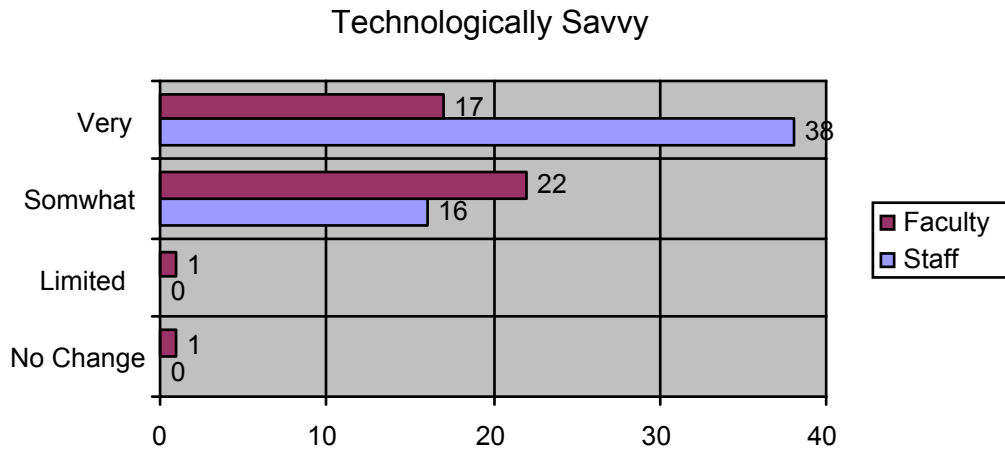


# Results for DITC Survey on Teaching in 2005

## 1. How technologically savvy will our students be in the year 2005?



**Total Responses: Faculty-41, Staff-55**

### Faculty

At the rate the schools are going, high schools graduates will be more proficient than college teachers in the uses of technology for learning (and other uses, as well!)

I am a new full time faculty member in the reading department. So I've answered the question as I would hope my students would be in 2005. Although it seems to me that students have somewhat limited access to computers. Hmmm??

About half of my students currently are non-native speakers of English, and have highly variable educational backgrounds. I do not expect this to diminish.

The distinction between "very" and "somewhat" knowledgeable is the key point here. Students will be/are familiar with basic computer functions and (I hope) e-mail-level composing technology. I think of student knowledge of technology as centering on e-mail and games. I have found that community college students' knowledge of these functions has increased year by year; this semester, for the first time in 10 years, every student in one of my classes has an e-mail address.

Recent Skyline surveys demonstrate that students are already adept.

Particularly with regard to younger (recent high school grads) students. The adult students may be different, however.

Day students: 50% highly skilled 20% moderately skilled 30% no skills Night students 70% highly skilled 30% moderately skilled

In my classes its about 50/50% I spend time with the basics and they I request another student to help. I have large classes and it can be difficult.

Their degree of expertise and experience with computers and software will be dependent on their school's resources and most likely their socio-economic background. But in general, I think they'll at least be aware of the resources available to them.

I think they'll know e-mail, instant messaging, web browsing, gaming, MP3s, limited DV, and basic word processing but not much more.

On average, our students will be somewhat knowledgeable about the 2005 use of computers and software. The range will be similar to what we see today, but relevant to 2005's society (more people who will be more facile with computers than 2002's society).

I think both the first and last answers apply. I think students now are very computer literate. I do not believe they will be more so in 2005, although they may need the computer knowledge more.

There will continue to be a mix of knowledge from those who "live" by computer to those who can barely turn one on. However, the percentage of those with computer skills will continue to increase.

Many students still do not own a home computer and only access to computer is through the college by taking a class. I strongly believe that each student should enroll in one computer class to provide limited knowledge about the use of computers and software.

Some students will be very sophisticated users. Many students will be masters of a number things (web surfing for instance) but total novices at other things. Many students will continue to have a hard time with any technology.

In CIS we get a full range of students with no skills to students who have an excellent background in computers.

I have seen a increase in knowledge over the last few years, but there are still many students both young and old who are wary of the technology. That includes some of my colleagues too.

A great number will be very knowledgeable. There will always be a number of students who attend community college as a haven to catch up or learn new software. The access to computers always varies pending on the primary school's budgets and the economic background of the student.

How about 2002?

Students will probably know how to get from point A to point B very quickly on a computer. But they probably won't want to or need to know very much about how their computers get them there.

### **Staff**

A caveat to my answer: see my answer to #4. Differences in economic and educational background will continue to create a wide range in tech expertise.

Some will be very knowledgeable, others will have limited knowledge.

I actually believe it will be in between somewhat knowledgeable and very knowledgeable. I believe certain daily activities that may be fairly new technology for us now will be second nature for them.

Computer technology will increasingly be a part of everyday life. Faculty need to keep pace.

Based on the observations of the students attending College for Kids, the age group 11-15 have very advanced skills. Although many students will be very knowledgeable about the use of computers and software, that the gap between those with great knowledge and those without equal resources will be greater.

I teach ESL students. Some of the students know a lot about computers. Some know very little and haven't learned how to type.

Students will still be more computer savvy than many of the current faculty and staff, alas.

Unfortunately, many students will probably still not have access to appropriate technology resources at home - reasonably configured PC/Mac, software and high-speed internet access. We will still need to provide access to those resources on campus.

I believe most students will be very knowledgeable about the use of computers, but I also believe that it will take longer than 3 years for students to become deeply knowledgeable about the use of software--although software seems to be getting more and more user friendly.

And more knowledgeable at a younger age! We need to be ahead of the game in the use of computer/micro processing technology if we call our selves Educators, at a higher level. We need to provide our staff with adequate training in the use of applied practical applications and hardware use! We need 2007 knowledge for our "2005 savvy", students!

While there will always be significant applications that students are not aware of, the important point is that students will have increasing expectations that the work they are expected to do will be computer related. In some cases, they will feel cheated if it isn't. But we also need to identify for ourselves and for them the activities that computers cannot do well.

I think there will be a "mixed bag" with some (at least the younger) students being very savvy and some others with varying degrees of savvy.

The students will be very knowledgeable. In many cases they have access to the newest and the latest developments than we have.

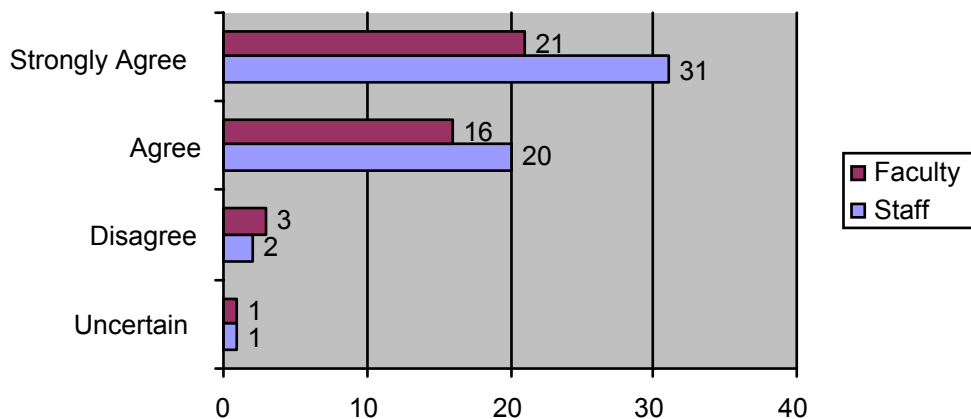
I believe that most students will be between "very" and "somewhat" knowledgeable.

Students already often know more than counselors and staff at CSM already.

According to the US Census Bureau in 1997, when many of the students who will attend our district in 2005 were 10 years of age, a little less than 37% of U.S. households owned computers. That figure jumped 14 points by the year 2000. More U.S. citizens also use the Internet to find or to share information. Even if these figures are 100% accurate we still can't use them to determine how computer literate the user may or may not be over a given period of time. So, what's my point? I don't like "Very knowledgeable...", but "Somewhat knowledgeable..." doesn't hit the spot either...

**2. Students will expect to complete most administrative tasks online, for example, add/drop classes, pay ALL fees, order books, enroll, etc.**

Expectation of Doing Administrative Tasks Online



**Total Responses: Faculty-41, Staff-55**

**Faculty**

Many already do have this expectation, and they can do so at all CSUs and UCs already.

Current snafus among those who try make me skeptical.

This depends in large part on institutional initiatives to move these functions online: if we make the process user-friendly and interactive, then students will become comfortable with it. If the process is forbidding, then we'll need to keep an alternative going.

Again, nb the Skyline counseling [www](#).page.

Students will still need advice. They aren't going to be anymore prepared for making career/major choices. Students need to talk with a prof/counselor before certain events...so there might be a need for a faculty e-signature before enrolling in selected courses or add/drop.

Include telephone (e.g., WEBSMART). One of the promises of technology is to reduce paperwork and physical travel.

For the new student, from high school, different state or country. This is all new knowledge. It would be helpful if I could demonstrate the Hows in my classroom. This summer I am teaching in room 8221 this room has a computer, I can demonstrate to the students, my web. the web smart, savvy, etc. It has made a world of difference. The class is running smoothly. Its just great. Lets get this system in 3B. I am in the dark ages in that room.

Students will still expect to handle problems or unusual situations in person.

I agree with most of the above. I also believe students should by the year 2005 due all enrollment online. However, I disagree about books.

Some will, however the importance of face-to-face contact with counseling staff will not decrease.

From my observation, students believe that once they enroll online, they are officially enrolled and dropped from class for nonpayment. Students should pay when adding a class online.

Some will, some won't.

Based on the online options provided by banking, Insurance and other Market industries, we must strive to mirror the real world of business transactions.

Yes. There is no need for standing in long lines to enroll and buy books. No mutual commiseration.

## **Staff**

I receive a couple emails a week from students expecting certain things that are not available over the web to be there somewhere. They think it must be there but they just can't find it and e-mail me for the link.

Underscore the need to be able to order books!!!! Students are well aware of the excessive prices charged at our campus bookstores.

The Internet has been responsible for the acceleration of ordering and paying online.

Some of my ESL do not have access to computers and some do not have credit cards.

Students will also expect fast servers controlling these transactions.

Previous comment still applies here...

I think at the initial contact with an institution, students will not expect to do all of the above online. But I believe after the first semester, students will expect to do the mentioned tasks online.

They expect that now!

People still like a friendly fact -- especially if they have to do something that's an exception

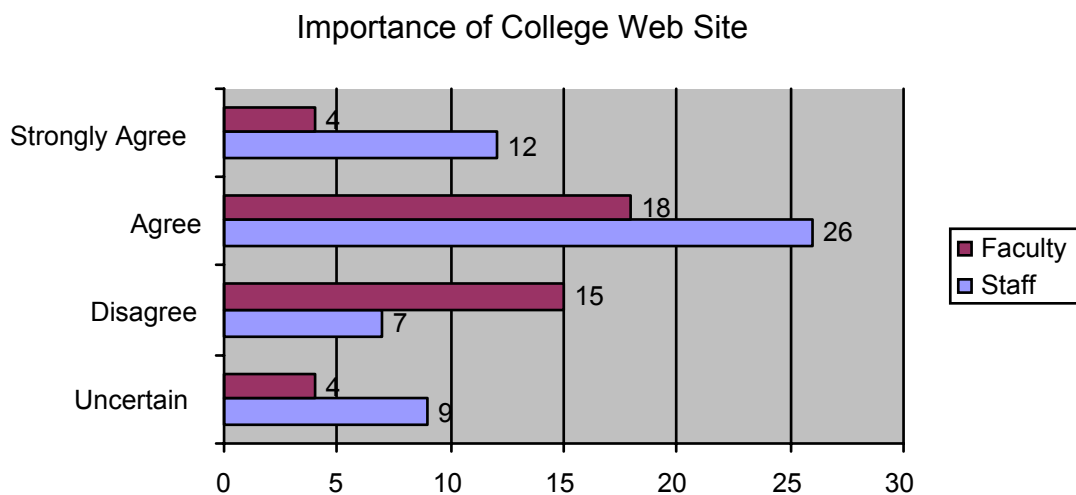
All fees seems a bit strong. I think there will always be a need for personal contact.

Many students, including myself, want the convenience of performing these tasks on a computer at home or in the office.

between "agree" and "strongly agree"

With CSU Mentor and CSM online applications, the receptivity has been phenomenal increasing from 30% use to over 60% in one year.

**3. Students will make decisions about what college they will attend based upon the comprehensiveness of a college’s web site.**



**Total Responses: Faculty-41, Staff-55**

**Faculty**

it will continue to be only one of many reasons they choose a college.

Certain students will care about this, particularly those with an IT or research interest; those coming to us from the workplace; and those who just like dinking around with computers in their spare time. This last group may not have \*thought about\* attending college until they found online courses or attractive web sites....

Money!

Word of mouth is still a factor. Since websites are so often advertising mechanisms, students may view them with skepticism.

I would hope this is just one factor in such a decision, and not a vital one.

Let's look at 2002 capabilities and needs: WebSMART needs to include the class description in the schedule. Students will still need to talk to profs and counselors about their career goals and their personal needs and the types of colleges that meet their needs.

I think community college students decide on other bases.

The web site will be a nice bonus once they are here, but will not be a factor in deciding whether to attend.

I think this is important. But nothing beats going to the campus on your vacations, school breaks. They have to do the physical visit. But to get an Idea. the web is good. But just one of the tools a student should use in the selection of a school and location.

The website will be only one (and perhaps not among the most important) factors. However, students will get information on which to make their decision (that is, information on many of the important factors) from the website, so a more comprehensive website will be more likely to provide the information needed.

I think students will use the internet to research colleges. For community colleges, though, it is most important that students can find out about academic programs that interest them.

Those who are computer savvy will.

Decision based on website comprehensiveness is not an educated decision. All facts cannot be published on website.

That statement is predicated on the student who is looking and how web savvy and technology oriented they are...

While web sites will influence students, success statistics and prestige will continue to play a part in their choices of colleges.

### **Staff**

If one college can do it successfully (of equal rank) then it will be a standard and expected by students.

I don't think comprehensiveness of a web site is the issue. It is the appearance and ability of a web site to be able to grab a potential student's interest. And, once they are there, make it easy for them to enroll, etc.

More students are surfing the web and looking for information as teachers use Internet access as a learning tool.

The role of the college in the specific community will still be the greatest draw.

My son is currently researching colleges. He is much more interested in what type of infrastructure the college has (in dorms, libraries, classroom buildings), and what type of tech support they provide, than what their web site looks like. He also is not happy with colleges that don't provide for a convenient and comprehensive on-line application

If what you mean by comprehensiveness is detail regarding the breadth and depth of programs, I think you're wrong. Foothill College does an excellent job in recruiting and high school college nights by stressing that "Foothill College is the place to be." When asked about courses, the standard answer is "We have them." Going for the affect bypasses the students' parents and appeals directly to the student, particularly the shrinking traditional transfer cohort. My guess is that the web site with the most inviting affect will carry the day. When I worked in research in a very large food company, their policy was to make our products equivalent (not better) than the competition, and "let marketing take it from there." I think that still holds.

Students are very knowledgeable about "surfing" online for information--may be the way that will grab a prospective student's interest.

For marketing purposes, we need to include more virtual motion clips of various academic and social events that may be selected for viewing by a perspective student/customers/viewer. Example: a clip of graduation, a clip of a basketball championship event, a stage act, a jazz concert, a baseball or soccer tournament a academic honors awards presentation (Beta Theta Omicron). We can go on and on. Of course, these clips will be tailored for each campuses, activities

This may become increasingly significant for neighboring community colleges. It may also be significant for non-resident students seeking to attend college in the SF Bay Area.

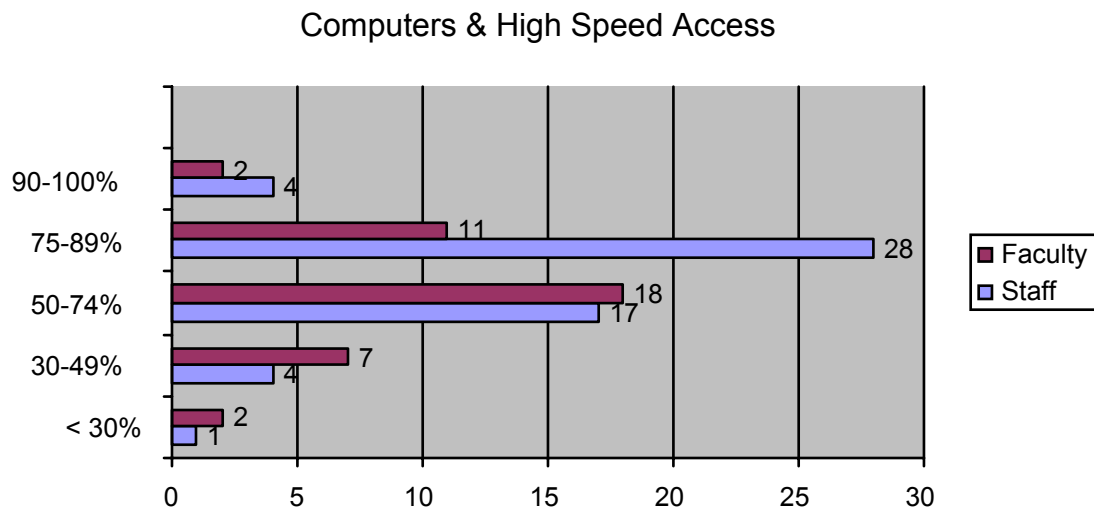
digital and visual brand image are critical.

Partially agree.

Too many often overlooked factors contribute to a students intention/plans to enroll in any given college. Leading examples besides comprehensiveness of a college web page are: 1. Social factors (friends, relatives going) 2. Geographic factors (living arrangements, family, etc.) 3. Perception of school's reputation (in eyes of employers and graduate schools) 4. Recreational opportunities 5. Job market for working while in school 6. Housing, health and child care 7. Perceived costs of attending the college

In 3 years I believe the recommendations of family, friends, high school counselors and associates will still carry more sway power.

**4. What percentage of your students will have state-of-the-art computers and high-speed access at home?**



**Total Responses: Faculty-41, Staff-55**

**Faculty**

I will probably teach to a group that is particularly computer-savvy.

I don't actually know. I have guessed judging from my students' responses this semester. Is there a computer lab where students might have access here at the College of San Mateo?

The ones who do not possess the technology at home will need to use it on campus.

Recent Skyline surveys contradict me.

I'm purely guessing here.

Some will have good computers, but most will not have fast access to internet.

Many of my students are in difficult living situations. No computers, use someone else, etc. I walk them through the 'material fee' \$5.00 book store, get a email, and walk them through the procedures of the lab. Even have classes there to glue the different levels of the students so that we can all proceed with the semester work. I feel its very important to get the new and shy student who feels overwhelmed to get comfortable with our campus, the other students, etc....

I don't know. I would guess that the percentage would be 10-20 points higher than what it is now, but I don't know the current number.

The "state-of-the-art" computer changes so fast that most students will be 1 or 2 years behind.

I might be wrong but our clientele cannot afford high speed access at home.

Approximately 60% of current students have home computers. I don't expect this to change significantly in the next couple of years unless the economic situation improves and/or low-cost computers and ISPs are available to students.

I find that students may have a computer, more than they ever have, but they are not always the most recent models or have all the technology etc available including access to high speed connection.

This depends on the money that is being appropriated for primary and secondary school Multimedia programs. Is SF and San Mateo school District providing training for all students?

High speed computers yes. High speed access -- depends on the stability of the communication companies.

### **Staff**

I have contact mainly with CIS students, so my vision is skewed. CSM has a lot of low-income, non-tech students and this is likely to continue, so I expect a relative minority will have state-of-the art equipment or access for several years to come.

Well, high speed to us now may not be high speed in a couple years. I think cable and DSL will be more common than 56K (or slower) modems.

The number grows daily.

The key word in the question is AND. I think that 80-90% of our students will have one of the two above.

I would guess that 75% to 89% of students will have "reasonably configured" computers and dial-up internet access...

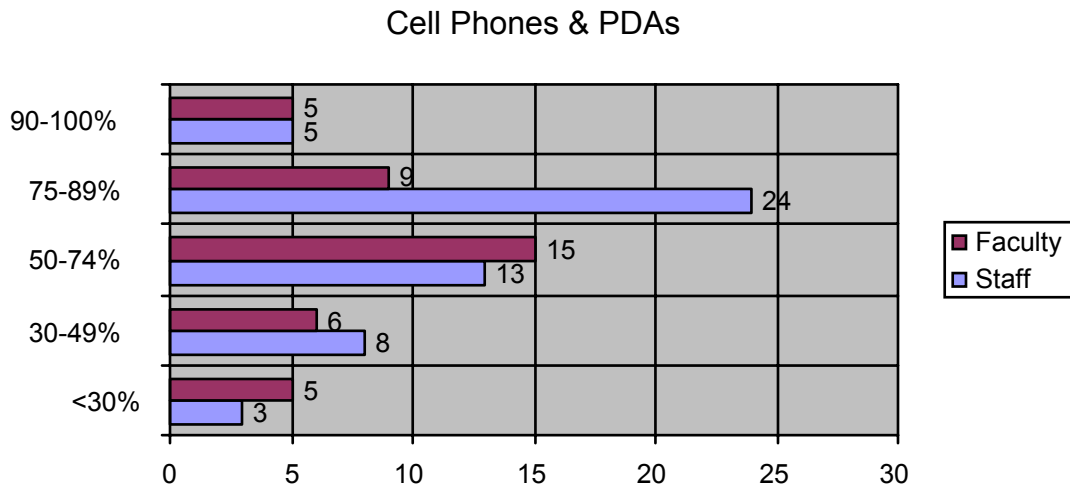
This is still a middle to low income student body and may not have the funds to finance a state-of-the-art computer with high-speed access at home.

This will be more dependent on the economics of high speed access rather than the costs of computers.

As time passes, more and more students have access to a computer at home.

I believe that cable or DSL and Pentium 4 are considered to be state-of-the-art right now. I can see this configuration wide spread in three years.

Too many underserved and under-represented students do not have the level of wealth required to have luxury items such as personal computers at home. An assumption that students do have access will discriminate against low-income and first-generation college student groups.

**5. What percentage of your students will bring to class combination cell phones, PDAs?**

**Total Responses: Faculty-41, Staff-55**

**Faculty**

PDA's will continue to increase dramatically in use

This will be even more prevalent than computers at home!!

I've noticed that many if not most students have cell phones. So if combination cell phones/PDAs are inexpensive enough in 3 years, I imagine many students will be able to purchase them.

From my point of view, the fewer the better.

assuming cost patterns follow the trend of other technology (i.e. get cheaper)

I am guessing--my only contact is to ask that the cells be turned off during class.

As of 2005 - not now.

Will getting students to record/look up an assignment on their PDA be much different than getting students to use their slate or paper? Some folks are more organized or motivated to complete their schoolwork than others.

Communication is far more important to the students than computers, hence more students will have the combo cell phone/pda than have computers at home. They want instant gratification.

Guessing at the numbers; I think it will be 'many to most'.

I don't know. I would guess that the percentage would be 10-20 points higher than what it is now, but I don't know the current number.

We have to remember that some of our students are at CSM because they cannot afford other schools and most likely can't afford PDA's.

**Staff**

They may have them but teachers will still rather they turn them off and not use them during class.

Hard to say....by the year 2005 there may well be other technologies

In San Mateo County it would appear that students attending Community College are more likely to have advanced technology available to them.

By 2004-05 there will undoubtedly be new technologies - maybe wireless tablet PC's, or ??

Although this is a middle to low-income student body, cell phones and PDAs are relatively inexpensive and also people are fascinated with gadgets.

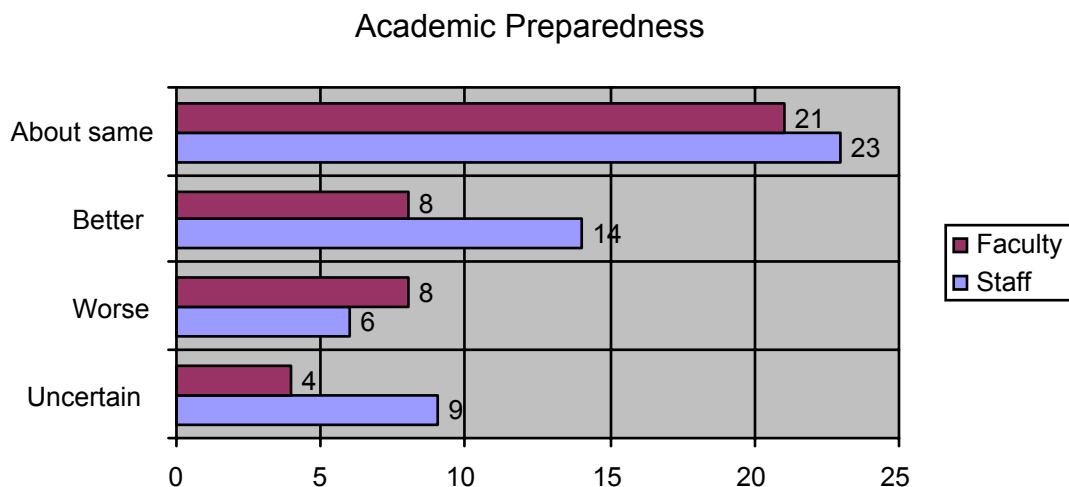
Wider use of new cell phone standards will have a major impact.

I don't think combination products have saturated the market

cell phones close to 100%. however I don't believe that PDAs would be more spread than 50%. If yes, then most probably in the form of multifunctional cell phones.

Unfortunately, too many students feel the peer pressure to own PDA's/cell phones, often at the expense of high-interest rate credit card expenses with growing debt implications..

**6. The academic preparedness of our students will be:**



**Total Responses: Faculty-41, Staff-55**

**Faculty**

K-12 is working hard to reform curricula and teaching strategies. I'm optimistic!

This will depend on why they are taking the course. If they just need to fulfill a requirement, the answer is "worse".

I anticipate better in some ways, worse in others. The reliance on standardized tests of "reading" and "writing" in high school has made students increasingly unable to negotiate text competently. On the other hand, students are more savvy about college expectation because of these tests, so perhaps this will mitigate some of the negative effects of testing-based curriculum.

Preparation seems to decline every year. I'm hopeful that California will get education righted in the near future, but it will take time for results to reach our classrooms, obviously.

It might be somewhat better depending on the effectiveness of current efforts to improve the (California) education system.

Just the basic. How to be an effective student would help!!

I suspect that their skills will be stronger because community colleges as a whole will be accommodating students who couldn't get into a university directly due to insufficient space. These are students who would have most likely qualified today since there are more spaces. Also, due to the assault on affirmative action, many universities have implemented partnerships with high schools to strengthen their curriculum and teaching so more "minority" students will have access to college prep courses; these effects will be more evident after 2005.

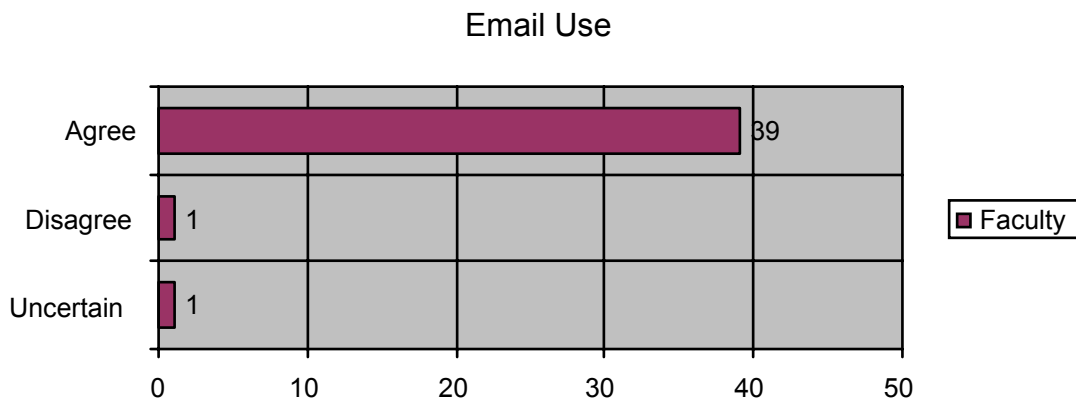
The improper use of technology in grade school, middle school and high school does now and will further (unfortunately) lead to students being less prepared for critical thinking required in college courses.

This depends on what day of the week you ask me...some days I feel our students are less prepared than when I was in school, other days I am amazed at their ability

We Hope!!!

Because more information is available to students on the Internet via computers, there is no excuse for their answering "I don't know." The answers are at their fingertips.

## 7. Email will be a significant method for communicating with students?



### Responses: Faculty 41

I really hope so, especially if we can be sure that all students have access to email.

Except that, on an individual basis, it already takes up too much of my time.

For 5 years I have been using e-mail to facilitate student contact re essay revisions, assignments missed or needing clarification, etc. In the past few years, these systems have become requirements.

It already is.

By 2005 I will require students send work to me by e-mail.

This semester I am using the Stanford discussion board. Its pretty good. The students like it. But I did have to walk them through it. We practiced as a group. Last semester a student from Poland had to go home because her grandmother was dying. She went to the Poland public library, and on to my web and was able to keep up with her work. She turned it in when we returned a week later. This method was very helpful for her.

It already is.

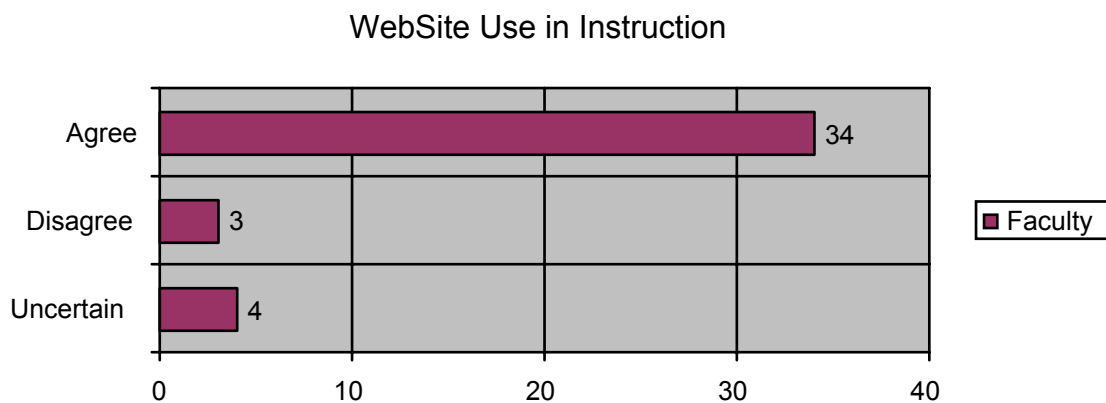
It already is!

We must make considerations to those who do not have computers two years from now.

It has already turned into a virtual office hours. Interesting, I found email is a safe way to approach instructors.

Email exchange will be important for office hours, assignment submission (digital), the exchange of research info and links.

## 8. Web sites will be an integral part of my instruction.



### Responses: Faculty 41

I plan to integrate internet sites into my course work. I also plan to discussion boards and web site course syllabi and assignments if we have the technology.

My beginners revolt at the difficulty involved.

Had one, will have one again when I figure out California methods.

Necessary and never ending maintenance presently keeps my college www.site from being an INTEGRAL part of instruction, but it IS a part of instruction. Websites generally are already essential, as are the critical thinking skills students need to use them well. Students will certainly use the www. more and more and more.

My web site has changed the way I teach.

They presently are. However. It is a commitment. I just feel that I have it 'down' clear, etc. but I need lots of support, help. I cannot get too frustrated. \

supplementary-- I still am not convinced by the efficacy of distance education.

I would substitute "important" for "integral".

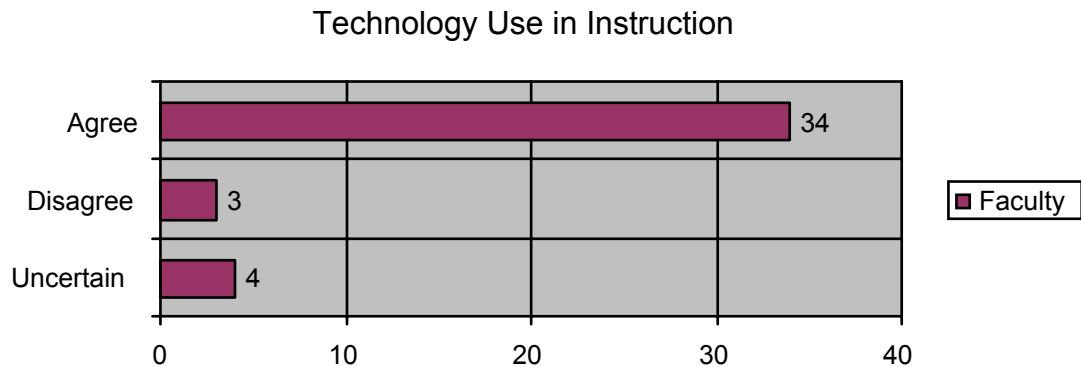
Unlimited access to the teacher should be made available.

If I know that all students have easy access, I will incorporate the web more. I hesitate to emphasize it because there is not equal access among students currently.

It already is going that way.

Websites are and will continue to be an integral part of my instruction. For my students, they improve access, for me they save time.

### 9. I will be using more technology for instruction in the future.



#### Responses: Faculty 41

What I want is an LCD linked to a computer in every writing class I teach. Demonstrating revision is extremely useful, according to student feedback. Even better, a computer writing classroom would have networked computers for all students (none of this "sharing computers" like the pioneer slate-board days!) with an LCD for the instructor. Thus, teachers could send out text to students and send student text out to the class. At last-- a system that works!

And my office PC will still be freezing and eating data three years from now. . . .

Although tech might change. I don't foresee the changes between now and 2005 leading to more...just different.

One of my early and formative influences came from George Leonard's 'Education and Ecstasy'. It's been my good fortune to live and work during these times of development of educational technology.

Having a computer cart with a high quality projector and Internet access has completely changed the way I teach.

This is increasing every semester in my classes. I have large classes. About 50 in each with 6 sections. I really need a computer in my class room. etc.....

depends on whether it can improve teaching and learning-- I'm not sure what's out there beyond what the CTL and Title III have exposed me to.

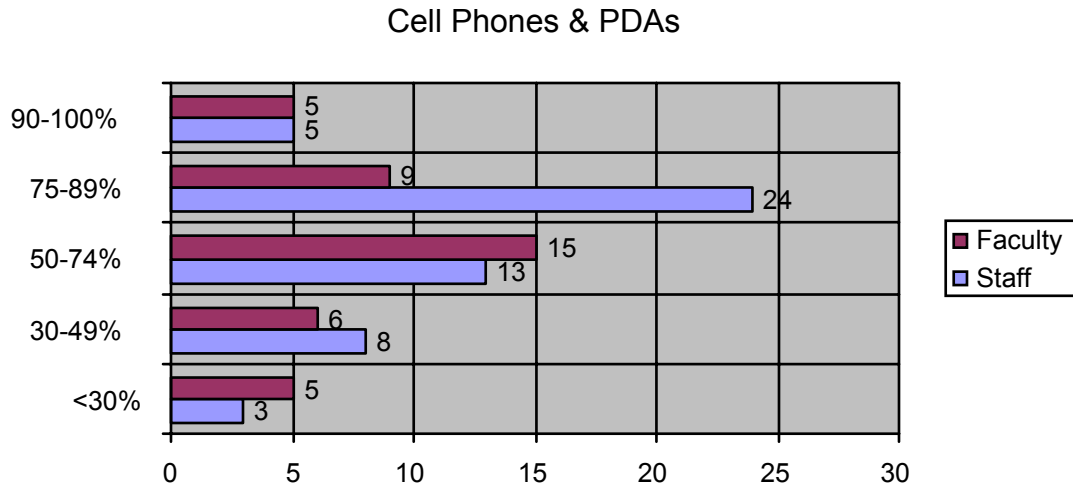
I currently use e-mail regularly to communication with students and use websites for each class. Several of my classes are taught in computer labs. The others would not benefit greatly from greater use of instructional technology. The one exception is that I would like to make more use of presentations that include video clips, animation, and, in some cases, sound. See "district supplied computer" question below for the technology needed to make this work for me.

Using technology properly as a tool for effective instruction is time consuming and support must be provided.

It is an integral part of my field.

I will need to be equally comfortable in the environment my students are using -- the Web

**10. What percentage of the District's FTES will be generated by “Distance Learning” classes?**



**Responses: Faculty 41**

**Faculty**

This is an optimistic estimate--will probably be lower.... If support for online teaching remains as it was in Spring 2002. Greater attention to the needs of online students \*and teachers\* could make online learning more useful and then generate more FTES.

Sorry, as a new member I don't know what FTES is. Maybe a full time student??

In Foreign Language, the District's methods need radical change to allow students to succeed.

Teachers have to learn how to use these instructional methodologies to enhance effective teaching and learning. What values about teaching and learning do we assert as community colleges? If we figure that out, we'll all get on board. Otherwise, DL will serve the extremely-prepared student only, because they will replicate top-down instructional methodologies. The U. of Phoenix is a case in point.

You might want to look at the preliminary results from Skyline's online interest survey: [www.smccd.net/accounts/skyline/survey/onlinequ/results.html](http://www.smccd.net/accounts/skyline/survey/onlinequ/results.html). The District will have to plan for development costs for new Dis.Lear. courses.

I don't know the definitions involved here.

Our district must improve the way it supports on-line courses in order for them to succeed. There is no way I would ever teach a course on-line in our current format.

I don't know how to answer this questions. I am a regular full time faculty.

So far the retention of students has been unimpressive, especially if SMCCCD is concerned about student success, not just enrollment.

This will depend both on demand and how the district is reimbursed for distance learning classes that have a lab component.

Hopefully a small percentage.

We should survey today how many students have access to online classes using home computers rather than school's.

Distance learning is practical only for students who are already (a) technologically sophisticated and (b) good self learners. Such students are not your typical community college student.

I need to see the future improvements in the area of ease for the new online students.

Students seem to want course materials available on the Web, but even more they want to hang out in class with their peer group. I expect Distance Learning to be mostly hybrid.

**Staff**

I hope greater than 50%!!!!!!!!!!!!!!

Web assisted learning but not 100% distance learning. Not until we can stream hour long lectures with video and create a classroom environment from the student's home, work or lab computers.

Would help to know what is the current share of FTES generated by all forms of distance learning.

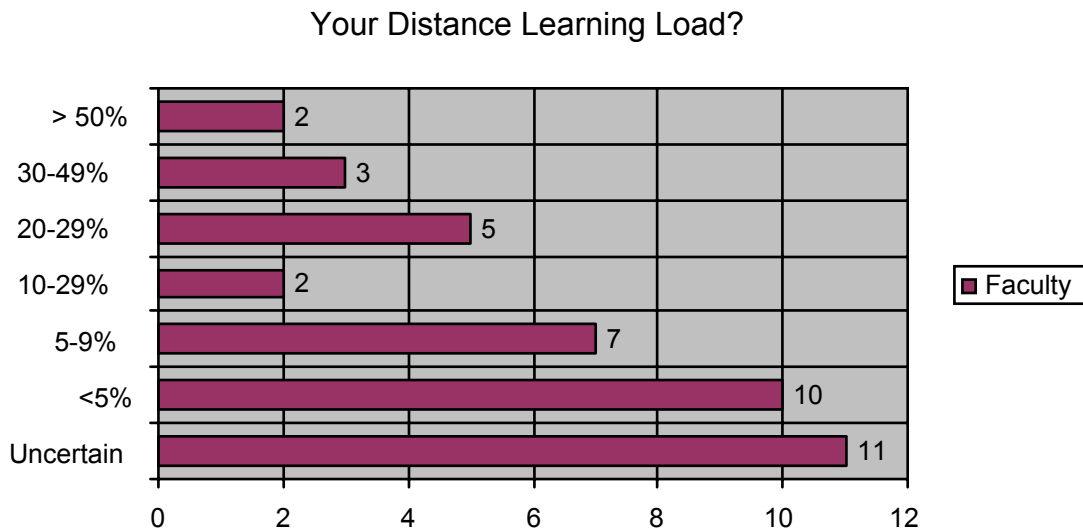
Our on-line ESL class has not had high enrollment and the last I heard it is not going to be offered again.

This continues to depend on how tele-courses are used and how much we are actively providing and supporting more internet based courses.

ASTD figures report that 8.8% of corporate training will be done via distance learning. They feel that the market will top out at 20% in the future.

Hopefully more.

**11. What percentage of your load will include “Distance Learning” classes?**



**Responses: Faculty 41**

I'm not sure what other faculty members want.

my load is presently 33% online offerings.

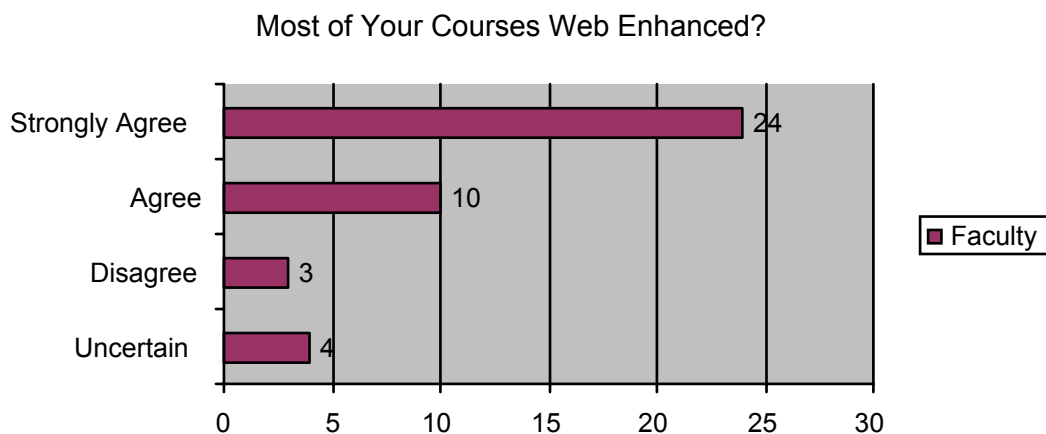
Although, I use web- and CD-based auto-tutorial instruction in one lab classes...the students do have to be in lab.

Depends on the teaching needs and other instructors' preferences.

Hopefully not more than 10%

I have taught one distance learning class and will teach another this fall. I find that I really miss the interaction with the students that I get in an on campus class...and there feel that I would never teach 100 % distance or web assisted classes.

**12. Most of my courses will be Web enhanced or “blended learning”.**



**Total Responses Faculty -41**

They are already.

Again, time . . . time . . . time . . . .

Let's not lose sight of the need for science laboratory classes for general education and laboratory classes for science majors. See my answer to #11 re auto-tutorial instrux.

I am a Title 111 individual. But consider myself a beginner. but getting better!!!!

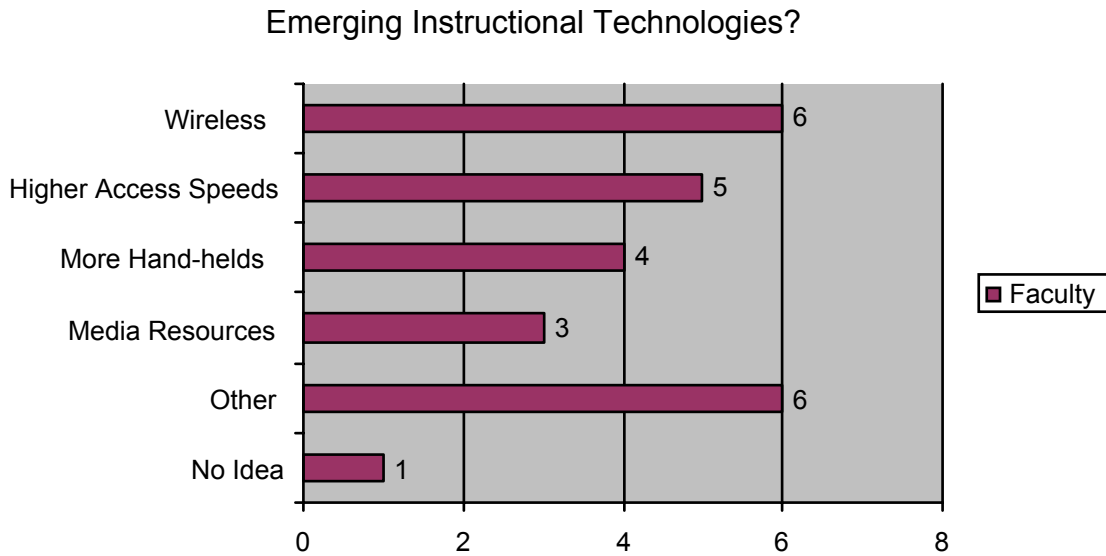
I do not know what "blended learning" is, but it sounds like mixing everything up in a blender which would not be beneficial.

To have effective instruction and learning occurring using computers, there must be strong support in providing such instruction.

Refer to above comments about access

In most cases they already are...

Again, I teach Web Design and Development.

**13. What emerging technologies will have an impact on teaching and learning?****Total Responses Faculty -41 (responses indicated multiple items)****Faculty**

PDA's with advanced capability

DSL (or better) to homes in our area. Richer collection of multimedia simulations for hands-on learning from publishers and others.

wireless technology streaming media

Not sure. In my experience (which has not been here) emerging technologies generally come very slowly to publicly funded educational institutions.

Anything interactive.

Wireless

PDA's and digital television-enabled real-time interactive telecourses.

teacher education is crucial to the success of the students. availability of programs and computer equipment will allow for smooth transfer of knowledge.

web research is a big one; we have not reformulated the ways in which text works differently from the paper-based days. Therefore, teaching students "critical evaluation" of web text takes a front seat. Plagiarism is a bigger issue for teachers who are not expert detectors of lifted text.

A more important question is what resources (time/money) will the District provide to let me develop learning tools using current and emerging tools.

Wireless network and internet access. Voice-responsive technologies. Real-time teacher-student communication. Enhanced mobility=study from wherever you want.

web sites, other web sites. testing, community resources, etc.

computer mediated communication, graphics/visual aids, hardware and software to accommodate disabled people

don't know...

Handheld wireless devices will challenge those who invigilate exams.

I have no idea

Satellite internet connections.

Probably all emerging computer/instructional technologies will have an impact on teaching/learning. Whether or not that impact will be beneficial remains to be seen.

XML possibly,

Distance and online learning

Broad band will have to increase if video and audio can be improved and used effectively as a teaching tool.

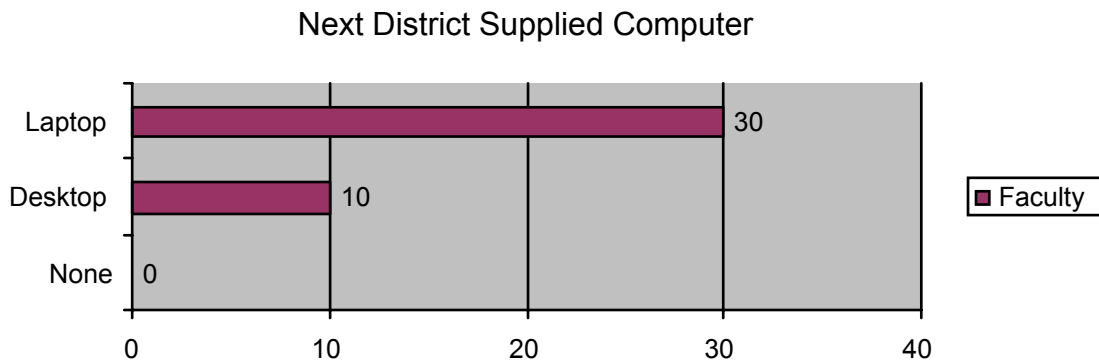
wireless and low cost computers

The improvement of Online teaching Interfaces

Fast downloadable texts, music, streaming media and other Library resources will rapidly bring information and answers to "inquiring minds who want to know" -- now! (instant gratification trend)

PDA's, wireless access on campus and about high speed internet access streaming video

**14. I would like my next District supplied computer to be:**



**Total Responses Faculty -41**

**Faculty**

...if you actually want to encourage me to \*use\* my computer for teaching.... the check-out method is fraught with the potential for disasters (ok... at least surprises)....

Only would prefer laptop because it would take up less space in an already tightly packed, shared office.

Include all the goodies and wireless too.

I NEED This.

Several of my classes use discipline-specific software. I don't have the right platform, software, or a good enough computer at home to work out demonstrations on this software away from campus. A district supplied laptop would allow me to spend more time preparing better presentations of this material because I could work at home outside of my student contact hours.

With video out capabilities and an abundance of projection devices available in classes.

with Proxima or equivalent projector.

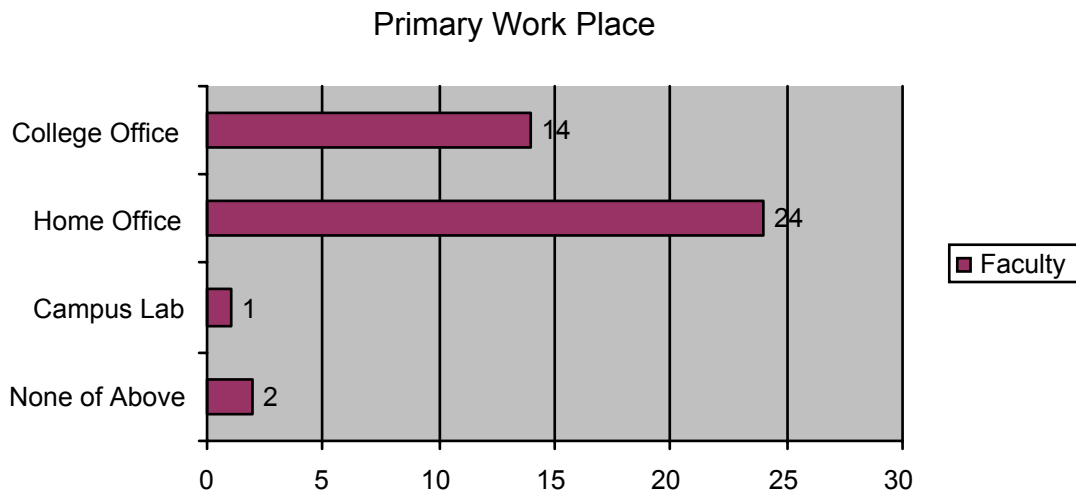
A high end Dell Inspiron series similar to the one I have purchased on my own.

Desktops still provide the 'juice' i need for all the visual work I do.

I love the idea of working at home or a cafe, these options cut down on stress related to heavy task oriented time;grading, and preparing new handouts or or course prep web reading.

( I won't hold my breath, but it's a nice question to ponder.)

### 15. I prefer to do my college related work:



### Total Responses Faculty -41

#### Faculty

Far better equipped and I can communicate with students when \*they\* need me.... while doing homework at night or weekends, for example.

we have two computers shared by about 10 people. there is little incentive to stay in the office.

In the 2002 real estate market cannot afford a home with office space.

It really depends on the task. Creating (activities/tests/web sites) requires quiet (home). Developing a science lab requires a lab (college). It also depends on the timing...I prefer to be at home for late-nite test writing.

Having no office I prefer the labs.

If I cannot do it in my office it does not get done.

I use all three almost equally. so I cannot choose one of these.

I am evenly split between completing work at home and at school, but if I'm forced to move to East Bay because I can't afford a house here, then I'll be doing more of my work at home.

My time on campus is contact time - lectures, labs, office hours, advising hours. I do nearly all my prep and grading at home EXCEPT when I must return (usually late at night or on weekends) to use software on my office computer that I can't run at home (see question 14).

I do a lot of grading and exam writing at my home office to avoid distraction.

Currently, about a 50-50 split between the college office and the home office. I do not expect that to change.

I have worked in the CTL and have found that I met a lot of interesting people, but found it hard to get work accomplished

I work equally at home and on campus.