Engaging Students Through Technology Symposium
Student Survey 2014 - Raw Results

Names and identifying information have been removed but no other editing has been performed. Responses have been loosely categorized within each question. This survey was broadly distributed around campus via email and blog outreach. Please send any comments or questions to Anu Vedantham, Director, Weigle Information Commons at vedantha@upenn.edu

Date: October 27, 2014
Number of Responses: 56

1. How has technology helped you to learn? How have your professors / facilitated the process?

Audience Response and Clickers

- Technology has been an integral element to my education at Penn, as it is the dominant tool I use to access course work, correspond with students and professors, and conduct a majority of my research (or access online catalogues to check out books/materials I need). Most of my professors facilitate to this process by adopting a lot of the latest cloud, wifi, and app softwares to parallel with the latest updated technologies students use. For example, .. from Sociology and .. of Vagelos embraced a smartphone texting app so students in lecture can take in-class polls through their own smartphones. .. from Linguistics uses Turning Tech clickers for his class.
- .. and .. use online polling in their lectures, which is very helpful!
- Technology use in my classes so far has consisted of the use of projectors and powerpoint slides. I really enjoyed my psychology class that used clickers for class participation. The clickers allowed people to answer multiple chooice questions in such a large lecture class. Also the use of videos in class made the class more proactive and gives more evidence to support class material.

PowerPoint Slides and Videos

- Displaying powerpoint slides along with interactive videos has made class easier to follow and more engaging, and professors who use technology seem to integrate it with the class material nicely.
- Technology is great for all my classes that are repetitive or require lots of memorization, using flashcard tools and so on to make my learning process easier to manage andI can focus on the interesting parts of the class.
- Technology has been an integral part of my educational experience. Whether it's Canvas (where I can view my grades, readings, syllabi, and can post to discussions with other students), YouTube videos in class, or even just the use of projectors for lectures, it's been something that has made the educational experience better for me. Professors have facilitated the process by being open to doing things like assigning blog posts or videos to students, being willing to employ PowerPoint presentations during lecture and posting slides on Canvas, and being responsive on email.
- Technology, predominantly in the form of PowerPoints and videos, has helped me review information. Professors have facilitated this process by making all of their material available on Canvas.
The principle way technology has helped me learn is the near constant availability of information online. Slides and lecture notes on canvas help make sure I am on top of everything. Homework and online textbook provided through technology; professors use powerpoints and websites for teaching purposes.

Access to information

By providing me access to new information resources that I could not have found otherwise. My professors have occasionally asked librarians to come visit class and explain various useful databases.

Computers and the Internet have been invaluable for conducting research, especially the databases accessible through the library. Professors have facilitated my learning process by using projectors for presentations or other tasks.

I have use technology to do research and homeworks. My professor incorporates Latex, canvas, and other sites for the classes.

more efficient
I can take notes faster in class / Professors put slideshows together in class to display their notes while they are teaching -- they will also show movies/videos

It's given me the opportunity to gain additional learning resources

I use technology to go back and catch up on things that I might have missed in class like concepts from lectures or as a tool to practice for exams with questions from the online textbook sites.

Technology has helped me learn. Using the online math labs for extra practice and doing practice quizzes for Spanish has furthered my understanding of both subjects. The professors put up the questions for the math lab which is helpful.

i like having online homework because i feel it gives more options for explaining how to do problems

It has helped me immensely. Professors will post powerpoints before class, which will allow me to pay closer attention in class. Professors will also record their lectures so I can re-watch parts of the lecture if I don't understand something.

It makes everything more efficient. Professors are able to put information they need students to know on canvas, and then from there, canvas just becomes a habit for students. Also being able to teach using media technology is also more efficient because professors are able to teach what they need students to learn, without students needing to wonder what information is actually important. it keeps lessons concise.

I use technology for every assignment and every move I make at Penn. In my math, writing, management, and economics and Spanish classes we use technology every class.

Technology has been an essential factor in my learning process. I use technology to complete homework for two of my classes and also to research and write papers. My professors have all encouraged the use of technology by assigning homework online or using class time to teach us how to use technology to research.

Technology has helped me engage with materials and resources that would be otherwise unavailable to me. From ethnographies to some encyclopedias that were not available in print, I've been able to access them. As a Communication & Cinema Studies double major technology is prevalent in my course-load and professors have often mandated some level of usage each semester. At the same time, many non-Comm/Cinema Studies professors might allow laptops, but have discouraged their in-class use for a variety of reasons.

It has been really helpful to have access to all Writing Seminar materials online and submit all of our work online. Also, this ensures that the assignments will not be misplaced.
• Technology has helped with research and convenience. Professors have facilitated the process by challenging the students to learn new forms of technology.
• Online courses have helped me learn without time and space restrictions.
• Technology has allowed me to learn things that I don’t understand from my professors (or if I don’t want to go entirely out of my way to meet with them). Otherwise, I no longer have a semi-massive bundle of handouts, which end up lost etc; instead I have digital files, which are very convenient for the not-organization-prone.
• Technology has provided me access to resources and information that has expanded my knowledge. Professors have helped by providing specific tools or website where I can acquire the most pertinent information.
• A bulk of my coursework consists of academic research. Technologies like online databases have made my research efforts very easy.
• Technology lets you have all your study material and assignment information in one place. Most professors don’t make this particularly easy.
• Access to information over the internet is really fast and easy. That in itself is a motivation to learn. Professors provide online links to study material. Online forums like piazza and canvas help in discussing assignment related problems and professors are easily approachable on such forums too.
• Online dictionary, encyclopedias, like Wikipedia definitely helped me a lot to learn about concepts; / online database, google scholar assist my academic writing process; / some of my professors did scaffold our learning by informing us some of these resources, but i would say nothing more than that.
• The technology used here at Penn has specifically helped me learn in class in terms of allowing me to have convenient access to all materials taught in class. Most if not all of my professors have helped facilitate this process by consistently posting lecture slides onto Canvas before the lectures, which allow me to be able to read through them briefly before class.
• I like to pull up articles on Word on my laptop so I can add and save and find certain parts of it in class.
• Doing Fuentes Ilrn and MyEconLab help me understand the material on my own.
• I used youtube videos, such as khan academy to prepare for a lot of my quantitative courses.

Visualization

• Videos and graphics have helped me visualize problems and issues, such as concussions or diseases. Professors have shown the class these videos and posted links for other visual aids in order to facilitate the process.
• Technology has allowed me to see visual representations of the processes and/or reactions I studied. In terms of humanities, it has allowed me to access text that I would have to have purchased or borrowed from the library otherwise. It also allows me to take notes electronically instead of keeping paper notes or writing in a paper book.
• In many biology courses, professors effectively used videos inserted in their PowerPoint presentation to elaborate on complicated concepts. For example, many molecular processes are difficult to visualize and understand just from reading the text explanation. Watching short animated clips for these processes was often very helpful for me to firmly grasp the initially challenging concepts.
**Canvas**

- I can find all the information I need for a course on the Canvas site. Email and Canvas messages are also both great ways to immediately get announcements from teachers.
- Practice quizzes on Canvas have been useful for instant feedback.
- Canvas is an efficient way to receive documents and assignments from professors. Yes, it is very helpful having slides and lecture recordings online. When I know I can view the professor’s slides after class, it helps me focus on the class itself rather than ensuring I note every word on the slide.
- In some way, it is easier to transfer learning files so it's more efficient to learn. Professors may using them a lot, such as Canvas.
- I pretty much use a computer for all my work. It makes everything go much faster. Additionally, tools like email are just generally helpful. My professors have facilitated this process insofar as they have Canvas pages, which I find helpful, use email, etc.
- Online lectures have helped supplement my studies.
- Nearly all of my professors use powerpoint demonstrations in lecture. Additionally, all of my work for Spanish 110 is completed online via MySpanishLab. Both of these formats are accessible at any time from any computer which has allowed me to learn at my convenience.

**Piazza**

- Piazza has been a great online discussion tool for helping with computer science classes. Watching videos and listening to songs has been important in my language classes. Having access to powerpoints online has helped me study in all my classes.

**Negative Experiences**

- Technology has not helped me learn. I learn through reading and writing, not watching videos and definitely not through blog posting.
- I learned how to conduct a video presentation through WIC in CHEM taught by .. made us do this regardless of how pointless for a biochemistry major this is.
- ?? not sure -- more often it gets in the way -- students "taking notes" on computers in every class actually means students on Facebook or gchat, totally checked out for the entire class. I wish we could get rid of personal computers in classrooms.

2. **What tech tools have proved powerful for your learning?**

   *In alphabetical order*
   - calculator, computer, internet access
   - Canvas
   - Canvas
   - canvas, projectors, computers
   - canvas, dropbox, google drive.
   - Canvas, Dropbox, Google survey
   - Canvas, MyMathLab (I don't have to carry my huge math textbook around with me)
   - Canvas? Somewhat? The idea behind canvas is great, the execution is not.
   - Clickers are handy for polls
   - computer
   - Computer
   - Computers and visual graphics and films have really helped
   - Computers, pdf files, citation generators, computer-generated simulations etc.
• computers, projectors, power points, videos
• databases, electronic archives, PowerPoint
• Databases. That is essentially it.
• Email, Word, Canvas, internet in general.
• Google (in general), specifically Google Translate and Google Scholar
• Google drive for example has been invaluable for group work.
• I consider my laptop the most useful tech tool I own.
• I consider myself a visual learner, so videos were often very helpful for me to understand difficult concepts
• I don’t think I have used a tool other than a book’s website, PowerPoint slides, and reading a textbook to learn.
• internet
• Internet, internet, internet... Websites on the internet? I haven’t really used any tools outside of basic browsing functions except for a kanji app, which allows me to study Japanese more effectively.
• Laptops and tablets
• MediaSite, ExamSoft, PowerPoints
• mobile, computer
• My macbook in general. It’s a one stop shop.
• MyLanguageLab, specifically MySpanishLab
• MyMathLab
• MySpanishLab
• None really.
• Online lectures
• Online websites like coursera and videos of lectures uploaded by professors
• Piazza
• PowerPoint
• Power points, canvas
• PowerPoint, Excel, Canvas, YouTube, etc.
• powerpoints, writing on the slides, and especially canvas
• Quizlet is a lifesaver
• Simply having the internet as a knowledge base at the tips of your fingers is amazing. I love having the Penn Library resources to find important books and articles.
• Tests that can be done on Canvas are useful for my French grammar course, because I can see how well I’m doing in the course in a low-stress way.
• The clickers in my psychology class have been powerful, videos in class also have been powerful learning tools.
• The internet, projectors, microphones, cellular phones.
• the internet, when i’m lost
• The iPad mini and smartphone. Portable and light, also can access Canvas app.
• Videos
• Videos, projectors, and lap top computers have been very powerful for my learning.
• wordreference.com
3. Any examples where your professor used video effectively during class?

Recording Class Sessions

- Recorded "live" lectures w/presenter's notations -- really amazingly helpful for reviewing complex content
- None of my professors or classes really use video unless it is projections onto a screen. Actually professor uses video lectures that are posted on canvas in case someone misses a lecture. There is so much information in lectures that missing one could be the difference of a letter grade on the exam.
- My math professor had us watch a video of one of his lectures to help us understand the material more fully.
- My Econ professor (who is also my Mktg professor) always recorded all of her lectures, and that proved to be extremely useful when I was studying for my final exams because I was not only able to look through her lecture slides but also follow along through the actual lecture itself in the recording.

“Flipped Classroom” Use

- Professor uses video lectures to cover concepts that we don’t have time for in class

Illustrations

- In psychology and sociology classes to give real-life examples of concepts that we were learning in class. In biology classes to give visuals to microscopic processes.
- In animal behavior, we watched many videos that illustrate the concepts we discuss in class.
- Yes, my LGST professor used short video clips to illustrate some philosophical points
- PSYC uses video to supplement boring slides.
- Professors teach courses where video is extremely relevant and have used video clips accordingly. / Psych Professor and Religious studies Professor also used relevant videos throughout their courses. For Psychology, many of the studies or phenomenon from the text had already become nonfiction film, and we would see videos from various experiments, including the controversial Rhesus monkey experiments.
- .. uses a lot of movie examples that provide helpful visual aids to explain concepts and terms he discusses.
- Documentaries help a lot in expanding communication theories
- Yes, my Criminology professor interwines video into his lectures to demonstrate actual evidence from real life rather than just regular studies and graphs on the board.
- one professor played a piece of Ted talk by another magnanimous scholar to illustrate a theory brought up by this scholar himself.
- My MUSC professor does a great job of integrating videos into our learning about performing arts in South Asia. We usually discuss the concepts and terms, then to reinforce and contextualize our understanding she shows relevant video clips of live performances.
- Psychology - to explain experiments.

Visual Representation of Ideas

- During my bioengineering lecture my professor showed us an image of a woman using her brain to control a mechanical arm. It helped show us the practical applications of electrophysiology and how much it can help people.
• My animal behavior professors used them really effectively to show specific behaviors or studies.
• To show a particular process or mechanism
• My old Physics professor (12th grade high school) used it to demonstrate that \( w = \sqrt{k/m} \). My professors here have not used it so far.
• Video of battery explosion test by several different ways of damage in Energy Storage and Conversion class.
• The most effective use of video, in my opinion, was to help the students visualize complex biochemical processes and understand the mechanisms fully. For instance, in a neuroscience course I took, many students initially found it difficult to understand the interaction among various ion channels and flow of charges across cell membrane. The professor then showed us a web simulator where you can set up and simulate inter-membrane ion flow as an animated clip by changing different parameters. It proved to be a very effective supplementary learning material for many students.

**Integrating Videos into Lecture**

• My professor shows related videos to topics we are discussing in writing seminar.
• No, but my teachers in high school used videos very effectively.
• In Social Psychology, my professor would show videos of experiments; in Cognitive Science, videos are more lighthearted and meant to make the class more interesting, such as sharing a show from the Blue Man Group regarding color vision.
• Several CINE professors show video in class. .. of Fine Arts encourages students to upload video projects to Vimeo. .. of Cinema Studies recommends we check out DVDs from the library. /
• Occasionally, to show videos of protests in a media activism class. Usually it's just distracting though.
• In a course I am currently taking, STSC .. begins every lecture with a short video that embodies one or more of the lessons from that day's discussion. He choice of videos are very effective.

**Cultural Context**

• My Spanish professor has shown us various entertaining and educational videos during class. My Management professor used video effectively to provide an example of a good status report. My Economics professor has used video to show some highly intriguing behavioral economics experiments.Yes -- analyze videos in French
• yes we watch parts of movies in my Writing Seminar.
• Yes, my professor shows us a short video clip almost every class, and its very effective in sparking discussion and facilitating the lecture.
• Professor has used video in a variety of ways to help us better understand grammatical principles, French culture, and general oral comprehension.
• none
• My Spanish professor will often play Spanish music and in the background during discussion which helps us feel a little more involved in Spanish culture. We also watch many informational videos which have the same effect.
• yes, language professors who show news clips. It gives us not only knowledge of current events in the world but also exposure to a different manner of speaking that we are used to listening to
• Both of my spanish classes made exceptional use of videos in order to facilitate conversation through exercises regarding the videos. My course was especially adept at using video to study the use of sound in today's literary contexts and those of the past.
• Showing ads in marketing class, etc.
• When we watched the videos of singers from the generation ye-ye, it was helpful to contextualize the information
• videos from MySpanishLab are shown for lessons
• More so images and we talked about what was going on in the picture, for more contemporary issues to relate to the text we're reading currently, video has been used. In chemistry experiments have been shown on video and provided further understanding.
• My spanish teacher uses videos to expose us to more spanish and help us hone our listening skills
• my spanish teacher plays videos which, in my opinion, are easier to understand than just recording because they give context
• In Spanish we have watched videos that are spoken in Spanish to help us better listen to Spanish and comprehend it. Also, in my economics class, our professor played a video to display an example of behavioral economics. In addition, in my writing class, we watched a short clip from All in The Family so that we could understand what we had read the previous weekend.
• My writing seminar covers the topic of Race and Popular Cinema, so in class we often watch film clips and analyze them in discussion.

Other

• yes
• Yes. Some classes have required that the students create a video.
• NA

4. Any examples where your professor used Canvas effectively?

Calendars and Announcements

• My Writing professor has used Canvas to give quizzes. All professors use Canvas effectively to give grades and make important announcements.
• My writing seminar professor used Canvas effectively in that she not only communicated with us and edited our papers through Canvas, but she also used the Calendar to effectively lay out all of the assignment deadlines in one convenient and easy-to-read place.
• My professor used Canvas to communicate with me regarding homework, and assign peer review. My professors all make excellent use of Canvas. They send us messages through Canvas, and assign and grade homework on Canvas.
• Notifications, homework... everything is on Canvas; the whole system is much better than without it.
• Yes - Prof. in the BEPP department posts handy notes on Canvas, and all the homework is submitted there.
• All my professors use Canvas to inform us about homework and to send announcements about upcoming classes or exams.
• Canvas has always been used effectively by my professors. This is where they will post homework and announcements, additional files, and notifications for important dates.
• Yes -- the calendar feature of Canvas allows me to have all of my assignments (with descriptions) planned for me, helps me stay organized and on top of my work.
• yes, my Spanish teacher uses it frequently to communicate with his students. Same goes for my Writing Seminar professor.
• Our professor posts all sources on canvas, and has added each period as a calendar event on canvas, which I think a lot more professors should do.
Storage for Class Materials

- that they post homework on time and you can track your grades
- My professors often use Canvas to share the powerpoint presentation for that day in order to refresh the memory of the class for a written assignment referencing the lesson.
- To post old exams, to post class notes and PowerPoints, to post announcements about lecture
- Posting homework assignments, discussions for the next class, information about upcoming labs or recitations, etc.
- We use it to submit assignments and schedule office hour appointments.
- My Econ professor is the most effective Canvas user among my professors. Every document we need for homework or to study is placed on there. Notes and a video recording from each lecture are posted. And it is all impeccably organized! I know exactly where everything is.
- Yes, they just put all their material on Canvas.
- they post articles we are supposed to read weekly way ahead of time so we won't be too worried about
- Multiple. To post assignments, grades, etc.
- Most professors know how to use it effectively.
- I think uploading homework and solutions on Canvas is very convenient, also posting reading PDFs on Canvas in general.
- In the ABCS course, canvas was used to organize and critique group work and submit all assignments. In my current communications course on quantitative data research, canvas has been essential to organizing assignments and working on group projects. All of the course modules are available for review, and our professor makes the effort even though she admits to not being familiar with canvas.
- Just posting assignments and readings.
- posting the weekly readings and displaying our grades as soon as the exams are graded / weekly discussions regarding the main topic of the week's lecture
- To provide additional learning tools
- I find it helpful when professors post assignments in advance on canvas as well as different study guides and exam reviews.
- Stokes critical commentaries
- Posting assignments and readings.
- NURS-- mostly manage by a team of TAs -- this is the most effective use of Canvas that I have seen in the nursing school
- Yes, both my writing seminar and math professors use Canvas to communicate with us and for submitting assignments. Additionally, my bio and BBB professors post their lectures online.
- Yes. Sometimes. It streamlines information very well.
- They've used canvas to allow me to turn in assignments and access readings without purchasing books or printing paper. Other than that, Canvas has been mostly ineffective.
- For example, finding out about grades as soon as my professor wants me to see them is very effective.
- They all use it proficiently
- I was directed to MySpanishLab through Canvas and was able to understand the basics of the course from the Spanish course page of canvas. It is also convenient to access my grades on Canvas.
- yes, in my language classes when there is a lot of information always available on canvas.
- Posting all past exams so we can study for the midterm, etc.
- My professor uses canvas extremely effectively by updating it constantly and making sure that all of the information represented is accurate and up to date
• Yes. Links for course content are provided on Canvas

Means of sharing Videos

• My professors mostly use canvas as a means of communication between student, TA's and professor. However, in another psychology class my professor used canvas as a means of sharing videos and studies that students found in order to increase discussion and in class participation.

Discussion Groups

• .. of Theater Arts has all discussions for readings take place in forums on Canvas.
• My MGMT professor assigns us to comment on the day's readings on Canvas by posting in a discussion group- we can then see others' responses and respond to them as well as creating our own posts. Professor also does a good job of commenting on and responding to some of our thoughts on Canvas.
• In a course I took, Nursing class used Canvas to support class discussion. The instructor used Canvas very effectively.
• We had a discussion board that was helpful.

Piazza

• All my professors upload assignments on canvas and pizza and participate actively in discussions.
• ECON 103 was the best Canvas usage. He even utilized Piazza. It was great.
• No, all my professors just use Canvas as if it were just a static webpage. My math professor however crowdsources solutions for the HW and for practice exams and so on using Piazza, which is pretty great so far.

Online Conversations

• In my writing seminar class, my professor extensively used the online conference tool to set up a "virtual" class session with live discussions. Such sessions were particularly helpful when we were doing passage analysis, as a short passage would be copied and pasted into the chat window and everyone could simultaneously read and comment on it. For the students with their own headset (with microphone), certain discussions could also be done as a live conversation.

No Comments

• Yes
• NA

5. Do you find any particular spaces on campus (buildings, classrooms, open spaces etc.) especially helpful for your learning? If so, which ones?

Library spaces

• Computer labs in student residential areas. They function like the computer centers in the library -- great to have printing access there. Digital Media Lab in Weigle is fantastic. Really
great resource and alternative to photography equipment and printing for students without access to Addams/need personal guidance.

- Weigle Information Commons booths and study rooms are great because of the technology offered in the booth/room allows for collaboration and a warm working environment.
- Weigle Information Commons, Education Commons, Undergraduate Study Area
- Library
- Van Pelt
- The library in KCEH is helpful and a good study space as are the carrels in Van Pelt Library.
- Van Pelt and Huntsman are great places to study. Huntsman classrooms in particular are great for technology, because there are multiple screens, good projectors, and the settings of the presentation are easy to control from the podium- plus the clickers with lasers are helpful.
- Van Pelt Library and Fisher Fine Arts Library
- Van Pelt 6th floor -- quiet and comfortable
- Van Pelt is really helpful as well as the open study space at the bottom the chem building
- GSRs and Libraries are by far the best places to learn (apart from my room)
- Van Pelt Library’s group study rooms were helpful when my study group and I wanted to meet before the exam.
- van pelt because it’s quiet and has good internet
- My room, the sky lounge in my college house, Van Pelt library.
- I find Fisher Fine Arts Library and Van Pelt great study spaces, although they are far away from my Harrison dorm.
- Education Commons
- I find the quieter spaces like Educations Commons and the Study Rooms available on Campus the most helpful.
- libraries
- Biomedicine Library is great because it is quiet and big. It gets too busy during midterms though.
- Annenberg library, Williams study room, Sixth floor of Van Pelt
- Gsr’s in biomed, tables one van pelt 1st floor, Rodin library
- When I need to study I often either stay in my room or go to the Law Library. Both are usually quiet and comfortable places to study.
- Yes, towne projectors, libraries
- Biomed library, because it’s convenient... especially the private/reservable rooms -- great to use the big screen for group studying
- Calm open places like the Annenberg library and the Annenberg lobby are helpful.

**Living and instructional spaces**

- I just study in Houston Hall all the time.
- Van Pelt Library and Weingarten Learning Resources Center
- Residential first floor computer lab and the CETS spaces in the engineering quad.
- The classrooms in Williams.
- GSRs in Huntsman
- Cultural spaces (Makuu & the GIC) are extremely helpful to learning. These are spaces that older, experienced students frequent and where real discussions happen regularly.
- The GSRs in the basement of Huntsman Hall are the most helpful as they allow you to connect your computer to the large television in the room.
- The group study room in Gregory is very helpful for my learning.
- anything with a projector is good
• GSRs are, but those are primarily for groups.
• I find the basement of Williams Hall to be an exceptionally poor location for learning. There are no windows, and the lights are oppressive
• I love working in Houston hall.

General comments

• libraries and computer labs in college houses, especially when there are tutors available in the libraries
• classrooms
• group study rooms
• places with little distraction and light.
• Empty ones with whiteboard/chalkboard. I don't have to worry about disturbing those around me, and I can write more clearly on a wall sometime than I can on paper so it helps me solve problems.
• GSRs!
• I don't use any of these, and I do not know what they are referring to. I only use the courses and groups page and the tabs underneath them.
• When I study in the library, it is to escape the distractions I would typically find in my dorm building or a dining hall, for instance. For that reason, I prefer to study in quiet spaces.

No preference

• nothing that specifically stands out
• No (2)
• No just my room where I have everything I need.

6. Any examples when you used video (including YouTube and online / platforms) effectively to learn?

YouTube

• I learn everything outside of school from youtube.
• Professor posted a video of the squeeze theorem on YouTube which helped as it was a topic on the exam but we didn't have time to cover it in class
• Professor's math video lectures.
• For my neuroscience classes, I occasionally used learning websites with simulator function (introduced to us by professor/TAs as a supplementary resource) to consolidate difficult concepts. I also found very good videos on YouTube that vividly depict complex biochemical processes in short animated clips with audio explanations.
• I use Youtube to review concepts learned in class.
• I used YouTube at one point in order to learn concepts in Calculus that were difficult to picture in 2D.
• I have looked up YouTube videos to help me review material for science and English In classes, some professors will use youtube to support their points or give real life examples. These videos give insight from outside the classroom.
• Recently I hadn't fully understood the parallel axis theorem; youtube did the trick. Also a TA in one of my classes sent out a solution to a problem that was pretty hard for me to understand due to the fact that there was just a lot of information on the page, and it wasn't all super clear. I ended up using youtube there as well.
When I struggle with a particular concept, I will usually search for an instructional YouTube video such as one from the Khan Academy to reteach it to me.

Whenever I have trouble with my math homework, the first thing I do is to look up videos online to see how to approach the problems (my teacher of choice is Khan Academy!). Looking in a book or reading a proof can be confusing to me, and I like being able to see a problem actually being done and explained.

Yes. YouTube has been a good resource before, but it is not entirely reliable.

Youtube lectures to go over some math that I have trouble understanding

Khan Academy

- I used youtube videos, such as khan academy to prepare for a lot of my quantitative courses. I also used youtube when learning about the institutions of the European Union for my French class.
- Yes, I use lots of videos outside of class to learn, including Khan Academy, Math JMT, Lydia, etc.
- I watch Khan Academy when math is too hard
- Khan Academy helps reinforce basic knowledge.
- Only in the classroom setting which I described above, and I occasionally watch Khan academy videos for math.
- Khan Academy videos for Organic Chemistry are helpful.
- I have made use of Khan Academy videos in order to enhance my learning.

Other websites and resources

- To visualize scientific mechanisms
- Too many to name.
- Yes: analyze news clips, songs, interviews in French, watch videos for Math 104
- I haven't yet this year, but last year, being able to instantly stream video was incredibly useful in my cinema studies class last year. Otherwise, I would have had to go to Van Pelt every week to watch the films we discussed.
- additional aide to comprehending confusing material in math
- How to Pronounce!
- classes.
- I skyped my Accounting 101 professor last week when he hosted his office hours online since he was not able to make it to campus last week.
- I use videos all the time to learn Chemistry, Biology, and brush up on Spanish usage of tenses and other things.
- I watched a lot of videos for my Algorithms class which helped me understand the topics better
- CWiC advisor service-learning presentations and final projects.
- yes
- yes, like the news clips I talked about before

No examples

- Yes
- Nope, I prefer books.
- I have never used video effectively to learn
- If I don't get something I lecture.
- No (9)
7. Have you created videos? What tools have you used, and what have you learned from the process of creation?

Positive Experiences

- for English class projects. I’ve learned that they are difficult to put together frame by frame, but can also be enjoyable to make and present to your classmates.
- I have been making videos for school projects and recreation since Middle School using various softwares from Adobe Premiere Pro to iMovie. I have learned a lot about what makes a good movie throughout the editing processes.
- I’ve made a couple of videos using Kdenlive, and I learned that it’s really hard to make a video look really professional :)
- I’ve used Windows Movie Maker in High School to create videos for my Government/Economics course. I’ve learned that the process employs a lot of creativity and precision, but it is definitely rewarding!
- iMovie, QuickTime. I have learned that creation takes time, energy, and skill.
- I have used iMovie
- iMovie. I’ve learned that it takes much more than knowing how to edit - one has to have an artistic talent to make good movies.
- Yes -- recorded a video for French to be evaluated on speaking/content. I can look back on it now and fix my mistakes/listen to how I sound so I know what to work on.
- Yes I have used iMovie. I have learned how to edit.
- Yes, Power Director. Just learned some techniques of the program.
- Yes; I have used iMovie, and I have learned how to effectively create a narrative for the video to be organized and coherent.
- I have created videos with iMovie. I have learned how to edit videos and how to organize footage.
- I have only created videos as projects for certain classes. I used basic tools, such as the camera on my iPhone and Windows Movie Maker.
- I have put together several creative videos for myself and my family. I’ve also put together videos for group projects. I’ve always used Windows Movie Maker, which isn’t the most high-tech program, but served its purpose for what I was aiming to do. This process forced my to realize how important the "little things" are. What may not seem like a big deal (a stumbled line, a crooked camera, a bad angle) during filming is typically appears more glaring in the finished product.
- I have recently started learning how to use Adobe Premiere Pro and Final Cut in order to edit concert videos for my a cappella group.
- Yes. I used iMovie. I learned that using technology effectively takes practice, time and skill.
- Yes. Currently in a Video 1 class. Using Premier.
- I’m an aspiring film professional. I’ve taken four courses designed to teach students about production. I’ve used resources from weigle, addams hall, and annenberg to record videos. One of the best ways to apply knowledge is to make a short video about it or a short documentary where you’re constantly editing and re-hearing the same information. Making videos in general makes connections between the creative experience/stress and the subject matter that helps retention.

Difficult or Negative Experiences

- Only when forced to for classes. It’s incredibly frustrating, because no one teaches you production skills, and the proper equipment is miserably unavailable.
• Only when forced to in a class. I learned nothing from having to do this.
• For CHEM video project, I used PowerPoint and voice-over. I learned that these projects are pointless and are a way for professors to get out of teaching. It is a way for them to not have to teach and still get their large pay checks.
• I have created videos for my student government campaign, the creation of videos is hard, and I wish I knew how to create videos and edit them effectively...
• I used iMovie to create movies for the cultural journal in Spanish. I learned rudimentary editing skills and found it very frustrating.

No experience

• Unfortunately, I have not had a chance to create videos in the classes I have taken so far at Penn.
• I have not created videos in any of my classes yet.
• I have not created videos, and would not like to.
• Have not; don't want to; logistical pain and no gain.
• No (17)
• not a lot, in some language classes I have had to post videos of myself talking
• Not that I can remember.

8. What year of study are you in at Penn?

• First-year (21)
• Sophomore (10)
• Junior (7)
• Senior (8)
• Graduate Student (5)
• Other/Unknown (5)

9. What major or field of study are you in?

• Biochemistry (2)
• Bioengineering
• Biological Basis of Behavior (3)
• Biology (8)
• Business
• Communication/Cinema Studies
• Communications (4)
• Computer and Information Science (3)
• Dentistry
• Econ
• Economics and Computer Science
• Education
• electrical engineering
• Finance
• health
• Health & Societies
• History
• Huntsman Program- International Studies, Marketing, Management
• International Studies and Business.
• Marketing, Operations and Information Management, and Management
• MSE
• Nursing
• philosophy
• Philosophy, Politics, and Economics (3)
• Physics (probably)
• pre-med
• Psychology (2)
• Undecided
• Visual Studies
• Wharton-Marketing
• Wharton/ Undecided (2)