2008

2008 Annual
Staff/Faculty Survey

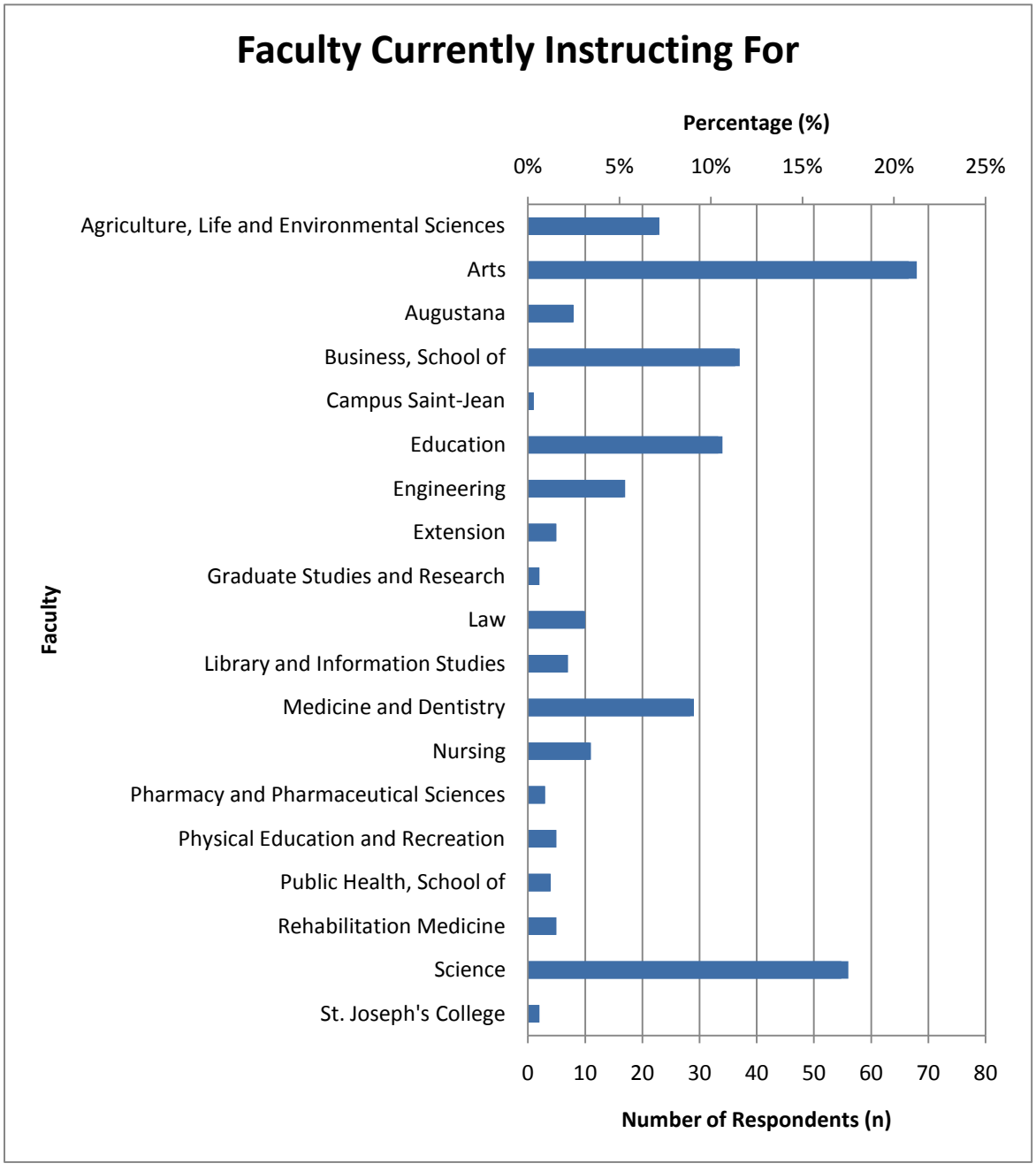
TELSAC

[TELSAC ANNUAL STAFF/FACULTY SURVEY]

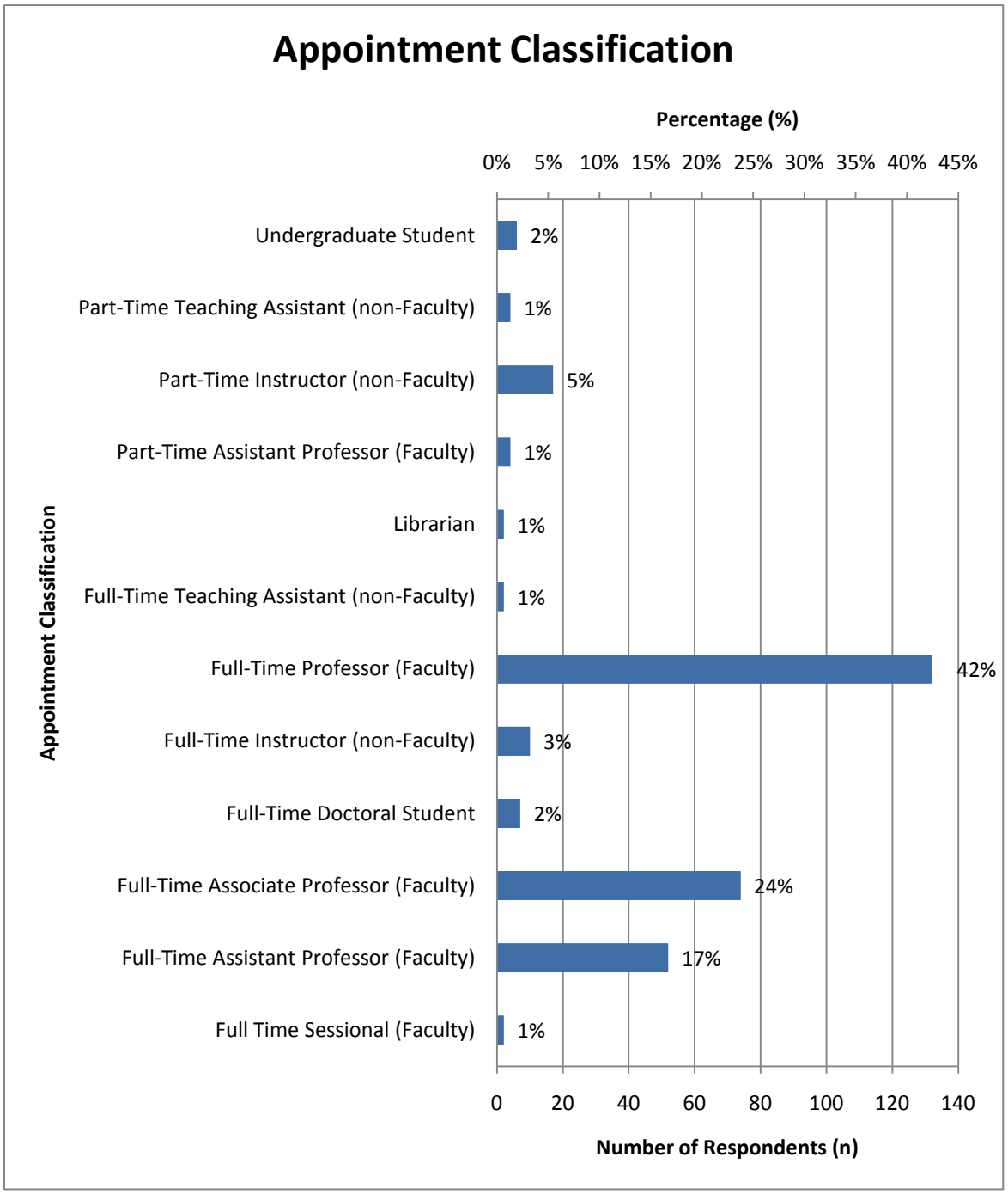
This survey was conducted as a Quality Assurance Measure, as outlined in section 66.4.2 of the GFC Policy Manual. In total 1414 (N=1414) students participated in this survey. The survey was conducted in April 2008 by the Technology Enriched Learning Spaces Advisory Committee (TELSAC) on behalf of the Vice-Provost (Information Technology).

DEMOGRAPICS

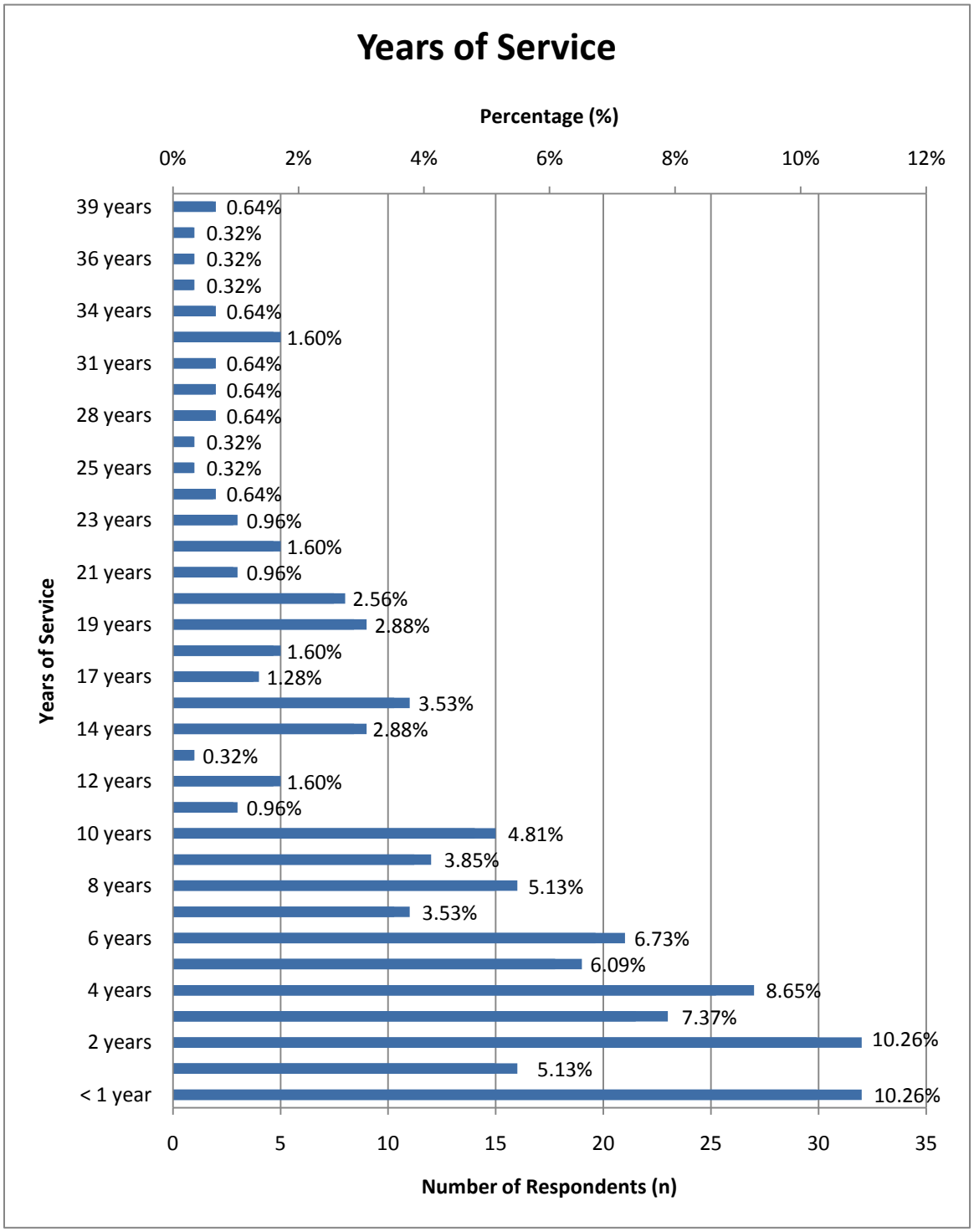
1. In which faculty or faculties are you currently employed?



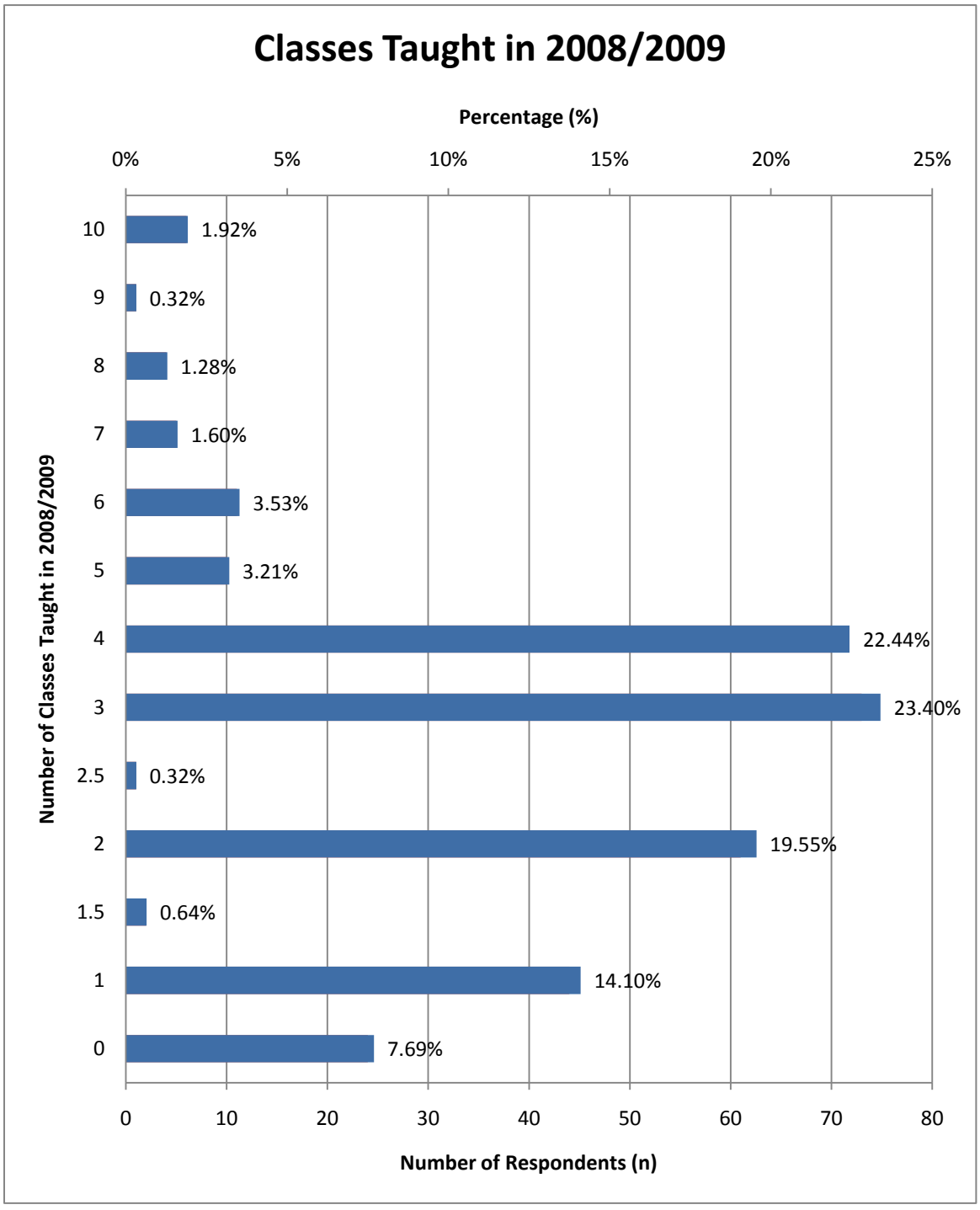
2. Please indicate your appointment classification.



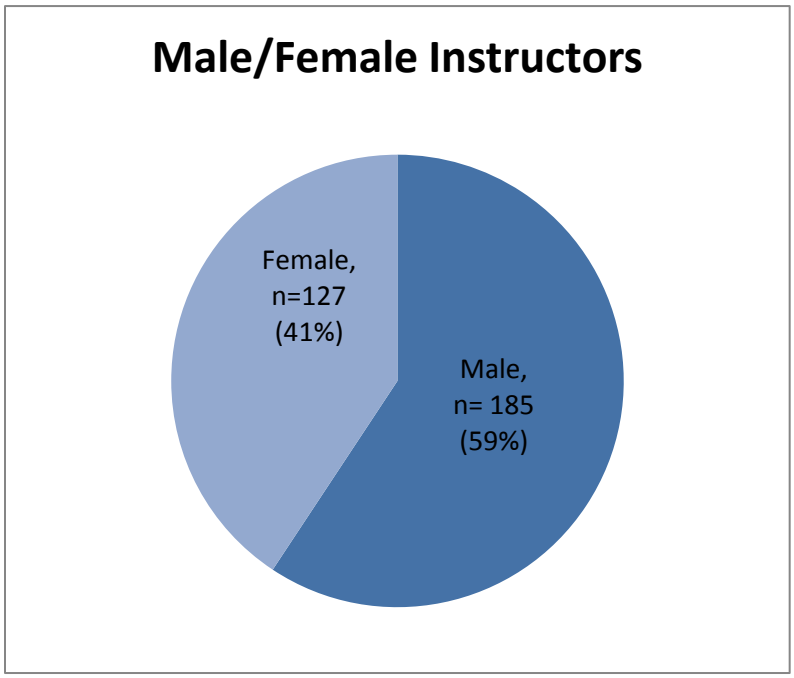
3. How many years of service have you provided to the University of Alberta in your current position?



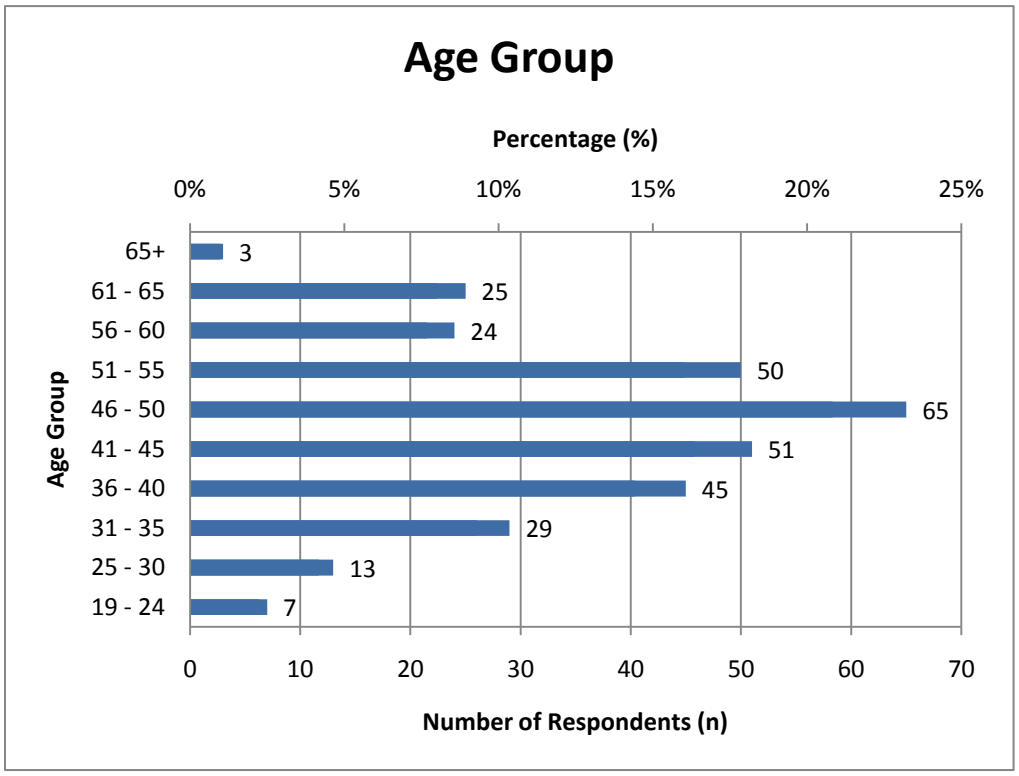
4. How many classes will you teach for the University in 2008/09?



5. Please indicate your gender.

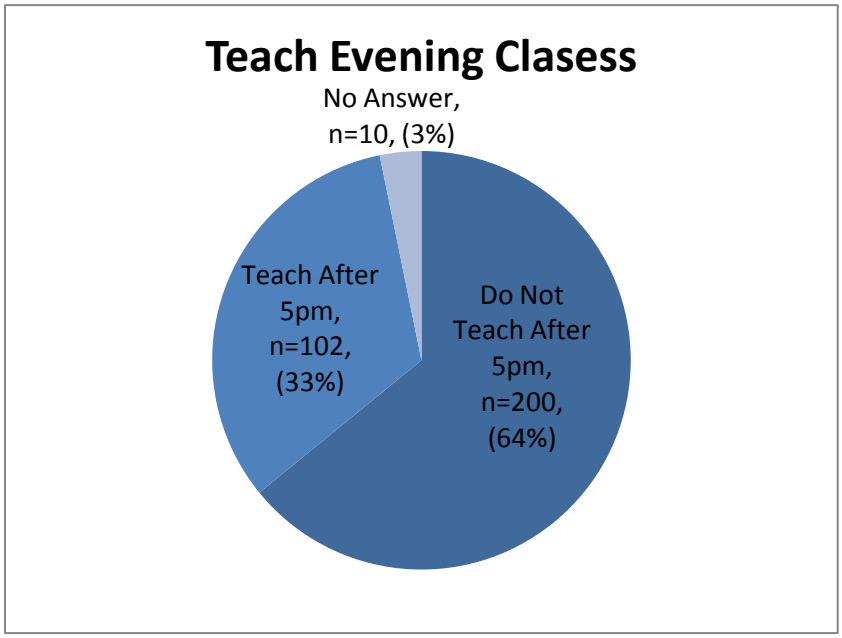


6. Please indicate your age group.

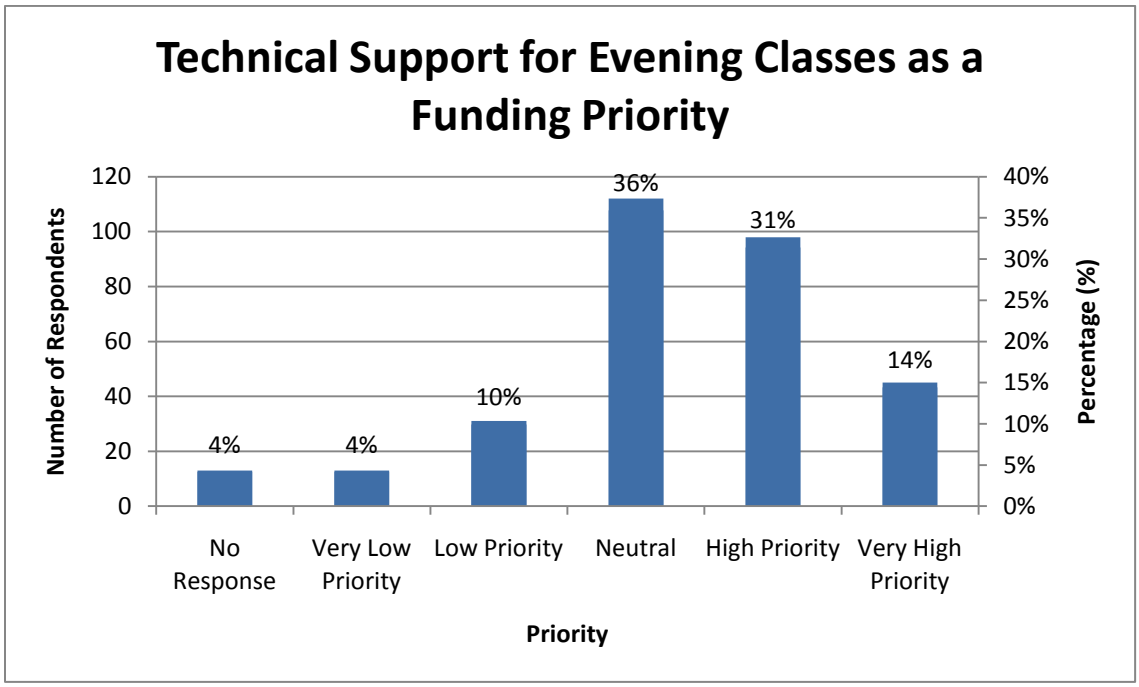


EVENING CLASSES

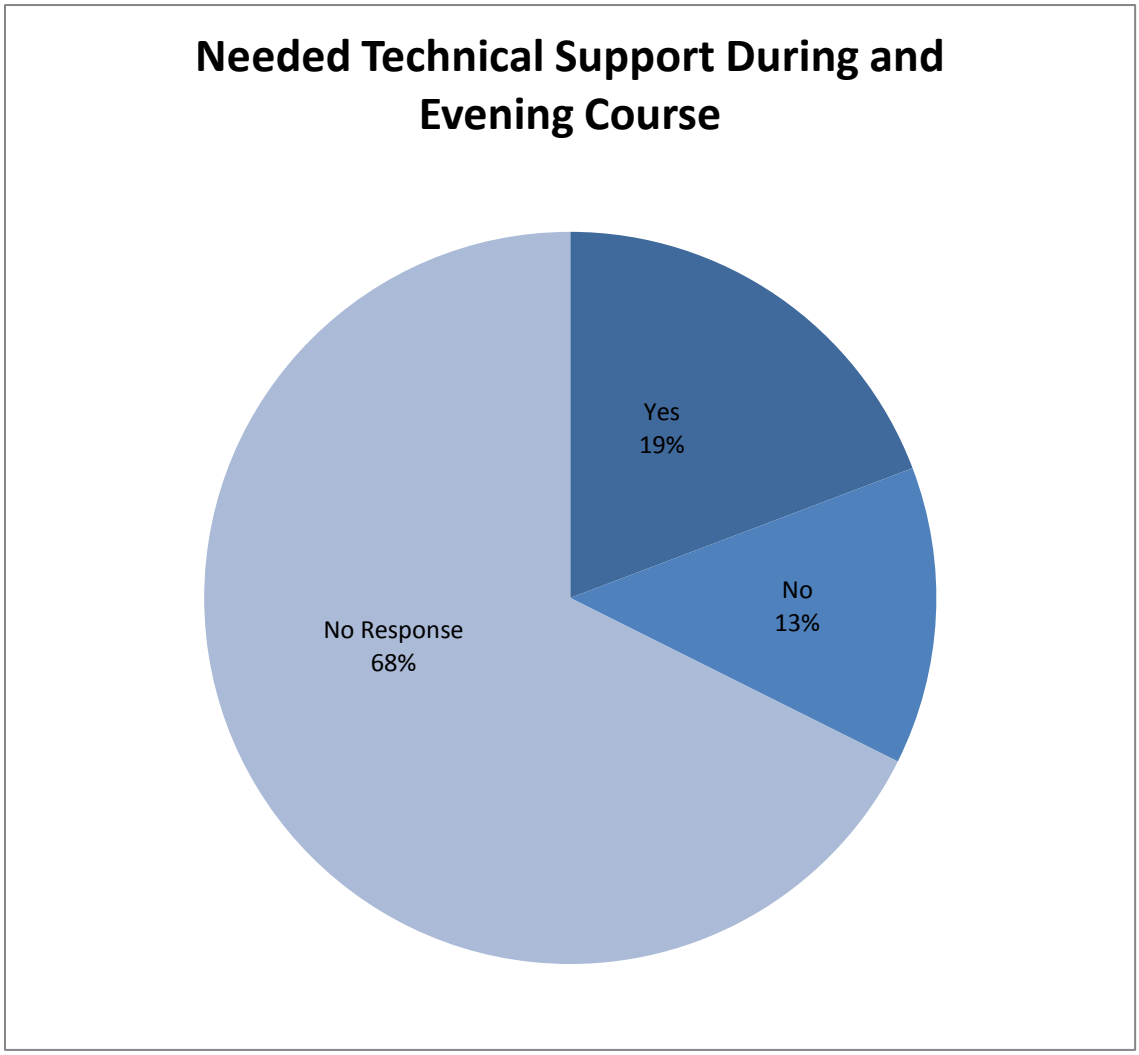
7. Do you teach for the University of Alberta in the evening (after 5:00 pm)?



8. Currently the University of Alberta does not provide technical support in smart classrooms (technology enhanced with a computer & projection) or lab facilities to instructors teaching after 5:00 pm. Given all concerns/issues related to teaching at the University of Alberta how would you rate technical support for evening classes as a funding priority?



9. When teaching an evening class (after 5:00 pm); have you ever encountered a problem with smart classroom or computing lab equipment; and needed technical support when none is available?



10. When you experience a technical difficulty during an evening class and technical support is not available what is the consequence?

- A diminished lecture results in the absence of the anticipated use of visual aids.
- Found help elsewhere
- Fundamentally; student learning is affected because the content brought through the web and PowerPoint; spreadsheets; etc. are integral to the learning experience.
- Had to reduce content coverage. Extremely bad!

- I attempt to carry on when I experience a technical difficulty in a SMART classroom; but I wouldn't say that it is with minimal consequence. It is very difficult to regroup from an unexpected technical glitch when one isn't technology-savvy; to appear calm and poised; and to think up an entirely new learning activity on the fly - especially when one is facing a room full of demanding business students. It is also extremely awkward to have to ask one's students if they might know how to fix the technological problem. This instantly erases an instructor's perceived credibility - especially at the very outset of the term.

- I found Terry Singleton in Physics just as he was heading home; & he solved the problem.

- I lose functionality in my online lesson

- I was able to continue the class; but with a complete lack of visual aids. It meant a lot of time consuming writing by hand; and was frustrating for myself and the students because it was impossible to cover all the material. It meant that my preparation was made useless and I had to adjust the content of further classes in order to fit everything in.

- It is a serious consequence because it is not always possible to have a backup plan if you are relying on the technology (e.g.; a video followed by discussion questions)

- It is definitely a problem as the learning objectives of the class are compromised.

- Minimal consequence; failure is unexpected however I carry on

- No consequence; I always have a backup plan

- Serious consequence; student opinions are affective negatively for the rest of the course

- The biggest consequence is to guest speakers who can't get their laptops to connect to the internet or have problems getting the projectors to recognize their laptops;

- Very serious consequence; I am forced to cancel the class

- We host employer info sessions in the evenings & technical issues that cannot be resolved can give a negative impression to employers and the students who attend these sessions.

11. Please tell us about any technical problems you have experienced in a smart classroom.

- A simple mis-copied code during the first week of class resulted in my having to abandon all my ppt files for the first lecture and teach with markers on the whiteboard. Not a disaster in terms of content; but it made for a very disorganized start to my class; and the first class is most important for setting a positive impression. In another class; I had a projector bulb fail which again resulted in a change in media format.

- AICT gave me access to the N drive in two of the computer labs so I could put the midterm exam there for students to access it (students answer it electronically and have to copy data out of it to run in SAS). My access worked in one of the computer labs but not in the other. This was 5 pm. No AICT staff were available. I quickly copied the exam to 4 flash drives (which I happened to have in my office) and then passed these from student to student around the lab. The students got started about 10 minutes late and I experienced about 15 minutes of pure panic. Otherwise there were no lasting consequences. (I learned to re-check my access on the day of the exam and prior to the departure of AICT staff)

- Bulb burn-out I believe; once. Inability to access the computer. Cause unknown. Computer on but no response from projector.

- Cannot use my special programs; need to bring lap top and some time hook ups an issue. Loss of the projector.

- Computer access code was changed (a problem created by the technical support folks actually) lost a bulb once. Missing one of the connector cords once.

- Computer freezes up. Projector not working; can't access internet.

- Computer was locked when I arrived (someone had been using it before me) and had no idea as to how to fix it.

- Computer won't link to internet. I skip showing the link and let students do it after class. When computer won't link to network; I run to my office and get a memory stick with the day's material. This happens less now. Most recently; I had to re-boot the machine a few times to get it to work.

- Difficulties with audio; quicktime--mostly things for which I just need to be able to call someone. Sometimes instructors forget a password. Sometimes a laptop connection doesn't work in a student presentation.

- Difficulty turning on sound when showing a video-clip in Windows; difficulty accessing server for files; difficulty with overhead projector. I try to plan for what can go wrong by setting up safety nets.

- Digital Projector not working (no powerpoint or Internet use) Speakers for DVD's not working failed console that prevents system from powering up; unfocused projector; lack of batteries for microphones; broken pins on cable

- Had key problem opening the desk drawer; Had ceiling projector not work

- I don't teach in a smart classroom; only in the lab.

- I had a video conference set up - it was difficult if not impossible to do it alone.

- I have been unable to run a YouTube commercial in class.

- I have had difficulties using Elluminate in a smart classroom when trying to bring speakers and others from a distance into the classroom. The need is for the ability to use the room speakers as well as be able to send the audio through the computer. This will also be an issue for recordings for podcasting; etc. Technical assist. has been great to help sort this out ahead of time; but an easy solution needs to be set up across campus.

- I have had intermittent problems with the projector not working. In addition I have had problems in the past with adjusting the height of the lectern.

- I have often had to waste valuable teaching time trying to set up the system for audio-visual material; and often struggled to find the problem with the sound system when screening film/video. The smart room tutorial did not cover the sound aspect; and so on more than one occasion I had difficulty determining which settings had been changed that caused the sound to be disabled.

- Improper code. It is patently ridiculous that the university resets codes every term; that they are tied to a classroom as opposed to the instructor; and that in the case where you do not have the correct code; you have no one to contact after hours.

- In the past two years; the issue has been problems running DVDs in class (e.g.; no sound; problems with volume; inability to log-on).

- It is fine to say that one should have a backup plan in case the computer and projector in a smart classroom do not work; but when one has structured a course to take advantage of this technology; then such backup plans will inevitably be unsatisfactory. Using an overhead projector or whiteboard instead of a presentation that includes demonstrations of how to use software to solve problems is a very poor substitute. Preparing overhead slides on the off chance that one will need them is also expensive and time-consuming. When technical problems occur in night classes; the consequences are greater than for a class during the day; because night classes typically meet only once a week instead of two or three times.

- It was the one class I was showing a DVD; and I did not know how to turn on the sound.

- Loss of total connection with the other site in a video conference course; loss of sound or visual signal. Microphones not working

- most of the problems seem to be around trying to play DVDs in the old systems; particularly in CSB

- OVERHEAD PROJECTOR: light bulb being burnt out; reflective glass begin popped out ; etc. Although you might think that there is no reason to use the overhead projector in a SMART classroom; it is a VERY useful tool when one is running an experientially-based class; in which students are often asked to work on a problem in class and to present their solution at the front of the room in more of an impromptu manner. Again; it is very awkward to ask students to work on preparing an overhead; only to discover that it can't be presented because of the equipment.VCR: In some classrooms; the tape starts playing as soon as it is put into the machine - rather than waiting for the instructor to press play on the keypad. This is extremely frustrating because; unbeknownst to the instructor; one's video can play through to the end in the background while one is delivering PP material. To then build up to the video clip; hit play; and discover that the video is now on the credits (or at least way past the start of the clip) is extremely frustrating. The fact that this happens in some classrooms but not others is also very frustrating. The other frustrating thing about using the VCR is that sometimes there isn't any volume. This would be okay if there were only one place to look to troubleshoot the problem; but in reality there are many: it could be that the amplifier isn't turned on; it could be that the mute button has been turned on; it could be that the AUX dial isn't turned up; it could be that the main volume dial isn't turned up; etc. This can sometimes be a very time-consuming process to solve what should be a pretty simple problem. DVDs: Hopefully you won't get the impression from the above comment that the VCRs should just be stripped out of the SMART classrooms; as I would be even more frustrated if this were to happen. The reason for this is that with a VCR; at least you can have your video clip cued and ready to play at the perfect spot in the background while you are presenting your PP slides. Using a DVD is very frustrating because you have to minimize your PPs; open up the DVD; fast forward to a chapter in the DVD that is close enough to your preferred starting point (but often not perfect); and then repeat the process in reverse when trying to return to one's PPs. The process is even more frustrating when one is usually an educational DVD that sometimes accompanies the text. With such DVDs; I have found that it is impossible to pause the DVD; switch over to my PPs; and then resume the DVD to illustrate a different concept. What happens when I try to resume the DVD is that it has rewound itself to the very beginning. This doesn't have with the VCR; because it is not being running off of the computer but a different piece of equipment.

- COMPUTER SYSTEM: Sometimes I can't connect to the H:drive. Fortunately; I have learned to always save my PPs onto a floppy disk so that I'm not caught completely unable to present any material. Speaking of the H:drive; in one of my classrooms; the initial icon that one has to hit to access this drive no longer has a name attached to it (LearnNet or whatever); thus; a first-time user may have difficulty with the system if they don't know that the picture-only icon is the one that they're supposed to hit to access the H:drive.You may be thinking that I could prevent all of these difficulties from occurring if I simply hooked up my laptop and ran my PPs off of that. Unfortunately; however; I do not have a laptop (and do not intend to purchase one); so this is not a viable solution for me. I am sure that I might be able to remember other technical problems that I have encountered in a SMART classroom; but these are the most salient to me at the moment.

- Plan for key was not followed and thus access could not be secured

- Powering up equipment

- Projector bulb failed. No backup available. Tried to write material on whiteboards; but could not reproduce charts graphs and audio visual examples. Pretty much ruined a 3 hour class.

- Projector failed; making it impossible to teach the class as planned.

- Projector lamp failure (once); access code not working (once). This is over all the years of using smart classrooms.

- Projector not working; no internet access; computer does not work

- Screen will not project; DVD player does not function.

- Sometimes I cannot log in; so I have to turn off the computer a few times until it works.

- Student could not make a presentation because of computer problems. It added to her stress and mine!

- The internet connection did not work on the podium and we only had a short cord so we could not link to the wall; which was quite far away

- The key pad was not functioning so that none of the features could be accessed. I found the problem at 6:15 pm just ahead of class at 6:30 pm. I reported it to the general office - they said no one was available for assistance. We had to abandon the use of power point slides that night. Another time; it was not possible for me to connect to the internet (course website) or my files. We had to stop class so that I could go to my office and transfer files onto a memory stick; bring that back to class and then begin covering the planned materials.

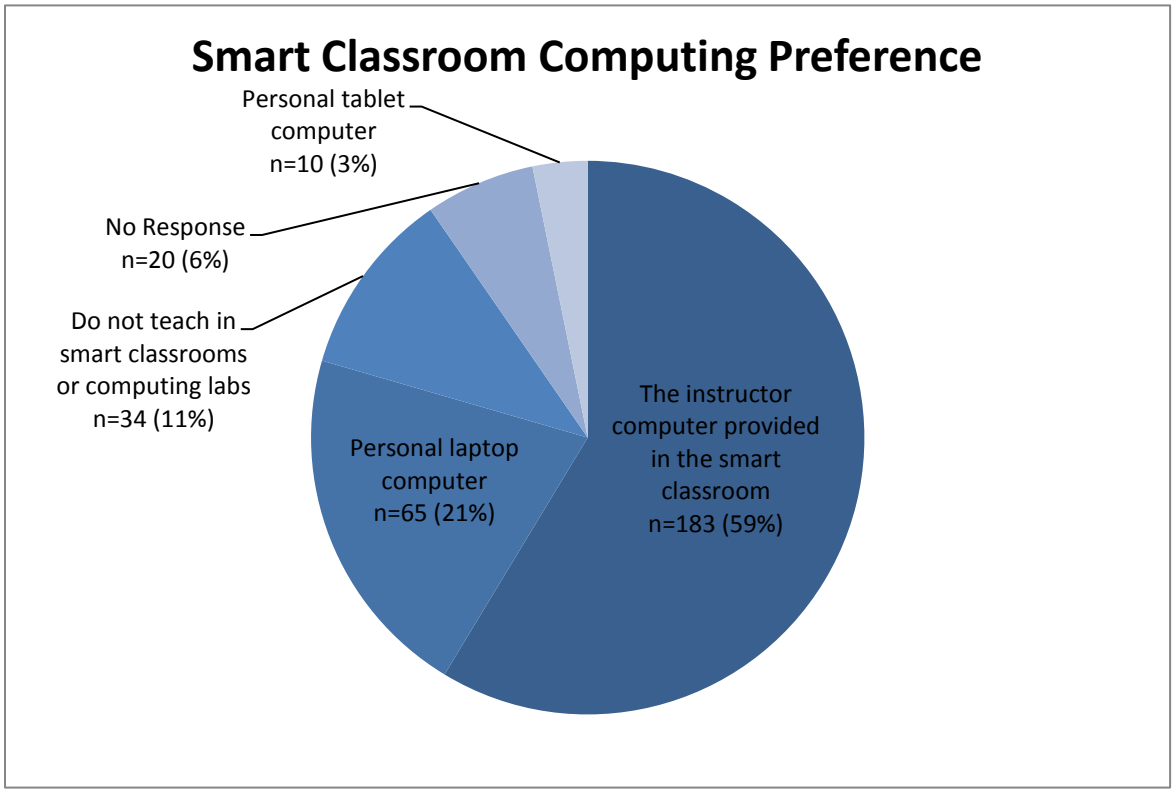
- The language support needed for my class was not properly installed on the machine. However most problems were not usually due to the smart room equipment; but rather extra equipment was not delivered by Classroom Technologies several times; even after several phone calls and e-mails to make sure the schedule had been set correctly. Also I never received any response when I left phone messages.

- Unable to connect with Business server on a number of occasions; learned to always bring my lecture on a memory stick. Inability to make an internet connection has interfered with planned in-class demonstrations on average 3 to 4 times a term in the past. One time; the mouse was barely functional; so that clicking on links was iffy and disruptive.

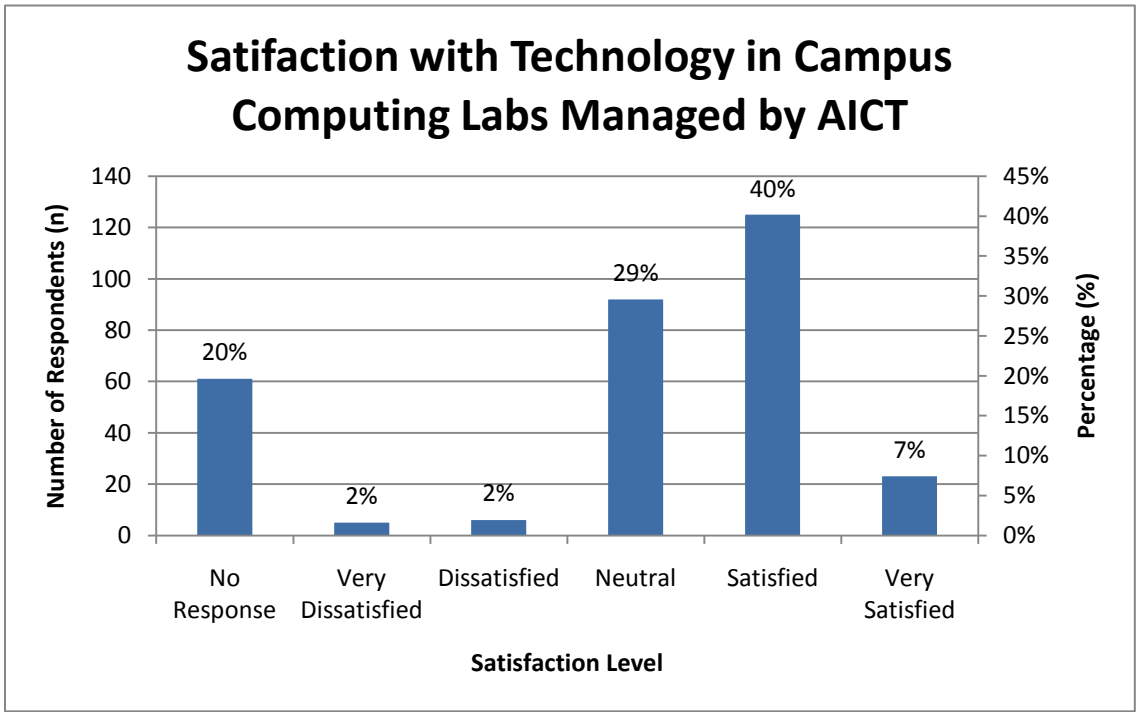
- Usually; it is a problem with using power point and the data projector. If any cord is not properly connected or the steps are in the wrong order or if I don't set it all up correctly on my Mac laptop; then it doesn't work. Sometimes a student knows what to do and that gets us going. Sometimes; I have to abandon the technology. I have also had problems projecting using DVD; video equipment. Also; not have been using Education's mobile lab in the classroom quite and bit and have used the valuable assistance of the TA that comes with excellent success.

COMPUTING LABS & SMART CLASSROOMS

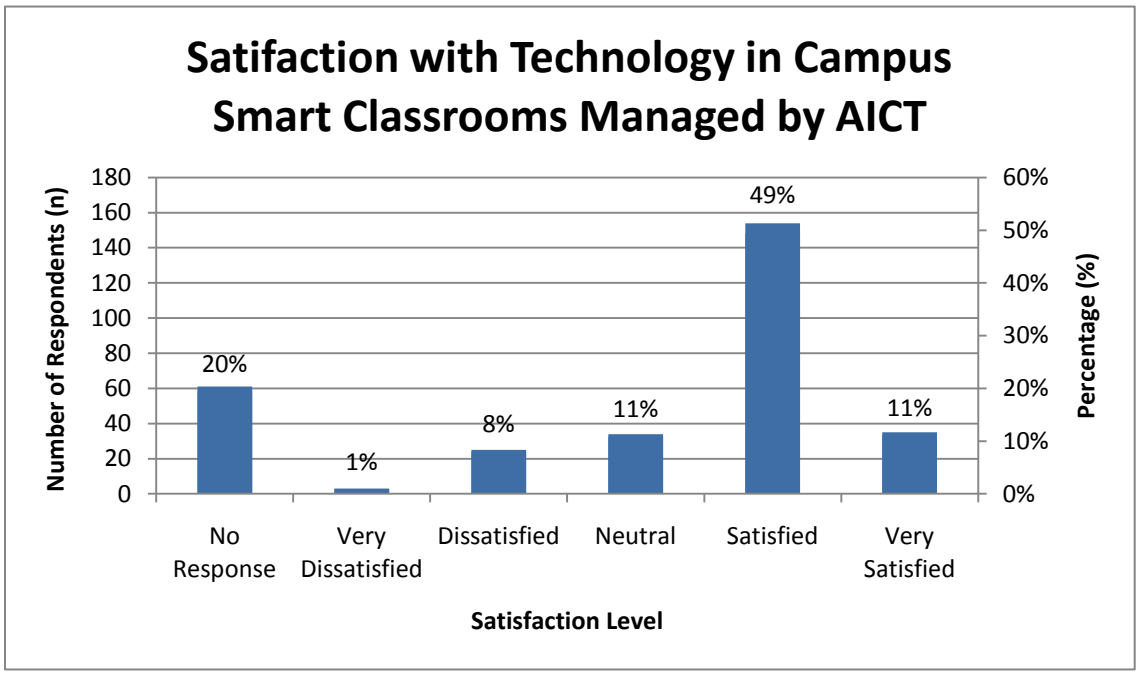
12. When teaching in a smart classroom or computing lab I prefer to use?



13. How would you rate your satisfaction level with the technology in campus computing labs managed by AICT.

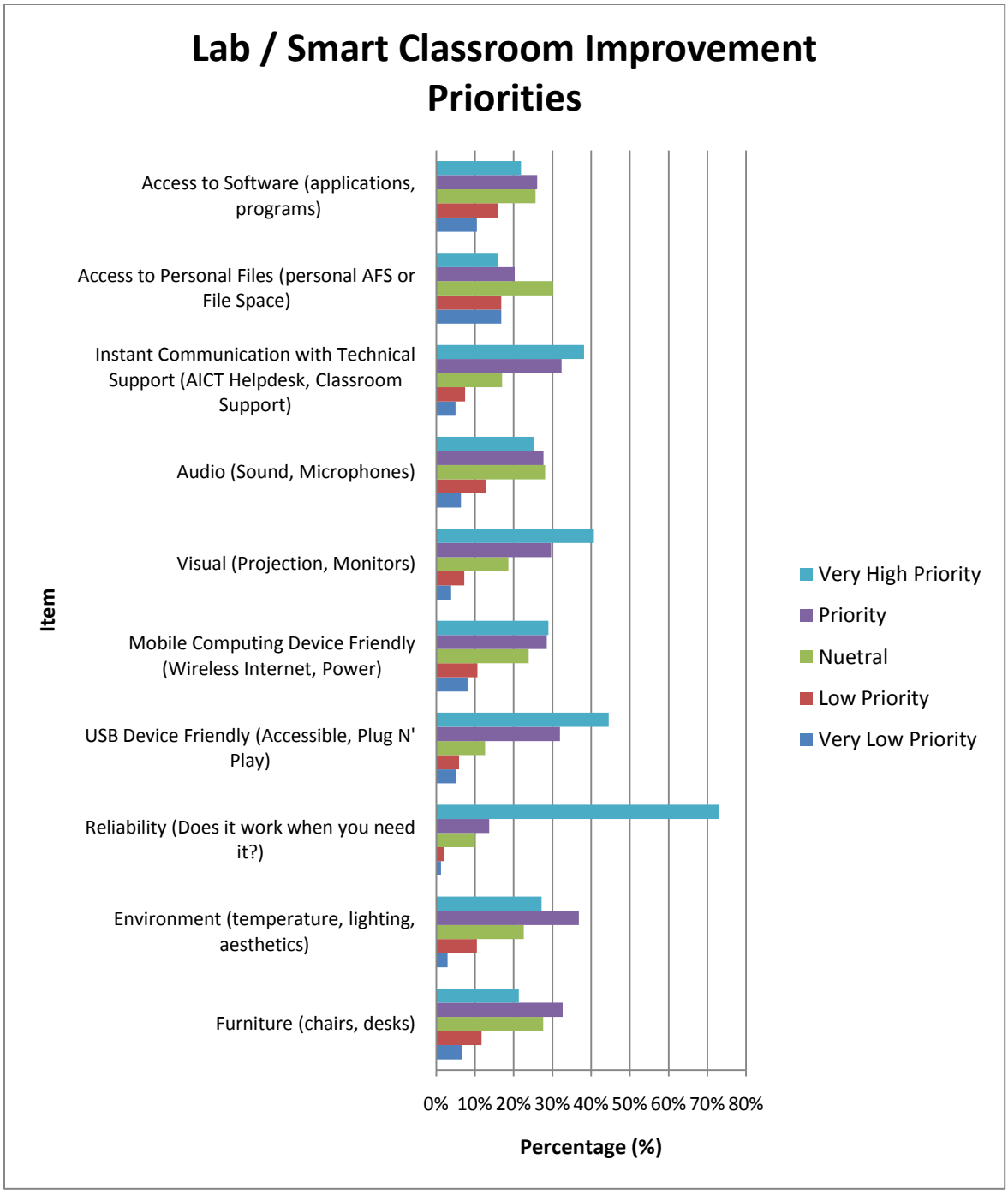


14. How would you rate your satisfaction level with the technology in smart classrooms managed by AICT.



15. What can the University do to improve lab and smart classroom facilities? Please indicate which aspects you feel should be given priority for improvement. (1 = low priority; 5 = high priority)

	1	2	3	4	5	Response Average
Access to Software (applications, programs)	9.96% (24)	16.18% (39)	25.73% (62)	26.14% (63)	21.99% (53)	**3.34**
Access to Personal Files (personal AFS or File Space)	16.53% (39)	16.95% (40)	30.51% (72)	20.34% (48)	15.68% (37)	**3.02**
Instant Communication with Technical Support (AICT Helpdesk, Classroom Support)	4.9% (12)	7.76% (19)	16.73% (41)	32.65% (80)	37.96% (93)	**3.91**
Audio (Sound, Microphones)	6.75% (16)	12.66% (30)	27% (64)	28.27% (67)	25.32% (60)	**3.53**
Visual (Projection, Monitors)	3.33% (8)	7.08% (17)	17.92% (43)	30.42% (73)	41.25% (99)	**3.99**
Mobile Computing Device Friendly (Wireless Internet, Power)	8.4% (20)	10.92% (26)	22.69% (54)	28.99% (69)	28.99% (69)	**3.59**
USB Device Friendly (Accessible, Plug N' Play)	4.17% (10)	5.83% (14)	12.92% (31)	32.92% (79)	44.17% (106)	**4.07**
Reliability (Does it work when you need it?)	2.89% (7)	10.33% (25)	23.14% (56)	36.78% (89)	26.86% (65)	**4.56**
Environment (temperature, lighting, aesthetics)	2.89% (7)	10.33% (25)	23.14% (56)	36.78% (89)	26.86% (65)	**3.74**
Furniture (chairs, desks)	6.17% (15)	12.35% (30)	27.57% (67)	33.33% (81)	20.58% (50)	**3.5**


Lab / Smart Classroom Improvement Priorities
Access to Software (applications, programs)
Access to Personal Files (personal AFS or File Space)
Instant Communication with Technical Support (AICT Helpdesk, Classroom Support)
Audio (Sound, Microphones)
Visual (Projection, Monitors)
Mobile Computing Device Friendly (Wireless Internet, Power)
USB Device Friendly (Accessible, Plug N' Play)
Reliability (Does it work when you need it?)
Environment (temperature, lighting, aesthetics)
Furniture (chairs, desks)
Item
0% 10% 20% 30% 40% 50% 60% 70% 80%
Percentage (%)
Very High Priority
Priority
Nuetral
Low Priority
Very Low Priority

16. With respect to smart classrooms and lab facilities do you have any other comments?

- 1) All smart classes should have wireless internet connection. 2) Computers in smart classes should be checked and updated regularly - in my class windows updates are not even being installed. Doing it once per semester is not enough!3) mice + keyboards should be checked. If possible; wireless devices should be used4) Audio equipment is not being maintained. Batteries etc should be refreshed/checked regularly.5) e-learning software usage and support should be improved considerably. WebCT is very slow in some labs during some hours of the week; AICT webct help is difficult to reach (the general AICT helpdesk is typically helpless when it comes to webct).

- 1) Smart classroom computers are NOT being maintained on a regular basis. Even Microsoft updates are not being installed. 2) Computers are old; slow; and not responsive. Typically it takes 6-7 mins for the computer to boot and be functional. When there are only 10 mins between classes this usually means that I start 5 mins late just because of the computer. 3) Wireless network is not available in my smart classroom. 4) The projector in my class is old and not very bright; its resolution is quite low (I show a lot of graphs/figures). 5) Computer labs are not even close to the state of the art. The network is slow; network drives are slow & full; there are random crashes; some stations simply don't work. And the computers are approximately 5 yrs old. A typical student in my class has a laptop much more powerful & usable than the lab computers.

- 1) Smart classrooms should have projection facilities arranged so that the screen does not block occasional use of overhead projector & whiteboard; both indispensable tools for answering student questions 'on the fly'2) Classrooms with 'double' projection screens showing the same image to different parts of the room do not work for interaction with the class - pointing to material on the screen is also an indispensable part of teaching. AICT should direct some resources towards fixing these types of problems; especially in older smart classrooms; where decisions made by technology experts on teaching technology placement have acted to limit or inhibit interaction between professor and student. Also; I tried to leave the first question blank because I don't use rooms of the type described. However; the questionnaire would not let me go on until I answered it. This is poor questionnaire design. 'Not applicable' should be provided as an option.

- 1. Please get rid of the kind of desks where you have to bend over & look at the computer monitors through a glass pane. Ergonomically; they are awful! 2. I had to put 0 in the how many classes will you be teaching in 08/09 due to being on sabbatical; but it is usually 3. 3. How satisfied or not I am with the smart classrooms I teach in depends tremendously on the particular classroom; because the variance is enormous. 4. The assertion in the preamble to this survey by Dr. Sorensen was made that students get a benefit from the sort of teaching technology available in smart classrooms. My own belief is that; as with most science; the real answer is that it depends. There are surely some subjects for which technology undoubtedly facilitates & enhances learning (e.g.; being able to see and manipulate 3D molecules in a chemistry lecture; equally; there are undoubtedly other subjects for which posting the lecture notes in PowerPoint on the web is simply viewed by the students as a great excuse not to attend class. I wish someone; sometime; who was more neutral than those with vested interests in the technology qua technology; would do the right evaluative research. 5. I am a nerdy techy by nature & because of my research; & have been dealing with technology for about 35 years; at least. So my comment #4 has nothing to do with my Faculty.

- 1. Twice this year access to my AFS space was interrupted in the middle of a presentation; disrupting the flow of my lecture.2. I would be happy to see LaTeX and LyX installed in the smart classroom.3. I would like to see support for dual-display --

that is; the ability to project on the class screen and at the same time display my notes on my console screen.

- A challenge with large classrooms is the lack of set up time between classes. Have a remote monitor would allow an instructor to set up and check AV prior to the class starting. Cameras for projecting demos would also be of great help.

- a) There's no obvious way to get both audio and video from my laptop to the projector. b) Classrooms without power outlets for student laptops??? Who planned that ???

- All classrooms should be smart classrooms; rather than simply the mega-rooms. What this does is restrict technology to 1st and 2nd year undergrads (at least in Arts) but not more senior undergrads where classes tend to be smaller. Further; many of the classroom spaces are awful with exceptions of Engineering Teaching and Learning (ETLC or something) and Business School; to a lesser extent Dentistry. The Tory Building and Humanities are hugely problematic but that is another issue.

- All smart class rooms that I know (and I looked at a number of them to find a solution for my problem) do not allow double projection. The LCD projector is fixed to fill the ONE screen available. Like many of my colleagues; I use PowerPoint to display the graphical content of my lecturing; but to keep the students engaged I also write quite a bit using various colours on an overhead projector. We urgently need a second screen in the smart class rooms so that overhead and LCD projector can be used SIMULTANEOUSLY.

- Anything that could be done to simplify/speed up setting up prior to class would be helpful - it takes some time which could be better spent with students. I have had variable success with clip-on microphones - they are a great help but need to be more robust.

- Classroom audio should output to computer for recording/communication.

- Classrooms are often poorly laid out and do not allow for use of an overhead or whiteboard and the projection system simultaneous. Also; the sight lines in the rooms prevent students from seeing the board and overhead from some locations. This is particularly true in CAB

- Clocks should show the correct time. Compatibility with Macs (both Desktop-installed software and hardware/ports for laptop connectivity) is a MUST; and currently AICT is blowing that off. Several things are incredibly disruptive. E.g.; when the system times out; which happens frequently unintentionally; it logs out; takes minutes to shut down the projector and lower the screen and then minutes to start it all up again. This is embarrassing for AICT and the instructor and guest lecturers and incredibly disruptive and wasteful of class time. Markers and erasers need to be provided for the whiteboards. AICT should talk with UTS and get a sense of how modern; progressive teaching works. For things to be more active and less passive; we need to facilitate use of white boards; for instance; not get in the way by not providing markers! Audio levels should be adjustable precisely; not reliant on holding down the up or down button. Default levels should be comfortable; they are not currently.

- Augustana does not have any classrooms equipped by AICT. All of our classrooms are smart and we have a phone number for help for evening classes.

- Comment: On the above question; I gave neutral response to items that generally have worked WELL ENOUGH for me in the past (i.e.; they are very important to me; but may not need much improvement).I wish more priority would be given to making sure that the WHITE BOARD is still usable in smart classrooms. I like to move back and forth between the white board (for calculations; drawing diagrams; etc.) and

computer-projected images. In some classrooms this is difficult because of poor lighting and/or lots of furniture piled in front of the white board. For example: Halogen room lights are a problem. If I turn them off to project a video demo (which may be only 30 seconds long); it takes way too long for the lights to brighten up again so I can return to the white board. Also; in Ed N2 115; the illumination of the whiteboard is abysmal. Only the top part of the whiteboard is bright enough. Several years ago when I taught in that room; I spent a lot of time (repeatedly) phoning various people about the lighting problem but nothing changed. I get the impression that the University policy is that Smart class room technology somehow renders the whiteboards unnecessary; but this is not the case. When I lecture; I need the ability to switch seamlessly back and forth between white board and computer/video projection. Thank you for your consideration!

- Dual projectors driven off one computer for coordinated presentation of complex instructional content. Capability for direct interaction of the instructor with presented content. With the advent of clickers in class rooms; it is vital that the instructor can respond to student feedback by being able to modify; enhance; interact with the prepared presentation (in PowerPoint; or any other presentation software).

- Every lab code is different and most systems differ from each other in each building; and even room-to-room. Is it possible to have a short log-in guide for each station?

- General maintenance on audio in the smart classrooms in Tory is critically needed.

- Generally; great facilities. The only problem I have is no support in the evenings if anything goes wrong with the equipment. The students pay the same fees as do day students and should expect the same support. Student part time help would probably be sufficient; with access to basic support resources.

- I am an experienced teacher and I worry about the increased perception amongst new instructors that the technology is an essential component to learning. I believe it is quite secondary and sometimes a distraction from the core of classroom communication. Students sleep through powerpoint presentations much more easily than they do a brightly lit room for oration and discussion. We must not put the technological between the student and professor.

- I am not sure if access to personal files; on the above list; refers to access to H:drive . If so; this should definitely be a high priority .Your question above about Wireless Internet triggered another comment that I wanted to share with you. Although I am sure that this was installed with the best intentions in the classroom; it is having a huge unintended consequence: students surfing the Internet; answering their emails; etc when in class. This is becoming an increasingly frustrating experience as a professor - I would like to challenge anyone from our computing services staff to try to deliver an 80 minute class to 75 undergrad students in a classroom environment where; at any point in time; those students can flip open their laptops and start watching music videos (or whatever). This is becoming a HUGE classroom management issue - not just for myself but for almost every professor who actually teaches a large class that I've spoken with recently. I truly hope this issue will be addressed.

- I am very satisfied with the support during the day time. In fact I think that it is exceptional. It is at night when there should also be support. This is not fair to students who pay the same fees as everyone else in their program.

- I don't know the classrooms; I'd like to be able to block student wifi access during my classes!

- I have also had problems with the USB ports not being serviceable; and the audio settings are really complicated/poor. A much more user friendly interface is needed!

- I have not had a problem with the smart classrooms I have used. I have not used any of the computer labs for teaching.

- I much prefer to work in smart classrooms where I have the technology available to me rather than having to drag equipment up from the IRS. However - and this is a huge issue - the fact that the seats are fixed is an enormous hindrance. My students and I prefer to be able to change our seating arrangements for group discussions etc which we use a great deal. Fixed seating means I end up having to shift to a classroom without technology and then order it from the basement. That is never ever satisfactory. It should not be an either/or situation; we need access to both flexible seating AND smart technology for our classes. I can't stress this enough. We should NOT be forced into an outmoded style of teaching in order to access smart technology.

- I teach in the Tory Building. We simply need more smart classrooms.

- I use PowerPoint and other utilities in all but my smallest classes; so smart rooms help A LOT. I am generally satisfied with facilities offered in smart rooms; and I think the University's priority should actually be on making more of them available. In our building (Tory) Tory 1-93 would be good choice for upgrading - the capacity of the room makes it a good space for 2nd or 3rd year lecture courses that often require a computer and projector; but its layout makes working with a portable projector and laptop very awkward.

- I used to teach computing applications in smart computer labs. I now have classes with labs of 50+ students; and cannot get reasonable access to computing rooms where the students can follow an instructor demo of software live on their own machines. This means that I no longer teach any applications to my second year students; so their education is behind where it was when I started here in 1992.PLEASE ADD COMPUTER LABS WITH INSTRUCTOR STATION WITH EASY ACCESS FOR ENGINEERING 50+ seats.

- I want to make it clear that I marked most items above as relatively low priority not because they're not important but because I'm already pretty satisfied with the way things are so I don't see them as high priority items for improvement.

- I wish more smart classrooms had mobile seats and desks. I teach a lot of seminars where students need to be able to sit in circles; while they also use power point for example.

- I would like the ability to temporarily black out or disable wireless internet access from the classroom. For instance; during exams or tests to maintain some level of security against cheating. Other times would be during presentations or guest speakers when I would rather they attend to the speaker rather than facebook or their email. Having the ability to turn this feature on or off would allow internet access during appropriate times.

- I would like to have an easier way to connect my laptop. My new laptop allows me to draw on the screen; but bringing my own cable all the times in annoying

- In general; things tick over well; with only a few failures. The most common problem is lack of working white board markers.

- In some rooms (e.g.; ETLC); even with UWS deployed; the reliability of the wireless networking is poor. Often; I can get a signal; but the authentication (via 802.1x) is unreliable or otherwise flaky. This is a serious limitation in the modern smart classroom (e.g.; for students to participate via wireless networking).

- In the Education Faculty; we have few smart classrooms which is negatively affects my teaching. Not only does the mobile equipment regularly NOT work; but there is often little support and it has delayed my lectures; made my teaching look disorganized; and put me behind in my course plans. PLEASE; develop more smart classrooms in the Education building with up-to-date technology!!!

- Internet connection speeds are far too slow. Showing video from youtube (which cannot be downloaded in advance) is often painfully slow; disrupting the flow of class and leading to moans from the students. Things that load instantly on my office machine take minutes on the smart classroom machine down the hall.

- Is it possible to provide a laser pointer in each smart classroom? I know there is an issue that the pointer can be taken out. Is it possible to have some sort of device to prevent this from happening?

- It is difficult to find a smart classroom during the popular teaching hours. It is also difficult to get teaching spaces -- including seminar rooms -- retrofitted with smart technology.

- It is imperative that we increase the number of smaller (i.e. non-lecture hall) classrooms that are equipped with smart equipment. In the arts; many of our seminar courses are reliant on computer and other audio-visual technologies and; unfortunately; we end up teaching 30 students in a room with a capacity for 100+ students with unmovable furniture. The result is that the teaching dynamic becomes a forced lecture environment. From discussions with my colleagues across North America; we are behind almost every other major research university in this respect.

- It is patently ridiculous that the university resets codes every term; that they are tied to a classroom as opposed to the instructor; and that in the case where you do not have the incorrect code; you have no one to contact during an evening class.

- it would be great to have more remote or handheld functions. it's sometimes deadening to be imprisoned behind the console clicking away with the mouse for PowerPoints etc.

- Just MORE of them (more smart classrooms); quicker internet access and faster computers to run streaming video -please; please; please - the students expect it and then we end up with brutally slow streaming. Ugh!

- Language support in computer labs is sometimes frustrating; as some languages (Japanese) seem to only be supported in a single lab. The smart classroom in the Old Arts building 5th floor is completely useless for presentations because of the position of the equipment and screen; plus the lack of a podium to use mouse/keyboard. It's frustrating to have to turn the projector on just to play audio from the computer. It would be nice if white board markers were supplied in a locked cabinet.

- Make more open-source software available and lessen reliance on proprietary software; especially Microsoft and WebCT. Support Linux (Ubuntu; perhaps) and Moodle.

- Make system access codes and keys available at all department offices so we don't need to go to AICT to get them. And stop calling back keys every December only to require us to go pick them up again in January... it's a waste of resources and more importantly; it's a waste of professors' time.

- Many of the classroom (installed) computers are ancient. You have done a good job of keeping them generally reliable and speeding up boot times; but I am concerned about the future reliability of these machines.

- Mice are cheap. They could be replaced more often.

- More Smart classrooms that are also seminar rooms would be of great benefit - at the moment most Smart classrooms seem to me to have built in seating that requires the students to face the instructor; which makes seminar-style discussion difficult. This is relevant for 3rd and 4th year classes where the students should be able to address each other; rather than for the first 2 years; only a certain number of such Smart classrooms would; I assume; be necessary.

- Most faculties have laptops; and a simple projector is sufficient. Hence investing in the custom built PC's pulpets and VCR's (a dinosaur technology) was a huge waste of money. The only reoccurring problem now is that the VGA connectors; after years of use; need to be changed in some classrooms. The system with codes could be simplified so individual faculty don't have to call a central office; but codes are distributed to departments. In more than one occasion have I been in a situation where a room has been changed at last minute and it has been difficult to obtain the code. This leads to delays and waste for everyone's time. One could also consider doing away with the codes altogether; or at least during 8-6pm. The risk of misuse would be minimal.

- My answer to the question of my satisfaction with smart classrooms is meaningless since I've never used one.

- My classrooms have adequate whiteboard space; poor lighting on blackboards. More importantly; the old-style overhead projectors; which are essential for extemporaneous teaching and active exchange with the class; are totally outdated; underpowered (inadequately bright); and VERY POORLY MAINTAINED. No spare parts are available and there is no way to reach someone who can fix things in real time. No markers are supplied; no transparency feeds are provided. What the hell are we supposed to do? This is a travesty of neglect.

- My previous institution (York University) had digital overhead projectors in each room. These were excellent devices: more manual than PowerPoint projection; but also considerably more versatile than either PowerPoint or traditional overheads.

- Noise levels and quality of sound is an issue in some labs; for example BUS B-24 and B-28. It is very difficult to be heard in those labs when the ventilation fans are on. It is also difficult to get the microphones to work well in these labs.

- Not all the classrooms are smart classrooms and setting up in these classrooms takes 10 min before each class. I think increasing the number of smart classrooms should be a priority above everything on this list

- Not enough of them to meet demand

- Not enough smart classrooms in campus. Many more must be added as soon as possible.

- Not every faculty has consistent access to smart classrooms. When it is difficult to access technology or get support when you need it; some instructors never plan to use it.

- On the matter of smart classroom overall design (which intersects with technology): an instructor needs ideally to be able to move from slides to whiteboard. Many classrooms are designed (with the screens) such that only one or the other can be used with efficiency. This leads me at least to commit totally to PowerPoint (deadly) or totally to whiteboard (inefficient and just plain wrong in some cases)--because screens would have to be raised and lowered every time I wanted to use either medium. This was just plain bad classroom design in the first place. My solution had been to use the

item camera--I would put a tablet on the device and develop notes and points and examples on this paper; and have it projected on the screen. The resolution and contrast is so bad; that students hate it. I had brought this up to classroom support (e.g.; anything I or we can do here?) and the answer (rightly so) was that that equipment hadn't really been intended to take the place of writing on white boards--all one could do is zoom in; but again....that defeats the purpose of trying to make that stand in for a white board. Other profs who try this use their own writing tablets and say that works better. Point is: the technology might be just fine; but the actual human factors of that technology (white boards and screens) lay out and integration does not support how lectures and teaching are best delivered.

- One thing that is annoying is that the resolution on my laptop jumps when I connect it to the projector; so all my icons grow much larger and overlap; making it difficult to select out a file. I've heard there are ways to deal with this; but I can't remember them; so usually before class I try to put the icons I need in the middle of a blank area of the desktop so that even if they grow; they don't overlap others; but still sometimes they move far enough to overlap others; making them hard to pick out to open the files.

- Over for someone who learned late to use all the resources not too bad.

- Please continue doing what you are doing. I have had technical problems in smart classrooms in Ed North and the response has been remarkable as has the provision of smart room keys. Kindest regards.

- Please ensure that smart classrooms continue to include some dumb classroom features; like conventional overhead projectors. One screen for a smart-classroom digital projector and a second screen for an overhead projector; so it is possible to use both technologies to complement one another.

- Power is a big issue in classrooms; though not at the lectern itself.

- Projectors need maintenance and upgrading. The resolution is weak and reduces the visual quality of lectures. Many of the classrooms are in dire need of renovation - years of deferred maintenance are evident. I've restricted access to one class because the lecture hall has many seats that are poor.

- Pure and simple; we need more of them. It is a royal pain to have equipment brought in every class. There is variety in the equipment that is brought in and more often than not; I need our technical people around to ENSURE it works. It also takes time to set up and time to wheel the thing out. It is inefficient. Smart classrooms that we have in law; work great (for the most part).

- Really need to improve. Some of the smart classrooms in Tory for example are close to be third world quality. Run down furniture; equipment that works when it wants; poor lighting; etc.

- Smart classrooms should be adaptable to other learning arrangements with the furniture. Learning spaces should be more conducive for collaborative possibilities.

- Smart Classrooms should be more flexible in that they should be able to incorporate using Illuminate Live! with distance participants. Also easy recording of lectures for podcasts; etc. should be set up.

- Some classrooms are quite cold.

- Sometime during the semester; the projector lamp in classroom CSB 2-117 broke. Regular maintenance and/or a phone in the classroom to call AICT support may have prevented this. Also; the screen settings had to be adjusted manually sometimes; in order to have the PowerPoint presentations be shown correctly. This took quite a while for us to figure out and possibly could be prevented.

- Sometimes users do not lock the keyboard up in the afternoon &; it seems; pranksters then can do their things.

- Sorry; but I am not knowledgeable enough to advise here ... Just making the technology as user-friendly as possible is my need.

- Sound quality is crucial when playing music in classrooms; and the current equipment is very poor in this regard. Since many of my courses integrally involve music; this is a serious flaw.

- Student expectations are high; and classroom environment is important to the learning experience. If technology does not perform properly; it reflects poorly on the instructor and the institution

- Sufficient VISIBLE white board space as well as a projection screen is essential. Several classrooms have the screen come down in the middle of the whiteboard leaving two small; hard to see areas of white board on either side.

- The biggest problem I have is the lack of equipments and support for video/voice recording and podcasting of my lectures. With many universities going distance learning/online; this capacity is vital for U of A to stay at the frontline of undergraduate/graduate education.

- The biggest problem is the lack of smart classrooms. It is my understanding that several rooms are wired for it but the equipment has not been installed. In my opinion; equipping more rooms needs to be the number one priority.

- The enormous desks that were put in place for the smart classrooms have ruined the class atmosphere. They are intrusive and unnecessarily large.

- The fixed podiums (e.g.; V wing; Tory Turtle; ESB) are way too close to the wall/screen and at a poor angle (i.e.; parallel to the wall). I am also teaching at Enterprise Square this term. I like the movable podium; although being right-handed I would prefer that it be anchored to the right wall (facing the classroom); rather than the left wall. Also; screens should not cover up ALL (or most) of the whiteboard. V102 was good: the screen was on one side (half); leaving me with half a whiteboard. Wheeling my own projector; and providing my own laptop; in Tory last year; really sucked.

- The fixed seating in the classroom is not conducive to group work and group discussions

- The priority in my opinion is to get more classrooms with the technology. In my teaching; where I often use various kinds of media; it makes it very difficult to be assigned to a non-smart classroom; and then have to search for alternative venues in other buildings on campus.

- The screens MUST NOT be in front of the white-boards; or at the very least leave most of the boards visible. The way they're set in CSC B-10 and B-02 make the effective use of the white-boards practically impossible.

- The smart classroom technology is great and always works for me. I rarely need tech support but when I do I am glad it is there. The desks and chairs in CME 346 are bad and need updating.
- The smart classrooms in law are well designed and reliable; but there is a need for hardware and software upgrades; including Vista and Office 2007. It would also be very helpful to have a lamp or other lighting system for notes and texts at the podium.
- The sound in E-121 is very poor for playing DVDs; etc. Even when program volume is turned up; the sound is still low.
- There are not enough rooms with the equipment and compared to other universities I have worked in the equipment is out dated.
- There are not enough smart classrooms in our buildings (Education).
- There aren't enough of them! In my building (FAB) there's hardly any smart classroom support; despite the multimedia needs of professors teaching in the fine arts. Often I've had to teach far away: biology; dentistry; education - just to get space. Often there's no space available. There is a noticeably discrepancy here between the haves (in science and applied science) and have nots (Arts).
- They have always been most supportive and helpful to me. They seem quite patient helping me; as they are dealing with someone quite unfamiliar with the technology--but always they have been good to me. I'm deeply grateful.
- They tend to have fixed desks and chairs -- a combination of smart tech and flexible seating would be a good thing.
- Try to disable onscreen nagging from programs that want to be updated.
- very good experience
- We desperately need more smart classrooms. The nature of the classes I teach have an absolute requirement for smart classrooms yet I am currently unable to reserve one at a time I can offer my course.
- We just don't have enough smart classrooms in Tory.
- We need broad wireless coverage for staff and students and we really need to make the transition to smart boards and PowerPoint projection facilities in all large group teaching spaces on campus
- We need classroom support beginning at 8 AM for eight o'clock classes. Since the university does not officially open until 8:30 AM; we currently cannot get assistance until 8:30. This has caused me some fairly significant problems.
- We need more - more smart classrooms; and film viewing facilities/labs.
- We need more large classrooms with visible chalk/whiteboards. access to tablet computers would be a major improvement; and INSTANT network access
- We need more of them - including smaller classrooms!
- we need more smart classrooms
- We need more smart classrooms. We are way behind other institutions I have worked at!!

- We need MORE smart classrooms; but DON'T get rid of the whiteboards or overhead (acetate) projectors. We need access to different kinds of instructional tools; and computer-only spaces are just as bad as no-computer spaces.

- We need more!!! If this cannot be done in a timely manner making wireless internet service available throughout the campus would be a helpful alternative for some purposes and could be implemented quickly. It's astonishing that a research university of the pretensions of the University of Alberta does not provide this service already.

- We need updated technology in all classrooms - either fixed or mobile with immediate technical support available.

- We should make all classrooms 'smart.'

- What about support for classes that start at 8 am? This is prior to staff being at work too - I teach quite a few morning classes and this has been an issue.

- When upgrading or improving the classrooms; please ensure that the equipment is compatible with laptops using Mac OSx and Unix.

- While I prefer to use the instructor computer; I most often use my laptop because I have been unable to set up the instructor station so that I can have a presenters' view on my power point (split screen; showing personal notes on my view and the slides are projected). If this were possible I would use the instructor computer more often.

- Why do Smart classrooms always have fixed seating? This makes it very difficult to foster interaction and collaboration in the class. Integration of technology means moving seamlessly between the use of technology and other tools/processes in the class; and the current set up does not support that. Moveable seating please.

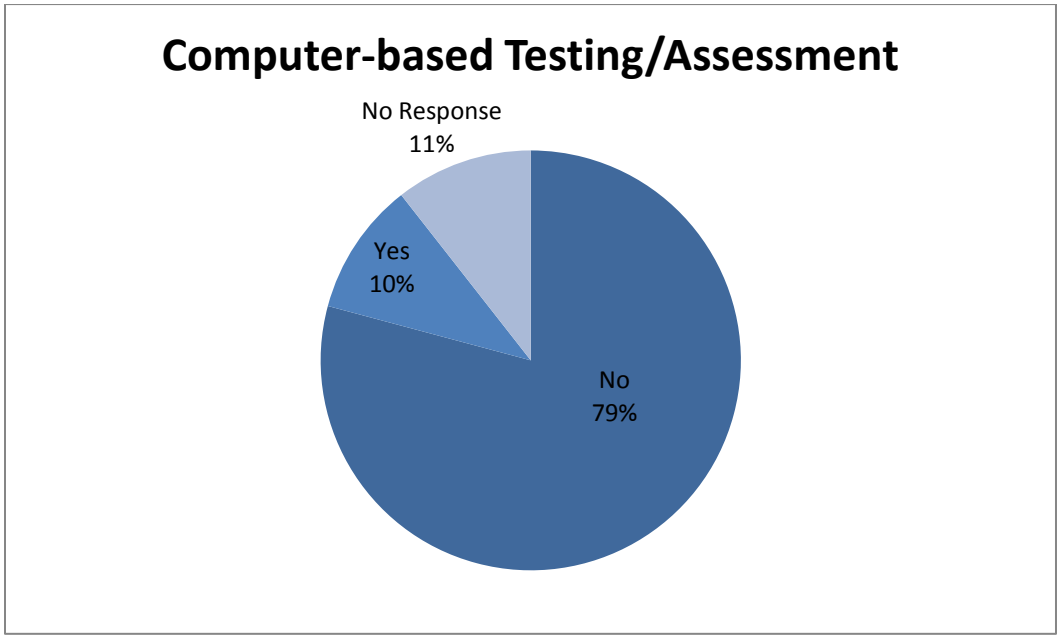
- Wireless microphones are very poor quality and frequently have battery problems. Built-in computers should have tablet functionality. Should provide site licensed software to instructors for common software needed to effectively use smart classrooms and interactive learning. University should subsidize purchase of tablet computers for *teaching*.

- Here is the brief summary; maybe this is better? Podiums: Too close to the wall/screen; and at the wrong angle (parallel to the wall). The movable podium I use at Enterprise Square is way better; but is anchored on the left (facing the students). Being right handed; I prefer a podium on the right. Screens: Should not cover ALL of the whiteboard. V102 was good: screen on the left HALF; whiteboard on the right (again; facing the students). Otherwise; you essentially have no whiteboard. Fans: WAY too loud in some classrooms. (Tory Turtle; ESB)Wheeling your own projector and setting it up with your own laptop sucks. However; AV was really good about making sure I always had the same projector and that it worked well.

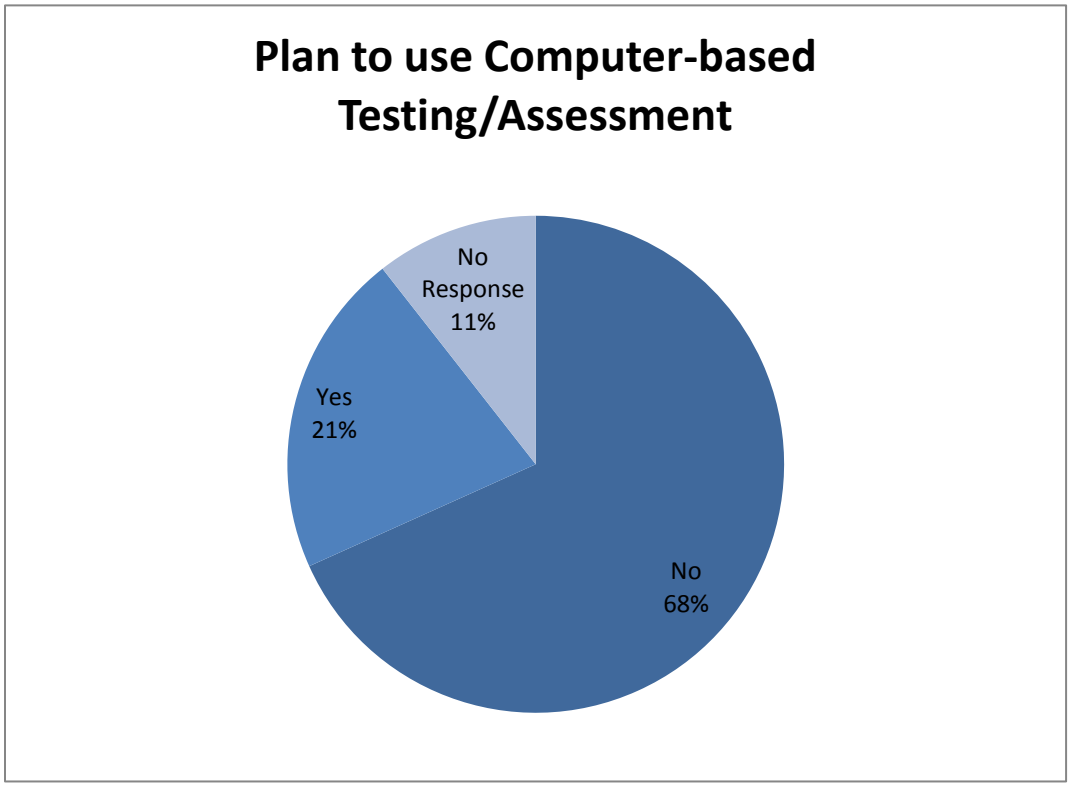
- Year after year I have encountered technical problems in my classroom including malfunctioning monitors; missing equipment and malfunctioning computers and data projectors. It's very frustrating and frankly not excusable. I've seen better run facilities in Eastern Europe

- You are asking the wrong questions. The biggest problem in the Faculty of Arts is the LACK of smart classrooms. This is a HUGE disincentive for continuing faculty to create technology-based courses. I have won grants to buy software and equipment that the University does not pay for. (Stop for a minute and think about how dumb that is.) I have invested time in redesigning course to make use of that software and technology. But I can go an entire year without teaching in a smart classroom! Sometimes I am amazed that students actually pay for the garbage we serve them.

17. Do you currently use campus computing labs for computer-based testing/assessment?



18. Do you plan on using campus computing lab facilities to conduct computer-based tests/assessments in the near future?



19. Is there anything else you would like to tell us?

- 1. There needs to be MORE smart classrooms. For example; none of the lecture halls in GSB 5th or 8th floor are smart rooms. They should ALL be smart classrooms.2. The equipment in some of the rooms needs to be replaced - its outdated & in serious need of updating. (i.e. CAB 265)

- As a general comment; and after coming from another big university; I find that the U of A smart classes and IT for teaching and learning is definitely NOT the state of the art or even close to that. If teaching (and teaching excellence) is important to this university I would expect seeing much more progress being made in teaching related IT infrastructure. My students use IT extensively in teaching and learning; and the infrastructure is just not there - computers are old; networks are overcrowded and slow; and servers are at capacity (at best). To me; top 20 by 2020 means (among other things) top-class IT infrastructure and support for teaching and learning. Are we there? Unfortunately; I feel we are not even close.

- As far as I am concerned; whenever classes are in session; the university is open in the most widely understood sense of the word. Students pay the same fees for night classes and receive the same credit. Why they should receive no technical support is beyond me. If courses are being taught; and the university is open; then support should be available. If the university is not open then we should not offer classes at night.

- As if anyone in central had a clue....

- As opposed to a smart classroom I and my subject area colleagues make extensive use of our mobile tech cart that enables us to use the appropriate technology in all of the several different teaching spaces that we use. As well; since the cart is locked away in a different space after use; we are able to leave the classroom space open for students to use after hours.

- As previously noted; your immediate challenge is to increase the number of smart classrooms; not to fine tune those that are already in operation.

- At our faculty we have a medical student who is appointed to help the faculty with the computer/AV issues. This has been very good for us; and I'm sure it has likely reduced your workload (less panicked phone calls!)

- Augustana does not have a computing lab that instructors outside of Computer Science can access. I would like us to have a computer lab that ALL instructors could use.

- Computer based examination facilities would be terrific for several of my courses!

- Don't have things disappear if I use the back button.

- Ensure that the actual projectors are working with the highest possible resolution and contrast and quality. Projectors failed repeatedly in my classroom during the term (once for me; and I heard for others) and that just can kill an entire lecture. We all make up for it the best we can of course---some technical courses are on a very tight

lecture time line; to present material in sync with what students are required to do in labs. So in some cases; and at some times during the term; there isn't a lot of slack in the schedule; and a failure of the technology can be really awkward. Again; we all deal with it. Instant access to help is probably not going to be able to solve a technology problem in real time for a given lecture; but it gets it solved ASAP for the next one. We know you do your best. From my viewpoint: perhaps reconsider the overall human factors that force instructors to choose computers over white boards; with no in between (screens covering the white boards in some classrooms).

- good job;
- hardware should be on the latest state
- Having a person or two on campus until 1930h to solve problems at the beginning of evening classes would be helpful.
- How about more idiot-proof equipment with reset buttons. Sometime problems crop up during the weeks when the smart classrooms are used for student presentations - some users change default settings; which can be a problem for the next user. Still not sure if I'm to use the computer or player to show DVDs - maybe some better trouble-shooting instructions. I'm sure this is fairly straight forwards. I've had to purchase my own portable display unit so I can show PowerPoint or videos if classroom facilities fail after 5pm.Most students have laptops. Are these computing lab facilities still necessary?
- I answered Q13; about satisfaction with technology in the labs; because the survey wouldn't let me proceed without doing so. There really should be a not applicable response for this question; for those of us who don't use the labs (I ended up answering neutral; so that I could proceed with the survey; but this is not really a valid response to this question).I forgot to mention one other thing; related to your question about furniture. For those of us teaching more experientially-based courses; it would be really great if more classrooms had furniture that can easily be reconfigured into pods to facilitate small-group work. I would be willing to meet face-to-face to discuss any of the comments that I have made in greater depth; as I value my teaching commitments tremendously and am growing increasingly frustrated by the impediments to effective pedagogy that are being created by technology. I understand that this survey is supposed to be anonymous; but I feel so strongly about these issues that I am willing provide my email address: jjennings@ualberta.ca.
- I do online Elluminate meetings after 5 PM for my courses and wish that I had tech support. The questions on classrooms don't really apply to me; but the lack of tech support after 5 pm does affect me.
- I do plan to teach a lab using computers in the near future; but I don't plan to use it for testing purposes (though that still needs to be worked out).Please do the proper evaluation studies! It is not good enough to merely ask students if they like the technology - one must actually assess whether or not it makes a difference in how; what; and for how long they have learned what was meant to be learned!
- I hate having to turn in and pick up my key after every term. I only have access to a smart classroom in the Fall term

- I have tried it in the past. It was a nightmare. I tell all new faculty to stay away from it because it is so unreliable. It will take an awful lot for me to trust it again... I gave you a chance and it was so horrible... the student took it out on my teaching assessments (which tanked). So I won't take that chance with my teaching evaluations again.

- I have used smart classrooms in the past and I prefer to be able to easily use my laptop as well as the permanent computer. Perhaps before we look at adding new features we could fix the clock in the current classroom I use (GSB 553). It is missing or has not worked for three years.

- I have used the mobile Mac lab in education several times in the evenings - it is delivered to my classroom complete with an assistant. The support has been great! However; I would not like to be left stranded in a smart classroom that doesn't work.

- I object very strongly to use of personal tablet computers for teaching purposes. After all these are not personal but generally are paid for from research accounts. Why should the Canadian tax payer be paying for teaching equipment through this route.

- I prefer to do the assessment on line so the facilitates and resources for students to access the material needs to be improved.

- I teach in the general services building where there are no built in projectors in the classrooms. As result I have had to rely on Classroom Support (Audio Visual) services for a projector and I use my own laptop. On three occasions no projector was delivered for my lectures. This is a great inconvenience as all my lectures are delivered in PowerPoint. As a new arrival at the U of A; coming from a university with considerably less resources; I am dismayed that all classrooms are not equipped with projectors. Also I found the process of obtaining assistance rather less than transparent.

- I use online assignments via Moodle. However the students are not required to use campus computing resources (although I am sure that some do). I tend to see campus computing labs as somewhat out of date: we should be recommending standard Laptop specs for students and building out campus infrastructure around the assumption that the students have laptops.

- I used to take my laptop to class but it happened many times that the content in my laptop didn't show on the screen despite the fact that I pressed the F4 key many times. Now it use a flash drive to cut down this hassle.

- I would like to be able to boot up in smart classrooms to a version of Linux (or BSD). I would like students with laptops to be able to use them in the Humanities Centre's classrooms. It would also be nice if; somehow; all students had wireless-enabled laptops; preferably with open source software.

- I would like to have the blackboards back in the classrooms. I can teach better using a blackboard and chalk than using a white board and a marker that often dries during lecturing. Often students at the back of class cannot see the writing on white boards

due to either light reflection or their view angle. Contrast for using different colors is also poor

- I would like to setup and run computer based tests; but the department/faculty/university does not readily provide access to staff resources or software to do so.

- I would make use of technology in the classroom if it was easier to access; quick to load; and readily available. With a 50 minute class; I do not wish to be at the front of the room; fiddling with sign-ons; booting up; etc as this takes away already limited time. I can understand the need for security measures etc; but they need to be made more efficient.

- I'd like to know more about what is available and how I access it.

- If I can actually get access to lab! I will likely have to resort to the Faculty of Education's mobile lab instead of using an AICT lab for this purpose.

- If we really wish to be a top university we need to have top IT infrastructure. When computers are old; wireless computing is done mostly in policy/vision documents; internet connection is slow; and network/servers are at capacity it seems we need to do some serious evaluation. Students are leaving labs since the IT just keeps failing - they simply don't see any point in fighting with old IT that just doesn't work. This fits very well with the level of service that is provided across campus for webct; and the overall look and feel of AICT. Has anyone from webct ever tried using the system?! Has anyone ever done a real survey of needs - what do instructors really need? How are classes really being run? When standing in class in front of 150 - 200 students we need state of the art technology that works! When we need help from AICT we need answers and real support. IT related issues must be much more agile; responsive; and progressive (both in technology and policies); and the U of A must be a leader in IT for instruction and learning. It seems to me that right now we are having great difficulty even with keeping up with the pace of things. Excellent IT for instruction and research is not a luxury - today it’s a necessity.

- In addition to electronic media; consideration has to be given to in-class demonstrations. Fume snorkels and cameras to project demos are essential for large chemistry lectures. Also as we run wet labs; storeroom and safety support are essential for us to be able to run evening labs.

- Increase the number of smart classrooms across campus regardless of size (i.e. increase the number of smaller rooms to be equipped with multimedia accessibility.

- Instant Information on whether a smart room computer is infected would be useful. Last term my laptop was infected although the staff knew about the infection

- instant response (clickers) with students

- Is there an easy way to get the keys? For example; by registering online and have the keys in the mail. Every year we had to go to the office to pick up the keys; and sometimes the person is not there.

- Make sure that the tables in which the monitors sit in the smart classrooms can be adjusted to different heights; without a lot of work or strength on the instructor's part.

- Many of my colleagues and I have experienced substantial problems in getting smart classrooms for our classes. The university promotes the use of technology to assist learning and talks about enhancing the undergraduate experience; but does not provide enough smart classrooms. Let’s dare to fund our stated priorities.

- More classrooms in Tory need to be upgraded.

- My impression is that we are falling behind other leading institutions in relation to wireless coverage and I think that we must move as rapidly as possible to a system whereby laptops are an expectation for every student - short term cost long term gain’s would like to see U of A leading in an environment in which we can avoid the need for ever greening our pc technology by simply providing wireless access to staff and students for campus printers etc.

- My major concerns are the lack of sufficient electrical outlets in many classrooms in the Law Centre which inhibits full use of laptop computers by students. I have also found since the advent of smart technology; that the lighting in some classrooms has been degraded which makes it difficult for older instructors to see their notes. And finally; I am tired of incredibly dirty classrooms. Hope this helps.

- None of the available course software systems are suitable pedagogically. Of the various alternatives; moodle (used in the CS dept) comes closest; but its facility for writing on-line tests is still far below par; and survey/response functionality abysmal. In practice no technology can replace quality instructor and TA time. I have weekly deliverables with in-lab tests; but these are done using prepared scripts and questions and tested one-on-one with TA's spending 10-15 min with each student monitoring the progress; recording results; and (most important) providing immediate constructive feedback on what the student is doing well; and what s/he needs to improve. This is human resource intensive; but found to be the most effective after 5 years of experiments with different lab testing formats.

- Our local I.T. provides the majority of support in our smart classrooms. Things like unlocking the keyboard drawer; entering forgotten passcodes; resolutions issues with laptops; last minute setup for external presenters and providing VGA & audio cables. A couple times a year local I.T. is asked to provide support for weekend conferences.

- Overheads are routinely without working bulbs. This should be checked daily please try to outfit all classrooms with some kind of smart support; even if only an internet connection; ideally with data projector/audio - instructors can bring in laptops; but the system breaks down when it's necessary to bring a cart loaded with equipment and hook it up every day...and internet access is simply not available in our classrooms in FAB.

- Provide support for smart classrooms at night.

- Smart Classrooms usually work fine; even at night; but when they don't and there is no support; I am embarrassed and the University should be too.

- Sometimes less is more. Less technology but done better would be my suggestion.

- Teaching with technology needs significantly improved support and more hands-on technical assistances (e.g. an assistant at departmental levels). Second; there needs to be better recognition that teaching with technology is time-consuming and so academics can only do as much as time; knowledge and resources permit. Third; there needs to be much better support provided for our grad students (technology mentoring) who are TAs and RAs. Frankly; all the technology in world won't matter unless there is more support by people who have knowledge of pedagogical aspects of technology.

- Thanks Mike; for this never-ending challenge. How much time and effort do you have to spend rehashing this issue? It seems like a budget-saving delaying tactic by those who control the purse strings! Peter Pellatt

- The split screen environment in the basement of CSC was clearly designed by someone without teaching experience. In many / most smart classrooms it is impossible to use the data projector and a whiteboard (especially one visible to the entire class) simultaneously.

- There's a lot of pressure for us to integrate new technology in our teaching; yada yada yada; but there aren't enough smart classrooms in Tory to meet our needs. Aside from the obvious technology like classroom computers and projectors; we need either hardwired ethernet or wireless technology available in every room. Introductory classes now usually have online student resources and it makes for a much better learning experience if the instructor can demonstrate those resources to the student.

- We have technical assistance after 5:00 in the Education Faculty; and I've had to call on assistants several times during the past term. We appreciate the availability of this assistance.

- We need more access to Smart classrooms. The distribution is completely inequitable.

- We seem to be leaving the basics behind in this focus on computerization. Just once I would like to arrive in a classroom secure in the knowledge that it will be adequately stocked with a single whiteboard marker. Just once.

- WebCT is a nightmare. We have had lots of problems with it. I have considered using computer-based tests but colleagues have had serious problems so we're sticking to pen and paper.

- WebCT tests work well. The service provided in the lab I use has always been first rate.

- We've been asking for a smart classroom for our department for years...

- When I set up the audio exercises for my students in the computer lab I usually have to try 3 or 4 different computers before I find one that will work for audio recording; either due to some kind of java software problem or poor microphone quality.