

Building the Future We Want: Envisioning Educational Technology at CUNY

Maura A. Smale

New York City College of Technology

Mariana Regalado

Brooklyn College

Bronx EdTech Showcase | May 7, 2021

Many thanks to

- the CUNY students and faculty we have interviewed
- our research assistants, (then) CUNY graduate students Christopher Baum, Jay Blair, Rachel Daniell, and Brenna McCaffrey
- our CUNY library faculty colleagues, especially Prof. Jean Amaral (Borough of Manhattan Community College)
- the support of multiple PSC-CUNY grants and two fellowship leaves

Our research



2009-2011: photo surveys, mapping diaries, retrospective research process interviews, faculty interviews



2015-2016: mapping diaries, tech-specific interviews, student/faculty questionnaire on hybrid/online courses



2017-2018: reading practices interviews



2018-2019: weekly research process questionnaires



2019-2021: data privacy survey and focus groups

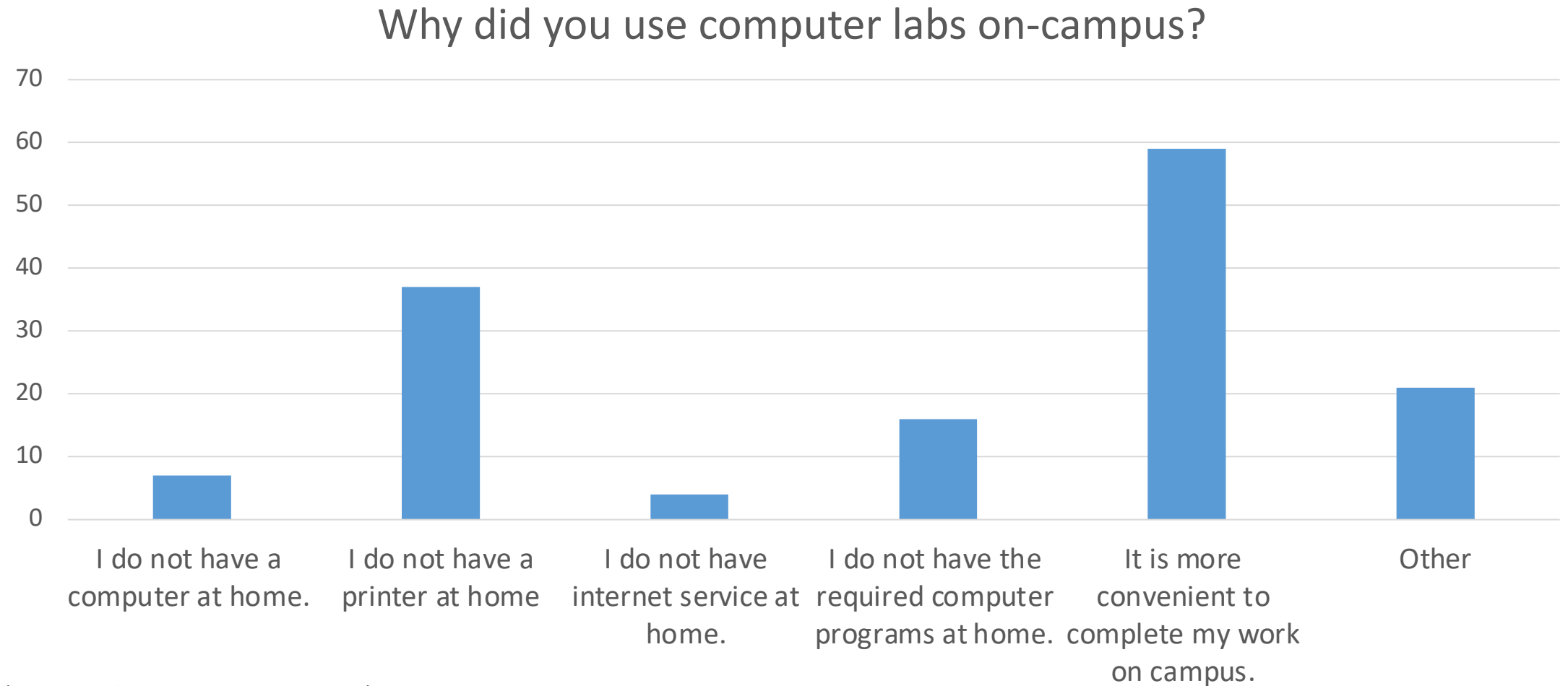
Students and digital technology

Online learning with in-person technology

“I would say **it is the campus computer** in which I do most of my work for the hybrid/online class.”

“I have to **use the schools computers** if I'm taking the online courses, as the wifi slows down.”

Using campus computers



(2016 Student Experience Survey)

Campus computing challenges

“The most frustrating thing is our schools wifi. When I’m on campus trying to watch our videos it doesn't load properly **it will pause frequently.**”



Printing: necessary yet a pain point

“I always print it, cause it’s kind of hard for me to sit at the computer and read stuff, I will get bored and I will find something else to do while I’m on the internet.”

Smartphones are appreciated, but...

“I am able to access my grades, type up a paper, review a power point, etc. in the palm of my hand.”

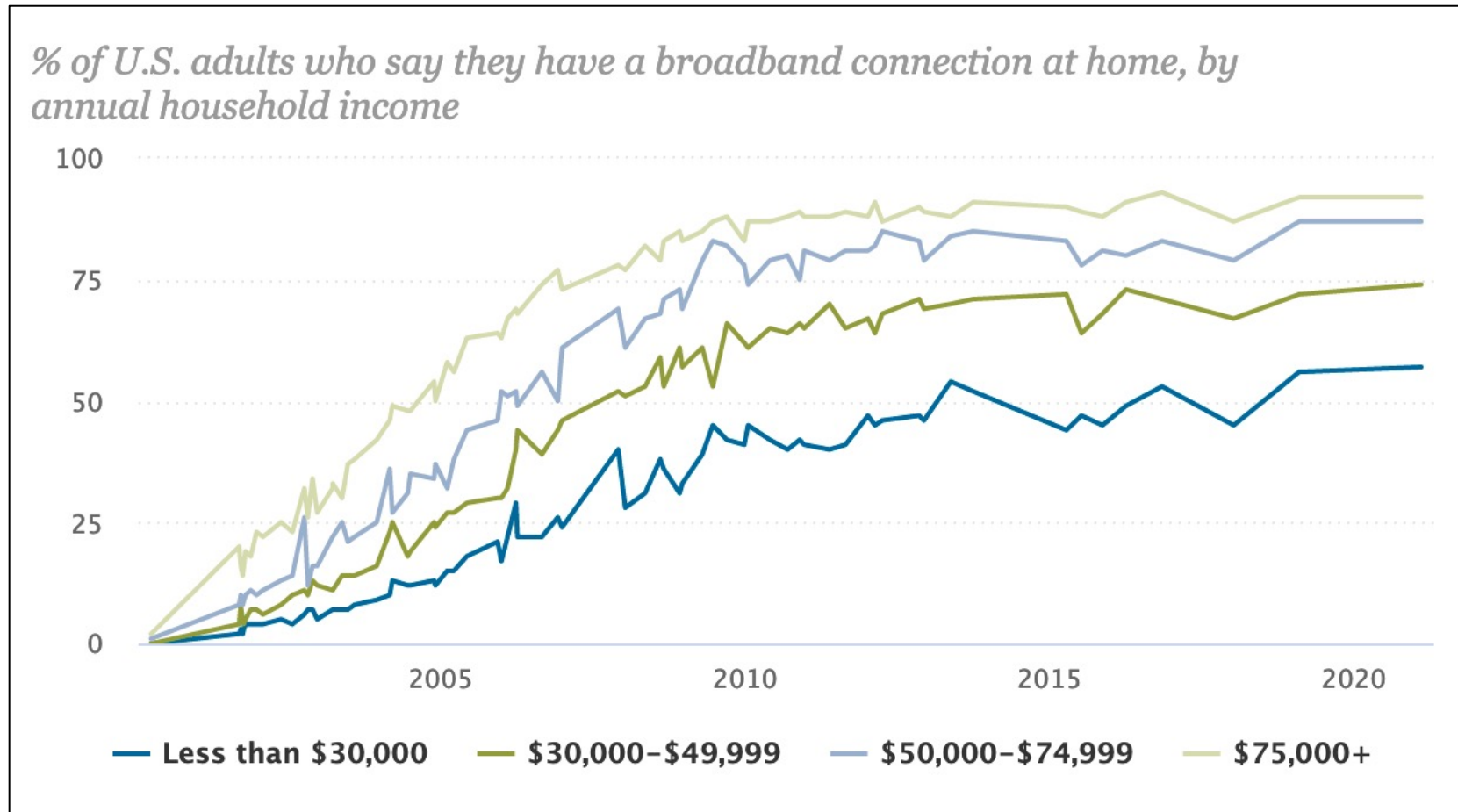
“I personally don't use a smartphone or tablet for schoolwork but have been present numerous times while my friends' work was **deleted** or **would not upload** from one of these devices.”

Space negotiations at home



“My house is very noisy, it’s a lot of noise, and the thing about it is if I can’t study on campus, I would go home and sit in this little corner [. . .] everybody knows that while I’m in the living room and I’m studying, they can’t come in and watch TV.”

Home broadband is insufficient



(Pew Research Center, 2021)

Support

“I'm worried my thesis isn't as strong as it needs to be and **because its spring break** I don't know where to get help editing it.”

“A place where you can get feedback or **questions answered right away** from your professor. Like an instant messaging portion rather than email, which takes time.”

Expectations for educational technology

“I would get an alert everyday when my online assignments are coming due. **Just like my bank alerts me** when bills are coming due a week in advance. That will be great.”

Faculty wishes for student tech access

“A basic **internet connection at home** by some students is a barrier for good performance.”

“It would be super if I could give our students **good laptops** to use at home.”

Data privacy

“Initial data suggests that students trust their institutions and see some value in data gathering to inform service improvement, but that they would like to provide active consent, [and] better understand the scope of data captured.”

(Jones et al. 2019)

<http://datadoubles.org/>

EDTECHCRAFT

EdTechCraft is a visioning game to help players create ideal academic technology landscapes and strategies.

By working together to imagine possible ed tech technology utopias, we can build community and consider new ways to use current and future technologies to support student success.

EdTech problems and resources

We'll consider ed tech problems of access, connectivity, support, and privacy.

No institution has unlimited resources, but we all need to use ed tech in our work. Each group will get 4 resource cards which provide affordances or place constraints for you to use in brainstorming solutions:

- Budget (how much money do you have?): zero, mid-range, high
- Technology (what kind of tech do you have?): basic, mid-range, high-end/specialized
- Time (how much time is available to you?): a few weeks, a semester, more than a year
- Commitment (how much buy-in or approval do you have?): low, medium, high

How it works

- You'll work in small groups at the virtual tables. Each group will get an educational technology problem and a set of resources to use to solve it.
- We'll spend 15 minutes in the small groups brainstorming ideas for a better ed tech future, within the constraints of our resources.
- Each group will record their ideas on a shared Google doc ([here are the links](#): one doc for each group).
- After 15 minutes we'll come back together and a few groups will report back on the ideas you've brainstormed.

Report back!

- What ed tech problem did your group have?
- How would you solve this ed tech problem with the resources/constraints you have?
- How would the strategy you brainstormed support student success at your college?
- Can you think of a first step you could take to make this brainstormed idea a reality at your campus?

Thank you!

Mariana Regalado

regalado@brooklyn.cuny.edu

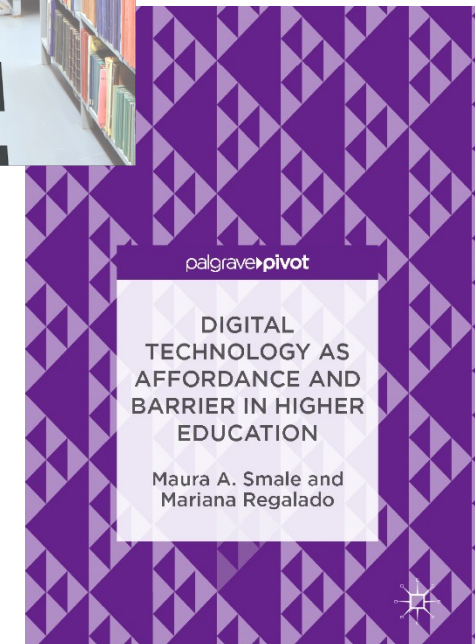
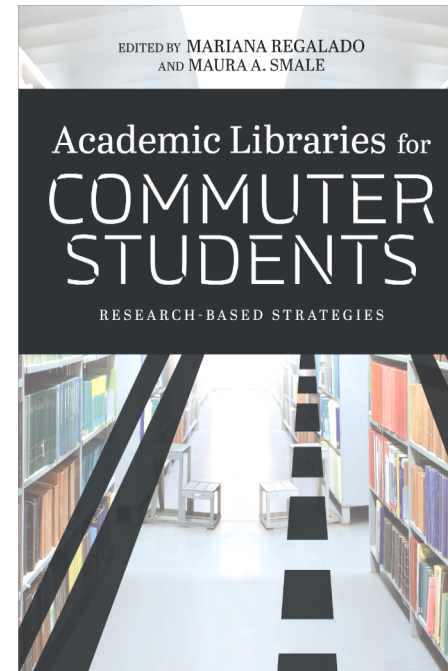
Maura A. Smale

msmale@citytech.cuny.edu

[@mauraweb](https://www.instagram.com/mauraweb)

<https://ushep.commons.gc.cuny.edu>

<https://ushep.net>



References

- Foasberg, N. M. (2014). "Student Reading Practices in Print and Electronic Media." *College and Research Libraries*, 705-723. https://academicworks.cuny.edu/qc_pubs/10.
- Jones, K. M. L., Perry, M. R., Goben, A., Asher, A., Briney, K. A., Robertshaw, M. B., & Salo, D. (2019). In their own words: Student perspectives on library participation in learning analytics initiatives. *Proceedings of the Annual Meeting of the Association of College and Research Libraries*, 262–274. http://datadoubles.org/wp-content/uploads/2019/04/ACRL_2019.pdf.
- Mizrachi, D., et al. (2018). "Academic Reading Format Preferences and Behaviors Among University Students Worldwide: A Comparative Survey Analysis." *PLOS ONE*, 13(5), e0197444. <https://doi.org/10.1371/journal.pone.0197444>.
- Pew Research Center. (April 2021). "Internet/Broadband Fact Sheet." <https://www.pewresearch.org/internet/fact-sheet/internet-broadband/>.
- Smale, M. A., Regalado, M., and Amaral, J. (2018). *Online Learning with In-Person Technology: Student & Faculty Experiences in Hybrid/Online Courses at CUNY*. CUNY Academic Works. https://academicworks.cuny.edu/ny_pubs/263.