2009 Summer Institute Post-Institute Evaluation

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2009 Summer Institute: Post-Institute Evaluation, Executive Summary

On May 27, 2009, the *Eleventh Annual Summer Institute on Teaching and Learning with Technology* participants (n=46) were asked to complete a survey about their overall impressions of the Summer Institute and their perceptions on what they learned throughout the week. The last evaluation was submitted on June 16, 2009, which was the day it was taken offline. Thirty-seven of the forty-six participants responded to the survey, for a response rate of approximately 80%. Of the respondents, thirty-two were faculty members, three were support staff attending the Summer Institute with a faculty member, and two were DELTA staff attending as guests. This was the largest group that DELTA has ever supported during the Summer Institute.

Of the respondents, nineteen were from the morning cohort and eighteen from the afternoon cohort. All respondents indicated that the quality of the Summer Institute was "good" or better, with the majority of respondents, 70%, indicating the Summer Institute was "excellent" and 24% indicating that it was very good. This is consistent with previous feedback, as the Summer Institute has always been a highly rated event over the eleven years that we have run this program. Additionally, all respondents (100%) indicated they would recommend the Summer Institute to a colleague, another statistic consistent with previous years.

Two important changes were recommended for future Summer Institutes. While this was our first year trying a day via the internet by way of Elluminate, many people felt that a whole day done online was too long and exhausting. Many recommended making that day a half day. The second change that was mentioned frequently was to slow down and put more emphasis on fewer technologies instead of trying to cover them all. This left some participants feeling as though they did not learn individual technologies as thoroughly as they could have. On the contrary, many participants stated that they liked the variety of technologies the best. Also, best liked overall was collaborations with and access to the DELTA employees, having a DELTA buddy to confer with, and experiencing Elluminate as the "student." When asked to rate their own abilities, 51% of participants who responded to the post-institute survey indicated "very much so" that the Summer Institute increased their knowledge about research and literature related to teaching and learning with technology and 65% of the respondents said "very much so" that the Summer Institute increased their ability to envision how they can use technology to support their own face-to-face class.

Sixty-five percent answered "very much so" that the Summer Institute increased their ability to begin planning and scoping the transition of a traditional course to a hybrid course and 70% noted that

the Summer Institute increased their ability to plan an online course. Fifty- four percent of the respondents answered "very much so" that the Summer Institute increased their ability to use Elluminate to begin delivering materials online, 76% to use Moodle and 27% to use Course Genie. Sixty-five percent of the respondents answered "very much so" that the Summer Institute increased their ability to identify and describe campus resources for the development and support of teaching and learning with technology, and 65% increased in their ability to envision instructional media use (e.g. audio, video) beyond graphics and text-based web pages. The majority, 76%, of respondents agreed that the balance between learning about the various technologies and learning about online teaching strategies during the course of the institute was just about right, while the remaining 24% thought there was too much emphasis on the online teaching strategies. No one indicated that there was too much time spent on learning the various technologies.

The professionalism, helpfulness, technical knowledge, and accessibility of the DELTA staff were primarily ranked as "very good" or "excellent" by most respondents. Respondents were impressed with our overall organization and professionalism, often stating that the best overall thing about the Summer Institute was the staff; for example: "I was very impressed by how well we were treated. The lunches were great, we got a great headset and an amazing software package. The DELTA staff was so helpful and friendly." Comments from participants reveal how valuable this program is to them, and this year was no exception. Following are some selected participant comments from Summer Institute 2009:

- *Enthusiasm and knowledge of most of the instructors and students alike. Great bunch of people, it was an informative and fun week. It's a great overview, very well organized. I felt that every minute of every morning was well spent.*
- *The clear presentations and the immediate and friendly help from staff.*
- *Everyone is so helpful and friendly. It is truly an impressive group of people.*
- *I enjoyed the learning atmosphere. The instructors and staff all seemed genuinely dedicated to making the week a good, positive experience.*
- *The instructors were great, and having the rovers in the room made it so much less intimidating. I didn't have to feel like an idiot every time I got stuck.*
- *Hands on classes and the roving helpers. I learned more by asking those people questions and having them sit with me than even with the presentations. It is vital to have that, otherwise one gets hung up on a problem and can't listen then loses the thread. Go rovers!*
- *The hospitality, care for details, instructors preparation*

- *THE PEOPLE!!! Everyone was so helpful and friendly. Tech issues can be so frustrating that we sometimes lose our cool, but I won't because I know that great people are there to help me out.*

Quality Indicators

Participants were asked to rate the overall quality of the Summer Institute using a 1-5 Likert scale. The majority (70%) of respondents rated the overall quality of the institute as "excellent," with 24% rating it as "very good," and 5% rating it as "good." In the eleven years that DELTA has hosted the Summer Institute, it has never been ranked below "good," suggesting that the program is a useful service to our participants.

Overall Quality of Summer Institute
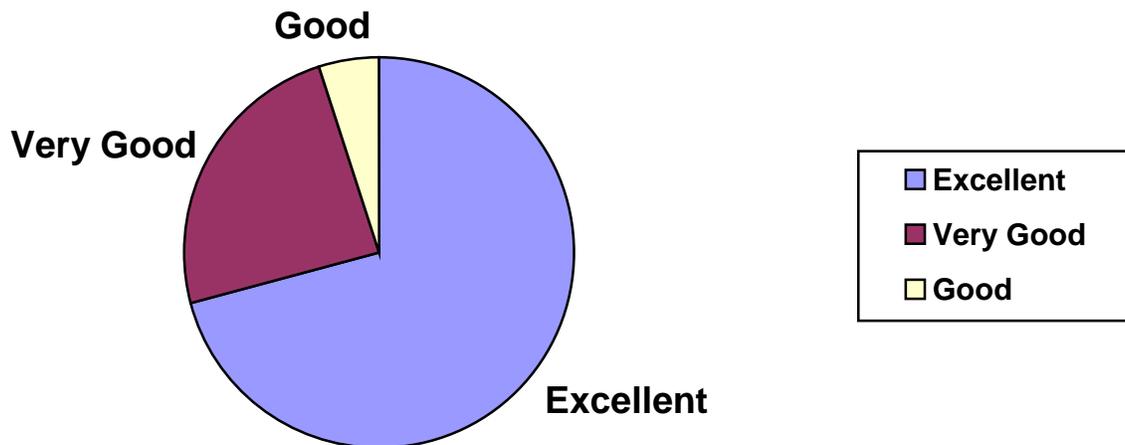
Recommendation of Summer Institute to Others

Participants were also asked if they would recommend the Summer Institute to other faculty interested in learning more about teaching and learning with technology. Every respondent indicated that they would recommend the Summer Institute to other faculty, and in an open-response question, were given the opportunity to explain their response.

Would you recommend the Summer Institute to other faculty interested in learning more about teaching and learning with technology? (n=37)	
Yes	37
No	0

Comments (from those who chose to comment on why they would recommend SI)
The presentations were great. The staff were very supportive and patient with questions. I appreciate the hands-on approach.   *As a newer faculty member, I thought this was a great way to become introduced to the staff at Delta and I really learned a lot of useful tools and strategies. I also appreciated the scholarly literature we read as background.*   *The SI offers a great deal of information for those wishing to start a new online course or improving the existing courses.*   *There are so many tools and programs available for faculty. Many people are probably too intimidated by the options or too busy to explore that they never learn how to use them. This institute takes the fear out of it.*   *It was an excellent immersion to introduce various tools and underlying foundational education principles.*   *Gave a great, if somewhat rushed, overview of suite of useful technologies*   *I would stress to them that the course focuses heavily on teaching principles.*   *The course demonstrates a variety of technologies that might not be considered without this introduction, either because they may seem, from a distance, as too technical, to equipment intensive, or too difficult to learn. The course dispels these concerns.*   *I have recommended it. It's really helpful for those of us who are trying to keep up with the emerging technologies, but are not in tech fields.*   *Friendly and helpful for all levels of tech know how. Everyone genuinely wanted us to get it and feel comfortable doing so while at the same time answering more difficult questions with interest.*   *Because it is a program that covers the basics of just about everything one might want or need to know about making all or part of courses online. It's very well organized so that one can learn the maximum amount of information in the shortest possible time.*   *Great introduction to available teaching technologies.*   *SI covered many technologies, with some opportunity to "practice" each. Demonstration of many kinds of technologies (e.g. through the MOODLE page for SI) was very helpful for seeding ideas.*   *It offers a good overview of tools and capabilities for assisting teaching.*   *IT will "open their eyes" to the technology available for use in online and/or web-supplemented courses, as well as give them ideas of how best to use this technology.*   *It got the job done: introducing the varied methods of doing online courses*   *I thought that a lot of care went into most of the presentations and they made me aware of many options to use technology in instruction.*   *It gives a good overview of the tools available and methods in which they can be used.*   *The Summer Institute is the best opportunity to learn about the comprehensive set of tools available for teaching courses at NC State.*   *There are definitely specific tools that can be used immediately in teaching. At the same time, you are exposed to new possibilities -- things to work toward in the "long run."*   *There is a wealth of valuable new information to learn about.*

> - *By including faculty members with firsthand experience of what works and what doesn't work is most helpful and reassuring for us novices!!*
> - *Great overview of the range of possibilities for teaching online*
> - *Very inspiring and practical*
> - *Until I took the class, I had no idea how many resources were available to me. Also, I was unaware of the assistance I could ask for from DELTA. A whole new world opened up for me.*

Most Important Changes to Make

In an effort to better the Summer Institute experience each year, we always seek to identify the most important changes we can make for the next institute to be an even more useful, positive experience for the participants. These responses fell thematically into the following categories:

Category (what needs changing?)	Comment
Curriculum – Theory vs. Hands-on/Reading vs. Practice	• *More hands-on training.* • *I would like to see less about principles of teaching and more about the actual technology. Most of the people taking the class are already teachers and they know about how to engage their students (or should know :))* • *Reduce the time and readings devoted to education and pop culture theory about how the net generation learns, how crucial it is to do group stuff, etc. A little of that goes a long way.* • *Too much assigned reading. Lunch lectures were always good, but would have liked more of a break.* • *Put more emphasis on technology and less on teaching philosophy. Most faculty have been instructors for quite a while and really wanted to learn ways to modify face to face learning to distance education using technology.*
Curriculum – Choice/Beginner vs. Advanced Tracks/Follow-up	• *I thought everything went well overall. The Friday "clinic" was a bit rushed, but that's understandable -- mixing institute participants with the general participants, etc. Is it possible to develop a closer link to the Delta buddy? Perhaps some kind of follow up. I don't what to recommend exactly but some kind of follow up.* • *Intermediate options. I've covered the basics, but I'm not ready for advanced things like Second Life.*
Curriculum – Pacing and Time Allocation	▪ *Sometimes, I felt rushed as we were trying to wrap up one session and starting the next. Perhaps an hour extra to the day may have helped. Overall a great experience.* ▪ *Warn folks at the beginning that breadth of material to be covered such that can offer only a taste, though this became apparent quickly as we progressed, with instructors frequently saying "we have a whole course on this or that..."* ▪ *It would be helpful to spend a bit more time with practice on some technologies (e.g. creation of PowerPoint pages with accessible text). This would require eliminating some technologies, owing to time constraints. Would be helpful to have a show-and-tell session (later in the week), in which participants create something using some software/hardware that they've learned to use.* ▪ *If possible make it full day in order to devote more time to each tool or online resource and to have time to practice in class.* ▪ *Slow down the pace on a couple of the presentations.*

Curriculum - General	• *Devote one hour for presenting all the short courses that are available for developing/enhancing online courses.* • *I can't think of anything, except to present the latest technologies, of which you already do a great job.* • *The Elluminate session was good and valuable, but the amount of time may have been too much, given that other techniques had to be rushed through. If a way could be found to spend part of the Elluminate day doing some of the other technologies that were covered on Thursday morning at a slower pace, it would be helpful.* • *I would open the site and 'assign' the homework a little earlier. I had an awful week prior to the SI and just couldn't get into it. I also wish some of the polls had been open 'later' - I missed some of them.* • *Nothing. It was great! Maybe more buddy interaction beyond just the one lunch day?* • *I honestly cannot think of anything except maybe a little more detail to some of the Friday sessions to help one better decide which ones to take.* • *Cover a broad sweep of technologies during the first few days, and maintain the selection of in-depth activities on the last day. I would like to learn how to animate lab experiences to make a virtual lab experience of getting the student to perform an experiment and collect data for analysis and reporting as in BIO153.* • *Cover one topic like Moodle in detail. Too many options and did not really learn one program completely.* • *Thursday was a frustrating day. The speakers tried to cover too much. Less is more. This would allow us to spend more time on fewer things. When things go too quickly, I cannot keep up and thus feel less competent overall.*
The Online/Elluminate Day	• *The online day was great but too long. A break in between or some such would be better. Don't see how the presenters did it twice!* • *I really liked the Elluminate seminars, but they were too long. Perhaps just a half session in Elluminate and the other half at the library. Give a 1/2 hour break and meet back online.* • *I thought that to hold a whole day online was too long.*
Logistics	• *Find a different room and configuration for presenting onscreen computers... It was very problematic in terms of ability to see both the screen... and particularly the white board. Further, the presenters are often not aware that their presentation focused on a particular aspect on the screen that couldn't be seen by the audience.* • *None. It's great. The first day was a little slow, it would have been nice to see more examples of what we would be learning about. OH! My biggest suggestion is about the Moodle site. In the future, could you organize the site by days (pre-SI, Day1, Day2, etc)? I really didn't like Moodle at first because I thought it was too confusing.*

Liked Best Overall

Additionally, participants were asked what they liked best overall about the Summer Institute. In making the institute a better experience, we want to keep the elements intact that participants find appealing. These responses fell thematically into the following categories:

| Category (Liked Best)	Comments
The Information Covered/Learning about Technology & TLT Issues/Particular Sessions	*The Summer Institute helps me stay on top of instructional technology used at NC State. As a support person, this helps me make more informed decisions when looking for solutions for the needs of faculty.* *The broad subjects that were covered even though we did not get to deep in any specific subject. As an example, the hands-on program on Friday morning showed us what we can do with some of the available resources and technologies, but as a participant I need to learn more about them before being able to implement them.* *Learning about all the new tools available for us to use for DE* *I liked that this wasn't just a week-long tutorial on Moodle. It was very helpful to be exposed to a variety of tools and information. Being new to NC State, I learned a lot from sessions like the Library Lunch Speakers and the session explaining and comparing the different LMS programs.* *Good variety and choice of options.* *What I liked best were the hands on practice with new technology and the opportunity to bring our own work to apply to these sessions* *Elluminate session.* *Lunch speakers* *I liked how so much was covered in such a short time.* *Hands-on experiences, interaction with DELTA experts, and guest lectures on Friday.* *Exposure to (and practice with) many kinds of software/hardware and provision of software.* *1) Experiencing technologies that I had not experienced, such as Elluminate, chat, Dreamweaver, me too! 2) having the experience of being a student online* *Not technology at all, but online learning theory. Helps in constructing materials for my blended class* *I really liked Elluminate. I may not use it, but it certainly helped me get over my fear of working on line in a synchronous fashion.* *Learning about programs like Moodle, fireworks, etc.* *Friday sessions, where there was more hands-on time.* *Learning about all the resources and software available to me.* *The lab sessions and the instructors. All were very attentive and patient -- certainly knowledgeable.*
Buddies/Community/Camaraderie/Interactions with Others	*The buddy system!!* *This was a very quick overview......I like how we're already paired up with a "buddy" who we can call now that the institute is over!!!* *Hearing and seeing what other faculty have done to get their classes online.* *Hearing from individuals who already had on-line courses.* *Hearing about the experiences from faculty who has done distance education classes. Talking to faculty from other fields* *Enthusiasm and knowledge of most of the instructors and students alike. Great bunch of people, it was an informative and fun week.* *The immediate and friendly help from staff.* *Everyone is so helpful and friendly. It is truly an impressive group of people.*

	I think the best part of this is that you learn about all of the University resources that are available to the faculty.
	▪ *I enjoyed the learning atmosphere. The instructors and staff all seemed genuinely dedicated to making the week a good, positive experience. After that, each of the technologies was a learn by doing experience which was good.* ▪ *The instructors were great, and having the rovers in the room made it so much less intimidating. I didn't have to feel like an idiot every time I got stuck. I also liked the articles we were assigned. I'm really interested in the pedagogy of online instruction, but I don't want to take a semester long course for credit.* ▪ *Hands on classes and the roving helpers. I learned more by asking those people questions and having them sit with me than even with the presentations. It is vital to have that, otherwise one gets hung up on a problem and can't listen then loses the thread. Go rovers!* ▪ *The hospitality, care for details, instructors preparation* ▪ *THE PEOPLE!!! Everyone was so helpful and friendly. Tech issues can be so frustrating that we sometimes lose our cool, but I won't because I know that great people are there to help me out.* ▪ *I also really appreciate having a buddy and how supportive the staff at Delta were.*

Participant Perception of an Increase in Skills/Abilities

Participants were asked "to what extent did the Summer Institute increase your ability to do the following kinds of tasks related to getting a course completely online or partially online?" The institute appeared to increase perceived participant abilities in key areas "to some extent" or in many cases "very much so."

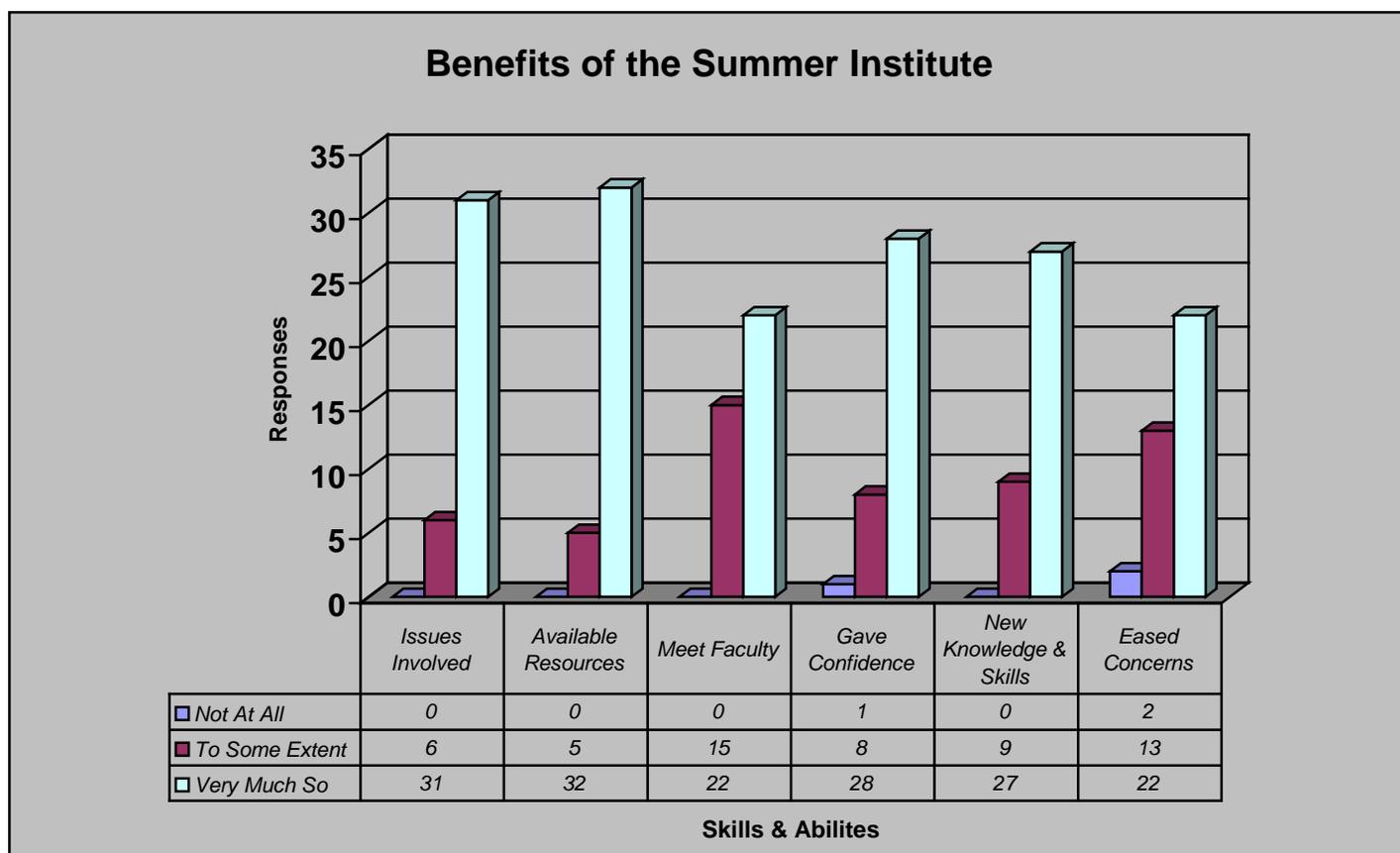|	Not At All	To Some Extent	Very Much So
The Summer Institute increased my knowledge about research and literature related to teaching and learning with technology	2	16	19
The Summer Institute increased my ability to envision how I can use technology to support my face-to-face class.	1	12	24
The Summer Institute increased my ability to begin planning and scoping the transition of a traditional course to a hybrid course	1	12	24
The Summer Institute increased my ability to begin planning and scoping the transition of a traditional course to an online course	0	11	26
The Summer Institute increased my ability to use Elluminate to begin delivering materials online	1	16	20
The Summer Institute increased my ability to use Moodle to begin delivering materials online.	1	8	28
The Summer Institute increased my ability to use content development tools such as CourseGenie.	9	18	10
The Summer Institute increased my ability to identify and describe campus resources for the development and support of teaching and learning with technology.	1	12	24
The Summer Institute increased my ability to envision instructional media use (e.g. audio, video) beyond graphics and text-based web pages	2	11	24

Increase in Skills and Abilities Due to Summer Institute
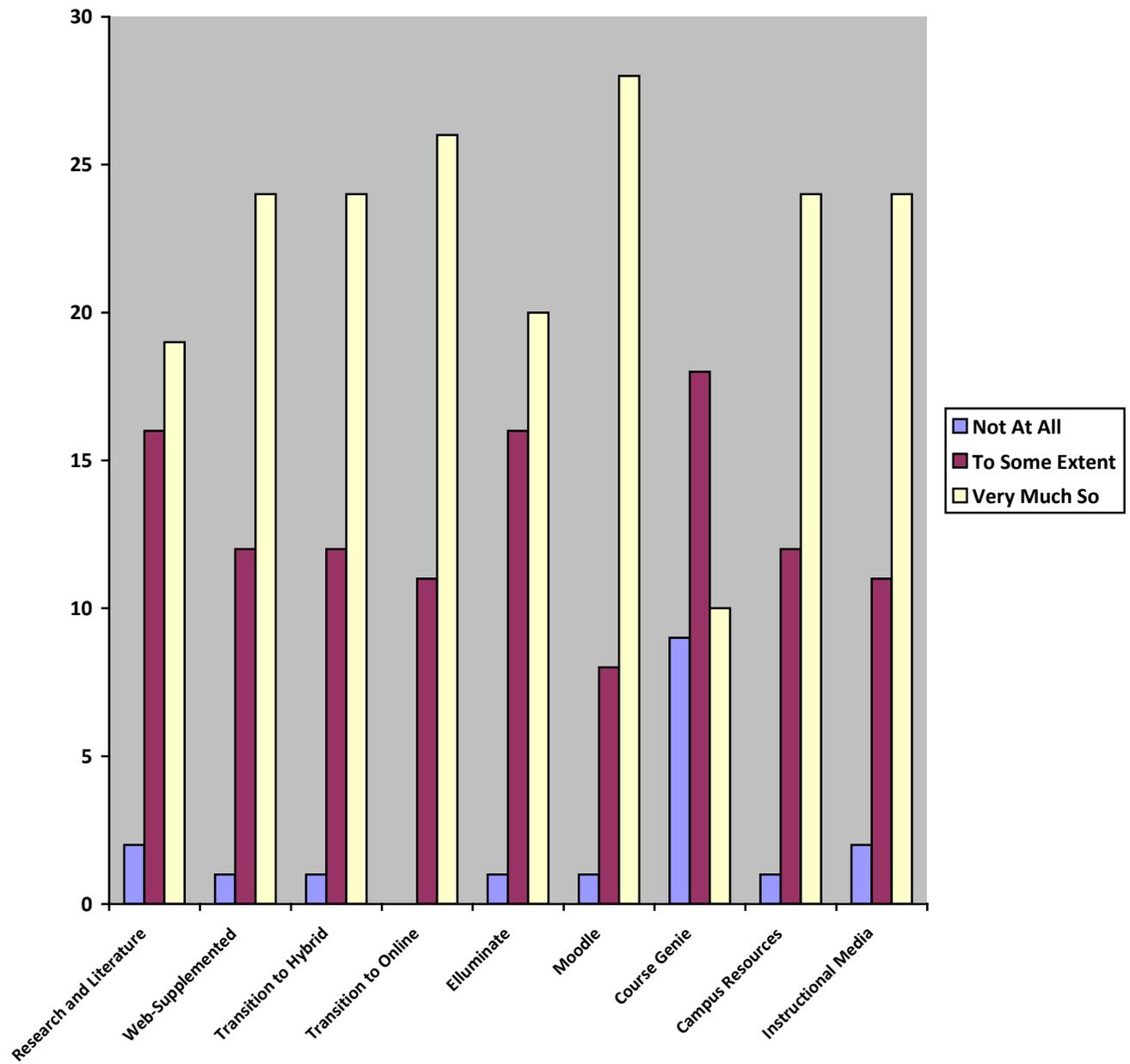
Participant Perception of Benefits of the Summer Institute

Participants were also asked to rate to what extent the Summer Institute provided them with certain benefits that we hoped were met during the Summer Institute. From their perspective, the institute benefited them in these key areas, "to some extent" or "very much so" for the majority of the questions asked.

	Not At All	To Some Extent	Very Much So
The Summer Institute gave me a sense of issues involved in creating technology-enhanced course materials. (37)	0	6	31
The Summer Institute gave me a sense of the resources available to help you create technology-enhanced course materials. (37)	0	5	32
The Summer Institute gave me the opportunity to meet other faculty members with similar interests. (37)	0	15	22
The Summer Institute gave me the confidence to begin developing technology-enhanced course materials. (37)	1	8	28
The Summer Institute gave me new knowledge and skills that will help me begin developing technology-enhanced course materials. (36)	0	9	27
The Summer Institute eased some of my concerns about teaching and learning with technology. (37)	2	13	22

Benefits of the Summer Institute

|	Issues Involved	Available Resources	Meet Faculty	Gave Confidence	New Knowledge & Skills	Eased Concerns
Not At All	0	0	0	1	0	2
To Some Extent	6	5	15	8	9	13
Very Much So	31	32	22	28	27	22

Skills & Abilites

Balance Between Technologies and Online Teaching Strategies

When asked about the balance between learning about the various technologies and learning about online teaching strategies during the course of the institute, respondents mostly agreed that it was just about right. Respondents found that there was not too much emphasis on the different technologies during the Summer Institute; in fact, some stated that they enjoyed "learning about all the new tools available for us to use for DE."

(28)   Just about right
(0)   Too much about the technology
(9)   Too much about the online teaching strategies

Balance

24%

0%

76%

☐ Just About Right

■ Too Much Technology

☐ Too Much about the Online Teaching Strategies
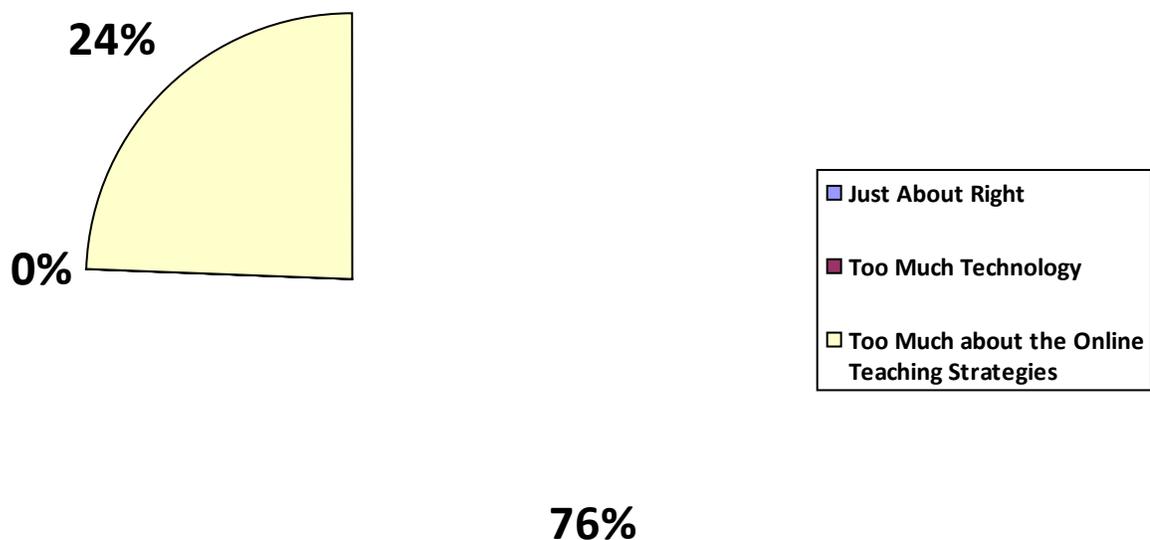
Current Plan for Technology-Enhanced Course Development
(Post-Summer Institute)

Participants were asked to describe their current plan for technology-enhanced course development following the Summer Institute. As has been the case in previous years, many of the respondents do plan on teaching a DE course, with others considering various levels of online technology use in conjunction with their face-to-face courses. Of the 37 responses, participants plan to do the following:

(19)   I plan to use what I learn to create a **completely online/distance education course** in the next year.

(4)   I plan to use what I learn to create a "**hybrid**" course in the next year, with an increased reliance on the web that will result in fewer class meetings.

(11)   I plan to use what I learn to create and utilize **web-supplemented** instructional materials (such as a syllabus, class notes, discussion forum, etc.) to use in my face-to-face course in the next year.

(3)   I am interested in exploring different mixes of instruction (**web-supplemented, hybrid, DE)** as part of thinking about Large Course Redesign

 (0)   I 'm not sure what I might do at this point.

Post-Summer Institute Course Development Plans

Pie chart with slices: 51% Online Course, 11% Hybrid Course, 30% Web-Supplemented Instructional Materials, 0% Not Sure, 8% Large Course Redesign.

Legend:
- Online Course
- Hybrid Course
- Web-Supplemented Instructional Materials
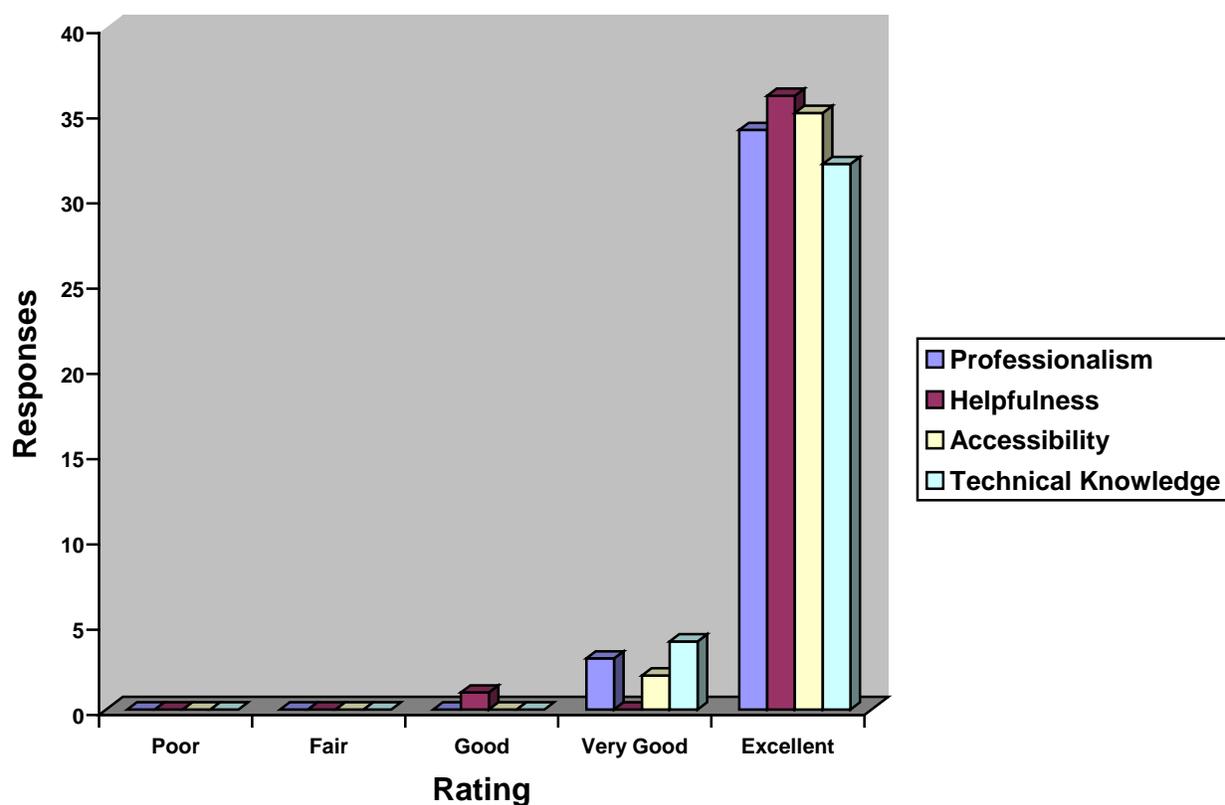- Not Sure
- Large Course Redesign
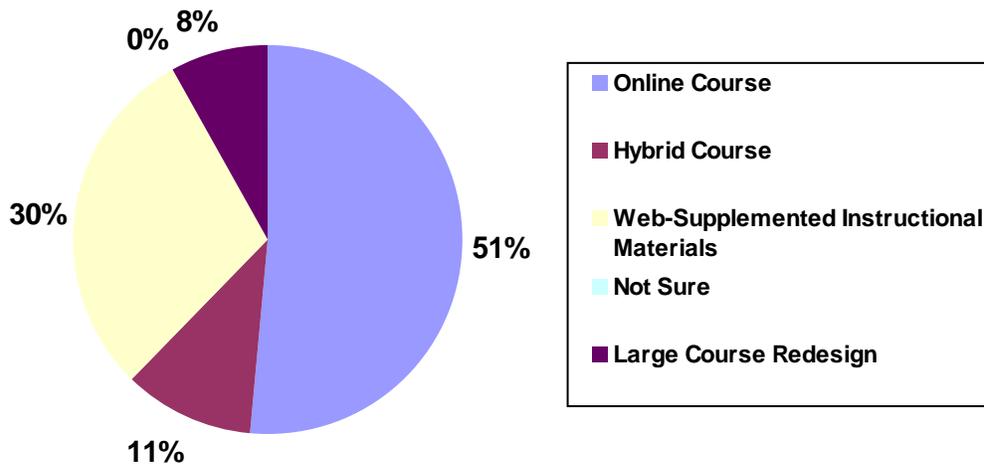
Staff Rating

Participants were additionally asked to provide feedback about the DELTA staff who participated in the Summer Institute, using a Likert scale to rate them on their professionalism, helpfulness, accessibility and technical knowledge. Consistent with previous years, Summer Institute participants rate the DELTA staff very highly.

Staff Ratings

	Poor	Fair	Good	Very Good	Excellent
Professionalism (37)	0	0	0	3	34
Helpfulness (37)	0	0	1	0	36
Accessibility (37)	0	0	0	2	35
Technical Knowledge (36)	0	0	0	4	32

Staff Rating

Additional Ideas for Training and Possible Topics that could be Offered for Faculty in Terms of Workshops, Seminars and Resources:

- *I am not sure what is available. Personally, I like to take some short courses in designing a web site for the class, developing animations for some of the subjects, and using audio/video clips to enhance the course materials.*
- *I think "course templates" produced and available from DELTA were mentioned in various contexts, e.g., Moodle, webpages. I expect you hope that each DE or Hybrid offering will be unique, reflecting the personality/strengths of the instructor(s) and structured to optimize learning of discipline specific material (form follows function...). That said, does DELTA offer any "full course, plug and play templates" for DE/hybrid offerings, e.g., a full suite of tools/technologies, e.g., Moodle, Elluminate, Course Webpage, etc. that could be readily adapted/adopted by faculty? Could be form driven (E.g., enter course name, number, instructor, syllabus [conforming to NCSU P&P), calendar, lectures, multimedia) and would populate simultaneously all the tools with the relevant information. I think this would reduce the learning curve and foster adoption, and could be made flexible enough for Profs to customize as time and need require.*
- *I would like to know which of the technologies is most central and how the others feed into, or attach, to it. Is it "Moodle", for example?*
- *Maybe a little more discussion of personal networking systems, but just a little more!*
- *I'd like a monthly series on pedagogy. You may already have it, and I haven't yet checked, but an annotated bibliography on your website would also be very helpful to me, for finding articles that could help me.*
- *Maybe something on creating mobile friendly media such as Apps and websites that are mobile ready*
- *As I mentioned earlier I am interested in developing a virtual laboratory environment where my on-line DE students get a similar learning experience to those who attend the physical testing lab in person. This is a challenge!!*
- *Disseminate DELTA resources more aggressively among faculty and administrators. Many of them do not realize the potential of distance education.*
- *Remedial Power Point*

Additional Overall Comments about Summer Institute:

- *Well done. Thanks!*
- *This was time well spent. All faculty should be "cycled" through. Thanks for everything!*
- *I attended the SI a few years ago and learned a few things about online teaching. This year, there were a few new subjects and it was as educational as my first one.*
- *I thoroughly enjoyed my time with SI. It was a blast and one of the most fun learning experiences I've had in a long time. Thanks for the new dose of motivation!*
- *You all did an amazing job of offering an amazing service to the faculty at NC State. Thank you!*
- *Excellent Institute to provide awareness and opportunities to explore new and different tools.*
- *Great experience in every way.*
- *I was very impressed by how well we were treated. The lunches were great, we got a great headset and an amazing software package (for free!!!!). The DELTA staff was so helpful and friendly.*
- *There is obviously a great deal of variation in the level of experience of the participants. The staff did an excellent job of keeping everyone up with the pace most of the time. Maybe a simple explanation up front about where the pre-prepared files that will be used as examples reside and a run through for locating them might help later in the week when a step in retrieval is missed.*
- *I think the Summer Institute is one of the best perks on this campus! You guys are all so great.*
- *Keep up the fine work!*
- *Highly recommend this fantastic learning opportunity.*
- *Thank you for your all your hard work and concern. It makes me want to devote another 40 hours per week to improving my on-line instructional approach. However, I only have a fraction of the time needed to complete my course development expectations. That is the major limiting factor.*
- *Great staff! Flexible--and quick to provide links to various tutorials/resources for participants.*
- *IT WAS GREAT!!!*

- *Learned a lot and had a great time - thank you everyone!*
- *Overall, an excellent experience. Some technical failures and some fumbling around by the presenters in a few of the sessions were noticed, but overall, very worthwhile!*
- *Thank you very much for a great experience.*
- *You all did an excellent job !!!! Thank you for all the help you offered during the Institute.*
- *A wireless mouse would be a boon for some of the presentations and presenting style of your instructors. Better timing of material (tried to cover too much in too short of time for the diversity of the audience, see below). Always challenging dealing with a class of widely varying capability. Many students I've dealt with (and many of my SI colleagues) had limited basic Windows functionality (e.g., navigating Windows Explorer, copying/pasting text & files, saving/naming files, keyboard shortcuts, etc.) As I do with my students, suggest offering a Pre-institute or supplemental session early on for those who need to learn or brush up on these skills (CNTRL-Z!!!!) In same regard: rovers were great when in sufficient number, as in several sections of Elective-Day Friday. For SI, felt sometimes as though you needed more rovers earlier on to deal with the uninitiated... Great program, always room for improvement.*