

## 2004 Summer Institute Post-Institute Evaluation

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## 2004 Summer Institute Post-Institute Evaluation

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## 2004 Summer Institute Post-Institute Evaluation, Executive Summary

As part of our evaluation process for the *2004 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 51 total participants, 48 were faculty and 3 were staff members who came with faculty members in a supporting role. On June 1, Summer Institute participants (n=51) 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 e-mail on June 8 and June 24 to complete the evaluation. The last evaluation submitted was on July 20, 2004, with 33 of the 48 faculty participants responding to the survey, for a response rate of around 69% for faculty, and none of supporting staff members responding to the survey.

Of the respondents, 16 were from the morning cohort and 17 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, 64%, indicating the Summer Institute was Excellent. This is consistent with previous feedback, as the Summer Institute is always a highly rated event. Additionally, all respondents (100%) indicated they would recommend the Summer Institute to a colleague. The most important change that is needed is more opportunities for differentiated learning paths and optional sections to better tailor the training to each individual. Participants liked best overall the fellowship with other faculty members 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, all but one indicated a better understanding of campus resources, and the majority perceived gains in technical skills such as creating graphics, editing HTML files, and using Learning Management Systems. 49% of participants that responded to the post-institute survey indicated plans to create completely DE courses; 15% indicated they will create hybrid courses; and the remaining 36% 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, 2004:

- *Even though some of my answers are only in the "somewhat" or "somewhat comfortable" categories, I was starting not only with little knowledge but a fairly poor attitude. So I made great strides and feel very proud of myself! It felt great to learn something new.*
- *I'm not sure if this is possible or not, but this type of exposure to resources available seems essential for new faculty. Can you promote this course for incoming faculty?*
- *Overall, the experience was exhausting, overwhelming & absolutely essential.*
- *I strongly feel that the LTS staff members are one of the best groups on campus. I was very impressed with how organized and professional everyone was - as well as how well you all get along. Everyone I saw was so helpful and patient with all the participants. No matter how "small" the question, participants were always treated respectfully.*
- *I didn't see "Dragged dinosaur into 21st century on the list! I now see myself as having flexibility and confidence to continue learning on my own.*
- *Listening to instructors from so many different disciplines inspired me to think of ways that I can use technology in my courses. If they can use the Web to teach diving, I can certainly find ways to use it to teach writing!*

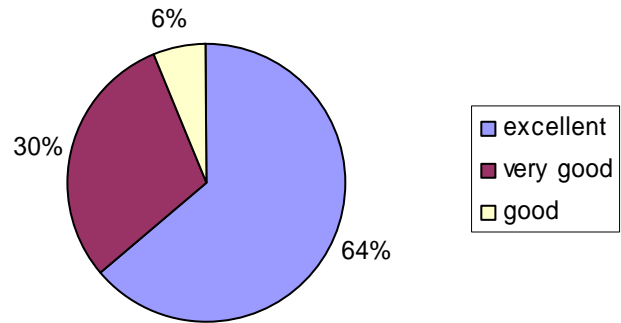
## Quality Indicators

### *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 (64%) of respondents rated the overall quality of the institute as Excellent, and no one gave a rating below the Good level. This is consistent with previous feedback.

<b>Overall quality of the Summer Institute: (n=33)</b>	
Excellent	21
Very Good	10
Good	2
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.

<b>Would you recommend the Summer Institute to other faculty interested in learning more about teaching and learning with technology? ( n=33)</b>	
Yes	31
No	0
No Response	2

### *Explain Why/Why Not Recommend*

Participants were asked to explain why they would (or would not) recommend the Summer Institute to other faculty. These responses fell thematically into the following categories:

<b>Category (Why Recommend?)</b>	<b>Examples of Comments</b>
<b>Helpful Instructors/Staff</b>	<ul style="list-style-type: none"> <li>- The instructors were very good at understanding how to pace the classes. They included just the right amount of detail.</li> <li>- The instructors are very helpful and the classes are focused on real issues we will be dealing with.</li> </ul>
<b>Informative/Compact/Efficient Overview of Relevant Information</b>	<ul style="list-style-type: none"> <li>- I would absolutely recommend it! It was extremely informational. It was also very inspiring to hear of other instructors who have been successful with online learning.</li> <li>- Yes, very informative, beneficial and exposes faculty and staff to many resources that go underutilized on campus.</li> </ul>

	<ul style="list-style-type: none"> <li>- No better way to learn about technology, very organized and informative; excellent handouts.</li> <li>- Good overview. Some of the electives were extremely helpful.</li> <li>- Lots of good information and resources relative to putting a course on line (in part or an entire DE course).</li> <li>- Most definitely. Being new to NCSU, it gave me a great appreciation of the web/tech resources we have and how to use them.</li> <li>- It is a wonderful resource for people who want an introduction to -- and assistance with -- implementing technology-based learning methods and tools in their teaching. It's a great way to keep abreast of what the rest of the world is doing (or will be doing).</li> <li>- Mostly, I found the illumination of various resources helpful. For example, I didn't know about many of the library's services that could help facilitate online education.</li> <li>- It's good to have an intensive experience so that beginning to use Web-based teaching is not so intimidating. Everyone was very friendly.</li> <li>- Very useful, informative, relaxed but well paced. Great team of instructors, good atmosphere.</li> </ul>
<b>Motivational/Attitudinal</b>	<ul style="list-style-type: none"> <li>- In addition to learning a lot about resources and technologies, I found the summer institute very motivational and on target with my goals!</li> <li>- Well, from a pedagogical perspective, I was convinced that DE has merit. And from a technology perspective, I was convinced that I can eventually learn all that I need to. I wish that my course (eng331) could be a hybrid rather than exclusively DE, but that's a dept issue.....</li> </ul>
<b>Generates New Ideas</b>	<ul style="list-style-type: none"> <li>- It gives a good overview of what online teaching is like, the types of support available, and what it is like from the student's perspective.</li> <li>- It gave me an idea of what people are doing with the web, and how it could be used under some circumstances to improve communication with and between students. It has allowed me to think about how I can incorporate technology into my teaching.</li> </ul>

In addition to the overwhelmingly positive comments, one comment did indicate the need for more differentiated learning opportunities within the Summer Institute:

*“Some things were rather elementary, and maybe an abbreviated course would be more appropriate for some.”*

## 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:

<b>Category (What Needs Changing?)</b>	<b>Examples of Comments</b>
<b>Differentiated Learning Paths/Schedules/Focus in Individual Needs</b>	<ul style="list-style-type: none"> <li>- Some of the topics that were presented to everyone should be optional (show during open lab time)...that will give you more time to cover the "big ticket" popular topics w/out being rushed. I didn't think we needed to spend so much time on link hierarchy within a webpage</li> <li>- Provide sessions at differing levels of expertise (e.g., Dreamweaver for novices and Dreamweaver for people with some experience).</li> <li>- Stratify learning level.</li> <li>- Schedule some electives earlier in the week as an option to the open lab time. I didn't really have much to work on during the open lab periods but on Friday there were a lot of electives I couldn't take because of conflicts. Even one elective a day Tuesday thru Thursday would be great</li> <li>- Skip WebAssign</li> <li>- Speaking for myself, it would be helpful if we could have some evening sessions; I could not attend most of sessions because of my clinical duties during regular hours.</li> <li>- Offer people to take individual parts instead of entire course.</li> <li>- I can't think of any, unless it would be to schedule time from the beginning to meet with your buddy to discuss what you want to be able to do, and what might be some tools to do it. That way, you could make more informed decisions in signing up for the Friday sessions.</li> <li>- Make it 2 weeks! There definitely was not enough time spent on learning Dreamweaver, how to use WebCT, WolfWare, etc. All little overwhelming for us beginners. 2 weeks instead of one (one of instruction, one of open lab)</li> <li>- I wish there was more time to specifically work on putting our own course materials up. We could do that on our own time in the open lab sessions, but I always had to work those half days. Then when we leave our course is started up. But it's also useful to be able to learn the technologies without a specific syllabus in hand...</li> <li>- I would like to have attended all day, every day. This would mean the institute would need to be over two weeks to accommodate everyone. The main reason I would have liked to attend all day is to allow for extra time learning about the different tools and technologies. I think if the sessions had been about 3 hours rather than 1 and a half, it would have been easier to follow and not so overwhelming.</li> </ul>
<b>Pacing</b>	<ul style="list-style-type: none"> <li>- Slow down. Quite a few of the lessons were presented at breakneck speed, and though I was usually able to keep up, I saw many others who looked forlornly lost. I know that you need to pack lots of training into the week, but the approach could be more streamlined to highlight the important material in a way that everyone can deal with.</li> <li>- Not sure ... a few of the computer presenters went too fast while others went too slow &amp; that was a bit annoying but I am sure it is</li> </ul>

	hard to accommodate such a large group of people with different computer skills.
<b>Equipment/Facilities</b>	<ul style="list-style-type: none"> <li>- Wireless access in the labs and Senate room.</li> <li>- Consider letting Mac users with AirPort-equipped Powerbooks do the work on their Macs. (Or, best of all, provide a few of these for use if they are not available to participants.) These persons could be asked to sit in a group and supervised by one staff member who was familiar with Macs. There would be some frustration due to the lessons going on in "PC", but I believe that it would be less than using an unfamiliar platform.</li> </ul>
<b>Instruction</b>	<ul style="list-style-type: none"> <li>- Identify key elements to be covered in each session and be sure they are gotten to -- politely limit individual (specific-to-their-situation) questions.</li> <li>- Less talk (for example, faculty panel) and more hands on software time.</li> <li>- Better synthesis of software and it's use in WebCT</li> <li>- If possible, I would like to see other online or Internet-based courses highlighted. Most of the examples where how faculty used technology to enhance a face to face class.</li> </ul>
<b>Downtime/Thinking Time</b>	- Limit the lunch guest speakers. The speakers were all good and very informative, and I'm glad I got to hear them, but I needed time to refresh. Many of us were in info overload by that point in the day and really needed a little down time to be able to push into the afternoon's activities, it was mentally draining.

## 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)	Examples of Comments
<b>Instruction/Format</b>	<ul style="list-style-type: none"> <li>- I liked learning about Dreamweaver and Fireworks.</li> <li>- The quality of the instruction and the dedication of the staff was excellent.</li> <li>- One on one time to answer questions ... not a huge fan of the intro group projects ... but OK.</li> <li>- Hands-on instruction</li> <li>- half-day format worked well.</li> <li>- Well-organized!!!</li> <li>- The most informative part for me was the lectures from the summer institute alumni. I really enjoyed seeing how they integrated technology and online materials into their courses -- very creative!</li> <li>- The amount of material and the pace were also excellent. It was tremendously helpful to have access to the lab to implement immediately what we had learned in the morning sessions. It opened my eyes to tools and methods available -- a lot more than I initially thought. It also taught me how much I still need to learn about teaching online! :)</li> </ul>
<b>Food</b>	<ul style="list-style-type: none"> <li>- Being fed properly so I could focus entirely on my task.</li> <li>- Lunches were good too :)</li> </ul>
<b>Camaraderie</b>	<ul style="list-style-type: none"> <li>- Seeing other people struggle! I say that not out of meanness but out of enlightenment. I felt much less ignorant when I saw that others had the same troubles with the technologies that I have had. I realized that we all have to learn how to do this. It doesn't come naturally.</li> <li>- The fellowship and time to interact with faculty using technology in their teaching.</li> <li>- I liked a *lot* of things about the institute. I liked having the chance to get to know colleagues better in an atmosphere that is more informal than that of the usual school year. I also enjoyed having the chance to "mix" with people in other departments.</li> <li>- The best part was the lunch sessions - to hear inspirational stories from other faculty who started out as confused as we are and went on to create beautiful and useful websites for their courses. Also the lunch sessions allowed us to meet lots of people and make contacts in and out of the field.</li> </ul>
<b>LTS Staff (and staffing during the week)</b>	<ul style="list-style-type: none"> <li>- there were plenty of people to help you if you got lost</li> <li>- The support staff were very professional and knowledgeable in their field of expertise. They were very willing to help and offer assistance. They were very accessible and appeared genuinely concerned with providing assistance</li> <li>- The enthusiastic, motivating, professional, knowledgeable and friendly staff</li> <li>- The continuous reassurances that you'd provide support later - the patience of every staff person -</li> </ul>

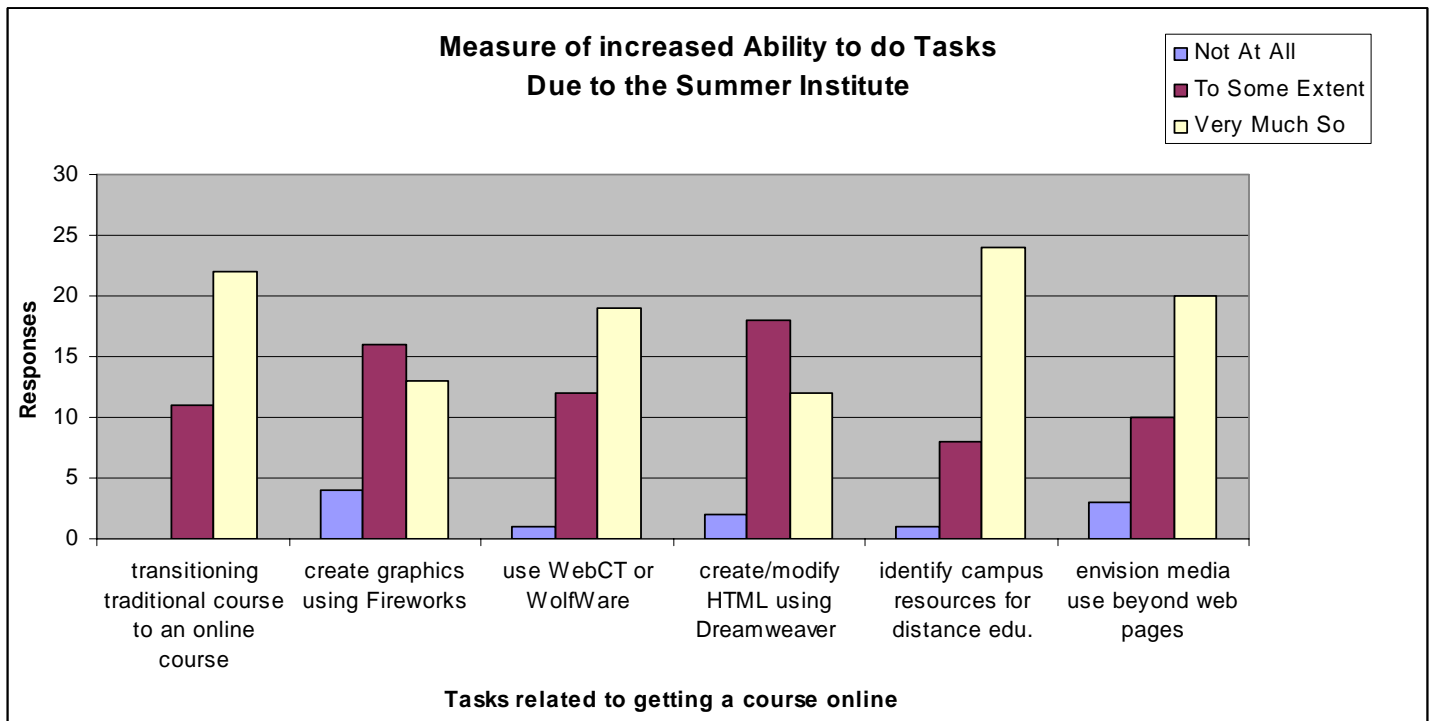


	<p>everyone's ability to explain everything so that a novice could understand -- that's so critical but rare!</p> <ul style="list-style-type: none"> <li>- The quality of the instruction and the dedication of the staff was excellent.</li> </ul>
<b>Overall Coverage of Variety of Materials</b>	<ul style="list-style-type: none"> <li>- The broad range of classes you offered, especially the morning sessions, not just the electives on Friday (also very helpful).</li> <li>- Overall coverage of many topics and upbeat atmosphere.</li> <li>- The mix of presentation and hands on, with emphasis on hands on. Also having teams in those sessions and rovers as well. Also the book and the notebook. The quality of instruction.</li> <li>- The focus on real applications of the tools.</li> <li>- Being able to learn about so many different topics in the span of one week was very helpful. The "storyboarding" class I took on Friday was very helpful in bringing it all together for me.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>- Learning about sources to consult with problems.</li> <li>- free software!</li> <li>- the "buddy" opportunity</li> </ul>

### 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?” 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 (33)	0	11	22
The Summer Institute increased my ability to create and optimize text graphics (such as banners) using Fireworks (33)	4	16	13
The Summer Institute increased my ability to use either WebCT or WolfWare to begin delivering materials online (32)	1	12	19
The Summer Institute increased my ability to create or modify an HTML document using Dreamweaver (32)	2	18	12
The Summer Institute increased my ability to identify and describe campus resources for the development and support of online and distance education (33)	1	8	24
The Summer Institute increased my ability to envision media use beyond graphics and text-based web pages (33)	3	10	20



## Benefits of the Summer Institute

Participants were 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 “to some extent” or more often “very much so” in these key areas.

	Not At All	To Some Extent	Very Much So
The Summer Institute gave me a sense of issues involved in creating online course materials. (33)	0	8	25
The Summer Institute gave me a sense of the resources available to help you create online course materials. (33)	0	2	31
The Summer Institute gave me the opportunity to meet other faculty members with similar interests. (33)	0	11	22
The Summer Institute gave me the confidence to begin developing online course materials. (33)	0	11	22
The Summer Institute gave me new knowledge and skills that will help me begin developing online course materials. (33)	0	12	21
The Summer Institute eased some of my concerns about teaching and learning with technology. (33)	0	13	20

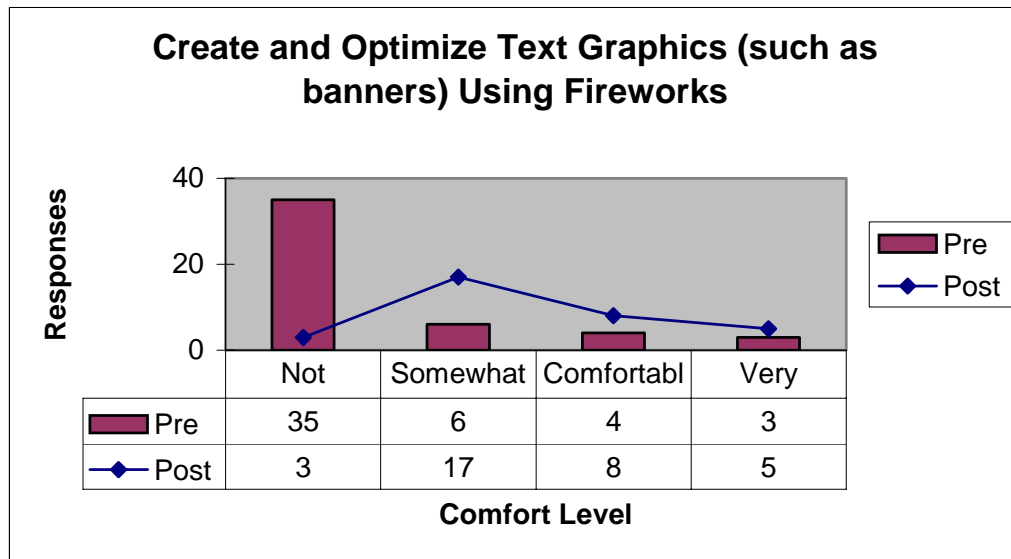
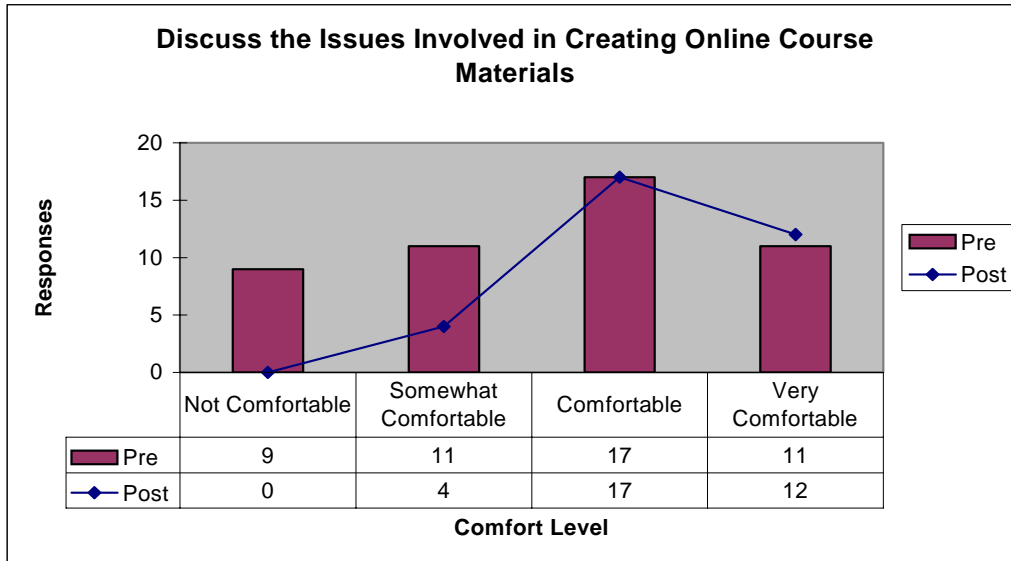
Participants were also given the opportunity to provide an open-ended response to the benefits they felt they gained from the Summer Institute. Some of these comments are as follows:

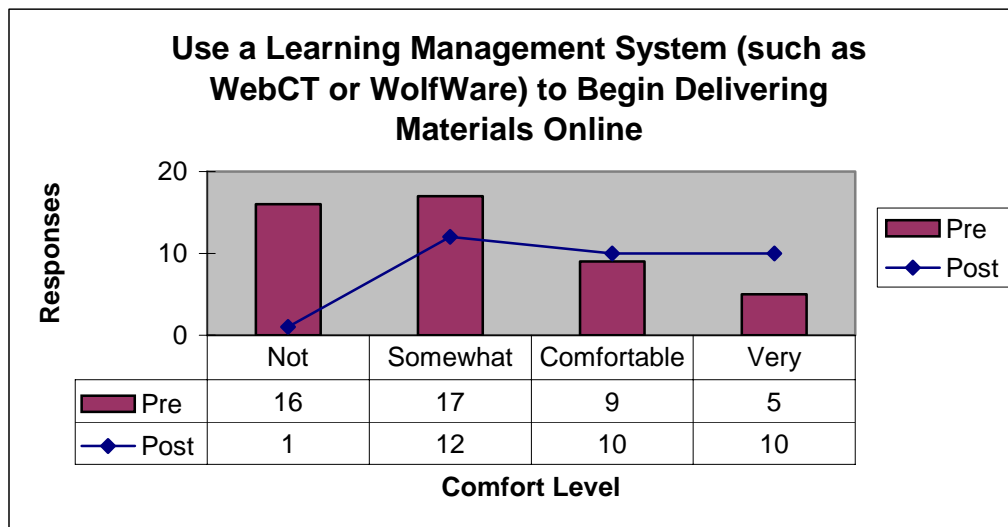
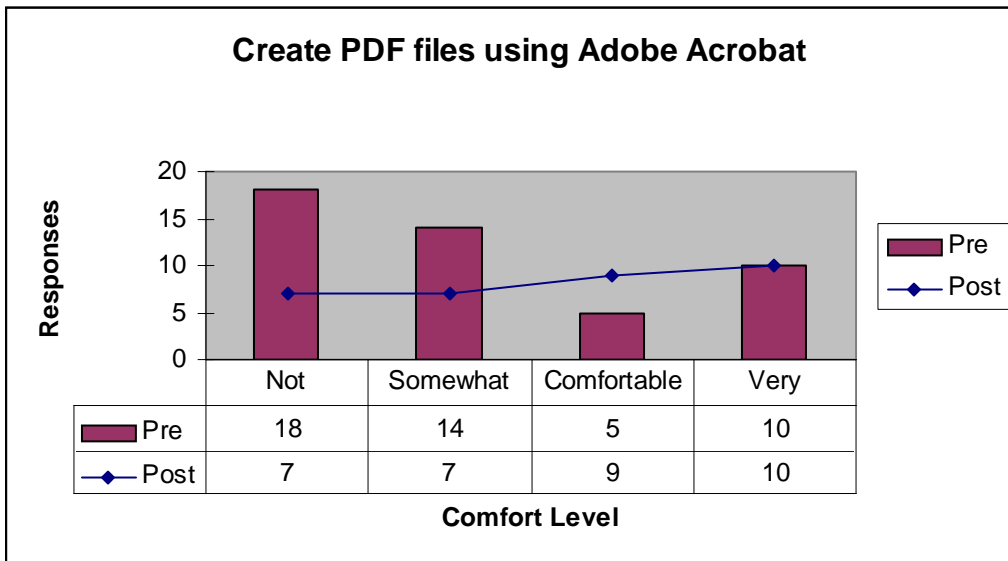
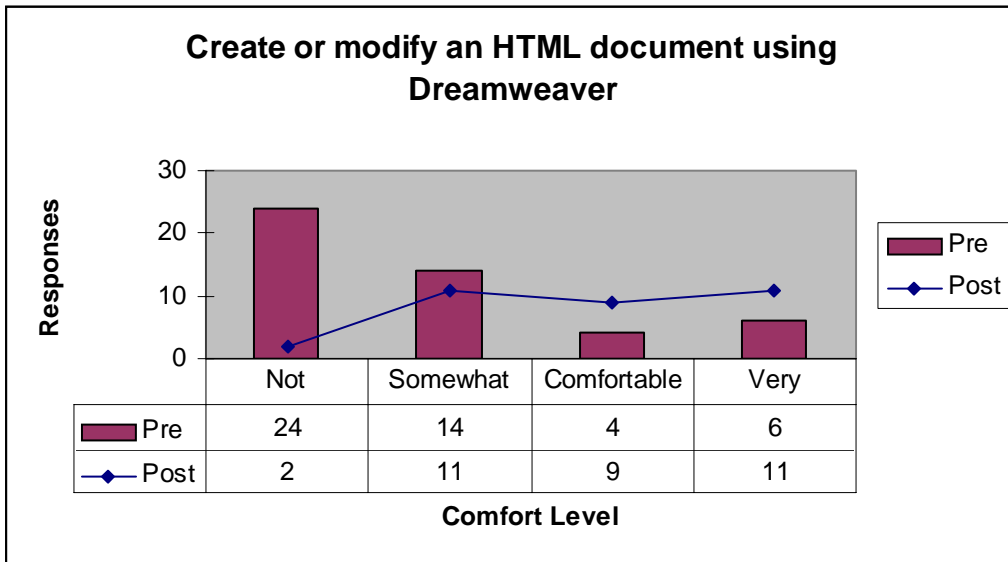
- (1) It was a great week and an incredible opportunity for me. The ball is now in my court, as I need to spend time working with the different resources I was introduced to during the Summer Institute -- I look forward to this new adventure!
- (1) I didn't see "Dragged dinosaur into 21st century on the list! I now see myself as having flexibility and confidence to continue learning on my own.
- (1) Software to begin working on online course materials. The chance to meet some very nice and helpful people. A sense of being more "in the know" when I hear or read about certain programs or when I run across certain terminology.
- (1) Opportunity to collaborate in very specific ways with team members and DELTA staff
- (1) Listening to instructors from so many different disciplines inspired me to think of ways that I can use technology in my courses. If they can use the Web to teach diving, I can certainly find ways to use it to teach writing!
- (3) It was very nice being able to mingle with people outside of my own department. I don't have much opportunity to do that. I found it helpful and inspiring hearing what other departments are up to.
- (1) Everyone did a wonderful job. I feel more confident about creating my online course than when I started, and it's a great feeling to know that we will have ongoing support.

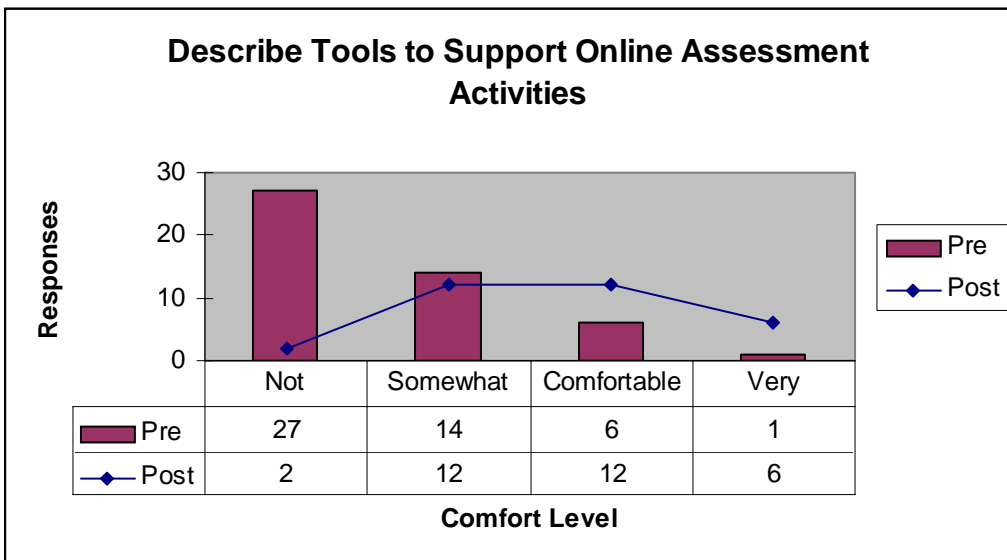
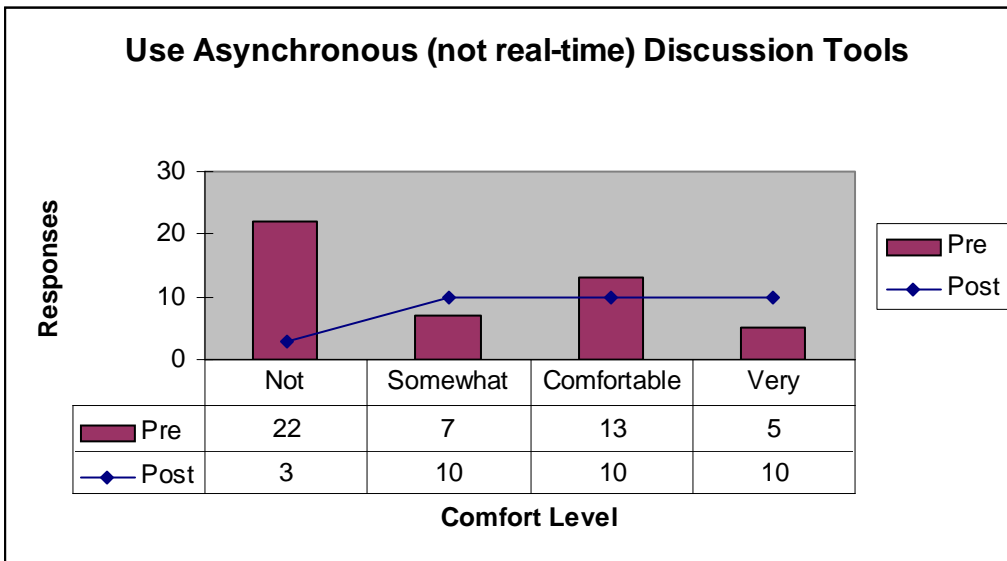
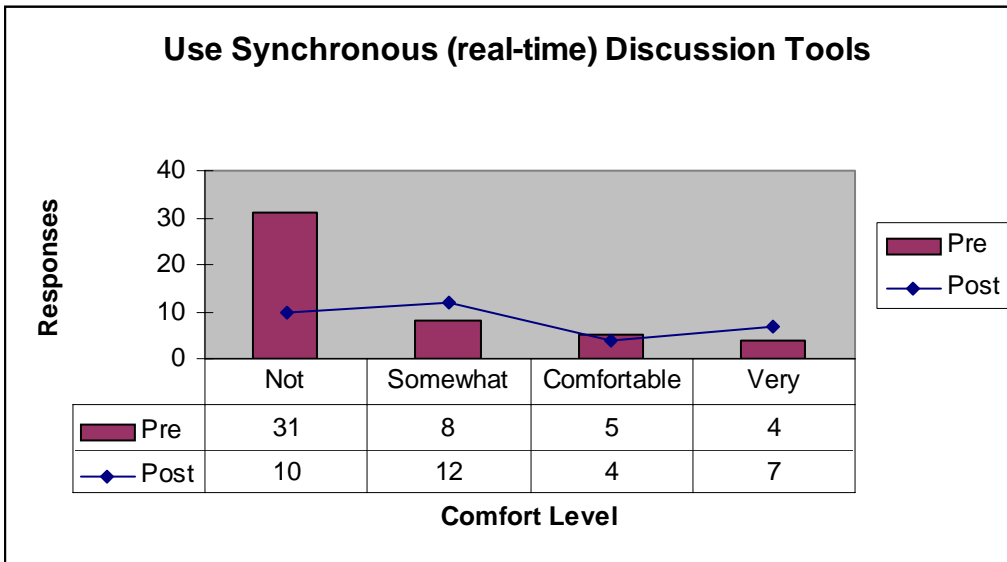
### Selected TLT Comfort Levels

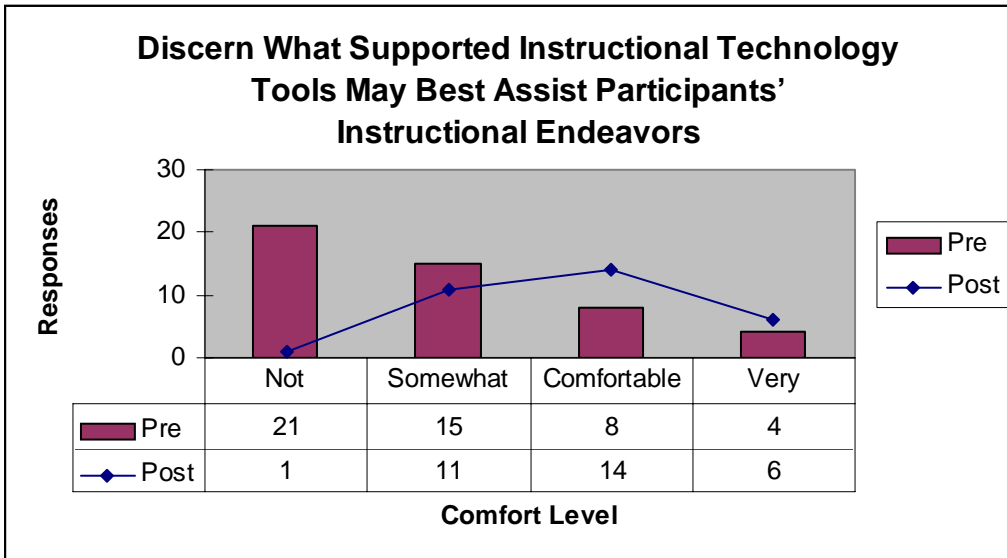
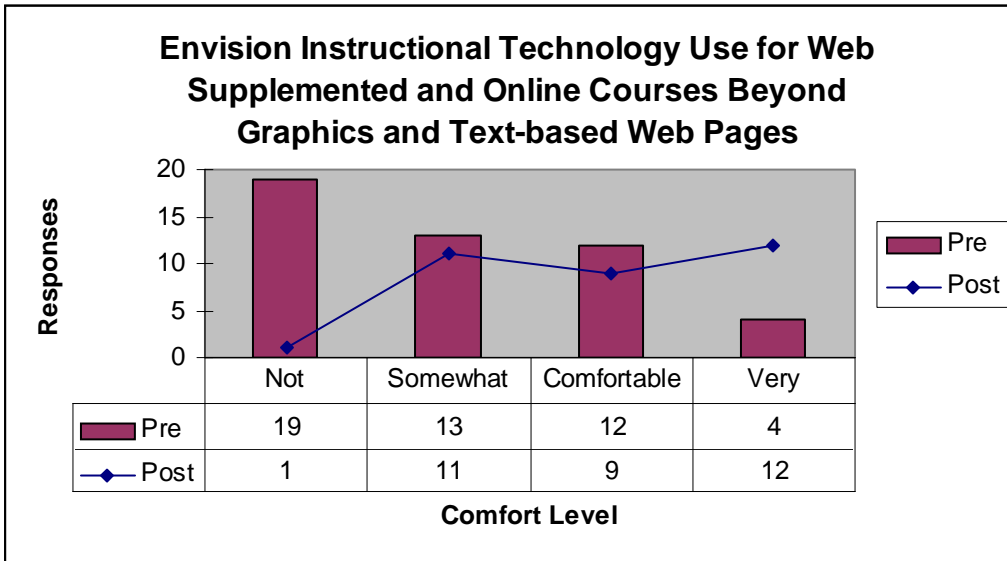
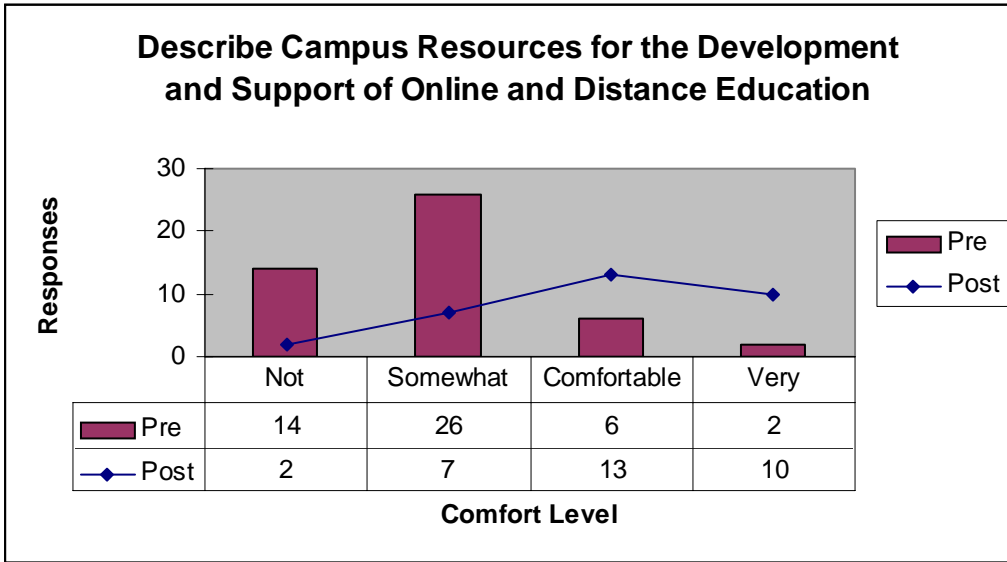
Both prior and subsequent to Summer Institute, participants were asked to rate their comfort levels in selected Teaching and Learning with Technology (TLT) areas using a four point Likert Scale. The graphs below indicate pre- and post-institute comfort levels with each task area. Noticeable differences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

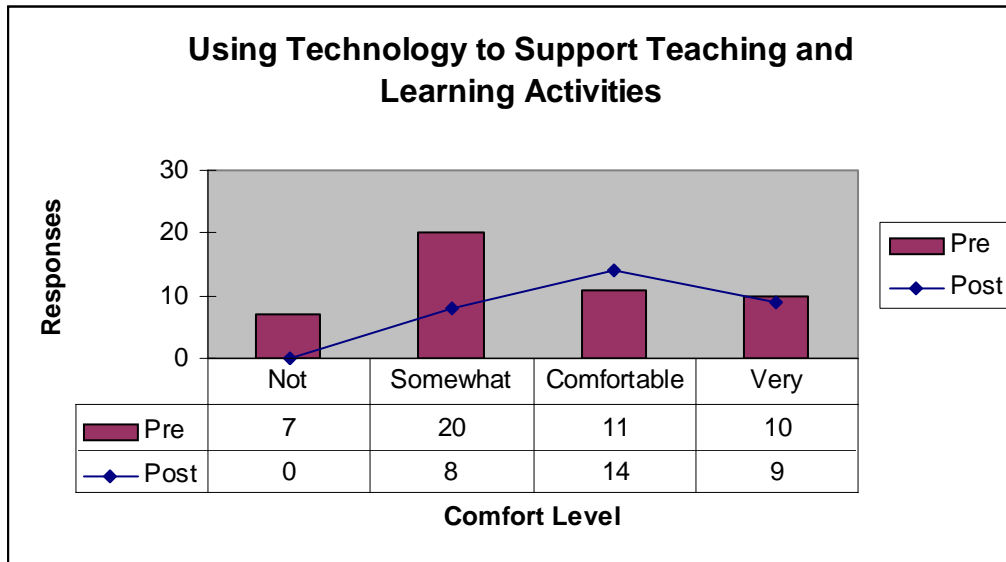
Scale = Not comfortable, Somewhat Comfortable, Comfortable, Very Comfortable











Task	Comfort Level			
	Not Comfortable	Somewhat Comfortable	Comfortable	Very Comfortable
<b>Pre InSTITUTE Data</b>				
Discuss the issues involved in creating online course materials (48)	9	11	17	11
Create and optimize text graphics (such as banners) using Fireworks (48)	35	6	4	3
Create or modify an HTML document using Dreamweaver (48)	24	14	4	6
Create PDF files using Adobe Acrobat (47)	18	14	5	10
Use a Learning Management System (such as WebCT or WolfWare) to begin delivering materials online (47)	16	17	9	5
Use synchronous (real-time) discussion tools (48)	31	8	5	4
Use asynchronous (not real-time) discussion tools (48)	22	7	13	5
Describe tools to support online assessment activities (48)	27	14	6	1
Describe campus resources for the development and support of online and distance education (48)	14	26	6	2
Envision instructional technology use for web supplemented and online courses beyond graphics and text-based web pages. (48)	19	13	12	4
Discern what supported instructional technology tools may best assist participants' instructional endeavors (48)	21	15	8	4
Using technology to support teaching and learning activities (48)	7	20	11	10

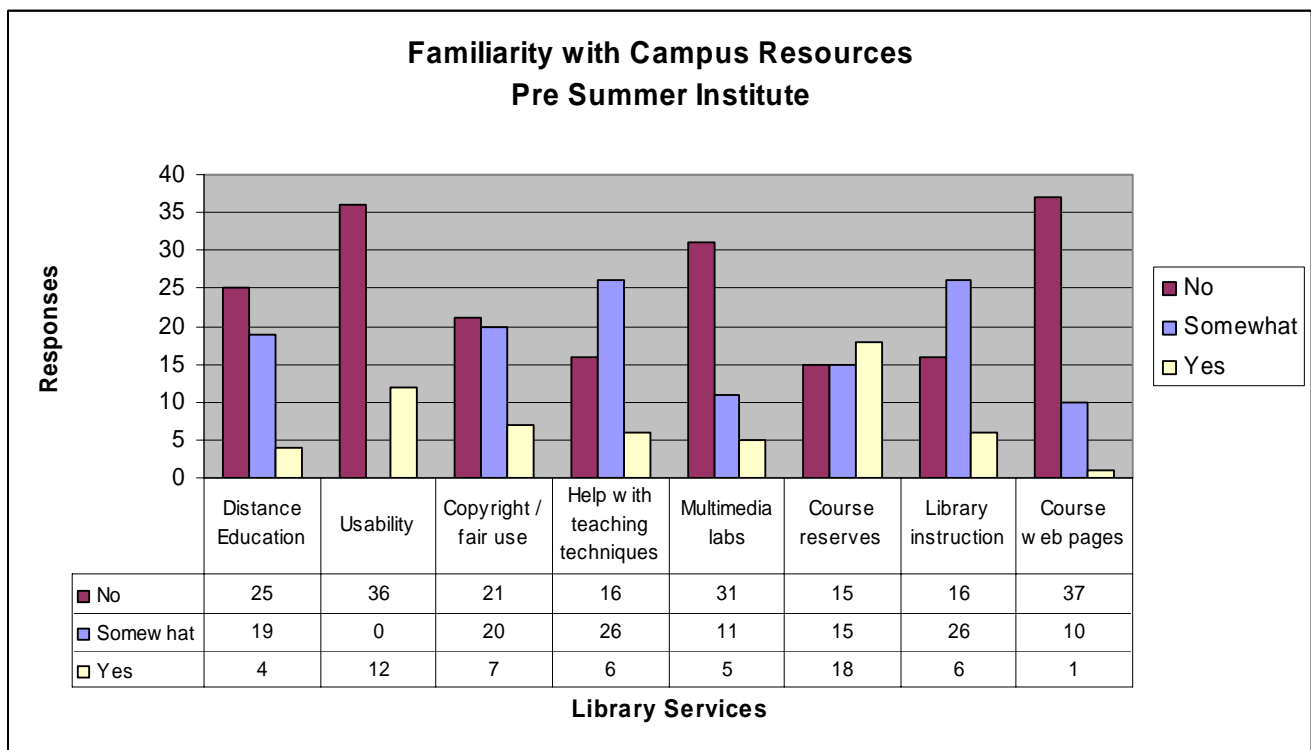


Task	Comfort Level			
	Not Comfortable	Somewhat Comfortable	Comfortable	Very Comfortable
<b>Post Institute Data</b>				
Discuss the issues involved in creating online course materials (33)	0	4	17	12
Create and optimize text graphics (such as banners) using Fireworks (33)	3	17	8	5
Create or modify an HTML document using Dreamweaver (33)	2	11	9	11
Create PDF files using Adobe Acrobat (33)	7	7	9	10
Use a Learning Management System (such as WebCT or WolfWare) to begin delivering materials online (33)	1	12	10	10
Use synchronous (real-time) discussion tools (33)	10	12	4	7
Use asynchronous (not real-time) discussion tools (33)	3	10	10	10
Describe tools to support online assessment activities (32)	2	12	12	6
Describe campus resources for the development and support of online and distance education (32)	2	7	13	10
Envision instructional technology use for web supplemented and online courses beyond graphics and text-based web pages. (33)	1	11	9	12
Discern what supported instructional technology tools may best assist participants' instructional endeavors (32)	1	11	14	6
Using technology to support teaching and learning activities (31)	0	8	14	9

## Description of Campus Resources

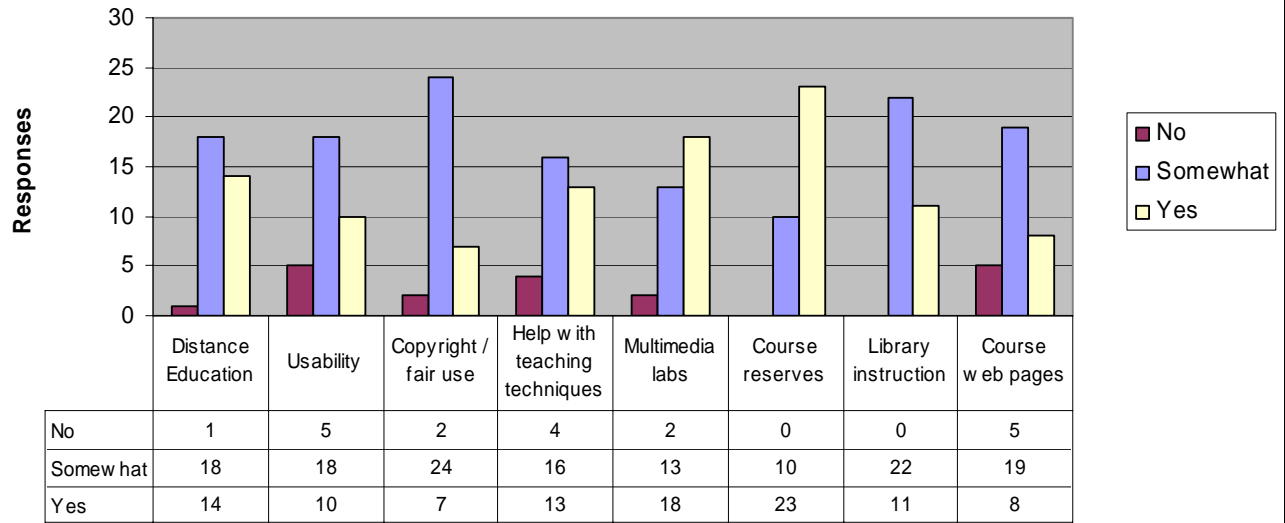
Both prior and subsequent to Summer Institute, participants were asked to indicate if they could describe key campus resources. The graphs below indicate pre- and post-institute ability to describe campus resources. Noticeable differences in comfort levels can be seen.

<b>Pre Institute Data</b>	No	Somewhat	Yes
Library services for distance education (48)	25	19	4
Usability services (48)	36	0	12
Copyright / fair use assistance (48)	21	20	7
Help with teaching techniques (48)	16	26	6
Scanning / multimedia labs for faculty (47)	31	11	5
Course reserves (print and electronic) (48)	15	15	18
Library instruction for students (48)	16	26	6
Library creation of course resource web pages (32)	37	10	1



<b>Post Institute Data</b>	No	Somewhat	Yes
Library services for distance education (33)	1	18	14
Usability services (33)	5	18	10
Copyright / fair use assistance (33)	2	24	7
Help with teaching techniques (33)	4	16	13
Scanning / multimedia labs for faculty (33)	2	13	18
Course reserves (print and electronic) (33)	0	10	23
Library instruction for students (33)	0	22	11
Library creation of course resource web pages (32)	5	19	8

### Familiarity with Campus Resources Post Summer Institute

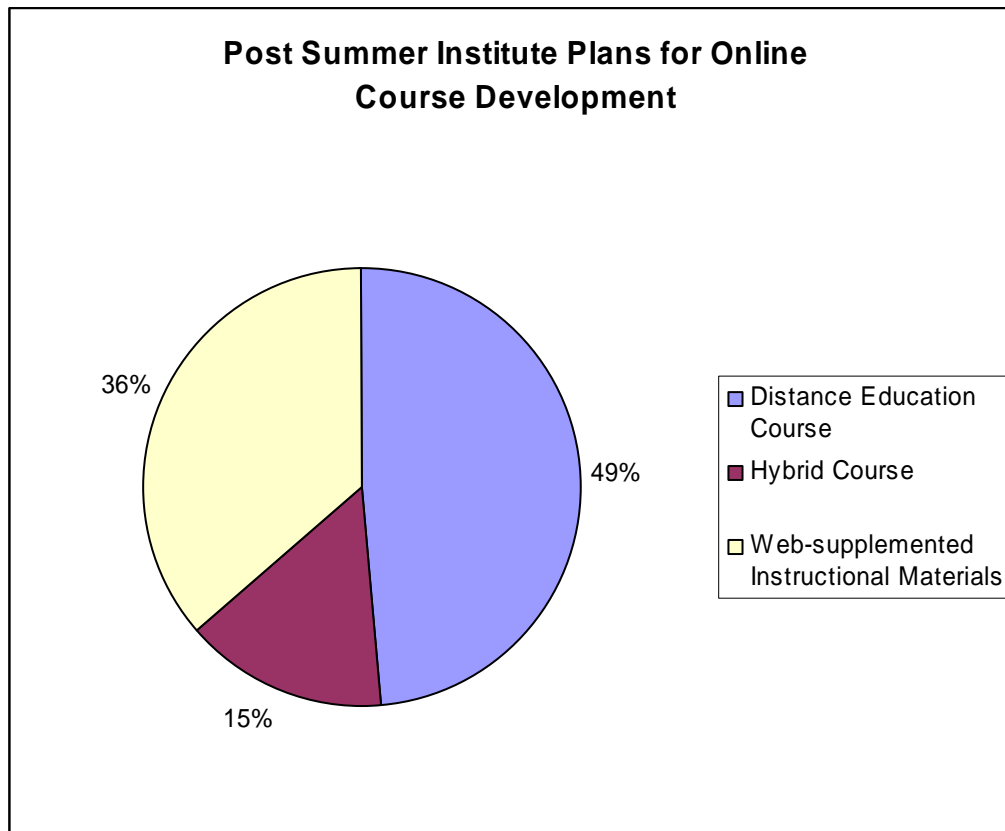


**Library Services**

## Current Plan for Online Course Development

Participants were asked to describe their current plan for online course development post Summer Institute. Of the 33 responses, participants plan to do the following:

- (16) I plan to use what I learn to create a completely online/distance education course in the next year.
- (5) 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.
- (12) I plan to use what I learn to create web-supplemented instructional materials (such as a syllabus, class notes, discussion forum, etc.) for my course in the next year.



## Organization/Resources

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 (33)	0	0	0	5	28
Helpfulness (33)	0	0	0	2	31
Availability (33)	0	0	0	3	30
Technical Knowledge (33)	0	0	0	3	30

### Open-ended comments about staff:

- (1) Seemed to work really well together as a team. Quite an inspiration in this regard.
- (1) One of the workshops and one elective was poorly run. Please do not have the instructors read the notes verbatim from the notebook.
- (1) The staff was the best part! Very helpful and always present.
- (2) Everyone was wonderful! Great teachers, very friendly, never made the "newbies" feel stupid!
- (2) The greatest people work at LTS, very helpful, organized and knowledgeable. I appreciate how you emphasized your partnership with us learners. :)
- (4) They are a great group who seem to love their work, be highly competent, and sincerely interested in helping faculty.
- (1) I strongly feel that the LTS staff members are one of the best groups on campus. I was very impressed with how organized and professional everyone was - as well as how well you all get along. Everyone I saw was so helpful and patient with all the participants. No matter how "small" the question, participants were always treated respectfully.
- (1) I can't speak highly enough about every one of them I came in contact with.
- (1) You gave us a great experience.

## Final Comments

Participants were prompted to share final, overall comments or feedback as the last question on the evaluation form. While some of the comments again asked us to make changes; for example, leave a lunch or two open or have some “down time,” most indicate that the Summer Institute is a positive experience that impacts changes in attitudes and skills of the faculty members participating.

- (1) Overall, the experience was exhausting, overwhelming & absolutely essential. Everyone from LTS was wonderful, though some of the other students were rather irritating. You folks can't control that. (In fact, I might have irritated a few people myself!) I said the following on a suggestion form but will reiterate it here: please let lunch be lunch for a couple of days. I think two days of lunch guest speakers would be good. Other days should offer participants a chance to chat with each other, go outside for air, or just wander the library in a fog for a while.
- (1) You covered yourselves with glory!
- (2) Very well organized and attuned to the participants' needs. Thanks for everything!
- (1) Again, skip Web Assign
- (1) I just regret I was not able to attend the full schedule but am sure I will get the help I need to achieve my goals. Excellent initiative to enhance our knowledge of online teaching.
- (1) The lunches and snacks were GREAT except for one day. . .I THINK it was Thursday. It was the day that one of the veggies options was hummus!
- (1) I'm not sure if this is possible or not, but this type of exposure to resources available seems essential for new faculty. Can you promote this course for incoming faculty?
- (1) It was a very well-organized and effective activity. The notebook is really helpful. It is quite an accomplishment for a prolonged workshop to proceed in this exemplary style. My ratings of "somewhat" etc. above indicate my current status based on this first, intense, exposure to this technology. I think that the workshop was essentially as effective as possible in the time that was available, with the exception that I would have like to use my Mac!
- (1) Other than what I have already mentioned in #11, I would like to add how helpful this was for me. I appreciate your offering this institute for me and others. I also appreciate the updates (on WebCT) that you continue to provide. As I continue with my online learning preparation, it will be invaluable! I would also like to add how informative (and delicious) the lunches were. All the lunchtime speakers were interesting. Thank you again for everything!
- (1) Even though some of my answers are only in the "somewhat" or "somewhat comfortable" categories, I was starting not only with little knowledge but a fairly poor attitude. So I made great strides and feel very proud of myself! It felt great to learn something new. I've been to see my buddy Elliott several times since the Institute and applied what I could to my SSI classes. I'm really concerned about having so much to do to get ready for a completely online course. But I at least know more about what questions to ask.
- (2) Thank you for all the thought, effort, and energy that you put into the Institute and to the resources and services that you provide to the NCSU community.