Faculty/Staff Survey on Distance Learning

Spring 2006

Total Respondents: 125

Are you:

	Response Total	
Full-time Faculty	82	65.6%
Adjunct Faculty	12	9.6%
Academic Support	4	3.2%
Student Support	5	4.0%
Administrative	20	16.0%
Other	2	1.6%
Total Respondents	125	

What subject area(s) have you taught on-line? (Check all that apply)

	Response Total	
English	5	10.0%
Math	4	8.0%
Science	5	10.0%
Computer Science	6	12.0%
Allied Health	7	14.0%
Business	14	28.0%
Developmental	1	2.0%
Social Science	3	6.0%
Art	0	0.0%
Communication	0	0.0%
Technical	0	0.0%
Foreign languages	1	2.0%
Workforce training	1	2.0%
Other (please specify)	14	28.0%
Total Respondents	50	

Does offering distance learning courses fit into Delgado's learning centered philosophy?

	Response Total	
Perfect fit	38	30.6%
Good fit	57	46.0%
Moderate fit	26	21.0%
Poor fit	3	2.4%
Total Respondents	124	

How much emphasis do you think is placed on on-line classes at Delgado?

	Response Total	
too much	23	18.9%
just enough	60	49.2%
too little	39	32.0%
Total Respondents	122	

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Do you feel that teaching on-line may be a job requirement in the future?

	Response Total	
Very likely	57	46.3%
Likely	31	25.2%
Maybe	24	19.5%
Unlikely	9	7.3%
Very unlikely	2	1.6%
Total Respondents	123	

Have you taught a distance learning course? (Check all that apply)

	Response Total	
Yes - online (internet)	48	39.0%
Yes - compressed video	4	3.3%
Yes - telecourse	7	5.7%
Yes - web enhanced (partially on-line)	27	22.0%
No	64	52.0%
Total Respondents	123	

If not are you interested in teaching a distance learning course?

	Response Total	
No	44	58.7%
If yes, why? (see comments)	31	41.3%
Total Respondents	75	

Do you think distance learning is an effective instructional delivery method?

	Response Total	
Yes, for all classes	4	3.2%
Yes, for many classes	69	55.6%
Yes, for a few classes	41	33.1%
If no for any classes, why?	10	8.1%
Total Respondents	124	

Has Katrina influenced your desire to teach on-line?

	Response Total	
More interested in teaching distance learning	46	40.4%
Less interested in teaching distance learning	8	7.0%
Same interest in teaching distance learning	60	52.6%
Total Respondents	114	

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Spring 2006

Total Respondents: 125

The following questions were answered by instructors who have actually taught on-line.

If teaching on-line how effective is it compared to teaching face to face?

	Response Total	
A lot more effective	2	4.0%
More effective	6	12.0%
Same	22	44.0%
Less effective	17	34.0%
A lot less effective	3	6.0%
Total Respondents	50	

If teaching on-line what was your first semester to teach on-line?

	Response Total	
Spring 2006	4	8.0%
Fall 2005 Special Session	18	36.0%
Summer 2005	1	2.0%
Spring 2005	1	2.0%
Fall 2004	4	8.0%
Summer 2004	0	0.0%
Spring 2004	4	8.0%
Before 2004	18	36.0%
Total Respondents	50	

Did you teach an on-line course for Fall 2005 Special Session?

	Response Total	
Yes	34	66.7%
No	17	33.3%
Total Respondents	51	

Are you teaching an on-line course during this Spring 2006 semester?

	Response Total	
Yes	41	78.8%
No	11	21.2%
Total Respondents	52	

In your opinion does distance learning provide more interaction between the instructor and students than the traditional classroom setting?

	Response Total	
Yes	16	30.8%
No	36	69.2%
Total Respondents	52	

Faculty/Staff Survey on Distance Learning

Spring 2006

Total Respondents: 125

In your opinion does distance learning provide more student to student interaction than the traditional classroom setting?

	Response Total	
Yes	15	28.8%
No	37	71.2%
Total Respondents	52	

In your opinion do you think that it takes more effort to teach a class on-line than in a traditional classroom setting?

	Response Total	
Yes, a lot more	35	64.8%
Yes, some	16	29.6%
No, little or no more effort	3	5.6%
Total Respondents	54	

Approximately how much time do you spend on-line per week for each on-line class taught? Do not include time for course development.

	Response Total	
1 - 3 hours	5	10.2%
4 - 7 hours	16	32.7%
8 - 10 hours	15	30.6%
11 - 13 hours	5	10.2%
more than 13 hours	8	16.3%
Total Respondents	49	

Approximately how much time do you spend on-line per week interacting with students for each on-line class taught?

	Response Total	
1 - 3 hours	19	38.8%
4 - 7 hours	21	42.9%
8 - 10 hours	2	4.1%
11 - 13 hours	1	2.0%
more than 13 hours	6	12.2%
Total Respondents	49	

Do you feel that you have been offered adequate training to teach on-line?

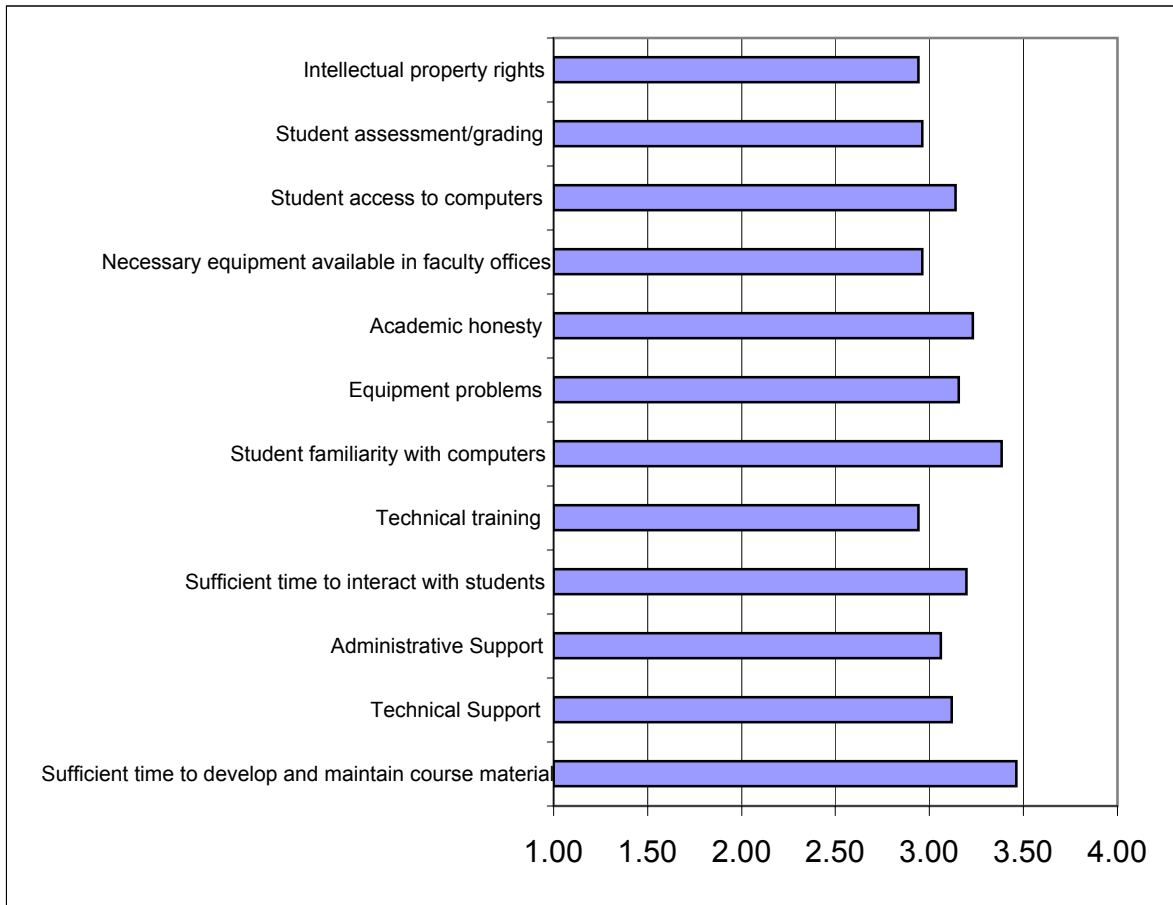|	Response Total	
More than adequate	17	32.1%
Adequate	25	47.2%
Inadequate	9	17.0%
Very inadequate	2	3.8%
Total Respondents	53	

Faculty/Staff Survey on Distance Learning

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Please rate your concern about the following areas on a scale of 4 to 1. 4 = major concern 3 = minor concern 2 = little concern 1 = no concern

Sufficient time to develop and maintain course	3.46
Technical Support	3.12
Administrative Support	3.06
Sufficient time to interact with students	3.20
Technical training	2.94
Student familiarity with computers	3.38
Equipment problems	3.15
Academic honesty	3.23
Necessary equipment available in faculty offices	2.96
Student access to computers	3.14
Student assessment/grading	2.96
Intellectual property rights	2.94
Total Respondents	52

Faculty/Staff Survey on Distance Learning

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Total Respondents: 125

Do you think that too many students are allowed to enroll in on-line course sections?

	Response Total	
Yes	18	36.0%
No	32	64.0%
Total Respondents	50	

What should be the maximum number of students allowed in on-line course sections?

	Response Total	
10	2	3.8%
15	13	25.0%
20	22	42.3%
25	11	21.2%
30	4	7.7%
more than 30	0	0.0%
Total Respondents	52	

Do you think that Delgado has adequate resources to support on-line courses?

	Response Total	
More than adequate	2	3.9%
Adequate	32	62.7%
Less than adequate	15	29.4%
Inadequate	2	3.9%
Total Respondents	51	

What qualities do you believe a student must possess in order to be successful in an on-line course?
(Check all that apply)

	Response Total	
Fairly computer literate	49	94.2%
Self-disciplined	52	100.0%
Organized	45	86.5%
Good study habits	44	84.6%
Possess at least a 2.5 gpa	21	40.4%
Other (please specify)	13	25.0%
Total Respondents	52	

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In an effort to evaluate Delgado's ability to take on an increase in demand for Distance Learning courses please rate the following. 5 = excellent 4 = good 3 = adequate 2 = poor 1 = very poor

Course development training	3.15
Tegrity training	3.18
Blackboard training classes provided by Delgado	4.18
Ability to offer technical support 24/7	2.63
On-line library resources	3.07
College website	2.98
System availability	3.29
Institutional confidence	3.21
On-line academic advising	2.31
On-line tutorials	3.20
Resources available	3.30
Total Respondents	51
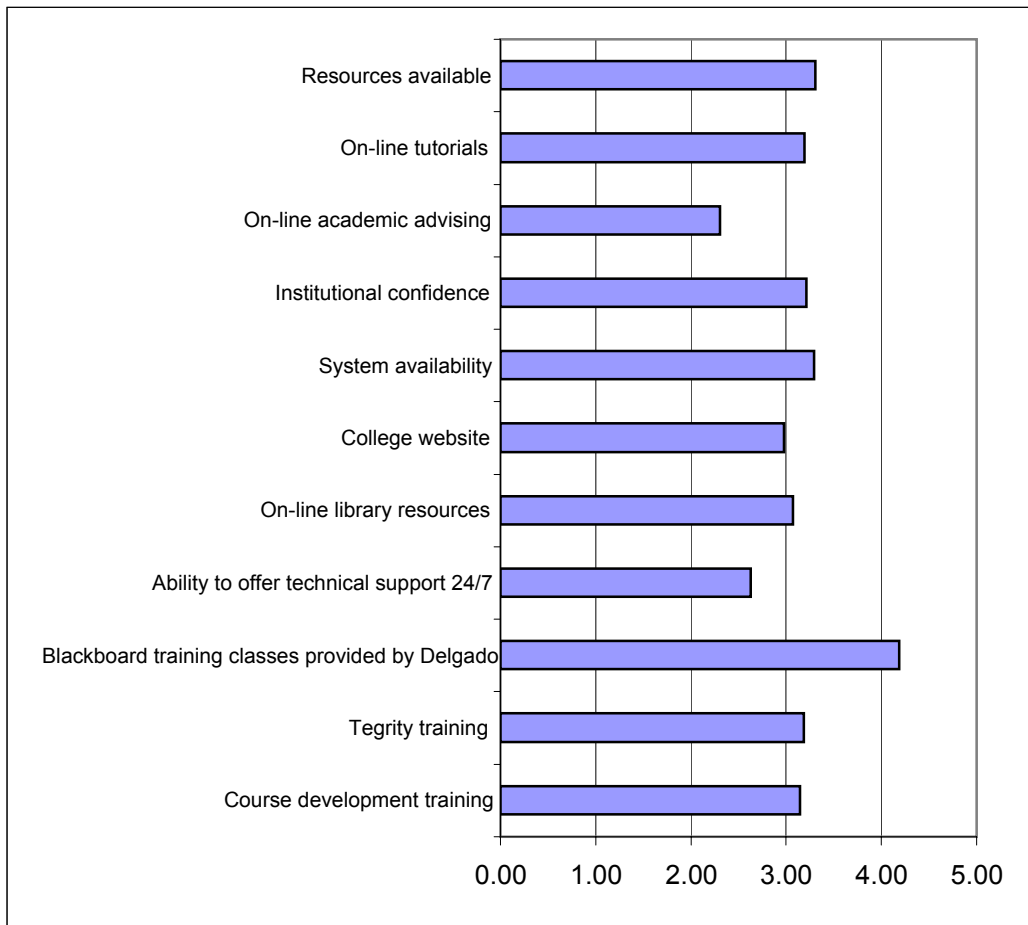
If you are not teaching a distance learning course, are you interested?

I taught a telecourse class for several years and enjoyed it. I would enjoy doing it again.

I am always insterested in teaching an on-line course.

only under emergency situation or other special condition

so that I can have the experience as a frame of reference

this will fit my personal schedule

I have done it before.

Could acccess more non-traditional students a

Teaching online is a good method to reach more students. At this time, online teaching at DELGADO should be seen as strategy for enrolment increase.

I want the experience and I think it will help with my conventional classes as well.

to learn the process to be part of the cyber scholastic world for international opportunity

It allows students who work and cannot come to class attend college.

good experience

I would be most interested in teaching a hybrid type course.

It allows us to draw students from other areas that may not otherwise have access to the type of courses that we teach.

More flexible in schedule

New Challenge

Since the future will highly demand distant learning, I know it is critical to start this process now.

Part of the future..

To increase the possible student base for the classes thatI teach.

Because I'm a CMIN instructor and it's a natural fit for CMIN major students.

Because it is a means of reaching more students and helping them get an education.

The challenge of teaching in a different media.

It's a useful skill post-Katrina.

NEW EXPERIENCE

Gain experience and knowledge through today's technology, and be able to do a comparison/contrast between distance learning and classroom technique.

It will aid in the students computer/blackboard knowledge.

I think students could benefit from what I could offer online.

hire faculty with online experience. I enjoy learning and teaching online offers a new learning opportuni for me as a teacher as well as a way to stay current in the profession.

It might be an effective method - not sure

To try out an all-writing teaching style. To vary the work schedule and venue. Personally, to broaden my experience and marketability.

I was pleasantly suprised to find that my students were able to learn as efficiently as in the classroom

Please comment on how you feel Katrina has influenced your attitude towards distance learning.

Required thinking out of the box and developing different strategies to interact with students
The hurricanes emphasized a need to provide more alternative learning methods for students. Especially those persons who were misplaced but who wanted to continue at Delgado, there was a need to develop a process whereby these students could continue at Delgado.

Hurricane Katrina gave us the opportunity to see how vital on-line courses are to the students. Many students who would have never taken on-line classes was force to take the classes so that they can graduate or contine with their studies. The students who were opposed to on-line classes pre-Katrina, are now appreciative of this method of instructions.
Distance learning has provided learning opportunity for students who can not attend class physically under an emergency situation

it has been an important resource to keep our students in our community

Certainly we now have some students who probably would do better with human interaction in the classroom now taking online courses. These students, whose strong points are not self-discipline, reading and technology, are struggling to complete difficult online courses along with way too many other obligations.

more open to its necessity

I've been teaching on-line long before Katrina and I've always felt that it was a good thing but have felt that the school as a whole does not have a clear idea about what they want on-line education to be. There have never been any clear guidelines from administration. I think this is imperative so the policies and procedures are the same for all on-line class (like attendance, participation, when to drop a student, how much time is too much when not hearing from them, etc). I think cohesive policies in all on-line courses would make it easier on the students.

I realized how important this option was

Many students and faculty have had to make major adjustments because of housing. Being able to do school work on your own schedule certainly helps with all of our new "adjustments"

In some cases it has opened the door. But in others that include some hands on experience I don't believe it has worked so well. , ie. Pharmacology.

It has only supported my ideas about distance learning.

I have made peace with my admittedly outdated ideas on proper delivery methods.

Positively effected learning. Was one method to reach students in multiple locations.

It forced me to be more patient with students.

I think the mobility and having important work backed up to more than one location just makes good sense. We have to live for the times we are in!

awakening, has its place, has its glitches Difficult to imagine embarking on such a new course as our campus support and resources decline most steadily during the techno upramp of faculty

Katrina catapulted me into offering online classes. I felt that it was extremely important to keep my students on schedule for graduation. By jumping into Blackboard headfirst and all at once, I realized that this was something I could continue to use as an asjunct to my traditional classrooom methods (hybrid).

Katrina served as an impetus for initiating a greater number of on-line courss; however, it did not change my attitude about on-line courses. There is definitely a place for on-line courses at Delgado.

It forced me to use blackboard more and see its value.

It has not influenced my attitude, I am still in favor of some courses being on-line. It has shown the need for more courses at Delgado being on line.

For once, Delgado seems to be offering true on-line classes and not just its version of on-line.

It has shown that distance learning is a viable option for many classes. However, I was a member of an organization that was on the forefront of distance learning ten years ago.

Distance Learning has allowed displaced students continued career development.

Distance learning has been a life saver to me after Katrina. I have been pursuing a Masters degree before during and after Katrina. I'd have never been able to continue if distance learning were not an option.

The need for distance ed has been looming for a while. I think Katrina has just accelerated the inevitable. Additionally, I believe that distance learning is more than just teaching on-line. It should incorporate new creative approaches that engage our students.

In our post-Katrina academic world, distance learning was the only effective method of maintaining our relationship with our enrolled students. It also gave us the opportunity to tap into a market of other students who may not have considered Delgado.

I consider it to now be a very important teaching method.

I had a positive attitude before Katrina, and it has been confirmed that this is the right direction we should be persuing.

Distance learning both as a stand alone course and as a suplement to the face to face classroom has been critical for our students who must work additional shifts, can not return to the city, or who need help in addition to the classroom setting.

No real change in attitude. It is a great way for students who are unable to get to campus to continue their education. However, many Delgado students need the in-class experience and the personal touch to succeed. That is one reason why so many of our students have been successful.

imperative that it is looked at closely to ensure that the quality of education is not affected by ethical issues that may evolve.
Now it is necessary. However, generally the majority of the DCC students are not self motivated enought.

I have always believed that distance learning was an important part of the modern educational system, but I think a lot more of our students at Delgado are finding themselves faced with the circumstance of using distance learning or not to continue their education. Distance learning is a good way of bridging the gap between those students who are displaced and want to return home evetually. We can give those students a familiar place to go to everyday, and familiarity when living displaced is very important.

Distance learning has allowed DCC to maintain a student enrollment higher than if we did not offer it

Katrina has scattered the student to far and near places. For the student that has relocated to other cities or states, it has provided a means to complete their degree program.

Even before Katrina, I felt distance learning was a necessary direction for all colleges and universities. do not feel that Delgado is ready at this time to move forward on a large with this type of learning environment. Our buildings are old. Appropriate and adequate equipment and support services for this type of endeavor are lacking.

Katrina forced the math department into online classes that we probably would not have tried for some time. In some cases that was good, in others bad.
Katrina has definitely impacted my thoughts and attitude towards distance learning. It has high-lighted distance learning as an alternative teaching tool that can positively work to assist a variety of student accomplish their learning goals on a regular basis.

Distance learning proved helpful in the situation of Katrina. Generally, I would prefer to see students in a face-to-face situation.

Given the displacement of population, online courses have become a necessity. However, the attrition rate and other factors suggest that they are not, overall, a good idea for most of our students. Many if not most of our students need the brick and mortar contact, while some--those that are self motivated and self disciplined--can do just as well in many gen ed online courses (and entry level discipline courses). Selective enrollment, a tightened screening process, for online courses should be considered.

Greatly enhanced my attitude. I feel we can reach many more students using this medium.

I understand that we are trying to help our displaced students, but I believe a traditional classroom is the best.

Students need to have access to education when things such as Hurricane Katrina happen. Distance learning allows that to happen.

I have not changed my attitude towards distance learning. To be perfectly honest with you I have not given much thought.

As a result of Katrina, I realized that distance learning made it possible for students to continue their education no matter of location. If I were a student, this would have given me a sense of security.

Isn't it obvious. We have students who cannot get to campus

Realize the importance of it especially in different circumstances. Able to reach many students who would have difficulty attending regularly scheduled classes.

Katrina has placed too much emphasis on distance learning and not enough emphasis on what it takes to put a college back together.

I was all for distance learning before Katrina; however, since Katrina the impact to me is that if we want to keep our students and gains others, we must offer more on-line classes with clear structure.

It has become a necessity.

It has not changed my view at all. Distance learning does not work for all subjects and therefore should not be pushed so much.

I feel that since Hurricane Katrina,students are already stressed enough especially in our courses(compressed courses at the school of nursing downtown). I feel that the students would not benefit from an online program at this time. Nursing lectures are long and require much reading and preparation. I do not believe that the nursing students are disciplined enough to keep up with all of the course requirements and can benefit from an on line nursing theory course.

the Delgado offerings, since many of our students are still spread all over the country. I have taught several courses online this semester, and am impressed with the amount of critical thinking and motivation displayed by my online students.

It has certainly indicated the need...

Katrina forced the need for online students to accomodate our students and many instructors. Without this precipitous event distance learning would have inched inot our curriculum. Now, it is entrenched as a mode of instruction.

Distance learning has provided a needed service. Some academic areas do not fit into the distance learning classroom. A methods class for elementary teachers ,for instance, is better taught with personal contact. It has however,met our emergency needs.

Made me aware of just how much can be achieved with distance learning. Have a bigger appreciation for it now after having done it for the special 05 semester.

I feel like I have retained displaced students who would otherwise have abandoned their degree programs.

I do not believe Katrina has influenced my attituse toward distance learning, but I believe it has affected Delgado's. There are many people interested in taking college level courses that do not fit into the 'mold' of the traditional student. I believe that expanding the number of distance learning options will benefit Delgado by gaining students who may not have come previously.

No change
some data on how successful students feel these courses are. I have always been very proud of the excellent teaching at this college. I have seen many so-called average students excel here because of the personal guidance and attention given by our faculty. That is what we do best. I don't think the online population is that different from what I have in the classroom and believe me these students need a more personal touch.

On-line gives the student the opportunity to continue their education, wherever they reside.

It has soured me. I am spending every day including Sat and Sun trying to keep over 100 students functioning up the my on-site classroom standards. Therefore I have NO life and I ended up in the ER suffering from exhaustion which I always thought was a wimpy made-up condition until I could not function from reading so many assignments day after day.

My attitude changed when the need for distance learning increased post-Katrina. The need was always present, but never to the extent it exists now with the numbers of displaced students still engaged in the learning process.

Being a former online student, I already had a positive attitude towards distance learning. I had not taught an online course until the Fall 2005 special semester. The ability of Delgado to reach out to our student's through distance learning was an essential part of the success of the Spring semester. Student's lives have changed dramatically, and will continue to change for a long time. The more flexible Delgado can be with delivery of instruction, the more students we can reach and retain.

It's a must now. Besides, it's been here. Delgado just needs to get on with it.

Sound economic practice; not a good educational one.

As a graduate student, I was introduced to distance learning early on. Post-Katrina, I'm more appreciative of distance learning courses but I prefer face to face and live interaction.

I am probably less enthusiastic about distance learning because I feel more comfortable with face to face teaching and would feel that I would be missing some feedback from students in an online course. On the other hand I am committed to helping students learn and if this benefits more students then I want to learn to use this instructional method well.

IT PROVIDED THE STUDENTS WITH AN OPPORTUNITY TO EARN CREDITS WHILE THE COLLEGE WAS NOT FULLY OPERATIONAL.

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I did see the students who called us in Baton Rouge anxious to continue their education in any way possible. I also saw that some were not suited for it nor dis some have the technology needed. They used poor judgment in taking the course. There must be an assessment tool offered to students to self assess their ability to learn via distance.

Highly positive. The student enrollment would have dropped significantly wothout distance learning. Distance learning could our students together despite Katrina. Students could continue education, despite the hardship they were going through

It totally changed how education could be effectively delievered in a disaster.

It obviously showed the advantages of having this type of instruction available to our students.

It is a good thing that we developed the online courses even though the administration never supported them.

I think that Hurricane Katrina has changed many things. For the librarians it has changed how we provide academic support and resources. Due to the hurricane we are using BlackBoard not only for distance learning but for on-site students as well. The hurricane did not really influence my attitude toward distance learning but it did force us to hurriedly incorporate library information and resources into a distance learning medium in order to support the academic currulum in a satisfactory fashion.

Since I taught one of the first online classes here at Delgado and have been a proponent of online education, I feel that Katrina has emphasized the need of this alternative method of delivery and how vital it is to our continuing to take our place as a leader in education

It has aided many students for additional credit where they would not have been able to attend in person, therefore, there are some positive influences distance learning has provided during the aftermath of the storm.

It met a basic need for those who were displaced and had computer / classroom acess

Although I can't say that Katrina has influenced my attitude specifically, it has highlighted the need for distance learning.

I think we have lost our focus on what is appropriate for our students in an effort to capture student numbers. I think the concept of teaching developmental reading as an on-line course is absurd.
It has become a vital component of all academic work. One can stay in touch with the students no matter what the physical envornment is around the school

I was "forced" to learn the basics of online teaching. I wish I had been given the opportunity to learn more of the basics before bringing it to the students. I beleive that my effectiveness as an instructor was hampered by the compressed time frame of Katrina and online courses. Just wish there was more training available that I could attend.

I have always favored Distance Learning.

It as accelerated and underlined the need for offering this mode of instructional delivery.

I think distance learning is a good thing especially given this catastrophe.

It pushed many of our faculty to jump into distance learning

It is important to meet the needs of our students

Katrina has influenced education in so many ways. With disasters like Katrina and Rita, distance learning was the only true way to bring back the vitality of many institutions.

Katrina has made it more obvious that we need expanded distance learning opportunities at the College.

I have been teaching online classes with blackboard and tegrity since I started here Spring 2004. I use Blackboard and the internet for every class I teach. Katrina did not have any influence on my attitude towards distance learning. I was able to teach 3 of my classes online during the fall 2005.
a way to educate some of these students. Some courses, such as many of the remedial courses, do not lend themselves to an on-line format. We should look at the success rate in these courses to determine our future direction.

While I have always appreciated distance learning and the benefits for students, I have come to realize how necessary it is for the continued success of students and the development of the college.

It brought about a hightoned awareness.

I can say that from what I have heard from students and faculty, the ability to keep the semester going in the aftermath was quite powerful to all involved.

Please elaborate on your answers for the previous two questions?

In your opinion, does distance learning provide more interaction between the instructor and students than the traditional classroom setting?

In your opinion, does distance learning provide more student to student interaction than the traditional classroom setting?

Students are more likely to ask for instructions in the on-line class than in the classroom. I feel that students in on-line classes are pressed to get it right the first time. So they will contact the instructor for clarity. Student to students interaction, does not take place unless I, the instructor, initiate it and a grade is given for student to student interaction.

there are some things that are not transferred online.

Only self-starters who are comfortable with computers and are already disciplined students seem to do well online.

After having taught on-line for over 3 years, I have come to the conclusion that it is less effective than a traditional classroom. I realize that it is the future of teaching, but I have grown wistful for the classroom. It is difficult to get students involved in the on-line atmosphere. I depend heavily on the discussion board, but students do not seem to care regardless of how I weigh their participation. In a traditional classroom I can breathe down a student's neck. I can't do this in an on-line class. Yes, I can send emails and the like, but I find that much too often the students do not read their email, certainly a downfall in this type of learning environment, but the truth.

The method has a distinct delivery method.

This question is hard to answer since the teacher does not know the level of interaction among students at distance.

I prefer the hybrid approach, where we meet for class, but supplement the class with online resources and communication. I think this incorporates the best of both.

It forces students to ask for help usually re BB problems.

My online classes are Hands-on and most of my students work independently. However, it does give the students an opportunity to communicate with one another about any problems encountered.

Concretly,the field of education requires direct teaching and student learning. Demonstration and exhibition requires a large percentage of face to face.

Depending on the work load of the instructor, she or he may not be able to execute planned chat sessions to benefit the schedules of all students. However arching these chat sessions and uploading reference links to address any possible problems or questions the students may have is an excellent interaction tool. Setting up communication capabilities between students in the class goes a long way in offering them help from those experiencing the same things. There's commonality.

The student, when encouraged, will correspond on a frequent basis about the assignments, etc. I am always corresponding by email and phone with my students.

In the classroom the students and instructor interact everytime they meet face to face. Online students rarely interact with the instructor or each other unless there is an assignment or problem.

Students are not asking questions concerning the course material. Very little, if any interaction.

To both questions 15 & 16, I wanted to answer, "sometimes" instead of just yes or no. I find that I interact with some students more in an online classroom because they are more likely to ask questions in a more anonymous setting, although I have taught classes where students have a constant struggle and refuse to ask for help. I try to eliminate as many problems as I can for students, but not asking questions has been a problem in the past. Also, in some instances, I think that having an online classroom was providing more interaction between students. I always give participation grades so that students have to interact with me as well as the rest of the class. I find that some students that would be more likely to sit in the back of the class and not voice their opinions are typing away in the discussion board to other students. Also, the student to student interaction tends to be more focused on the topics at hand instead of conversations based on how their weekend was, etc. Overall, I think there are some positives and negatives to online classrooms, but the longer I teach online classes, the more creative ways I find to elir

The student needs to be dedicated to the course that they have enrolled in. By this I mean that if the student procrastinates, the student will not complete the course satisfactorily. The student has to read the text book, understand what they have read and complete all homework assignments without a lot of help. With an in-class course the student has physical contact with the instructor on a regular basis. I realize that the student can email or contact the instructor via the telephone. I have found that most of the students do not want to contact the instructor until they are so confused that it takes the instructor a long time to get the student back on track.

Distance learning in no way creates a social environment for shared learning and activies. Social constructs are just about impossible to form and peer interaction is just about impossible.

The interaction is decreased. There is no way to have the same interaction as you would when meeting face to face. Emails and discussion boards cannot replace the communication you get in a classroom. Distance learning offers very little incentive for true connections to be made between the instructor and/or other students.

The interaction in an onlinve environment is necessary to the existance of the class. If there is no discussion on the message board, there is no attendance. Therefore, every student participates! It is amazing how well students are able to express themselves when they are sitting quietly in front of a computer and do not have the stress of speaking in front of the class. It is much less intimidating.

faces to faces will always be more efficient etc. The smiles , the attitude , the look , spontinaity sp are just not there however you can teach on line and it will improve...its going to get better...

We have an excellent software package for teaching math online. However, when students do not understand the material it is difficult to convey alternative explanations in real time.

Student must interact with instructor much more than in a classroom environment. But in distance learning the students that communicate with you the most are usually the ones that would be just as communicative, or more so, in the traditional classroom environment

I have long had problems with students not reading the text. Since both of my courses require discussion, this indifference to the material limits inclass discussion in traditional classes. Online I have created text based assignments that require the students to read and process the material. I use more papers and short projects. My current teaching style uses less peer to peer interaction but I want to increase that in the future.

The course can offer less interaction in both dynamics; but if properly executed, could actually increase interaction. Availablitity to instructor by email or chat room, appointments, and even optional class meetings (1 - 3 during the semester) could enhance the student's experience. For student to student, chat room and discussion options can be a benefit.

Hybrid classes are the most effective

It is up to the instructor to encourage discussion groups. Otherwise, students irregularly check the on-line sites for announcements.

15. I answered "Yes", but it is only the case with certain students. Some students are constantly in touch with me, and others I never hear from except for required communication and assignments. 16. I think you have to build the interaction into your course through group projects and discussion board forums.

It keeps them alert on a daily basis to read announcements. It is easy to email to all atudents at one time to keep abreast with studies probems, solutions. Discussion BOards, force every student to participate in discussion. Grading the discussion is one mthod of forcing them to discuss topics. They can share ideas with each other through discussion board. Participation in reading posted lectures can be tracked and it is a good way to check their attendance

Students become much more verbal when communicating electronically. Perhaps it is because they feel less nervous or shy when they are talking through a keyboard.

the opportunity is provided but has to be required for students to participate.

I have more interaction with my online students simply because I must interact on an individual basis in grading, correcting assignments, announcing various projects, etc. Student to student interaction depends on the extent the instruction sets the class to promote this interaction. Discussion boards and chats and use of email can promote more interaction than some classrooms.

Students feel more comfortable asking the "difficult" question

Distance learning is impersonal and does not readily allow the free exchange of ideas or random thought to be generated. While many of these may deviate from the actual lesson I feel that they enhance the total education experience. I am not as comfortable engaging in or participating in a student to teacher or student to student discussion online.

They are poorly worded questions. They offer more opportunity for both but much is dependent on the instructor and their knowledge of how to effectively teach online.

Teaching online is like doing a private tutorial because in my classes there is a lot of emphasis on the discussion board. Not only are they constantly interacting with me but also with each other--much more than the classroom setting where only a few students interact, and almost all of it is directed to the teacher, rather than each other.

I feel that some students still require the face-to-face interaction with the instructor. Distance learning is not for every student, and in my opinion, some students need to have their peers as well as professors in order to be successful.

It all depends on the students. For the special session, students were always e-mailing me and each other. For this semester, they do not want to interact with me or the other students.

If discussion board is used in distance learning classes it can involve students that would not normally speak or participate in class with the teacher or other students.

Many of the students in the distance learning courses are not as likely to ask questions about assignments. Also, there is not the everyday conversation that can exist between student and instructor. As for student to student interaction, I have one class that has a great deal of student interaction. They email and talk to each other. They discuss assignments. Most of the students have taken distance learning courses and are familiar with the experience, so they appear to feel comfortable interacting with each.

I am an instructor who has constant interaction with students. Teaching online gave me documented interaction between students- something that is hard to do in the spur of the moment in the classroom. Also, I felt my students opened more of themselves up in writing than they tended to do in the classroom. They had to "explain" their background, ethnicity, socio economic status, et al in their own terms. It was empowering.

Interaction between students and between students and faculty is dependent on *student initiative* which is sometimes lacking in online courses.

In the classroom students talk about various topics that are not tied directly to the class, such as student affair issues (financial aid, the library) that are not discussed in online classes. The students in my classroom courses often spend 2-3 minutes after class talking together, exchanging notes. This does not occur in my online courses.

Please elaborate on your answer for the previous question?
In your opinion, do you think that it takes more effort to teach a class on-line than in a traditional classroom setting?

Well in a classroom setting you are literally lecturing the subject matter and you speak to the student during instructional delivery. It is easier to give out instructions orally because you are there in person to answer questions which it help other students to understand what was delivered. On the other hand, in on-line classes all lectures and instructions are type-written by the instructor which takes ample time. When students don't understand the instructions in on-line, you are answering the same questions several times. Because students will ask the question individually. I know there are ways to put the question on blackboard, but student taking on-line class want their question answered personally not as a class. So therefore, delivering instructions through

Everything one might say to a student--say a hundred or more times before they get it--has to be written in repeated emails. If the student does not read the assignment they will email to ask about the assignment and the assignment has to be repeated, in writing, by email. Not to mention the students who submit papers 20 plus times just to make sure that you got it (all of which requires time and multiple steps to open), and the ones who email to ask if you got their paper; they expect an instant grade because they think of the computer as instant gratification. Many students are not computer savvy, and are not good enough at writing to clarify their problems through email. They also do not read the directions or assignments. So, hours are spent in trying to get Johnny to save as an rtf file or to push the correct button to read the assignment.

The time spent on-line is daunting. I find myself spending probably twice the amount of time on an on-line class as compared to a tradtional class. First, just the technology adds a lot of time, uploading assignments, downloading papers, re-uploading them after being graded, this is all before any actual feedback or communication begins. Grading papers on-line takes a lot more time for some reason (but I'm not really sure why). Also, the discussion board if it is going well can add quite a few extra hours each week. This isn't always the case, but I've classes in whichone discussion board forum has had over 100 entries. As the instructor, I have to respond to most of these, This is time consuming. Also, creating the material adds a lot of time, powerpoints, lecture presentations and the like all add many hours to each class.

Preparation time can be burdensome.

The teacher is forced to think and plan ahead of time.

Once the class is set up, it is about the same. Some instructors go overboard in conversing with students. I only teach a WEB enhanced class.

Online students want instant feedback. Working with online students takes a lot of time, patience, and a lot of tech support. Some online students do not have the hardware or software necessary for online classes. Some students in online classes want one-on-one attention and should be in a traditional classroom setting.

Basically, preparation and individualization that are required on-line.

If you are to be effective as an online instructor, you must plan your class site very well. You should create an organized method of receiving assignments with well thought out deadlines. You should plan to have frequent quizzes. You should provide outside links that will assist students in the particular subject area. You need to be aware of all possible problems with an exercise and be able to explain in TEXT possible solutions. You must open and evaluate ALL assignments submitted and comments on each one so the student can have immediate feedback and reassurance that he/she is obtaining the assignment objectives. To keep the course exciting, as an instructor is forces you to stay on the cutting edge of technology and try to revamp your site continually.

Because there is a greater need to address individuals, it will take more time to do this. In the classroom, most all communication is done to a collective group at one time.

On-line students need immediate feedback which requires communication to the students on at least a daily basi including weekends. When students have a problem the same answer may have to be given many times. Because of the lack of direct contact, it is necessary to answer the question every time it comes up even if the question is already posted and answered on the Blackboard site.

Lots of preparation and typing takes too much time. It is always easier to teach face to face so you can see the students' reaction to instruction.

Online classes are quite tedious sometimes. I find that I spend quite a lot of time on the computer all week long when I teach an online class. I am constantly checking on participation, emailing students to keep them on their toes regarding assignments, and trying to keep students interested. Along with the everyday maintenance of the course site, teaching an online class involves a lot of preparation. Some instructors may be able to walk into a classroom and give a lecture on the fly, but in an online class, everything has to be prepared early. Also, as instructors we want to set a good example for students, so all of our lecture notes, etc. need to be looked over to make sure there are no errors or short hand methods so that the students have no problem understanding the information presented. There are always new problems that I face every semester when teaching an online course, problems that seem not to occur as much in a traditional classroom.

Initially it takes a lot of time to set up the blackboard course. It may take several semesters to get the blackboard site set up to be effective. Then when the blackboard site is effective, the instructor only needs to perform maintenance which does not require a lot of time.

Students feel a sense of 24/7 attitude toward instructor time. Learning the software and the discupline in the new format is extremely time consuming and the need to check e-mail is constant.

As an instructor you need to be able to convert your lessons into an online mode and anticipate problems and questions that students will have. Each student being different will get different things from the online lesson. T be consistent in meeting the objectives, the lessons must be very carefully presented and explained.

Every communication is typed, and an instructor must often repeat the same thing 25 times in e-mails, although try to answer many general questions via a mass mailing or the announcements board. The discussion board is the main method of participation, and it is necessary for an instructor read and respond to all of the students' responses.

I feel I have to be more precise because I am not there to fill in the gaps as they come up...I find myself having to stress leading the student through thought processes...having to explain precisely or I will use them...they just are not going to ask what is needed and I am not there to see their faces and feel what is up..

-Creation of multiple assignments, homeworks, quizzes and tests to make sure all material is covered -Creation of notes to accompany instruction -Answering questions many times instead of once in a classroom -Not being able to grade an assignment for all students at one time b/c they take it at different times -If multiple takes are allowed this increases the grading time -Etc., etc., etc.,

It takes a lot less effort to teach a class on-line. There are many obstacles in the traditional classroom environment: dealing with attendance/absences/makeup work; dealing with tardiness; physically being on your feet much more; missed assignments deadlines; missed tests.

Many of the problems stem from keeping track of numerous emails (problems and excuses among them) from alternate addresses and remembering which students are not keeping up with the class. Since I use papers, when a student is doing very poorly on their work, it takes a great deal of time and (tact) to discuss the work. There are also problems with links failing and other electronic difficulties.

Extra time should be spent developing material to provide more clarifcation and explanations of points by way of student communication should take more time. While it may be a convenience to not be in the classroom, a minimum of the same effort that comes in face to face contact to insure effective delivery and understanding of the course material.

Much more preperation and effort needed to create and provide a viable learning environment

Again, the instructor needs to take additional time to involve the students in the class.

Since the primary form of communication in an online class is written communication, it takes more time to do everything. For example: Any general communication that would be accomplished through an announcement in the classroom has to be formally posted or emailed to everyone in the class.

The teachers can add variety of topics through powerpoint and make it appealing. Teachers invent ways to make it more attractive through visual effects and adding animation

The entire semester needs to be planned in advance and the teacher has to be more creative to keep the student's interest by using all of the features of the delivery system along with incorporating them logically within the course.

you have to be sure the students are getting the material, being creative sometimes with reinforcement of material or assessment of learning. You have to say things more than once, repeat postings, and email students personally to get them involved, sometimes.

Planning is essential. The class needs to be well structured for the semester--lecture material needs to be posted. It takes more time to open documents and post grades. Questions may have to be answered individually instead of addressing a class. Students interact individually more with the online instructor.

more initial preparation to learn the on-line software/ hardware

I feel as though I am being looked at very carefully, almost under a microscope when woring online. In a classroom situation mistakes are easier to recover from, online the mistake may be out there for a while before it is brougt to your attention and that makes me unconfortable.

It takes a great deal of more effort to teach online effectively. You must prepare EXTENSIVELY to put together a good online course site. It usually takes me 10-15 hours to prepare 1 week's worth of online work for my students. There's no "winging" it. In general, I spend much of my summer preparing my course sites for the fall. Also, you must be prepared to work with each student individually. In a classroom, if a student asks a question, you answer in front of the whole class and they hear the answer. If a student e-mails you a question, only they get the answer so you may find yourself answering the same question 20x.

If the professor is doing it right, it takes a lot more time to teach because you are constantly dealing with student questions/discussions and also preparing powerpoints, writing up what you would emphasis in the classroom setting and building the site itself.

You are always on the computer communicating with your students. You have to put in the time to be out there, so the students can feel that they are not alone. You have to be a facilitator as well as an instructor for them. The online class should be a mirror-image of your classroom setting, and sometimes it is more.

Just like the students, you are not bound to traditonal hours. Also you can't depend on the inflection of your voice or hand gestures to help to get your message acrosss.

In a traditional classroom you are with the students at the scheduled time, for online classes the students are emailing you day, night, and weekends. I find I prepare more the online class than for the traditional class since am not seeing them face to face.

I have to make sure links are working and assignments are very exact in language, since most of the class is based on the written word and not the spoken word. Also, email communication with students take time, and distance learning teaching can occur 24-7.

I ended up working far more with my fifty students writing papers every week, than I expected. Also turning assignments or group activities into learning via online and at a distance was difficult. See: carpal tunnel

Faculty must be available at all times for online courses, must post information often, must respond/reply promptly to students, and must post and grade assignments promptly.

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For the first run of an online course, you spend much more time developing the course than a traditional classroom. Designing a test takes time no matter the presentation. However, it takes an additional 1-2 hours downloading the test into Blackboard. Also, typing lecture notes, announcements, discussion forums takes longer than saying them in class. Another area where it takes more effort is responding to student's questions. In a traditional classroom my students often talk with me before or after class or during my office hours. In my online courses I receive and respond to emails at all times of the day (primarily between 8 pm and midnight, when my students are mostly online). On test days I have to check my online courses regularly all evening until the deadline of the test (often midnight) in case a student is booted from the system before completing the test.

Do you think distance learning is an effective instructional delivery method?

monotone, ongoing, not an avent of excitement

Some classes need a more hands-on approach, such as remedial classes, especially in English composition.
Some classes are OK, but I do not like it with math.

It undermines the "raison d'etre" of the American College Classroom Experience.

Can be done for all classes but not for all students...

When you say distance learning are you referring only to on-line courses or are you including courses televised from one campus to the other? There are very few of the students that I teach that can learn in an online situation.

Need personal contact with students

Some subject matter cannot be adequately explained unless there is personal contact.

Not for any math class. Math is a step-by-step, and needs face to face immediate answer instruction.

In Allied Health some classes are too technical for online learning.