

**Faculty Technology Survey**  
**Dakota Wesleyan University**  
Spring 2004

**NOTE:** Following are the raw data from a series of interviews conducted with DWU faculty by Dr. Mike Albright, Title III Instructional Development Specialist, between February 11 and April 15, 2004. The interviews were limited to full-time, tenured or tenure-track, teaching faculty who expect to return to DWU for the 2004-05 academic year. Only three faculty in this category could not be interviewed. (Five individuals with faculty status but do not regularly teach, for example the Library faculty, were not interviewed.) The N was 38.

The interviews were conducted for two general purposes. The first was to establish a baseline for the Title III grant, to determine the level of technology use by faculty in the first year of the grant. We will conduct a similar survey in the last year for the purpose of documenting change. The second was to collect information for a needs assessment. Information was sought regarding faculty priorities for professional development, the best methods for providing information and training to faculty, faculty interests in technology-driven pedagogies, faculty concerns about DWU classroom environments, and faculty perceptions of barriers to the use of technology in their teaching.

The data are indicated in blue. The narrative comments in green and Palatino font were taken from the interviewer's notes and if not verbatim are close paraphrases.

**Part I**

**Demographic information:**

*N* = 38

*Gender:* Male = 21    Female = 17

*Division:* Nat Sci = 13    Soc Sci = 11    Educ = 6    Hum = 8

*Faculty Rank:* Instructor = 5    Asst Prof = 18    Assoc Prof = 7    Prof = 8

*Years of teaching experience:* Range = 1 - 51    Median = 18.5    Mean = 20.7

*Years at DWU:* Range = 1 - 32    Median = 6.5    Mean = 11.2

**Part II**

**Office and home computers**

*Do you have a computer at home that you regularly use for professional work (work other than personal use)?*

Yes = 31 (82%)    No = 7 (18%)

**NOTE:** Several said that they routinely take their DWU laptop home to work at home.

The 82% figure is a slight increase over the 78% reported in the Spring 2000 faculty survey, but does not reflect the number that take their DWU laptop home to work.

*What is your Internet connectivity from home?*

Cable modem = 13 (34%)  
 Dial-up to Internet Service Provider = 9 (24%)  
 DSL = 3 (8%)  
 Microwave (Santel) = 2 (5%)  
 Verizon (through cell phone service) = 2 (5%)  
 Dial-up through DWU modem pool = 0  
 None = 9 (24%)

76% currently have Internet connectivity at home, a significant increase over the 55% reported in the Spring 2000 survey.

*What is your level of satisfaction with your Internet connectivity from home? (N = 29)*

High = 17 (59%)  
 Medium = 8 (28%)  
 Low = 4 (13%)

### **Part III**

#### **Frequency of your technology use:**

*How often do you use electronic mail for professional purposes other than communicating with students?*

Daily = 35 (92%)	2-4 times/week = 2 (5%)
Weekly = 1 (3%)	2-3 times/monthly =
Monthly =	Never =

*How often do you use electronic mail to send communication to students?*

Daily = 22 (58%)	2-4 times/week = 11 (29%)
Weekly = 1 (3%)	2-3 times/monthly = 1 (3%)
Monthly = 2 (5%)	Never = 1 (3%)

*In a typical class week, how many e-mail messages do you receive from your students?*

Range = 0 - 60      Median = 9      Mean = 14.8

*How often do you use the WWW for your own professional purposes, such as locating information for lectures or other professional activities?*

Daily = 19 (50%)	2-4 times/week = 11 (29%)
Weekly = 3 (8%)	2-3 times/monthly = 1 (3%)
Monthly = 2 (5%)	Never = 2 (5%)

In the Spring 2000 survey, just 10% of the responding faculty reported that they used the Internet for professional purposes daily, 15% said three times per week, and 31% said weekly. Over the past four years, Internet use for professional purposes by the faculty has increased rather dramatically.

Find it cumbersome.

*How often do you use e-mail or the web for personal, non-DWU related use?*

Daily = 29 (76%)	2-4 times/week = 6 (16%)
Weekly = 1 (3%)	2-3 times/month = 1 (3%)
Monthly =	Never = 1 (3%)

In the Spring 2000 survey, just 48% said they used the Internet for personal use daily, 20% three times a week, and 15% once a week. Again, we are seeing a greatly increased use of the Internet by faculty for personal reasons.

*How often do you use a computer for word processing (e.g., Word)?*

Daily = 31 (82%)	2-4 times/week = 7 (18%)
Weekly =	2-3 times/month =
Monthly =	Never =

In the Spring 2000 survey, the figures were 78% daily, 15% three times a week, and 5% once a week. Use has increased somewhat, but was already rather high. It is noteworthy that in 2004, all faculty interviewed use Word at least 2-4 times per week.

*How often do you use a computer for spreadsheet functions (e.g., Excel)?*

Daily = 7 (18%)	2-4 times/week = 4 (11%)
Weekly = 5 (13%)	2-3 times/month = 4 (11%)
Monthly = 4 (11%)	Never = 14 (37%)

As with Word, this is only a very modest increase in faculty use since 2000. However, in 2000, 60% of the faculty never used spreadsheets. Thus, we are seeing more faculty using Excel, but not often.

Use it for grades.

*Do you regularly maintain your professional calendar on Outlook?*

Yes = 9 (24%)	No = 29 (76%)
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Several made comments to the effect that they prefer desktop or pocket calendars they can easily carry with them. Others referred to the unreliability of the Outlook server.

Don't use it only because I don't know how to use it.

*How often do you use a computer for database functions (e.g., Filemaker Pro)?*

Daily = 2 (5%)	2-4 times/week =
Weekly =	2-3 times/month = 1 (3%)
Monthly = 4 (11%)	Never = 31 (82%)

*Have you used a course management system for online learning (e.g., Blackboard, Maverick)?*

Yes = 22 (58%)	No = 16 (42%)
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Never felt the need to do that. Most of what I want to do, I do in the classroom.

*If yes, what course management system have you used?*

Blackboard = 10  
 Jenzabar = 9  
 Maverick = 7  
 WebCT (on other campuses) = 3

Seven faculty have used more than one.

*What features of the CMS were most useful to you?*

Simplicity of Blackboard, grading features of WebCT. Gradebook, discussions, online readings, links to external sites.

Nothing.

Can't think of any.

None

Gradebook.

Testing, grading, links, discussions

Made study guides available to students.

Discussion groups.

Communication tools, ability to organize course online.

Discussion board, recordkeeping system.

Handouts, syllabus, course policies were accessible to students anytime.

Ease of uploading files, easy to put quizzes online, seemed smooth.

Discussion board.

Liked it, easy to use. Used it for all my classes. Used course materials, assignments, discussions, easy for non-traditional students to be in touch with me.

Distributing information, student collaboration.

Online discussions, placing course readings online.

Discussion board, posted lessons.

*What didn't work, or what did you NOT like about it?*

Drop box in WebCT. Some files would not open.

No training, no follow up. Didn't know what I was doing.

Was make work. Can do without it. Always took more time than when I went straight to the students.

Sometimes couldn't find what I was looking for, because of lack of training and documentation.

Difficult to get student accounts set up. Keyboard setup clumsy in Maverick.

Students had trouble getting into Jenzabar, then couldn't download the documents I put on it.

Long chains of replies in discussions could be slow (e.g., re: re: re: re: etc.)

Just as easy to use our server (MyWeb). MyWeb more versatile. Didn't like gradebook.

Got very frustrated, had trouble with about everything. Made available to us at the last minute, very little training, support off-site. (Maverick)

Nothing, really.

Communication tools didn't work. Would send something to the students, and they wouldn't get it. Cumbersome to navigate.

Just had a problem getting started. Didn't get a lot of training and didn't know what to do.

Couldn't ever get to it.

No problems with Blackboard, access problems with WebCT (other campuses)

Blackboard was very slow. Hard to figure out how to install files on Maverick.

Student resistance to online discussions.

Students will use it once and lose interest.

Programs just fine. No help, no support. Resulted in cold relationship with students.

Reliability. E-mail went down at crucial time. Stopped using it.

*Have you put course materials on the web for your students on a DWU server, for example on MyWeb?*

Yes = 11 (29%)      No = 27 (71%)

Tried it. Students had trouble getting in, so I stopped.

No. Wouldn't do because of copyright concerns. Students can see mistakes that I made. Also, don't want to put my own intellectual property online, available to the world.

*Would you be interested in putting all or part of a course online?*

Yes = 32 (84%)      No = 6 (16%)

Would use online discussions.

No. No time.

Really not. Not opposed to it, but don't have the time. Would need a tremendous amount of time in preparation.

Yes, if I had assistance.

Possibly, if appropriate.

Under the proper conditions, yes. I do want to use something like Jenzabar or WebAssign or materials made available through the publisher, but I don't have adequate time to evaluate the services they provide.

Want to be able to assign partial credit. Worried that web-based testing wouldn't be flexible enough, although it could be wonderful.

Not really. I prefer hands-on participation. I want my students to come in to see me.

Yes, but upper level courses only.

Yes. Critical thinking would be enhanced.

Would like to put [name of course] totally online so it can be taken by [target students] during the summer.

Want to put two courses online. Other schools are doing this. We need to keep up with the times and be competitive.

Want to put one course completely online and have another web-assisted course. Very interested in a mini-grant to put course online.

*How often do you use a computer to create non-print, digital media for use in your teaching (e.g., PowerPoint, Photoshop, Final Cut Pro)?*

Daily = 8 (21%)	2-4 times/week = 6 (16%)
Weekly = 3 (8%)	2-3 times/month = 2 (5%)
Monthly = 1 (3%)	Never = 18 (47%)

In the Spring 2000 survey, no faculty used these technologies daily, and just 16% weekly.

I don't create digital media but use the PowerPoint presentations that come with the textbook. I do customize them.

Use PowerPoint in my lectures. Download all kinds of visuals from the web.

Used to, but lack of time, lack of reliability in the classroom.

Use PowerPoint every day, have been doing this for a long time. Incorporate images, animations, sounds – lots of visuals.

*Do you use the H-drive for storage of digital files?*

Yes = 32 (84%)      No = 6 (16%)

*How often do you use technology in the classroom in your face-to-face teaching?*

Daily = 18 (47%)	2-4 times/week = 8 (21%)
Weekly = 3 (8%)	2-3 times/month = 2 (5%)
Monthly = 3 (8%)	Never = 4 (11%)

While a comparison would have been nice, an equivalent question was not asked in 2000.

*What technologies do you typically use in the classroom?*

DVD, music

PowerPoint, web sites, some video

Overhead transparencies

Multimedia projector, PowerPoint, demonstrate web sites, slide projector, video

Overhead projector, video, demo web sites. My students use PowerPoint in their presentations. We use the computer lab a lot.

Slides, web sites, videos

Video, CD-ROMs

Overhead transparencies, video.

PowerPoint, VCR

Mostly video.

Vary teaching strategies with PowerPoint, WebQuests [method for finding desired information on the web], integrated video, interactive activities using Word and student laptops.

PowerPoint, videotapes, interactive CDs, web sites

Nomad, document camera

Overhead projector, videotapes

Overhead projector

Computer, LCD projector, scanner, doc camera, digital camera, Palm, CD burner

PowerPoint, videotapes, overhead transparencies

PowerPoint, 35mm slides, videos, demo web sites

PowerPoint, spreadsheets, web sites.

Concrete teaching aids.

Multimedia projector, video.

PowerPoint, web. Do a lot of demos, show students where to go for information. Students need to develop personal professional libraries as part of my courses. They exchange web sites.

Projection system, document camera, overhead

PowerPoint, videos, overhead transparencies, demo web sites. I want to give students more than I personally can give them.

Document camera, web sites, images, DVD and videotapes.

Overhead, Nomad.

Overhead.

Overhead, video.

Video, DVD, lot of interactive media

**Part IV**  
**Skill Levels/Professional Development Priorities**

*I'm going to identify some software and technologies that we have in place at DWU. Please estimate your skill level with each one and identify how important it is to you that you increase your skill level with each one, on a scale from non-existent to high. Please use the following rating scale for each skill:*

*Have not used*  
*Novice*  
*Adequate*

*Advanced  
Expert*

Note: These questions were not asked of all faculty. N for this table is 34.

<i>Skill/Software use</i>	<i>Skill Level</i>	<i>Prof Devel Priority</i>
Microsoft Word	None Nov Adeq - 17 (50%) Adv - 15 (44%) Exp - 2 (6%)	High - 10 (29%) Med - 11 (32%) Low - 6 (18%) None - 7 (21%)
E-mail using Outlook or other software	None Nov - 4 (12%) Adeq - 15 (44%) Adv - 14 (41%) Exp - 1 (3%)	High - 7 (21%) Med - 11 (32%) Low - 8 (24%) None - 8 (24%)
Internet Explorer (as a tool)	None Nov - 13 (38%) Adeq - 10 (29%) Adv - 10 (29%) Exp - 1 (3%)	High - 8 (24%) Med - 9 (26%) Low - 10 (29%) None - 7 (21%)
Use of the web to locate desired information	None - 1 (3%) Nov - 4 (12%) Adeq - 15 (44%) Adv - 9 (26%) Exp - 5 (15%)	High - 10 (29%) Med - 9 (26%) Low - 10 (29%) None - 5 (15%)
Calendar tool in Outlook	None - 24 (71%) Nov - 1 (3%) Adeq - 6 (18%) Adv - 3 (9%) Exp	High Med - 7 (21%) Low - 7 (21%) None - 20 (59%)
Microsoft Excel for spreadsheets	None - 11 (32%) Nov - 10 (29%) Adeq - 10 (29%) Adv - 3 (9%) Exp	High - 5 (15%) Med - 12 (35%) Low - 8 (24%) None - 9 (26%)
Microsoft PowerPoint for presentation displays	None - 8 (24%) Nov - 9 (26%) Adeq - 8 (24%) Adv - 8 (24%) Exp - 1 (3%)	High - 13 (38%) Med - 13 (38%) Low - 4 (12%) None - 4 (12%)
FrontPage, Dreamweaver, or other web page authoring tool	None - 24 (71%) Nov - 8 (24%) Adeq Adv - 1 (3%) Exp - 1 (3%)	High - 12 (35%) Med - 10 (29%) Low - 5 (15%) None - 7 (21%)
InDesign, Pagemaker, or other publishing tool	None - 22 (65%) Nov - 8 (24%) Adeq - 4 (12%) Adv Exp	High - 6 (18%) Med - 4 (12%) Low - 11 (32%) None - 13 (38%)

Photoshop, Fireworks, or other digital image manipulation tool	None – 17 (50%) Nov – 10 (29%) Adeq – 4 (12%) Adv – 3 (9%) Exp	High – 9 (26%) Med – 6 (18%) Low – 8 (24%) None – 11 (32%)
Premiere, Final Cut Pro, or other digital video editing tool	None – 30 (88%) Nov – 4 (12%) Adeq Adv Exp	High – 6 (18%) Med – 7 (21%) Low – 4 (12%) None – 17 (50%)
Illustrator, Freehand, or other drawing tool	None – 27 (79%) Nov – 2 (5%) Adeq – 4 (12%) Adv – 1 (3%) Exp	High – 3 (9%) Med – 4 (12%) Low – 8 (24%) None – 19 (56%)
FileMaker Pro or other relational database tool (N = 17)	None – 26 (76%) Nov – 5 (15%) Adeq – 3 (9%) Adv Exp	High – 4 (12%) Med – 6 (18%) Low – 5 (15%) None – 19 (56%)

The professional development priorities above were rank-ordered to identify areas of highest demand. The values were calculated on the basis of High = 4, Medium = 3, and Low = 2. Tools listed are those currently loaded on faculty computers, except for those marked with an asterisk (\*).

Microsoft PowerPoint	3.029
Microsoft FrontPage for web authoring	2.588
Use of the web to locate desired information	2.559
Microsoft Word	2.522
Internet Explorer (as a tool)	2.324
E-mail using Outlook	2.265
Microsoft Excel	2.118
Photoshop for digital image manipulation (*)	2.059
Microsoft Publisher for print publications	1.706
Final Cut Pro for digital video editing (*)	1.559
FileMaker Pro for a relational database tool (*)	1.471
Illustrator for a drawing tool (*)	1.176
Calendar tool in Outlook	1.029

The following were rated High or Medium priority by at least half the surveyed faculty.

Microsoft PowerPoint	76%
Microsoft Word	61
Use of the web to locate desired information	55
Microsoft FrontPage for web authoring	54
E-mail using Outlook	54
Internet Explorer (as a tool)	50
Microsoft Excel	50

It must be noted that while some faculty need this training at the basic, introductory level, others desire intermediate or advanced level training. Training at multiple levels is necessary.

It must also be noted that while training in online teaching and use of the Jenzabar course management system was not specifically queried in this part of the interview, it is quite evident from the comments below that these are high priority professional development topics for faculty.

*What software or equipment would you like to have easy access to that you don't have now?*

Macs!

Online gradebook

Web authoring tool on the desktop

Would love to have a scanner in my office. I have thousands of slides I'd like to scan.

Would probably use digital images – photos or video – in my courses if I could.

Would like to be able to access the Internet in all my classes. I am currently not assigned to teach in a smart classroom, but I need to be.

Have access to everything I need.

Want to have Photoshop on my laptop for digital image manipulation. The software that came with the laptop isn't robust enough to meet my needs.

Visual Basic

Not much – just don't know how to use what I've got.

Voice recognition technology, very appropriate for our [program] majors. Otherwise, we are blessed with what we have.

CD burner (current computer doesn't have one)

SPSS

SAS

Want to get access to, and training in, software to develop animations for demonstration to my class.

Need on my desktop – video editing software, Photoshop, Dreamweaver, Studio MX, Authorware, Director. Essentially, need the software loadset from the Multimedia Lab.

Need a document camera in my classrooms (Smith 117, 120, Ed computer lab).

Access to tax research, software.

CDs with mock interviews, interactive stuff for use both in class and in independent study.

Need more direct access to printer. Also need easier access to scanner (hand scanner would be best), digital camera.

Video editing tools, course management system

Would like to be able to do more with digital photography, to show actual situations in class. Need access to digital cameras.

*What would be your other priorities for professional development related to technology or university teaching in general?*

TA software – what is available? How do we use it?

Would like to get better at PowerPoint.

Opportunities to get better at what I'm already doing

Would like to learn how to animate. Concepts can be illustrated better if I can add movement to my visuals.

Need to learn how to put a course online

Learn how to do PowerPoint, because it is a big factor in my profession. Want to develop skills to do more online. How to use available technologies more in the classroom.

Need training in how to put something on the web.

Need refreshers related to general things on the computer. Have gotten assistance from the SET-IT-UP students a few years ago, but if I don't use it, I lose it.

Want to be proficient in doing these things and feel comfortable talking with the students about it.

Need to learn basics of computer operation, basic troubleshooting, etc.

Want to learn how to put a course online and create a web site for my department.

Getting a course online.

Need training when something new comes out. The problem is finding time to work with it.

My biggest goal is to learn how to create a course web site, also want to create my own CD.

Anything I can do to improve my ability to teach my students.

Want to learn how to develop online courses. Lots of potential in my courses.

Help me design and maintain a web site.

Want to become more familiar with [name of software], that comes bundled with the textbook.

Fairly inept in designing web resources for students. High priority. Something I hope to implement next year.

Want to be able to assess if my use of technology is effective – usability.

Teaching online classes.

Want to work with [software unique to discipline].

Want to know how to adequately teach online. Get students more involved, do it better, how to develop tutorials and self-instructional stuff.

Need to learn Dreamweaver.

Active learning techniques and strategies.

Need continuing education to maintain my professional license. Need funding to support going to conferences for CE credit. Also funding for professional memberships.

Electronic portfolios.

Want to learn how to integrate other files (images, video, etc.) into PowerPoint. Want to make PowerPoint more visual.

Learn how to conduct online discussions.

*On a scale of 1 to 5, with 1 being very bad and 5 being very good, how would you rate the following as means of providing technology-related training and information to you?*

The following questions were not asked of all faculty. The N for this section is 32.

*Live 45-minute sessions at noon, in a brown-bag format*

1 = 8 (25%) 2 = 3 (9%) 3 = 3 (9%) 4 = 10 (31%) 5 = 8 (25%) mean = 3.219

*Live 1-2 hour workshops on weekdays during academic terms*

1 = 4 (13%) 2 = 4 (13%) 3 = 9 (28%) 4 = 7 (22%) 5 = 8 (25%) mean = 3.344

OK if you give us plenty of advance notice so we can lock it into our calendars.

*Live half-day workshops on weekdays during academic terms*

1 = 18 (56%) 2 = 5 (16%) 3 = 4 (13%) 4 = 2 (6%) 5 = 3 (9%) mean = 1.969

*Live half-day workshops during university breaks*

1 = 2 (6%) 2 = 3 (9%) 3 = 10 (31%) 4 = 11 (34%) 5 = 6 (19%) mean = 3.500

*Periodic (1-2/semester) seminars at which selected faculty demonstrate what they are doing with technology*

1 = 9 (28%) 2 = 4 (13%) 3 = 9 (28%) 4 = 4 (13%) 5 = 6 (19%) mean = 2.813

*Monthly meetings of a Teaching and Learning with Technology Roundtable*

1 = 5 (16%) 2 = 2 (6%) 3 = 10 (31%) 4 = 9 (28%) 5 = 6 (19%) mean = 3.281

Be careful not to do these too early. Recommend that you wait at least a year.

Time is the issue.

*Periodic short e-mail newsletters addressing learning and technology*

1 = 3 (9%) 2 = 2 (6%) 3 = 3 (9%) 4 = 10 (19%) 5 = 14 (44%) mean = 3.938

*A DWU web site containing information about learning and technology*

1 = 2 = 1 (3%) 3 = 2 (6%) 4 = 9 (28%) 5 = 20 (63%) mean = 4.500

*A handbook on technology at DWU and how to access and use it*

1 = 1 (3%) 2 = 1 (3%) 3 = 3 (9%) 4 = 4 (13%) 5 = 23 (72%) mean = 4.469

*A handbook on teaching online and how to do it*

1 = 4 (13%) 2 = 1 (3%) 3 = 7 (22%) 4 = 6 (19%) 5 = 14 (44%) mean = 3.781

Do this after the course management system is in place.

Rank order of the means: (3.000 = average interest)

4.500	Web site on teaching with technology
4.469	Technology handbook
3.938	E-mail newsletters on teaching with technology
3.781	Handbook on teaching online
3.500	Half-day workshops during university breaks
3.344	Live 1-2 hour workshops on class days
3.281	TLT Roundtable
3.219	Brown-bag lunch sessions
2.813	Faculty show-and-tell sessions
1.969	Half-day workshops on class days

It is clear that faculty prefer asynchronous opportunities over scheduled events.

*Any suggestions for topics for other handbooks?*

Using Outlook.

Maybe some of the basics, such as keyboard shortcuts.

*Given your current schedule, what would be the best windows of time to schedule live events for you to attend?*

Lunch hour

Tuesdays

Friday afternoons and Saturday mornings.

Late afternoons, after 3:00.

Mornings around my class periods.

After 3 p.m.

Noons are OK, early morning is good.

Tuesday and Thursday mornings

Early morning (8-9 a.m.) or noon hour

Tuesday and Thursday, late mornings. Really varies from term to term.

Forget it!

Tuesdays and Thursdays

Noon hour, brown bag lunches.

MWF afternoons.

None. Best ways to reach me are asynchronous.

Before noon, any day

Afternoons.

8 – 9:30 a.m., MWF

Afternoons are OK on MWF. After end of school year good.

Early afternoon – nothing after 3 p.m.

In the fall, Fridays. In the spring, Monday afternoons.

Tuesday or Thursday afternoons, or MWF after 3:00.

Noon hour and later in the afternoons.

Tuesdays and Thursdays.

MWF, late afternoon.

Late afternoon good for me, but not good for people who work with labs and athletes.

Monday and Wednesday anytime.

Thursday afternoon.

Afternoons.

**Part V.  
General**

*On a scale of 1-5, with 1 being very low and 5 being very high, how would you rate the potential of each of the following technologies for improving student learning and assessment in your courses? If we had these tools, you would be provided training in their use before you employed them with students.*

Note: Not all questions were asked to all faculty. The N varies from item to item.

*Online discussion tool to allow students to continue class discussions outside of the classroom, on an anytime, anywhere basis. (N = 36)*

1 = 4 (11%) 2 = 3 (8%) 3 = 8 (22%) 4 = 7 (19%) 5 = 14 (39%) mean = 3.667

*Tool that would allow your students to have discussions in real time, online, outside of the classroom (chat). (N = 35)*

1 = 12 (34%) 2 = 7 (20%) 3 = 7 (20%) 4 = 5 (14%) 5 = 4 (11%) mean = 2.486

*Tool that would allow your class to meet and interact in real time with off campus resources, such as industry leaders or scholars on other campuses, using videoconferencing technology so you can see each other as well as hear. (N = 35)*

1 = 5 (14%) 2 = 3 (9%) 3 = 9 (26%) 4 = 5 (14%) 5 = 13 (37%) mean = 3.514

Having this technology available to us would transform our program. We would use videoconferencing technology to bring in guest speakers at least weekly. I know many important people in our profession who would be glad to speak with our students, as long as they didn't have to travel here. Would also greatly assist us in our student recruiting.

*Tool that would allow students to keep online logs and share them with other students and with you (web logs or blogs). (N = 35)*

1 = 17 (49%) 2 = 7 (20%) 3 = 4 (11%) 4 = 4 (11%) 5 = 3 (9%) mean = 2.000

*Tool that would allow your students to access learning materials such as video and audio, photographic slides and graphics, and documents online, on their own time and from off-campus. (N = 35)*

1 = 3 (9%) 2 = 1 (3%) 3 = 1 (3%) 4 = 5 (14%) 5 = 25 (71%) mean = 4.371

*Tool to allow you to create exams off-line and then present them to students in a secure online environment. (N = 34)*

1 = 18 (53%) 2 = 2 (6%) 3 = 3 (9%) 4 = 1 (3%) 5 = 10 (29%) mean = 2.500

*Tool that would allow faculty to use the same learning materials in different courses, even different disciplines, and share them online. (N = 34)*

1 = 3 (9%) 2 = 1 (3%) 3 = 5 (15%) 4 = 4 (12%) 5 = 21 (62%) mean = 4.147

*Online collaboration tool to allow students to work together on projects, share documents, communicate in discussion groups. (N = 35)*

1 = 3 (9%) 2 = 3 (9%) 3 = 5 (14%) 4 = 10 (29%) 5 = 17 (49%) mean = 4.086

*If we want to prepare our students for the real world, we have to expose them to the tools they'll need on the job, such as collaboration tools.*

*Tool to allow students to work online collaboratively on a project and publish the results to the web. (N = 34)*

1 = 17 (50%) 2 = 5 (15%) 3 = 5 (15%) 4 = 3 (9%) 5 = 4 (12%) mean = 2.176

*Very nice for honors courses.*

*Electronic portfolio tool to allow students to develop digital portfolios of their work for their own assessment (e.g., your assessment of their work), university assessment (such as for accreditation purposes), career development, etc. Could be for a single course or for their entire DWU careers. (N = 36)*

1 = 6 (17%) 2 = 4 (11%) 3 = 3 (8%) 4 = 4 (11%) 5 = 19 (53%) mean = 3.722

*Tool that would allow students to submit their assignments to you online, and allow you to grade them online and return them. (N = 34)*

1 = 9 (26%) 2 = 2 (6%) 3 = 5 (15%) 4 = 4 (12%) 5 = 14 (41%) mean = 3.471

*Tool for plagiarism detection. (N = 34)*

1 = 7 (21%) 2 = 4 (12%) 3 = 3 (9%) 4 = 1 (3%) 5 = 19 (56%) mean = 3.618

*Tool that allows students to record audio files, such as speech or foreign language assignments, and submit them to you online. (N = 34)*

1 = 22 (65%) 2 = 6 (6%) 3 = 3 (9%) 4 = 3 (9%) 5 = 4 (12%) mean = 1.971

Rank order of the means: (3.000 = average interest)

4.371	Online learning resources
4.147	Sharable, reusable learning objects
4.086	Online collaboration
3.722	Electronic portfolios
3.667	Online discussions
3.618	Plagiarism detection
3.514	Desktop videoconferencing in the classroom
3.471	Online assignment grading
2.500	Secure online testing
2.486	Chat
2.176	Online collaboration and web publishing
2.000	Blogging
1.971	Audio file submission

These results, especially the first eight items, show a very strong desire by DWU faculty for greater access to technology-based teaching methods.

*Any other needs for online tools?*

Tools for writing and editing of mathematical text.

*How can your classroom environments be improved to support student learning? Please be specific about which room and what is needed.*

Want to see smart classrooms everywhere. Classrooms need to be more discussion friendly. Need more classrooms in the seminar style.

Have trouble with the lighting in Wellness 101. Can't get the room dark enough to show videos effectively. Have to be careful what colors you use in PowerPoint, because some don't show up. Also concerned about vibrating projector. In Wellness 102, using the laptop is awkward because the VGA cable is against the wall. Have to have my back to the students when I use the laptop.

Education 107 was supposed to get a face lift. Take out the platform and the TVs. Need a large screen. Make it a smart classroom.

Every classroom should be a smart classroom. Standardize the smart classrooms so it is easy for faculty to move from one to another.

I need to be assigned to smart classrooms, especially in [name of course], where students make presentations and want to use PowerPoint and have web access.

I need a larger classroom. It is difficult to break the class up onto small groups because the room is already full, and when we break up into groups for discussion it gets very noisy.

Problems in teaching in the theater. Difficult to use technology. Students have to sit sideways or look sideways. Moving equipment up and down the stairs to the stage can be challenging.

Would be nice to have air conditioning in Science!! Smith 116 and 117 are too small to arrange the chairs in a circle to enhance student interaction. I need a more flexible, seminar type, seating arrangement.

Seating is goofy in Ed 107. The board is on the other side of the room from the podium.

Smith 303. Workstations need to be smaller.

The HSC lecture hall seems different from the other smart classrooms. Smart classrooms need to be standardized. "Takes 10 steps to show a video" in HSC auditorium.

The vibrating multimedia projector in Wellness Center 101 is extremely distracting. Students ask me sometimes to turn the projector off because it is giving them headaches. Also, the room needs better blackout curtains in the back of the room. Difficult to darken the room sufficiently when using the projector.

Lack of air conditioning in Science Hall!!! It is very difficult to teach in the lecture hall because it is so hot. You open the windows, and the blinds flap in the wind. I have stopped asking questions in my classes because the room is so noisy. I can't hear the students respond.

Need whiteboards in classrooms. New lab with better design so that students can see better.

Climate controls. Smith 122 is very cold in winter. HSC classrooms are very hot in summer and fall. Also need more positive posters and things up on the walls.

One of the biggest issues is controlling external noise. Upgrade from chalkboards to markerboards to control dust. Need more technology classrooms. The atmosphere is depressing in some classrooms because of the dim lights.

We're doing well. We use technology so much, in almost every class period.

Improve the classroom setup. Difficult to use technology. The projection screen covers the whiteboard. Can't use the projector and write on the board at the same time.

Not enough computers in the [discipline] lab in the basement of the Science Hall. Need maybe 2-3 more so that activities can be evenly distributed among the students. Opportunity for grant funding?

Want technology more easily accessible. Nomad is a joke – bulky, pathetic.

Need better access to technology in the classrooms I teach in.

Smith 116 has a bad starter in the fluorescent light. Has a buzz that is so loud that it interferes with thought processes. [Note: has been fixed.] Also, the room is too hot in the summer and too cold in the winter. Facilities doesn't respond. They say, "Leave the door open." That doesn't work because of noise in the hallway.

Need more smart classrooms. The technology needs to be available to me in the classroom before I can use it.

Need smart classrooms in Science 105, biology labs.

Wellness 102 – need to reorient the room. Can't use the projector and board at the same time because the screen covers the board. Also need a wireless mouse in that room.

Seats need to be scaled to the size of the room. Some seats too large. Need to find a way to organize classes with seating in a circle, set up for large group discussion. Need to set up 2-3 classrooms that way and leave them; schedule classes accordingly.

All the classrooms and labs in Science Hall should be smart classrooms. Plug in the laptop, and you're ready to go. The science labs need more permanent AC power outlets.

Temperature fluctuation.

Classrooms aren't amenable to student group work. Lab needs to have more group work space. More need to be wired for laptops.

Need a larger board, also tables instead of tablet arm chairs. Need to have access to technology in more classrooms to be able to project from my laptop.

Environmental factors are the main thing. Need air conditioning in Hughes Science Center, walls need painting.

Technology setup in Ed 111 is really awkward. Hard to use technology because no matter where it is, some students have to turn around to see it.

Could use remote controls for my PowerPoint presentations so I can walk around the room and change slides.

Better desks, but tables would be much better.

Science 302 needs technology permanently installed.

Need tables, not tablet arm chairs.

Need to be able to customize classrooms. (Not a problem – can do now.) Need to be able to incorporate things into the physical environment.

Faculty should have ownership of classrooms. Ed faculty do, others don't. Make the classrooms less intimidating to students. [Comments referred to the ability of faculty to decorate the classrooms with curriculum-related postings, other visually appealing resources.]

Ed 107 had wonderful promise, but now little works. Is awkward, computer hard to use, Nomad is cumbersome.

Needs to be easier to use technology in Science 202.

Need video recording and playback equipment permanently installed in a classroom, and I need to be assigned to teach all my performance classes in that classroom. [See below]

*What would you like to be able to do with technology in your teaching?*

Use more technology in the classroom.

Want to develop a CD or DVD that combines music, art, literature, etc. into disk. Would be great.

Online discussions. More interaction outside of class.

I need to find more visual information to present to the students. They get tired of lecture and discussion all the time.

Would like to have a student response system so I can get immediate answers from my students.

Want to be able to show more videos in class.

Would like to be able to go to a web site in my class and get easy access to it. [Currently does not teach in a smart classroom.]

More visual things that can be incorporated into lectures.

I need the time to develop things more. Need time to get better. Want to be able to model exemplary technology use for our students.

Want to be much more proficient with PowerPoint, incorporate more visuals into presentations. Also want to learn to use course management tools.

My #1 priority is to be able to interact with my students online.

Want to put [name of course] online.

Ideally, would like to be able to improve student expertise in the technologies used in our profession. It is important not just to develop their skills in using the technologies but also an understand of how technology impacts the profession. This is difficult to do now because the technologies we have here in [this department] are obsolete.

The technology we have is pretty efficient. Want to use more interactive CDs. Also, rather than using the VCR, I'd like to put those videos on CDs and show them from my laptop, also want to incorporate video files into my PowerPoint presentations.

Develop online components for [name of course].

Online classes.

Do more online in terms of discussions, assignment submission and grading. Online interaction with students would be a real advantage.

Want to be able to demonstrate web sites in the classroom and show the students possible sites for them to do research for their assignments. [Not currently scheduled into existing smart classroom.]

Would like to be able to use more video in my classes.

Time to take baby steps. I want to do the large steps but can't get started.

Want to create an interactive CD for [name of course].

Would like to teach things about computer maintenance and operating systems but can't because of security.

Want to incorporate online research stuff into upper level [discipline] classes.

Would like to be able to use videoconferencing technologies to observe student teachers, without having to take an entire day to make site visits.

I'm a real advocate for students getting laptops.

Interested in doing online discussions.

Digital portfolios are a high priority.

Need to have a small, intimate, comfortable facility on campus with the best video/audio projection system available. A friendly film environment for small groups such as honors classes. Eat popcorn, relax, enjoy, and discuss feature and documentary films with the best technology, the way the producer intended.

When I taught at the high school level, I videotaped my student performances in the classroom. I can't do that here. My classes move from room to room. It is too much trouble to get the camera into the classroom and set up in time. Can't get into the classroom ahead of time because of other classes. I need to be assigned to one classroom for all my performance classes (as was the case in my high school) and have the video recording equipment permanently set up for me to use. If I could get that set up, I would videotape my student performances – "absolutely". Would use the tapes to review performances with the students and would also have the students critically evaluate their own performances on a self-study basis.

Would like to see video production facilities available to students so I can assign them to make videotapes as class assignments.

*(if not covered) What do you feel are the most significant barriers to your use of technology in your teaching at DWU?*

Lack of smart classrooms.

Time. Also, on overload because of trying to teach a large class online.

Time, lack of access.

The lack of smart classroom equipment in the rooms in which I teach. Would be nice to sit with people and decide where screens should be. Screens that pull down over the blackboard are really inconvenient.

Unreliability of the Internet on campus.

Lack of knowledge, uncertainty of what course management system we'll have available to us.

Not all the classrooms I teach in have projector capability.

It is fine to use PowerPoint, but when I use it, I can't get through the material. It slows me up. I have to cover the material because the course is a prerequisite for courses in two other majors on campus.

Lack of knowledge regarding technology. (Teach me.)

Problem with running out of space on MyWeb. Use a large number of images. IS has been good about giving me more space. Have had no problems since my limit expanded the last time.

Lack of knowledge, skill.

Time is the biggest thing. Everyone is on overload.

Not fully understanding what's available. My time is very limited, so unless something can be efficiently implemented, I'll go back to what I've been doing. I never have the time to adequately learn what I need to learn.

We want to be a paperless department, but we're concerned about the reliability of technology on campus. At the beginning of the year, we couldn't get into e-mail or shared files. We need to get to the point where we can trust it. If we put doubts in people's minds, they won't use technology. The more trust we have in the reliability of technology, the more we'll use it. This year has been frustrating. I understand with the viruses that downtime happens, but it doesn't help to smooth anxieties.

My only barrier is knowing what to use.

My lack of understanding, even fear. Time is an important factor.

Need more time for preparation.

I always need smart classrooms because I use technology in about every class period. Sometimes I am assigned to classrooms that don't have easy access to technology. Most of the time, they are able to move me into a room where I can use technology.

All things considered, Kevin and Mike and others are doing the best job they can to make it workable for us.

Lack of knowledge.

Finding the time to be trained, experiment, play.

Have taken students to the computer lab to take a test and gotten there and the exams hadn't been installed. Very discouraging when that happens. Need better reliability.

Smart classrooms are too complicated, too much trouble. Need clear directions. [References to Hughes lecture hall.] Rooms are not user-friendly. Have to get down on the floor to use the VCR. Crazy with the way it is set up. Shouldn't have to crawl on the floor.

Time to learn it.

The viruses and Outlook down time are showing us just how dependent upon technology we have become.

IS needs to respond more quickly to install programs on short notice. They are getting better with the increased staffing.

Don't like the Nomads. Too time-consuming to set up; little time in between classes. Need more smart classrooms.

Time. Have interest and desire, just no time.

Security on lab computers. Student laptops seem to be messed up all the time.

Time is major barrier. Can't always get the software I need.

Variability in student comfort level with technology. Some can do it, some can't.

Lack of knowledge on my part. Just need to learn how to do some of these things.

Classroom technology needs troubleshooting. Serious reliability questions. Never experienced not having a problem with technology.

Very hard to get mathematical text onto the page.

Need to overcome prejudices against culture (e.g., fine arts.)

*What are the most important things I can do to help you?*

Need a list of available software and hardware and how to use it.

Help me realize what's possible, what others are doing.

Once we figure out what we can do, help me do it.

Provide information on basic technology skills. Help me out with a phone call. The technology manual would be very helpful.

Help me brush up on my skills.

Provide insights into new things – that would be a good start. Show me what the thing will do, then I'll read the documentation and put it into practice.

Provide assistance when I need it.

Take a look at what we in the [name] department do with technology and give us feedback. When you publish your newsletters, give us examples of how we can use technology, give us food for thought. That would be great.

The technology handbook would really help me. I wish there were a book to help me use my laptop.

Need help with the online stuff. We're redeveloping our curriculum and would welcome your input on our courses. Be our link in being able to use technology.

Course design help.

Be in touch. Come over and drink tea with us.

Some sort of handbook would be great. Work with me to set up online components of my course. Help me to write a mini-grant proposal next year. I'm not always proficient enough to know how to work around problems like the unreliability of technology. [Was referring to the Outlook down time.]

Give me more knowledge about how to do things.

Be there when I need you. Be available. I need a lot of one-on-one assistance.

Help me create digital media for my courses, e.g., video interviews with professionals in my field.

Train me to use all this stuff. Be close, so I can ask you questions.

Availability will be great. If we have a question, be someone to contact.

Teach me. I won't venture out on my own but will if someone is there to help me. We haven't had this level of support before. This has made some people ultra-cautious.

Am nervous about how Internet teaching has gone. Need to help faculty learn how to teach online. Take us to the next level, beyond the basic stuff.

Important to develop the technology competencies – basic, intermediate, advanced. One person interested in learning the basic technology expectations for all faculty.

Find ways to reduce the constant demand on my time on campus. Technology seems wonderful, but it deprives me of time I need to spend on other areas. Not a Luddite. I like technology, but it has a way of becoming the message.

Simplify, simplify, simplify.

Help me develop online components for my courses. Teach me how to teach online.

Help me learn how to use Visual Basic.

Show me how to get a course online.

Provide training.

Get the length of time extended before the laptops shut down and require re-login. 10 minutes is too short. When my students are using the lab laptops, by the time I get them all set up, the first ones start shutting down before my students start to use them.

Offer a CAT 105-type course for faculty and staff.

Be supportive, be around. It's nice to have someone around.

Develop "how to" references. Short, topical, such as formatting an Outlook message.

Be a resources person. Be a guest speaker in my class.

Be a central clearinghouse for technology training.

Find forums to share your expertise. Create opportunities for people when they find time to receive one-on-one training from you.

Ensure a standard set of tools, loadset.

One-on-one meetings with me.

Make workshops applicable, not just informative. Really need one-on-one.

Give me the tools to create online courses and materials.

Help me bring in human resources via videoconferencing, e.g., Gov. Rounds. Set up site visits online.