

UM-ST. LOUIS

# **MyGateway Faculty Report: Fall 2009-Spring 2010 Surveys<sup>1</sup>**

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September 3, 2010**

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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 2009 and SP 2010, and,
- Demonstration of indicators of optimal teaching and learning interactions between and among faculty and students.

## Methodology

The FS 2009 and SP 2010<sup>2</sup> Faculty MyGateway/ITS Classroom Surveys (see, appendix 1<sup>3</sup>) 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 18 through December 21, 2009 for the fall survey and April 19, 2010-May 18, 2010 for the spring semester. Completed surveys numbered 85 for the fall survey and 92 for SP 2010 (approximately 10% of all faculty actively using MyGateway [919] for SP 2009).<sup>4</sup> This report also presents data from the WS 2006, WS 2007, WS 2008, and SP 2009 surveys for comparison.

**Table 1: Academic Unit of Respondent**

Academic department	FS09	%FS09	SP10	%SP10
Anthropology	1	1.2%	1	1.1%
Art & Art History	3	3.5%	2	2.2%
Biology	1	1.2%	4	4.3%
Chemistry	3	3.5%	3	3.3%
College of Business Administra	9	10.6%	10	10.9%
College of Nursing	9	10.6%	9	9.8%
College of Optometry	1	1.2%	1	1.1%
Communication	4	4.7%	3	3.3%
Continuing Education & Outreac	1	1.2%	3	3.3%
Criminology & Criminal Justice	1	1.2%	3	3.3%
Economics	2	2.4%	2	2.2%
Educational Leadership & Polic	1	1.2%	2	2.2%
Educational Psychology	9	10.6%	3	3.3%
English	9	10.6%	7	7.6%

<sup>2</sup> Beginning in 2009, the spring semester became designated as "SP" rather than the previous convention, "WS."

<sup>3</sup> This analysis references only questions 1-12 and 29 on this survey, the other questions focus specifically on technology enhanced classrooms and are outside of the scope of this report.

<sup>4</sup> Faculty use data for FS 2009 is unavailable and SP2009 data was supplied by the MyGateway System Administrators at UMSL

Foreign Languages & Literature	3	3.5%	11	12.0%
History	4	4.7%	4	4.3%
Mathematics & Computer Science	1	1.2%	2	2.2%
Music	2	2.4%	1	1.1%
Philosophy	1	1.2%	2	2.2%
Political Science	2	2.4%	3	3.3%
Psychology	1	1.2%	2	2.2%
Public Policy Research Centers	5	5.9%	1	1.1%
Social Work	1	1.2%	3	3.3%
Teaching & Learning	10	11.8%	8	8.7%
Theater & Dance	1	1.2%	2	2.2%

### Internet access and online activities

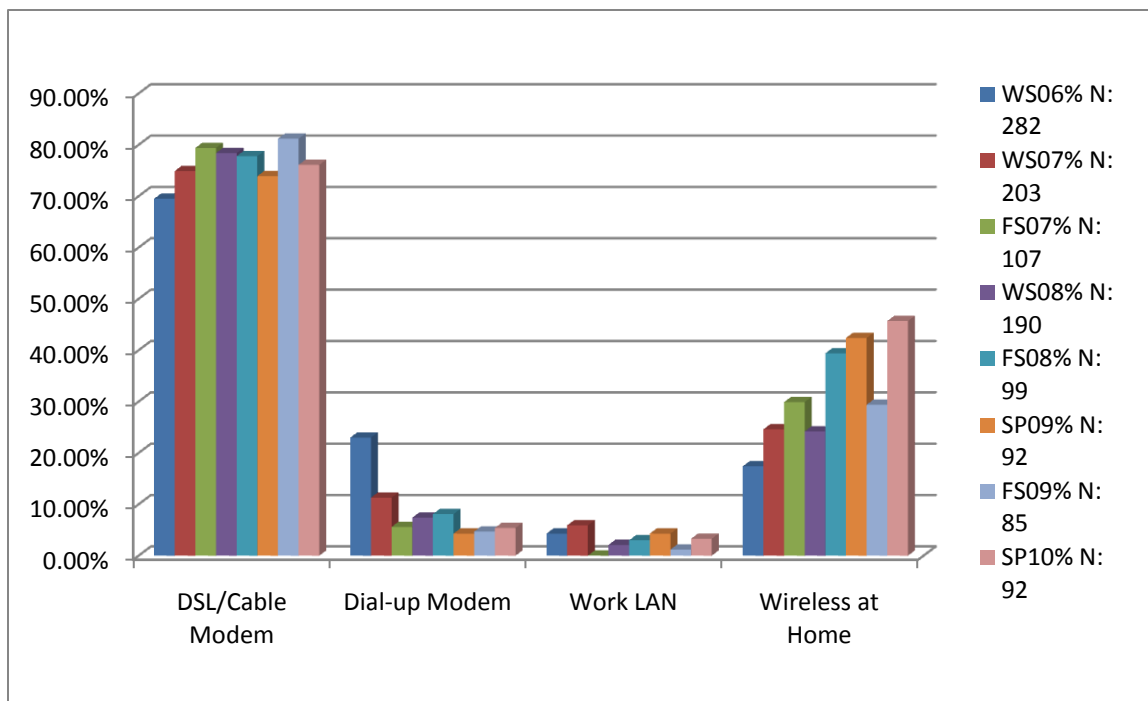
Instructors at UM-St. Louis were surveyed to determine the type of internet access they have off-campus, their use of on-campus internet resources, and the type of classes they teach using MyGateway.

**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	FS08% N: 99	SP09% N: 92	FS09% N: 85	SP10% N: 92
DSL/Cable Modem	69.50%	74.90%	79.40%	78.40%	77.80%	73.90%	81.2%	76.10%
Dial-up Modem	23%	11.30%	5.60%	7.40%	8.10%	4.30%	4.70%	5.40%
Work LAN	4.30%	5.90%	0%	2.10%	3.00%	4.30%	1.2%	3.30%
Wireless at Home	17.40%	24.60%	29.90%	24.20%	39.40%	42.40%	29.4%	45.70%
Wireless Work	2.80%	NA*	NA*	NA*	NA*	NA*	NA*	NA*
Other Wireless	5.30%	NA*	NA*	NA*	NA*	NA*	NA*	NA*
Other Internet Access	3.90%	NA*	NA*	NA*	NA*	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-SP 2010**



As of SP 2010, faculty broadband access to the internet from off-campus locations continues to lag behind students at UM-St. Louis<sup>5</sup>, however faculty wireless use is nevertheless growing. Approximately 74% of faculty members report broadband access while just nearly 100% of students have broadband. Nonetheless, the campus community still ranks far above the national norm of 66%<sup>6</sup>. With nearly 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 with 45.7% of the faculty reporting “wifi” access and nearly 63% of students reporting the use of wireless access on off-campus and on<sup>7</sup>. Wireless access has increased substantially (24.2%-45.7%) over the period May 2008-May 2010. 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.

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 trends<sup>8</sup> 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.

<sup>5</sup> See FS 2009-SP2010 Student Survey Report at: <http://www.umsl.edu/technology/mgwhelp/mgwinfo/mgwinfo.html>

<sup>6</sup> Aaron Smith. Broadband 2010: A Big Slowdown. Pew Internet & American Life Project. August 11, 2010. <http://pewresearch.org/pubs/1694/broadband-adoption-slows-dramatically-except-african-americans-little-interest-among-non-users>  
<http://www.pewinternet.org/Reports/2009/10-Home-Broadband-Adoption-2009.aspx?r=1>

<sup>7</sup> See, *MyGateway Student Survey Fall 2008-Spring 2009*, <http://www.umsl.edu/technology/mgwhelp/mgwinfo/mgwinfo.html>

<sup>8</sup> John Horrigan, Pew Internet & American Life Project, “The Mobile Difference, March 25, 2009 (July 6, 2009) <http://www.pewinternet.org/Reports/2009/5-The-Mobile-Difference--Typology.aspx>

**Table 3: Use of Online Services and Assistance (Q3) WS06-SP10**

<b>Which of the following have you used?</b>	<b>WS06 N: 282</b>	<b>WS07 N: 203</b>	<b>WS08 N: 190</b>	<b>FS08 N: 99</b>	<b>SP09 N: 92</b>	<b>FS09 N: 85</b>	<b>SP10 N: 92</b>
The Faculty Resource Center	60.3%	65.0%	77.4%	79.8%	82.6%	83.5%	78.3%
The Online Testing Center	9.6%	14.3%	18.4%	23.2%	17.4%	22.4%	25.0%
Technology Fridays Workshops	29.1%	24.1%	23.7%	27.3%	17.4%	23.5%	27.2%
Photo Roster	33.7%	53.2%	61.1%	64.6%	63.0%	71.8%	71.7%

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 4: Type of MyGateway Class (Q4) WS06-SP10**

<b>Which of the following is most typical of the classes you teach using MyGateway?</b>	<b>WS06 N: 282</b>	<b>WS07 N: 203</b>	<b>WS08 N: 190</b>	<b>FS08 N: 99</b>	<b>SP09 N: 92</b>	<b>FS09 N: 85</b>	<b>SP10 N: 92</b>
Combination of face-to-face and online with MyGateway	84.5%	83.7%	82.1%	89.9%	80.4%	85.9%	80.4%
Combination of ITV and online with MyGateway	.9%	1.5%	1.6%	0.0%	0.0%	0.0%	2.2%
Combination of video instruction and online with MyGateway	1.3%	0.0%	0.5%	0.0%	0.0%	2.4%	2.2%
Totally online with MyGateway	3.5%	1.5%	4.2%	3.0%	8.7%	2.4%	6.5%
I do not use MyGateway/no answer	9.7%	7.9%	3.7%	7.1%	10.9%	9.4%	8.7%

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 SP10 surveys documents a trend increasing numbers of totally online course offerings, but sample size may be factor along with an increasing effort to offer online courses at UM-St. Louis.

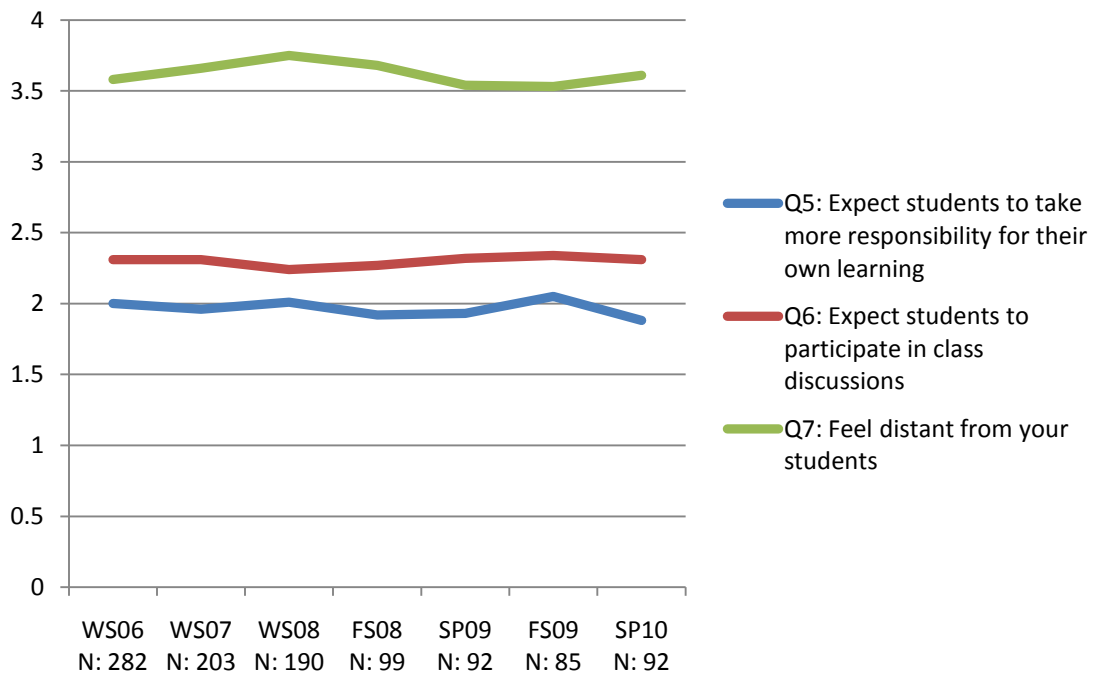
## MyGateway Experiences

**Table 5: Expectations and MyGateway WS06-SP10**

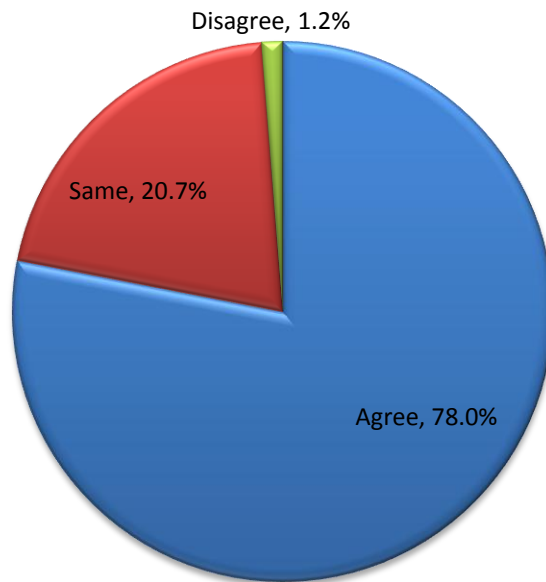
Instructors responded to the following question: *Think about how using MyGateway has affected your ideas about teaching and learning. Compared to courses that you have taught that did not use MyGateway, has using MyGateway made it more likely for you to:*  
 (1: strongly agree, 3: neutral, 5: strongly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

	<b>WS06 N: 282</b>	<b>WS07 N: 203</b>	<b>WS08 N: 190</b>	<b>FS08 N: 99</b>	<b>SP09 N: 92</b>	<b>FS09 N: 85</b>	<b>SP10 N: 92</b>	<b>Percent Not Responding SP10</b>
Q5: Expect students to take more responsibility for their own learning	2.00	1.96	2.01	1.92	1.93	2.05	1.88	10.9%
Q6: Expect students to participate in class discussions	2.31	2.31	2.24	2.27	2.32	2.34	2.31	12%
Q7: Feel distant from your students	3.58	3.66	3.75	3.68	3.54	3.53	3.61	16.3%

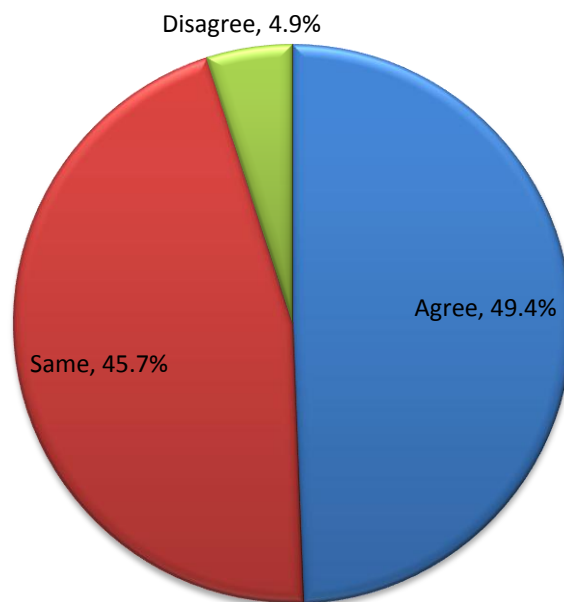
**Chart 4: Expectations and MyGateway WS06-SP10**



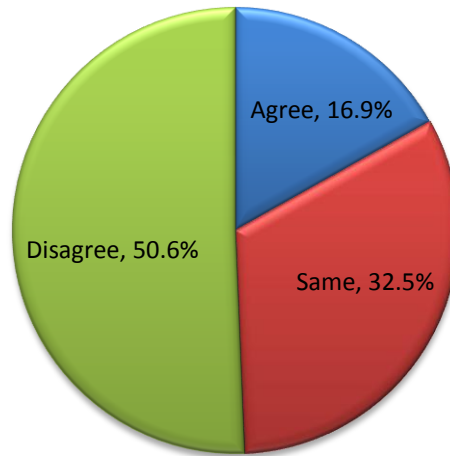
**Chart 5: Q5 Expect students to participate in class discussion. SP10, N:92**



**Chart 6: Q6 Expect students to take more responsibility for their own learning. SP10, N:92**



**Chart 7: Q7 Feel distant from your students. SP10, N:92**



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 4 and a-half years.

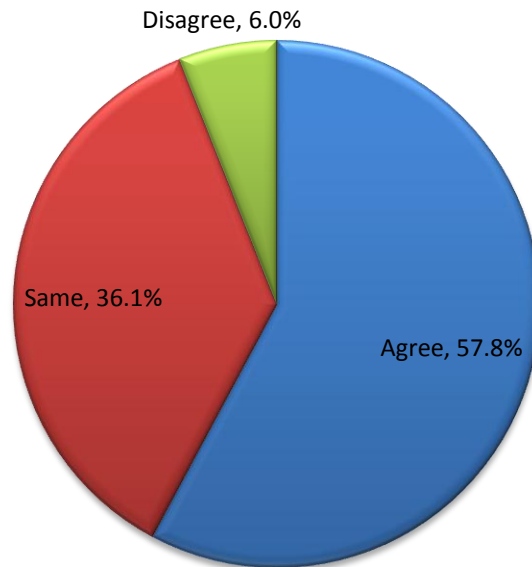
**Table 6: MyGateway and Student Learning WS06-SP10**

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

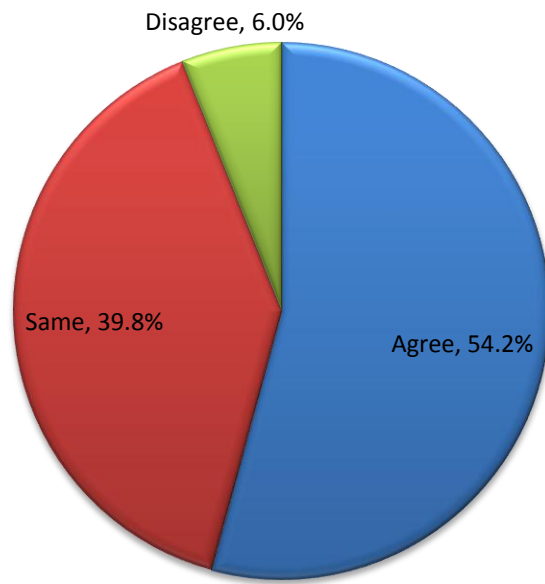
	WS06 N: 282	WS07 N: 203	WS08 N: 190	FS08 N: 99	SP09 N: 92	FS09 N: 85	SP10 N: 92	% Not Responding SP10
Q8: Students better understand the ideas and concepts	2.22	2.18	2.22	2.15	2.14	2.25	2.3	9.8%
Q9: My students are better able to visualize the ideas and concepts taught in this course	2.28	2.27	2.24	2.12	2.17	2.28	2.36	9.8%

Q10: I expect the students to complete more course work	2.56	2.59	2.45	2.5	2.66	2.61	2.67	8.7%
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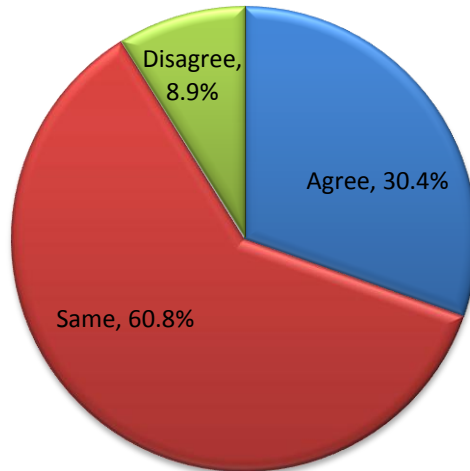
**Chart 8: Q8 My students are better able to understand the ideas and concepts taught in this course. SP10, N:92**



**Chart 9: Q9 My students are better able to visualize the ideas and concepts taught in this course. SP10, N:92**



**Chart 10: Q10 I expect the students to complete more course work. SP10, N:92**



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<sup>9</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.

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<sup>9</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.

## Barriers and Benefits with Online Teaching and Learning

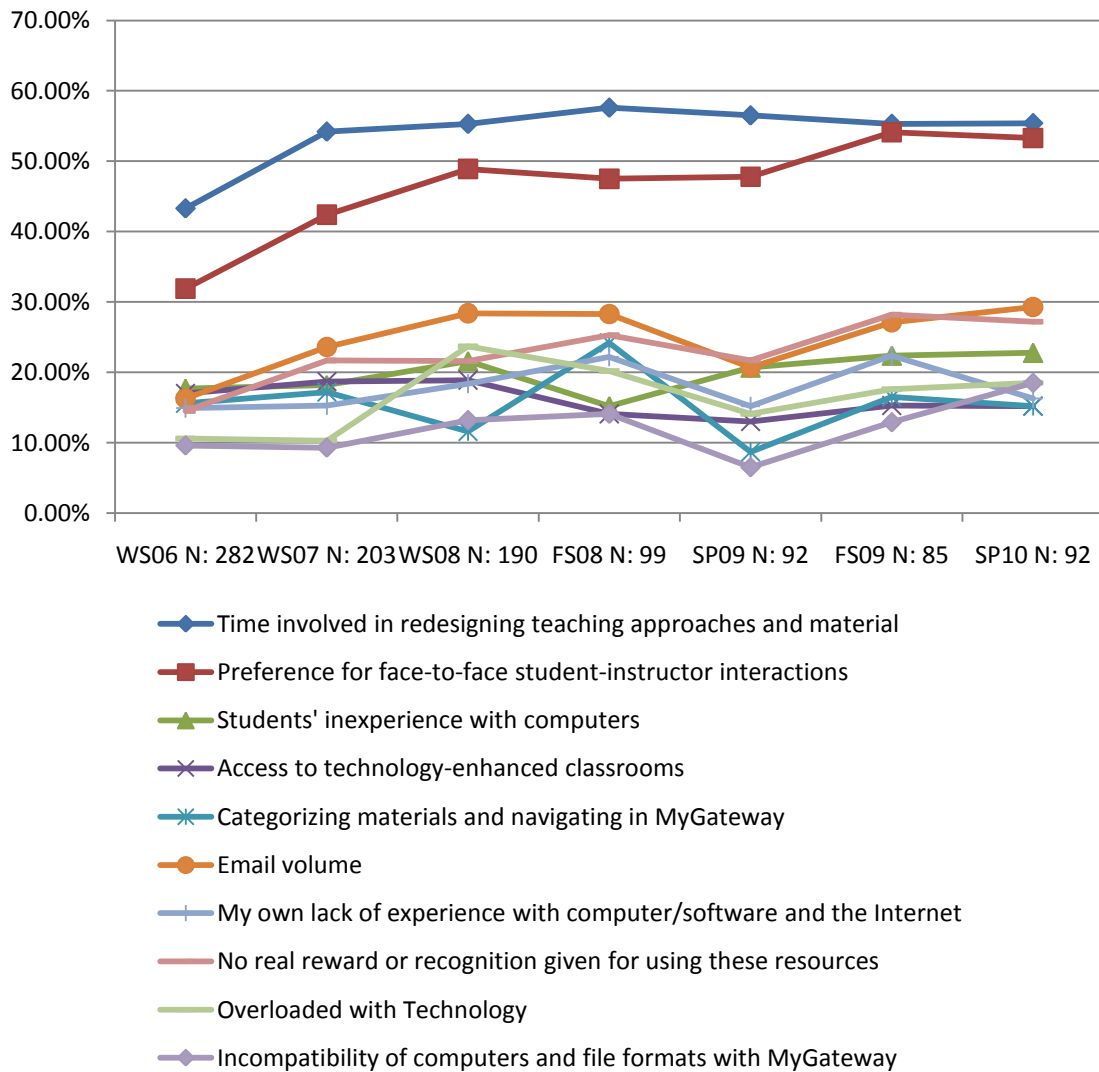
Faculty respondents were asked to identify both barriers and benefits associated with online teaching and learning strategies. The following tables and charts summarize their responses.

**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:*

**Table 7: Barriers to Online Teaching (Q11)**

Barriers, Q11	WS06 N: 282	WS07 N: 203	WS08 N: 190	FS08 N: 99	SP09 N: 92	FS09 N: 85	SP10 N: 92
Time involved in redesigning teaching approaches and material	43.3%	54.2%	55.3%	57.6%	56.5%	55.3%	55.4%
Preference for face-to-face student-instructor interactions	31.9%	42.4%	48.9%	47.5%	47.8%	54.1%	53.3%
Students' inexperience with computers	17.7%	18.2%	21.6%	15.2%	20.7%	22.4%	22.8%
Access to technology-enhanced classrooms	17%	18.7%	18.9%	14.1%	13.0%	15.3%	15.2%
Categorizing materials and navigating in MyGateway	15.6%	17.2%	11.6%	24.2%	8.7%	16.5%	15.2%
Email volume	16.3%	23.6%	28.4%	28.3%	20.7%	27.1%	29.3%
My own lack of experience with computer/software and the Internet	14.9%	15.3%	18.4%	22.2%	15.2%	22.4%	16.3%
No real reward or recognition given for using these resources	14.5%	21.7%	21.6%	25.3%	21.7%	28.2%	27.2%
Overloaded with Technology	10.6%	10.3%	23.7%	20.2%	14.1%	17.6%	18.5%
Incompatibility of computers and file formats with MyGateway	9.6%	9.3%	13.2%	14.1%	6.5%	12.9%	18.5%

**Chart 11: Trends in perceived barriers, WS06-SP10**



**Other barriers to online teaching (Q11 other):** Thirteen (13) faculty members provided written comments in the Fall 2009 survey and Eight (8) faculty members provided comments in the SP 2010 survey concerning other barriers to online teaching and learning.

Selected comments:

*"I don't know how to use much of what is available. I'm new this semester and would really like to know how to do a Podcast"*

*"The students are inconsistent in their usage. Some use it, others ignore it even if it is required."*

*"The absence of any form of academic incentives for students who need to engage with the materials sent via MyGateway. I would like to have a 1-2 weeks of training on how to use online materials."*

*"Students don't access MyGateway as often as process requires"*

*“Time involved in actually teaching via online methods--about four times more work than the traditional way face-to-face.”*

*“Navigating the online grading center has been my biggest issue - I don't feel like it's terribly user-friendly.”*

*“Biggest barrier is learning HOW to teach online. Workshops on this would be helpful. How about an Instructional Designer that is versed in both educational pedagogy and technology integration?”*

*“The support my online students receive from the Tech Labs is less than adequate. I spend a tremendous amount of time troubleshooting their computer environment issues.”*

*“We would benefit from expert instructional designers to reduce our time in researching and developing effective on-line strategies. I also think that access to resources that assist faculty in understanding technology would be helpful.”*

*“Students feel like there is more work on line because they have to participate. It is obvious when they don't participate.”*

*“I believe that an online class is MUCH more work for the instructor and much less work for the students. Communication is much more time consuming ... and it is always "one way" communication.”*

*“Student apathy-- quality of work tends to be much lower in online discussion panels and surveys, for some reason, and there is no guarantee that they pay attention to feedback. “*

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?”**

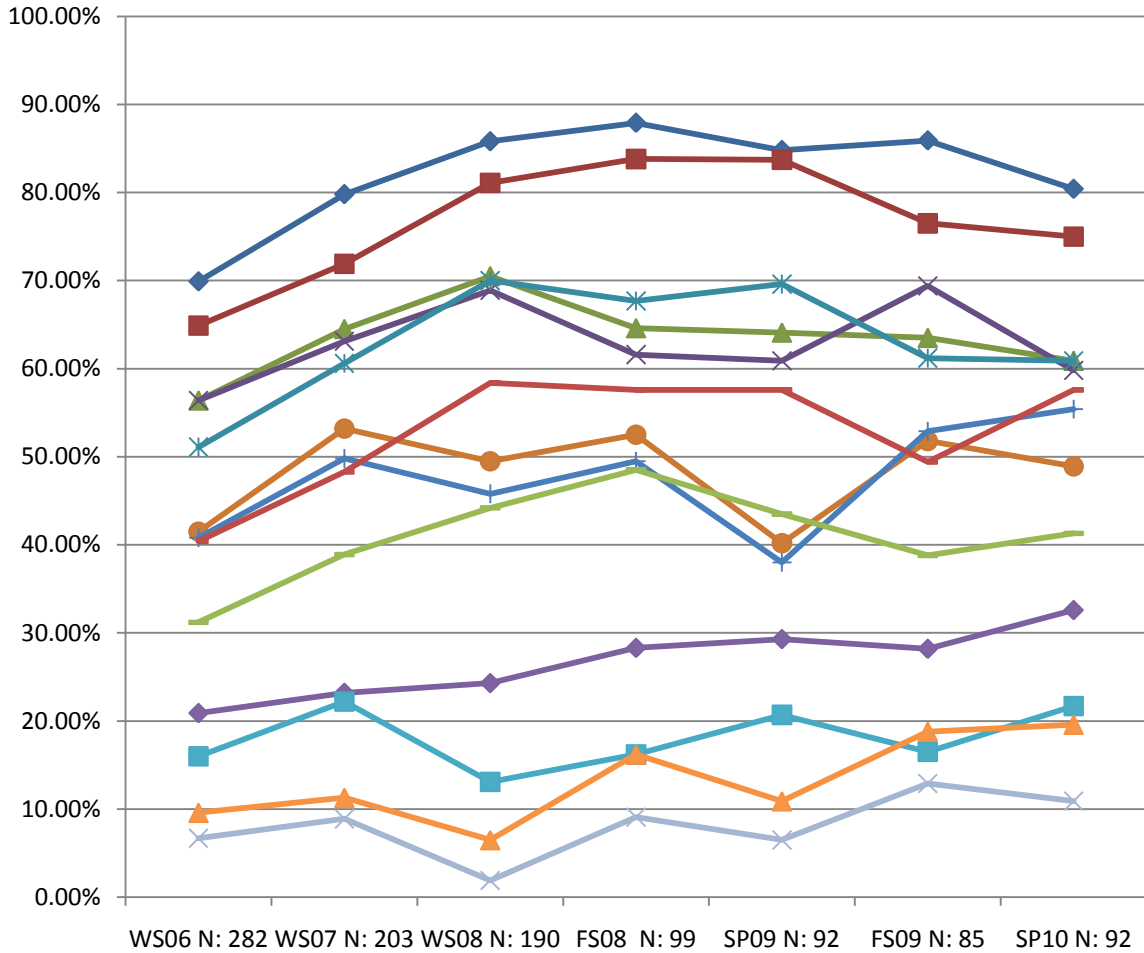
**Table 8: Benefits from Online Teaching**

<b>Benefits, Q12</b>	<b>WS06 N: 282</b>	<b>WS07 N: 203</b>	<b>WS08 N: 190</b>	<b>FS08 N: 99</b>	<b>SP09 N: 92</b>	<b>FS09 N: 85</b>	<b>SP10 N: 92</b>
Ability to keep students informed about the course, and keep the course organized	69.9%	79.8%	85.8%	87.9%	84.8%	85.9%	80.4%
Access to course materials, 24 by 7	64.9%	71.9%	81.1%	83.8%	83.7%	76.5%	75%
Convenience and ease of use of MyGateway	56.4%	64.5%	70.5%	64.6%	64.1%	63.5%	60.9%
Access to enriched teaching materials	56.4%	63.1%	68.9%	61.6%	60.9%	69.4%	59.8%
Students having access to their current course grades	51.1%	60.6%	70.0%	67.7%	69.6%	61.2%	60.9%
Creating new ways to engage students with content	41.5%	53.2%	49.5%	52.5%	40.2%	51.8%	48.9%
Opportunity to continue interaction/discussion outside class time	40.8%	49.8%	45.8%	49.5%	38.0%	52.9%	55.4%
Giving more immediate feedback on papers, quizzes and exams	40.4%	48.3%	58.4%	57.6%	57.6%	49.4%	57.6%
Increased contact between students and instructors	31.2%	38.9%	44.2%	48.5%	43.5%	38.8%	41.3%
Enabling students to learn at their own pace	20.9%	23.2%	24.3%	28.3%	29.3%	28.2%	32.6%
More thoughtful and equitable class discussions online	16%	22.2%	13.1%	16.2%	20.7%	16.5%	21.7%
Archiving (recording) live class presentations for playback and review	9.6%	11.3%	6.5%	16.2%	10.9%	18.8%	19.6%
Real time, online Interaction (Wimba Live Classroom)	6.7%	8.9%	1.9%	9.1%	6.5%	12.9%	10.9%

SP 2010 faculty responses on the issue of the benefits of online teaching and learning strategies (above and in chart 12 on the following page) document an sustained trend in appreciating the flexibility and accessibility of online teaching and learning. Approximately eighty-five percent (80.4%) of the faculty responding identify the benefit of keeping students informed and their courses organized, and seventy-five (75%) point to the benefit of around the clock access. These percentages are lower than last year, but are still ten percentage points higher than WS 2006 responses. 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 (60.9%, 59.8% and 60.9% 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” 55.4% (SP10) and “Increased contact between students and instructors” 41.3% (SP10) and the benefit of immediate feedback on assignments (57.6% for SP10).

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; 51.8% (FS09) and 48.9% (SP10) of the faculty cite, “Creating new ways to engage students with content,” as being a significant benefit .

**Chart 12: Trends in perceived benefits, WS06-SP10**



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

**Other benefits in using online teaching and learning (Q12 other):** Two (2) faculty members from the FS09 survey and seven (7) from the SP10 survey provided written comments concerning other benefits associated with online teaching and learning

Selected comments on the benefits of MyGateway:

*"I prefer a hybrid style - mixture of on-line and face to face."*

*"All questions n No 12 require better training for the instructor"*

*"keeping absent students informed"*

*"Some on-line resources are NOT on MY Gateway but are generally available. My Gateway makes it easier to list them and give students a central access point."*

*"Wimba is an older technology - why are we using it? Why are we not in the 21st century with technology @ umsl? I prefer to be able to interact with my students and Wimba didn't really allow for meaningful interaction."*

*"Again, all of this takes time and knowledge. We should receive additional workload for on-line courses."*

*"[Setting] up on-line testing is a hard task to accomplish. I have gone back to paper."*

*"Students do not need to live in the same city as the instructor."*

### **Written Comments (Q28):**

Twenty-seven (27) respondents provided written comments concerning their use of technology and technology enhanced classrooms for the Fall 2009 survey; the number for the SP 2010 was twenty-four (24). This is the sixth and seventh times assessments of MyGateway and technology enhanced classrooms were combined in the same evaluation survey for faculty and students.

- Fall 2009
  - Five (5, 18.5%) comments pertained to the use of MyGateway (summarized below).
  - The remaining 22 comments were specific to room problems, hardware issues, and other miscellaneous comments.
- SP 2010
  - Seven (5, 20.8%) comments pertained to the use of MyGateway (summarized below).
  - The remaining 19 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 (10 total), they are simply included below:

*I don't think the description of MyGateway as necessarily involving "online teaching" is accurate. It's (usually) a convenient way to distribute course material, especially links to websites, but this could also be done by distributing handouts. By classifying all such usage as "online," surveys like this vastly overstate the use of "online teaching." This has negative consequences for the campus.*

*Mygateway interface has improved, but still has some shortcomings. More than half the time, there is no response to a click to organize the class gradebook. Repetitive clicks will eventually bring it up. Also, "total score" statistics are always given as a percentage of the total points that MyGateway thinks are possible rather than the simple sum that would be most useful to me.*

*I like the MyGateway system very much. I also appreciate the classes taught on Word, Excel, etc., and hope to attend one of these classes soon. I have used the Faculty Resource Center, and they were GREAT!*

*I need a mygateway tutor to come to my office and show me how to do all these things.*

*I tend to use MyGateway in a limited fashion for course content, preferring instead to create my own webpages and links.*

*Many students are not paying attention in class. They think that they cannot take notes if they do not have the powerpoint printed out. They refuse to use the suggested resources preferring popular resources instead even when they are wrong.*

*Also, I'm not sure that this survey does much good at this point. I've been teaching using some form of Blackboard for more than 7 years so quite frankly I can't remember how it was teaching without this technology. I assume these questions are still asked because there are still some folks on campus who don't use MyGateway. Please make them convert so that you can ask more pertinent questions. I have issues with other aspects of ITS such as computer lab hours/procedures and the types of software available through the university. I don't have issues with MyGateway.*

*MyGateway is a good system, and easy to use.*

*MyGateway is good... but there seem to be too many steps for really setting up a slick course page. I would find using WordPress to set up my own course page much quicker, cleaner, and give me more control. I don't often do that, mind you, but I probably do not use My Gateway to its full capacity. Also, many of the apps on Blackboard are SLOW. This makes it frustrating to use-- which is too bad, because it is a great system.*

*I only use MyGateway to give students access to articles and then sometimes I email the class. I teach only grad seminars.*

## **Discussion<sup>10</sup>**

### 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 77.4% of the American population (and 87% of the 18-29 year old population) use

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<sup>10</sup> Please see the reports from previous MyGateway student and faculty surveys at: <http://www.umsi.edu/technology/mgwhelp/mgwinfo/mgwinfo.html>. This report draws upon the analyses and trends documented in these earlier reports

the Internet<sup>11</sup> and 66% of homes have broadband access<sup>12</sup>. 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<sup>13</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. 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**

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<sup>11</sup> See <http://www.internetworldstats.com/top20.htm> and the recent Pew Internet and American Life data on Internet Activities (<http://www.pewinternet.org/topics/Web-20.aspx>) 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), and <http://www.internetworldstats.com/stats2.htm>.

<sup>12</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) and Aaron Smith. Broadband 2010: A Big Slowdown. Pew Internet & American Life Project. August 11, 2010. <http://pewresearch.org/pubs/1694/broadband-adoption-slows-dramatically-except-african-americans-little-interest-among-non-users>

<sup>13</sup> See, *MyGateway Student Survey Fall 2008-Spring 2009*, <http://www.umsl.edu/technology/mgwhelp/mgwinfo/mgwinfo.html>

**MyGateway and Instructional Computing Technology Enhanced Classroom Faculty Survey  
Spring 2010**

**University of Missouri-St. Louis**

**MyGateway and Instructional Computing Technology Enhanced Classrooms Faculty  
Survey Spring 2010**

**Computer and Internet Access**

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/U-verse
- Work LAN
- Wireless

2. In your life, do you make use of any of the following wireless computing technology?

- Cell Phone
- Laptop
- Netbook
- Internet via a SmartPhone
- iTouch
- None of the above

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

**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.**

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

**Compared to courses that you have taught that did not use MyGateway, has using MyGateway made it more likely for you to:**

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

5. Expect students to take more responsibility for their own learning.

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

7. Feel distant from your students.

**Because of the way my course uses MyGateway:**

Strongly Agree | Agree | No difference | Disagree | Strongly Disagree | N/A

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

9. My students are better 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
- Other

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 (Wimba Live Classroom)
- Archiving (recording) live class presentations for playback and review (Wimba, ITV)
- 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

**13. 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**

**If you used a Technology Enhanced Classroom (TEC) during spring semester 2010, please answer questions 14-27, if not, click here to go to question 28.**

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. If your class met in a TEC, how often was technology used?

- 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)
- Knowledge@UMSL
- Clickers
- Faculty Resource Center Digital Convergence
- Wimba
- Pronto
- Software distribution website (www.umsl.edu/download)
- Online Service Request Forms

17. Given that VHS technology in the classroom will be phased out over the next year, are you aware that the Faculty Resource Center will convert your educational and UMSL course-related VHS media to much more convenient digital formats at no cost?

- Yes
- No

18. 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 without technology?

- 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
- Bad
- Poor

27. Please specify from the list the building and room in which this course is held. (If you taught in multiple rooms please include the other locations in the comment field below. If the answer to any of the survey questions would be different than the answers indicated, please complete the survey again for that location, or include the additional comments below.)

28. Prompted by both economic and green initiatives, many campuses have adopted various printing policies which strive to save both money and resources. To help us understand the academic printing needs on campus, please indicate the type of materials if any, that students are required to print in class, or bring printed to class.

29. Additional comments or suggestions:

Thank you for your responses!

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