

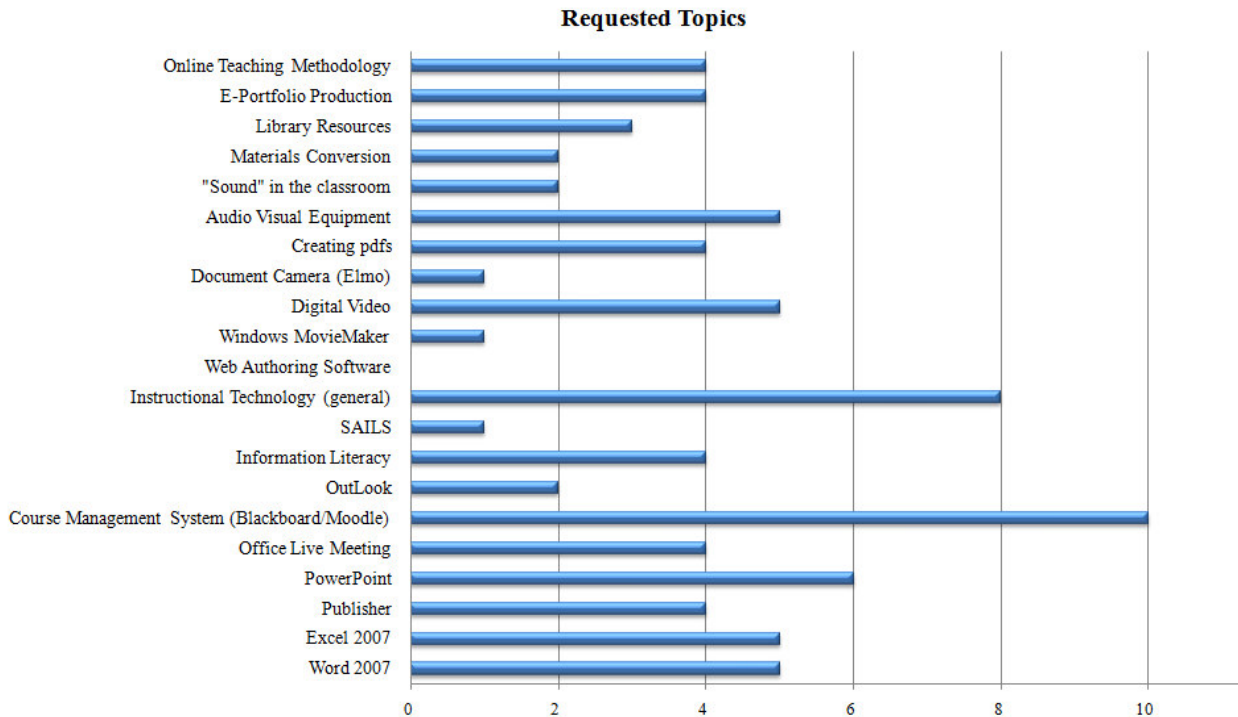
I've included graphs because I do plan to hand this information to my VP, and I know he likes "pictures" ☺

The response rate has been surprisingly high and quick: $n = 20$ represents approximately 28% of our facultyⁱ. I discovered that I need to be clearer when I offer a "rating system" (to myself and to the audience); some respondents treated the questions as if they were Likert Scales, rating each individual option, while others "ordered" each option against the others. Any statements made about the "rated data" must be considered only informative, rather than "statistical".

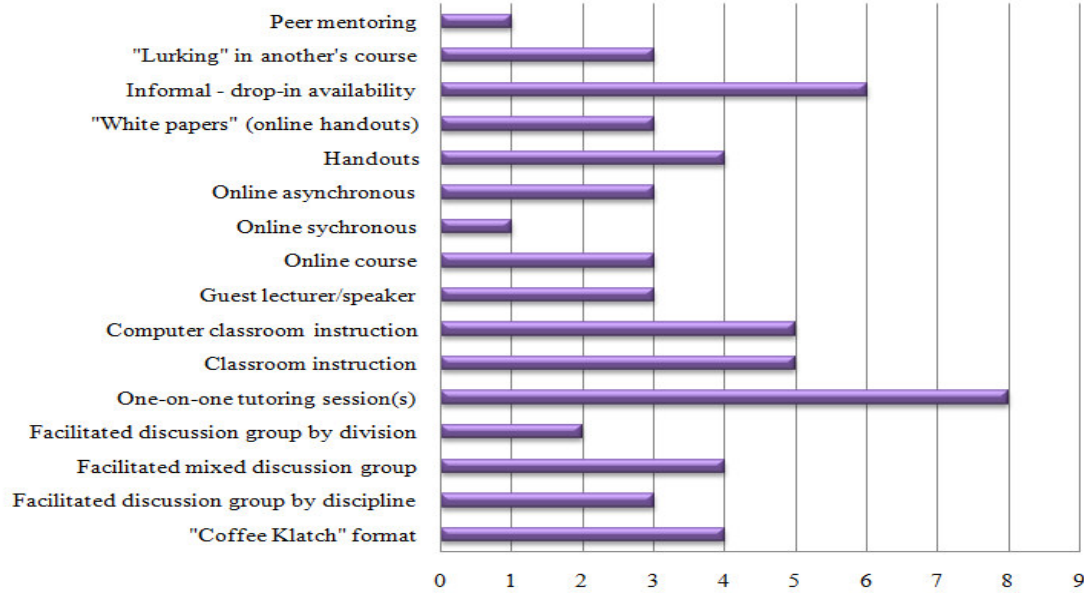
The topics options list is drawn from my regular list of responsibilities to training, based on what the snapshot of my annual "bookkeeping" of requests tells me about how the faculty "use me" – and how they do not.

It's interesting, but not surprising, that the two most requested topics are *Instructional Technology* and *Course Management Systems*; both have become increasingly necessary in the millennium classroom, and seem to be evidence to those powers that be that faculty are staying current. Also, our high percentage of older faculty are racing to stay up to date on what they *perceive* as "real technology". That *PowerPoint* and *AV Equipment* are in the "top of the picture" doesn't surprise me for the same reasoning.

What is pleasantly surprising – maybe only to me – is that *E-Portfolio Production* ties with *Online Teaching Methodology*, *Information Literacy*, and *Live Meeting*. The professional literature does support the connection, in that the ability to effectively teach online, using techniques such as synchronous chat forces the opportunity to increase one's [re]searching efficiency; at the same time, the three create an environment in which the ability to *articulate oneself (reflect)* effectively augments the learning experience. The effective combined techniques predict a potentially higher ability to *apply critical thinking* throughout the academic career.ⁱⁱ



Preferred Learning Styles



I received one interesting comment about preferred learning styles:

“Would also like to have student workers who are appointed to us to help.”

The really interesting piece of this comment is that it was implicitly tied to the respondent’s topics selections: Word2007, Publisher, *Instructional Technology*, and *Online Methods*. The most functional model (in the lit and in the world) for distance education classrooms is one that includes a *dedicated assistant*, often in the form of a specially trained student worker.

There are lots of interesting numbers on this graph that should look relatively intuitive to most. I find it striking that *peer mentoring* and *synchronous* are the least preferred options, and that it seems the faculty want to talk with colleagues in other disciplines about their respective experiences (*facilitated mixed discussion groups*).

Time of Day: *note:* Because some of the respondents treated the question as if it were a Likert scale, while others "ordered" the options, any statements gleaned from the data can only be considered "eyeball". For the most part, the majority of the faculty *do not* want to learn in the early morning; half as many prefer mid-morning, than do not (20% v 45%). "Prefer mid-afternoon" accounted for 50% of the responses.

Time of Year: Not surprisingly, "*prefer learning occurs throughout the school year*" won with the highest number of responses. With "scores" of 35% each, faculty *do not* want training to occur "immediately before a semester/term begins" or "as a part of opening day activities". Interestingly, 30% prefer incorporating training into new faculty orientation, while 35% rated it as least preferred.

ⁱ Using mailing lists compiled by the Office of Academic Affairs, and the Director of Continuing Education & Graduate Studies office, I determined there are about 70 full, part-time, and adjunct instructors. The overlap is fluid in that many of our day instructors teach in the evening programs, and adjuncts “come and go”.

ⁱⁱ I can “talk” for hours on this premise – but won’t. ☺