MyGateway Faculty Fall (FS) 2008-Spring (SP) 2009 Surveys

Prepared by Robert Keel

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1 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. Beginning in 2009, the spring semester became designated as “SP” rather than the previous convention, “WS.”
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 2008 and SP 2009, and,
- Demonstration of indicators of optimal teaching and learning interactions between and among faculty and students.

Methodology

The FS 2008 and SP 2009 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 14 through December 12, 2008 for the fall survey and April 8, 2009-May 15, 2009 for the winter semester. Completed surveys numbered 99 for the fall survey and 92 for SP 2009 (approximately 9.8% of all employed faculty [940] and 13.7% of all faculty actively using MyGateway [670] for SP 2009). This report also presents data from the WS 2006, WS 2007, and WS 2008 surveys for comparison.

Table 1: Academic Unit of Respondent

<table>
<thead>
<tr>
<th>Academic Unit of Respondent</th>
<th>FS08</th>
<th>%FS08</th>
<th>SP09</th>
<th>%SP09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>3</td>
<td>3.0%</td>
<td>1</td>
<td>1.1%</td>
</tr>
<tr>
<td>Art &amp; Art History</td>
<td>1</td>
<td>1.0%</td>
<td>1</td>
<td>1.1%</td>
</tr>
<tr>
<td>Biology</td>
<td>2</td>
<td>2.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Center for International Studies</td>
<td>1</td>
<td>1.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>2</td>
<td>2.0%</td>
<td>2</td>
<td>2.2%</td>
</tr>
<tr>
<td>College of Business Administration</td>
<td>10</td>
<td>10.1%</td>
<td>11</td>
<td>12.0%</td>
</tr>
<tr>
<td>College of Nursing</td>
<td>9</td>
<td>9.1%</td>
<td>5</td>
<td>5.4%</td>
</tr>
<tr>
<td>College of Optometry</td>
<td>3</td>
<td>3.0%</td>
<td>3</td>
<td>3.3%</td>
</tr>
<tr>
<td>Communication</td>
<td>1</td>
<td>1.0%</td>
<td>6</td>
<td>6.5%</td>
</tr>
<tr>
<td>Continuing Education &amp; Outreach</td>
<td>4</td>
<td>4.0%</td>
<td>5</td>
<td>5.4%</td>
</tr>
<tr>
<td>Counseling - College of Education</td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
<td>1.1%</td>
</tr>
<tr>
<td>Criminology &amp; Criminal Justice</td>
<td>5</td>
<td>5.1%</td>
<td>4</td>
<td>4.3%</td>
</tr>
<tr>
<td>Dean Evening College</td>
<td>1</td>
<td>1.0%</td>
<td>1</td>
<td>1.1%</td>
</tr>
<tr>
<td>Economics</td>
<td>3</td>
<td>3.0%</td>
<td>7</td>
<td>7.6%</td>
</tr>
<tr>
<td>Educational Leadership &amp; Policy</td>
<td>4</td>
<td>4.0%</td>
<td>1</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Type of Connection</th>
<th>WS06 N: 282</th>
<th>WS07 N: 203</th>
<th>WS08 N: 190</th>
<th>FS08 N: 99</th>
<th>SP09 N: 92</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dial-up Modem</td>
<td>23%</td>
<td>11.3%</td>
<td>7.4%</td>
<td>8.1%</td>
<td>4.3%</td>
</tr>
<tr>
<td>DSL/Cable Modem</td>
<td>69.5%</td>
<td>74.9%</td>
<td>78.4%</td>
<td>77.8%</td>
<td>73.9%</td>
</tr>
<tr>
<td>Work LAN</td>
<td>4.3%</td>
<td>5.9%</td>
<td>2.1%</td>
<td>3.0%</td>
<td>4.3%</td>
</tr>
<tr>
<td>Wireless at Home</td>
<td>17.4%</td>
<td>24.6%</td>
<td>24.2%</td>
<td>39.4%</td>
<td>42.4%</td>
</tr>
<tr>
<td>Wireless Work</td>
<td>2.8%</td>
<td>NA*</td>
<td>NA*</td>
<td>NA*</td>
<td>NA*</td>
</tr>
<tr>
<td>Other Wireless</td>
<td>5.3%</td>
<td>NA*</td>
<td>NA*</td>
<td>NA*</td>
<td>NA*</td>
</tr>
<tr>
<td>Other Internet Access</td>
<td>3.9%</td>
<td>NA*</td>
<td>NA*</td>
<td>NA*</td>
<td>NA*</td>
</tr>
</tbody>
</table>

*This question was modified in WS 2007 to ask only if the respondent had off-campus wireless access.*
As of SP 2009, faculty broadband access to the internet from off-campus locations is lagging behind students at UM-St. Louis (see, FS 2008-SP2009 Student Survey). Approximately 74% of faculty members report broadband access while just over 90% of students have broadband (these figures may bit slightly distorted by the inclusion of “wireless access” on the faculty survey). Nonetheless, the campus community still ranks far above the national norm of 63%.

With nearly 80% of the campus community having broadband internet access from off-campus, internet-based course activity has become the norm. Wireless internet access has become common with 42.4% of the faculty reporting “wifi” access and nearly 45% of students reporting the use of wireless access on campus. Wireless access has increased substantially (24.2%-42.4%) over the period May 2008-May 2009. With more wireless access points available both on and off campus, the challenges and benefits of ubiquitous computing are clearly part of the reality of education at UM-St. Louis.

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

<table>
<thead>
<tr>
<th>In your everyday life, do you make use of wireless technology</th>
<th>FS07 N: 107</th>
<th>WS08 N: 190</th>
<th>FS08 N: 99</th>
<th>SP09 N: 92</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>61.7%</td>
<td>74.2%</td>
<td>79.8%</td>
<td>79.3%</td>
</tr>
<tr>
<td>No</td>
<td>35.3%</td>
<td>25.3%</td>
<td>19.2%</td>
<td>20.7%</td>
</tr>
</tbody>
</table>

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4 See, MyGateway Student Survey Fall 2008-Spring 2009, [http://www.umsl.edu/technology/mgwhelp/mgwinfomgwinf.html](http://www.umsl.edu/technology/mgwhelp/mgwinfomgwinf.html)
Mobile computing and communication continues is commonplace. This question documents a significant increase in the use of wireless technology over the past two academic years. This parallels nationwide trends⁵ and suggests a change in how both faculty members and students access and share information. This trend needs to be addressed in planning for technology deployment and use at UM-St. Louis.

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

<table>
<thead>
<tr>
<th>Which of the following have you used?</th>
<th>WS06 N: 282</th>
<th>WS07 N: 203</th>
<th>WS08 N: 190</th>
<th>FS08 N: 99</th>
<th>SP09 N: 92</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Faculty Resource Center</td>
<td>60.3%</td>
<td>65.0%</td>
<td>77.4%</td>
<td>79.8%</td>
<td>82.6%</td>
</tr>
<tr>
<td>The Online Testing Center</td>
<td>9.6%</td>
<td>14.3%</td>
<td>18.4%</td>
<td>23.2%</td>
<td>17.4%</td>
</tr>
<tr>
<td>Technology Fridays Workshops</td>
<td>29.1%</td>
<td>24.1%</td>
<td>23.7%</td>
<td>27.3%</td>
<td>17.4%</td>
</tr>
<tr>
<td>Photo Roster</td>
<td>33.7%</td>
<td>53.2%</td>
<td>61.1%</td>
<td>64.6%</td>
<td>63.0%</td>
</tr>
</tbody>
</table>

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. This is consistent with previous iterations of the survey. There has been a significant increase in the use of the photo rosters, with nearly two-thirds (63%) of the faculty reporting use during SP09.

Table 5: Type of MyGateway Class (Q4)

<table>
<thead>
<tr>
<th>Which of the following is most typical of the classes you teach using MyGateway?</th>
<th>WS06 N: 282</th>
<th>WS07 N: 203</th>
<th>WS08 N: 190</th>
<th>FS08 N: 99</th>
<th>SP09 N: 92</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combination of face-to-face and online with MyGateway</td>
<td>84.5%</td>
<td>83.7%</td>
<td>82.1%</td>
<td>89.9%</td>
<td>80.4%</td>
</tr>
<tr>
<td>Combination of ITV and online with MyGateway</td>
<td>.9%</td>
<td>1.5%</td>
<td>1.6%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Combination of video instruction and online with MyGateway</td>
<td>1.3%</td>
<td>0.0%</td>
<td>0.5%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Totally online with MyGateway</td>
<td>3.5%</td>
<td>1.5%</td>
<td>4.2%</td>
<td>3.0%</td>
<td>8.7%</td>
</tr>
<tr>
<td>I do not use MyGateway/no answer</td>
<td>9.7%</td>
<td>7.9%</td>
<td>3.7%</td>
<td>0.0%</td>
<td>10.9%</td>
</tr>
</tbody>
</table>

The vast majority of instructors (80.4%) 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 for SP09 surveys pointed to an interesting increase in totally online course offerings, but sample size may be factor along with an increasing effort to offer online courses at UM-St. Louis.

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)

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<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Q5: Expect students to take more responsibility for their own learning</td>
<td>2.00</td>
<td>1.96</td>
<td>2.01</td>
<td>1.92</td>
<td>1.93</td>
<td>17.4%</td>
</tr>
<tr>
<td>Q6: Expect students to participate in class discussions</td>
<td>2.31</td>
<td>2.31</td>
<td>2.24</td>
<td>2.27</td>
<td>2.32</td>
<td>21.7%</td>
</tr>
<tr>
<td>Q7: Feel distant from your students</td>
<td>3.58</td>
<td>3.66</td>
<td>3.75</td>
<td>3.68</td>
<td>3.54</td>
<td>24%</td>
</tr>
</tbody>
</table>

6
Chart 3: Expect students to participate in class discussion-SP09

Agree, 52.8%
Same, 41.7%
Disagree, 5.6%

Chart 4: Expect students to take more responsibility for their own learning- SP09

Agree, 76.3%
Same, 21.1%
Disagree, 2.6%
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 seven instances of this survey. Overall, faculty attitudes concerning these teaching elements have remained remarkably consistent over the past 3 and a-half years.

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)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Q8: My students are better able to understand the ideas and concepts taught in this course</td>
<td>2.22</td>
<td>2.18</td>
<td>2.22</td>
<td>2.15</td>
<td>2.14</td>
<td>14.1%</td>
</tr>
<tr>
<td>Q9: My students are better able to visualize the ideas and concepts taught in this course</td>
<td>2.28</td>
<td>2.27</td>
<td>2.24</td>
<td>2.12</td>
<td>2.17</td>
<td>15.2%</td>
</tr>
<tr>
<td>Q10: I expect the students to complete more course work</td>
<td>2.56</td>
<td>2.59</td>
<td>2.45</td>
<td>2.5</td>
<td>2.66</td>
<td>14.1%</td>
</tr>
</tbody>
</table>
Chart 6: My students are better able to understand the ideas and concepts taught in this course-SP09

Agree, 68.4%
Same, 25.3%
Disagree, 6.3%

Chart 7: My students are better able to visualize the ideas and concepts taught in this course-SP09

Agree, 66.7%
Same, 28.2%
Disagree, 5.1%
Chart 8: I expect the students to complete more course work-SP09

The overall positive response to these statements concerning student learning and activity over the past seven iterations of the survey confirms findings in previous surveys 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.

**Question 11 focused on perceived barriers:** *As an instructor, which of the following is/are the greatest barrier(s) in using online teaching and learning strategies?*

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6 Please see the reports from previous MyGateway student and faculty surveys at: [http://www.umsl.edu/technology/mgwhelp/mgwinfo/mgwinfo.html](http://www.umsl.edu/technology/mgwhelp/mgwinfo/mgwinfo.html). This report draws upon the analyses and trends documented in these earlier reports.
Table 8: Barriers to Online Teaching (Q11)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Time involved in redesigning teaching approaches and material</td>
<td>43.3%</td>
<td>54.2%</td>
<td>55.3%</td>
<td>57.6%</td>
<td>56.5%</td>
</tr>
<tr>
<td>Preference for face-to-face student-instructor interactions</td>
<td>31.9%</td>
<td>42.4%</td>
<td>48.9%</td>
<td>47.5%</td>
<td>47.8%</td>
</tr>
<tr>
<td>Students’ inexperience with computers</td>
<td>17.7%</td>
<td>18.2%</td>
<td>21.6%</td>
<td>15.2%</td>
<td>20.7%</td>
</tr>
<tr>
<td>Access to technology-enhanced classrooms</td>
<td>17%</td>
<td>18.7%</td>
<td>18.9%</td>
<td>14.1%</td>
<td>13.0%</td>
</tr>
<tr>
<td>Categorizing materials and navigating in MyGateway</td>
<td>15.6%</td>
<td>17.2%</td>
<td>11.6%</td>
<td>24.2%</td>
<td>8.7%</td>
</tr>
<tr>
<td>Email volume</td>
<td>16.3%</td>
<td>23.6%</td>
<td>28.4%</td>
<td>28.3%</td>
<td>20.7%</td>
</tr>
<tr>
<td>My own lack of experience with computer/software and the Internet</td>
<td>14.9%</td>
<td>15.3%</td>
<td>18.4%</td>
<td>22.2%</td>
<td>15.2%</td>
</tr>
<tr>
<td>No real reward or recognition given for using these resources</td>
<td>14.5%</td>
<td>21.7%</td>
<td>21.6%</td>
<td>25.3%</td>
<td>21.7%</td>
</tr>
<tr>
<td>Overloaded with Technology</td>
<td>10.6%</td>
<td>10.3%</td>
<td>23.7%</td>
<td>20.2%</td>
<td>14.1%</td>
</tr>
<tr>
<td>Incompatibility of computers and file formats with MyGateway</td>
<td>9.6%</td>
<td>9.3%</td>
<td>13.2%</td>
<td>14.1%</td>
<td>6.5%</td>
</tr>
</tbody>
</table>

Chart 9: Trends in perceived barriers, WS06-SP09

Other barriers to online teaching (Q11 other): Seven (7) faculty members provided written comments in the Fall 2008 survey and eleven (10) faculty members provided comments in the SP 2009 survey concerning other barriers to online teaching and learning. Two of the responses (one for FS08 and one from SP09) expressed positive perspectives on MyGateway, “Really none
of these. If anything, MyGateway meshes better with the way I teach. I think I'm more effective and better organized now than I ever was pre-web based learning." (FS08) and "I don't see any barriers in using online teaching." (SP09). The remaining responses included "technological glitches" (3), necessity/preference for face-to-face interactions (4), student motivation and expectation problems (3), time and lack of reward (2), and student access and training issues (3).

Selected comments:

"No formal student orientation for MyGateway. No procedure for restricting enrollment to students who are prepared to take online courses."

"Students depend on faculty to hand them what they need rather than being responsible for getting it from MyGateway."

"Takes more time to do, and I am not paid any more for that extra time."

"When I rely so heavily upon Mygateway and either my computer goes down or the system goes down, it really creates a big problem."

"It is not the volume of email, but rather the expectation of being available every day. Lack of understanding that online teaching is real "teaching" or "work.""

"The class I teach REQUIRES face-to-face interaction. I teach Public Speaking where audience interaction is vital."

"Some students claim limited access to mygateway."

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 technical malfunctions, time involved in configuring and updating course sites, and a 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. As instructors come to rely upon online resources, the stability of the systems becomes an increasing source of concern. The concern with student responsibility (rather than student technical competency) was first noted in WS08 survey. 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 4 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>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Ability to keep students informed about the course, and keep the course organized</td>
<td>69.9%</td>
<td>79.8%</td>
<td>85.8%</td>
<td>87.9%</td>
<td>84.8%</td>
</tr>
<tr>
<td>Access to course materials, 24 by 7</td>
<td>64.9%</td>
<td>71.9%</td>
<td>81.1%</td>
<td>83.8%</td>
<td>83.7%</td>
</tr>
<tr>
<td>Convenience and ease of use of MyGateway</td>
<td>56.4%</td>
<td>64.5%</td>
<td>70.5%</td>
<td>64.6%</td>
<td>64.1%</td>
</tr>
<tr>
<td>Access to enriched teaching materials</td>
<td>56.4%</td>
<td>63.1%</td>
<td>68.9%</td>
<td>61.6%</td>
<td>60.9%</td>
</tr>
<tr>
<td>Students having access to their current course grades</td>
<td>51.1%</td>
<td>60.6%</td>
<td>70.0%</td>
<td>67.7%</td>
<td>69.6%</td>
</tr>
<tr>
<td>Creating new ways to engage students with content</td>
<td>41.5%</td>
<td>53.2%</td>
<td>49.5%</td>
<td>52.5%</td>
<td>40.2%</td>
</tr>
<tr>
<td>Opportunity to continue interaction/discussion outside class time</td>
<td>40.8%</td>
<td>49.8%</td>
<td>45.8%</td>
<td>49.5%</td>
<td>38.0%</td>
</tr>
<tr>
<td>Giving more immediate feedback on papers, quizzes and exams</td>
<td>40.4%</td>
<td>48.3%</td>
<td>58.4%</td>
<td>57.6%</td>
<td>57.6%</td>
</tr>
<tr>
<td>Increased contact between students and instructors</td>
<td>31.2%</td>
<td>38.9%</td>
<td>44.2%</td>
<td>48.5%</td>
<td>43.5%</td>
</tr>
<tr>
<td>Enabling students to learn at their own pace</td>
<td>20.9%</td>
<td>23.2%</td>
<td>24.3%</td>
<td>28.3%</td>
<td>29.3%</td>
</tr>
<tr>
<td>More thoughtful and equitable class discussions online</td>
<td>16%</td>
<td>22.2%</td>
<td>13.1%</td>
<td>16.2%</td>
<td>20.7%</td>
</tr>
<tr>
<td>Archiving (recording) live class presentations for playback and review</td>
<td>9.6%</td>
<td>11.3%</td>
<td>6.5%</td>
<td>16.2%</td>
<td>10.9%</td>
</tr>
<tr>
<td>Real time, online Interaction (Wimba Live Classroom)</td>
<td>6.7%</td>
<td>8.9%</td>
<td>1.9%</td>
<td>9.1%**</td>
<td>6.5%**</td>
</tr>
</tbody>
</table>

SP 2009 faculty responses on 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. Approximately eighty-five percent (84.8%) of the faculty responding identify the benefit of keeping students informed and their courses organized, and 83.7% point to the benefit of around the clock access. Nearly 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 (64.1%, 60.9% and 69.6% respectively). These responses show a semester by semester consistency/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” 49.5% (FS08) and “Increased contact between students and instructors” 48.5% for FS08) and the benefit of immediate feedback on assignments (57.6% for FS08 and SP09). In some cases, SP09 data indicates a downward trend, however low response rates for the FS08 and SP09 survey may make tracking such trends problematic.

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; 52.5% (FS08) and 40.2% (SP09) of the faculty cite, “Creating new ways to engage students with content,” as being a significant benefit.
Other benefits in using online teaching and learning (Q12 other): Twelve (12) faculty members from the FS08 survey and one (1) from the SP09 survey provided written comments concerning other benefits associated with online teaching and learning. Three of the comments referenced problems or lack of applicability, and the remainder expressed appreciation of student interaction afforded via MyGateway and interest in exploring new resources:

Selected comments on the benefits of MyGateway:

“Group work and interaction of students with each other.”

“Ability for students to keep in contact with each other”

“I am looking forward to my first online course next semester”

“Students are more engaged in learning with they can see the impact of the various assignments on their course grade as a result of checking MyGateway for their grades.”

“Reduces photocopying. I post materials, they are responsible for printing or reading on the screen.”
Written Comments (Q28):

Twenty-five (25) respondents provided written comments concerning their use of technology and technology enhanced classrooms for the Fall 2008 survey; the number for the SP 2009 was forty-five (45). This is the fourth and fifth times assessments of MyGateway and technology enhanced classrooms were combined in the same evaluation survey for faculty and students.

- **Fall 2008**
  - Seven (7, 28%) comments pertained to the use of MyGateway (summarized below).
  - The remaining 40 comments were specific to room problems, hardware issues, and other miscellaneous comments.

- **SP 2009**
  - Seven (4, 8.8%) comments pertained to the use of MyGateway (summarized below).
  - The remaining 41 comments were specific to room problems, hardware issues, and other miscellaneous comments.

Rather than summarize and categorize the written responses, due to the low number (11 total), they are simply included below:

Students over the past two or three semesters have reported "lost" documents; for example, I will post an essay assignment, click to make it available until a week after the paper is due, but two or three students report that when they go to the specified link the paper assignment is not there. I'm not sure if this is a website or user problem.

The biggest challenge for the class I teach is that some students do not attend class at all. They use MyGateway to download class lecture notes and then try to learn it on their own. Over the years I can think of perhaps two or three students who have obtain excellent scores with this approach but for most students it is a disaster. They slip behind and then never recover. The puzzle for me is that they have no idea ways to correct the problem. So my concern is that the online notes become a crutch that lulls the student into the sense that they are keeping up when in fact they are far behind the rest of the class. I have spoken with other instructors and learned that they have similar concerns. I plan to investigate the clicker system as a way of involving and rewarding students for in class participation and the learning that results from it. So I would appreciate any suggestions on other ways to utilize in class technology that actively involves the students.

Although I have not used Wimba for classes, I have recently used it to participate in a presentation at UMSL that I was unable to attend because I was out of town. I really like it -- it was easy to use and the acoustics were pretty good. I plan to use it whenever necessary in the future.

I would suggest:
- Better integration of the final evaluation for courses with My Gateway. I had to email the link to students at the end of class.
- Incorporation of better pedagogical tools either into My Gateway or as Blackboard building blocks. For example, better quiz and survey functionality - when creating an e.g. 50 question quiz, it takes forever to create each question. Consider something like Question Mark importing capabilities, or the relatively easy functionality of SurveyShare.com.
- Better discussion board functionality ability for students - specifically two requests. First, I want to be able to tie discussion boards to certain assignments without having the discussion also showing up under Discussions. Second, I want the functionality for students to have to post a response BEFORE being able to see the response of others. This would be a powerful teaching tool.
- Incorporate a tool for students to easily create timelines of important events in a content area.
- Incorporate more web 2.0 tools, such as use of Facebook-like features
such as status updates and comments and uploads on almost every piece of content. Incorporate ability to use Second Life or similar tool for online classes.

Since the needs of a classroom course are different from those online, I'm still struggling to be sure I provide the same information and guidance but in reality it's impossible unless there are things I don't know, which actually is definitely the case.

I teach using ITV, MyGateway, and face to face interactions. The only problem I have is getting the papers on the Discussion Board so that other students can edit. I'm learning. I have two students located in Jefferson City. It has worked REALLY well.

The technology made it easier for the students to follow lectures. For large groups, this is a great tool.

I believe that technology enhances my teaching. I try to learn one area at a time. During the summer, I will be exploring the usage of the Live Classroom.

I think that students/teachers have become too dependent on technology. There are still many things that can/should be taught face to face that are lost in the land of technology. Interpersonal skills are still very important. Balance is needed.

I do not use MyGateway in the classroom. I do use it to post documents in course documents for the students.

I had a learning curve on My Gateway, but find it very easy to use now. Makes communication with students much easier.

Discussion

Wireless

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 74.7% of the American population (and 87% of the 18-29 year old population) use the Internet and 54% of homes have broadband access. Faculty members realize the value of technologies like the MyGateway course management system for increasing access to educational resources and for maintaining contact with students—eliminating the barriers of traditional classroom walls. The continuing support for online technologies is a self-sustaining (and driving) force. Faculty members and students 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. The rise of wireless and mobile computing points to a new area of emerging interest, as does the growth of “web 2.0” social networking and online collaborative efforts. It is apparent that campus support at both the administrative and technological levels must continue to expand and make available

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
Appendix 1

MyGateway and Instructional Computing Technology Enhanced Classroom Faculty Survey
Spring 2009

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

Please indicate your academic department from the list:

4. 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
   - C. Totally online with MyGateway
   - D. I do not use MyGateway

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

<table>
<thead>
<tr>
<th>Question / 1=Much more Likely 5= Much less likely</th>
<th>Much More</th>
<th>Somewhat</th>
<th>Same</th>
<th>Less</th>
<th>Much Less</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Expect students to take more responsibility for their own learning.</td>
<td></td>
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<tr>
<td>6. Expect students to participate in class discussions.</td>
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<tr>
<td>7. Feel distant from your students.</td>
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</tbody>
</table>

Because of the way my course uses MyGateway:

<table>
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<tr>
<th>Question / 1=Much more Likely 5= Much less likely</th>
<th>Much More</th>
<th>Somewhat</th>
<th>Same</th>
<th>Less</th>
<th>Much Less</th>
<th>NA</th>
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<tr>
<td>8. My students are better able to understand the ideas and concepts taught in this course.</td>
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<td>9. My students are better</td>
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</table>
able to visualize the ideas and concepts taught in this course.

10. I expect the students to complete more course work.

11. 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

12. 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

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

<table>
<thead>
<tr>
<th>Technology</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
<th>Do not use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spreadsheets(Excel, etc)</td>
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<tr>
<td>Presentation software (PowerPoint, Inspiration, etc)</td>
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<tr>
<td>Graphics Software</td>
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<tr>
<td>Video/Audio Software (Director, iMovie, etc)</td>
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<tr>
<td>Online Library Resources</td>
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</table>
Computer Maintenance (downloading software updates, installing additional memory, organizing files, etc.)

Course Management System (MyGateway)

Technology Enhanced Classroom Experiences

14. 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

5. 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

16. 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
- Knowledge@UMSL
- Clickers
- FRC digital convergence
- Wimba
- Downloaded the free download of Symantec Anti-Virus
- Online Service Request Forms

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

- Yes
- No
- Did not use the VCR

28. 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
19. Could this course be taught in a traditional classroom?
   Yes
   No

20. 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

21. The Instructor Station operated properly:
   All the time
   Most of the time
   Some of the time
   None of the time

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

23. Is this your first semester teaching in a TEC?
   Yes
   No

24. 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

25. How would you rate the overall classroom support provided by the TEC staff?
   Very good
   Good
   Bad
   Poor

26. How would you rate your overall experience using the Technology Enhanced Classrooms?
   Very good
   Good
   Poor
27. Please specify from the list the building and room in which this course is held.

28. Additional comments or suggestions:
Works Cited


