

MyGateway Faculty FS 2006-WS 2007 Surveys¹

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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

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 2006 and WS 2007, and,
- Demonstration of indicators of optimal teaching and learning interactions between and among faculty and students.

Methodology

The FS 2006 and WS 2007 Faculty MyGateway/ITS Classroom Surveys (see, appendix 1) were available to all active faculty 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 13 through December 15, 2006 for the fall survey and April 20, 2007-May 11, 2007 for the winter semester. Completed surveys numbered 197 for the fall survey and 203 for WS 2007 (approximately 21.3% of all employed faculty [954] and 32.3% of all faculty actively using MyGateway [629] for WS 2007).² This report also presents data from the WS 2006 survey for comparison.

Table 1: Academic Unit of Respondent (Q4)

Academic Unit	N FS06	Percent FS 06	N WS07	Percent WS07
A&S-Anthropology	5	2.5%	4	2.0%
A&S-Art	6	3.0%	4	2.0%
A&S-Biology	8	4.1%	7	3.4%
A&S-CCJ	2	1.0%	4	2.0%
A&S-Chemistry	5	2.5%	3	1.5%
A&S-Communication	5	2.5%	2	1.0%
A&S-Economics	5	2.5%	7	3.4%
A&S-English	11	5.6%	17	8.4%
A&S-Foreign Lang.	12	6.1%	10	4.9%
A&S-History	3	1.5%	4	2.0%
A&S-Women's & Gender Studies	1	0.5%	1	0.5%
A&S-Mathematics	5	2.5%	5	2.5%
A&S-Music	4	2.0%	5	2.5%
A&S-Philosophy	2	1.0%	2	1.0%
A&S-Physics & Astronomy	1	0.5%	3	1.5%
A&S-Political Science	3	1.5%	4	2.0%
A&S-Psychology	3	1.5%	9	4.4%
A&S-Social Work	8	4.1%	10	4.9%
A&S-Sociology	3	1.5%	4	2.0%
Business Administration	23	11.7%	18	8.9%
Education	35	17.8%	43	21.2%
Honors	3	1.5%	4	2.0%
Nursing	15	7.6%	17	8.4%
Optometry	4	2.0%	5	2.5%
Other	25	12.7%	11	5.4%

² See, https://sso.umsl.edu/perl/umsl/stats_au3.pl?semester=previous_runs/200727/05-10-2007

Internet access and online activities

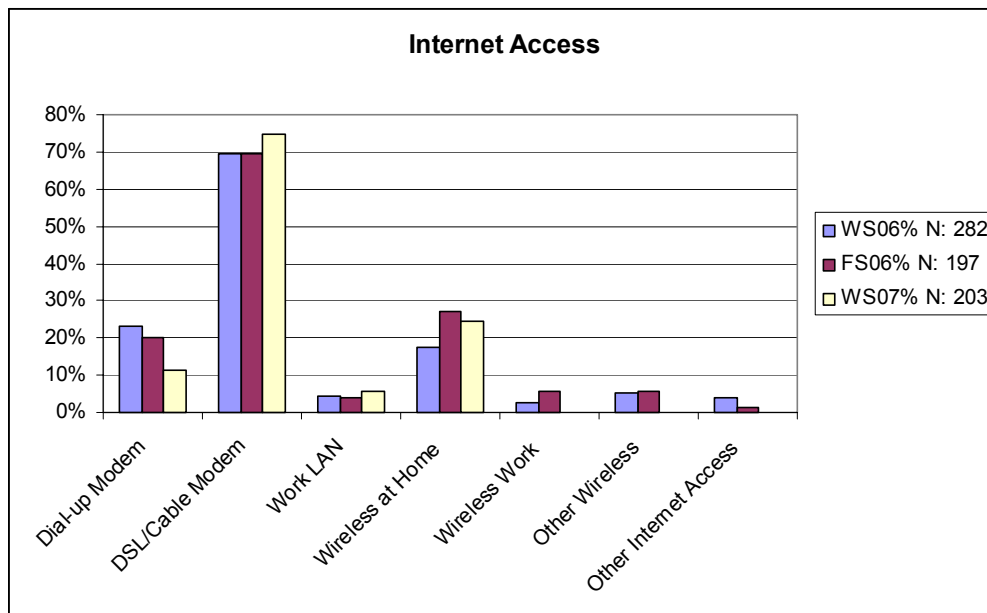
Instructors at UM-St. Louis were surveyed to determine the type of internet access they have off-campus, their use of on-campus internet resources, and the type of classes they teach using MyGateway.

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

Type of Connection	WS06% N: 282	FS06% N: 197	WS07% N: 203
Dial-up Modem	23%	20.3%	11.3%
DSL/Cable Modem	69.5%	69.5%	74.9%
Work LAN	4.3%	4.1%	5.9%
Wireless at Home	17.4%	26.9%	24.6%
Wireless Work	2.8%	5.6%	NA*
Other Wireless	5.3%	5.6%	NA*
Other Internet Access	3.9%	1.5%	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 2007



As of WS 2007, faculty access to the internet from off-campus locations is nearly identical to that of students at UM-St. Louis (see, FS 2006-WS2007 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%-24.6%) over the period May 2006-May 2007. 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: Considering Switching to Broadband? (Q2)

If you are currently using a dial-up Internet connection, are you considering changing to DSL or Cable broadband service?	WS06% N: 282	FS06% N: 197	WS07% N: 203
Yes	11.4%	9.1%	6.4%
No	21.7%	7.1%	6.4%
Not using Dial-up	66.9%	44.7%	70.9%

Based on WS 2007 reports, slightly more than eleven percent of the faculty still report dial-up as their primary means of internet access. This is a fifty percent (50%) decrease from FS 2006, and is a continuation of a trend related both to the low cost and wide availability of broadband internet access, and the termination of the campus dial-up access service in June 2006. Six percent (13 of the 203 faculty members responding) appear to be satisfied with dial-up internet access, or still do not have access to broadband service. With the availability of on-campus computing resources in conjunction with widespread broadband adoption, courses at UM-St. Louis can take full advantage of digital and internet resources without significant concern over bandwidth.

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

Which of the following have you used?	WS06% N: 282	FS06% N: 197	WS07% N: 203
The Faculty Resource Center	60.3%	68.0%	65.0%
The Online Testing Center	9.6%	15.2%	14.3%
Technology Fridays Workshops	29.1%	26.9%	24.1%
Photo Roster	33.7%	50.8%	53.2%

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. As revealed in the comments (below), a broader and more flexible workshop schedule, and increased advertisement of on-campus resources and workshops would most certainly augment the ongoing need for faculty development in the rapidly changing context of technology enhanced teaching and learning.

Table 5: Type of MyGateway Class (Q5)

Which of the following is most typical of the classes you teach using MyGateway?	WS06% N: 282	FS06% N: 197	WS07% N: 203
Combination of face-to-face and online with MyGateway	84.5%	71.6%	83.7%
Combination of ITV and online with MyGateway	.9%	1.5%	1.5%
Combination of video instruction and online with MyGateway	1.3%	1.0%	0.0%
Totally online with MyGateway	3.5%	2.0%	1.5%
I do not use MyGateway	9.7%	5.6%	7.9%

The vast majority of instructors (83.7%) 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, and WS07 surveys do point to a modest, yet interesting decline in totally online course offerings. This appears to be counter to nation-wide trends and along with the report low percentage of totally online course offerings, suggests an important area for further investigation.

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 FS06	Mean WS07	Percent Not Responding WS07
Q6: Expect students to take more responsibility for their own learning	2.00	2.13	1.96	11.3%
Q7: Expect students to participate in class discussions	2.31	2.31	2.31	14.8%
Q8: Feel distant from your students	3.58	3.69	3.66	18.2%

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 three 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 FS06	Mean WS07	Percent Not Responding WS07
Q9: My students are better able to understand the ideas and concepts taught in this course	2.22	2.19	2.18	13.3%
Q10: My students are better able to visualize the ideas and concepts taught in this course	2.28	2.26	2.27	14.8%
Q11: I expect the students to complete more course work	2.56	2.60	2.59	13.3%

The overall positive response to these statements concerning student learning and activity over the past three iterations of the survey confirms findings in previous surveys³ and further

³ 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.

documents faculty perceptions. Based perhaps on growing experience with online educational strategies; teaching “online” is viewed as a positive addition to the classroom experience.

Barriers and Benefits with Online Teaching and Learning

Table 8: Barriers to Online Teaching (Q12)

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.

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

Barriers, Q12	Percentage WS06	Percentage FS06	Percentage WS07
Time involved in redesigning teaching approaches and material	43.3%	45.2%	54.2%
Preference for face-to-face student-instructor interactions	31.9%	37.1%	42.4%
Students' inexperience with computers	17.7%	16.3%	18.2%
Access to technology-enhanced classrooms	17%	15.2%	18.7%
Categorizing materials and navigating in MyGateway	15.6%	20.3%	17.2%
Email volume	16.3%	25.4%	23.6%
My own lack of experience with computer/software and the Internet	14.9%	15.7%	15.3%
No real reward or recognition given for using these resources	14.5%	16.8%	21.7%
Overloaded with Technology	10.6%	14.2%	10.3%
Incompatibility of computers and file formats with MyGateway	9.6%	10.1%	9.3%

Other barriers to online teaching (Q12 other) : Twenty-three (23) faculty members provided written comments in the Fall 2006 survey and twenty-six (26) faculty members provided comments in the WS 2007 survey concerning other barriers to online teaching and learning. One of the responses on the WS07 survey expressed a positive perspective on MyGateway, “I am completely comfortable with extensive use.” Six responses (2 for FS06 and 4 for WS07) repeated concerns already addressed in question 12: preference for face-to-face encounters and three responses (1 for FS06 and 2 for WS07) repeated the concern of a lack of reward to stimulate faculty interest.

Chart 2: Other barriers to online teaching FS 2006 (Q12 other) (totals equal more than number of respondents due to multiple concerns included in individual comments)

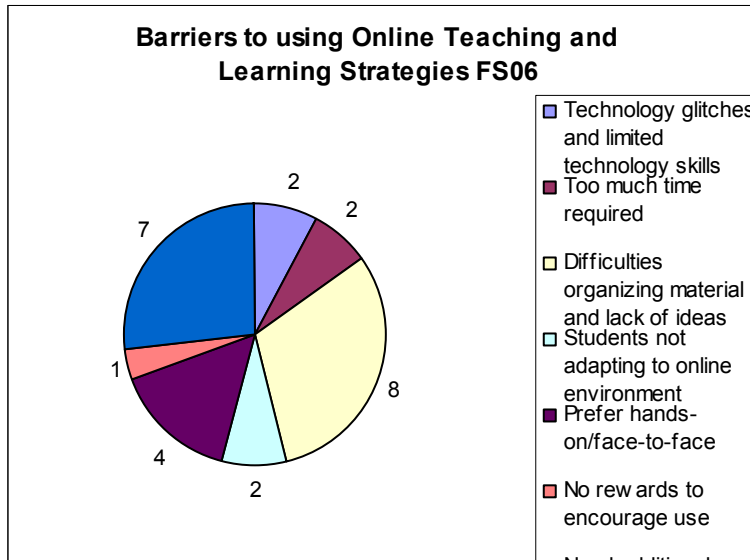
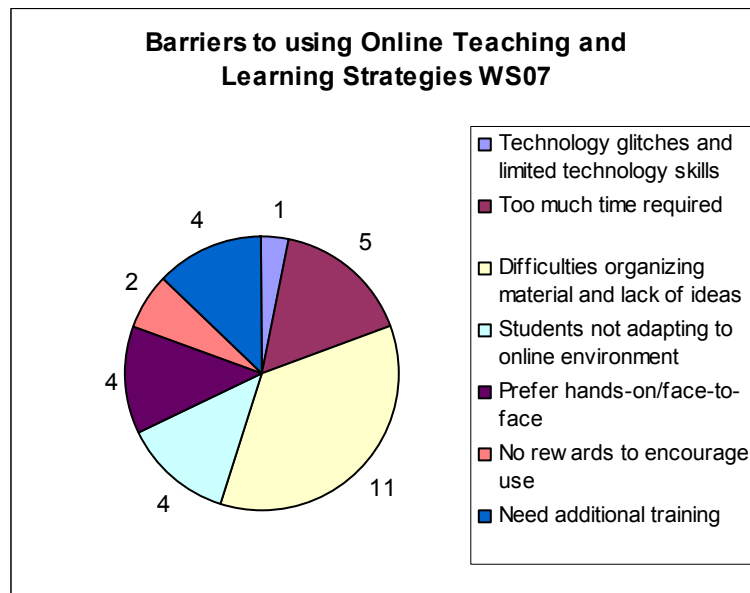


Chart 3: Other barriers to online teaching WS 2007 (Q12 other) (totals equal more than number of respondents due to multiple concerns included in individual comments)



In assessing the responses to the objective categories and the written comments, the following points stand out: concerns about the “cumbersomeness of the user interface, time involved in configuring and updating course sites and desire for additional training opportunities stand out as growing concerns among the faculty. It also seems relevant that the issue of face-to-face versus online and asynchronous interaction is a persisting (and perhaps growing) concern. One final element of note, the issue of classroom scheduling—specifically the availability of technology enhanced classrooms is another persisting concern.

Question thirteen (13) 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, Q13	Percentage WS06 (N: 282)	Percentage FS06 (N:197)	Percentage WS07 (N: 203)
Ability to keep students informed about the course, and keep the course organized	69.9%	76.1%	79.8%
Access to course materials, 24 by 7	64.9%	69.5%	71.9%
Convenience and ease of use of MyGateway	56.4%	57.4%	64.5%
Access to enriched teaching materials	56.4%	60.9%	63.1%
Students having access to their current course grades	51.1%	54.3%	60.6%
Creating new ways to engage students with content	41.5%	46.2%	53.2%
Opportunity to continue interaction/discussion outside class time	40.8%	39.1%	49.8%
Giving more immediate feedback on papers, quizzes and exams	40.4%	43.1%	48.3%
Increased contact between students and instructors	31.2%	42.1%	38.9%
Enabling students to learn at their own pace	20.9%	21.8%	23.2%
More thoughtful and equitable class discussions online	16%	21.3%	22.2%
Archiving (recording) live class presentations for playback and review	9.6%	12.7%	11.3%
Real time, online Interaction (Centra, Wimba Live Classroom)	6.7%	7.1%	8.9%

WS 2006 faculty responses to the issue of the benefits of online teaching and learning strategies (above and in charts 4 and 5 on the following page) document an ongoing trend in appreciating the flexibility and accessibility of online teaching and learning. Nearly eighty percent (79.8%) of the faculty responding identify the benefit of keeping students informed and their courses organized, and 71.9% point to the benefit of around the clock access. Around 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 (64.5%, 63.1% and 60.6% 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” 49.8% and “Increased contact between students and instructors” 38.1% for WS06) and the benefit of immediate feedback on assignments (48.3% for WS06).

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; 53.2% (WS06) 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 (Q13 other): thirteen (13) faculty members from the FS06 survey and twelve (12) from the WS07 survey provided written comments concerning other benefits associated with online teaching and learning:

Chart 4: Other benefits in using online teaching and learning (Q13 other) FS 2006 (totals equal more than number of respondents due to multiple concerns included in individual comments)

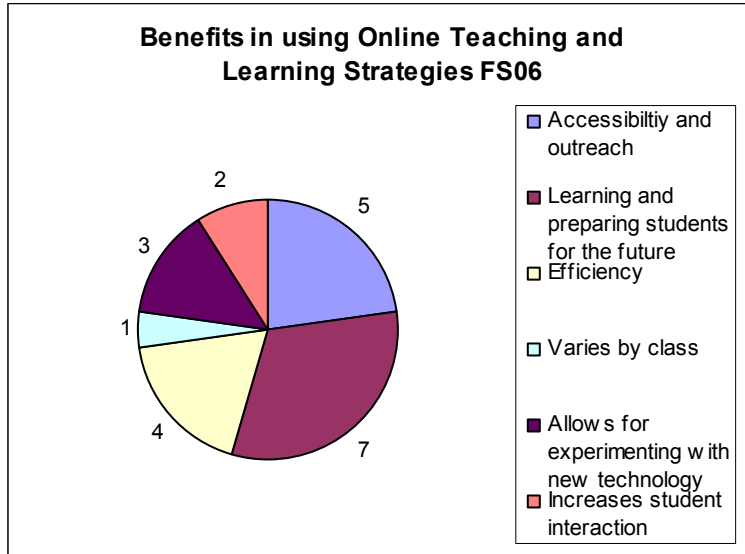
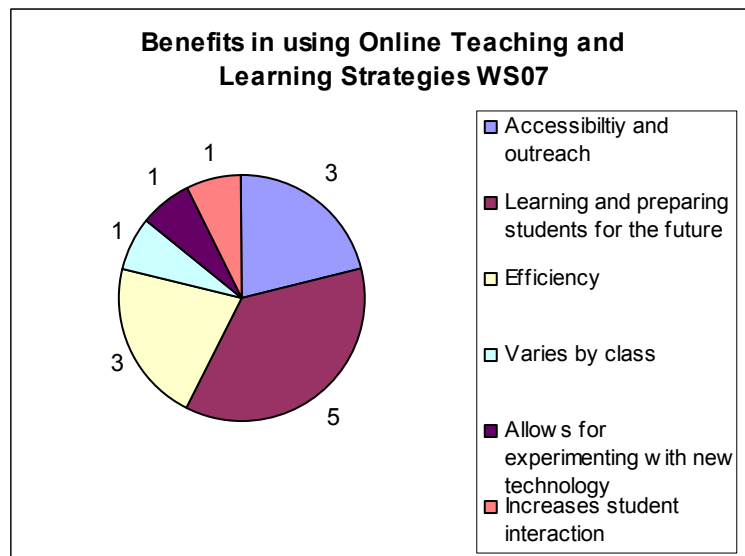


Chart 5: Other benefits in using online teaching and learning (Q13 other) WS 2007 (totals equal more than number of respondents due to multiple concerns included in individual comments)



Written Comments:

Seventy-seven (77) respondents provided written comments concerning their use of technology and technology enhanced classrooms for the Fall 2006 survey; the number for the WS 2007 was sixty (60). 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 2006
 - Twenty-six (26, 33.8% of total) comments pertained to the use of MyGateway (summarized below).
 - The remaining 51 comments were specific to room problems, hardware issues, and other miscellaneous comments.
- WS 2007
 - Eight (8, 13% of total) comments pertained to the use of MyGateway (summarized below).
 - The remaining 52 comments were specific to room problems, hardware issues, and other miscellaneous comments

Faculty Comments concerning MyGateway, Q29

The following categories (from the analysis of current responses) based responses to the final "Comments" item on the survey, characterize the benefits and problems student report. The number of responses indicated in the charts below total more than the numbers of respondents since many responses contain two or more specific comments:

Chart 6: Benefits of Using MyGateway FS 2006

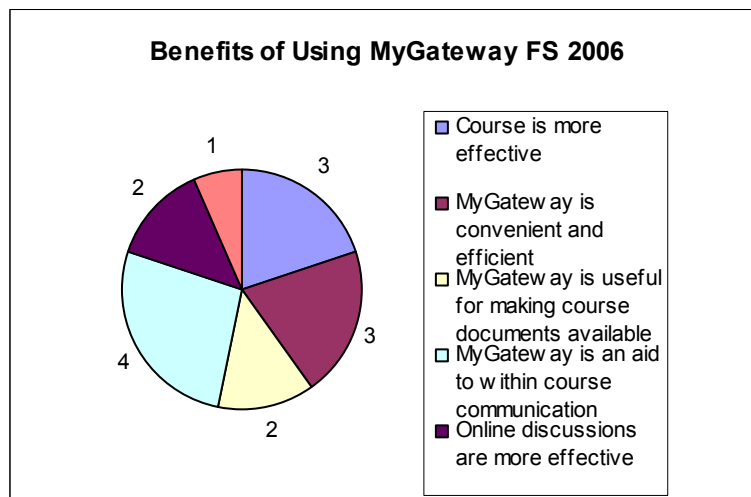


Chart 7: Benefits of Using MyGateway WS 2007

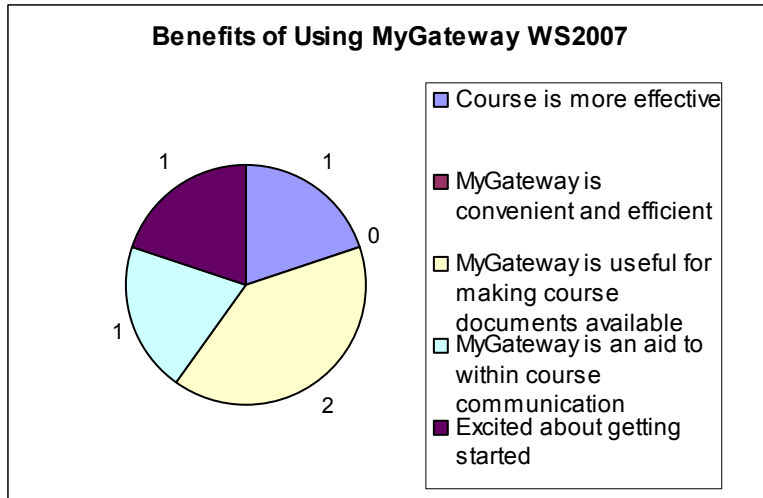


Chart 8: Problems and Concerns Related to Using MyGateway FS 2006

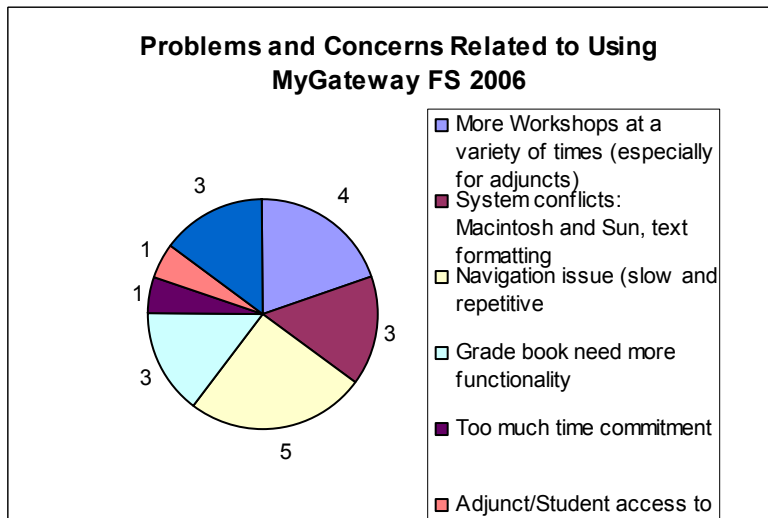
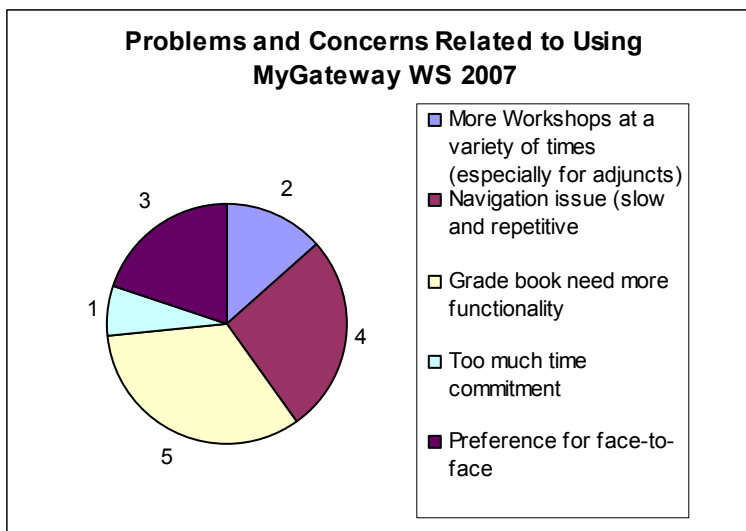


Chart 9: Problems and Concerns Related to Using MyGateway WS 2007



Selected Comments

Benefits and Innovations:

FS 2006

I enjoy teaching with technology and one of my instructional goals is to expose students to as many of the technology resources as possible. I believe this exposure facilitates self-directed and life-long learning. Thanks to all in ITS who work so effectively with us!

The more I use MyGateway, the more I enjoy all of its capabilities to help me be a better instructor and to help my students have multiple opportunities for learning.

My Gateway has enhanced my teaching but it is more work. On the other hand once materials are prepared for distribution on My Gateway, they are available for future use too so it cuts both ways. I am not in favor of presenting material via interactive classroom technology. It is too easy to present too much material and to go too quickly for the students.

It's good, it helps, but it can't in any way replace the central form of my classes, which is live face-to-face discussion of assigned readings. It's great for communicating course changes to students and generally for enabling exchanges that are outside the immediate class content.

You have made the mygateway system so much cleaner and easier to use this year, now if only my email would work more than a few days a year!

WS 2007

In my classromm, My Gateway is very useful for distributing course materials not in required books. It is also excellent for communicating with students and for enhacing communication between students.

I would love to learn more about how to use mygateway. I am only an adjunct clinical instructor but would love to learn more. I have some different forms than are used by the other clinical instructors and did not know how to make those available other than e-mailing each student with the material. I'd like to explore additional resources that I could make available on mygateway. Thanks for the ease with which this works.

Concerns and Problems:

FS 2006

The MyGateway Update at the beginning of the semester was attended by many individuals who were basically unfamiliar with MyGateway. Thus, it was frustrating for me as we didn't have time for some of the truly newer features.

I am very disappointed in the changes in the Discussion Board in the latest release of Blackboard. It is much less usable, in terms of looking at an entire thread of discussion, and is more difficult to check, in terms of how many times students have participated. Not a very helpful change!

I teach a studio art class in graphic design -- these don't lend themselves to My Gateway use. Basically I only use My Gateway to post copies of assignments and send emails to the class.

MyGateway software is poorly designed: too many operations are required to do something as simple as post a grade. This makes it impossible to update grades for example one by one - they must be entered in excel first, then uploaded. Other examples include the inability to upload a folder of items: each item must be uploaded separately with each separate upload an interminable series of browser screens. Unfortunately there is no way to work around this problem. These processes must be streamlined!

My Gateway has enhanced my teaching but it is more work. On the other hand once materials are prepared for distribution on My Gateway, they are available for future use too so it cuts both ways. I am not in favor of presenting material via interactive classroom technology. It is too easy to present too much material and to go too quickly for the students.

WS 2007

I want the copy aspect of mygateway to be able to make serial copies of the same things and label them Moduel 1-32. I want two clicks to get my course open and now there are more than 5. I want that security warning removed. I want the names listed on the e-mail faculty and staff part of the nursing mygateway to be in the last name, first name order and not the first name and last name order. I want to know when you are moving to something more user friendly and accurate than RESPONDUS....The manual override addition to my gateway has just made it harder to do grades. If I am not careful, the grade submissions at the end of the semeseter will not get uploaded correctly if override is used.

The major problem with current technology is my gateway. For example, when using the gradebook, it is not possible to scroll down. For large classes, the amount of time wasted waiting to access the gradebook becomes very significant.

The gradebook is unwieldy to use and not friendly for making hard copies. Downloaded EXCEL files are not at all user friendly from a visual and hard-copy archiving standpoint. The photo rosters are great! Can we encourage students with missing pictures to get them taken? Some teacher control panel functions take too many steps to implement. There should be more shortcuts. Problems with adding files via Firefox and Safari (Mac) seem to have disappeared! Bravo!

Discussion⁴

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.⁵ Faculty have also 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.

The increasing support for online technologies has become a self-sustaining (and driving) force .. The faculty is accustomed to and intrigued by the online teaching environment, they voice more concerns about training opportunities and are requesting increasing sophistication of technological resources. Coupled with student perceptions of the positive value of online learning opportunities⁶, 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 five years, highlight MyGateway’s important, ongoing contribution to the strategic campus goals of:

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

New Investigative Phase

Unanswered questions, such as “why” many faculty do not increase their use of MyGateway and WWW resources beyond minimal posting of syllabi and course materials, or “how” Information Technology Services, The Center for Teaching and Learning and other support units can better serve the diverse needs and schedules of our faculty, along with concerns from the University Assembly Information Technology Committee have led to both a re-focusing of the general survey to be used in the Fall 2007 and Winter 2008 surveys, and to the development of a separate investigation 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.

⁴ 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

⁵ 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.

⁶ See, *MyGateway Student Survey WS 2007*, <http://www.umsl.edu/technology/mgwhelp/mgwinfo/mgwinfo.html>

MyGateway and Instructional Computing Technology Enhanced Classroom Faculty Survey Spring 2007

Computer and Internet Access

1. If you connect to the Internet from home, what type of Internet connection do you have?
 - A. Dial-up modem
 - B. DSL /Cable Modem
 - C. Work LAN
 - D. Other, Please specify
 - E. Do not connect to the Internet from home.

2. If you are currently using a dial-up Internet connection, are you considering changing to DSL or Cable broadband service?
 - A. Yes
 - B. No
 - C. Not using dial-up

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 (copying, digital conversions, equipment check out, MyGateway help)
 - The Online Testing Center
 - Technology Fridays Workshops
 - Photo Roster

4. Please indicate your academic department from list below:

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
 - C. Combination of video instruction and online with MyGateway
 - D. Totally online with MyGateway

MyGateway Experiences

If you do not use MyGateway, [click here](#) to go to questions concerning Technology Enhanced Classrooms.

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:

6. Expect students to take more responsibility for their own learning.
Much More Likely Somewhat More Likely About the Same Somewhat Less Likely Much Less Likely No Response

7. Expect students to participate in class discussions (face-to-face or online).

Much More Likely Somewhat More Likely About the Same Somewhat Less Likely Much Less Likely No Response

8. Feel distant from your students.

Much More Likely Somewhat More Likely About the Same Somewhat Less Likely Much Less Likely No Response

Because of the way my course uses the MyGateway:

9. My students are better able to understand the ideas and concepts taught in this course.

Strongly Agree Agree No difference Disagree Strongly Disagree N/A

10. My students are better able to visualize the ideas and concepts taught in this course.

Strongly Agree Agree No difference Disagree Strongly Disagree N/A

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

Strongly Agree Agree No difference Disagree Strongly Disagree N/A

12. As an instructor which of the following 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
- E-mail volume
- No real reward or recognition given for using these resources
- Other:

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 (Centra, Wimba, ITV)
- Encouraging group/team projects and collaborative learning
- 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
- Other:

If you used a Technology Enhanced Classroom (TEC) during spring semester 2006, please answer questions 14-29, if not, [click here](#) to go to question 30.

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
15. 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 (only in rooms with Student Stations)
 - Smart Sympodiums (only in select rooms)
 - Mimio XI (only in CCB 104 or SSB 134)
 - Downloaded the free download of Norton Anti-Virus (www.umsl.edu/norton)
 - 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
18. Does this course require your students to use the student workstations in class?
Yes No Room only has an Instructor Station
19. If this course is taught in a room with student workstations, could it be taught without them?
Yes No Room doesn't have student stations
20. Could this course be taught in a traditional classroom without technology?
Yes No
21. 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
22. The Instructor Station operated properly:
All the time Most of the time Some of the time None of the time
23. If you did encounter problems with the instructor station, please describe them below.
24. Is this your first semester teaching in a TEC?
Yes No
25. 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.
26. How would you rate the overall classroom support provided by the TEC staff?
Very good Good Bad Poor

27. How would you rate your overall experience using the Technology Enhanced Classrooms?
Very good Good Bad Poor

28. Please specify from the list the building and room in which this course is held.
(CCB003, CCB005, CCB103, CCB104, CCB106, CCB107, SSB102, SSB131, SSB132, SSB133, SSB134, SSB201, SSB202, SSB204, SSB205, SSB206, SSB207, SSB215, SSB216, SSB218, SSB224, SSB225, SSB332, SSB333, SSB335, SSB336, SSB342, Clark200, Clark300, Clark309, Clark311, Clark317, Clark409, Clark411, Clark413, Clark 415, Clark417, Lucas100, Lucas200, Lucas201, Research120, Research121, Benton101, Benton102, Benton104, Benton225, Benton 240, Benton242, Benton243, Benton443, Benton445, Stadler104, UCenter63, UCenter64, Seton6, Seton17, Seton Room, LeGras, OptA, OptB, SCC101, SCC103, SCC110, SCC111, SCC201, SCC202, SCC204, SCC206, SCC209, SCC210, SCC219, SCB102, NA002, Music105, MarkTwain218)

29. Additional comments or suggestions: