

Educational Technology Classroom Technology Survey

The Educational Technology Classroom Technology Survey was administered to faculty in fall 2004. The purpose of the survey was to assess the level of technology integration in classroom teaching and to solicit feedback on the types of training and support that would help faculty use the technologies more effectively.

Number of entries = 60

1. Which classroom technologies (computer, projector, smart board, document camera, DVD/VCR) have you used in your teaching?

computer, projector. -anonymous

computer, projector, DVD/VCR

(I'd like to use the document camera, but I can't quite figure it out.) -anonymous

computer, projector, smart board (a few times), document camera (once) -anonymous

Computer and projector for Powerpoint presentations, VCR set-up for films. -anonymous

computer, projector, document camera, DVD and VCR -anonymous

Computer, DVD, VCR -anonymous

computer, smart board, projector, dvd, vcr -anonymous

all of the above, but don't know what a document camera is. Also have used an overhead projector and transparencies. I've never been in a classroom w/ a smart board, so have never used.

Computer, projector, smartboard, document camera

computer, projector, VCR -ptuck1@uis.edu

document camera, VCR, Projector. When the smart board was demonstrated last Fall it looked like fun, but the fact is it is cumbersome to use and get back and forth with other technologies and I never turn it on.

I teach online now, however in classroom I routinely used computer and projector -anonymous

Computer, DVD, Projector, Smart Board

I haven't yet explored the document camera but envision that it will be useful to me in the classroom. - jrose2@uis.edu

computer, projector, dvd/vcr, and I would use a white board on occasion if it were available.

computer, dvd/vcr, projector

computer, projector, document camera -anonymous

Computer Projector

Document camera	
DVD	-anonymous
computer, DVD/VCR, projector	-anonymous
computer, projector, smart board, document camera, DVD/VCR	-anonymous
computer, projector, DVD/VCR	-anonymous
computer, projector, DVD/VCR	-anonymous
Computer, projector, smartboard (no document camera is avail. in my classrooms)	-anonymous
Computer, projector, document camera/overhead projector, DVD/VCR	-anonymous
computer, projector, smart board, VCR	-anonymous
computer, projector, DVD/VCR, 16 mm projector; 33 1/3 stereo record player; tape recorder	-anonymous
computer, projector, dvd/vcr	-anonymous
computer, projector, smart board, DVD/VCR	-anonymous
Document camera	-anonymous
projector, smart board	-anonymous
computer, projector	-anonymous
The Lar 423 class used the computer and screen in their contract negotiations. It was a very effective way for both sides and the instructor to keep up with what was agreed upon and what contractual provisions were remaining on the table.	-anonymous
Computer, projector, smart board, document camera, and DVD/VCR.	-anonymous
I have used all at least once, and use the PC/projector more often than not.	-ckema2@uis.edu
computer, projector, dvd/vcr	
Computer, projector, VCR (also the Internet)	dglosser
computer, projector, VCR, overhead (no doc cam in my classrooms)	
All of the above except smart board	Rande1@uis.edu
computer, projector, VCR	kerins.thomas@uis.com
computer, smart board, DVD/VCR	ddawa1@uis.edu
document camera	
computer, projector, DVD, VCR	
Computer with projector.	

Computer and projector	-anonymous
computer, projector, DVD/VCR	-anonymous
computer, projector dvd/vcr	-anonymous
I have used the computer, projector, document camera, vcr/dvd. I would like to use the smart board, but I would also like to be able to capture and save our work with the smart board but my requests for the program to do be installed through your office on my computer have been ignored.	-anonymous
computer, projector, smart board, VCR	-anonymous
computer & projector	
dvd/vcr	-anonymous
Computer, projector, dvd/vcr	-anonymous
Computer, Projector, smart board, document camera.	-anonymous
All, but more recently, mostly computer.	-ctchpole.mattilou@uis.edu
computer, projector, smart board	
computer	
UH 2008	-alohr1@uis.edu
computer, projector, dvd/vcr, USB memory	
computer, projector, smart board	
I normally use the computer and projector and LOTS of white board.	
vcr; vcr recorder	
DVD/VCR	
all of the above except smart board	

2. What additional technologies and services would more fully address your pedagogical needs?

I feel that what I use and what I can use i.e. document camera is fine.

When I tried to access the projector in UH 2031, on 11/15/04, the equipment was missing or the smart cart malfunctioned. -anonymous

The USB ports on some of the computers are difficult to access. Could you get cables that would allow easier access?

Quick access to Brookens' databases would be helpful in some class discussions.

I prefer Presentations over PowerPoint, but I guess I can't have everything, huh? -anonymous

So far so good. I like the idea of letting students vote on things during class. That sounds like fun. -anonymous

Student/faculty access to computers with on-line connections would allow in-class research capabilities and thus enhance learning outcomes.

With additional training, I would like to incorporate Blackboard into my teaching methodologies. -anonymous

I'd like to know more about the capabilities of the smartboard--during classroom training instructor was not sure if items could be saved as Adobe for student viewing...if only available as Webster, not very helpful since not all have the software. -anonymous

satellite to watch French shows and television -anonymous

none right now -anonymous

Better access to preparation equipment. I need easier access to scanner for input of documents, printer for transparencies. Need easier access to learn Blackboard and Powerpoint...is there any online training available cuz in person has always been at conflicting times.

I'd like to see software like "Net Ops" work successfully on the wireless laptops.

smart board -ptuck1@uis.edu

slide projector and table/cart to hold it -anonymous

Training sessions were not scheduled with adjunct faculty in mind. Thankfully there was an instructional booklet left in the classroom. It was invaluable to me.

I see software programs (such as NetOp) on my desktop that I am not completely familiar with. Some of these programs might be useful to me. Can instructional booklets be made available for those as well? -jrose2@uis.edu

audio/video conferencing capability on-line in the classroom

dvd/vcr in conference rooms in University Hall

None that I can think of at the moment. -anonymous

Administrative rights for student logons in class.

Thanks to Roger there is a generic one to use for class demonstration for using Windows, but sometimes in the middle of teaching something else (Word, Excel, etc), it would be nice to look at the Control Panel, or even the Calendar/Clock without having to logoff as the student and logon again with the generic logon. -anonymous

I'm happy -anonymous

More scanners, and DVD writers -anonymous

remote control for the projector, podium away from the computer and other equipment
-anonymous

I can't think of any.
-anonymous

Consistent availability of all these technologies in all campus classrooms.

BIGGEST is universal availability to bring in laptops to integrate with these features. Most (but not all) can integrate to laptops). Also have ethernet access, and audio port at the workstations.

I have software and configurations I WANT TO USE, and do not expect these to be supported on a general classroom computer. The flexibility to do this is important. An alternative would be active support of 'remoting' to a user machine. Allowing views of Sun, Apple, Linux, and Custom windows machines would be useful.

Optical mice, and keyboard updates. Pointing with mice is generally poor, since they tend to get junk in the mechanism. Optical mice tend to have much better behavior in uncontrolled teaching environments. Keyboards tend to have key jams for the same reason. Having a keyboard replacement policy (about 18 months) would tend to help. Half the computers in PAC 493 have keyboard problems.
-anonymous

NA
-anonymous

-anonymous

It would be nice to have access to a record player without having hurdles to jump over to get it. It would be nice to have the turn on/off buttons for the overhead reachable by short people like me (esp when the batteries in the handheld are dead or someone has misplaced the handheld so it is not available). The biggest technological problem now is the classroom lights or lack thereof (motion detection problem during exams and notetaking when showing a video). I would like to be able to plug in my laptop without problems and project from that to the screen.
-anonymous

the ones we have seem good
-anonymous

regular chalkboard and a lectern
-anonymous

having online voice chat sessions for my online classes.
-anonymous

wireless mouse would be helpful and a pointer to point the Screen while doing presentations.
-anonymous

Train the instructors including /Adjunct Instructors how to use the equipment.
-anonymous

Having the library's video collection retrievable via computer to display in class on-demand would be nice.
-anonymous

The chairs and tables could be more portable - it's challenging to do small groups.
-ckema2@uis.edu

-dglosser

-Rande1@uis.edu

document camera
-kerins.thomas@uis.com

-ddawa1@uis.edu

No additional things needed at this time

Computer with projector, Smart boards, document camera, DVD/VCR, audio tapes.

Smart board, document camera and DVD/VCR -anonymous

-anonymous

smart board, document camera -anonymous

I would like to be able to poll students on questions during discussion with join in technology or the like. Where they could hold remotes and answer questions of understanding and interact more with the actual technology during the discourse. -anonymous

1) real-time financial market quote and charts

2) LAN inside the classroom so that the instructor can monitor students' in-class

exercises (on computer) -anonymous

Being able to play online video from CSPAN with good quality input in all classrooms -anonymous

-anonymous

-anonymous

A better computer, but I know that is not your job. I need to, or want to be able to do CD for a class, but I will not wait start a new techniques after the class has started. Also, having our university computer lines to stay on line. See below -ctchpole.mattilou@uis.edu

The technology is there. I still experienced service problems this semester since software that was originally installed was removed and then re-installed on the desktop or the cables were plugged in wrong, etc. Let us hope that these problems will not re-surface in the future.

Need PA system -alohr1@uis.edu

Would use the wonderful document camera if I had a classroom in UHB! I would probably try the smart board, also, for recording discussion themes, something I like to do on the chalkboard. Can't really think of any others at the moment.

Remote that would advance Powerpoint slides - I currently have to go to the keyboard to advance the slides.

None at this time. I am happy with the way I teach.

One of the reasons I have not developed power point and other computer uses is that I often teach in classrooms that are not "smart." This is not listed as an option below.

I went to the session before Fall semester began and pretty much got what I needed. I am a literature teacher and as such am pretty well focused upon the written text.

black boards seem to work better than the white boards in all the rooms--the markers are always missing or out of ink and very messy to clean. This may be a case of high tech when low tech was better.

3. Which of the following obstacles have you faced in integrating the classroom technologies into your teaching? (please check all that apply)

- Lack of training 20% (12/60)
- Lack of necessary skills 18.3% (11/60)
- Lack of on-time technical support 6.66% (4/60)
- Lack of time 28.33% (17/60)
- Does not fit my teaching philosophy 1.66% (1/60)
- I am not convinced it would improve student learning 8.33% (5/60)
- Malfunctioning equipment and/or software 36.66% (22/60)

4. What types of training and support would be helpful to you for using technology more effectively in your classroom teaching?

- One-on-one session on hardware and software used in classrooms 36.66% (22/60)
- Workshops in hardware and software used in classrooms 28.33% (17/60)
- Peer demonstrations of how technologies are used to enhance teaching and learning 36.66% (22/60)
- Documentation on classroom technologies 31.66% (19/60)

5. When would you most likely attend workshop and training sessions offered by Educational Technology (day of the week, time of the day, during or before start of semester)?

- Thursday or Friday -anonymous
- Late afternoon or early evening on weekdays. -anonymous
- before start of semester, before 3pm. -anonymous
- Typically Tuesday afternoons work best for me, during the semester. -anonymous
- After the rush of the start of the semester and not during the end of a semester when trying to get grades in. -anonymous
- before start of semester -anonymous
- any day- afternoon -anonymous

Almost impossible to say cuz every time I've seen one I wanted to attend, I've had a conflict and when I didn't have conflict, it wasn't one I was either interested in or at a level I was at. Perhaps opportunities to sign-up for one-on-ones at a variety of times.

Friday mornings, during the semester.

Wednesdays or Thursdays, any time in the semester. -ptuck1@uis.edu

almost any time outside of class time and lunch hour

Work full time (more than full time) so training workshops are very low on my list. -anonymous

Weekday evenings, particularly BETWEEN evening classes when adjunct would be most likely to be able to attend would be excellent. I think most adjuncts could free themselves up a few minutes prior to the end of a 6 pm class and a 15-20 minute session for ONE of the technologies (projector, for example) would probably be more than enough time. A session on a different technology could be held each week. Faculty could choose the technologies they were interested in and attend just those sessions. Brief, focused, to the point and occurring just before or after a class they are already there to teach. -jrose2@uis.edu

my schedule changes day to day. offer each session at multiple times throughout the week, during the day.

Mondays or Wednesdays, between 10:00am and 3:00pm -anonymous

Evenings starting at 5:30 between semesters -anonymous

Beginning of the semester, mornings -anonymous

Fridays -anonymous

Mondays and Fridays, AM; beginning of the semester -anonymous

Between the start of a semester and the midpoint -anonymous

Best way -- we did this last time within the department (and with math). We took the training and informally played with it a few days to see how it would work for us. It was time effective, and concentrated on our problems. We also picked up enough to find questions later in the process that we also resolved.

It was fast, effective, and target to our needs. The only missing piece would be a walk-in follow-up session where we could ask more informed questions.

Give us some information, let us play a few days trying out the technologies, and meet back to ask any relevant questions. Easier for you and more effective for us. -anonymous

start of semester, Friday afternoon -anonymous

Before start of semesters -anonymous

My schedule varies fro week to week so it depends on the specific day of the week and hour of the day. This kind of blanket scheduling doesn't work very well. Why not put the information in an interactive video or a powerpoint presentation and allow me to access it and run it during time I choose? -anonymous

Friday morning during semester -anonymous

Monday - Thursday afternoons -anonymous

-anonymous

Friday mornings during start of semester works best for me. -anonymous

Separate session for Adjunct Faculty is very helpful since they are not on campus during day time.

Evenings 4:30 pm to 5:45pm would be good. -anonymous

Evenings when I do not teach or Saturday Mid Morning. -anonymous

Before start of the semester, most afternoons. -anonymous

Afternoons, early in the semester, with refresher sessions offered throughout the semester. Also, offer trainings/workshops that give learners the opportunity to practice during the training. -ckema2@uis.edu

-dglosser

Friday

During the summer months -Rande1@uis.edu

any morning -kerins.thomas@uis.com

any time -ddawa1@uis.edu

afternoons

Evenings that I do not teach, Saturday mid morning.

Late afternoons particularly for adjunct faculties. -anonymous

-anonymous

weekdays, morning or afternoon -anonymous

Before the start of the semester. -anonymous

before start of semester -anonymous

Before semesters or on Friday afternoons during the semesters -anonymous

any day, morning, before the start of the semester -anonymous

-anonymous

Before semester starts, or at end of previous semester. I like to have my material worked up before a semester starts. I want to know how to, and have the equipment to put much class material on CD's -ctchpole.mattilou@uis.edu

Dec. or Jan. -alohr1@uis.edu

I thought the workshops and documentation on new UHB smart classrooms were effective. I have found technical support and equipment here at UIS very good, and have faced no major obstacles in my own use of classroom technologies. I do not plan to expand my use of technologies at present, because I think what I'm doing now works well; I think student learning is often best served by very simple techniques such as discussion, writing with feedback, and recording discussion themes.

Monday - Thursday afternoons

Until I can be sure that I will have the equipment available

not always on Fridays, as those of us who do university service cannot attend. afternoons during the week would be much better.

6. How would you assess and/or suggest improvements in the physical design of the classroom spaces in UHB in supporting your educational needs?

The rooms are great. I wouldn't change a thing. -anonymous

I like the new classrooms a great deal. -anonymous

My classes are typically held in Brookens or PAC. I have not utilized UHB and am, therefore, unable to provide feedback. -anonymous

Students sitting at the edge of classroom have view of screen obstructed by Computer monitor--but it's their choice. Wish the screen was electronically controlled....overall very happy with the new classrooms in UHB. Had some problems at first and the computer had to be reimaged--erasing everything I had in the system. Also---when will everyone get on Active Directory???? Students cannot access their information if I'm logged into AD but they are not yet on AD....Overall, very satisfied with support for new classrooms!

-anonymous

my complaint is not with technology - but with the room assignments. If we need and use the technology, we should be able to be assigned to "smart classrooms." Also, if the equipment malfunctions, it is helpful to have support from the tech services staff. I have always found the tech staff to be very helpful. -anonymous

I have no classes in UHB

More computer laboratories available.

More horizontal space at the computer desks in UHB 2030 - those are terrible.

Lighter tables to enable group discussions in the classroom -ptuck1@uis.edu

Need table, chair and lectern for instructor in each classroom -anonymous

The CLOCK!! My students watch the clock at the front of the classroom and given that I face my students, my back is to it.

I'd like the clocks moved to the back of the classroom (where faculty can see it to help them properly pace their lectures). I think it is more important for faculty to know the time than for students to watch it. Optionally, it could be placed at the side of the classroom for all to see.

-jrose2@uis.edu

moveable tables and chairs

I would suggest that instructions on how to use the equipment be left by computers/dvd/smartboards and document cameras--laminated.

I only teach in UHB 1006, but there is an entire set of whiteboards that is essentially unusable because it is blocked by student desks/tables. I try to avoid writing on the smartboard screen with the whiteboard markers since the screen does not clean easily. One of the whiteboards at the front of the classroom is also mostly blocked by the equipment cart. As far as the equipment goes, I have had no problems and have found it very useful. The Crestron panels are very convenient.

-anonymous

In HRB2028, the students' view is blocked by the instructor station when students sit on the left side of the room as you face the windows. Would suggest a lower instructor's desk with a downview for the monitor and all of the peripherals mounted on the side - possibly behind the post or on the post. For downview desk:

<http://www.modernhomeoffice.com/downviewseries1.html> (take off the printer/storage stand)

I do like having two monitors for TeachOp and appreciate Albert and Pam seeing to it that happened.

Since there is no other place to say this, I do appreciate the help Roger, Pam, Albert, Bob and the evening student worker (can't think of his name - tall, blond...) provide and for providing it so quickly!

-anonymous

I'm a happy camper (but I am also retiring at the end of the year)

-anonymous

Oh, please don't get me started

-anonymous

There needs to be another podium separate from the equipment, with a remote that allows the faculty member to walk around. The equipment stands are too large for use as podiums and there is too much equipment between the instructor and students.

-anonymous

No suggestions

-anonymous

Only have those that use the technology get first access to these classrooms. Many of the newer classroom smart boards are marked up as a simple blackboard (with out cleaning them to keep marks to a minimum). The care concern and use impedes the use by others. (IE. ACCESS)

For computer labs, having station monitoring is useful for in class tests.

-anonymous

-anonymous

Those classrooms are a big improvement over most of our classrooms. I haven't found anything yet that is a barrier to effective education.

-anonymous

A blackboard/whiteboard needs to be continuous to make a chart flow - without physical and panel interruptions that they have in a number of rooms now. I need to have windows that open when the magic markers are used because they smell and give me a headache using them. I need to have table podia available at all times and a table to put them on. I need to have instructor chairs that are regular height not high stools - short people find them uncomfortable - and short people wearing skirts find them a problem. I like to wander when I lecture but the wandering needs to be in a small area - so the equipment needs to be accessible for me facing the class - and not positioned so if I use it I am virtually locked behind a desk and I am forced to choose to use equipment or talk to the class directly. I also want to see the doors so I see what the students are looking out at and when students come in or leave during class i.e. the equipment needs to be positioned appropriately. Finally, I want all eyes my direction when I talk - so the podium and boards, equipment for video etc. needs to be at the short end of a long room not on the horizontal.

-anonymous

they are fine. the tables in front are a big improvement

-anonymous

I've had great success with all the technology in the classrooms (large and small). No problems at all.

-anonymous

-anonymous

The current design seems appropriate.

-anonymous

Computer projector Screens are too low. They should have been mounted closer to the ceiling. Some of the slides info cannot be seen for people sitting in the back.-anonymous

I do not understand the question. The classroom space is crowded in the assigned room.

-anonymous

Either remove the clocks or move them to the back of the room - they are very distracting. One other annoyance is the length of the cords on the pull-down screens - they often dangle in the middle of projections onto the smartboard. Otherwise the rooms seem adequate.

-anonymous

1. Be able to activate the smart board stylus from somewhere other than the top of the board; also, the manuals need more detail, e.g. how to save and transfer a snapshot to a word or ppt document, and a troubleshooting section.

2. Make the mobility on the screens electronic - the hanging cord is distracting and at times hard to reach.

-ckema2@uis.edu

wall clock

desk for the instructor

I found the smart classroom to be an excellent resource and the technical staff were very helpful.

-dglosser

don't teach in UHB

They are fine.

-Rande1@uis.edu

-kerins.thomas@uis.com

-ddawa1@uis.edu

I am very pleased with the resources available. They work very well and I have had a great deal of positive feed-back from student about the uses of the technology for their presentations and day-to-day lecture that I present. Keep up the good work.

I think needs of each course and faculty should be assessed first before a smart room is assigned to a particular course or faculty. It will be very helpful to do evaluation of the use these tools particularly in UHB. When I was teaching business statistics, I used to have hard time finding a computer lab for the semester. Eventually I got the lab and maximized use of it. It is critically that a set of standards is developed and strictly followed. You may do a pilot study to develop the standards.

-anonymous

-anonymous

don't have access

-anonymous

I have purchased a wireless mouse for my use. I am not happy with presenting material in the smart classroom format and then having to be leashed to the console. I like to be out where the learning and learning takes place rather than hidden behind some master control. –anonymous

More network PCs available

-anonymous

The classroom spaces are great. The acoustics are good in the large room (2008). The biggest problem is that both projectors cannot be counted on to work regularly. About half the time, one projector doesn't receive the image from the computer. Technical assistance arrives and they can't get it to work either.

-anonymous

no suggestions

-anonymous

-anonymous

-ctchpole.mattilou@uis.edu

The facilities are great as they are.

-alohr1@uis.edu

can't tell, haven't taught in this building.

I think the new classrooms are great

The rolling chair is TOO HIGH (even after lowering it all the way) and has no breaks or someway to ground it from moving.

"smart" classrooms throughout.

Some discussion arrangements would be good for smaller classes with access to DVD/VCR projection.

rebuild it with decent classrooms that do not presume one and only one kind of pedagogy--the lecture, which research shows is one of the worst ways for students to actually learn anything. and we need more rooms that will accommodate 20-30 students....after they build that, we can talk technology of understanding and interact more with the actual technology during the discourse.

–anonymous