

## **MyGateway Faculty FS 2007-WS 2008 Surveys<sup>1</sup>**

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<sup>1</sup> Please see the reports from previous MyGateway student and faculty surveys at: <http://www.umsl.edu/technology/mgwhelp/mgwinfo/mgwinfo.html>. This report draws upon the analyses and trends documented in these earlier reports

## Purpose

The ongoing evaluation of technology-enhanced credit courses, making use of the course management tool, MyGateway, documents the experiences of two key stakeholder groups: enrolled students and teaching faculty. The questions and subsequent analyses here identify essential support strategies for faculty who use technology to improve learning experiences for students. Objectives include:

- Documentation of improvements in UMSL faculty computing capabilities and sophistication,
- Documentation of the use of MyGateway features by selected faculty in FS 2007 and WS 2008, and,
- Demonstration of indicators of optimal teaching and learning interactions between and among faculty and students.

## Methodology

The FS 2007 and WS 2008 Faculty MyGateway/ITS Classroom Surveys (see, appendix 1) were available to all active faculty members at UM-St. Louis via the MyGateway course management system. All faculty logging on to the system had access to a survey link. Additionally, faculty were notified of the survey's availability via campus email. The evaluation period ran from November 16 through December 14, 2007 for the fall survey and March 26, 2008-May 12, 2008 for the winter semester. Completed surveys numbered 107 for the fall survey and 190 for WS 2008 (approximately 20.2% of all employed faculty [939] and 27.5% of all faculty actively using MyGateway [690] for WS 2008).<sup>2</sup> This report also presents data from the WS 2006 and 2007 surveys for comparison.

**Table 1: Academic Unit of Respondent (Q4)**

	FS07	%FS07	WS08	%WS08
Anthropology	5	4.7%	2	1.1%
Art & Art History	2	1.9%	5	2.6%
Biology	5	4.7%	9	4.7%
Chemistry	2	1.9%	8	4.2%
College of Business Administration	12	11.2%	23	12.1%
College of Nursing	3	2.8%	16	8.4%
College of Optometry			5	2.6%
Communication			4	2.1%
Continuing Education & Outreach	6	5.6%	4	2.1%
Counseling - College of Education			2	1.1%
Criminology & Criminal Justice	6	5.6%	6	3.2%
Dean Evening College	1	0.9%		
Dean Honors College	1	0.9%	2	1.1%
Economics	1	0.9%	5	2.6%
Educational Leadership & Policy	1	0.9%	8	4.2%
Educational Psychology	2	1.9%	6	3.2%
English	7	6.5%	17	8.9%

<sup>2</sup> See, [https://sso.umsl.edu/perl/umsl/stats\\_sat\\_faculty.pl?semester=previous\\_runs/200827/2008-05-07](https://sso.umsl.edu/perl/umsl/stats_sat_faculty.pl?semester=previous_runs/200827/2008-05-07)

Foreign Languages & Literature	7	6.5%	12	6.3%
History	2	1.9%	5	2.6%
Institute for Women & Gender S			1	0.5%
Library			2	1.1%
Mathematics & Computer Science	5	4.7%	5	2.6%
Mercantile Library	1	0.9%	1	0.5%
Multi-Cultural Relations			1	0.5%
Music			2	1.1%
Philosophy	2	1.9%	4	2.1%
Physics and Astronomy	1	0.9%	1	0.5%
Political Science	3	2.8%	1	0.5%
Precollegiate Program			1	0.5%
Psychology	4	3.7%	4	2.1%
Social Work	5	4.7%	7	3.7%
Sociology	3	2.8%	1	0.5%
Teaching & Learning	9	8.4%	14	7.4%
Theater & Dance	1	0.9%	4	2.1%

### Internet access and online activities

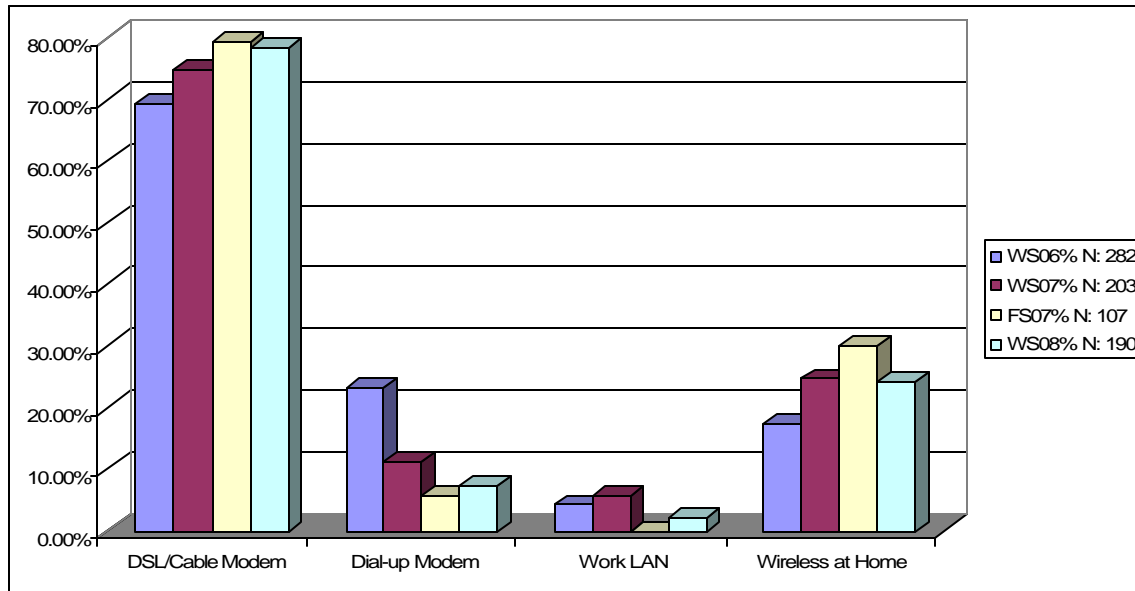
Instructors at UM-St. Louis were surveyed to determine the type of internet access they have off-campus, their use of on-campus internet resources, and the type of classes they teach using MyGateway.

**Table 2: Off-Campus Internet Connection (Q1)** (multiple responses possible)

Type of Connection	WS06% N: 282	WS07% N: 203	FS07% N: 107	WS08% N: 190
Dial-up Modem	23%	11.3%	5.6%	7.4%
DSL/Cable Modem	69.5%	74.9%	79.4%	78.4%
Work LAN	4.3%	5.9%	0%	2.1%
Wireless at Home	17.4%	24.6%	29.9%	24.2%
Wireless Work	2.8%	NA*	NA*	NA*
Other Wireless	5.3%	NA*	NA*	NA*
Other Internet Access	3.9%	NA*	NA*	NA*

\*This question was modified in WS 2007 to ask only if the respondent had off-campus wireless access.

**Chart 1: Trends in Off-Campus Internet Access, WS 2006-WS 2008**



As of WS 2008, faculty access to the internet from off-campus locations is nearly identical to that of students at UM-St. Louis (see, FS 2007-WS2008 Student Survey). With over 80% of the campus community having broad-band internet access from off-campus, internet-based course activity has become the norm. Wireless internet access has become common for approximately 35% of the campus population (faculty and students). This percentage has not changed appreciably for students (23%-25%), but faculty wireless access has increased substantially (17.4%-24.2%) over the period May 2006-May 2008. With more wireless access point available both on and off campus, the challenges and benefits of ubiquitous computing are a current focus of attention.

**Table 3: In your everyday life do you make use of wireless technology? (Q2)**

In your everyday life, do you make use of wireless technology	FS07% N: 107	WS08% N: 190
Yes	61.7%	74.2%
No	35.3%	25.3%

Mobile computing and communication is on the rise. This question is new to the FS07/WS08 surveys, yet it documents a significant increase in the use of wireless technology over the academic year. This parallels nationwide trends<sup>3</sup> and suggests a change in the way both faculty members and students access and share information. This trend (if it continues to be documented) needs to be addressed in planning for technology deployment at UM-St. Louis.

<sup>3</sup> John Horrigan, Pew Internet & American Life Project, "Info on the Go: Mobile Access to Data and Information", March 2008, [http://pewinternet.org/pdfs/PIP\\_Mobile.Data.Access.pdf](http://pewinternet.org/pdfs/PIP_Mobile.Data.Access.pdf)

**Table 4: Use of Online Services and Assistance (Q3)**

Which of the following have you used?	WS06% N: 282	WS07% N: 203	FS07% N: 107	WS08% N: 190
The Faculty Resource Center	60.3%	65.0%	68.2%	77.4%
The Online Testing Center	9.6%	14.3%	11.2%	18.4%
Technology Fridays Workshops	29.1%	24.1%	25.2%	23.7%
Photo Roster	33.7%	53.2%	57.0%	61.1%

A majority of the faculty completing the survey report making use of the Faculty Resource Center, while less than a quarter report attending ITS workshops on MyGateway and other internet-based teaching tools

**Table 5: Type of MyGateway Class (Q5)**

Which of the following is most typical of the classes you teach using MyGateway?	WS06% N: 282	WS07% N: 203	FS07% N: 107	WS08% N: 190
Combination of face-to-face and online with MyGateway	84.5%	83.7%	79.4%	82.1%
Combination of ITV and online with MyGateway	.9%	1.5%	1.9%	1.6%
Combination of video instruction and online with MyGateway	1.3%	0.0%	0.9%	0.5%
Totally online with MyGateway	3.5%	1.5%	1.9%	4.2%
I do not use MyGateway	9.7%	7.9%	5.6%	3.7%

The vast majority of instructors (82.1%) teach face-to-face classes supported with online components via MyGateway. The value, and certainly the popularity, of this type of “blended class” environment is difficult to challenge. Results from the WS06, FS06, WS07, and FS07 surveys pointed to a modest, yet interesting decline in totally online course offerings. However, 4.2% (8) of the instructors responding to the survey in WS08 report teaching totally online courses.

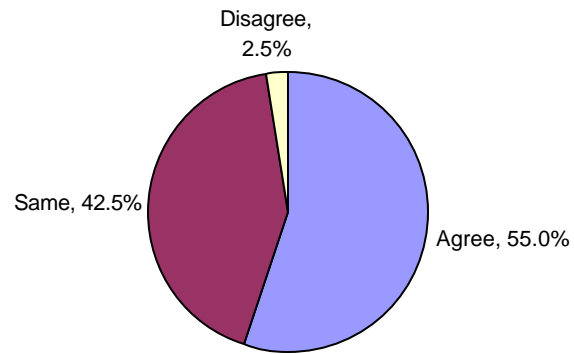
## MyGateway Experiences

**Table 6: Expectations and MyGateway**

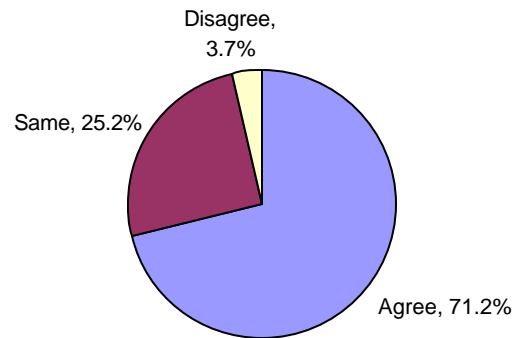
Instructors responded to the following question: *Think about how using MyGateway has affected your ideas about teaching and learning. Compared to courses that you have taught that did not use MyGateway, has using MyGateway made it more likely for you to* (1: strongly agree, 3: neutral, 5: strongly disagree):

	Mean WS06	Mean WS07	Mean FS07	Mean WS08	Percent Not Responding WS08
Q6: Expect students to take more responsibility for their own learning	2.00	1.96	2.11	2.01	14.2%
Q7: Expect students to participate in class discussions	2.31	2.31	2.25	2.24	15.8%
Q8: Feel distant from your students	3.58	3.66	3.59	3.75	16.8%

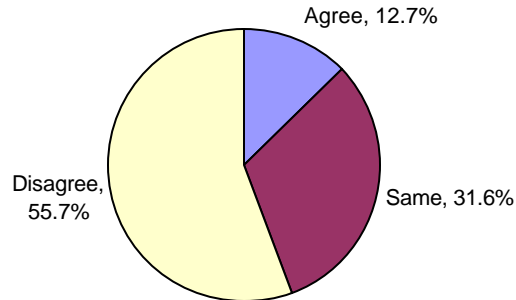
**Chart 2: Expect students to participate in class discussion-WS08**



**Chart 3: Expect students to take more responsibility for their own learning-WS08**



**Chart 4: Feel distant from your students- WS08**



Faculty responses indicate that blending online components into their courses leads to higher expectations for student responsibility and participation. Online learning strategies are seen as methods for increasing student engagement in the learning process. Importantly, the idea that internet-based course components produce a “distancing” within the student-teacher relationship receives little support over the course of the past five instances of this survey.

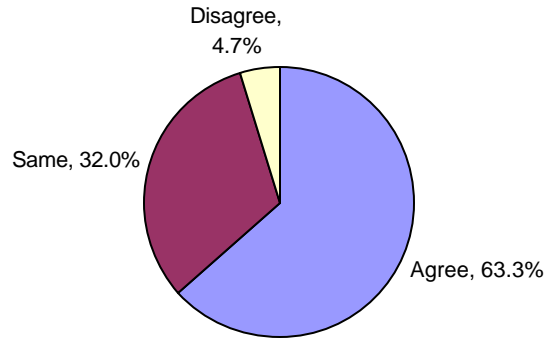
**Table 7: MyGateway and Student Learning**

Faculty respondents were then asked to respond to the following statements:

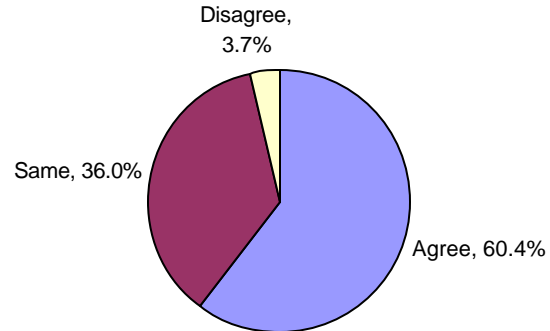
*Because of the way my course uses MyGateway (1: strongly agree, 3: neutral, 5: strongly disagree):*

	Mean WS06	Mean WS07	Mean FS07	Mean WS08	Percent Not Responding WS08
Q9: My students are better able to understand the ideas and concepts taught in this course	2.22	2.18	2.21	2.22	11.1%
Q10: My students are better able to visualize the ideas and concepts taught in this course	2.28	2.27	2.17	2.24	13.7%
Q11: I expect the students to complete more course work	2.56	2.59	2.57	2.45	12.6%

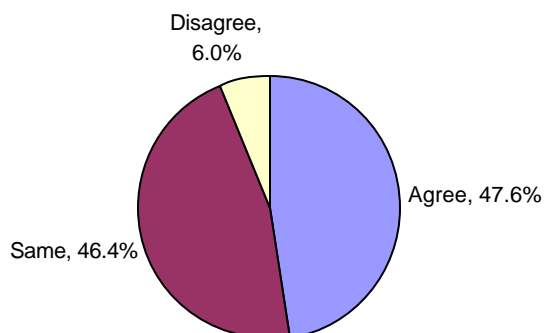
**Chart 5: My students are better able to understand the ideas and concepts taught in this course-WS08**



**Chart 6: My students are better able to visualize the ideas and concepts taught in this course-WS08**



**Chart 7: I expect the students to complete more course work-WS08**



The overall positive response to these statements concerning student learning and activity over the past five iterations of the survey confirms findings in previous surveys<sup>4</sup> and further documents faculty perceptions. Based perhaps on growing experience with online educational strategies; teaching “online” continues to be viewed as a positive addition to the classroom experience.

## Barriers and Benefits with Online Teaching and Learning

Faculty respondents were asked to identify both barriers and benefits associated with online teaching and learning strategies. The following tables and charts summarize their responses.

**Barriers, Q1:** *As an instructor, which of the following is/are the greatest barrier(s) in using online teaching and learning strategies:*

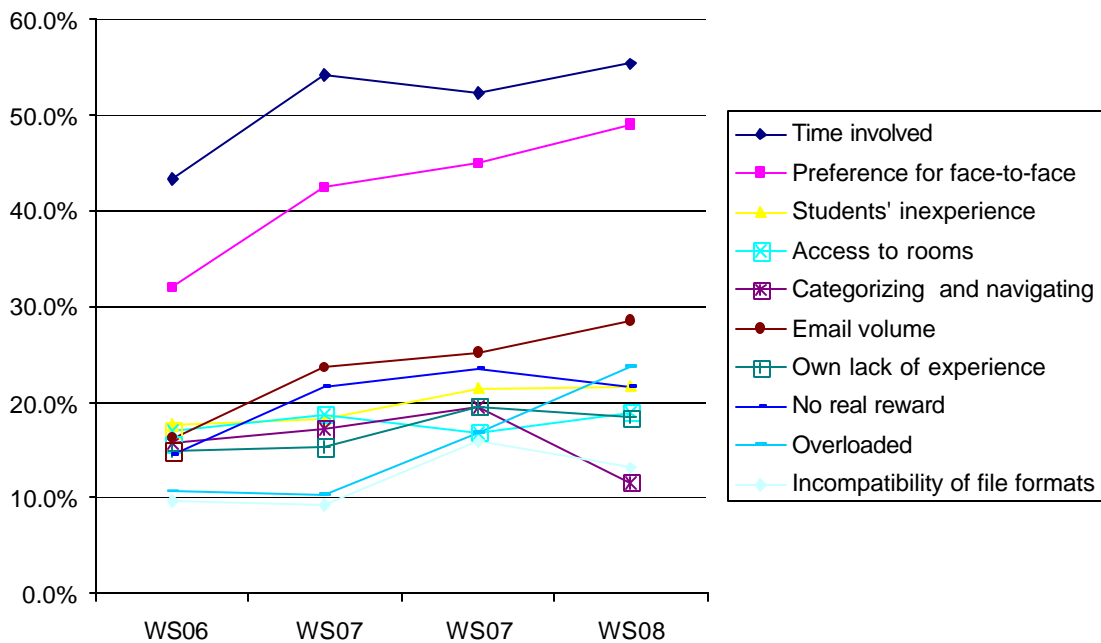
**Table 8: Barriers to Online Teaching (Q11)**

Barriers, Q11	Percentage WS06	Percentage WS07	Percentage FS07	Percentage WS08
Time involved in redesigning teaching approaches and material	43.3%	54.2%	52.3%	55.3%
Preference for face-to-face student-instructor interactions	31.9%	42.4%	44.9%	48.9%
Students' inexperience with computers	17.7%	18.2%	21.5%	21.6%
Access to technology-enhanced classrooms	17%	18.7%	16.8%	18.9%
Categorizing materials and navigating in MyGateway	15.6%	17.2%	19.6%	11.6%
Email volume	16.3%	23.6%	25.2%	28.4%

<sup>4</sup> Please see the reports from previous MyGateway student and faculty surveys at: <http://www.umsl.edu/technology/mgwhelp/mgwinfo/mgwinfo.html>. This report draws upon the analyses and trends documented in these earlier reports.

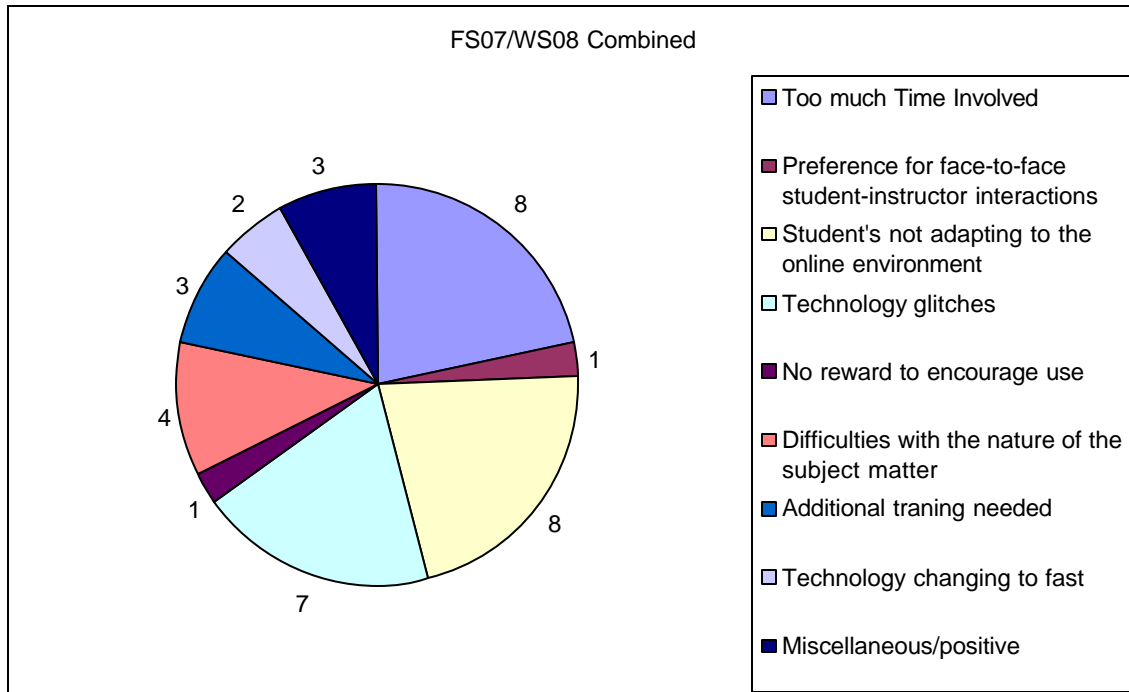
My own lack of experience with computer/software and the Internet	14.9%	15.3%	19.6%	18.4%
No real reward or recognition given for using these resources	14.5%	21.7%	23.4%	21.6%
Overloaded with Technology	10.6%	10.3%	16.8%	23.7%
Incompatibility of computers and file formats with MyGateway	9.6%	9.3%	15.9%	13.2%

**Chart 8: Trends in perceived barriers, WS06-WS08**



**Other barriers to online teaching (Q11 other)** : Only four (4) faculty members provided written comments in the Fall 2007 survey and twenty-seven (27) faculty members provided comments in the WS 2008 survey concerning other barriers to online teaching and learning. One of the responses on the WS08 survey expressed a positive perspective on MyGateway, “My Gateway, the original Blackboard and Web CT have been part of my teaching for nearly 15 years now, I have a hard time remembering what it was like with out the tech enhancements.” In reviewing the combined totals for FS07-WS08, eight (8) faculty members addressed the issue of students not taking full responsibility for using online resources, and seven (7) faculty members re-emphasized the time factor noted above. Seven comments also addressed the issue of technological glitches

**Chart 8: Other barriers to online teaching FS 2007-WS 2008 Combined (Q11 other) (totals equal more than number of respondents due to multiple concerns included in individual comments)**



In assessing the responses to the objective categories and the written comments, the following points stand out as of importance to the faculty: concerns about the “cumbersomeness” of the user interface—as well as technical malfunctions, time involved in configuring and updating course sites, and a growing concern about student willingness to take on the increased responsibility associated with online learning. The technical and time issues are of continuing concern—over the various iterations of this survey. The concern with student responsibility (rather than student technical competency) is first noted in this instance of the survey (WS 2008). Additionally relevant is the persistence of favoring face-to-face versus online and asynchronous interaction. Most importantly, concerns across all of these elements appears to be increasing over the past 3 years—reflecting, perhaps, the impact of growing use of these technologies.

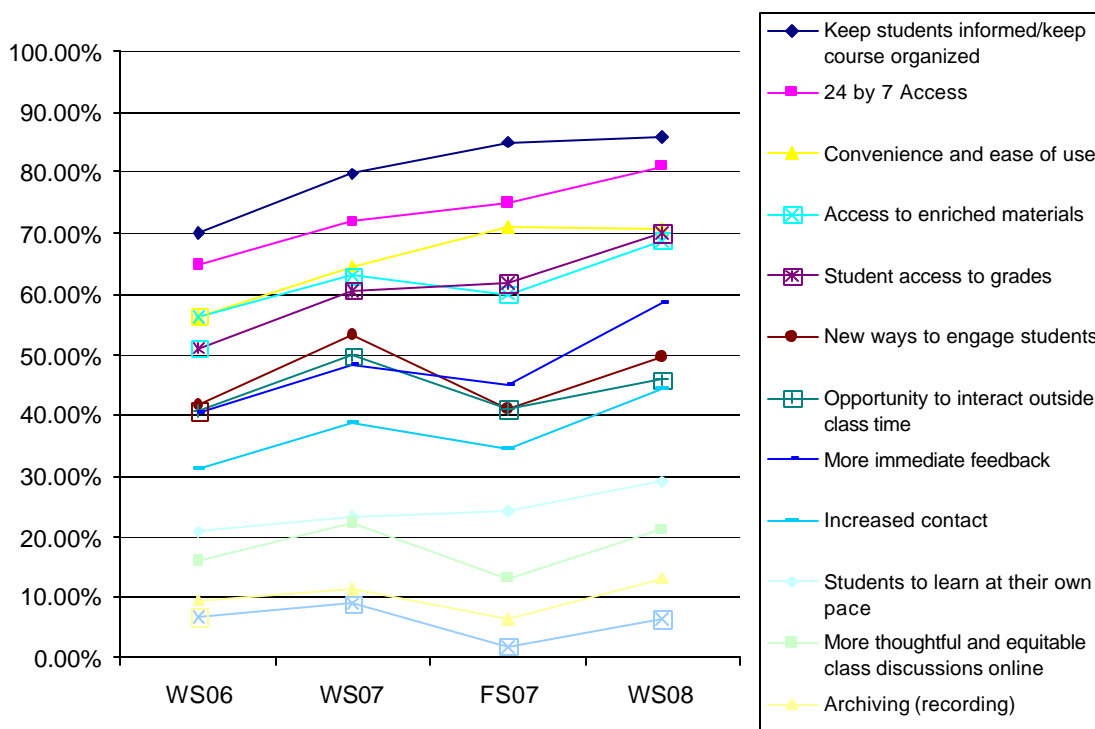
Question twelve (12) focused on perceived benefits, “What do you feel is/are the greatest benefits in using online teaching and learning strategies?”

**Table 9: Benefits from Online Teaching**

Benefits, Q12	Percentage WS06 (N: 282)	Percentage WS07 (N: 203)	Percentage FS07 (N:107)	Percentage WS08 (N: 190)
Ability to keep students informed about the course, and keep the course organized	69.9%	79.8%	85.0%	85.8%
Access to course materials, 24 by 7	64.9%	71.9%	74.8%	81.1%
Convenience and ease of use of MyGateway	56.4%	64.5%	71.0%	70.5%
Access to enriched teaching materials	56.4%	63.1%	59.8%	68.9%

Students having access to their current course grades	51.1%	60.6%	61.7%	70.0%
Creating new ways to engage students with content	41.5%	53.2%	41.1%	49.5%
Opportunity to continue interaction/discussion outside class time	40.8%	49.8%	41.1%	45.8%
Giving more immediate feedback on papers, quizzes and exams	40.4%	48.3%	44.9%	58.4%
Increased contact between students and instructors	31.2%	38.9%	34.6%	44.2%
Enabling students to learn at their own pace	20.9%	23.2%	24.3%	28.9%
More thoughtful and equitable class discussions online	16%	22.2%	13.1%	21.1%
Archiving (recording) live class presentations for playback and review	9.6%	11.3%	6.5%	13.2%
Real time, online Interaction (Centra, Wimba Live Classroom)	6.7%	8.9%	1.9%	6.3%

**Chart 10: Trends in perceived benefits, WS06-WS08**



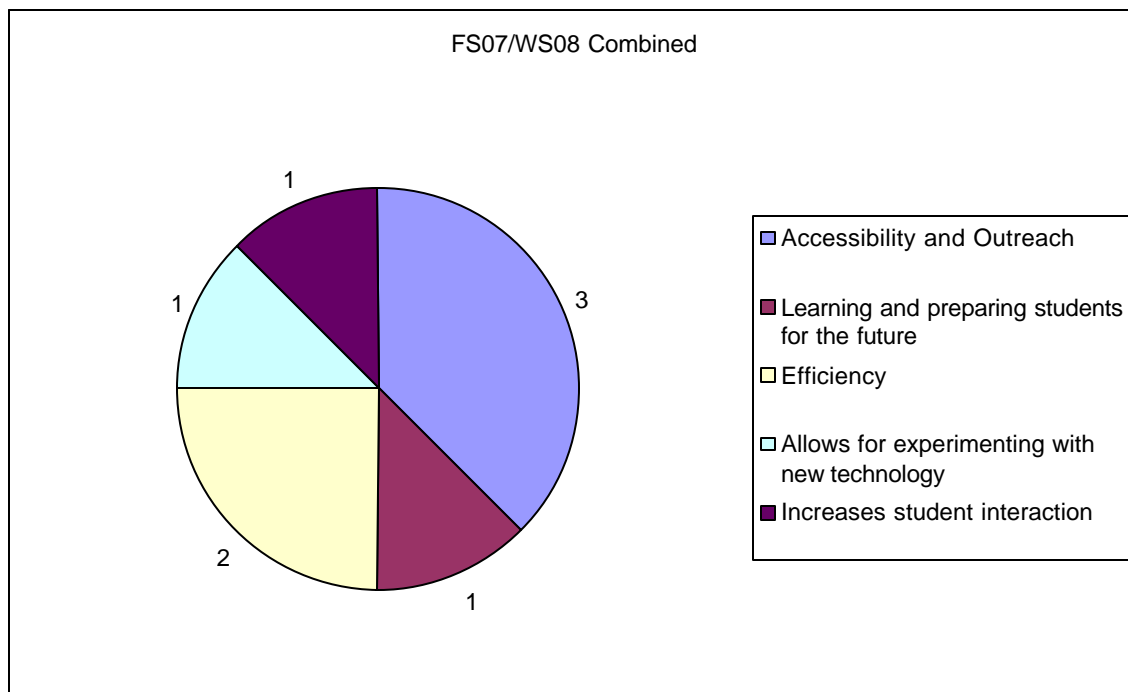
WS 2008 faculty responses to the issue of the benefits of online teaching and learning strategies (above and in chart 11 on the following page) document an ongoing trend in appreciating the flexibility and accessibility of online teaching and learning. Over eighty-five percent (85.8%) of the faculty responding identify the benefit of keeping students informed and their courses organized, and 81.1% point to the benefit of around the clock access. Over two-thirds of the faculty focus on the convenience of the online environment, availability of enriched materials, and the benefit to the students of being able to track their grades (70.5%, 68.9% and 70% respectively). The positive changes in these responses show a semester by semester increase

dating back to WS 2006. In addition, we find a similar pattern in response to perceptions of increased communication (“Opportunity to continue interaction/discussion outside class time” 45.8% and “Increased contact between students and instructors” 44.2% for WS08) and the benefit of immediate feedback on assignments (58.4% for WS08).

It appears clear that the majority of the faculty no longer question the effectiveness, utility, or convenience of teaching in an online environment, and indicators are that this “new” mode of teaching is also stimulating creativity; 49.5% (WS08) of the faculty cite, “Creating new ways to engage students with content,” as being a significant benefit (up from 41.5% in WS06).

**Other benefits in using online teaching and learning (Q12 other):** Three (3) faculty members from the FS07 survey and five (5) from the WS08 survey provided written comments concerning other benefits associated with online teaching and learning:

**Chart 11: Other benefits in using online teaching and learning (Q12 other) FS 2007/WS2008 combined (totals equal more than number of respondents due to multiple concerns included in individual comments)**



### Written Comments:

Thirty-nine (39) respondents provided written comments concerning their use of technology and technology enhanced classrooms for the Fall 2007 survey; the number for the WS 2008 was fifty-eight (58). This is the second and third times assessments of MyGateway and technology enhanced classrooms were combined in the same evaluation survey for faculty and students.

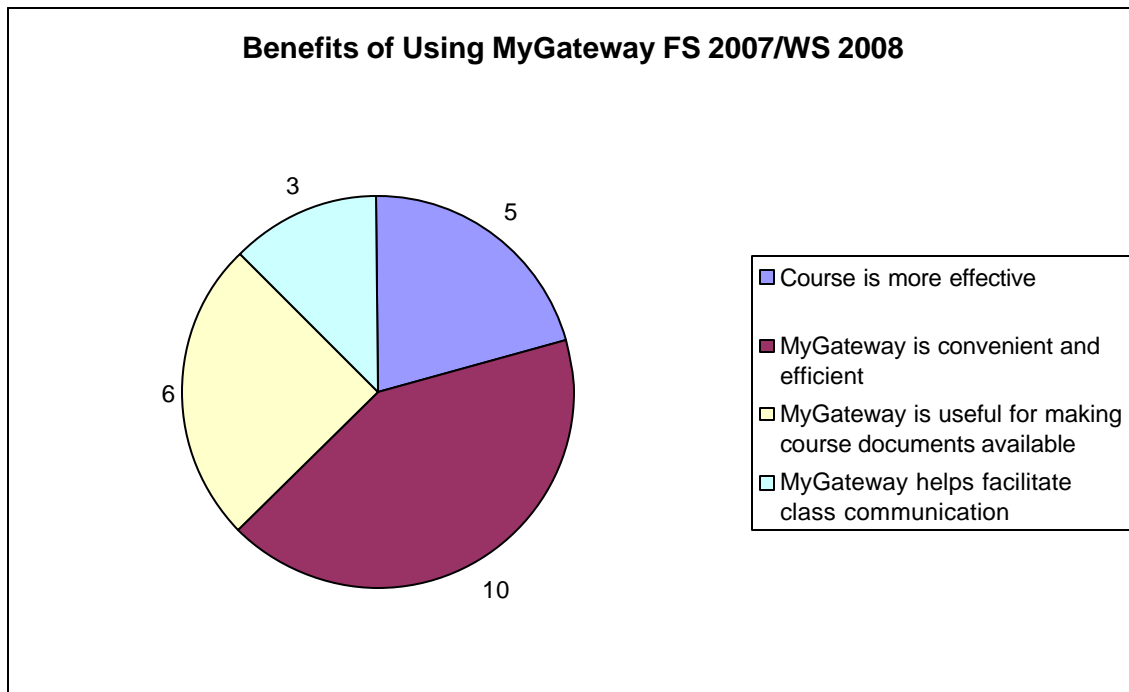
- Fall 2007
  - Seven (7, 18%) comments pertained to the use of MyGateway (summarized below).
  - The remaining 32 comments were specific to room problems, hardware issues, and other miscellaneous comments.

- WS 2008
  - Eighteen (18, 31%) on MyGateway
  - Seven (7, 12%) mentioned that more Technology Enhanced Classrooms were needed.
  - The remaining 33 comments were specific to room problems, hardware issues, and other miscellaneous comments.

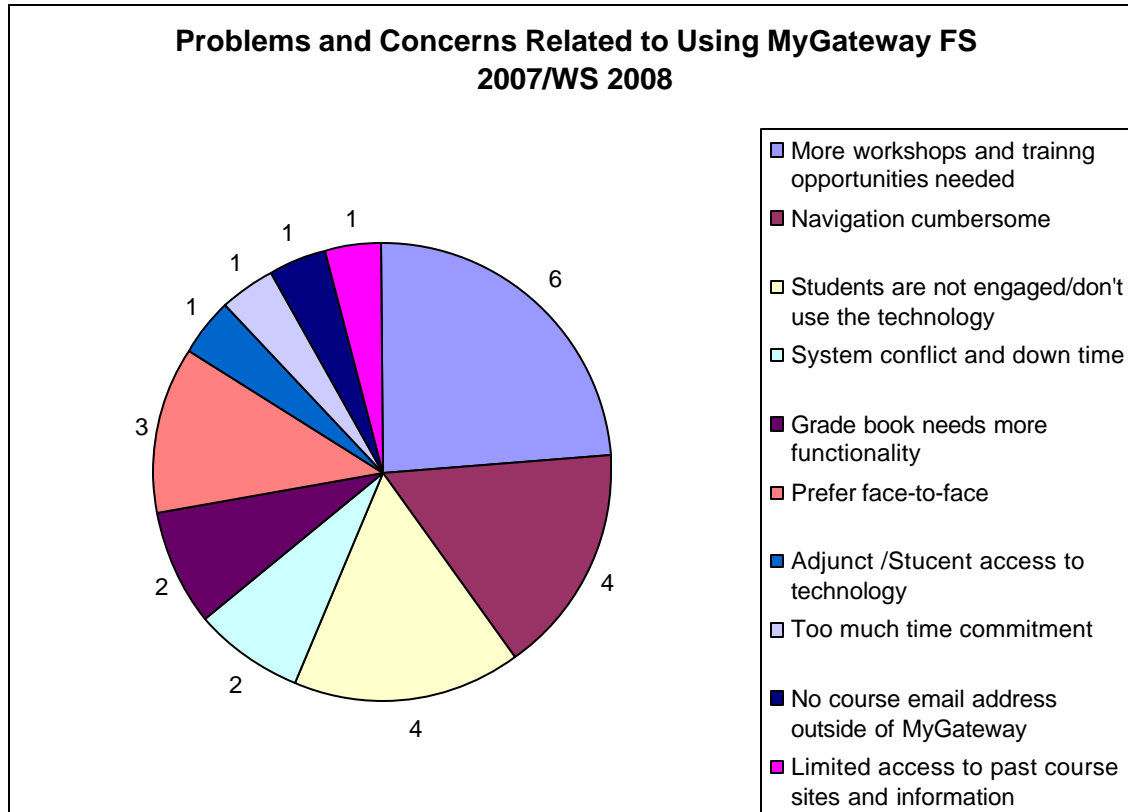
**Faculty Comments concerning MyGateway, Q30**

The following categories, based on responses to the final “Comments” item on the survey, characterize the benefits and problems the faculty report. The number of responses listed in the charts below total more than the number of respondents since many responses contain two or more specific comments. Comments from the FS 2007 survey have been combined with comments from the WS 2008 survey due to the overall low number of responses (25 total from FS07 and WS08).

**Chart 12: Benefits of Using MyGateway FS 2007/WS2008**



**Chart 13: Problems and Concerns Related to Using MyGateway FS 2007/WS2008**



**Selected Comments, Benefits and Innovations, FS 2007/WS2008:**

*I think in general MyGateway is an excellent means by which to augment our classroom teaching methods. However, face to face interaction among students and their instructors will remain the most effective means of truly inspiring students to learn, and to become more active learners.*

*Overall, MyGateway is an excellent resource. It is helpful to have a central location where students can access course materials and communicate with myself and each other.*

*Generally speaking, I find that the Mygateway system is very accommodating and extremely reliable. Although I noted above that I teach a combination of face-to-face and online, it is usually completely online, with face-to-face summer classes that utilize mygateway as supplements. The system makes ALL teaching much more effective and enjoyable!*

**Selected Comments, Concerns and Problems, FS 2007/WS2008:**

*I have some concerns that making lecture notes available in MyGateway leads to less participation in class. I have notice that some students do not attend class regularly and some students who do attend seemed to be "tuned out". This leads to a very "passive" non-participatory classroom experience that is not conducive to a good learning. I would be most interested in learning how other instructors have handled this issue. I am an adjunct instructor and I have a lot to learn.*

*The gradebook feature in mygateway is very, very poor. As a result, I cannot use the most useful feature of mygateway, which is to give students the ability to see their grades at any time. I will not change the way I manage grades just to use mygateway.*

*Mygateway is not self-explanatory enough to make it easy to incorporate into my course planning. Please provide greater faculty access to technical information. Also, I would like someone to come to my office to explain it and run through the basics with me.*

*The biggest limitation to using technology in this course is the students unwillingness/inability to use MyGateway. Many never checked it, or said they were unable to navigate it.*

## **Discussion<sup>5</sup>**

The amount of time involved in developing online teaching resources and a preference for face-to-face interaction still stand out as major barriers to increasing faculty adoption of online teaching strategies. Faculty concerns with other issues, lack of experience, sophistication with, and access to internet technologies continue to decline as not only the UM-St. Louis community, but American society in general, becomes more and more of a “networked society.” Recent data indicate that 71% of the America adult population (and 87% of the 18-29 year old population) use the Internet<sup>6</sup> and 54% of homes have broadband access<sup>7</sup>. Faculty members have come to realize the value of technologies like the MyGateway system for increasing access to educational resources and for maintaining contact with students—eliminating the barriers of traditional classroom walls. **However, comments from this year’s survey point to a growing concern with engagement—although students now have access to valuable course materials and communication technologies around the clock, instructors are concerned that their students are not taking on the responsibility for using these resources.**

The continuing support for online technologies is a self-sustaining (and driving) force. Faculty members and students<sup>8</sup> are accustomed to and intrigued by the online teaching and learning environment, they voice more concerns about training opportunities, access to technological resources, and are exploring innovative ways of integrating technology into the learning environment/ It is apparent that campus support at both the administrative and technological levels must continue to expand.

Student and faculty perceptions, attitudes, and behaviors documented in these surveys, and the consistency of these findings over the previous seven years, highlight MyGateway’s important, ongoing contribution to the strategic campus goals of:

- **Recruitment**
- **Retention**
- **Student engagement**
- **Community building**

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<sup>5</sup> Please see the reports from previous MyGateway student and faculty surveys at: <http://www.umsl.edu/technology/mgwhelp/mgwinfo/mgwinfo.html>. This report draws upon the analyses and trends documented in these earlier reports

<sup>6</sup> See the recent Pew Internet and American Life data on Internet Activities (<http://www.pewinternet.org/trends.asp>) and Demographics of Internet Users, [http://www.pewinternet.org/trends/User\\_Demo\\_6.15.07.htm](http://www.pewinternet.org/trends/User_Demo_6.15.07.htm).

<sup>7</sup> See, Pew Internet and American Life Project, Home Broadband Adoption 2008, John B. Horrigan, [http://www.pewinternet.org/pdfs/PIP\\_Broadband\\_2008.pdf](http://www.pewinternet.org/pdfs/PIP_Broadband_2008.pdf)

<sup>8</sup> See, *MyGateway Student Survey WS 2008*, <http://www.umsl.edu/technology/mgwhelp/mgwinfo/mgwinfo.html>

## Ongoing Investigations

Concerns from the University Assembly Information Technology Committee as well as campus support units led to the development of a separate investigation during WS 2008 of “faculty technology needs” using a focus group approach to tap into both the broader concerns of the UM-St. Louis faculty as well as the specific needs they have to improve their use of technology in and out of the classroom. Pilot groups were held during WS 2008 and we will continue to explore the issue of faculty “buy-in” and support over the 2008-2009 academic year.

## MyGateway and Instructional Computing Technology Enhanced Classroom Faculty Survey Spring 2008

1. If you connect to the internet from off-campus, what type of internet connection do you use (select all that apply)?

Dial-up modem

DSL/Cable/Broadband

Work LAN

2. In your everyday life do you make use of wireless technology?

Yes

No

3. The following services are intended to help you manage your courses more easily. Which of them have you used (select all that apply)?

The Faculty Resource Center

The Online Testing Center

Technology Fridays Workshops

Photo Roster

4. Please indicate your academic department from the list: (Can we pull this from the SSO?)

5. Which of the following is most typical of the classes you teach using MyGateway?

A. Combination of face-to-face and online with MyGateway

B. Combination of ITV and online with MyGateway

D. Totally online with MyGateway

E. I do not use MyGateway

Because of the way my course uses MyGateway, compared to courses I have taught without MyGateway, I:

Question / 1=Much more Likely 5= Much less likely	Much More	Somewh at	Sam e	Les s	Much Less	NA
6. Expect students to take more responsibility for their own learning.						
7. Expect students to participate in class						

discussions.						
8. Feel distant from your students.						

Because of the way my course uses MyGateway:

Question / 1=Much more Likely 5= Much less likely	Much More	Somewh at	Sam e	Les s	Much Less	NA
9. My students are better able to understand the ideas and concepts taught in this course.						
10. My students are better able to visualize the ideas and concepts taught in this course.						
11. I expect the students to complete more course work.						

12. As an instructor, which of the following is/are the greatest barrier(s) in using online teaching and learning strategies [check Yes for all that apply]

- Time involved in redesigning teaching approaches and materials
- Incompatibility of computers and file formats with MyGateway
- Overloaded with Technology
- Categorizing materials and navigating in MyGateway
- Preference for face-to-face student-instructor interactions
- Students' inexperience with computers
- My own lack of experience with computer/software and the Internet
- Access to technology-enhanced classrooms
- Email volume
- No real reward or recognition given for using these resources

13. What do you feel is/are the greatest benefits in using online teaching and learning strategies? [check Yes for all that apply]

- Access to enriched teaching materials
- Ability to keep students informed about the course, and keep the course organized

- Convenience and ease of use of MyGateway
- Opportunity to continue interaction/discussion outside class time
- More thoughtful and equitable class discussions online
- Giving more immediate feedback on papers, quizzes and exams
- Creating new ways to engage students with content
- Real time, online Interaction (Centra, Wimba Live Classroom)
- Archiving (recording) live class presentations for playback and review
- Students having access to their current course grades
- Increased contact between students and instructors
- Enabling students to learn at their own pace
- Access to course materials, 24 by 7

14. What is your skill level in using the following computer technologies and applications?

	Poor	Fair	Good	Very Good	Excellent	Do not use
Spreadsheets(Excel, etc)						
Presentation software (PowerPoint, Inspiration, etc)						
Graphics Software						
Video/Audio Software (Director, iMovie, etc)						
Online Library Resources						
Computer Maintenance (downloading software updates, installing additional memory, organizing files, etc.						
Course Management System (MyGateway)						

#### Technology Enhanced Classroom Experiences

15. How frequently did this class meet in a Technology Enhanced Classroom(TEC)?

Every class period  
Half of the class periods  
Less than half of the class periods

16. How often did you use the ceiling mounted projection system in the TEC?

Every class period  
At least half of the classes  
Less than half  
Not at all

17. Which Instructional Computing services have you used within the past semester in the Technology Classrooms? (check all that apply)

Start of semester TEC training  
Accessed file from my steamboat account in the classrooms  
Computer's DVD player  
VCR in the classroom  
LANSchool or Apple Remote Desktop  
Smart Sympodiums  
Mimio XI

Knowledge@UMSL  
Clickers (CPSrf)  
Faculty Resource Center Digital Convergence  
Wimba  
Downloaded the free download of Norton Anti-Virus  
([www.umsl.edu/norton](http://www.umsl.edu/norton))  
Online Service Request Forms

19. If you do make use of the VCR, could your materials be found on DVD?

Yes  
No  
Did not use the VCR

20. If this course is taught in a room with student workstations, could it be taught without them?

Yes  
No  
Room does not have student stations

21. Could this course be taught in a traditional classroom without technology?

Yes

No

22. How do you feel that your students learned in a technology enhanced classroom?

Better than a traditional classroom

The same as a traditional classroom

Worse than in a traditional classroom

23. The Instructor Station operated properly:

All the time

Most of the time

Some of the time

None of the time

24. If you did encounter problems with the instructor station, please describe them below.

25. Is this your first semester teaching in a TEC?

Yes

No

26. Please rate your satisfaction with the timeliness with which reported problems were addressed, in the TECs.

Very Satisfied

Satisfied

Dissatisfied

Very Dissatisfied

Reported no problems

27. How would you rate the overall classroom support provided by the TEC staff?

Very good

Good  
Bad  
Poor

28. How would you rate your overall experience using the Technology Enhanced Classrooms?

Very good  
Good  
Poor

29. Please specify from the list the building and room in which this course is held.

30. Additional comments or suggestions: