

Smart Classroom Survey – Spring 2006



Academic Technologies

California State University, Chico

Smart Classroom Survey – Spring 2006

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Introduction

In December 2005, Classroom Technologies conducted a survey of Smart Classroom users. The results and analysis of that survey can be downloaded at:

https://www.csuchico.edu/classrms/files/Survey_Fall_2005.pdf

At the end of the Spring Semester, 2006, we repeated the survey. There were no changes in the survey questions and once again we offered an incentive (256MB USB Flash drive) to two randomly selected respondents. While we did not receive as many responses as we did in the fall, we did collect 89 surveys. We did receive many very valuable written comments from our users, which we will share in this report. Normally, we only complete one survey per year, but since we will be making so many changes in the classrooms over the summer, we wanted to get a good baseline on user opinion.

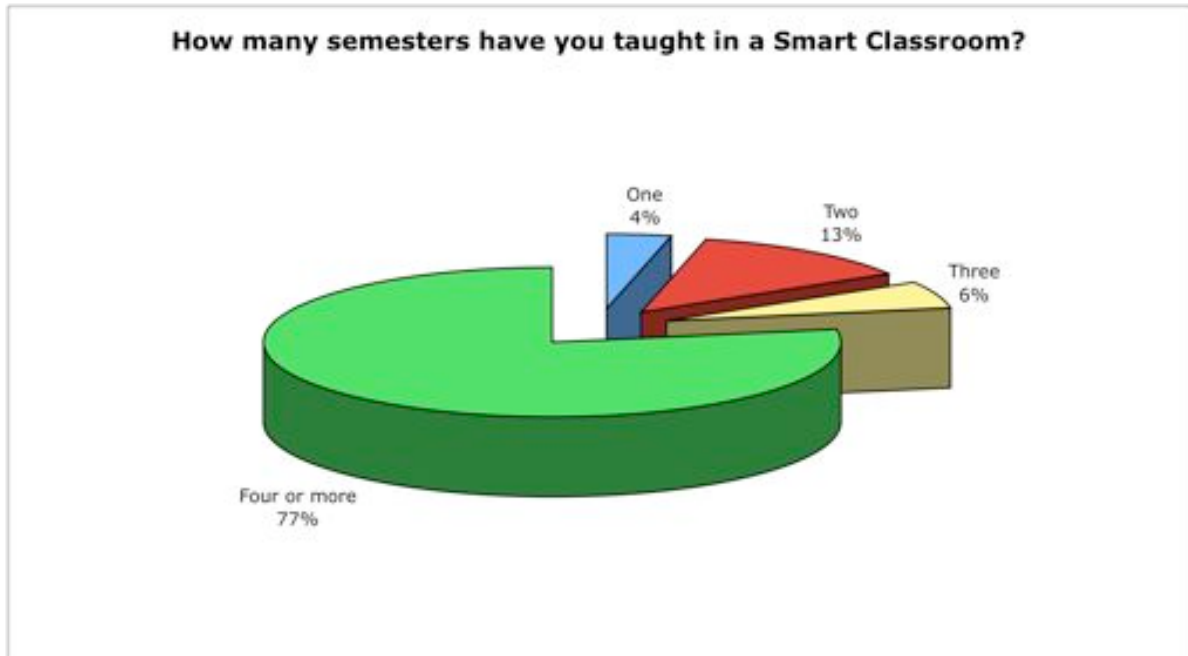
Survey Results

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. In addition, we show any significant changes from the fall semester survey.

General Information

How many semesters have you taught in a Smart Classroom?

The users of our smart classrooms are quite experienced. In the fall of 2005, 72% reported teaching in smart classrooms for 4 or more semesters. That number has grown to 77%.



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 respondents said yes! The comments also reflect the need for additional smart classrooms.

When will the entire campus be Smart?

Despite the small problems, I think the smart classrooms are excellent and that the support has been excellent, too.

I enjoy the smart classrooms - in fact, I couldn't teach without them. Thank you!

Great stuff overall, thank you, smart classrooms make my life so much better. You are helping me enormously and I appreciate it.

Love the smart class room.

All classrooms should be smart classrooms. This is a major problem and should be resolved. If we can't have all classrooms be smart, we should have wireless access all through campus. And it should be free. If the whole city of San Francisco is going wireless, it seems as if we should be able to do it, too.

We need more smart classrooms!! It's awful when you get a smart classroom one semester and can do all these innovative, interesting things, and then the next semester, you can't get a smart classroom, and you can't do any of the stuff you worked so hard on preparing. I've even had 2 sections of the same class in the same semester, one in a smart classroom, the other not. What a pain! Faculty in our classroom fight over who gets the smart classrooms. We really, really need more.

Excellent but need more smart classrooms.

Additionally, it would be great if the next round of upgrades could include one or two smart seminar rooms (that would be appropriate for a 20 person sized grad class-- see Butte 706 for an example). Thanks!

There is only one smart classroom in the physical sciences building!! This is extremely ironic given the animations and 3-dimensional figures that would greatly supplement the Chemistry curriculum. Please add two more smart classrooms to PHSC ASAP. Thank you.

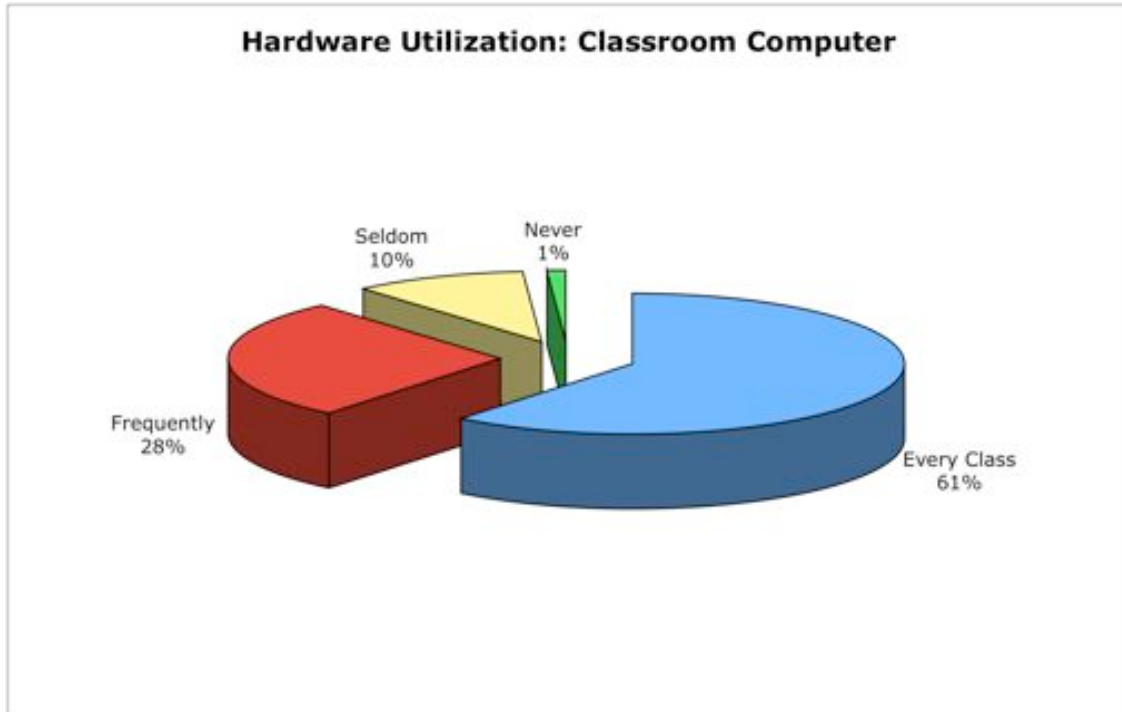
We will be addressing part of the issue mentioned above in PHSC. This summer, PHSC 202 will be upgraded to a smart classroom. Other PHSC classrooms are on the list for future upgrades.

Hardware

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

Classroom Computer

This is the installed classroom computer system. As shown below, it is used on a regular basis 89% of the time. This is about the same usage as we saw in the fall survey (93%).



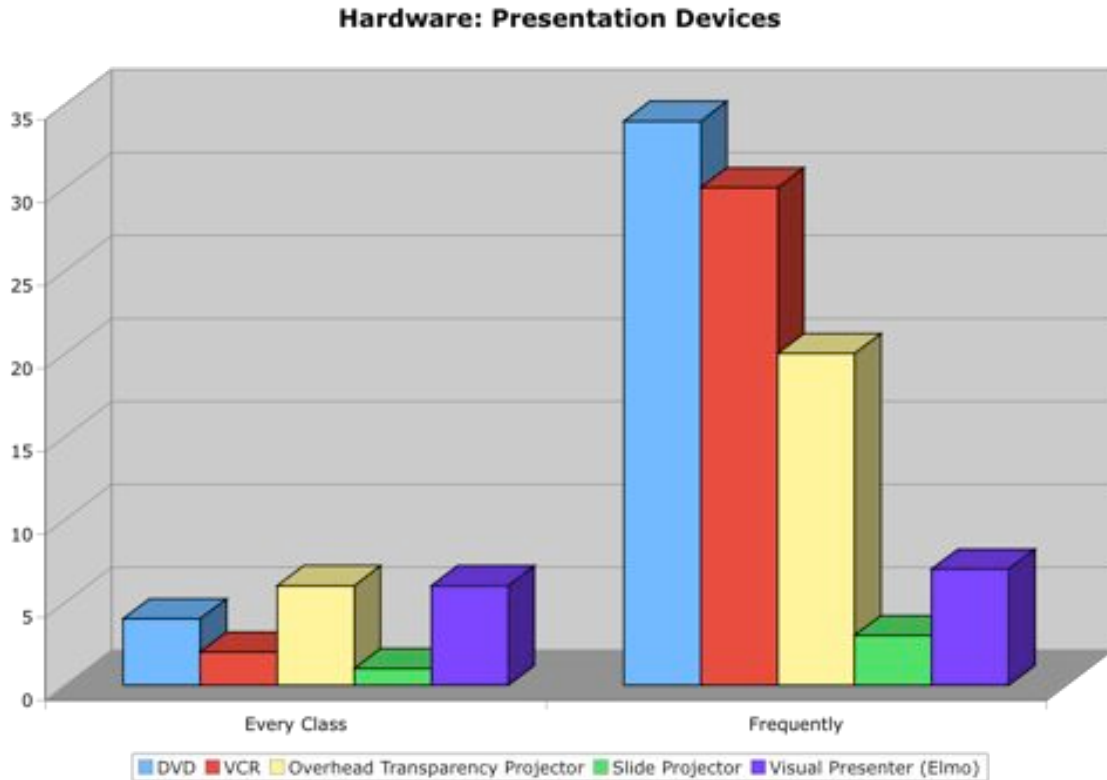
Laptop Computers

As we saw in the fall, laptop computers are not being very much at all but usage has increased from 14% in the fall to 17% this semester.



Hardware: Presentation Sources

We also wanted to know what 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).



As noted below, DVD, VCR's and Overhead transparency projectors get frequent usage. 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	5%	39%	41%	15%	87
VCR	2%	34%	43%	21%	87
Overhead Transparency Projector	7%	23%	36%	34%	88
Slide Projector	1%	4%	8%	87%	85
Visual Presenter (Elmo)	7%	8%	16%	69%	83

Interestingly enough, we saw some changes in usage from the Fall of 2005 to the Spring. In particular, usage of DVD's was up, while all other categories were down as shown in the chart below. There were many comments from respondents that said they wanted to use Visual Presenters, but didn't have access to them.

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I would use Elmo if available.

No Elmo is present in most of the rooms I have had. Of the 3 to 4 preps. I teach per semester, I usually get at least one smart room. My answers are based on looking at the semester as a whole not one class only.

WOULD use visual presenter if I was in a classroom that had it.

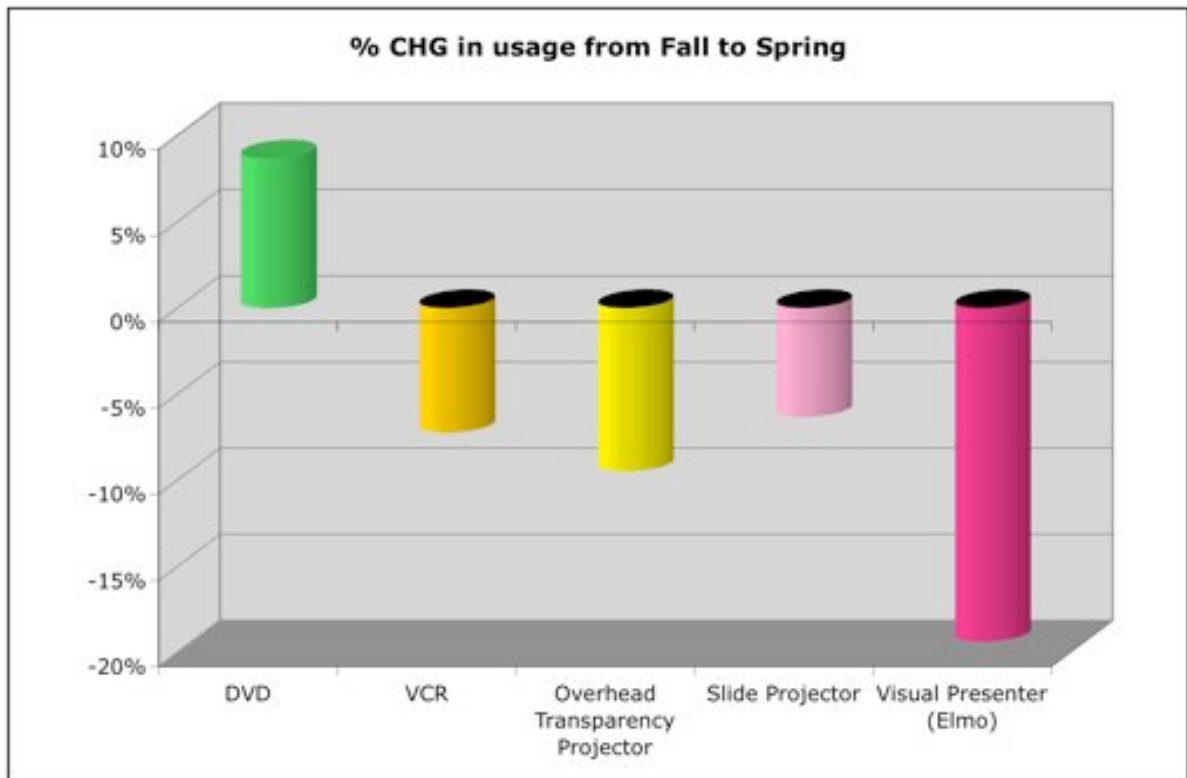
I'd use the Elmo more often, except the one in Holt 111 is not working right now.

I didn't use an Elmo because the smart classroom I'm in didn't have one.

Would like to be able to use an Elmo, but we don't have one.

Elmo's quality was poor.

What is tough is that all smart classrooms are not the same. For example, not all smart classrooms have Elmos.



We will take up the issue of more visual presenters in the fall of 2006 when we convene our smart classroom virtual advisory board. Many of the Elmo Visual Presenters currently installed in the classrooms are older technology.

There were also a number of comments and complaints about DVD and VCR systems. Many of these issues should be resolved this summer as we will install 60 new Panasonic DVD/VCR combo players. These players will play back audio CD's, MP3 CD's, Video CD's as well as DVD's. One issue we will not be able to resolve, however, is the playback of DVD discs that are not encoded for Region 1 (US) or ALL.

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I appreciate that you continue to make VCRs available. I have a lot of material that is relevant, but not available on DVD (unless I can pay a bazillion dollars for it). The VCR in Yolo 108 doesn't work.

Finally, in the non-smart classrooms, the dvd players are combined with the vcrs. But what I discovered last semester when I brought in a dvd to play for my class was that since they don't have the remote controls for the players, you can't fast-forward--you have to start at the beginning of a "chapter" or "scene," which can sometimes be 15 or 20 minutes long. If you want to show something that starts 10 minutes into the scene, you can't really do that, which discourages me from using dvds. To have the remote controls attached to the wall or something would be very helpful.

NOTE: If you find a remote control missing in a classroom, please give us a call or drop us a note so that we can replace the remote.

We couldn't play a DVD that a visiting composer brought with him from Europe. I'd like to have been able to see that. Something about the DVD being created in Europe made it not work. Also, a Korean student couldn't play a music sample from the web because she couldn't read the screen to choose the right one -- could we have more languages available? These things happened in PAC 206 during the Introduction to the World of Music course, MUSC 190. I am very happy with the equipment and service.

Too often students doing presentations bring in DVD's to view, yet some critical piece of software, code, dll, etc. is missing. Please make sure there is at least one bit of dedicated DVD related software that will reliably run commercial and educational DVD's. Even if the software runs one class session, it is unreliable enough so that it might not run during the next class meeting. thanks!

Need to work on the DVD controls to allow you to access the Root Menu on the DVD.

I use Ayres 120 and so far have need only the VHS. As nearly as I can tell it isn't equipped for DVD's. Am I mistaken on this?

NOTE: Ayers 120 will get a new DVD/VCR player this summer.

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. There was no significant change in data sources from the fall semester.

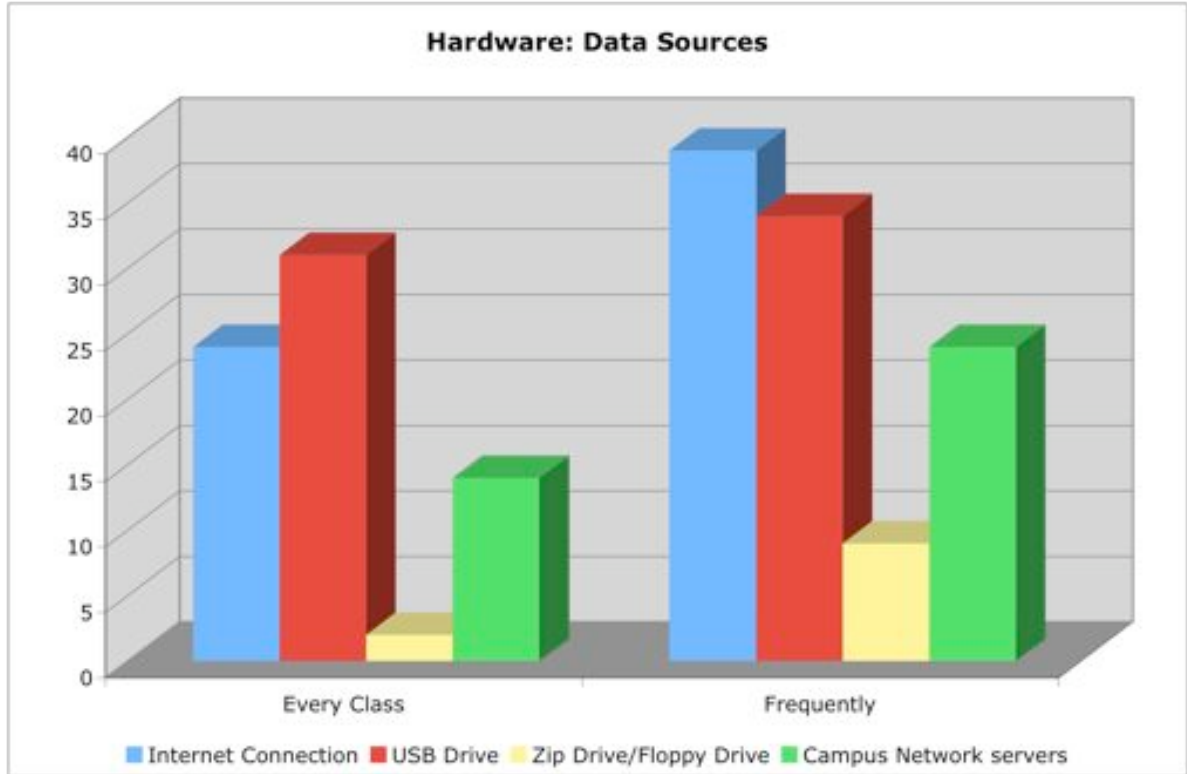
	Every Class	Frequently	Seldom	Never	# Responses
Internet Connection	28%	45%	17%	10%	87
USB Drive	36%	39%	17%	8%	87
Zip Drive/Floppy Drive	2%	10%	24%	63%	86
Campus Network servers	16%	28%	26%	30%	87

Several comments indicated problems with the USB connections which will be investigated.

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The USB port location is terrible (at the bottom of the computer; accessible only from below; connection invisible) I have to practically lie on the floor to insert my memory key.

The USB connection in Modoc 123 is not working very well, it often won't recognize the drive when connected. This is the extension connection, not the connection at the bottom of the tower. All other smart classrooms have been fine.



Content

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

PowerPoint continues to be the overwhelming winner in this category with 74% of the respondents using their own PowerPoint presentation. The data in the section is virtually unchanged from the fall semester. The raw percentages from the survey are shown below.

	Every Class	Frequently	Seldom	Never	#
Viewing CD/DVD that came w/ text	3%	11%	28%	57%	87
Listening to Audio CD's or tapes	5%	8%	32%	55%	87
Watching VHS Tapes	3%	35%	38%	24%	89
Watching DVD other than text's	3%	36%	40%	20%	88
Your own PowerPoint presentation	47%	27%	12%	13%	89

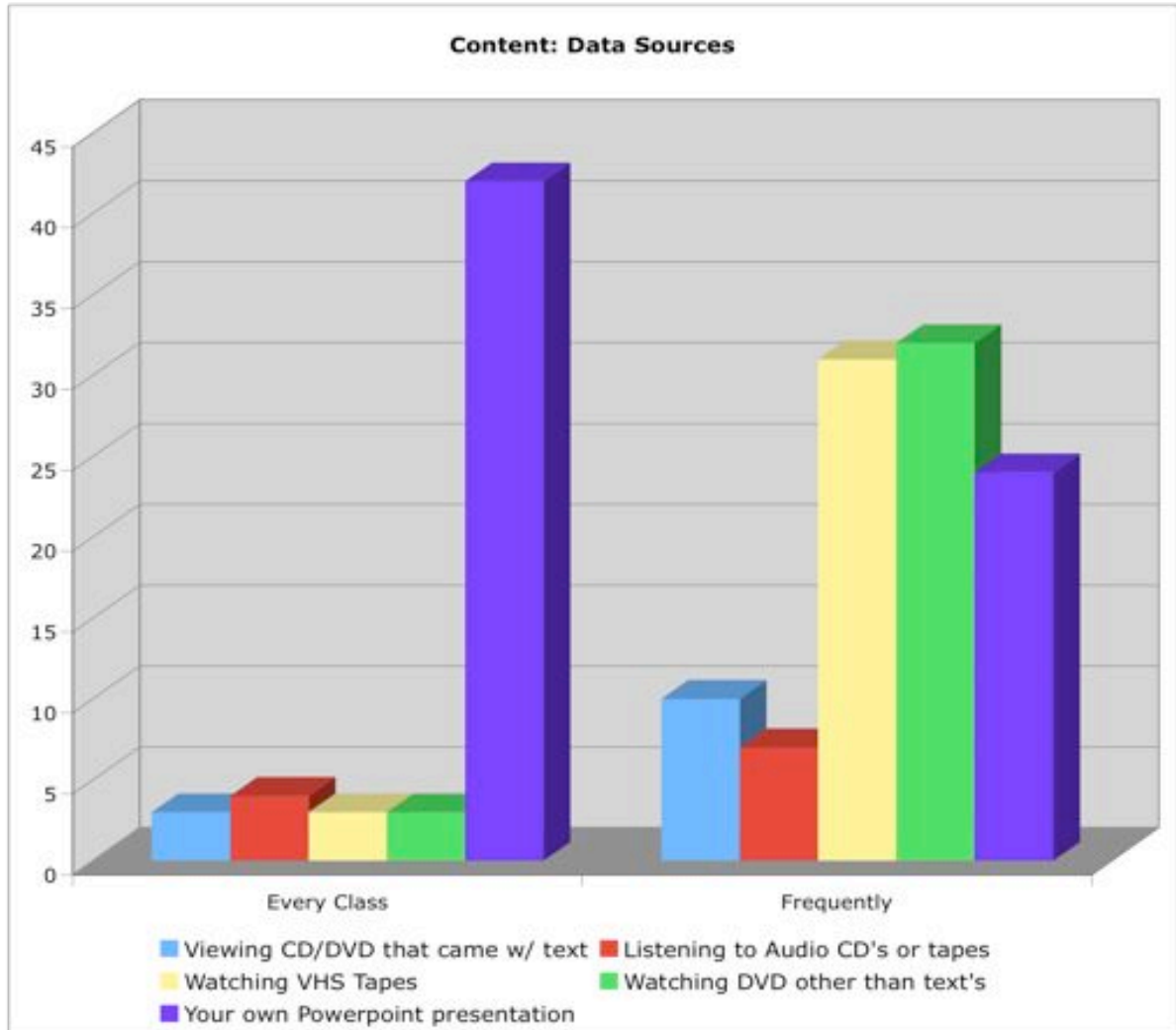
The comments also focused on PowerPoint, but some did not think PowerPoint was the best solution.

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PowerPoint and other materials. Most material is not best presented in PowerPoint. For example, I project a lot of materials from my computer to the white board and then write on the white board. Frequently I just material on my computer---online---while the students watch it being edited or analyzed, depending on the material. PowerPoint is too lockstep.

I teach seminars with student presentations and most of them use power point and various forms of media.

Student power point presentations



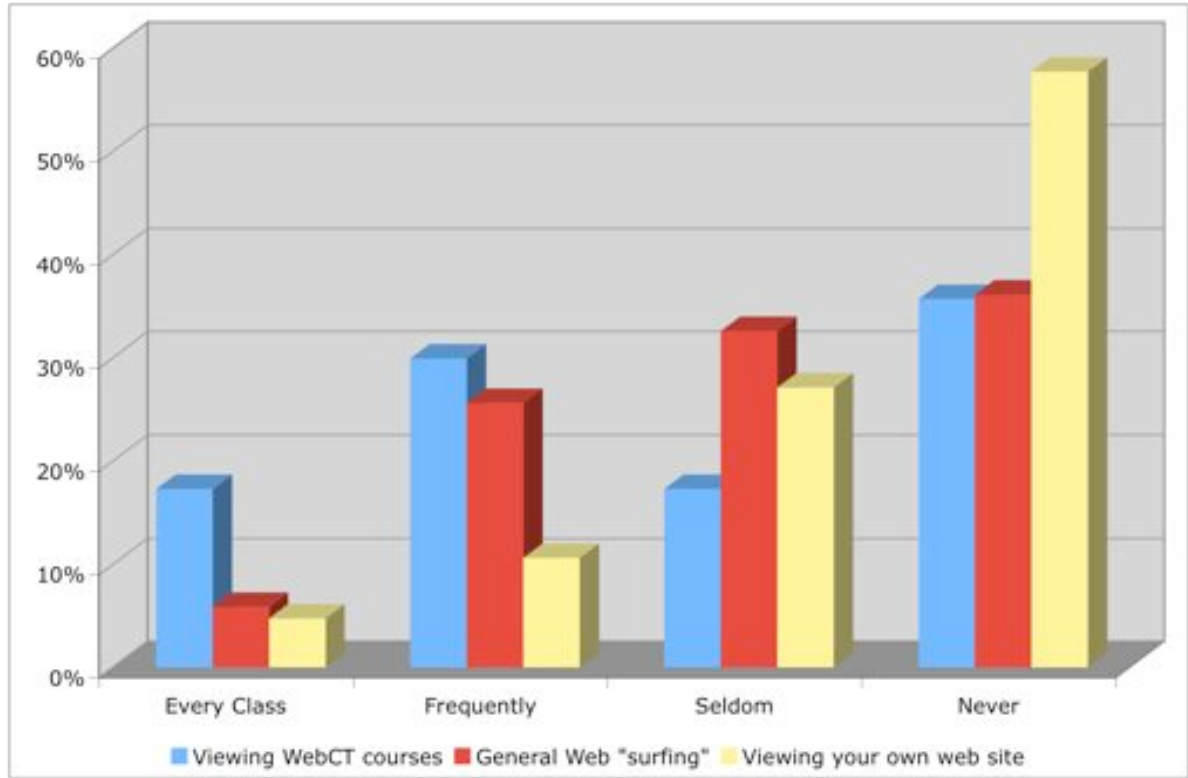
There were also requests for additional content tools on some computers. While we would like to accommodate some of the specialized requests, we standardize the computer software and hardware (sorry, no Macs) in all of the centrally scheduled classrooms. If special software is required, we recommend bringing a laptop with that software installed instead of using the SC computer. We will be looking at adding Google Earth to all computers this summer.

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Perhaps if the computers in the PAC had sibeluis and finale on them word could read the music examples in the text.

Every semester try to use computer in PAC 116. it will not read music that is in a word document–comes up as gobilty-gook.

WebCT and general networking surfing are the most popular network activities as shown in the chart below.



	Every Class	Frequently	Seldom	Never	#
Viewing WebCT courses	17%	30%	17%	36%	87
General Web "surfing"	6%	26%	33%	36%	86
Viewing your own web site	5%	11%	27%	58%	85

We do need to set bookmarks in the browsers to facilitate quick access to the WebCT server on campus (including the new WebCT Vista).

I'd like a browser directed onto WebCT (e.g., a bookmark that can be saved) so I don't have to go through all of the clicks to get through the !@#%\$ portal.

Browsers in Smart classrooms need to be configured for WebCT Vista before making the image so the settings are saved.

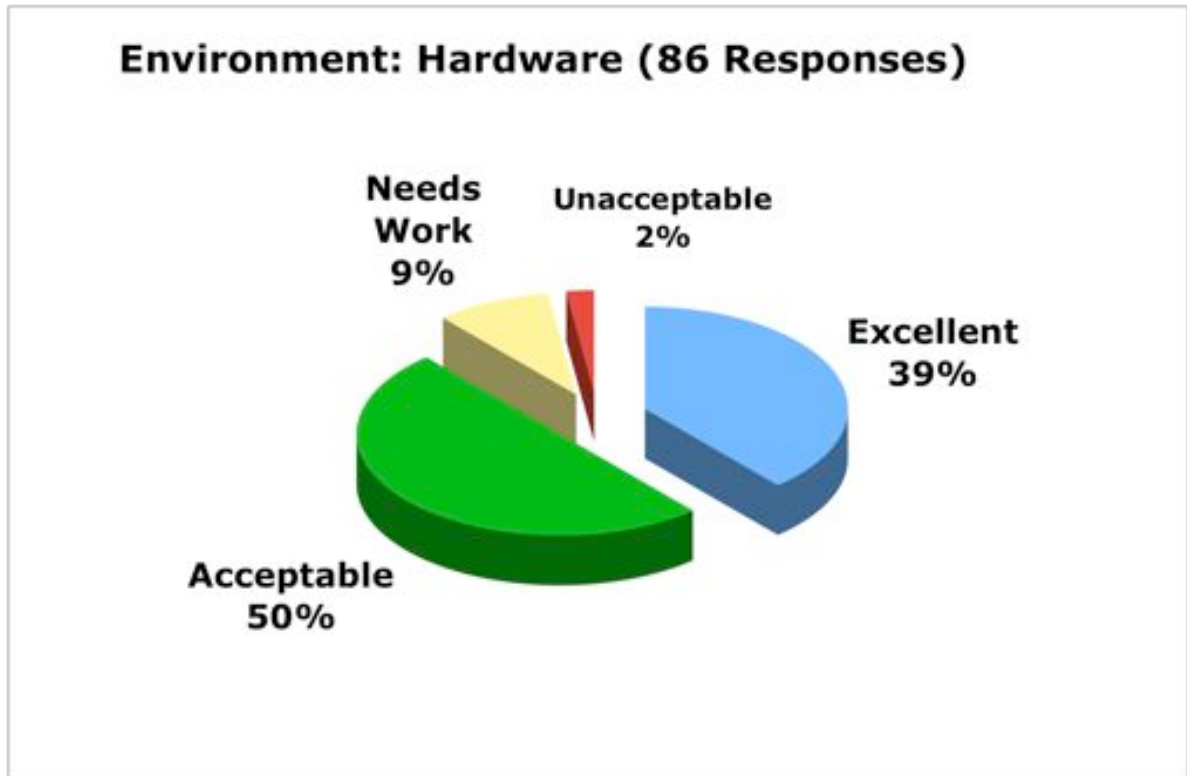
The computer needs to be customized, the home page is set at google, I'd rather it be set at the csuc home page.

Environment

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

Environment: Classroom Hardware

The results were overwhelmingly favorable, but we still held on to a 9% unsatisfactory rating from the fall. Hopefully, the new equipment we will be installing over the summer will solve these ongoing issues. These new installations include 21 new Dell computers that will replace the older, slower Optiplex GX 240.



Computers need to be upgraded. they are incredibly slow.

The computer in PAC 116 is very loud, I have to turn it off. If I don't, the noise created interferes with the listening of music.

Faster computers.

The Butte 1st floor classrooms also need computer processor upgrades so they can run Google Earth.

We continue to get requests for new/additional hardware –wireless presenters and response systems, in particular. We have not made any plans at present to install either. The biggest problem we face with wireless presenters is one of security. How do we ensure that they stay in the classroom since they are very portable! It is a subject we will address in our smart classroom virtual advisory board this fall.

Is there a laser pointer available in the classrooms? There are times when I've wanted one.

There should be remotes so we can walk around while using power points

Remotes for using PowerPoint and not be confined to stay by computer.

We need remote controls (such as we have in PAC 144) to advance PPT slides in the smart classrooms. It's a problem to have to stand by the computer the whole time when delivering a lecture, but that's the only way to do it now. So for maybe a hundred bucks a classroom, this problem could be solved. The set up in PAC 144 is much better than in the other rooms I use (Tehama 113 & 115).

Personal response systems! I currently have to drag one in myself every class--a big hassle!

We also had a number of requests for Macintosh computers, particularly in areas where the department is Macintosh based. As much as we love the Macintosh, we have chosen to standardize the centrally scheduled classrooms on the Dell Optiplex platform. There are some department funded and scheduled classrooms which have Macintosh computers installed. Examples can be found in Modoc, Glenn, O'Connell and Yolo. These computers are supported by the department and not by Classroom Technologies.

Environment: Classroom Software

The responses on software remained the same from the fall to the spring semester. Most comments focused on setting the configuration properly on software so that the software didn't display a 'nag' screen. We are investigating providing a 'thaw' space on the classroom computers that will provide the users with an area to put files that will not be erased by the security software when the computer reboots.

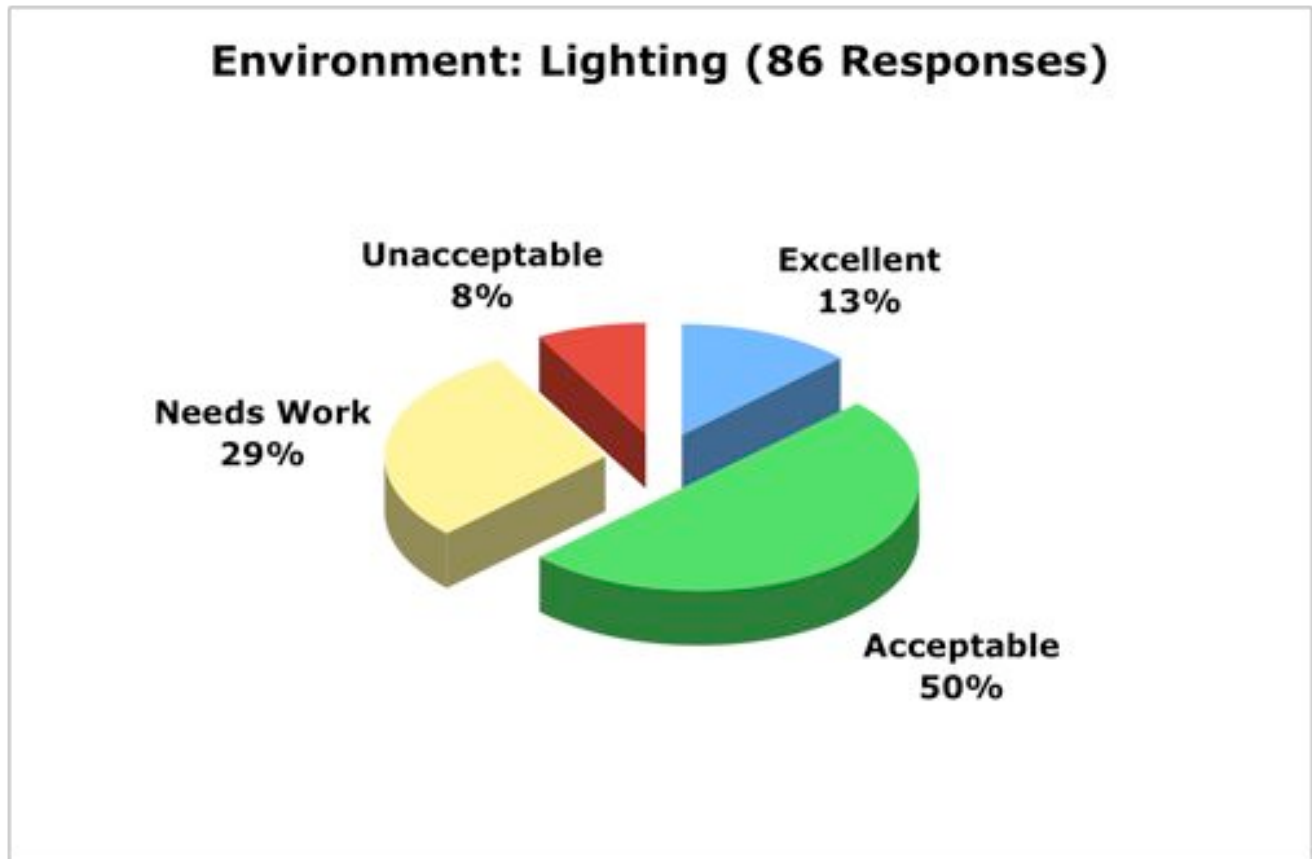


Flash drive startup always yields useless screen balloon saying how it can operate faster.

MS Word startup always yields useless screen balloon saying "Help make Office better!"

Environment: Lighting

As expected, lighting continues to be a major issue in the classrooms with 37% of the responses indicating that the lighting is less than acceptable. New 3000 ANSI-lumen projectors and task lamps are being installed in the classrooms this summer, but significant work remains to be done on the lighting and window coverings.



As in the fall survey, we received more comments about lighting and window coverings than any single topic.

Light controls at the front of the room. Ability to keep lights on while using projector.

Light controls need to be located where the general equipment controls are.

Some classrooms, especially in Tehama have poor lighting controls. They need to be fixed (especially 113 & 115)

Lights too bright in front of the classroom. Makes it hard to see PPT. A dial would be more effective than on or just a little low as they exist.

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Not all of the blinds work, so on bright days it is nearly impossible to see anything on the screen.

The lights are often too bright in the front of the room at the screen. It would be better if the front lights could be shut off or dimmed independently. Also, it would help if the light switch was in the front of the room rather than at the door.

Finally, at least in Plumas 106 and Butte 229, the lighting stinks. You cannot get enough light at times or there is too much light to work with various technology tools.

Lighting is tough. Dark enough to see projected images is a bit dark for notes and discussions, and vice versa.

Finally, at least in Plumas 106 and Butte 229, the lighting stinks. You cannot get enough light at times or there is too much light to work with various technology tools.

Lighting is tough. Dark enough to see projected images is a bit dark for notes and discussions, and vice versa.

Need to have minimal light in the classroom while using PowerPoint. When Lights are out, it's too dark to take notes. When one panel of lights are on, projected image is too pale.

I do not fully use the features of a smart classroom because I must turn out the lights in the classroom to use the projector due to its dimness!

Lighting is still a problem, especially in classrooms with no windows. It's either the students sitting in total darkness to see PowerPoint lectures, or so much light they lose the impact of the visuals.

Lighting is sometimes a problem...any chance of getting dimmer switches in rooms? No lights to dark for notes. Too light not able to see power points

Ambient light can be a problem even on the north side of Glenn Hall

When the lights are turned off, the students tend to get sleepy and are less involved.

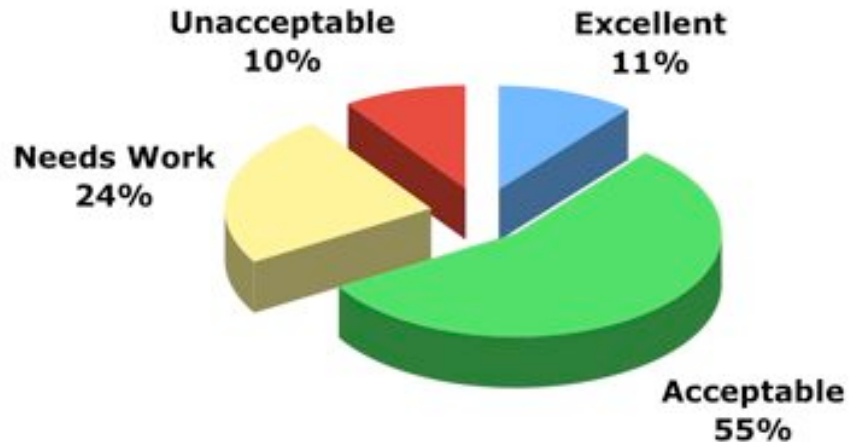
Plumas 106 - Lighting in room is poor.

Environment: Writing Surfaces

Writing surfaces continued to evoke strong comments from the classroom users. In the fall, 31% of the respondents rated this area as less than acceptable. In the spring, it climbed to 34% and the Excellent rating dropped from 18% to only 11%.

Most 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. Many classrooms will be upgraded from chalk boards to white boards this summer.

Environment: Writing surfaces (white boards) (86 Responses)



More work needs to be done on cleaning white boards. At times it was like carving into stone rather than writing on a board.

Also, white boards should be well-stocked with pens.

Please update ALL rooms with white boards and take out chalk boards. Chalkboards are messy, some are not maintained (years of white dust accumulated), lacks ability to use multicolor notes, ...

white boards are never cleaned in some classrooms (Tehama)

Whiteboards need a lot of work - "deep cleaning"

white boards are seldom cleaned. Lighting is not addressed. Lighting is whatever was originally installed, not updated for today's environment.

Butte 104 would benefit from a white board (in my opinion)

Butte 103 is in dire need of a new chalk board or white board.

Didn't have white boards

Blackboards are filthy and don't even erase anymore.

In some cases, it was reported that there simply are not enough writing surfaces, especially if the projector screen is down. Unfortunately, we will not address this during the coming summer but we hope to discuss the issue in our Smart Classroom virtual advisory council in the fall. Moving the screen is relatively easy, however, relocating the projector is another story.

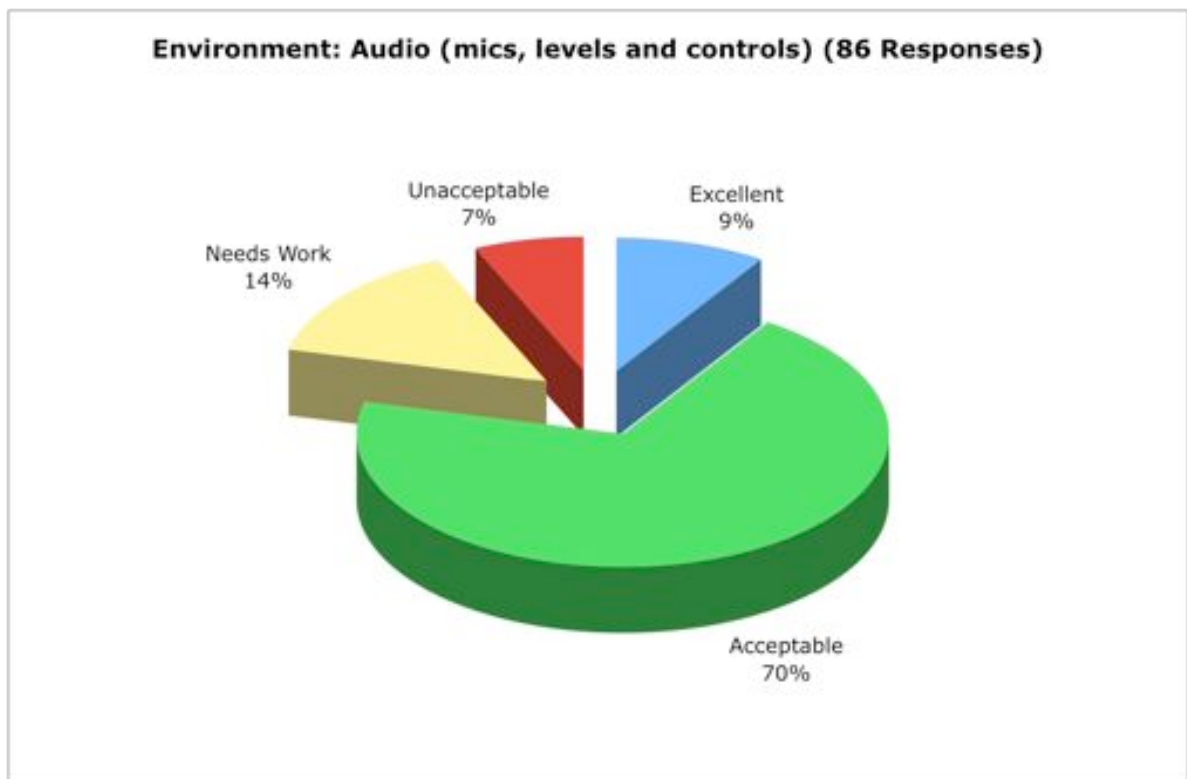
Blackboard is behind the screen, which is a problem

Many times the whiteboards in class are put behind the projector screen. This is not conducive to using multiple teaching tools simultaneously.

Mount screens so they do not cover the white board, preferably in a corner of the front of the room.

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. New DVD/VCR players should also help some of the playback issues, 60 new players are being installed. There are some specific problems in classrooms that need to be addressed this summer.



I would have liked to make the sound a bit louder (older recordings were sometimes too quiet) (butte 104)

It remains difficult to get good quality sound from these speakers (Butte 104), though, especially in conjunction with VHS tapes.

The speakers are of such poor quality and so ill placed, that discernment of the music played is almost impossible.

Modoc 123 has the worst sound system of any I have used.

Could you fix the sound system in Modoc 123? Tapes and DVDs that sound good in other classrooms sound staticky and unclear in this room.

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The sound on the video tapes in Butte 102 is not good--it sounds static-y and if there are low musical tones in the background, can totally drown out the voices over top of it. Also, the vcr seems particularly sensitive--there will be tracking-type problems w/that vcr (and playing with tracking buttons doesn't seem to improve it much),

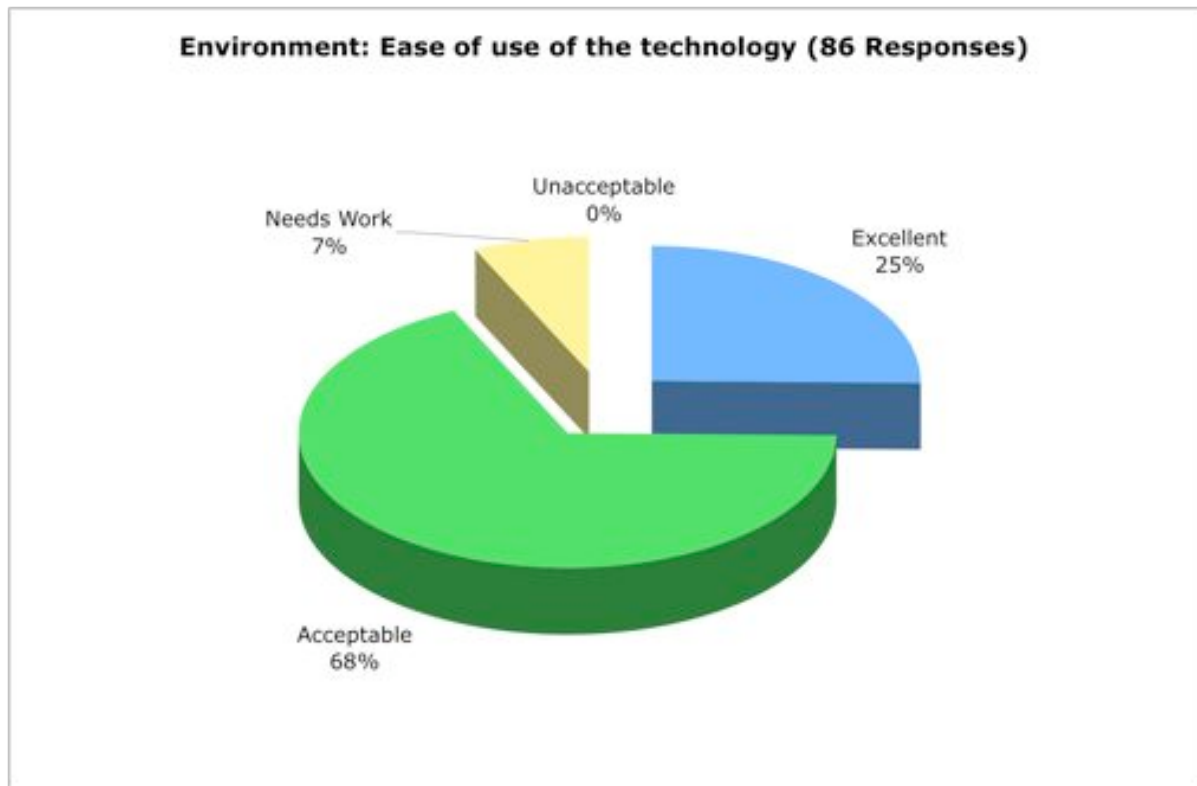
We had difficulty with the sound during two presentations in class. A tech was called to assist but was unable to help. He responded immediately, which was impressive! The presentation was barely audible, unfortunately.

I teach a film class in Ayres 201. Virtually all of the classic films I show are restored versions on DVD. I have had consistent audio problems

Ayres 106: a few minor glitches: while playing VHS tape, volume governor lowers volume if you switch from "volume" screen to main play/pause/etc screen.

Environment: Ease of use of the technology

The goal is to make sure the technology is intuitive and easy to use. We improved somewhat from the fall semester, moving from 13% rating it less than acceptable to only 7% this semester. We will continue to work over the summer to standardize the controls in the classrooms by installing more than 20 new media controllers.

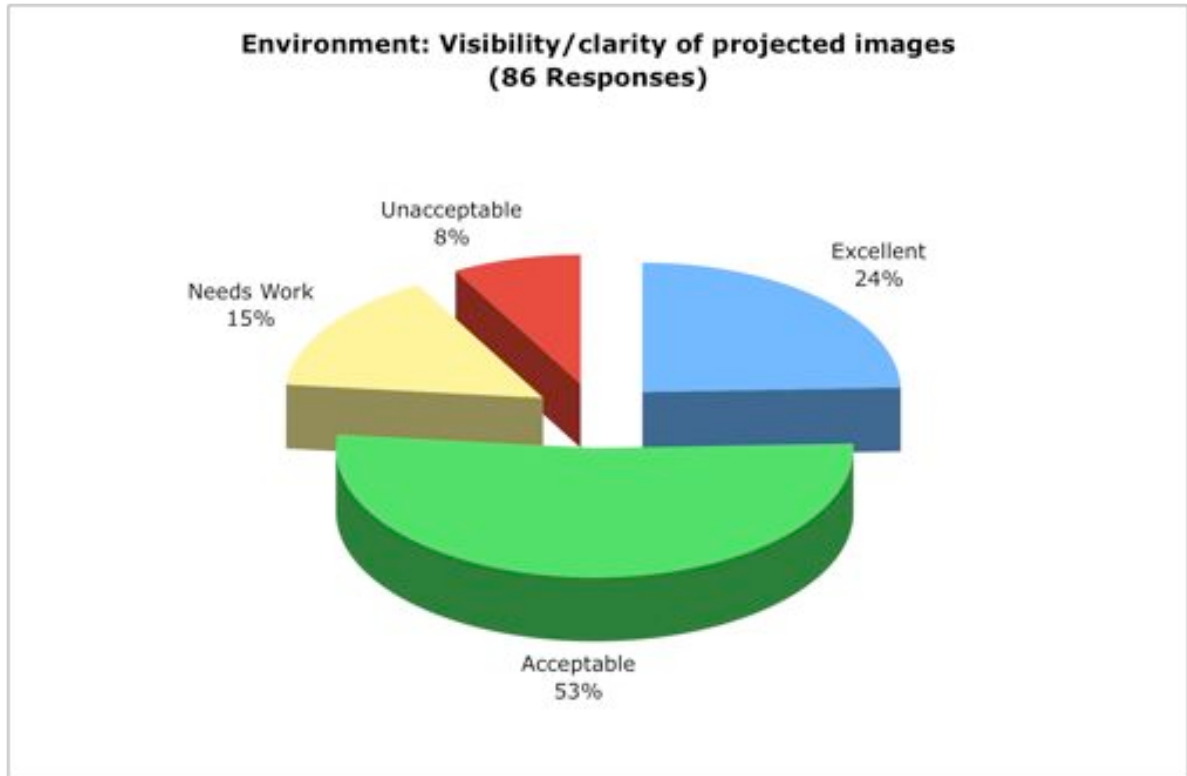


New classrooms being installed this summer will not require a key to access the equipment. We will be evaluating other classrooms to see if we can remove the requirements for a media access key.

A key is needed to gain access to some of the main power switches. Make all the things a user needs to access accessible without a key

Environment: Visibility/clarity of projected images

Low light output projectors continue to draw many comments with a less than acceptable rating growing from 16% in the fall to 23% this spring. There is good news, however. We are installing nearly 50 new projectors this summer with 3,000 ANSI-lumen output. This means that all projectors with less than 2,300 ANSI-lumen output will be replaced.



The projectors in most CSUC classrooms that I have used are not acceptable. The lumens are too low. I believe some classrooms are still using 800 lumen projectors.

I teach in Butte 104 and in Holt 266 - both have had either clarity issues (projector) or broken equipment this semester. During classes with data analysis it is critical that I be able to project SPSS analysis on the screen - when it didn't happen class was a failure.

A higher-resolution projector would really be nice (I show a lot of photographs).

In Butte 102, the visibility of images projected from the computer have always been fine until this semester--they were quite blurry (got a little better as the semester went on, but still difficult to read when projecting WebCT pages, etc.).

In Ayres 201 DVD's are consistently projected out of focus, images are dim and colors washed out. The restored version of Chinatown -- clear and bright on my laptop, home TV and in Ayres 106 -- was worse than the average video projection.

Hoping that Glenn 212 projector is upgraded so that it is brighter; it is almost impossible to see DVD's because they are so dark.

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Quality of image needs to be improved in Butte 102--one of my colleagues ended up making all her PowerPoint slides into overheads because the students couldn't read the slides well enough to take notes. The smart classroom isn't much use if you can't read what's being projected.

Late this semester, we upgraded several rooms with the new projectors that will be installed over the summer. We received the following positive comments:

The new projector and other equip. in Butte 104 is excellent!

The equipment update in Taylor 210 is great!!!

The projector was changed during the semester, and it was like night and day after the change.

brand new equipment in the room today, so it is currently excellent, last week it was terrible, sometimes it didn't work at all. thanks for the new equipment!

I've used three different rooms this year--Butte 229, Butte 505, and O'Connell 239. The newer rooms are definitely getting better!

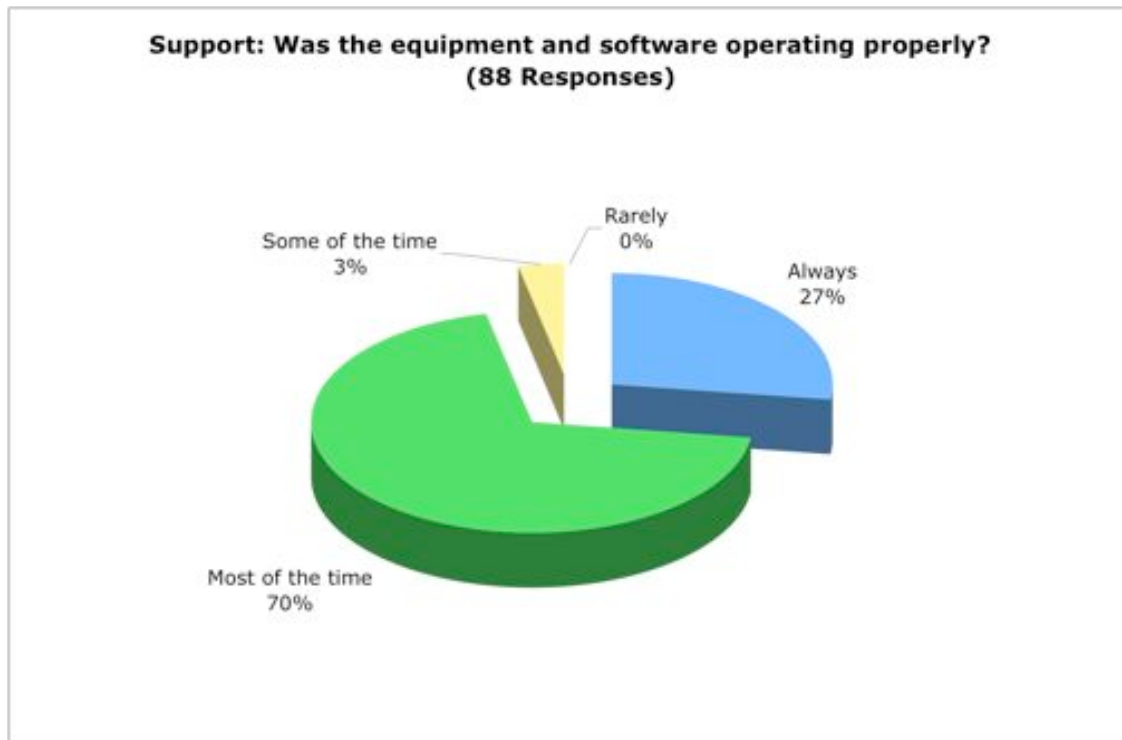
Very happy with upgrades to Butte 104. Thanks!

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.

Support: Was the equipment and software operating properly?

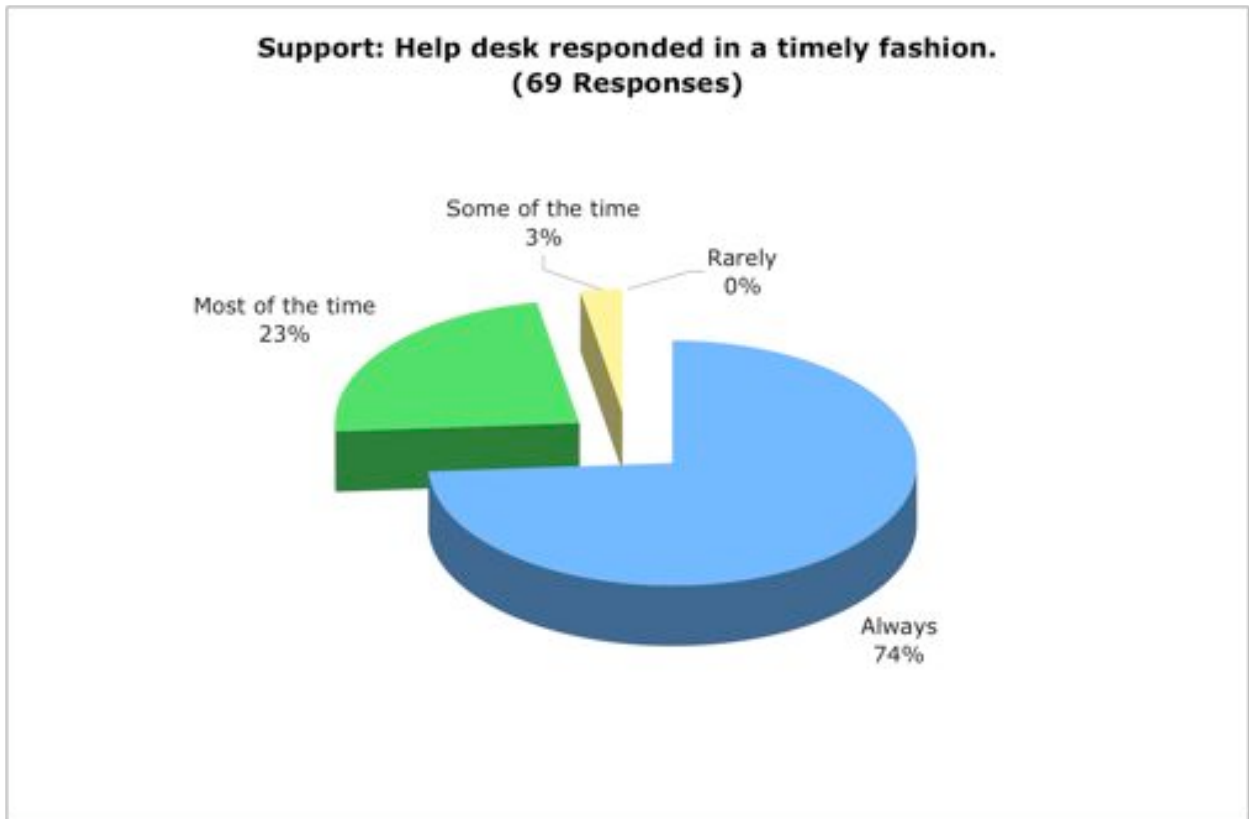
There was no significant change from the fall semester with only one comment.



I had both light bulbs burn out in my overhead, and help desk responded immediately, but didn't know the right size of the bulb, and less than 2 minutes after they installed it, it blew too. Unfortunately, my lecture that day was all overhead-based... Maybe a chart for the help desk of what type of bulb is needed for projectors in each room would help in that situation.

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. The responses were similar to those in the fall survey.

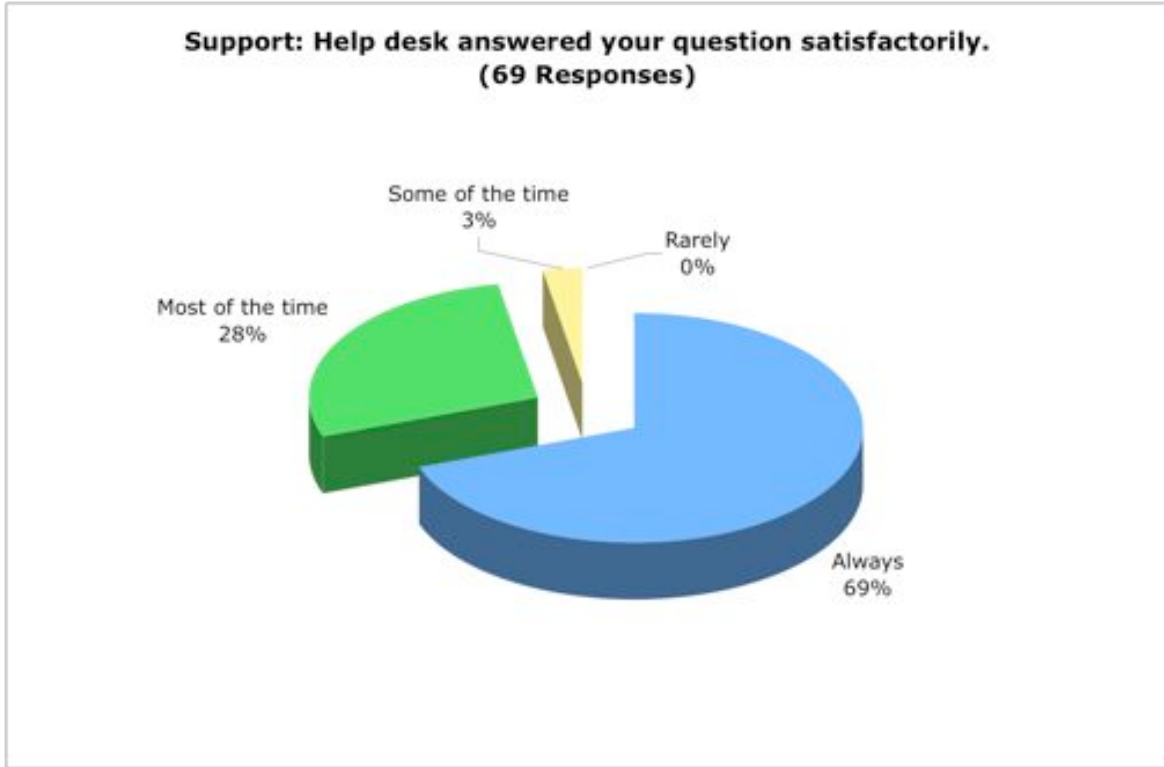


Support: Help desk answered your question satisfactorily

When we were available to answer questions, we did pretty well with roughly a 97% success rate which was the same as the fall. There was one disturbing comment that we will address internally and another that says we need to communicate better.

However, one of the men who responds to requests for help can be very brusque--We had a problem that even he was challenged with, and yet he acted as if we should have fixed it! (In a co-taught class.) (Holt 111/113)

Replacing the equipment in the classroom with no notice or warning and letting us/me figure it out when I arrived in the classroom did not please me. Let us know next time.



We did receive some compliments – *Ron Cervantez and his crew are fantastic!*

Support: Training provided was useful.

We need to remind faculty that training is available on a one-on-one basis by contacting us at 5475 and making an appointment.



I really appreciate the training in Holt 111/113 that we received in a small group from the fellow in charge.

Support: Posted instructions and labels are adequate.

As indicated in the fall survey, we still don't have the best written instructions. With so much new equipment going in this summer, we will be focusing on improving our printed instructions and will be also providing on-line help sheets.

Connecting lap tops is still a problem, switching to DVD is still a problem. Instructions don't always work to solve the problems.

I never received training. I've used Butte College's smart classrooms where I had training, and used the EXCELLENT laminated note cards in the classrooms to answer my questions

I got my training many years ago and no longer need the instructions so I haven't noticed. I couldn't even tell you if there are instructions

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.

Plumas 106- Can the table with sink be totally removed? Could a flat screen computer monitor be installed?(current one is difficult to see around during movies or when overheads are utilized.)

The monitors often block the audience's view, particularly when using the white board. Either make the monitors movable or position them so that they are below the surface of the counter.

Ayres 106: a few minor glitches: lack of tethered remote control for DVD player and lack of small console light to illuminate front of equipment rack when room is dark

I am a Mac user, so found it difficulty to use the PC in the rooms. Now that I have my own laptop I intend to take the summer to get everything transferred so I can use the smart classrooms to their full advantage.

Trouble Tickets

Overview

During the spring semester, the Smart Classroom help line (x5475) received 198 calls. That was up slightly from the 184 calls received during the fall semester. It should be noted however, that our statistics included the 2-week intersession before the start of the regular semester. The calls covered a wide variety of issues, ranging from user requested demos to a few hardware failures. One trend that seemed to emerge was disconnected cables. We have been unable to pinpoint a single cause, but there have been cases where individuals have disconnected cables in an effort to disrupt the class. Some examples are shown below:

power cable on monitor loose, pushed it back on ..working.

cables unplugged from amplifier. ??

network cable disconnected. Reconnect

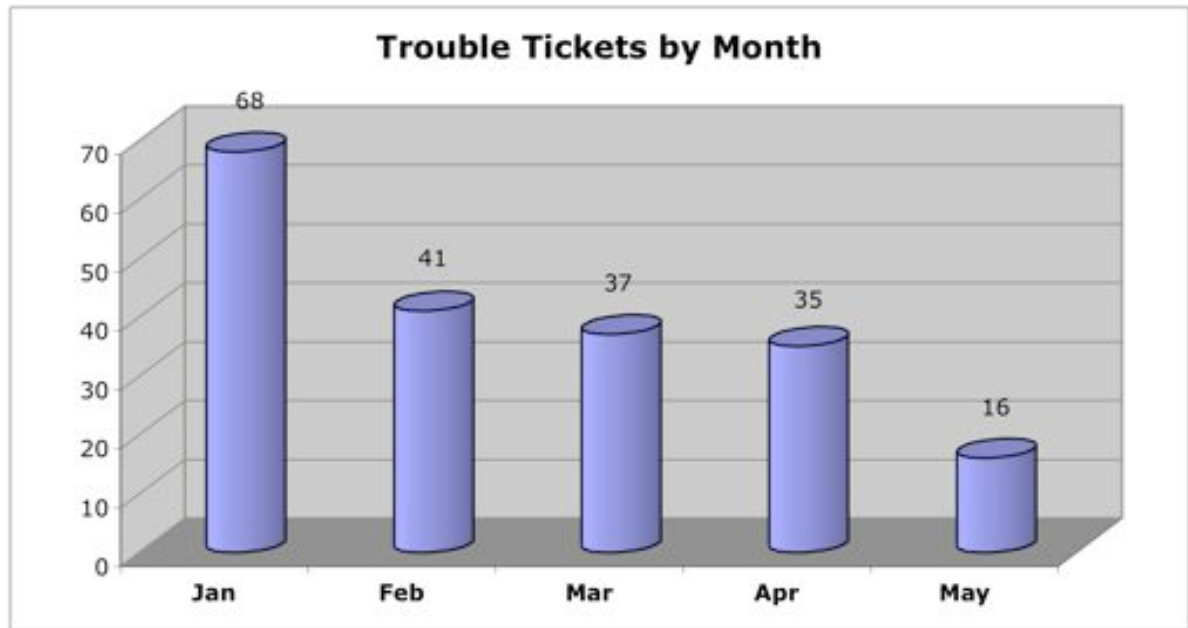
Video cable disconnected from back of caption. Reconnect

Computer audio out was connected to line in. Reconnected the cable correctly

VGA cable unplugged at the switch

Tickets by Month

This was a fairly normal semester with a large spike in calls at the start of the semester and then falling off as the semester progressed. Many of the early calls were for demonstrations of how the equipment works.



Tickets by Type

Tickets were categorized by type: Computer, Media, Network, User and Other. The good news is that the user problems have dropped significantly from the fall. On the other hand, computer and media problems were up.

Many of the computer related problems were found with the aging Dell Optiplex GX240 that will be replaced this summer. Often many computer problems are resolved by simply restarting the system which resets everything back to the baseline system. Sample issues include:

Was trying to log on to the computer and not the domain. Logged on to labs with no problem.

instructor running "GOOGLE EARTH" and slowing down the "Dell 240".

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Restarted computer. DVD drive was not visible. Its an old GX 240 so we have problems with dvd drive.

Phone help. Asked instructor to do a hard restart, and it logged on as it normally would.

restarted computer, to clear previous class settings.

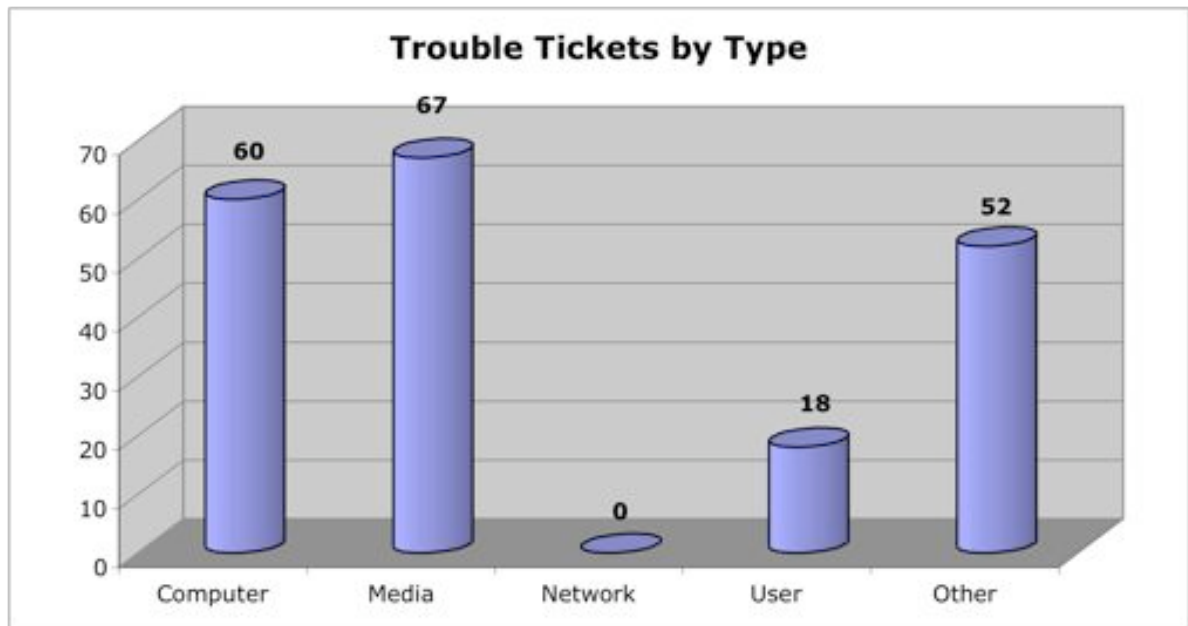
Many of the media related problems were also related to older equipment in the classrooms that will be replaced this summer:

Logic in projector locked up. reset power and started projector. RGB 1 image distorted causing projector to try to lock on to sync problem. Tried to turn off projector but it was locked up again and would not turn off.

lamp timer in video projector reset to zero. The lamp was still quite bright and useable...hopefully until the projector is replaced with a new Epson.

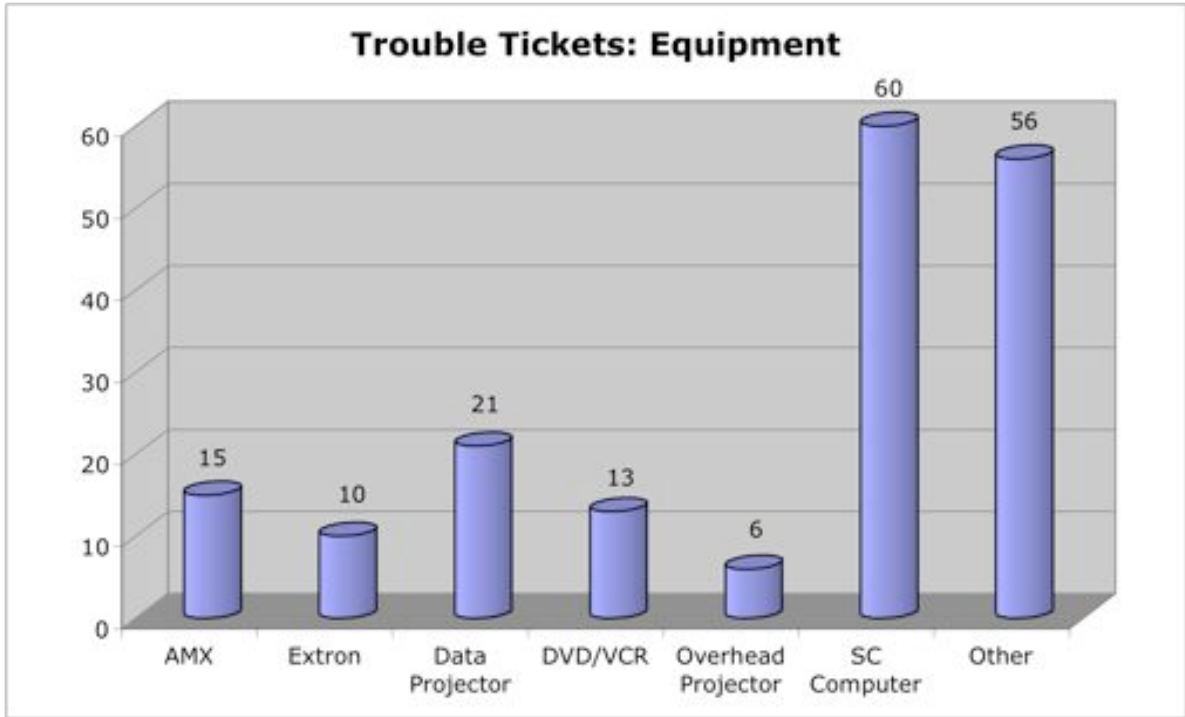
projector needed to be reset- unplug then plug back in.

The data for tickets by type is as follows:



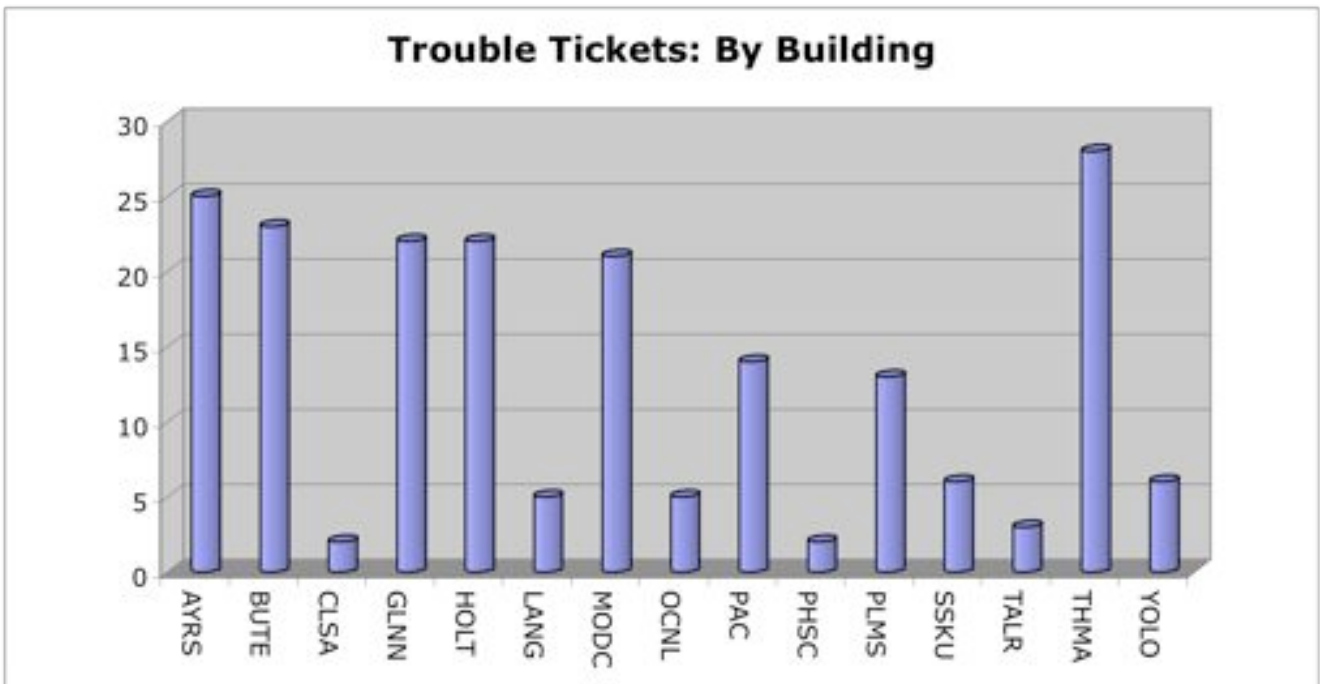
Tickets by Equipment

Computers and Data Projectors led the way for problems with different pieces of equipment. We continued to have 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 equipment.

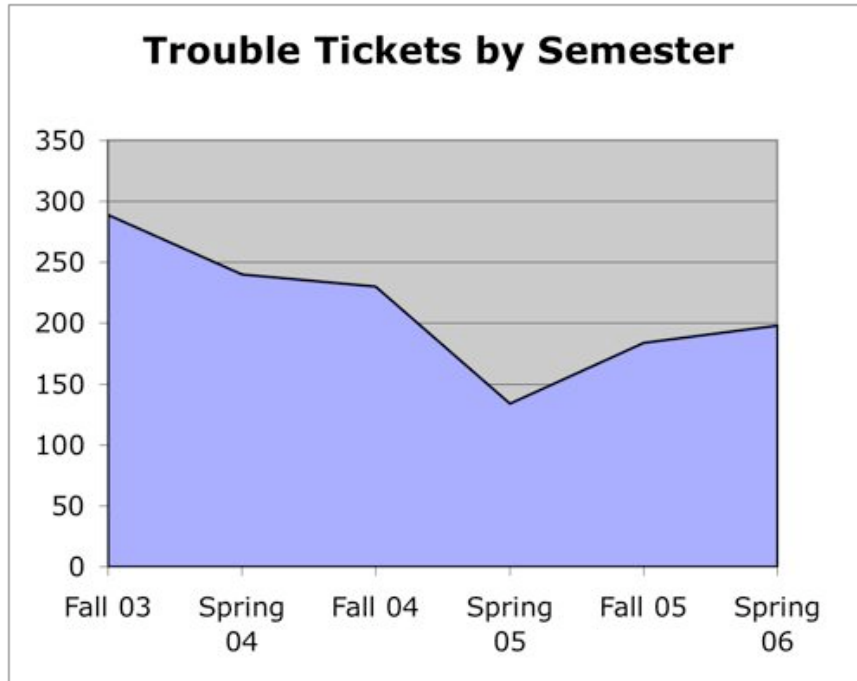


Other

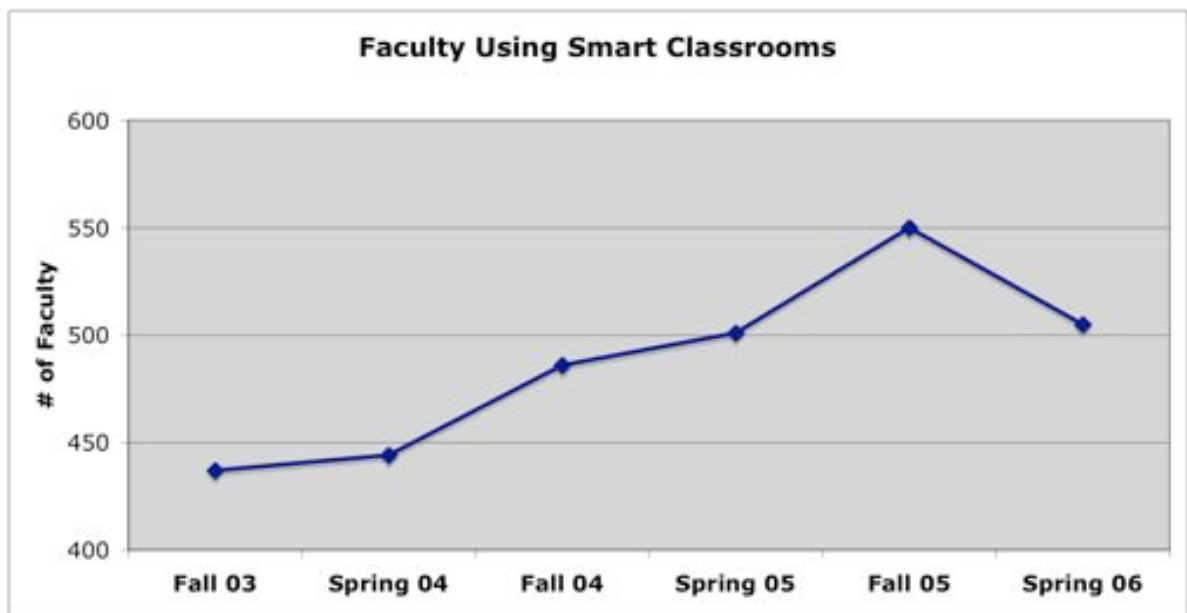
This semester we did 25 sessions of face-to-face training/demos. We had another 16 instances of phone demos. We also had a few instances where the instructors did not have their keys and we dispatched to unlock the media cabinets/equipment for them.

Past Semesters

We saw a slight increase in trouble ticket calls this semester. We anticipate the trend to continue slightly upward as we bring new, unfamiliar equipment on line.



We also saw a slight decrease in the number of individual faculty members assigned to smart classrooms.



Conclusions

This survey validated the results we found in the Fall 2005 survey. Little change was seen in most of the categories. Once again we were reminded that are three major issues that generate the most discussion, lighting, visibility/clarity of projected images and writing surfaces. In the case of lighting, 37% of the respondents rated lighting less than acceptable and 24% rated the visibility of projected images as less than acceptable. 34% rated the writing surfaces less than acceptable.

Comments about lighting and projected images were also similar to those discussed in the fall survey. These issues need to be addressed across multiple organizations. Fortunately, we will at least be able to directly impact the projector issues as we will be installing 50 new projectors during the summer. We will continue to work on escalating the lighting issues to the appropriate organizations.

The comments on white boards/chalk boards were similar to those we saw in the fall. 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 will continue to raise this issue with the relevant departments and solicit their assistance in improved maintenance of the boards.

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 will be addressed with our installations over the summer of 2006. Better communication between the Classroom Technologies group and the Smart Classroom users will be at the forefront of our efforts. We intend to start a smart classroom advisory council when the fall 2006 semester begins. We use WebCT Vista to meet as a ‘virtual’ group and set direction for future improvements to the smart classrooms.