INSTRUCTIONAL TECHNOLOGY SURVEY

University of Tennessee Statewide Faculty

May 9, 2001

Sponsored by
Office of Information Technology and Research
Division of Educational Technology
Innovative Technology Center, Knoxville Campus
Phone: 865-974-9670
Email: itc@utk.edu

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Executive Summary

The Office of Research and Information Technology's Division of Educational Technology's primary mission is to provide resources and support to integrate technology into instruction. In an effort to broaden this mission to support the University of Tennessee statewide, the Division surveyed all UT full-time, regular faculty in February, 2001 to determine their needs regarding:

- What instructional technologies they are using; and
- Ways they need support with using instructional technology.

The Institute of Research and Assessment at the Knoxville Campus collected the survey and provided data entry/analysis on behalf of the Division of Educational Technology. Participation in completing the survey was voluntary and information provided on the survey was anonymous.

A total of 2,622 surveys were sent with a 28% return rate statewide. This document is a comprehensive report that compares responses across all five UT campuses (Chattanooga, Knoxville, Martin, Memphis and UTSI). Because the number of individual faculty members differs drastically among the five campuses, the data is reported in terms of percentages.

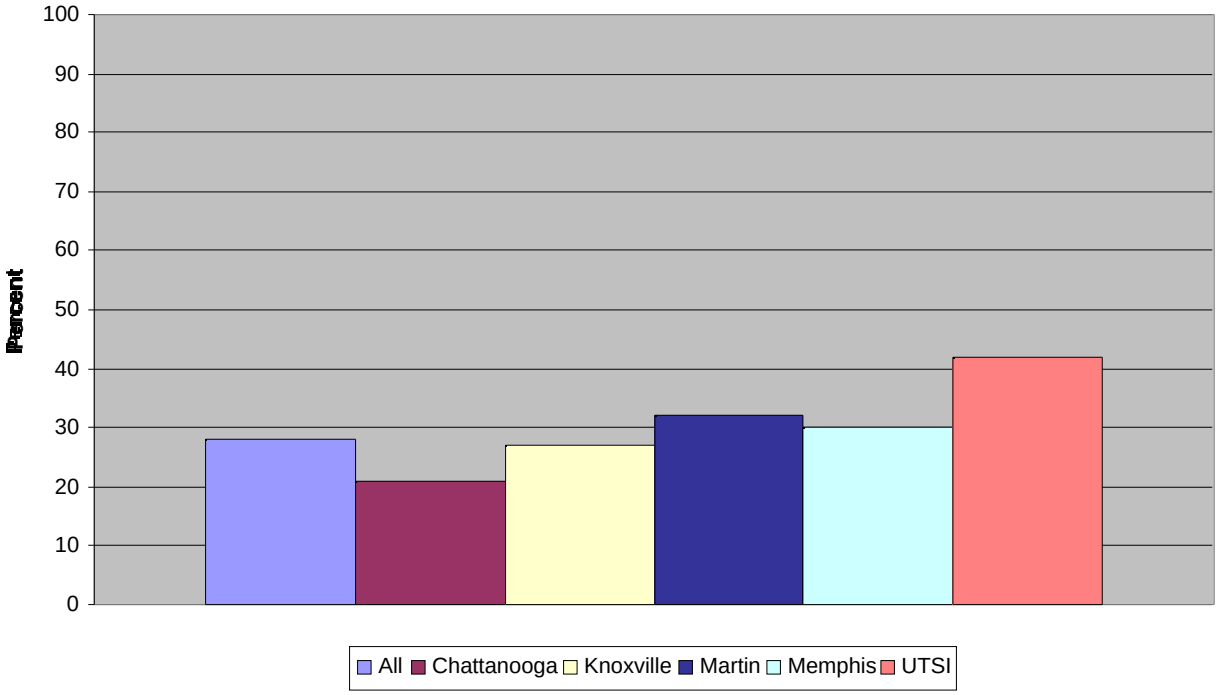
Approximately 90% of all UT faculty are interested in using technology in their teaching. Of those who are not interested, the two most frequently selected reasons at each campus were (1) no time for development and (2) technology is not appropriate for their course. At all UT campuses, the top two preferred methods of learning about instructional technology among the faculty are (1) workshops that are hands-on with an instructor and (2) tutorials that are structured, self-paced learning with an instructor.

Email is the most frequently used technology-supported instructional strategy among UT faculty. The next two most frequently used strategies at all UT campuses were to place materials that support course content on the Web and to place the course syllabus on the Web. The two most frequent (more than once a week) instructional uses of a computer at all of the campuses are (1) for course management to create handouts, use a spreadsheet to track grades, etc. and (2) to communicate electronically with students.

When faculty were asked to rank the most important items related to their integration of technology in teaching, all campuses ranked "Receive new or updated hardware/software" among the top three choices. When faculty were asked to rank the items that would best support them in integrating some aspect(s) of instructional technology into teaching practices, all campuses ranked "Provide hands-on workshops on instructional technology topics" as their first or second choice. More faculty at every campus selected the workshop topic "Overview of ways to incorporate instructional technology into teaching" as more helpful with integrating technology into teaching than any other topic.

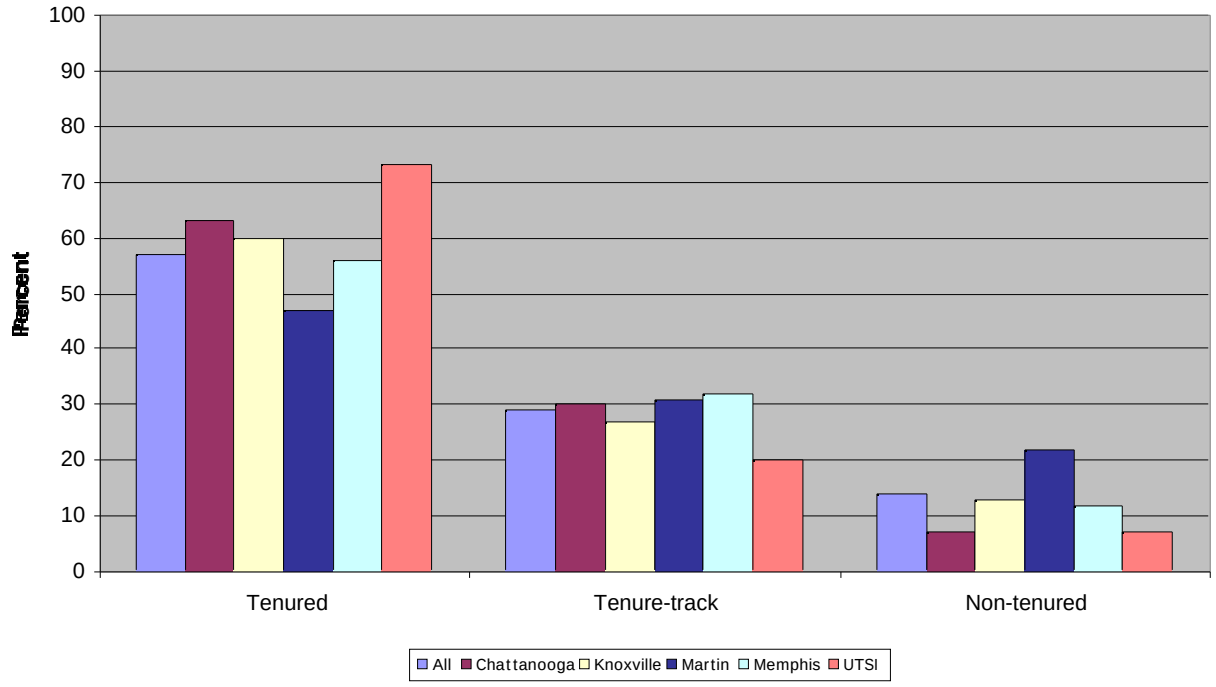
At the Knoxville campus, most faculty hear about activities sponsored by the Division of Educational Technology's Innovative Technology Center via the ITC newsletter and print fliers (n=248, 67%) and email announcements (n=196, 53%). Additionally, only five percent of the Knoxville campus faculty indicated that they were not aware of the ITC, compared to 58% that were not aware in 1997, which was the first time this survey was conducted at the Knoxville campus.

Survey return rate:



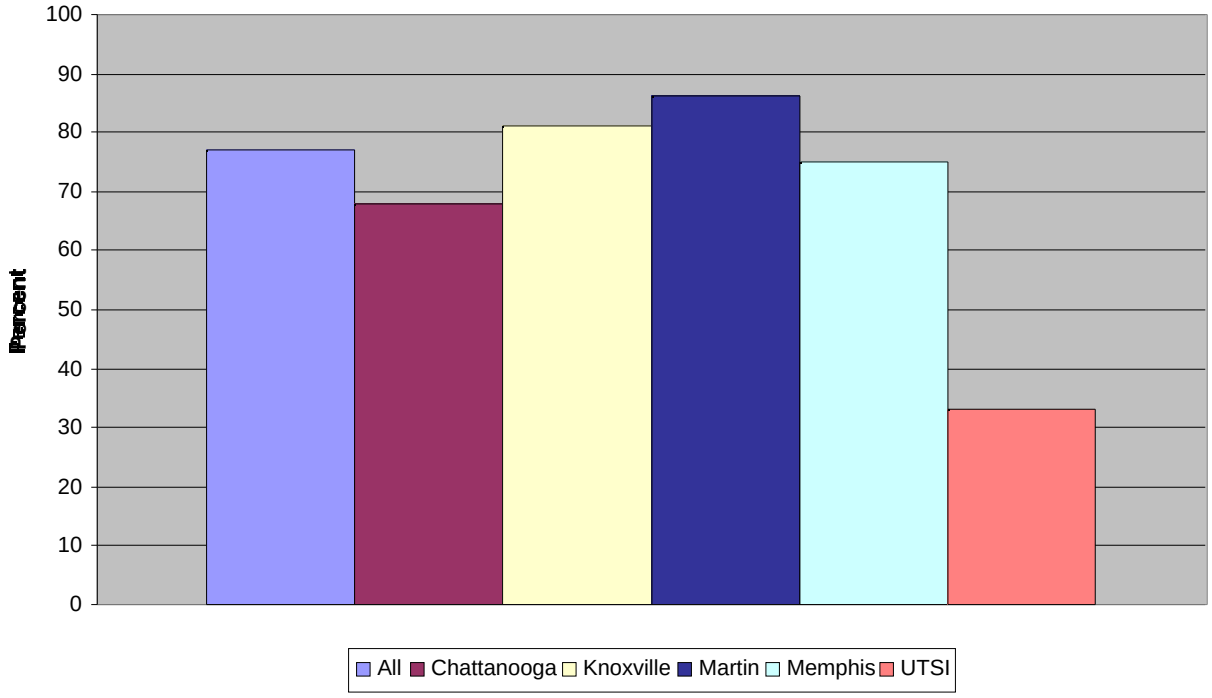
A total of 2,622 surveys were distributed to regular full-time faculty in the Statewide University of Tennessee with 752 returned. The number of surveys sent/returned per campus follows: Chattanooga (361/113); Knoxville (1,388/370); Martin (252/81); Memphis (585/173); UTSI (36/15).

Indicate the type of faculty position held:



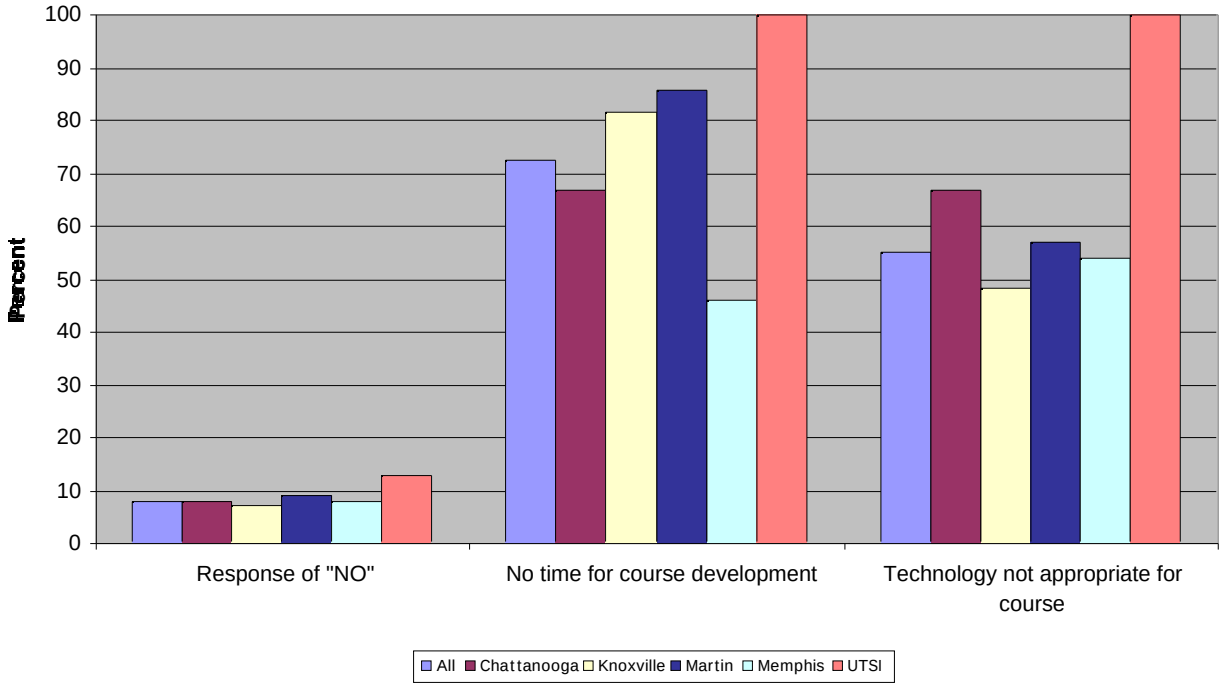
The majority of respondents were tenured faculty as compared to those who are on a tenure track and non-tenured, which also included graduate teaching assistants and "other."

Indication of a sufficient office computer:



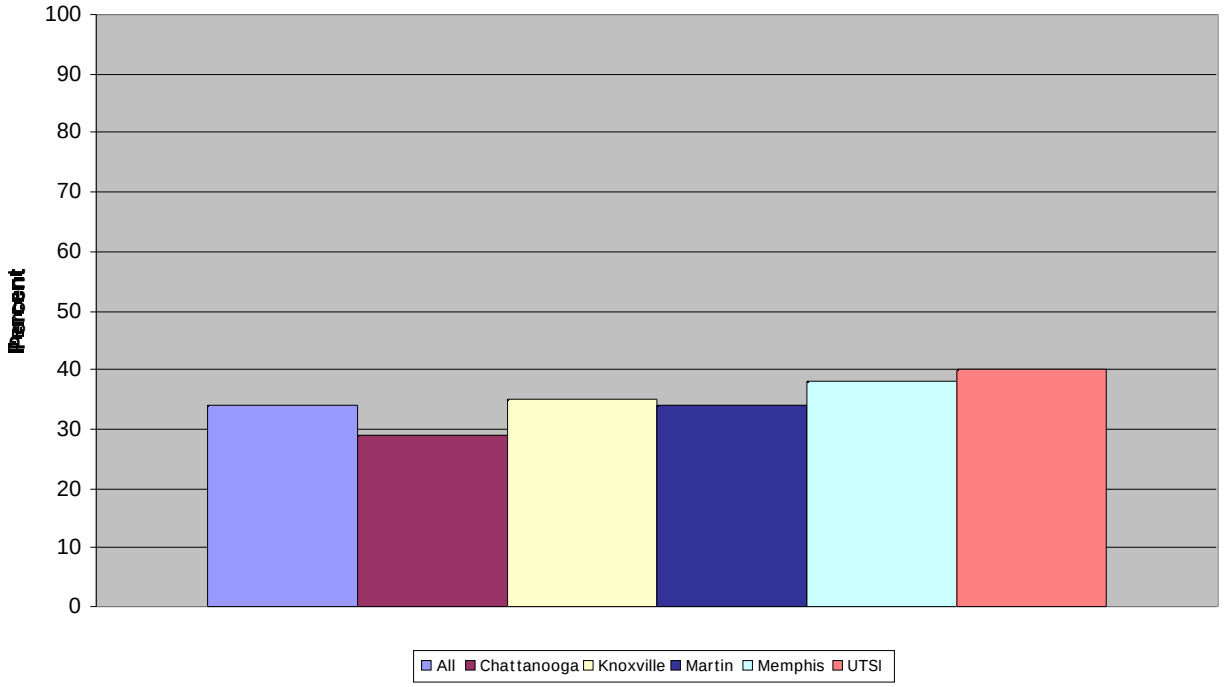
Most faculty members indicated that their office computer was sufficient for their uses, excepting UTSI, where only one third of the respondents feel that they have an adequate computer.

Why faculty are NOT interested in using technology in teaching:



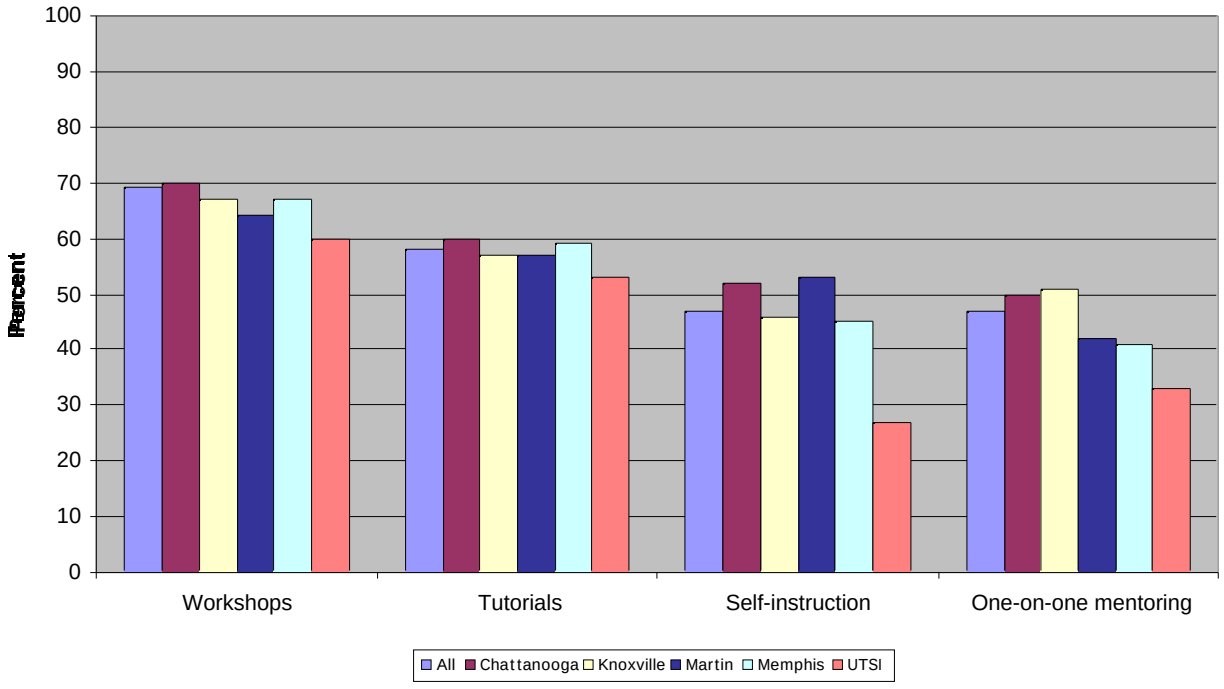
Approximately 90% of all respondents ARE interested in using technology in their teaching. Of those who are NOT interested, the two most frequently selected reasons were (1) no time for development and (2) technology is not appropriate for their course.

Faculty who rated their computer skills and knowledge as average to poor:



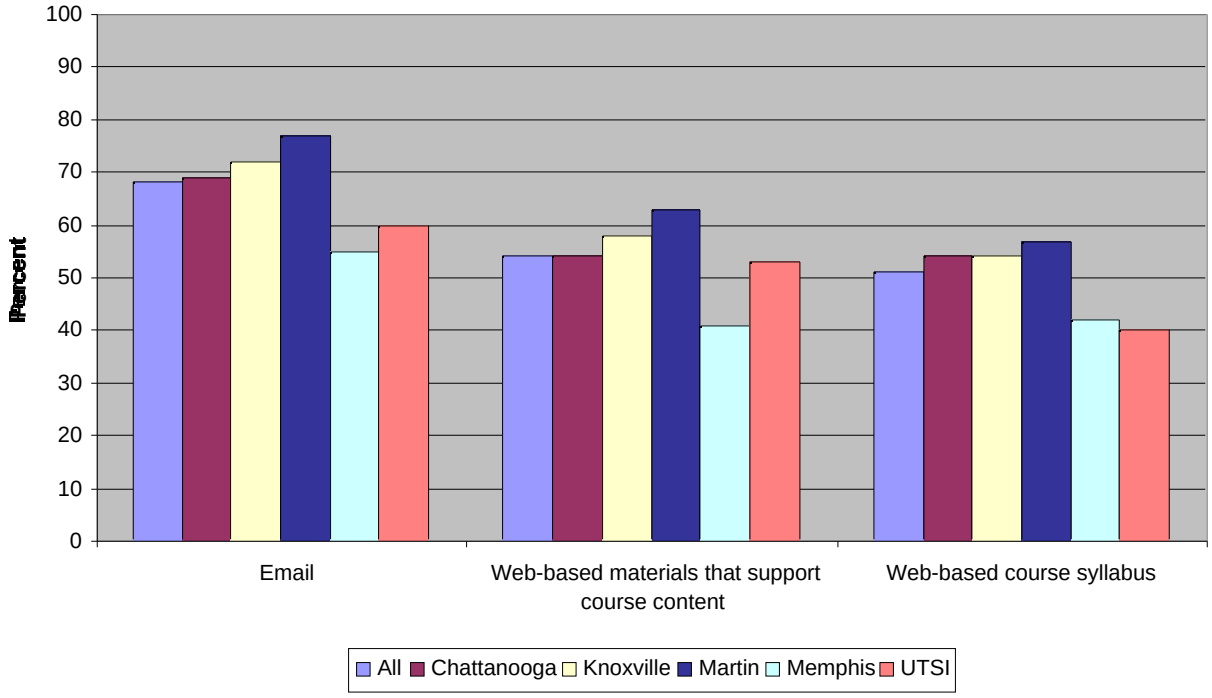
Although most respondents rated their computing skills and knowledge as good or excellent, approximately one third of all the respondents rated their computing skills as average, fair, or poor.

Ways faculty members are interested in learning about instructional technology:



The faculty's preferred methods of learning about instructional technology are (1) workshops that are hands-on with an instructor; (2) tutorials that are structured, self-paced learning with an instructor; and (3) self-instruction, with on exception. At UTSI, one-on-one mentoring was third and self instruction was the fourth most selected learning method.

Types of technology-supported teaching strategies faculty use in courses:



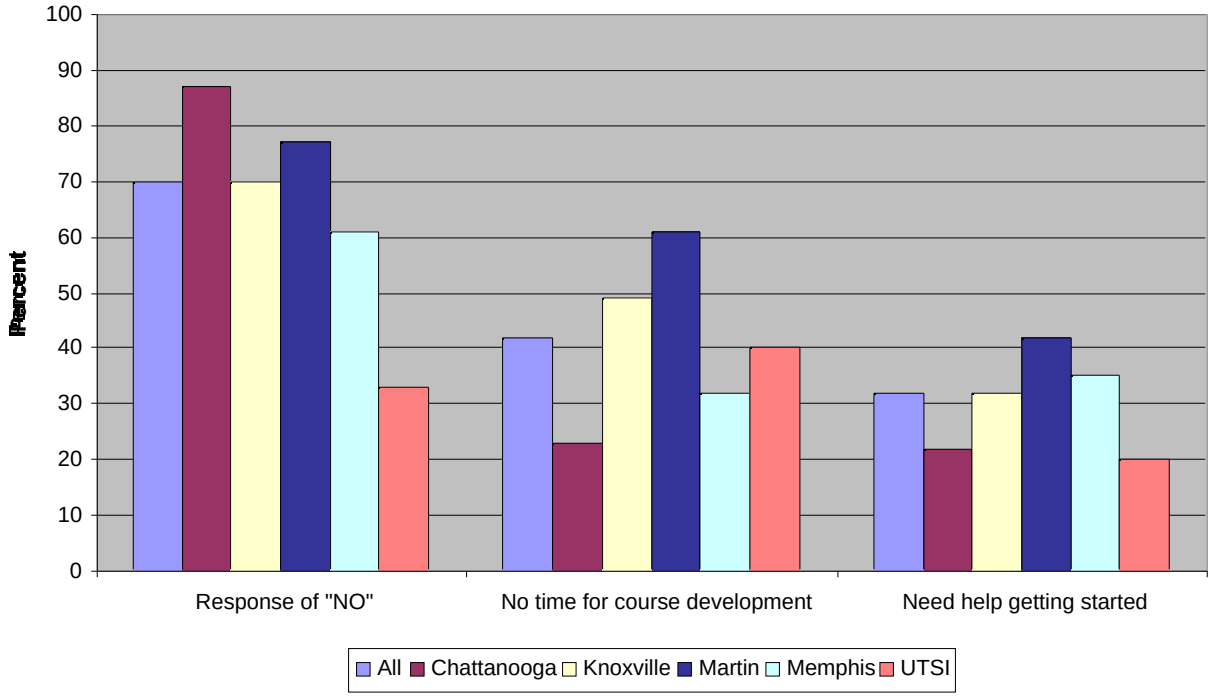
Email is the most frequently used technology-supported instructional strategy among UT faculty. The next two most frequently used strategies at all UT campuses were to place materials that support course content on the Web and to place the course syllabus on the Web.

Types of technology-supported teaching strategies faculty would consider using in courses:

Which of the following technology-supported teaching strategies would you consider using in courses you teach?						
Response	**All**	**Chattanooga**	**Knoxville**	**Martin**	**Memphis**	**UTSI**
Student-completed tutorials	**1**	1	2	2	1	1
Interactive media via CD-ROM or disk	**2**		1		3	
Self-assessment of student surveys	**3**	2		1	2	
Audio/video streaming	**4**	3	3	3		3
Web-based materials that support course content	**6**					2

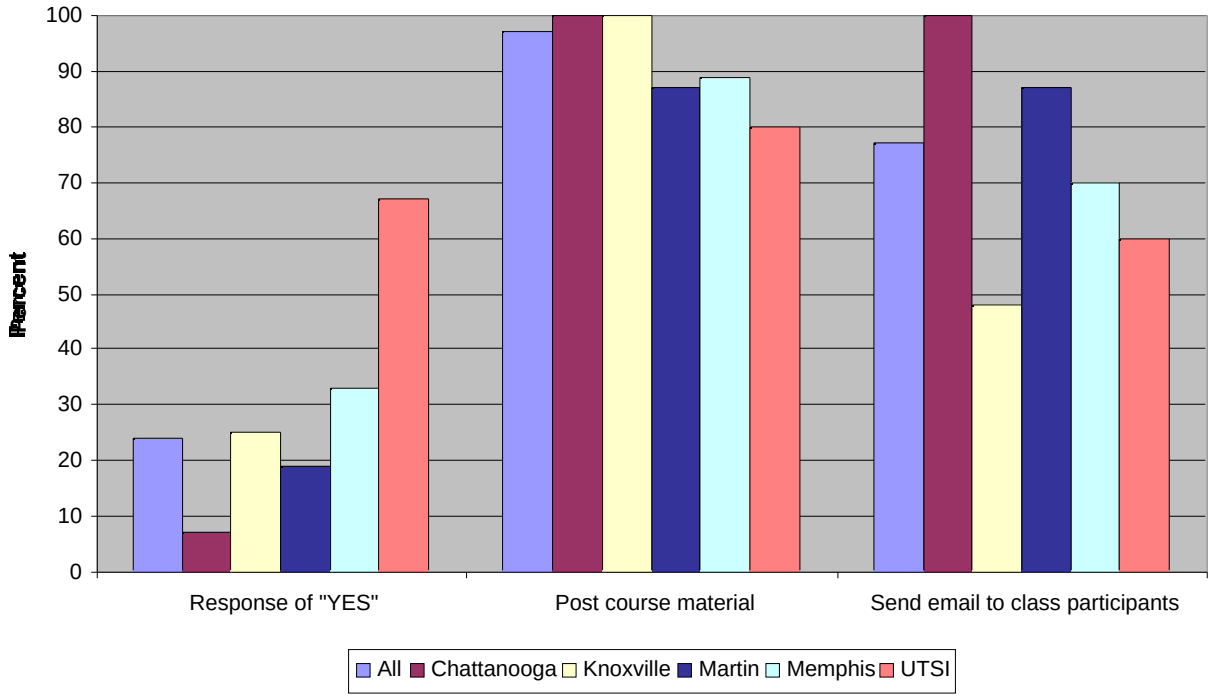
This table shows the three most selected technology-support teaching strategies that faculty would consider using (but are not currently using) at each campus.

Faculty who are NOT using Blackboard's CourseInfo and why:



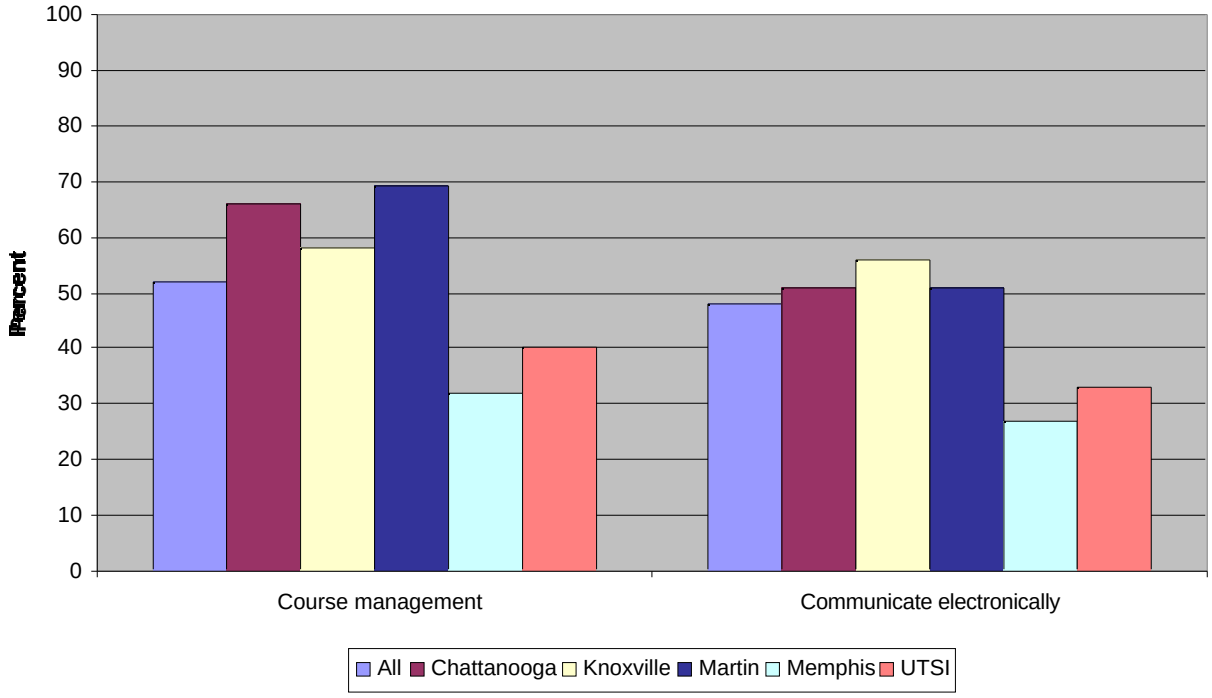
Of those faculty who are NOT using Blackboard, the two most frequently selected reasons from all of the campuses were (1) faculty don't have time for course development; and (2) faculty don't know how to get started.

Faculty who ARE using Blackboard's CourseInfo, use it to:



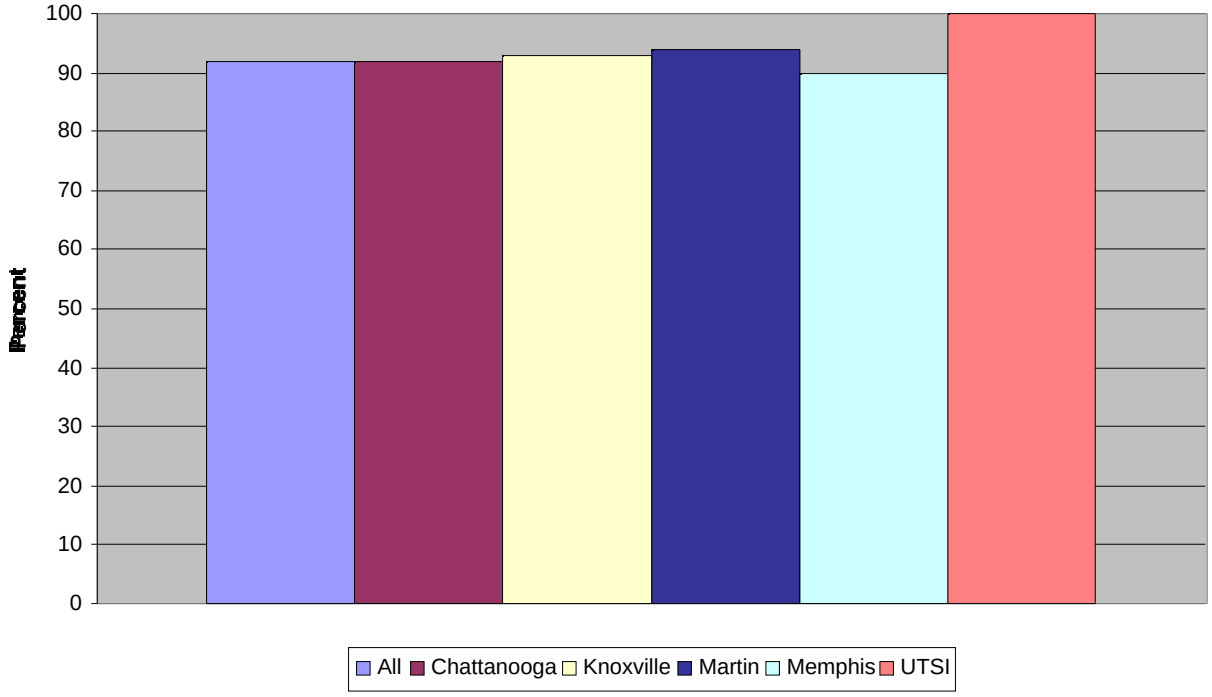
Of those faculty who are using Blackboard's CourseInfo, the two most frequently selected uses from all of the campuses were (1) to post course material; and (2) to send email to class participants.

Frequent (more than once a week) instructional uses of a computer:



The two most frequent instructional uses of a computer at all of the campuses are (1) for course management to create handouts, use a spreadsheet to track grades, etc.; and (2) to communicate electronically with students via email, a web-based discussion forum, etc.

Faculty who are creating their own instructional materials:



Almost all faculty indicated that they are creating their own instructional materials.

How faculty RANKED the most important items related to their integration of technology in teaching:

Please rank the items that you feel are most important in regards to implementing instructional technology in your class:						
Response	**All**	**Chattanooga**	**Knoxville**	**Martin**	**Memphis**	**UTSI**
Receive new or updated hardware/software	**1**	1	2	3	1	2
Receive access to technology-enhanced classrooms	**2**	2	1			
Know that IT development will be considered for promotion/tenure/salary	**3**		3	2		1
Receive technical help with computer equipment	**4**				3	
Receive release time	**5**			1		3
Receive funding for project and course development	**6**	3				
Receive access to workshops and hands-on training opportunities	**7**				2	

As indicated in the above table, each campus varied in ranking the three most important factors in regards to implementing instructional technology into teaching practices, although "receive new or updated hardware/software" was ranked as one of the top three factors by all campuses.

How faculty RANKED the ways they would like to receive support with integrating technology into teaching practices:

Please rank the three items that would best support you in integrating some aspect(s) of instructional technology into your teaching?						
Response	**All**	**Chattanooga**	**Knoxville**	**Martin**	**Memphis**	**UTSI**
Provide hands-on workshops on instructional technology topics	**1**	1	1	2	2	2
Provide workshops customized for your needs/academic area	**2**	2	3	1	1	
Provide consultation on your project ideas	**3**		2			
Provide one-stop solution	**4**			3		1
Develop technology-based materials	**5**	3			3	
Provide information/resources on a web site	**10**					3

When faculty were asked to RANK the three items that would best support them in their teaching, each campus ranked "provide hands-on workshops on instructional technology topics" as either first or second. The above table shows the distribution of the rankings.

Workshop topics that can help faculty integrate technology into teaching practices:

What topics for IT-related presentations and workshops would help you to integrate technology into your teaching?						
Response	**All**	**Chattanooga**	**Knoxville**	**Martin**	**Memphis**	**UTSI**
Overview of ways to incorporate instructional technology into teaching	**1**	1	1	1	1	1
Using technology to promote critical thinking	**2**	2	3	2		
Using Blackboard's CourseInfo	**3**				3	
Augmenting teaching with audio/video	**4**		2			3
Preparing a lecture using presentation software tools	**5**				2	
Planning for technical-supported instruction	**8**					2
Developing online assessments	**9**	3		3		

More faculty at every campus selected the workshop topic "overview of ways to incorporate instructional technology into teaching" as more helpful with integrating technology into teaching than any other topic. The above table shows the three most frequently selected topics for each campus as well as a combination of all campuses.

Electronic services that faculty feel would be most beneficial:

Access to which of the following electronic services would be most beneficial to you?						
Response	**All**	**Chattanooga**	**Knoxville**	**Martin**	**Memphis**	**UTSI**
Electronic course roster	**1**	2	1	3		
Online official grade submission	**2**	1	2		3	2
Access to central repository of resources	**3**	3		1	2	
Online student course evaluation	**4**		3	2	1	
Auto-enrollment of students	**5**					3
Online textbook ordering	**7**					1

The above table shows the three most frequently selected electronic services that faculty feel would be most beneficial.

Additional Comments - Chattanooga:

We don't even have the $ to keep slide projectors working. What hope is there for more sophisticated equipment?

As an engineer computers are primarily useful for solving mathematical equations and word processing. I tend to view a lot of current computer usage as fluff or a fad.

At UTC we have been using Web Course in a Box but are apparently in the process of changing to Blackboard (the upgrade?) I "love" Web Course in a Box - such an easy program to use and very helpful

Some of 23) is already available. I teach a calculus computer lab that meets once a week using materials developed by myself and others at UTC

I need a) a better office computer; b) multi-media hardware and software in my classroom; c) time to learn how to use it all. It's that "simple."

Much of this presumes one knows what Blackboard's CourseInfo is.

My office computer is a "hand me down" from the dept. It is too slow for me to conduct research off internet - I feel that this survey is appropriate only to dept's/universities which are funded to support these applications! - M. McMahon

My computer is 7 years old! My name is STUART BENKERT… I would use my computer more often if it could handle the software available.

The overwhelming need is to have classrooms "technology ready" and each faculty member has a laptop with appropriate software (PowerPoint, Word Java)

These responses are based primarily on wishful thinking. We have difficulty finding classroom space, period! Space equipped with technology support is practically nil.

Making technology available for each instructor who wants to teach the best way possible to help students learn the subject.

Making materials for language classes in very intensive and I would lose copyright - if I keep it a book, it's mine - dumb, no? Given these conditions I will go work for an electronic publisher if I decide to pursue it.

I tried PowerPoint in non equipped classroom - disaster! We need updated technology in classrooms. Also, my dept. head does not support on-line courses. So I am penalized for going high tech. Retrain the administrators first.

Main problems are: 1)Lack of Internet Access in Classrooms 2) Lack of $ for laptops and computer projectors

I have been supported with technology during the 2000-2001 school year and feel as though I've just begun to understand what I could really accomplish.

UT has never helped us in the past and now that we are not part of "UT" why should this change? This is another scam to use Chattanooga to funnel more money to Knoxville. What UTC really needs is more money to support our local (UTC) efforts - which are better than those of "UT."

There is no reward or incentive for any Technology efforts - if anything it has a negative effect on one's career to pursue any activity strictly geared to teaching. If UT wants to promote good teaching, it must reward and promote good teachers!

We have most services listed in 23 available to us at UTC and they are beneficial. Good questionnaire but frustrating to see how far behind I am in technology usage. We have several opportunities for training on campus but always on days I teach.

I appreciate the funds to purchase new computer hardware and software when we arrive as new faculty but no money is available to replace it 5 or 6 years later when the equipment is failing.

I do have a computer in my office. It would be nice if a word-processing program - Microsoft Word ideally - had been included. But no! No word processing!

Need money for hardware, software, and time!

Karen Adsit on the UTK campus does an excellent job!

Grote Hall Houses chemistry, physics, computer science, and engineering. However, to use computer technology in class we have to bring the computer, projector, and anything else into the classroom and set it up in the 5 minutes available before class. It is simply not feasible. UTC has plenty of workshops but no resources in the classrooms. This is the main issue.

Please do not use technology as a stepping stone to fully online courses (I do not support fully online courses)

We need power outlets that always work and shades that close. Also need overheads and tv/vcr that work. I already have $10,000+ of equipment that sits in boxes. No time, training, or rewards in using this stuff. In fact, considerable risk if it doesn't work and please students = evaluations all-important.

Deans and other admin leaders should be required to teach at least one class per year to understand the challenges faculty face in the classroom

My biggest problem is outdated hardware

It would be nice to have a computer which is not the oldest operating computer in the state of Tennessee. All my computer is currently good for is email.

Additional Comments - Knoxville:

All Help/support is great - more the better!

School of Art faculty have 20 contact hours and over 10 dept service and over 10 hours studio area service and maintenance. I don't have time! And the technology computer doesn't create more time.

Provide workshops about using Flash & Dreamweaver software in summer 2001.

I did a series of CourseInfo workshops and wanted to get parts of a course up and running, but ran into formatting problems and would have had to buy another program, etc. Lots of time was going into "dumb stuff" - pure mechanics. By now have forgotten the basics. Frustrating.

It would be very helpful if you were more inclusive of off campus faculty and Extension faculty that do continuing education/workshops/seminars and don't teach traditional courses.

It would be helpful to identify someone on campus who could provide me with updates on adaptive technology, both speech and Braille-related.

The ITC has already been a tremendous help to me.

I've been working on skills (PhotoShop, Painter) but cannot teach my students because our computers lack sufficient power and memory for extensive graphic work.

Workshops should be "tracked" for different aptitude/comfort level users. The one-size fits all approach is torture. The workshops are far too long and slow-moving for some users. Make more 1-hour workshops for the technically inept.

Since I am non-tenured faculty teaching ESL, I feel some of my responses may not reflect colleagues responses to the same questions. I teach an Internet elective periodically but otherwise this survey may not be relevant to our program.

I am in my second semester using CourseInfo and absurd as it seems, I'm having trouble getting students to enroll on the site! I refuse to award credit for enrolling! So,… I have not been able to use it as fully as I'd hoped - can't use gradebook or to form groups for coursework.

ITC helped me set up my internet website 3 years ago - I am not totally self-sufficient.

ITC is one of the most effective units on campus. You've actually got me plugged in.

I need actual one-on-one help in addition to workshops. Time to convert/develop materials is the problem.

ITC is one of the best resources we have here on campus. I have been taking advantage of their training opportunities for the last two year and have done some things with technology for my students. My kudos to them!

Help! I cannot understand even the simplest computerese. I also have NO TIME to learn all of it. ktobias@utk.edu

You do good work - keep it up

ITC has provided me some wonderful instructional consultation which I've very much appreciated. (The help has come both in courses and in one-on-one consultation).

Chemistry maintains a student computer lab for technology-enhanced instruction. The machines are 4 or more years old and crash frequently. Replacing these is essential if chemistry faculty are to continue using instructional technology!

I know personnel are busy but often E-mail responses to my questions about CourseInfo problems are extremely rude.

I found the CMS series of courses to be very poorly taught. When I have needed additional help (besides published materials) the ITC staff has not been helpful or timely in responding to my needs. I no longer use Blackboard or any web-based materials in classes because of the poor support.

Hope this isn’t too late to be of use to you.

ITC is helpful. I was not impressed with CourseInfo, as it does not seem useful for the teaching I do. Is there anything else? I have a course study guide CD-ROM that students can access on the web with text as graphics.

I am preparing a teaching module (website) on Peoples and Cultures of South America. Would like to develop offers. I have enjoyed working with ITC. M. Ferreira

Given the disengagement of average students from intellectual pursuits at UT, over-reliance on IT would only accelerate further disengagement. IT is auxillary, not central, to education.

I will retire at the end of this semester so you may want to disregard my contribution to the mean values of your summary.

I’m surprised we don’t use Banner here at a large research university. It benefits students and faculty enormously! Also, I don’t know who to contact when I need help in Technology in my teaching and research.

I’m spending too much time trying to learn how to get things to look right and perform properly on CourseInfo.

Items in #23 and more ideas like them are KEY!! I can’t learn to drive in the fast lane if it takes all day to plow my garden with an ox. Ken ORVIS

I have 3 areas of concern that each have different needs: 1) Improving huge business law classes 2) Possibly developing a web-based course (no classroom) 3) ACCT 201 and 202 large classes.

More, more, more!

Additional Comments - Knoxville:

Law teaching is different from teaching in other areas. I've not found CourseInfo, PowerPoint, etc. to add much to law teaching. Any ideas?

I attended one presentation on CourseInfo, but for people not readily conversant with this, I did not feel that I could really master it myself and certainly could not help students encountering problems.

I need better classrooms in HSS so 2 can use a laptop and projector – light control; screens; on-site projector! This is CRITICAL!!!

As much as I'd like to use technology in the classroom, I am prevented from doing so by the fact that classrooms are not wired. Is wireless going to solve this for us?

This emphasis on centrally provided services for use of IT is a mistake. What faculty need is someone directly accessible (=in their own building) who can help with problems that arise. Workshops/Courses etc. may help at the very beginning, but most faculty are beyond that. Faculty would make more use of the many tools and resources that are available to assist with instruction if they had somebody at their desk to help get set up, and regularly available to trouble-shoot when problems arise. We do not have the time to sit through workshops or courses, in which often >90% of the material is not relevant or needed. The best solution would be to put IT-trained people in departments (we have been forced to diver resources to come up with quasi-solutions – GTA or secretary time). An alternative would be to have IT personnel make regularly scheduled visits to departments to assist with problems and provide direct help. Use of IT in teaching has already been greatly aided by the Faculty Computer Replacement program. This helps to ensure that faculty have the up-to-date equipment to run applications. A similar program for software needs to be adopted. The efforts to make classrooms IT friendly are valuable, but should be structured with the view that the hardware in such rooms is going to go obsolete rather rapidly – thus a central (i.e. departmental) pool of portable units would be more cost efficient than trying to outfit completely each classroom.

Keep up the great work!

Equipment is #1. One half hour of one-on-one help would be invaluable.

Obviously all of these ideas are valuable and current. ITC courses cover a lot of ground. What I need now is somebody to help me with web based course/tutorial development, especially with animation techniques and interactive exercises for students.

The programs I use for class are almost exclusively tied to Unix. I find very little support for teaching when Unix is involved. There is a basic fear & lack of understanding among my colleagues.

Present results from studies on the effectiveness of using technology. What works and what does not work?

This survey is mainly targeted to the "normal" classroom situation. However, the Extension Service contacts hundreds of thousands of people each year through its outreach and technology transfer efforts.

I would like 1 on 1 help.

The University does not support tech/curric development! no release time to do it – doesn't count for promo!

I would like to use Blackboard but it seems to have a lot of kinks – limited access in large classes; students booted out by their internet provider; etc. I'd like to know how these problems are being addressed.

We appreciate the installation of computer equipment in our large lecture halls, but it would have been nice to know that someone would go over usage without having to figure it out by trail and error.

The job is bigger than the organization resources ITC needs to expand – more smaller classes – more 1 on 1 – classes go into more detail – slower.

ITC is more than adequate in serving my needs for both UG & Grad courses. What we need are better, user-friendly lecture and classrooms like SC-Eng Room 307.

Have had some problems with switching of CourseInfo materials from the inactive to the active server.

Integrating technology into the classroom is great opportunity where appropriate. The PROBLEM is that there is No Time. I'm continually asked to do more. In order to do these great things like the Univ. has offer some relief without penalizing faculty.

I'm behind most of my colleagues in this knowledge. Would very much appreciate one-on-one help or tutorials/classes for dummies. I'm always lost in your classes. The smartest folks set the pace.

Technology is over-rated! Good teachers are more important!

I have really benefited from some ITC resources I would like to see more Library; ITC; and other on collaborative teams.

Congratulations ITC. You provide wonderful services. One of the best things for faculty in years. Keep it up.

Many faculty are concerned with intellectual property rights – they resist developing new materials out of fear the university may claim that it (and not the instructor) owns the course materials.

None. Except, Do it!

Provide all faculty with list of students in course AND their photos.

CourseInfo has been most helpful – need additional help, as indicated in survey.

Additional Comments - Knoxville:

I'm not really sure what ITC is supposed to do/provide/assist with or who to contact over there. go to some Departmental Meetings, Introduce yourselves and your mission. Yes we've read about you but meet us personally.

Without sufficient free time to learn: develop this, all the other stuff is meaningless.

I believe most of this is likely to be a crutch for less than stimulated students. Are we reinventing the wheel?

The main thing is to get CourseInfo up and running and keep it running all the time.

I have participated in several ITC courses/workshops. If I only had time to implement what I have already learned!

At this time, it seems to me that our focus is on research, publications, research, publications, funding graduate students, research, all which support being in the top 25 public univ. That leaves no time to sit around on a computer developing on-line high tech courses that require even more time to maintain. It's not that I don't want to develop the latest hi-tech approach to teaching - but given the critical importance of research, student funding, etc. there is very little if any time to devote to the /IT approach to teaching, particularly, as long as one's course evaluations remain well above 4.0/5.0.

I have very little time and no knowledge of recent computer-based developments. I want to learn, is it possible to do it without spending a great amount of time?

Referring to question 23, item #03 is critical. Without it CourseInfo is useless to me.

Are your services free? We have 0 budget.

The MBA program is an extensive user of computer-based education already. We require laptops for the students. Faculty actively use the computer and internet in many ways. We have an integrated curriculum currently supported by Lotus Notes. We are considering CourseInfo.

UC Auditorium is a disaster. Half the "technology" doesn't work 60% of the time.

At present, the benefits of using IT in the classroom do not justify the time it takes to develop the resources.

The greatest impediments to further incorporation of IT in my courses are: 1)Lack of recognition for such activities in the tenure and promotion process; 2) Lack of support (financial & human) from my department; 3) lack of release time for instructional development activities.

Great survey. Very comprehensive.

TIME. Technology development takes a great deal of time. I coud do more if I had released time. Thanks for doing the survey - meaningful questions.

Anything that will help overcome the inertia of my current blackboard and chalk based lectures will be a benefit. What about refitting more lecture rooms with LCD projectors???

Availability (or lack thereof) of technology in the classroom is the main barrier to progress (Glocker is atrocious).

There is no substitute for the presence of persons who understand not only how the technology works but also what I want to do with it. I value the support of COE tech persons. I am concerned when technology becomes an end in itself.

ITC is doing a great job with their limited resources. I need more high-end help - streaming media and animations.

FYI - There are faculty who teach but not in the classroom. My students are the Extension County educators who I provide staff development to and need to develop different ways to do this. Dr. Clarke x4-7399

Time is most important variable.

ITC needs better facilities. Move them into Hodges Library.

Keep up the good work!

Until classrooms have computers, it is difficult to fully implement this new delivery.

The main course that I teach is a Biometry (Statistics) course incorporating formulas etc. into [?] etc. is very cumbersome and time consuming - speeding this procedure would be most helpful - and if speeded up I would consider going to a complete PowerPoint lectures.

I'm really overwhelmed during the school year as I teach 5 classes/semester. I know it probably wouldn't work, but I wish there could be limited workshop offerings in the summer and we could get the info about the workshop schedule at home by snail mail or email. I appreciate you doing this survey! Marilyn McDowell bronte67@bellsouth.net.

From my limited experience with ITC - ITC provides a great set of services - Creating/managing time to use more of ITC's expertise is an issue!

Keep up the great work!

Create an on-line mechanism for faculty to get intro to Blackboard. I've developed web pages for my courses for 5 years - I don't need a session to learn where the ON button is or to hear what HTML, forms, etc. are.

Additional Comments - Martin:

Support the Mac OS

The main limitation I face is time. When teaching 12 hours (4 different courses) I have no time to develop new material. Also we are greatly hindered by our slow (SLOW!) Internet connection - I run a server in my office but I can not work on it from home because of the lag! Chris Caldwell, UTM

I open and able to use technology but need classroom equipment to do it - e.g. would be nice if each room had permanently mounted computer, laptop, and projection so I could use Powerpoint rather than overheads.

We have several of the things in Q#23. I have found workshops to not be that helpful. Almost need one-on-one instruction with a lot of trial and error. Greatest need is TIME! At workshops they say go home and play with it! When do I have time to "Play with computer software?"

Thank you for asking about our needs

My number one problem is integrating technology in the classroom is TIME - I do not have the time to learn new technology, nor the time to implement such technology. I waste much time and energy trying to figure out things on my own. Often I do not have time to devote to workshops.

This survey based solely on assumption that electronic media is not only a suitable way of teaching, but more affective [effective]. My experience and reading suggests that it is not. "The way we are going" is not necessarily reasonable, cost affective [effective], or more suitable for qualitative teaching. This reads like a Blackboard promotional survey.

Grade submission and course evaluation are two areas where privacy issues come into play. I'm afraid that if the computers get hacked our grade security and evaluation confidentiality will be breached. Otherwise, technology in the classroom is extremely important.

Already have 01-09 in #23

We have: new computer every 3 years, faculty multimedia center, Blackboard, plus all items checked in 23 above, we have a technology friendly campus, the above plus virtually unlimited web space. Hello John. --Maurice Field

Additional Comments - Memphis:

Technology should be used whenever it is a cost-and-time-effective way to IMPROVE student learning. It should NOT be used just because it "is there", or "looks more up-to- date". Sometimes the motivation seems to be the latter.

The biggest problem at UT Memphis is that all classrooms are not tech. Ready. Not having always ready computers in classrooms for Powerpoint, etc. is a huge disadvantage. Having to reserve equipment, and/or carry it over, and the go through a laborious, lengthy, and iffy set-up process each time is a huge waste of time and energy. I ought to be able to take a zip disk with my ppt lecture to a classroom, load up, and be ready to go in 5 minutes, not 15-20 minutes (if it works at all)!

This entire issue boils down to one thing - having the tech help to manage it. Unlike tenured faculty, I am a brand new professor (asst. level) and simply CAN NOT devote the proper time to learn how to post syllabi, etc. from the 20+ lecturers in the class coordinate. Additionally, those outside professors (part-time faculty) absolutely do not have the time to do it either. Getting class materials posted on the web is a great idea - its just not my job to make it happen; especially if I am expected to get grants to move the UT system forward.

This is not appropriate for my role as bedside teacher of pediatrics

This questionnaire is NOT good for me. I am now only teaching small elective courses on digital and 35mm cameras. Therefore, I "rarely" use technology on your scales, i.e., once per year. At the same time, my use of a digital projector, multiple cameras, Powerpoint, and Photoshop may mean that I am "high tech"

Use of computer-based instructional technology on Memphis campus is significantly limited by lack of funding. Faculty is responsible for funding all hardware/software from their own funds. There is NO university or college support for this.

We have excellent people in our communications dept, but inadequate time to learn, practice, and develop materials because of inadequate number of clinical faculty.

We need much more professional support on Memphis campus. I can not and will not do it myself.

What is Blackboard? I am a new faculty member and no information has been provided for electronic teaching.

While I like to do/create things myself, I'm expected to generate my salary through clinical activities. I have little to no time to create web-based instruction & assessment, and I have no slush fund to pay for someone to develop it. I need support (doers, dollars).

Additional Comments - UTSI:

National Science Foundation has sponsored much development of resources, which are freely available, see for example: http://www.phusics.umd.edu/perg/

What information is freely available that would help me teach my particular classes more effectively? E g. Physics 506, Experimental methods