**Who currently decides the modality by which you teach?**

**“Other” Results:**

|  |
| --- |
| Department consensus  |
| a combination of faculty and Dept. chair |
| Associate Dean |
| By Faculty request |
| Chair and faculty make decisions on course by course basis |
| Chair and I make decision jointly |
| Classes are expected to be face to face except for Covid etc students with acute medical issues might join synchronously; we are NOT a distance learning program |
| COGS |
| collaborative between me and my chair |
| Combination |
| Combination, Faculty and Chair |
| Combination. Sometimes me, sometimes chair, sometimes college |
| Course coordinator |
| course director |
| Course director |
| Course Director |
| Curriculum committee |
| Department chair and I the instructor together |
| Department Section |
| Depends entirely on who is the associate dean (functionally the department chair) in my College. Prior Associate Dean thought he got to make the call; current AD makes a collaborative decision.  |
| faculty and administration jointly |
| Faculty and Chair, subject to approval by the dean |
| faculty, program director, dept chair jointly |
| Group decision… |
| handicap accomodation |
| has been predetermined by department/college |
| I and my Dept Chair make the decision in consultation |
| I discuss it with my program chair |
| I do in consultation with department chair.  |
| I do, in consultation with my program director |
| I have no say; I'm told what to do by Dept Chair |
| I make end decision; but is HEAVILY influenced by Chair (and ultimately by Dean) |
| I request. The department chair/senior associate dean make the final decision |
| I suspect it ends up being the chair with minimal input from the dean. With the one year (or two year - not sure) scheduling my input was not considered. Consequently the sequencing is off for some course creating a danger for cancellation due to low numbers. |
| Input from faculty, mutual decisions, voted per Curriculum Comm and full faculty |
| It a joint decision with faculty and administrators |
| It is a combination of the chair and dean with input from the instructor |
| It seems that faculty have some input with the Program Director conferring with the Department Chair and then onto the Dean. |
| jointly decided by department chair and me |
| Jointly made by teaching faculty |
| Mixed |
| my chair and I make it together |
| My department chair and one other tenured faculty member makes the decision without input from department |
| My department chair and senior associate dean make the decision |
| Primarily determined by course coordinators and chair.  |
| program accrediting body |
| Program Director |
| Program Director |
| Program Director |
| program director |
| Program Director (AFST is a Program) |
| Program Director, Academic Dean |
| program faculty confer |
| Program Faculty Decision |
| Provost office for required courses |
| Sometimes chair, sometimes joint decision between me and my chair or a program director |
| The CON Council votes and decides this by each program.  |
| the course director |
| The Course Director and Assistant Dean make the decision |
| the instructor with the chair's input |
| The program was developed as face-to-face w/hands on activities |
| University guidelines to go back to F2F guided department chair decisions |
| Varies with type of class |
| We make the decision together |
| We, my colleagues and I, make the decision as a program |
| While I "make" decision, it needs vetting from Chair and Dean |

**Do you currently teach an online synchronous course?**

**How would you best describe your online teaching?**

**How many synchronous courses does your program offer each semester?**

**How many synchronous courses do you usually teach each semester?**

**Do you use Blackboard Collaborate for your synchronous courses?**

**How satisfied are you with the current technology available to you for teaching your online synchronous course?**

**Do you receive any common complaints about technology from the students in your synchronous online courses?**

**Common complaints:**

|  |
| --- |
| No major complaints, but there are definitely areas in need of improvement |
| A couple of students say they lose connection & have to sign in again. |
| Audio. No microphone in the room--we are at ProMedica--so we are passing around an Ipad to capture student remarks, which then misses moderator remarks. If moderator holds, miss student remarks. |
| Blackboard and WebEx are horrible |
| Difficulty with hearing classroom discussion and not always being recognized when a hand is raised or comment entered in the chat. |
| Glitches in tools, visual organization |
| Internet (to get to blackboard) Accessibility can be difficult  |
| It is difficult for most students to submit video submissions required for ASL work through blackboard. I use an outside resource right now but really would prefer to have it inside blackboard. |
| Lack of bandwidth support leading to lagging; access problems due to multi-factor log in |
| Poor audio. Limited camera views. |
| Students seem to prefer Zoom over Webex |
| The course should be offered face-to-face |
| They dont prefer synchronous they would prefer asynchronous |
| We have lots of issues with the technology not working right. For my last class I had two students who had to work 15 minutes to get into the session. They tried both laptop and phone. |

**How would you best describe the synchronous online courses that you currently teach or might teach in the future?**

**If you teach or would like to teach synchronous online courses, which of the following technology resources do you believe would enhance your ability to teach synchronously? Mark all that apply.**

**Would you use classrooms dedicated to online synchronous courses if they were available?**

**Is there anything else you would like to share with us that you believe would better support your ability to teach synchronously online? Please describe:**

|  |
| --- |
| I skipped 3 because none of them apply. I am willing to try teaching a synchronous fully online or partially online course.  |
|  Real 24 hour support staff because students are not all in EST/DST and with the move to international it is crucial that help be available.  |
| A classroom that has a large table or similar so that students are facing each with the above mentioned technologies would be ideal.  |
| a clear scheduling system from UT on allowing distance students into a synchronous course. |
| A mechanism to monitor active participation by the students attending online. |
| a university issued laptop would be very helpful |
| Allow more teaching flexibility, such as online presentations and discussions. |
| Any documented evidence that online synchronous leads to student success similar to in person instruction. |
| Appropriate evaluation of student comprehension remains a significant challenge.  |
| Are you referring to undergraduate, graduate courses (which students want on-line asynchronous) or both  |
| Based on the research our program has conducted and the feedback we have received from our students, implementing synchronous online classes is 100% necessary for our university to grow and thrive.  |
| better ability to include video clips |
| Better Microphones would be great, or if inexpensive equipment was made available to students who need it from home. My main concern is how do we keep students in the classroom? During Covid - hybrid times, students increasingly just kept going to the online space instead of arriving in class as they were supposed to. What can we do to ensure students arrive to the in-person meetings? During Covid, several colleagues ended up teaching to empty classrooms occasionally because all students went online. This begs the question, why bother with the hybrid in some cases? |
| better student preparation for online learning - despite our thoughts that they are tech savvy - they are not as savvy with educational online tools... also making the system easily integrated into phone technology for students not necessarily computers. I would love to see a computer roll out for students so that all students are provided a laptop or tablet to complete their education - not requiring students to come to labs - but lower a burden for those that have barriers -- also working to get them free access to internet like k-12 in some settings so that they can work remotely if necessary and they qualify. This is a key issue usually neglected in the retention discussion. This day in age students shouldn't have to come to campus to work on projects if their schedules don't permit it.  |
| Blackboard is not suitable for online teaching as it does not support for the instructor to share their writing app with students, it allows to use only the whiteboard it has . White board is not good and it is not possible to save what is written on that whiteboard. Purchase zoom .  |
| Classroom technology is non-uniform and makes synchronous in-person, and online participation difficult. |
| Come up with guidelines and metrics for its effectiveness to help faculty provide high quality experience for both the in person and online students |
| Computer stations may be necessary for any discussions that occur as part of group learning... perhaps stations in the classroom for students to gather at a single screen to tune in? |
| Concern about student engagement in online synchronous courses |
| Currently, Blackboard Collaborate is extremely inaccessible and poor functioning for hybrid classes. It has a difficult to use interface and no built in captions or transcript rendering. Additionally, the screen sharing options are very limited and make it difficult to participate with students while also sharing screen unless you have two monitors. |
| Currently, we do not have adequate tech. for hybrid synchronous online classes. If we are in the classroom, it is hard for our online students to hear/see their in-class peers.  |
| Echo editing software and more Blackboard training would be helpful |
| Expecting faculty to teach "hy-flex" is basically making them concurrently teach 2 distinct classes at the same time and figuring out how to balance the flow between live and online on the fly. Synchronous course offerings should have a "technician" embedded in the class to handle the technology and address anything that comes up via the online component, freeing the faculty to teach the live group without having to stop the pedagogical flow to handle an online issue, then going back to live, etc. This "assistant" should be embedded for the entire class, each time the class is offered. |
| Faculty need to understand that synchronous is not the same as online AND even synchronous courses should follow QM guidelines.  |
| For me, there are two important tools I'd like to have: (1) a better writing tablet and (2) a separate monitor in the class room that shows students attending remotely and their questions/comments. |
| For our true online distance learners, I do not believe they are interested in a synchronous mode. In my experience, they need high quality on demand lectures, flexibility in due dates (I use a "sprint" model), and a commitment to quick responses to their emails and need to meet. |
| Functional computers in classrooms would be nice. |
| Good survey, synchronous vs asynchronous is an issue with online courses in the CON with students in states in other time zones. |
| Hybrid classes are not technologically viable in the College of Law |
| Hybrid delivery would most likely add a substantial number of new students  |
| Hybrid situations are really problematic. It is VERY difficult to for people online (including myself) to hear what's going on in the classroom. The recent Faculty Senate SB 83 info session is a great example. Even with a mic at the podium, sound was terrible and audience questions were impossible to hear. When I've attended WGST research showcases online, it was the same and a waste of my time (only because it was hard to hear what was going on in the classroom). I've had students ask to "zoom in" recently but the classroom is not set up to do this effectively and if I have to have Blackboard open while lecturing on a 13" laptop, I can't use my presenter notes (second display is needed) and the area of the screen is so tiny I can hardly see it. Large, dual monitor set ups are critical for any kind of online teaching to be effective and not be frustration for all involved.  |
| Hy-flex is a chicken and egg problem; without technology it is impossible to know if we can make it work, but it was lousy when I tried it in transitioning out of the pandemic because my rooms were not conducive to interactions among students in different modalities.  |
| I am fully comfortable with teaching synchronously online if I have to; I just don't think it is effective for student-attentiveness. In-person social interactions are important to develop soft skills. Also, academic dishonesty was rampant for online courses during the pandemic when it came to exams and quizzes. |
| I believe it needs to be the right type of class for this to work. In my experience, Blackboard is not a great tool for online synchronous teaching. It takes too long to direct students to get to different folders and access points. Working with other products, such as Canvas, has made a much smoother process for online learning. There are far more tools you can use with this product. Further, the students are not trained in Microsoft Teams products. They often share their personal Gmails with each other to create Google Docs/Sheets/Slide Decks. It creates additional steps that could be eliminated if we worked with the GSuite of tools. With all of the different pieces of software we use, and the students know about, it's hard to create a seamless collaborative classroom.  |
| I believe online teaching is not as effective as face-to-face teaching. But if we have to teach online then we should use technology making the experience as close to face-to-face possible. Also it is virtually impossible to stop cheating on exams, if they are not proctored.  |
| I believe that many students are requesting flex hybrid modalities |
| I do not want to teach this way, but if I have to I want "all of the above" |
| I don't teach online synchronous courses. Such courses should be recorded.  |
| I endorse synchronous teaching. However, my students prefer asynchronous. So when I answered "no" to number 3, I do not want the answer to be misinterpreted as not being in support of others who which to teach synchronous courses. |
| I have to tracks - one completely online (all asynchronous) and one completely in person, so much of this does not apply to me. |
| I have used Microsoft Teams for synchronous online instruction and I found I was pretty much on my own for learning and support. If UT plans to continue using Teams (and it works very well for synchronous instruction), faculty and students will need much stronger tech support for that. Blackboard Collaborate is far less effective and robust for this purpose. And yes, as this survey has indicated, our classrooms would need to be updated and supported to include better interaction between in-class and online class interaction. I am highly interested in the hybrid model as I think it best serves students' needs.  |
| I honestly think few students are able to do well in this type of environment and we should require some sort of education and screening to allow students to use this modality. I also think we should have stronger evaluation of teachers teaching in this modality. |
| I like the idea of being able to record our classes even if the meeting pattern is in person. That way, students who are unable to attend can tune in or watch the recording. |
| I need to see students' screen when teaching coding in statistical software |
| I prefer in-person teaching |
| I taught synchronously several times during covid, and found it to be entirely useless. When given the choice of attending in person or online, I would have 2 students in person, some of the rest online but mostly not participating, and the rest claiming they would watch the recordings later but never did. Students learned FAR LESS under this mode than when they were entirely in person. |
| I teach face-to-face classes that are also asychronous online that are recorded and online students can join live or watch later and the face-to-face can watch again later too. This hybrid format works great and is the most flexible. You did not include this option in your questions. |
| I teach my online graduate courses asynchronously. Would like more discussion as this is a viable option |
| I teach only online, as an adjunct. |
| I think it is very unfair to expect faculty to just convert a class from F2F to online as it teaches the same class, which can be a common belief among administrators. Please remember that most of the faculty did not get any training on how to teach online nor even took an online class during their time as students. we need resources and training and understating of the time commitment an online class takes. Also, research showed that online courses tend to have lower teaching evaluations because of many factors, among the main ones, are lower student engagement and involvement and which will lead to a lower understanding of the material and expectations. Academic dishonesty is the biggest concern when teaching online and having examinations and assignments online. Faculty gets no support on this matter on how to handle it or reduce it. We also need software packages that can process recorded lecture videos for absent students or for unsynchronized offerings of the same course in the future.  |
| I think this is a necessary direction to move in. However, it is absolutely necessary to provide the proper tools and orientation for both students and faculty in order for this to be successful. |
| I think we need to better define synchronous expectations and schedules for incoming students so they know exactly when they have to be online in class or lab. Also I believe synchronous courses limit flexibility most 100% online students seek. These students often work full time and need flexibility to attend class and complete work. Convenience is key to our students looking at graduate level education. If we say 100% online then it must be 100% online without onsite/on campus event expectations.  |
| I truly do not believe this is an effective teaching method- young students need F2F social interaction to develop soft skills that are vital for career success. hiding behind a computer screen throughout their college experience does not prepare them for the future even if they score a straight A in every online course. |
| I would really love to do this, but there is no current space (technologically equipped) for me to do it in.  |
| I'd prefer fully synchronous versus hybrid where some participants are in-person and some are online. |
| If this happens, there needs to be a recognition of the difficulty of this by the department. For example, counting it as 1.5 or 2 against your teaching load instead of as 1. Making a faculty manage online and in-person students for the 'price' of one class is unacceptable. ALSO - giving faculty the ability to require that student cameras are on for synchronous classes is essential. Otherwise, you're teaching into a void of students who are checked out and the students might as well be asynchronous and watching a video later. Faculty morale is low enough as it is; how depressing would it be to lecture to 30 black boxes that don't reply to your questions? No thanks. |
| If we go to generally online, then we need to rethink the 5 hours per week of office hours. Currently, students contact me at all hours electronically. Yet, they rarely come to office hours. |
| If you are going to teach synchronously solely online, the more efficient thing is to provide faculty with the technology and let them from home or in their office. If it is going to be a mix of in-person and online, you do need a dedicated classroom with teaching assistants who can monitor the online chats, and deal with tech issues. You also have to mandate policies on students where they have to be present on camera. |
| Improved streaming platform stability |
| In my experience, classes either need to be F2F or DL. This in-between does not work. Students not required to turn on camera, not attending to class, participating. Might as well be DL class. We know as faculty you multi-task when in an online meeting. Students do the same. Admin must be very cautious to use this as an enrollment solution. Learning is inferior; we saw this with K-12 and online learning.  |
| In order for a hybrid Synchronous online/f2f to work, students need orientation and access to IT professionals who can help them. The burden of tech.support falls on the faculty member far too often. |
| In the past when I had to teach synchronous classes there were often technical problems, such the projector became misaligned, the classroom computer was old and sometimes would stop responding etc. These were problems in Palmer Hall. |
| Installing cameras that capture the board and the ability to clearly record the lecture would make the courses the same as live lectures. If fact, the ability to pause the lectures at will may even be an improvement over live lectures. |
| It is imperative that UT Online is available for a wider range of time than they currently are. Faculty are left with trouble shooting IT issues when UT online are not available. We also need better technology to support a large cohort of students who may be enrolled in an online synchronous program. We also need authoring software to help faculty design/develop more engaging content for online learners and IT support who can teach us how to use the software |
| It is of capital importance to have a computer lab space and classroom with a trained specialist as lab director to help students and faculty with technology. It is very important to have a space for students to work before and after class. |
| IT support has not been the greatest. I have had to figure out most Office 365 tech on my own for online classes.  |
| I've taught both synchronous online classes and asynchronous online classes. But when I read question four, it made me think that you are talking about blended courses, where some students are in the classroom and some are elsewhere. Is that what you mean? I think your terminology my be confusing to people who take this survey. In any case, I'm definitely not interested in teaching that kind of class. I've had colleagues elsewhere who teach or have taught such classes, and they say it's pretty much a nightmare. Maybe this would work for lecture-type classes, but I don't think it would work well at all for discussion-based courses; and we know that students learn more through interaction than through having knowledge "transmitted" to them. I wish this survey asked about our opinions of the blended classes that you seem to be referring to in question #4 (and perhaps throughout the survey).  |
| Laptops for faculty. |
| making sure all students have the tools and resources needed to participate |
| More frequent, shorter class sessions -- it's hard to sustain attention for more than 30-40 minutes |
| My answer to #5 is "Unsure". Probably No if the course was fully online, probably Yes if the course was hybrid.  |
| My courses are taught at the graduate level and are a blend of synchronous and asynchronous |
| My number 5 answer is really maybe or it depends. Most students tell me they prefer to be in person for the type of courses I teach which are seminar courses and the students interact with each other. Therre are no lectures. These interactive discussions are challenging when not face to face. |
| Need for technology upograde for AI: review of assignments submitted on line for plagerism and artificial intelligence.  |
| Not sure. If I were to do this again, it would probably be from home--which is what I did in Fall 2020 and Spring 2021 |
| Nothing that I can think of at the moment. I'm satisfied with Faculty Support. I thank the staff & they should keep up the good work! And thank YOU for conducting this survey. :-) ~Moji |
| Offer training workshops |
| Offering some online synchronous along with traditional asynchronous courses would provide an additional option for students and faculty. I had success with my online synchronous classes in fall 2020/spring 2021; no reason to think that this modality cannot have success as an option.  |
| Online synchronous classes are the future of higher education. This class meets everyone needs — quite “woke” I might add (in a good way). Very progressive. We could eliminate duplicate sections which are sometimes taught online and in the classroom. Be brave and go for it! |
| Online synchronous courses are depressing and isolating. |
| Online synchronous is very different from a hyflex course (when I am in classroom with some students but other students are online) - that is very difficult to manage without super-duper technology.  |
| Online teaching has proven to be a failure for the delivery of quality education in my discipline. Moving forward, I will strongly advocate for face-to-face delivery in my courses.  |
| Online, synchronous teaching is not an effective modality for my science courses |
| Our technology on campus does not support synchronous learning. If we want to be competetive we need to invest in functional technology.  |
| Our true distance learners often need greater flexibility in the consumption of course content and due dates of assignments. Synchronous courses don't meet that need. |
| Please understand that synchronous online teaching is something that is not a one size fits all approach. As you add additional factors, especially things that are technical or software driven the complexities of teaching those courses multiply. What might be successful in Education or Sociology will have significant struggles in Engineering or Business. Online education, in all facets, needs to be thought through from the feasibility to provide the exact same level and quality of instruction as those in other modalities and locations.  |
| Possibly better platform than collaborate? I just got a webex account and find that pretty user friendly, but I'm unsure of how to utilize that with synchronous teaching (how would I allow students to share the screen and what not) |
| Proper technology is a must. Our current classes has noting class specific. No podium, no dedicated tech. Only a PC and projector, Document camera is not useful since there is no sitting area where I can solve engineering problems using 4 colors of pens over 2-3 hours of lecture. |
| Provide PD to train faculty members to incorporate various teaching modalities to meet student needs while engaging students effectively and enhancing their learning experience. For example, teaching a synchronous online class in a hybrid context is not easy for faculty who are used to teaching in-person courses. However, sometimes students cannot come to campus for transportation, health, or other issues; the flexibility in teaching modality could provide students with continuous learning opportunities. It would be better to have basic functional devices such as webcam, wireless microphones, and speakers installed in ALL classrooms.  |
| Provide the necessary equipment in the classroom and provide necessary training for instructors.  |
| Software to take surveys, peer critiques and polls as well as integrate videos' that are free to the instructor and free to the student |
| Some classes are not conducive to online teaching, such as elementary and intermediate language classes! |
| Some students prefer the online synchronous and/or asynchronous approach, and I believe all courses should have this option.  |
| Someone dedicated to the college or department specifically to help with video editing. |
| Strategies for the online students to be more actively engaged in the class discussion and activities. |
| Students log in then do not attend; it is not easy to read the chat without exiting or slides or screen and you lose classtime b/c of that I quiz paying attention to the chat until the very end of lecture to see if they had questions |
| Support for faculty regarding tools available and how to implement them in the online courses I teach. |
| synchronous courses are only viable in limited topics and mateiral. As someone who how taught multiple versions of synchronous and asynchronous course, synchronous course have a major impact on the learning environment for those both in person and online at the detriment to both.  |
| Synchronous online teaching is much better than asynchronous online teaching, but IF I were to teach synchronously again, I would prefer fully online and NOT hybrid.  |
| Synchronous online teaching is the worst of all possible worlds. Asynchronous online courses offer more flexibility for students/instructors and best leverage the advantages of teaching online, when courses are properly designed |
| Teaching synchronous online course with both face to face and online attendance requires extra effort by the instructor. This extra effort and work should be properly recognized and rewarded particularly if the enrollment increases. |
| Tech resources are not given to colleges/departments equitably, courses offered in the arts are not given same resources as those in business or engineering. |
| Thank you for pursuing this line of thinking. |
| the biggest problem I had during our shift to covid on-line teaching was that our students do not have access to high speed interest, suitably modern computing devices, and they work from PC to laptops to pad devices to phones to Windows, Android, and various Apple OS, and different versions/builds--we need some standardization and norms  |
| The current courses using online tech are very good. I wish more faculty used them. |
| The digital barrier that simply exists between students physically present and those online will continue to be a problem. Perhaps further research into and the implementation of virtual classrooms would united the entire classroom and increase the experience for the students. |
| The Faculty support can not be underestimated. If there will be movement forward in technological advances, then the Faculty must have real time support and training to do so. |
| The lecture and laboratory material I teach can only conducted face-to-face.  |
| The old IVDL equipment used between LCCC and CoE up until COVID was good, but when we went to Blackboard, the instructor lost the ability to see and hear students at the remote class. Too many students at the remote class don't COME to class -- they watch from home. A setup as seen in the movie "The Whale" would be nice -- my being able to see each of my students in a tile on the monitor. As it is, I'm "talking to the air". \*I\* might as well be remote, too, except for the students who are in the classroom where I originate my content! |
| The student examination is very difficult in online classes, especially when it's in hybrid modality. Not sure how this can be done properly. Also, it's nearly impossible to teach properly labs in an online/hybrid mode. |
| The university needs to establish clear policies regarding online behavior and expectations regarding student participation through tech. Other institutions have such policies. |
| The way the current class computers are located with the camera tangential to the speaker and the white board it is not easy for students to get the complete classroom experience |
| There needs to be much more help in setting up synchronous online classes. |
| These are not technologies that are conducive to student learning. Full stop. |
| These courses can typically be much better than they are with instruction for faculty on different ways and better ways to engage students in online instruction, including discussion formats and ideas, reading tasks, pages where they can upload quick comments and feedback anonymously or not, and many other tools. Students report greater interest in these courses but also report that these courses are less engaging, that they get less out of them, and that instructors tend to not care as much too. It's all a bad situation that, if students really do want or need these courses, needs to be improved. Also, students need to be reminded, in various ways, that their online learning experience probably won't have the same impact as a face to face experience. We should seek to avoid a downward spiral where student motivation and instructor interest -- both in decline -- reinforce one another. |
| This all depends on us being on campus, and I'm not sure what the benefit actually is for doing this. |
| This definition of hybrid (while I do have some, sometimes) differs from my more common blended learning (where ALL students are face-to-face for some, and ALL are DL for other activities); Classroom equipment for MainCampus rooms is COMPLETELY unhelpful to me (on HSC)--I do not foresee how I could "book" the right room for class, when UT central is assigning classrooms. |
| This modality may be appropriate for some but not all course content. Please make an effort to not make decisions based on cookie-cutter approaches as seems intimated by this survey. |
| Time and time again, in all sorts of environments, we are challenged by technology that gets in the way of a speaker being effectively seen and heard (\*especially\* heard). We see this issue in physical classrooms, in online platforms, with professional presentations, Faculty Senate meetings, etc. The solution is consistent IT support and systems that are tested and monitored. There is nothing more frustrating that being on the remote end of a class or meeting and not being able to see or hear. This can't be only up to the teacher or student to solve. Investments must be made in physical and human resources to make this successful. There is no other way. |
| Transparency, better planning and recruitment by program directors full time working students vs full time grad students  |
| UT needs to land somewhere. Seems like a lot of unqualified administrators are making curriculum decisions that are short sighted. |
| We also need upgraded venues on campus to present synchronous public lectures, etc. |
| We hold our classes at Toledo Hospital to decrease amount of time students are out of the clinical arena. |
| We need to have improved technology so that using the computer screen to show written work (like on a board) is easy to use. I use a wacom tablet, but some do not find them easy to use and if you forget your pen or it breaks you have no options. The rooms themselves need to be equipped with the resources instead of the instructors bringing their own tech tools.  |
| We need to prioritize classroom technology and ease of use for instructors and learners. This is the case for in-person classes and ALL online modalities. Thank you for your time, energy and commitment to this project. |
| We should have the choice to teach a course online or in person, not someone who doesn't teach it. |
| We went to the annual schedule. I am not sure how that was finalized. I tend to prefer in person teaching because of the subject (research) I teach. However, since COVID, having the ability to accomodate someone who can not make in person is important. Classroom tech across UT should facilitate this. |
| Webex does NOT work for online teaching of Music. ZOOM is better for audio quality and less delay. University should, have a license |
| What little synchronous courses we tried to teach during the pandemic was met with overwhelmingly negative feedback from students who felt disconnected from their peers & instructors, unable to concentrate, and unable to master the material. Due to this feedback, we have no plan to shift any courses to synchronous online formats. Our online courses are self-paced, asynchronous. |
| What would be most helpful would be some organized professional development activities to help faculty learn and practice synchronous teaching techniques and develop resources for synchronous courses.  |
| While I like some of the features of Blackboard, I didn't like the functionality of Blackboard Collaborate due to its limitations in viewing more of my students' video at the same time while also viewing PowerPoint. It would be helpful to have a course management system that would allow for more seamless online experiences, rather than having students submit assignments in Blackboard, but still needing to use other virtual meeting technology.  |
| With declining BSN NCLEX pass rates, we're now, more then ever, told what to teach and how to teach. It's becoming a 'cookie-cutter' program.  |
| With the proper technology, synchronous classes can flow just as well as in-person. Many graduate students prefer online since they also have families. |
| you have seen how difficult to have senate meeting in well equipped rooms. Many rooms in UT are much low quality than those two rooms you used in FAd meeting. I really do not understand motive here to asking these type of meaningless questions. Your university has no qualities as in third world (under developed) countries. |
| Your question 3 is too limited, none of the 3 answers fit me. I have taught synchronous online during Covid, and hybrid through CI 5950 pre-covid. I am capable of, and willing to do, this type of teaching - but it is not my PREFERRED mode of teaching. For that matter, fully synchronous courses are fine, while hybrid courses are extremely challenging. |
| Zoom please |