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Other (if indicated above):

1. One of our biggest problems is the wide range of skills with which students arrive on campus. We need flexible resources for helping students at all levels enhance their technology skills.
2. Try to make scheduling of computer rooms easier. For example, the SSIL requires a term or more of advance notice to schedule because of fee issues. The Proctor rooms in Knight library fill up quickly for lap top use.
3. If you had said 'enable' instead of 'encourage' for many of the above questions, my answers would have changed. Currently, the infrastructure that is in place does not enable us to do many of these things--at least not for those that need 'help desk' type support.
4. Continue to provide faculty workshop opportunities, with compensation, to enhance their use of technology in the classroom. In addition, continue to facilitate purchase of updated hardware and software for a wide range of educational technologies.
5. Online quizzes and exams do not serve LIB 101 very well. It takes longer time for students to finish the quiz or exam, which might involve searching activities especially, when print sources are required.
6. The university should support technology through staffing, rather than through letting this (like so many other things at the UO) devolve into a "do-it-yourself" situation that increases instructor workload.
7. If some people want to use technological tools, fine. However, the university should NEVER require that. For many courses, computers are irrelevant at best, and more likely a hindrance and a waste of time. I see no reason to waste time setting up a web page for the courses I teach. As far as exams done on computers, that is an abomination.
8. Given the resource constraints, I believe that we should focus our efforts on providing support for faculty instructional purposes that the faculty judge to be necessary. I don't think we should be pushing faculty to do more on-line quizzes and examinations. If we have extra resources, we should be using them to support more intensive training in writing and critical reasoning.
9. The UO should...realize that one size does not fit all when it comes to use of technology. It is far more valuable in some fields than others, and even within the same field and in courses taught by the same professor, there is great variation in needs and applicability.
10. Any "encouragement" or requirements of faculty/gtfs teaching undergraduate courses should not be uniform across all courses and programs and departments. I think it would be far more appropriate to ask departments to consider whether it is reasonable and/or necessary to encourage or require educational technology within their curricular offerings at this point. Uniform, top-down requirements just don't take into consideration the different aims and purposes and strengths of various fields. Some fields will, of course, appropriately be immersed in educational technology; others will, appropriately (at least at this point in time) not be so immersed. Educational technology used simply because we can use it, or just because others use it, may not be the best way of educating our undergraduates. We need to be sure we are not simply using the latest innovation simply because it's new. This does not mean I'm opposed to the use of educational technology. As I fill out the questionnaire I also don't know what folks designing the questionnaire have in mind when they use the phrase "educational technology." I do think that the curriculum and its requirements needs to stay in the hands of those actually teaching here as professorial

faculty. Hope this helps and thanks for asking for feedback.

- 11.** reduce impediments (such as borrowing computers) to the ready use of technology
- 12.** Note: I strongly disagree that faculty should be pressed to allow students to submit assignments electronically. It requires faculty to print them out. Personally, I want to become much more technologically skilled, and I'd like to learn to develop a course web site. However, I don't think all faculty should be pressured to do so or for all courses.
- 13.** Educational technology should be used as appropriate for the material. This means that faculty should not be coerced to used educational technology regardless of their field.
- 14.** Make computers more widely available for students of limited financial resources.
- 15.** Adequate support and mainence of equipment still lacking. Equipment and software not always dependable. Is still a nightmare depending of equipment + software. Finding knowledgeable support still a problem. CET staff woefully inadequate. Media Services staff not sufficiently knowledgeable.
- 16.** Inform students that there are many types of "technology," especially computer technology. That is, the world does NOT revolve around Microsoft even though the vast majority of lay computer users have only heard of Micro\$oft.
- 17.** Not sure what you mean by "basic technology skills." Using Blackboard? Using e-mail? I think that building a web page for every course is redundant if you have everything you need on Blackboard. I was told that on-line quizzes and exams are risky because one can't entirely rely on Blackboard to always be available (as evidenced this week).
- 18.** The use of technology is essential in undergraduate education since the majority of the present generation of students grew up with the technology and will face the fast developmenr of technological facilitites in almost every job. Nevertheless, the technology should remain an efficient tool, and not dominate a course. Courses that are innclude discussions could use Web-tools but a discussion should still educate the student in expressing an opinion verbally. Students should also be made aware of sensible use of the internet when introductory course will be offered. They should learn about plagiarism as well as unreliable information on websites. Many undergraduates have an insufficient basic knowledge of either and uncritically copy from websites when preparing presentations or writing papers. The knowledge about intelligent and honest webuse should be offered in the introductory courses and not take up general class time.
- 19.** The UO should develop exemplar courses- courses that are cutting edge in the applicaiton of the technology- to guide faculty in how the technology might be used Kind of a TEP that is proactive
- 20.** Provide opportunities and guidance for using ALL multimedia technoogies.
- 21.** Assess and support technology needs of programs whose primary practice is related to experimentation with and advancement of digital technology. Examples are CIS and Digital Arts.
- 22.** Provide ways to integrate custom-built website into UO computing infrastructure such as UO student logins and blackboard.
- 23.** There is a broad range of what are termed "social software" applications that support communication and collaboration. The university should investigate how to best use these applications to support the tools available through Blackboard.
- 24.** Teach undergraduate courses in a manner os that computers are of significant value in solving the problems of the disciplines being taught.
- 25.** Allow the faculty checkout times to be longer for borrowed equipment in media services (at least 24 hours), and for faculty use of videotapes and DVDs from the library collection (should be at least 2 weeks for most DVDs/videotapes, in order for me to view, select segments and transfer them to media appropriate for use in the class). Note that a small collection of highly popular, current DVDs could have a shorter checkout time, but it seems most of the collection can easily be loaned for longer without it being a problem for other users. The current short times discourage and/or limit use.
- 26.** Make certain that the technology in classrooms is functional and in proper working order. Since equipment varies widely from room to room, directions for operating the equipment in each room, written in language for non-techies, would be extremely helpful.
- 27.** Some feedback on the above questions - I am unable to answer questions that refer (implicitly) to *all* classes taught at UO. The use and evaluation of technology in teaching needs to be more course specific. Another way to say this is that my experiences with educational technology may have little or nothing to do with the use of technology by *other* faculty members teaching different courses than those that I teach.
- 28.** use technology appropriately: to enhance education, but not use it just to use it
- 29.** At the present ed-tech hardware is not optimally used and is poorly maintained.
- 30.** Begin a process to determine how technology can be upgraded in programs that encourage its. on a regular, rotating basis that does not require competition

- 31.** "encourage" is not very helpful. Trying to come up with a format that meets all needs will not work. Blackboard, for example, remains very awkward and counterintuitive...one should not have to take a course to learn how to use it. Students do know how to use the technology. If there are attractive and easy-to-use programs, faculty will make use of them.
- 32.** I teach advertising design. Each term, more than 75% of my students don't know the basic software tools needed to even begin to learn layout and design. What we need, then, are multi sections of a software tools class that students will need to pass, and be tested upon prior to being allowed into this advanced course. I spend way too much time (in and out of class) teaching basics. Plus, since I'm an adjunct, it's especially difficult to find time to hold workshops after class time.

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