

p h p E S P

[Help](#)

Instructional Technology Planning - Survey - Spring 2004

1. What is your name?

#	Response
1	Barbara Breaden
1	Gary Mort
1	Janet Killen
1	Julia Munkvold
1	King Povenmire
1	Nela Ladd-Bruni
1	Phil Martinez
1	Richard Freund
1	Richard Lennox
1	Rosanna West Walker
1	Sharon Hagan
1	Sharon Kimble
1	Will Sarvis

2. What is your Department?

Academic Learning Skills		(0)
Adult Basic & Secondary Education		(0)
Advanced Technology		(0)
Art & Applied Design	 7.7%	(1)
Business Development Center		(0)
Business Technology	 7.7%	(1)
College Now		(0)
Computer Information Technology		(0)
Cooperative Work Experience		(0)
Counseling	 7.7%	(1)
Culinary & Hospitality Management		(0)
English as a Second Language		(0)
English/Foreign Language/Speech	 23.1%	(3)
Family & Health Careers	 23.1%	(3)
Flight Technology	 7.7%	(1)
Health & Physical Education		(0)
Library		(0)
Mathematics		(0)
Media Arts & Technology		(0)
Multicultural Studies		(0)

Music, Dance & Theatre Arts		(0)
Science	 7.7%	(1)
Social Science	 15.4%	(2)
Student Health		(0)
Woman's Program		(0)
TOTAL	 100.0%	13

3. What do you believe are or should be Lane's goals with respect to the use of technology in instruction and the learning environment?

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Response

- 1 1-student-centered 2- supportive, caring environment for faculty learning the systems 3- have it feel "fun and exciting" instead of "one more thing I should do" - make it more social, sharing learning for faculty instead of independent self-learning environment that it is now.
- 1 1. Experimentation should be encouraged. (I believe there has been a lot of experimentation on campus. However, my sense is that it has occurred in an anarchic environment,i.e. no one campus having a full view of what different people are doing, no centralized summary of "best practices", recommendations, or shortcuts for novices or for those of us working at our margin of technical skill. 2. Training and support should be readily available. (I think has already been an area of strength at LCC.) 3. There should be either a single locus of collective experience and knowledge, where one can can be confident that the most efficient solutions to learning or operating new technology will be found; or a formal nexus operators (not just technicians providing service) who can share their knowledge and experience for problem-solving. My experience is that the knowledge exists in fragmented form across campus and that people seek out solutions by word of mouth as to how to deal with many computer tech. issues.
- 1 1. New technology in instruction is becoming much less costly. Each classroom should be equipped with a video projector connected to video, the internet and a PowerPoint computer. 2. New technology in industry is often quite confusing to new users. Lane should be in a position to teach new technologies in maintenance and operational applications as they arrive on the scene. This means sending people to school as well as procuring working examples or real-time - real-situation simulations of the equipment.
- 1 Appropriateness. Given the cost and overhead the use of technology should enhance student learning, not just duplicate what is already done. An example of poor use IMO is static powerpoint that fundamental duplicates an overhead projector.
- 1 Equipment in classrooms to use powerpoint presentations. AS much tech support as possible to get all faculty on the wagon.....using technology in their classrooms. Bring the tech classes for faculty to the Divisions, hound us, get us tech savvy.....reward us.....get us going. Support us with equipment
- 1 Expansion in numbers of smart classrooms and number of faculty regularly using them.
- 1 First, we need easier and more comprehensive access to computer projection units, which really are essential to every class I teach. We also need much better instruction in the use of classroom technology already set up. (I have attended three sessions to date on use of these facilities but have no confidence in their use.) Second, we need better WebCT instruction and tech back-up with people who have used the WebCT program as designed.

- 1 I am uncomfortable offering goal statements about technology use for other Departments and Instructors. The following opinions represent me in my two areas: Technology should support excellent face-to-face instruction in Composition & Academic Learning Skills courses; Learning environments should have laptops available (per classroom) for enrolled students; All Instructors should be competent with available technology and especially savy with software; Any needing instruction should be required to receive it; Courses in Composition and Learning Skills should have lab credits attached where extensive technology use is required
- 1 I believe that Lane's goals should be to support and train teachers so that they can settle into whatever level of technology they are comfortable with in their classes. Teachers need more than one training seminar. It would be useful to have an ongoing dialogue involving practical suggestions, training, and support for individual teaching styles.
- 1 In the nursing program, simulation labs are one of the best resources for teaching and skill development
- 1 One goal should be to enhance communication among students, and between students, faculty, and support services staff.
- 1 To better serve students, offering more flexibility and richer instruction
- 1 To facilitate learning, to allow time for students and faculty to connect on a personal level. To determine tasks that can best be handled by technology and the tasks that should be left to be done by hand. To allow distance learning and individualized programs of instruction...
- 4. What do you believe are or should be the critical elements of Lane's strategies in encouraging the appropriate and productive use of instructional technology?**

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Response

- 1 1. Budget funds to acquire the above equipment and training. 2. Build industry partnerships to arrange loans of equipment and training for instructors. 3. Work with industries to develop training for their employees.
- 1 Encouraging the sharing of course assignments, teaching strategies for technology, assessment models, and interactive learning tools.
- 1 Excellent instructional materials (dvd/video/paper) should be made and duplicated for campus-wide distribution to Department Heads; Instructors should be asked to review materials and be given a 2-3 term window to become competent with them; Departments, with Instructor input, should decide how current courses might further use materials, also what new courses (labs attached?) could be generated
- 1 Faculty support in modifying instruction for the technology as well as the use of the technology Hire an IT faculty person as well as a tech person Near-standardized access/platforms for students, with support Show-and Tell sessions to see what's available
- 1 Fundamentally continue to ask, is this moving us forward, back or sideways. Are the resources being allocated in way that gives the most bang for the buck.
- 1 Lane needs to make instructional technology a high priority and a focus for resource allocation.
- 1 Maintaining open platforms Develop wireless nodes Encourage laptop use by students and faculty Encourage visual and media literacy
- 1 Oh! I kinda addressed this above, in #3. A quick summary. 1) Some person or body with an overview of what is happening on campus with tech. application and innovation, for example, who is experimenting with which technologies, applications et cetera; what has been successful, what has failed both on campus and in similar environments. 2) A process for sharing the collective knowledge on

campus, i.e either as centralized locus for all tech. info.; or a formally structure network of operator-mentors (in addition to service techs.).

1 One element of Lane's strategies should be to move toward the day when every Lane student automatically has a Lane email account, assigned by the college.

1 Regular training sessions and encouragement for faculty not using up-to-date technology. These could be quite informal and fun, with all participants offering experiential examples and imaginative suggestions.

1 strategies?

1 Technology Support Equipment in the classrooms Help with WEBCT Reward faculty for using technology

5. What do you perceive to be the principal barriers to using instructional technology?

Response

1 1. No laptops 2. No appropriate hands-on materials 3. Sessions on technology use frequent, but inconvenient 4. Current Course offerings seem "writ in stone" 5. Instructor exhaustion 6. Fear of job security 7. Embarrassment at lack of skills 8. Cost

1 1. Not having a clear sense of what is already known about the best/worst ways to use or attempt to incorporate tech. into an instructional environment, i.e. having to re-invent the wheel each time I attempt to step into an application that is new to me. 2. Not having a clear sense of who to ask regarding what the successful instructional applications. Essentially, I took a sabbatical to get a sense of what is common practice and how my experience compares to applications on other campuses.

1 A belief that student email accounts for every student in 2004 are optional, rather than necessary.

1 I have not received the support I need as a new teacher of an online course. It is a barrier to learn it all by oneself. The new system in WebCt was cumbersome at the beginning of the quarter. Two weeks before the quarter started I sent letters to every registered student to explain how logging on would work. These instructions are also on my home page. Despite this there seemed endless problems the first two weeks. We are told in the WebCt book that we teachers are the first people students go to for technological support. How can we get better training for this? I have not received timely answers to questions and requests sent to computer support staff. The time it takes to learn how how to do this could be shortened with more training sessions before quarters start so that people who also teach elsewhere could attend them.

1 Lack of knowledge or skill in the use of new technology both for operation and for training.

1 Lack of money and attention by upper level administration

1 Lack of support person for faculty Lack of knowing of, and therefore getting excited about new ways of teaching Money Faculty time to do

1 money, trained personnel and personnel to maintain the equip etc. w/o (too much) additional cost

1 No equipment in classrooms.....Old computers.....Schlepping equipment around the building It needs to be easy to do presentations using power point. When you use WEBCT you need a techy in your profession. We have used Michelle Cummins, we wouldn't have gotten to where we are with WEBCT without her handholding and evening support she has provided us.

1 perceived cost antiquated use

1 See #3

1 The limited number of smart classrooms and the difficulty in consistently pairing these classrooms with instructors wishing to use them.

1 Time. Student access -- but this is a decreasing problem

6. What are your suggestions for balancing the uses of instructional technology with issues of operational and economic feasibility?

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Response

1 *1. Replace/Augment(?) the college-wide transportation fee with a college-wide tech. fee 2. Add labs to courses (gain FTE!) 3. Advertise LCC courses in composition, etc., as laptop driven 4. Sell outdated tech. equipment/materials & reinvest \$ * Many of our C.G. students have difficulty accepting the reasoning for this fee; my opinion here is that a fee aimed at providing such things as up-to-date laptops throughout the college might be better recieved; however, this may be an Outreach /Learning Center bias on my part

1 1) Again, a lot of this is known with regard to what are the most efficient ways to use particular techs. and applications. For example, simply putting a syllabae online as a back-up for students to have remote access is clearly not the most efficient use of a course website. Where such information is known it should be shared and goals and incentives should be established to use resources more efficiently. 2. Where technological infrastructure exists (e.g. the "smart classrooms" on campus) those users who most regularly, intensely, and efficiently use it should be provided priority. This both ensures the efficient allocation of the tech. and the users skills, and provides an appropriate incentive for appropriately utilizing the tech. 3. It must be made explicit that the priority in this balance is effective pedogogical uses and outcomes from the application of the tech.

1 Before any other considerations, security must be strengthened. The theft of eleven \$4,500+ projectors is ridiculous and unacceptable. Joe Escobar has done a great job in his smart classroom tutorial emphasizing the expense of various components (such as astronomically priced bulbs) but at some level instructors and security simply need to get into the routine of making sure doors are locked.

1 have seed money given to each dept to start ONE new IT teaching thing, have the dept faculty decide what it will be. Give all faculty ownership instead of just having the "techy" faculty do it.

1 Instead of all the money to student use....give the money to faculty/divisions for classroom equipment for student use. WE need the equipment in classrooms to make it possible to provide technology in our instruction.

1 Operational feasibility is a moot point is appropriate instruction is available. Economic feasibility? The college simply needs to establilsh this as a priority or we will be dusted.

1 Perhaps we could train some students to answer simple support questions so Mark Williams doesn't get them all. I know there are supposed to be some in the health lab but I am suggesting that they take turns fielding email from teachers with simple questions.

1 Prioritize based on community need and other economic support tracks

1 Raise people's awareness, create forums that do not require extra work and time, take baby steps in implementation. Basically, sneak up on it a little at a time.

1 Sell all the Overhead Projectors and Motion Picture projectors.

7. What personal criteria do you use or consider when evaluating how to best utilize technology in your instructional responsibilities?

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Response

- 1 1. Immediately assess computer literate students per class 2. Assign classwork and essays that require technology 3. Invite and accept frequent revision 4. Send students with no or low skills to labs to practice 5. Use computer labs for instruction, after Week 3 6. Require a portfolio of printed works 7. Try to set a competent example at all times
- 1 1. Does it promise to provide a benefit to or enhance the learning process in a manner unattainable from a simpler approach? 2. Is there documentation or local experience that I can draw from to verify whether this tech. has lived up to its promise. 3. Is the tech. appropriate for the particular task I will use it for? 4. Is it easy and time-efficient for the operator (me) to learn and administer? 5. Is it easy for students to access, learn, and use? 6. When problems occur is it easy and logical to resolve? If not, is there available support from either a service tech. or from an experienced local operator? If there is failure is there an easy and simple alternative or substitute? 7. Is the tech. engaging and empowering for students or is it a rote, mind-numbing experience?
- 1 Accessibility and ease of use.
- 1 Can I deliver the instruction in an equivalent manner, with the same quality as in the classroom, and can students participate successfully and effectively. Is it a good teaching/learning tool?
- 1 Does it enhance? Animation, integration of more than one medium are two examples
- 1 Ease of use Power of control can it be done or demonstrated better with or without technology Appropriateness
- 1 I believe that a balance of options is important. I am currently teaching 121 online and I am finding that it takes a lot of patience and encouragement on my part to help students see themselves as writers in this environment. I like asynchronous interactions rather than the chat room because students can pace themselves and reflect before entering discussions online. I am really getting to know my online students now and believe that a learning-centered environment works best because the students can engage with each other in authentic tasks--like posting papers for peer review using the Presentation Tool. I am trying to use the same goals and objectives that I do for my face-to-face classes.
- 1 If I spend the time preparing something interesting will I be able to show it without a lot of work? Will the equipment be there when I need it. Will I have to make overheads instead of a power point presentation. I feel I have regressed over the past few years because it is such a hassle to get equipment.
- 1 Powerpoint in the smart classroom lends itself especially well to displaying graphics, maps, historical photographs and political cartoons -- all downloaded from the internet even moments before class. My goal is to add as much variety as possible in the average lecture -- standard notes and outlines, visual illustrations, some video, etc. Smart classroom technology greatly facilitates this approach.
- 1 What cues are necessary to meet the student's learning objective.
- 1 What is available, how functional, does it meet the goal and can I use it appropriately and can the students use and benefit or should I think of an alternate approach
- 1 what support will I get? from whom? Will this technology still be here in 5 years? How will it aid the student to learn?

8. Please comment on your needs in the following areas of technical requirements, and add others as appropriate:

- * **Platform/Architecture/Operating System compatibility**
- * **Support and Training for you as faculty or other staff involved with instructional technology**
- * **Hardware**
- * **Software**
- * **Network (internal and/or internet)**
- * **Expansion/Upgrade/Scalability capacity**
- * **Reliability and Security**
- * **Smart Classrooms**
- * **Lab Classrooms**
- * **Live Interactive (Studio Classroom in Distance Learning)**
- * **Experimental Classroom**
- * **Other**

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Response

- 1) I use a Mac and am very satisfied with all aspects of the platform and servicing. However, a better interface with Groupwise e-mail would be nice. There are a few annoying inefficiencies as they now interface. 2) Support and training is adequate. However, there are 2 issues I would raise. First, the ITC position should be fulltime I often, in fact usually, miss opportunities since I teach when Roka is on campus and am available only in the afternoon. Additionally, all of my experimentation with tech. and applications and all my formal training takes a big chunk of time out of my class prep. time. In other words, there is a workload issue with respect to learning and applying new tech.
- 1 Covered above.
- 1 Generally everything is great. Occasionally a preceding instructor gets in a hurry and forgets to shut down her/his online program(s), set the chargable mouse back in its cradle, return the projector's remote to the locked cabinet, and the like -- sort of the high tech version of not erasing the chalkboard. If the radio mouse goes dead this will be a problem for a following instructor. A stolen remote would be quite irritating. Again, simple etiquette and security routines.
- 1 I have numbered the above* from 1 to 12: My needs could be met accordingly: 2, 3, 4, 6, 7, 8, 11
- 1 Macintosh operating system OS X is critical Adobe and Macromedia software is critical Wireless network nodes would be helpful Digital film and Video access Access to color printing
- 1 Prefer Mac (currently OS9) can use windows 2000 There seems to be a culture of keeping faculty ignorant and weak that I would like to see change. G4 in office, IMacs and Dell's in labs Primarily basic productivity stuff Expansion and Upgrade, not realistic in current economic climate -- costs more than replacement.
- 1 smart classrooms lab classrooms
- 1 Smart Classrooms in the Health Building are desperately needed. Some programs have equipemtn but it is locked up or for their program only. If the equipment werre in classrooms it could be scheduled to be used by more faculty. The Studio classroom is cool. We are doing a distance learning course with PCC in Dental Pharmacology this spring term.
- 1 Support and training. I also would like to my face-to-face WR 227 to meet in smart classrooms. Currently, we are stuffed into 11/248 and students cannot use any technology there except an inadequate overhead machine. I do not like the new

computer lab because it is so awkward but I am willing to schedule special sessions in there--such as online research, student presentations, etc.

9. Additional Comments Here

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Response

- 1 I believe the next major step forward for the college is to provide email accounts to every student, automatically, as they are admitted. This would allow faculty, administrators, and student service staff to inform students about critical information in a timely manner. Many students encounter barriers and obstacles because of lack of awareness of college policies and procedures. 4-year colleges and universities routinely assign email accounts to their students to address this problem. The technology is now available to accomplish this at Lane.
- 1 I love teaching at Lane and I have always enjoyed lively discussions with other teachers about pedagogical concerns. It seems to me that more would attempt online teaching if the environment seemed less stressful. I am lucky to have eager students in my online class. I have had to be very flexible --always willing to receive assignments in person, or figure out ways to do things when the technology does not work. That is okay with me and I would like to continue learning to teach these classes. Hopefully I will get to a point where it will not be so time-consuming to set them up.
- 1 Thanks to Joe Escobar for all his patience in constantly helping us technologically-illiterate dummies.
- 1 Using technology consistently in the courses I teach often requires me to back up and review such things as: introduction to computer applications; software, internet, etc. Students who are competent become bored; needy students need so much help they become depressed. I find myself teaching "three-in-one" courses. Computer literacy is still an issue. Also, Computer labs are not as conducive as classrooms for lecture, peer group work, and presentations. I am chagrined when U of O students come in and exclaim about their technology/facilities

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