Both familiar and new academic technologies are shaping modern teaching and learning practices.

In the 2021-2022 academic year, UMD welcomed students and instructors back to campus, albeit with new and evolving teaching and learning environments in place. Despite changing instructional contexts, it’s no surprise that academic technologies continue to play integral roles in advancing the university’s teaching and learning missions - moving us all Fearlessly Forward.

ELMS-Canvas, Panopto, and Zoom serve as our "Big 3" academic technologies, serving as key aspects of the instructional learning environments for the majority of students and instructors.

1. **ELMS-Canvas | A daily touchpoint for instructors and students.**
   Faculty are playing increasingly complex roles in our students’ lives*, and online course spaces serve as an additional avenue for students to connect with faculty.
   
   Almost 90% of courses were available to students this academic year, which represents over 9,226 courses. On a typical day, over 28K unique students logged into ELMS-Canvas, which is 72% of the undergraduate and graduate student population.

2. **Panopto | What was once new is now normal.**
   Students are using asynchronous lecture videos to review lecture material at their own pace, supplement note taking, and make up work due to an excused absence*.
   
   470,627 hours (54 years!) of Panopto videos were watched by Terps this academic year. This represents 9.5x more hours of Panopto videos on a typical day in 2021 compared to 2019.

3. **Zoom | Video conferencing keeps everyone connected.**
   Instructors and students are using Zoom for activities such as advising and office hours*.
   
   The UMD community participated in over 4K Zoom sessions on weekdays and collectively have spent over 84 years in Zoom this academic year. Although substantial, this signifies a 50% decrease in use from AY 2020-2021.

Any reference to a typical day refers to a median calculation. | *Fall 2021 Student and Instructor Experience Surveys.

Division of IT | Academic Technology Experience

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*Fall 2021 Student and Instructor Experience Surveys.
Specialized academic technologies support instructors and students in areas such as assessment and student engagement.

With an eye towards gauging changes in academic technology behaviors for both students and instructors, we compared usage statistics between this academic year (AY 2021-2022) and the previous (AY2020-2021). Engagement-related practices continued to increase while use of assessment tools varied, likely reflecting school and college specific preferences.

**Piazza**
- 104,383 Student Discussion Posts
  - 13% increase from AY 2020-2021

**Turnitin**
- 245,302 Student Assignment Submissions
  - 1% decrease from AY 2020-2021

**Gradescope**
- 579,165 Assignment Submissions
  - 5% increase from AY 2020-2021

**Clickers**
- 273,529 Clicker and Mobile Polling Participations
  - 195% increase from AY 2020-2021

**Honorlock**
- 618 Proctored Exam Sessions
  - 95% decrease from AY 2020-2021

Instructors connect with each other and DIT staff to learn about incorporating academic technologies.

DIT partnered with the Teaching Learning Transformation Center (TLTC) and the Libraries to host the 27th Innovations in Teaching and Learning conference in May, 2022. Two-hundred and ninety-five people registered for 50 engaging sessions!

DIT’s Learning Technology Design team resolved 363 tickets related to issues designing with and implementing academic technologies such as ELMS-Canvas, Zoom, and Panopto. DIT staff also added 93 new support articles in AY 2020-2021.

**Fearlessly Forward**