

Smart Classroom Survey - Fall 2005



Academic Technologies

California State University, Chico

Smart Classroom Survey – Fall 2005

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Table of Contents

Introduction.....	3
The Survey.....	3
Survey Results	7
General Information	7
How many semesters have you taught in a Smart Classroom?.....	7
Enthusiastic Users	7
Hardware.....	8
Classroom Computer	8
Laptop Computers	9
Hardware: Presentation Sources.....	9
Hardware: Data Sources	12
Content.....	13
Environment.....	14
Environment: Classroom Hardware	14
Environment: Classroom Software	16
Environment: Lighting	17
Environment: Writing Surfaces.....	19
Environment: Audio (mics, levels and controls).....	20
Environment: Ease of use of the technology	21
Environment: Visibility/clarity of projected images	22
Support.....	24
Support: Was the equipment and software operating properly?.....	24
Support: Help desk responded in a timely fashion.....	25
Support: Help desk answered your question satisfactorily	25
Support: Training provided was useful.....	26
Other Comments	28
Trouble Tickets.....	28
Overview.....	28
Tickets by Month	29
Tickets by Type.....	29
Tickets by Equipment.....	30
Tickets by Building	31
Other	31
Past Semesters.....	31
Conclusions.....	32
Summary.....	32

Introduction

At the close of the fall semester, Classroom Technologies solicited responses from users of Smart Classrooms at Chico State University. A survey was posted on the Smart Classroom website at <http://www.csuchico.edu/classrms/survey.shtml>. An email was sent to all faculty members that were assigned to a Smart Classroom during the semester, asking them to complete the survey by December 14, 2005. As an added incentive, a ‘raffle prize’ of two wireless presenters were offered in a random drawing to those who completed the survey. A total of 120 surveys were submitted by the closing date.

The survey was based, in part, on work done by Northern Illinois University in 2002 (http://www.niu.edu/assessment/_activ/SmartClassrooms2000.pdf) and earlier surveys completed here at Chico State. The Northern Illinois survey was interesting from the standpoint that it also included feedback from the student population as well as faculty members. Time did not allow for the creation of a student survey this semester, but it is one avenue that Classroom Technologies would like to pursue in future surveys.

This survey is a key instrument for Classroom Technologies. It will help us better understand the wants and needs of our customers, the faculty using the smart classrooms. It will help us focus our resources in improving the learning experience in these classrooms.

In addition to the faculty survey, we have included a short section categorizing the trouble tickets submitted to the Smart Classroom help line (x5475). A new trouble ticket tracking database was instituted this semester and the results from the older database were rolled into the new one.

The Survey

The text of survey is shown on the following pages. A response was not required for each question. For the most part, however, every question was answered by all participants. The notable exception was the question regarding training in the Support section of the survey. That exception will be discussed in the results. Additional space was provided in each section for comments. A large number of very informative and helpful comments were submitted and will be shared in the discussion that follows. At least one respondent was very happy about the incentive.

Thank you for doing this survey. The questions seem well thought out and I hope it provides you helpful information. P.S. Having a drawing for a Wireless Presentation Device is a perfect incentive for people like me to complete this survey!

Faculty Evaluation of Smart Classrooms

General Information

How many semesters have you taught in a Smart Classroom?	One	Two	Three	Four or more
Would you use a Smart Classroom again?	Yes	No		
Would you recommend using a Smart Classroom to others?	Yes	No		

Hardware

Did you use any of the following elements in the Smart Classroom? Please mark the frequency for all that apply.

	Every Class	Frequently	Seldom	Never
Classroom Computer				
Your own laptop				
DVD				
VCR				
Overhead Transparency Projector				
Slide Projector				
Visual Presenter (Elmo)				
Internet Connection				
USB Drive				
Zip Drive/Floppy Drive				

Other, please specify

Content

Did you use any of the following content while teaching in the Smart Classroom?
Please mark the frequency for all that apply.

	Every Class	Frequently	Seldom	Never
Access Campus Network servers				
Viewing WebCT courses				
General Web "surfing"				
Viewing your own web site				
Viewing CD/DVD that came w/ text				
Listening to Audio CD's or tapes				
Watching VHS Tapes				
Watching DVD other than text's				
Your own Powerpoint presentation				

Other, please specify

Environment

Please evaluate how well the classroom environment met your needs using the following ratings.

	Excellent	Acceptable	Needs Work	Unacceptable
Classroom hardware (list above)				
Software installed on computer				
Lighting, light switches				
Writing surfaces (white boards)				
Audio (mics, levels and controls)				
Ease of use of the technology				
Visibility/clarity of projected images				

Other, please specify

Support

Please provide your opinion on how well the classroom support staff and equipment performed. Omit the response if you did not use a particular service.

	Always	Most of the time	Some of the time	Rarely
Was the equipment and software operating properly?				
Help desk (x5475) responded in a timely fashion.				
Help desk (x5475) answered your question satisfactorily.				
Training provided was useful.				
Posted instructions and labels are adequate.				

Other, please specify

Other

We are interested in any additional comments you may have. Please let us know if there are additional services, equipment or software you would like to see in the smart classrooms. Any suggestions that you may have about how we can provide a better experience are welcome.

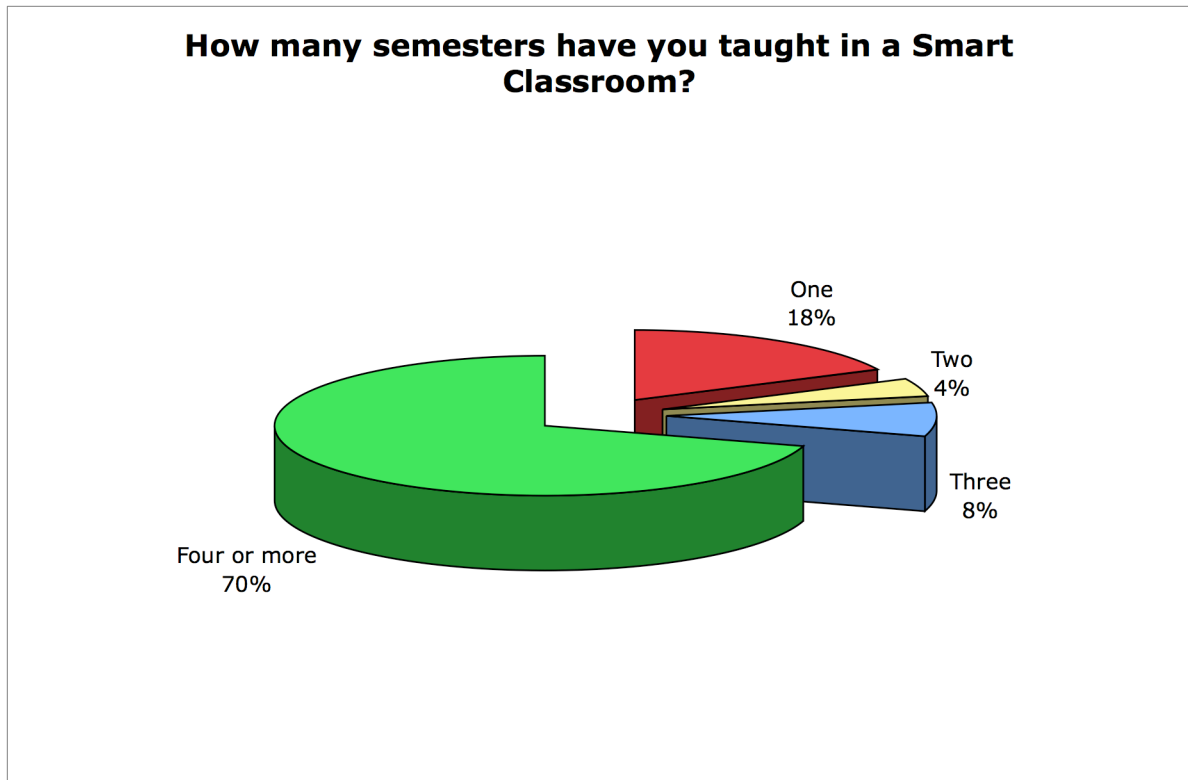
Survey Results

The survey results are listed by category. Each result includes a chart of the results and the number of respondents. Where applicable, comments by the respondents are also included.

General Information

How many semesters have you taught in a Smart Classroom?

The users of our smart classrooms are quite experienced. The vast majority of the faculty (83 respondents) has taught in smart classrooms for 4 or more semesters.



Enthusiastic Users

Our next two questions were about repeat business:

Would you use a Smart Classroom again?

Would you recommend using a Smart Classroom to others?

In both cases, all 117 respondents said yes! The comments also reflect the need for additional smart classrooms.

Would be nice to have more classrooms....

We need more smart classrooms!

Increase # of smart classrooms.

I appreciate the availability of the technology for teaching. Thanks!

I think the smart classrooms have come a long way over the past few years. I fully appreciate that you are mediating more and more classrooms! When I get stuck with a non-mediated classroom, I have to haul around that laptop/presenter unit, have no Internet access, cannot work directly from my web site, cannot view WebCT with my students, etc. So I appreciate your continued efforts!

This semester was relatively problem free--I really like the smart classroom--can't teach without it!

I am very happy to be able to use smart classrooms, because they contribute greatly to make my teaching more varied and they make my planning easier.

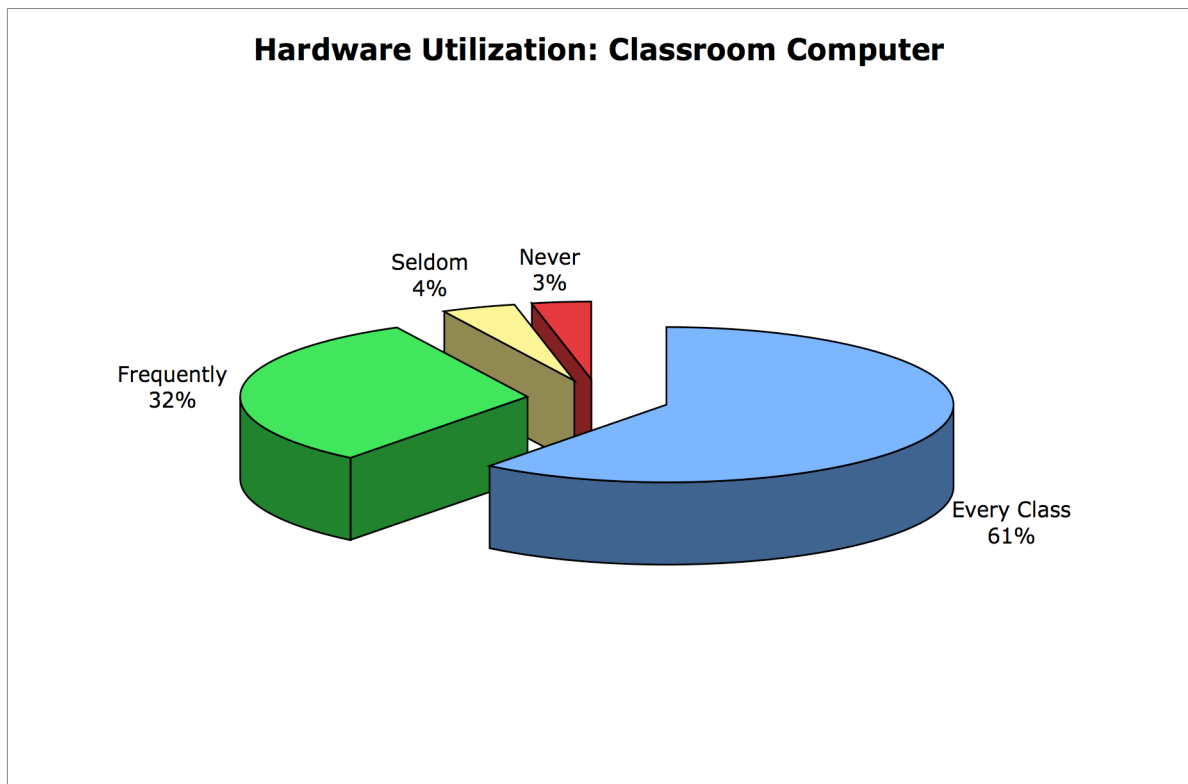
Hardware

Did you use any of the following elements in the Smart Classroom? Please mark the frequency for all that apply.

We wanted to understand how often the different pieces of hardware were being used in the classroom. We did not include the data projector as we assumed that it was being used whenever a classroom computer, laptop, VCR or DVD were being used.

Classroom Computer

This is the installed classroom computer system, which is maintained by the classroom technologies group. As shown below, it is an integral part of the smart classroom and is used on a regular basis 93% of the time.

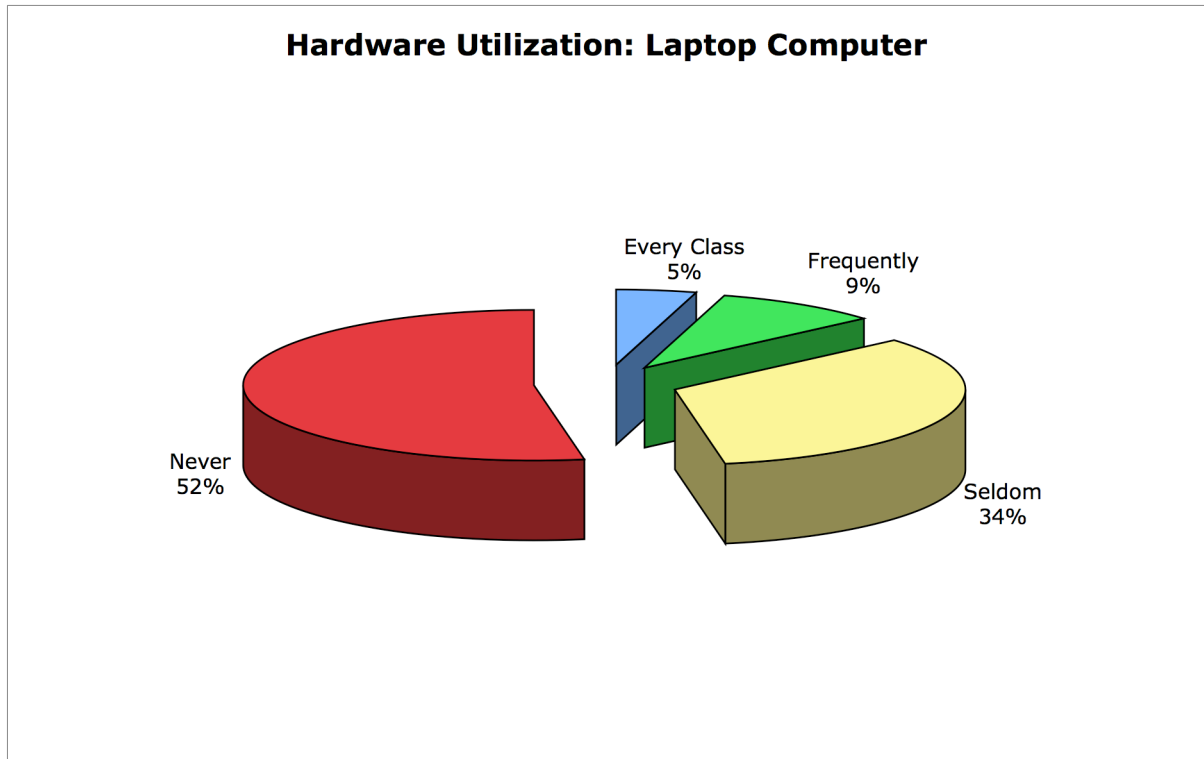


In spite of the fact that computer utilization is high, there are a few holdouts:

I don't use the computer stuff. The overhead projectors need to be fine-tuned and all carts should have wheels.

Laptop Computers

Surprisingly, faculty-supplied laptop computers are not getting the usage we expected. Only 14% of the 110 respondents used their laptop on a regular basis.



There were some difficulties in connecting laptops to the presentation systems:

It would be helpful to have an easy way to hook up laptops.

Being a Mac user, I often bring a laptop to show PPT presentations. THE CONNECTOR IN GLENN 212 is broken and not able to work.

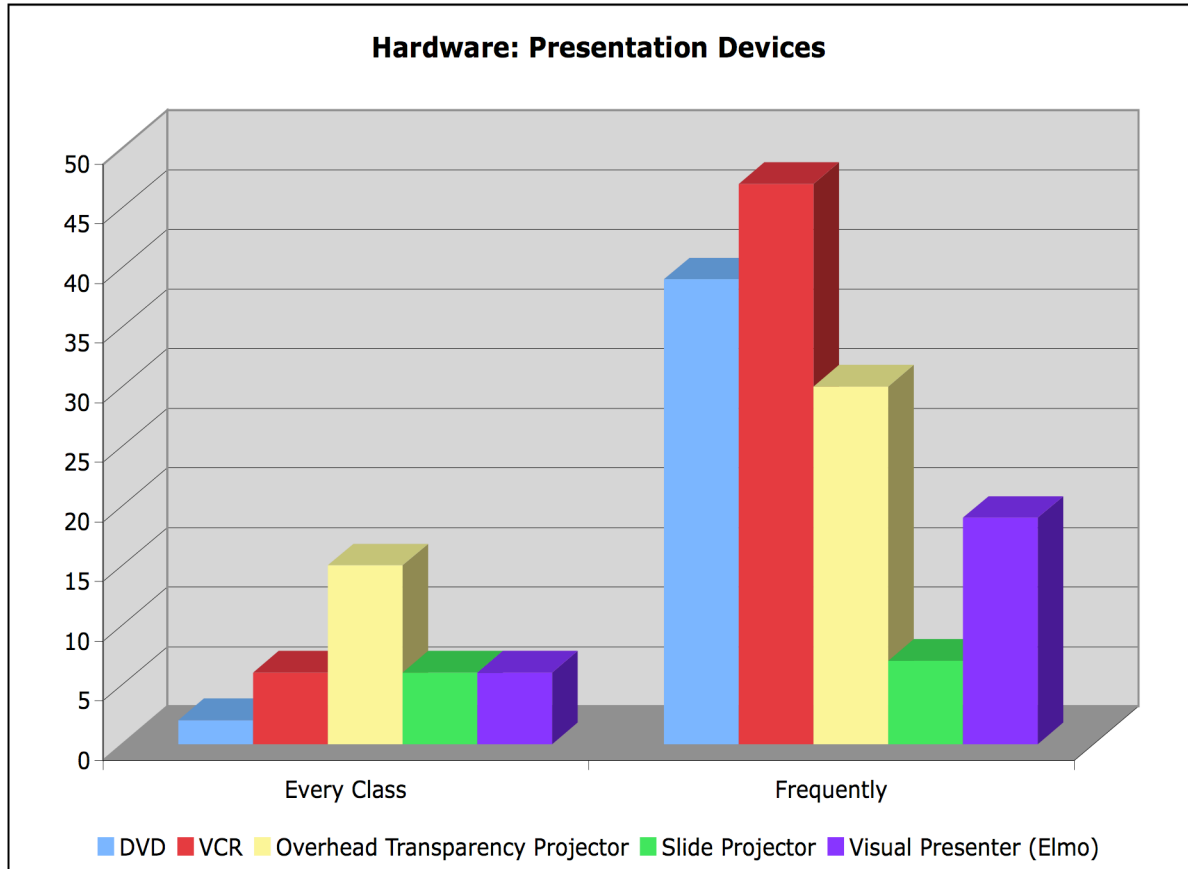
Need posted instruction re: how to connect laptops to internet.

Hardware: Presentation Sources

We also wanted to know which presentation sources are being used in the classrooms. The next chart combines a number of these devices into one chart. These include the DVD players, VCR players, Overhead Transparency projectors, Slide projectors and the Visual Presenters (Elmo). We did get several comments from those who did not know what a Visual presenter is. The Elmo is a document camera that allows the user to show 3-D objects, text from a book or sheet of paper projected from the Elmo's table through the data projector. Visual presenters are installed only in a few classrooms.

Smart Classroom Survey – Fall 2005

As noted below, DVD, VCR's and Overhead transparency projectors get frequent usage, while the slide projectors are used on a regular basis by only 13 out of 115 respondents. The Elmo data is skewed because the Visual presenters are not installed in all classrooms.



The raw percentages for the presentation devices are shown below.

	Every Class	Frequently	Seldom	Never	Responses
DVD	2%	33%	39%	26%	119
VCR	5%	39%	39%	17%	119
Overhead Projector	13%	26%	30%	32%	117
Slide Projector	5%	6%	10%	79%	115
Visual Presenter (Elmo)	2%	33%	39%	26%	119

In spite of the fact that slide projectors have very low usage, some respondents were very vocal about their importance.

Please do not phase out the slide projectors! Our campus art slide library is not digitized yet, and many of use are dependent upon those slides. Casting around on the internet for particular images in the classroom would simply be a colossal waste of classroom time.

Smart Classroom Survey – Fall 2005

I used to use a slide projector often, but my department got rid of the old one we had. I have several hundred slides that need to be scanned and then I can reconstruct in a better way, the visuals that I use in instruction.

Elmo document cameras also prompted some comments, with several requests for additional units and one comment about the presenter in O'Connell that will require further investigation.

The classrooms I teach in are partially smart. :-) There is no Visual Presenter available to use or I would use it.

Would love to use ELMO but my rooms don't have one.

Elmo in OCNL 124 is worthless

There were also a number of comments and complaints about the widely used DVD/VCR systems. These will need to be investigated and addressed.

I would use audio CD's if they could be played without going through the projector and thus cutting the life of the bulb.

...sometimes I have tracking problems with VHS tapes and wonder if the heads on the VCR need cleaning;

GLENN 314. Wish the computer had a DVD player. A student brought in a video clip/movie they created for a presentation and couldn't run it from the DVD/VCR player. Had to hook up their laptop and then had problems viewing it on the screen.

The configuration of this classroom (unknown) is problematic. Once I had to cancel class because I could not get the volumn to work for the VCR. Often the Power Point image will go black at the beginning of a class for unknown reasons. Playing the sounds for a DVD is always hit or miss. It is a mess.

The VCR in Yolo 108 doesn't work

Specific problems encountered on separate occasions in Ayres 201: 1) DVD would not play on Mac; 2) DVD ran on Mac, but without audio; 3) VCR played, but without audio

The ability to view videotapes is literally hit or miss because the player is old, the new "black box is synched one way" and the machine that is used to connect the player to the projector is synched another. You can try to hit play either way and it is like gambling. You might be lucky that everything will work, but this semester not many have been lucky. We have had to wheel in an older VCR and small monitor on a cart because of this ongoing problem.

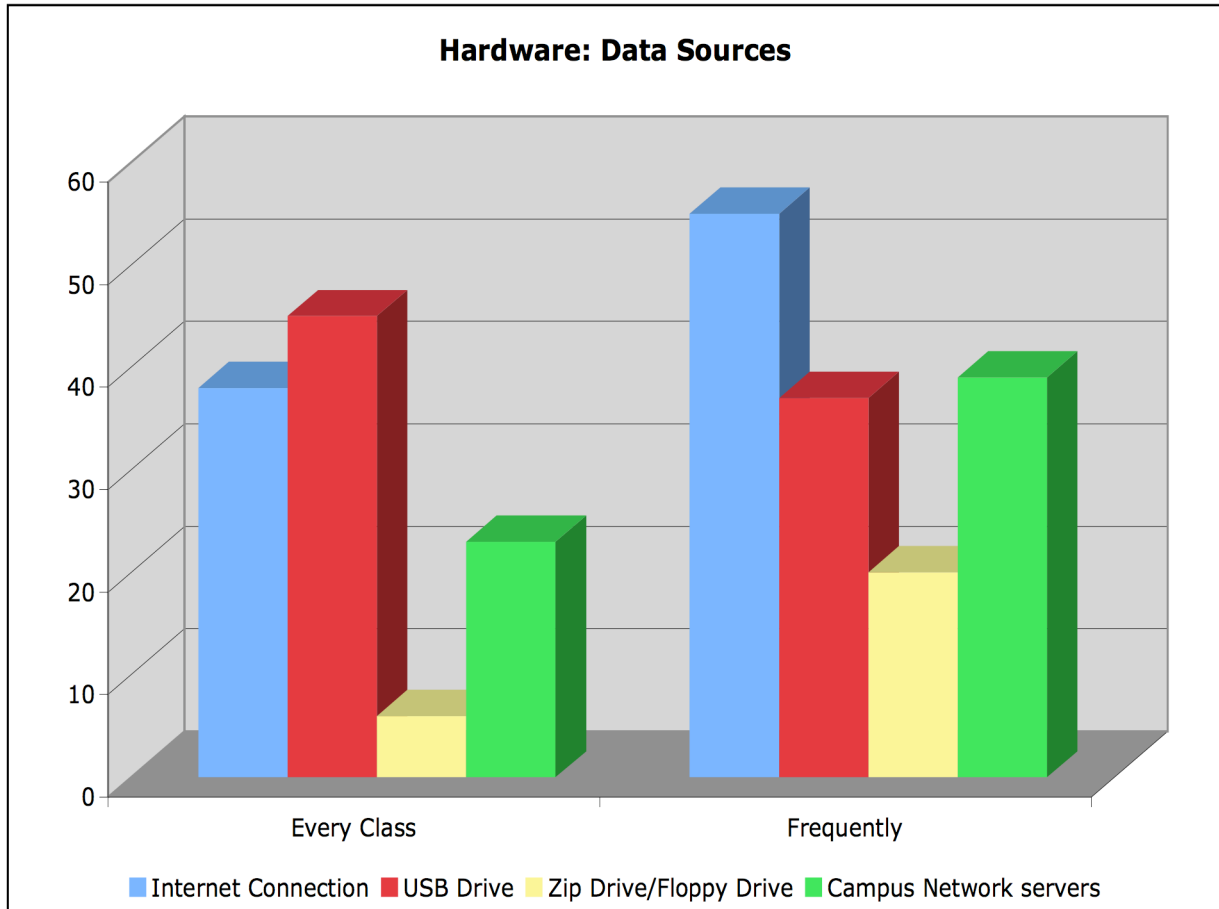
I don't think there is DVD in every room, is there?

If the budget allows it would be nice to replace the VHS in Ayers 120 with a combined VHS/DVD player. While it is possible to use the computer to play the DVDs back it is not as good as a stand alone player (i.e., PHSC 301)

It should be noted that we are planning to put DVD/VCR combination players in all classrooms which should address these two comments in the near future.

Hardware: Data Sources

We were also interested in how users were bringing their data to the classroom. Internet connections and USB drives led the way, followed by Campus network servers and finally, to a much lesser extent, Zip and floppy drives.



	Every Class	Frequently	Seldom	Never	# Responses
Internet Connection	32%	46%	18%	4%	120
USB Drive	38%	31%	14%	17%	118
Zip Drive/Floppy Drive	5%	17%	32%	46%	118
Campus Network servers	19%	33%	31%	17%	118

USB drives are very popular and there were a number of requests for more than one connection.

I like having two usb drives available and use both nearly daily.

One problem is the hookup for my Remotepoint Navigator 2.4. I use that, which uses a USB port, and also another USB port for my drive with my files. Ideally, there would be two USB ports on the countertop. Right now, I have to open the cabinet and plug in my thumb drive first, usually into the machine directly. For some reason, the

Smart Classroom Survey – Fall 2005

flash drive won't work on the countertop with many of the campus machines (but not with all of them).

Also, all smart classrooms should have easy access to multiple USB ports. I use my USB device to store and access my PowerPoints in class, and I would like to use a wireless pointer/slide switcher too. But it requires an additional USB port, so I am not able to do that right now.

I use a CD for my presentations--Am planning to change to a USB drive next semester.

Campus network and web access received a couple of good comments.

Internet access is a fantastic service and I use it frequently

I use the campus network and connect directly to an instructors folder from the smart classroom. It works great!

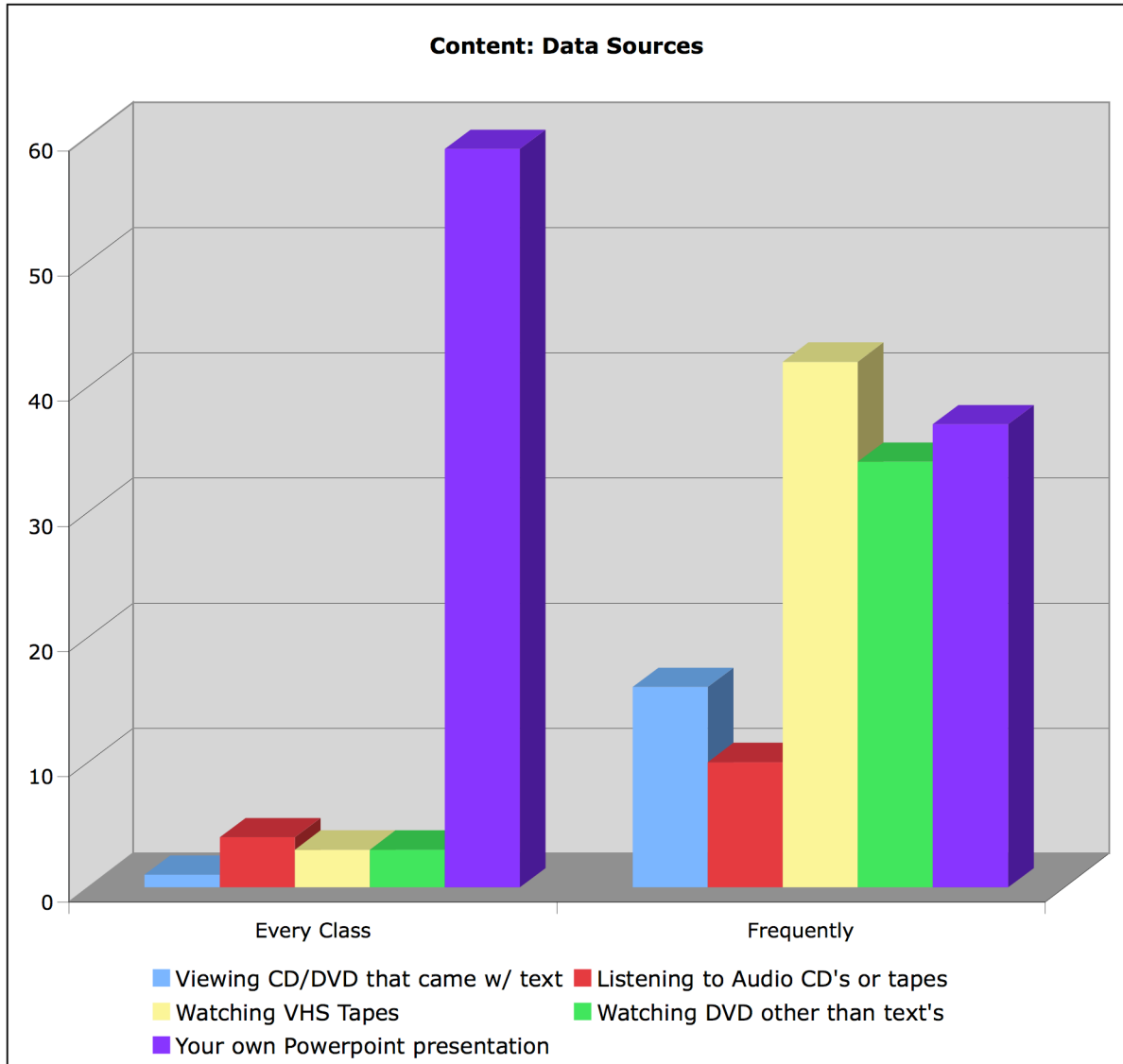
Content

Did you use any of the following content while teaching in the Smart Classroom? Please mark the frequency for all that apply.

We were also interested in what tools the faculty was using to deliver their content. PowerPoint was the overwhelming winner in this category with 80% of the respondents using their own PowerPoint presentation. DVD and VHS tapes came in at second place, with just a few users listening to audio CD or tapes. We did break out a category for CD/DVD's that came with the textbook and were surprised to find that they were not widely used in class. Note that we moved the Campus network results out of this category and into Hardware:Data Sources as it had more to do with how the content was transported rather than how it was produced.

The raw percentages from the survey are shown below.

	Every Class	Frequently	Seldom	Never	#
Viewing CD/DVD that came w/ text	1%	14%	32%	53%	118
Listening to Audio CD's or tapes	3%	8%	28%	60%	118
Watching VHS Tapes	3%	36%	44%	18%	118
Watching DVD other than text's	3%	29%	39%	29%	117
Your own PowerPoint presentation	49%	31%	10%	10%	120



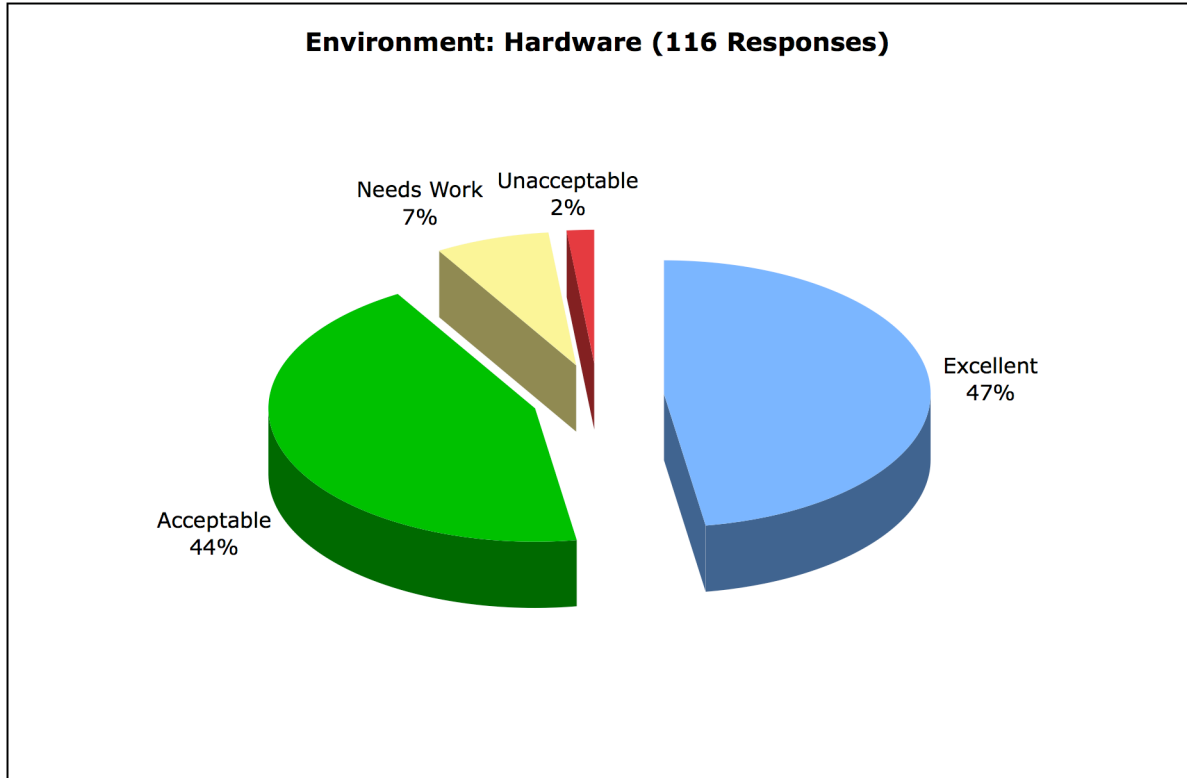
Environment

Please evaluate how well the classroom environment met your needs using the following ratings.

Here, we wanted to know how well (or not) the various environmental factors were working in the classrooms. This ranged from computer hardware to lighting. As we found out, there were a number of issues here, some of which go beyond the technology itself.

Environment: Classroom Hardware

How well were the classroom hardware components (computers, DVD/VCR players) holding up? How did their performance affect the classroom presentation? The results were overwhelmingly favorable, but a 9% unsatisfactory rating means there's room for improvement.



Please replace the screen in Butte 101!

THMA 106: The equipment is cluttered and dirty. I had to reset the equipment behind the locked door to get sound from the internal PC.

Modoc 218 does not have a zip or floppy drive. It needs that.

I use Butte 101 and 103. Everything generally works well; however, it would be nice to have a slightly more powerful computer as well as a faster network card. It seems like it takes a long time to load up a 10mb powerpoint from a remote location

Some classrooms in Glenn are in need of newer machines....

Sometimes have trouble switching from video back to computer during class.

I often come in to Holt 170 and find the monitor/mouse/keyboard tossed haphazardly in the sink! I know this is a user issue, but perhaps the set up could be stored and visible through a plexiglass surface under the counter so they are not mobile! I worry that those who mistreat the equipment will break it and I won't be able to use it for my class! Thanks!

I teach in Ayers 120. The problem there has always been that the monitor sticks up really high and blocks a great deal of board space so it limits the amount of writing you can do on the white board. Is there some way to get a flat monitor so at least we can just lay it down when not in use?

There were also some requests for new/additional hardware – especially in the area of wireless presenters.

My department gave me an interlink Remotepoint Navigator 2.4. I use it every class. It operate powerpoint remotely. I would really like the next model up, as I would like to be able to mouse word files remotely (especially in my large class of 95 students). I project quizzes from Word, and the 2.4 doesn't manipulate Word. Projecting quizzes reduces paper costs and gives me peace of mind that my assessment tools aren't floating around campus.

I think wireless presenter should be available to all

Would be better to have wireless capacity for powerpoint so you are not obligated to stand next to computer.

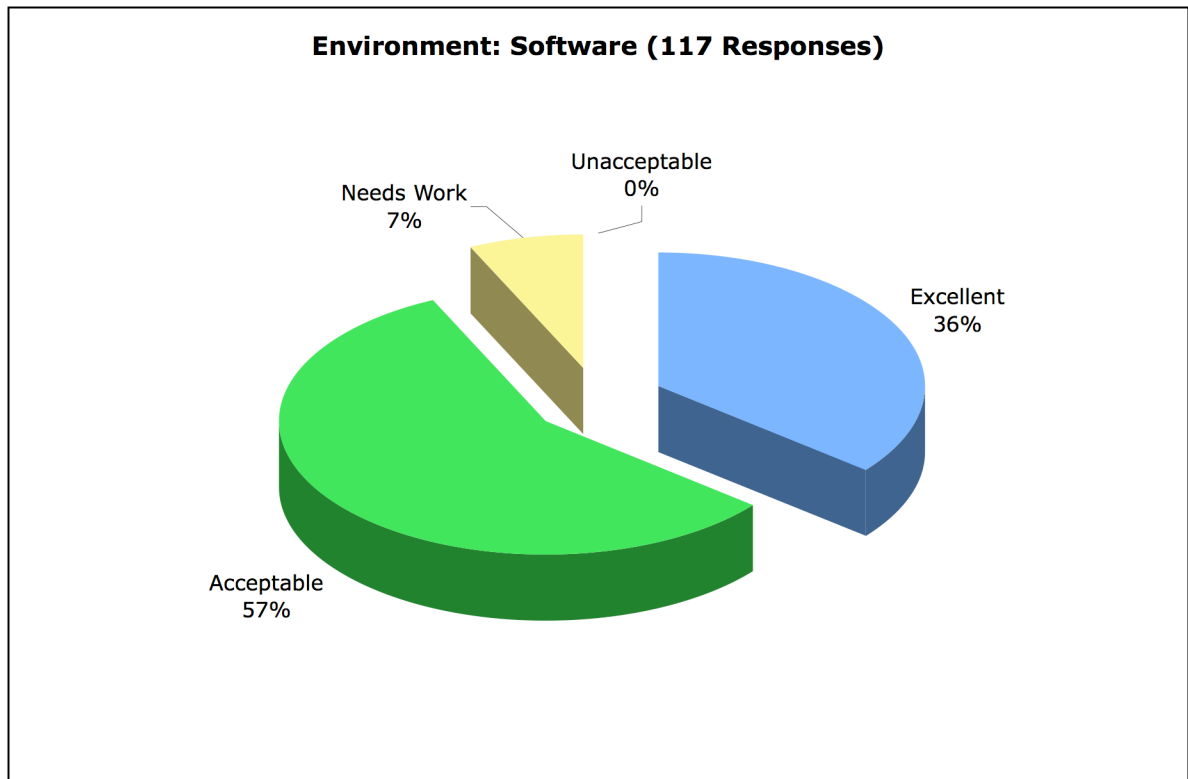
When are we going to get a Smart Board with writing and computer interface?

Smart board may be nice.

Could use laser pointers or some mechanism for pointing out info. It is difficult too to demonstrate more than one page of information, so I just use the overhead projector. I would like to know how to do a more professional presentation of multiple types of info.

Environment: Classroom Software

We did pretty well on the software front, but once again, we need to pay attention to some details in order to improve our ratings. The comments are on target but we weren't quite sure as to where to put the comment about the ants in Tehama 121.



My other issue is the constant barrage of update notices. For example, I walk from my 9 AM class in Glenn Hall to my 10 AM class in Modoc 123. I rarely have extra

time, but there is always an update notice on that machine. If I ran the update, it would eat up several minutes of my class time. Really, faculty shouldn't even have to take time to close these messages, or worse, wonder if the machine will be unstable if the update is not run (at the expense of class time). A final point is the repeated infestations of ants into the electronics and onto the countertop in Tehama 121.

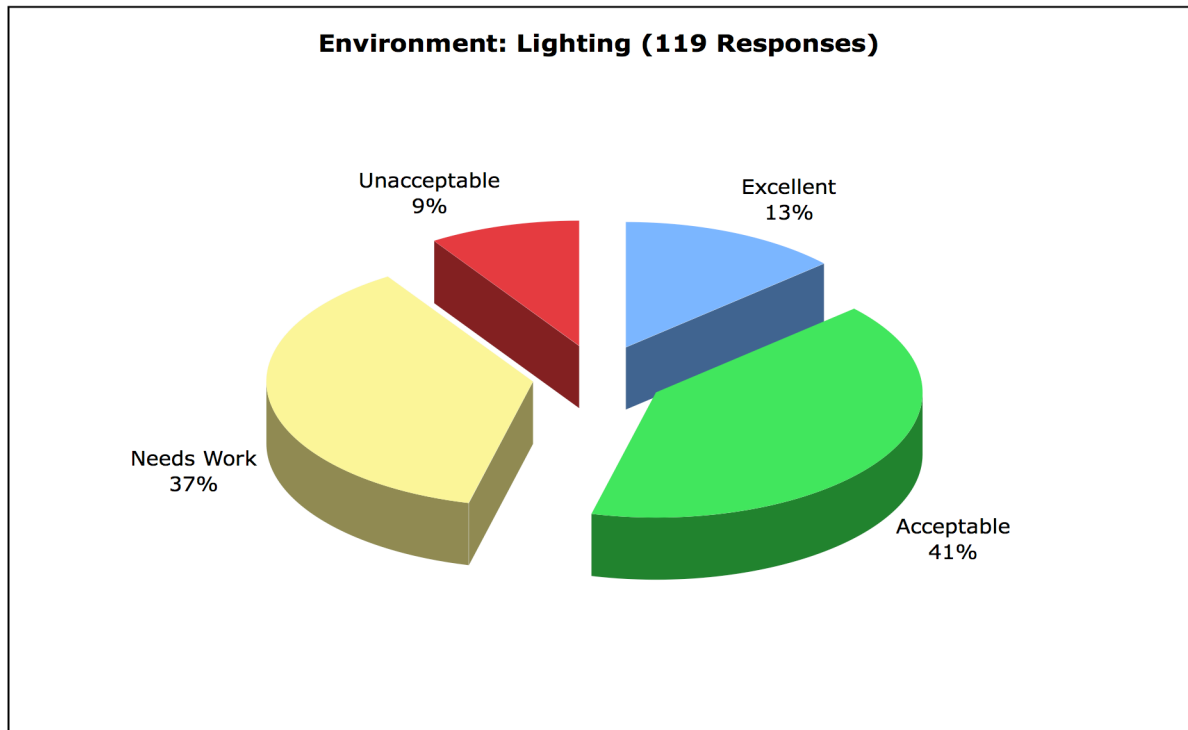
This semester I taught in THMA 107. I've taught in that room for 7 or 8 semesters (so thanks for the chance to provide some feedback). On the computer, the FireFox browser was not configured correctly. Every time I used it, it would run through setup. Also, it did not have the Flash plugin installed. I teach a WWW Design class in that room, so it was frustrating. A staff member was able to fix it near the end of the semester, so it is fine now. But just a reminder, run each program on the machine before freezing the image :-)

I would like to know how we can keep some basic functions in Windows on as a permanent software portion of the class, not deleted at reboot. For example, I have to go in every day to the control panels and add the language functions for foreign languages. The computers delete that setup every class period

it would be nice if it were simpler to get specialized software installed in a timely manner.

Environment: Lighting

This area presents the biggest challenge with 46% of the respondents rating classroom lighting less than acceptable. While we hope to address some of these issues with newer projectors (see *Visibility/clarity of projected images* below), lighting must be considered as part of the total smart classroom design.



Smart Classroom Survey – Fall 2005

We received more comments about lighting than any single topic.

It would be nice to have more control over lighting (dimming);

On lighting, I am not the only one to have complained repeatedly about HOLT 352, to no avail.

It is very difficult to stand in the dark and try to keyboard.

Would be nice to have classroom light switches next to the smart classroom console, as there is need to change general lighting when projector is used and not used.

The lighting in the smart rooms in Tehema is impossible. You have to turn all the lights off to see the screen and then the students can not easily take notes. This is a problem in every room. It is indeed horrible to teach in.

The lighting on the white board is admittedly tough, but it would be great to have the white board and power point presentations both visible at the same time. Now, the white board lighting makes the images on the drop down screen too washed out to see. I don't know of a solution...

The lighting in Butte 104 is inadequate. It is either all on or all off. It would be helpful to have something in between.

Can't control classroom lights from control area.

Need lighting near computer when lights are down. the room in Glenn was unacceptable

Lights in SISK 120 need to be turned low or off to see information on the projector screen. This makes the room too dark to pay attention to the instructor.

In Taylor 210, lighting is probably bad because of all of the windows and inadequate curtaining.

Lighting: I generally dim the lights but leave the overhead projector on, pointed toward an outside wall. This gives needed light for students to take notes. It would be nice if there were adjustable lighting.

In some smart classrooms like the ones in Langdon a shade over the doorway windows needs to be installed so the movies, PP presentations can be viewed. The light from the windows is cast directly onto the screen.

It would be really helpful if there were a dimmer switch or more options for the lighting because finding the happy medium in which students could see their notes and still see the projected image was challenging.

Tehama 121 - the lights in that room are in the opposite corner of the room, and almost every image was not visible without the lights completely off. I usually rigged the overhead as a night light in order to have a room in which students could see projected images and their own desks.

Specific problems encountered on separate occasions in Ayres 201: overhead lights sometimes flicker and/or are difficult to dim down.

THMA 107. The lighting in the room is awful. My options are to teach with the lights on (and the students can't see the screen/projector) or teach with almost all lights off (and the students can't see their desks, paper, books, etc.) It would be nice to have a happy medium. Teaching in the dark is no fun.

Room lighting in some rooms is either insufficiently dim or pitch black.

The only problem I really ever face is a way to adequately light the area for students to take notes while having the room dark enough to see my powerpoint or other projected images.

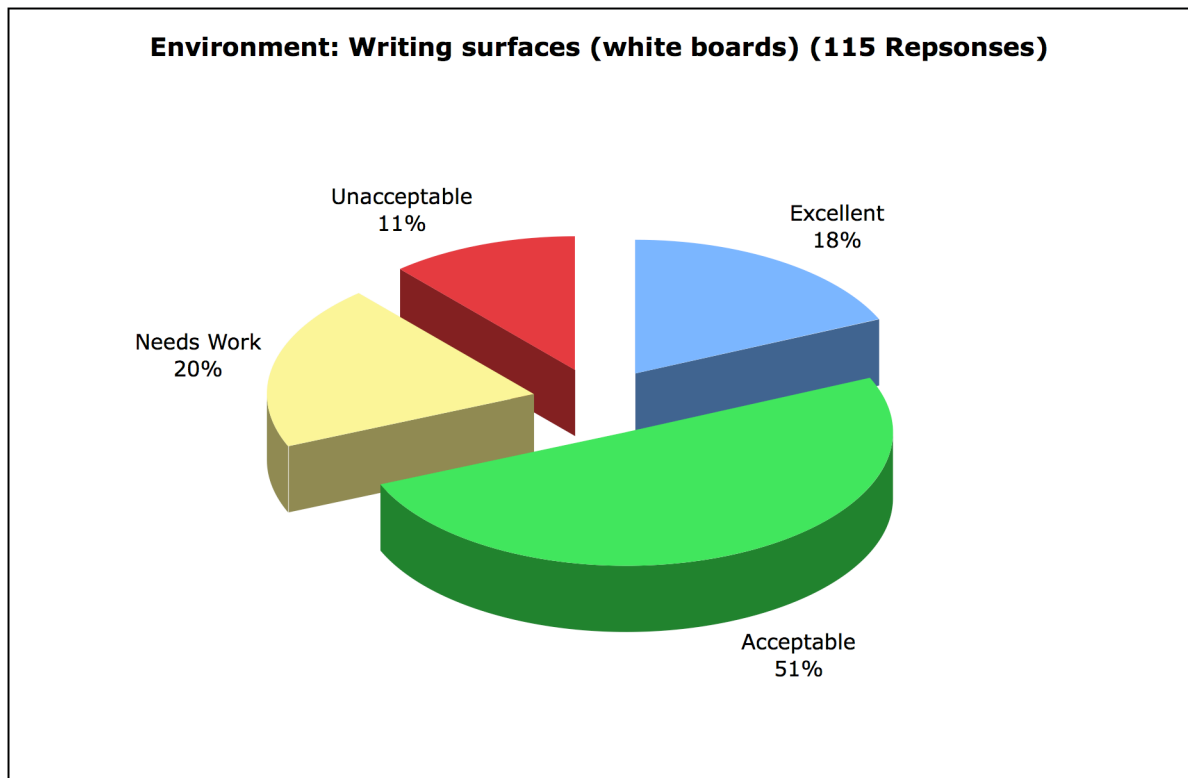
I only have one comment for improvement. The lightning in the one class that I usually get assigned for my upper division seminars (Plumas 201) has very poor lighting and acoustics.

It would be really helpful if there were a dimmer switch or more options for the lighting because finding the happy medium in which students could see their notes and still see the projected image was challenging.

Continue working on lighting problems.

Environment: Writing Surfaces

Writing surfaces are second only to lighting in invoking strong comments from the classroom users. With 31% of the respondents rating this area as less than acceptable, additional work is required here as well.



The bulk of the comments about writing surfaces focused on the cleanliness (or lack thereof) of the white boards. There were a number of comments where users wanted to have white boards installed to replace the chalkboards.

White boards are OK, but are not cleaned in some rooms which makes unusable.

I'm not morally opposed to white boards, but I wish they were cleaned more often!

I hate white boards, especially when (as has happened more than once) there are is no eraser or rag in the vicinity. White boards are messy and dirty.

The maintenance of white boards needs attention- pens, eraser quality etc.

White boards almost never have erasers, in my experience. In Holt 108, there is a filthy old towel being used. So erasers would be really nice.

White boards sometimes not very clean in Glenn.

With white boards, sometimes I don't have markers with me

White boards are a problem if the room is in a different building than one's office-- there are rarely any pens around if I've forgotten to bring my own.

On the other hand...

The classroom 103 Butte does not have white boards. The chalk boards are difficult to read from.

Butte 101 is in desperate need of a new chalk board/white board.

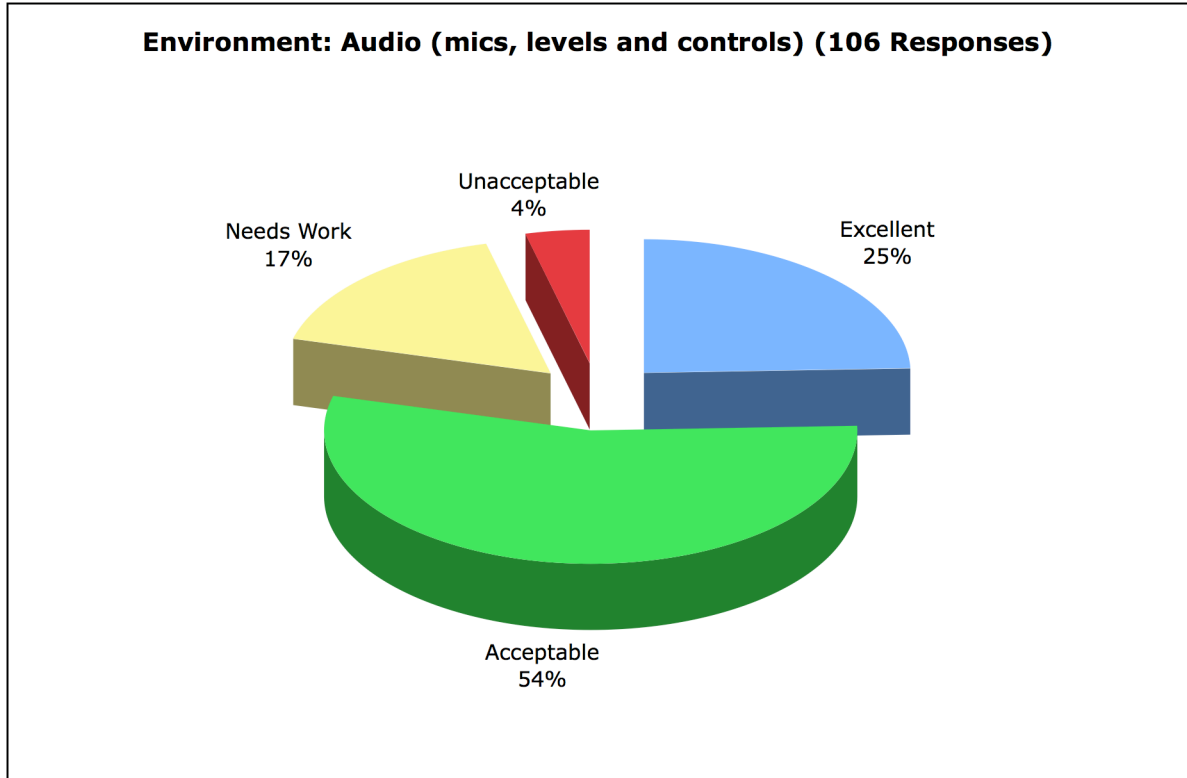
In some cases, it was reported that there simply are not enough writing surfaces, especially if the projector screen is down.

It would be nice to have: - Multiple projectors (and screens) to show PowerPoint on one, and work with my notebook, or Emo on the other - A spotlight to enable writing on the whiteboard, in addition to the computer projected screen(s) Thanks.

Holt 350 - when using the main screen, no writing surfaces are available - a problem when lecturing and a term needs spelling out or an impromptu chart or diagram is needed. (But the light setup is great!)

Environment: Audio (mics, levels and controls)

There were a number of problems reported with audio and microphones. The planned installation of new media controllers (Extron) should help alleviate some of the confusion around audio set-up and control.



Different rooms have somewhat different systems. Audio systems: on software on projector and on system--got to get all 3 working.

Audio is sometimes difficult to figure out

In some rooms the audio from my home-recorded (i.e., non-commercial) VHS tapes and DVDs is very poor. They are nearly unusable in Modoc 123, for example, but the same audio will play well in at least one other room.

Modoc 218 is a huge room and the speakers at one end must be turned very loud to be heard at the other end. Speakers in the back of the room would be a welcome addition.

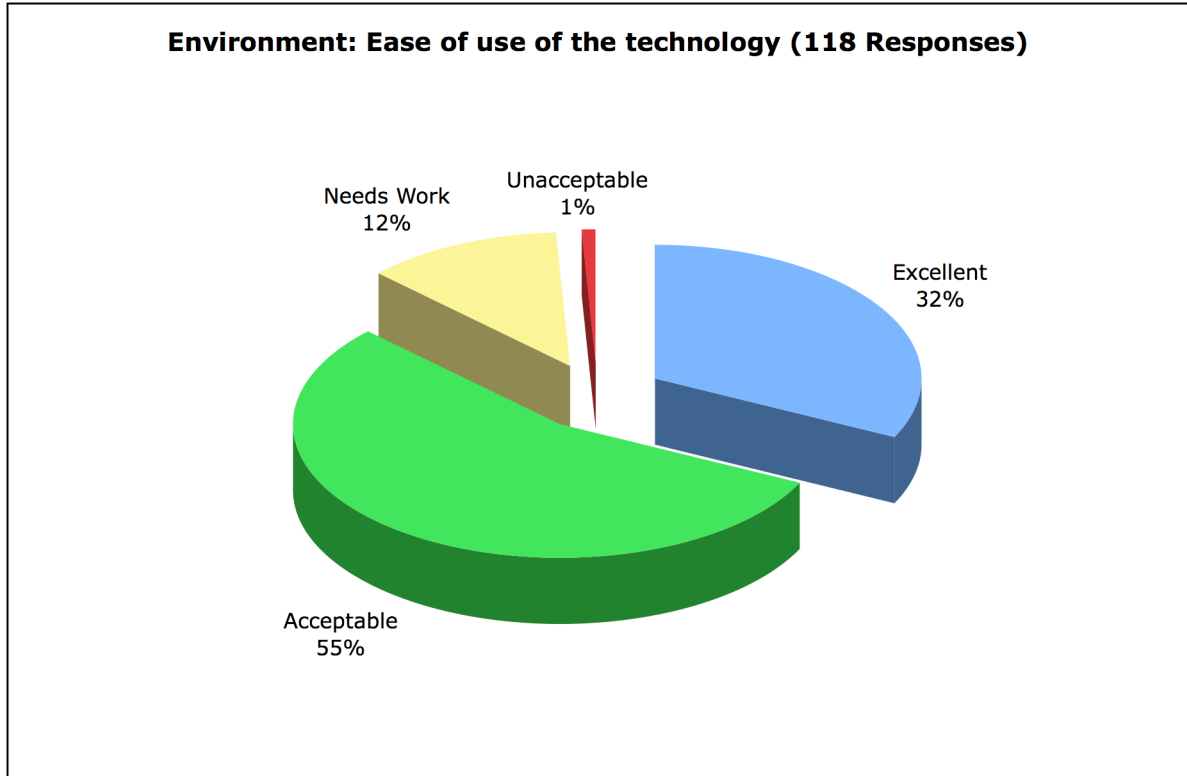
Pet peeve: master volume resets itself to default if you change from one input to another (e.g., laptop to built-in computer), at least in Ayres 106.

THMA 108 - fine. The digital control panel is a bit confusing, but I've been able to get it to do what I need so far. (For example, you can't control the volume of a DVD from the computer or with a knob, you have to find it on the digital control screen.)

Environment: Ease of use of the technology

The goal is to make sure the technology is intuitive and easy to use. As shown by the survey, we aren't there yet. Installation of new media controllers (Extron) will at least help standardize the installations as well as make the equipment easier to use. The Yolo classrooms have this new technology installed and at least one user commented on it.

YOLO 143 - great. The easiest equipment to figure out and use.



Other comments were mixed.

This depends upon the particular classroom! different problems appear in different rooms, e.g. clarity of image, ease of use -- in a room with absolutely everything (PAC 206, Ayres 201) there's a much greater possibility of getting confused, having problems with the projector, etc. Also

The more gizmos we have in the classroom, the greater the odds that things will go wrong.

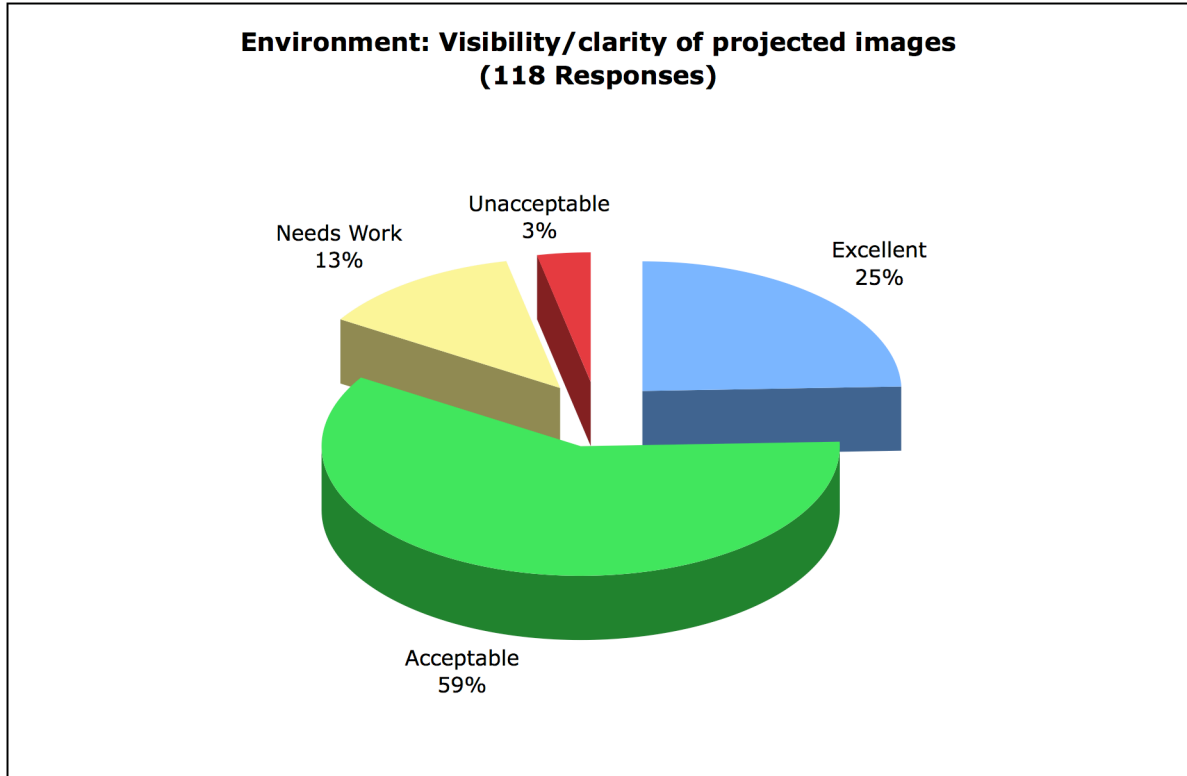
I LOVE teaching in Ayres 106 and look forward to using the new equipment in Butte 319. The support for these classrooms is excellent. . . whenever I think something is fouled up, I'm the one who has fouled it up. . . but the support people still rush over to help me and never make me feel stupid.

I was very frustrated using this classroom. I hope to utilize the variety of media available to enhance this class but am insecure about using it since I am never sure if I can get it to work or not.

There are three to four times my classroom was locked during the daytime (4:00). If Smart classroom is to be locked, the instructors should be issued a key.

Environment: Visibility/clarity of projected images

There were a number of problems with the data projectors. A large number of the installed projectors are old technologies with low light output and reduced screen resolution. A project has been proposed to replace many of these projectors in 2006.



Powerpoint presentations, especially images, are out of focus in Butte 101

Video tapes are too dim to view easily.

Projection from Internet sites is never 100% resolution and rt side of page sometimes disappears/fades.

I am very grateful to have smart classroom resources. However, there are several things that would make a huge difference: higher quality projectors and lighting that would allow the visuals to show clearly on the screen without having to turn off the lighting in the front of the classroom.

I taught back to back in the same room, and every day the LCD projector would shut off in the middle of my second lecture. This was a nuisance interruption.

Glenn 310 projector is not very bright

Often cannot hear low tones in the videos or dvds when viewing them, the projection is grainy

Some of the projectors are a little old, but in general, the equipment is fine.

I believe that equipment with better resolution is also needed. It is very cumbersome to be turning on/off lights to be able to see the screen and go on with class.

Also, the projected color is often drastically different in different rooms. My slides in Tehama 121 always look washed out compared to their projections an hour earlier in Modoc 123.

THMA 107. Also, more frustrating is the computer projector. The computer is set at a resolution that doesn't work well for the projector in the room. I have to change it

with each class (and I forgot to mention it to the staff member). 800X600 is the only resolution that works well with the projector. I would like to be able to display a higher resolution, but it results in an unreadable display for text.

Visibility: In some of the smaller classrooms, the image is projected too low, so students in the back of the room have to stand up to view the bottom 2 lines of the PowerPoint.

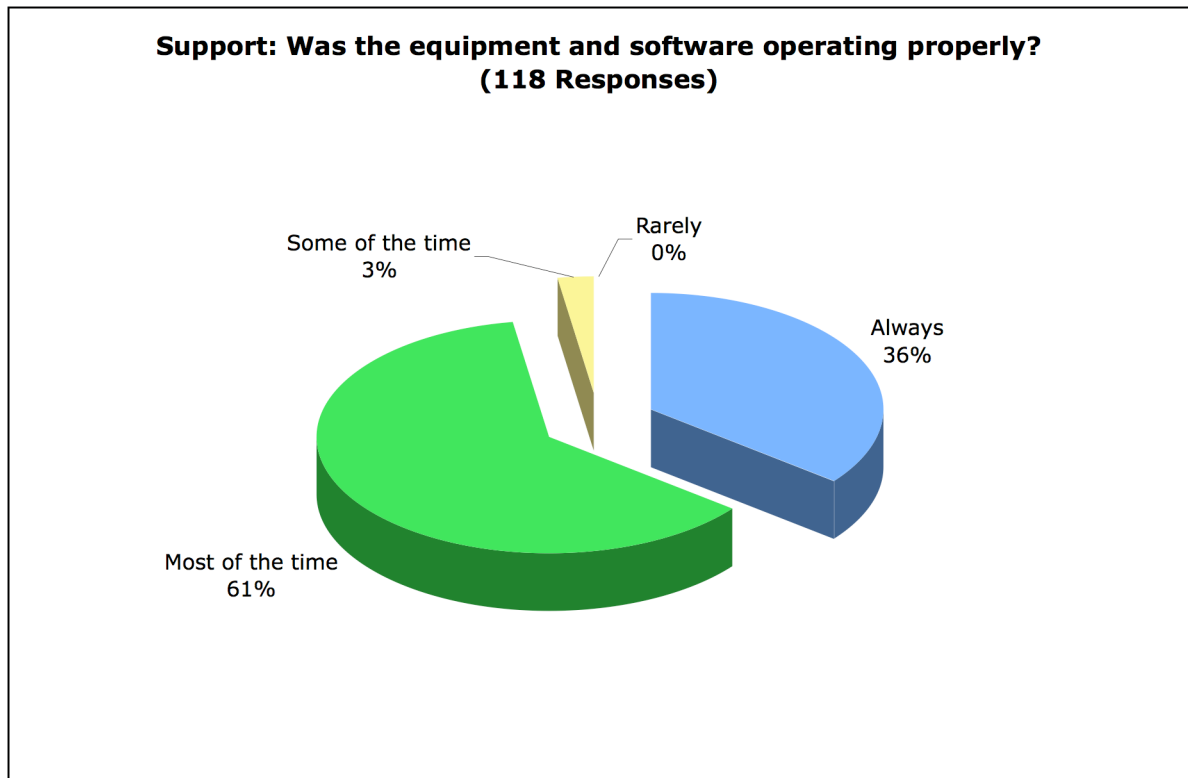
Support

Please provide your opinion on how well the classroom support staff and equipment performed. Omit the response if you did not use a particular service.

The Classroom Technologies group maintains a support hotline (x5475) and provides one-on-one training when requested. We wanted to know how well we were doing so we included several questions that focused on our performance.

Support: Was the equipment and software operating properly?

The good news here is that, for the most part, the equipment was operating most of the time. Most problematic were the projectors with occasional bulb failures.



Sometimes bulb goes out.

GLNN 314 - Also, sometimes have trouble getting the remote to turn the projector on, but I seem to get it to work after several tries. (Not sure if it's the remote, the batteries, or the user :-)

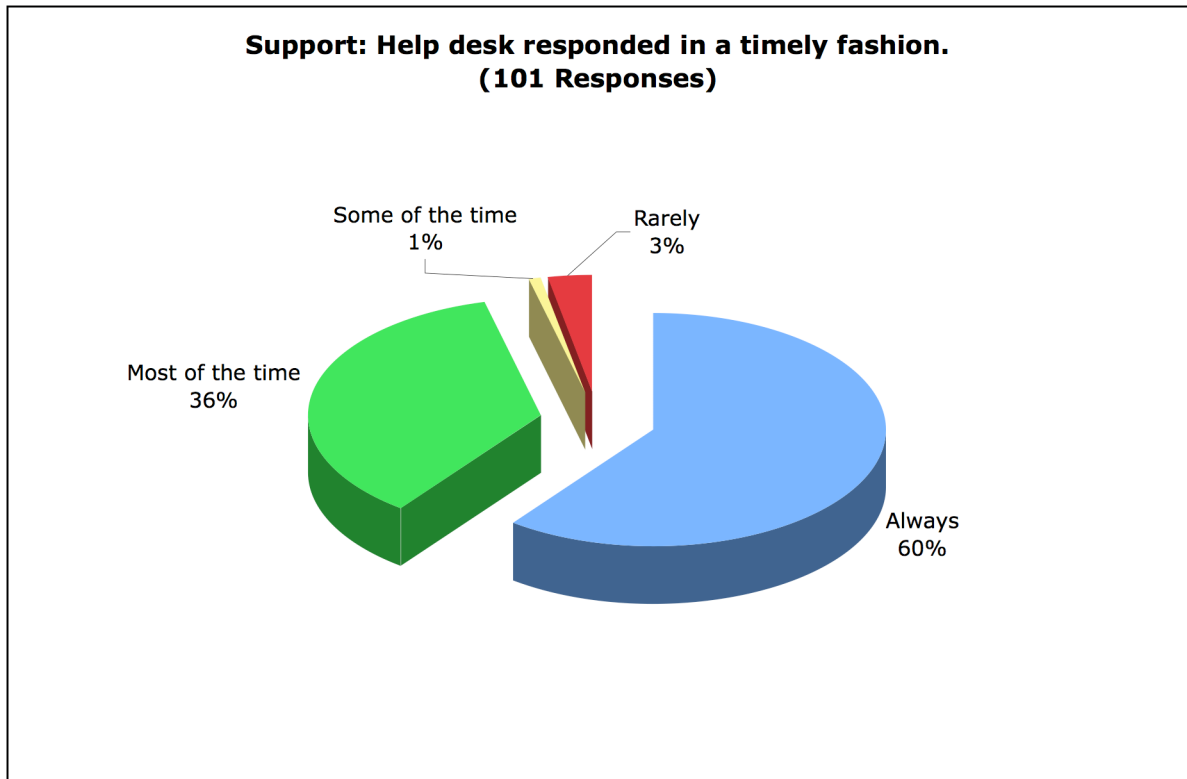
I have to hit the projector button several times before it connects and starts the projector

Projector broke twice during my class this semester.

Computers sometimes hang up, and if they're locked in a cupboard and won't respond to keyboard inputs, it's impossible to get them restarted.

Support: Help desk responded in a timely fashion.

The help desk is on call from 7AM until 8 PM Monday through Thursday and until 6 PM on Fridays. For the most part we did fairly well with the exception of a couple of glaring omissions. We clearly need to inform faculty of the help desk hours and make sure they know it is available in the evening, at least until 8 PM.



Twice no one was available to help when I called the help desk during the class period. Once I made an appointment for someone to meet me at the class in order to ensure the dvd would work but no one showed up.

I teach at night and there are no techs Available--so If I have problems I just have to "go with it".

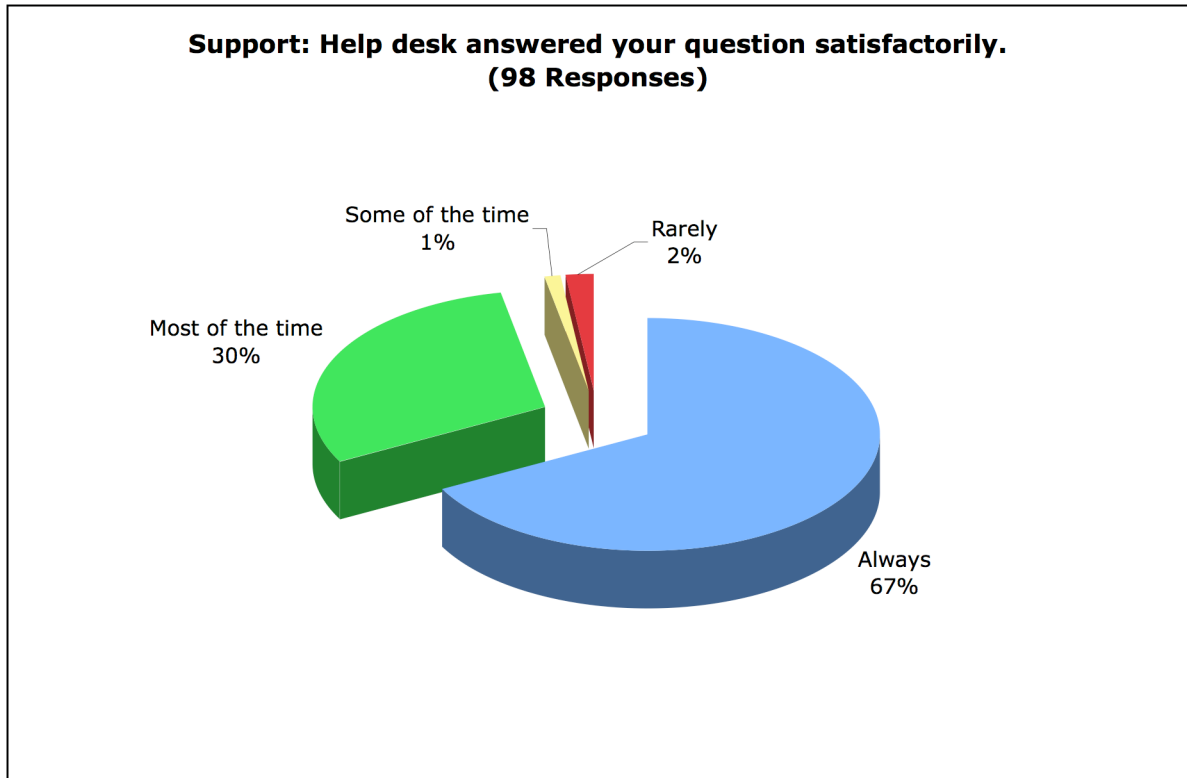
Support: Help desk answered your question satisfactorily

When we were available to answer questions, we did pretty well with roughly a 97% success rate. A few positive comments help out!

Smart Classroom Survey – Fall 2005

Support and training from Dewayne was excellent. Other than being dirty, the equipment is great. I would be lost without a Smart Classroom!

I want to thank Ron from your department for making my guest speaker comfortable with the equipment while I was away!!!!



Support: Training provided was useful.

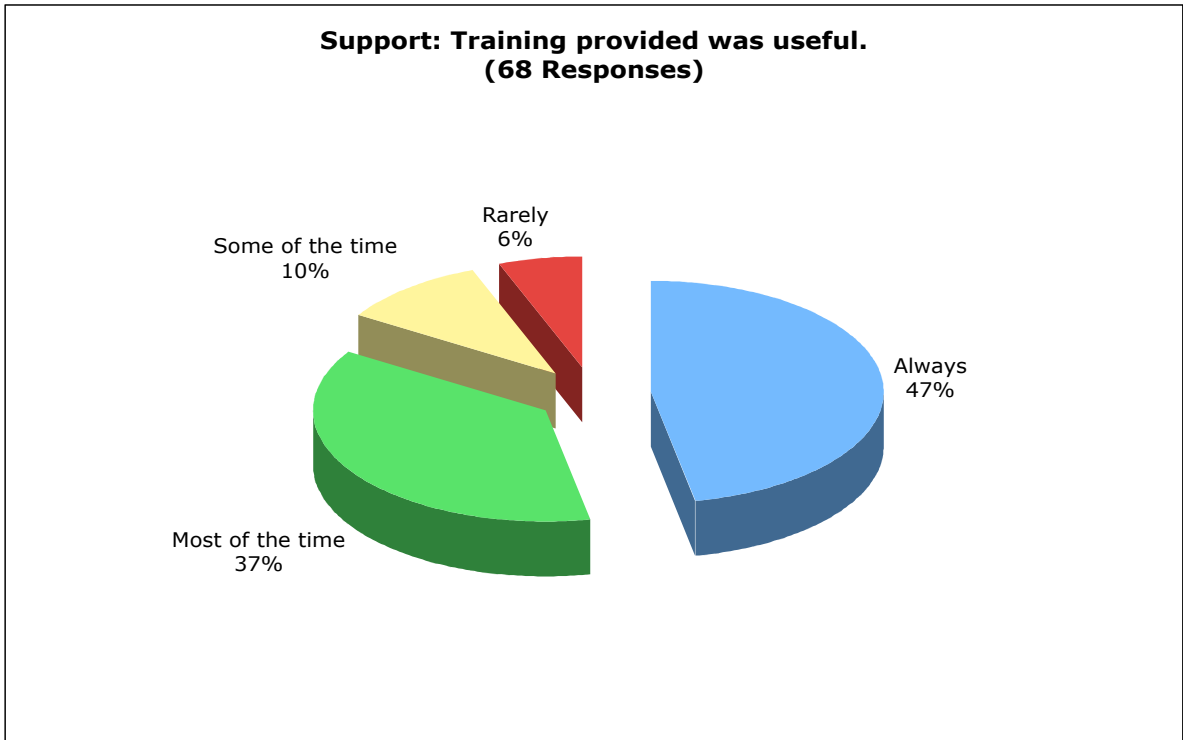
This survey question pointed out a glaring problem, not from the ratings of the survey, but from the number of respondents, 68 out of 120. It was evident from the comments that we did not inform the faculty that training is available by calling the hotline (x5475). This must be corrected before the start of the next semester.

I would have liked to have been alerted about trainings prior to the first day of class. I was a new lecturer this semester and it was really challenging the first few class sessions because I had wrongly assumed that I could figure it out and only after making a few calls for help (thank you!) did I learn the idiosyncracies of the system!

I was not aware of a training session.

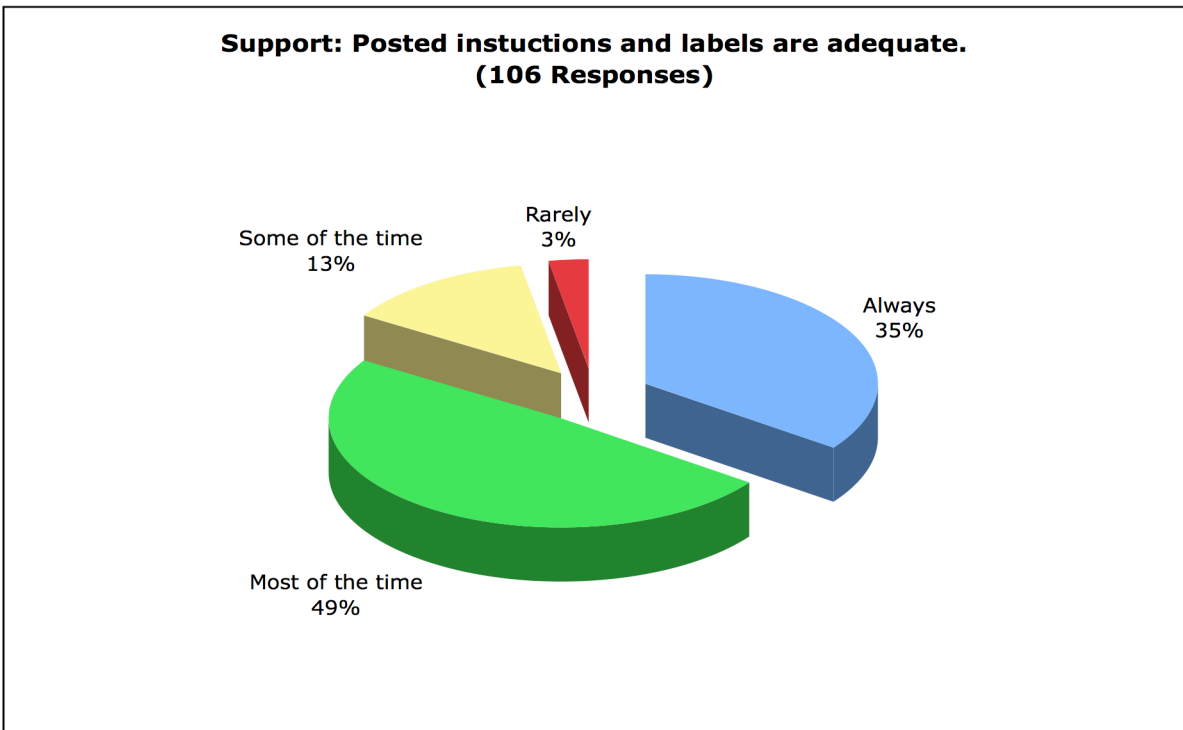
I did not receive any training on using the classroom.

I posted some directions. No training ever officially occurred.



Support: Posted instructions and labels are adequate.

While we do post some instructions and label the equipment, we fall a bit short with 16% unsatisfactory. We need to revisit our instructions and labels as we upgrade the equipment.



One comment does indicate we do have at least one problem in a classroom.

In some of my classroom, I believe the instruction booklets have been torn apart.

Other Comments

We received a number of thoughtful and useful comments in the last section of the survey. Many have been incorporated into the sections above. Those that did not fit neatly into any one category are included here.

The technophobes in our dept. now love the smart classrooms. Thanks for the great support we've had.

Wireless problems in the partially smart classroom I use. Only two bars of power in the back corner near the sink. 10 wireless laptops that cannot stay online due to weak power source (in the room upstairs).

Ayres 106 needs a small podium that sits on the table next to computer. It's difficult to read one's notes.

I would like a separate screen, to one side or the other of the main screen, to use for the overhead projector.

Perhaps a speaker phone.

I loved the smart classroom but it was very small. I had a hard time putting the class into groups and it was impossible to sit in a circle. The room was also very warm and had little to no air flow. My room was Yolo 145.

I am a fan of technology and encourage my students to use the technology as tools. The classrooms I use are sort of in a "Limbo" because they are not officially smart classrooms, but they do have many of the features of smart classrooms. The department invested in the technology, but the support has been uneven because the rooms are not official smart classrooms.

Trouble Tickets

Overview

During the Fall semester, the Smart Classroom help line (x5475) received 184 calls. The calls covered a wide variety of trouble, ranging from user requested demos to a few hardware failures. There did not seem to be any one identifiable trend when we analyzed the data. A number of the comments from the faculty survey are reflected in the data from the trouble tickets, specifically, audio control issues. Overall, the bulk of the problems seemed to be related to operational issues. Many of the issues were the result of confusion about how to properly configure the equipment for displayed different kinds of media. Again, simplified media control (Extron controllers) and up-to-date used documentation may alleviate some of these calls. Some examples are shown below:

Classroom instructions were wrong. Said to press "video one" for VCR, it should be "video two". Made correction on instruction sheet and went over operation of all the equipment.

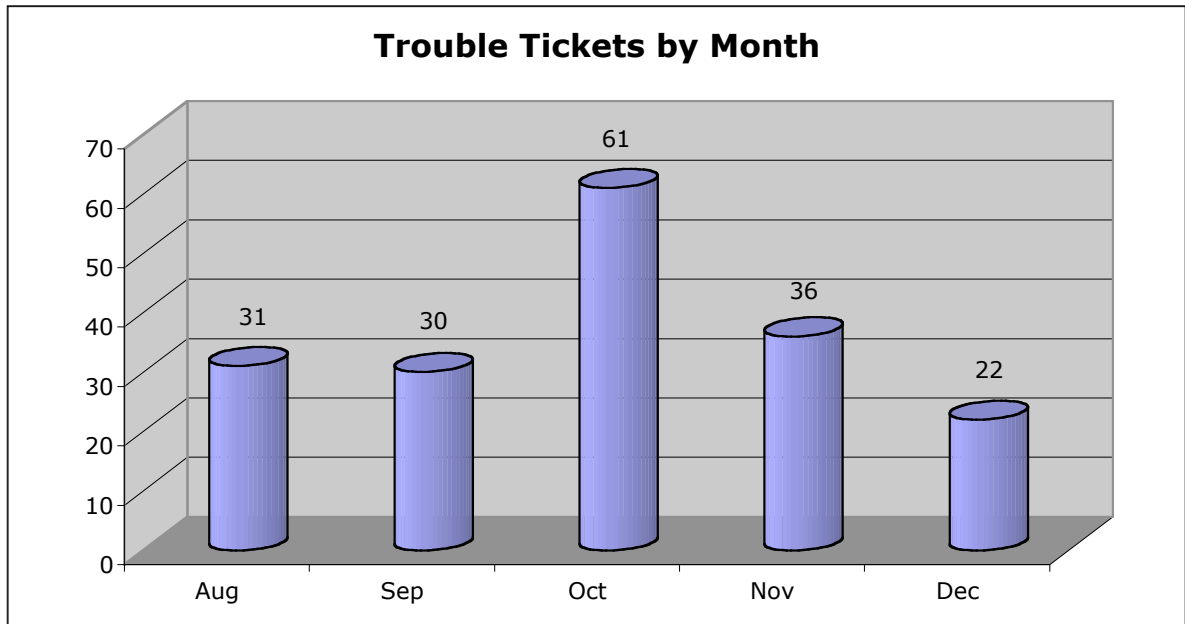
Room has complex audio system - changing surround sound mode restored audio.

Phone help, Did not know how to adjust volume using remote.

Explained the location of the cable management box to user- monitor had been placed on top of access lid to CMB.

Tickets by Month

We normally expect to see a big spike in calls at the beginning of the semester. In this case, the spike occurred in the middle of the semester, in October. There seemed to be no apparent reason for this spike except that there were an unrelated number of hardware failures during the month.



Tickets by Type

Tickets were categorized by type: Computer, Media, Network, User and Other. The Media and User types were the most common trouble items. Media covered problems such as unplayable DVD's, floppy discs stuck in the drive, bad VHS tapes and the like. User problems covered training issues or there was a lack of understanding as to how to configure the equipment for a particular task. Some typical notes included:

Instructor using a "Burned" DVD, possibly not burned correctly.

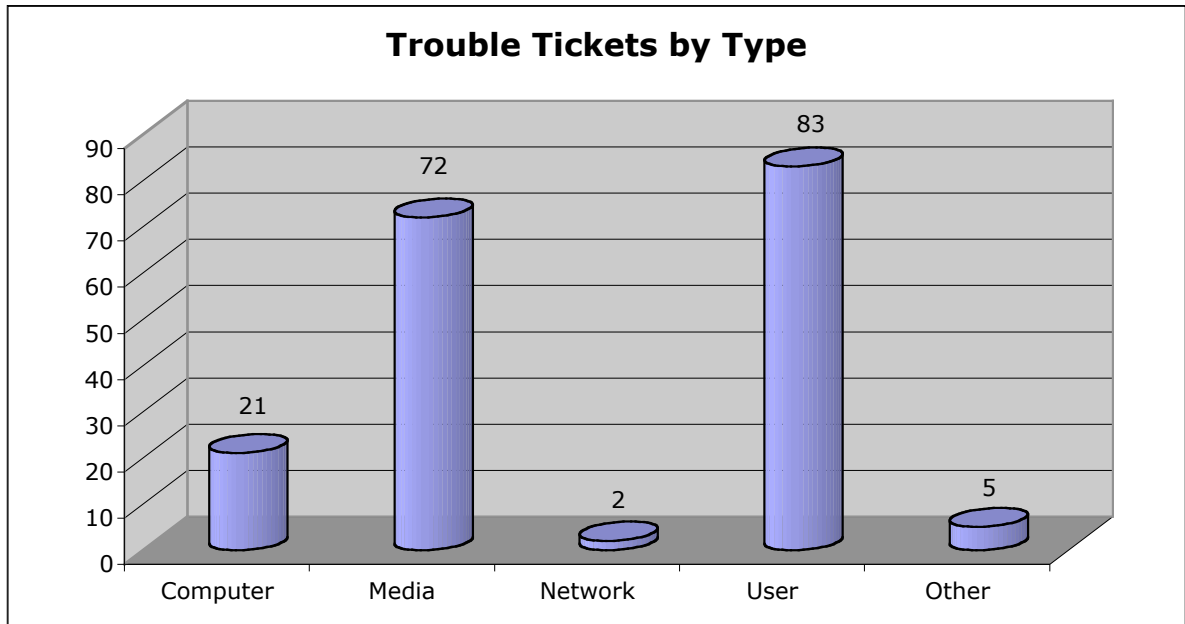
user cannot get video to display on screen – user was selecting video 2 not video 1 on remote control

user cannot get projector to turn on - user was trying to turn on projector before cool down cycle had timed out.

ELMO not focusing – Presenter will not focus, instructor was using ZOOM instead of focus control.

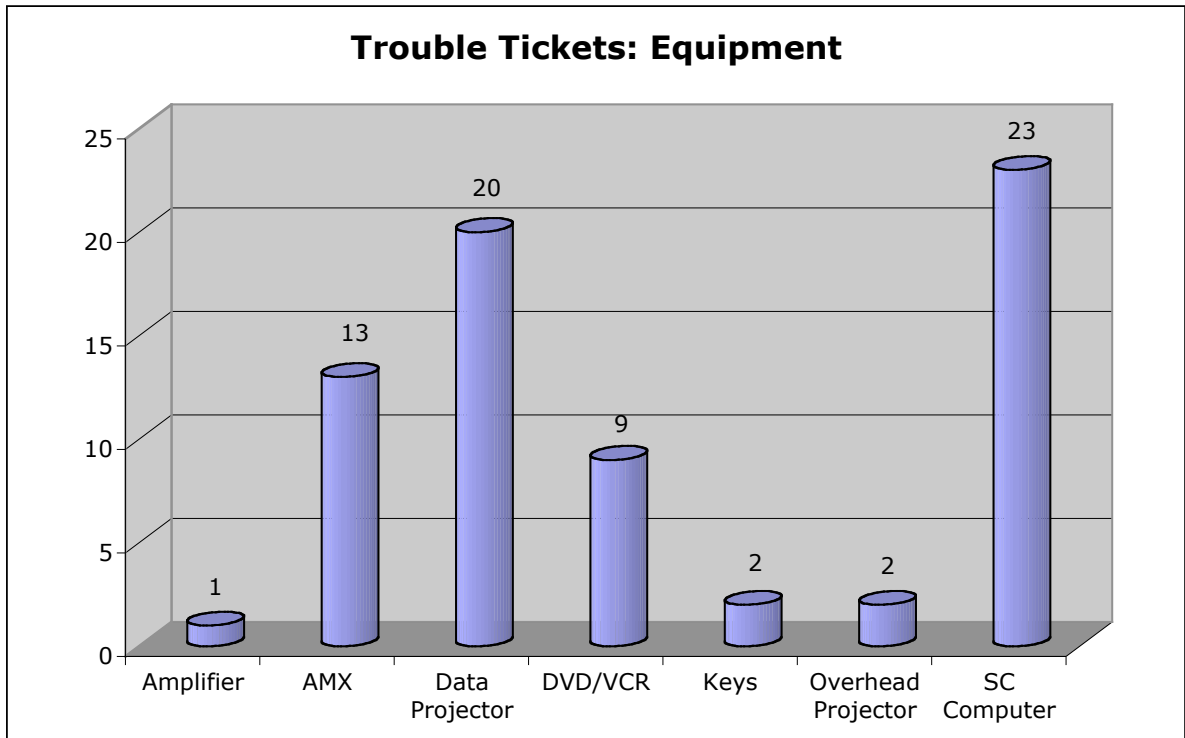
aux video input does not display on screen – informed user VCR needs to be on for aux input to work-also added labels to cart and instructions sheet with this info.

The data for tickets by type is as follows:



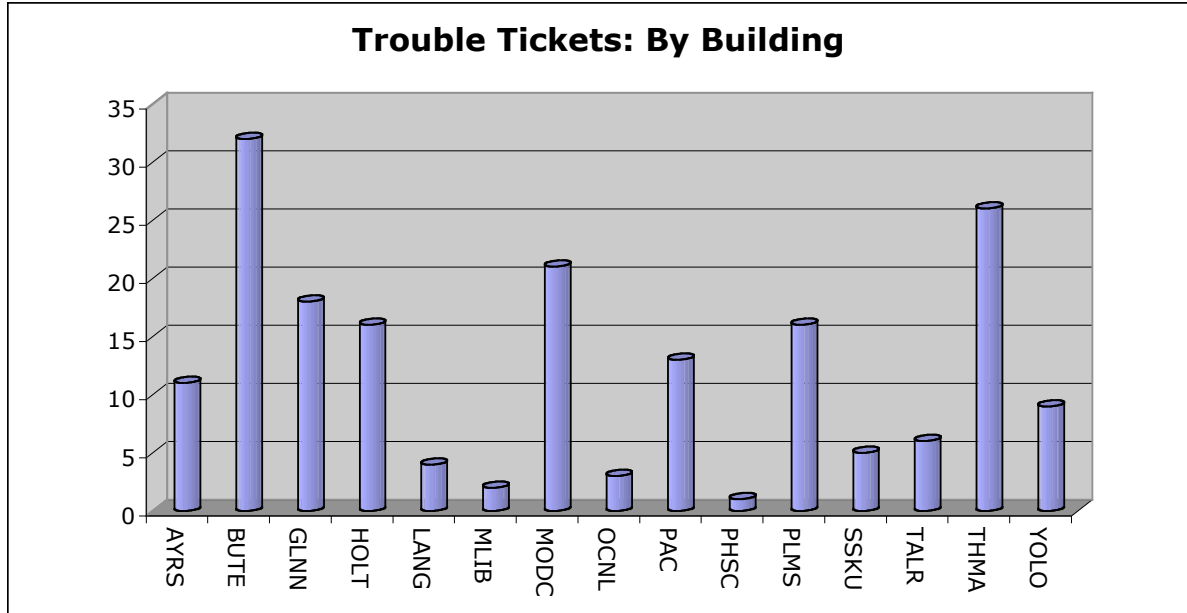
Tickets by Equipment

Computers and Data Projectors led the way for problems with different pieces of equipment. This semester, we had a large number of complaints about the slow speeds of the older Dell 240 systems. These seemed to be related to page swapping due to limited memory (256 MB) and the slower processors. Projector problems were mostly related to problems with the remote control (batteries) or projector lamp problems.



Tickets by Building

While this table is skewed because there are a different number of supported classrooms in each building, it is interesting to note where we spend most of our time. Butte and Tehama get the most attention, not only because they have the most classrooms, but also because they contain some of the older installations.

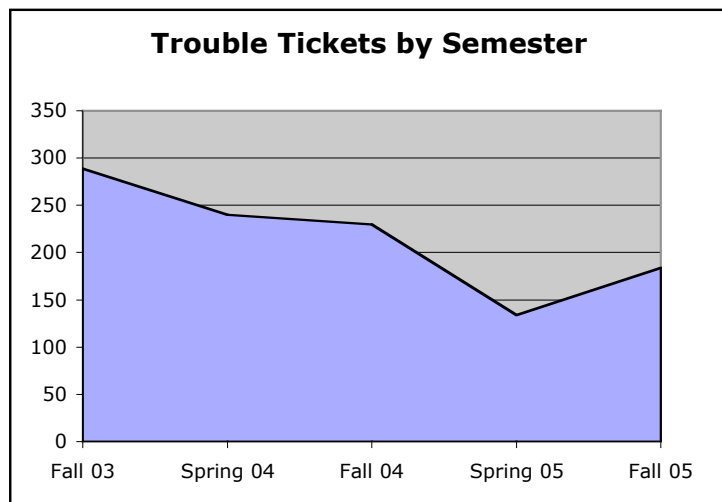


Other

This semester we did 28 sessions of face-to-face training/demos. We had another dozen instances of strictly phone demos. We also had a few instances where the instruction did not have their keys and we dispatched to unlock the media cabinets/equipment for them.

Past Semesters

The trend for trouble ticket calls is generally downward, although we saw an increase this semester from the Spring of 2005. This is most likely due to the 10 additional classrooms that were brought on-line in the summer of 2005. As indicated in our survey, the majority of the users have been using the classrooms for a number of semesters. We do expect to implement further programs to continue to drive this trend further downward.



Conclusions

The results of this survey strengthened our initial assumptions regarding issues surrounding classroom lighting. Nearly half of the respondents (46%) reported that lighting in the Smart Classrooms were less than acceptable. In a related question, 16% of the respondents reported that the clarity of the projected images were not acceptable. We plan to try to address some of these issues in 2006 with newer projectors and undertaking a pilot program to rework lighting in selected classrooms. It is clear that any future designs for new smart classrooms must consider the total classroom environment, including lighting.

The issues with white boards were somewhat unexpected. While there was not much opposition to the use of white boards, 31% of the responses rated the writing surfaces as less than acceptable. Most of the responses addressed issues with the cleanliness of the white boards. Dirty boards, dirty cleaning rags and lack of markers topped the list of comments. White boards are an improvement over chalk boards in the smart classrooms due to the impact of chalk dust on the computer equipment, but routine maintenance of the white boards must be addressed for successful adoption of the white boards.

We did discover that there were several requests for additional USB outlets on the desktop. Several faculty members reported using both wireless presenters and USB Flash drives at the same time. This seems to be a low-cost option that could be investigated further and implemented as part of our upgrade planning for classrooms in 2006.

A number of comments indicated that ease-of-use is an issue in a number of classrooms. At present, we have a mix of installations and set-up and configuration is different from one classroom to another. Standardization of configurations is a goal for 2006 with the installation of additional Extron media controllers. While there will still be a mix of control devices in different classrooms, more classrooms will follow the Yolo Hall model. Related to this, we must make sure that the posted instructions at the podium are up-to-date and clear.

On a related note, we discovered that we haven't done a good job in communicating the availability of one-on-one training for faculty. Likewise, we haven't let the users know that the help desk is available until 8PM, Monday through Thursday. We will undertake to communicate more frequently with the users through frequent updates to the Smart Classrooms home page (<http://www.csuchico.edu/classrms>). In addition, we want to investigate and implement a virtual Smart Classroom Advisory Group. This would provide more timely feedback from a faculty group that would also help us set the direction for future classroom technologies.

The survey also pointed out several other areas that need our attention. The Deep Freeze image on all classroom computers needs close checking to ensure that it is a clean image with all software checked for updates and proper installation. There were also a number of issues with specific rooms and equipment that we will need to investigate and correct as necessary.

Summary

We appreciate the time that the faculty members took to complete the survey and share their thoughts with us. There are a number of actionable areas that have arisen out of this survey and some of the issues are currently being addressed with a proposal for Smart Classroom

Smart Classroom Survey – Fall 2005

improvements for 2006. Better communication between the Classroom Technologies group and the Smart Classroom users will be at the forefront of our efforts. Thanks to a dedicated team, this survey indicates we have done a pretty good job in most areas in which we have direct control. We will continue to strive for constant improvement.