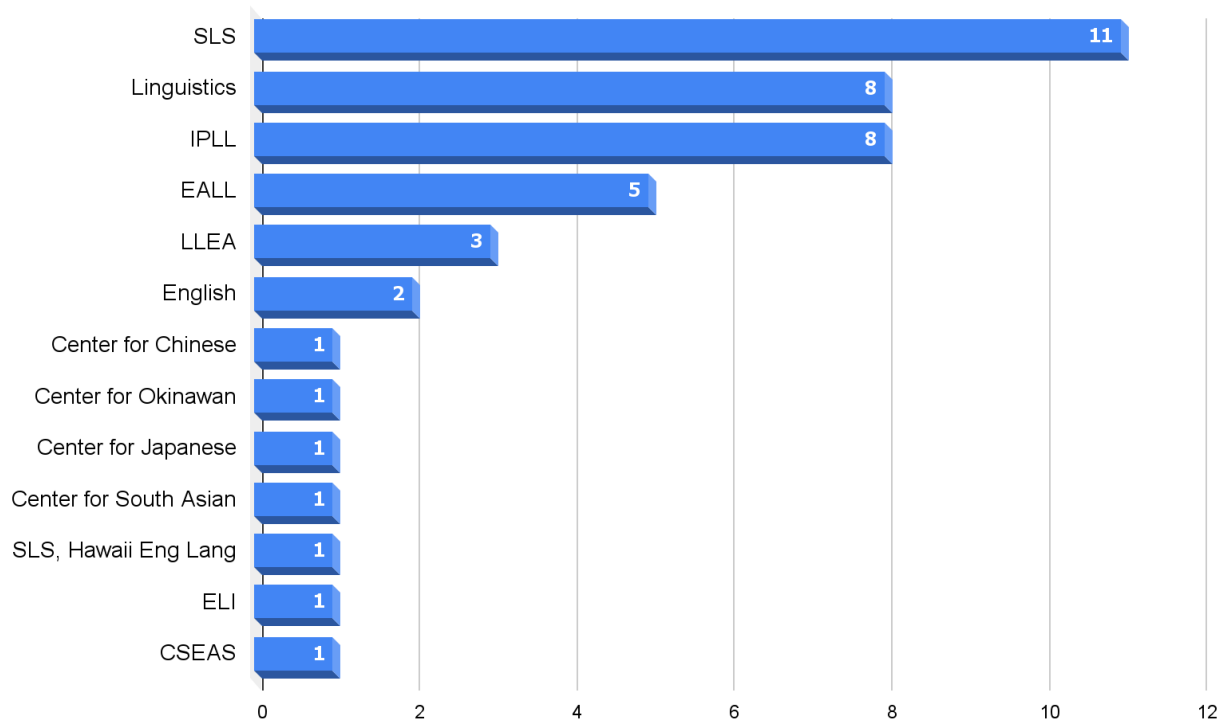
CLT 2021 User Survey Report
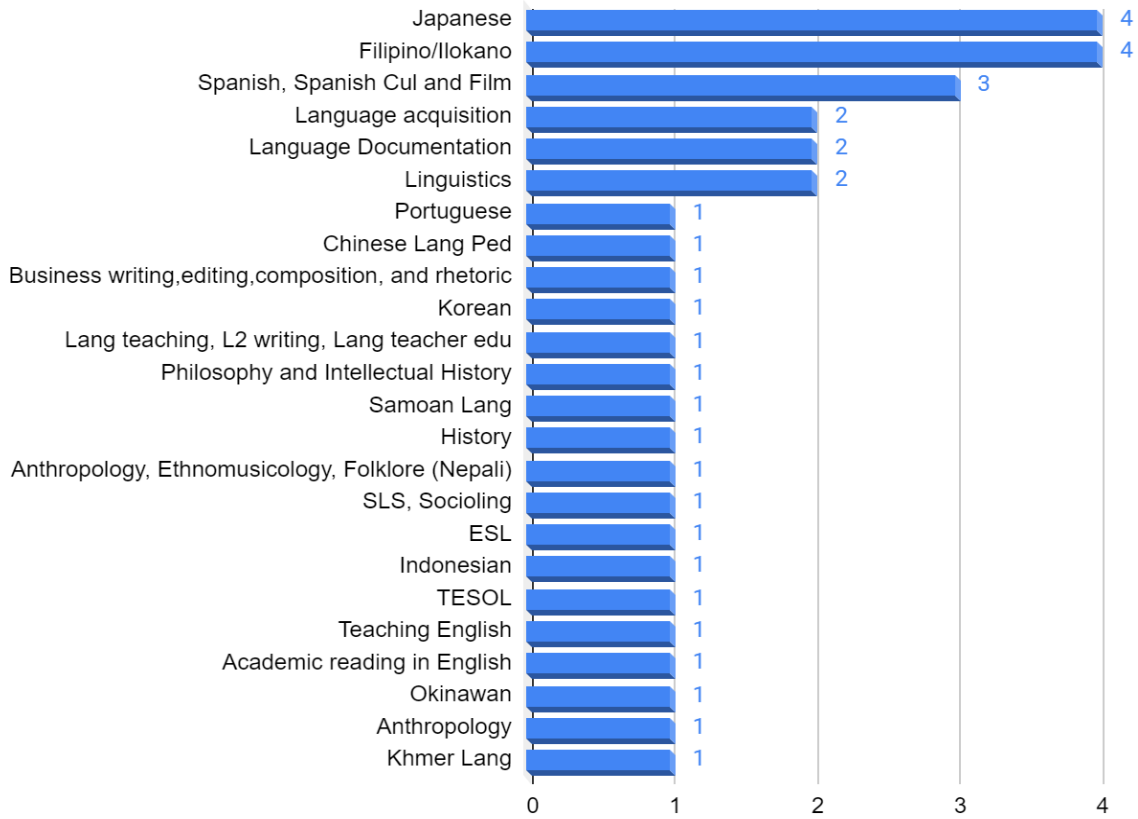
Participants (47)

- ● Administrator
- ● Graduate Student / Assistant
- ● Instructor (I - 1 through 5)
- ● Lecturer
- ● Specialist Faculty
- ● Staff (APT)

42.6%
12.8%
8.5%
8.5%
27.7%

Department or Unit (45)

Department	Count
SLS	11
Linguistics	8
IPLL	8
EALL	5
LLEA	3
English	2
Center for Chinese	1
Center for Okinawan	1
Center for Japanese	1
Center for South Asian	1
SLS, Hawaii Eng Lang	1
ELI	1
CSEAS	1

Disciplinary Area

Disciplinary Area	Count
Japanese	4
Filipino/Ilokano	4
Spanish, Spanish Cul and Film	3
Language acquisition	2
Language Documentation	2
Linguistics	2
Portuguese	1
Chinese Lang Ped	1
Business writing,editing,composition, and rhetoric	1
Korean	1
Lang teaching, L2 writing, Lang teacher edu	1
Philosophy and Intellectual History	1
Samoan Lang	1
History	1
Anthropology, Ethnomusicology, Folklore (Nepali)	1
SLS, Socioling	1
ESL	1
Indonesian	1
TESOL	1
Teaching English	1
Academic reading in English	1
Okinawan	1
Anthropology	1
Khmer Lang	1

1. What is your level of interest in using and/learning more about the following?

Legend: ■ 1- not interested ■ 2 - somewhat interested ■ 3 - interested ■ 4 - very interested

- video production
- audio recording &
- creating & editing simple
- screen recording
- Project-Based Language
- Blended Learning
- Python & natural language
- Orientation to Online
- Virtual Reality applications
- creating interactive
- Zoom: Helpful features for
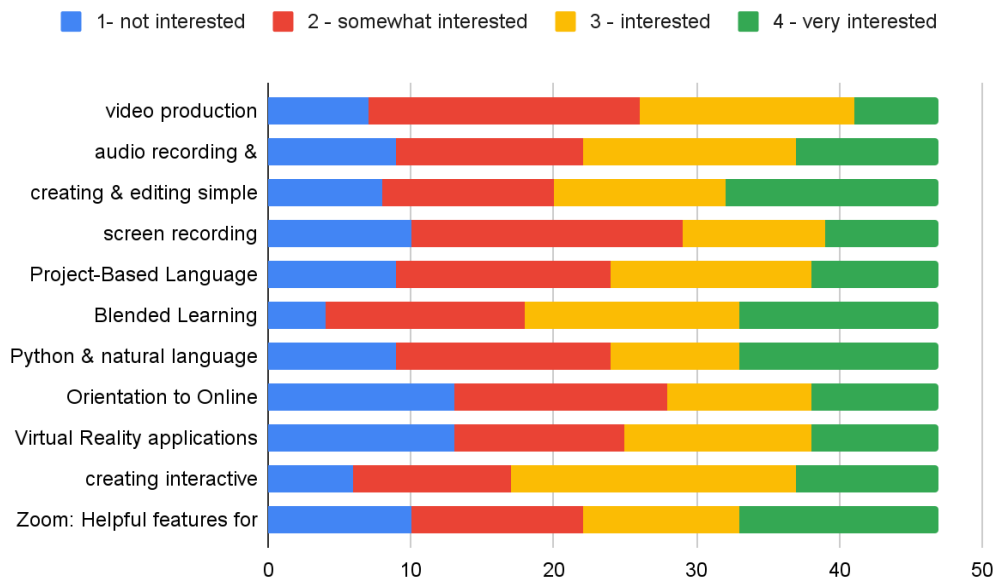
2. **Are there specific services, activities, and/or professional development topics that you wish the CLT could provide to INSTRUCTORS?**
CLT users would like to have orientations/tutorials on educational softwares and apps (e.g., Perusall, Padlet, Laulima tools). They also suggested that CLT offers more basic orientations on technology or one-on-one tutorials. In addition, users seek support in creating teaching portfolios and developing their own projects. Lastly, a depository of the past workshops was requested.

Responses

Resources
- Free access to tools for setting up and running aptitude tests and experiments online
- It would be nice if the CLT could help with subscriptions to apps. UH has a very limited number of useful tech tools that it has backpack licenses for, so it would be nice if the CLT could help with paying for (either through small grants or perhaps CLT subscriptions that they allow faculty to use if needed) different app or platform subscriptions.
- Basic html for website edit purposes
- Google sheets and formulas; instructional design
- I would appreciate it if there is a depository of CLT workshops that instructors can access. I know you offered interesting sessions, but I often gave up because of the time conflicts.
- Laulima tools and their applications to teaching language
- "Gather" (https://www.gather.town/)
- Useful language learning apps

Services
- Tutorial for Padlet
- Work with us to produce short videos, including pre- and post-production?
- More basic courses for technology-challenged people like myself.
- An orientation on creating teaching portfolios would be very helpful. Also, I know some instructors are using Perusall. Would love an orientation on it too.
- Maybe a workshop where you can bring your own project plans and receive help and feedback while working on it.
- I have been trying to find ways to easily invite the public/students to share images (photos) they take of language in public space (signs) to an online repository. I would love to build an app for this, but I don't have a lot of time to manage it. We are using an existing resource (lingscape), but it's not getting much traction in part because of how many steps are required. I am not sure how to make this project more functional with the resources I have access to on the UHM campus.
- Podcasting assignments - from developing interview questions, editing audio recordings, using Anchor.fm, etc.
- Maybe something about what sort of expectations we should have when teaching a 100-level course, like something about the wide variety of experiences the students are coming in with and what sort of things we may need to prepare for. I've found in my teaching, for example, that not all students have experience with writing and

properly citing sources in research papers, so I've had to adjust my plan to account for this discrepancy in ability.

3. **Please share with us the names of technologies you have recently adopted and briefly describe how you use them.**
CLT users reported that they adopted a variety of software in teaching. Many continued using Zoom to conduct online classes, while some adopted apps and platforms for student engagement such as Kahoot!, Padlet, Jamboard, Nearpod, Gather, and H5P. As for students' projects and homework, users took advantage of various apps, such as Quizlet, Lingt, Flipgrid, Quia, Vocaroo, Duolingo, Anki, ESRI ArcGIS, and Anchor. Other technology they adopted includes platforms such as LearnDash, Google Classroom, Slideshare, and Mozilla Hubs, and educational software such as Book Creator, and various WP plugins.

Responses

- Zoom for online classes (4)
- Google features (Google Classroom, Google Doc. Google Sites) (5) for homework assignments and/or students' collaborative work
- Flipgrid (5) Usage: video/audio recording and storage of videos, for responses/reflections on course material (students are able to interact and comment on each other's post during asynchronous sessions), for oral presentations by students (sadly limited to 10mins, or 500mb), for students to record videos and respond to each other
- Educational apps such as Kahoot! (3), Quizlet, and Padlet for class online activities/for reviews/assessment
- We used Anchor to produce a podcast in my Spanish class, it worked well and was pretty easy to use. I've been using Nearpod for a while which has worked well in my novice and intermediate classes for synchronous and asynchronous lessons. I've been playing around with Mozilla Hubs in some of my classes as well, which has been fun, but I wouldn't say that I've adopted it on a regular basis. I've been using Book Creator for quite some time to make e-books and it's worked well.
- DuoLingo for students; will explore Babbel and Rosetta Stone
- SlideShare to put stories on my language learning website, and Quia to digitize hands-on activities for online use
- Lingt for asynchronous assignments
- vocaroo.com (audio recording)
- Quizzes on Laulima
- Just working YouTube materials and other online resources into class.
- I guess the latest new software I learned was OBS and broadcasting musicians from multiple sources (different Zooms) at once, and figuring out how best to have them all do live audio in their own places to get the best sound over Zoom.
- ESRI ArcGIS (requires license); I use this to build GIS-based story maps that show how languages appear and function in public space in Hawaii. (https://manoa.hawaii.edu/multilingualhawaii/story-maps/)
- LearnDash, H5P, Anki, and various other instructional WP plugins

- Anchor.fm - Free podcast hosting platform that I have my students use to compose podcasts in my English 100 classes: The focus isn't necessarily so much on technical production, it's more on rhetorical, stylistic choices such as tone, context, audience, voice, style, organization, etc.
- Jamboard
- Canva
- Used Gather during a PD at my other school: I thought this was an extremely engaging tool.
- PowerPoint lecture slides
- I need to learn how to convert my interactive language material developed with InDesign CC into some software that I don't have to pay for the yearly subscription. Thus, maybe that is something YOU could help or provide some training.
- A variety of video components interwoven with my online teaching so as to keep class time vibrant and effervescent
- I also successfully taught a HOT course last semester, which was well received by all my "Here" and my "There" students . . . something that makes me happy.

4. **If cost were not a factor, please briefly explain what additional technology you wish you had access to (e.g., equipment you'd like to rent, software subscriptions, etc.)**
   CLT users would like to have access to tools for interactive activities; Yabla, Nearpod, Padlet, Kahoot, Menti, Interactive whiteboard, built-in apps on zoom (e.g., drawing), and Gather. They also wish to have access to data editing and/or analyzing software; Adobe Creative Cloud, Adobe Premiere Pro, photo editing software suites, Movie Maker, ESRI ArcGIS. Other software that they wish to have include Canva, Qualtrics, Quizlet, coschedule marketing software (e.g., Hootsuite), and Dropbox for larger capacity. In addition, they would like equipment to manage online synchronous and/or in-person classes such as webcam, microphone, portable microphone for in-person class, and smart blackboard. Some also wish to have hardware and space for classroom projects; cameras (e.g., for PBLL), high resolution 360 camera, drone, eye-tracker, VR and/or AR headsets, 3-D printers, and design lab with computers.

Responses

Software Licenses
- Yabla
- Nearpod
- Adobe Creative Cloud licenses (for content creation and working on video projects)
- Adobe video
- Adobe cc
- Acrobat Pro DC
- Premiere pro
- Interactive white boards
- Canva
- Padlet
- Kahoot
- Qualtrics
- Quizlet

- Movie Maker
- Dropbox (for larger capacity)
- Video editing software
- Menti
- Built in apps on zoom like drawing
- Photo editing software suites
- Coschedule marketing software and/or Hootsuite
- ESRI ArcGIS, though I need more training in the features and how to use them effectively. 1-2 day training sessions cost more than $1000, typically
- "Gather" (https://www.gather.town/)

Hardware

- VR and/or AR headsets
- 3-D printers
- Cameras (for PBLL)
- Lighting for Zoom presentations
- A smart blackboard that would record what is written and share it with students during remote learning
- High resolution 360 camera
- Drone
- Portable mic for in-person class
- Eye-tracker
- Mac laptop
- Webcam
- Microphones

Rooms

- Some sort of language learner maker space or design lab with computers

Comments

- For all the questions above, I feel I'm not even aware enough of what's out there to know how to respond. So workshops introducing us to helpful features of Zoom and other apps are all to the good!
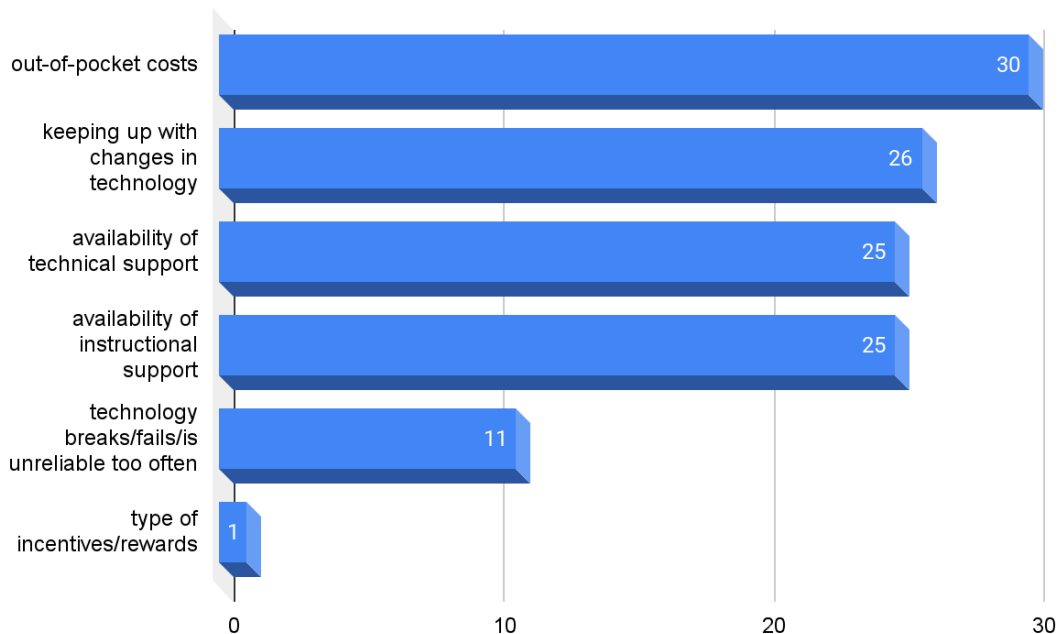
5. Which of the following CLT services have you used? Please check all that apply.
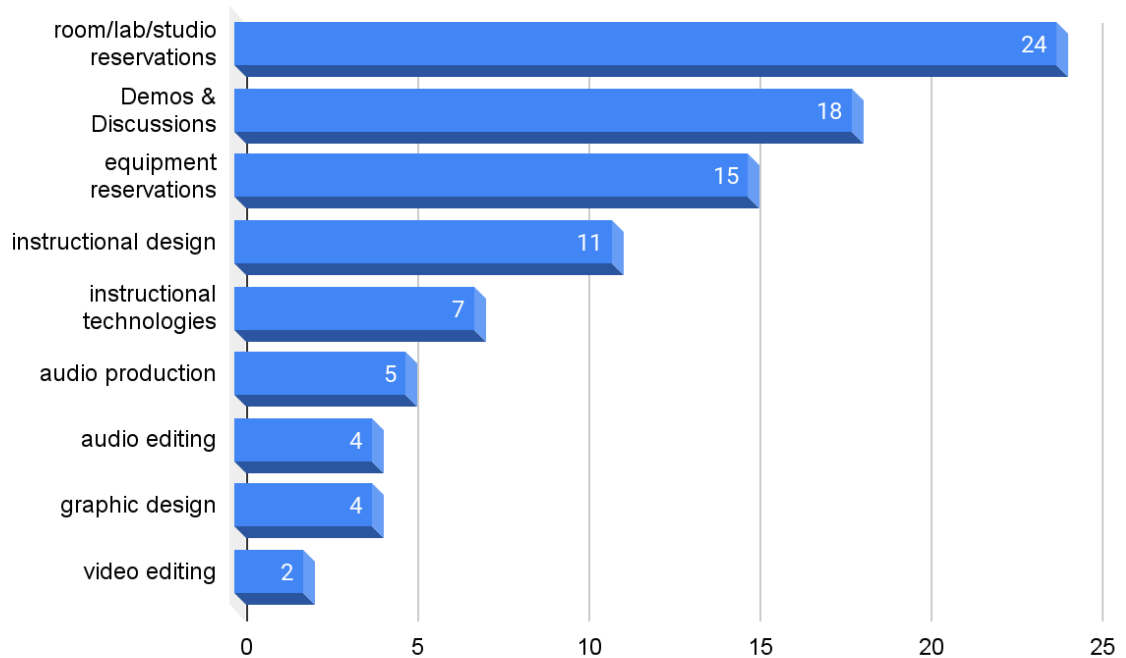
Comments
- Do you offer all of these as services, or do you provide training on how to use various tools so we develop the materials themselves? I thought it was the latter but if it's the former, that would be amazing!

6. What are the most significant factors that affect your use of technology?

Comments
- Building projects, and maintaining them
- While away on sabbatical, I have not had time to learn more.
- No obvious improvement in learning.
- Lack of time to learn and/or create lessons involving the new tech (4)

7. Indicate your level of agreement or disagreement with the following statements.
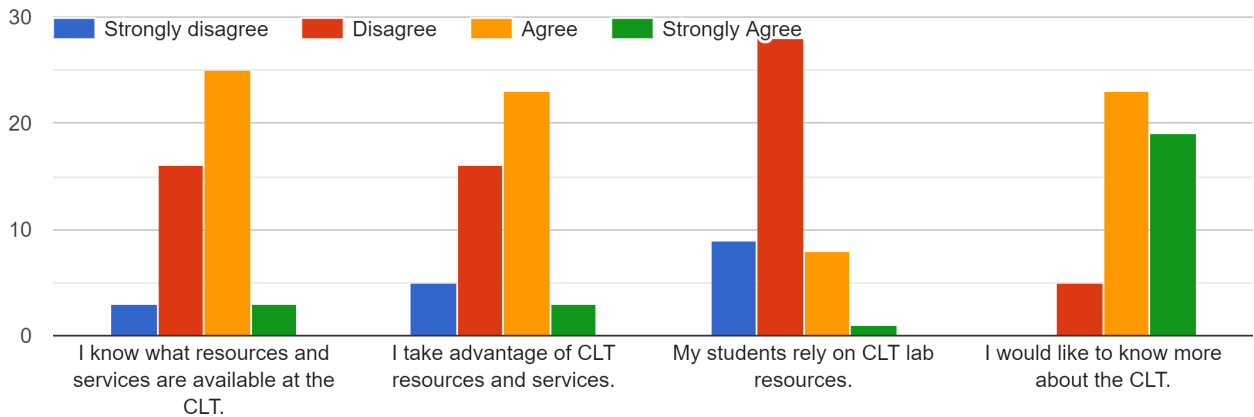
8. What do you like about the CLT?

Many users indicate their appreciation for CLT staffs' prompt responses to their requests. They also appreciate the hands-on support CLT offers and knowledgeability of the staff. Moreover, users find value in the wide range of topics that CLT workshops cover and options for the available equipment.

Responses

- Aitor
- The CLT is awesome! They provide high quality professional development to our faculty.
- Great people who respond quickly to our needs! THANKS!
- I like how knowledgeable and friendly your staff is!
- The knowledgeable and helpful staff
- Staff is very friendly and responsive. No attitude when we (faculty) are clueless--instead, they meet us where we are and help us figure out what we need and how to do it.
- Quick responses to our requests (e.g., room reservations, tech support). Variety of options for the available equipment.
- Professional, supportive, excellent knowledge of the field, makes good work happen
- Professional development courses (badges)
- Although not part of my research or classroom teaching, I am generally interested in language education - some of my colleagues say good things about CLT.
- The availability of resources and workshops.
- They often offer various useful workshops for the faculty members.

- I haven't been able to use the CLT's resources so I don't know, but it looks like many great programs are offered. Are they available to all of us now that we are consolidated in CALL?
- The very helpful staff, the proximity to SLS
- Services and workshop offerings
- Approachable
- Professionalism, knowledge, range of services
- Prompt response to request. Very supportive.
- Everything; The services offered at CLT are great. I used to work there as a GA and the staff there are knowledgeable, helpful and reliable.
- Lectures & Workshops
- Labs and services offered
- The flyers and the clear mindfulness about the best way to teach and learn at UH define my appreciation for CLT. It's transparent that you love what you do and that you understand your essential presence on our UH campus and beyond. Thank you, all. There's so much to do, and I can imagine that your meetings that spark such a survey are truly intense and hope that they all end with a wish and hope and promise.
- The staff are fantastic.

9. **What do you think the CLT should change/improve on?**
   Some users suggested more promotion of CLT services. Others indicated time conflicts they have with CLT workshops and available services. Also, a user suggested learning opportunities for students, such as direct access to CLT services and events. In addition, some users suggested that CLT offers support and more opportunities for projects on language related topics in general(i.e., not limited to instruction).

   Responses

   - There should be more support for research on language rather than strictly language instruction.
   - Not sure! I know that the NFLRC centers at other universities (e.g., Penn State) seem to have lots of projects with applied linguistics, and that doesn't seem to happen at UHM. I am not sure what infrastructures are needed or are useful for that, but I wonder about the possibilities going forward.
   - Overall, the CLT is great and should keep doing what it's doing. Perhaps one area for improvement or change could be working more directly with our language students. It seems that the CLT does a great job working with faculty, but does not work directly with undergraduate students as much. Maybe offering more programs or learning experiences or events geared towards undergrads. Just an idea.
   - Do more outreach?
   - More workshops on online teaching.
   - Time availability sometimes conflicts with teaching schedules.
   - More direct faculty support, bulk licenses for essential software
   - If possible, offer more workshops at different times of the year when I may have more time to attend them. I see emails about these workshops sometimes but I don't have the time during a lot of the semester to actually attend them.

- Keep up the work you're doing. Be collaborative, and omit egos as best you can. In my mind, I would like there to be more connectedness with CLT and all departments. I imagine it looking more like a spoked wheel with extensions all extending from the CLT bundle.
- I think you folks do fabulous work but I am too busy to utilize it, but some of our Center affiliates have.
- Keep doing what you are doing.

Promotion
- Visibility
- Introduce your services.
- For some reason I hadn't heard about it until recently.
- I'm just confused because a few years ago I had one of my colleagues, who wanted help creating an online course, contact the CLT for help with instructional design. At that time, we were SPAS. And at that time, the CLT told my colleague that they could only help the people in LLL. So, it would be great to know if CLT resources are now available to all of us in CALL.
- More information about services and equipment available.

10. What is the optimal time for you to attend CLT presentations and workshops?
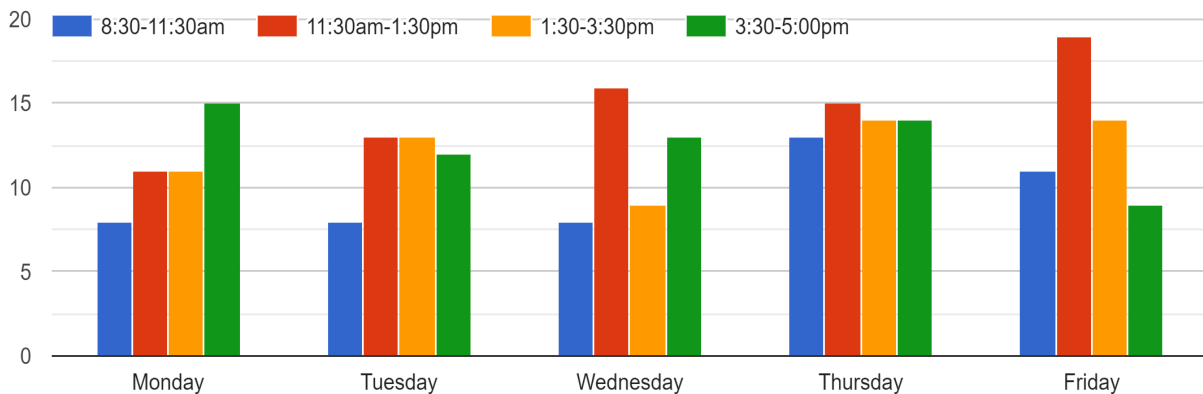
Acknowledgements

This report was compiled by Koyuki Mitani, CLT Graduate Assistant.