



Community College of Rhode Island

Academic Technology Advisory Committee

Faculty Survey on Instructional Technology Use, Resources and Support May 2004

Report

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Introduction

This section will provide information on the construction and distribution of the Academic Technology Advisory Committee (ATAC) Faculty Survey, the analysis of the results and production of this report.

There were seven survey questions that included comment areas in the survey. A summary of comments is available in Appendix A of this report.

Background

CCRI's Institutional Technology Advisory Committee (ITAC) is working on a Strategic Plan for the college's information technology facilities, infrastructure and support services. The Academic Technology Advisory Subcommittee (ATAC) wanted to provide current information to ITAC on what CCRI faculty need and want in the area of educational technology. The intent of the survey was to gather data on how faculty are currently using instructional technology as well as what they are planning for the future.

Goals

The overall objective was to determine how educational technology is affecting the environment in which CCRI faculty members work and teach. The goals that were established to satisfy this objective included:

1. Assess faculty needs and aspirations related to educational technology including:
 - a. extent of faculty use of educational technology;
 - b. factors that attract faculty members to the use of educational technology; and
 - c. factors that are considered barriers to faculty use of educational technology.
2. Assess faculty preferences in regards to educational technology training and support services.
3. Longitudinally track faculty use of and attitudes toward educational technology. The intent is that the baseline information in this report will provide a foundation to inform ongoing institutional planning for educational technology.

Methodology

The survey contained 27 closed-ended questions with comment areas attached to seven questions. Twenty-five questions were divided into six categories including:

- Personal information on department, faculty status, number of years teaching and technology training preferences

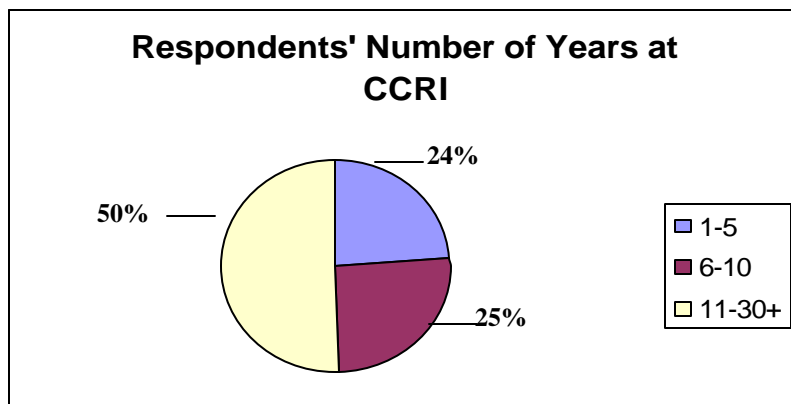
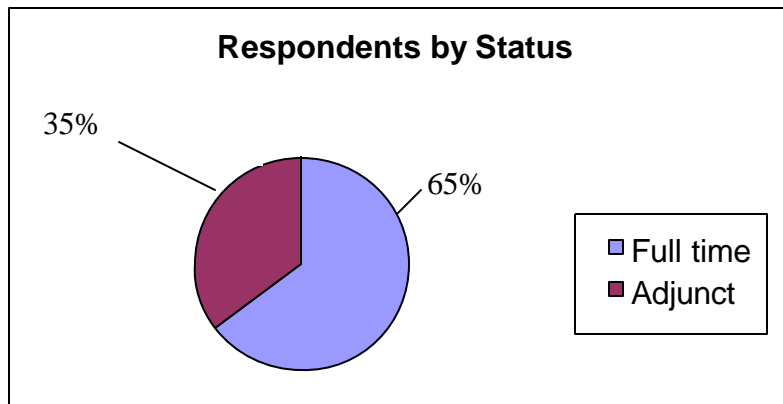
- Use of technology
- Experience with technology in the classrooms
- Experience with Campus Pipeline
- Experience with Web Pages
- Experience with WebCT.

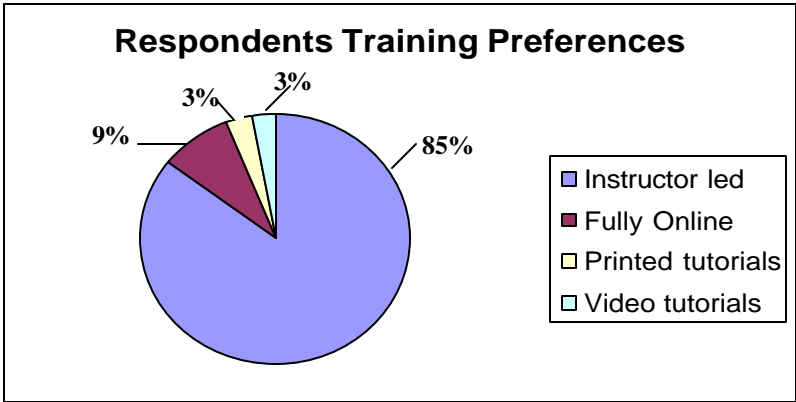
The additional two questions dealt with faculty interest in participating in a CCRI virtual forum on teaching as well as participating in a Rhode Island Office of Higher Education initiative on e-Portfolios. The data was cross-tabulated by faculty status and years of teaching at CCRI.

The survey was distributed electronically via a link e-mailed to all faculty Pipeline accounts. Linda Beith and Fera Karakaya from CCRI's Department of Information Technology handled the mechanics of survey production, delivery, statistical analysis and reporting. Help Desk staff handled the data entry of all completed surveys.

Respondents

There were 105 valid surveys returned including 68 full-time faculty and 37 adjuncts. Based on the Spring 2004 faculty population this number constitutes an 11 percent response rate, including 24% of all full-time faculty (68 out of 286) and 6% of adjuncts (37 out of 650).





Respondents by Department

Dept.	Percent
English	22.9
Computer Studies	11.4
Nursing	9.5
Biology	6.7
Math	6.7
Chemistry	4.8
Eng & Tech	4.8
Human Services	4.8
Rehabilitative Health	3.8
Art	3.8
Social Science	2.9
Foreign Language	2.9
Business	2.9
Dental	1.9
Criminal Justice	1.9
Music	1.9
Psychology	1.9
LRC	1.0
Athletics	1.0
Physics	1.0
Office Administration	1.0
Lifelong Learning	1.0

Executive Summary

In this section, we summarize the results of the survey and describe our next steps. Further details are presented in the Survey Data section of this report as well as a compilation of all comments recorded in Appendix A.

Summary of Responses

Use of Technology

Overall indicators point to a CCRI faculty comfort level with technology. The majority of faculty respondents rated themselves as either Intermediate (44%) or Advanced (36%) computer users. Twenty-three percent of faculty teaching at CCRI from 6-10 years rated themselves as Expert, compared to those at CCRI for fewer than 6 years (12%) and those with more than 10 years experience (2%).

The majority of faculty respondents indicated that instructional technology is an important tool in enhancing their teaching practice. The most important reasons noted for their use of technology were to increase student access to course materials and the ability to teach their classes more efficiently. The most significant barriers to the use of technology were cited as a lack of time to create materials, access to necessary resources and a lack of technical skills.

Experience with Technology in the Classrooms

Interestingly most of the technology resources offered at CCRI were deemed “not important” by the majority of faculty respondents. The exceptions were a marked preference for fixed classroom computer/projector units, followed by overhead projectors. Juxtaposed with that statistic was the widespread use of PowerPoint presentations as the primary instructional application used in classes (especially among full-time faculty), followed by the use of standardized software, graphics and web pages. Most other applications were largely underutilized.

The most popular strategies chosen for encouraging interaction amongst students were group work (77%), presentations (74%), and Internet websites (56%). Of those respondents utilizing Internet websites, usage was greater among full-time faculty and appeared to increase with the number of years of experience at CCRI.

Experience with Campus Pipeline

Campus Pipeline is being utilized by the majority of faculty respondents for e-mail (98%), grading (97%) and retrieving class rosters (90%). Of those faculty using Pipeline e-mail, 69% report accessing their accounts over four times a week. Twenty-five percent of respondents participate in Pipeline groups, with participation mainly among full-time faculty who have been at CCRI for more than 10 years. The majority of faculty (74%) also utilize external e-mail accounts in addition to their Campus Pipeline account.

The primary mode of communication between faculty and students is now e-mail (84%), with printed materials (66%) and office hours (56%) as the next most popular methods. Respondents were also most likely to use e-mail to communicate with colleagues (85%) with telephone/voice mail as their second choice (68%).

Experience with Web Pages

Currently 35% of faculty respondents have web pages with another 12% in the process of development. Faculty who have been at CCRI for more than 10 years were more likely to have websites (48%) than those who have been at the school for less than 5 years. Faculty web pages were used primarily to provide contact information and disseminate course materials to students.

Experience with WebCT

Twenty-one percent of respondents are currently using WebCT with their courses and another 18 percent are planning on using it in the future. The majority of these faculty use WebCT as a supplement to their traditional courses. The main usage of WebCT was to disseminate course documents including PowerPoint presentations (15%), administer electronic quizzes (15%) and communicate with students via WebCT discussion boards and e-mail (19%). None of the faculty responding to the survey are currently using an e-pack with their courses and only 4% indicated an interest in exploring these materials.

Special Interest Questions

There were two special interest questions included in the survey. One question asked about faculty interest in participating in an online discussion group on teaching to share ideas and experiences with colleagues. Fifty-one percent of faculty responded positively to this question.

The second special interest question queried faculty interest in experimenting with e-portfolios. Although the majority of faculty were not familiar with e-portfolios, 21% indicated interest in exploring their use as an assessment tool.

Next Steps

The results of this survey will be distributed to the Institutional Technology Advisory Committee (ITAC) for consideration as the academic component in the strategic technology planning they are doing for the College. Results will also be helpful to the Department of Information Technology in guiding decisions on purchase and support of instructional technologies, as well as training for faculty and students on supported applications and hardware. The Learning Spaces Committee will be able to utilize some of the survey results in their discussions on classroom configuration and technology usage.

It is the hope that this survey will be distributed on an annual basis and provide an ongoing touchstone for the needs and aspirations of faculty regarding instructional technology. These initial results will serve as a benchmark for future studies to help administrators, faculty members, and IT staff form a comprehensive picture of the growth and development of instructional technology at the Community College of Rhode Island.

In regards to the results of the special interest questions, it would be advisable to offer a virtual forum on teaching, possibly as a Pipeline group for interested faculty. In addition, there is enough interest to pilot the use of e-portfolios on campus. This information will be forwarded to New England E-Portfolio Project for consideration.

Survey Data

This section details faculty responses to specific survey questions.

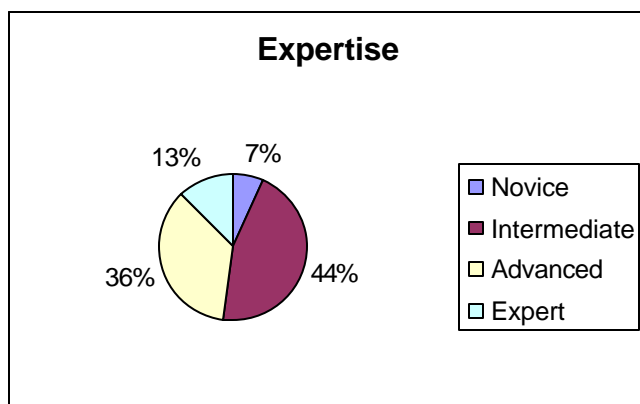
Use of Technology

This category of questions addressed faculty use of technology, their perceptions about the importance of technology in their teaching practice, factors that encourage the use of technology as well as those that are considered barriers.

Question 6: How would you rate your expertise as a computer user?

Data

The majority of faculty respondents rated themselves as either Intermediate or Advanced computer users as seen in the graph below. In most categories there was no significant difference in how full-time faculty rated themselves versus adjunct faculty. The only exception was in the “Expert” category, where 7% of full-time faculty had chosen this rating versus 22% of adjuncts. The “Expert” category also showed the greatest variation when comparing faculty years of teaching at CCRI. Faculty who have taught at CCRI from 1-5 years identified themselves as “Expert” computer users 12% of the time, compared to those with 6-10 years at 23% and those from 11-35 years at 2%.



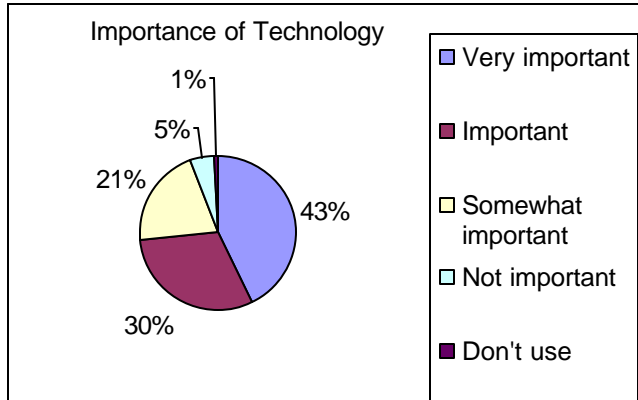
Analysis

These results indicate that the majority of faculty respondents feel comfortable using technology at either an intermediate or advanced level.

Question 7: How important is technology in enhancing your teaching practice?

Data

The majority of respondents rated technology as “Very Important” or “Important.” Fifty percent of faculty who have taught at CCRI from 6-35 years ranked technology as Very Important compared to 28% of faculty who have taught at CCRI from 1-5 years. There was no significant difference in any category between full-time faculty and adjuncts.

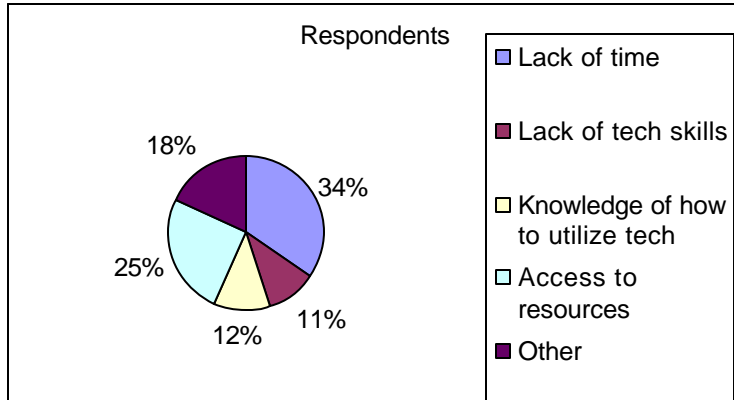
**Analysis**

These results indicate that the majority of respondents feel that instructional technology is very important to enhancing their teaching.

Question 8: What has been the biggest barrier to your use of technology with your classes?

Data

In responding to their perception of the biggest barrier to the use of technology, 34% of faculty felt that lack of time to develop materials was the biggest challenge, followed by 25% who felt that access to resources was the main barrier. Thirty-one percent of adjunct faculty selected access to resources as the main barrier compared to 43% of full-time faculty who responded that lack of time was more of a challenge. Thirty-two percent of faculty respondents who have taught for 1-5 years at CCRI also responded that access to resources was the biggest barrier compared to 22% of faculty who have taught 6-35 years. Faculty respondents who have taught over 6 years selected lack of time as the biggest barrier.



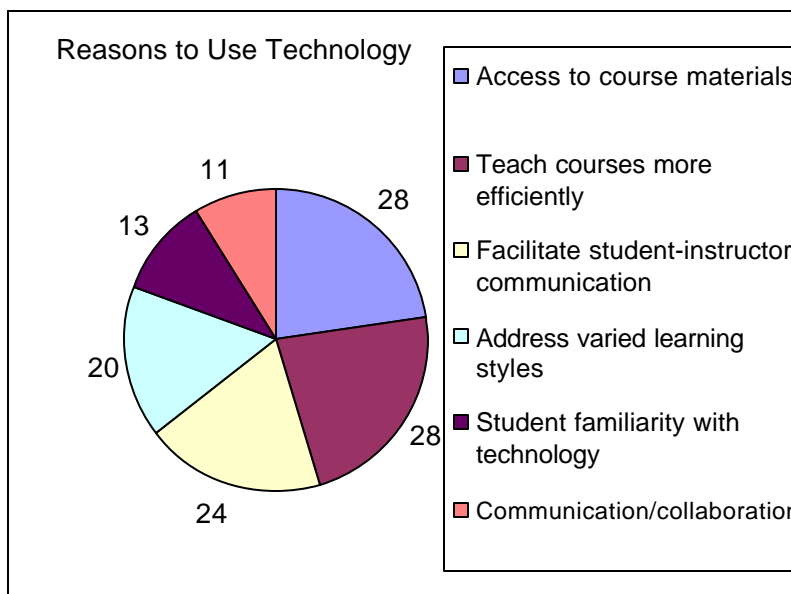
Analysis

Faculty concerns about lack of time to create materials, access to necessary resources and lack of technical skills are reflected in these responses.

Question 9: Please rank in order of importance the most important reasons for using technology in your classes by typing in numbers 1-6 (1 being the most important, 6 being the least important).

Data

Twenty-eight percent of faculty chose “Increase student access to course materials” and “Ability to teach courses more efficiently” equally as their most important reasons for using technology with their classes. There was no significant difference between full-time faculty and adjuncts in their choices, however only 12% of faculty who have been teaching less than five years at CCRI identified access to course materials as most important, versus 34% of faculty 6-35 years of experience.



Analysis

Faculty are most interested in utilizing technology for efficient distribution and organization of course materials as well as student access to those materials. It may be helpful to reach out to newer faculty with information about different distribution methods available to them for materials.

Experience with Technology in the Classroom

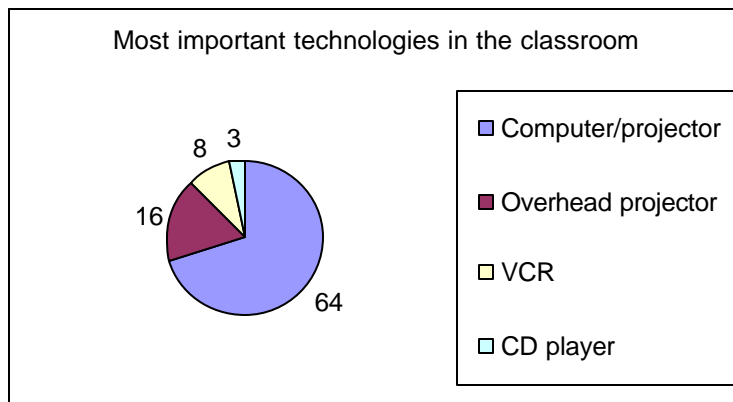
This section explores faculty use of hardware, software and pedagogical strategies using technology with their courses.

Question 10: What type(s) of technology do you prefer to have available in the classroom? (Please check all that apply). In addition, please rank your top three choices in the right-hand column by typing in the numbers 1 (for first choice), 2 (for second most utilized) and 3 (third most utilized).

Data

The most important technology to have in the classroom according to 64% of faculty was an instructor computer/projector unit. Forty-eight percent of full-time faculty selected the computer/projector unit as most important compared to 20% of adjuncts. Thirty-two percent of faculty who have taught at CCRI between 11-35 years chose the computer/projector as most important compared to 15% of faculty who have taught 1-5 years.

The overhead projector was the second most important piece of instructional technology for faculty, with 16% of faculty making that choice. Of this number there was no significant different between full-time faculty and adjuncts, nor in number of years teaching at CCRI.



Most significant was the number of technologies that were deemed “not important” for the classroom. Twelve items out of 15 were considered “not important” by over 50% of faculty respondents (see chart below). However when asked if having no technology in the classroom was preferable, 98% of faculty disagreed.

Classroom technology	Not important (by percent)
Film projector	98
Video disc player	91
Wireless microphone	91
Slide projector	90
Cassette player	90
Video conferencing	90
Document camera	86
Camera	85
CD player	81
Wireless mouse	67
DVD player	65
Television	54
VCR	48
Overhead projector	42
Computer/projector	10

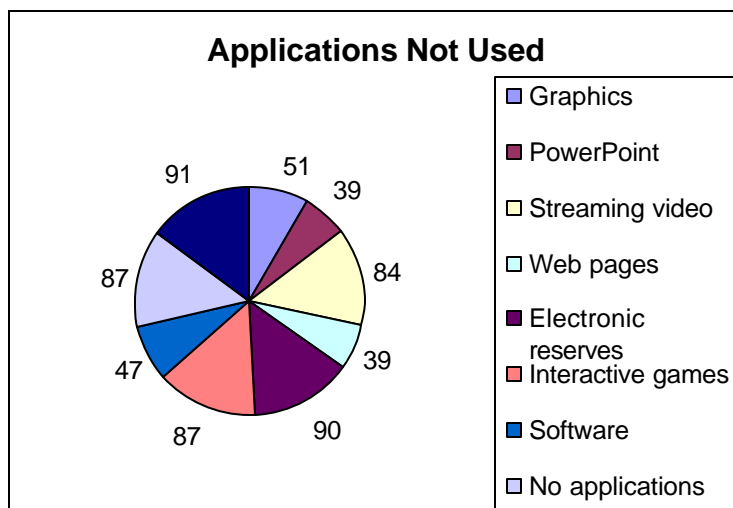
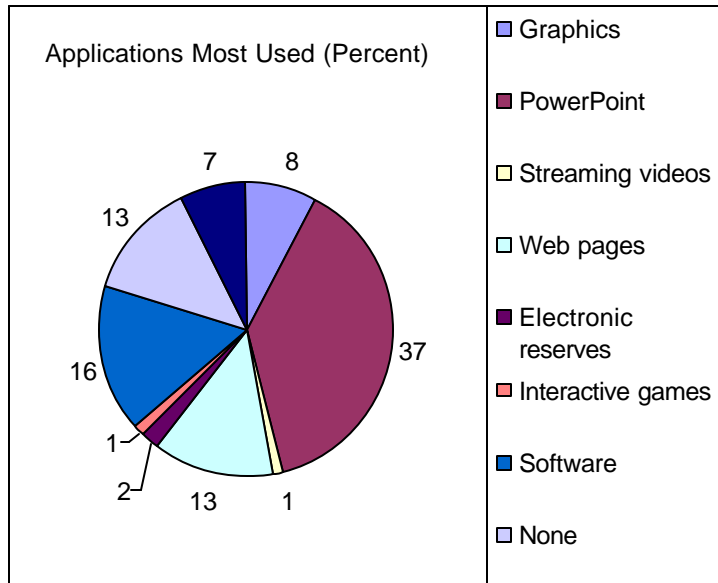
Analysis

The majority of faculty respondents were most concerned with having a computer and projector teaching unit available to them in the classroom compared to all other technologies.

Question 11: What instructional applications do you use in your classes? (Please check all that apply.) In addition, please rank your top three choices in the right-hand column by typing in the number 1 (for first choice), 2 (for second most utilized) and 3 (third most utilized).

Data

The top three applications used with classes were PowerPoint presentations (37%), standardized software (16%), graphics/photos and web pages (each 13%). PowerPoint was used more by full-time faculty than adjuncts (41% vs. 29%) and by faculty who have taught at CCRI between 6-10 years (54%) vs. faculty here fewer than 5 years (32%) and faculty here longer than 10 years (35%). Electronic reserves, interactive games and streaming videos were used by fewer than 2% of faculty respondents.



Analysis

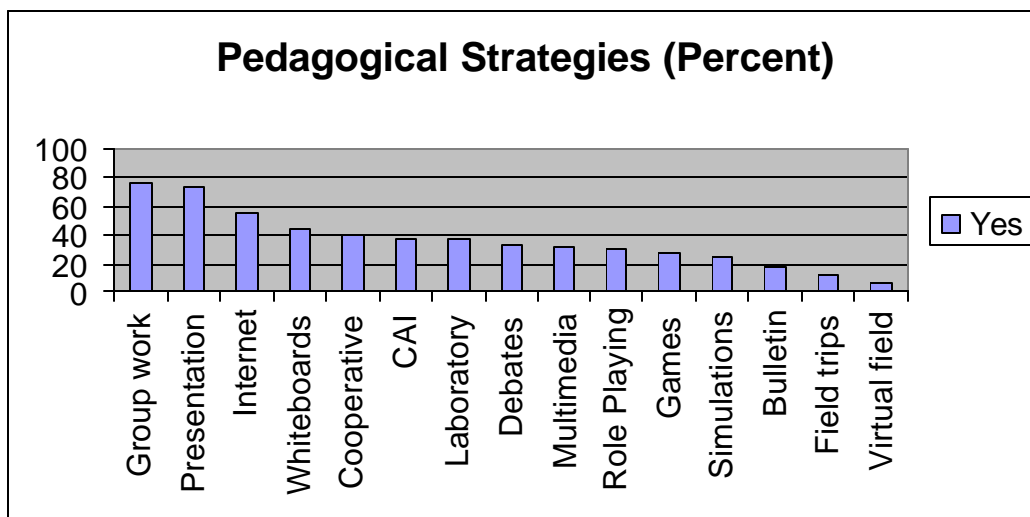
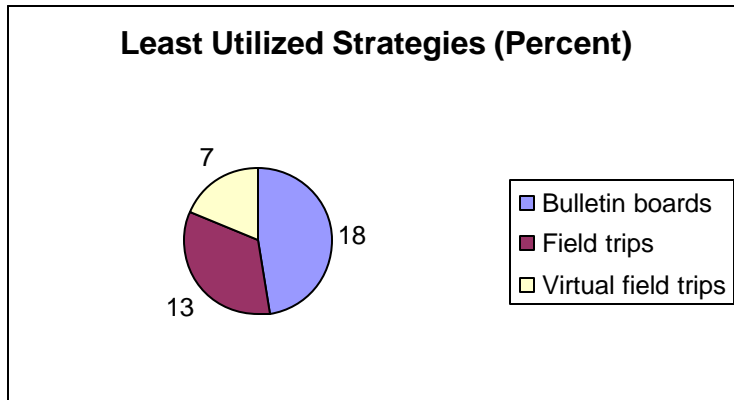
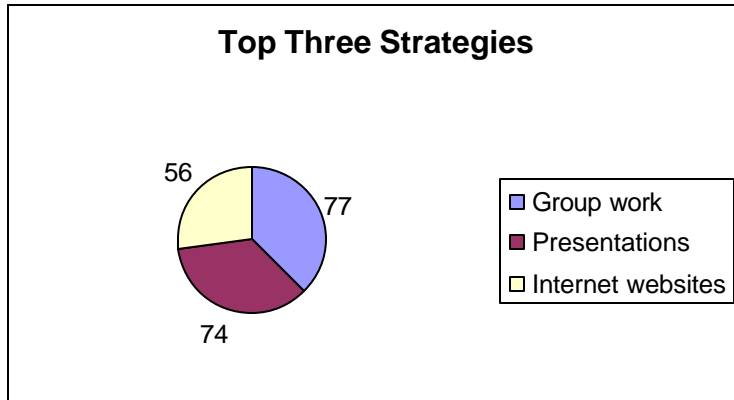
Although 37% of respondents reported PowerPoint presentations as the most frequently used instructional application with their classes, most other instructional applications were largely underutilized.

Question 12: What pedagogical strategies do you use to encourage interaction? (Please check all that apply)

Data

Seventy-seven percent of respondents reported that they utilize group work as a strategy to encourage interaction amongst their students. Of that number, there was no significant difference between full-time and adjunct usage or length of time at CCRI. Seventy-four percent of faculty utilize presentations with no significant difference between status and length of time at CCRI.

Fifty-six percent of respondents reported using Internet websites to encourage interaction. Of that number 66% of faculty were full time versus 38% adjunct. Length of time also had some influence on the number of faculty using Internet websites with their classes with usage increasing with length of time at CCRI: 36% of faculty under 5 years, 58% of faculty with 6-10 years experience at CCRI, and 65% of faculty who have been at CCRI over 10 years.



Analysis

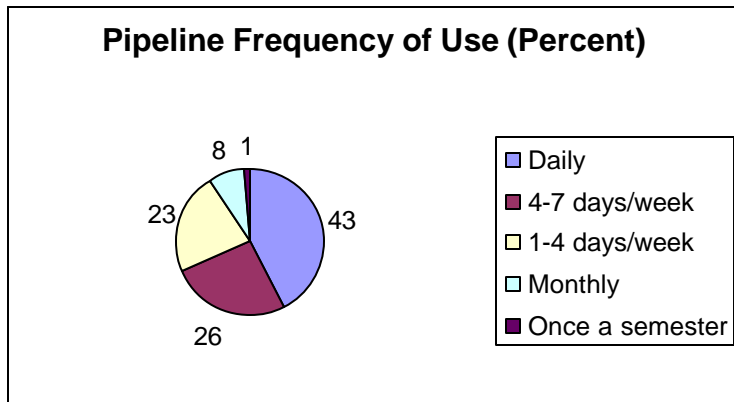
Over 50% of respondents reported utilizing at least one pedagogical strategy to encourage interaction among students.

Experience with Campus Pipeline

Question 13: How often do you use Campus Pipeline?

Data

Sixty-nine percent of respondents reported accessing Pipeline over 4 times per week with 43% utilizing it daily. An additional 23% check in to Pipeline at least once a week. There was no significant difference in considering faculty status or length of time at CCRI.



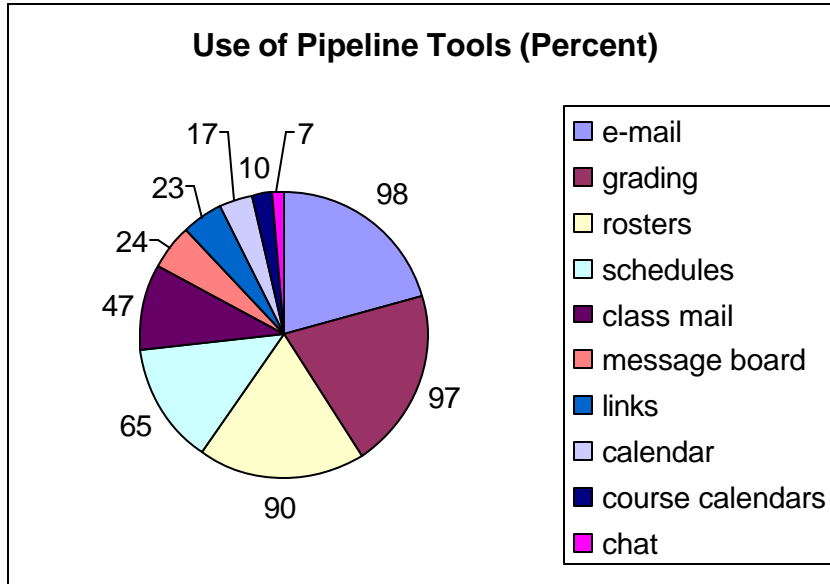
Analysis

A significant number of faculty respondents are accessing Campus Pipeline on a regular basis.

Question 14. Which features of Campus Pipeline do you use? (Please check all that apply)

Data

Over 90% of faculty respondents reported utilizing Campus Pipeline for e-mail, grading and retrieving class rosters, with 98% using e-mail. An additional 65% use Pipeline for schedules and 47% utilize class e-mail. The only significant difference in the use of tools as far as faculty status was retrieving class rosters in which 90% of full-time faculty used Pipeline to get their class rosters versus 49% of adjuncts. There was no significant difference in any of the other tools in comparing faculty status or time spent at CCRI.



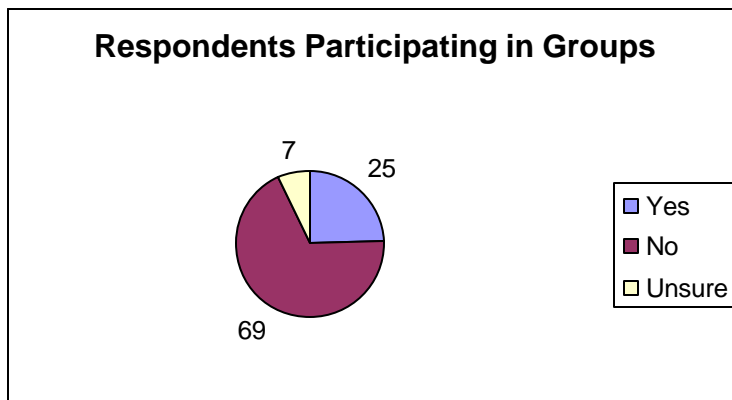
Analysis

A significant number of faculty respondents are using Campus Pipeline for e-mail. Since online grading is now mandatory, the 97% utilization is not surprising. Additional training and support may be needed to increase use of other communication and documentation tools in Pipeline.

Question 15: Do you participate in one or more Campus Pipeline Groups?

Data

Twenty-five percent of respondents report participating in one or more Campus Pipeline groups. Of the 25% who currently participate in a Pipeline group, 34% are full-time faculty versus 8% adjuncts. Participation in groups also was somewhat influenced by the number of years spent at CCRI with 35% of faculty participants having more than 10 years of experience at CCRI versus 12% between 6-10 years and 20% in the 1-5 years category.



Analysis

Since 7% of respondents were unfamiliar with Campus Pipeline groups it would be advisable to do additional promotion around the use of this tool, especially among adjunct faculty.

Question 16a: Do you use external e-mail accounts (e.g. AOL, Cox, Yahoo, Hotmail, etc.)

Question 16b: If you answered “yes” to an external mail account, do you forward this account to your Pipeline account?

Data

Seventy-four percent of respondents use external e-mail accounts in addition to their Pipeline account. Of that number, only 8% forward their external account to their CCRI Pipeline account. There was no significant difference in faculty status or length of time at CCRI.

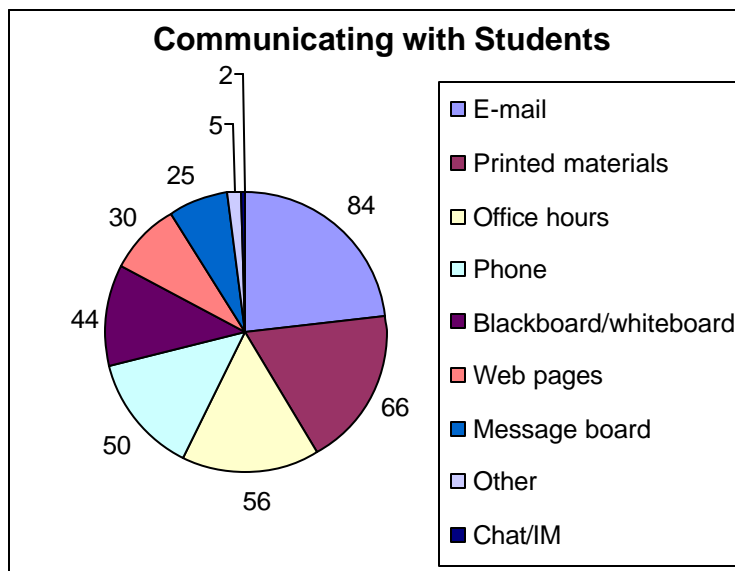
Analysis

It would appear that additional training and support is necessary in encouraging faculty to forward any external account to their Pipeline account for single-login access to all their mail. This statistic may also attest to the increased number of faculty who are using Internet Service Providers (ISPs) from home computers.

Question 17: What electronic forms of communication do you use most often with your students? (Please check all that apply.)

Data

Respondents identified the top three methods of communicating with students as e-mail (84%), printed materials (66%) and office hours (56%). The least utilized methods were message boards (25%) and chat (2%).



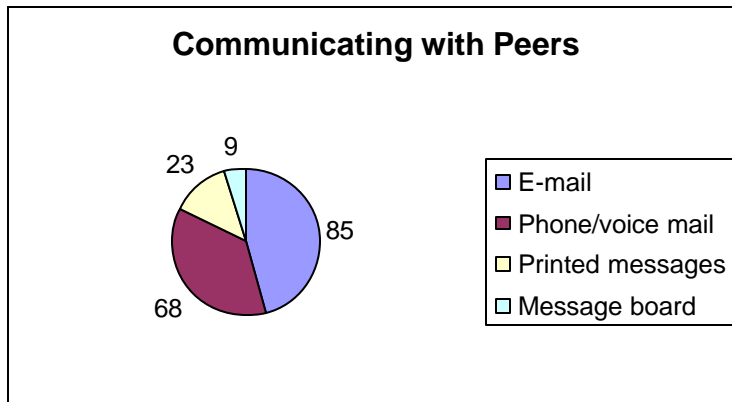
Analysis

Electronic communication has now surpassed all other forms of communication between faculty and students.

Question 18: What form of communication do you use most often with CCRI colleagues?

Data

Well over 50% of all respondents listed electronic means as their primary form of communication with CCRI colleagues. Eighty-five percent of faculty respondents listed e-mail as their main choice with 68% selecting phone/voice mail options. There was no significant difference regarding faculty status. In referencing years at CCRI, faculty who have been at CCRI over 10 years were more likely to use phone/voice mail options (74%) than their peers who have been at CCRI for less than 5 years (52%).



Analysis

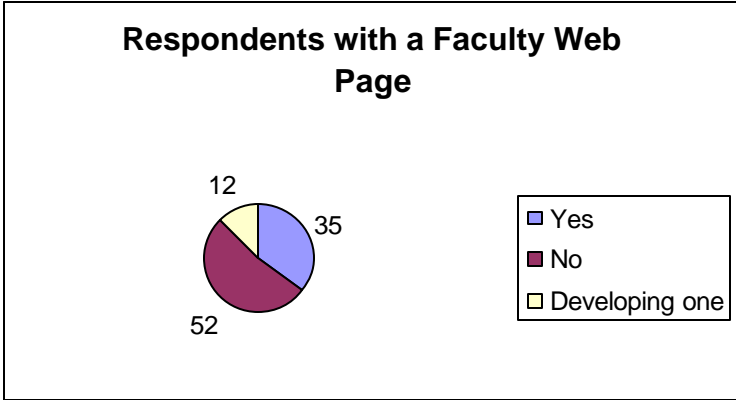
Electronic communication is becoming a greater part of the culture for faculty at CCRI. They are now choosing electronic means over printed/handwritten forms of communication with peers.

Experience with Faculty Web Pages

Question 19: Do you have a faculty web page?

Data

Currently 35% of faculty have a webpage(s) with another 12% in the process of developing a website. Faculty who have been at CCRI for over 10 years were more likely to have a website (48%) compared to those who have been at the school for fewer than 5 years (24%). There were no statistics available comparing faculty status and web page development.



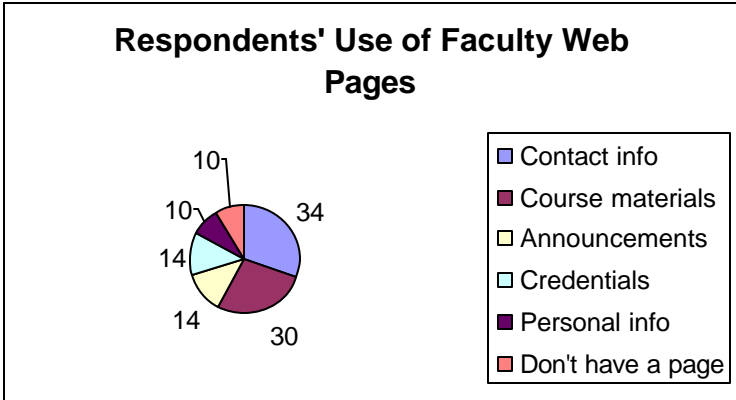
Analysis

Forty-seven percent of faculty respondents either have a web page developed or are in the process of developing a website. Additional training and support may be needed to encourage broader use of this tool.

Question 20: If yes, how do you use it? (Please check all that apply.)

Data

The majority of faculty who use faculty web pages use them to disseminate contact information (34%) and course materials (30%). Those faculty respondents who have been at CCRI for over 10 years were more likely to include contact information (48%) than their peers who have been at the college fewer than 5 years (20%). There was no significant difference in dissemination of course materials compared to length of time at CCRI.



Analysis

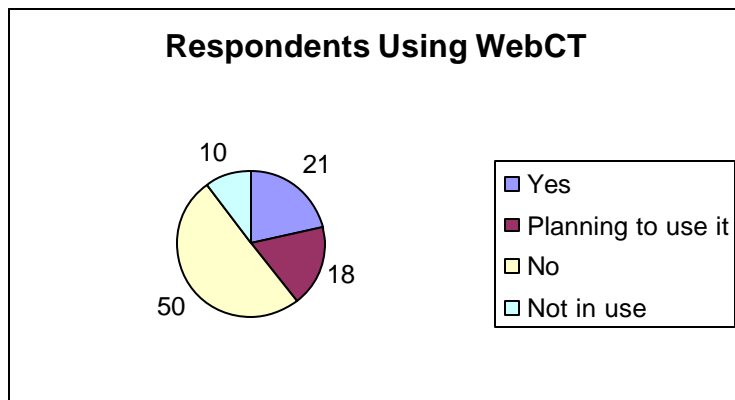
Respondents' interest in the use of web pages was primarily to provide contact information and disseminate course materials to their students.

Experience with WebCT

Question 21: Do you use WebCT?

Data

Twenty-one percent of respondents are currently using WebCT with their courses and another 18 percent are planning on using it in the future. Of those faculty members currently using WebCT, 16 % are using it as a supplement to their traditional courses and 5% are using it to conduct fully online courses. In comparing years teaching at CCRI, faculty who have been at CCRI longer than 10 years were more likely to use WebCT as a supplement to their traditional courses (24% versus 12% of faculty here fewer than 5 years). Faculty with greater longevity were also more likely to conduct fully online courses using WebCT with 7% of faculty at CCRI for longer than 10 years versus 4% of faculty here from 6-10 years. There were no faculty conducting fully online courses who have been at the college fewer than 5 years.



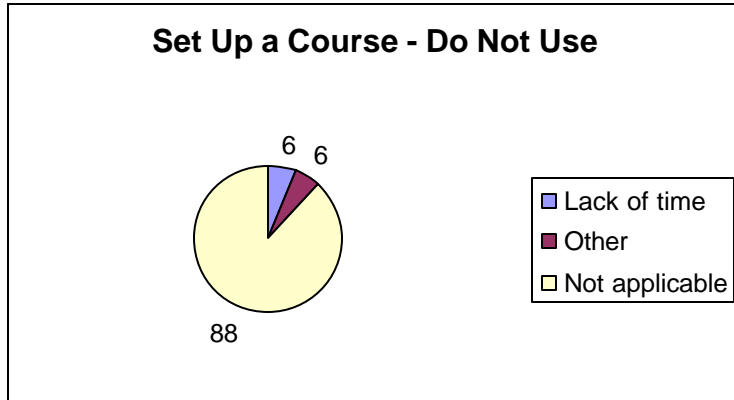
Analysis

Fifty percent of faculty are currently not using WebCT with an additional 10% who set up a course and then never used it. The majority of WebCT developers are using the software for online supplementation to their courses at this time.

Question 22: If you answered “c. Set up a course but never used it,” what influenced your decision?

Data

Only a small percentage (12%) of faculty had set up a WebCT course and then not used it. Of those in this category, 6% cited lack of time to develop materials while another 6% chose “Other” as their reason.



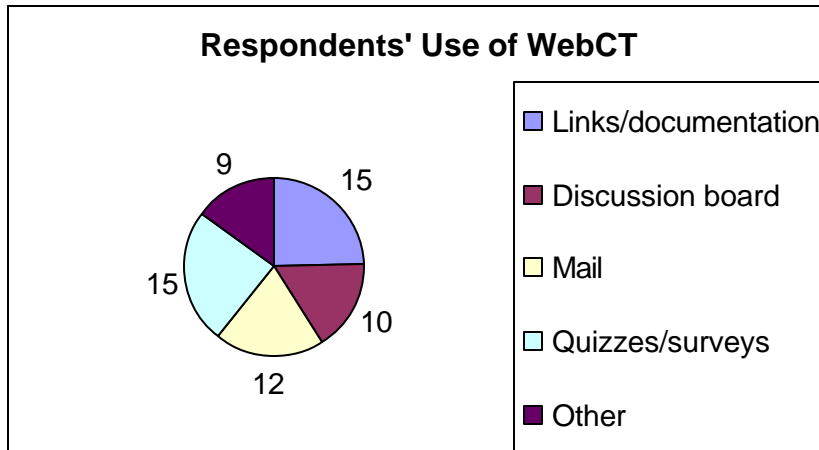
Analysis

For the most part, faculty who develop WebCT courses do go on to use them.

Question 23: If you are using WebCT with a course, which tools do you use? (Please check all that apply.)

Data

The majority of faculty using WebCT are using it to link to course documents and PowerPoint presentations (15%), administer electronic quizzes (15%) and communicating via WebCT Mail and Discussion board (19%).



Analysis

Respondents favor a password-protected environment for distributing course materials and electronic quizzing.

Question 24: If you currently use WebCT, have you ever used a publisher's e-pack?

Question 25: If you answered "I tried an e-pack but did not like it," what is the reason?

Data

Only 4% of respondents indicated an interest in exploring e-packs. No faculty indicated they were currently using e-packs and 4% were not familiar with e-packs. Twenty percent of respondents indicated they were not interested in this option. Ninety-seven percent of faculty selected "not applicable" for question 25.

Analysis

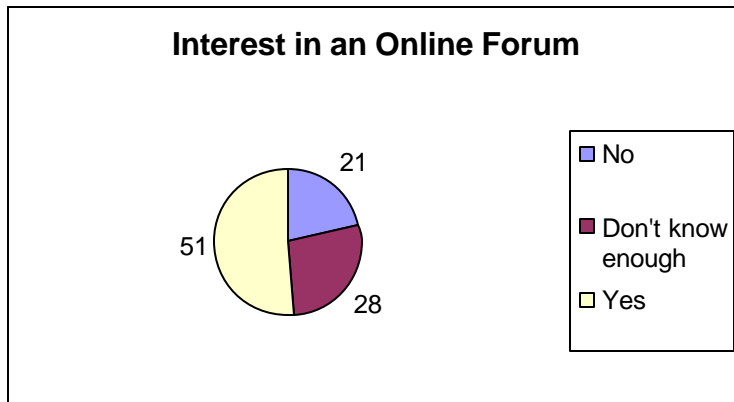
Additional promotion/information may be helpful in encouraging faculty to explore the benefits of e-packs.

Special Interest Questions

Question 26: Would you be interested in an online group discussion with other faculty to share ideas and experiences?

Data

Fifty-one percent of respondents indicated an interest in participating in a virtual forum on teaching to share ideas and experiences with colleagues.



Analysis

There is an interest among CCRI faculty to communicate with each other about teaching in an online forum.

Question 27: Would you be interested in participating in experimenting with e-portfolios?

Data

The majority of faculty respondents were not familiar with e-portfolios (54%) however 21% did indicate interest in exploring the use of e-portfolios as an assessment tool.

Analysis

Results would indicate that more information needs to be provided to faculty on the use of e-portfolios as an assessment and evaluation tool.

Appendix A - Comments From Faculty Survey 2004

8. What has been the biggest barrier to your use of technology with your classes?

- Equipment problems and availability of software
- No barriers yet
- I like to maintain flexibility and spontaneity in my presentations and feel these are lost using PowerPoint presentations
- I really have experienced no barriers
- My strong feeling that technology is highly over-rated and detracts from the importance of the discipline students need in developing reading and reasoning skills.
- as well as time to develop materials, knowledge of how to utilize different types of technology
- I use technology in all my classes
- ability to keep up-to-date with changes
- With WebCT, lack to time to develop the site
- Lack of full knowledge of what is currently available for use in various disciplines
- Unfortunately, I've often been assigned to classrooms without technology. Even though I order equipment through Dolly's office, it's inconvenient. Sometimes the equipment does not arrive on time; sometimes, I'd like to use a computer and Internet hook-up, but I've not had time to order it in advance. At other times, the Internet hook-up has not worked or the speakers won't play or the entire computer shuts down. I expect to run into these problems on occasion, but I don't feel like devoting class time to waiting for a computer or dealing with faulty equipment.
- No barriers
- Lack of skills/knowledge by the students
- Student preparation
- Restrictions on classroom computers. I would like to be able to show students how to perform simple maintenance like eliminating excessive programs at StartUp, but these utility programs are blocked.
- Lack of high-speed internet connection in Newport
- None
- I have had problems with demonstrating specialty engineering software because the computers will not let a non-admin user install programs.
- I teach science. Students need to work through the materials. Showing them a sample problem (completely done for them) is not as effective a teaching tool as making them write a question then answer it. Students need to know technology is a tool not a substitute for them doing the work.
- Not having a computer/projector in the classroom is a huge problem. It means that I cannot be flexible in how I teach – If I want to use technology I have to order a computer/projector a week ahead of time. It means that I cannot spontaneously pull up a Web site, go to the text book companion site, introduce a PowerPoint lecture on the spur of the moment. Never mind that without a computer/projector permanently in the classroom, I need to order ahead of time and at times, the equipment is not available.
- Students' lack of technical knowledge
- CCRI's lack of classroom support facilities. Class sizes are set at 32 and laboratories generally max at twenty.
- Lack of skills (familiarity in certain areas) and my own equipment is quite old. However, I have utilized Blackboard to teach hybrid courses and as a support for traditional courses.
- Lack of technical skills and time to learn them.
- Computer freezes

10. What type of technology do you prefer to have available in the classroom?

- I use many of these but only 1 or 2 days a semester. Wouldn't need or want them in the room every day.
- It would be great to have a projector/computer in our dance room/classroom in the field house
- Better PC audio components to engage students
- I am purchasing my own Gyro mouse and hope to be able to use it in the classroom
- I also use the Document Camera quite often
- I'm assuming a computer would have a CD-ROM drive. This is very important.
- Although I have used a VCR more often than a DVD, I am now finding materials that are only available on DVD (not videotape) lately.
- Haven't yet developed sufficient materials to be able to answer this fully
- I utilize a – f on a regular basis
- If n) is part of the equipment (a + n) would be very useful for our multi-campus system.
- For Anatomy & Physiology, the whiteboard allows a textbook image of a body system which the instructor can then modify (draw on whiteboard) for an interactive session with students.
- We need white boards, especially for mathematics.
- I might have selected document camera in my top 3 choices but I haven't had one available in any classrooms yet.
- Effective classroom laboratory space
- There have been occasions when an old-fashioned record player would have been useful.
- The equipment needed varies according to the class I am teaching

11. What instructional applications do you use in your classes? Comments

- Will be adding streaming video and audio this summer
- PowerPoint used for outlines of class materials to be covered that day. Web pages used for giving students another source for assignments and exam materials.
- I need to learn how to use these
- I have purchased some legal specific soft ware to demonstrate for students
- I love having access to the Web to illustrate cultural points we are studying. For example, when we talk about a certain holiday in another country, we can access pages that discuss the holiday and its traditions in the language we are studying.
- Elearning quizzes with remotes for the students to use looks really promising
- I would use more if I had the time to develop these resources
- We have MATHCAD, but we should have other packages, such as DERIVE, MATHEMATICA, and MAPLE.

11. What OTHER instructional technologies do you use in your classes?

- Library databases
- overheads
- Internet sites
- videos of plays, sample and student speeches, computer/projector for student editing
- Internet sites
- online quizzes
- Transparencies
- online video access for individual students
- Using Blackboard
- Department is in the process of setting up a Program Web page w/links to faculty...goal 12/04

- I found I could use Pipeline plus my webpage and a gradebook program much easier than WebCT.
- Students would not use it.
- Haven't yet tried to learn the system. Have offered to put a course online but there has been no funding.
- Better PC audio components to engage the students.
- Electronic classroom
- Lab computer classroom
- Whiteboard and markers

14. Which features of Campus Pipeline so you use?

- I use my Pipeline email account but do not use Pipeline as my mail software. Not sure whether to check a. or not
- I get email directly through Outlook
- I tried using the calendars with students for one semester, but they never even looked at them! I'd like to experiment with the message board and chat features in my fall 2004 courses.
- I use WebCT for many of the course tools listed here.
- Many students do not check their school e-mail accounts. They use their private e-mail accounts. Some students who don't have home computers either don't know how to use Pipeline or don't have the time to check their e-mail at school.
- Other features I don't use often enough to remember "how to do" it. I have suggested chat room for speech students to communicate with their groups between class meetings, esp. once-a-week classes. "Refresher" courses and mini sessions would help me brush off my recollections of how to use calendar, schedule.
- Eliminate SPAM!
- I plan to use course tools next semester
- Am familiar with message board and class mail but have not used them yet.
- I have incorporated the message board into my classes – students' participation is graded. I use links to Web sites all the time to ease access for students.
- In the past, I have found Pipeline to be unstable – I would be unexpectedly disconnected or not able to log in. I now use my own website, the E-board. I understand that Pipeline is now more functional and I would like to learn about it.
- Using at the moment available WebCT course tools to enhance my classes.

17. What electronic forms of communication do you use most often with your students?

- CD handouts rather than paper
- Not sure how some of these fit into the "electronic form" aspect of question 17
- Message board function stinks. Capping the amount of characters makes no sense. See boards using Infopop.
- I use office hours but they are not electronic
- How would whiteboard be considered "electronic"?
- I link my PowerPoints to their courses on Campus Pipeline
- CCRJ email sends out too many viruses
- I catch them before and after classes, too
- Lab hours – ACL
- Telephone and one to one sessions by appointment
- We are working toward a paperless program but because there are limited computer resources for students in Newport, we will have to wait a year for the new campus to see how it all can work.
- Conference with students
- Laboratory setting
- I forward my pipeline account to my MSN account at home
- Class/group discussions

- I really like the Eboard. Try it – www.thomsontopics.eboard.com (Password is spring2004)
- Office hours by appointment only
- Meet with students when we both have time for tutoring, evaluating, and discussions.

18. What form of communication do you use most often with peers?

- Way too much spam: 20-30 items daily
- in person communication
- Few faculty check email daily so this is not an option for me
- CCRI email sends out too many viruses and other info that should not be sent out
- I also still like face-to-face chats
- The message board {English Group} has been active and controversial lately. Otherwise, I use phone, e-mail, and hard copy.
- Personal
- My voice mail does not function but when it did I found it useful
- I use all four
- Groups option for communication, but it is slow to catch on and because of one negative comment from a colleague, group members now seem afraid to post thoughts on message board.
- Some are likely to phone and others will email. Emailers tend to be less personable

23. If you are using WebCT with a course, which tools do you use?

- (text did not get recorded) ...to fully develop it. Have since used WebCT as a student and notice how much instructor time is required.
- Links to other websites
- Assignment tool
- I found that WebCT was not Windows -friendly and I don't want to spend hours typing in a math quiz.
- Creating "learning modules" that I post/create to supplement text with online activities which I find most useful.

25. If you answered "b. Yes, I have tried it [e-packs] but did not like it" what is the reason?

- I have used some material from the epack. I would not want to use the entire thing.