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Please share any other thoughts or suggestions about educational technology at the UO.

- 1.** Desperately needed, in my opinion, are lecture halls equipped with a computer so faculty members don't have to depend on connecting their own (which doesn't always work!). Also needed, built-in projectors in smaller classrooms. Teaching these days is a multi-media experience, but the classrooms are not set up that way.
- 2.** We have excellent IT support in our school, and several individual Media Services people have been extremely helpful: Chris Lundberg and Stan Hall. It would be most helpful if we had more frequent checks of classrooms to make sure equipment, window coverings, batteries, etc., were all up to par. The most frustrating thing to have happen is to spend hours preparing a presentation only to find that something in the classroom one had examined or practiced in the day before (or even earlier in the day) is not functioning. I realize faculty are often to blame for the problems. Perhaps we need regular reminders to be "good citizens" in regard to colleagues who will be using rooms after we are: turn off wireless mics and projectors, clean the board, report problem equipment, etc. Perhaps a log kept in each classroom would help facilitate upkeep. We've tried that in one of our labs with good effect. We keep a notebook in which students and faculty can log problems with specific computers, printers, software, etc. Another issue is simply one of resources. Students need more access to equipment and software instruction of all kinds.
- 3.** I think educational technology is overrated and its use under-debated. I have seen people complicate their teaching needlessly for the very sake of using technology. I believe that in my field at least, it often wastes time and can get in the way of the relationship student-teacher.
- 4.** Overall, my experience with students and technology here has been that they are not nearly as well-versed in its use as the media would have us believe. Most of them are unable to perform basic tasks such as attaching a document to an email or using spell and grammar checking properly in a word processing program. A mandatory introductory program orienting the students to the university technology is an excellent idea. Such a program should include the use of Blackboard, basic email (including the use of UO webmail, especially the use of attachments), and especially the use of Word, as any move to the online submission of assignments necessarily requires the use of such a program. I also believe that the UO should adopt the use of plagiarism scanning software if it is sincere about moving toward a more digitally-based education model. While I feel that the use of Powerpoint greatly enhances lecture experiences in general, I do not feel that the UO should consider mandating its use or require instructors to post either their presentations or notes for classes. My experience has been that students do not benefit greatly from using these online notes in place of attending lectures. Students often report greater success when copying the notes of a student who did attend. I am equally skeptical about the use of podcasts, since all presentations in history tend to include graphics of one sort or another, whether maps or images, and these are critical to understanding the subject under discussion. It is also difficult to maintain concentration when listening to a disembodied lecture. In short, the idea sounds good, but my concern is that if the university seeks to accommodate students through the use of "trendy" available technology, it will inadvertently foster a culture of absenteeism that will result in a substantially less valuable educational experience for the student. I am personally seriously opposed to the use of online quizzes and exams as they are ideal formats for cheating. We have experienced a significant increase in cheating in the history department over the past three years, a trend that unfortunately follows a similar trajectory nationwide. One of the major causes of this problem is the ready availability of online material and the ease with which students are able to find, copy, and submit such material as their own work. Given this unfortunate fact, it seems to me that the problem for the university in instituting the use of online technology lies more in preparing the logistical parameters of its use by the university than in accommodating the preferences of young students. In other words, until the university can truly determine how to design online quizzes and tests and

administer them in a manner designed to foster an honest academic environment, their use should be discontinued. In my view, the results from such exams are next to worthless, as they are at best open book exercises and at worst collaborative or merely copied. In the end, such exercises only create more administrative work for the instructors in detecting and dealing with the dishonesty. My genuine concern is that if the use of such systems is actively promoted or even mandated by the university, instructors will simply stop making the effort to deal with the dishonesty at all because of the time commitment. This would result in a collapse of the integrity of the academy. For this reason, I urge the university to consider promoting such programs only if they are first willing to develop university-wide, discipline specific protocols for their use, installing appropriate plagiarism software, and educating the student community on the purpose of such systems. If the university cannot make a persuasive argument for the right of the academy to maintain academic integrity through the use of such systems, it should abandon the use of any online evaluation formats.

- 5.** There is a steadily increasing demand from students for (a) fully online courses, (b) compressed schedules of less than 10 week duration. Educational technologies at UO should be supported in a way that enables these uses in addition to the core classroom format of 10-week quarters.
- 6.** UO has provided excellent service to faculty in both facilitating purchase of hardware and in providing educational services and resources for introducing a wide range of technologies in teaching. In addition, Knight Library has a real "gem" in the Interactive Media Group, without which I could never have embarked on the sophisticated and innovative use of technology in a particular course, notably through the creation of a special course website. Also, the initiatives of the Office of Academic Affairs in the area of Instructional Technology Workshops are first-rate. Frankly, the combination of excellent instruction by Yamada Center and the stipend for summer workshops make these a model for faculty technology learning and enhancement.
- 7.** In large lecture classes, it would be very helpful to have work study students permanently assigned to the rooms to help with AV, computer, technology. This is relatively low cost to the university, but avoids having to get GTFs trained (which sometimes works, sometimes doesn't - especially when technology is only sporadically used). University of Colorado used to do this and it made a tremendous difference in my ability to walk into a class room with limited set up time and immediately get myself up and rolling on the computer, internet, etc.
- 8.** As someone who does one-shot lectures, as well as having taught a graduate-level music course, I'm well aware of how much time it takes to put together electronic resources- sometimes at the expense of the hard thinking one needs to do to make a course relevant and useful. The University has not done a good job providing training at convenient times for faculty- and that has kept a number of people who would embrace the new technology if they knew how to use it from using it in their courses.
- 9.** Using technology for teaching is great. More training or workshops will be great.
- 10.** I use powerpoint demonstrations daily to the written appreciation of my students. I have had difficulty being assigned to classrooms with laptop hookups and projectors. It will be wonderful day when all classrooms are equipped with this technology.
- 11.** I see digital imagery as the most important area in which the UO needs to upgrade (for my field). I have resisted going digital myself because I have thousands of slides & images that I would need to scan, and feel that the university should support this conversion.
- 12.** I would feel more strongly about encouragement from UO to use technology if that were coupled with a focus of support (workshops, tutorials, etc) made more broadly available (advertised, offered at regular intervals).
- 13.** use of it should never be mandatory
- 14.** I recently experienced difficulty providing captioning of both VHS and DVD video a media-based class in Winter. Classroom equipment is not equipped to decode captioning and requires special equipment. This should be automatically available in all classrooms to accommodate students who are deaf/hard of hearing and those who do not speak English as a first language. Media services was very responsive to my requests but seemed to not understand the importance of having this equipment at all times and for both VHS and DVD (captioning provides description of non-speech sounds which are not present in DVD subtitles as a rule).
- 15.** The courses I typically teach are large (about 100-120 students) and I try to have them complete applied assignments. Not sure how to have them submit assignments electronically without overwhelming my email, etc.
- 16.** Before we start pumping resources into podcasts and streaming video, it would be nice to cover the basics. Consistent wireless service across campus would be very nice -- I often can't get it to work properly in my office. I would also strongly recommend having one consistent console for projection/laptop use in the classrooms -- it's very frustrating to master a system in one room one term and be faced with something completely different the next. We should also recognize that the less fancy and new things, like teaching better writing skills, deserve more resources than they get. Why not a paid workshop to teach people to be better writing instructors? In my experience, Powerpoint is mostly useful in lower division large classes, but a lot of what I teach requires much more active back-and-forth with the class. Powerpoint is very passive and requires that the room be darkened in the front, which further dampens participation and active learning. I view myself as an educator rather than a performer, and we should be mentoring our assistant professors to be educators. I am no technophobe -- I was the second person in my department to build comprehensive web sites for my courses, and I use Powerpoint for every lecture in my lower division teaching -- but I like to use technology as a supplement to education and I worry that the emphasis on

technology 1) pulls resources away from core educational functions that could use it and 2) encourages students and faculty to evaluate the quality of teaching based on the quality of the faculty member's use of technology.

- 17.** There is an assumption underlying some of these questions that all of these techniques are inherently valuable. I think technology can be very valuable to teaching, or it can be a waste of time or even counterproductive. And it varies greatly across the university. For example, consider online submission of student work. I've tried this and found it useful in some course contexts and an incredible burden in others. I also think that podcasting or putting lecture notes online can create more problems than they solve--creating an invitation to not attend class. I think being in a classroom environment actually has something to do with education.
- 18.** My students routinely tell me that they like having information available on course websites, but strongly dislike being required to access websites as part of their coursework. As a student, I have also found that there are many bad/illogical implementations of the Blackboard system and have designed my own website instead.
- 19.** Encourage basic stuff first for all faculty and make it very easy for people who don't use tech to make the transition. Don't spend time on high tech video conferencing, etc til low tech stuff of just getting people posting their lecture notes, etc is achieved by everyone who has an interest in it.
- 20.** Please put video projectors in more classrooms, and develop more computer classrooms for Composition teaching similar to 184 PLC.
- 21.** I wish that in many rooms (Fen 110, ESL 107, etc) that a computer was available for in class presentations. I don't have a laptop of my own and won't be receiving one from the department any time soon. The only chance I have to use one is to schedule a room in Proctor (or similar) where computers are provided. This is a huge inconvenience for me and I can't use the technology as much as I would like.
- 22.** Educational technology is generally fine. It's appalling that the University's wireless service is so bad. Most hotels and many coffee shops have better systems than UO does -- and certainly I do at home. There is little correspondence between UO's wireless maps and locations where there are actually good wireless connections. Further, even in locations where signal strength is high, the login page is extremely erratic: sometimes it appears, and sometimes it doesn't.
- 23.** I particularly appreciate the Center for Ed Tech in the library where I can work on specific tasks with assistance. I have found that resource the most helpful of all I've used! It's GREAT!!!!!! I have indicated that I use a personally-owned desktop PC to prepare for teaching. This is because the laptop the department purchased for me is 9 years old and, although I am on a waiting list for a new computer, I don't see it coming in the next year, anyway. This is a frustration! To use powerpoint in a large lecture class Winter term, I had to check out a department owned laptop which I then shared with several others who wanted to use it during the term, too. That was really frustrating and wound up taking up some extra time every week for preparation. I love blackboard and need to learn to use it even more effectively. In the questionnaire, I indicated that I didn't use email discussion lists, but I do regularly send my students updates and announcements via the blackboard communication option. I appreciate that sooooo much! It's so easy to send the entire class, or smaller groups within a class, an email. I also appreciate being able to save paper and time in a large lecture by putting lecture outlines, or key terms, or material I would have provided in handouts up on blackboard so students have the material the entire term. Even if they lose a download from the blackboard site, they always know it's available there and can find the material easily. I have also appreciated being able to place gif and jpeg files on my site so that any visual images I may use in class can be found there for further reflection and/or work. I think media services is great, too. I do believe they are somewhat swamped right now and may need more support. Most of the time, they have been very helpful and I'm also very appreciative of their work and effort!
- 24.** Thanks for doing this hard work!
- 25.** It is in much better shape than at my home institution (which can remain nameless) -- yet in some important ways not yet "there." I had to scramble to borrow a laptop computer to use with the excellent in-room equipment in the classroom. This is for a class of 135 students -- where \$10 per student would buy a great laptop for 1-term use and much less per student buy a laptop for longer term use.
- 26.** I definitely need to learn power point and blackboard very soon, certainly by the end of summer. It can't be that hard! I do have one web site, thanks to our webmaster, but need web sites for all my classes and for more of what I do.
- 27.** Far too much money is spent on expensive projects such as hardwiring classrooms. Faculty need basic resources and readily accessible help with OUR ed tech projects. I emphasize OUR because, in addition to spending too much money on expensive projects, central administration is deciding what we need (e.g., IT workshops). Instead, you should create a technology center that caters to faculty needs (as we define them). This center should NOT be in the library.
- 28.** Blackboard's user interface is incredibly poorly designed: I'd use it more if I didn't hate it so much.
- 29.** While I think that technology can be useful in facilitating teaching, I think that there are disadvantages to using it too much. There are advantages to using pen and pencil, as well. I think this is especially relevant in learning processes where it is important to go through different steps. Often, technology allows students to submit answers without showing work that is important to learning concepts. I also wonder whether too much time is spent learning

to use the technology rather than learning the subject matter at hand.

- 30.** My primary frustration is the equipment in the classrooms is almost always unreliable and hard to use. I end up calling for tech support numerous times because something doesn't turn on or is broken or is too complicated to use. Tech support is usually great and I am very appreciative of that, but it seems inefficient I have to call so often. Usually it is a dead light bulb in the projector or a bad wall socket or something that really should be working. Or it is such a complicated system that I don't remember a long sequence of buttons I must press to make something like the sound work on the videos. (And when you are in front of a class focussing on students and course content you are not necessarily your most competent technically.) But on the happy side: Blackboard and CET are great!
- 31.** The word-processing program in the Blackboard system is horribly primitive and clumsy. It is impossible to format properly for italics and outline form. For that reason, I avoid using Blackboard whenever possible.
- 32.** In comparison to my home country, the classrooms are rather oldfashioned what comes to readily available technology and furniture. Further, I do have a personal laptop that would provide with valuable resources in the classroom (internetbased video and audio), but I see no reason to use it at it should be the UO that provides all the necessary equipment.
- 33.** The purpose of classroom technology is to teach more effectively. In my courses students have to learn a combination of facts and concepts. The most effective way I know for them to learn is to write notes as I present the material - writing the notes is a crucial part of the learning process. I can help them in this best by presenting the material verbally and visually in a form close to the notes they will be taking. For this reason I write and sketch on an overhead projector or blackboard as I present. More elaborate presentations such as prepared slides or powerpoint do not translate easily into notes and so make it more difficult for the students.
- 34.** 1. As the information age continues to progress rapidly, I feel that it is extremely important to increase the availability of tech help for faculty and students. 2. The campus should consider standardizing the format in which information is distributed to students so that they are able to learn how to access information early, and apply that experience to all of their courses (ex. video streaming, PDF, etc). 3. I believe that it is imperative for the library to continue to acquire online access to material to expedite the searching of hard copy materials (specifically journal articles). 4. More information needs to be available to emphasize the necessity to maintain academic honesty and avoid copyright infringement. Easy access of information often makes it easier to take the materials illegally. 5. It would be helpful for all students, faculty and staff for training to be made available for the common search engines that many are using to acquire information (Google, library search engines, etc). Skills of information acquisition are equally important as information memorization.
- 35.** Hate to say it, but U. of Oregon appears to be a "computing backwater" compared to the Santa Clara Valley.
- 36.** access to equipment and access to user knowledge/experience in the least amount of time would be key. no one has extra time to spend but if it is presented in an efficient manner, people would be willing to get more info/experience in order to teach better. also need more encouragement from dept.--like it matters that you spend your already very limited time on getting these skills/experiences. in my dept we have one lcd projector so there is no way you, as a gtf, can count on having it for each lab you teach. so you just don't use them. we still primarily use overheads, because you can count on access to one in the classroom. but when they fail, you are really up a creek and get to "share" your artistic skills by drawing concepts on a the blackboard. definately not as effective or timely.
- 37.** In a survey about educational technology, would be useful to start a definition about how you intend for us to interpret the term (i.e., what is and is not included). For example, is any use of e-mail a use of "educational technology"? Or only if this is filtered through something like Blackboard or a listserve?
- 38.** Some classrooms for undergraduate courses are so inadequately equipped that they are hopelessly disappointing; for example, 311 ECL, where I taught EALL 210 in Winter 2006.
- 39.** Library's own home page in dire need of restructure. You have wonderful resources, but manage to hide access behind (literally) a black wall.
- 40.** The lecture hall 302 in Gerlinger is horrible. Please improve if possible! When projecting, the computer sits in front of the projection screen. Either the lecturer has to memorize the lecture or one blocks the view for the students. The outlets for electricity and internet are arranged at different sides of the table. This is a useless setup.
- 41.** On several occasions I have expressed my dissatisfaction with the technology resources available in lecture rooms on several levels but there seems to be no response: things often don't work, they are not set up in a way that makes them flexible, most rooms do not allow two visual sources to be shown at once or do so in a way that is not effective, podiums etc. are set up in a way that separates the instructor from the class (i.e. it is not possible or easy to be close to the audience). In general, I think that lectures presentation is not unlike a performance and everything is important: the level of the lights, the sound quality, the video quality etc. Additionally, there is not the support for visiting presenters to make their presentations professional. The help provided is, at best-and not very frequently, by people who understand how to work the machinery but not how to set up a climate that is appropriate for the type of presentation. I have often found that the personnel don't know enough to trouble shoot when something doesn't work the way it is suppose to work...and that happens all of the time with technology. It's the reason why so many people are turned off by trying it and resort to old proven methods.
- 42.** IT workshops and summer sessions provided by TEP and CET are extremely valuable.

- 43.** It is difficult to obtain access to the Proctor classrooms in the library in which I prefer to teach using the laptops. Last term we could only hold one meeting a week there and the other meeting was held in a classroom with no computers or computer projectors. I would like to see instructional technology available in more of the classrooms on campus.
- 44.** I havent referred to the ET website as frequently as I should have, as I wasnt aware of it
- 45.** There needs to be a much greater MANDATORY expectation that all instructors will model the use of educational technology in their classes....most especially in the College of Education.
- 46.** more basic education of department specific internet protocols and functions. I still don't know how to upload to a school server, or instruct students how to do so.
- 47.** Art Department faculty are concerned that funding formulas based on student numbers arbitrarily disadvantage their programs. Related to Digital Arts, both teaching and promoting research that truly advance the field require cutting edge technology to keep students and faculty working on that edge. We hope for a thoughtful budgeting solution that recognizes these qualitative programmatic differences.
- 48.** I would be happy to serve on focus groups. I teach a number of information systems courses that make significant use of technology. Encouraging students to purchase their own laptops is one objective I would like the UO to pursue
- 49.** The technology infrastructure at the university is growing, but there are significant needs. Our department for instance, has nearly maxed out on its access to computer labs to support instruction.
- 50.** Make more Macintosh (Apple) computers available to students, especially at the Library in the rooms 41 & 42. Use email sparingly. In large classes it is impossible to answer all emails promptly and should never replace face to face dialogue between an instructor and their student(s). I look forward to always learning new opportunities on how to use Educational technologies more effectively.
- 51.** Some people specialize in technology, others do not. I would like to help other faculty integrate technology into the curriculum. I was hired by Willamette University to help faculty integrate technology into the curriculum for three years through their PTTT grant. I could do some of that here.
- 52.** I would like to learn more about producing my own digital video clips for use in the class room.
- 53.** Being able to check out laptops for use in classrooms (for example, when I need to project a PowerPoint presentation) has been quite useful.
- 54.** I know there are many fabulous resources on campus and excellent training options. The problem is always time...fitting in trainings, forays into new equipment, learning how to be more comfortable and less intimidated by such hi-tech equipment. I remain quite intimidated by a lot of the equipment, though I have tried hard to learn new skills and branch out in using Blackboard, online exams, PowerPoint, etc. In my classes the age and techno-experience levels vary widely from 21-55. This creates a huge and rather insurmountable difference in what incoming students know, and therefore, really impacts my talking about technology and requiring it in assignments. I do it anyway, but I get lots of "deer in the headlights" looks from the older students. They also need information and support, of course, which I do not have the time to provide. They are nervous about taking classes in use of technology, for fear that they will look as computer illiterate as they feel... This gap is a huge logistical problem in my mixed undergrad/grad courses.
- 55.** The biggest obstacle for me in terms of using more technology in the classroom is the hassle. If I wanted to use powerpoint or streaming media in every class, I would have to put in a request for a projector EVERY time, get there early enough to go pick it up, set it up and then shut down and take it back--EVERY time. The burden shouldn't be on the instructor, if the university wants us to incorporate more technology, it should make it as convenient as possible to do so.
- 56.** While I appreciate the support given instructors using technology in the classroom, and appreciate the upkeep on classroom consoles, etc., sometimes it would appear that there is too much emphasis given to using technology, when sometimes students benefit most from simple chalk and blackboard methods.
- 57.** It would be really helpful if there was more consistency from classroom to classroom in how I access the technology (e.g. lock styles and combinations, how to turn on the projector, how to use the mike, how to adjust the lights so that my slides are visible but the students don't fall asleep, etc). Or, alternatively, it would be helpful if there was a way to let faculty teach in the same classrooms repeatedly. Every term, I have to learn all the logistics for two new classrooms, which is, frankly, a waste of my time. I also don't think that we should OVER-value educational technology. While it has some advantages, it also fosters a certain amount of laziness and passiveness among the students. For example, I use power point, which means that they expect to have a copy of my slides before class. On some levels, I think this is helpful, especially to those who aren't native English speakers or have learning disabilities. But, on another level, it means that they don't learn how to take good notes while following a lecture, which is a valuable skill. Moreover, it enables them to "tune out" to a certain degree during class. In short, there are benefits associated with educational technology, but there are also costs.... One last comment about computer equipment in our offices. I basically use computers all day in my office, both for my instructional and research responsibilities. I REALLY WISH THAT I HAD AN ERGONOMICALLY SOUND DESK FOR MY COMPUTER, rather than the

crappy, metal, 1960s-era desk that was provided.

- 58.** My comments regarding insufficient, difficult to use hardware in classrooms is regarding classrooms outside of Lillis. In Lillis, these problems do not exist.
- 59.** The School of Music has virtually NO educational technology whatsoever. Classrooms have CD players only but no computers or video projection equipment to use in conjunction with laptops. We still rely exclusively on overhead projectors.
- 60.** I'm very good at this stuff and the barriers still seem a bit high. It would be great to have a turn key solution for in class presentations (turn something on and have it all work), but I suppose the computer technology is too personalized and becomes obsolete too quickly to make this a viable approach.
- 61.** I have seen faculty use technology (eg powerpoint, listserves) very ineffectively and to the detriment of the student's education. We should keep in mind the primary goal which is effective education. I do make substantial use of technology, and know I could learn more, do more, but want to be careful not to push everyone to use technology just for the sake of using it. That could backfire.
- 62.** 1. In most classrooms with the Crestone panels, they are placed in very inconvenient positions. Usually they are in the middle on the podium or they make it awkward or impossible to put my computer and/or notes on the podium too. 2. I'd like to see shared mobile notebook computer racks in each building, so I can use computers in class a few times per term but not have to schedule my course in a computer lab for the full term.
- 63.** Hi Andrew, Ed tech is very useful, but some fine tuning is required: 1. Projector screens typically cover up large portions of chalkboards. Similarly lighting for blackboards are often too close to the projection screen and obscure the projected image (e.g., Lillis "Countryman Lecture Hall"; 110 Willamette Hall). In my experience, PowerPoint, websites, and other media are never more than an adjunct to concepts derived at the blackboard, so the students' ability to see both is critical. 2. Projectors are not properly maintained. Diagnostic messages from the projectors (e.g., "clean the air filter") go unaddressed for weeks. 3. Instructional Media Ctr is unresponsive. For instance, a flickering LCD projector in 127 Chiles was not repaired because of some disagreement over who was responsible (Winter term 2006). I circumvented this by moving the class to another room in Lillis. 4. The people who answer the questions at IMC are ill-trained and pass the buck w/o follow up from those who are knowledgeable. Terry Takahashi Department of Biology Institute of Neuroscience
- 64.** Thanks for putting in the time and effort to make the ed tech better on this campus.
- 65.** It is a good idea to have competitive "grants" to support ideas in educational technology supported by Ed Tech funds. However, there has to be some attention paid to the routine care and replacement of basic equipment in departments that are heavy users, such as occurs in my department. When solid ideas are in place and working, equipment wears out at a fast rate. In such cases, it is difficult to get funds to replace equipment for applications that are successful, yet mundane. People who support technology always want new and innovative, and these criteria are, at times, important if the ideas are indeed good. However, what's working should not be hindered for what of basic resources to sustain it.
- 66.** The TEP program is fantastic as are the facilities in Lillis - so much so that I would guess my responses are not indicative of the campus as a whole. One major area my students do need is more collaborative work software, e.g. like a microsoft live or sharepoint, that allows collaborative writing. Another major issue for me is access into the library databases from home...it never seems to work. This should be streamlined.
- 67.** Would appreciate ongoing instruction on effectively using blackboard.
- 68.** I wish that students would focus less on whether my powerpoint slides are in color and more on learning the course material. Technology occasionally can be distracting.
- 69.** I have been very pleased with the development of the campus network and the support I have received from Media Services, from the Computing Center, and for internal allocations from the ed tech committee. JQ got me started with Dreamweaver, and I still find it easier than Blackboard for most instructional purposes. The developments of easy-to-use applets such as Bothun's reporting tool are more likely to be successful than the larger scale more complex programs. I regularly teach in 41 Proctor, we probably need more such classrooms.
- 70.** Blind endorsement & funding of edtech use in classrooms should not replace or preclude established use and funding of successful traditional lab based teaching methods.
- 71.** It's extremely important to have reliable equipment in all classrooms--I have recently had some terrible experiences. I appreciate the level of support offered and the library's instructional services.
- 72.** The lack of any kind of administrative leadership on this issue at the UO clearly show us, the faculty, that this is not a serious endeavor and remains as an idiosyncratic sidelight of our teaching mission. This survey is probably a good example - will anyone really pay attention to the results in terms of policy implementation?
- 73.** We desperately need more more more at the J-school. The two labs are sorely inadequate for the so-called information age that we're in. I believe strongly that we're doing a disservice to our students by not offering more technology-based courses.

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