

Executive Summary

Introduction

At the request of the Presidents and Chancellors of various Illinois public universities, the sixth Inter-Institutional Faculty Summer Institute on Learning Technologies was held at the University of Illinois at Urbana-Champaign May 13 - 17, 2002. The Institute included faculty and instructional support personnel from all but two of the four-year public universities in Illinois. One of these two institutions noted that they had not sent any participants due to a reduction in their budget.

The goals of the Institute were to:

1. Introduce faculty and support staff to the use of learning technologies, such as the World Wide Web and asynchronous conferencing; and
2. create a network for sharing in the development of the curriculum and use of learning technologies.

Data Collected

To evaluate the effectiveness of the week-long Institute, a survey was developed through the University of Illinois at Urbana-Champaign's Office of Instructional Resources (OIR). This survey was administered, as in the past, to participants immediately following the last presentation.

Cheryl Bullock and Chris Migotsky (evaluation specialists) also conducted a focus group with participants from all of the participating higher education institutions. This focus group was held during the last evening of the Summer Institute. Additionally, the evaluation team observed each morning plenary sessions, all lunch sessions, and both evening open labs.

This report presents summary results from the survey, focus group results, and the observations made by the evaluation team. Because an extensive evaluation was also conducted for the first (1997), second (1998), third (1999), fourth (2000), and fifth (2001) Faculty Summer Institute, some year-to-year comparisons are presented.

For the sake of convenience, highlighted results from the report are presented below as part of this executive summary.

Highlighted Findings

✓ Anticipated Impacts on Respondents' Teaching

Survey respondents anticipate, as a result of the Institute, that they will change their teaching or the way they support teaching in the following ways: 32% plan on

integrating PowerPoint into their current teaching; 21% anticipate specifically using BlackBoard as a teaching tool; 15% plan on incorporating WebCt into their classrooms; 8% will develop a new online course; and the rest plan on some type of technology enhancement as they redesign their current courses.

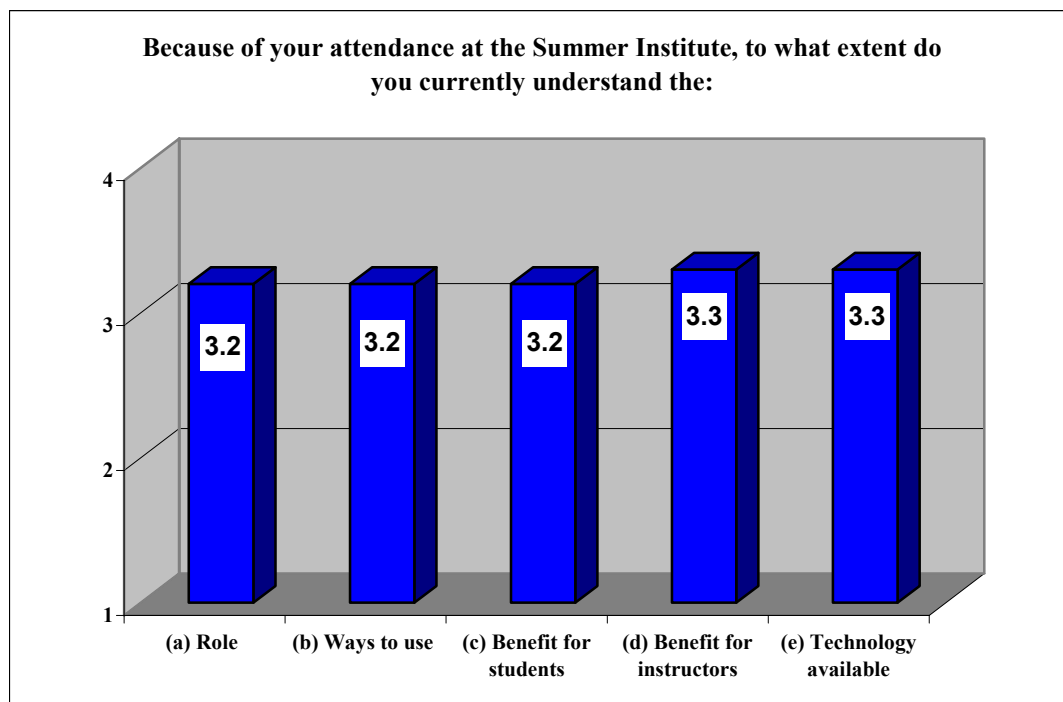
✓ Respondents' Ratings of Institute Components

Consistent with the past years' results, respondents' overall ratings of the Institute components were high. Respondents rated Thursday morning's plenary (© 2002 Stephen McDonald) as the most useful. Ninety-six percent of the respondents were satisfied or very satisfied with their overall experiences at the Institute.

✓ Impacts on Participants' Understanding and Knowledge

Survey scores demonstrate that respondents came away from the 2002 FSI with a solid base of knowledge in critical areas of instructional technology and higher education. Figure 1 below illustrates that the mean scores were above 3.0 on all five categories listed on the survey (scale of 1-4). These categories are given immediately following the figure.

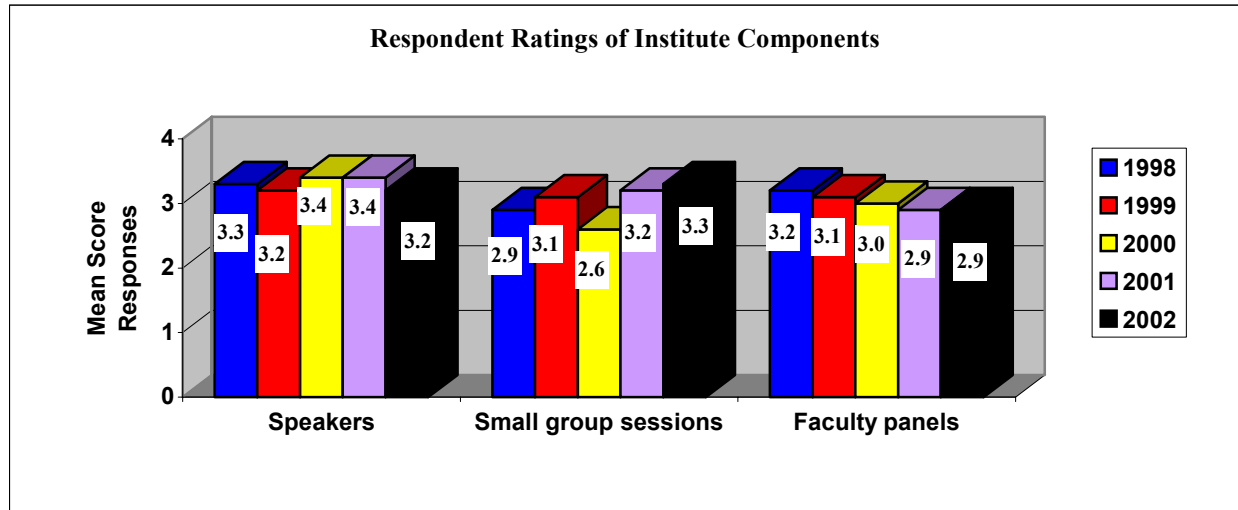
Figure 1. Mean Score Ratings of Respondents' Understanding of Instructional Technology



(a) role of learning technologies in university instruction; (b) way you can use learning technologies in teaching; (c) benefits of learning technologies for students; (d) benefits of learning technologies for instructors; and (e) learning technologies available for teaching.

Figure 2 below shows that the Institute's components have a history of being well received by attendees.

Figure 2. Mean Score Responses for Ratings of Key Institute Components



✓ How could future Institutes even better meet respondents' needs?

Two main themes emerged from the responses by participants to this question. First, that there should be more hands-on time available for participants to work with instructional technology. Second, a minority of participants felt that better grouping of participants within, and more pre-registration descriptions regarding, afternoon small group sessions would be beneficial.

Conclusion

Results from both the participant survey and the group interviews show that the Institute continues to have a positive impact on the attendees' understanding of the role, benefits, and ways that learning technologies can be used in the higher education classroom. Participants also continue to report a significant gain in their knowledge of the various learning technologies available for use in the higher education classroom. Additionally, participants continue to be likely to change teaching practices because of their experiences at the Institute, and they gain from collaboration with both intra- and inter-institutional colleagues.

All Institute components were rated fairly high; the presentation by Steven McDonald concerning copyright issues was rated the highest (as it was by 2001 FSI participants) in usefulness to participants. Suggestions for improvement included providing even more hand-on experiences, more pre-conference information about the work groups, and more control (by the conference administration) over the pedagogical consistency of small group instructors.

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**Inter-Institutional Faculty Summer Institute
On Learning Technologies
May 2002**

Overview of the Findings from the Institute Evaluation

This year, as they have consistently reported for the past five years, attendees of the Faculty Summer Institute (FSI) reported that they left comfortable and knowledgeable with the available learning technologies. They came to the Institute expecting to learn materials and methods that would allow them to be more competent with technology-enhanced teaching. They left the Institute reporting that these expectations were met.

Again, consistent with past findings, several reported that more information should be collected (pre-Institute) of all attendees. Results could then be used to tailor the technologies demonstrated during the week to the idiosyncratic needs of the individual attendees, making the institute even more relevant for their teaching needs. This substantiates a longitudinal trend that appears with each year's responses. Participants are becoming more comfortable each year with the technology itself and are more interested in the intricacies of implementation, rather than in a simple survey of the technologies available.

Structure of the Evaluation

There were three components to the evaluation: an anonymous survey administered during the last day of the Institute, observations from both of the evaluators, and a focus group held on the evening of the fourth day. This focus group contained participant selected representatives from all of the attending home institutions, with one representative per campus.

This summary report begins with an overview of the survey responses and concludes with results from the focus group and a discussion of observations made by the evaluators during the Institute.

Summary of Survey Responses

Summary results from a survey administered the last morning of the Institute are presented on the following page. Some year-to-year comparisons are presented and, where appropriate, brief descriptions of the results accompany figures. For all means shown, the item scores range from 1 - 4 with the highest value indicating the most positive response.

✓ **What did participants learn and how will it affect their teaching or the teaching of those they support?** Figure 1 shows that 95% of survey respondents definitely expect to change the way they teach, or support those that teach, as a result of their attendance at the Institute.

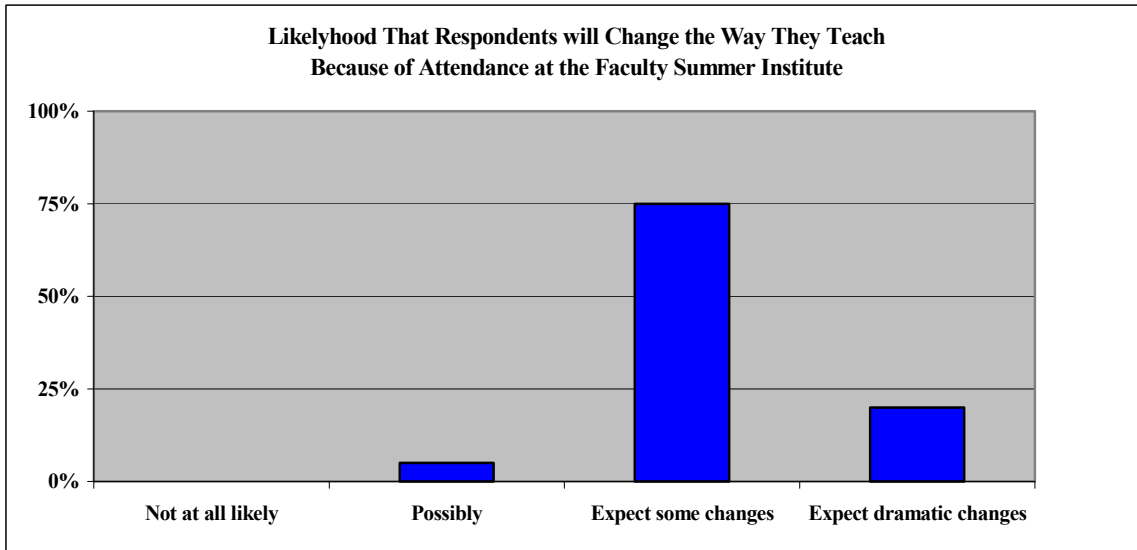


Figure 1. Likelihood that respondents' experiences at the FSI will cause them to change teaching

Figure 2 below illustrates the types of changes that respondents anticipate making in their teaching efforts after attending the Institute.

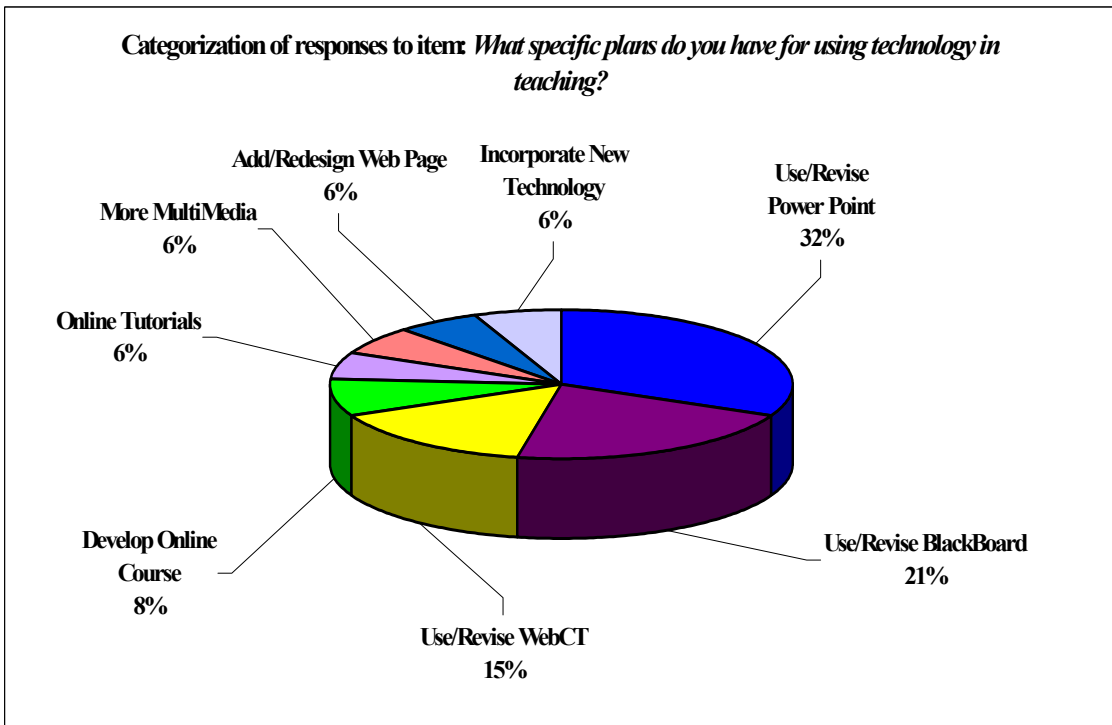


Figure 2. Some ways respondents anticipate using learning technologies after the Institute

✓ **How do you plan to share the information from the Institute with colleagues at your home institution?** Figure 3 shows the predominate mechanisms that participants plan to use to share information gained from the Institute.

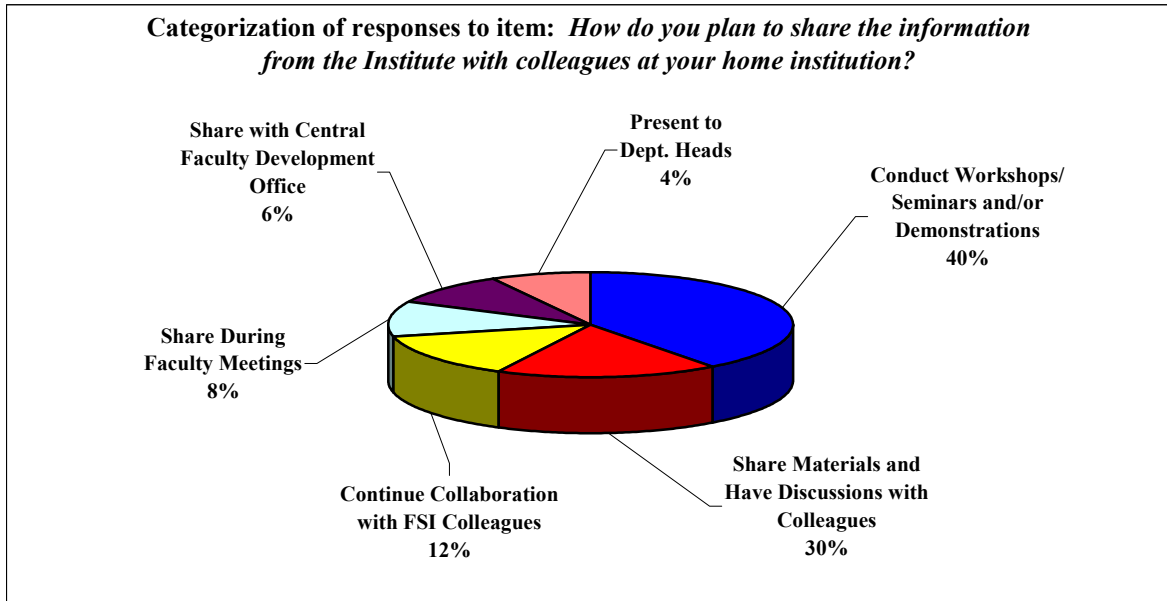


Figure 3. Predominant ways respondents anticipate sharing Institute information when they return home

✓ **What did they find particularly useful about the Institute?** Figure 4 illustrates that respondents rated all of the Institute activities as useful.

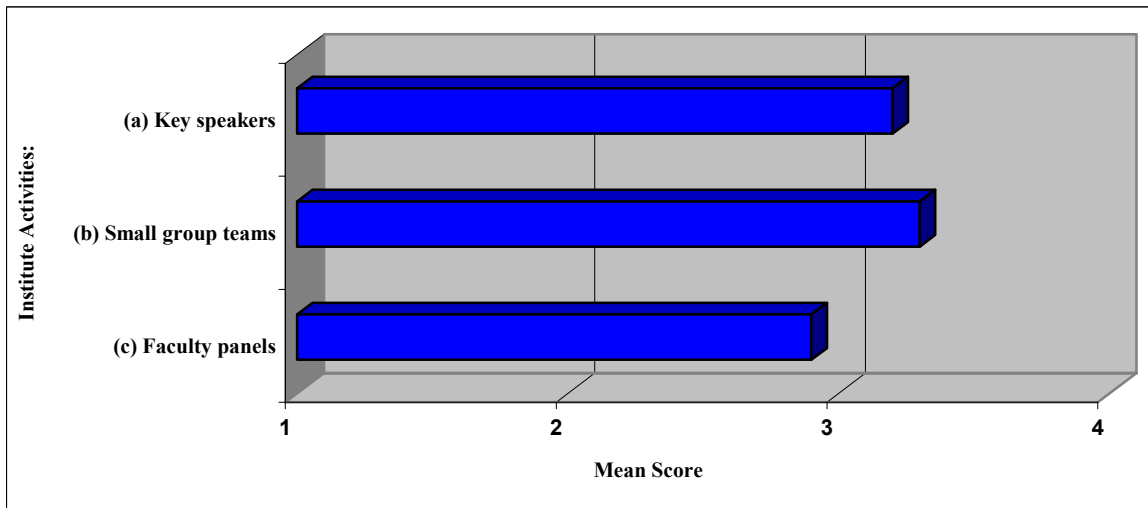


Figure 4. Mean score ratings for rating the following Institute activities: (a) Key speakers; (b) Small group teams; and (c) Faculty panels.

The following nine presentations were made during the Institute:

- (a) Monday's Presentation: *"Bricks and Clicks: Teaching and Learning in the 21st Century"*
- (b) Tuesday's First Presentation: *"Information Fluency in the Digital Age"*
- (c) Tuesday's Second Presentation: *"The Body in the Classroom: A Mystery"*
- (d) Wednesday's First Presentation: *"Ed Tech as Flattery: Just in Time Teaching"*
- (e) Wednesday's Second Presentation: *"Apprenticeship, Community, and Technology"*
- (f) Thursday's Presentation: *"Intellectual Property"*
- (g) Thursday's Panel Presentation: *"Intellectual Property Panel"*
- (h) Friday's First Panel Presentation: *"Freeware and Shareware"*
- (i) Friday's Second Panel Presentation: *"Pedagogical Examples"*

Figure 5 shows that while respondents found all presentations useful, they rated the Thursday morning Plenary as the most useful.

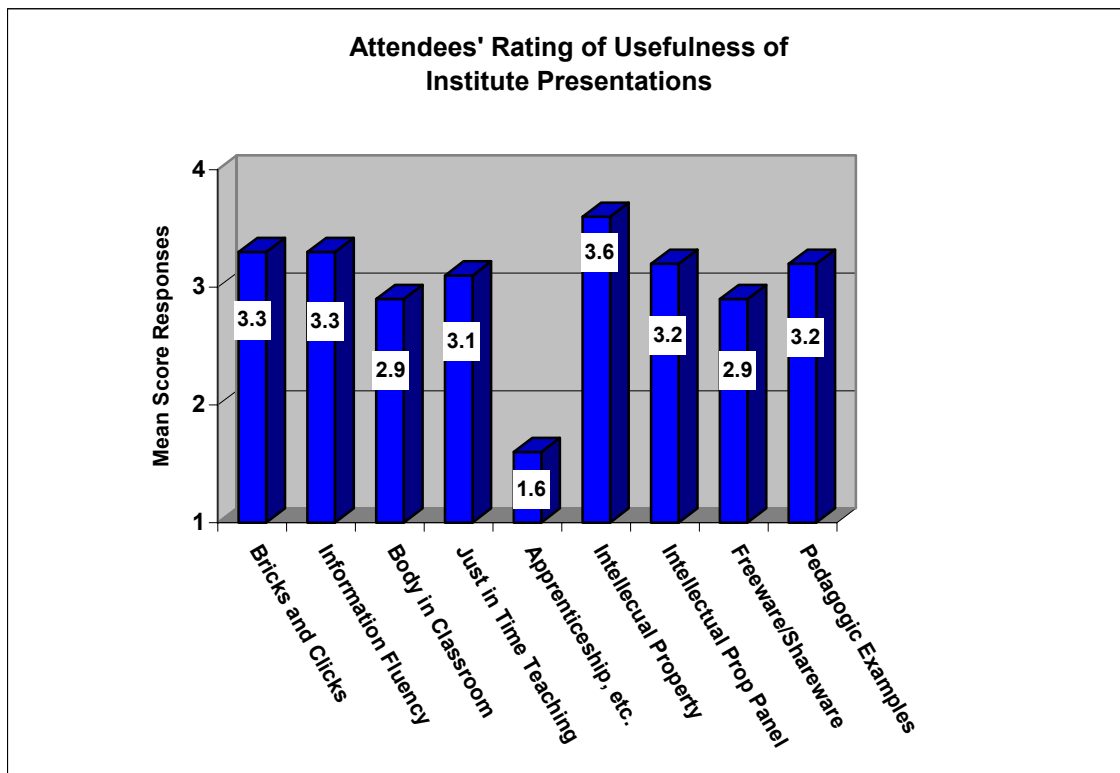


Figure 5. Respondents' perceptions of the usefulness of key presentations

✓ **What were the respondents' overall perceptions of the Institute?** Figure 6 shows that most current respondents were satisfied with their experiences at the Summer Institute. Figure 7 shows the stability of satisfaction over the past six years.

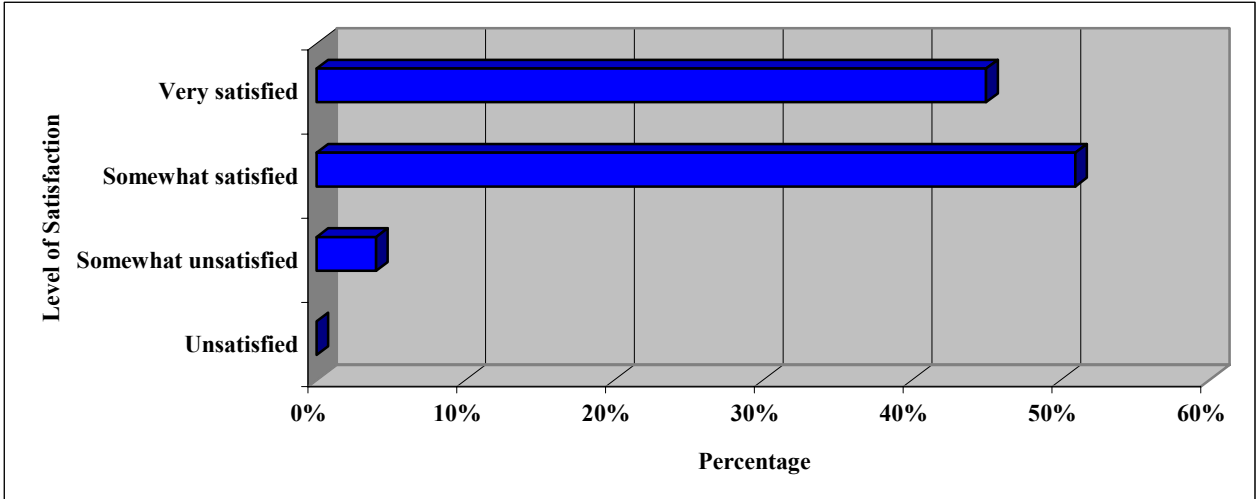


Figure 6. Overall, how satisfied were you with your experience at the Summer Institute? (2002)

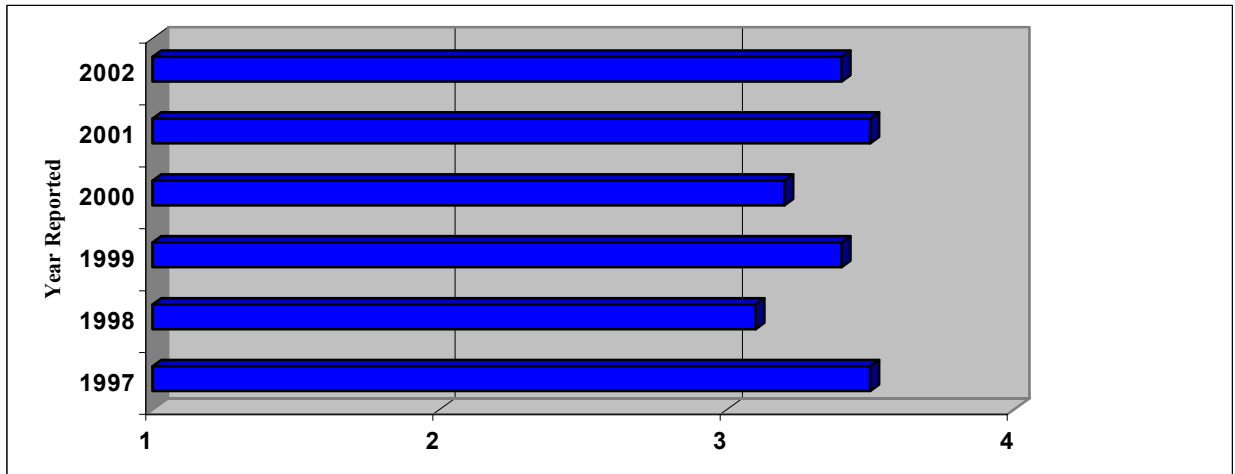


Figure 7. Year-to-year comparisons of mean responses to satisfaction question

✓ **Responses to the open-ended items.** The survey included open-ended items and responses were content analyzed. Selected results from that content analysis follow.

Sixty-three responses were given to the question “*What was the most useful part of attending this institute?*” (Some participants identified more than one part of the institute as being most useful.) The most common responses are presented in the table that follows.

What Was the Most Useful Part of Attending the Institute?

Response	Frequency	Percentage
Hands-on Training in Small Groups	20	32%
Networking	16	26%
Main Lectures	9	14%
Power Point	7	11%
BlackBoard	4	6%
Examples and Demonstrations	4	6%
Freeware/Shareware Demonstration	3	5%
*Total Responses	63	

*Some respondents listed multiple responses to this question.

Additionally, respondents were asked how the Institute could have better met their needs. Forty-nine responses were given to this question. (Some participants gave more than one response to this question.)

How Could the Institute Have Better Met Your Needs?

Response	Frequency	Percentage
More Hands-on Time	11	23%
Better Ability Grouping/Tracking	9	18%
More Detailed Descriptions/Program	8	16%
More Advanced Sessions	8	16%
Better Speakers/Instructors	7	15%
More Pedagogy	4	8%
Disciplinary Focus	2	4%
*Total Responses	49	

*Some respondents listed multiple responses to this question.

Results from Participants' Focus Group

Thursday evening of the Faculty Summer Institute, an evaluative focus group was conducted with 10 participants from 10 institutions (SIU-Carbondale had no faculty attendees, but an instructional development specialist from the institution participated in the focus group). One member of the evaluation team moderated the focus group while the other team member took notes. The 90-minute session was audio-taped, with participant approval, to ensure accuracy of information and a semi-formal dinner was served. Participants were given the six focus group questions earlier in the week and asked to meet with their home institution colleagues to discuss each question. All participating institutions were represented.

Participants were quite satisfied with their overall experience at the weeklong Faculty Summer Institute. Participants reported learning many new skills that could be employed when they returned home and, just as importantly, they seemed to become energized and motivated to integrate instructional technology into their teaching. They were eager to return to their home institutions and share new ideas and skills with colleagues. The balance between hands-on sessions and large group lectures was deemed appropriate,

even though they were still insistent on getting a bit more practice in the computer labs. As with past years, attendees placed a high value on practical and hands-on teaching. It should be noted that very few individuals took advantage of the evening open labs.

Evaluators' Observations

The sixth year for the Faculty Summer Institute on Learning Technologies found approximately 90 faculty members and support staff from 9 Illinois institutions of higher education gathered together for a week of intensive instruction and hands-on learning. Members of the evaluation team attended plenary sessions and presentations. In order to maintain an unobtrusive nature to this evaluation, the team did not attend any of the small group sessions. To include a vicarious experience within the results of the evaluation, summaries were written (and are included in the full report) by the evaluation team.

This year, as they have each year, the evaluators observed that participants found the FSI a place to collaborate with colleagues on both the technology and the pedagogy that best serves their students. They comment that this collaboration is both possible and more effective because they are removed from their office and placed in an atmosphere that encouraged thinking about technology and teaching in a different way.

Summary

There was a general sense of satisfaction observed among, and reported by, attendees of the 2002 Faculty Summer Institute. They anticipate this year, as others have in previous years, that they gained information that will have an impact on their teaching efforts at their home institutions. They reported plans to share this information in workshops and presentations of both formal and informal natures back at their home institutions.

In surveys, they reported that their understanding of the role of technology, ways technology can be used in the classroom, types of technologies available and benefits to both instructors and students was high due to their attendance at the Institute. They felt that the hands-on nature of the Institute and the networking that occurred during the week were the most valuable components of the Institute. Their suggestions for future Institutes included providing even more hands-on experience during the weeklong Institute.

Focus group participants, who indicated that they were representative of their home institutions' group, expressed a high level of satisfaction with their experiences at the Faculty Summer Institute. Participants found the FSI a place to network with one another, gain new ideas, and be exposed to some of the issues raised when integrating technology into the higher education classroom. Attendees were able to collaborate with others in a place away from their office and in an atmosphere that encouraged thinking about technology and teaching in a different way. The evaluators' observations concurred with other data collected during the evaluation.