2010 Summer Institute Post-Institute Evaluation

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2010 Summer Institute: Post-Institute Evaluation, Executive Summary

On June 2, 2010, the *Twelfth Annual Summer Institute on Teaching and Learning with Technology* participants (n=48) 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 final evaluation was submitted on June 25, 2010, and the survey was taken offline that same day. Twenty-five of the forty-eight participants responded to the survey, for a response rate of approximately 52%. Of the respondents, twenty-four were faculty members and one was a support staff member. This was the largest group that DELTA has ever supported during the Summer Institute, though response rates to the final survey have usually been higher.

Of the respondents, eleven were from the morning cohort and fourteen from the afternoon cohort, providing good representation from both groups. All respondents indicated that the quality of the Summer Institute was "good" or better, with the majority of respondents, 76%, indicating the Summer Institute was "excellent" and 20% 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 twelve 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.

An important change was recommended for future Summer Institutes regarding pacing and time allocation. Participants noticed that the material seemed fast paced, and more than one reference was made suggesting that additional time allocated for each person to work on his or her own class materials during the sessions might be of great use. Best liked overall were collaborations with and access to the DELTA employees and having a DELTA buddy to confer with. When asked to rate their own abilities, 52% 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 80% 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 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 64% noted that the Summer Institute increased their ability to plan an online course. Twenty-eight percent of the respondents answered "very much so" that the Summer Institute increased their ability to use Elluminate to begin delivering materials online, and 88% using Moodle. Eighty-four 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 72% increased in their ability to envision instructional media use (e.g. audio, video) beyond graphics and text-based web pages. The majority, 72%, 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 8% thought there was too much emphasis on the online teaching strategies and 20% 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: *"Hands down, the positive energy of the DELTA team! The smiles and enthusiasm are contagious. It was great to hear so much laughter in the class and be part of the enthusiasm for DE that built over the week. By the end, even though participants seemed tired and saturated, they also seemed enthusiastic and inspired to try out what they'd learned."* Comments from participants reveal how valuable this program is to them. Following are some selected participant comments from Summer Institute 2010:

- *I really found it valuable to sit down and get oriented to Moodle at this time, since summer is the best time for me to work on migrating my courses to Moodle. I also enjoyed hearing the other technologies/applications available for us to use, even if the workshops could only give us a quick overview. And hearing/seeing/discussing how to use the various new tools in a beneficial way in our courses is very helpful.*
- *Instructor's enthusiasm in all aspects of conducting the Institute. We were really motivated by them.*
- *The many hands-on application processes with the opportunity to actually do some of the things I'd only heard other more technically savvy faculty talk about!*
- *It was good to get an idea of all the materials that are available. It was also good to put names with faces on the staff. I really benefited from just setting the week totally aside for learning more about Moodle.*
- *The collegiality of working with faculty from my own department as well as other colleges was wonderful. When educators discuss teaching across disciplines, some very useful connections can be made. For example, when I see how a presentation was done to teach a diagnostic technique in Vet Med, I can make connections to teaching diagnostic techniques in the classroom.*

Quality Indicators

Participants were asked to rate the overall quality of the Summer Institute using a 1-5 Likert scale. The majority (76%) of respondents rated the overall quality of the institute as "excellent," with 20% rating it as "very good," and 4% rating it as "good." In the twelve years that DELTA has hosted the Summer Institute, it has never been ranked below "good," suggesting that the program consistently maintains a high standard of overall program quality that is able to meet the needs of a diverse audience.

Overall Quality of Summer Institute

Good
Very Good
Excellent

Legend:
- Excellent
- Very Good
- Good
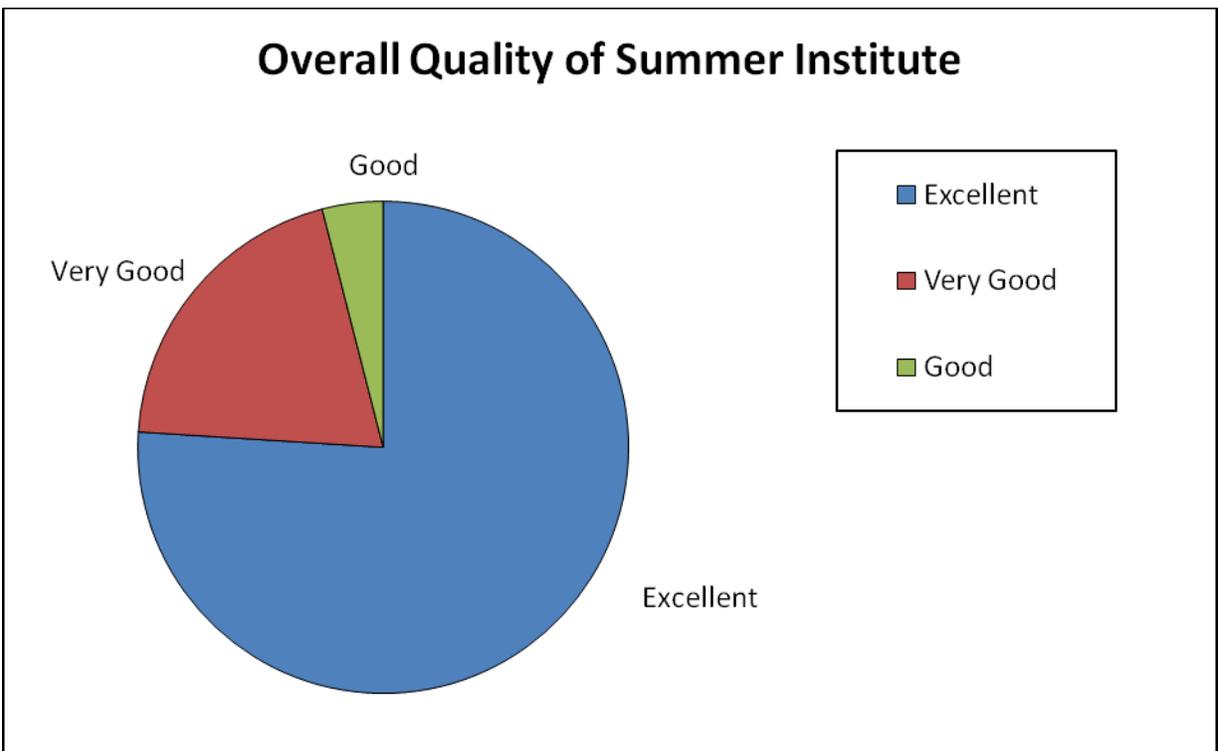
Recommendation of Summer Institute to Others

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	25
No	0

Comments (from those who chose to comment on why they would recommend SI)
- The institute is very good for being introduced to various technologies.   - Great way to get the basics and meet DELTA staff that can assist with varying course management technologies, those connections are very important to me when designing and conducting an online or blended course.   - It was a very good orientation.   - Very informative and practical.   - Because the information is definitely a help to course enhancement.   - Would HIGHLY recommend the SI since it is a chance to focus solely on learning the new technology and info without trying to teach classes at the same time, with lots of experts available to answer questions. Also a great opportunity to discover new possibilities for your courses using technology.   - I think SI quickly gets you over the hump of being anxious about utilizing technology. I find I am actually excited about the development of a DE course because there is no more "fear of the unknown" with respect to the technology needed to develop and implement a DE course.   - I felt very non-tech before coming to the institute and now very comfortable with Moodle and some of the other possibilities for using technology in my classroom.   - The quality of SI is top notch and we are very fortunate to have DE training available, especially compared to some of the other NC universities. SI is an immersion experience (like when you go to different country and are immersed in the language and culture). It's a little overwhelming, but that's part of its value. The concentrated instruction is more effective (for me, anyway) than taking the workshops separately over a period of time. You may need a good bit of reflection time afterward, though, so it's good SI is at the beginning of summer.   - An excellent overview led by very knowledgeable people who are truly eager to help.   - It was a good opportunity to learn what's available.   - I think the course provided an excellent overview, going into just enough details. Since DELTA also offers expanded versions in their individualized workshops... I think that this is great.   - Informative engaging relevant content and presentations.   - You are patient and kind, and let people feel comfortable with not being good at the technologies. Also, friendly and enthusiastic.   - For its intro to tools (software and sources) and their capabilities that is unavailable elsewhere.   - It is a good way to find out what is going on with teaching and technology around the university.   - Technology is part of our daily lives and should not be ignored. Teaching is more than just have the notes ready and talking in front of the class to a passive auditorium. We need to optimize our use of technology in the classroom.   - Especially helpful for faculty who have done things the "hard copy" method, for more than 20 years! Things were made simple. I got excited about the ways that I will be able to streamline my courses that have multiple assignments and projects.   - I found that this course not only introduced information about new technology out there but also led

> *to some critical thinking and new ideas about teaching in general. Many of the participants are using new tools to enhance their face to face classes.*

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
Cohorts – How to Separate Groups	*I think that separating people based on computer experience rather than time preference might work out better.* *Some differentiation for those who have used the technology and those who are being introduced to its operation would be helpful. Having used the technology for two semesters, I am comfortable with its operation and several of its features, so these introductory phases were not very helpful to me. As a novice user (as opposed to a first-time beginner) I would like to have had more best practices and design instruction.*
Curriculum – Pacing and Time Allocation	*Advise the attendees to bring content for the last day workshop sessions. The material is very fast paced and without your own content to work on you can easily get lost.* *Perhaps a bit more time in designing the content pages and layout in Moodle.* *Given the amount of information that needed to be covered, I think the per day time could have been lengthened by an hour or so. I think that I would have benefited from looking at more examples of Moodles that others have done to see how the various resources and activities have been used. That would have yielded more information about the relative advantages/disadvantages of using topic versus week settings, or books versus text resources, etc.* *Some of the sessions were a little long...like the Moodle grade book, which was overwhelming. I'm still not sure I can use that.* *I think it would be good to have mandated work time in the lab to get some personal things done for classes. Since it was optional, I didn't do it. Another option would be to have a follow-up week with half days to "get your class all set up." I would do that. Helpful to do so with people close by to answer questions as we learn.* *Very successful overall--in a few sessions the value seemed diminished because there was more material than could be covered successfully. Pacing is the primary issue--related to the challenge of dividing up the content into neat 90 minute blocks.* *This is a tough one...cause I loved my summer institute experience. The only thing to change would be something I'm not sure you can...it's a lot of material in a short amount of time. I guess maybe some more time to really try out some of the tools. I enjoyed the nighttime session of Elluminate...but maybe a session besides the one on Friday to try out the technology that (I am blanking on what it's called) lets you use your voice over your PowerPoint's. It really helps to walk through and play with some of these new technologies.*

Curriculum - General	*Increase the opportunity for faculty discussion.* *Some lab time to develop some actual course content under the watchful eye of the staff.* *I'm not sure if this would be true of others or not, but I especially appreciated the information on pedagogy and theory. The more I understand about the concepts behind using technology, the more ideas I have for how to apply it. Again, though, I'm not sure this is widely applicable. The practical, hands-on time is valuable, too.* *I really liked it the way it was. I can't really think of changes that need to be made.* *Possibly you could clarify what portion of the workshop will be dedicated to actually learning to use Moodle in a way that is specific to a particular faculty member's class as opposed to the time that will be spent on an overall review of technology available and in use at NCSU including the theoretical background supporting same. I expected more time specifically with Moodle and felt that that was addressed at an incredibly fast pace. I expect there were varying opinions on that. It would be difficult to "be all things to all people" in a workshop like this.* *I was told to bring materials for I course I would be teaching next year on a thumb drive, but never actually had the opportunity to work on my Moodle site. Although it was good, it was not what I was lead to believe.* *Add a hands-on activity that will use participant's course material. Different levels of expertise were present at the seminar and I wonder whether it makes sense to separate the students in two groups, an introductory course and an advance course.*
Logistics	*Two screens in the front of the lab to improve visibility* *It would be better if the participants were able to access the websites www4.ncsu.edu from the beginning of the institute. Some lectures were too fast to follow what the lecture was doing.* *Arrange for temporary B parking for the week so participants could park closer to the library.*

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 New Technologies	▪ *Getting a basic feel for the Moodle environment and its many capabilities.* ▪ *It was good to get an idea of all the materials that are available. It was also good to put names with faces on the staff. I really benefited from just setting the week totally aside for learning more about the Moodle.* ▪ *Learning how to create books in Moodle* ▪ *1.) The presentations by Delta experts, 2. The assigned readings and the connections between the two.* ▪ *I really found it valuable to sit down and get oriented to Moodle at this time, since summer is the best time for me to work on migrating my courses to Moodle. I also enjoyed hearing the other technologies/applications available for us to use, even if the workshops could only give us a quick overview. And hearing/seeing/discussing how to use the various new tools in a beneficial way in our courses is very helpful.* ▪ *Relieves the anxiety of technology and staff is well trained.* ▪ *Friday's electives.* ▪ *The massive amount of information that we got. It was great.* ▪ *In spite of what I expected to learn, Moodle, I enjoyed the hands on exposure to the variety of new technologies being used in the classrooms at NCSU. Also, of great interest was hearing and seeing what others are doing with technology.* ▪ *The many hands-on application processes with the opportunity to actually do some of the things I'd only heard other more technically savvy faculty talk about!* ▪ *Learning new technologies and how they can enhance my teaching. Oh, by the way, I really thought the video we watched about the different kinds of students was useful. It really challenged me to think about my teaching and what my goals are as a teacher.*
The Experience: Buddies/Community/ Camaraderie/Interactions with Others and DELTA Staff	▪ *The energy was very good - everyone was very willing to help. Also having the buddy lunch and reviewing the course planner.* ▪ *The personal connections, buddies, little small-group discussions to bounce ideas, etc.* ▪ *Hands down, the positive energy of the DELTA team! The smiles and enthusiasm are contagious. It was great to hear so much laughter in the class and be part of the enthusiasm for DE that built over the week. By the end, even though participants seemed tired and saturated, they also seemed enthusiastic and inspired to try out what they'd learned.* ▪ *The expertise of the staff coupled with the quick pace--it wasn't too fast, but it didn't drag either.* ▪ *The buddy was very friendly and informative.* ▪ *Free lunch =) I liked everything actually.* ▪ *The collegiality of working with faculty from my own department as well as other colleges was wonderful. When educators discuss teaching across disciplines, some very useful connections can be made. For example, when I see how a presentation was done to teach a diagnostic technique in Vet Med, I can make connections to teaching diagnostic techniques in the classroom.*

	▪ *The friendliness of the staff.* ▪ *High level of competence and enthusiasm from instructors.* ▪ *Instructor's enthusiasm in all aspects of conducting the Institute. We were really motivated by them.*		

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."

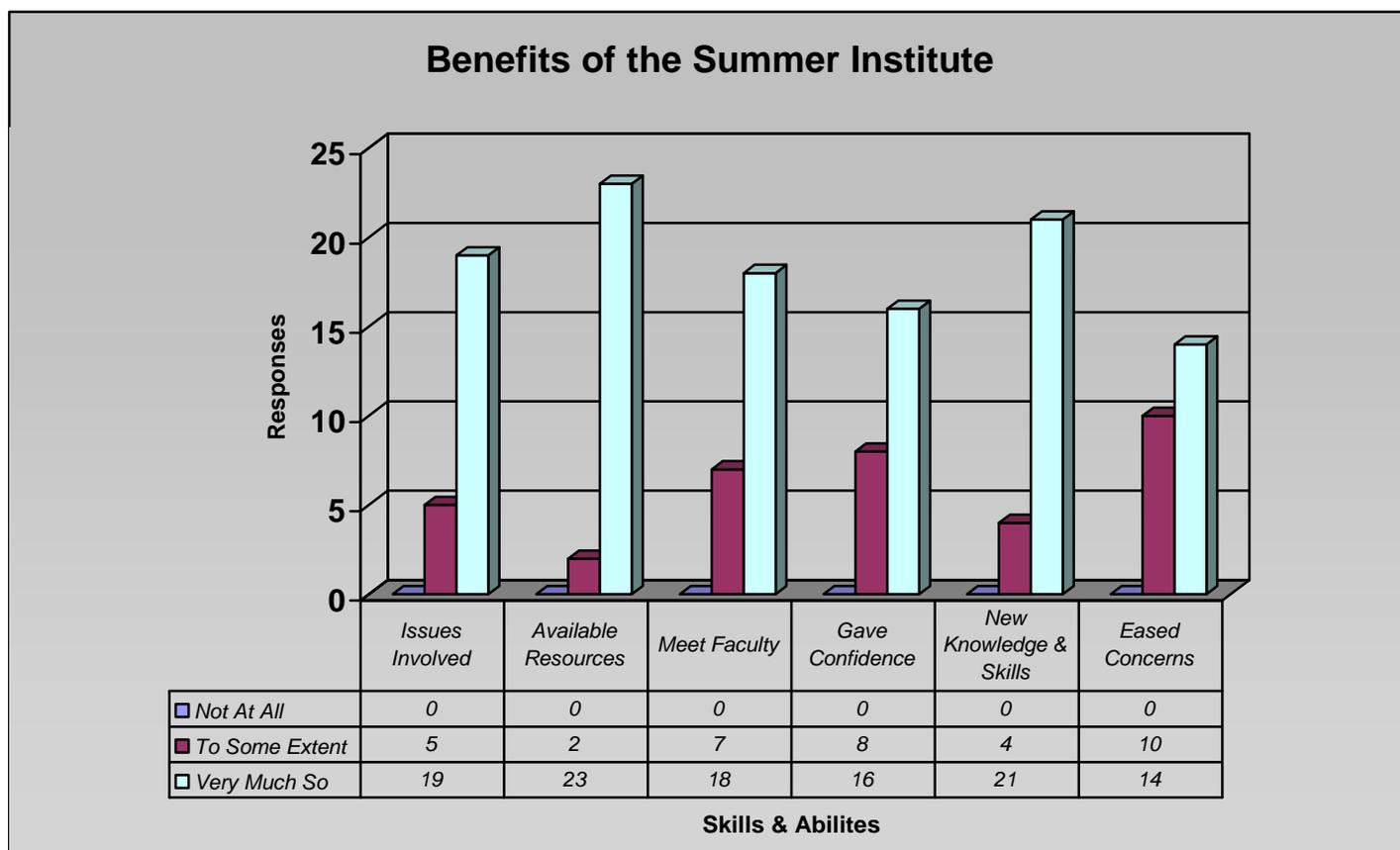|	Not At All	To Some Extent	Very Much So
The Summer Institute increased my knowledge about research and literature related to teaching and learning with technology. (25)	1	11	13
The Summer Institute increased my ability to envision how I can use technology to support my face-to-face class. (25)	0	5	20
The Summer Institute increased my ability to begin planning and scoping the transition of a traditional course to a hybrid course. (24)	1	8	15
The Summer Institute increased my ability to begin planning and scoping the transition of a traditional course to an online course. (25)	0	9	16
The Summer Institute increased my ability to use Elluminate to begin delivering materials online. (25)	3	15	7
The Summer Institute increased my ability to use Moodle to begin delivering materials online. (25)	0	3	22
The Summer Institute increased my ability to identify and describe campus resources for the development and support of teaching and learning with technology. (24)	0	3	21
The Summer Institute increased my ability to envision instructional media use (e.g. audio, video) beyond graphics and text-based web pages. (25)	0	7	18

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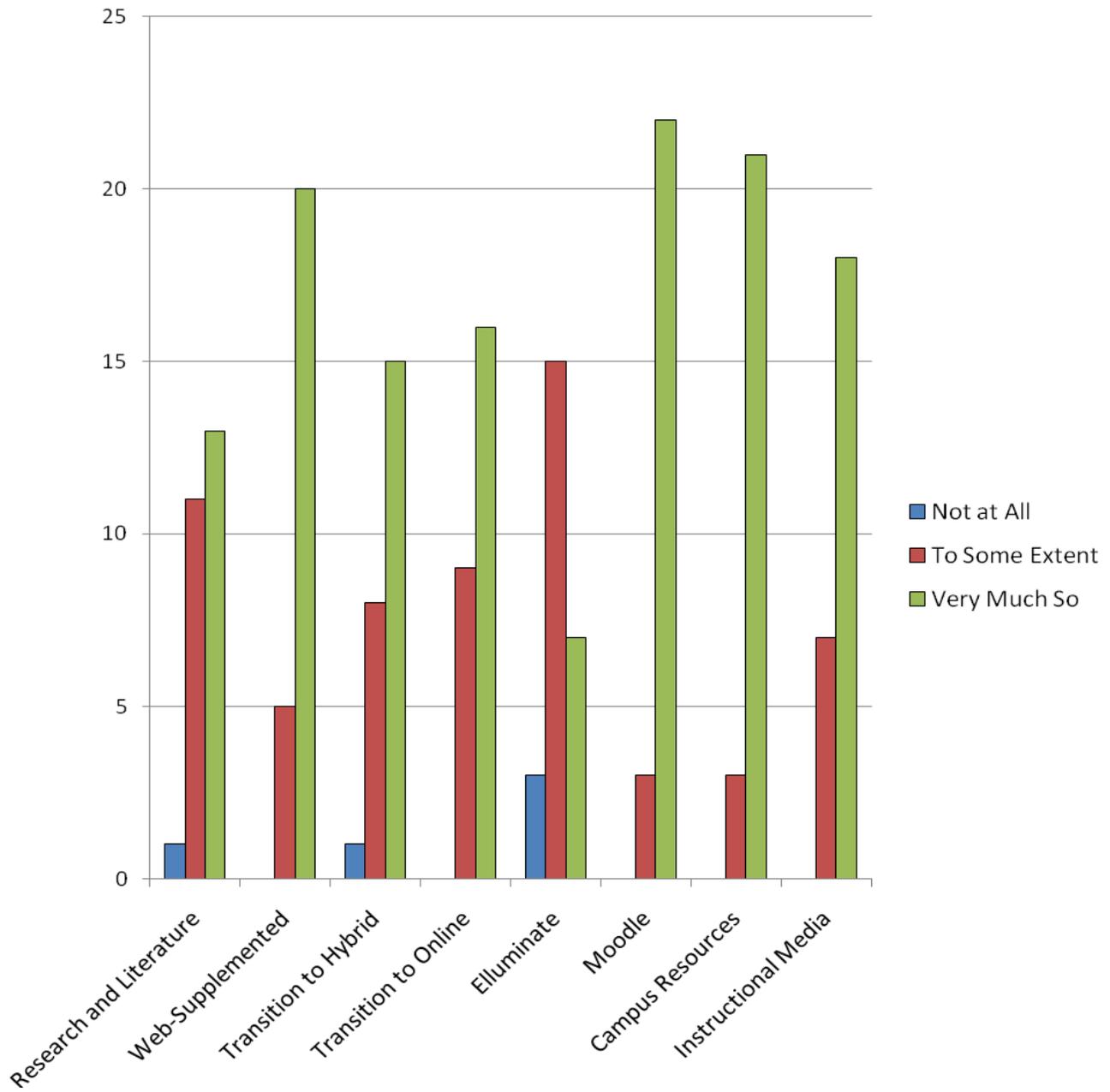
Participant Perception of Benefits of the Summer Institute

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. (24)	0	5	19
The Summer Institute gave me a sense of the resources available to help you create technology-enhanced course materials. (25)	0	2	23
The Summer Institute gave me the opportunity to meet other faculty members with similar interests. (25)	0	7	18
The Summer Institute gave me the confidence to begin developing technology-enhanced course materials. (24)	0	8	16
The Summer Institute gave me new knowledge and skills that will help me begin developing technology-enhanced course materials. (25)	0	4	21
The Summer Institute eased some of my concerns about teaching and learning with technology. (24)	0	10	14

Benefits of the Summer Institute

|	Issues Involved	Available Resources	Meet Faculty	Gave Confidence	New Knowledge & Skills	Eased Concerns
Not At All	0	0	0	0	0	0
To Some Extent	5	2	7	8	4	10
Very Much So	19	23	18	16	21	14

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."

(18)   Just about right
(6)   Too much about the technology
(1)   Too much about the online teaching strategies

Balance
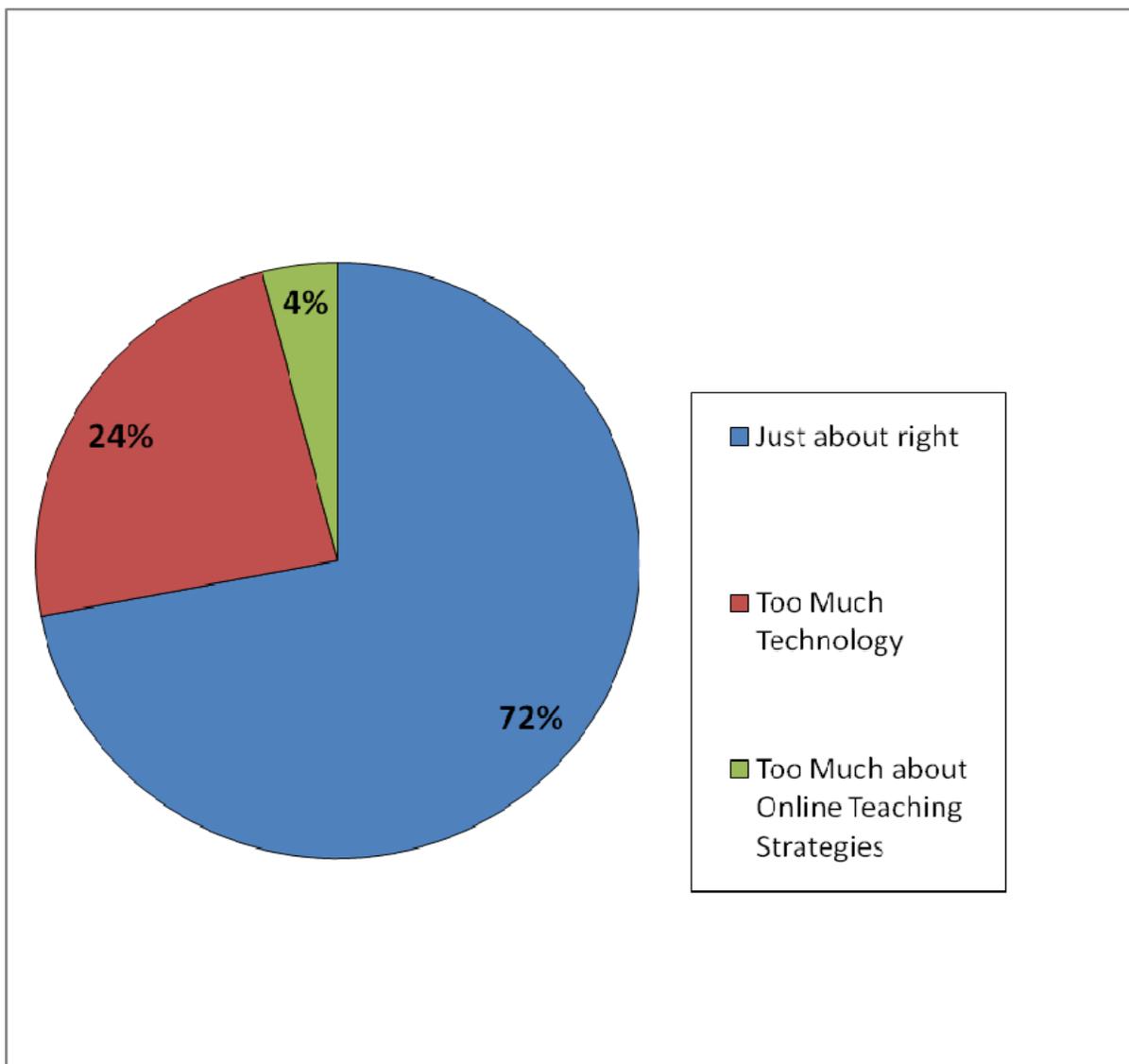
Current Plan for Technology-Enhanced Course Development
(Post-Summer Institute)

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 24 responses, participants plan to do the following:

(10) 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.

(7) 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.

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

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

(1) No response.

Post-Summer Institute Course Development Plans

4%

8%

42%

29%

□ Online Course

■ Hybrid Course

□ Web-Supplemented
  Instructional Materials
□ Not Sure

■ Large Course Redesign

17%
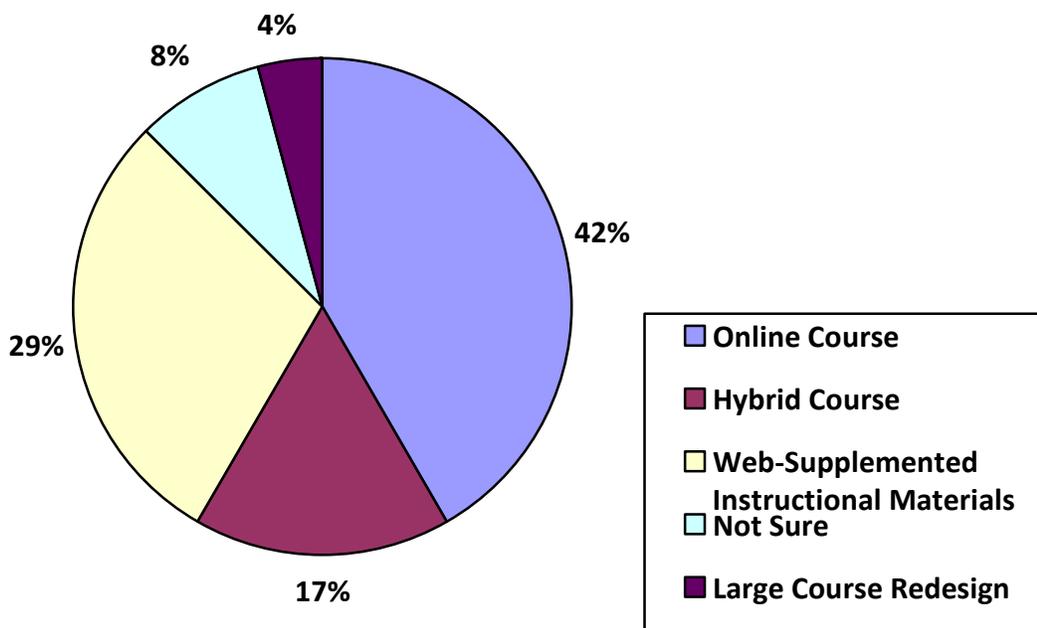
Staff Rating

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 (25)	0	0	0	1	24
Helpfulness (25)	0	0	0	1	24
Accessibility (25)	0	0	0	2	23
Technical Knowledge (25)	0	0	0	3	22

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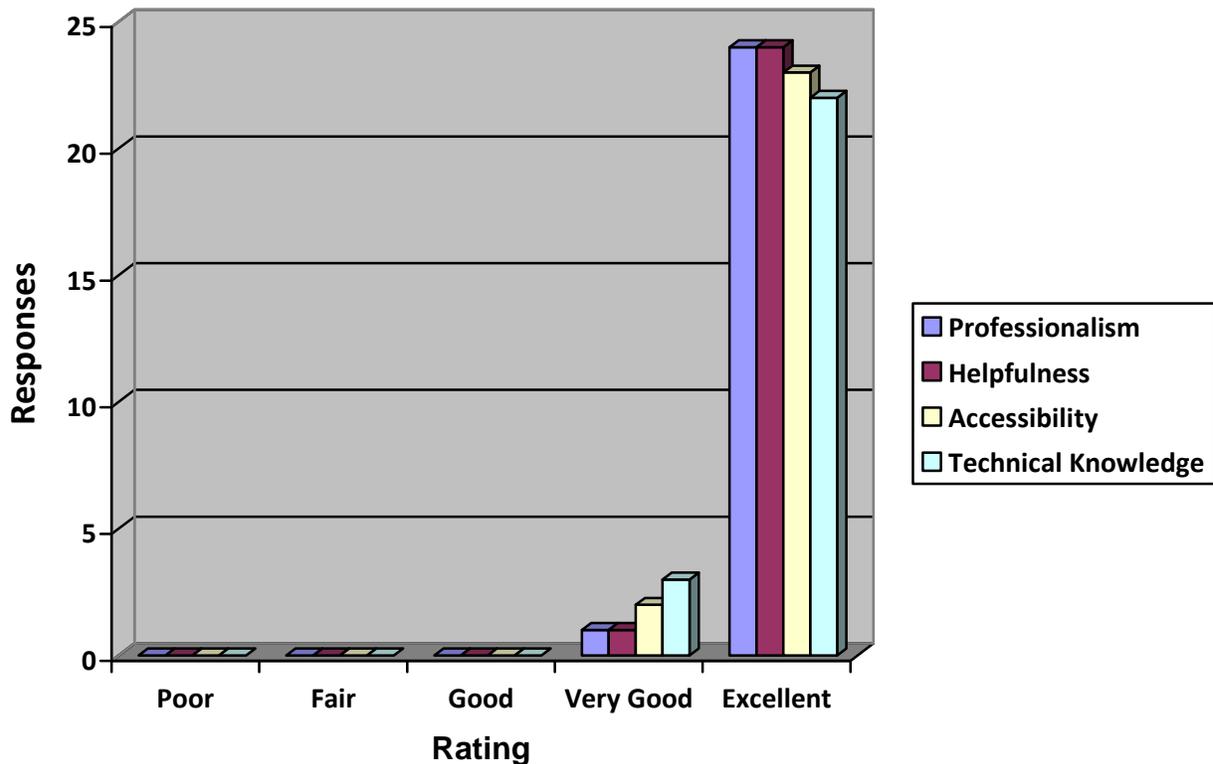
Additional Ideas for Training and Possible Topics that could be Offered for Faculty in Terms of Workshops, Seminars and Resources:

- *Given the amount of information that needed to be covered, I think the per day time could have been lengthened by an hour or so. I think that I would have benefited from looking at more examples of Moodles that others have done to see how the various resources and activities have been used. That would have yielded more information about the relative advantages/disadvantages of using topic versus week settings, or books versus text resources, etc.*
- *1.) Create a mock classroom atmosphere where faculty could trouble shoot more and make mistakes, 2.) Create opportunities to test theories, 3.) Create more opportunities to learn by doing.*
- *Would be helpful to offer a workshop on using the virtual lab since some of us don't have the software needed for certain tasks (Fireworks, etc.)*
- *A level 2 course (3- 1/2 day)labs following this course in the summer to allow folks to come in and work on developing on-line materials of their own (supervised)*
- *Moodle Grade Book for Dummies. Seriously. Every humanities person near me was lost--we're not tech-savvy and not interested in every permutation of every formula. I'd just like to do something very simple.*
- *Concept/theory/teaching strategy workshops.*
- *Just a little too much about the technology--I would like to see some time spent on pedagogy as well, particularly since I am trying to retool my teaching because of the gaps between student expectations and mine. The technology platform is less important than the fact that students will use these technologies as part of their lives, and we need to learn about teaching with the technology, not just the technology itself. That said, I don't know how you squeeze this into an already pretty active schedule. Perhaps even brownbag lunches on "nonsponsored" lunch days could involve a 1.5 hour discussion/workshop on pedagogy.*
- *It may have been better if the participants could access www4.ncsu.edu from the beginning and look at the show cases by themselves.*
- *I think there needs to be a Summer Institute follow up, or that participants should create a "To Do" list and the staff could help us out.*
- *I want to do more with wikis and voicethread and more advanced Elluminate (I signed up for a class next month)*
- *Keep showing examples of what has been done by other professors! Showing use of technology across various disciplines is interesting and helpful.*
- *Maybe breaking the Moodle components down into mini-sessions would be helpful. For example: Moodle quizzes; Moodle grade book; Moodle rolls and course set up at NCSU; etc.*
- *I would like to participate in a workshop that take the participants on the process of creating a technology-enhanced course, where we can meet and discuss difficulties encountered and receive feedback and help from other members, maybe meeting twice a month.*
- *I think they are all covered. I have had no trouble finding help or information when I have needed it.*

Additional Overall Comments about Summer Institute:

- *As stated earlier - needed time to process and work on my course material to solidify the new information. I was able to stay one afternoon to work on my course and ask the staff questions.*
- *I attended a summer institute about 8 or 9 years ago and needed to upgrade my skill level with an introduction to Moodle and the new technologies that could be used to aid instruction.....this summer institute was able to get me geared up to continue using the web with Moodle (have been using Wolfware/Dreamweaver)*
- *I enjoyed it a lot. Thanks for putting together the training!*
- *I felt somewhat empowered by the information presented and that is a good thing. I was impressed by the Delta faculty and see them as a resource.*
- *It was GREAT! So helpful. THANK YOU SO MUCH!*
- *Great week.*
- *This was a great experience. I feel lucky to work at a university that values DE and offers opportunities like SI, workshops, and support for faculty. Some of my colleagues at other universities won't consider*

experimenting with technology because they do not have enough training or support to give them confidence.

- *Some lectures had too much material for the beginner. It would have been better if the contact with the buddy was more frequent.*
- *I had a lot of fun and learned a lot. Thank you!*
- *Because I am doing research on my online PD I would have enjoyed more links to research on Moodle and other online delivery methods, although I will have to look all of that up as I write the papers.*
- *I attended an Elluminate seminar earlier this year, and in that class we got to see examples of actual student and teacher interaction in a DE class - specifically it was the ESL class presentation that comes to mind. I think if you could add this example & demonstration either as a presentation at the lunch time or during one of the sessions about online learning/collaboration, I think it would be one additional helpful illustration of how this technology is put to use. It was a great week, thanks!!*
- *What a wonderful, helpful, brilliant group of dedicated folks you are to work with! Thanks!*
- *I enjoyed the Summer Institute and feel that time was short for so many topics to be discussed in detail, it was a very demanding week and in the future I may return to receive more training while working on material for technology-enhanced course.*
- *I thought it was a great experience for me and for my professional development as faculty! I have long been one of those who has felt that too much technology would hamper my ability to provide the type of personal attention I feel my students need to become competent professionals. I now realize that the "upfront" work using the technologies available will actually provide me more time to provide individual attention to students! Thanks for teaching an 'old dog some new tricks'!*