

Technology Survey Implications 2010

Title III Faculty Technology Survey

Summary:

Surveys were distributed to all users of the Vod Casting equipment room and a few select “heavy users” of technology. This constituted approximately 30% of full time and 5% of part time faculty members.

Response from the surveys was 53.4 %. Of the respondents:

- 87.4% indicated that technology had greatly influenced their teaching.
- 12.6% indicated that it had impacted their teaching somewhat.
- 0% No individuals considered that it had no effect on their teaching.

Responses to questions:

3. Technology use in classrooms if available: Podcasting is the lowest by far, with Vodcasting/classroom capture 2nd lowest. Computer, LCD projector and Smartboard are highest.

Type of Technology used:	2009	2010
a. Computer	100%	100%
b. LCD Projector	88%	92%
c. Smartboard	88%	70%
d. VCR/DVD Player	81%	50%
e. Sound system –connect to VCR/DVD	75%	67%
f. Elmo Presenter	56%	33%
g. Podcasting	25%	17%
h. Vodcasting/classroom capture	69%	29%

4. Blackboard use: Of the respondents, 83% indicated that they used Blackboard CE for at least part of their courses.

5. If you answered Yes to the previous question, what Blackboard CE tools do you use the most?

The syllabus tool has the highest use at 89%. Chat has the lowest usage at 11%.

Blackboard Tools used:	2009	2010
a. Syllabus	38%	89%
b. E-mail	56%	63%
c. Announcements	44%	68%
d. Assignments	44%	63%
e. Assessments	44%	68%
f. Discussions	50%	63%
g. Learning Module	44%	58%
h. Chat	6%	11%
i. Web Links	44%	42%
j. Grade Book and My Grades for Students	56%	63%

6. During a typical semester, how often do you use the following ...?

0=Never, 1=Once/month or less, 2=A few times/month 3=A few times a week, 4=Everyday

The highest average responses were for Word Processing (3.6) and Spreadsheet (2.7) software; the lowest use was for Wiki's (0.3) and cell phone for web (0.3). The item with the largest increase is the use of Graphic Software; the item with the largest decrease is the use of Audio/Video clips (from 2.5 down to 1.6).

Type of applications used:	2009	2010
A) A laptop computer	2.1	2.0
B) Cell phone for web browsing	0.2	0.3
C) Cell phone for text messaging	1.6	1.2
D) A digital camera	0.5	0.8
E) Digital music player (ie., iPod)	1.3	0.8
F) Personal Digital Assistant (ie., Palm, Blackberry)	0.7	0.7
G) Processing software (ie., Word, Word Perfect)	3.7	3.6
H) Spreadsheet software (ie., Excel)	2.4	2.7
I) Presentation software (ie., PowerPoint, Keynote)	2.4	2.8
J) Web authoring software (ie., Dreamweaver, Front Page)	0.6	0.7
K) Graphic software (ie., Photoshop, Illustrator)	0.8	1.2
L) Video editing software (ie., Premier, iMovie)	0.4	0.4
M) Audio recording/editing software (ie., Audacity, Pro Tools)	1.0	0.7
N) Audio/Video clips	2.5	1.6
O) Podcasting	0.9	0.8
P) Vodcasting (Classroom Capture)	1.6	1.1
Q) Streaming Videos (ie., YouTube, TeacherTube)	1.8	1.8
R) Online Music Stores (ie., iTunes, Rhapsody)	1.00	0.5
S) Online Portfolios for class projects	0.38	0.5
T) Social media (ie., Facebook, Twitter)	0.50	0.8
U) Collaborative Web software (ie., Wiki's)	0.13	0.3
V) Web-based journals (ie., blogs, live journals)	0.56	0.7
W) Instant messaging (ie., MSN, Yahoo, ICU)	0.38	0.6
1) RSS readers (ie., RSS Reader, NetNewsWire)	0.63	0.5

7. How important do you feel it is for STUDENTS to have each of the following available ONLINE for your courses

0=Not Imp 1=Somewhat Imp 2=Very Imp 3= Extremely Imp

Type of Online Resource:	2009	2010
A) Course syllabi	2.38	2.25
B) Lecture notes	1.69	1.50
C) Video archives of lectures	1.56	0.92
D) Class Discussion Boards	1.56	1.25
E) Simulations/Visualizations	1.25	1.42
F) Links to discipline-related sites	2.00	2.00
G) Area to share files	1.13	1.00
H) Quizzes, Tests, Surveys	1.75	1.71
I) Means of students to provide anonymous feedback	1.25	1.25
J) Opportunity to get Feedback from classmates on coursework	1.50	1.42

For questions 8 to 16:

1=Never or almost never, 2=Seldom, 3=Sometimes, 4=Usually, 5=Always or almost always

	2009	2010
8. If you taught class in a multimedia classroom, do you make use of the multimedia capabilities:	3.63	3.17
9. When you request a technology equipped classroom, how often is your request accommodated?	4.00	4.25
10. I am comfortable learning to use the educational technologies needed for my courses.	4.25	4.17
11. When students enter my course, they have adequate skills to use the required technology.	3.19	3.38
12. I have not used technology in my course because it is too complicated to incorporate.	1.31	1.63
13. I provide adequate help for my students in using technologies to complete coursework I assign.	3.75	3.96
14. My courses prepare students to use technology in their field of study.	3.50	3.33
15. My use of education technologies improves my students' learning.	3.94	4.04
16. My use of educational technologies in my teaching engages students to make them more participatory in class.	3.75	3.79

17. What has had the most impact, if any, on your use of educational technologies at Northwest College? Do you have other thoughts about your use OR your students' use of technologies?

- I expect that many of the phone/smart phone- related "never" responses would change if I was provided with a phone. I would think these could be very useful in and out of the classroom. In particular with online students.
- I don't think we should use it just because it's there. Technology should enhance education not vice versa.
- Power Point students think they are more savvy than they are.
- It varies from class to class.
- The availability of the technology has had the most impact on my use.
- The amazing educational technology that we have available and the outstanding support.
- Smart Classrooms.
- The incorporation of the ALEKS software has had the most impact on my use of educational technologies at NWC. We might consider having a class on preliminary basic computer skills. Most students know how to "surf the net" to shop, blog, facebook, etc. But many have never used actual software packages. So although most consider out students "tech savvy". They really are not.
- Having it available in most classrooms.
- Scott Horton has been a great resource for me and the classes that I teach. He does a nice job training, and he's always willing to help. He also is a great resource for helping instructors figure out what technology will fit best to the type of learning outcomes that instructors are looking for.
- Time (and sometimes lack of adequate time) to prepare PowerPoints or Camtasia videos as well as to monitor discussions has the most impact on my use of educational technology, Sometimes the lack of adequate tools- for instance the lack of availability (or complexity in implementing) Java script music questions that allow students to enter staff notation answers in Theory has limited the use of Blackboard for theory quizzes that really require their use of staff notation to load answers.
- Most Impact: (1) Money to acquire the tech, (2) having the tools in the classroom, (3) having the tools I need in my office & on my computer, (4) having the equipment & software up-to-date, (5) having the software I need on my home computer, (6) having competent human support for instruction tech issues, (7) having competent human support of my students' instructional tech issues, (8) having a good CS staff. Other Thoughts: The biggest unaddressed issues at NWC are time and recompense for faculty who teach online with technology. The small stipend for developing an online course is welcome but insufficient for the ongoing effort that maintaining online courses take; there is no recompense for the extra time (both start-up and maintenance) that it takes to include tech in F2F classes. Load reduction commensurate with effort & discipline would improve my ability to work with students and bring them up-to-speed on the tech that will help them learn better and that will prepare them for future employment tech challenges.
- I use the document camera a lot.
- Availability of technology. Useful content (vs. pure entertainment).
- Digital imagery & internet. Makes showing examples much easier.
- The offering of online classes has provided opportunities to those students who otherwise would not be able to attend in a face to face environment. This teaching modality has expanded my use of educational technology.

18. Of all the technology tools available to you as an instructor, which in your opinion are the most effective in engaging students in the learning process and generating enthusiasm for the material?

- Projecting the web; working in a hands-on Mac Lab.
- Videos.
- Videos to reinforce our classroom discussions, to show case studies of how theories are applied in the real world.
- The Whiteboards.
- Blackboard discussion boards, when used as part of a simulation, have proved effective.
- Vodcast classrooms. Clickers, Graphing Calculators, access to Computer Labs and Online LMS.
- Discussion board.
- Graphing calculators and the ALEKS computer software available on the web.
- Projection, DVD, CD, Internet access.
- Being able to provide training videos on processes as well as to have streamable lecture notes (from a PowerPoint) for students to study always meets with rave reviews-however, I am often unable to provide these items on a regular basis due to the time involved to produce them. I hope this will change in the future.
- The use of "live chat" and online class discussions.
- Blackboard CE, using cell phones or clickers for texting/clicking in answers to survey questions, and using PowerPoint to play review "games" like "Jeopardy".
- Smartboards in classrooms (along with its projection system, internet connection, DVD player, etc.).
- On-line simulations.
- Targeted Cpt Apps.
- Mac desktops, laptops and big-quality projectors. Also wifi access in all bldgs. Also Facebook is a great tool for discussions & contacting students. They actually check it, and is much easier to use than Blackboard.
- Discussion board.
- Vodcasting.

19. Can you as an instructor gauge whether or not the technology that you choose to use in your teaching has helped student learning? If yes, please site some examples as to the technology that you use and how it has helped the student learning process.

- Different for different students. Anything that will engage them is good.
- Students remember video examples of concepts.
- Yes, because of the follow-up discussions.
- College-level mathematics classes- I vodcast as many course sessions as possible and post those video archives as well as the notes from those courses online. When I see students from these classes in the Math Center, in my office, or in the classroom preparing for exams or working on homework, they often have copies of these notes that they are referring to. Through that, I see the student's learning experience being impacted through technology. I try to model the use of technology in my classes and ask that students use technology as well. In particular with graphing calculators, software applications (e.g. PowerPoint, Word, Excel), SmartBoards, and online collaborative tools (i.e. GoogleDocs), I have been impressed with what the students were willing and able to do.

- Comments from students indicate the technology uses have helped them learn and enjoy the subject matter.
- I can only gauge anecdotally since I have had students that say that they like the ALEKS software because it is patient with them. In my 0900 pilot class, all the students that showed up on a regular basis (20 out of 25) passed with a "C" or better which has never happened in the prealgebra class before to my recollection. The students are impressed with the instant feedback but also get frustrated if the program asks them to repeat things to work on mastery.
- On-line-in-class video use engages student, requires listening skills, and asks students to respond to exercises using the presented material. This helps students acquire a more trained ear for understanding and responding to Spanish.
- I think that tools that make students go out of their way to tell me, "wow, that was really helpful" or "I never understood how to do this process before seeing that video" indicates to me that the use of some of these methods are making an impact.
- Somewhat- students are asking about it in the end of course evaluation.
- Yes- the use of Blackboard CE gives immediate feedback on student learning through online discussions.
- No, and I'm concerned that I can't. I put in enormous effort developing tech-based instruction and have no institutional measure if it makes ANY DIFFERENCE AT ALL. I don't have as many bright, engaged, ready-to-learn students as I did 30 years ago; is that because the student demographics and work ethic have changed, or is my use of tech getting in the way of their learning? I wish I knew. I wish NWC had a study to demonstrate that students' learning is actually affected by the enormous time, money, and effort we put into using tech. The tech keeps ME engaged (which- for an aging professorial population- is no small consideration), but is it doing anything for my students? I don't know, and the college doesn't seem to know.
- I think that it can save some time in class.
- No, it often seems that it has not increased understanding.
- Usually. Online representations from different viewpoints, fleshed out student explanation of theories.
- Able to show students examples and get them to participate for them without technology. I have access to wide variety of links and any image ever published, pretty much. Books have their place as far as information and quality of imagery, but for the ability to truly describe an idea & its context, I have to have internet access, with all that comes with it.
- Comments from students indicated the technology uses has helped them learn and enjoy the subject matter.
- The ability to vodcast has allowed those students who are distance to the brick and mortar campus to have an experience which closely simulates the face to face environment, with the ability to review difficult concepts within their own time schedule as reported by the students.

20. What training/workshops would be beneficial to you in using technology more effectively in the classroom?

- Scott Horton's BlackBoard CT course every fall before school starts.
- Use of blogs, discussions, boards, facebook, and iPod Touch.
- Move to Moodle Classroom and Vodcasting/Podcasting processes.
- Moodlerooms.
- My requests would be pretty specific because of my experience and current teaching assignments. *I would like to be able to do more collaborative work online from my office or any

computer with an Internet connection. *I would like to do recording of some type where I have more control over editing... maybe basic video editing? *I would like to learn something along the lines of Flash for more interactive lessons. *I am interested in learning more about MoodleRooms and making the transition from Bb to Moodle. *I am interested in increasing student engagement in the online environment.

- Scott Horton's workshops.
- I liked the portal training- it helped me get info to my students without having to use blackboard. I would like some of the computer workshops offered in the summer to offer more during the school year. It would give me a chance to use what learned concurrently in a classroom. I forget what to do in Fall when we've had the workshop in June.
- Podcasting and vodcasting, but I need to find the time and it needs to be offered at a time without class conflicts.
- Getting to know the new system MoodleRooms will be critical as soon as possible. I could talk about Blackboard features I wish I understood better (mostly related to grading, rubrics, and why I can't see student responses on surveys for instance- but it would be a moot point as we are abandoning this platform).
- Blackboard training was extremely helpful, I'd like to take another few days in that class again. Also, an excel class is being offered and I plan to attend it. I cannot think of other courses which would help me, but I am sure there are a few.
- Any type of training that keeps us "up to speed" on the latest uses of technology in education.
- At NWC so far, I've worked best with self-learning. So having the software & hardware available to me in my office & classroom, it is best. I would like more in-depth instruction in some aspects of my web work (creating online learning materials for my students). I almost took a class in Flash this semester but didn't because I worried about the time commitment (which, given this semester, was a good call). Now- given what Apple is doing with its anti-Flash- I'm worried about HTML5 and how I'm going to figure it out. Should I ask college to send me to a national workshop some place?
- Not sure, but at this point. I'd like to put in a request to be more aware of whether technology, programs, software, etc. are compatible with and accessible to those of us with Macs.
- Scott Horton's workshops- more often and more varied.
- Continued opportunities to expand the use and enhance the effectiveness of technology in the classroom.