

National Technical Institute for the Deaf  
Instructional Technology Consortium

**ITC Participant Questionnaire:  
Summary of Responses and Comments**

Summary of Faculty Responses and Comments to Questions  
Focusing on the Impact Instructional Technology on the Teaching/Learning Process  
and  
Faculty Opinion Regarding Directions for Future ITC Offerings

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*<http://www.rit.edu/-ntiditc>*

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Abstract

NTID's Instructional Technology Consortium ITC was formed in January 1998 with the first faculty Studio offered in June 1998. (See the ITC WWW site for complete information about the ITC; <http://www.rit.edu/~ntiditc>). From June 1998 until June 2000, a total of 22 Studios were offered and a total of 181 faculty participated. See Appendix L (p. 32) for a brief listing of Studio topics and levels of faculty participation.

The members of NTID's (ITC) designed and distributed a faculty survey to all 165 members of the NTID faculty who completed an ITC Studio. 51 Questionnaires were returned and analyzed for this report. A copy of the questionnaire can be found in Appendix M (p. 35).

The purpose of this questionnaire and subsequent analysis is an attempt to understand how NTID faculty are using instructional technology in their teaching, and what positive contribution they see it having on the teaching/learning process. During the ITC, there was an extensive evaluation of each segment of the ITC Studios and an evaluation of the overall Studio experience by each person who participated. The results of those evaluations were uniformly high and indicated faculty satisfaction with the experience. This questionnaire focuses on faculty perceptions of the general benefits and impact of technology on their teaching and potential benefits to students.

88% of faculty indicated that they felt their ITC experience had a positive impact on their work with students; 76% participated in follow-up training activities after their initial ITC experience, and 94% of faculty Agreed or Strongly Agreed that they have increased their use of technology in the preparation of instructional materials over the past 24 months.

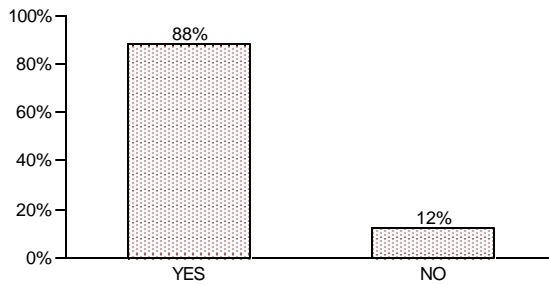
A second goal of this survey was to collect faculty opinion regarding the form and substance of future ITC offerings.

The faculty suggest that the Studio and project model be continued as the format for future ITC offerings, along with continuing individual support when working on projects. Also, faculty recognize the importance of staying current with new and emerging technologies that could be used in teaching. The importance of having technical support staff in the Educational Technology Resource Room (ETRR) was identified as a significant factor in the successful continuation of skill development started during an ITC Studio.

Following is a summary of the data yielded from the ITC Participant Questionnaire. Fifty-one completed questionnaires were received and are represented in this document. The large number of comments offered resulted in the decision to put them in appendices.

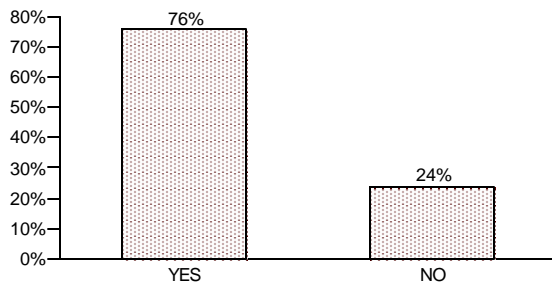
### **Impact of Instructional Technology on Your Work with Students**

#### **1. Looking back, do you feel your ITC experience had a significant and positive impact on your work with students? (n=51)**



**Comments:** There was a total of 33 comments offered. Of those, 30 (91%) were positive, and 3 (9%) were neutral and descriptive. The full set of comments comprise Appendix A (p. 12).

#### **2. Did you participate in any follow-up training activities after the ITC? (n=50)**



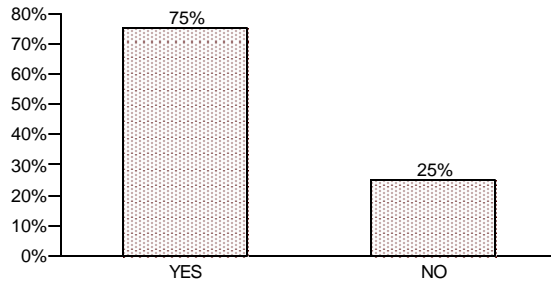
#### **Specific Follow-up Activities:**

ETRR 22      Professional Development Offerings 18

FITT 8      WML Offerings 8

### **Specified Other Activities**

Seventeen comments reporting other activities were offered. Those comments and five other explanatory comments are shown in Appendix B (p. 14).

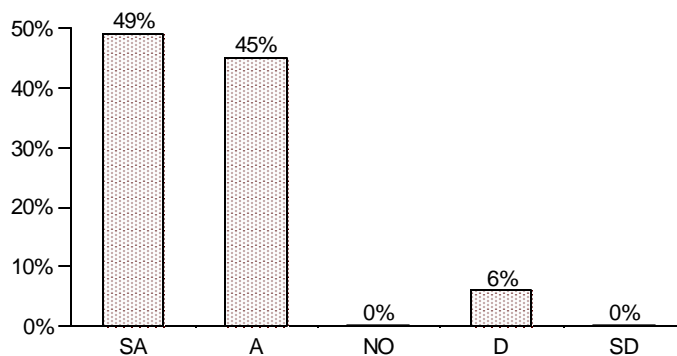


### **3. Did you work with other individuals (ID&E, ETRR, etc.) or colleagues who were instrumental in the development of instructional technology for your use in teaching? (n=40)**

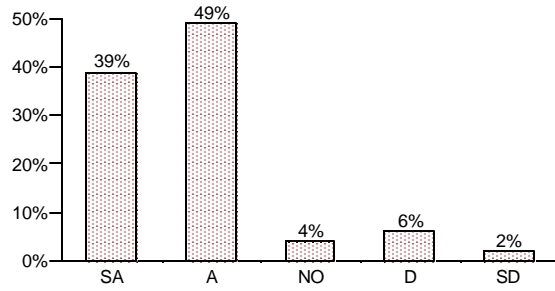
There were 30 comments in response to this question, mostly denoting the individual worked with. Appendix C (p. 16) delineates those comments.

### **4. In general, over the past 24 months, I have increased my use of instructional technology in terms of:**

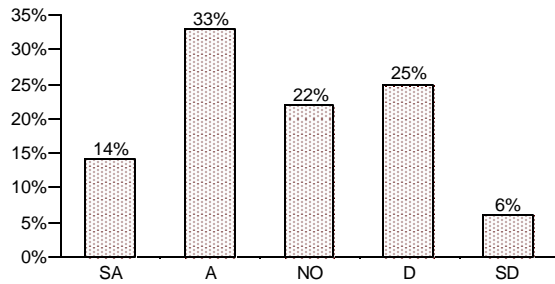
#### **a) Material Preparation (n=51)**



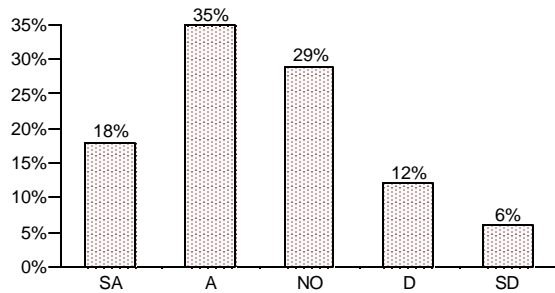
b) Making Presentations (n=51)



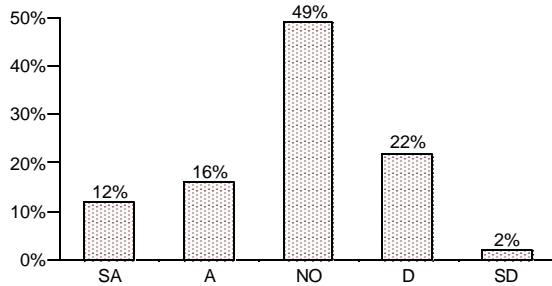
c) Out of Class Interactions with Students (n=51)



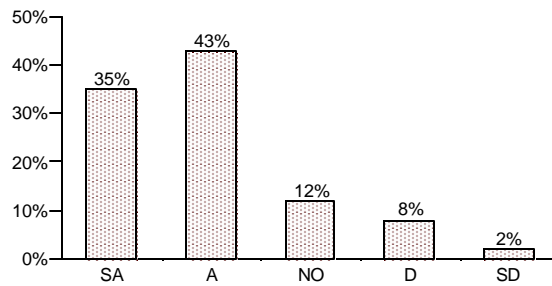
5. **My use of instructional technology has encouraged contact between myself and students.** (n=51)



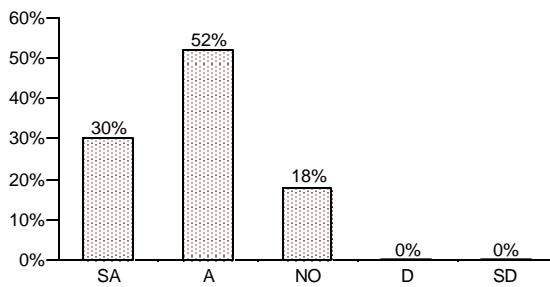
**6. My use of instructional technology has encouraged contact among students. (n=51)**



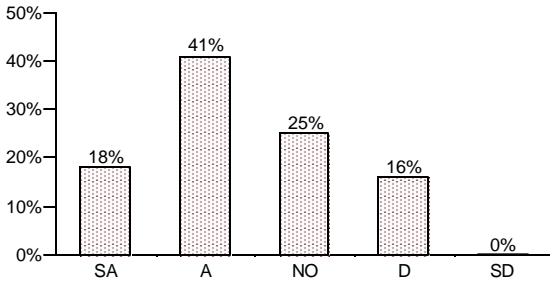
**7. My use of instructional technology has encouraged communication between myself and other faculty regarding instructional technology issues. (n=51)**



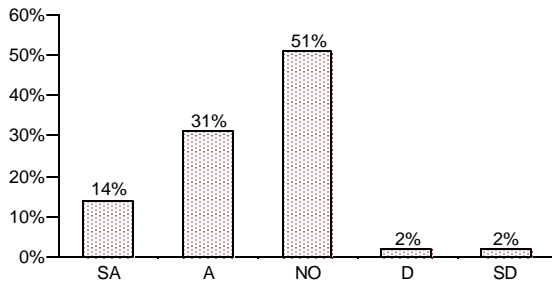
**8. My use of instructional technology encourages active learning. (n=50)**



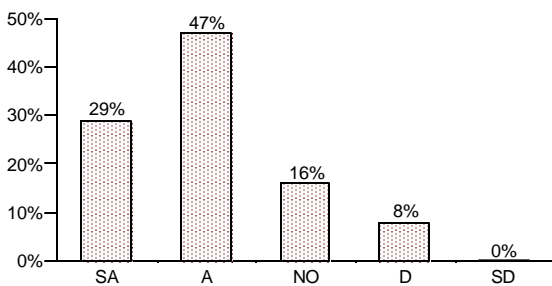
**9. My use of instructional technology results in prompt feedback to students. (n=51)**



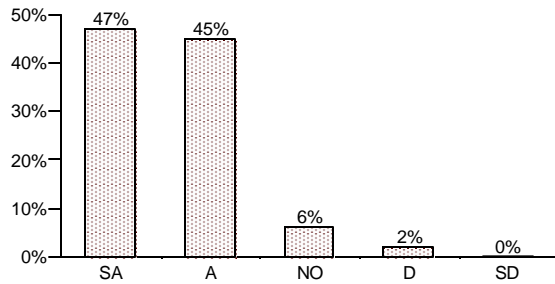
**10. My use of instructional technology has increased student time on task. (n=51)**



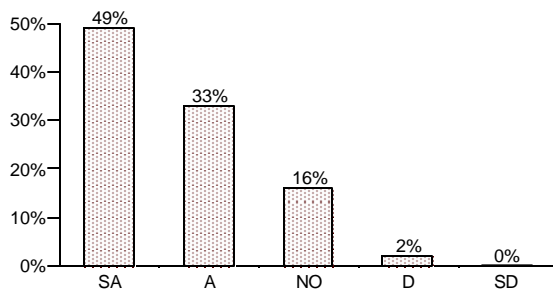
**11. My use of instructional technology enhances my ability to prepare for working with students. (n=51)**



**12. My use of instructional technology enhances the options I have for working with students. (n=51)**



**13. My use of instructional technology permits me to be more effective in my presentations to students. (n=51)**

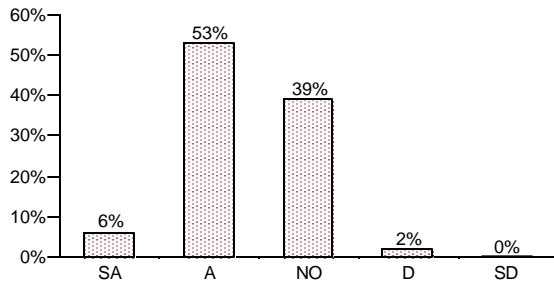


**Comments: Regarding the Impact of Instructional Technology on Work with Students (Questions 1-13)**

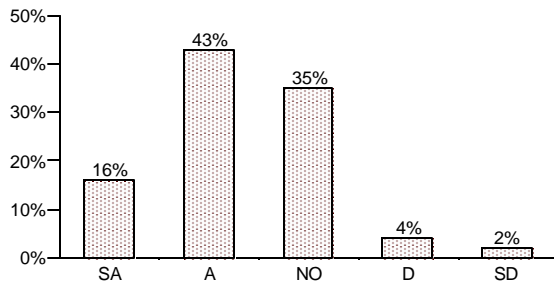
There were 20 comments in response to this question, and they are listed in Appendix D (p. 18).

## Student Outcomes

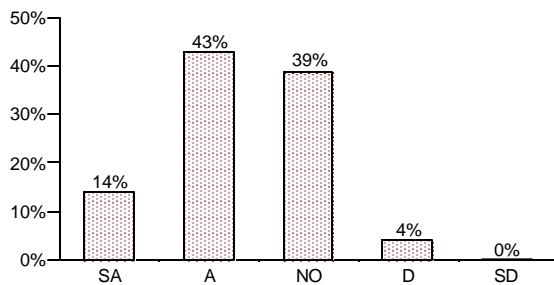
14. My use of instructional technology has resulted in improvement in my student's learning. (n=51)



15. My students have developed general technology awareness and/or skills as a result of my use of instructional technology. (n=51)



16. My students are more motivated toward learning as a result of my use of instructional technology. (n=51)



## Comments regarding Student Outcomes (Questions 14-16)

There were no comments offered.

## Future ITC Offerings

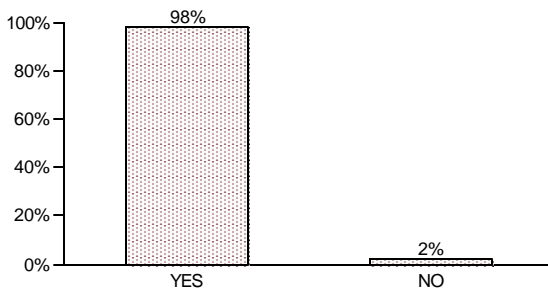
### 17. What new goals or skills would you like to attain with respect to instructional technology?

Thirty-five comments were offered, and are listed in Appendix E (p. 20).

### 18. For the past three years the ITC has used a training model that relies on project-based Studios. Should we continue offering Studios or can you suggest other, more effective ways to help you reach your instructional technology goals?

Thirty comments, vastly in favor of the Studio training model employed, were offered. They are shown in Appendix F (p. 22).

### 19. Would it be of value to you if the ITC kept you abreast of new and emerging technologies? (n=49)



Ten comments were given, most were neutral and one listed in Appendix G (p. 24).

### 20. What kind of Institute support would most help you continue your development and implementation of instructional technology skills in working with students?

Thirty-five comments were offered, and are listed in Appendix H (p. 25).

### 21. Names and email addresses of individuals to meet individually or in a small group with members of the ITC advisory group to discuss future ITC offerings or strategies over coffee.

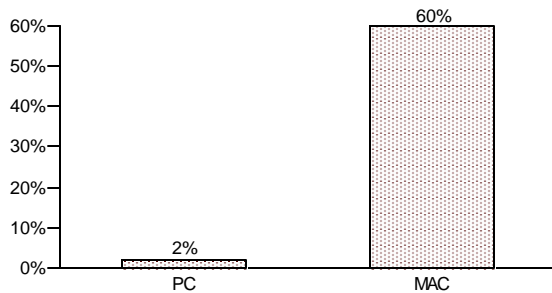
Seventeen names were offered.

## Comments Regarding Future ITC Offerings (Questions 17-21)

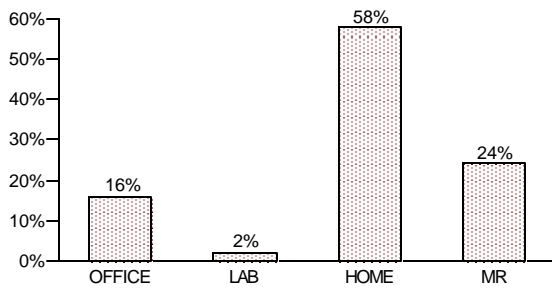
Three comments were offered and are shown in Appendix I (p. 27).

### Background and Laptop Information

#### 24. Did you select a Mac or PC laptop? (n=50)



#### 25. Where is your laptop usually kept? (n=50)

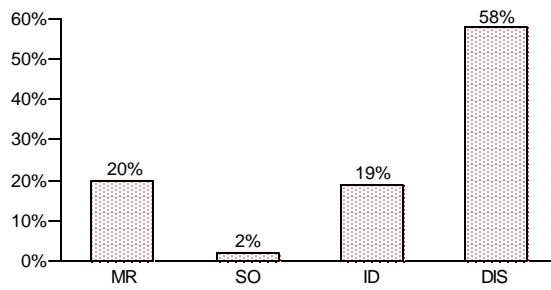


MR = Multiple Response

#### 26. How reliable has your laptop been? Please explain any issues with hardware and/or software.

Forty-eight comments are listed in Appendix J (p. 28).

**27. What is the primary use of your laptop? (n=50)**



**MR = Mult Responses**  
**SO=Specified Other**  
**ID=Instructional Delivery**  
**DIS = Developing instructional materials**

**Additional Comments/Concerns:**

Twelve comments are listed in Appendix K (p. 31).

## Appendix A

**Comments offered relevant to Question 1: Looking back, do you feel your ITC experience had a significant and positive impact on your work with students?**

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### **Positive Comments (30)**

- Nudged me into trying different teaching/learning strategies that I otherwise would not have done.
- Students were very receptive to Web-based instruction.
- It helped me to analyze and test new instructional delivery techniques.
- All my lectures are on PowerPoint.
- Yes. It has enabled me to sample various instructional technologies and has provided me with new ideas for incorporating technology into the classroom.
- Modified my instructional delivery approach.
- Became more comfortable with technology in classroom instruction.
- ITC introduced me and gave me hands-on experience with technologies I might have otherwise avoided.
- I have learned to present information in a more efficient and visually effective way.
- I was able to acquire a powerbook which gave me access to the technology I needed.
- We introduced a web-based instructional unit on a trial basis. The students believed it was very positive.
- Gave me more flexibility with my presentation and assignments.
- My course has become more interesting through the use of PP.
- Gives me yet another vehicle to “connect” with students.
- I use my laptop daily. Also, travel with it and make presentations using powerpoint.

- It has positively affected the way I present information to students.
- I've moved all my courses onto the WWW.
- It give me time to develop my skills at my own pace.
- My comfort level using a computer was enhanced and I learned many computer operations.
- I have incorporated web based supplemental materials.
- I immediately began using PowerPoint for class lectures and other presentations.
- Mostly symbolic-it showed Institute support for technical development work. I was mostly far ahead of the sessions.
- Showed me different ways to present content.
- Better presentation, classes, and on-line course materials.
- I learned skills that I am still applying.
- I feel that it improved my presentation materials.
- I've used dreamweaver to speed up my work.
- Electronic reserve and web page improved my course.
- An instructional opportunity not otherwise available.
- Working at home on course prep.

### **Non-Positive Comments (3)**

- I haven't yet created materials related to my ITC experience.
- I haven't used any of the things in class since the workshop. I use and did use technology in class already. The ITC did not add anything.
- Not working on WEB homepages.

## Appendix B

### Other activities reported and explanatory comments in response to Question 2: Did you participate in any follow-up training activities after the ITC?

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- I also attended a second ITC Studio.
- A second ITC experience.
- I took advantage of each strand offered.
- I participated and led 2 days of ASL-Visual training sessions. Topics were photoshop and converting Powerpoint slides to html files
- Blackboard training
- I presented at an ITC Workshop and attended Blackboard sessions/workshop.
- Simon Ting's workshop on Rapid tools.
- I offered workshops, and I attended Simon's workshops.
- Simon Ting's/Jason P.'s web site tools class.
- Taught several PD sessions.
- Contact/interaction with individuals for specific help. No formal activities.
- Worked with Sarah Perkins
- Barry Siegel taught me to use Dreamweaver.
- I often go to the ETRR to refresh my memory on how to do the technical aspects.
- Brush up on Dreamweaver.
- Personal Reading.

- Learn how to use different software applications.

**Explanatory Comments (5):**

- No time, plus I was not using direct application of my ITC training at that time.
- Nothing offered was relevant.
- I've gone to ETRR html workshops, but not as a following to ITC.
- I found the ITC training session had no practical use for me, so I did not follow through. What was offered in ITC was already part of our technology at that time for most of it.
- Time did not permit.

## Appendix C

**Comments in response to Question 3: Did you work with other individuals (ID&E, ETRR, etc.) or colleagues who were instrumental in the development of instructional technology for your use in teaching?**

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- Barb French
- Simon Ting.
- Simon Ting - he's fabulous!
- Simon Ting mostly (excellent!)
- Mr. Simon Ting of NTID. I am using his course management system.
- Simon Ting for web-based course.
- Bary Siegel helped me with the web application.
- Jonathan has helped me learn to scan materials/modify scanned materials for classroom lectures.
- Mike Kleper, Jonathan Millis.
- Sara Perkins, Carol Petote, Dean Woolever,--All have been outstanding in their expertise and ability.
- Jorge, Bill, Camille, Sarah, Jonathan.
- Jonathan, Jorge, Cea Dorn, & students in ETRR are great help.
- Camille Aidala and Simon Ting have been most helpful.
- Cea and Camille.
- Yes, I worked with an ETRR member to create a web-based instructional unit that is currently offered in traditional text format.

- I worked with someone in ID&E and someone in ER.
- Worked with ID&E folks on a project that came out of the ITC.
- ETRR.
- ID&E.
- I made appts with ETRR staff.
- Individuals in both ETRR and ID&E were most helpful.
- I worked with ETRR staff.
- I consulted ETRR staff when I had questions or problems but I pretty much worked independently on my project.
- I have been working with people from ID&E for website development.
- I consulted ETRR staff when I had questions or problems but I pretty much worked independently on my project.
- People within my dept. and RIT computer services.
- I sought private tutoring several times.
- Not stemming from ITC.
- Often share ideas and get feedback from dept colleagues.
- I will be increasing my skills with Simon Ting's idea tools.

## Appendix D

### Comments Regarding the Impact of Instructional Technology on Work with Students (Questions 1-13)

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- Students appreciated my posting of notes before class and the electronic reserves.
- My experiences were favorable and my observations of what other faculty were trying to do was very enlightening.
- Students like the PowerPoint lectures and they appreciate that they are on the Web—it makes things so much easier for both students and myself.
- The slow computers in instructional classrooms make presentation of the instructional website unimpressive.
- Students have to use computer systems to access course materials. They come with some of the skills.
- Will teach distance learning course through BB in spring/summer---this is basis for most of my responses to 1-13. Because course is now in development I have limited opinions regarding some questions. I will know more next fall.
- Classroom teaching is not my primary responsibility. My comments pertain to my use of IT in research, in presentations, and, to a small extent, teaching.
- Make all my own instructional materials and put them online. Students like having access to all course materials.
- My follow-up activities have been stalled to date.
- I think my presentations are more informative—cuts spelling issues. Not sure about student “contact” issue. I have not done web strand yet.
- I feel that my teaching has become more interesting, therefore more effective.
- The instructional technology is a good tool. However students still don’t understand teacher’s signing skills.

- Students love interacting on my BB and we have great language for modeling in actual conversations or job interviews.
- I took the visual presentation strand and use PP often. My web-based course development has nothing to do with ITC, but is the basis of many of my comments here and ½ of my frequent use of the laptop for 2 yrs.
- I use it for instructional delivery. Students accept it mostly without comment. I haven't evaluated it.
- Also makes it easier to modify curriculum. Keep what's working and delete those that haven't been successful.
- I use the projector in my classes to project what is on the front desk computer more than before. We never had a projector before. I had the dept. buy a interactive Web site for one of my classes. It produced no positive results compared to classes without it. I don't know why.
- Could not revert to old ways of prep and teaching.
- I'm using more IT now than ever before BUT primarily email and PP. Nothing which were the focus of my ITC workshop. That workshop (web materials) I haven't used for teaching yet—but may sooner or later.
- I am excited to start up with idea2 to enhance integration and interactive w/in the class and presentations.

## Appendix E

### Comments in response to Question 17: What new goals or skills would you like to attain with respect to instructional technology?

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- Creating CD-ROMS, Wireless technology, Video Streaming
- How to use Director
- Greater depth and proficiency
- I need to learn to include pictures and charts into PowerPoint and Web formats—also scanning
- I would like to review Dreamweaver again. Also I am not smooth at posting website materials
- Web based
- I want to be able to create a website for my courses.
- Maintain what I have. Become better at webpage design.
- I'd like to combine WWW skills with PPT skills—e.g., how can I put interactive spreadsheets on the web within a PPT presentation?
- More in-depth skills in web-site development and web-based instruction and dissemination.
- More web topics.
- More WWW
- Use of web to enhance student learning.
- Putting stuff on the web—interactive stuff
- The use of web tools, i.e., Dreamweaver, Director.
- To learn how to offer DL courses.

- Course builder for Dreamweaver Director. More advanced programs (Flash).
- Powerpoint presentation creating yoga-based materials.
- Using PP effectively. Learning how to incorporate PP in class.
- More photoshop experience
- Applescript/PERL/Basic Programming
- More advanced work with presentation software (e.g., PP and others?) video streaming, web work, etc.
- More tips among diff softwares
- Video skills—digitizing, streaming, editing, captioning.
- I want to move my courses to a distance-learning format and make them available to graduates of NTID.
- Interactive courseware.
- Use of BlackBoard
- Using BB.
- I would like to explore online quizzing and electronic drop boxes.
- More use on incorporation of multimedia
- Methods to maintain currency
- Demonstration of new tech and teaching through professional development
- MS Office 2000 for Mac—learn it immediately. Quicktime movies—making videos
- I want to increase ADV web program skills---java and CGI
- I'd like to see offerings for different levels of expertise. I want scripting help, and the person next to me is asking "what is html, anyway?"

## Appendix F

**Thirty comments offered in response to Question 18: For the past three years the ITC has used a training model that relies on project-based Studios. Should we continue offering Studios or can you suggest other, more effective ways to help you reach your instructional technology goals?**

- The current format is great
- Studios and Independent interactive training
- I believe you should continue the model. It is very effective.
- Project-based is the way to go---in fact---less instruction---more time working with assistance.
- Yes. Short sessions on special skills or topics.
- OK idea, but so focused that the individual does not continue in this area the training impact is severely restricted.
- Studios are a good first experience. Half-day or whole-day workshops would be good for “graduates” of studios.
- The studio format is acceptable.
- I think the model is a good one.
- Perhaps one-on-one consultation on specific project
- Project-based and specific skill development
- Continue with studios. It is very important to learn new skills and have time to apply them in the learning context.
- What you’re doing works very well, but you could also offer topic-based workshop.
- Continue project-based approach along with ½ day or full day focused sessions.
- Deaf sections or ASL only sections

- Continue, this is the most practical way.
- Having a personalized product as the goal was a good idea. But, because time is short, and everyone can't develop every skill within the time frame of ITC, how about having the entire group contribute to one demonstration project that incorporates all of the elements that would typically be needed in a particular area such as presentations?
- I like the studio approach.
- Studios are good: mix lecture/demo and application opportunities.
- Project-based is the most efficient and effective.
- Targeted skill areas—basic web design, basic html, advanced html, style sheets, scripting, image manipulation, etc.
- Project specific is great
- Yes continue with ITC
- Assigning one-on-one to work with a professor with a time line would help.
- Probably more ½ and 1-day workshops
- Studios are OK
- Yes—continue to offer studios; however, need to create new macros then put 2 or 3 macro together to create another studio. Therefore we can have millions of selective studio for every individual!
- I would continue with the same format. Content and software will change.
- Yes! Keep it up.
- Yes! Continue offering Studios.

## Appendix G

### **Comments offered in response to Question 19: Would it be of value to you if the ITC kept you abreast of new and emerging technologies?**

- Don't know.
- Either via website or email
- CD related, web related
- Then I could pick a topic for further review—and you could offer a session if enough interest was expressed.
- I don't know what I don't know 😊
- Well, duh.
- Demonstration of new ways of teaching something with the new technology.
- But I do this myself anyway
- I helped the ASL-ITC visual strand. I expect them to keep me post on future events!
- Too busy!

## Appendix H

### Comments in response to Question 20: What kind of Institute support would most help you continue your development and implementation of instructional technology skills in working with students?

- Resources to update equipment and software.
- Keep providing a resource-rich environment, with lots of expertise on hand for consultation.
- Faster access to RIT's network from off campus as I do a lot of course building at home in the evenings and weekends. Our network has been slow and not available from time to time.
- I believe I have this support now. My chair is supportive and ID&E and ETRR personnel are available and helpful—plus we have fantastic equipment to use!
- I need help as I continue to work on my own website. I need less “imagination” and more basic “get it done” help. Technical assistance, not design (this would be nice later).
- Not sure! Don't get the feeling institute wants to support it!
- Unsure
- More ID&E and ER staff trained and ready to assist me with my project.
- Currently have good Institute support
- I like having faculty show the projects that they have completed. I learn from their work and I am interested in the steps that they followed to produce their “end products”.
- Support for upgrading software and hardware
- I have been awarded a Provost Innovation in Teaching grant to create an electronic workbook and study guide for my Intro to Psych course. (The skills I acquired during ITC were instrumental in my
- Maintain the excellent support. My primary need now is web page development.
- ITCs; Workshops; assistance in ETRR

- More time to do it!
- Ha—upgrade my laptop
- I use people like Sara & Carol & Camille often (& the ETRR). They can respond to my specific needs on a regular basis. Workshops are important for introduction or review of major topics.
- updated powerbooks
- Continue offering during breaks and June
- I need access to server space to support my work. I need a dependable course management system. Blackboard failed to meet my needs because WML's server was not adequate.
- Periodic review and critique by you experts—watch instruction as it happens and offer suggestions/ideas for improvement or enhancement.
- More time to create materials/New hardware
- Friday afternoons are perfect timing for me. Holding the workshops here at LBJ. I wish we had more Apple (Mac) experts in the workshops!
- Continue with services and level of support in ETRR. I honestly was opposed to closing the old YOYO room but now I see the value of it (no foresight, I guess!)
- Lower workload requirements
- Up to date equipment, with faculty doing cutting-edge stuff getting consideration for additional RAM, cards, & higher-end stuff before people who use a 1000mhz chip to read email.
- More time for projects
- soft/hard ware upgrades to handle new programs.
- Continued ITCs
- Release time from class would help. In other words, reduce teaching load and add time to develop and implement these skills.
- Laptop upgrade after 4-5 years from original purchase

- Perhaps an LOA or a grant
- More time
- Workshops, tutorials
- Release time to work on my new skills. Hard to find time in my schedule to practice these skills!

## Appendix I

### Comments Regarding Future ITC Offerings (Questions 17-21)

- I do not have long blocks of time to devote to tech support of my classes. Also I am busy in the classroom much of each day. Twenty minute help sessions---sometimes at short notice---would be great! Or a “drop in” help person.
- ITC offers workshops to department for their professional development.
- I strongly suggest that future ITC offering should include some more ADV topics such as Cgi/Perl, Java, Javascript, XML, digital imaging, and definitely IDEA Tools!

## Appendix J

**Comments in response to Question 26: How reliable has your laptop been? Please explain any issues with hardware and/or software.**

- My laptop has been very reliable. I just wish it came with Windows 98 rather than Windows NT
- Very reliable. Would prefer Zip to super disk drive. Also the laptop is not compatible with my printer. I also need to install Dreamweaver on my laptop.
- It has pretty much been ok, I have had the usual headaches and maintenance, backups, etc.
- Good---some small problems w/slowness and seems to be presently screen problems recently.
- No problems, except hard drive is a bit noisy.
- In general, the laptop has been great. However, my battery is currently dead.
- OK except not enough RAM
- Very
- Very
- The laptop has been very reliable. The only problem I've had is with the Zip drive I bought but the company sent me a replacement which is working fine. My only "issue" is that the laptop is heavy, but it works fine.
- Rapid battery drain. High fan noise. Overheats. I use only AC power supply and restrict my time. No software issues. (PC)
- Very
- Two major failures—both hard drive crash & replacements (PC)
- hardware very reliable. Software fairly reliable.
- Very reliable. No problems.

- No Problems
- Fine
- Its been fine, but its being passed by because of USB
- (no problems so far...shhh)
- reliable but needs to be updated
- Good use.
- Excellent; a Zip drive bought for the laptop died.
- Very!
- Very reliable. I had a power cord break. Dell shipped me another cord within 3 days.
- Very reliable. My only issues are: It heats up a lot on the bottom; The CDROM drive (cartridge) is noisy to run. (Mac)
- Great—no problem.
- Excellent! Wish I could command (and get) printouts here at office from my laptop at home. Can you invent that technology?
- It's been suitable—I haven't hooked up a printer yet which makes it inconvenient.
- Problems until I got Windows 2000. Most were due to use with Dock Station and/or speech-related software.
- Reliable, but the hard disk is very small (1.2 gb) and I had to add RAM, and I need a Zip drive, not a floppy drive.
- Very reliable. When I've had problems or questions Reid or Rocco has been able to respond quickly.
- Very—works great
- Great

- Monitor has some minor problems, but it has generally be great—never crashes. (Mac)
- Fine
- Good
- Never had a problem—it has functioned flawlessly
- Very! I have no major issues or problems except for a very slow boot-up. I am taking a good care of it; it should last a few more years.
- Very good
- Very reliable
- 100%
- Very reliable! It has enabled me to obtain resources via the internet for developing assignments.
- Very reliable
- Fantastic! And Reid keeps it in great shape if and when problems arise
- Power supply, screen, and internal problems—repaired promptly, but laptops must have service contract
- very reliable
- very reliable
- very reliable

## Appendix K

### Additional Comments/Concerns

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- The ITC experience has been one of the greatest perks provided to faculty since I began working at NTID almost 20 years ago.
- The biggest problems are: 1. Keeping software installed on classroom computer; 2. Slow classroom computers; 3. Slow set-up of laptop/software at podiums; 4. Lugging laptop around; 5. “Registered” laptop which makes accessing email from any other computer off campus impossible/difficult; 6. Getting on the Vax at class time; 7. Incompatibility of home/office/classroom (printer, disk drives, software) equipment.
- It was very beneficial. NTID needs to come up with another “hook” to get people interested again, like laptops were. Most of us are very busy and it may be hard to add something more without getting rewarded somehow.
- I have presented at least 10 major workshops, keynote addresses, and lectures to large audiences, including a 2-day short course. The G-3 has been perfect and I’m really glad I received it as part of the training.
- I have used my laptop in plug and play classrooms. As I mentioned above, it’s fairly heavy to lug around campus (along with books, student papers, etc.) Perhaps those “{cases on wheels” should be standard issue or at least an alternative to the shoulder type case.
- The ITC was a well-crafted, well delivered PD experience. An excellent use of Institute resources.
- I feel we are very fortunate to have had ITC training and to have ETRR assistance and I hope this continues!
- Thanks again for the laptop!
- All teaching faculty should have opportunity to get a laptop—what is plan for new hires?
- ITC was one of the best professional development activities that I have experienced
- Great work—keep it going—its one of the best resources at NTID!
- Great program—keep it funded.

## Appendix L

(From the Interim Report on ITC Activities, November 1999)

### Instructional Technology Consortium Studios

Faculty working together using innovative technology as part of the teaching/learning process

#### Studio Offerings and Facilitators

Week	Strand	Facilitator	Faculty Attending
June 19, 1998	WWW	Kleper	8
	Visual	Toscano	7
	Online	Monikowski	6
June 22- 26, 1998	WWW	Kleper	10
	Visual	Toscano	8
November 12-18, 1998	WWW	Policano	6
	Visual	Toscano	5
February 22-26, 1999	WWW	Kleper	13
	Visual	Hoffmann	8
	Online	Mackenzie	5
May 17-21, 1999	WWW	Naud	12
	Visual (ASL)*	Holcomb	10
	Online	Mackenzie	9
June 7-11, 1999	WWW	crandal	12
	Visual	Hazelwood	10
June 14-18, 1999	WWW	crandal	11
	Visual	Hazelwood	9
June 21-25, 1999	WWW	crandal	10
	Visual	Hazelwood	7
May 22-26, 2000	Visual (ASL)*	Holcomb	(5)
June 12-16, 2000	WWW	crandal	(6)
June 12-16, 2000	Blackboard	Fasse	(5)
<b>Total</b>			<b>165**</b>

*\*The May 17, 1999 and May 22-26, 2000 Visual Strands were conducted entirely in ASL by Sam Holcomb.*

*\*\*Spring 2000 Studio participants are not counted in the total shown in this table because the official count of faculty was taken as of June 25, 1999.*

*See "NTID Faculty Portfolio of ITC Projects" at the ITC web page for complete faculty project descriptions.*





## Appendix M

### Instructional Technology Consortium (ITC) Participant Questionnaire

The ITC Committee would appreciate your opinion regarding your use of instructional technology as part of your teaching. We also would like your advice about the future direction for the ITC in providing you with the most meaningful opportunities possible for the ongoing enhancement of your instructional technology skills. Please take a few minutes and complete this survey. Return it to Fred Dowaliby (14-2433) by November 17, 2000.

#### Impact of Instructional Technology on Your Work with Students

1. Looking back, do you feel your ITC experience had a significant and positive impact on your work with students?  
Yes\_\_\_ No\_\_\_

Please comment/explain

2. Did you participate in any follow-up training activities after the ITC? Yes\_\_\_ No\_\_\_  
If yes please indicate what.

ETRR\_\_\_ Professional Development Offerings\_\_\_ FITT\_\_\_ WML Offerings\_\_\_

Other (Please specify)

If no please comment:

3. Did you work with other individuals (ID&E, ETRR, etc.) or colleagues who were instrumental in the development of instructional technology for your use in teaching?

Please Specify/Comment:

4. In general, over the past 24 months, I have increased my use of instructional technology in terms of:

a) Material Preparation

\_\_\_Strongly Agree \_\_\_Agree \_\_\_No Opinion \_\_\_Disagree \_\_\_Strongly Disagree

b) Making Presentations

\_\_\_Strongly Agree \_\_\_Agree \_\_\_No Opinion \_\_\_Disagree \_\_\_Strongly Disagree

c) Out of Class Interactions with Students

\_\_\_Strongly Agree \_\_\_Agree \_\_\_No Opinion \_\_\_Disagree \_\_\_Strongly Disagree

5. My use of instructional technology has encouraged contact between myself and students.

\_\_\_Strongly Agree \_\_\_Agree \_\_\_No Opinion \_\_\_Disagree \_\_\_Strongly Disagree

6. My use of instructional technology has encouraged contact among students.
- Strongly Agree     Agree     No Opinion     Disagree     Strongly Disagree
7. My use of instructional technology has encouraged communication between myself and other faculty regarding instructional technology issues.
- Strongly Agree     Agree     No Opinion     Disagree     Strongly Disagree
8. My use of instructional technology encourages active learning.
- Strongly Agree     Agree     No Opinion     Disagree     Strongly Disagree
9. My use of instructional technology results in prompt feedback to students.
- Strongly Agree     Agree     No Opinion     Disagree     Strongly Disagree
10. My use of instructional technology has increased student time on task.
- Strongly Agree     Agree     No Opinion     Disagree     Strongly Disagree
11. My use of instructional technology enhances my ability to prepare for working with students.
- Strongly Agree     Agree     No Opinion     Disagree     Strongly Disagree
12. My use of instructional technology enhances the options I have for working with students.
- Strongly Agree     Agree     No Opinion     Disagree     Strongly Disagree
13. My use of instructional technology permits me to be more effective in my presentations to students.
- Strongly Agree     Agree     No Opinion     Disagree     Strongly Disagree

**Comments Regarding the Impact of Instructional Technology on Your Work with Students (Questions 1-13)**

**Student Outcomes**

14. My use of instructional technology has resulted in improvement in my student's learning.
- Strongly Agree     Agree     No Opinion     Disagree     Strongly Disagree

15. My students have developed general technology awareness and/or skills as a result of my use of instructional technology.

Strongly Agree     Agree     No Opinion     Disagree     Strongly Disagree

16. My students are more motivated toward learning as a result of my use of instructional technology.

Strongly Agree     Agree     No Opinion     Disagree     Strongly Disagree

**Comments Regarding Student Outcomes (Questions 14-16)**

**Future ITC Offerings**

17. What new goals or skills would you like to attain with respect to instructional technology?

18. For the past three years the ITC has used a training model that relies on project-based Studios. Should we continue offering Studios or can you suggest other, more effective ways to help you reach your instructional technology goals?

19. Would it be of value to you if the ITC kept you abreast of new and emerging technologies?

Yes \_\_\_\_\_                      No \_\_\_\_\_

Comments

20. What kind of Institute support would most help you continue your development and implementation of instructional technology skills in working with students?

21. Please print your name and email address if you would like to meet individually or in a small group with members of the ITC advisory group to discuss future ITC offerings or strategies over coffee. (If you prefer to keep your comments on this questionnaire anonymous, contact Fred directly).

Name:

Email:

**Comments Regarding Future ITC Offerings (Questions 17-21)**

**Background and Laptop Information**

22. Which ITC Strand(s) did you complete? When? \_\_\_\_\_

23. What is your department and primary responsibility? \_\_\_\_\_

24. Did you select a Mac or PC laptop?

Mac \_\_\_ PC \_\_\_

25. Where is your laptop usually kept?

Office \_\_\_ Lab \_\_\_ Home \_\_\_

26. How reliable has your laptop been? Please explain any issues with hardware and/or software.

27. What is the primary use of your laptop?

Developing instructional materials \_\_\_ Instructional Delivery \_\_\_

Other (please specify)

**Additional Comments/Concerns:**

**Thank You for your input!**

