

INNOVATION TO DRIVE PRODUCTIVITY IN POSTSECONDARY EDUCATION
A Symposium on “Disruptive Innovation” in Postsecondary Teaching and Learning

Pre-Symposium Survey

To respond to President Obama’s 2020 college completion challenge in ways that drive innovative change that can be sustained and scaled, the U.S. Department of Education, working with the White House Office of Science and Technology Policy and the Domestic Policy Council, will convene a symposium on “INNOVATION AND PRODUCTIVITY IN POSTSECONDARY EDUCATION.” The focus will be on innovations that have the potential to transform teaching and learning at scale.

Desired outcomes identified for this symposium include the following:

- Broaden the national conversation, momentum, and action in the area of innovation in postsecondary teaching and learning
- Create effective partnerships among innovators, practitioners, and funders that will drive the transformation of teaching and learning on a more scalable level
- Gain commitments from participants regarding actions they will take to move innovative strategies to a deeper level and to provide leadership and support for driving innovations in teaching and learning on a broader national scale
- Increase innovation in teaching and learning submissions to the Request for Information (RFI) website that has been developed by the Department of Education for all to access on a national scale
- Address perceived and actual barriers to innovation as they relate to federal and state policy

To facilitate discussions at the symposium, the New American Foundation will administer a survey to attendees prior to the symposium. The purpose of the survey is to determine

- the extent to which attendees see innovation occurring on their campuses;
- attendees’ attitudes and perceptions toward innovations in postsecondary teaching and learning; and
- perceived and actual barriers, including in federal and state policy, and points of momentum.

The attached web-based survey is voluntary and will be administered to all participants and will include both closed- and open-ended items. Results from the survey will be compiled and shared with participants at the symposium and will be used to inform the day’s discussions.

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Survey Items

1. Please select the group with which you primarily identify:

- College and University Leader and Practitioner
- Educational Technology Innovator
- Funder or Investor
- Policy or Association Sector
- Researcher
- Student

2. On a scale of 1 to 5, how would you rate your institution's use of innovative technological resources?

One indicates we have talked about innovative technological resources, but have not adopted. Five indicates we have changed our institution's teaching and learning culture and practice through the adoption of innovative resources.

1 2 3 4 5

3. On a scale of 1 to 5, rate the potential for impact on institutional quality and productivity.

One indicates minimal impact and five indicates transformative impact.

U = Unsure

	Impact on Quality	Impact on Productivity
Course redesign efforts	1 2 3 4 5 U	1 2 3 4 5 U
MOOCs (Massively Open Online Courses)	1 2 3 4 5 U	1 2 3 4 5 U
Open-source online educational resources (e.g., videos, textbooks)	1 2 3 4 5 U	1 2 3 4 5 U
Advanced learning management systems	1 2 3 4 5 U	1 2 3 4 5 U
Use of personalized data	1 2 3 4 5 U	1 2 3 4 5 U
Technologies that facilitate social interactions among students	1 2 3 4 5 U	1 2 3 4 5 U

An expanding library of high-quality online gatekeeper courses	1 2 3 4 5 U	1 2 3 4 5 U
A move toward competency-based education	1 2 3 4 5 U	1 2 3 4 5 U

4. Rate the extent to which you believe the following factors influence the likelihood that an institution adopts innovations that will transform teaching and learning.

One indicates less influential and five indicates highly influential. U = Unsure

Availability of high-quality resources	1 2 3 4 5 U
Low cost	1 2 3 4 5 U
Strong institutional leadership	1 2 3 4 5 U
Positive faculty attitudes	1 2 3 4 5 U
Supportive federal policies	1 2 3 4 5 U
Supportive state policies	1 2 3 4 5 U
Flexibility or encouragement from accreditors	1 2 3 4 5 U
Availability of data showing positive outcomes	1 2 3 4 5 U

5. What barriers (either implementation and/or policy) prevent institutions from adopting innovations in teaching and learning?
(open-ended).
6. What should be done, and by whom, to facilitate institutions' adoption of innovations in teaching and learning?
(open-ended)
7. How should success in fostering innovation be measured? What metrics should be used, and who should collect data?
(open-ended)
8. What will success look like for this symposium? What outcome do you most desire?
(open-ended)

Public Burden Statement

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