Question 4: In what pedagogical situations are you most likely to use IT tools? (e.g. large lecture classes using PowerPoint, small seminars using email, a class of 50 where students do collaborative projects, etc.)

Q4: small classes where large amounts of information are taken from internet

Q4: Large and small lecture classes where computer-generated slides would make it much easier to present material.

Q4: to distribute class information more efficiently (e.g., assignments, syllabus, lab manuals), to permit more personal contact with students via e-mail, to organize class projects, to streamline

Q4: I use IT tools in all situations as a repository of course content, and to alert students to course news, as needed.

Q4: I think I'm equally likely to use them in all circumstances.

Q4: always: powerpoint for preparing notes, course information/notes/homework on the websometimes: powerpoint presentation for the course

Q4: In situations where assignments may involve communication via email or research that makes use of the web

Q4: class of 50 using Powerpoint or web

Q4: small classes graduate seminars focused on data analysis,Hard for me to judge commitment

Q4: I teach *about* and *with* information technology, thus IT is an integral part of my courses. I want the students to learn when, how and why they can/should take advantage of IT. I use the web to disseminate information. I use powerpoint in classes, as most of my material is visual. In labs, students learn how to post their labs online, how to critique IT products etc. I use email to communicate with students.

Q4: large lecture classes using Powerpoint; lab class meeting in the Life Sciences Computer Center:1). The registrar's interface with information technology is nonexistent. I keep grades for 150 students in an Excel spreadsheet on my computer. The grades end up in the Registrar's computer. How? By forcing me to bubble in 150 circles with a pencil on a form that the registrar's office then scans in! This is a technological problem that was solved at other universities decades ago! Trying to get electronic class lists from the registrar is equally problematic and time-consuming.2. The office of instructional development, which should be leading the way for introducing new technologies, at times appears to want to do just the opposite.

Q4: all lecture materials presented in class and available to students from webemail submission of papers in grad coursesinteractive modules for students developed to accompany textbooks

Q4: large core classes using power point.

Q4: small seminars, medium-sized classes (25 students) ,The most important need is for more technical (staff) support. Training is needed for graduate students (especially TAs) and faculty. Technical support is necessary for developing instructional software and websites.

Q4: Every class I teach, large lecture and seminar, is based on using and understanding computer-based systems.

Q4: Classes in general and whenever I need to show the practicalaspects of software development/analysis,

Q4: I teach senior and grads with class size ranging from 15-30.I use a web site for resources, tutorials, lecture notes and assignments. Preparing PPT slides for all my lectures is far too labor intensive and adds little to the learning process in my opinion. ,

Q4: Large classes when I want to show digital imagesSome section/lab assignments

Q4: Large lectures -- overheads and PowerPoint.Seminars -- web site.

Q4: small seminar classes using email, Powerpoint presentations for large classes, posting HWs and readings. ,

Q4: both kinds of classes, but mor ein larger classes. However, I try to get web sites for both large and small.

Q4: large lecture classes using PowerPoint,

Q4: post all lecture notes/assignments on webe-mailsome powerpoint, although I try to limit that

Q4: video clips on computers projected onto a large screen for both small and large GE classes,

Q4: collaborative projects, email communications ,

Q4: large lecture classes and small seminars,

Q4: Small classes for student presentations. I prefer to use Chalk for my large lectures. I keep the class more involved and am more effective as a teacher based on student feedback. I do use overheads/powerpoint for complex illustrations when needed,

Q4: In a class of 50 where student do collabrative projects.,The university has been very supportive in providing information technology for my classes.

Q4: large lecture classes using powerpoint, and assigning internet research to students in large and medium sized classes. ,

Q4: At the moment, email with students is all I use; or small seminars where I demonstrate web-based finding aids for research. ,I have never seen a power point presentation that I thought improved on my technology of slides and an outline of lecture handed out. I do think a course web page is an excellent idea and would like help in learning how to have one for my large classes. My own learning curve --time more than brainpower--is the greatest obstacle to my adopting new technologies for classroom use.

Q4: course notes, instruction, Powerpoint

Q4: I use powerpoint and connect to Internet for almost all my courses.,

Q4: illustrating lectures with material from websites; students doing collaborative projects; use of metacollege to post announcements and where students can post certain assignments

Q4: As a source of secondary material the students may refer to out of class. Most electronic resources pack too much information & move too quickly for real use in a classroom in my opinion

Q4: Large lecture class and other classes. However, the computer supplied to me is not adequate for this purpose. I am not sure it is helpful at all pedegogically ,In order to do justice to this kind of IT teching then better computers have to be supplied to the Faculty. The computer that I use has so little memory and is so slow that it is faster to just use overheads.

Q4: I use Power Point slides in all my classes,I would like to see all classrooms to have computer hookups and VGA projectors

Q4: medium to large lecture, and in statitsics course to 25-30 students ,Need more classrooms that are equipped for instructional technology

Q4: Large or small classes, even groups of a few students. ,

Q4: lectures: powerpointsmall seminars: emailencourage use of web for assignments/research,Need more classrooms equipped for powerpoint. A real pain to have to lug device across campus.

Q4: small seminars using email, recommending web pages ,

Q4: class of <20 so that each student can be on a computer,

Q4: large and moderate size classes via powerpoint,

Q4: small seminars using emial, web resources

Q4: All my classes! I think that presenting data with PowerPointor equivalent is much better than overheads and at least asgood as a blackboard. The best thing about it is that I canadd last minute revisions, as well as correct errorsimmediately. I've used it in class sizes from 60 to 5.

Q4: I make extensive use of a computer lab I organized 7 years ago when I teach Physics 134 (Observational Astrophysics) and Physics 141 (Optics). These classes are for upper division Physics majors and typically have 10-30 students.,I know budgets are tight and choices muct be made. Thankfully the costs of computers have decresed substantially in real terms. Hopefully UCSB will be able to provide more once the budget crisis is over in a few years. Thanks for asking.

Q4: large lecture classes using PowerPoint, small seminars using email, numerical models in PhD courses

Q4: slides, digital imagery with powerpoint, websites, e-mail communication

Q4: puttng material on the web for a class of any size, communication by email for small classes, references to sources on the web for a class of any size ,

Q4: I have used powerpoint for a senior level elective course with enrollment of 25.I typically don't use powerpoint in graduate level courses.I almost always make course handouts and homework assignments available on the web.

Q4: I use websites for all but my smallest courses. Most of my upper division courses feature visual materials, and these are increasingly digitized (Powerpoint) rather than slides, though part of my slide collection is still not digitized.I teach a large western civ class and depend heavily on Powerpoint for overhead notes for every lecture, and on lecture outlines posted on the web. Students have repeatedly emphasized how helpful these aids is for them to learn a large amount of survey material in an area that is unfamiliar with them. Since I have used them consistently, student satisfaction with their learning experience in the course has dramatically increased.

Q4: All; I use them at any size and educational level.

Q4: email to notify students about relevant materials (and the appropriate weblinks) on the web,Regular courses to educate faculty how to use different information technology

Q4: in all situation,I recently applied for an instructional development or education grant to build up a website consisting of research and reference materials for my students to use. I was turned down on the basis that there were too many applicants and that my methodologies were not clear. I though t this answer was a

Q4: In all my large classes, PSTAT 5A and 5E, or ECON134B, I am using PowerPoint. ,

Q4: all venues see http://oceanography.geol.ucsb.edu/

Q4: large class Power Point and video, would like a web site as well

Q4: some use in lecture course,lab courses always,and molecular modeling. Students usually use IT for data base searches in 199 situations. ,Access to a super computer both as a learning experience and for research would be an advance.

Q4: i use email...i don't like web pages because they have to be maintained.

Q4: computer packages in statistics classes; PowerPoint lectures,

Q4: large class using web and email,some technical help with softwares would be nice

Q4: Large classes to show diagrams, photosEmail in all classeswebsites in all classes

Q4: powerpoint in large lectures, email in my graduate courses, and computer labs in my graduate statistics courses

Q4: I use slides in large lecture courses. I don't know how to use powerpoint and I certainly don't want to lug around a laptop to class.

Q4: In all of your examples, though most particularly in large and medium-size lecture classes

Q4: powerpoint, online syllabi and instructions in large classes; e-mail and online materials in small classes. ,

Q4: I would use it for a small class collaborative project,

Q4: in lecture courses of nay size and in interaction with graduate students

Q4: email,How about spending a few dollars on decentblackboards which WOULD improve my teaching.Also better and bigger class rooms where studentscan SEE the blackboards

Q4: none

Q4: all,

Q4: Large lecture classes using PowerPoint,

Q4: email is especially useful to maintain flow of communication; I also post syllabus on my website.,I find private tutorials/easy access with computer humanities technicians very impt since as a humanities person I am not technologically oriented.

Q4: In all classes,Often one is discouraged to do powerpoint-type presentations because of the bureaucracy and costs involved in getting a data projector to be set up in a given classroom.

Q4: In all classes,Often one is discouraged to do powerpoint-type presentations because of the bureaucracy and costs involved in getting a data projector to be set up in a given classroom.

Q4: undergraduate classes -- especially with labs,

Q4: classes of 25-50 students for email messages, web-based research by students for group research projects ,

Q4: smaller courses - email

Q4: large lecture class as well as seminars,the creation of MANDATORY classes on the use of powerpoints and other devices such as digital camera and rudimentary editing programs.

Q4: always,There should be central place (vice chancellor?) in charge of IT and its use in education. Some campuses (UC Davis) are already doing this.

Q4: small seminars,

Q4: POWER POINT, EMAIL, AND WEB RESEARCH ,MORE LCD PROJECTORS FOR ROOMS NOT ALREADY EQUIPED WOULD BE HELPFUL

Q4: In all situations.

Q4: Any lecture class using HTML, lab sections using specialized software ,

Q4: At present, my use is limited. I end up using IT in group assignments since students are increasingly gravitating to doing reasearch on line (something I feel should be balanced with traditional research methods). I also use occasional e-mail messages to notify students of assignments. I can imagine much greater use of IT tools in the classroom and I have ideas for developing more extensive use in the classroom and am willing to do this. The limitation for me, however, has been start-up resources - especaially 1) training for myself in new programs such as powerpoint and website building and management, and 2) time to get materials up and running and integrated into my courses. I suppose rather than learn to make websites myself, I could also hire or ask for assistance, which I would happily do if resources were available for that. I should say that I am a junior professor and since my teaching is going well, my extra available time is spent on research, leaving little time for shifting the uses of technologies in my teaching.

Q4: Language class using PowerPoint,Instructors should be encouraged with sufficient funds to prepare teaching materials to be used with IT.

Q4: all contexts:for large, medium, and small courses I use digital audio editors for presenting audio examples. I have students transcribe recordings, and would prefer to have them digitize them on computer for use in research projects and class presentation. I would prefer to use a website for facilitating student interaction in all courses, large and small.

Q4: all courses/seminars,Need for resources invested in Graduate Courses

Q4: large lecture class using Powerpoint; but I will use Powerpoint in a small course which must have a great many visuals.,

Q4: all of the above examples apply,every classroom should have computer projection technology for powerpoint.

Q4: dvd players are necessary for film classinternet access in classroom also necessary,

Q4: different things in all these different situations

Q4: I use a website for all classes; for smaller classes this may well have an interactive component or a web-based writing project. For my largest class, many of my TAs use email and web-based projects more intensively. ,

Q4: I use Powerpoint and email for all of my classes, which range in size from 600 to 40. ,

Q4: I use audiovisual materials in all of my courses including small seminars and large lectures.,The area that needs more support is transfer of educational materials into IT form. This requires lots of extra time that is not built into faculty job descriptions. Instructional Improvement grants have been very helpful in this regard. I fear the day that everything is presented in PowerPoint because I believe it generates a soundbyting of ideas rather than carefully formulated thinking. As a campus we need to think more carefully about how such software changes intellectual culture.

Q4: Presentations that incorporate Internet-resident material, and also to create

Q4: Large lecture classes using website to distribute assignmentsand supplementary material,

Q4: I use PowerPoint for all classes, and would use web-based (Internet connection) if available, for both large lectures as well as seminars. ,I look forward to all classrooms in the Arts Building being equiped with Internet connectivity and digital projection at the earliest possible moment.

Q4: All my classes,IT resource commitments from the University MUST be made equally available for graduate instruction as for undergraduate instruction

Q4: e-mail in all cases; course web site more important as classes get larger.I don't use power point; to high a threshold getting all of my slides scanned. ,

Q4: 1. large lecture classes I now use powerpoint, and maintain a class webpage; for some large lecture classes I download foreign newspaper articles and illustrations for use in lectures; I also use the internet to research for lectures.In small seminars I use email.

Q4: all of the examples you mention

Q4: small seminars using email,

Q4: Email and web sites are becoming increasingly important in the organization of my large classes. Students may design and submit web sites for extra credit.,

Q4: transmitting problem sets via web and dealing with questions via email,

Q4: email to keep in touchweb based homework submission or tests

Q4: all my classes,

Q4: large lecture classes, especially e-mail

Q4: powerpoint is used in almost every instance of teaching and lecturing,UCSB lags behind most other schools of comparable stature in this regard.

Q4: I don't ,

Q4: PowerPoint and email (the latter just for communications with the class, not for teaching per se ,

Q4: large classes using flash

Q4: I would always use them at the very minimum for assignmentsand communications with the students by email,

Q4: WebAssigneres

Q4: I always use a course web site, and always give out my email address. I have the students do computer exercises, some of which I demonstrate in the computer lab. I do a small number of computer demonstrations in regular lectures. All these are pretty much irrespective of class size.

Q4: both small seminars and large lectures

Q4: assignments that involve web resources,

Q4: large lecture classes using PowerPoint, small seminars using email, a class of 50 where students do collaborative projects ,

Q4: power point for large lecture classemail for messages,

Q4: I would like to use PowerPoint but need to learn how to use it. I would use it in small seminars as well as large classes.,

Q4: lectures using PowerPoint and the internet,

Q4: large classes

Q4: All of the above. I use PowerPoint for lectures. I communicate to the students through e-mail. I post content, assignments, and exams on the course web page. ,I am not certain that resources are too few (questions 5&6). Things seem to be going well. I would like to see more classrooms outfitted with equipment.

Q4: Graduate level classes, using email. ,

Q4: large lecture classes using powerpoint. e-mail communication with all of my students are important,

Q4: Ppt in lectures and to place lecture materials on Web

Q4: small seminars using email.If you mean also library searches, I use the computer to help students do literature reviews in small seminars. ,by electronic tools do you also mean library searches via the web? This and contacting studentsby e-mail are the main electronic tools I use.

Q4: ALL CLASSES,

Q4: Email - especially valuable in graduate classes, but also an effective way for students to contact me in all my classes.Homework solutions / past exams posted on RBR web for undergrad classes.Also, several of the classes I teach require data analysis/ report writing/ presentations - all computer based.I have not yet taught using power point - but I would seriously consider teaching using presentations on a laptop if I teach a very large GE class in the future. Currently I use overheads/ board in my largest classes (around 90).

Q4: All of the above,

Q4: I always correspond with my students and TAs via e-mail. In large UG courses, I use web extensivelyfor posting lectures, homeworks solutions, and other materials. In some of my UD UG courses I order PCfrom Kerr's Hall to do data analysis.

Q4: I only teach small seminar courses.

Q4: So far, apart from email between me and the students, my main use has been in posting detailed worked-out solutions to homework and exam problems posted on the RBR web site. But I definitely intend to expand that use. ,No comments

Q4: large lecture classes using PowerPoint,

Q4: email to class lists; website for all classes; attempt to use website in lecture classes (but my dept budget can't always afford charges to bring in/set up laptop w/ web connection from Media Services in Kerr Hall)

Q4: All courses in the English Department's ,There are too few seminar-style rooms or smaller classrooms with in-place digital projectors and instructors computing stations.

Q4: My needs are changing as our the students' as our course sizes are growing. In a large lecture course for math students I will try to use a digitizer pad and LCD projection in lieu of chalkboard.

Q4: Homework and academic paper research,Internet2 video conference is about to emerge as a very popular medium now that more and more academic units and classrooms are wired appropriately. This could lead to an explosion in network trafficing that may create bottlenecksat local hubs. How will this be dealt with?

Q4: presentation of animated numerical simulations,This survey does not differentiate between the use of web pages for course administrative services (which I always use) and electronic tools used as lecture aids (which I almost never use).

Q4: I would like to always use power point, in all classes. I also use DVD clips a lot and wish there was one i coukd control mounted in every lecture room. ,The University needs to out more money into equipment. The people they ahve hired are doing great.

Q4: small classes,

Q4: I record students in Kerr Hall, and also use teaching videos. ,

Q4: 1. Lecture using PowerPoint and digital annotation. 2. Record lecture for online video playback3. online system for self assesment and feedback. Record each students progress in learning material.,Develop campus wide support for instructional technology. Individual departments are not able to support complex technologies such as web applications with database backends.

Q4: Large lecture classes using PowerPointSmall lecture/discussion using PowerPoint (allows flexiblity not available with slides)In future for collaborative projects.,Some of the older digital projectors should be upgraded as they produce dim images with poor resolution.

Q4: Lectures using PDF, email discussion of homework assignments

Q4: I use a course website for my lower division survey of 250+ students; I use email in seminars (12-15 students),

Q4: I would like to have web access in all my classrooms so I can teach from webpages that the students can also access out of class. More efficient than powerpoint. I do this when it is available.E-mail for contact in all my classes.In classes where it is relevant (at whatever level) I use online materials in class to illustrate concepts. (For instance, online semantic network

Q4: Small seminars using email, large lecture classes allowing students to discuss homework problems with me over email.

Q4: I use email to keep in touch with students and to disseminate email between class sessions. Some classes turn in their assignments electronically. Sometimes we have sessions with computers so that I can teach my students how to use different data bases available at the library or how to use particular software.Sometimes I have used video conferencing to have guest speakers for my classes or to have my classes 'meet' with similar classes at other universities.

Q4: Large lecture courses: class web sites, email, computer demonstrations in lecture, occasional power point lecturesSeminar Classes: class web site, posting of articles for class reading, frequent power point presentationsLab Classes: class web site, posting of class data for student analysis, frequent power point presentations, on line data analysis for students, student internet searches of molecular biology data bases

Q4: (1)All situations, in lecture, for communications, for projected resources ,Instructional development group is GREAT. Backup for in lecture use is spotty.

Q4: communication about enrollment, answering [?] question writing papers ,

Q4: (2)communication about enrollment, ansewring [?] question writing paper ,

Q4: (3)large lecture using powerpoint,I see major deficiencies1) support staff2)equipment such as slide scanners3)equipment in rooms incl.[?] small roomsTwo years ago I used a free version of an online course managment program/service that made it possible to upload microsoft word files directly onto course website. It was marvelous.

Q4: (4),

Q4: (5)whenever relevant to problem at hand, usually in 40-student class, or with graduate students.

Q4: (6)large lectures

Q4: (7),

Q4: (8)any of the above,

Q4: (9),

Q4: (10)small seminars using email and large lecture class with collaborative projects

Q4: (11)

Q4: (12)large lectures using powerpoint,need for more lecture theatres to support PPT.

Q4: (13)images or video clips, notes online ,would appreciate more sessions on some more advanced technology (i.e. powerpoint)

Q4: (14)in all situation I put homework on the web.,large lecture hall all have computer with internet access

Q4: (15)web pages, computational exercises ,

Q4: (16)email in all classes

Q4: (17)powerpoint in large lectures, email in all

Q4: (18)all classes,

Q4: (19) most undergrad courses, especially large ones ,

Q4: (20)occasional video tapes,

Q4: small seminars using e-mail, webpage course materials (though I have only begun to develop this)

Q4: (21) emaiII ususally email- not much more,

Q4: (22),

Q4: (23)I post things on ERES,so far it is not clear how useful any of this stuff really is. It is clear that it involves a lot of extra work on both the parts of faculty and students. Try to find out what really works and then let faculty know.

Q4: (24) large,

Q4: (25)websites, classes of 30-55 ,

Q4: (26)all of those,

Q4: (27)small and midsize classes < or equal to 50 students,

Q4: (28),

Q4: (29),

Q4: (30)small courses/seminars for email exchange; in large courses, web site for syllabus, assisgnments and announcments ,

Q4: (31)large lectures, small seminars

Q4: (32)large classes,

Q4: (33),

Q4: (34) large and small,

Q4: (35)I use a class web page and an email list [?]serve in almost all classes I teach,

Q4: (36)email for all types of classes,

Q4: (37),

Q4: (38)using email,

Q4: (39)large ug class with papers,

Q4: (40)class of 50 students do collaborative projects,

Q4: (41),

Q4: (42)lab classes, lectures, homeworks ,giving the students greater access to existing tools and systems would probably be the most significant immediate improvement

Q4: (43),

Q4: (44),

Q4: (45)any lecture- use website for course to distribute homework assignments, reading lists, new readings and news articles. Rarely but occas. use powerpoint in lecture ,

Q4: (46) large classes >100

Q4: (47),

Q4: (48)all my classes, large and small, using course web sites and web resources

Q4: (49)

Q4: (50)I teach everything from large lecture classes to small seminars and use IT tools in all of[?]them

Q4: (51),

Q4: (51)large lecturre classes,

Q4: (53)large lectures,

Q4: (54)large lectures using powerpoint; small advanced graduate courses which train students in the use of technology

Q4: (55)large lecture: powerpoint,

Q4: (56)large lectures and small lab

Q4: (57)use of O.C.s [?] in labs,

Q4: (58)Email, internet research projects ,

Q4: (59)large lectures, 70 to 400+ undergrads (power point)

Q4: (60)large lecture classes using power point,

Q4: (61)not at all

Q4: (62)use website for all courses email for seminar,we need power point capabilites in all class rooms without having to order projectors

Q4: (63),

Q4: (64)web pages always; email in all classes,

Q4: (65),

Q4: (66)large lecture-websiteemail for contact with students (and TA's) in all courses

Q4: (67)all of the above,

Q4: (68)large lecture classes using power point and videos,

Q4: (69)all

Q4: (70)email, www examples,homework assignments ,at least one permanent computer in each classroom for use during lectures

Q4: (71) all of the above,the current support is great. They need more rooms equipped with internet and projection capabilities.

Q4: (72)I teach only graduate seminars and mainly use only email,

Q4: (73)email for almost all classes

Q4: (74)power point for large lecture classes email for seminars and classes up to 50 students,2 things would improve teaching dramatically 1)more frequent computer upgrades for my office computer 2)data projector installed in music 1145. Media services has been very helpful loaning me a laptop and delivering the data proj. charts

Q4: (74)power point- large lectures; course pages- all coursesemail- all courses,I find it tragic that the university does not host course pages

Q4: (76)Providing supporting material for student research; collaborative projectscommunication/organization with TA's.

Q4: (77)demonstrations,

Q4: (78)all cases (music courses tend to be small by comparison),no real tools available. The extra burden (learning curve of web-doc. creation and file handling) is on faculty. Compare blackboard.com!

Q4: (79),

Q4: (80)small and large classes,every lecture room should be set up so that power-point facilities are immediatly availible. Transporting data projectors to classrooms is archaic.

Q4: (81)large lectures

Q4: (82),

Q4: (83) power point presentations,

Q4: (84) c [grad courses]=advanced material available in MathSci.net (v. small classes)b [jv./senior]= graphical material in Math lab, ect. (small classes)a [fresh./soph.]= only personal calculators, no networking (elementary classes)

Q4: (85)large lecture class and small seminars,more rooms need powerpoint equipment- we are entering the 21st century amd ucsb is behind

Q4: (86),Alan Moses has been wonderful and he should get the support and budget he needs to do his work.

Q4: (87),

Q4: (88)all of the above,the big problem is the poor support for new techniques in many classrooms-eg.LLCH

Q4: (89) large lecture classes

Q4: (90) all courses

Q4: (91)20 students; we use web access but also data projection!,

Q4: (92) small seminars,

Q4: (93)large and small- where students do powerpoint presentations

Q4: (94)none,

Q4: (95),

Q4: (96)all--if only for a change of pace,We need LCD projectors in more classrooms. More planning is needed to encourage use of both the Power Point approach and blackboard (or whiteboard) as part of the same lecture.

Q4: (97)small seminars for email, syllabus on web, references to websites of interest

Q4: (98)all,

Q4: (99)I use IT for all of my classes,

Q4: (100)email, class page on web, lecture notes on web ,1)main toem[??] fast and reliable computer network2)reliable[?] lead time (effort needed to procure[?] classroom equipment3)Provide funding to the department for tech support

Q4: (101)small courses (all writing classes)- email and the Forum

Q4: (102)in both large lectures and classes of 50-60I use a variety of tools but mostly PPT and internet access,We need more rooms wired up!

Q4: (103)large lecture classes using powerpoint small seminar using email, powerpoint, computer programs
,

Q4: (104)

Q4: (105),

Q4: (106)all of the above,

Q4: (107)All,

Q4: (108)All,

Q4: (109),The equipment is kept under lock and key and is very hard to get to.As long as the equipment belongs to Instructional Development- it seems very far removed from the users.

Q4: (110)Putting CU's [?] and handouts on the web, introducing informative websites. This is equally applicable to large small courses. ,I make web pages and that is about all. I may shift from using slides to using powerpoint at that time will probably develop opinions.

Q4: (111)course web sitelarge lecture class using projection (not just powerpoint),-projection in class rooms not always possible-need institutional support to improve course web sites

Q4: (112)all!,Pathetic @ present.

Q4: (113),

Q4: (114)moderate lecture using powerpoint and email,It is not clear what U [?] commitment really is.

Q4: (115) as research and as information resources

Q4: (116),

Q4: (117)small class email; powerpoint; internet,

Q4: (118) small seminars using email,

Q4: (119)large lecture classes using powerpoint,

Q4: (120)all situations,I really wish there was more for web-based learning

Q4: (121) homework answers posted on web,

Q4: to direct students to additional resources on the topics covered in the course,It would be helpful to have teaching rooms equipped with projectors so that PowerPoint could be used more readily.

Q4: (122)small seminars and mid-size classes using emailmid-size classes using tech projects,more labs are needed for students

Q4: (123) large lecture classes use PPT, web email/bulletin board in small classesI use metacollege in all classes ,1)A high and standardized web-based course software like metacollege2)more electronic classrooms

Q4: (124)mid-size classes,

Q4: (125)

Q4: (126)seminars- email and web boardincreasingly using video conferencing,

Q4: (127)lectures of 100 to 600 students work well with slides,It would be nice to have an empirical study to see which electronic tools work best in the class room. Is powerpoint better than old fashioned slides?

Q4: (128),

Q4: (129)small seminars using email,It may be fine but we still depend on our books. I regret that so little money and attention paid to maintaining even minimal standard for a

Q4: In classes that are about IT, as well as in classes in which part of the class is about IT, I use IT tools by necessity. In classes about other topics, I use them depending on what I am trying to teach rather than the size, but more intensively in classes in which students do collaborative projects or in which I want them to share the information from their research with others. I need IT tools in lecture halls, rooms for 35, and seminar rooms. ,It is important that the quality of the equipment is high and that better thought is given as to how to place the equipment without blocking the instructor from using the traditional blackboard or whiteboard in the same lesson (almost always the screen covers most of the board).

Q4: (130)large lecture classes using powerpoint, small seminars using emailThese two settings ,need funding for more support staff

Q4: (469)In all of them