

## 2005 Summer Institute Post-Institute Evaluation

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## 2005 Summer Institute Post-Institute Evaluation

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## **2005 Summer Institute Post-Institute Evaluation, Executive Summary**

As part of our evaluation process for the *2005 Summer Institute on Teaching and Learning with Technology*, we sought participant feedback post-institute, in addition to the daily participant feedback we received as part of our more informal, formative evaluation process. While we had forty-three total participants, of which thirty-eight were faculty, three were support staff members accompanying the faculty members, and an additional two participants were from outside the institution, one from Eastern New Mexico University and the other from the TLT collaborative, who attended to learn more about our training process. On May 31, Summer Institute participants (n=43) were sent a survey to complete about their overall impressions of the Summer Institute, and their perceptions on what they learned during the Institute. The participants were sent another reminder email in mid-June to complete the evaluation. The last evaluation submitted was on June 17, 2005, with twenty-six of the forty-three faculty participants responding to the survey, for a response rate of around 60%.

Of the respondents, 16 were from the morning cohort and 10 from the afternoon cohort, thus both cohorts are equally represented in the feedback. All respondents indicated that the quality of the Summer Institute was good or better, with the majority of respondents, 88%, indicating the Summer Institute was Excellent. This is consistent with previous feedback, as the Summer Institute has always been a highly rated event over the seven years we have run this program. Additionally, all respondents (100%) indicated they would recommend the Summer Institute to a colleague.

The important changes that were recommended include offering more opportunities for differentiated learning paths and optional sections to better tailor the training to each individual, integrating a theme (such as the seven principles of effective instruction) more into the overall instruction, and ensuring the computer labs were working. Participants liked best overall the fellowship with other faculty member experiencing similar challenges with technology, the compact instructional format, and the variety of materials covered. Pre- and post-institute comfort scores also indicated a positive gain in specific objectives targeted during the Summer Institute. In asking participants to rate their own abilities, all respondents perceived gains in the ability to begin planning and scoping transitioning from a face-to-face course to an online course, a better understanding of campus resources, and the majority perceived gains in using Learning Management Systems. 23% of participants that responded to the post-institute survey indicated plans to create completely DE courses; 31% indicated they will create hybrid courses; and the remaining 42% will supplement their face-to-face courses with technology.

Once again, the professionalism, helpfulness, technical knowledge, and availability of our staff were ranked as Very Good or Excellent by all respondents. Respondents were impressed with our organization, our professionalism, and our ability to work as a cohesive team. Comments from participants often reveal how valued this program is to them, and this year is no exception. Here are some selected participant comments from Summer Institute, 2005:

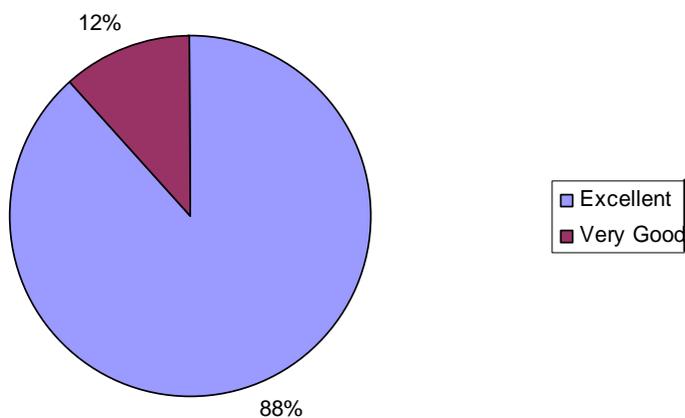
- *The best hands on computer based education I have ever had!*
- *It was a tremendous overview and will make it possible for me to get started putting things online with WebCT. Without the Institute, I would be overwhelmed. Also it introduced me to a lot of services on campus that I only vaguely knew about previously.*
- *The summer institute was a great way to get an overview of the technologies, resources, grants and support available to faculty. It also inspired numerous methods and techniques that I can attempt to develop in my courses during the next year.*
- *The best thing was the teamwork among all the people helping with the institute. Everyone was well trained, friendly, and accessible.*
- *The quality of the teaching was great. All of the topics were right on target and the instructors were excellent. Right pace, right activities.*
- *One of the best groups I've ever seen. It is very clear to me that everybody works well as a "team".*

## Quality Indicators

### *Quality of the Summer Institute*

Participants were asked to rate the overall quality of the Summer Institute using a 1-5 Likert scale.

Overall, the majority (88%) of respondents rated the overall quality of the institute as Excellent, and no one gave a rating below the very good level. This is consistent with previous feedback.



Overall quality of the Summer Institute: (n=26)	
Excellent	23
Very Good	3
Good	0
Fair	0
Poor	0

## Recommend Summer Institute to Others

Additionally, participants were asked if they would recommend the Summer Institute to other faculty interested in learning more about teaching and learning with technology. All respondents indicated 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=26)	
Yes	26
No	0

Category (why recommend?)	Comments
<b>Helpful Instructors/ Staff</b>	<ul style="list-style-type: none"> <li>▪ Great experience! The sessions are helpful and the staff offers individual attention. Well organized.</li> <li>▪ Good materials, hands-on, friendly assistance</li> <li>▪ This was a great experience for me. Although I am not able to create a web page for my class and do everything that was presented to us, I learned the principles and the potential of what can be done within WebCT Vista. The instructors were knowledgeable and very helpful during the sessions.</li> <li>▪ Great experience! The sessions are helpful and the staff offers individual attention. Well organized.</li> </ul>
<b>Informative/ Compact Efficient Overview of Relevant Information</b>	<ul style="list-style-type: none"> <li>▪ Very informative on the tools available for NCSU. Very well informed and helpful staff and sessions. Very professional learning environment.</li> <li>▪ The Institute is well prepared, professionally administered, and very educational.</li> <li>▪ It gives a thorough overview of the technology and options that are available at NCSU</li> <li>▪ The Summer Institute offers the following: 1. Exposure to using a variety of software, but keeping the instruction basic for the beginner. 2. An introduction to many resources that are available at NC state to implement teaching with technology. 3. A forum to learn from other faculty who have already taught courses on-line.</li> <li>▪ The best hands on computer based education I have ever had</li> <li>▪ Good, focused training at an appropriate level.</li> <li>▪ It was a tremendous overview and will make it possible for me to get started putting things online with WebCT. Without the Institute, I would be overwhelmed. Also it introduced me to a lot of services on campus that I only vaguely knew about previously.</li> <li>▪ It provides a good overview of the technology applications best way to get into online teaching</li> <li>▪ Targeted, hands-on, practical workshop sessions in which we actually produced something (a header, the basics of a WebCT course) that we can use in our teaching.</li> <li>▪ The Summer Institute provided an opportunity to become familiar with WebCT Vista and the use for both on-line and traditional courses. It was also very useful to interact with course presenters and participants.</li> <li>▪ I learned a lot. I received great software. I was able to share ideas with other people about teaching with technology. I saw great talks from people about different ways to use technology.</li> <li>▪ Good balance of overview and hands on.</li> </ul>
<b>Motivational/ Attitudinal</b>	<ul style="list-style-type: none"> <li>▪ It's an excellent chance to get acquainted with WebCTVista, plus see/hear what other people are doing on-line, and review the issues related to teaching on-line.</li> <li>▪ There was a lot of good information presented. It was very motivating to see all of the tools and help available for developing course materials, etc.</li> </ul>
<b>Generates New Ideas</b>	<ul style="list-style-type: none"> <li>▪ It provided helpful info on current software and assistance from LTS on preparing courses for on-line offering.</li> <li>▪ The summer institute was a great way to get an overview of the technologies, resources, grants and support available to faculty. It also inspired numerous methods and techniques that I can attempt to develop in my courses during the next year.</li> </ul>
<b>Motivates Faculty to Recommend to Peers</b>	<ul style="list-style-type: none"> <li>▪ I have already have talked with Kaye Moore (dean of Ed.) regarding the new faculty orientation or the fall "all hands meeting" when we all get together. That way you can present the SI and all the other things "you all" do.</li> <li>▪ Have already recommended the S.I. to my fellow professors in the Communication Dept. because I told them it will keep them on the cutting edge of teaching technology. They agreed and will attend at some point in the future.</li> <li>▪ I would highly recommend the SI. It allows a person to get totally "immersed" for one week. Having the open labs is also great.</li> </ul>

## Most Important Changes to Make

In an effort to continually improve the Summer Institute Experience for Faculty, 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?)	Comments
<p><b>Differentiated Learning Paths/Schedules/Focus in Individual Needs</b></p>	<ul style="list-style-type: none"> <li>▪ The concentration on Vista was good. The thing that I lack after all of that is a good sense of how I, as a course designer, proceed. We were introduced to building course content and tools from the instructor view, but there are a few pieces missing when backing up to the next higher level. How exactly do I start building a course when all I see is "blank template"? I don't think it is difficult, but I've spent a lot of time reading the help files and looking for some kind of guidance on the whole business of "templates". Perhaps a Friday elective could be "Getting started as a Course Designer". (There should be much more available next year to use as examples, along with course templates that might be developed by then.)</li> <li>▪ The one aspect that I took advantage of that few other people did was the open lab time. I left with a Dreamweaver template and the skills that I needed to finish my web page. You should more strongly encourage faculty to have materials ready before summer institute and to spend as much time as possible in the open labs. I wish that we had had more help with planning what to do - the steps in transitioning to online. The lunch speakers that we had focused on what they were able to do and why they liked it but not enough on their evolution of their material. It made it seem like it just happened when I think it probably more likely happened slowly, incrementally, and with many adjustments along the way.</li> </ul>
<p><b>Pacing</b></p>	<ul style="list-style-type: none"> <li>▪ I don't think that there is anything that should be changed given the amount of time available.</li> <li>▪ I don't know how you would fix it, but sometimes it seemed like we were really cramming so much into one session. I am finding it hard now to remember all I learned.</li> </ul>
<p><b>Equipment/Facilities</b></p>	<ul style="list-style-type: none"> <li>▪ If the bugs in the computer lab that come up when multiple people try to use Dreamweaver and WebCT Vista could be worked out that would be great.</li> <li>▪ Revamp the computer labs. Too many problems with Dreamweaver working properly.</li> <li>▪ Make sure all workstations in the computer lab can run the browsers and/or software correctly</li> </ul>
	<ul style="list-style-type: none"> <li>▪ I felt like many of the beginning "hands-on" classes were scheduled for Friday. Would like to have them scheduled PRE Vista. Also, they seemed to be all in the same time slot on Friday. All of the sessions I attended were very helpful.</li> <li>▪ Include information about distance tutoring</li> <li>▪ One suggestion would be to actually take documents (Word or Power Point) and go through the process of putting these into WebCT Vista.</li> <li>▪ I think it would be helpful if you had all attendees prepare or bring the following on a disk: syllabus, simple quiz (with maybe a few multiple choice questions), and some kind of handout or lecture</li> </ul>

<p style="text-align: center;"><b>Instruction</b></p>	<p>notes they use in their classroom. Then, have the attendee save these items in their SI folder to use in class. For me, importing my own syllabus into webct would have been helpful.</p> <ul style="list-style-type: none"> <li>▪ Having the "helpers" in the room to put us on track if we missed something was essential. Most of what the helpers did was to show us where to click to get to where the instructor was. Some devices to point out where the "bread crumbs" (for example) are would be good. The instructor always told us, but if we were distracted or working on something else, it was hard to get back to where the group was.</li> <li>▪ Find ways to integrate the 7 principles throughout the workshop - that is to remind participants about the principles.</li> <li>▪ Work in time at the end of the institute to just play with Vista. The time spent on the last day bouncing ideas off our buddy would have been better spent had we been in the lab actually beginning to put our sites together. Then we could have asked more practical questions as opposed to 'what if...' questions.</li> <li>▪ Open lab with LTS assistants should be a regular feature, not just during the Institute. Is it? If it is, I'd like to know.</li> <li>▪ Would it be possible to have all individuals participating for the first time grouped in the same section?</li> </ul>
<p style="text-align: center;"><b>Lunch Sessions</b></p>	<ul style="list-style-type: none"> <li>▪ Lunch sessions should be entirely done by faculty who have presented online courses.</li> <li>▪ better luncheon speakers</li> <li>▪ An intro. meeting on Mon at lunch with your assigned buddy and his group as well as on Thur. A good ice breaker etc.</li> <li>▪ I really cannot think of anything major.</li> </ul>

*Two participants did not see the need for changes:*

- As I reflect on this question, I think you did a super job. I don't see that you need to make any changes yet.
- I don't see a need for changes!
- I think it was well-run.
- Keep it up.

## Liked Best Overall

Participants were additionally asked what they liked best overall about the Summer Institute. These responses fell thematically into the following categories:

Category (Liked Best)	Comments
<b>Instruction/Format</b>	<ul style="list-style-type: none"> <li>▪ The instruction.</li> <li>▪ Well organized and stayed on schedule for all 5 days. I just wish we had a 2 week institute- would allow more hands on.</li> <li>▪ The patience and support for beginner level of interest and skill and helpful attitude. This helped for a higher motivation level for those of us still trying to "start"</li> <li>▪ The instructors were all great. None of them ever made me feel stupid (even though it would have been justified). They all had there unique sense of humor and they let it show through. I really enjoyed the last lunch presentation on the "Bugs and People" course. I didn't know Ron could be so funny.</li> <li>▪ The institute was well organized and well run. The notebook contains a lot of information and makes an excellent reference.</li> <li>▪ instructors, good team work, pace</li> <li>▪ Hands-on training. Lack of time in chairs listening to lectures.</li> <li>▪ The "hands-on" experiences and information presented at the luncheons.</li> <li>▪ Laboratory sessions.</li> </ul>
<b>Food</b>	<ul style="list-style-type: none"> <li>▪ Lunches were excellent!</li> </ul>
<b>Camaraderie</b>	<ul style="list-style-type: none"> <li>▪ I really like the chance to go step by step through the new version of WebCT and Dreamweaver, and a chance to get a "buddy" to follow up with. It's also good to hear the presentations about what others are doing on-line--gives me ideas!</li> <li>▪ The teamwork among all the people helping with the institute. Everyone was well trained, friendly, and accessible.</li> <li>▪ I enjoyed meeting colleagues in different disciplines and learning how they plan to use technology.</li> <li>▪ I liked being able to see what other instructors had been able to do using some of the available technologies. I also benefited from listening to these instructors point out the difficulties that they had experienced as well as some of the solutions used to solve or diminish those problems.</li> <li>▪ I most enjoyed the knowledge gained, which included talking to other participants about how they use technology in teaching</li> </ul>
<b>LTS Staff (and staffing during the week)</b>	<ul style="list-style-type: none"> <li>▪ The helpful instructors!</li> <li>▪ By having several staff members in the lab as material was being taught gave it a personal touch and was very helpful in following what was being taught.</li> <li>▪ I liked the specific classes the best. I liked the handouts in the specific classes as well as the close attention received from the SI staff. It was very helpful to be able to ask a question and immediately get an answer.</li> <li>▪ The positive attitudes of ALL of the instructors.</li> <li>▪ The quality of the teaching. All of the topics were right on target and the instructors were excellent. Right pace, right activities.</li> <li>▪ The instructors were very helpful and a wide range of topics was</li> </ul>

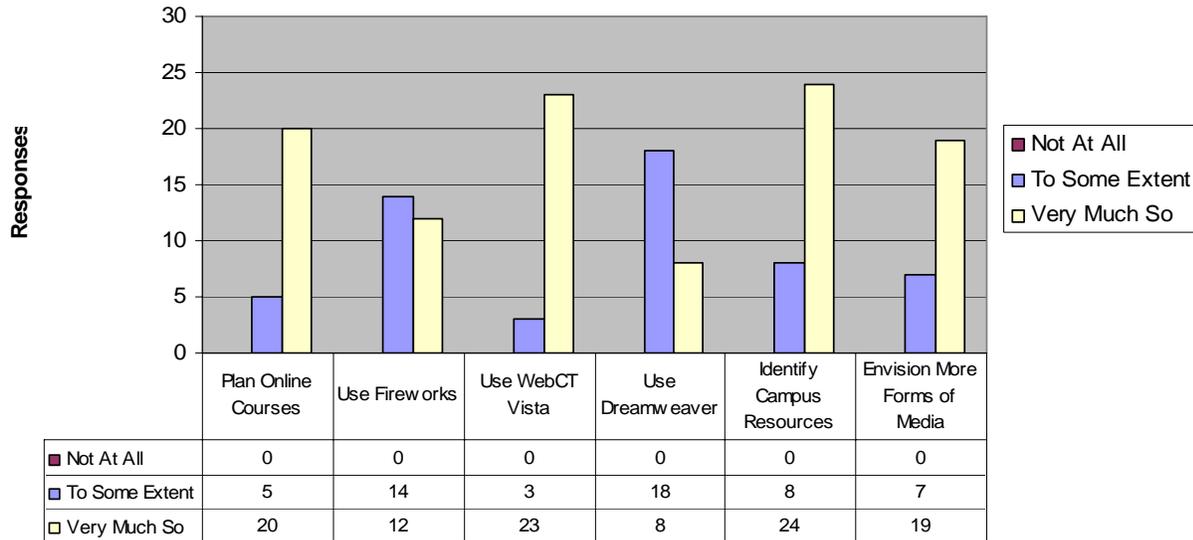
	<p>presented.</p> <ul style="list-style-type: none"> <li>▪ The instructors were very helpful and a wide range of topics was presented.</li> <li>▪ Ability to work with buddy on specific pieces of my website.</li> <li>▪ Hard to say just one thing. The staff is the perhaps the best thing but what they do (offer well planned and presented sessions and give individual help) is wonderful, too.</li> </ul>
<b>Overall Coverage of Materials and Vista</b>	<ul style="list-style-type: none"> <li>▪ Chance to see the software tools and what they can do</li> <li>▪ I liked the coherent tracking of everyone along the same path for the first four days with the emphasis on Vista. (That's why I came back for year 2, so I was very pleased with the programming.)</li> <li>▪ WebCT Vista information</li> <li>▪ VISTA is a great program.</li> </ul>

### Increase in Skills/Abilities

Participants were also 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?” Clearly from their perspective, the institute increased their abilities in key areas “to some extent” or “very much so” for the most part.

	Not At All	To Some Extent	Very Much So
The Summer Institute increased my ability to begin planning and scoping the transition of a traditional course to an online course (25)	0	5	20
The Summer Institute increased my ability to create and optimize text graphics (such as banners) using Fireworks (26)	0	14	12
The Summer Institute increased my ability to use WebCT Vista to begin delivering materials online (26)	0	3	23
The Summer Institute increased my ability to create or modify an HTML document using Dreamweaver (26)	0	18	8
The Summer Institute increased my ability to identify and describe campus resources for the development and support of online and distance education (26)	0	8	24
The Summer Institute increased my ability to envision media use beyond graphics and text-based web pages (26)	0	7	19

### Increase in Skills and Abilities Due to Summer Institute



Library Services

### Benefits of the Summer Institute

Participants were also asked to indicate to what extent the Summer Institute provided them with certain benefits important to transitioning to technology supported instruction. Clearly from their perspective, the institute benefited them in these key areas “to some extent” or “very much so” for the most part.

	Not At All	To Some Extent	Very Much So
The Summer Institute gave me a sense of issues involved in creating online course materials. (25)	0	3	22
The Summer Institute gave me a sense of the resources available to help you create online course materials. (25)	0	1	24
The Summer Institute gave me the opportunity to meet other faculty members with similar interests. (26)	0	4	22
The Summer Institute gave me the confidence to begin developing online course materials. (25)	0	5	20
The Summer Institute gave me new knowledge and skills that will help me begin developing online course materials. (25)	0	4	21
The Summer Institute eased some of my concerns about teaching and learning with technology. (26)	0	5	21

Participants were also given the opportunity to provide an open ended response to the benefits they felt they gained from the Summer Institute. Some of these comments are as follows:

- Similar to one item above but slightly different -- it is great to know what is going on across campus and learn from the experience of others.
- A resource where I can get assistance of almost any nature to assist me in a course.
- The greatest benefit for me was to learn the tools available and the resources to help me get started. The library resource seminars were very beneficial.
- Some of the above questions do not apply to me. I am coming off the teaching of an online course. The Communication Dept wants to conclude Com.301-601 with the SSII offering. So I hope you understand why I did not answer some of the questions above. The same will apply to some of the questions below also.
- The open lab with a chance to ask individual questions about our courses/web pages is great.
- The introduction to tools like CourseGenie and Respondus were very useful. Also, the introduction to the Digital Media Lab and making graphics appropriate for their mode of delivery was very helpful.
- Exposure to many computer resources. The brief exposure allows me to see whether I want to take a more detailed class on the topic later (i.e. Dreamweaver)
- same as no. 4
- I have already submitted a proposal to DELTA for developing an online section for the course that I have taught (in fall) for the last two years and will continue to teach for a few more years. I have also been thinking about implementing some of the points with respect to presentation of course materials for the online section of my other course during spring semester, as well as in class students for the courses that I will be teaching next fall and spring semesters. The Summer Institute showed me the resources that are available on-campus for developing and enhancing online classes. [NOTE: For Question #9 I am only marking the use of the tools that I learned for my regular classes.]
- being able to repeat it helped tremendously
- Interaction with other participants.

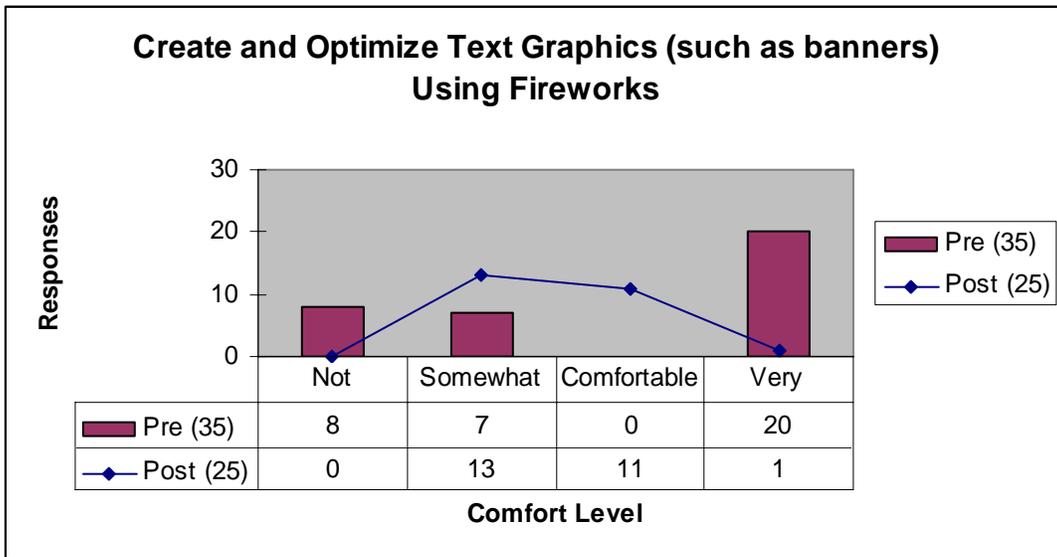
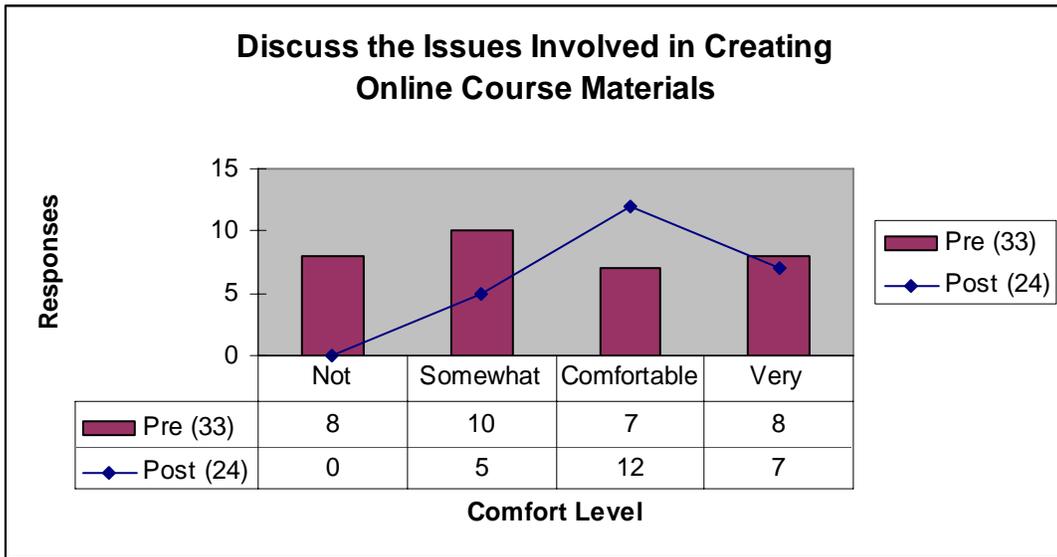
## Selected TLT Comfort Levels

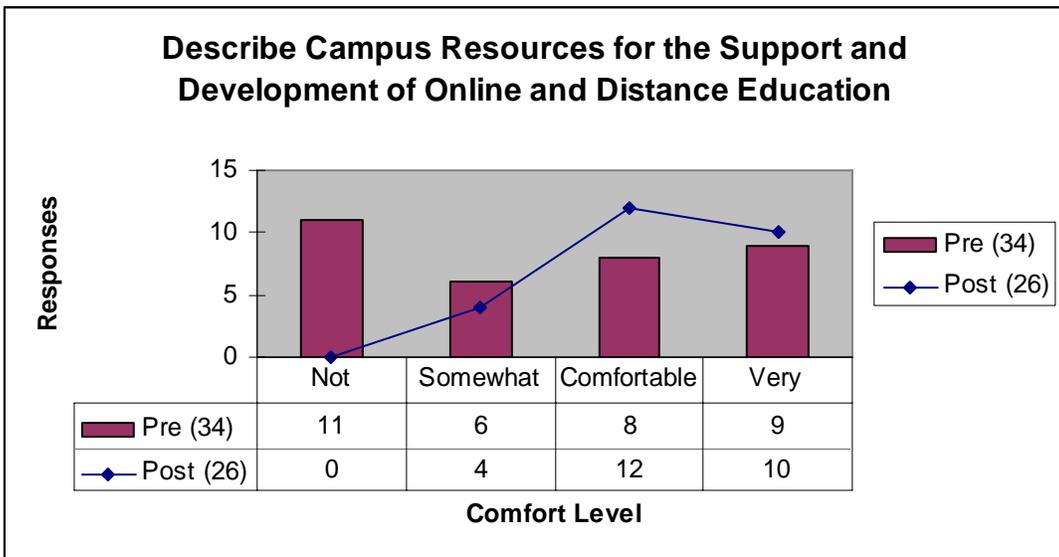
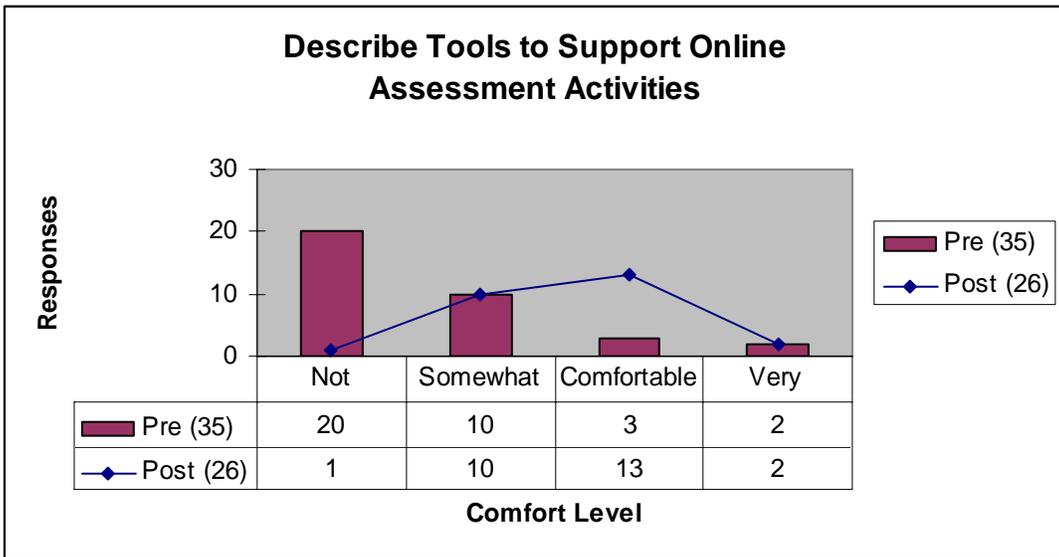
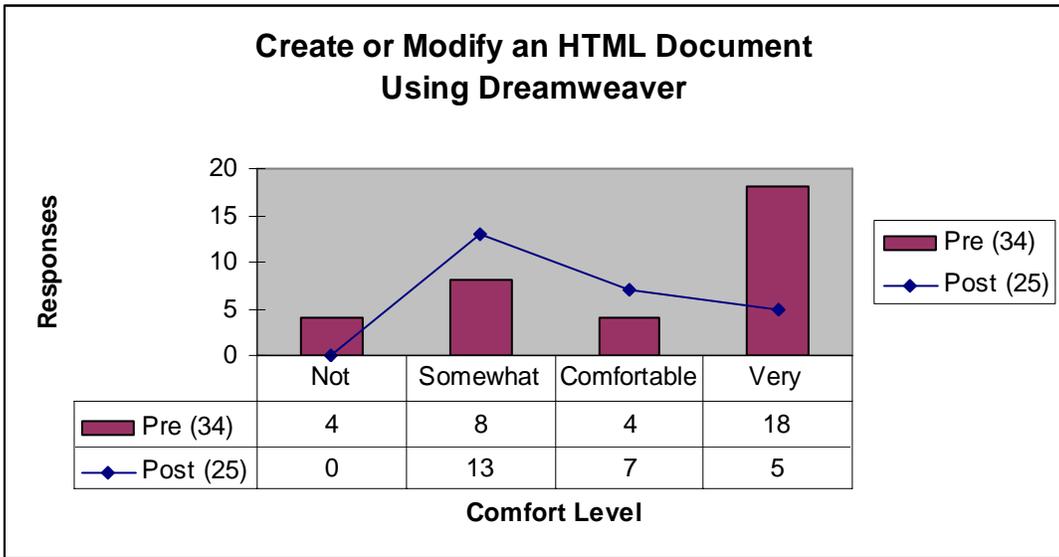
Both Pre and Post Summer Institute, participants were asked to rate their comfort levels in selected Teaching and Learning with Technology (TLT) areas using a four point Likert Scale. The graphs below indicate Pre and Post comfort levels with each task area. Noticeable differences in comfort levels can be seen.

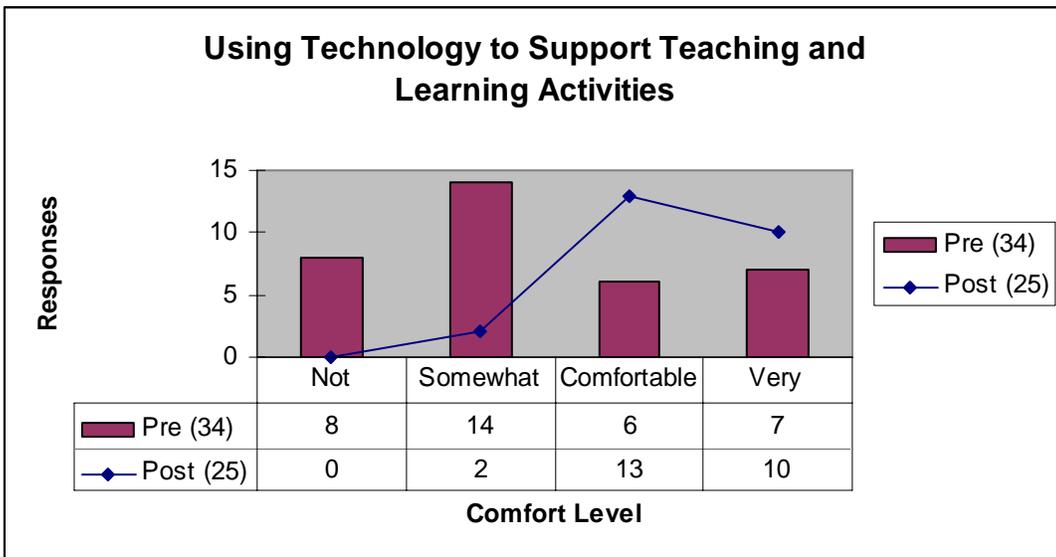
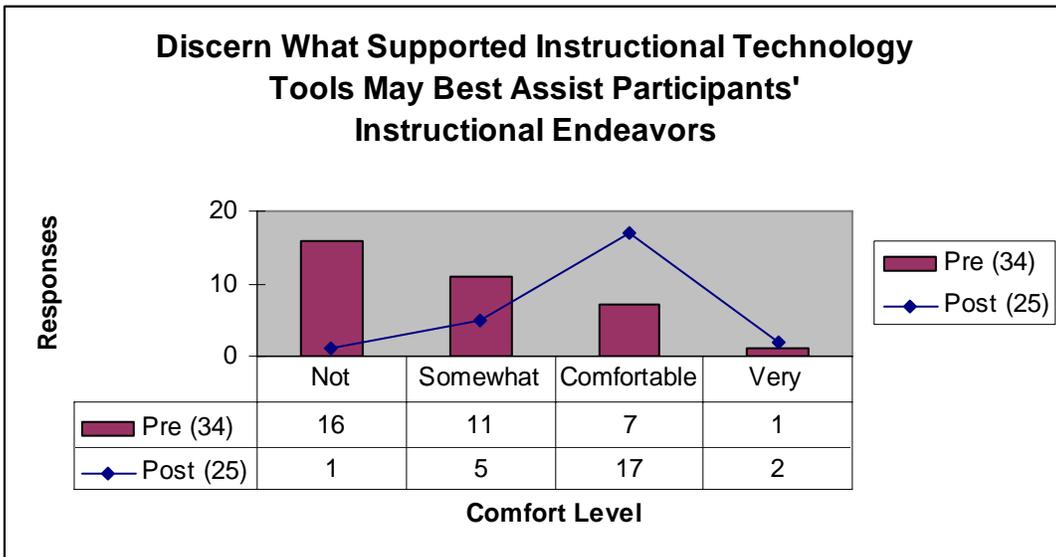
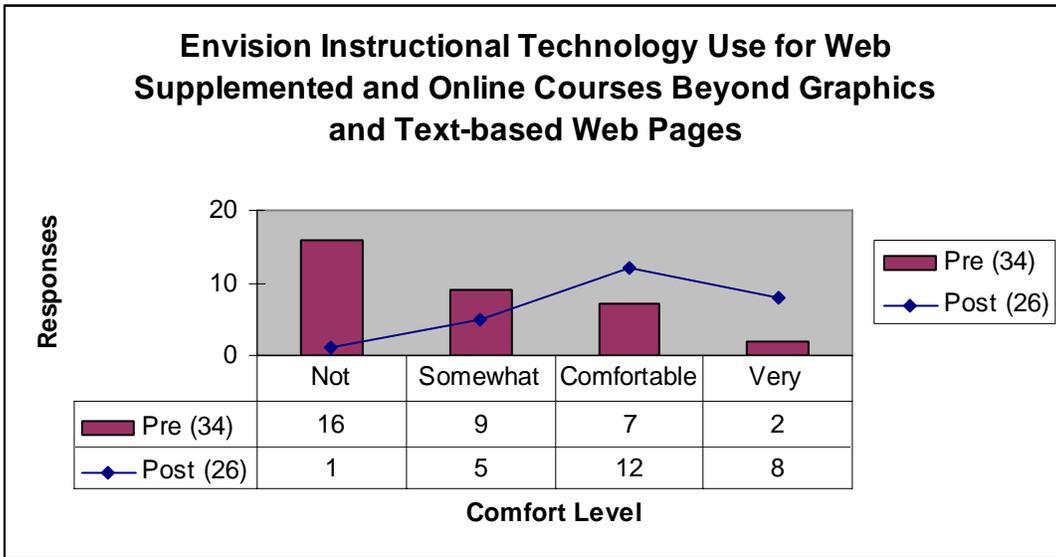
*Scale = Not Comfortable, Somewhat Comfortable, Comfortable, Very Comfortable*

Task	Comfort Level			
	Not Comfortable	Somewhat Comfortable	Comfortable	Very Comfortable
<b>Pre Institute Data</b>				
Discuss the issues involved in creating online course materials (33)	8	10	7	8
Create and optimize text graphics (such as banners) using Fireworks (35)	8	7	0	20
Create or modify an HTML document using Dreamweaver (34)	4	8	4	18
Describe tools to support online assessment activities (35)	20	10	3	2
Describe campus resources for the development and support of online and distance education (34)	11	6	8	9

Envision instructional technology use for web supplemented and online courses beyond graphics and text-based web pages. (34)	16	9	7	2
Discern what supported instructional technology tools may best assist participants' instructional endeavors (34)	16	11	7	1
Using technology to support teaching and learning activities (35)	8	14	6	7

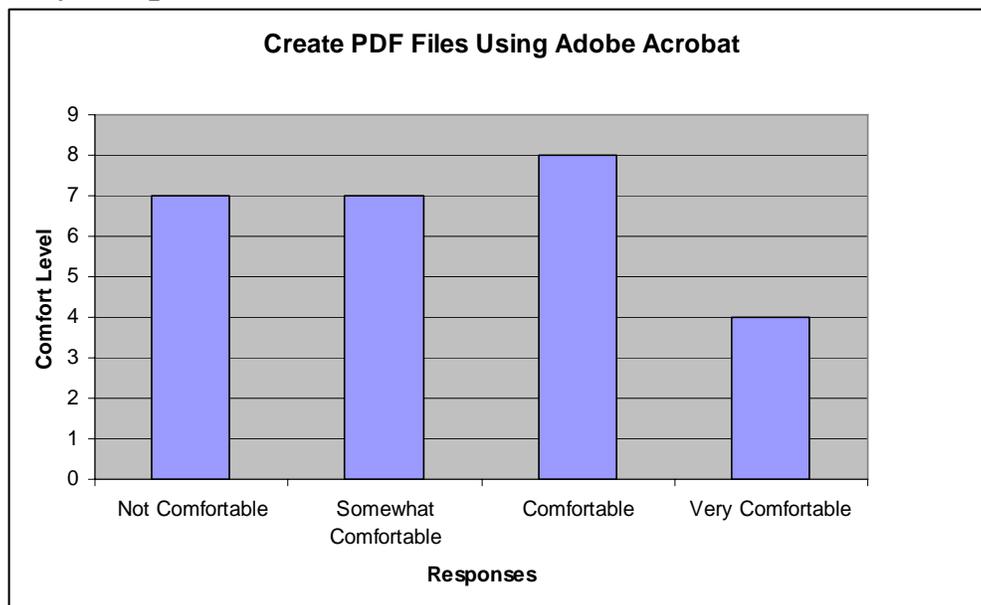


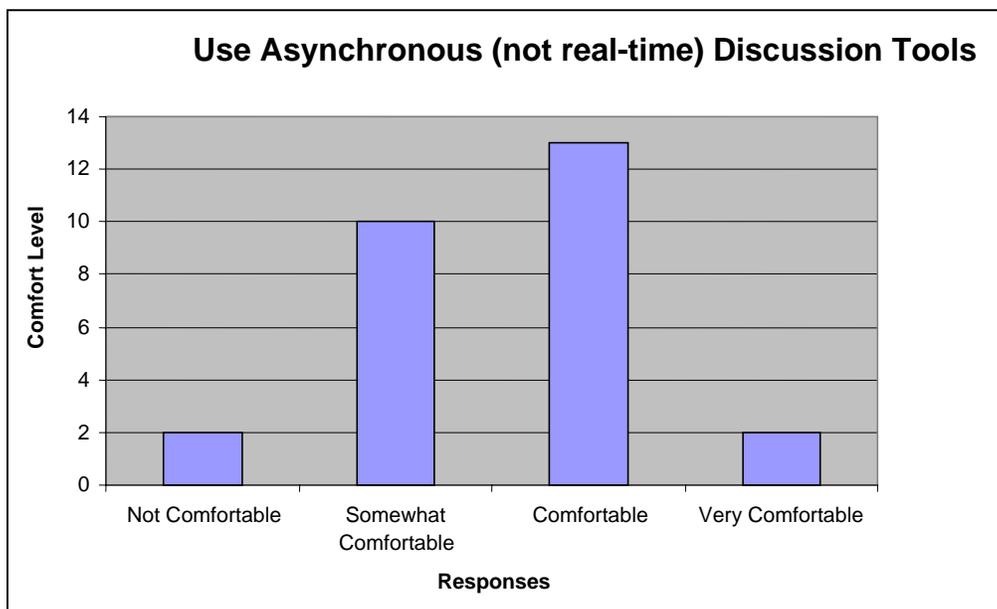
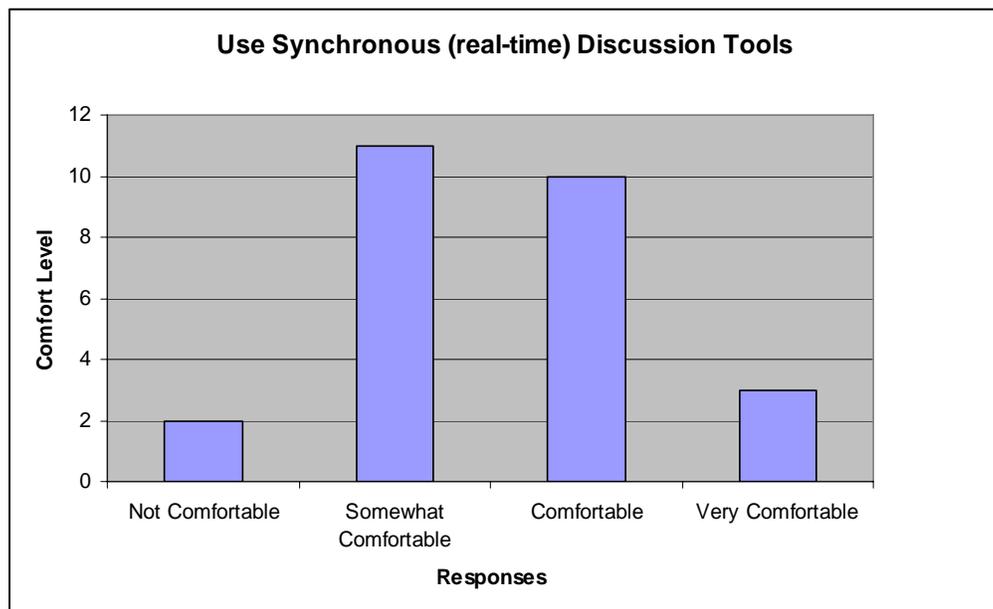
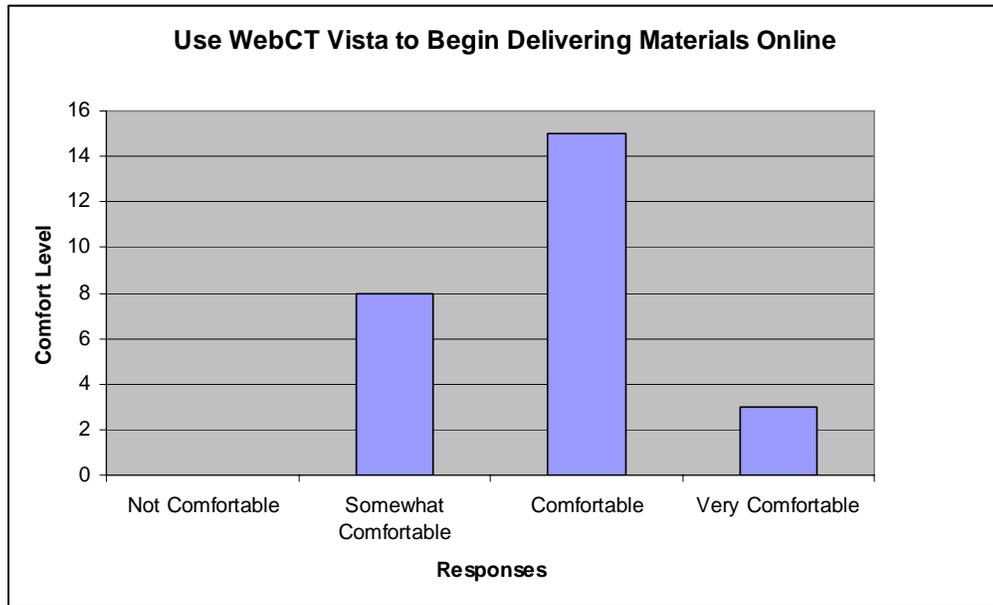




Task	Comfort Level			
	Not Comfortable	Somewhat Comfortable	Comfortable	Very Comfortable
<b>Post Institute Data</b>				
Discuss the issues involved in creating online course materials (24)	0	5	12	7
Create and optimize text graphics (such as banners) using Fireworks (25)	0	13	11	1
Create or modify an HTML document using Dreamweaver (25)	0	13	7	5
Create PDF files using Adobe Acrobat (26)	7	7	8	4
Use WebCT Vista to begin delivering materials online (26)	0	8	15	3
Use synchronous (real-time) discussion tools (26)	2	11	10	3
Use asynchronous (not real-time) discussion tools (26)	2	10	13	2
Describe tools to support online assessment activities (26)	1	10	13	2
Describe campus resources for the development and support of online and distance education (26)	0	4	12	10
Envision instructional technology use for web supplemented and online courses beyond graphics and text-based web pages. (26)	1	5	12	8
Discern what supported instructional technology tools may best assist participants' instructional endeavors (25)	1	5	17	2
Using technology to support teaching and learning activities (25)	0	2	13	10

## Post Data Only Graphs





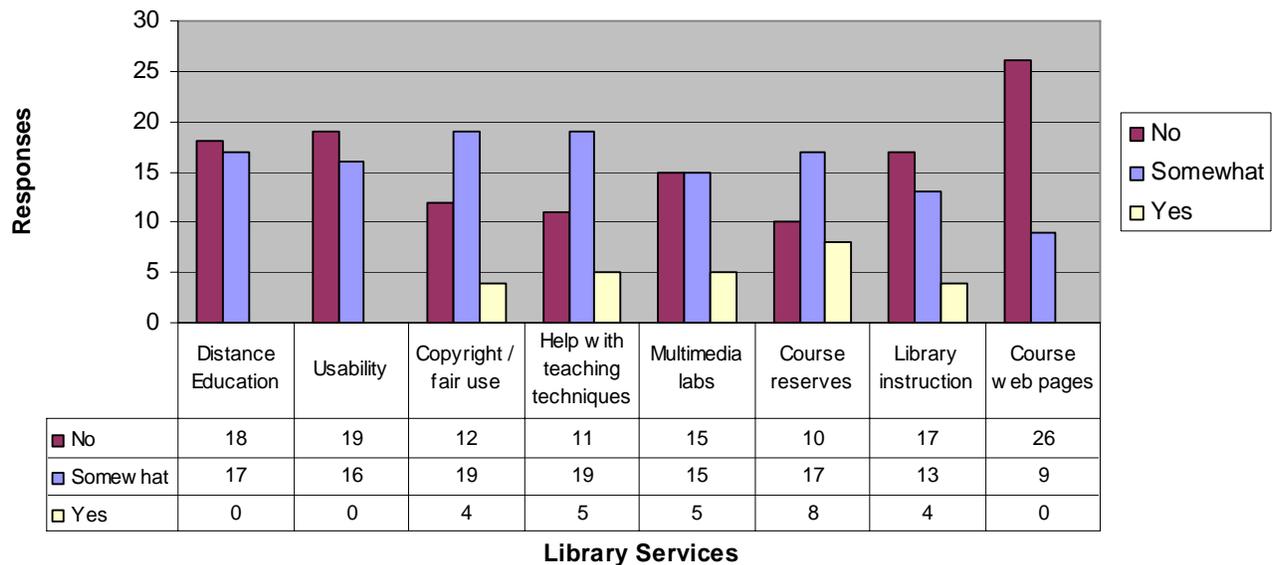
## Description of Campus Resources

Both Pre and Post Summer Institute, participants were asked to indicate if they could describe key campus resources. The graphs below indicate Pre and Post ability to describe campus resources.

Noticeable differences in comfort levels can be seen

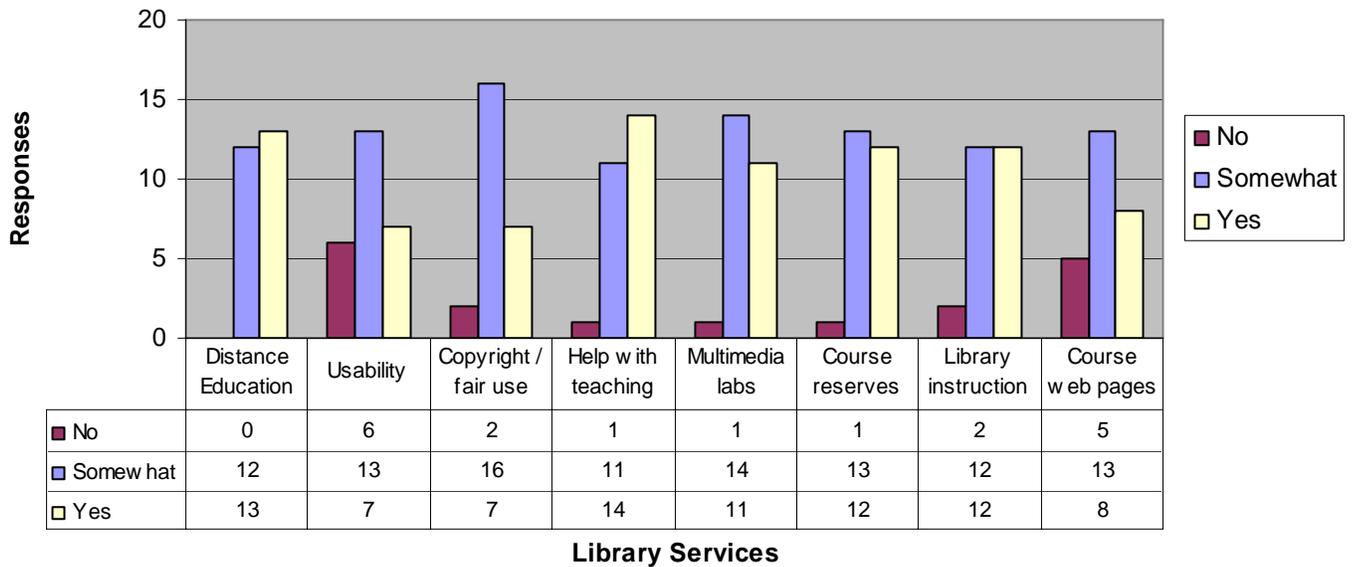
<b>Pre Institute Data</b>	No	Somewhat	Yes
Library services for distance education (35)	18	17	0
Usability services (35)	19	16	0
Copyright / fair use assistance (35)	12	19	4
Help with teaching techniques (35)	11	19	5
Scanning / multimedia labs for faculty (35)	15	15	5
Course reserves (print and electronic) (35)	10	17	8
Library instruction for students (34)	17	13	4
Library creation of course resource web pages (35)	26	9	0

### Familiarity with Campus Resources Pre Summer Institute



<b>Post Institute Data</b>	No	Somewhat	Yes
Library services for distance education (25)	0	12	13
Usability services (26)	6	13	7
Copyright / fair use assistance (25)	2	16	7
Help with teaching techniques (26)	1	11	14
Scanning / multimedia labs for faculty (26)	1	14	11
Course reserves (print and electronic) (26)	1	13	12
Library instruction for students (26)	2	12	12
Library creation of course resource web pages (26)	5	13	8

### Familiarity with Campus Resources Post Summer Institute

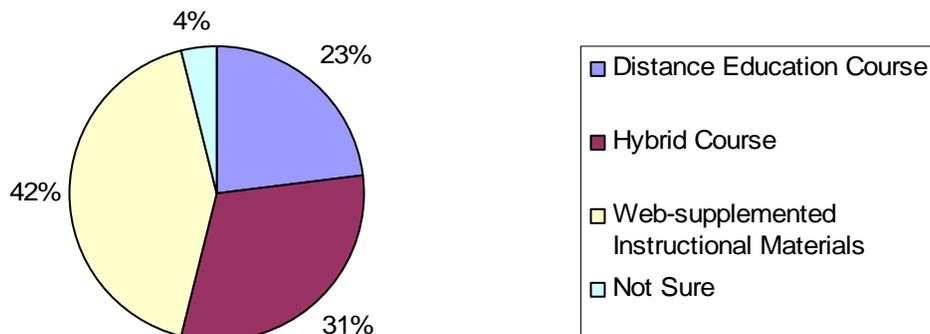


### Current Plan for Online Course Development

Participants were asked to describe their current plan for online course development post Summer Institute. Of the 26 responses, participants plan to do the following:

- (11) I plan to use what I learn to create web-supplemented instructional materials (such as syllabus, class notes, discussion forum, etc.) for my course in the next year.
- (8) 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.
- (6) I plan to use what I learn to create a completely online/distance education course in the next year.
- (1) I'm not sure what I might do at this point.

### Post Summer Institute Course Development Plans



## Staff Rating

Participants were also asked to provide feedback about the LTS staff who participated in the Summer Institute, rating them both on a Likert scale and adding additional, open ended comments.

### Staff Ratings

	Poor	Fair	Good	Very Good	Excellent
Professionalism (26)	0	0	0	3	23
Helpfulness (26)	0	0	0	2	24
Accessibility (26)	0	0	0	2	24
Technical Knowledge (26)	0	0	0	5	21

### *Open ended comments about staff:*

- Fabulous! Really, the best I could hope for.
- Great job! Thanks for inviting me to attend.
- On question 7 & 8, the only reason I didn't say comfortable or yes is that like a teen with a new license, I need time behind the "wheel" ie actually doing the computer work. I do feel very good about my abilities to do the job using the resources received at the institute and the LTS staff.
- Everyone was very friendly, helpful, and professional during the institute, but I'm having a hard time getting any responses to my email questions since then.
- One of the best groups I've ever seen. It is very clear to me that everybody works well as a "team".
- Everyone was sincere, enthusiastic and helpful.
- I've made comments above on how great I thought the LTS staff members are.
- Very helpful and patient
- Great bunch
- Presentations of labs need closer monitoring of participants progress through each step in a procedure.

## WebCT Vista

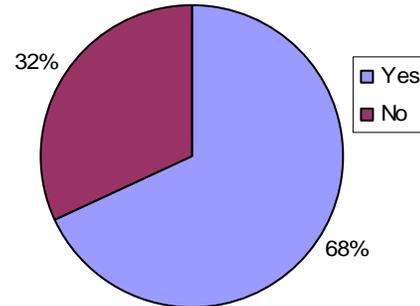
Participants were asked questions regarding the new Learning Management System.

Required Vista faculty training (n=25)	
Yes	17
No	8

### Require Vista Training for Faculty

*If yes, recommended types of training:*

- Face-to-face
- Take summer institute course.
- An actual on line training course that lasts about 2-3 weeks using all the online stuff. I participated in one at Wake Tech when I was a department head. I would be most happy to discuss this by phone and put you in touch with the Wake Tech person for ideas on their approach. It was VERY HELPFUL.
- I'm sure there are some computer geeks who are the exception to the rule, but most of the professors I know need instruction. I personally like face to face instruction.
- I think they should be required to attend the Summer Institute.
- For someone is pretty savvy about the web and has some exposure to LMS, an online presentation might work (especially good tutorials). For most, I think that face-to-face, in the lab training would probably be most beneficial.
- I think face-to-face training would be best so that participants can ask questions to staff members while being trained.
- I believe that any prior training would make the use of the system easier for the faculty member and consequently, more useful for the students. At a minimal level, the training should cover the methods of navigating around in WebCT Vista, an overview of the tools available, and techniques of educating students on using the system. The training could even be done online using some sort of tutorial program that leads the instructor through the system.
- Faculty should see what the students will see. An online training where faculty take the role of student first, then move to setting up content for students.
- I believe everyone who teaches online should participate in a workshop to become familiar with not only how to effectively present materials online, but also how to teach and communicate with students.
- Ideally faculty planning to teach online should have to attend the summer institute. I believe that everything we learned was very important in designing the structure of the course and in understanding all options available to us. Any training should be face-to-face.
- Combination of both online and face to face, basic procedures and online assessment.



## Vista vs. WebCT

Participants were asked to select the statement that best describes their experience with WebCT Vista compared to using other versions of WebCT that they have worked with.

- (7) WebCT Vista is much easier to use.
- (6) WebCT Vista is somewhat easier to use.
- (1) There is no difference in ease of use between WebCT Vista and other versions of WebCT.
- (1) WebCT Vista is somewhat harder to use.

- (0) WebCT Vista is much harder to use.
- (11) I have not used other versions of WebCT, thus I don't know.

### **Vista vs. Other Learning Management Systems**

Participants were asked to select the statement that best describes your experience with WebCT Vista compared to using other Learning Management Systems (e.g. Blackboard).

- (3) WebCT Vista is much easier to use.
- (5) WebCT Vista is somewhat easier to use.
- (1) There is no difference in ease of use between WebCT Vista and other other Learning Management Systems.
- (1) WebCT Vista is somewhat harder to use.
- (0) WebCT Vista is much harder to use.
- (15) I have not used other Learning Management Systems, thus I don't know.

### **Comments regarding WebCT Vista training received during the Summer Institute:**

- I think it was good.
- I am very concerned about Vista's instant text messaging feature (available to students on their home Vista page). There are now more chances for students to cheat during quizzes. As the instructor, I imagine I'll have to do a lot more work to assess students because of it. It seems like WebCT has made the pedagogical decision that student to student interaction is more important than independent learning. Yet shouldn't that be the decision of the professor of the course who has the expertise, PHD and experience to make the right call? Independent quiz sites, do not solve the problem either. Since student can now contact others in the class without instructor supervision, they can set up time to virtually cheat.
- I feel I will need more experience with webct Vista before replacing the CE. I plan to attend additional Vista workshops this summer if my schedule allows. The S.I. was a great overview, but I still have lots of doubts and questions when it comes to the details of Vista.
- The training was good as far as it went, but it left some open questions. How can a site manager (Dreamweaver) best be integrated into course development with Vista? It seems that Vista still keeps some functionality hidden internally (learning modules, for example). It is tedious to have to recreate the same thing over and over again manually.
- I really liked the hands-on training techniques. The more I get to use the system, the more likely that I am going to remember how to do it. I am looking forward to taking some of the other workshops dealing with the gradebook and learning modules if available.
- Before training, I did not think I wanted to use WebCT Vista. Now I can see many, very promising ways that I would like to use it. I would have like more time with actually writing test questions and getting them into Vista. The whole assessments thing went too fast. I loved the experience with chat rooms and discussions. And the intro into how to design the pages and learning modules was great.
- A lot of materials were covered during approximately 16 hours of teaching. To get good at what I need to do for online teaching I need lots of time to spend on developing course materials, creating a well-balanced web site, posting materials on the site, and communicating with students. In my opinion, the Summer Institute, as it was in May, is a good start for someone like me who is teaching a course online, but is not happy with they way it is done, and/or wants to start a new course.
- When doing the pre-institute on line stuff, try to incorporate more hands on such as reference readings and then an online discussion etc. See question 13 above.
- See above comments. WebCT Vista was very good, would have liked some more in-depth basics prior to Vista.

## Overall comments and feedback regarding the Summer Institute:

- Delightful, time well spent, wonderful, etc. I can't believe that so much is accomplished in the amount of time that we have. Having follow-up with a buddy is almost too good to believe. Thanks so much!
- I am looking forward to additional training. Hurry up with the schedule, I am off this summer and I have a desire to continue learning.
- I felt the entire S.I. was professionally executed and coordinated. You kept things moving and on-time. The lunch idea was great and the material shared by various people was helpful. If I was giving you a grade an A+ would be appropriate. Thanks for all your hard work you did behind the scenes to make S.I. work.
- It would be helpful to have some example courses that showed various modes of delivery: all content in Vista; some external content (say, in a WolfWare locker); etc., that learners could browse through to see how some of these things can be handled. That should include having access to various levels (course designer, section designer, instructor) to see more of how the hierarchy works. This was mentioned briefly, and the documentation discusses it somewhat, but seemingly more by way of reminder than instruction. Perhaps a written statement of exactly how and where courses and sections come into being would do it. (And how templates fit in.)
- I very much enjoyed the SI and learned a lot that will be helpful to me in doing hybrid courses. Thanks.
- I learned so much--my thanks to all of you.
- Thank you so much for offering the SI and thank you for letting me participate in it again for the second year in a row. It really inspires me!
- Basically - outstanding. I was floored (and energized). I learned more than I had hoped and came away feeling equipped and NOT alone to proceed. Thanks!
- The device used on the first day to try to get us to know other people taking the course was not very effective. People were more concerned with filling their cards than with meeting people.
- It was a wonderful experience
- Would like to attend again some time to keep track of new techniques