

**Academic Transformation Pilot Project for
Fundamentals of Speech**

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STOUT
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TABLE OF CONTENTS

LIST OF TABLES.....	3
LIST OF FIGURES.....	5
OVERVIEW.....	7
RESEARCH QUESTION.....	8
EDUCATIONAL TECHNOLOGY INTEGRATIONS.....	8
METHOD.....	9
Surveys and E-Logs.....	9
Speech Observations.....	10
Participation.....	10
QUANTITATIVE SURVEY RESULTS.....	11
Quantitative Results Discussion.....	29
E-LOG (QUALITATIVE SURVEY) RESULTS.....	27
E-Log #1.....	28
E-log #2.....	41
E-log Discussion.....	51
SPEECH OBSERVATIONS.....	52
Descriptives.....	52
Participants.....	56
Inter-Rater Reliability.....	57
Results.....	58
DWF Data.....	60

TABLE OF CONTENTS (Continued)

CONCLUSIONS AND DISCUSSION.....	62
RECOMMENDATIONS.....	63
LIMITATIONS/FUTURE DIRECTIONS.....	70
REFERENCES.....	72
APPENDIX.....	73
Appendix A – Library Assignment.....	73
Appendix B - Online Quizzes.....	76
Appendix C - Pre-Test Survey.....	89
Appendix D - Post-Test Survey.....	90
Appendix E – Quantitative Survey Results (Frequencies).....	91
Appendix F - E-Log Questions.....	96
Appendix G- E-Log #1 Detailed Analyses.....	97
Appendix H - E-Log #2 Detailed Analyses.....	111
Appendix I - Speech Observation Coding Rubric.....	124

LIST OF TABLES

<u>Table</u>	<u>Page</u>
1. Study Participants.....	11
2. E-Log 1 – Question 1. Theme Definitions.....	28
3. E-Log 1 – Question 1. Frequencies.....	29
4. E-Log 1 – Question1. Examples.....	30
5. E-Log 1 – Question 2 (Strengths). Theme Definitions.....	32

LIST OF TABLES (Continued)

6. E-Log 1 – Question 2 (Strengths). Frequencies.....33

7. E-log 1. Question 2 (Strengths). Examples.....34

8. E-Log 1. Question 2 (Weaknesses). Theme Definitions.....35

9. E-Log 1 – Question 2 (Weaknesses). Frequencies.....36

10. E-Log 1 – Question 2 (Weaknesses). Examples.....37

11. E-Log 1 – Question 3. Theme Definitions.....39

12. E-Log 1 – Question 3. Frequencies.....39

13. E-Log 1 – Question 3. Examples.....40

14. E-Log 2 – Question 1. Theme Definitions.....41

15. E-Log 2 – Question 1. Frequencies.....42

16. E-Log 2 – Question 1. Examples.....43

17. E-Log 2 – Question 2. Coding Definitions.....45

18. E-Log 2 – Question 2. Frequencies.....45

19. E-Log 2 – Question 2. Examples.....46

20. E-Log 2 – Question 3. Theme Definitions.....48

21. E-Log 2 – Question 3. Frequencies.....48

22. E-Log 2 – Question 3. Examples.....49

23. Change from Speech #1 to Speech #2.....53

24. Subscores for Delivery, Structure/Organization, and Content53

25. Means for Delivery, Structure/Organization, and Content.....54

26. Participants by Condition and Instructor56

27. Means by Instructor (Speech #1)59

LIST OF TABLES (Continued)

28. Means by Instructor (Speech #2).....	59
29. DWF Data – All Sections.....	61
30. DWF Data – Experimental Sections.....	61
31. DWF Data – Control Sections.....	62

LIST OF FIGURES

<u>Figure</u>	<u>Page</u>
A. I enjoy giving speeches.....	12
B. Giving speeches makes me nervous.....	12
C. How comfortable are you using the laptop for homework?.....	13
D. I learn more when educational technology is used in my classes.....	14
E. Educational technology increases my interaction with my instructor in this class.....	14
F. Educational technology increases interaction with other students in this class.....	15
G. Email from my instructor supports my learning.....	16
H. Using educational technology is an important part of public speaking.....	16
I. Learning how to use technology in this class will help me to succeed in my chosen career...17	
J. Classes are more interesting when instructors integrate educational technology.....	18
K. I remember more information from class lectures when educational technology is used.....	18
L. How often do you go to non-class related websites during class?.....	19
M. I have missed important class information while on non-related websites during class.....	20
N. I am comfortable using classroom technology for making multimedia presentations.....	20
O. Using educational technology helped me succeed in this course.....	21

LIST OF FIGURES (Continued)

P. Online quizzes on assigned readings helped me to participate in class discussions.....	22
Q. Making multimedia presentations makes me nervous.....	22
R. Sample speeches helped me prepare my speech.....	23
S. The library assignment helped me to research my speeches.....	24
T. Electronic feedback makes me feel connected to my instructor.....	24
U. I used online discussion boards to communicate with my classmates.....	25
V. I discuss what I've learned in this class outside of class.....	25
W. I wish this course made more use of educational technology.....	26
X. I enjoyed this class.....	27
Y. E-Log 1. Question 1.....	29
Z. E-Log 1. Question 2 (Strengths).....	33
AA. E-Log 1. Question 2 (Weaknesses).....	37
BB. E-Log 1. Question 3.....	40
CC. E-Log 2. Question 1.....	43
DD. E-Log 2. Question 2.....	46
EE. E-Log 2. Question 3.....	49

OVERVIEW

Fundamentals of Speech (SPCOM 100) is a required course for every student at the University of Wisconsin-Stout. The knowledge and skills learned in SPCOM 100 form an important part of the foundation for student learning in the university setting, preparing students for employment and engaged citizenship. While the basic skills learned in SPCOM 100 (i.e. persuasion, organization, and dealing with anxiety) remain constant, technology has changed the way in which those skills are taught to, learned by, and used by students. For example, PowerPoint has become commonplace in presentations, replacing flip charts and posters. Moreover, the Internet has revolutionized the way students conduct research, providing an almost overwhelming amount of information.

Academic classrooms are quickly becoming more technologically advanced (D'Angelo & Woosley, 2007; Wood & Fassett, 2003). The ubiquity of technology provides opportunities as well as challenges for students, educators, and administrators. While UW-Stout is well-equipped with educational technology, student and faculty comfort and knowledge levels with that technology vary. Further, student laptop use may not always be focused on the class. Instead, students may be checking e-mail, social networking websites (i.e. Facebook or Myspace), or surfing the Internet. Within the SPCOM 100 courses, consistency with educational technology is a concern. While instructors focus on developing the same knowledge and skills, the integration of technology to do so varies among instructors of the course.

Technology's merits in the classroom have been debated. Research on the benefits of educational technology reveals mixed results. Some studies reveal that technology increases attention and engagement, while others argue that technology creates a barrier between students and instructors (D'Angelo & Woosley, 2007). Hall and Elliott (2003) contend that technology in the classroom must be meaningful and enhance learning. For example, extensive text-based notes given via PowerPoint are not necessarily more engaging than the same notes written on a white board.

The purpose of this study is to understand student perceptions of educational technology as well as determine the effectiveness of educational technology. Hall and Elliott (2003) argue that documenting

the benefits of laptops is important to skeptics. We argue that documentation is important for all aspects of educational technology. Moreover, understanding the impact of educational technology is important in avoiding the sometimes exaggerated claims made regarding the benefits of educational technology. Exaggerated claims may increase skepticism of educational technology.

RESEARCH QUESTION

To gain a better understanding of educational technology, this study poses the following research question and sub-questions:

How does educational technology increase student success in the Fundamentals of Speech course?

RQ A: How does educational technology impact speech quality?

RQ B: How does educational technology impact speech anxiety?

RQ C: How does educational technology impact student engagement?

EDUCATIONAL TECHNOLOGY INTEGRATIONS

This study integrated three technological innovations: online quizzes on D2L, an online library assignment, and the requirement of electronic visual aids in speeches (PowerPoint, etc.). The online quizzes on the university course management system, Desire to Learn (D2L) were designed to motivate students to read the textbook and increase preparation for class discussions of assigned readings. Before each topic was discussed in class, students read the assigned textbook pages and then logged into D2L and had 30 minutes, within a two-day window, to answer 10 multiple choice questions on the assigned reading. Quizzes were open-book. The D2L quiz feature allowed the instructor to view statistics on the quiz results for each question. The instructor was able to see how many students answered the question correctly as well as how many students chose each incorrect multiple choice option. Online quizzes before class were chosen because they allow the instructor to focus class content for each class. For example, one class may understand a given concept while another did not. The instructor could then adapt his or her class to meet each individual class's needs.

The online library assignment was designed to help students to research more effectively by learning to navigate the university library's website. Because of its convenience, students are often tempted to rely on search engines like Google to complete research. However, information from those sources may not be as scholarly and respected as those from university library databases such as EBSCO, Lexis Nexis, or First Search. The library assignment requires students to find information from a variety of source types as well as to evaluate the quality and relative bias of information.

The requirement of visual aids in speeches was integrated to help students learn to create and speak with visual aids. Visual aids, such as PowerPoint, are omnipresent. However, students may not create effective visual aids, integrate those visuals into speeches correctly, or understand how to use the classroom projection equipment. Not only do integrating technology-based visual aids in speeches develop effective speaking skills, the student's comfort and knowledge levels with technology may also increase.

METHOD

Three Academic Transformation Pilot Project team members each selected two of their spring semester 2008 Fundamentals of Speech (SPCOM 100) courses for this study. One section from each instructor was an experimental section and one was a control section, for a total of 6 sections and approximately 150 students (each section of SPCOM 100 is capped at 25 students).

Surveys and E-Logs

Students in these sections completed two quantitative surveys; a pre-test survey in January and a post-test survey in May. Students in these sections also completed two e-logs (qualitative surveys) which asked them to reflect on their experiences in the course. The first e-log was distributed in February and the second in April. The quantitative surveys and the e-logs were distributed to students by Budget, Planning, and Analysis (BPA) staff. BPA staff stripped any identifying information from the quantitative surveys and e-logs. The resulting quantitative and qualitative data was analyzed by BPA trained staff and Academic Transformation Pilot Project team members.

Speech Observations

During the semester, two speeches from all students were video-recorded. A random selection of 10 students was selected from each of the 6 sections involved in the study using a random numbers generator. Students did not know which ten students were selected for analysis. During the semester, 2 speeches from those 10 students per section were video-recorded and analyzed by BPA trained coders. If any of the students were uncomfortable with having their speeches video-recorded, they were able to opt out at any time. 5 additional students were randomly selected from each course to serve as alternates if any of the original 10 opted out of having their speeches recorded. The recorded speeches were analyzed by BPA trained coders. Recordings of the speeches were deleted at the completion of the study.

Using the rubrics developed by each Speech 100 instructor to grade their student speeches, a new rubric was created for the purpose of this study. Three main constructs, common to all speeches, were first identified: delivery, structure/organization, and content. Within each of these constructs, elements were identified and described. A two-point scale was used for scoring each sub-category, and descriptions of what constituted each score were developed and included on the rubric.

Each coder had a copy of the rubric in front of them as they viewed recordings of speeches. Coders viewed each speech three times, each time focusing on one of the three constructs with its sub-categories, limiting the number of elements they had to evaluate and score. Each speech was viewed by two raters, assigned randomly to speeches. Each element was scored on a scale of one (poor) to two (excellent).

Participation

Participants received extra credit for participating in each aspect of the study. Participation in any aspect of the study including recording of speeches, completing e-logs, and quantitative surveys was completely voluntary and participants could choose to opt out of any part of the study at any time. Participants for this study were students enrolled in SPCOM 100 during spring semester 2008. Because

participation was voluntary, not every student the 6 SPCOM 100 sections participated in the study (see Table 1 below).

Table 1: Study Participants		
Survey Participants	Number	%
Control	53	48.2
Experimental	57	51.8
	N	%
Male	43	39.1
Female	67	60.9

QUANTITATIVE SURVEY RESULTS

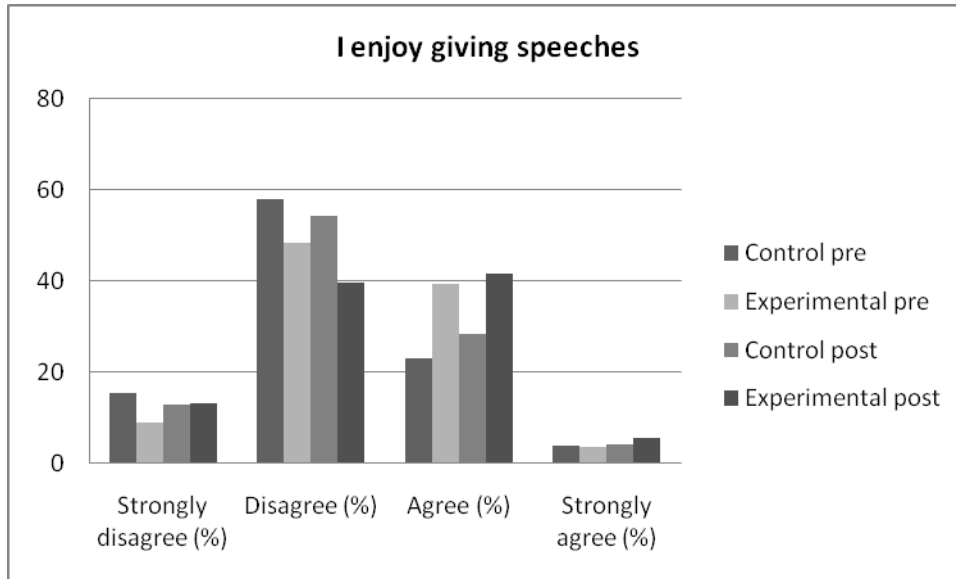
The following section summarizes data from the post and pre-surveys. Results are explored by question and represented visually in graphs. See Appendix E for detailed frequency information.

Quantitative Survey:

I enjoy giving speeches.

The pre-test survey revealed that students in both the control and experimental sections did not enjoy giving speeches (see Figure A below). The infusion of educational technology did not appear to increase student enjoyment of public speaking. More students in the experimental sections reported enjoying giving speeches. Comparisons of the pre and post-test results indicate that student enjoyment of speeches remained fairly constant. While both sections enjoyed speeches more in the post-test, the experimental section revealed a more dramatic shift.

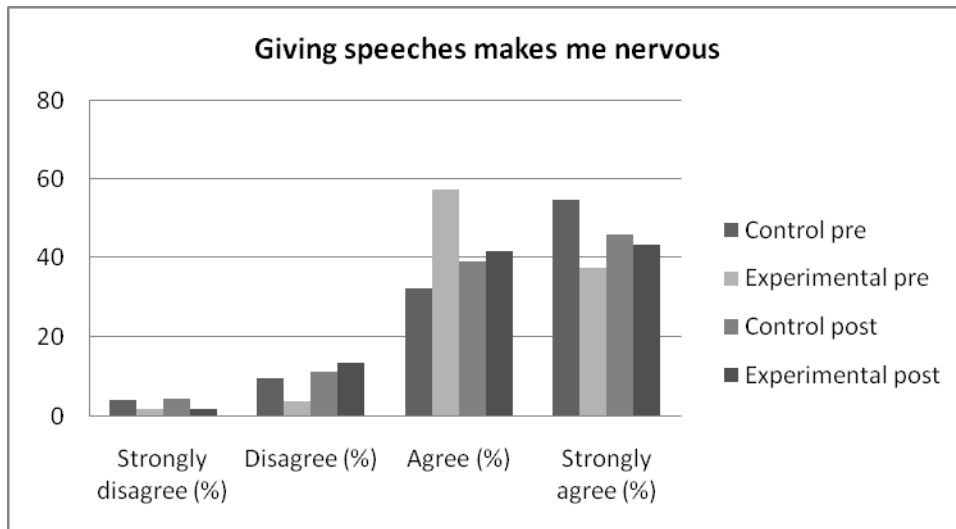
Figure A: I enjoy giving speeches.



Giving speeches makes me nervous.

The majority of responses in both the control and experimental sections agreed or strongly agreed that giving speeches made them nervous (see Figure B below). The post-test survey revealed that students in both the control and experimental sections reported feeling anxious about public speaking at the end of the semester. Results indicate that the inclusion of educational technology may not decrease public speaking anxiety.

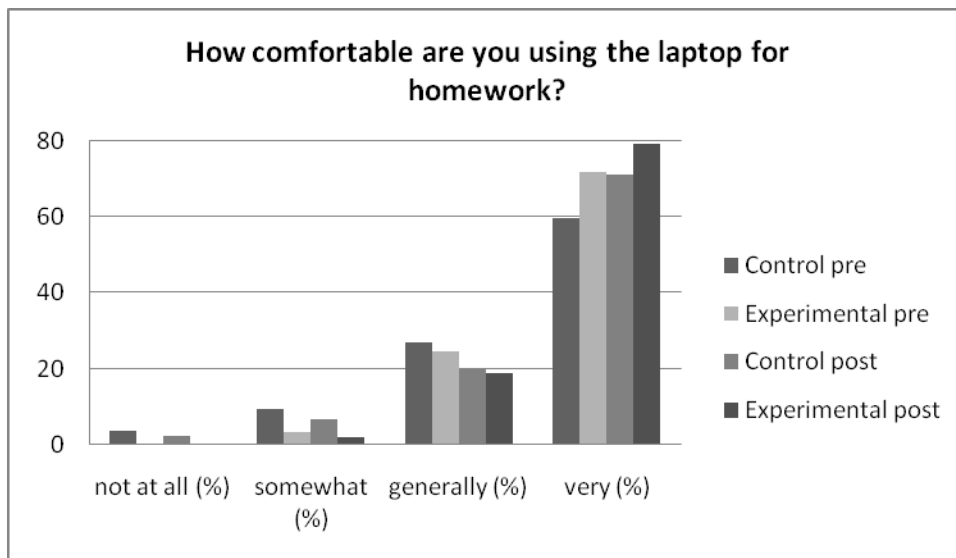
Figure B. Giving speeches makes me nervous.



How comfortable are you using the laptop for homework?

Results revealed that both the control and experimental sections reported being generally or very comfortable using the laptop for homework (see Figure C below). More students in the experimental sections reported being very comfortable with the laptop. The percentage of students indicating that they were very comfortable with the laptop increased in both the control and experimental sections in the post-survey results. Results indicate that increased use of educational technology increases student comfort with using the laptop for homework.

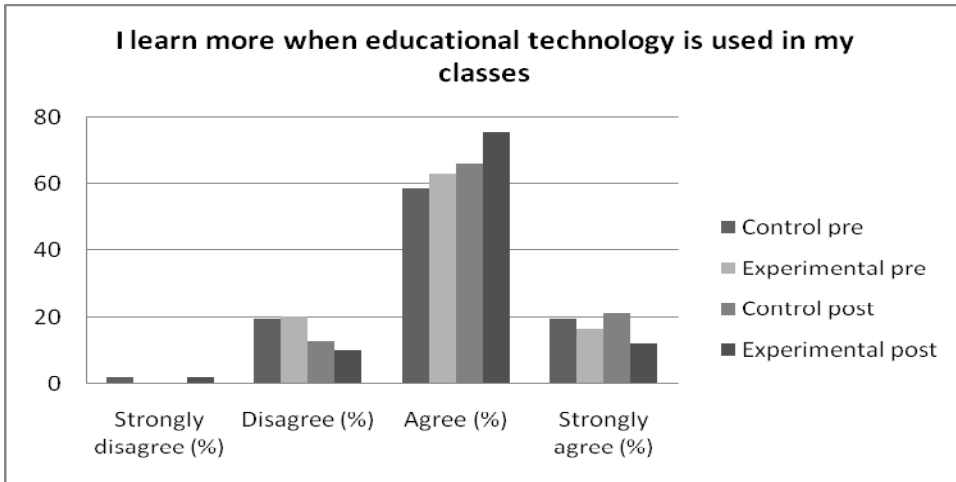
Figure C. How comfortable are you using the laptop for homework?



I learn more when educational technology is used in my classes.

The pre-test revealed very similar results in the control and experimental sections (see Figure D below). The post-test data revealed that fewer students in the control and experimental sections disagreed with the statement than in the pre-test. Post-test data revealed that students in both the control and experimental sections agreed that they learn more when educational technology is used in their classes, indicating a positive relationship between educational technology and student perceptions of learning.

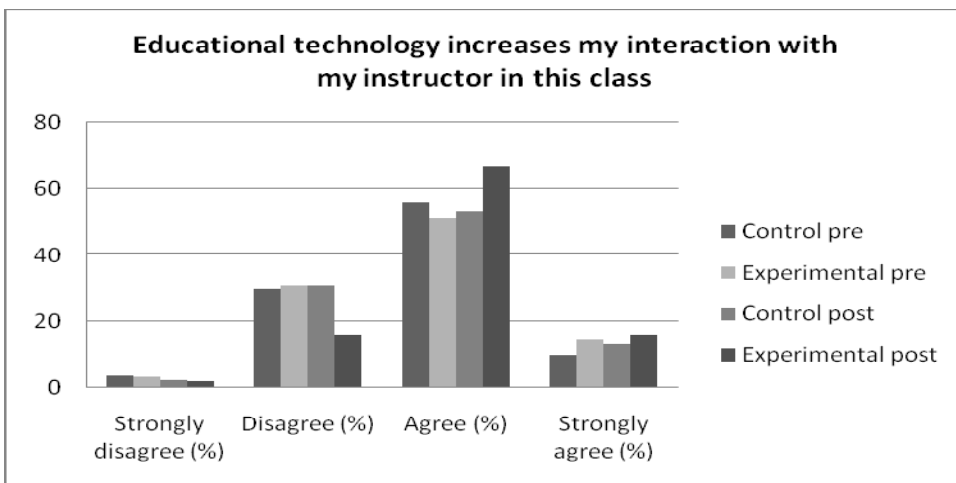
Figure D. I learn more when educational technology is used in my classes.



Educational technology increases my interaction with my instructor in this class.

Pre-test results indicated that most students either agreed or strongly agreed that educational technology increased their interaction with their instructor. Results from the control sections remained fairly constant between the pre and post-tests. The percentage of students in the experimental sections that agreed that educational technology increased interaction with instructors increased, while the number who disagreed decreased in the post-test (see Figure E below). Results indicate that students feel that educational technology makes them feel more engaged with their instructors.

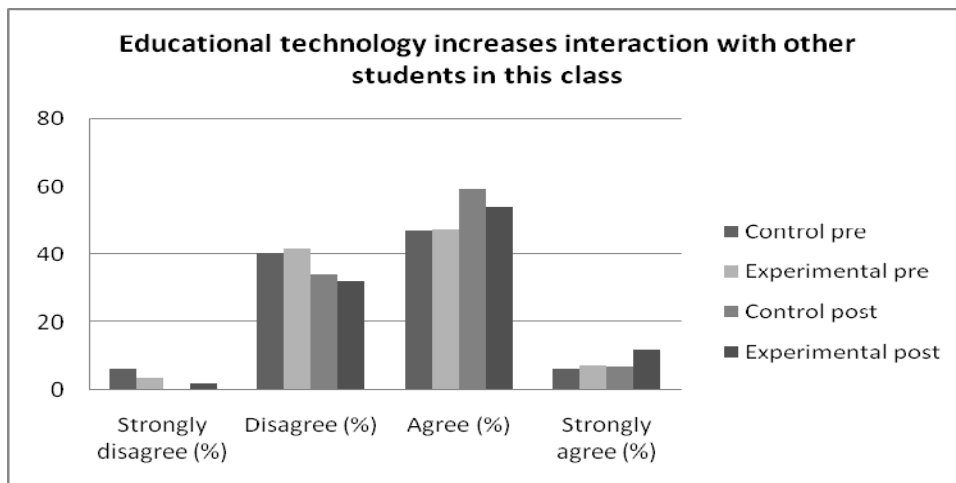
Figure E. Educational technology increases my interaction with my instructor in this class.



Educational technology increases interaction with other students in this class.

Results from the control section revealed an increase from the pre-test to the post-test in the percentage of students who agreed or strongly agreed that educational technology increased their interaction with other students in the class (see Figure F below). Results from both the control and experimental section demonstrated a decrease in the number of students who disagreed that educational technology increased interaction among students and an increase in the number of students who agreed or strongly agreed. These data demonstrate that educational technology increases student-to-student interaction.

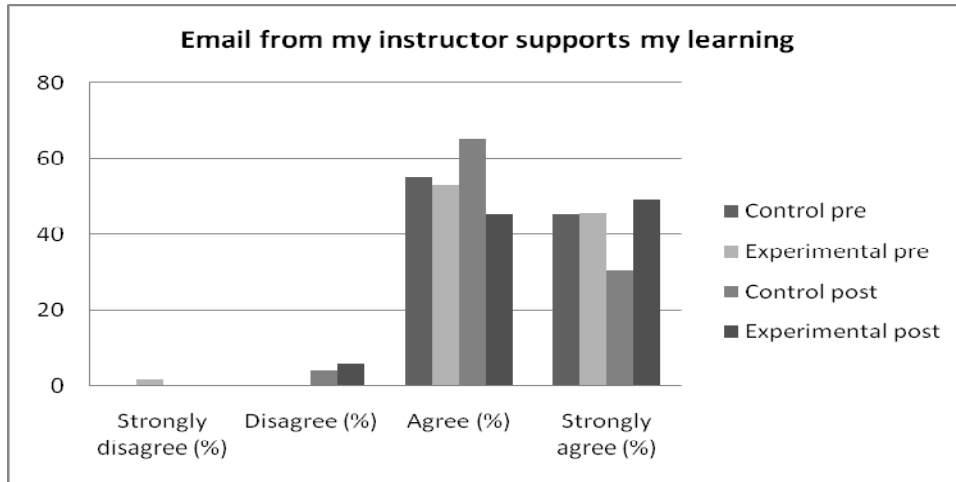
Figure F. Educational technology increases interaction with other students in this class.



E-mail from my instructor supports my learning.

The majority of students in both the experimental and control section agreed or strongly agreed that e-mail from their instructors supports their learning (see Figure G below). The percentage of students in the control section who agreed increased in the post-test. The experimental section revealed a decrease in the percentage of students who agreed in the post-test, but an increase in the percentage of students who strongly agreed increased in the post-test. These data indicate positive perceptions of e-mail in its ability to extend the traditional classroom experience.

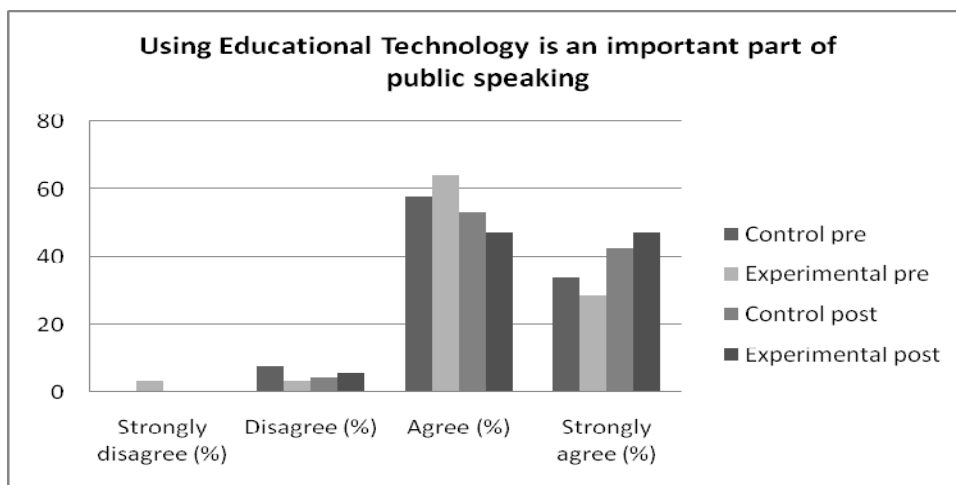
Figure G. Email from my instructor supports my learning.



Using educational technology (PowerPoint, projection equipment, the internet) is an important part of public speaking.

Students in both the control and experimental section predominantly agreed or strongly agreed that educational technology is an important part of public speaking (see Figure H below). Students in both the control and experimental sections who strongly agreed increased from the pre-test to the post-test. These data reveal that students perceive that educational technology is a significant part of public speaking.

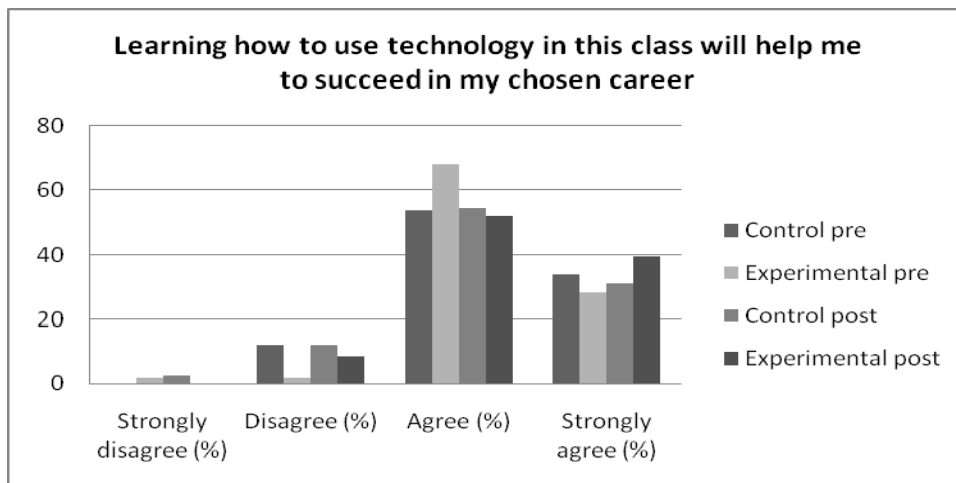
Figure H. Using educational technology is an important part of public speaking.



Learning how to use technology (Laptops, PowerPoint) in this course will help me to succeed in my chosen career.

Most students in both the control and experimental sections agreed or strongly agreed that learning to use technology will help them succeed in their chosen careers (see Figure I below). The percentage of students in the control section who agreed remained fairly constant, but decreased from the pre-test to the post-test. The percentage of students in the experimental section who agreed decreased from the pre-test to the post-test, but increased for those who strongly agreed. These data indicate a strong relationship between educational technology and perceptions of career preparation.

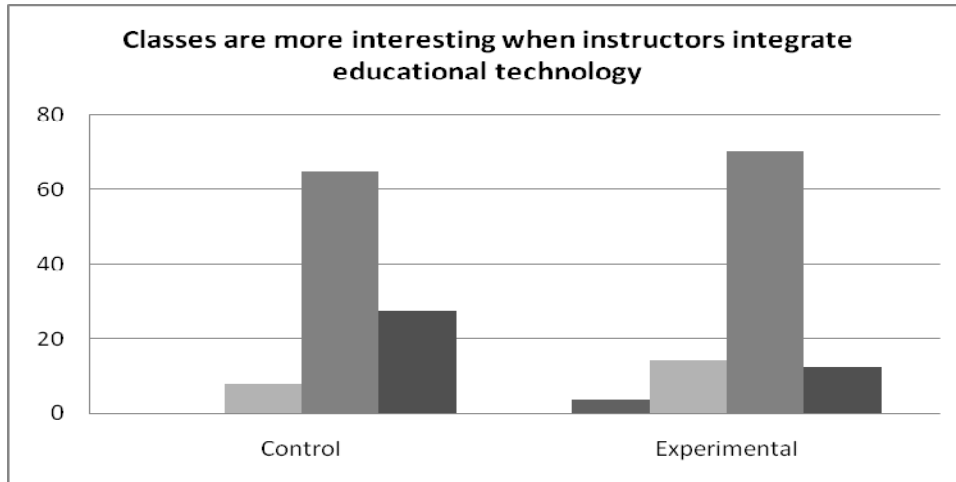
Figure I. Learning how to use technology in this class will help me to succeed in my chosen career.



Classes are more interesting when instructors integrate educational technology.

The majority of students in both the control and experimental sections agreed or strongly agreed that classes are more interesting when instructors integrate educational technology (see Figure J below). Percentages for the control section remained comparatively constant between the pre-and post-test results. The experimental section revealed an increase in the number of students who strongly agreed. Data indicate a relationship between educational technology and student engagement.

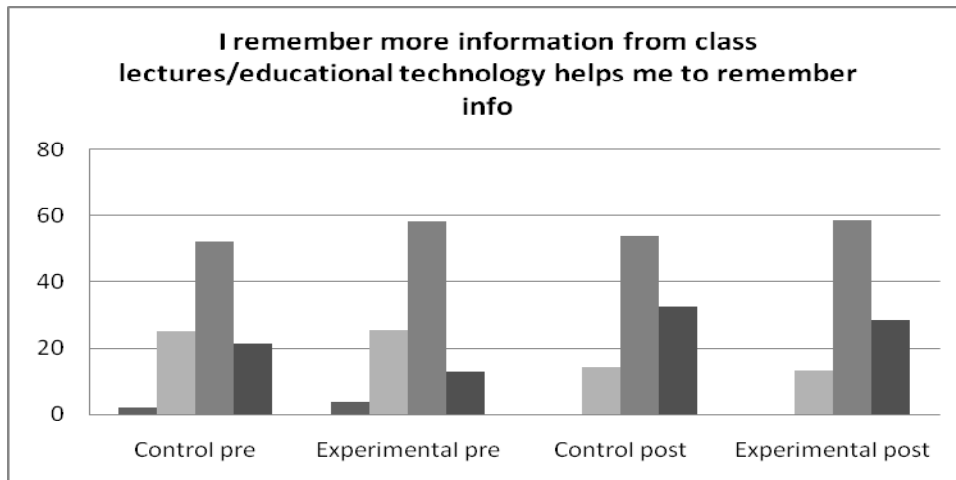
Figure J. Classes are more interesting when instructors integrate educational technology.



I remember more information from class lectures when educational technology is used.

The majority of students in both the control and experimental sections agreed or strongly agreed that they remember more information from class lectures when educational technology is used (see Figure K below). More students in the experimental section agreed, while more in the control section strongly agreed. These data reveal a positive relationship between educational technology and retention of information.

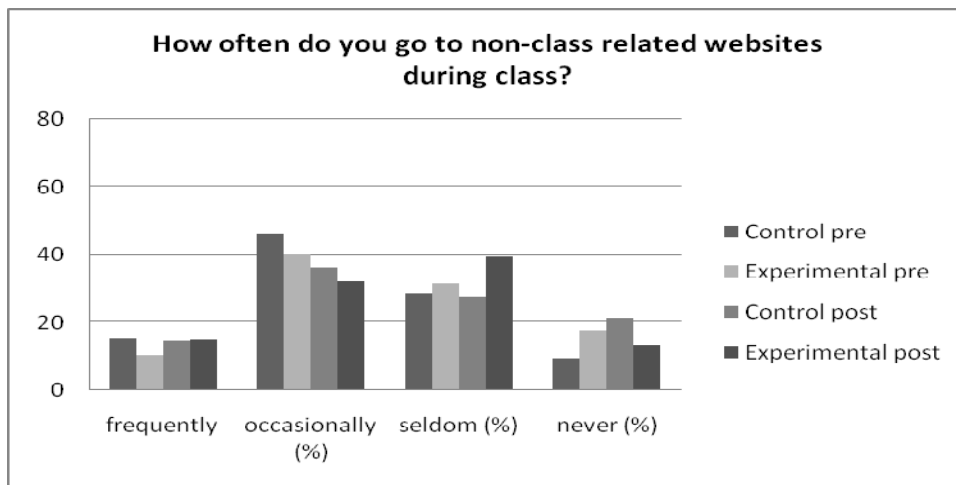
Figure K. I remember more information from class lectures when educational technology is used.



How often do you go to non-class related websites (Facebook, instant messaging, etc) during class?

The majority of students reported at least some non-class related internet use during class (see Figure L below). Most students self-reported as occasionally or seldom. Students in the control section who reported that they never went to non-class related websites increased from the pre-test to the post-test, while students in the experimental section decreased from the pre-test to the post-test.

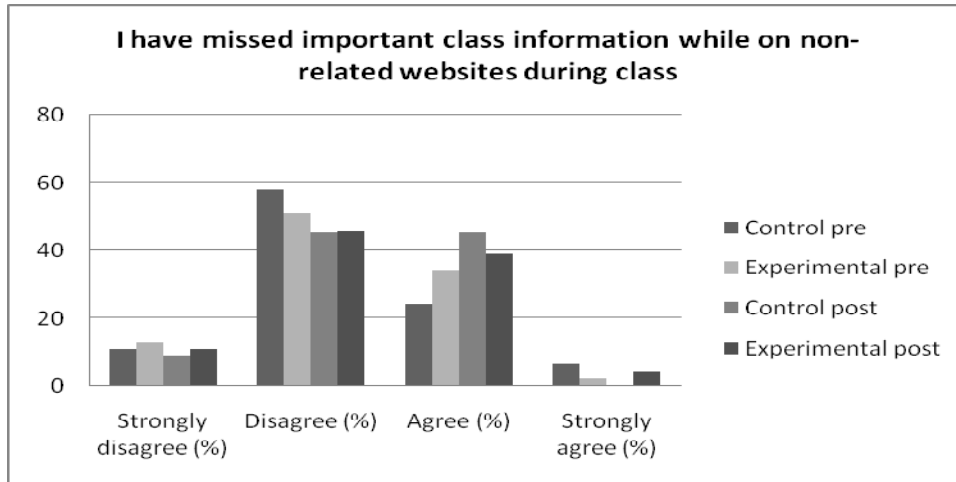
Figure L. How often do you go to non-class related websites during class?



I have missed important class information while on non-related websites during class.

Overall, the majority of students in both the control and experimental sections reported disagreeing or strongly disagreeing that they missed important class information while on non-related websites during class (see Figure M below). The percentage of students in both the control section who agreed with the statement increased from the pre-test to the post-test, although the increase for the control section was greater.

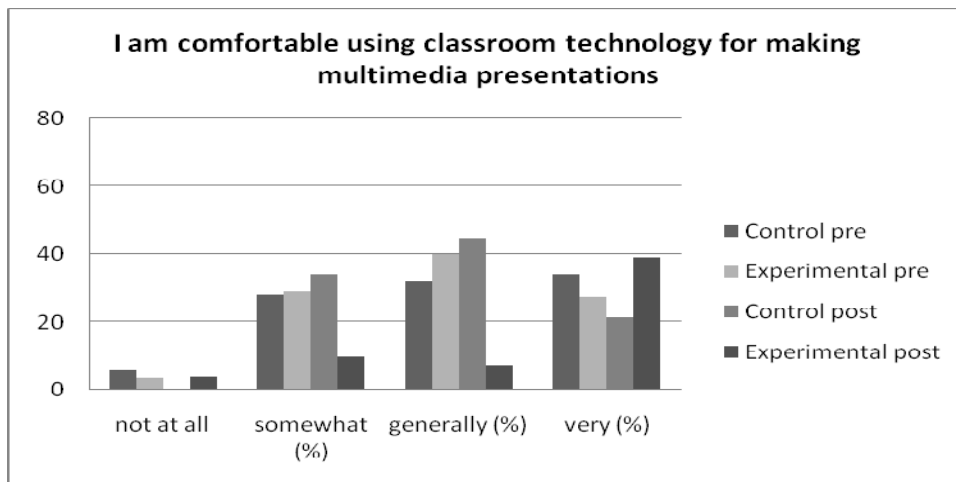
Figure M. I have missed important class information while on non-related websites during class.



I am comfortable using classroom technology (projection tools) for making multimedia presentations.

Most students in both the control and experimental sections reported being generally or very comfortable using classroom technology for making multimedia presentations (see Figure N below). The percentage of students in the control section that generally felt comfortable increased in the post-test, but decreased for those students reporting that they were very comfortable. Students in the experimental sections who strongly agreed increased in the post-test. Results indicate that as the students used classroom technology, comfort levels increased.

Figure N. I am comfortable using classroom technology for making multimedia presentations.



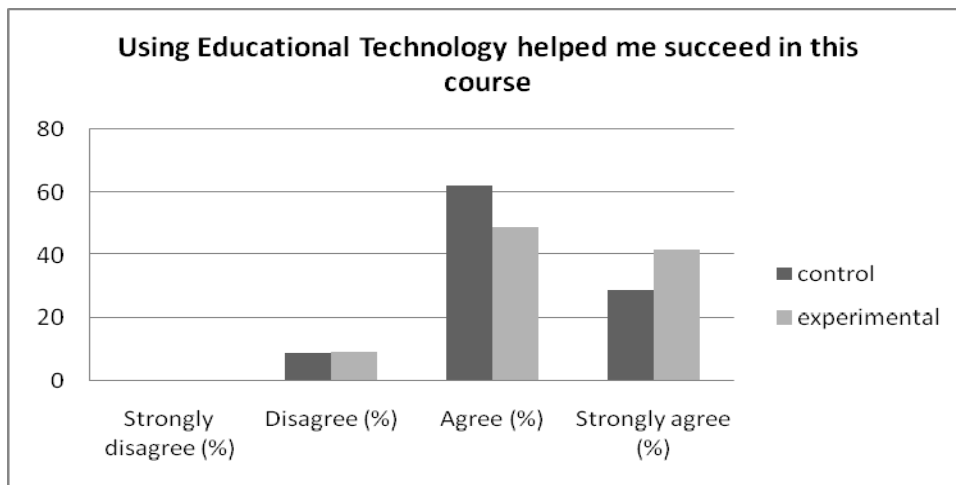
Post-Test Survey Only

The following questions appeared in the post-test survey only.

Using educational technology (Powerpoint, projection equipment, the internet) helped me succeed in this course.

The majority of students in both the control and experimental section either agreed or strongly agreed that educational technology helped them to succeed in the course (see Figure O below). More students in the control section agreed with the statement while more students in the experimental section strongly agreed with the statement. These results indicate a positive relationship between educational technology and success in one's classes.

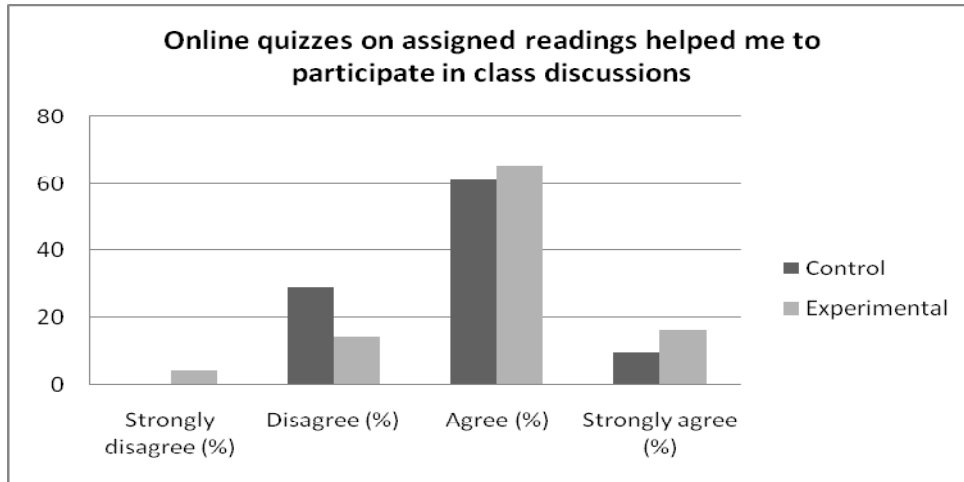
Figure O. Using educational technology helped me succeed in this course.



Online quizzes on assigned readings helped me to participate in class discussions.

The majority of the students in the experimental sections, which completed the online quizzes, agreed or strongly agreed that the quizzes helped them to participate in class discussion (see Figure P below). The control sections, which did not take the quizzes, still reported a favorable response to the quizzes. Over half of the responses from the control sections agreed or strongly agreed with the statement. Results indicate that students like using D2L to take quizzes as well as a positive relationship between the quizzes and perceptions of preparation.

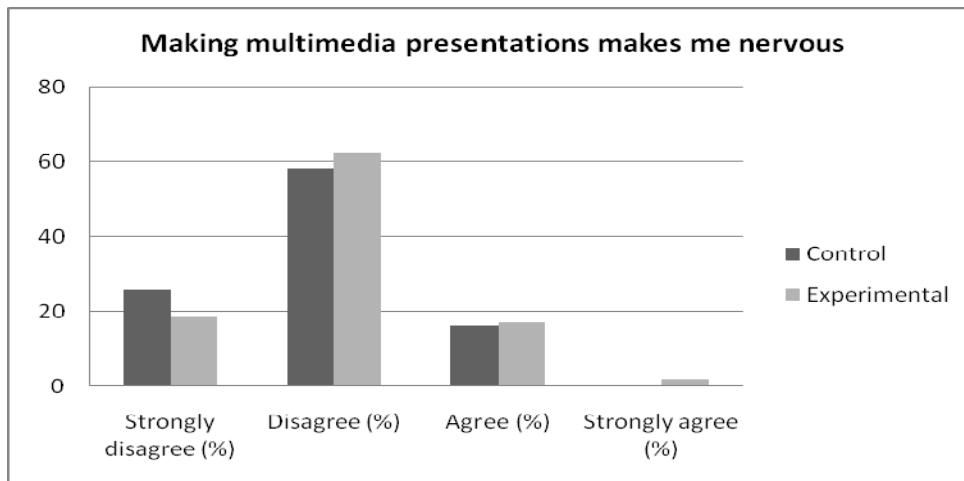
Figure P. Online quizzes on assigned readings helped me to participate in class discussions.



Making multimedia presentations (Powerpoint, projection tools) makes me nervous.

The majority of students in both sections either disagreed or strongly disagreed that making multimedia presentations makes them nervous (see Figure Q below). More students in the experimental sections either disagreed or strongly disagreed. The data reveal a positive relationship between using technology and decreased anxiety levels.

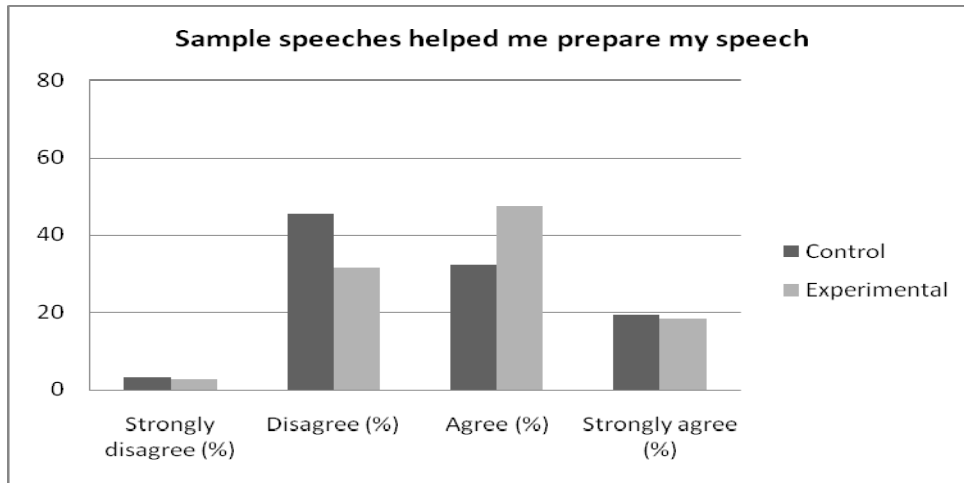
Figure Q. Making multimedia presentations makes me nervous.



Sample speeches (video segments) helped me prepare my speeches.

A high number of students in both the control and experimental sections either skipped this question or reported that they did not experience the use of sample speeches. Sample speeches were not one of the interventions (see Figure R below).

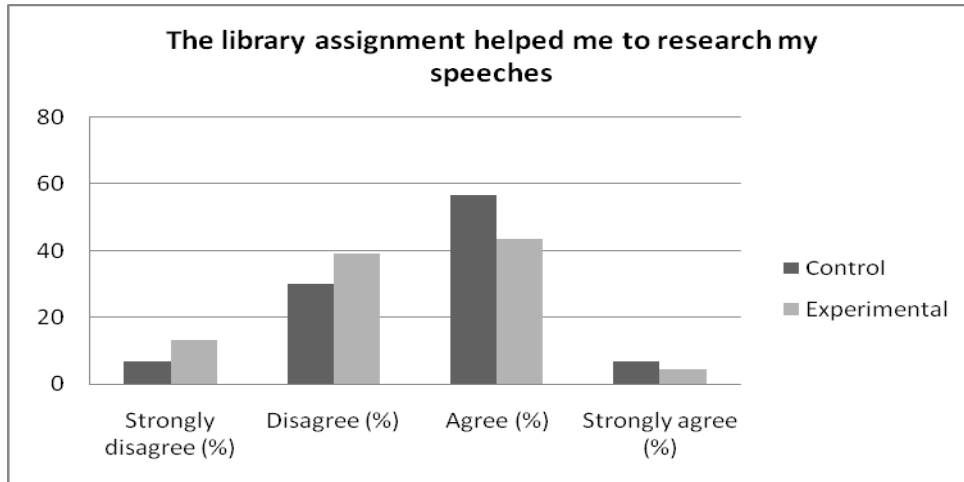
Figure R. Sample speeches helped me prepare my speech.



The library assignment helped me to research my speeches.

Many responses indicated that they did not experience (or complete) the library assignment (see figure S below). The fact that many in the control section, which were not assigned the library assignment, reported this, makes sense. However, the high numbers in the experimental sections, which were given that assignment, is problematic. One possible explanation for the low response rate on this question is that students did not associate the name of the library assignment with the question asked on the survey.

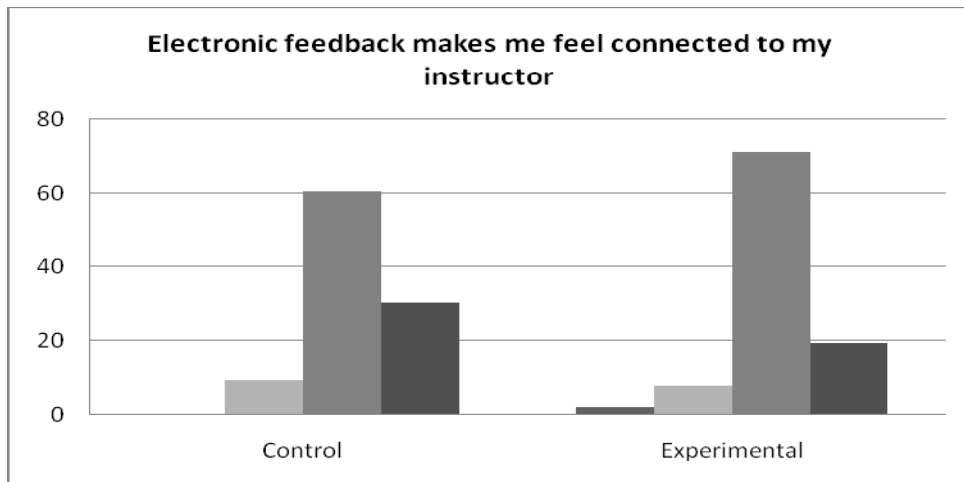
Figure S. The library assignment helped me to research my speeches.



Electronic feedback (D2L Discussion Board, e-mail, etc.) makes me feel connected to my instructor.

The majority of responses for both the control and experimental sections agreed or strongly agreed that electronic feedback makes them feel connected to their instructor (see Figure T below).

Figure T. Electronic feedback makes me feel connected to my instructor.

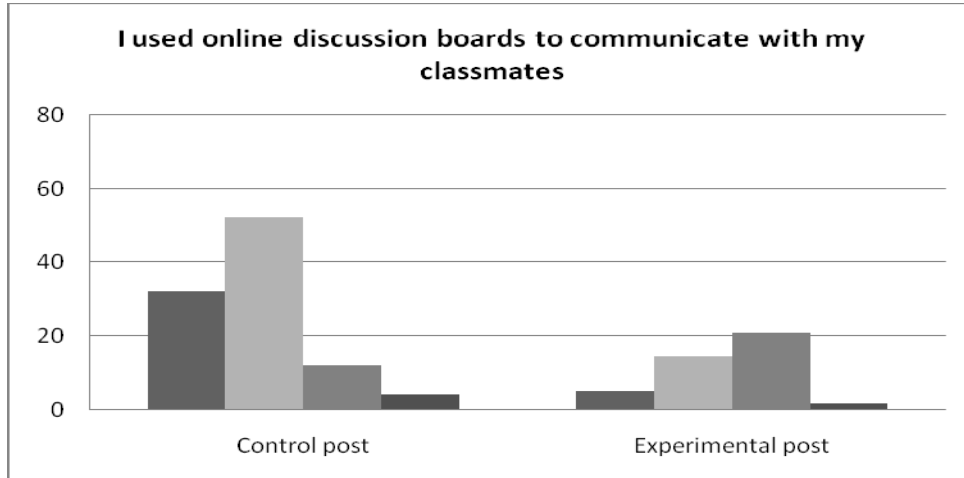


I used online discussion boards to communicate with my classmates.

A very high number of students in both the control and experimental section skipped this or responded that they did not experience using online discussion boards to communicate with classmates (see Figure U below). Approximately 25% of the students in the experimental section students agreed

with the statement. While D2L discussion boards were not one of the technological integrations of the study, these results indicate a primarily untapped resource in the course.

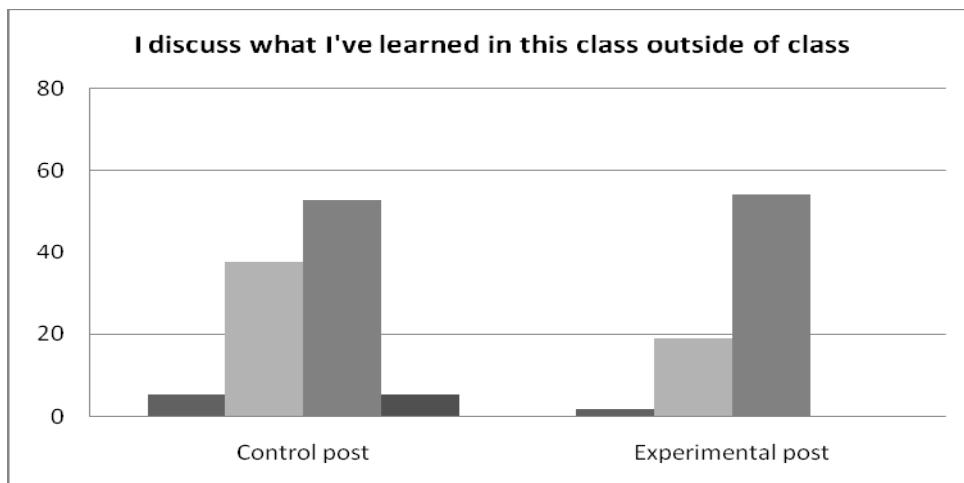
Figure U. I used online discussion boards to communicate with my classmates.



I discuss what I've learned in this class with others outside of class.

The majority of the responses to this question agreed that they discussed what they learned in this class with others outside of class (see Figure V below). More students in the experimental section agreed, while more students in the control section disagreed. A higher number than observed on most other survey questions skipped the question.

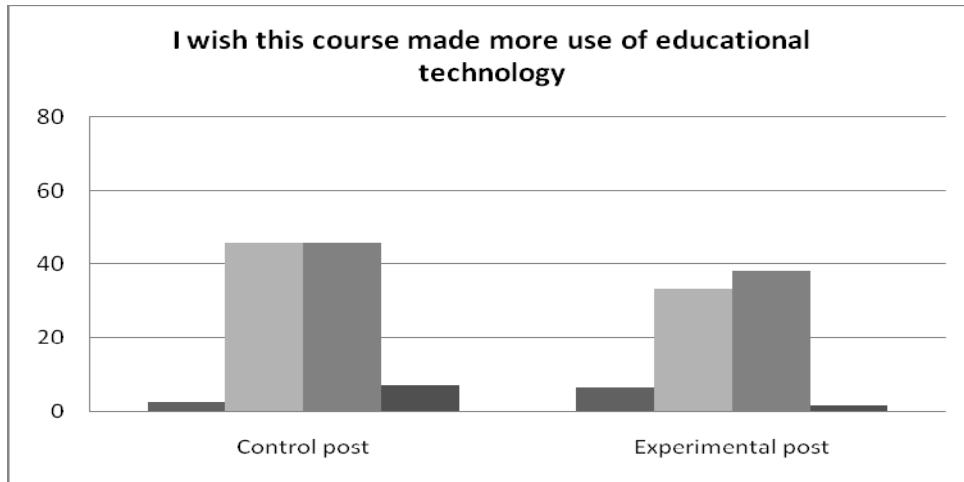
Figure V. I discuss what I've learned in this class outside of class.



I wish this course made more use of educational technology.

Responses from the control and experimental sections were similar (see Figure W below). Students in both sections seemed split on the perceived benefit of educational technology for the SPCOM 100 course. Results could reflect the variance in instructor use of technology aside from the educational technology integrations.

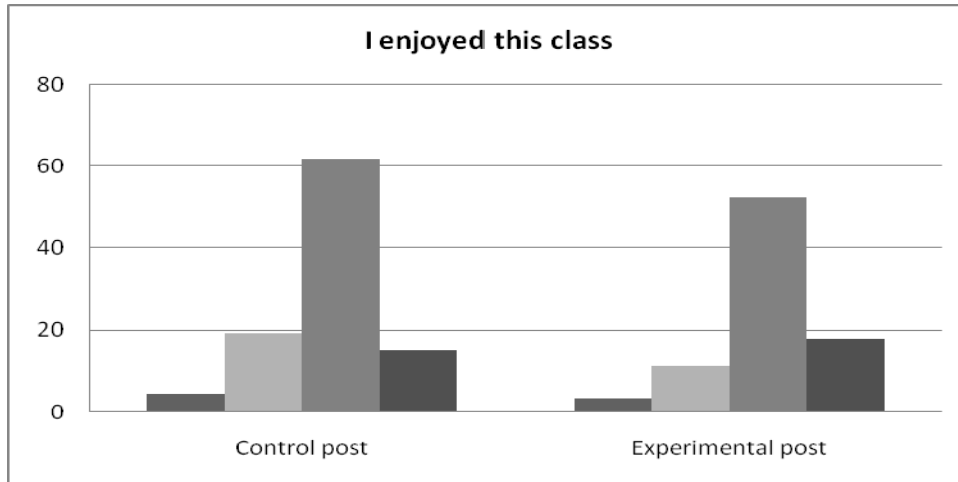
Figure W. I wish this course made more use of educational technology.



I enjoyed this class.

The majority of students in both the control and experimental sections agreed or strongly agreed that they liked the class (see Figure X below). Results indicate that students in the control section enjoyed the course more than the experimental section.

Figure X. I enjoyed this class.



Quantitative Results Discussion

Results from the quantitative surveys indicated a favorable perception of educational technology in both the control and experimental sections. Results comparing control and experimental sections revealed similar views toward educational technology and its perceived impact on learning and future benefits. The surveys revealed that students felt that they learned more when educational technology made classes more interesting, helped them remember and learn more, and ultimately made them more successful in the class. While students reported going to non-class related websites during class, they did not feel doing so caused them to miss class information.

Data on the online quizzes and library assignment were unexpected. Students in the control sections responded favorably to those items, although they were not part of the curriculum of those sections. In contrast, some students in the experimental sections reported not experiencing those items, although they were part of their curriculum. Students in the control sections may have reported on the perception of those items as helpful and those in the experimental sections were confused by the name of the library assignment, which they completed.

Results confirmed that students do not enjoy giving speeches and that the idea of giving a speech makes them nervous. Most students felt that technology was an important part of public speaking and reported being at least somewhat comfortable using technology for homework and presentations.

E-LOG (QUALITATIVE SURVEY) RESULTS

The following section summarizes the results from the E-Logs. For each E-Log question, emergent themes are defined. Next, the frequency and corresponding percentages for each E-Log question are tabulated and then represented visually in charts. Example student responses for each theme are provided. Finally results for each E-Log question are summarized. For detailed discussion of each E-Log question, see Appendices G and F.

E-Log #1

Question 1: How do you think educational technology will help you succeed in this course?

Table 2: E-Log 1- Question 1. Theme Definitions	
Theme	Theme Definition
Research	Use of the Internet and university library databases to conduct research for speeches.
Speeches	Use of the laptop to create visual aids (i.e. PowerPoint) and speech preparation (i.e. typing outlines, creating back-up files).
Online Course Materials	Use of D2L to house and organize course documents and expectations.
In-Class Use	Use of the laptop in the class (i.e. taking notes).
Convenience	The ability to work on the course from anywhere at any time.
Communication	Use of e-mail to communicate with instructor and classmates.
No Benefit/Not Using	No perceived benefit, not necessary to education, and/or not being used in the class.
Performance Reflection	The ability to watch one's speech performance to assess strengths, weakness and improve one's abilities.
Future Benefits	Perceived benefit for education, careers, and preparation for the ubiquity of technology.
Saving Paper	Online assignments, quizzes, and course materials resulting in less wasted paper.

Comparison of theme by condition – E-Log 1, Question 1

Table 3: E-Log #1, Question 1. Frequencies				
Theme	Control		Experimental	
	Number	%	Number	%
Research	9	20.5	12	20.7
Speeches	8	18.8	17	29.3
Online Course Materials	7	15.9	9	15.5
In-Class Use	6	13.6	4	6.9
Convenience	4	9.1	7	12.1
Communication	4	9.1	2	3.5
No Benefit/Not Necessary	3	6.8	2	3.5
Performance Reflection	1	2.3	3	5.12
Future Benefits	1	2.3	1	1.7
Saves Paper	1	2.3	1	1.7

Figure Y. E-Log 1. Question 1.

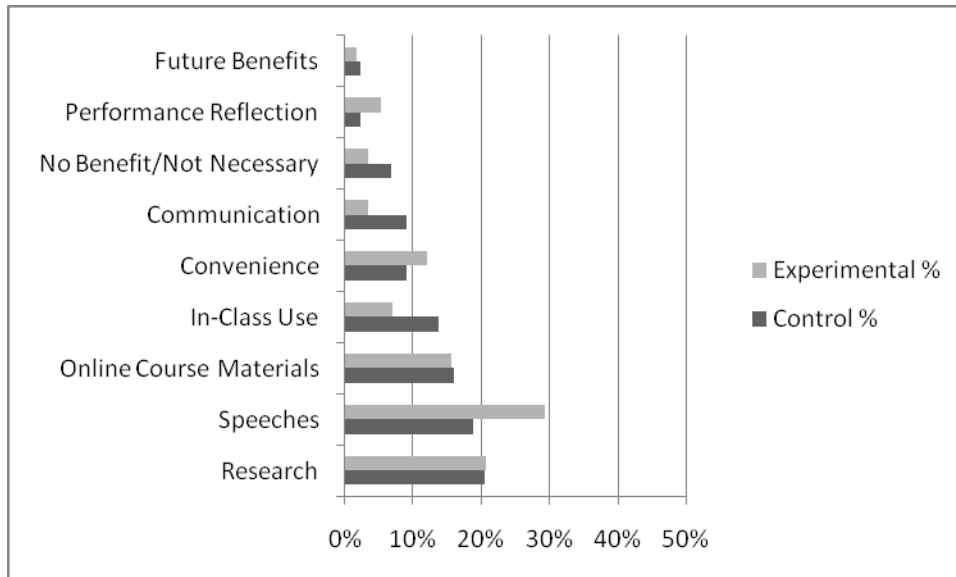


Table 4: E-Log 1 - Question 1. Examples	
Theme	Examples
Research	<ul style="list-style-type: none"> - Technology may also be used to conduct research on our third speech, which will be about a historical or though provoking concept. - I also use the internet for sources when looking up information on my speech topic. - It will help me find information about things that I didn't know or couldn't find at the library. -Not very many people are as familiar with the internet and other resources as they could be.
Speeches	<ul style="list-style-type: none"> -Technology will help me succeed in this course in a number of ways. Throughout the semester, our speeches will need to include a visual element. Using technology like a projected laptop image or a slide will enhance the effect the speech has. - I think it will help succeed because by using technology we can provide visual aids for our speeches, it opens up a whole new look at speeches. - Having visual aids like power point and video clips can also benefit your speech, it shows the viewers a better insight to your subject.
Online Course Materials	<ul style="list-style-type: none"> - I think that because we have educational technology, this course becomes easier to keep up with, because we can always find what information we need. It is nice that our assignments/handouts are all online because if we did not understand something in class, we can look online to clarify things. - Also when the teacher posts things online, and when we need to get done this increases my chances on actually getting it done.
In-Class Use	<ul style="list-style-type: none"> - Personally, when we use educational technology it increases my chances of actually listening and my interest in the course.” - I think that these types of technology help me with organizing notes for classes, and helps me stay focused on what is going on in class instead of dazing off. - I think that educational technology can definitely help in the speech communications course. I like seeing video clips during class, they add a little something. For example, Professor X used one that was about a man explaining how not to use power points, and how they can be to your disadvantage. I thought that was very useful.
Convenience	<ul style="list-style-type: none"> - I feel that computers are much more convenient, then notebooks. You don't have to worry too much about unorganized information. - I am able to do things on my own time as opposed to making sure that I can get to the library even though I may not be able to concentrate on the task at hand.
Communication	<ul style="list-style-type: none"> - With the laptops its easy to shoot the professor an email to answer a quick question. I think that it is a great way to stay connected with the class as well to go over an problems or issues we may be experienceing as well. -It also gives me access to be able to email my professor if I have comments or questions, or even to contact another student for help.

No Benefit/Not Using	- We are not using educational technology at all in this course. The only technology we have used is an overhead projector, if you can call that technology. I used a powerpoint during my speech, but there was no help from the instructor whatsoever.
Performance Reflection	-“I think that advancement in video recording technology will help me to succeed in this course because when I finish a speech that has been recorded, I am able to go back and watch the tape of my speech. This is beneficial because I am able to change things that I didn't do as well the first time in my speech in the second speech. Things such as my posture, eye contact and the speed of my voice can be self evaluated, which will better my next speech.
Future Benefits	- I think educational technology will help me in the future when it comes to dealing with customers and orders with my design business. I will be dealing with laptops and many technical things. I think that by learning about it all early in college and throughout, it will prepare me for the future.
Saving Paper	- It also saves on paper, since you don't have to print anything, or have loads of handouts.

- The three control sections resulted in 25 responses. Within those 25 responses, 44 statements were coded. The three experimental sections resulted in 31 responses. Within those 31 responses, 58 statements were coded. Many of the responses in both the control and experimental sections explored similar areas.
- Both the control and experimental sections expressed positive perceptions of educational technology for use in speeches. However, the discussion of technology, in the form of PowerPoint visual aids or video clips, was more pervasive in the experimental section.
- Both the control and experimental sections reported that educational technology, such as D2L, was highly convenient. The experimental section simply referred to convenience more often than the control section.
- The control sections resulted in more responses in the area of communication. Both the control and experimental sections reported that educational technology had a positive impact on communication with their instructor and classmates, making it easier to keep up with class information and assignments.

- The control sections contained more responses in the area of in-class use of educational technology. Both the control and experimental sections reported that the use of educational technology in the class helped them to understand content better and to maintain interest and attention during class. Other responses in the control sections reported wanting more educational technology used during class time.
- The control sections contained more responses that educational technology did not benefit their learning and/or was not used in class. The statements from the control section focused on the lack of educational technology or the lack of quality of the technology used. In contrast, the experimental sections responses focused on the idea that educational technology did enhance the learning experience.

Question 2: What were the strengths and weaknesses of your first speech?

Strengths

Table 5: E-Log 1 - Question 2 (Strengths). Theme Definitions	
Theme	Theme Definition
Oral Delivery	The spoken parts of the speech (i.e. speaking clearly, good volume, speaking fluently).
Eye Contact	Not relying on note cards and looking at the audience.
Topic and Content	Choosing an appropriate and interesting topic, existing knowledge of one's speech topic, interesting and focused content.
Research	The integration of credible resources into speeches.
Visuals	The integration of visual aids and technology based visual aids, such as PowerPoint.
Structure and Organization	Good introductions, transitions, and/or conclusion.
Anxiety	Feeling or appearing calm and comfortable during the speech.
Preparation	Practicing and rehearsing.
Do not Know Strength/None Listed	Did not list a strength or reported that they did not know the strengths of his/her speech.
Time	The speaker's ability to stay within the required time-frame for the speech.

Comparison of theme by condition – E-Log 1, Question 2. Strengths

Theme	Control		Experimental	
	Number	%	Number	%
Topic and Content	11	29.0	7	19.4
Preparation	6	15.8	2	5.6
Eye Contact	5	13.2	3	8.3
Oral Delivery	4	10.5	7	19.4
Don't Know Strength/None Listed	4	10.5	4	11.1
Structure and Organization	3	7.9	4	11.1
Anxiety	3	7.9	0	0
Physical Delivery	1	2.6	3	8.3
Research	1	2.6	1	2.8
Visuals	0	0	4	11.1
Time	0	0	1	2.8

Figure Z. E-Log 1. Question 2 (Strengths)

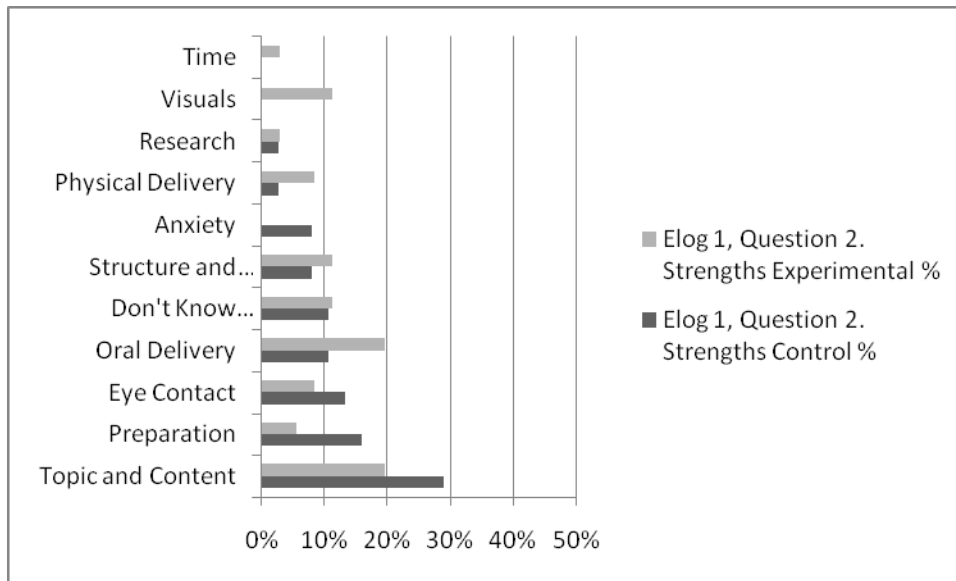


Table 7 E-Log 1, Question 2 (Strengths). Examples	
Theme (Strengths)	Examples
Oral Delivery	- Well prepared, good pitch and tone. - I had a projecting voice, stance and delivery.
Eye Contact	- I suppose the strengths of the speech were the use of notes. I really didn't depend on them that much I don't think.
Topic and Content	- The strengths of my first speech were that I had a nice opening and tied in some humor with life experiences. - My strength on my first speech was the knowledge that I had on the subject. - My strengths were in my knowledge of topic and how comfortable I felt speaking on it.
Research	- My strengths of my first speech was all of the information I was able to gather. I was able to research several different views on my topic which allowed me to expand information on my speech. - I knew the information I was presenting was accurate with my sources being reliable.
Visuals	- The strengths I feel for my first speech was having a PowerPoint go along with it... -... I used pictures to explain my topic...
Structure and Organization	- The strength of my first speech was organization. I think that I put it together well and got my purpose out to my audience. - My strengths of my first speech were my transitions from topic to topic... - Good Intro, body and conclusion...
Anxiety	- I think strengths about my first speech included, I was clam, which is unusual, and I felt comfortable in front of the audience. - My strengths in my first speech, were that I wasn't so nervous that I wasn't able to think...
Preparation	- I was able to have adequate time to prepare and rehearse. - ...I had practiced so I was prepared. - I was well prepared for my first speech, having practiced numerous times in front of different people.
Do not Know Strength/None Listed	- I don't know what my strength was. -I am not really sure what my strengths and weaknesses would be for my first speech because I haven't taken it yet.
Time	-...I also spoke for 8 minutes; which was the recommended time.

- 27 responses were obtained from the control sections, resulting in 38 coded statements. 32 responses were obtained from the experimental sections, resulting in 36 coded statements.
- More students in the experimental section listed oral delivery, visuals, physical delivery, and time as strengths of their first speech. While respondents in both the control and experimental sections

noted similar aspects of oral and physical delivery (i.e. good volume and posture), no students in the control sections listed the use of visuals or time among their strengths. More students in the control sections listed eye contact, topic and content, anxiety, and preparation among their strengths.

- More students in the control sections reported feeling or appearing calm during the first speech. Students in both the control and experimental sections reported feeling knowledgeable about their topics and more prepared for the first speech, but those perceptions were more pervasive in the control sections.

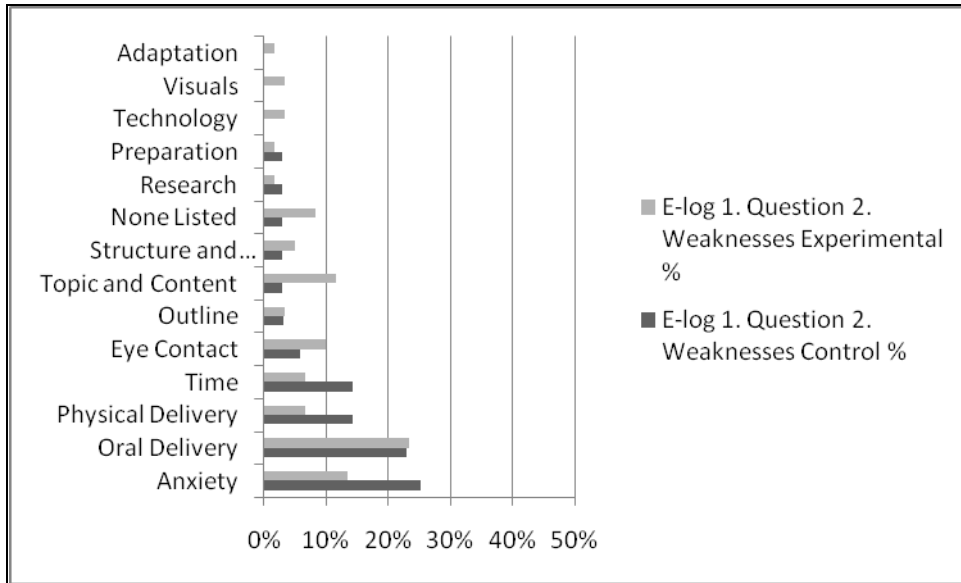
Weaknesses

Table 8: E-Log 1 - Question 2 (Weaknesses). Theme Definitions	
Theme (Weaknesses)	Theme Definition
Oral Delivery	The spoken parts of the speech (i.e. Talking to fast, dis-fluency, speaking too softly).
Physical Delivery	To the physical aspects of the speech (i.e. Movement and poise).
Eye Contact	Relying too heavily on note cards and/or not looking directly at the audience.
Topic and Content	Selecting a boring topic and forgetting information.
Research	Failing to integrate research or integrating low quality research.
Visuals	Not integrating visuals or problems with visuals.
Structure and Organization	With the introduction, transitions and /or conclusion.
Anxiety	Feeling nervous, becoming emotional, shaking, and blushing.
Technology	Problems with projection equipment.
Preparation	Not practicing enough.
Adaptation	Not adjusting the speech to the audience.
Time	A speech that was too long or too short.
Outlines	Problems with the outline (i.e. Not detailed enough).

Comparison of theme by condition – E-Log 1, Question 2. Weaknesses

Table 9: E-Log 1 - Question 2 (Weaknesses). Frequencies				
Theme	Control		Experimental	
	Number	%	Number	%
Anxiety	9	25.2	8	13.3
Oral Delivery	8	22.9	14	23.3
Physical Delivery	5	14.3	4	6.7
Time	5	14.3	4	6.7
Eye Contact	2	5.7	6	10
Outline	1	3	2	3.3
Topic and Content	1	2.9	7	11.7
Structure and Organization	1	2.9	3	5
None Listed	1	2.9	5	8.3
Research	1	2.9	1	1.7
Preparation	1	2.9	1	1.7
Technology	0	0	2	3.3
Visuals	0	0	2	3.3
Adaptation	0	0	1	1.7

Figure AA. E-Log 1, Question 2 (Weaknesses)



Theme	Examples
Oral Delivery	<ul style="list-style-type: none"> -...I need to speak more slowly and clearly. -...I used a lot of "umms" and "uhhs" which really brought my score down. -...I should work on talking a little slower... -One of my weaknesses might have been talking too fast, I tend to get carried away when I talk about something I'm interested in.
Physical Delivery	<ul style="list-style-type: none"> -I didn't move around much... -... I hid behind the desk...
Eye Contact	<ul style="list-style-type: none"> -The notes were good but I lost my place and had to wing it. -...my weakness was not giving enough eye contact and relying on my notes.
Topic and Content	<ul style="list-style-type: none"> -Weakness: Forgot a couple details. -Probably was nervous and missed some things that I should have brought up. -...I realized I should have talked about a few other topics that would have been helpful...
Research	<ul style="list-style-type: none"> -...I realized that I should have looked more into my topic after the professor asked me questions at the end. -My weaknesses were that I don't think I had enough sources and supporting material.
Visuals	<ul style="list-style-type: none"> -My laptop did not work throughout my speech so I was unable to show my video clip or my PowerPoint presentation. - Also, I brought up props to represent my three topics and I got so caught up in getting my point across that I only showed the class one which disrupted the flow of my speech.
Structure and	<ul style="list-style-type: none"> - My weakness was not having a strong and clear conclusion.

Organization	-...the conclusion of my speech that wasn't as strong as the introduction. -Another weakness is believe I could have transitioned my topics a little bit more smooth.
Anxiety	-I broke down during my speech and began to cry. My voice was very shaky and I was trembling a bit. -Unfortunately I was very nervous and had a hard time remembering what I was going to say. I have never given any sort of speech before so the amount of stage fright I had was overwhelming to say the least. -The negatives were that I think I got nervous and I rushed my speech by quite a lot. -...I believe my hands were shaking.
Technology	-My major weakness was my technical tools not working. My laptop did not work throughout my speech so I was unable to show my video clip or my PowerPoint presentation. -The weaknesses of my speech was that it took me a while to get started- I had to take a minute before I would get started...
Preparation	- I did not have enough time to prepare...
Adaptation	-I do know I can work more on relating the topic to my audience, getting their attention right away, and keeping them interested throughout my speech.
Time	-Well I had alot to say but when I practiced I must have timed myself to wrong becasue I went over the time limit by a minute. -The weakness was that I had too much information for the speaking time given. -The weakest part of my speech was the time factor. I was under the required amount of time and this affected my grade.
Outlines	-The weakness of my speech was the outline... -Also, my outline was too simple, I need to make it more detailed next time.
None Listed	-I am not really sure what my strengths and weaknesses would be for my first speech because I haven't taken it yet. I know that I am pretty good with speaking and I don't think I will have many weaknesses.

Weaknesses

- 27 responses were obtained from the control sections, resulting in 35 coded statements. 32 responses were obtained from the experimental sections, resulting in 60 coded statements.
- More students in the experimental sections listed eye contact, topic and content, visuals, and technology as a weakness. Students in both the control and experimental sections reported similar weaknesses, such as looking at note cards too much and forgetting information. However, more students in the experimental sections reported those weaknesses in the first speech.

- No students in the control sections mentioned visuals or technology as a weakness. More students in the control sections listed physical delivery, anxiety, and use of time among the weaknesses of the first speech.

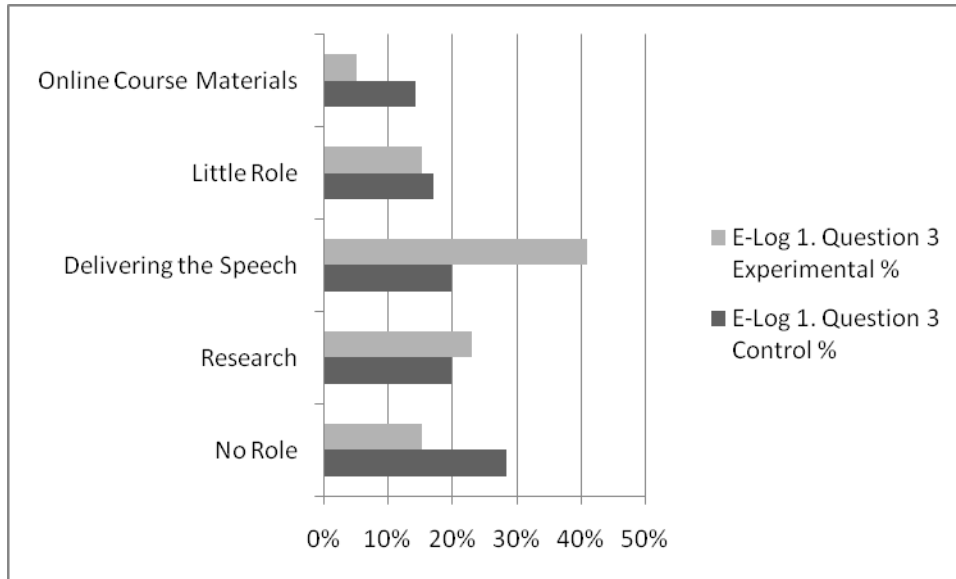
Question 3: What role did educational technology play in your first speech?

Theme	Theme Definition
No Role	Educational technology was not required, there was no need for technology to conduct research, and/or it will be used in future speeches.
Little Role	Using educational technology for speech preparation (i.e. creating outlines and note cards), and performance reflection.
Online Course Materials	Use of D2L (i.e. grades, class and speech information), the instructor's use of D2L and educational technology.
Research	Finding resources online.
Delivering the Speech	Use of educational technology (i.e. visuals) resulting in increased convenience, confidence and organization when giving the speech.

Comparison of theme by condition – E-Log 1, Question 3

Theme	Control		Experimental	
	Number	%	Number	%
No Role	10	28.6	6	15.4
Research	7	20	9	23.1
Delivering the Speech	7	20	16	41.0
Little Role	6	17.1	6	15.4
Online Course Materials	5	14.3	2	5.1

Figure BB. E-Log 1, Question 3.



Theme	Examples
No Role	<ul style="list-style-type: none"> - The role that educational technology didn't really play that big of a role in my first speech a whole lot because I didn't need to search any information because it was all about me and myself. I didn't use any video or PowerPoint projectors. It was just a quick and easy self informative. - Educational technology was not a large part of my first speech, however it will be as the semester continues and we finish more speeches. - Sad to say, I did not use any educational technology in my speech, I did not think about making a power point, but I wish that I had because it would have helped to not only enhance my speech and also create a visual for everyone to see, but it also would have helped to detract the attention from me.
Little Role	<ul style="list-style-type: none"> - In my first speech educational technology did not play a major role at all because it was just an introductory speech and was about something that I had experienced and we did not need any type of visual aid either. After my speech was given and graded I could view my grade and critique on-line though.
Online Course Materials	<ul style="list-style-type: none"> - I also used the D2L site to look up ideas, expectations, and when I had to speak. I think as the course goes on I will be able to use the site even more. VERY USEFUL! - So far technology is very limited in our classroom, sure he post things on D2L but it is very disorganized for me to find certain announcements and requirements he does post.
Research	<ul style="list-style-type: none"> - I did a lot of my research online and I could easily find the information I was looking for. - I used the internet to find all of my sources. I would have used magazines, but I didn't have time to go home and get them. I did however use those same articles, just through the internet.

Delivering the Speech	<p>-Educational technology played an extremely important role in my first informative speech because of my video clip and PowerPoint. If my technical resources had worked I would have been able to assist my speech with visual aids instead of just speaking. These technical resources also make it more interesting to see things physically rather than just hear about them.</p> <p>- Educational technology played a huge part in my first speech. I used a PowerPoint presentation to display pictures of myself and the hobbies I like to do. I liked using this kind of visual aid because it was easy to make and easy to work with when I was in front of the room giving my speech. It also helped keep me on track and was a way for the audience to get to know a little bit more about me. The visual aid also took the eyes of the audience off me for some of the time on and put them on the screen.</p>
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- 26 responses were obtained from the control section, resulting in 35 coded statements. 31 responses were obtained from the experimental section, resulting in 39 coded statements.
- More students in the experimental section reported that educational technology played a role in delivering the speech. Students in both sections reported positive usage of educational technology to create visual aids and type outlines. However, more students in the experimental sections reported educational technology playing a role in the first speech. More students in the control sections reported that educational technology did not play any role in the first speech.
- Overall, students in the control section reported favorable perceptions of D2L, but some stated that the instructor should use D2L more and be more organized.

Elog #2

Question 1: What impact has educational technology had on your learning in this course?

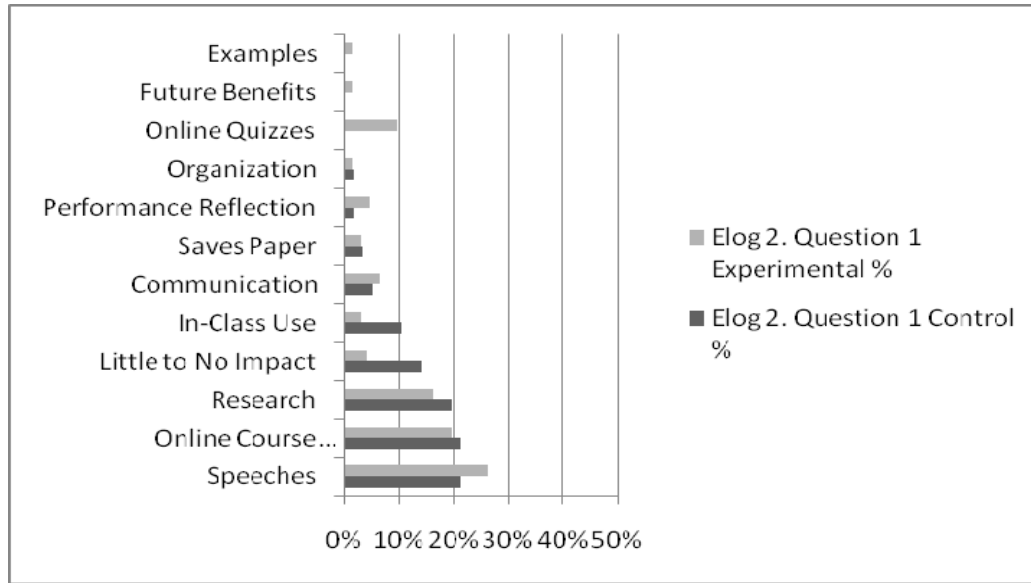
Table 14: E-Log 2 - Question 1. Theme Definitions	
Theme	Theme Definition
Speeches	Use of educational technology (i.e. visuals) resulting in increased convenience, confidence and organization when giving the speech.
Online Course Materials	Use of D2L (i.e. grades, class and speech information), the instructor's use of D2L and educational technology.
Research	Finding resources online.
Little to No Impact	Using educational technology for speech preparation (i.e. Creating outlines and note cards), and performance reflection.

In-Class Use	Use of the laptop in the class (i.e. taking notes).
Communication	Use of e-mail to communicate with instructor and classmates.
Saves Paper	Online assignments, quizzes, and course materials resulting in less wasted paper.
Performance Reflection	The ability to watch one's speech performance to assess strengths, weakness and improve one's abilities.
Organization	Technology's role in helping students manage dates, assignments, and course materials.
Online Quizzes	The use of quizzes on D2L on assigned course readings.
Future Benefits	Perceived benefit for education, careers, and preparation for the ubiquity of technology.
Examples	The use of sample speeches and/or outlines to model good student work.

Comparison of theme by condition – E-Log 2, Question 1

Theme	Control		Experimental	
	Number	%	Number	%
Speeches	12	21.4	16	26.2
Online Course Information	12	21.4	12	19.7
Research	11	19.6	10	16.4
Little to No Impact	8	14.3	3	4.3
In-Class Use		10.7	2	3.3
Communication	3	5.4	4	6.6
Saves Paper	2	3.6	2	3.3
Performance Reflection	1	1.8	3	4.9
Organization	1	1.8	1	1.6
Online Quizzes	0	0	6	9.8
Future Benefits	0	0	2	1.6
Examples	0	0	1	1.6

Figure CC. E-Log 2, Question 1.



Theme	Examples
Speeches	<ul style="list-style-type: none"> - It has supplied me with visual aids needed for speeches. The fact that we all have the same laptops with the same VGA import for the projection screen is very helpful. Using this connection I can present a power-point that I have made on my own time and it will contribute to my speech. The system UW-Stout has is very easy to use and helpful! - I learn how to speak while having to use technology, but it's very hard because while I am talking I keep forgetting to hit the next page. But I am getting use to it. - Also having the projection machine was nice to be able to show pictures and in my case x-rays. Also being able to show videos was a great benefit to learning about what a speaker was talking about.
Online Course Materials	<ul style="list-style-type: none"> - The technology has greatly impacted my learning in this course in a positive way. I think it's really helpful that all materials are posted online, and he also uses this same material in class so it's easier to learn. - Educational technology has had a major impact on my learning in this course for many reasons. One reason Education technology has had a major impact on my learning in this course is the availability of educational information on the internet through laptops. The laptop has helped me greatly in finding topics for my speeches and for keeping up with when my speeches/assignments are due. Educational technology has aided me in knowing when my assignments are due when I sometimes forget and when other opportunities are available, such as this extra credit opportunity.
Research	<ul style="list-style-type: none"> - The part of educational technology that has had a huge impact in this course would be library databases and search engines. I used these things a lot for my speech research. - Also it helped me because it supplied me with research on all of my speeches. I didn't have to go to the library to access the internet or look up sources.

Little to No Impact	- Educational technology has only had a minimal impact. The caliber of the professor continues to be the most important factor in my success as a student.
In-Class Use	-Professor X used the overhead a lot, so that really helped us to see what he was talking about. One thing I think I would change is maybe he should use laptops more in some way, but I'm not sure whether it would have helped. - It makes my note taking easy since my hand doesn't hurt after class.
Communication	- It has allowed me to share and receive information for other students within the class along with personal questions I had for my instructor.
Saves Paper	- I feel it has helped a lot in providing access to online materials and saved paper by being able to take notes on the laptops.
Performance Reflection	- This class's use of educational technology has helped in the manner that it has allowed me to watch myself speech and do a critique. This allows me to see what I'm doing wrong and fix it.
Organization	- Technology has helped me stay organized and know what is going on day to day in my classes. Also, it has helped me do research and become more knowledgeable on subjects.
Online Quizzes	- Taking quizzes online seemed to be more effective because it didn't take up class time to complete a test. Also it helped me because it supplied me with research on all of my speeches.
Future Benefits	- Without the educational technology in our speech class, we would not be prepared to enter the technology dependent workforce.
Examples	- In class we have viewed clips on-line and have continually had to use D2L. The clips shown are good examples and ideas for our speech topics.

- 29 responses were obtained from the experimental section, resulting in 56 coded statements. 37 responses were obtained from the experimental section, resulting in 61 coded statements.
- More students in the experimental section reported that educational technology played a role in speeches than in the control section. The majority of comments from both sections referred to the use of technology to create visuals for speeches and those comments were positive.
- Online quizzes were not a part of the control sections, so they were not mentioned in those sections. With the exception of one mention of a scheduling conflict in the experimental sections, students in these sections reported favorably on the use of online quizzes.
- More students in the control sections reported that educational technology did not have an impact on their learning. Students in these sections perceived technology positively, but reported that it was not used often in the course. Students in both sections reported that technology during lecture helped them to understand the material more. However, some students in the control sections

reported that educational technology was not used at all during class, while others reported that laptops should be used more during class.

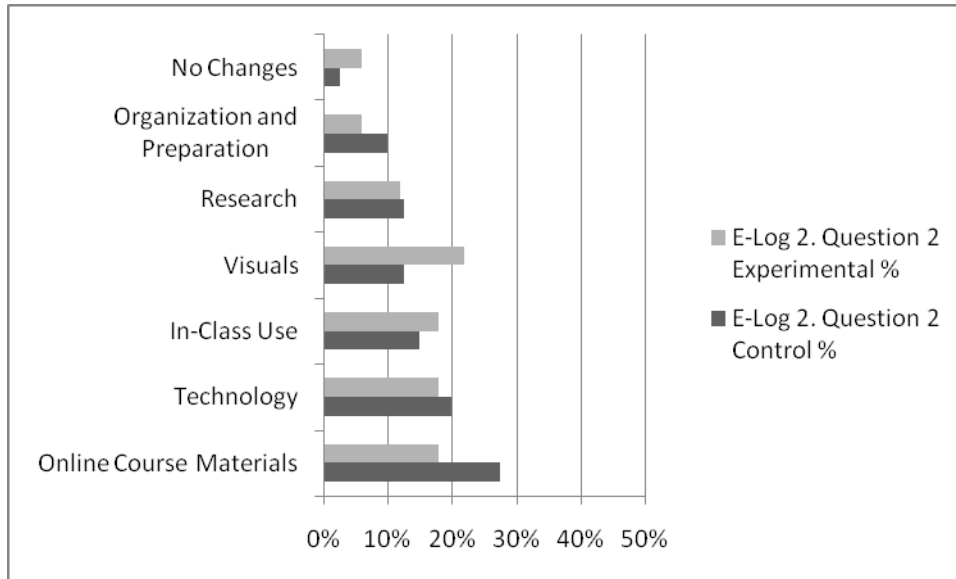
Question 2: In this course, what could instructors do to improve their use of educational technology?

Theme	Theme Definition
Visuals	The integration of educational technology into speeches and learning to use PowerPoint and projection equipment effectively.
Technology	Assistance, learning to use laptop, awareness of software and the Internet.
Research	Increased awareness of library's resources.
Online Course Materials	Learning to increased use of D2L and increased focus on course documents and expectations.
Organization and Preparation	Increased use of educational technology in class and in speeches.
In-Class Use	Reducing recreational laptop use during class.
No changes	No additional use of educational technology recommended.

Comparison of theme by condition – E-Log 2, Question 2

Theme	Control		Experimental	
	Number	%	Number	%
Online Course Materials	11	27.5	9	18
Technology	8	20	9	18
In-Class Use	6	15	9	18
Visuals	5	12.5	11	22
Research	5	12.5	6	12
Organization and Preparation	4	10	3	6
No Changes	1	2.5	3	6

Figure DD. E-Log 2, Question 2.



Theme	Examples
Visuals	- Students could learn more about different media sources for their speeches; such as video clips, power points, and such.
Technology	- They would also benefit from becoming more comfortable and informed with how the media systems work and connect to the projector in the classroom. So many, including myself don't know how the system works. - I think if a little more instruction were given to utilize note taking tools on the computer, or making students aware of the software included in their laptops would help them be able to better take notes. - I think the most important thing that students could do to improve their use of educational technology is to gain the knowledge about it. If they know that they have all of the resources that are provided, it makes it a lot easier to be successful in this class.
Research	- Perhaps one of our speeches could only be done with resources from the library or Ebsost. This would introduce a lot of students to the vast amount of information available off of school resources. - One way students could improve their use is to make sure that the sources they are getting off of the internet are legitimate and scholarly; a lot of internet sites aren't sometimes such as wikipedia.
Online Course Materials	- Another good idea would be to have online quizzes on D2L or online tests on D2L instead of written tests in class. This makes it easier for essay portions because I'm sure all students can type faster than they can write and it conserves paper (Be Green!). - Students could also check their email/D2L more often to make sure they are up to date on assignments and such. Students could also use their laptops to stay organized such as using a computer calendar to keep track of what needs to get done on what dates.

Organization and Preparation	-... students could also use their laptops to stay organized such as using a computer calendar to keep track of what needs to get done on what dates.
In-Class Use	- To not be on them during class. He should have it be the students don't bring their laptops to class just notebooks so they pay attention more. - Students could improve their use of technology by taking advantage of the materials posted online, and by using their laptops in class to take notes or follow along with the overheads.
No changes	- I don't know how students could help themselves more with the use of educational technology. We are required to watch are speeches and do critiques and that is the only way I think that it could help. I guess if students aren't watching their speeches then that would help them if they did so.

- 29 responses were obtained from the control section, resulting in 40 coded statements. 37 responses were obtained from the experimental section, resulting in 50 coded statements.
- Students in both the control and experimental sections reported that students should integrate more visuals into speeches and become more comfortable with the projection equipment in the classroom. However, more students in the experimental sections wanted to see more students using visuals during speeches.
- More students in the experimental sections did not feel students needed to improve the use of educational technology. While more students in the control sections reported that students should be more aware of online resources available to them (i.e. library databases, D2L examples) and check the D2L site for the course more often, more students in the control sections commented on the use of online course materials. Students in both the control and experimental sections recommended that students should use technology to be more organized and prepared for speeches. Students recommended that technology could be used to keep track of dates and assignments as well as creating speeches. Students also recommended that peers should seek assistance when using technology.

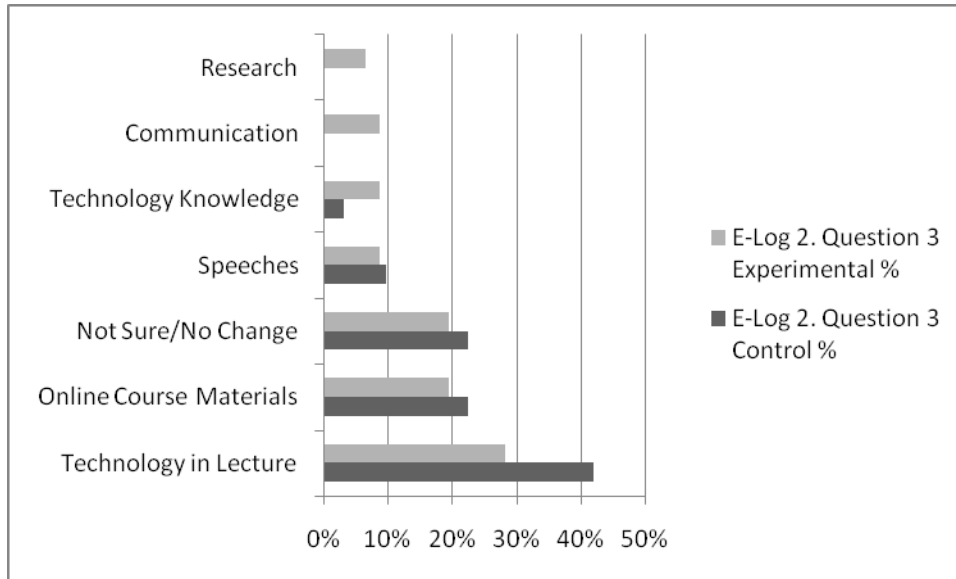
Question 3: In this course, what could instructors do to improve their use of educational technology?

Table 20: E-Log 2 - Question 3. Theme Definitions	
Theme	Theme Definition
Not Sure/No Change	Continuing the current usage.
Technology in Lecture	Increased use of PowerPoint, examples, student involvement, explanations for using educational technology and more frequent use of laptops in class.
Online Course Materials	Increased use of D2L and explanation of how to use the site and assignments/quizzes.
Research	Explain how to conduct research using the Internet and library's resources.
Technology in Speeches	That instructors be more understanding of problems with technology and encourage students to use more.
Technology Knowledge	Instructors increase their knowledge of technology.
Communication	Instructors communicate course information more clearly (i.e. Deadline information).

Comparison of theme by condition – E-Log 2, Question 3

Table 21: E-Log 2 - Question 3. Frequencies				
Theme	Control		Experimental	
	Number	%	Number	%
Technology in Lecture	13	41.9	13	28.3
Online Course Materials	7	22.6	9	19.6
Not Sure/No Change	7	22.6	9	19.6
Speeches	3	9.68	4	8.7
Technology Knowledge	1	3.2	4	8.7
Communication	0	0	4	8.7
Research	0	0	3	6.5

Figure EE. E-Log 2. Question 3.



Theme	Examples
Not Sure/No Change	<ul style="list-style-type: none"> - I can't think of anything the professor could do differently, because s/he uses all forms of educational technology in an effective way. - I like not having a lot of technology in class for speech. She usually just talks about information and she is so animated already that we have enough fun just watching her. I think powerpoints are used for more professors who do not have a lot of humor in their lectures.
Technology in Lecture	<ul style="list-style-type: none"> - I know from class that my professor does not use his laptop at all. From what I know he doesn't even bring it to class. He uses a lot of overhead projector stuff. Maybe he could download videos of the correct way to give a speech or some good visual examples on his laptop that the students could see so they have a better idea of what he is looking for come speech day. - Take some class time to show or demonstrate how to use certain educational technology to help enhance speeches. - Instructors could improve their use of technology by making their presentations and lectures more exciting to maintain the attention of the students, since some of the teacher's lectures can be quite winded and boring. Teachers could improve their use of technology by using visual learning such as power point or other programs to make lectures for exciting, and some students learn better through visual learning. These are some of the ways I think teachers could improve their use of educational technology. -The most important thing instructors could do is to aware the students of educational technology. This goes along with the second question as well. If the curriculum is more active with educational technology it will be more effective in getting to the students so they will know that it is there and they will know how to use it to their advantage.

Online Course Materials	<p>- I think it would be helpful if the instructors actually walked us through D2L and showed us how to work everything and where to find the information posted. Being new to this school I had never used D2L and was quite frustrated that I had no idea what they were talking about. I ended up finding out what it was from asking another student.</p> <p>- Just showing tutorials in class on the options we have to help us. Like the research assignment we had to do in speech, I actually had to go on and use the library link for the first time. Making sure that we understand what we have and how to use it.</p> <p>- Instructors could improve educational technology by making better use of all the D2L features. I've only used Discussions for two of 10 classes so far. Surveys I have never used.</p>
Research	<p>- They could show us how to use the internet to find sources for our speech topics.</p>
Technology in Speeches	<p>-Instructors should get students involve with educational technology as much as possible. They should answer all students' questions and give group demonstrations relating to educational technology if needed by the students. Also, they should be understanding to other students who might have problem with internet network.</p> <p>- A lot of people use powerpoints so if they really want us to improve our uses of tech. maybe make it a priority and requirement to use a powerpoints in your speech. This may help organize students for the future when they have to give speeches or presentations in their workplace.</p>
Technology Knowledge	<p>- Take a short class? I am not really sure on this one.</p> <p>-Just showing tutorials in class on the options we have to help us. Like the research assignment we had to do in speech, I actually had to go on and use the library link for the first time. Making sure that we understand what we have and how to use it.</p>
Communication	<p>- Become more available to the students in such ways as weekly updates of class progress in case class is missed.</p>

- 29 responses were obtained from the control section, resulting in 31 coded statements. 37 responses were obtained from the control section, resulting in 46 coded statements.
- The largest number of responses for this question related to the use of technology during lecture. Responses from the control sections indicated that students wanted instructors to integrate more viewer-friendly technology, such as PowerPoint and examples, into lectures.
- Students from the control sections also recommended that instructors explain how to use technology and integrate laptops into the class more. Students in the experimental sections also wanted instructors to help them understand technology more. Students suggested that instructors

use technology to make the class more active, involving students more in the lecture.

Experimental sections also noted that instructors should increase their own knowledge and comfort with technology.

- Students in the experimental sections wanted more communication from instructors about course information, such as due dates. More students in the experimental sections recommended that instructors spend more time explaining how to use technology to conduct research.

E-log Discussion

Students in all sections reflected a favorable attitude toward technology. Very few responses were ambivalent or negative toward educational technology. One of the most pervasive themes was the use of visuals. Students reported that visuals enhanced the content and interest of speeches. Students also felt that instructors should use technology to integrate visuals into lectures, to add interest and clarity as well as modeling technique. When discussing speeches, students discussed visuals as both a strength and a weakness, reflecting again that students find value in visuals, but also need more practice with integrating them into presentations.

Students in all sections provided excellent recommendations for integrating educational technology in the classroom. Students reported wanting more information and guidance for using technology. Many students reported not knowing what resources were available to them, especially concerning research. Moreover, students reported wanting more instruction on how to use technology, especially the classroom projection equipment.

Students reported wanting a more active classroom concerning educational technology. Students responded that they wanted to use their laptops more during class. However, they also felt that their peers needed to reduce recreational laptop use during class and increase focus on lecture.

Another prominent theme was educational technology's role in conducting research for speeches. Students reported that they used the Internet and university library databases to find information and appreciated the convenience of those resources. However, some students reported that more awareness of

what is available to them is necessary. In addition, students suggested that they needed more training in how to find credible resources.

Online course information also emerged as a major theme. The majority of the comments from students reflected a positive view of D2L. Students liked having course information (i.e. handouts, assignments, etc.) in one convenient location. Students reported that D2L helped them to stay organized, increased awareness of course expectations, and helped them feel more connected with their instructor and classmates. However, students felt that D2L sites could be used more often (by both students and instructors) and be more organized.

Control and experimental sections revealed similar themes in responses. Comparing responses from the control and experimental sections was especially challenging because the three instructors used educational technology to varying degrees. While all experimental sections integrated the same educational technology (online quizzes on D2L, the online library assignment, and the requirement of technology-based visual aids in speeches), the three instructors incorporated educational technology (i.e. PowerPoint, samples, and video clips during lecture) differently. Moreover, students varied in their perceptions of technology. Within the same course sections, some students reported that technology was used well, while others contended that their instructor did not use enough technology.

SPEECH OBSERVATIONS

The following section summarizes the results from the recorded speeches from the control and experimental sections. See Appendix I for the rubric used to code speeches.

Descriptives

Each element in the rubric was scored from 1 (poor) to 3 (excellent). For each of the 48 speeches, subscores were calculated for each of the three constructs, Delivery, Structure/Organization, and Content, for both Speeches 1 and 2. For each of the elements within the construct a value was calculated for the difference between Speech 1 and Speech 2 by subtracting the value for Speech 1 from Speech 2. A positive value would indicate an improvement from Speech 1 to Speech 2. A value of zero

would indicate no improvement or loss, and a negative value would indicate a loss. The elements within each construct were added together to create a subscore. Frequencies for the three construct subscores are shown below:

Change from SP1 to SP2	Delivery (#)	Structure/Organization (#)	Content (#)
Negative (loss)	21	26	23
Zero (no change)	2	1	0
Positive (gain)	25	21	25

As shown above, gains and losses were relatively equal for each construct, indicating no pattern of gains seen from Speech 1 to Speech 2. The table below shows the mean value for each construct subscore, the average difference between subscores for SP1 and SP2, the low and high scores for each subscore, and the range of scores within each subscore.

	Mean	Low score	High score	Range
Delivery subscore SP1	36.79	23	52	29
Delivery subscore SP2	37.94	23	53	30
Difference between subscores	1.15	-15	14	29
Structure/Organization subscore SP1	40.06	23	49	26
Structure/Organization subscore SP2	39.63	24	51	27
Difference between subscores	-0.44	-16	15	31
Content subscore SP1	43.48	25	61	36
Content subscore SP2	45	33	62	29
Difference between subscores	1.52	-13	20	33

There was a large range on all of the elements (26 – 36), which indicates the range of quality of the speeches perceived by the raters. Means were higher on two of the subscores for speech two, suggesting improvement in delivery and content. Structure and organization was lower for speech two than speech one. For the table below, all of the scores for each element were summed and then divided by the total number of scores (96); 48 speeches, each rated twice which resulted in a score for each element of the three constructs. The score for speech one is shown next to the score for speech two.

Table 25: Means for Delivery, Structure/Organization, and Content		
	Speech 1 score	Speech 2 score
Construct #1 - Delivery		
1. Use of Notes	1.98	2.0
2. VA's and Eye Contact	1.92	1.94
3. Integration of VA's	1.85	1.88
4. Gestures	1.98	1.94
5. Poise	2.08	2.16
6. Rate, Speed, Intelligibility & Articulation	2.72	2.72
7. Pronunciation, Fluency	2.22	2.45
8. Conversational Tone	1.75	1.93
9. Vocal Quality	2.10	1.93
Construct #2 – Structure and Organization		
1. Attention Getter	2.12	2.37
2. Thesis Statement, Introduced Topic	2.50	2.48

Table 25: Means for Delivery, Structure/Organization, and Content		
	Speech 1 score	Speech 2 score
Clearly		
3. Preview	2.39	2.19
4. Listener & Audience Relevance, Need Established	1.46	1.58
5. Speaker Credibility	1.08	1.39
6. Main Points clear	2.47	2.24
7. Transitions	1.86	1.76
8. Thesis restatement/summary, reinforced central idea	2.39	2.29
9. Summary of main points	1.91	1.68
10. Clincher/Vivid ending/Final Appeal	1.83	1.82
Construct #3 - Content		
1. Evidence Type	2.35	2.45
2. Ethos (sources)	2.17	2.06
3. Pathos	1.91	2.24
4. Logos	2.38	2.52
5. Enhance/Clarify verbal message, Informational & Persuasive Quality	2.03	2.08
6. Visibility/size/font	2.23	2.27

	Speech 1 score	Speech 2 score
7. Clarity	2.11	2.20
8. Timing and Integration into speech	2.20	1.87
9. Number of Citations	2.72	1.77
10. Oral Citations	1.11	1.16
11. Varied	1.96	1.89

For the 9 elements of Construct #1, there were higher scores for speech 2 on 6 of the 9 elements, lower scores on 2, and the same score on 1. For the 10 elements of Construct #2, there were higher scores for speech 2 on only 3 elements, with higher scores for speech 1 on 7 elements. For the 11 elements of Construct #3, there were higher scores for speech 2 on 8 of 11 elements and lower scores for speech 2 on 3 elements.

Participants

The table below shows the number of participants by condition (experimental or control) and by Instructor (1,2,3).

Condition	Instructor #1	Instructor #2	Instructor #3	Total
Experimental	10	10	6	26
Control	10	9	3	22
Totals	20	19	9	48

Inter-Rater Reliability

This is defined by Neuendorf (2002) as, “the amount of agreement or correspondence among two or more coders”. To determine the level of inter-rater reliability, a statistic called Cohen’s *kappa* is commonly used. Once the *kappa* statistic is determined, however, no accepted standards exist for the level of reliability required. For the purpose of this study, the following will be used for reporting, from Banerjee, Capozzou, McSweeney and Sinha, (1999). The following criteria have been proposed for Cohen’s *kappa*: .75+ indicating excellent agreement beyond chance; .40 to .75, fair to good agreement beyond chance; and below .40, poor agreement beyond chance. From the rubric, those elements which contained a *kappa* statistic of .40 or higher on both speech 1 and speech 2 were selected from the rubric for further analysis. Those twelve elements selected were:

Delivery

1. Use of Notes
2. Visual aids and eye contact
3. Integration of Visual Aids
4. Gestures
5. Poise
6. Conversational Tone

Structure and Organization

1. Preview
2. Transitions

Content

1. Pathos
2. Visibility/size/font of Visual Aids
3. Number of Citations used
4. Variety in Citations used

In reviewing these elements, Delivery was the construct where there was the most agreement by the raters, followed by Content, and then by Structure and Organization. The raters were most effective in determining concrete elements vs. more abstract. They could distinguish the best what they could see. When making decisions about what they were hearing, they were less in agreement.

To conduct this analysis, scores for each element from each coder were averaged to create an average score for each element, and for each speech. For example, if both coders gave the element “gestures” 3 points, the average score for that element would be 3. Average scores for each element were determined for Speech 1 and Speech 2.

Analysis #1

For the first set of analyses, the scores on speech 1 were examined to identify differences by condition (experimental vs. control) and instructor.

Analysis #2:

For the second set of analyses, the scores on speech 2 were examined to identify differences by condition (experimental vs. control) and instructor.

Analysis #3

For the third set of analyses, the average score for speech 1 was subtracted from the average score for speech 2 for each element. This determined if no change had occurred (a score of zero), if Speech 1 scored higher than Speech 2 (a negative score), or if Speech 2 scored higher than Speech 1 (a positive score) on each element. The change in scores were then compared statistically to see if differences occurred between instructors or between conditions (experimental or control).

Results

When average scores for each element of speech 1 were compared to each element of speech 2, “Pathos” was significantly higher for speech 2. (Means of -.3750, .2895)

Analysis #1

When *average scores* for each element on speech 1 were compared by instructor, (instructors one and two only; instructor 3 did not have enough students for statistical comparison) significant differences between instructors emerged on the elements “gestures”, “preview”, “transitions”, “pathos” and “visibility/size/font” of visual aids.

	Instructor 1 Means	Instructor 2 Means
Gestures	2.12	1.60
Preview	2.10	2.73
Transitions	1.75	2.18
Pathos	2.02	1.63
Visibility	2.57	1.79

When average scores on speech 1 were compared by condition (control, experimental), means for “preview” were significantly different, with the experimental mean being higher (2.11, 2.63).

Analysis #2

When *average scores* for each element on speech 2 were compared by instructor, (instructors one and two only. Instructor 3 did not have enough students for statistical comparison) significant differences between instructors emerged on the elements “conversational tone”, “transitions”, “number of citations” and “variety of citations.”

	Instructor 1 Means	Instructor 2 means
Conversational tone	2.17	1.66
Transitions	1.60	2.00

Number of citations	1.27	2.21
Variety of citations	1.35	2.39

When average scores on speech 2 were compared by condition (control, experimental), means for “preview” were significantly different, with the experimental mean being higher (1.61, 1.93).

Analysis #3

When *changes* in scores from speech 1 to speech 2 were compared by instructor, (instructors one and two only. Instructor 3 did not have enough students for statistical comparison) a significant difference emerged on the element “number of citations” (means -.3750, .2895), with the mean higher for instructor #2. When *changes* in scores from speech 1 to speech 2 were compared by condition (experimental, control), no significant differences emerged. When *changes* in scores were compared to zero (indicating no change), one element, “Pathos,” showed a significant difference from zero, with a mean of .3229.

Means ranged from -.2083 to .3229.

DWF Data

This table assesses the proportion of students that received a grade of “D” or “F” or withdrew from SPCOM-100 following the 10th day of class. The historical data was collected across ten semesters between SP00 and FA05. Data collected in SP08 is separated by experimental and control, with each of the three instructors having one class section of each. The table shows that, although the percentage of students receiving “passing” grades is higher than the historical data, there was little difference overall between the control sections (those not receiving the intervention) and the experimental sections (those receiving the intervention).

Table 29: DWF Data - All Sections			
SPCOM100		SP08	SP08
2 credits	historical	experimental	control
Percent of "C" or higher (includes W, WU, and WS in denominator)	90.3	94.2	95
Number of students in course	3533	70	60
Number of sections of the course	n/a	3	3
Percent of WU	0.4	0	0
Percent of WS	3.6	1.4	0
Percent of "C" or higher (excludes all drops from the denominator)	94.1	95.5	95
Number of incompletes	3	1	0

When the experimental group is broken out by section, the results are as shown below.

Table 30: DWF Data – Experimental Sections			
SPCOM100	Experimental sections		
2 credits	1	2	3
Percent of "C" or higher (includes W, WU, and WS in denominator)	100.0%	86.9%	95.6%
Number of students in course	23	23	23
Number of sections of the course	1	1	1
Percent of WU	0	0	0
Percent of WS	0	4.3%	0
Percent of "C" or higher (excludes all drops from the denominator)	100.0%	90.9%	95.6%
Number of incompletes	1	0	0

The lower result for the experimental section overall can be traced to the lower performance of section 2, which was the poorest performing section overall in the study. The other two experimental sections performed as well or better than all three sections of the control group.

When the control group is broken out by section, the results are as shown below:

Table 31: DWF Control Sections			
SPCOM100	Control sections		
2 credits	1	2	3
Percent of "C" or higher (includes W, WU, and WS in denominator)	95.6%	95.6%	92.8%
Number of students in course	23	23	14
Number of sections of the course	1	1	1
Percent of WU	0	0	0
Percent of WS	0	0	0
Percent of "C" or higher (excludes all drops from the denominator)	95.6%	95.6%	92.8%
Number of incompletes	0	0	0

All three sections performed similarly.

CONCLUSIONS AND DISCUSSION

How does educational technology increase student success in the Fundamentals of Speech course?

RQ A: How does educational technology impact speech quality?

Results from the speech comparisons are inconclusive. Few significant differences emerged between the control and experimental sections. Moreover, it is unclear if those differences were a result of the technology integrations or the instructor.

RQ B: How does educational technology impact speech anxiety?

Results indicated that educational technology both decreased and increased speech anxiety. Students reported that the information and organization of D2L helped them to stay focused and reduced uncertainty. Moreover, students reported feeling comfortable with multimedia presentations and using the classroom projection equipment to make those presentations. While the quantitative data reflected a high comfort level with educational technology to make presentations, E-log responses reflected uncertainty about how to use educational technology (i.e. classroom projection equipment). The perceived lack of training in how to use educational technology made students nervous.

RQ C: How does educational technology impact student engagement?

Consistently, students reported that educational technology makes them feel more organized and interested in the course content as well as connected to their peers and instructors. Further, students reported that educational technology makes speeches more interesting. While this study did not measure engagement levels specifically, the data indicate that educational technology increases students' connection to the course content as well as their instructors.

RECOMMENDATIONS

Based on the results of this study, the Academic Transformation Pilot Project team recommends the following action plan:

Increased use of Technology-Based Samples and Examples

- Providing students with sample speeches clarifies expectations. For example, an instructor can describe proper poise and delivery, but those concepts may still be unclear to the students. Examples offer a means of clarification and consistency. If students are using the same examples, they will be emulating similar aspects of verbal and nonverbal communication. Moreover, the Academic Transformation Pilot Project team created a video module detailing effective oral and physical delivery. While that video was not completed in time to be included in this study, the module should be included in future courses to stimulate and supplement class discussion.

Instructor Modeling

- Integrating more educational technology into classes, instructors model the appropriate and effective use of that technology. For example, if an instructor uses PowerPoint effectively to clarify and enhance the lecture, rather than providing a word for word transcript of the lecture, students will likely model the effective behavior.

Integrating Laptops

- Recreational laptop use during class is a serious concern for both faculty and students. Instructors are often frustrated by student inattention in class and E-log responses revealed that students are often distracted by their peers' recreational laptop use. A seemingly easy solution would be to eliminate laptop use in the classroom. However, during their time in universities, students must learn to balance freedom and responsibility.
- Survey and e-log responses indicated that students want a more active and engaged classroom experience and want to use the laptops more during class. Engaging students in the course content and maintain interest is a challenge in any classroom (Pemberton, Borrego & Cohen, 2006). We recommend that instructors integrate laptops more into classroom assignments and activities. Not only did e-log responses reveal that they wanted to use laptops during class, Pemberton, et al. (2006) report that technology-assisted instruction can increase student motivation. Moreover, students report more enjoyment if they are active in the classroom (Pemberton, et al., 2006). However, the success of technology in the classroom depends on the faculty members' acceptance of laptops and the consistent integration of meaningful activities and assignments (Hall & Elliott, 2003; Timmerman & Kruepke, 2006).
- Owen, Farsaii, Knezek, and Christensen (2005/2006) argue that current models of lecture are not effective for student learning. D'Angelo & Woosley (2007) and Timmerman & Kruepke (2006) report the benefits of technology in education, such as higher performance levels that are associated with computer-aided instruction and that students reported that PowerPoint and videos

helped them learn more than white/chalk boards and projectors. However, faculty may be uncertain about the benefits of integrating technology into their classrooms or be wary of technology providing only a novelty effect. Hall and Elliott (2003) argue that faculty must be able to observe that laptops and technology can enhance their teaching and student learning. Wood and Fassett (2003) report that technology-aided instruction can be difficult for instructors because it re-defines the rules and order associated with the traditional classroom. A more technologically-oriented classroom can result in a perceived loss of power for instructors.

Online quizzes

- Online quizzes offer a variety of benefits. First, they free class time that would have otherwise been devoted to in-class exams. Time could be spent on in-class activities or tutorials. Second, they encourage students to complete the assigned readings and be more prepared for class discussions. Third, they provide immediate assessment that allows instructors to modify lecture and discussion based on student comprehension of the text. Rather than repeating information students grasp, instructors can reinforce areas that were not well understood as well as explore content beyond the textbook.
- While the quizzes in their current state are an excellent tool to assess reading comprehension, we recommend further development. Many of the questions (see Appendix B) are require simple recall of information, the lowest level of Bloom's Taxonomy. We recommend higher level questions, such as those that require application or synthesis of course material. However, grading questions other than multiple choice or true false is difficult due to the high numbers of students taught by each public speaking instructor per semester. A 3-credit Fundamentals of Speech course is vital to meaningful assessment of student learning.

Library assignment

- E-log responses revealed that while students rely on the internet for research, many are not able to research properly. E-log responses also indicated that the library assignment was helpful in

understanding the many online resources available for research. While quantitative survey results showed that students did not like the library assignment, we suggest assigning the library assignment in conjunction with the first research based speech. This strategy would eliminate the feeling of “busy work” (assignments and activities that do not seem to have a connection to the course) by allowing students to explore the university’s library databases while conducting research for speeches.

Visual Aid/PPT Assignment

- E-log responses mentioned technology based visuals aids (PowerPoint and videos) as both a strength and a weakness. Students felt that visuals enhanced the interest level and informational quality of speeches. Yet, they also reported problems and anxiety surrounding their use. An assignment designed to help students create effective visuals and integrate them into a speech would likely improve the quality of visual aids as well as reduce uncertainty and anxiety surrounding their use.

Self Assessment

- Positive associations with self-assessment from the e-logs indicate that recording student speeches for reflection would be a positive addition to the Fundamentals of Speech curriculum. When used in conjunction with instructor feedback, self-assessments can reinforce and clarify that instructor feedback.

Online Textbooks

- To integrate sample speeches, activities, and assessment in the basic public speaking course, more collaboration with textbook publishers is needed. Online textbooks often integrate examples and discussion questions into the online text, providing clarity and convenience that students desire. Publishing company representatives are instrumental in assisting instructors in utilizing supplemental technology (i.e. sample speeches, outlines, and chapter quizzes), increasing awareness of educational tools that often go unnoticed and unused in traditional textbooks. To

ensure greater consistency in content areas, instructors could utilize the content modules in such areas as persuasion, ethics, and organization.

Educational technology training for instructors and students

- Data from this study (e-logs and surveys) indicate that students need more guidance with educational technology. Students reported having difficulty using classroom projection equipment for speeches, ignorance of research options available to them, and problems learning to use D2L. While students reported feeling comfortable on the quantitative survey, e-log responses revealed anxiety due to lack of knowledge and training. Technology became another area of worry. The results suggest a disconnect between what students, faculty, and administrators think students know and what students actually know. Students may be competent with certain technologies (i.e. e-mail, instant messaging, texting), but may not be as competent with technologies that enable success in the classroom (i.e. multimedia presentations, D2L, etc.)
- Faculty members often need training in educational technology as well (Burns & Polman, 2006). However, faculty may be resistant to seek training because of the perception that such training would be quite time-consuming and labor-intensive (Hall & Elliott, 2003). However, Owen, et al. (2005/2006) argue that training and support are vital to any laptop program. Burns & Polman (2006) contend that instructors may experience anxiety about integrating technology into their teaching because it was likely not part of their initial training as an educator. Further, uncertainty and ignorance about technology, as well as negative experiences, may cause reticence among faculty. McKinnon and Williams (2006) revealed that instructors may revert back to traditional teaching approaches when technology does not seem to meet their needs in the classroom. Yet, Burns and Polman (2006) reported that, as instructors became more comfortable and confident with technology, fear of losing control diminished.
- In preparation for this study, the Academic Transformation Pilot Project team completed training sessions in areas such as D2L, video recording equipment, and audio software. Not only did these

training sessions broaden the team's knowledge of applications for technology in the classroom, but they also reduced uncertainty and anxiety concerning technology.

- Owen (et al.) (2005/2006) contend that classroom management strategies must be consistent and that rules and consequences must be communicated clearly to students. Consequently, pedagogical discussions about classroom consequences as well as creating a more collaborative and active classroom are necessary. Hall and Elliott argue that adoption of laptops and classroom technology depend upon perceived benefits and compatibility with teaching styles, any pedagogical development should emphasize improving, rather than changing one's teaching.
- To assist with training, we recommend the use of technology liaisons or mentors in the department. Hall and Elliott (2003) argue that training in technology should be discipline specific, which would allow training to be more accessible to faculty. This person (or people) would be responsible for attending training seminars and informational sessions provided by Learning Technology Services (TLC) or the University Library and then relay information to colleagues. The liaison(s) or mentor(s) could provide help to colleagues with such areas as using D2L or classroom projection equipment.

3-Credit Speech Class

- Data from this study revealed that students feel that educational technology helps them feel more active during class. However, integrating activities and assignments as well as helping students learn to use educational technology is quite time consuming. More class time is needed to develop and implement skills such as researching and creating and speaking with PowerPoint. Consequently, increasing the Fundamentals of Speech course from two to three credits is vital.

Communication Lab

- Strong communication skills are foundational to one's education and professional life. Because the need for effective public speaking skills extends far beyond the basic public speaking course, a communication lab is recommended. Similar to a writing lab, a communication lab would

provide tutoring to students in public speaking classes, work with high anxiety students, as well as all students and faculty who need guidance with presentations. Syllabi and assignment descriptions for each public speaking instructor will be kept on file in the lab. Students currently taking the course can use the lab for help in such areas as research, organization, dealing with public speaking anxiety, integrating technology, and delivery.

- Not only would the lab be open to public speaking students, it would be available to all students who want help preparing for class and professional presentations. The ubiquity of technology in public speaking necessitates the effective and ethical use of technology as one of the lab's foci. Faculty can also use the lab to learn techniques for integrating and evaluating oral communication in their courses.

Increased Web Presence

- To provide new ideas and approaches as well as perhaps encouraging consistency among instructors, we recommend a D2L site for all Fundamentals of Speech instructors. The D2L site would include such materials as syllabi, activity ideas, handouts, assignments/speech descriptions, a quiz library, a links library, and discussion forums. This site will likely reduce isolation among instructors and encourage creativity in pedagogical approaches. In addition to a D2L site, we suggest a more developed website for the Speech Communication, Foreign Language, Theatre, and Music department that contains communication and public speaking resources for the department, as well as for the university and the higher education community.

Discussions of Pedagogy and Educational Technology

- Discussions among the Academic Transformation Pilot Project team members revealed that while Fundamentals of Speech instructors cover similar aspects of public speaking, team members have a wide variety of approaches for doing so. Discussing the many pedagogical issues facing the basic public speaking course on a regular basis is valuable to help instructors maintain consistency in the classroom, learn new techniques, and gain insight into dealing with ethical

dilemmas, such as plagiarism. In addition to discussing pedagogical concerns among Speech Communication faculty, we recommend interdepartmental conversations as well as developing and maintain relationships with such groups as librarians, the NTLC, and LTS.

- A more active classroom that integrates technology requires a paradigm shift from the instructor as less of a “sage” to the instructor as more of a facilitator (Hall & Elliott, 2003; Owen, et al. (2005/2006). That shift can be difficult and will require regular discussion and exploration. Laptops and technology create questions about power in the classroom (Wood & Fassett, 2003). Consequently, discussion of those perceived power differentials associated with technology.

LIMITATIONS/FUTURE DIRECTIONS

- Instructors in this study used technology at varying levels in their courses. One instructor in the study already integrated a high amount of educational technology, while two instructors used less educational technology. Consequently, a control section of one instructor may have had more educational technology than the experimental section of another. In the future, we recommend more consistent use of educational technology among instructors and/or analyze data for the control and experimental sections per instructor rather than grouping the sections.
- Additional analyses could be done to look only at the speech ratings for people who had high grades/low grades, or high attendance/low attendance, or high ACT/low ACT. It is possible that the intervention is only effective on the poorer students and that the good students will do well regardless of condition.
- Additional/different training is needed in the future to increase inter-rater reliability. The following could be considered:
 - Have additional Fundamentals of Speech instructors view training speeches as well as raters, and compare their ratings to those of the raters. This may give us more insight into how the rubric is interpreted

- The best reliability was reached on concrete items that could be seen and counted. The rubric could be limited to those items that can be quantified, or to specific elements related to the intervention being used in the class.
- Develop better definitions for the Structure/Organizational items on the rubric, provide better examples in speeches, and give more training in identifying those elements for which achieving inter-rater reliability was difficult.
- Hire a student for the project do the recording of the speeches, or conduct training for instructors ahead of time after determining a process for recording, labeling and saving the speeches. This would minimize speeches not being recorded and help standardize the quality of the recordings (including the sound level, lighting levels, panning back to include all of visual aid when speaker is referencing it, etc). The quality of the recordings varied, and some speeches were not obtained.

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APPENDIX A - LIBRARY ASSIGNMENT

Directions: This is part informational handout and part assignment. Use your speech topic and begin your research. Read the instructions for using the library's online databases and fill in the areas in **yellow**.

STEP 1: SELECT A TOPIC - Select a topic to research. If you are stumped for a topic idea, select a topic from the "Topic Suggestion" handout on D2L or use one of the databases linked on the "Speech and Forensics" page within the library's website: (<http://www.uwstout.edu/lib/subjects/speech.htm>).

MY TOPIC IDEA IS:

THINK OF ALL POSSIBLE KEY WORDS/SEARCH TERMS THAT COULD BE USED IN A SEARCH FOR YOUR TOPIC:

STEP 2: CAST A WIDE NET - When researching a speech, gather as much information as possible from as many different sources as possible. Try to use a variety of source types, such as encyclopedias, books, magazines/journals, newspapers, and internet sites.

Encyclopedias

- Online encyclopedias – databases are linked at: <http://www.uwstout.edu/lib/reference/encycl.htm>
- Use the Stout Library Catalog to search print encyclopedias. See a list of print encyclopedias and search directions at: <http://www.uwstout.edu/lib/reference/encycl.htm>
- Print encyclopedias are located in the library. After you have found the encyclopedia you want, browse others on the shelf. For example, for sports topics, find the Berkshire Encyclopedia of World Sport REF GV567 .B48, then browse the shelves nearby for specific encyclopedias: baseball, hockey, running golf etc.
- If you have problems finding the right encyclopedia for your topic, think of the broader subject area. For example, if you are researching cloning, use the Encyclopedia of Bioethics.

FIND AN ENCYCLOPEDIA THAT WILL GIVE YOU BACKGROUND INFORMATION ON YOUR TOPIC.

LIST THE TITLE OF THE ENCYCLOPEDIA:

LIST THE CALL NUMBER OR URL:

Books

To find a book, go to the library home page at: <http://www.uwstout.edu/lib> Choose the Stout Library Catalog. Type in keywords for your topic.

AUTHOR(S):

TITLE:

PUBLICATION DATE:

PUBLISHER (COMPANY AND LOCATION)

CALL NUMBER:

Magazine/Journals and Newspaper Articles

To find articles, use the link to the Library's indexes and databases:

<http://www.uwstout.edu/lib/subjects/speech.htm#indexes>

Choose a database and find a magazine/journal article for your topic.

Ebsco is an excellent database. To learn how to use Ebsco, view the demo: [Finding Articles: EbscoHost 2.4MB Flash demo!](#) (Turn on your audio)

Select an article from the results and find the following information:

Author(s):

Title of Article:

Publication:

Date:

Volume:

Page Numbers:

Choose a database and find a newspaper article for your topic.

Author(s):

Title of Article:

Publication:

Date:

Page Numbers:

Statistical and survey data

Consult Speech and Forensics subject guide <http://www.uwstout.edu/lib/subjects/speech.htm> under Statistics or Facts and Opinions sections.

Find more sources on Statistics and Demographics subject guide:

<http://www.uwstout.edu/lib/subjects/stats.htm>

OR, go back into Indexes and Databases like EbscoHost and search for articles that have statistics: EG: prisoners and costs and statistics

List the URL and the information you found on your topic:

STEP 4: EVALUATE RESOURCES

Use your favorite search engine, or choose one from Searching the Web

<http://www.uwstout.edu/lib/srcheng/index.html>

What web site did you find? (List title and URL)

Now open another window to view criteria for Evaluating Resources

<http://www.uwstout.edu/lib/reference/evaluation.htm> Use this criteria to evaluate your web page for:

Authority:

Relevancy and Purpose:

Currency:

Structure:

STEP 5: CITING RESOURCES.

Communication uses APA (American Psychological Association) citation guidelines. Use your APA handout on D2L or <http://www.uwstout.edu/lib/reference/citation.htm>

Create APA citations for the resources you have found so far.

Encyclopedia:

Book:

Magazine/Journal:

Newspaper:

Website:

STEP 6: SEEK MORE INFORMATION AND HELP!

- Research Tutorial <http://www.uwstout.edu/lib/research/index.htm> More detailed online help for all aspects of library research
- Ask A Librarian via e-mail - Library home page <http://www.uwstout.edu/lib/> click button on the top right
- Ask a librarian in person – Ref Desk 1st floor library. Phone 715-232-1353

APPENDIX B - ONLINE QUIZZES

Chapter 1 Quiz

1. What are the three main goals of public speaking?
 - a. Educate, inform, persuade
 - b. Inform, persuade, entertain
 - c. Amuse, entertain, and persuade
 - d. Inform, educate, and persuade
 - e. Amuse, entertain, and persuade

2. Many of the skills used in public speaking are the same as those used in everyday conversation. These skills include:
 - a. Organizing your thoughts logically
 - b. Tailoring your message to your audience
 - c. Adapting to listener feedback
 - d. All of the above
 - e. B and C only

3. Which of the following is recommended as a way to deal with nervousness in your speech?
 - a. Remember that your nervousness is not usually visible to your audience
 - b. Concentrate on communicating with the audience rather than on your nerves
 - c. As you rehearse, visualize yourself giving a successful speech
 - d. All of the above
 - e. B and C only

4. The knowledge, experience, goals, values, and attitudes through which each listener filters a message is called the listener's_____
 - a. Personal screen
 - b. Frame of reference
 - c. Attitudinal core
 - d. Psychological field
 - e. Sphere of values

5. As you present your speech, you notice that many of your listeners have interested looks on their faces and are nodding their heads in agreement with your ideas. These reactions by your listeners are called_____
 - a. Audience cues
 - b. Interference
 - c. Cognitive cues
 - d. Indicators
 - e. Feedback

6. Concern by a listener about an upcoming job interview, the lack of air conditioning or an upset stomach are all examples of _____in the speech communication process.
 - a. Blockage
 - b. Avoidance
 - c. Feedback
 - d. Interference
 - e. Divergence

7. The means by which a message is communicated is termed the_____.
 - a. Stimulus
 - b. Catalyst
 - c. Channel
 - d. Occasion
 - e. Setting

8. The belief that one's own group or culture is superior to all other groups or cultures is termed_____.
 - a. Egocentrism
 - b. Ethnocentrism
 - c. Ecumenism
 - d. Ethnicity
 - e. Exclusivity

9. The _____is the time and place in which communication takes place.
 - a. Code
 - b. Adaptation
 - c. Frame of reference
 - d. Channel
 - e. Situation

10. According to a recent study, the skill most beneficial to college graduates entering the workforce is effectiveness in_____.
 - a. Speaking a second language
 - b. Multi-tasking
 - c. Public speaking
 - d. Computer aptitude

Chapter 2 Quiz

1. Speechmaking is a form of power and therefore carries with it heavy _____responsibilities.
 - a. Ethical
 - b. Sociological
 - c. Emotional
 - d. Logical
 - e. Psychological

2. As a public speaker, you face ethical issues when:
 - a. Selecting the topic for your speech.
 - b. Researching your speech
 - c. Organizing your speech
 - d. All of the above
 - e. A and B only

3. As explained in your textbook, public speakers have an ethical obligation to avoid name-calling and other forms of abusive language because such language:
 - a. changes meaning based on the frame of reference of the audience.
 - b. is forbidden by the 1st Amendment to the U.S. Constitution.
 - c. violates current standards of political correctness on college campuses.
 - d. demeans the personal dignity of the groups or individuals being attacked
 - e. is used by speakers who are not fully prepared for their presentations.

4. For his informative speech, Doug told his classmates how to get free food at a drive-through restaurant. Rather than focusing on legitimate deals like coupons or discounts, Doug talked about ways to trick employees into believing you had already paid for food when you had not. Doug was given a poor grade for violating the ethical criteria of speechmaking. His major violation was:
 - a. Make sure your goals are ethically sound.
 - b. Avoid plagiarism.
 - c. Avoid name-calling and other forms of abusive language.
 - d. Adapt to your audience's frame of reference.
 - e. Be fully prepared for each speech.

5. Tanya went to the beach instead of staying in town and working on her speech. When she realized how soon the speech was due, she asked a friend who had already taken Speech 100 to loan her an old outline, which she used verbatim for her class speech. Which statement best describes Tanya's actions?
 - a. Tanya should have planned better, but she isn't guilty of plagiarism.
 - b. Tanya is guilty of patchwork plagiarism
 - c. Tanya is ethical if she cites the friend whose speech she used.
 - d. Tanya is guilty of incremental plagiarism
 - e. Tanya is guilty of global plagiarism

6. Jerome found several excellent sources for his informative speech. He pulled key information from them, blended those ideas into his own perspective, and cited his sources when he presented the speech. Which statement best describes this situation?
 - a. Jerome is ethical because he cited his sources and used them to develop his own slant on the topic.
 - b. He is guilty of incremental plagiarism because he used quotations and paraphrases from other people in his speech.
 - c. He is ethical because he did not copy his speech from a single source
 - d. He is guilty of patchwork plagiarism because he used ideas from several different sources in his speech.
 - e. He is guilty of global plagiarism because he did not develop his speech entirely from his own knowledge and experience.

7. Ryan located three excellent sources for his persuasive speech. He copied long sections from each source word for word, strung them together with a few transitions, and mentioned the sources of his information in passing. Which statements best describes Ryan's situation?
 - a. He is guilty of patchwork plagiarism.
 - b. He is ethical because he mentioned the sources of his information.
 - c. He is guilty of incremental plagiarism.
 - d. He is ethical because he did research for his speech.

8. According to your textbook, _____ plagiarism occurs when the speech as a whole is ethical but the speaker fails to give credit for particular quotations and paraphrases.
 - a. Inferential
 - b. Patchwork
 - c. Incremental
 - d. Global
 - e. Incidental

9. According to your textbook, the guidelines for ethical listening when listening to a public speech include:
 - a. Maintaining the free and open expression of ideas
 - b. Judging the speaker on the basis of their prestige.
 - c. Taking accurate notes of what the speaker says.
 - d. All of the above
 - e. "A" and "C" only

10. In his persuasive speech, Jeremy argued that the category "sexual orientation" should be added to the state's civil rights law. Most of his classmates listened carefully to his argument. Some of his classmates were persuaded, some were not. Two audience members disagreed so strongly that they wrote notes back and forth to each other throughout the speech. Which of the following statements best describes the issues involved in this situation?
 - a. Everyone in the class was an ethical listener because no one interrupted Jeremy or prevented him from speaking.
 - b. The people who listened carefully to Jeremy's arguments were ethical listeners, regardless of whether they were persuaded.
 - c. The two who refused to listen to Jeremy's speech and wrote notes violated the guidelines of ethical listening.
 - d. All of the above.
 - e. "B" and "C" only.

Chapter 3 Quiz

1. According to you're the text, one way to focus your listening is to:
 - a. engage in mental arguments with the speaker
 - b. plan your response while listening
 - c. concentrate on processing everything you hear
 - d. listen for the speaker's main points
 - e. watch the behavior of the other listeners

2. The following is a true statement about listening
 - a. Effective listeners are born not trained
 - b. There are distinct kinds of listening
 - c. Listening to have fun does not constitute genuine listening
 - d. Listening is one of the last communication skills we develop
 - e. Speakers work harder than listeners in a conversation

3. According to the text, which of the following is included among the four major causes of poor listening?
 - a. Listening empathically rather than critically
 - b. Suspending judgment until the speaker is finished
 - c. Focusing on the speaker's appearance or delivery
 - d. Taking key-word notes during the presentation
 - e. Concentrating on the speaker's evidence and reasoning

4. Ted is listening to the introduction of Janie's speech when he thinks to himself, "This is really going to be a boring speech". What aspect of poor listening as explained in the text is Ted exhibiting?
 - a. Listening too hard
 - b. Arrogance
 - c. Jumping to conclusions
 - d. Not listening comprehensively
 - e. Giving in to distractions

5. Sarah is listening to her roommate to provide emotional support in a time of distress. According to the text Sarah is engaged in _____ listening.
 - a. Appreciative
 - b. Critical
 - c. Empathic
 - d. Comprehensive
 - e. Personal

6. Matthew's political science professor announces that next week there will be a guest lecture by peace activist Rachel Phelps entitled "The history of war, the prospects for peace." Matthew decides to skip class that day, saying to himself, "what can a peace activist possibly tell me about war?" What aspect of poor listening identified in your text is Matthew exhibiting in this example?
 - a. Rejecting the speaker's frame of reference
 - b. Giving in to distractions
 - c. Jumping to conclusions
 - d. Failing to concentrate
 - e. Suspending judgment

7. Andrew went to a speech by a community leader you very much admired. He took and a notebook and pen and during the speech, wrote down everything he could from the speech. When he got home later, he reviewed his notes and could barely make sense of them. What went wrong?
 - a. Andrew should have simply listened to the speech rather than taking notes.
 - b. Andrew should have paid more attention to the speaker's delivery rather than focusing on the words of the speech.
 - c. Andrew should have restricted distractions and concentrated more effectively on the speech.
 - d. Andrew should have made a keyword outline of the speech instead of trying to write down everything.
 - e. Andrew should have taken notes by making a full sentence outline of the speech.

8. Which of the following is recommended by your text as a way to improve your listening?
 - a. Concentrate solely on the speaker's gestures and eye contact
 - b. Pay close attention to feedback from other listeners
 - c. Do not take written notes as the speech is in progress
 - d. Try to remember everything the speaker says.
 - e. Suspend judgment until you hear all the speaker has to say

9. Natasha and Ramon listening to a realtor who is encouraging them to buy a house looked at earlier in the day. As they listen, they're trying to decide whether or not to purchase the house. According to your text Natasha and Ramon are engaged in _____ listening.
 - a. Intimate
 - b. Critical
 - c. Comprehension
 - d. Empathic
 - e. Appreciative

10. Stephen is listening for pleasure as her friend discusses her trip to Australia. According to your text, he is engaged in _____ listening.
 - a. Comprehensive
 - b. Personal
 - c. Empathic
 - d. Receptive
 - e. Appreciative

Chapter 5 Quiz

1. Audience analysis is an important factor in which of the following?
 - a. Selecting a topic
 - b. Choosing supporting materials
 - c. Organizing the speech
 - d. All of the above
 - e. None of the above

2. Pablo wants to give his next speech on comic books, but he is not sure how receptive his audience will be to that topic. You advise him to analyze the demographics of his audience. Which of the following would he NOT include in his analysis of demographics?
 - a. Age
 - b. Group membership
 - c. Socioeconomic status
 - d. The number of people in the audience
 - e. Ethnic background

3. In her speech introduction, Sally said, "Though we are all very different, we are all students here at this university, and we are all working toward the completion of a degree. Unfortunately, because of rising tuition, some of us may lose the ability to continue in school." By seeking to create a bond with her audience through emphasizing their common goals and experiences, Sally was engaging in:
 - a. Stereotyping
 - b. Ethnocentrism
 - c. Comparison
 - d. Identification

4. As the size of your audience increases, your presentation should become more:
 - a. Flexible
 - b. Punctual
 - c. Formal
 - d. Extemporaneous
 - e. Informal

5. Which of the following elements usually has the greatest impact on the length of a speech?
 - a. The audience's attitudes toward the speaker
 - b. The physical setting for the speech
 - c. The audience's disposition toward the topic
 - d. The group membership of the audience
 - e. The occasion for the speech

6. What are the three primary factors to consider when assessing an audience's disposition toward your speech topic?
 - a. Knowledge, interest, and attitude
 - b. Size of audience, occasion, group membership
 - c. Interest, background, age
 - d. Gender, knowledge, and opinions
 - e. Background, situation, gender

7. If you were giving a persuasive speech on Medicare to the members of the American Association of Retired Persons (AARP), the most important factor to consider when analyzing your audience would probably be the:
 - a. Age of the audience
 - b. Gender of the audience
 - c. Audience's attitude toward the speaker
 - d. Physical setting of the speech
 - e. Size of the audience

8. If you were constructing an audience-analysis centered questionnaire and wanted to learn why some of your listeners had not signed organ donor cards, which of the following would be the best question to ask
 - a. Demographic question
 - b. Scale question
 - c. Leading question
 - d. Fixed-Alternative question
 - e. Open-ended question

9. When developing an audience analysis questionnaire, what type of questions will reveal the strength of a respondent's attitude or feelings?
 - a. Open-Ended
 - b. Interview
 - c. Fixed-Alternative
 - d. Leading
 - e. Scale

10. Ann, the golf instructor at a local golf course, has been asked by a local high school to give a presentation about how to play golf. What is probably the most important factor for Ann to consider in preparing her presentation?
- The audience's disposition toward the topic
 - The audience's knowledge of the topic
 - The age of the audience
 - The racial background of the audience
 - The time of day of the presentation

Chapter 6 Quiz

- The _____ is the key to finding information in the library.
 - Browser
 - Periodicals guide
 - General index
 - Encyclopedia
 - Catalog
- The library's catalogue allows you to search for books by
 - Author
 - Title
 - Keyword
 - All of the above
 - A and B only
- If you needed to learn the number of Americans who own cell phones, which of the following would be the best source to consult?
 - Social Sciences Index*
 - Who's Who in America*
 - Encyclopedia Britannica*
 - Statistical Abstract of the United States*
 - U.S. News and World Report*
- You are giving an informative speech about modern music and need to learn the origins of the word "jazz." Which of the following would be the best reference source to consult?
 - World Almanac and Book of Facts*
 - Encyclopedia Americana*
 - Bartlett's Familiar Quotations*
 - Roget's Thesaurus*
 - Oxford English Dictionary*
- You are researching a speech and need to find a quotation about marriage. Which of the following would be the best reference source to consult?
 - Bartlett's Familiar Quotations*
 - World Book of Facts*
 - International Who's Who*
 - Webster's Unabashed Dictionary*
 - Oxford Endemic Encyclopedia of Quotations*

6. The three kinds of Internet search aids discussed in your textbook are
 - a. hypertexts, search engines, and graphical interfaces
 - b. search engines, metasearch engines, and virtual libraries
 - c. browsers, cyber guides, and research pilots
 - d. research links, electronic catalogues, and Web crawlers
 - e. Yahoo!, Internet Explorer, and Firefox

7. A _____ is an Internet search aid that sends a researcher's request for information to several search engines at the same time.
 - a. metasearch engine
 - b. virtual library
 - c. keyword link
 - d. cyber catalog
 - e. subject guide

8. A _____ is a search aid that combines Internet technology with traditional library methods of cataloging and assessing data.
 - a. Google
 - b. metasearch engine
 - c. virtual library
 - d. reference locator
 - e. none of the above

9. What are the three criteria discussed in your textbook for assessing the soundness of documents found on the Internet?
 - a. interactivity, objectivity, and authorship
 - b. creativity, reliability, and length
 - c. length, accuracy, and graphics
 - d. authorship, sponsorship, and recency
 - e. graphics, sponsorship, and accuracy

10. According to your textbook, when quoting an Internet document during a speech, a speaker should identify the
 - a. the date the document was accessed
 - b. author of the document if the author's name is known
 - c. organization responsible for the document if the author's name is not known
 - d. all of the above
 - e. b & c only

Chapter 12 Quiz

1. Good speech delivery:
 - a. is best achieved by reading from a manuscript
 - b. requires that the speaker have a strong voice
 - c. draws the attention of the audience away from the message
 - d. is accompanied by frequent gestures
 - e. sounds conversational even though it has been rehearsed

2. Communication based on a speaker's body and voice, rather than on the use of words, is called :
 - a. implicit communication
 - b. unintentional communication
 - c. instinctive communication
 - d. nonverbal communication
 - e. physical communication
3. In which situation would a speaker be most likely to read from a manuscript?
 - a. a speech in honor of a retiring employee
 - b. a speech on the activities of a church social committee
 - c. a speech accepting an award at a company banquet
 - d. a speech on international policy at the United Nations
 - e. a speech of welcome to new members of the Rotary Club
4. In which situation would a speaker be most likely to recite a speech from memory?
 - a. when reporting earnings to the yearly stockholders' meeting
 - b. when presenting a lengthy proposal to the city council
 - c. when responding to questions during a class lecture
 - d. when rallying a group to work for lower tuition
 - e. when making a toast at a wedding
5. "Conversational quality" in speech delivery means that the
 - a. speech sounds spontaneous even though it has been rehearsed
 - b. speaker is not speaking from memory
 - c. speaker talks the same as she or he would in ordinary conversation
 - d. all of the above
 - e. none of the above
6. During her speech on malpractice insurance, the head of the local branch of the American Medical Association consistently avoided making eye contact with her audience. According to the research on the role of nonverbal communication in public speaking, the audience was likely to perceive her as
 - a. Inexperienced
 - b. Inconsistent
 - c. Credible
 - d. Insincere
 - e. Trustworthy
7. What does your textbook recommend regarding the last step of practicing delivery for a speech?
 - a. Time yourself as you practice the speech aloud as you use visual aids
 - b. Rehearse under conditions as close as possible to the actual speech situation
 - c. practice the speech in front of a mirror to check your nonverbal communication
 - d. listen to a tape of the speech and make last-minute changes to it
8. What does your textbook advise regarding the use of gestures in a speech?
 - a. gestures should appear natural and spontaneous
 - b. speakers should have a vast number of graceful gestures
 - c. gestures should be suited to the audience and occasion
 - d. all of the above
 - e. a and c only

9. When approaching the front of the room and beginning your speech, you should
 - a. start immediately so your audience does not become impatient
 - b. create a bond with the audience by acknowledging your nervousness
 - c. establish eye contact with the audience before you start to speak
 - d. all of the above
 - e. none of the above

10. In which of the following situations will the personal appearance of the speaker have an impact on the audience?
 - a. a politician presenting a campaign speech
 - b. a business executive giving a financial report
 - c. a professor giving a lecture
 - d. all of the above
 - e. none of the above

Chapter 13 Quiz

1. According to your text, when giving a multimedia presentation, you should
 - a. give yourself plenty of time to prepare your slides and aids in to rehearse the delivery of your presentation
 - b. double check your equipment before the audience arrives to make sure the equipment is working properly
 - c. be prepared to give your speech effectively even if all the multimedia equipment were to malfunction
 - d. all of the above
 - e. only A. and B

2. If you wanted to compare the military spending of the United States to that of eight other nations, what type of visual aid, should you probably use?
 - a. a diagram
 - b. a pie chart
 - c. a line graph
 - d. a map
 - e. a chart

3. To be used effectively as visual aids, photographs should be
 - a. passed among the audience members
 - b. in color, not black-and-white.
 - c. explained with a chart.
 - d. supplemented with drawings.
 - e. bigger than ordinary enlargements.

4. If you wanted to demonstrate the comparative spending of the United States and Canada on four different kinds of social services, according to the text, which type of visual aid, should you probably use.
 - a. a line graph.
 - b. a drawing.
 - c. a bar graph.
 - d. a chart.
 - e. a pie graph.

5. If you wanted to summarize the steps of a process in a speech, the best visual aid to use would probably be a
 - a. Photograph
 - b. Diagram
 - c. graph
 - d. chart
 - e. model

6. According to textbook, when using an overhead transparency as visual aid, you should
 - a. make certain the letters and numbers on the transparency are at least one quarter of an inch high.
 - b. practice using the transparency on the overhead projector before you speak.
 - c. write on the transparency while you're talking to the audience to keep things current.
 - d. photocopy pages out of a textbook for efficient time management.
 - e. A and B only

7. During her speech about sailboats, Diane gave each member of her audience a copy of an intricate drawing showing the different parts of a sailboat. Did Diane follow the guidelines for visual aids presented in your textbook?
 - a. Yes. Giving the audience a handout during the speech is usually a good idea.
 - b. No. Diane should have reproduced of the drawing on the chalkboard instead.
 - c. No. The drawing could have been boring too many members of the audience.
 - d. Yes. The detail the drawing probably heightened the audience's interest.
 - e. No. Diane risked losing attention by passing out the drawing during the speech.

8. The morning of his classroom speech, Robert felt he needed more visual interest in the speech. On his way to class, he bought a poster board and a marker and wrote down the main points for the audience to see. Did Robert follow the guidelines for visual aids presented in your text?
 - a. No. Robert should a prepared more visual aids and a single chart.
 - b. No. Robert should have prepared the chart ahead of time and rehearsed with it.
 - c. No. The chart will distract the audience's attention from Robert's main points.
 - d. Yes. Visual aids always heighten the audience's interest and attention.
 - e. Yes. Robert showed quick thinking under pressure by deciding to make the chart.

9. As your book explains, visual aids are most effective when they are displayed
 - a. only while the speaker is discussing the visual.
 - b. from the right side of the lectern.
 - c. on an easel so were they are visible to everyone.
 - d. at the beginning of the speech.
 - e. throughout the speech.

10. Wei gave his informative speech on meteorology. As part of the speech, he displayed an excellent three color drawing to indicate the different temperatures in various layers of the atmosphere. When he got to the visual aid, he said "as you can see, each layer has a different temperature," covered up the drawing, and quickly moved on. What should Wei have done to present his visual aid to more effectively?
- a. he should have explained the visual aid more fully
 - b. he should have created a handout and passed among the audience
 - c. he should have avoided using more than two colors in the drawing
 - d. he should have shown the drawing with an overhead projector
 - e. he should have displayed a photograph rather than a drawing

APPENDIX C - PRE-TEST SURVEY

1. I enjoy giving speeches.
2. Giving speeches makes me nervous.
3. How comfortable are you using the laptop for homework?
4. I learn more when educational technology is used in my classes.
5. Educational technology increases my interaction with my instructor in this class.
6. Educational technology increases interaction with other students in this class.
7. E-mail from my instructor supports my learning.
8. Using educational technology (Powerpoint, projection equipment, the internet) is an important part of public speaking.
9. Learning how to use technology (Laptops, Powerpoint) in this course will help me to succeed in my chosen career.
10. Classes are more interesting when instructors integrate educational technology.
11. I remember more information from class lectures when educational technology is used.
12. How often do you go to non-class related websites (Facebook, instant messaging, etc) during class.
13. I have missed important class information while on non-related websites during class.
14. I am comfortable using classroom technology (projection tools) for making multimedia presentations.

APPENDIX D - POST-TEST SURVEY

1. I enjoy giving speeches.
2. Giving speeches makes me nervous.
3. How comfortable are you using the laptop for homework?
4. I learn more when educational technology is used in my classes.
5. Educational technology increases my interaction with my instructor in this class.
6. Educational technology increases my interaction with other students in this class.
7. E-mail from my instructor supports my learning.
8. Using educational technology (Powerpoint, projection equipment, the internet) is an important part of public speaking.
9. Using educational technology (Powerpoint, projection equipment, the internet) helped me succeed in this course.
10. Learning how to use educational technology (Laptops, D2L, Powerpoint) in this course will help me to succeed in my chosen career.
11. Classes are more interesting when instructors integrate educational technology.
12. Educational technology helps me to remember information from class lectures.
13. How often do you go to non-class related websites (Facebook, instant messaging, etc) during class.
14. I have missed important class information while viewing non-class related websites during class.
15. Online quizzes on assigned readings helped me to participate in class discussions.
16. Making multimedia presentations (Powerpoint, projection tools) makes me nervous.
17. I am comfortable using classroom technology (projection tools) for making multimedia presentations?
18. Sample speeches (video segments) helped me prepare my speeches.
19. The library assignment helped me to research my speeches.
20. Electronic feedback (D2L Discussion Board, e-mail, etc.) makes me feel connected to my instructor.
21. I used online discussion boards to communicate with my classmates.
22. I discuss what I've learned in this class with others outside of class.
23. I wish this course made more use of educational technology.
24. I enjoyed this class.

APPENDIX E: QUANTITATIVE SURVEY RESULTS

Table 32: I enjoy giving speeches.				
	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
Control pre	15.4	57.7	23.1	3.8
Experimental pre	8.9	48.2	39.3	3.6
Control post	13	54.3	28.3	4.3
Experimental post	13.2	39.6	41.5	5.7

Table 33: Giving speeches makes me nervous.				
	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
Control pre	3.8	9.4	32.1	54.7
Experimental pre	1.8	3.6	57.1	37.5
Control post	4.3	10.9	39.1	45.7
Experimental post	1.9	13.2	41.5	43.4

Table 34: How comfortable are you using the laptop for homework?				
	Not at all (%)	Somewhat (%)	Generally (%)	Very (%)
Control pre	3.8	9.6	26.9	59.6
Experimental pre	0	3.5	24.6	71.9
Control post	2.2	6.7	20	71.1
Experimental post	0	1.9	18.9	79.2

Table 35: I learn more when educational technology is used in my classes.				
	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
Control pre	2	19.6	58.8	19.6
Experimental pre	0	20.4	63	16.7
Control post	0	12.8	66	21.3
Experimental post	2	10.2	75.5	12.2

	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
Control pre	4.0	30.0	56.0	10.0
Experimental pre	3.6	30.9	50.9	14.5
Control post	2.2	31.1	53.3	13.3
Experimental post	2.0	15.7	66.7	15.7

	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
Control pre	6.4	40.4	46.8	6.4
Experimental pre	3.6	41.8	47.3	7.3
Control post	0.0	34.1	59.1	6.8
Experimental post	2.0	32.0	54.0	12.0

	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
Control pre	0	0	54.9	45.1
Experimental pre	1.8	0	52.7	45.5
Control post	0	4.3	65.2	30.4
Experimental post	0	5.9	45.1	49

	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
Control pre	0	8	58	34
Experimental pre	3.6	3.6	64.3	28.6
Control post	0	4.3	53.2	42.6
Experimental post	0	5.7	47.2	47.2

Table 40: Learning how to use technology in this class will help me to succeed in my chosen career.				
	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
Control pre	0.0	12.0	54.0	34.0
Experimental pre	1.9	1.9	67.9	28.3
Control post	2.4	11.9	54.8	31.0
Experimental post	0.0	8.3	52.1	39.6

Table 41: Classes are more interesting when instructors integrate educational technology.				
	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
Control	0	7.8	64.7	27.5
Experimental	3.5	14	70	12.3

Table 42: I remember more information from class lectures/educational technology helps me to remember information.				
	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
Control pre	1.9	25.0	51.9	21.2
Experimental pre	3.6	25.5	58.2	12.7
Control post	0	14.0	53.5	32.6
Experimental post	0	13.2	58.5	28.3

Table 43: How often do you go to non-class related websites during class?				
	Frequently	Occasionally (%)	Seldom (%)	Never (%)
Control pre	15.4	46.2	28.8	9.6
Experimental pre	10.5	40.4	31.6	17.5
Control post	14.9	36.2	27.7	21.3
Experimental post	15.1	32.1	39.6	13.2

Table 44: I have missed important class information while on non-related websites during class.				
	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
Control pre	11.1	57.8	24.4	6.7
Experimental pre	12.8	51.1	34	2.1
Control post	9.1	45.5	45.5	0
Experimental post	10.9	45.7	39.1	4.3

Table 45: I am comfortable using classroom technology for making multimedia presentations.				
	not at all (%)	somewhat (%)	generally (%)	very (%)
Control pre	6.0	28.0	32.0	34.0
Experimental pre	3.6	29.1	40.0	27.3
Control post	0.0	34.0	44.7	21.3
Experimental post	3.9	9.8	7.1	39.2

Table 46: Using educational technology helped me succeed in this course.				
Post-Test Only				
	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
control	0	8.9	62.2	28.9
experimental	0	9.4	49.1	41.5

Table 47: Online quizzes on assigned readings helped me to participate in class discussions.				
Post-Test Only				
	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
Control	0.0	29.0	61.3	9.7
Experimental	4.1	14.3	65.3	16.3

Table 48: Making multimedia presentations makes me nervous.				
Post-Test Only				
	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
Control	25.6	58.1	16.3	0.0
Experimental	18.9	62.3	17.0	1.9

Table 49: Sample speeches helped me prepare my speech.				
Post-Test Only				
	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
Control	3.2	45.2	32.3	19.4
Experimental	2.6	31.6	47.4	18.4

Table 50: The library assignment helped me to research my speeches.				
Post-Test Only				
	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
Control	6.7	30.0	56.7	6.7
Experimental	13.0	39.1	43.5	4.3

Table 51: Electronic feedback makes me feel connected to my instructor.				
Post-Test Only				
	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
Control	0.0	9.3	60.5	30.2
Experimental	1.9	7.7	71.2	19.2

Table 52: I used online discussion boards to communicate with my classmates.				
Post-Test Only				
	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
Control post	32.0	52.0	12.0	4.0
Experimental post	4.8	14.3	20.6	1.6

Table 53: I discuss what I've learned in this class outside of class.				
Post-Test Only				
	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
Control post	5.0	37.5	52.5	5.0
Experimental post	1.6	19	54	0.0

Table 54: I wish this course made more use of educational technology.				
Post-Test Only				
	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
Control post	2.3	45.5	45.5	6.8
Experimental post	6.3	33.3	38.1	1.6

Table 55: I enjoyed this class.				
Post-Test Only				
	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly agree (%)
Control post	4.3	19.1	61.7	14.9
Experimental post	3.2	11.1	52.4	17.5

APPENDIX F - E-LOG QUESTIONS

E-Log #1

Educational technology – laptops, D2L features, video/audio clips, search engines, library databases, classroom projection tools (PowerPoint), and course-related Internet sites

1. How do you think educational technology will help you succeed in this course?
2. What were the strengths and weaknesses of your first speech?
3. What role did educational technology play in your first speech?

E-Log #2

Educational technology – laptops, D2L features, video/audio clips, search engines, library databases, classroom projection tools (PowerPoint), and course-related Internet sites

1. What impact has educational technology had on your learning in this course?
2. In this course, what could students do to improve their use of educational technology?
3. In this course, what could instructors do to improve their use of educational technology?

APPENDIX G - E-LOG #1 DETAILED ANALYSES

Question 1: How do you think educational technology will help you succeed in this course?

Control

- **Research.** 20.45% of the responses related to research. Students stated that educational technology played a role in research. One student noted, “Technology may also be used to conduct research on our third speech, which will be about a historical or though provoking concept.” Another student reflected comfort in using the Internet for research “I also use the internet for sources when looking up information on my speech topic.”
- **Speeches.** 18.18% of the responses related to speeches. Most responses dealt with integrating technology in the form of visual aids into speeches. One student noted that the visual technology would be a course requirement, “Technology will help me succeed in this course in a number of ways. Throughout the semester, our speeches will need to include a visual element. Using technology like a projected laptop image or a slide will enhance the effect the speech has.” Responses also indicated that visuals would improve speeches. “I think it will help succeed because by using technology we can provide visual aids for our speeches, it opens up a whole new look at speeches.”
- **Online Course Materials.** 15.91% of the responses pertained to online course materials. The majority of the comments in this category related to D2L (Desire to Learn or Learn at UW Stout). Respondents indicated that housing course material in one location enhanced organization and convenience. One student noted, “I think that because we have educational technology, this course becomes easier to keep up with, because we can always find what information we need. It is nice that our assignments/handouts are all online because if we did not understand something in class, we can look online to clarify things.” Another student noted, “Educational technology has made a huge impact on my education. The best site for this class is the D2L site. As an unorganized person by nature it is WONDERFUL to have a place to go for grades, extra help,

and different assignment info. Also, the way Professor X has the site set up there is no question when you will be speaking or what is expected of you.” Moreover, respondents indicated that placing course materials online increased their success. “Also when the teacher posts things online, and when we need to get done this increases my chances on actually getting it done.” Finally, respondents felt that D2L extended the classroom, expanding on class discussions.

- **In-Class Use.** 13.64% of the responses pertained to educational technology used during class. Respondents indicated that educational technology helped them to stay focused. “I think that these types of technology help me with organizing notes for classes, and helps me stay focused on what is going on in class instead of dazing off.” Another student also stated, “Personally, when we use educational technology it increases my chances of actually listening and my interest in the course.” Other student explained that they were visual learners and educational technology increased their understanding of lecture material.
- **Convenience.** 9.09% of responses concerned convenience. Students responded that the convenience of educational technology engaged them in the course. “Personally, when we use educational technology it increases my chances of actually listening and my interest in the course. This is because I feel that computers are much more convenient, then notebooks. You don't have to worry too much about unorganized information.” Another respondent noted, “It is easier to take good notes and easier to find information for my speeches.” Students felt that educational technology increased flexibility. “I am able to do things on my own time as opposed to making sure that I can get to the library even though I may not be able to concentrate on the task at hand.”
- **Communication.** 9.09% of responses related to communication. Respondents indicated that technology, e-mail in particular, enhanced communication with their instructors and their peers to seek more information about the course. One student noted, “With the laptops its easy to shoot the professor an email to answer a quick question. I think that it is a great way to stay connected with the class as well to go over an problems or issues we may be experienceing as well.” In

addition, respondents observed that technology extended the classroom experience. “It's a great to communicate things not touched in class and the instructor is very helpful in responding to emails and keeping in touch with us.”

- **No Benefit/Not Using.** 6.82% of the responses reported no benefit of educational technology or that it was not being used in their class. One student noted that little educational technology was being used. “For this particular class, I do not believe that educational technologies are making too much of a difference. Yes some material is on line, but that is about it.” Another respondent felt existing technology used by the instructor was outdated and that he/she did not receive enough assistance with classroom technology, “We are not using educational technology at all in this course. The only technology we have used is an overhead projector, if you can call that technology. I used a powerpoint during my speech, but there was no help from the instructor whatsoever.” Another student did not feel educational technology enhanced learning. “Although I fully support technological education, I do not feel it would help better educate me in a speech class.”
- **Performance Reflection.** 2.27% of the responses dealt with performance reflection. The response indicated that students in that course were able to watch performances to improve.
- **Future Benefit.** 2.27% of the responses related to perceived future benefits of educational technology. The one response in the category noted, “I think educational technology will help me in the future when it comes to dealing with customers and orders with my design business. I will be dealing with laptops and many technical things. I think that by learning about it all early in college and throughout, it will prepare me for the future.”
- **Saving Paper.** 2.27% of the responses dealt with saving paper. “It also saves on paper, since you don't have to print anything, or have loads of handouts.”

Experimental

- **Research.** 20.69% of the responses related to research. Respondents indicated that educational technology will help them research their speeches. “It will help me find information about things that I didn't know or couldn't find at the library.” Students felt that the library’s online databases were helpful, current, and convenient. “I believe educational technology will help me succeed in my speech course by being able to get information as quickly as possible, like research information.” However, some students responded that peers may need to increase research skills. “Not very many people are as familiar with the internet and other resources as they could be.”
- **Speeches.** 29.31% of the responses pertained to speeches. Responses related primarily to using educational technology to create visual aids. “Having visual aids like power point and video clips can also benefit your speech, it shows the viewers a better insight to your subject.” Responses also indicated that visuals help to keep speakers on track. Educational technology also played a role in preparation. One student noted, “Educational technology also gives me the ability to write out my speeches to help me to better prepare.”
- **Online Course Materials.** 15.52% of the responses related to D2L. Respondents noted that D2L made completing assignments, such as online quizzes, easier and more convenient. D2L helped to clarify questions and offered easy access to information about the course. “Educational technology will help me succeed in this class because it makes it easier to access stuff for the class. Also it makes it easier to learn what you missed in class and if you have to write a speech for class you can access things online that will help you write your speech.” Moreover, D2L helped students learn. “When the instructor uses D2L, it also helps me learn, by checking what is needed for class and what needs to be done- without bothering the teacher through email.”
- **Convenience.** 12.07% of the responses pertained to the convenience of educational technology. Students noted that they were able to get information quickly and easily. One student responded, “Educ. Tech. makes everything easier.” Another student noted, “I believe educational technology

will help me to succeed in this course because of its availability.” Respondents also noted that D2L made online quizzes easier because they could take them at any location.

- **In-Class Use.** 6.9% of the responses related to in-class use. Respondents felt that educational technology, used during lecture, enhanced learning. One student noted, “I think that educational technology can definitely help in the speech communications course. I like seeing video clips during class, they add a little something. For example, Professor X used one that was about a man explaining how not to use power points, and how they can be to your disadvantage. I thought that was very useful.”
- **Performance Reflection.** 5.17% of the responses related to performance reflection. Students felt that watching video-recorded performances helped them to improve their speaking ability. One student noted, “I think that advancement in video recording technology will help me to succeed in this course because when I finish a speech that has been recorded, I am able to go back and watch the tape of my speech. This is beneficial because I am able to change things that I didn't do as well the first time in my speech in the second speech. Things such as my posture, eye contact and the speed of my voice can be self evaluated, which will better my next speech.” Some courses used video tapes, while others used the Internet. Regardless of the medium, respondents perceived a positive effect.
- **Communication.** 3.45% of the responses related to communication. Respondents noted that educational technology increased access to professor and peers. “It also gives me access to be able to email my professor if I have comments or questions, or even to contact another student for help.”
- **No Benefit/Not Using.** 3.45% of the responses were coded as no perceived benefit or not using. One student felt that the quality of the professor was more important than educational technology. “Educational technology has not and will not contribute to whether I succeed or fail. Only the caliber of the professor will have that kind of impact on my success.” Another respondent felt that

educational technology was not entirely helpful for a public speaking course. “I don't think that educational technology is really that helpful in SPCOM-100. This is because we mostly have lecture and read out of the book.”

- **Saving Paper.** 1.72% of the responses pertained to saving paper. One student noted, “It does however save paper for the hand-outs we would have got in class.”
- **Future Benefit.** 1.72% of the responses pertained to future benefits of educational technology as they relate to a greater understanding of communication. “Educational technology will help me succeed by one, I can show people things online, two help with visual aid and to have a better understanding of how technology works with communication.”

Question 2: What were the strengths and weaknesses of your first speech?

Control

Strengths

27 responses were obtained from the control sections, resulting in 38 coded statements.

- **Topic and Content.** 28.95% of the responses mentioned the speech topic and/or content. Respondents noted that their speeches were interesting and that they had a strong base of knowledge regarding the topic.
- **Preparation.** 15.79% of the responses mentioned preparation. One student noted, “My strengths were my preparedness, because I had my speech done a few days prior and focuses on my presentation rather than finishing it up.” Other students reported practicing the speech. “I was well prepared for my first speech, having practiced numerous times in front of different people.”
- **Eye Contact.** 13.16% of the responses pertained to eye contact. Students reported looking at the audience during the speech.
- **Oral Delivery.** 10.53% of the responses related to oral delivery. Respondents reported that they felt they projected well and spoke slowly and clearly.
- **Do Not Know Strength/None Listed.** 10.53% of the responses did not list strengths.

- **Structure and Organization.** 7.89% of the responses pertained to structure and organization. One student noted, “The strengths of my first speech were that I had a nice opening and tied in some humor with life experiences.”
- **Anxiety.** 7.89% of the responses related to anxiety. Students reported feeling calm and avoided appearing nervous. “I think strengths about my first speech included, I was clam, which is unusual, and I felt comfortable in front of the audience.”
- **Physical Delivery.** 2.63% of the responses mentioned physical delivery. The respondent noted good posture during the speech.
- **Research.** 2.63% of the responses related to research. The respondent noted the accuracy and reliability of research cited in the speech.

Experimental

Strengths

32 responses were obtained from the experimental sections, resulting in 36 coded statements.

- **Topic and Content.** 19.44% of the responses mentioned topic and/or content. Students reported interest and comfort with the topic. “Strengths: I knew what I was speaking about and had a lot of experience with the items that I presented.
- **Oral Delivery.** 19.44% of the responses related to oral delivery. Students reported being loud, clear, and having a good pitch.
- **Visuals.** 11.11% of the responses pertained to visuals. Respondents mentioned using visual aids to enhance speeches. “My biggest strength in my first speech was my use of technology as my visual aid. I utilized the power point well.”
- **Structure and Organization.** 11.11% of the responses mentioned structure and organization. Students reported good attention catchers, transitions, and the overall flow to the speech. “The strength of my first speech was organization. I think that I put it together well and got my purpose out to my audience.”

- **Do Not Know Strength/None Listed.** 11.11% of the responses did not list strength. Most respondents had not yet given the first speech, but were optimistic. “I am not really sure what my strengths and weaknesses would be for my first speech because I haven’t taken it yet. I know that I am pretty good with speaking and I don’t think I will have many weaknesses.”
- **Physical Delivery.** 8.33% of the responses mentioned physical delivery. Respondents mentioned good posture.
- **Eye Contact.** 8.33% of the responses pertained to oral delivery. Respondents mentioned the use of notes. “I suppose the strengths of the speech were the use of notes. I really didn’t depend on them that much I don’t think.”
- **Preparation.** 5.56% of the responses mentioned preparation. One student noted, “I was able to have adequate time to prepare and rehearse. Even though I rehearsed thoroughly.”
- **Research.** 2.78% of the responses related to research. The respondent noted, “I was able to research several different views on my topic which allowed me to expand information on my speech.”
- **Time.** 2.78% of the responses related to time. Respondents reported speaking within the recommended time constraints.

Weaknesses

27 responses were obtained from the control sections, resulting in 35 coded statements.

Control - Weaknesses

- **Anxiety.** 25.71% of the responses mentioned anxiety. Students reported feeling nervous, which impacted other areas of the speech. One student noted, “Unfortunately I was very nervous and had a hard time remembering what I was going to say. I have never given any sort of speech before so the amount of stage fright I had was overwhelming to say the least.” Another student noted, “I was very terrified of speaking in front of the class, a girl asked me a question that I wasn’t sure of at all...when I sat back down i new the answer immediately...it was embarrassing to

forget something that is so familiar.” Another student reported becoming emotional during the speech. “I broke down during my speech and began to cry. My voice was very shaky and I was trembling a bit.”

- **Oral Delivery.** 22.86% of the responses referred to oral delivery. Students reported needing to speak more slowly and clearly as well as increasing volume. Other respondents reported that their voices were shaky and trembled. Vocal fillers were also mentioned, “I used a lot of "umms" and "uhhs" which really brought my score down.”
- **Physical Delivery.** 14.29% of the responses mentioned physical delivery. Respondents noted a lack of movement. “I just need to un-freeze myself behind the podium.” Other students reported moving too much. “A weakness is that I need to approve on is my body motion; I need to stay poised.”
- **Time.** 14.29% of the responses pertained to use of time. Students reported going either over or under the required time limit of the speech.
- **Eye Contact.** 5.71% of the responses related to eye contact. Students reported needing to rely less on notes and look at the audience more.
- **Outline.** 2.86% of the responses mentioned the outline. The respondent noted his/her outline was too vague.
- **Topic and Content.** 2.86% of the responses related to topic and/or content. The respondent mentioned forgetting information during the speech.
- **Structure and Organization.** 2.86% of the responses related to structure and organization. Respondent reported jumping around to different topics during the speech.
- **None Listed.** 2.86% of the responses did not list a weakness.
- **Research.** 2.86% of the responses mentioned research. The respondent reported a lack of supporting material.

- **Preparation.** 2.86% of the responses mentioned a lack of preparation. “It's will be my FIRST speech in front of a new crowd also I don't have a firm grip on what my teacher expects because from what I understand it is alot to remember and I am not doing so well at juggling them around.”

Weaknesses

32 responses were obtained from the experimental sections, resulting in 60 coded statements.

- **Oral Delivery.** 23.33% of the responses referred to oral delivery. Students reported speaking too monotone, soft, and fast. Students also reported using too many vocal fillers (ex – um). Students attributed problems with oral delivery to anxiety. “I thought my main weakness was my delivery. I think because it was my first time getting up by myself in front of the class, I rushed through my speech.”
- **Anxiety.** 13.33% of the responses pertained to anxiety. Students reported shaky hands and voices. A student also reported anxiety due to recording. “Weaknesses= I was nervous so I stuttered and messed up a bunch of my words and sentences. I shake and turn really red when I am in front of the class. I didn't like being video taped- because we had a sub that day-the camera was very noticeable vs. the one behind the glass in the back of the room.”
- **Topic and Content.** 11.67% of the responses mentioned topic and/or content. Respondents reported forgetting information due to anxiety. “Weaknesses: Probably was nervous and missed some things that I should have brought up.” Other respondents noted poor word choices and getting off topic.
- **Eye Contact.** 10% of the responses pertained to eye contact. Students reported relying too much on notes.
- **None Listed.** 8.33% of the responses did not list a weakness. Respondents had not yet given the first speech, but were optimistic. “I am not really sure what my strengths and weaknesses would

be for my first speech because I haven't taken it yet. I know that I am pretty good with speaking and I don't think I will have many weaknesses."

- **Physical Delivery.** 6.67% of the responses mentioned physical delivery. Respondents mentioned issues with posture, lack of movement and hiding behind the desk during the speech.
- **Time.** 6.67% of the responses mentioned use of time. Students reported a lack of time management skills. "I also need to have a better understanding of time management so that I can gauge my speech time more accurately."
- **Structure and Organization.** 5% of the responses mentioned structure and organization. Students mentioned needing better transitions and a stronger conclusion.
- **Visuals.** 3.33% of the responses related to use of visuals. Respondents noted problems integrating visuals. "Also, I brought up props to represent my three topics and I got so caught up in getting my point across that I only showed the class one which disrupted the flow of my speech." Another student noted, "My major weakness was my technical tools not working. My laptop did not work throughout my speech so I was unable to show my video clip or my PowerPoint presentation."
- **Technology.** 3.33% of the responses related to the use of technology. Respondents reported problems using technology. One student noted, "My major weakness was my technical tools not working. My laptop did not work throughout my speech so I was unable to show my video clip or my PowerPoint presentation." Another student reported, "The weaknesses of my speech was that it took me a while to get started- I had to take a minute before I would get started."
- **Outline.** 3.33% of the responses related to the outline. Respondents mentioned needing more detail on outlines.
- **Research.** 1.67% of the responses mentioned research. The respondent noted, "I realized that I should have looked more in to my topic after the professor asked me questions at the end."

- **Preparation.** 1.67% of the responses mentioned preparation. The respondent noted problems adhering to the time limit. “Some weaknesses were preparation. I did not have enough time to prepare so the time limit on my speech was over but I guess that is better than under.”
- **Adaptation.** 1.67% of the responses listed adaptation. The respondent reported needing relate the speech more to the audience. “I do know I can work more on relating the topic to my audience, getting their attention right away, and keeping them interested throughout my speech.”

Question 3: What role did educational technology play in your first speech?

Control

26 responses were obtained from the control section, resulting in 35 coded statements.

- **No Role** 28.57% of the responses listed no role. Respondents noted a lack of educational technology in the first speech. Many student reported that the nature of the speech did not require research or visuals. “The role that educational technology didn't really play that big of a role in my first speech a whole lot because I didn't need to search any information because it was all about me and myself. I didn't use any video or PowerPoint projectors. It was just a quick and easy self informative.” Another student reported that educational technology would be necessary in future speeches. “Educational technology was not a large part of my first speech, however it will be as the semester continues and we finish more speeches.”
- **Research.** 20% of the responses mentioned research. Students reported using technology for research. “I used the internet to find all of my sources. I would have used magazines, but I didn't have time to go home and get them. I did however use those same articles, just through the internet.”
- **Delivering the Speech.** 20% of the responses related to speeches. Respondents reported using educational technology to acquire images and information to incorporate into speeches.
- **Little Role.** 17.14% of the responses reported little role. Students reported that educational technology was present, but played only a small role in the first speech. “In my first speech

educational technology did not play a major role at all because it was just an introductory speech and was about something that I had experienced and we did not need any type of visual aid either. After my speech was given and graded I could view my grade and critique on-line though.”

Respondents noted using educational technology for PowerPoint visual aids and typing the outline and note cards. However, they did not perceive those uses as important.

- **Online Course Materials.** 14.29% of the responses pertained to online course materials.

Respondents noted the utility of D2L. “I also used the D2L site to look up ideas, expectations, and when I had to speak. I think as the course goes on I will be able to use the site even more.

VERY USEFUL!” Students also reported liking the notes posted on D2L, but a critique was offered, “So far technology is very limited in our classroom, sure he post things on D2L but it is very disorganized for me to find certain announcements and requirements he does post.”

Experimental

31 responses were obtained from the experimental section, resulting in 39 coded statements.

- **Delivering the Speech.** 41.03% of the responses related to speeches. The majority of the responses mentioned using educational technology for visual aids during speeches. One student noted, “Educational technology played an extremely important role in my first informative speech because of my video clip and PowerPoint. If my technical resources had worked I would have been able to assist my speech with visual aids instead of just speaking. These technical resources also make it more interesting to see things physically rather than just hear about them.” Students also reported that using PowerPoint reduced anxiety because it reduced the focus on the speaker and helped them to remember topics during the speech. “Educational technology played a huge part in my first speech. I used a PowerPoint presentation to display pictures of myself and the hobbies I like to do. I liked using this kind of visual aid because it was easy to make and easy to work with when I was in front of the room giving my speech. It also helped keep me on track and was a way for the audience to get to know a little bit more about me. The visual aid also took the

eyes of the audience off me for some of the time on and put them on the screen.” Another respondent noted that educational technology made creating the speech easier. “I typed up my outline and added a picture to a powerpt to show the class. So it played a decent part. If I didn’t have educ. tech. I would have to make an extra effort to go to the library to scan a picture and add it to a powerpt. rather than load it from my digital camera.”

- **Research.** 23.08% of the responses pertained to research. Respondents reported using online resources, such as the library’s databases, for research. “I did a lot of my research online and I could easily find the information I was looking for.”
- **No Role.** 15.35% of the responses reported no role. One respondent felt that educational technology was not necessary due to the nature of the speech (self-informative). Another student felt that educational technology would have been distracting. “Unfortunately, I did not use educational technology on my first speech. Instead of using a PowerPoint presentation, I wanted to focus the content in what I had to say and not what I had to show. It would have been nice for the class to see pictures to relate to what I was saying but for my first speech I wanted them to focus on how I delivered by myself without having something to fall back on. In some sort, it was a personal challenge. Also, no information of my life in posted on any search engine or library database so that helped me to decide to go without it.” Another respondent reported regretting omitting technology, “Sad to say, I did not use any educational technology in my speech, I did not think about making a power point, but I wish that I had because it would have helped to not only enhance my speech and also create a visual for everyone to see, but it also would have helped to detract the attention from me.”
- **Little Role.** 15.35% reported little role. Students reported using educational technology was not required. It was used only for research, typing, and outlining.
- **Online Course Materials.** 5.13% of the responses mentioned online course materials. Students reported accessing class information online. One student noted, “Having access to important

documents online was great, because it was there when I have forgotten the requirements of the speeches, I could pull out the documents fairly easy.” Another student mentioned, “The only way that technology helped with my first speech was because I could look online at the hand-out to help us organize our outline. It also helped with being able to research. These are the only ways technology helped.”

APPENDIX H - E-LOG #2 DETAILED ANALYSES

Question 1: What impact has educational technology had on your learning in this course?

Control

29 responses were obtained from the experimental section, resulting in 56 coded statements.

- **Speeches.** 21.43% of the responses pertained to speeches. Respondents indicated that educational technology was instrumental in creating and displaying visual aids. “It has supplied me with visual aids needed for speeches. The fact that we all have the same laptops with the same VGA import for the projection screen is very helpful. Using this connection I can present a power-point that I have made on my own time and it will contribute to my speech. The system UW-Stout has is very easy to use and helpful!” Another respondent felt that integrating visuals increased expression in speeches. Students also noted that educational technology was useful in writing and preparing speeches. One student noted, “A huge impact. I use the internet and computer for most of my research and presentations.”
- **Online Course Materials.** 21.43% of the responses referred to online course materials, such as D2L. Responses in this category noted the importance of D2L. “The technology has greatly impacted my learning in this course in a positive way. I think it’s really helpful that all materials are posted online, and he also uses this same material in class so it’s easier to learn.” Students remarked that D2L was very convenient. “I also like being able to use my laptop during class or where ever necessary. I am not forced to use it in my room or just in class.” Students also remarked that D2L helped them to stay updated on assignments and grades.

- **Research.** 19.64% of the responses related to research. Respondents remarked that the library's research databases were very helpful. "The part of educational technology that has had a huge impact in this course would be library databases and search engines. I used these things a lot for my speech research." Educational technology made research easier and more convenient. "Educational technology has definitely made research for this class easier. I can use the internet to find websites, online articles; data bases (EBSCOhost), and even use the library catalog from my own room."
- **Little to No Impact.** 14.29% of the responses listed little to no impact. Respondents noted that educational technology was used minimally. "This course in particular has had some impact on my knowledge of this course besides the overhead projector not much else is used in class. Also the only time D2L is used is for extra credit opportunities or checking up on how to complete a speech outline. Compared to other classes I would rate this class as a 5 on a 1-10 scale. 1 being very little impact, 10 being the most impact." Other respondents indicated that previous knowledge of educational technology, such as Powerpoint and D2L, was helpful and did not perceive that, aside from those programs, technology was present in their classes. "I have prior educational technology knowledge that helped me to do presentations with PowerPoint's but other than that this class did not impact me a whole lot due to educational technology."
- **In-Class Use.** 10.71% of the responses were related to in-class use of educational technology. Respondents noted that educational technology enhanced their learning by adding a visual element to lectures and offering a more efficient method for note-taking. One student noted, "Professor X used the overhead a lot, so that really helped us to see what he was talking about. One thing I think I would change is maybe he should use laptops more in some way, but I'm not sure whether it would have helped." Students also noted that educational technology increased understanding of content and expectations.

- **Communication.** 5.36% of the responses were related to communication. Respondents noted that technology made it easier to communicate with instructors, which increased clarity and efficiency of course information.
- **Saving Paper.** 3.57% of the responses pertained to saving paper through educational technology. Respondents noted that using D2L greatly reduced waste. “I believe that it has enhanced my learning in this class in the sense that there is so much less paper work, having everything done through D2L.”
- **Organization.** 1.79% of the responses referred to organization. The respondent noted that the laptop was helpful for organization.
- **Performance Reflection.** 1.79% of the responses pertained to performance reflection. The respondent noted that watching performances was helpful.

Experimental

37 responses were obtained from the experimental section, resulting in 61 coded statements.

- **Speeches.** 26.23% of the responses pertained to speeches. The majority of the responses related to PowerPoint visual aids. Students reported that visual aids enhanced the speeches. “Also having the projection machine was nice to be able to show pictures and in my case x-rays. Also being able to show videos was a great benefit to learning about what a speaker was talking about.” Respondents also reported that using technology in their speeches helped them to use it more effectively and learn from mistakes. “I learn how to speak while having to use technology, but it’s very hard because while I am talking I keep forgetting to hit the next page. But I am getting use to it.”
- **Online Course Materials.** 19.67% of the responses referred to online course materials, such as D2L. Students noted the availability of information online. “Educational technology has had a major impact on my learning in this course for many reasons. One reason Education technology has had a major impact on my learning in this course is the availability of educational information

on the internet through laptops. The laptop has helped me greatly in finding topics for my speeches and for keeping up with when my speeches/assignments are due. Educational technology has aided me in knowing when my assignments are due when I sometimes forget and when other opportunities are available, such as this extra credit opportunity.” Other students noted the convenience of D2L. “I feel it has helped a lot in providing access to online materials and saved paper by being able to take notes on the laptops. It is also more convenient.” D2L allowed students information about assignments, speeches, and grades. However, suggestions were offered. “It has made things more accessible to me, but it should be more organized.”

- **Research.** 16.39% of the responses related to research. Students reported using educational technology to research speeches. “Also it helped me because it supplied me with research on all of my speeches. I didn't have to go to the library to access the internet or look up sources.” Students also noted that using the library’s resources resulted in better quality sources and information.
- **In-Class Use.** 10.71% of the responses were related to in-class use of educational technology. Students noted the benefits of educational technology during lecture. “I think that the educational technology has helped me understand the material given in class a little bit better- I am a visual learner.” Another student noted, “It makes my note taking easy since my hand doesn't hurt after class.”
- **Online Quizzes.** 9.84% of the responses were related to online quizzes. Overall, students reported that online quizzes were helpful and convenient. “Taking quizzes online seemed to be more effective because it didn't take up class time to complete a test. Also it helped me because it supplied me with research on all of my speeches.” Another student noted that online quizzes helped them learn about giving speeches. One student mentioned scheduling of quizzes. “I did miss a quiz because it was due outside of class on a weekend! It is convenient to take the quizzes at home because I got a longer time limit.”

- **Communication.** 6.56% of the responses were related to communication. Students reported that educational technology allowed more contact with the instructor. “It has allowed me to share and receive information for other students within the class along with personal questions I had for my instructor.”
- **Little to No Impact.** 4.92% of the responses listed little to no impact. Respondents noted that educational technology played a minimal role in learning. “Educational technology has only had a minimal impact. The caliber of the professor continues to be the most important factor in my success as a student.” Another student responded that the textbook and the professor had more of an impact than educational technology. “Educational technology has not had a huge impact on my learning in this course. Most of what I learned about giving speeches came from the textbook.”
- **Performance Reflection.** 4.92% of the responses pertained to performance reflection. Students noted that recording and watching speeches allowed the assessment of strengths and weaknesses and subsequently improved performance. “This class’s use of educational technology has helped in the manner that it has allowed me to watch myself speech and do a critique. This allows me to see what I’m doing wrong and fix it.”
- **Saving Paper.** 3.57% of the responses pertained to saving paper through educational technology. “I feel it has helped a lot in providing access to online materials and saved paper by being able to take notes on the laptops. It is also more convenient.”
- **Examples.** 1.64% of the responses referred to examples. The respondent noted that viewing examples offered ideas. “In class we have viewed clips on-line and have continually had to use D2L. The clips shown are good examples and ideas for our speech topics.”
- **Future Benefits.** 1.64% of the responses referred to perceived future benefits of educational technology. The respondent noted that educational technology would prepare them for the future.

“Without the educational technology in our speech class, we would not be prepared to enter the technology dependent workforce.”

- **Organization.** 1.64% of the responses referred to organization. The respondent noted that technology enhanced organization and knowledge. “Technology has helped me stay organized and know what is going on day to day in my classes. Also, it has helped me do research and become more knowledgeable on subjects.”

Question 2: In this course, what could instructors do to improve their use of educational technology?

Control

29 responses were obtained from the control section, resulting in 40 coded statements.

- **Online Course Materials.** 27.5% of the responses pertained to online course materials. Respondents recommended that D2L be used for quizzes or tests. “Another good idea would be to have online quizzes on D2L or online tests on D2L instead of written tests in class. This makes it easier for essay portions because I'm sure all students can type faster than they can write and it conserves paper (Be Green!).” Another respondent indicated that students need to be more aware of materials on D2L to increase success in the class.
- **Technology.** 20% of the responses were related to technology. Respondents suggested that students to learn more about the laptop and to use it more. One student noted, “They would also benefit from becoming more comfortable and informed with how the media systems work and connect to the projector in the classroom. So many, including myself don't know how the system works.” Other respondents suggested that students need more instruction on using educational technology, in the class as well as for speeches. “I think if a little more instruction were given to utilize note taking tools on the computer, or making students aware of the software included in their laptops would help them be able to better take notes.”

- **In-Class Use.** 15% of the responses surrounded in-class use of educational technology. The majority of the suggestions related to recreational laptop use during class. Some respondents recommended eliminating the use of laptops during class. “To not be on them during class. He should have it be the students don’t bring their laptops to class just notebooks so they pay attention more.” Students reported that activities such as instant messaging, web surfing, or game playing were highly distracting. However, most of the suggestions recommended more responsible use. “Students could improve their use of technology by taking advantage of the materials posted online, and by using their laptops in class to take notes or follow along with the overheads.”
- **Visuals.** 12.5% of the responses pertained to visuals. The majority of respondents wanted increased focus on PowerPoint and technology. One student noted, “Students could learn more about different media sources for their speeches; such as video clips, power points, and such.” One respondent wanted students to avoid using YouTube in speeches.
- **Research.** 12.5% of the responses related to research. Respondents recommended that students use more credible sources, especially those found via the library’s online databases. One student noted, “Perhaps one of our speeches could only be done with resources from the library or Ebsohost. This would introduce a lot of students to the vast amount of information available off of school resources.” Another respondent noted that it is the students responsibility to utilize resources.
- **Organization and Preparation.** 10% of the responses related to organization and preparation. Respondents recommended that D2L should be used more to help students understand expectations. Respondents also recommended that students take more responsibility by checking e-mail and D2L more often. Students also indicated the need for more preparation. “Students could be a little more prepared for their speeches. They can take full advantage of the use of education technology as long as they allow enough time.”

- **No Changes.** 2.5% of the responses suggested no changes. The respondent indicated that the Internet was already being used to its full extent.

Experimental

37 responses were obtained from the experimental section, resulting in 50 coded statements.

- **Visuals.** 22% of the responses pertained to visuals. Respondents indicated that students should use visuals, such as PowerPoint, more often and more effectively. “The students need to learn how to incorporate their laptop, e.g. PowerPoint, while giving a speech. So far I have been the only one who has used a PowerPoint presentation during my speech.” Students also suggested that students integrate more video clips into speeches and learn how to cite images during a speech.
- **Technology.** 18% of the responses related to the use of educational technology. Students suggested that more technology be integrated into speeches. “I think more students could use PowerPoint; it helps the audience get the picture of what they are talking about in their speech. More and more students are using clips from their laptops during their speeches.” Respondents suggested that students should learn more about technology. “I think the most important thing that students could do to improve their use of educational technology is to gain the knowledge about it. If they know that they have all of the resources that are provided, it makes it a lot easier to be successful in this class.” Students could also ask teachers for help on how to use programs on laptops such as PowerPoint or excel, since some students are not totally familiar with these programs.”
- **In-Class Use.** 18% of the responses related to in-class use of educational technology. Respondents recommended that students use laptops only for note-taking during class and learn how to improve note-taking skills. However, respondents also recommended that students should use laptops for class purposes only; non-class usage is distracting.

- **Research.** 12% of the responses surrounded the use of research. Respondents suggested that students broaden their research foci. “I noticed that many of the students used a lot of internet sites and such as references and did not use the library database to look for information. It seems as though the students don't know how powerful those search engines and how reliable the information is.” Students also suggested increasing awareness of source credibility, “One way students could improve their use is to make sure that the sources they are getting off of the internet are legitimate and scholarly; a lot of internet sites aren't sometimes such as wikipedia.”
- **Online Course Materials.** 6% of the responses related to the use of online course materials. Respondents suggested that student be more aware of course materials, such as discussion boards and links. “Students could also check their email/D2L more often to make sure they are up to date on assignments and such. Students could also use their laptops to stay organized such as using a computer calendar to keep track of what needs to get done on what dates.”
- **Organization and Preparation.** 6% of the responses pertained to organization and preparation. Respondents indicated that technology can help students stay organized. “students could also use their laptops to stay organized such as using a computer calendar to keep track of what needs to get done on what dates.” Students also noted that, while technology was not perceived to be helpful in giving speeches, it was helpful for writing them.
- **No Changes.** 6% of the responses suggested no changes. Respondents indicated that the course already utilizes educational technology. “I don't know how students could help themselves more with the use of educational technology. We are required to watch are speeches and do critiques and that is the only way I think that it could help. I guess if students aren't watching their speeches then that would help them if they did so.”

Question 3: In this course, what could instructors do to improve their use of educational technology?

Control

29 responses were obtained from the control section, resulting in 31 coded statements.

- **Technology in Lecture.** 41.94% of the responses related to the use of educational technology within lecture. The majority of the responses reflected that students wanted more educational technology in class lecture. One student noted, “I know from class that my professor does not use his laptop at all. From what I know he doesn't even bring it to class. He uses a lot of overhead projector stuff. Maybe he could download videos of the correct way to give a speech or some good visual examples on his laptop that the students could see so they have a better idea of what he is looking for come speech day.” Respondents indicated wanted to see more detailed outlines, examples that would provide insight into speech expectations, and better visuals. Moreover, students wanted to instructors to model and demonstrate the use of technology. One student suggested, “Take some class time to show or demonstrate how to use certain educational technology to help enhance speeches.”
- **Not Sure/No Change.** 22.58% of the responses indicated no change was necessary or that he/she could not think of a change. Responses signified that instructors were already using educational technology well. One student noted, “I can't think of anything the professor could do differently, because s/he uses all forms of educational technology in an effective way.” Another student stated, “Our professor used his/her computer for all of his/her presentations. I don't think s/he could use it much more.”
- **Online Course Materials.** 22.58% of the responses related to online course materials. Respondents wanted instructors to utilize D2L more effectively. One student noted, “It would be nice if the assignments were organized more online. It's really hard for me to find the assignments he is talking about because it's just a clump of assignments out there instead of

individual ones that are all assigned.” Other responses indicated that instructors could do more to help student understand D2L. “I think it would be helpful if the instructors actually walked us through D2L and showed us how to work everything and where to find the information posted. Being new to this school I had never used D2L and was quite frustrated that I had no idea what they were talking about. I ended up finding out what it was from asking another student.”

- **Speeches.** 9.68% of the responses pertained to the use of educational technology in speeches. Many of the responses indicated that students wanted more information about how to use technology effectively to create and use classroom equipment to project those visuals during speeches. One student noted, “The instructors could teach us a little more about the effectiveness of power points and other software, and also how to make them more effective.” Another student suggested a tutorial on classroom equipment, “I think that at the beginning of the class he should give a presentation on how to hook the computers up to the system and show how to use all the visual equipment.”
- **Technology Knowledge.** 3.23% of the responses related to technology knowledge. Respondents noted that more information would be helpful. “Take a short class? I am not really sure on this one.”

Experimental

37 responses were obtained from the control section, resulting in 46 coded statements.

- **Technology in Lecture.** 28.26% of the responses pertained to the use of educational technology within lecture. Respondents indicated they wanted instructors to integrate educational technology more into lectures. “Instructors could improve their use of technology by making their presentations and lectures more exciting to maintain the attention of the students, since some of the teacher’s lectures can be quite winded and boring. Teachers could improve their use of technology by using visual learning such as power point or other programs to make lectures for exciting, and some students learn better through visual learning. These are some of the ways I

think teachers could improve their use of educational technology.” Moreover, respondents also indicated that instructors should involve students more in lectures via educational technology. “The most important thing instructors could do is to aware the students of educational technology. This goes along with the second question as well. If the curriculum is more active with educational technology it will be more effective in getting to the students so they will know that it is there and they will know how to use it to their advantage.” Other respondents noted that a need for instructors to help them understand and use educational technology.

- **Not Sure/No Change.** 19.57% of the responses did not offer a suggestion for change.

Respondents indicated that instructors used educational technology well. “For this course, I would say the use of educational technology is pretty good. We write our outlines online, take quizzes, and read the instructions for our speeches.” Another respondent felt instructors used educational technology well, but suggested more focus for students. “I really don't think the instructors need help with their own educational technology. They seem to know a lot of what to do and how to do it. The problem is getting it to the students.” Other respondents noted that educational technology would not enhance the course. One student noted. “I like not having a lot of technology in class for speech. She usually just talks about information and she is so animated already that we have enough fun just watching her. I think powerpoints are used for more professors who do not have a lot of humor in their lectures.”

- **Online Course Materials.** 19.57% of the responses related to the use of online course materials. Respondents indicated more information and material, such as grades, notes, and tutorials should be placed on D2L. Respondents wanted instructors to use D2L more for assignments. “I think the professor should assign more assignments. He or she should take advantage of the educational technologies we have and allow the student to use their laptop to accomplish them. We had one research assignment which was interesting to figure out. He or she should provide more assignments through educational technology.” Another student noted, “Just showing tutorials in

class on the options we have to help us. Like the research assignment we had to do in speech, I actually had to go on and use the library link for the first time. Making sure that we understand what we have and how to use it.” Another respondent wanted D2L features used more.

“Instructors could improve educational technology by making better use of all the D2L features. I’ve only used Discussions for two of 10 classes so far. Surveys I have never used.”

- **Technology in Speeches.** 8.7% of the responses related to the use of educational technology within speeches. Respondents wanted instructors to encourage students to use educational technology, such as PowerPoint, in speeches. Respondents also indicated a need for tutorials on how to do so effectively. “Instructors should get students involve with educational technology as much as possible. They should answer all students’ questions and give group demonstrations relating to educational technology if needed by the students. Also, they should be understanding to other students who might have problem with internet network” Respondents also wanted guidelines for using technology effectively for future reference. “A lot of people use powerpoints so if they really want us to improve our uses of tech. maybe make it a priority and requirement to use a powerpoints in your speech. This may help organize students for the future when they have to give speeches or presentations in their workplace.”
- **Technology Knowledge.** 8.7% of the responses pertained to students’ and faculties’ knowledge of technology. Respondents indicated that instructors should be trained to use the classroom projection equipment so they may better assist students. Students also felt that instructors could do more to explain technology more effectively, offering tips and explaining what could go wrong. Tutorials were important to learning aspects of public speaking. One student noted, “Just showing tutorials in class on the options we have to help us. Like the research assignment we had to do in speech, I actually had to go on and use the library link for the first time. Making sure that we understand what we have and how to use it.”

- **Communication.** 8.7% of the responses related to communicating with the instructor. Responses indicated that students wanted instructors to remind them of due dates as well changing due dates.
- **Research.** 6.52% of the responses related to conducting research for speeches. Respondents wanted instructors to offer more information on how to conduct research. “They could show us how to use the internet to find sources for our speech topics.” Respondents also wanted instructors to require more, such as bibliographic information.

APPENDIX I - SPEECH OBSERVATION CODING RUBRIC

Coding Matrix - Delivery					
Delivery - Eye Contact					
Sub-Category	Poor (1)	Average (2)	Excellent (3)		Score
Use of Notes	Rarely looked up from notes	Looked up from notes, but not 90%, Did not span audience throughout, did not look at audience directly	Looked up at least 90% of the time and looked directly at audience, Spanned audience throughout the speech		
VA's and Eye Contact	Read ppt/va or notes without looking at audience while the va is displayed	Primarily looked at ppt/va or notes, not at audience while va is displayed	Primarily maintained eye contact with audience.		
Integration of VA's	Did not reference or explain	Referenced and explained somewhat. One explained well, one is not.	Referenced and explained well.	N/A - No VA's were integrated or you could not see the speaker	
Delivery - Body Movement					
Sub-Category	Poor (1)	Average (2)	Excellent (3)	Explanation for coders	Score
Gestures	No Gestures	Some gestures, unnatural looking (gesture from wrist, not elbow). 1-4 gestures	Natural, Conversational, 5+ gestures	Gestures should be from the elbow, rather than from the wrist	

Poise	Fidgeting, Slouching, Swaying, Shifting Weight throughout the speech	Some distracting fidgeting, slouching, swaying, shifting weight	Composed and non-distracting		
Delivery - Use of Voice					
Sub-Category	Poor (1)	Average (2)	Excellent (3)	Explanation	Score
Rate, Speed, Intelligibility & Articulation	Consistently Too fast/Too slow	Periods of being too fast or too slow	Consistent Appropriate		
Pronunciation, Fluency	Very disfluent, many errors (10+ fluency errors)	Some errors, 5-10 fluency errors. Periods of being too fast or too slow	Delivery is non-distracting (few fluency errors - less than 5).	Disfluency - Mispronounce a word, mix up words, vocal fillers (um, ah, er, like), awkward pauses	
Conversational Tone	Primarily reading the speech	Some reading	Not reading to the audience	Conversational - talking to the audience, not reading to them	
Vocal Quality	Monotone, no expression	Little vocal variety or expression	Vocal variety, expression	Voice varies in tone, like in natural conversation	

Coding Matrix - Structure and Organization				
Structure and Organization - Introduction				
Sub-Category	Poor (1)	Average (2)	Excellent (3)	Score
Attention Getter	None (stating their topic. My topic is...)	Lackluster/Boring (ex - rhetorical question or boring fact)	Interesting, moving, unique (Cool story, startling fact/stat)	
Thesis Statement, Introduced Topic Clearly	None (You don't know what the speech is about)	Unclear. You know what their topic is, but not where they are going with the speech.	Clear, simple, Identifiable (you know what to expect from the speech)	
Preview	None (They don't tell you what their main	Unclear	Clear, simple (They tell you specifically what	

	points will be)		their main points will be)	
Listener & Audience Relevance, Need Established	None	Unconvincing, Average/Commonly used appeals (ex - we're all college students, we will have children some day)	Compelling and Unique (50% of college students or 12 people in this class will get mono this week).	
Speaker Credibility	None	Unclear, not believable	Clear, Believable (Ex - experience, research)	
Structure and Organization - Body				
Sub-Category	Poor (1)	Average (2)	Excellent (3)	Score
Main Points clear	Speech not separated into main points	Main points are not clear and easy to pick out	Main points are clear	
Transitions	None	Leads into the next point, but does not summarize the previous point (ex - now we can talk about B). One transition is good and one is bad.	Clear and/or Creative (ex - see sample speeches) Finds connections and/or contrasts between main points (ex - "having talked about A, we can now discuss B" or "not only is snow cold, it's wet")	
Structure and Organization - Conclusion				
Sub-Category	Poor (1)	Average (2)	Excellent (3)	Score
Thesis restatement/summary, reinforced central idea	Not done	Not clear	Reinforces central idea, clear	
Summary of main points	Not done	Not clear	Clear and simple	
Clincher/Vivid ending/Final Appeal	None	Boring, does not reinforce attention getter	Interesting, moving, unique, reinforces attention getter	

Coding Matrix - Content				
Content - Adaptation, Focus, and Time				
Sub-Category	Poor (1)	Average (2)	Excellent (3)	Score
Evidence Type	No variety of evidence types. Contradictory or incorrect information. (Only one evidence type - such as stories	Good information, but only one evidence type (Stories) Little variety in evidence types. (Ex - maybe primarily stats and one story)	Compelling information (stories, examples, statistics, facts, etc.), Variety of evidence types.	
Content - Rhetorical Appeals				
Sub-Category	Poor (1)	Average (2)	Excellent (3)	Score
Ethos (sources)	No citing references	Appropriate but not respected (Ex - Using USA Today rather than the Journal of the American Medical Association on a medical topic)	Credible, appropriate, and well respected sources of information	
Pathos	No emotional connection (stories/examples)	Uninspiring stories/examples, Less-specific stories.	Appropriate and moving uses of emotion (emotional appeals, stories/examples). More-specific stories.	
Logos	Reasoning fallacies, no evidence used to support claims	Arguments and claims are not well supported	Evidence used to support claims. Arguments make sense.	
Content - Presentational Aids				
Sub-Category	Poor (1)	Average (2)	Excellent (3) - Both are	Score
Enhance/Clarify verbal message, Informational & Persuasive Quality	All Text/Boring/Visual does not reinforce the verbal message	Visuals relate to the verbal message, but are not interesting. One is good and one is bad.	All make verbal message more interesting and easier to understand.	
Visibility/size/font	All are difficult to see, Too Small, confusing font	Medium Size. Or, one is easy to see/read and one is not	All are easily seen and read, Large enough, clear font	
Clarity	All are too busy/too much information	Multiple images and pieces of information. Or, one is clear and one is not.	All are simple and easy to understand	

Timing and Integration into speech	None are integrated or integrated after the speech is over as an afterthought	Not displayed long enough, Displayed too long. One is integrated well, one is not	Integrated at the appropriate time and displayed as long as they are discussing the visual	
Content - Documentation				
Sub-Category	Poor (1)	Average (2)	Excellent (3)	Score
Number of Citations	0-1 sourced cited	2-4 sources cited	5+ sources cited	
Oral Citations	Not cited correctly - many errors	Few citation errors	Cited correctly	
Varied	No variety (all websites)	Primarily one type of source (ex - 4 websites and 1 book)	Variety/Diversity in source types	
	Website (Y/N)	Cited Correctly (Y/N)	Respected/Appropriate (Y/N)	
Source 1				
Source 2				
Source 3				
Source 4				
Source 5				