



OAKLAND
COMMUNITY
COLLEGE

Memo

To: Tim DeLong, Director,
Data Center Operations

From: Martin A. Orlowski, Director,
Institutional Planning & Analysis

Subject: Interactive Classroom Summary

Date: November 10, 1994

The attached summary and student survey (draft) was prepared in response to your request concerning the design and use of Interactive Classrooms. The summary is a result of interviews with 5 of the 7-10 faculty members who have taught in one of the interactive classrooms. Interview findings suggest that faculty concerns are focused upon technical rather than pedagogical issues. Because neither classroom is currently being used interactively, we were not able to include students in our summary. However, we have designed a survey which can be used each semester to monitor student opinion and identify areas for improvement.

As you move forward with the design and creation of additional interactive classrooms at the college, I hope this information will be of assistance to you. Please do not hesitate to contact me if you have any questions or comments. Thank you.

Attachment: Interactive Classroom Summary & Student Survey (Draft)

pc: Chancellor's Council
C. Hawkins
D. Doidge

Oakland Community College
Interactive Classroom Use
November 1994

INTRODUCTION

OCC currently has two interactive classrooms located at the Auburn Hills and Royal Oak campuses. While these classrooms have been in place for about two years, they have had limited use. Staff in the Office of Institutional Planning & Analysis recently interviewed 5 of the 7-10 faculty members who have taught in these classrooms as part of a project designed to identify ways in which the facilities could be improved.

Although both classrooms are being used during the Fall 1994 semester, neither is being used to its full potential. An English course and an Anthropology course are held in the classrooms but none of the interactive equipment is used as there are no students in the remote classroom. Therefore, this summary will focus on faculty impressions of the interactive classroom, rather than including the perspective of current students.

ISSUES

Technical

All faculty who have taught in the interactive classrooms agree that it takes time to adjust to teaching with the equipment. The most frequently mentioned issue, however, was technical rather than pedagogical. The control panel with which the camera angles can be adjusted is located too far from the instructors' podium to be easily changed during a class period. In order to make adjustments, the discussion or lecture must be interrupted.

Another issue which concerns faculty who have taught in the interactive classrooms is that the necessary support in the remote classroom is sometimes lacking. For example, faculty reported difficulty in arranging to have someone present on test days to hand out and collect exams. When technical problems occur, communication with students in the remote classroom has been limited, although the recent addition of a phone and fax machine has eased this problem.

Pedagogical

Making the most of the technology available is also challenging to some faculty members who have used the classroom in past semesters. Most agree that classes utilizing interactive technology cannot be taught successfully unless the instructor is able to make a connection with the students in the remote classroom. They mentioned the importance of speaking to these students directly rather than assuming they will feel included. This task appears to be more difficult for some than it is for others. One faculty member who has taught several courses in the interactive classrooms commented that the ease of adjustment to the equipment depends on the instructors' personality.

Faculty reported that the interactive classroom influenced their teaching styles in varied ways. While some felt that modifying their styles to fit the environment of the interactive classroom required little more than fine-tuning, others felt that they were unable to bridge the gap between the classroom regardless of method or style. While one faculty member reported that the students were frustrated by the lack of "real people", all indicated that the students in the remote classroom were just as likely as the others to make contact with them outside of class.

In general, faculty were in agreement that instructors new to the interactive classroom should be required to participate in a training program. This would not only familiarize them with the technology available and prepare them to deal with potential equipment difficulties but would ease the transition from traditional to interactive classroom.

CONCLUSION

While this summary has focused upon the faculty perspective, student opinion of the classroom is also valuable and should be monitored. While this was not possible during the current term due to the lack of students in the remote classrooms, an ongoing survey designed to measure student opinion of the classrooms has been developed (see attachment). This survey can be administered during each term that the classroom is used interactively as a way of monitoring student issues and identifying potential areas for improvement.

**INTERACTIVE CLASSROOM
STUDENT SURVEY DRAFT**

Please take a few minutes to answer the following questions about your experiences in OCC's interactive classroom. Your thoughtful responses will allow OCC to make improvements to the interactive classrooms on campus so that the potential for productive and enjoyable learning will be maximized.

1. Do you feel that the interactive capabilities available in the classroom added to or detracted from to your learning experience?

Added to my learning experience
 Detracted from my learning experience

Why? _____

2. If you attended sessions in the remote classroom, do you feel that the instructor was as accessible to you outside of class as he/she would have been in a normal class setting?

Was not in remote classroom
 Yes, equally accessible to students in remote classroom
 No, less accessible to students in remote classroom

3. If you feel the instructor was less accessible to those in the remote classroom, please explain why. How could the situation be improved?

4. Did the interactive nature of the class result in more or less contact with other students than you would have expected in a traditional classroom? Please explain:

5. What changes, if any, would you suggest to improve the interactive classroom? Please be as specific as possible.

THANK YOU FOR YOUR THOUGHTS AND COMMENTS.

**OAKLAND COMMUNITY COLLEGE
TELECOURSE FOLLOW-UP SURVEY**

Dear Student:

We would appreciate your answers to the following questions, to aid us in planning and offering future telecourses.

1. Which telecourse (s) did you attend?

2. How often did you use each viewing method?

	weekly	occasionally	never
Channel 56	_____	_____	_____
College Cable Channel	_____	_____	_____
Library Tapes	_____	_____	_____

3. How many times did you usually view each program?

_____ Once

_____ Twice

_____ Three times

_____ Four or more times

4. How many times did you attend the discussion sessions?

_____ Once

_____ Twice

_____ Each time a session was scheduled

_____ Never

How helpful were the following for success in the course?

	excellent	good	fair	poor
5. Television programs	_____	_____	_____	_____
6. Textbook	_____	_____	_____	_____
7. Study guide	_____	_____	_____	_____
8. Discussions	_____	_____	_____	_____
9. Tests	_____	_____	_____	_____

Please continue on other side!

10. How does this telecourse compare in difficulty with other college courses you have taken?

- _____ More difficult
- _____ Easier
- _____ About the same
- _____ Have not taken other courses

11. How did the extent of your learning compare with regular college courses?

- _____ I learned about the same amount
- _____ I learned more than in regular courses
- _____ I learned less than in regular courses
- _____ I am unable to judge this

12. Did you achieve the goal you set for yourself taking this telecourse?

- _____ Yes _____ No

If no, why not? _____

13. Would you enroll for a telecourse again? _____ Yes _____ No

If no, why not? _____

14. What other courses would you like to take by tv? _____

15. Comments/Suggestions _____

TELECOURSE ORIENTATION SURVEY

This survey is being conducted to identify the reasons students are enrolled in courses offered by television and to describe student experiences with video/telecourses.

Your responses to the survey will provide us with valuable information for course planning in the community college.

Please circle the response or responses which best apply to you for each question.

1. How many video/telecourses, including this one, have you taken? (Circle the **ONE** answer that best applies to you.)

1. THIS IS MY FIRST
2. 2 TO 3 VIDEO/TELECOURSES
3. 4 TO 5 VIDEO/TELECOURSES
4. 5 OR MORE VIDEO/TELECOURSES

2. Some students select video/telecourses because they can't regularly attend classes which meet once or more a week. Others attend because the classes they want were filled. For each of the following reasons for taking a video/telecourse, indicate which apply to you and which do not. (Circle the **BEST** response for each reason listed below.)

narrative
at
Mid
21
a.
b.
c.

1. I prefer learning via video/telecourses	APPLIES	DOES NOT APPLY
2. I prefer regular courses, but all sections I could attend were full	APPLIES	DOES NOT APPLY
3. Video/telecourses minimize travel to and from campus	APPLIES	DOES NOT APPLY
4. Family commitment conflicts with scheduled classes	APPLIES	DOES NOT APPLY
5. Distance to campus is too far for me	APPLIES	DOES NOT APPLY
6. I have no easy means to travel to courses	APPLIES	DOES NOT APPLY
7. Least expensive way to take a class	APPLIES	DOES NOT APPLY
8. Least academically demanding way to take a class (fewer assignments)	APPLIES	DOES NOT APPLY
9. Work schedule prevents attending scheduled classes	APPLIES	DOES NOT APPLY
Please describe work schedule _____		

10. OTHER, please describe _____

3. How did you learn about this telecourse being available? (Circle the **ONE** answer that best applies to you.)

1. OCC FALL COURSE SCHEDULE
2. TELECOURSE BROCHURE
3. NEWSPAPER
4. WORD OF MOUTH
5. OTHER (SPECIFY) _____
6. I DID NOT KNOW THIS WAS A TELECOURSE

4. How does the video/telecourse you are taking fit into your educational plans? (Circle the **ONE** answer that best applies to you.)

1. IMPROVES MY BASIC SKILLS (READING, MATH WRITING)
 2. MEETS REQUIREMENTS OF MY MAJOR OR DEGREE
 3. IS A COURSE I CAN TRANSFER TO A FOUR-YEAR SCHOOL
 4. MEETS MY PERSONAL INTERESTS
 5. OTHER, Please describe _____
-

5. How would you describe your level of independent study skills?

1. I AM A VERY INDEPENDENT STUDENT, NEED LITTLE OR NO HELP
2. I NEED OCCASIONAL, BUT NOT REGULAR HELP
3. I NEED HELP OFTEN, ONE OR MORE TIMES A WEEK
4. I NEED REGULAR HELP, AND TUTORIAL ASSISTANCE SEVERAL TIMES A WEEK

6. How many classes are you taking this semester?

1. THIS CLASS ONLY
2. TWO CLASSES
3. THREE CLASSES
4. FOUR OR MORE CLASSES

7. Do you have a video cassette recorder (VCR)?

1. YES
2. NO

8. Do you have cable TV at your home?

1. YES, _____ (name of company)
2. NO

Please help us further by answering the following background questions.

9. What is your current reason for being enrolled in college? (Circle the **ONE** answer that best applies to you.)

1. TO TAKE COURSES RELATED TO CURRENT OR FUTURE WORK
2. TO EXPLORE A CAREER DIRECTION
3. TO SEE IF I WILL DO WELL IN COLLEGE
4. TO TRANSFER TO A FOUR-YEAR COLLEGE AND EARN A DEGREE THERE
5. TO GET A HIGH SCHOOL DIPLOMA OR G.E.D. CERTIFICATE
6. TO IMPROVE ENGLISH, READING OR MATH SKILLS
7. FOR PERSONAL SATISFACTION OR GENERAL STUDIES
8. OTHER, Please describe _____

10. How will your community college course work relate to your current or future job? (Circle the **ONE** answer that best applies to your plans.)

1. PREPARE FOR A NEW JOB
2. GAIN SKILL FOR A CURRENT JOB
3. PLAN FOR A CAREER CHANGE
4. OTHER, PLEASE DESCRIBE _____
5. DOES NOT APPLY TO MY CURRENT OR FUTURE JOB

11. How long do you plan to continue course work at this community college?

1. LONG ENOUGH TO TAKE ONE COURSE
2. LONG ENOUGH TO TAKE 2 TO 5 COURSES
3. AT LEAST TWO QUARTERS
4. ONE YEAR
5. MORE THAN ONE YEAR, LESS THAN TWO
6. AT LEAST TWO YEARS
7. DONT KNOW

12. What was your highest level of education before this fall?

1. LESS THAN HIGH SCHOOL GRADUATE
2. HIGH SCHOOL GRADUATE OR G.E.D. CERTIFICATE
3. SOME POST-HIGH SCHOOL EDUCATION - COLLEGE, VOCATIONAL TRAINING, MILITARY, APPRENTICE, BUT NO DEGREE OR CERTIFICATE
4. CERTIFICATE (LESS THAN TWO YEARS OF POST-HIGH SCHOOL TRAINING)
5. ASSOCIATE DEGREE
6. BACHELOR'S DEGREE
7. MASTER'S OR OTHER POST-BACHELOR'S DEGREE

13. What is your current status while taking this course? (Circle the ONE answer that best applies to your status.)

1. FULL-TIME HOMEMAKER
2. STUDENT WORKER
3. FULL-TIME EMPLOYED (32 HOURS A WEEK OR MORE)
4. FULLY SELF-EMPLOYED (YEAR ROUND)
5. PART-TIME EMPLOYED (LESS THAN 32 HOURS A WEEK)
6. FULL-TIME MILITARY
7. NOT EMPLOYED, BUT CURRENTLY SEEKING EMPLOYMENT
8. NOT EMPLOYED AND NOT CURRENTLY SEEKING EMPLOYMENT
9. RETIRED
10. FULL-TIME STUDENT

14. What is your family status? (Circle the ONE answer that best applies to your status.)

1. LIVE WITH PARENTS OR GUARDIAN
 2. LIVE ON OWN OR WITH ROOMMATES
 3. SINGLE PARENT WITH CHILDREN OR OTHER DEPENDENTS IN MY CARE
 4. COUPLE WITH CHILDREN OR OTHER DEPENDENTS IN MY CARE
 5. COUPLE WITHOUT DEPENDENT CHILDREN
 6. OTHER, Please describe _____
-

15. What is your current age?

AGE: _____

16. What is your sex?

1. MALE
2. FEMALE

17. Which Telecourse (s) are you enrolled in this semester/term?

- | | |
|------------|------------|
| 1. ANT 154 | 3. POL 151 |
| 2. BIO 150 | 4. PSY 251 |