


TEACHING PRACTICES SURVEY 2024

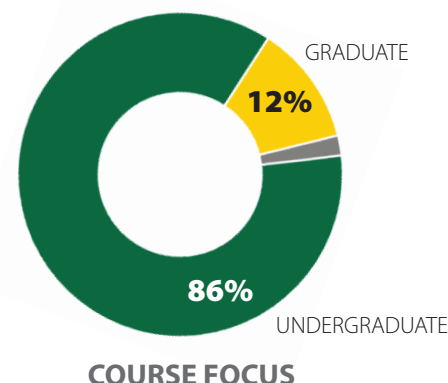
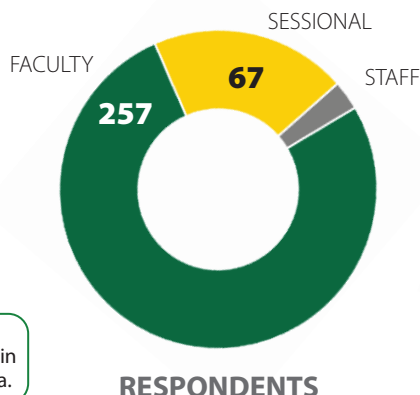
SUMMARY DOCUMENT

ABOUT THE SURVEY

This document is a summary of insights from USask's second Teaching Practices Survey in May 2024. Data presented here focus on current hot topic issues. To learn about other topics, please get in touch with GMCTL. The survey is based on the University of British Columbia's Teaching Practices Survey, used and adapted with permission.

Response rate: 24.5% (334 responses)

 Results were supplemented with focus groups conducted in October and November 2024. 28 instructors participated in focus groups to validate and enhance understanding of data.



GENERATIVE AI (GENAI)

Because of how rapidly GenAI (and our responses to it) have evolved, it is important to remember that thoughts and beliefs have likely changed considerably from what's below.

Respondents informed students of their expectations and provided clear statements in writing about appropriate levels of GenAI use to complete tasks.

44%



43% Respondents agreed they were concerned their assessments were being compromised by student use of GenAI.

39% Respondents agreed they were willing to incorporate GenAI to improve student learning.

ACADEMIC INTEGRITY

Respondents were slightly more willing to engage in formal and informal procedures for academic misconduct than in 2022.

Respondents expected students to come to their class already knowing what academic misconduct is and how to follow the rules for academic integrity.


62%

Instructors who include specific explanations of the academic integrity rules for assessments in their course.

76%



90% Respondents agreed that it is important to discuss academic integrity with all students.

 The rise of Generative AI has caused many instructors to pivot to assessments that make it more difficult for students to cheat with GenAI. Unfortunately, these AI resistant assessments often also reduce accessibility.

ASSESSMENT

Instructors who reported assessing whether students met discipline-specific learning outcomes related to Indigenization, a drop from 14% in 2022. *

9%

Instructors who reported assessing students on their ability to apply course context in an authentic context beyond academia.


52%

Instructors who reported that students get significant opportunities to practice before they are assessed with a mark.

61%




81% Respondents agreed that their assessment practices have an impact on students' abilities to apply what they learn after graduation.

 It is not always clear to faculty how to incorporate Indigenous perspectives and content authentically without falling into tokenism. Support in this area would be helpful.

97% Instructors that agreed that it is important for students to gain competencies alongside knowledge in a course. **

OTHER DETAILS

Less than half of instructors agreed that effective teaching plays a meaningful role in annual review, merit, tenure, and promotion decisions in their units. In the open-ended question asking what changes could be made to help respondents teach more effectively, more credit/recognition for teaching enhancement/excellence was the second most frequent change suggestion.

 Instructors in the focus groups echoed this, clarifying that time spent improving research advances careers, but they do not perceive that the same is true for teaching.

ACTION / PRACTICE
% of people who report the practice

BELIEF
% of people who agree or strongly agree