

Chapter VIII

Faculty and Teaching Issues

The technological is allowing me to reexamine things from a different angle (Don Cardinal, Chapman University, School of Education Faculty member).

I would be remiss if I ended the first part of this book on the theory and practice of computer-based computer environments without addressing teaching issues. Faculty and teaching issues repeatedly came up in both the 2000 and 2001 studies. Clearly, teaching and learning issues affecting both administrators and students are of central concern when considering the pedagogy of computer-based educational programs.

One of the first questions asked about distance learning is how does its effectiveness compare to that of traditional methods? The 2001 survey found that respondents tended to see distance learning as an effective method for learning with 86.9% of those in computer-based courses strongly agreeing or agreeing with the statement, “I learned as much or more in this distance learning course as in an average traditional face-to-face course” (See Figure 19).

Figure 19: Learning Comparison by Delivery Format (Questions 1 & 2)

Delivery format * I learned as much or more in this distance learning course as in an average traditional face-to-face course. Crosstabulation

			I learned as much or more in this distance learning course as in an average traditional face-to-face course.				Total
			strongly agree	agree	disagree	strongly disagree	
Delivery format	computer-based	Count	23	30	6	2	61
		% within Delivery format	37.7%	49.2%	9.8%	3.3%	100.0%
	videotape	Count	10	30	16	6	62
		% within Delivery format	16.1%	48.4%	25.8%	9.7%	100.0%
	correspondence	Count		3	1	1	5
		% within Delivery format		60.0%	20.0%	20.0%	100.0%
	other	Count		1			1
		% within Delivery format		100.0%			100.0%
Total		Count	33	64	23	9	129
		% within Delivery format	25.6%	49.6%	17.8%	7.0%	100.0%

Note here that the videotape course respondents were less enthusiastic, with only 16.1% strongly agreeing with the statement, as opposed to 37.7% of those taking computer-based courses. Although the data collected for this survey is too slight in number to be conclusive, it indicates that computer-based courses are more effective than video-based ones.

To consider this comparison question a little more deeply, respondents were queried about the level of critical thinking used in the courses. The 2001 survey found that students in computer-based courses felt that critical thinking skills (not defined) had been used, with 93.4% either strongly agreeing or agreeing with the statement, "Critical thinking skills were utilized and developed in this course."

Figure 20: Critical Thinking Utilization by Delivery Format (Questions 1 & 5)

Delivery format * Critical thinking skills were utilized and developed in this course. Crosstabulation

			Critical thinking skills were utilized and developed in this course.				Total
			strongly agree	agree	disagree	strongly disagree	
Delivery format	computer-based	Count	28	28	3	1	60
		% within Delivery format	46.7%	46.7%	5.0%	1.7%	100.0%
	videotape	Count	12	35	12	3	62
		% within Delivery format	19.4%	56.5%	19.4%	4.8%	100.0%
	correspondence	Count	2	2	1		5
		% within Delivery format	40.0%	40.0%	20.0%		100.0%
	other	Count	1				1
		% within Delivery format	100.0%				100.0%
Total	Count	43	65	16	4	128	
	% within Delivery format	33.6%	50.8%	12.5%	3.1%	100.0%	

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