

WEB SURVEY INSTRUMENT (NOV 2007)

Distance Education Courses & Experiences at the University of Utah

INTRODUCTION:

The University of Utah's Distance Education Task Force (Office of Information Technology) has been asked by the [Information Technology Council \(ITC\)](#) to report on the types of distance education activities offered through the University, both existing and planned. This report to the ITC Council will provide a vision statement for distance education that addresses the future needs of the entire campus. The Task Force will also recommend needed resources, facilities, services, and the expertise required to develop, launch, and maintain distance education activities for the University.

This questionnaire is intended to identify the types and nature of distance education courses, activities, and experiences conducted by University of Utah colleges, departments or programs. Not all events need to be complete courses; they may also be a single or short series of seminars, lectures, group activities, or professional development sessions.

You may have been involved in designing and managing a distance education course or event. Your participation in this survey will ensure that your efforts are represented in the overall portrayal of distance education activities for the campus.

One simple definition of "Distance Education" is derived from the [Instructional Telecommunications Council](#) in which these activities are identified as...

"The process of extending learning or delivering instructional resource-sharing opportunities to locations away from a classroom, building or site, to another classroom, building or site by using video, audio, computer, multimedia, communications, or some combination of these with other traditional delivery methods."

The Utah System of Higher Education (USHE) gathers information each year on the manner in which education is delivered by faculty to students. Cross tabulations are generated between these delivery methods and student enrollment data for each higher education institution. Section 2 of this survey asks you to indicate if one or more of the seven USHE delivery methods are used in your distance education courses and events. These are simple YES or NO questions. A link is provided to a web page containing the definitions for each category.

What if you are involved in more than one distance education activity? How do you represent them in a single response to this survey?

- If all the activities share common features and delivery methods, respond for all events with just one instance of this survey. In Section 1, batch these multiple events as you identify their names and known ID numbers.

- If an activity has unique features and delivery methods, distinct from other distance education endeavors, you may wish to submit a separate survey response for that activity. Simply re-use the web page URL that was supplied in your survey invitation.

SECTIONS OF THIS SURVEY:

The questions are divided into six sections...

- SECTION 1: Identify Distance Education Courses, Activities or Experiences
- SECTION 2: Features and Delivery Methods
- SECTION 3: Frequency of Contact between Faculty and Students
- SECTION 4: Using Courseware Management Systems
- SECTION 5: Technology Support and Services
- SECTION 6: Additional Comments

To begin SECTION 1, click the **NEXT PAGE** button below.

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[University of Utah Privacy Statement](#)

SECTION 1:

Identify a Distance Education Course, Activity or Experience

1)

On what type(s) of distance education events are you reporting?
(check all that apply if these events have similar delivery features)

- Course (semester length)
- Course (partial semester)
- Course (multiple semesters)
- Seminar(s) or lecture events
- Collaborative meeting(s)
- Group activities

- Student assignment(s)
- Assessment(s)
- One-on-one session(s)
- Not sure
- Other (please specify)

If you selected other please specify:

2)

What is the *title or titles* for the distance education courses, activities or experiences on which you are reporting?

3)

If you know the *Numbers or IDs* used for participant enrollment, please list them.

4)

What are your distance education events about?
(brief statements are sufficient)

5)

What *college(s), department(s) or program(s)* sponsor your distance education events?

6)

When were your distance education events offered?
(check all that apply)

- Fall 2006
- Spring 2007
- Summer 2007
- Fall 2007
- Has not been offered yet
- Not sure
- Other (please specify)

If you selected other please specify:

7)

When will your distance education events next be offered?

(check all that apply)

- Spring 2008
- Summer 2008
- Fall 2008
- Spring 2009
- Summer 2009
- Fall 2009
- Spring 2010
- Summer 2010
- Fall 2010
- Will not be offered
- Not sure
- Other (please specify)

If you selected other please specify:

SECTION 2:

Features of your Distance Education Course, Activity or Experience

CONTEXT:

Distance education events and opportunities can include a variety of learning techniques combined with technologies. For example...

- **As "synchronous" live or real time events with one or more of these features...**
 - ***video & audio teleconferencing***
 - ***audio conferencing***
 - ***one-way (presenter)***
 - ***two-way (presenter and participants)***
 - ***with supplementary presentation materials and visuals***
 - ***as broadcast, television or video delivery***
 - ***as on-line, computer-based delivery***
 - ***collaboration using white boards, chat, or application sharing***

- **As "asynchronous" opportunities available on-demand at the time and place of the participant's choosing...**
 - *video & audio files*
 - *supplementary presentation materials and visuals*
 - *multimedia and simulations*
 - *text resources*
 - *threaded discussion boards & forums*
 - *blogs*
 - *wikis & collaborative writing environments*
 - *portfolios*
 - *packaged media (DVDs, CDs, tapes)*
 - *e-mail*
 - *iTunes U podcasts*
 - *courseware management modules*
- **As "blended" events and opportunities, including one or more of the following modes...**
 - *synchronous events*
 - *asynchronous events*
 - *face-to-face classroom*
 - *virtual classroom*

The following question asks you to identify the type of synchronous, asynchronous and blended activities that are part of your distance education activities and events. There are seven categories. These are defined by the Utah System of Higher Education (USHE) and are used in reporting educational delivery methods and student enrollment data by Utah's higher education institutions.

To review what these categories mean, we have provided a single web page of definitions for your convenience. Please refer to these definitions using the hyperlinks provided here; the page will open in a separate browser window. When briefed on the USHE categories, proceed to the Delivery Methods Question below.

[USHE CATEGORIES FOR EDUCATIONAL DELIVERY METHODS...](#)

- a. [Face-to-Face](#)
- b. [Technology Enhanced](#)
- c. [Broadcast](#)
- d. [Interactive Audio/Video](#)
- e. [Online](#)
- f. [Electronic Media](#)
- g. [Correspondence](#)

8)

For the distance education course(s) or event(s) on which you are reporting, indicate the primary educational delivery method.

	Yes	No	Not sure
1. Face-to-Face	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Technology-Enhanced	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Broadcast	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Interactive Audio/Video	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Electronic Media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Correspondence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9)
What teaching methods are employed?
(check all that apply)

- Lecture
- Demonstration
- Seminar/Group discussion
- Group work/collaboration
- Individual study
- Lab
- Clinical
- Not sure
- Other (please specify)

If you selected other please specify:

Additional comments:

10)
If you used a specific pedagogical technique in your distance education event, please identify or describe that technique.

11)
What challenges and/or successes did you experience in using that pedagogical technique?

Distance education experiences, both live/synchronous and on-demand/asynchronous, have unique challenges when assessing student performance, understanding, and achievement, while insuring fair play and honesty amongst all participants.

12)

What types of assessment activities or techniques do you employ in your distance education experiences?

(check all that apply)

- realtime two-way television assessment and evaluation
- realtime two-way audio assessment and evaluation
- face-to-face assessment and evaluation (site-based centers and classrooms)
- face-to-face assessment and evaluation (traveling instructors and facilitators)
- face-to-face assessment and evaluation (at one central location or institution)
- proctored paper-based testing
- proctored and monitored computer-based testing
- testing packs from textbook publishers
- testing packs from software publishers
- role-playing
- reflection activities and journaling
- simulations
- quizzes
- tests
- self assessment exercises
- gaming
- model building
- presentation
- reports and papers
- research
- comparative analyses
- readings
- Other (please specify)

If you selected other please specify:

Additional comments:

13)

What challenges and/or successes did you experience in using various assessment methods?

14)

If you have made accommodation for participants with unique needs (visual, auditory, motor, cognitive), please describe the alternative modes of presentation you employed and what challenges you faced in meeting accessibility requests and requirements.

SECTION 3:

Frequency of Contact Between Faculty and Students

15)

What was the frequency of interaction between faculty and student during the distance education experience?

	daily	2-3 times/week	weekly	monthly	by semester	annually	none
in-person face-to-face interactivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
audio interactivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
video interactivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
one-to-one e-mails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
group e-mails, blogs, wikis, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
one-to-one chat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
group chat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
written assignments only/correspondence study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 4:

Courseware Management Systems

16)

Was a Courseware Management System in use for this distance education experience?

(if you answer "No," some follow-up questions are skipped)

- Yes
- No

17)

Which software management tool was employed?

(check all that apply)

- WebCT/Blackboard
- OPEN Learning Management System
- Moodle
- The Sakai Project
- ProfCast
- iTunes U
- Other (please specify)

If you selected other please specify:

18)

Which components or features of the course management system are employed?

(check all that apply)

- syllabus
- content module
- e-mail
- chat
- threaded discussion
- assignments
- whiteboard
- calendar
- quiz/survey
- tests
- student presentations
- student portfolios
- on-line journals/notes
- student record/grades/tracing management
- text files
- image files
- video files
- audio files
- simulation/demonstration files

Other (please specify)

If you selected other please specify:

Additional comments:

SECTION 5: Technology Support and Services

19)

Is the room, office, or site from which you originate and deliver your distance education event equipped with pre-installed equipment and software resources (ready to go) or do these resources need to be brought in and set up for each session (ad hoc)?

- Ready to go
- Ad hoc set up per session
- Not sure
- None
- Other (please specify)

If you selected other please specify:

Additional comments:

20)

**EQUIPMENT/SOFTWARE RESOURCES--In *preparing* the content, components, learning objects, and activities for your distance education events, whose equipment/software do you use (computers, cameras, scanners, graphics and presentation software, etc.)?
(check all that apply)**

- Use my personal equipment/software
- Equipment/software used from my college or department
- Equipment/software used from outside my college or department
- Not sure
- None
- Other (please specify)

If you selected other please specify:

Additional comments:

21)

If equipment/software is used from outside of your college or department, are any of these entities called into service?

- Marriott Library Student Computer Labs/Multimedia Center
- TACC – Technology Assisted Curriculum Center at the Marriott Library
- Eccles Health Sciences Library
- IMS - Instructional Media Services
- AOCE – Academic Outreach and Continuing Education
- Media Solutions
- Office of Information Technology
- Center for High Performance Computing
- Utah Education Network
- University Marketing & Communication
- None
- Other (please specify)

If you selected other please specify:

Additional comments:

22)

PERSONNEL RESOURCES--In preparing the content, components, learning objects, and activities for your distance education event, what people are used?
(check all that apply)

- Just me
- Hired or used my own personnel resources
- Personnel from my college or department
- Personnel from outside my college or department
- Not sure
- None
- Other (please specify)

If you selected other please specify:

Additional comments:

23)

If personnel are used from outside of your college or department, are any of these entities called into service?

- Marriott Library Student Computer Labs/Multimedia Center
- TACC – Technology Assisted Curriculum Center at the Marriott Library
- Eccles Health Sciences Library
- IMS - Instructional Media Services
- AOCE – Academic Outreach and Continuing Education
- Media Solutions
- Office of Information Technology
- Center for High Performance Computing
- Utah Education Network
- University Marketing & Communication
- None
- Other (please specify)

If you selected other please specify:

Additional comments:

24)

ORIGINATION/DISTRIBUTION RESOURCES--In publishing or distributing the content, components, learning objects, and activities for this distance education event, whose origination site, room, office or computer servers do you use?
(check all that apply)

- Hired or used my own distribution resources
- Distribution resources from my college or department
- Distribution resources from outside my college or department
- Not sure
- None
- Other (please specify)

If you selected other please specify:

Additional comments:

25)

If origination/distribution resources are used from outside of your college or department, are any of these entities called into service?

- Marriott Library Student Computer Labs/Multimedia Center
- TACC – Technology Assisted Curriculum Center at the Marriott Library
- Eccles Health Sciences Library
- IMS - Instructional Media Services
- AOCE – Academic Outreach and Continuing Education
- Media Solutions
- Office of Information Technology
- Center for High Performance Computing

- Utah Education Network
- University Marketing & Communication
- None
- Other (please specify)

If you selected other please specify:

Additional comments:

SECTION 6:

Additional Comments

26)

What problem areas or obstacles impede your ability to design, build, and manage your distance education courses, activities or experiences?

(check all that apply)

- Funding for equipment
- Funding for personnel support
- Funding for technical support
- University support & endorsement
- College support & endorsement
- Department support & endorsement
- Colleague support & endorsement
- Student support & endorsement
- Technology resources
- Technology failures
- Personnel resources
- Personnel failures
- Facilitator at origination site
- Facilitator at distant receive sites
- Student motivation
- Student familiarity with distance education technology & protocols
- Communication & contact with participants (including virtual office hours)
- Evaluating & assessing participant learning
- Faculty release time to development & manage distance education events
- Increased faculty load to re-design teaching and learning methods for distance

education

- Increased faculty load to monitor & manage distance education events
- Necessity for on-going updates to and refinement of content
- Copyright & Intellectual Property Rights restrictions & concerns (imposed by others)
- Copyright & Intellectual Property Rights concerns (personal content)
- Not sure

- None
- Other (please specify)

If you selected other please specify:

Additional comments:

27)

Do you have additional comments? You may wish to include...

- *keys to success in creating & managing a distance education event*
- *what would you do differently in the future*
- *negative participant/student responses*
- *positive participant/student responses*
- *sage advice for others embarking on distance education projects*

Thank you for participating in the Distance Education Task Force survey and sharing your experiences in providing distance education opportunities to the University of Utah community and students.

- To end this survey and transmit your responses to our data collection server, click the **SUBMIT SURVEY** button below.
- If you need to report on another distance education activity that has features and delivery methods distinct from the events identified in your current responses, first submit your existing responses with the SUBMIT SURVEY button below. Then re-take the survey for the other activity. Simply re-use the web page URL that was supplied in your survey invitation.
