

Evaluation of New Instructor Workshop Fall 2007: Grant Task 1.7.3

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New Instructor Workshop Fall 2007

Dates: August 22-24, 2006

Participants: 45 Participants, New Instructors/Faculty

Facilitators: Carol Hagness, Stephen Nold, Sheri Post & Daniel Riordan

Targeted Outcome and Logic of the Activity

As with all activities collectively addressing Objective 1, the New Instructor Workshop was intended to help *increase the retention and graduation rates* of students enrolled at the university. Towards these goals a workshop for new instructors was deployed to provide early faculty development related to introducing newcomers to UW-Stout's digital campus environment and factors related to engaging students and facilitating their success. Student engagement has been linked with positive outcomes for university undergraduates, and students commonly seek out engagement with the "fresh faces and ideas" they associate with new instructors/faculty. However, students' initial exposure to new faculty often comes at a time when the instructors are adjusting to their new roles in unfamiliar environments, such as adapting to teaching at a "laptop campus" with its inherent emphasis on technology in instructional delivery. Hence, there are strong links connecting student motivation and persistence with the preparedness of new instructors' ability to adapt to a digital learning environment as well as engage students. Accordingly, workshop activities were designed to expand faculty skills and resources as outlined below.

Faculty Development Activities:

- Participants will enhance their understanding of student learning.
- Participants will identify characteristics of active learning and student engagement.
- Participants will prepare for teaching in the digital learning environment.
- Participants will create/support a learner-centered culture

Executive Summary

Delivered by multiple experienced and enthusiastic presenters, and commended by participants, the New Instructor Workshop resulted in a generally positive initiation for new instructors based on their self-assessment of the workshop activities as well as their personal readiness to engage in instruction. As a group, instructors predominantly valued the activities that occurred in the later stages of the workshop, especially those related to course development, technological integration, and student engagement strategies.

Strengths of the Activity

- The most helpful Day 1 components were the workshop course site and requesting a course.
- The most helpful Day 2 component was incorporating student engagement strategies and assignments and integrating active learning techniques into instruction.
- The most helpful Day 3 component was online resources and tutorials for Learn@UW-Stout.
- After Day 1, 86% were confident to very confident in using Learn@UW-Stout.
- After Day 2, 80% felt confident to very confident with teaching in UW-Stout's digital learning environment.
- After participating in the workshop, 92% of instructors felt confident to very confident with teaching in UW-Stout's digital learning environment.
- Fifty-five percent of participants felt the pace of Day 1 and 2 was just right, and 73% felt the pace of Day 3 was just right.
- All participants felt they were on track or had accomplished what they had hoped to during Day 1, 85% felt they accomplished what they had hoped during Day 2, and 92% felt they accomplished what they had hoped during Day 3.
- After Day 3, participants felt most confident in their ability to setup a laptop in a classroom, identify potential challenges to instruction, and identify formative assessment strategies.
- After the workshop, 95% of instructors felt confident or very confident in their readiness for teaching classes the first week.
- Overall, 80% of participants felt the workshop was good or great.

Opportunities to Improve the Activity

- Forty-one percent of participants felt the pace of Day 1 was too slow.
- Participants felt they weren't given enough time to work on their courses.
- During Day 1, participants felt least engaged during course development and uploading/managing files.
- During Day 2, participants felt least engaged during the library resources/research presentation.
- During Day 3, participants felt least engaged during the laptop station presentation.

Action Plan for Improvement

- Revise evaluation tool to reflect activities.
- Explore reducing workshop days.
- Meet with participants in January.

Action Plan to Evaluate Impact/Sustainability of Intervention

- Track students to determine impact on student retention.

Detailed Results and Analyses

Synopsis of the post-institute assessment

The following report summarizes the findings from the critical incidence questions included in the evaluation survey administered at the end of each day. All of the questionnaires were administered electronically through the institute's Learn@UW-Stout (D2L) link.

Day 1 Critical Incidence Question Responses

- The most helpful topic for instructors' teaching practice was setting up and organizing course content
- The most frequently cited area for considered change in instructors' teaching practice was the use of Learn@UW-Stout (D2L)
- Most engaging activity was developing course content
- Least engaging activity was developing course content and uploading/managing files
- Facilitators did a great job, thank you

Day 2 Critical Incidence Question Responses

- The most helpful topic for instructors' teaching practice was the active learning/student engagement discussion and techniques
- The most frequently cited area for considered change in instructors' teaching practice was to integrate more active learning techniques
- Most engaging activity was the active learning group jigsaw activity
- Least engaging moment was during the library resources/research presentation
- Facilitators did a great job

Day 3 Critical Incident Question Responses

- The most helpful topics for instructors' teaching practice were the classroom laptop station training and assessment strategies
- The most frequently cited area for considered change in instructors' teaching practice was the use of assessment strategies
- Most engaging activity was the stations
- Least engaging activity was during the laptop station presentation
- Facilitators did a great job, thank you

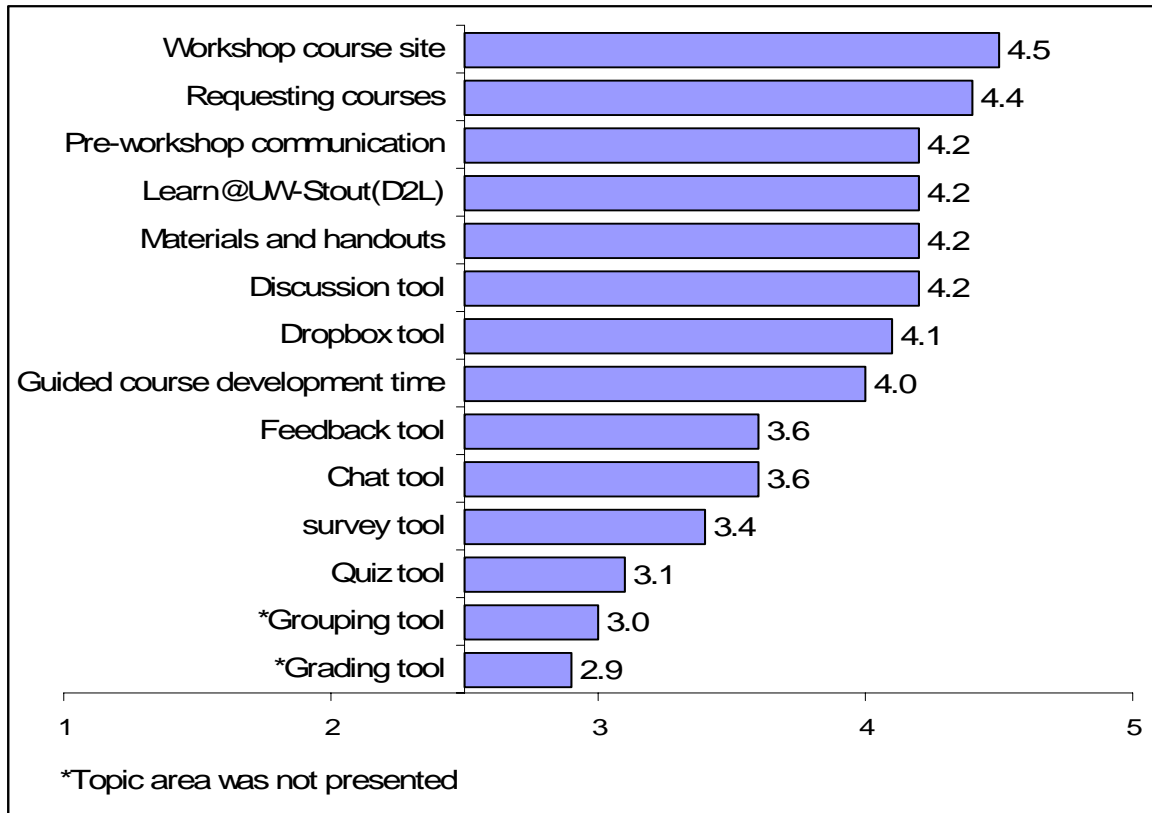
Day 1 Evaluation Survey Results

Twenty-nine participants (64%) completed the evaluation survey at the end of Day 1. The survey was composed of four quantitative questions and six qualitative questions.

Quantitative Question Results

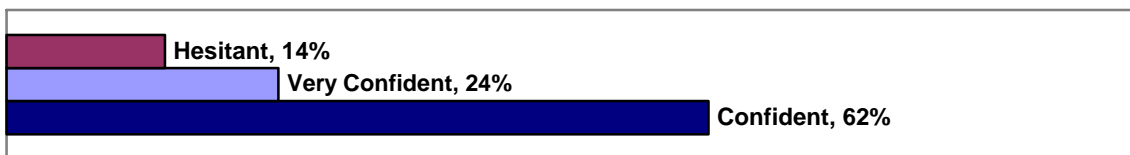
Participants were asked to rate the helpfulness of the Day 1 workshop components on a 5-point scale with (1) strongly disagree and (5) strongly agree. The most helpful components were the workshop course site, requesting courses, pre-workshop communication, Learn@UW-Stout (D2L) overview and introduction, materials and handouts, and the discussion tool. See Figure 1 for graphical displays of average ratings for all workshop components.

Figure 1. The following components of the New Instructor Workshop were helpful



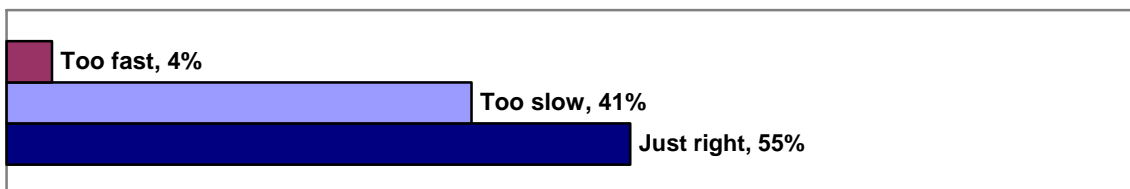
As shown in figure 2, participants were also asked, “After participating in Day 1 of the workshop, how do you rate your comfort level in using Learn@UW-Stout (D2L).” Sixty-two percent of respondents were confident, 24% were very confident, and 14% were hesitant.

Figure 2. How do you rate your comfort level in using Learn@UW-Stout (D2L)?



Participants were asked to rate the pace of the workshop. Fifty-five percent felt the pace was just right, 41% felt it was too slow, and 4% felt it was too fast. See figure 3 for a graphical display.

Figure 3. How would you rate the pace of today’s workshop?



Finally, all respondents stated that they were on track (31%), or that they accomplished what they had hoped to during Day 1 (69%).

Qualitative Question Results

The evaluation survey consisted of six qualitative questions. Thematic categories and number of occurrences per category for each question are listed in Table 1. A complete list of comments can be found in Table 4.

Participants were asked, “*What topic from today was most helpful for your teaching practice?*” Twenty-five participants responded to this question. Analysis of the comments revealed five themes. The most frequent comment was setting up and organizing course content, followed by learning about D2L.

Participants were also asked, “*What changes, if any, have today’s activities caused you to consider (reconsider) in your teaching practice?*” Twenty-two participants responded to this question. Analysis of the comments revealed four themes. The most frequent comments were on setting up workshop related learning, followed by using D2L more, none, and becoming better with technology.

Participants were asked, “*At what moment were you most engaged? Why?*” Twenty-four participants responded to this question. Analysis of the comments revealed three themes. The most frequent comment was developing course content, followed by during introductions, and during D2L overview.

Next, participants were asked, “*At what moment were you least engaged? Why?*” Twenty-five participants responded to this question. Analysis of the comments revealed three themes. The most frequent comment was developing course content and uploading/managing files, followed by waiting for others to catch up, and during technical difficulties.

Participants were provided room to share any comments with facilitators. Twenty-one participants responded to this question. Analysis of the comments revealed two themes: Great job, thank you and none.

Finally, participants were asked for suggestions to improve Day 1 of the workshop. Twenty-two participants responded to this question. Analysis of the comments revealed three themes: No suggestions/good job, faster pace, and smaller groups based on background.

Table 1: Day 1 themes of the open-ended questions

What topic from today was most helpful for your teaching practice?
Setting up and organizing course content (12)
Learning about D2L (5)
Learning how to use the dropbox (2)
The content area (2)
All of it (2)
Other (1 response each): The introductions and interactions with other instructors - Requesting a class - Overview of services and staff available - The notion of putting materials on the web for my students - Grading

What changes, if any, have today's activities caused you to consider (reconsider) in your teaching practice?
Comments on setting up workshop related learning (5)
Using D2L more (5)
None (3)
Becoming better with technology (2)
Other (1 response each): Expand the materials I plan to put online - Too early to tell - I will be more organized - Organizing resources into modules instead of just folders - Examples from other colleagues - I don't think my teaching practices will change all that much - Will use laptops more than anticipated
At what moment were you most engaged? Why?
Developing course content (12)
During introductions (3)
During D2L overview (3)
Other (1 response each): Throughout whole workshop - Helping others - Request of course site - All of this was new to me so I was overwhelmed - Dropbox
At what moment were you least engaged? Why?
Developing course content and uploading/managing files (8)
Waiting for others to catch up (4)
During technical difficulties (3)
Other (1 response each): Requesting a new course - Maybe a bit too much work time late in the day - Email - Rest of the time - D2L stepwise instruction - Before lunch - During break - Having someone read instructions - Don't remember - During first steps, general navigation - none
Comments that you would like to share with the facilitators.
Great job, Thank you (16)
None (3)
Other (1 response each): Had a network problem, but after that smooth sailing - Arranging for lunch to network; small group discussions; share your experiences - Information very useful. Delivery needs improvement
Suggestions for improving Day 1 of the workshop.
No suggestions/Good job (9)
Faster pace (3)
Smaller groups based on background (2)
Other (1 response each): Provide materials for review prior to workshop - More examples of the course sites on D2L - Have preliminary day to make sure everyone has Stout accounts and so forth - Social intercourse at lunch - Smoother flow - Ask each one a problem they faced in their past... and slowly build on it further to explain other features of the current system (D2L). - Go a little slower - Too many introductions, remember very little of it - Another short break

Day 2 Evaluation Survey Results

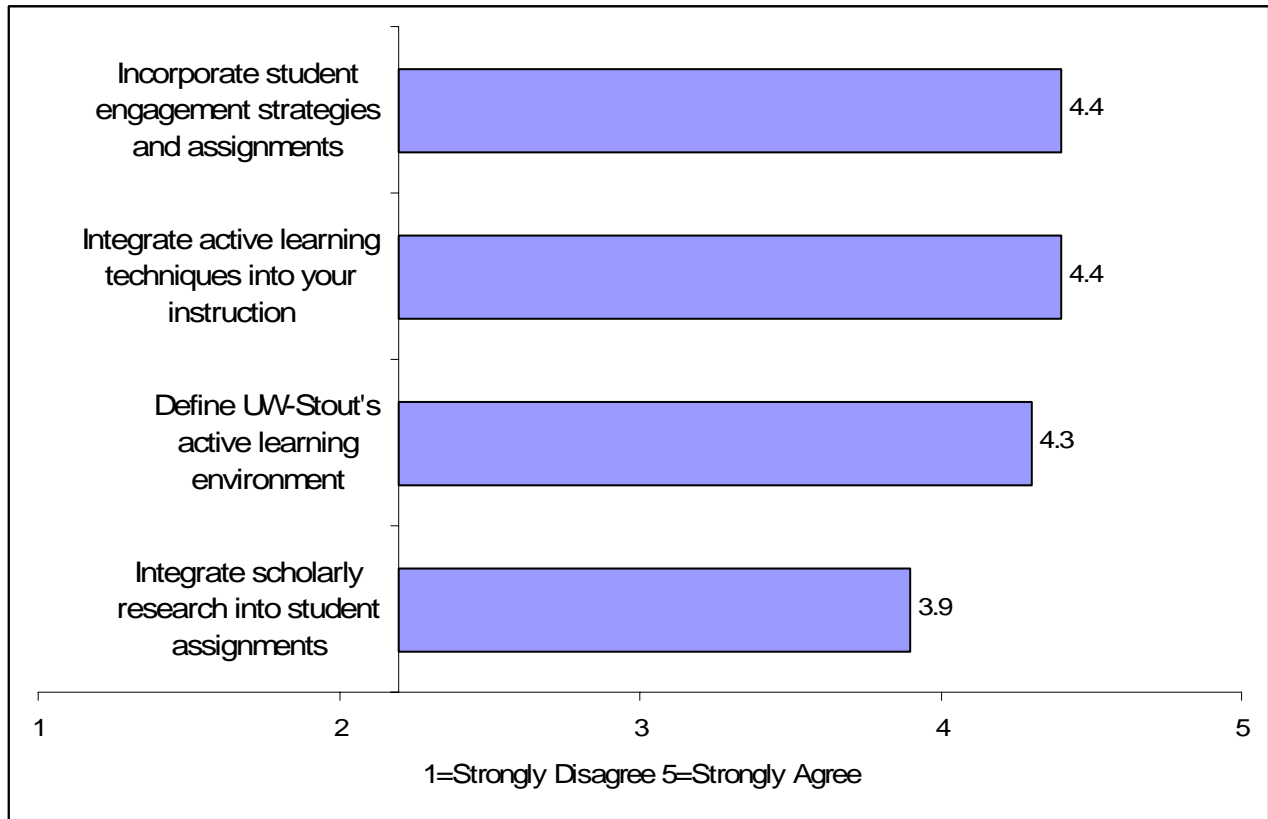
Thirty-four participants (76%) completed the evaluation survey at the end of Day 2. The survey was composed of four quantitative questions and six qualitative questions.

Quantitative Question Results

Participants were asked to rate their confidence in their ability to perform different activities discussed in Day 2 on a 5-point scale with (1) strongly disagree and (5) strongly agree. Respondents were most confident in their ability to incorporate student engagement strategies and assignments, followed by integrating active learning techniques into their instruction,

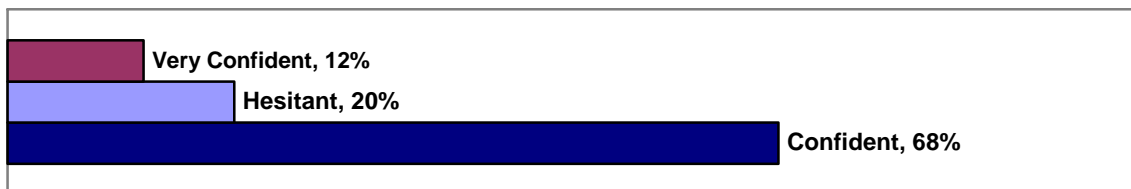
defining UW-Stout’s active learning environment, and finally integrating scholarly research into student assignments. See Figure 4 for graphical displays of average confidence ratings.

Figure 4. I am confident in my ability to do the following activities.



As shown in figure 5, participants were also asked, “After participating in Day 2 of the workshop, how do you rate your comfort level in using UW-Stout’s digital learning environment.” Sixty-eight percent of respondents were confident, 20% were very confident, and 12% were hesitant.

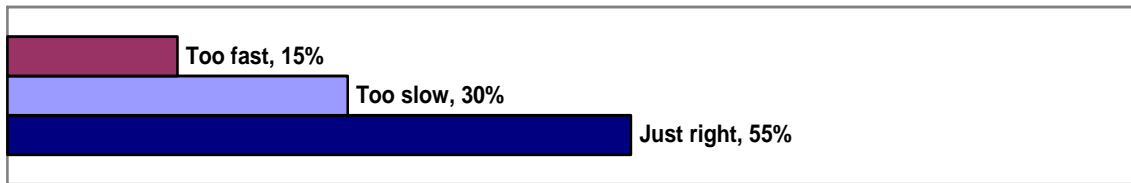
Figure 6. Rate your comfort level in teaching in UW-Stout’s digital learning environment



Eighty-five percent of participants stated that they accomplished what they had hoped to during Day 2; 15% didn’t accomplish what they wanted.

Participants were also asked to rate the pace of the workshop. Fifty-five percent felt the pace was just right, 30% felt it was too slow, and 15% felt it was too fast. See figure 3 for graphical display.

Figure 5. How would you rate the pace of today’s workshop?



Qualitative Question Results

Day 2’s evaluation survey consisted of six qualitative questions. Thematic categories and number of occurrences per category for each question are listed in Table 2. A complete list of comments from can be found in Table 5.

Participants were asked, “*What topic from today was most helpful for your teaching practice?*” Thirty-one participants responded to this question. Analysis of the comments revealed two themes: Active learning/student engagement discussion and techniques and library resources.

Participants were also asked, “*What changes, if any, have today’s activities caused you to consider (reconsider) in your teaching practice?*” Twenty-six participants responded to this question. Analysis of the comments revealed five themes. The most frequent comment was integrate more active learning techniques, followed by have more ideas to help vary teaching methods, and use group techniques.

Participants were asked, “*At what moment were you most engaged? Why?*” Thirty participants responded to this question. Analysis of the comments revealed three themes. The most frequent comment was active learning group jigsaw activity, followed by small group discussions, and morning session.

Next, participants were asked, “*At what moment were you least engaged? Why?*” Twenty-six participants responded to this question. Analysis of the comments revealed two themes: Library resources/research and afternoon.

Participants were provided room to share any comments with facilitators. Twenty-one participants responded to this question. Analysis of the comments revealed two themes: Great job and need more time to prepare for courses.

Finally, participants were asked for suggestions to improve Day 2 of the workshop. Twenty participants responded to this question. Analysis of the comments revealed six themes. The most frequent comment was a slower pace, followed by covered some topics more quickly, and more information on DLE.

Table 2: Day 2 themes of the open-ended critical incident question responses

What topic from today was most helpful for your teaching practice?
Active Learning/Student Engagement discussion and techniques (24) [Quizzes (3), use of small groups (2), book-ends (2), writing to learn (1)]
Library resources (3)
Other (1 response each): Would have liked to go through some of the DLE issues - Reminder to reinforce different modes of learning - All - Showing us the toolbox of ideas and resources
What changes, if any, have today's activities caused you to consider (reconsider) in your teaching practice?
Integrate more active learning techniques (7)
Have more ideas to help vary teaching methods (4)
Use group technique (4)
Use bookends technique (2)
Hard to follow library presentation (2)
Other (1 response each): It has re-kindled few of the teaching methods in the best interest of our students - none - Not asking students to move around the room when a student has a mobility impairment - Library, searching engines - Basic course for students covering many of the topics we are covering this week - need to get a better definition of learner-centered teaching - I cannot think of any major changes that I would make
At what moment were you most engaged? Why?
Active learning group jigsaw activity (10)
Small group discussions (9)
Morning session (3)
Other (1 response each): During the presentation on the library's resources - During the session of the databases - When I could search through the tool box ideas - On line discussions - When I'm actively working on a task - The panel of experts were superb - Lunch - High level of engagement all day - Discussion with the four members of our group served as panel
At what moment were you least engaged? Why?
Library resources/research (13)
Afternoon (4)
Other (1 response each): Not any. Today was very engaging and productive - Listening: I am a visual learning - Morning - active learning - Slow pace of the day - The expert panel lost me - Discussion of specific hurdles regarding your first class. I won't be teaching this fall - Much of the information on teaching seemed a bit self-evident
Comments that you would like to share with the facilitators.
Great job (12)
Need more time to prepare for courses (2)
Other (1 response each): Provide day parking passes and map of places to eat - students should be given an overview of D2L - I'm really liking the brownies - I'm out of time - Should Stout students be required to take a short course on library methods and resources - Very helpful, but seemed to dumb things down a little - Make sure activities don't isolate participants, move around classroom
Suggestions for improving Day 2 of the workshop.
Slower pace (4)
Cover some topics more quickly (3)
More information on DLE (3)
More time to work on own course (2)
More on technology (2)
None (2)
Other (1 response each): A bit too condensed - Practice active learning - Use more engagement in library section - Have groups consist of people teaching related subjects - Cover less content

Day 3 Evaluation Survey Results

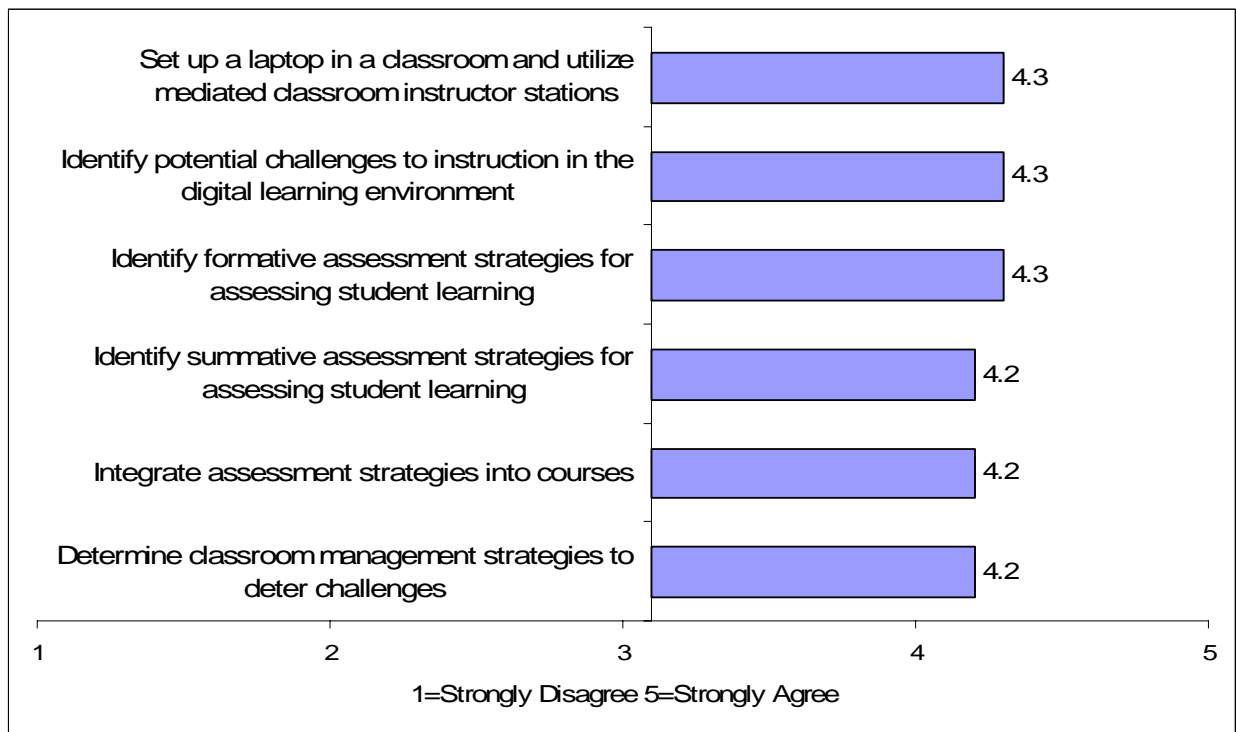
Thirty-seven participants (82%) completed the evaluation survey at the end of Day 3. The survey was composed of seven quantitative questions and six qualitative questions.

Quantitative Question Results

Participants were asked to rate their confidence in their ability to conduct different topics discussed in Day 3 on a 5-point scale with (1) strongly disagree and (5) strongly agree.

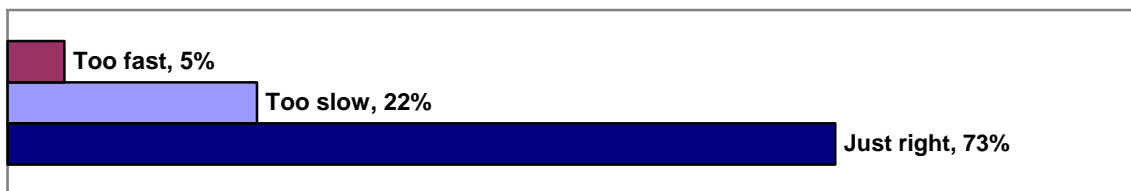
Respondents were most confident in their ability to set up a laptop, identify potential challenges to instruction in the digital learning environment, and identify formative assessment strategies for assessing student learning. See Figure 7 for graphical displays of average confidence ratings.

Figure 7. I am confident in my ability to conduct in the following activities



As shown in figure 8, participants were asked, “How would you rate the pace of today’s workshop?” Seventy-three percent felt it was just right, 22% felt it was too slow, and 5% felt it was too fast.

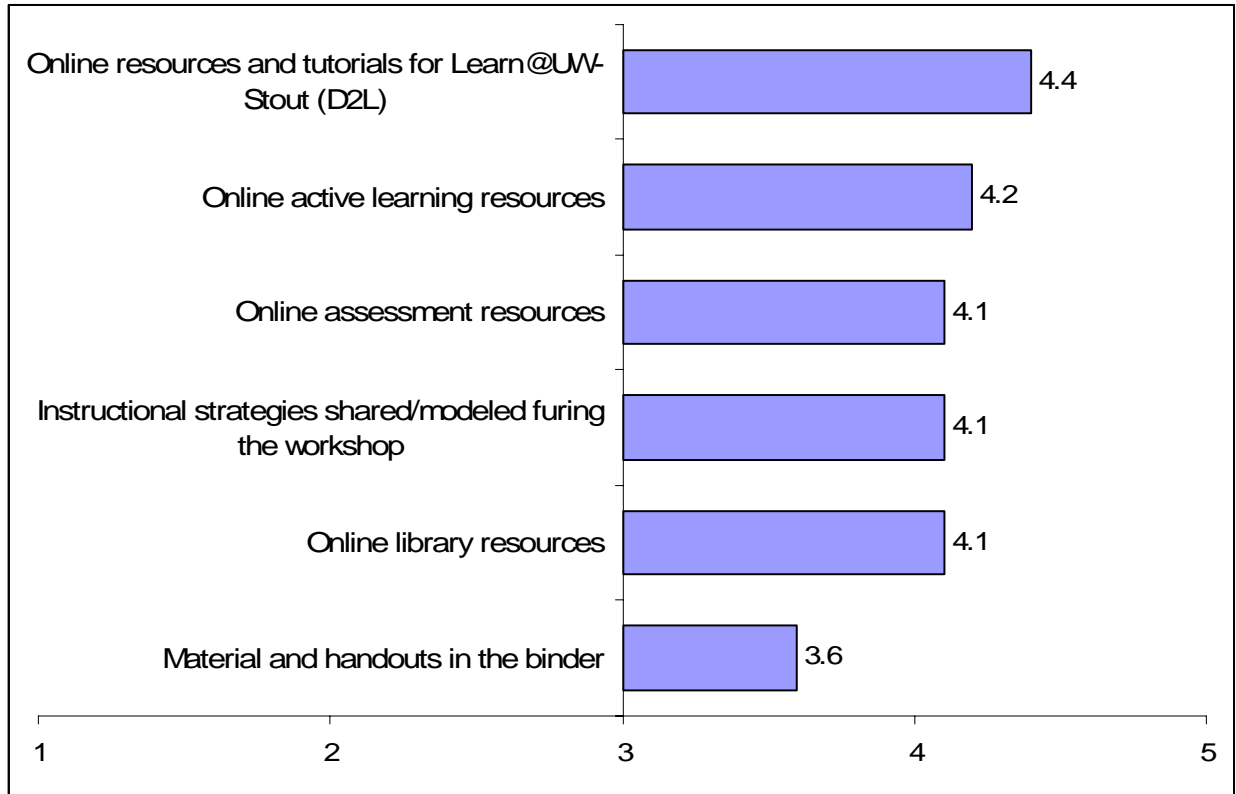
Figure 8. How would you rate the pace of today’s workshop?



Ninety-two percent of participants stated that they accomplished what they had hoped to during Day 3; 8% didn't accomplish what they wanted.

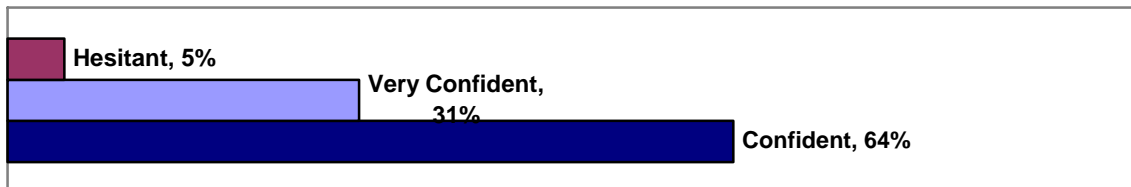
Participants were asked to rate the helpfulness of various workshop components on a 5-point scale with (1) strongly disagree and (5) strongly agree. Respondents felt the most helpful components were online resources and tutorials for Learn@UW-Stout and online active learning resources. See Figure 9 for graphical displays of average ratings for each component.

Figure 9. Average helpfulness rating of the following components



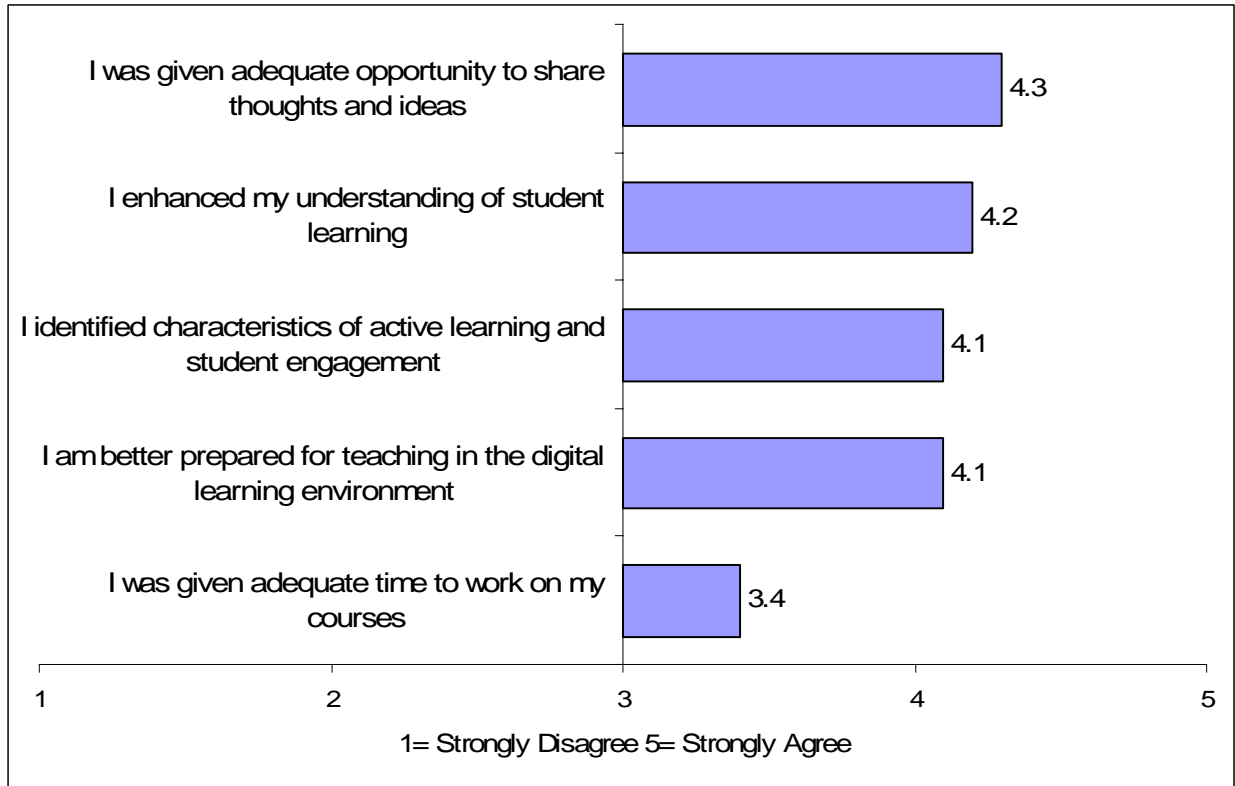
Next participants were asked, "After participating in the workshop, how do you rate your readiness for teaching classes the first week?" Sixty-four percent were confident, 31% were very confident, and only 5% were hesitant. See figure 10 for graphical display.

Figure 10. How do you rate your readiness for teaching classes the first week?



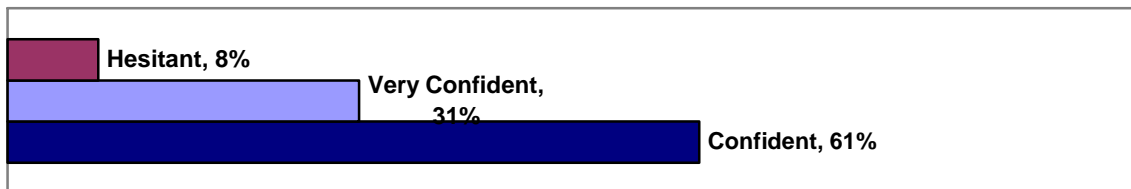
Participants were also asked to rate their agreement with various statements on a 5-point scale with (1) strongly disagree and (5) strongly agree. Respondents felt they were given adequate opportunity to share thoughts and ideas, they enhanced their understanding of student learning, identified characteristics of active learning and student engagement, and are better prepared for teaching in the digital learning environment. See Figure 11 for graphical displays of average agreement ratings.

Figure 11. Rate your agreement with the following statements.



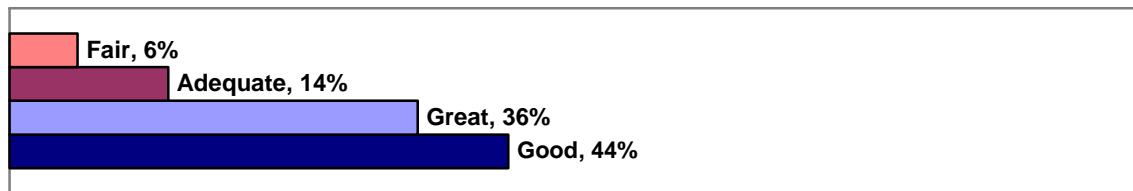
After participating in the workshop, 61% of participants felt confident with their comfort level in teaching in UW-Stout’s digital learning environment, 31% were very confident, and only 8% were hesitant. See figure 12 for graphical displays.

Figure 12. After participating in the workshop, how do you rate your comfort level in teaching in UW-Stout’s digital learning environment?



Finally, as shown in figure 13, participants were asked, “*How would you rate the workshop in general.*” Forty-four percent of participants felt the workshop was good, 36% thought it was great, 14% felt it was adequate, and 6% felt it was fair.

Figure 13. How would you rate the workshop in general?



Qualitative Question Results

Day 3’s evaluation survey consisted of six qualitative questions. Thematic categories and number of occurrences per category for each question are listed in Table 3. A complete list of comments from can be found in Table 6.

Participants were asked, “*What topic from today was most helpful for your teaching practice?*” Thirty-five participants responded to this question. Analysis of the comments revealed three themes: Classroom laptop station training, assessment strategies, and in-depth stations.

Participants were also asked, “*What changes, if any, have today’s activities caused you to consider (reconsider) in your teaching practice?*” Twenty-nine participants responded to this question. Analysis of the comments revealed three themes: Use more assessment strategies, use more engagement teaching, and consider laptop and technology use.

Participants were asked, “*At what moment were you most engaged? Why?*” Thirty-one participants responded to this question. Analysis of the comments revealed five themes. The most frequent comments were stations, followed by jigsaw, and discussion of classroom management and laptop use.

Next, participants were asked, “*At what moment were you least engaged? Why?*” Twenty-seven participants responded to this question. Analysis of the comments revealed six themes. The most frequent comment was the laptop presentation.

Participants were provided room to share any comments with facilitators. Twenty-five participants responded to this question. Analysis of the comments revealed three themes: Great job, suggestions for future workshops, and more time with D2L.

Finally, participants were asked for suggestions to improve Day 3 of the workshop. Twenty-five participants responded to this question. Analysis of the comments revealed three themes: None, more hands-on work time, and organizational suggestions.

Table 3: Day 3 themes of open-ended question responses

What topic from today was most helpful for your teaching practice?
Classroom laptop station training (15)
Assessment strategies (13) <i>[rubrics (4), alternative exams (1)]</i>
In-depth stations (4)
Other (1 response each): Everything today seemed helpful - Discussion of handling the laptop in the classroom - The quick response survey option - How to handle students and the laptops – The DLE here at Stout – I was able to realize new approaches to teaching in my own classroom environment. Additionally presentation from Sue Foxwell was very informative.
What changes, if any, have today's activities caused you to consider(reconsider) in your teaching practice?
Use more assessment strategies (15) <i>[group assessment (5), rubrics (4)]</i>
Use more engagement teaching (6)
Consider laptop and technology use (5)
Other (1 response each): Give more opportunities to discuss topics of the in-depth stations - When broke into topics groups it would have been more helpful to have more facilitators, particularly in the D2L arena. - Check into rules of IRB – I wonder if topics would change if you're teaching a math intensive or physics based course.
At what moment were you most engaged? Why?
The Stations (12)
Jigsaw: Exploring assessment strategies (8)
Discussion of classroom management and laptop use (5)
Research Services presentation by Sue Foxwell (3)
The Morning (2)
Other (1 response each): I've been engaged pretty much all day
At what moment were you least engaged? Why?
Laptop station presentation (9)
In-depth stations (4)
The first morning session (3)
Jigsaw assessment strategy discussion (3)
Late afternoon (2)
Engaged all day (2)
Other (1 response each): Wasn't terribly engaged today. I think today's material could have been covered more quickly - Around 11 am - During the several anecdotes given by X
Comments that you would like to share with the facilitators.
Great job, Thank you (16)
Suggestions for future workshops (5)
More time with D2L (2)
Other (1 response each): Day 1 had a slow pace; day 2 was the best because of organized activities, group work, and pace; day 3 started well but afternoon disorganized – The way you had students move to areas that weren't accessible made me feel like I was confined to certain areas – Question 8 should not be a yes or no question. – You seem to underestimate how much we know about active learning – Every new faculty should attend this workshop
Suggestions for improving Day 3 of the workshop.
None (7)
More hands-on work time (6)
Organizational suggestions (5)

Other (1 response each): More info on IRB - More information on services to the university – more time to discuss research support - too much information in short of a day – add a section on review of general studies and how the generations view “life” differently. – OJ instead of soda available in the morning - If you have students with a mobility disability make sure things are placed in the classroom where they can get at it.

Table 4: Day 1: Complete list of participant responses to the open-ended questions

What topic from today was most helpful for your teaching practice? (25 responses)
Overview of services and staff available along with the content outline.
Setting up your D2L course content
Content area
The course building activity was most helpful.
the notion of putting materials on the web for my students
Getting started entering information into my course
requesting a class, and setting up course content
The introductions and interactions with other instructors.
Great overview of D2L, I will use it this semester. Thank you
Modules and topics
Developing course content and uploading files
Content
Uploading and organizing course files.
learning how/why to use D2L
grading
Building Course Content
Managing files
setting up the D2L site itself
Just accessing and learning about the D2L system.
D2L tools
Learning how to use the Dropbox will prove extremely useful.
All of it was helpful.
All were interesting
Setting up the course outline and showing us the dropbox
hierarchy of content management
What changes, if any, have today's activities caused you to consider(reconsider) in your teaching practice? (22 responses)
I need to become better with technology
It would have helped had the initial correspondence had better gotten use to think about setting up the outline
Make use of D2L partly to deliver the courses
Too early to tell.
Organizing online resources into units/modules as oppose to just different folders (e.g. handouts folder, readings folder).
I don't think my teaching practices will change all that much. This really allowed me to transfer some of the things that I already do (via Blackboard) to a new system.
Possibly have a short online tutorial that participants can complete prior to the workshop. Overview of D2L, terminology, etc.
Some of the aspects, (chat, feedback) seemed like there was a start to introducing them in more depth, but were abandoned. Some of these lesser ones might not even need to be talked about other than mentioned.
I may use D2L more than I thought I would.
The use of D2L a bit more as a complimenting tool to teaching.
Might try to break it up into several separate groups to allow the pace of information to from to the learning curve of the specific group. A more organic approach. Check with individuals prior to registration as to who has knowledge of D2L or any technology for that mater to divide groups.
more use of online principles and D2L
I will be more organized.
None.
none

grading tool not covered
None, but it allows me to pursue my ideas
Examples from other colleagues....actually positively!
will use the laptops more than I'd anticipated!
I can see how technology can be wonderful to use. Do I have enough time to get adept at it?
I'm going to try accepting the majority of class assignments electronically.
Expand the materials I plan to put online.
At what moment were you most engaged? Why? (24 responses)
Throughout the whole workshop. Very informative. Good refresher and clarifier.
At developing the course content on the machine because you could begin to see your course info placed on D2L and what the students will see.
Outlining and considering how to provide more content.
introductions. because people are more interesting to me than machines & screens
Dropbox.
When Sherri went over the basic steps of the D2L.
when we began outlining, because it was at that point that I began to feel more active than passive.
Teaching us to build our course--once I finally understood its function. (I think I understand its function.)
Request of the course site
Probably right at the beginning, when we were introducing ourselves. I just want to get acquainted with everyone here.
Working on outline.
Helping others
All of this was new to me so I was a lot overwhelmed
constructing the content/files
During the introductions. I am very comfortable and fluent in using computer programs so I muddled my way through the material in D2L and worked on other course preparation materials.
Learning how to set up a course in D2L
During d2l demos because I had to use visual and hands on learning.
When we went through topics step by step.
Creating the Content area/Uploading
I was most engaged during the active course building component. I tend to learn best via experience and this allowed me to experiment with the system.
My group worked on our own to figure out how to upload our 'topics'
Getting started entering information into my course
see question 4.
Building Course Content, because I haven't spent much time on that
At what moment were you least engaged? Why? (25 responses)
During break because I was taking care of other business.
When we had to pause while others got caught up or questions answered.
Requesting a new course, since I had already accomplished this process prior to the workshop.
I was least engaged during an unfortunate network access delay.
I think that they spent too much time on loading the 'modules' - we didn't get to most of the items on the list
Some parts were a bit slow but that was due to the wide variation in learners.
moments when I got ahead or while there were technical difficulties. Unavoidable.
During the course outline writing time. I had a very simple outline (consistent with how much I was going to use D2L) so this did not take me very long.
Maybe a bit too much work time late in the day.
None.
moments of developing outline. Perhaps this activity can be done as a precursor to the course and in the future new instructors can have this ready. Similar to what we had to bring for a syllabus.
Uploading files
When I was ahead of the group and had to wait for others to catch up.
D2L stepwise instruction. Pace was slow, interruptions and changes of mind too frequent.
Content
E-mail, because I have been using it before (as a teaching assistant)
Rest of the time.
when the instruction progressed while I was having connection and other problems, my focus and attention were diverted and I got a bit lost and frustrated.
During the first steps, general navigation, that I think I know.

Design of the course content: D2L is extremely specific as far as the structure of the content is. It makes you to balance what you want to do and what D2L website can do.
When we were learning how to build modules and topics and how to upload our files. The pace moved a little slow for me there.
Before lunch.
Having someone read the instructions -- it seemed too patronizing
Managing files
Dont remember
Comments that you would like to share with the facilitators. (21 responses)
Great job with positive attitudes!
Good job at managing a group with different levels of experience in this area!!! Also, the binder is very useful.
none
I had a problem gaining access to the network. Once that was resolved, everything was smooth sailing.
Thank you for your patience.
Thank you and I look forward to tomorrow!
Great Job!
Very positive, very helpful and not at all belittling.
none
It is great to be led by professionals. And PASSION is the key to success.
Overall you did a great job. The neutral ratings above were because we didn't cover the topic.
information is very useful, delivery needs improvement
Thank you for your help. You have done great job!
None
1. Arranging for lunch would have helped even more to network among the other instructors.
2. Also, small group discussions on certain topics will help Instructors to share their experiences and learn from each other. They could even produce a suggestion list for the presenters/organizers to include in the next session or coming days.
3. It would be more helpful if you all shared the problems/hiccups from your past experience with D2L and how better it got over time, and make the audience feel more motivated to learn this system, rather than just explain the format --- cut and clear. In one word, spice it up!
I very much appreciate what you're doing. I wish other universities did something like this.
thanks for your patience with al of us at different levels.
Thanks
Thank you.
They all did a great job
They did a nice job. It was a participative kind of workshop.
Suggestions for improving Day 1 of the workshop. (22 responses)
Ask each one a problem they faced in their past --- as a student or as an Instructor and start to resolve them....and slowly build on it further to explain other features of the current system (D2L).
Just an idea. I do understand there is a time limit you all have to cover 'all' that is possible. But, this way, teachers will have a solution to their perennial problems and feel motivated to explore further into the learning system.
some kind of social intercourse at lunch time, perhaps?
Always mixed about taking time for introductions since there are so many of us. I do like hearing about people but remembered very little of it.
A bit faster pace. More examples of the course sites on D2L.
It might help to have a preliminary day to make sure everyone has Stout accounts and so forth.
Another short break
It is difficult to stay engaged when the pace moves so slow -- I am an experienced D2L user -- I helped people but was still bored
Go a little slower
More grouping based on background, knowledge, subject areas, etc. For example, it would have been good for the English people to brainstorm or share.
The facilitators did their job quite well
None
none

I don't have any major suggestions for improvement.
Provide materials for review prior to the workshop.
It's hard to balance the pace of a seminar like this. I feel that all of the facilitators did a good job keeping things on task.
No suggestions, day went very fast.
Smaller groups. More organic pacing.
Smoother flow.
This was a great day...and I am a 3-year user of D2L.
Speed up.
Very helpful!
Thank you.
None

Table 5: Day 2: Complete list of participant responses to the open-ended questions

What topic from today was most helpful for your teaching practice? (31 responses)
definitions and clarifications of the active learning/student engagement
I would have liked to go through some of the DLE issues
book-ends
Active Learning techniques and potential library assignments
active teaching styles
The links in D2L which discuss active learning strategies.
Talking about engaging students in class in effort to enhance learning.
Team Learning Quizzes
quizzes
the bookends idea
The active learning techniques
Interactive learning techniques.
reminder to reinforce different modes of learning.
All of equal importance.
Discussing the different types of active learning principles that are available for use, such as group quizzes, small groups, etc.
I think the library data base searches would be if I had more time time to follow along. I need to find articles that I would post on my D2L site for students to read, but have little idea how to use the databases to find them.
student engagement ideas
I am an educational scavenger. The provision of example strategies/techniques for engagement was helpful.
The session on the library resources was most helpful.
active learning techniques
Showing us the toolbox of ideas and resources.
write to learn
reviewing/discussing active learning strategies
active learning
The different ways to motivate student engagement in the course
Different learning techniques that can be incorporated nto classroom situation.
It was useful to learn some further strategies for arranging students in the most effective groups.
quizzes
use of small groups of students as discussion units
I found the information about the library electronic resouces most useful.
Learner-centered and interactive Learning techniques
What changes, if any, have today's activities caused you to consider(reconsider) in your teaching practice? (26 responses)
addition of tricks and ways of student egagement
Assigning groups
Examples or samples of some of these methods.
I'm considering using the group quizzes technique.
not asking students to move around the room when a students has a mobility impairment
Further using group interaction with students to aid learning.
More of the active learning techniques.

integrating writing into classroom instruction and using the discussion function of D2L
I'll take some risks and try some of the techniques.
Use bookends techniques in lectures.
Basic course for students covering many of the topics we are covering this week.
More group involvement in the classroom and less "lecturing" for long periods of time.
Slower, the instructors, librarian, was instructing and clicking simultaneously. this became very confusing, i got lost and though I knew this was very valuable information I walk away from today without knowing how to use this tool. Provide the instruction show it on the projection screen then wait for everyone to follow. Either that or turn off the projections. I can only focus on one screen at a time. I understand the importance of the grouping, but it makes it very uncomfortable to sit in the very front on the orange chairs with no desk top space. More planning in the placement of the groups.
How important student interaction is
I cannot think of any major changes that I would make.
For library info part, some activity document, like lab experiment sheet, could be written before the class, and each of us could do it ourself.
I utilize active learning wherever I can, but this helped give me more ideas and refocused me on the idea of planning with active learning in mind.
Library, searching engine
try to incorporate some of these strategies and see how they work
Need to get a better definition of Learner-centered teaching.
None
It has re-kindled few of the teaching methods in the best interest of our students.
I'll be checking in with them frequently to make sure goals for the day/course have been reached, and I'll be having them discuss what they learned and what they still don't understand.
breaking the class session into parts: the bookends approach
I imagine that I will spend more time trying to vary my teaching routines/habits.
I have more techniques and strategies open to me.
At what moment were you most engaged? Why? (30 responses)
small group discussions
working with the members of my small group
Between 2 - 3:30pm
The panel of experts were simply superb. Their insights and examples and experiences and ideas were very helpful.
Discussing with group members the active learning techniques in the morning session.
Discussing the learning techniques in the small groups. It provided an opportunity to discuss the activities with others.
When I am activiely working on a task.
Talking within the group about in-class techniques.
Small group discussions within our base group.
Small group work.
During the group discussions regarding active learning techniques
small group discussions because it is more focused.
Before lunch
High level of engagement all day long.
During group work discussing how we will integrate these principles into our class because it allowed us to actually think how we will use these, rather than just thinking about some arbitrary use.
On line discussions.
I had a great and interesting group.
I was most engaged in the jigsaw activity because it forced me to think and subsequently present on a particular topic.
I was most engaged during the session of databases, etc.
group discussions. I had to do my part carefully, express everything clearly and listen to others in my group carefully.
When I could search through the tool box ideas.
Group discussion. Interactive with others.
discussion time with my small group. we had some good discussions.
When the group was reduced to just 2 people.
During the morning. My mind was fresh.
The discussion with the four members of our group served as a panel answering questions from the

audience.
When we teaching each other the various active learning strategies. As we said, it takes engagement to relay material to someone else.
lunch
when I worked with one partner to develop a way to teach a concept to my group of four
I was most engaged during the presentation on the library's resources, primarily because it seemed to me to be the most practical.
The activity where we started from the base group and returned to it. This gave me the most opportunity to share and gain from the ideas of others.
At what moment were you least engaged? Why? (26 responses)
Listening-I am a visual learner. It is hard for me to retain information orally.
overview of indexes and databases. Pretty familiar topic.
Library research
Library resources
During the library demo because it was more difficult to follow Jana as she flipped from screen to screen.
After lunch things lagged.
Some of library information was too much too quick. It was hard to follow as I would get stuck concentrating on one task, such as "indexes"
Totally lost during the database search session, gave up and sat with hands folded in lap.
Discussion of specific hurdles regarding your first class. I won't be teaching this fall
I became a little bit disengaged during the library search technique session because I am familiar with extensive search techniques already. It was still very helpful, though, to learn the layout of the UW-Stout library system.
Library. We just followed what she did. It was good (informative) tough.
This morning, it seemed to take a long time to make the point about active learning--when we kept doing the group work. Seems as though that segment could have taken less time.
1:00pm, sleepy.
slow pace of the day
Researching.
End of the afternoon. Just a long day.
Methods to researching databases/indexes in the library website of UWStout, in our specific field.
The expert panel lost me, mainly because we spent a lot of time on questions that didn't apply to me.
library lecture. This info seemed rather elementary to me...most of us have done considerable research online(and offline) so I would have preferred to hear more about how/what the library staff will help me integrate the material
during the presentation of library resources. I wasn't actively involved: it was close to a lecture
Much of the information on teaching seemed a bit self-evident, and therefore not terribly engaging.
Probably the library demo. Partly it was the timing, and partly because I basically understodd most of these things.
The library section before and after lunch - it was too slow
Not any. Today was very negaging and productive.
During the second half of the day I was less engaged because many of the topics were things that we seemed to have already covered earlier in the day or we were asked to discuss issues that we didn't really need to discuss as a group.
got a little lost when going over the library resources
Comments that you would like to share with the facilitators. (21 responses)
Excellent job in putting together the materials for the day.....bravo.
You were very helpful, but seemed to dumb things down a bit. We're smart people - you can move things along.
make sure activities don't isolate participants (i.e. moving around the room especially teared classroom)
It was a great day--lot's of great ideas and I enjoyed learning many of the strategies by actually doing them.
You are all excellent facilitators, quite engaging, and practice what you preach.
Fantastic job!
fantastic job!
This was very helpful. I will be teaching a new cohort of students from previous years.
It would be helpful for facilitators to provide day parking passes and map/summary of places to eat.
Great job. Great to hear the first hand experiences of the instructors. It makes all this more real to hear examples of when certain principles were used.

I think you all do a good job and are genuinely interested in helping us.
I don't have anything specific - other than to say that I am glad that UW-Stout provides such a workshop to all new instructors. It really is an INVESTMENT (as someone said) that will continue to benefit Stout students down the road. This emphasis on quality instruction is one of the factors that really attracted me to Stout.
I understand and appreciate your intent, but for those of us who have been very recently hired the three full days really does eat into preparation time. There needs to be a balance.
You all seem to be very good teachers. I am learning a lot just observing you.
I think they are nice.
thank you.
It was very informative and I think I grasped a great deal
the students should be given an overview of D2L
I'm really liking the brownies. They're not bad at all.
I'm out of time
Should Stout students perhaps be required to take a short course on library methods and resources?
I think a lot of us are feeling we need time to work on developing our course, and that perhaps this workshop could be condensed.
Suggestions for improving Day 2 of the workshop. (20 responses)
I would have like to have more tied to the specifics of DLE here at Stout
Again, just a few samples will be good.
Could cover the topics much more quickly and reduce the time that you require people to discuss these topics in groups. Many of us would intuitively incorporate many of these techniques and thus we don't require as much discussion time as we were given.
abbreviate and combine the two library resource sessions
Need more time to explore more teaching techniques and library resources.
Have groups consist of people teaching related subjects.
A slower review of the library info.
Slower, either projection or computer use not both at same time, microphone use for low talkers, better thought into the placement of groups, no one seated without desk top space or comfortable seating.
None it was very good
As we discussed briefly during the panel session toward the end of the day, students want to know why we are using various engagement and digital learning strategies. I know it was touched on by Steve, but perhaps a summary of specific peer-reviewed studies showing the value of these techniques would be helpful for this audience as I did detect some skepticism here and there. =)
Having experience, I found some of the information and activities time consuming and not especially helpful.
Give us more hands-on time to work with the technology since this was the focus of the training. I understand training us to think in terms of active learning, but those of us who struggle with the technology need time to be comfortable with it so that we will utilize it in class.
Slower pace.
would like time to work on incorporating some of the techniques into our own course
None
It was a bit too condensed today.
I would like to concentrate more on the technology side of things. I'm fairly comfortable with active learning already, but perhaps that's not true with everybody.
practice active learning!
cover less content and use more engagement in the library section
We need more time to work on our course.

Table 6: Day 3: Complete list of participant responses to the open-ended questions

What topic from today was most helpful for your teaching practice? (35 responses)
seeing and learning about an actual classroom
Alternative exam.
Classroom Management in the Digital Environment
Evaluation
I actually enjoyed the afternoon station session. I visited a few stations but also diverged and spent valuable time learning other facets of the D2L system that were not covered (yet - they probably will be covered next week).
Looking at the assessment strategies.

discussion of handling the laptop in the classroom issue. :-)
classroom visit
Jigsaw that we did at the onset of the class with rubrics, etc..
The entire set of information was able to get me thinking well beyond the examples provided and I was able to realize new approaches to teaching in my own classroom environment. Additionally presentation from Sue Foxwell was very informative. Knowing that there are folks here to assist with grant seeking and applications inspires me to write grant proposals.
Learning how to connect my laptop in the classroom.
Using mediated classroom
teachingstationstation
Explore assessment strategies.
managing the digital classroom environment
visit to the classroom at voc ed
Setting up in the classroom
learning about rubrics, which I had no clue of prior to today.
assessing student learning
The hands-on stuff: like showing how to plug in out laptop in a classroom and utilize it. Time to work with the D2L.
Service learning & PBL
Instructor station demonstration
everything today seemed helpful to me--it's really not possible to isolate a single topic. Probably the most practically useful was the intro to the technology in the classrooms.
Most useful was the information on how to hook up a laptop.
I learn about the different assessment strategies in classroom situation.
Research info., and rubrics
Set up classroom for instruction
learning about the quick response survey option
The review about how to handle students and the laptops. I know it's a heated subject but that's wonderful. We as colleagues need to learn how to manage our own 'anger' so we can manage it well in our own classrooms.
jigsaw
Rubrics
Definitely how to set up the laptop and classroom media. I've looked like an idiot in the eyes of students before when I wasn't sure how to use it.
setting up the laptop in the classroom
The use of technology and assessment.
The DLE here at Stout
What changes, if any, have today's activities caused you to consider (reconsider) in your teaching practice? (29 responses)
I will use some different group evaluation techniques
as in most cases I need to be more tech oriented
laptop usage.
Give more opportunities to discuss topics of the in-depth stations
Format activities to conclude each class session.
I also thought the morning jigsaw session was valuable and will incorporate a bit more daily/ongoing formative assessment to tailor my future lessons in any given class.
Just making sure that besides having an active student classroom that I make sure I know where they are at with the material.
Assessment strategies. I will definitely use daily classroom assessment technique.
Try to incorporate more formative assessment strategies into the classroom.
When we broke out into the topic groups around 2:30 it would have been more helpful to have more facilitators, particularly in the D2L arena.
I am reconsidering the use of long-term group projects. I haven't used them in the past, but I might give them a try.
Section on alternate assessment techniques
Focus more on student-centered learning.
Maybe not being such a computer "cop" in my class.
Discussing the management strategies of using laptops in the classroom has really made me think. I am not sure what stance I will take on this topic. I would like to listen to further discussion from seasoned faculty in my area to see what problems they have encountered and how they handle laptop problems.

adding more diverse activities into the classroom to keep the students interest peaked
definitely reconsidering how students may do group work as a means of assessing what they are learning.
It's good advice to think through your response to use of laptops in the classroom before you get to class. A lot of ideas and opinions, but I believe that active learning eliminates many problems from the start. Just thinking that through out loud was good.
Integrate research and service into classroom.
Several, but in particular I'll incorporate the "muddiest point" idea and make changes to the way I use rubrics (I found some great ideas here!)
I may refine my use of rubrics.
I need to implement the above strategies in my classromm, if not all but most of them.
Create an environment in which there is more student interaction as well as infusing the use of information technology to enhance learning.
Check into rules of IRB
tools for group evaluation
Will add a mid term review and also a possible rubric review.
rather than divide into different topics, pick several topics and discuss all together
I'm going to try using a rubric for a course with more or less subjective material to be graded.
I wonder if any of the topics would change if you're teaching a math intensive or physics based course
At what moment were you most engaged? Why? (31 responses)
doing the jigsaw
discussing the first day of class
Sue's speech. Very good speech.
Just before first break during Classroom Management
Explaining to my group/team the topic of oral exams.
I was most engaged during the morning jigsaw session, largely because I enjoy the interactions with the group I am in and I value their feedback.
While reading about the assessment strategies.
discussions in the small groups
exploring assessment strategies
During the jigsaw activity because it got us talking, thinking, etc.. with others.
The Sue Foxwell presentation.
one-on-one discussion
Section on classroom media
firstdayofclass
All morning, actually. i was very interested in the material.
during the discussion about laptop use in the classroom.
In the afternoon in the D2L session.
working in the groups because it gave you others to share ideas with
The various stations. Got to have great discussions with everyone on a number of different topics
With the hands-on time.
the three different room time (in the afternoon)
open time after teacher station demonstration
I've been engaged pretty much all day today, probably because just about everything we covered seemed relevant and helpful.
During the "laptop hookup" session, as there was concrete information being provided (albeit in a rushed format).
Research Activities talk by Sue Foxwell
Interactive group activities
Students and their laptops in the classroom. I love debate.....it's interesting!
Laptop control at UW-Stout
I appreciate the one-on-one time in the "stations" workshop.
during the discussiion of classroom management
I'm always more alert during the morning hours
At what moment were you least engaged? Why? (27 responses)
the research and work stations computer
nothing stands out
Around 11:00am. Tired.
In-depth stations. Feel that I can read the webpages at home as well.
Integration of learning and research lacked leadership
I was least engaged during the classroom A/V system demonstration because I have plenty of experience

with such systems and I doubt that I'll have any problems with this one. It is definitely necessary to have this demo, though, just to learn where all the switches and cords are.
During the lecture on how to plug in your laptop.
During the presentation on setting up a computer. Should have just went to the different classrooms and demonstrated it.
During the several personal anecdotes given by Dan.
demonstration of how to hookup laptops in the classroom was repetitious at times.
none
In-depth stations. It was a more solitary exercise.
during the laptop hookup portion. I already knew how to do that.
I think that some of the jigsaw activities got to be redundant.
working with the electronics in the classroom and that's only because I had worked with it in the past using the in-class equipment. all relatively straightforward.
The first hour this morning was largely (ironically) a lecture. Think we could have made the point faster.
the classroom technology demo
the beginning session
at the beginning of the "station" thing I felt a bit lost, not knowing which one to focus on.
During several of the pedagogical portions, which felt a bit too reductive in terms of what they presented as acceptable or effective classroom strategies.
wasn't terribly engaged today - I think today's material could have been covered more quickly and this seminar could have been converted into a single day or a day and a half workshop
Review of the classroom but only because I have done that before; never hurts to review (and did learn something new).
afternoon discussion, all spread out and not much discussions going on or group formed.
I felt like the discussions of student assesment were pretty similar to what we were talking about yesterday.
today's group projects
Late afternoon
Comments that you would like to share with the facilitators. (25 responses)
Some of the questions were not worded well -- A lot of my confidence does not come from the workshop but comes from prior experience!
It is extremely difficult to structure a workshop for the variety of individuals in a group this large. There were some opportunities to help others, but I think that it would be good to discuss options with experienced professors.
You all did a great job and were very friendly!
I believe add a monk teaching panel will help. You guys did a great job! Thank you.
I need more help on D2L. I know about the great features, but I don't know yet to set them up (grad list, etc.). I hope I will get this tomorrow during the open lab.
I am very impressed with presenters and presentations. I have the clear impression that teaching and learning are high priorities at Stout. I have been challenged to reach higher and work harder. I anticipate interfacing with Services and Research staff throughout the year.
I enjoyed the workshop. The enthusiasm of the facilitators kept us 'engaged' through some of the longer sessions. Good work.
I'd love to have specific information about the classes (i.e. -- the format of the D2L coursepages, details about more involved assignments...) a day before the workshop.
Great job! Impressive. It wouldn't be a bad idea to have a couple more instructors involved or some recent new instructor at Stout (ie. from the year before) to say how their first year of teaching here at Stout went.
Day 2 was the best because of organized activities, groupwork and pace. Day 1 had a very slow pace. Day 3 started well but the afternoon was somewhat disorganized with the stations.
Overall the workshop was a very valuable experience. I really appreciate it!!
I appreciated the "welcoming" atmosphere. Wednesday afternoon's social was set a very positive tone.
Thanks.

Thanks for the information and stimulating conversation!!
they way you had students move to areas of the classroom that weren't accessible made me feel like I like I was confined to certain areas. Again, especially keep this in mind when using a tiered classroom
I think some of this we can get through in less time. Or let us try some things after we talk about it. Otherwise, I feel saturated by day 2 and wonder how much I will remember in the next few days.
Thank you for all of the help, though. It's a lot to get through.
1. You guys were meticulous about details. Good job.
2. You were all positive in your approach to the subject and made it sound do-able, good job.
3. Great teamwork, nicely done.
Looking forward to particiapte in several such workshops, trainings, etc.
Bravo.
more hands on time with D2L
Question #8 should not be a yes or no question. My response to Question #12 is a huge comment on the success of this workshop. I also very much appreciated the opportunity to get to know other members of the cohort. Thanks!
Workshop facilitators seemed a bit defensive when their assumption about teaching methods were challenged; this is unfortunate, as it is not in the best interest of intellectual discussion.
They all did an excellent job. I appreciate their kind assistance.
I would like to THANK all staff and support personnel that helped put the incoming faculty training. KUDOS to you all!
You seem to underestimate how much we know about active learning - don't talk down to us.
Thank you so much for this. I know how difficult it is to put these sessions on and the logistics it takes to make them happen. It's harder for the facilitators than it is us 'students'! I appreciate the openness and again, Stout is the place to be. All my best!
Thanks for all the time you put in.
Every new faculty should attend this workshop
Suggestions for improving Day 3 of the workshop. (25 responses)
none
I think it is good.
None
I don't really have any major suggestions for improvement. I am a strong individual learner so I spent some of the afternoon working individually through the D2L manual. It was nice to be able to do that.
More group work in the afternoon.
again it seems like dividing the groups into those with more or less experience. Their was not much new information provided to me as an experienced teacher other than terminology for what I have been doing in the classroom and though I realize this is very important information to provide for newer teachers, it could ave been streamlined for folks like me.
Make it more organized, like day 2.
Not sure.
none
Having us do different active learning strategies would be helpful for our own experience.
If you have a students with a mobility disability make sure things are placed in the classroom where they can get at it. Especially in a tiered classroom!
Maybe for all days. Give us time to work on something related to our class applying the principles you just did. You did this some times, but every time would be great. Then we get to collaborate with colleagues and re-do some things we have for class.
Regulated the session time for the different topics and areas in the afternoon.
perhaps allowing for more time to work on D2L
Break up the "station" time or rotate stations so that each student has an opportunity to spend time in two or three different ones.
The technical portion of today's workshop was given too little time.
It went pretty well. And we were provided with the necessary info of how to onduct research but little was mentioned about services to the university. I am not sure about the expectation of the university to its faculty as regards to services. What fall under services. Someeg would clarify.

Last day - too much information in short of a day!
More into on IRB and nature of work requiring IRB submission
addressed this in question 5 - I think today's material could have been covered more quickly and this seminar could have been converted into a single day or a day and a half workshop - much of this material doesn't require as much time as the instructors take on it - many of these ideas are familiar and intuitive - perhaps you could go over the active learning ideas quickly and then make the deeper exploration of these concepts optional - for those who need it
I would LOVE to see us add a section either today or another day on a review of generational studies and how the generations view 'life' differently. Many of the comments I heard were negative not because I believe there is negativity in their heart but because they don't understand Millennial students. I would love to give the same presentation I give in my class. It's fun and really opens ALL of our eyes to the differences in our generations.
OJ instead of soda available in the morning.
Need greater opportunity for discussion critical computer use at UW-Stout. Need direct student input as to computer use.
I'd like to have a little more time to talk about research support; that went by pretty quickly.
none
None