Information technology pervades higher education, and universities incorporate new technologies each year. Students have become accustomed to life with smartphones and laptops; classes exchange assignments online; and administrators highlight tech infrastructure to attract students. While debate continues about the value of this new technology, one voice that is rarely heard on the topic is that of faculty, who are ultimately tasked with integrating technology with pedagogy. How do faculty perceive learning management systems? Do they feel empowered by technology or burdened by it? What policies have they implemented with respect to technology in the classroom, and why?

In this project, our goal is to understand the range and tenor of faculty perspectives about instructional technology through a survey of faculty at the University of Michigan and possibly elsewhere. The project will build on knowledge gained from a series of interviews with university faculty.

The student matched to this project will gain end-to-end experience with basic research methodology, including familiarity with survey design, implementation, and analysis. Strong candidates for this project will have an interest in the topic, excellent reading and writing skills, and the equivalent of at least one college-level statistics class.

The research will involve the following components:

- Literature review of faculty perspectives on instructional technology.
- Drafting of survey questionnaire, based on a review of interviews that have already been conducted.
- Development of strategy for recruiting faculty participants and increasing response rates.
- Distributing surveys and compiling results.
- Analyzing data.
- Write-up of project.