

ENGL 5369 Group Project

Chris, Kristi, Monica, and Ronda

Chris is blue.

Kristi is orange.

Monica will be green

Ronda is red.

Fred's Guidance as a Reminder:

Each of you (or groups of you) identify a "knowledge domain" within our broadly conceived "social networking." You could be talking about "Academia 2.0," or "women's medical issues" or "shifts in identity" or "dilution of news content" or "political agency" or any of the ideas you've come up with so far in the "course project" discussion and in our MOO sessions. You "clarify" the issues in that domain in a thorough and reasonably rigorous way. You (individually or as a group) present your "clarification" in a format of your choosing. This "clarification" need not be a report or academic research paper. It may be a mediated, or transmediated in any way you determine, *as long as it clearly represents a sustained effort and insight of some sort into the domain.*

The first-tier effort will engage the usual academic fact-finding/interpretive effort and will result in a mediated presentation of some sort: text, video, audio, power point, or multimediated or transmediated.

Groups

With full recognition that a) it's early in the process but it's got to be a fast process and b) that we've got to have some kind of boundaries, it's going to be important that (in the future, as we look forward) this be as interdisciplinary as possible. This is very comp/tech/rhet focused at this point, and that's fine, but let's not limit ourselves too much. Academia 2.0 (or metAcademia) is more than just us word geeks. Good point. Our survey audience at this point appears to be college-level educators primarily based in writing/tech comm/English programs. I agree with you Chris, but where do we think would be the best place to draw the line for this class? If we are defining a specific sector, this should also be outlined in the purpose. Oh, I agree completely; this is a great line to draw with the constraints we've got right now, and I'm not suggesting doing it all right now--it's just a statement of larger vision, that's all. We *need* to have the boundary right now.

Facebook Groups:

STC (plus regional divisions of STC)

CCCC

Tech Rhet

Kairos: Rhetoric, Technology, Pedagogy
National Communication Association
Reviewing Rhetoric...

American Association of Community Colleges
Faculty Members of Universities and Colleges

Twitter:

STC

Computers & Writing (C&W, probably on FB too)

ATTW

Listservs:

TTU TCR

WPA (writing program administrators)

Question Areas

To keep our data analysis simple, I think that we should try to keep the majority of our answers to something they are able to select rather than type in? **Yes, but let's remember how difficult it is to limit responses to selections without biasing the data. Perhaps a text box for "other" should be used frequently and a section for additional comments? I will help with coding of course if we do incorporate text. [at some level, text/discursive responses would be incredibly helpful, in the sense of a deep data cloud and actual content for the site. Meta/Data, etc. I don't think it's the end of the world if we collect more than we can reasonably deal with in (three?!) weeks, as long as we limit ourselves in scope and let the data sort itself. Of course, I could just be talking out my ass, which has been known to happen on occasion... -c.] I agree. That is why I said the "majority." I am happy with whatever we can sift through- so long as it is manageable. I agree that more discursive responses would be more helpful with what we are trying to accomplish. Because we are still trying to define this rhetoric, open-ended questions might facilitate that process better. Closed questions, while easier to code, assume that we know what exactly this rhetoric entails and what the boundaries of it are. I'm not sure, either, that we need to proceed with the idea that we will code this as we would a more traditional research project. If we do proceed with providing a resource bank, we are less constrained in how we present the final data. If we create a site that encourages users to sift, and sort and filter the data themselves, then we simply need to manage the data in a manner that allows us to pull out salient themes vs. a fully-coded quantitative analysis. All clear now. I think I see the light. If we are still**

trying to define something we are going to be doing the defining if we craft the answers. Might be helpful to think of this as related to Eleanor Rosch's "prototyping" rather than defining--because defining is tricky business. (that's in Weinberger, iirc).

It might be helpful to "define" Web 2.0 for the purposes of the survey; We're not so much interested solely in Online or Distance Ed; it's really just one facet of the broader phenomenon; we need to be careful not to limit our questions and tunnel their responses to only thinking about online courses. I agree with this. I was actually thinking that we were also after how web 2.0 and social media are used in the classroom, why people use or don't use these technologies, and to what end. We're talking a lot here about the view from the faculty member's side of the desk and I suppose we want to limit it so that it's manageable, but there's some utility in also thinking about what Academic 2.0 looks like from the student's view. We can probably cobble a Web 2.0 definition together from Fred's notes and Wikipedia:
Web 2.0:

- dynamic, created on-the-fly web pages which direct and redirect user-created content
- many-to-many
- often called "social networking"

"For the purpose of this survey, we define Web 2.0 as dynamic web technologies that facilitate one-to-many and many-to-many communication, secure information sharing, user-created content, interoperability, and collaboration. Applications such as social networking sites, video-sharing sites, wikis, blogs, mashups, and folksonomies are some examples of Web 2.0, but should not be considered exhaustive." (needs work - make changes please)

The purpose of this survey is to...collect data on the variety of ways educators are making use of technologies and tools associated with "Web 2.0" in their scholarship, in their teaching, and in the rest of their professional lives. We should also include some sort of informed consent statement.

IRB (discussion for later use)

Do we need to worry about IRB on this? Even exempt status? I thought about that the other night, too. Probably worth a query to Fred although I'm going to cry if the answer is 'yes.'" If it is 'yes' we may have to reevaluate what we're doing given how long an IRB approval can take even when expedited. (I've sent him an email with this question). (He answered this on FB, in case there were those who hadn't seen. Looks like we may have to do something retroactive, though it's possible that we

could do it later. Maybe even next semester, my fellow Methods-ers?) Yep, as Fred indicated, purely for class purposes we don't need IRB at all. For ongoing use--Oh HECK YEAH, in methods, methods, methods this fall--I think we could get Exempt on anonymous surveys alone. An ongoing website that is presumed to be public. . . .

Here is a first pass at an informed consent statement:

Informed Consent Statement

The purpose of this survey is to assess attitudes and opinions about Web 2.0, social media, and professional and classroom use of these tools and technologies. Your honest and accurate opinions are critical to the success of this research. Some limited demographic information will be collected. This survey will not request your name or similar identifying information. However, an optional question that requests an email address for the purposes of follow-up questions is included in this survey. *Since we are not doing IRB, maybe to keep things simple we should not collect email addresses on the survey? Just a thought if it gets too complicated.* There is no requirement to answer this question. Results will be coded with an anonymous number. All responses will remain confidential.

This survey will take approximately 15-20 (?) minutes to complete. You may choose to stop participating in this survey by simply exiting the webpage at any point with no penalty. You are not required to participate in this research. Your anonymous responses may be compiled and published through a public website to which you will have no copyright claims *Or maybe, "The survey responses may be compiled and published through a public website. By participating in the survey, you agree that your responses may be used without restriction. The data entry into the public website will not in any way be associated with the email address you provide (if we decide to keep the email address).* [MUCH BETTER THAN MINE - THANKS, KRISTI!] *[not sure about this statement but I think we need to be explicit about putting these out on a site and by continuing respondents agree that their words can be included without additional permission][if this is the case, then is the "All responses will remain confidential" statement that ends the previous paragraph false?] [Probably so]*

This research involves minimal risk to participants. Possible risks to subjects involved in this research include mild discomfort with questions that ask you to be report on your attitudes and opinions. For questions about this research, please contact the principal investigators at (insert email address here).

Clicking on the "Next Page" button at the bottom of this screen indicates that you have read, understood, and agree to the terms and details included in the information above.

Background:

Association

Comfort with technology

Academia

Industry

Do we want to collect basic demographics (i.e., age, gender, occupation, years teaching...) **Yes Yes**

Demographic Information - The following questions are intended to gather background data about you in order to better understand your responses.

What is your gender?

- Male
- Female
- Transgender
- Decline to say

How old are you? (Open-ended question or could include age ranges) **Age ranges**

What is the highest level of education that you have completed? *[Not sure we need this question]* *[I agree; does the information help us in any way? I'd say no.]* **Not needed.** **For our purposes, no. I will black out to delete.**

- Grammar School
- High School or Equivalent
- Vocational/Technical School (2 year)
- Some College
- College Graduate (4 year)
- Master's Degree
- Doctoral Degree (PhD)
- Professional Degree (MD, JD, etc.)
- Other (Please explain)

Not sure if we want to include questions like these next 2: Oh, I think they're pretty

good questions. I wonder if we should change the time spread on the second.

How long have you been a registered member of a social networking site?

- o Less than one year
- o 1-2 Years
- o 2-3 Years
- o 3-5 Years
- o More than 5 Years

What is the average amount of time you spend each day on the Internet?

- o Less than 30 Minutes *I'm not sure these first two need to be separate. I think it's okay to make the distinction--a difference between those who truly only spend a couple minutes and a slightly larger commitment. ??? I agree. I think we should keep times as is since there really are some people in the world that can spend less than 30 minutes/day on the internet. Hard to believe, isn't it?*
- o 30 - 60 Minutes
- o 1 - 2 Hours
- o 2 - 3 Hours
- o 3 - 4 Hours
- o More Than 4 Hours

Do we want to include a question with an email contact for followup and make it optional ? *This would not hurt. I agree. We should include. Make it optional, and make it the last question.*

What is your email address? (Optional Question) (Note: Your email address is only requested for possible follow-up questions. Email addresses will not be shared or sold to third parties).

1. Which of these groups are you a member of (then list groups above)?
2. What is your current employment in academia? Do we want to restrict this to academia? *I think yes, at this point. We're doing Academia 2.0, so the limit makes sense. I'm open to discussion on it, though. OK that make sense, so we can provide that information in the introduction to our survey.(Good idea) I need help with selections here, being a non-academic and all!! No problem. It'll probably be a better survey if it's got the outside point of view combined here. I agree on restricting it to educators although a great follow up would be with what students want in the classroom and how they respond to Web 2.0 in the classroom. I agree with educators only, which makes me wonder if we want to include administrators.*

I think if they currently teach, yes, but, if they no longer teach (or never did) I would recommend leaving them out. Am I all wet, here? I like the idea of having administrators just to have their perspective on things. This may be outside of the scope of what we have time to do this summer though. Would administrators be aware of what is happening in their programs and offer some good insight on why Web 2.0 is or is not happening at their schools?

Professor

Associate Professor

Assistant Professor

Non-Tenure Position (Instructor, Lecturer, Adjunct, etc.)

Graduate Student/Assistant

~~Administrator~~ Per my comment above. What do y'all think?

Do we care whether folks teach at two-year or four-year institutions, research universities, etc.? I'm not trying to create/reify a pecking order, but I'm wondering if the differences could prove interesting or useful. Good question. I think it'd make for an interesting way to examine data, and might be useful, even if in the end it really doesn't matter.

3. How did you find out about this survey? (I just noticed in our proposal we were going to keep our queries to Facebook. Do we still want to do it that way?) Might be easier, but we'd get more data from non-FB using folks if we send out a query, say, to WPA-L. There are a couple of twitter hashtags we could link this too as well, if we wanted. might be a little "open" to spam respondents, though)

Twitter

Facebook

Listserv

Email

Other (with open response) I think the last two leave "word of mouth" respondents open, if people end up passing this around.

4. Please rate your comfort level with Web 2.0 technology and its use in your job. (I might remove 'and its use in your job' and just keep it to the first part or split these into two questions since it's really asking overall comfort level and comfort level as applied to the job). I was looking for a scale that measures comfort with technology and came across this article: <http://ejite.isu.edu/Volume5/Willis.pdf> and this one, too,: <http://www.ncsu.edu/meridian//sum2001/palm/2.html> which might be useful for any type of lit review we do. Yes, this is good, and a Lichert scale with numbers gives us additional options with the data if we want them.

Limited comfort with Web 2.0 technologies

Moderate with Web 2.0 technologies
High comfort with Web 2.0 technologies

Do you use Web 2.0 tools in your job? Do we want to be more specific here to drive the answers more towards classroom use for the purpose of education? I don't want to totally cut out other elements of Academia 2.0. I think this includes scholarship & advancement of knowledge, and separating our scholarship from teaching/learning is not only bad teaching, it's bad scholarship. Let's leave it open to multiple areas. I'd argue that we might switch the order here-- personal first, classroom second, professional/scholarly third.

5. Which of the following social networking/Web 2.0 tools have you incorporated into the classroom? Please check all that apply.

Blogs

Wikis

Social networking sites (Facebook, MySpace, LinkedIn, GoodReads, etcetera)

Video sharing sites...

(others)

6. Which of the following social networking/Web 2.0 tools have you incorporated into your personal life?

(I like the "which" constructions better on #5 and #6) I agree- I deleted the other question format.

Please check all that apply.

Blogs

Wikis (not just wikipedia, which I changed this from)

Social networking sites

Video sharing sites...

(others)

7. Do you use Web 2.0 tools for scholarly or other professional purposes?
(could leave open) (might switch this and #8)

8. Rate the success you have experienced in using the following Web 2.0 tools in the classroom:

Blogging (very successful, moderate success, unsuccessful, unsure of success, not applicable)

Wikis

Social networking sites
Video sharing sites... (others)

There are many tools and technologies available to educators. Which of the following have you used in the classroom (then provide list above)? There might be great utility in asking the same series of questions in relation to their personal use and ALSO in relation to their professional use in the classroom in the process of educating.

Of the tools and technologies that you have used, what did you find useful about them in the classroom? What difficulties did you encounter? Would be a good reflective, qualitative response.

Use of Web 2.0

Social networking

Professional networking

Long-distance professional networking (i.e. global, cross-country),

Short-distance professional networking (i.e. w/colleagues & administrators in department or school)

How can social media be used to create knowledge?

Explain the value of social networking/Web 2.0 tools for use in the classroom.

Explain the value of social networking/Web 2.0 tools for your personal use.

Complete the following statement: Social networking and Web 2.0 tools allow me to....

Why do you use or not use social networking/Web 2.0 tools in the classroom.

What do you feel is the biggest barrier to incorporating social networking/Web 2.0 tools in the classroom?

I'm unsure of its value

Currently unproven

Lack of institutional support

Lack of funding or other resources

Lack of personal knowledge of tools

Lack of student knowledge of tools

Lack of student access to computers (not sure if this is separate from funding or not). It seems appropriate to consider whether students can be expected to

have access to computers at home, etc. Believe it or not, this is a problem at some community colleges, for example. Oh, yes, that's for sure. An excellent addition

Limited interest on my part

Doesn't fit the goals of my/my department's/my institution's/university's
[mybad] curriculum...

Research

Communication

Learning

community

assignments & projects

course communication

Online classes, Onsite classes (differences, similarities, resistance, support)

different ways you make use of web 2.0 in online and onsite courses

Difft tools/technologies;

free (like blogger, zotero)?

education-marketed tools (moodle, mahara, edublogs)?

popular (fb/twitter/myspace)?

school licensed/course management tools (blackboard, etc)?

something else i haven't thought of yet??

Have you taught an online class? If so, what were its similarities and differences compared to onsite classes you have taught? I don't know if this is the type of thing we need to go for in the core of the survey; might be more helpful as supplementary information. Yes, I think this could take us off into another research question altogether. OK, sounds good. I am blacking this out to delete.

Did you meet with any resistance in online instruction?

From Students

From Other Faculty

From Administrators

Other items/Previous and Concurrent Research

Here is the link to my Field Methods survey, if useful. The password is

"iteration". https://www.surveymonkey.com/sr.aspx?sm=J0yDUM3ahDQJp_2

When it comes to our website/wiki and ongoing updates, we will need some kind of disclaimer--sort of an Informed Consent 2.0, probably similar to the one on edtechfuture.org (see below) We will want to keep our eye on edtechfuture.org.

Public Forum *The website edtechfuture.org is a public forum website. By submitting your content for posting or by directly posting your content on this website, you agree to the public distribution, public quoting/citing, and website archival of that content.*

Subject to Public Comments *All content posted to the website is open to public comment. Such public comment, if posted to the website, becomes content and is also open to public comment, and so on.*

No Warranties *This website is provided “as is” without any representations or warranties, express or implied. The Department of Education and SRI International disclaim any representations or warranties with respect to this website or the content (source, originality, accuracy, completeness or reliability of any statement, information, data, finding, interpretation, advice, opinion, or view) thereof, including but not limited to content posted by the Department of Education, SRI International or others.*

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DRAFT - COMPILED SURVEY THUS FAR

Introductory Statement

The purpose of this survey is to collect data on the variety of ways educators are making use of technologies and tools associated with "Web 2.0" in their scholarship, in their teaching, and in other areas of their personal and professional lives. For the purpose of this survey, we define "Web 2.0" as a collection of dynamic web technologies that facilitate both one-to-many and many-to-many communication, user-created content, interoperability, and collaboration. Web 2.0 applications include social networking sites, video-sharing sites, wikis, blogs, mashups, folksonomies, and more; the list grows exponentially. (please edit) I revised the final sentence.

Because we are specifically exploring the ways in which academic professionals are incorporating Web 2.0 technologies into their lives, this survey seeks responses ~~only from those individuals~~ from those who currently teach at colleges and universities, whether as full-time faculty, adjunct instructors, or graduate students with teaching responsibilities. (please reword - I couldn't get this caveat to sound decent) I switched the order around between academic /incorporating . I cut out a few words to streamline and simplify. I'm not sure we need to say "only" if we just say who we do want. OK?

Informed Consent Statement

The purpose of this survey is to collect data on the variety of ways educators are making use of technologies and tools associated with "Web 2.0" in their scholarship, in their teaching, and in the rest of their personal and professional lives. Your honest and accurate opinions are critical to the success of this research. Some limited demographic information will be collected. This survey will not request your name or similar identifying information. However, an optional question that requests an email address is included in this survey. Should you choose to provide an email address, this information will only be used for follow-up questions. Your email address will not be shared with anyone outside of the group of primary investigators. *Since we are not doing IRB, maybe to keep things simple we should not collect email addresses on the survey? I think it is clear that the email address will not be used outside of follow up questions. It is optional so I think it is OK.*

This survey will take approximately 10-20 minutes to complete. You may choose to

stop participating in this survey by simply exiting the webpage at any point with no penalty. You are not required to participate in this research. The survey responses may be compiled and published through a public website. By participating in the survey, you agree that your responses may be used without restriction. The data entry into the public website will not in any way be associated with the email address you provide.

This research involves minimal risk to participants. Possible risks to subjects involved in this research include mild discomfort with questions that ask you to be report on your attitudes and opinions. For questions about this research, please contact the principal investigators at ([insert email address here](#)).

Clicking on the "Next Page" button at the bottom of this screen indicates that you have read, understood, and agree to the terms and details included in the information above.

Demographic Data Questions

The following questions are intended to gather background data about you in order to better understand your responses.

Should we ask an age question here? Yep. I'll put add it in SurveyMonkey as item #2 or 3.

1. How did you hear about this survey?

Twitter

Facebook

Listserv

Email

Other (with open response)

2. What is your gender?

Male

Female

Transgender

Prefer not to answer

3. What is your current employment in academia?

Professor

Associate Professor

Assistant Professor
Non-Tenure Position (Instructor, Lecturer, Adjunct, etc.)
Graduate Student/Assistant
Other (with open response)

4. Which of the following best describes the institution at which you are currently employed? *(These are the Carnegie classifications - it may be overkill; please edit if you think it is)*

Very small two-year (FTE enrollment of fewer than 500)
Small two-year (FTE enrollment of 500-1,999)
Medium two-year (FTE enrollment of 2000-4,999)
Large two-year (FTE enrollment of 5000-9,999)
Very large two-year (FTE enrollment of at least 10,000)
Very small four-year (FTE enrollment of fewer than 1,000)
Small four-year (FTE enrollment of 1,000-2,999)
Medium four-year (FTE enrollment of 3,000-9,999)
Large four-year (FTE enrollment of at least 10,000)
Exclusively graduate/professional

5. Which of the following best describes the Carnegie Classification for the institution at which you are currently employed?

Associate's College
Doctorate-granting University
Master's Colleges and University
Baccalaureate College
Special Focus Institution
Tribal College

6. How long have you been a registered member of a social networking site?

I am not currently a member of a registered social networking site
Less than one year
1-2 Years
2-3 Years
3-5 Years
More than 5 Years

7. What is the average amount of time you spend each day using the Internet?

Less than 30 Minutes
30 - 60 Minutes

- 1 - 2 Hours
- 2 - 3 Hours
- 3 - 4 Hours
- More Than 4 Hours

Use of Web 2.0: Personal

8. Please rate your comfort level with the use of Web 2.0 technology in your **personal life**.

- Limited comfort with Web 2.0 technologies for use in my personal life
- Moderate comfort with Web 2.0 technologies for use in my personal life
- High comfort with Web 2.0 technologies for use in my personal life

9. Which of the following Web 2.0 technologies have you incorporated into your personal life? Please check all that apply.

- Blogs
- Wikis
- Social Networking Sites (Facebook, MySpace, LinkedIn, GoodReads, etcetera)
- Video Sharing Sites (YouTube, Viddler, etcetera)
- Photo Sharing Sites (Flickr, Photobucket, etcetera)
- Tagging or Folksonomy Activities (Flickr, del.icio.us, etcetera)
- Podcasting
- VoIP (Voice Over Internet Protocol, i.e., Skype)
- None of the Above
- Other (with open response)

10. Please rate the level of success you have experienced in using each of the following Web 2.0 tools for personal use:

- Blogs
 - Significant Success; Moderate Success; Little Success; Unable to Measure Level of Success; Not Applicable/Have Not Used in Classroom)
- Wikis
 - Significant Success; Moderate Success; Little Success; Unable to Measure Level of Success; Not Applicable/Have Not Used in Classroom)
- Social Networking Sites (Facebook, MySpace, LinkedIn, GoodReads, etcetera)
 - Significant Success; Moderate Success; Little Success; Unable to Measure Level of Success; Not Applicable/Have Not Used in Classroom)
- Video Sharing Sites (YouTube, Viddler, etcetera)
 - Significant Success; Moderate Success; Little Success; Unable to Measure

Level of Success; Not Applicable/Have Not Used in Classroom)

Photo Sharing Sites (Flickr, Photobucket, etcetera)

Significant Success; Moderate Success; Little Success; Unable to Measure

Level of Success; Not Applicable/Have Not Used in Classroom)

Tagging or Folksonomy Activities (Flickr, del.icio.us, etcetera)

Significant Success; Moderate Success; Little Success; Unable to Measure

Level of Success; Not Applicable/Have Not Used in Classroom)

Podcasting

Significant Success; Moderate Success; Little Success; Unable to Measure

Level of Success; Not Applicable/Have Not Used in Classroom)

VoIP (Voice Over Internet Protocol, i.e., Skype)

Significant Success; Moderate Success; Little Success; Unable to Measure

Level of Success; Not Applicable/Have Not Used in Classroom)

11. For which of the following functions are you most likely to use Web 2.0 tools within your personal life?

Long-distance social networking

Short-distance social networking

Long-distance professional networking (i.e. global, cross-country)

Short-distance professional networking (i.e. w/colleagues & administrators in department or school)

To disseminate information or knowledge

Personal promotion

Personal creative expression

Professional promotion

To engage as a member of an online community (?)

Others Ideas Here?

Other (with open response)

12. When choosing Web 2.0 tool for personal use, which of the following delivery (?) structures do you most prefer?

Free (Blogger, Zotero, etcetera)

Education-marketed Tools (Moodle, Mahara, Edublogs, etcetera)

Popular (Facebook, Twitter, Myspace, etcetera)

School Licensed/Course Management Tools (Blackboard, etcetera)

Whichever best fits my needs

No preference

Other (open response)

13. What do you believe is the value, if any, of incorporating Web 2.0 tools within your personal life? (with open response)

Use of Web 2.0: Classroom/Instructional

14. Please rate your comfort level with the use of Web 2.0 technology for **classroom/instructional use**.

Limited comfort with Web 2.0 technologies for classroom/instructional use

Moderate comfort with Web 2.0 technologies for classroom/instructional use

High comfort with Web 2.0 technologies for classroom/instructional use

15. Which of the following Web 2.0 technologies have you incorporated into your classrooms? Please check all that apply.

Blogs

Wikis

Social Networking Sites (Facebook, MySpace, LinkedIn, GoodReads, etcetera)

Video Sharing Sites (YouTube, Viddler, etcetera)

Photo Sharing Sites (Flickr, Photobucket, etcetera)

Tagging or Folksonomy Activities (Flickr, del.icio.us, etcetera)

Podcasting

VoIP (Voice Over Internet Protocol, i.e., Skype)

None of the Above

Other (with open response)

16. Please rate the level of success you have experienced in using each of the following Web 2.0 tools for classroom use:

Blogs

Significant Success; Moderate Success; Little Success; Unable to Measure
Level of Success; Not Applicable/Have Not Used in Classroom)

Wikis

Significant Success; Moderate Success; Little Success; Unable to Measure
Level of Success; Not Applicable/Have Not Used in Classroom)

Social Networking Sites (Facebook, MySpace, LinkedIn, GoodReads, etcetera)

Significant Success; Moderate Success; Little Success; Unable to Measure
Level of Success; Not Applicable/Have Not Used in Classroom)

Video Sharing Sites (YouTube, Viddler, etcetera)

Significant Success; Moderate Success; Little Success; Unable to Measure

Level of Success; Not Applicable/Have Not Used in Classroom)
Photo Sharing Sites (Flickr, Photobucket, etcetera)
Significant Success; Moderate Success; Little Success; Unable to Measure
Level of Success; Not Applicable/Have Not Used in Classroom)
Tagging or Folksonomy Activities (Flickr, del.icio.us, etcetera)
Significant Success; Moderate Success; Little Success; Unable to Measure
Level of Success; Not Applicable/Have Not Used in Classroom)
Podcasting
Significant Success; Moderate Success; Little Success; Unable to Measure
Level of Success; Not Applicable/Have Not Used in Classroom)
VoIP (Voice Over Internet Protocol, i.e., Skype)
Significant Success; Moderate Success; Little Success; Unable to Measure
Level of Success; Not Applicable/Have Not Used in Classroom)

17. For which of the following functions are you most likely to use Web 2.0 tools within your classroom?

To encourage collaboration and communication among students
To communicate with students about the course and/or answer course-related questions
To advise students
To present course content in a manner that supports the different ways that students learn
To hold office hours
To facilitate group projects
To build community within the class
To disseminate assignments and projects
To increase student engagement and their level of interest
To involve the students in contributing to the course content
To link to other course-related resources
To demonstrate examples of Web 2.0 tools
To present new ways of collaboration between students outside of class
Others Ideas Here?
Other (with open response)

18. What do you feel is the most significant barrier to incorporating Web 2.0 tools in the classroom?

I'm unsure of its value

Currently unproven
Lack of institutional support
Lack of funding or other resources
Lack of personal knowledge of Web 2.0 tools
Lack of student knowledge of Web 2.0 tools
Lack of student access to computers
Limited interest on my part
Doesn't fit the goals of my/my department's/my institution's curriculum
I don't believe there are significant barriers to its incorporation
Other (with open response)

19. When using Web 2.0 tool for classroom use, which of the following delivery (?) structures do you most prefer?

Free (Blogger, Zotero, wikis, etcetera)
Education-oriented Tools (Moodle, Mahara, Edublogs, etcetera)
Popular (Facebook, Twitter, Myspace, etcetera)
School Licensed/Course Management Tools (Blackboard, etcetera)
Whichever best fits my needs
No preference
Other (open response)

20. Do you use Web 2.0 tools in different ways for online versus onsite courses?

Yes
No (Skip next question)
Not Applicable (Skip next question)

21. In what ways are there differences between how you use Web 2.0 tools in online versus onsite courses? (with open response)

22. What do you believe is the value, if any, of incorporating Web 2.0 tools within the classroom? (with open response)

Use of Web 2.0: Professional/Scholarly *(I wonder if we can we make this clearer that it refers to professional use OTHER than classroom use?)*

Maybe begin with this- This section refers to your use of Web 2.0 for your professional activities other than in the classroom.

23. Please rate your comfort level with the use of Web 2.0 technology for **professional/scholarly use**.

Limited comfort with Web 2.0 technologies for professional/scholarly use

Moderate comfort with Web 2.0 technologies for professional/scholarly use

High comfort with Web 2.0 technologies for professional/scholarly use

24. Which of the following Web 2.0 technologies have you incorporated into your professional/scholarly activities? Please check all that apply.

Blogs

Wikis

Social Networking Sites (Facebook, MySpace, LinkedIn, GoodReads, etcetera)

Video Sharing Sites (YouTube, Viddler, etcetera)

Photo Sharing Sites (Flickr, Photobucket, etcetera)

Tagging or Folksonomy Activities (Flickr, del.icio.us, etcetera)

Podcasting

VoIP (Voice Over Internet Protocol, i.e., Skype)

None of the Above

Other (with open response)

25. Please rate the level of success you have experienced in using each of the following Web 2.0 tools for professional/scholarly use:

Blogs

Significant Success; Moderate Success; Little Success; Unable to Measure
Level of Success; Not Applicable/Have Not Used in Classroom)

Wikis

Significant Success; Moderate Success; Little Success; Unable to Measure
Level of Success; Not Applicable/Have Not Used in Classroom)

Social Networking Sites (Facebook, MySpace, LinkedIn, GoodReads, etcetera)

Significant Success; Moderate Success; Little Success; Unable to Measure
Level of Success; Not Applicable/Have Not Used in Classroom)

Video Sharing Sites (YouTube, Viddler, etcetera)

Significant Success; Moderate Success; Little Success; Unable to Measure
Level of Success; Not Applicable/Have Not Used in Classroom)

Photo Sharing Sites (Flickr, Photobucket, etcetera)

Significant Success; Moderate Success; Little Success; Unable to Measure
Level of Success; Not Applicable/Have Not Used in Classroom)

Tagging or Folksonomy Activities (Flickr, del.icio.us, etcetera)

Significant Success; Moderate Success; Little Success; Unable to Measure Level of Success; Not Applicable/Have Not Used in Classroom)

Podcasting

Significant Success; Moderate Success; Little Success; Unable to Measure Level of Success; Not Applicable/Have Not Used in Classroom)

VoIP (Voice Over Internet Protocol, i.e., Skype)

Significant Success; Moderate Success; Little Success; Unable to Measure Level of Success; Not Applicable/Have Not Used in Classroom)

Do we want to provide an "other" for them to fill in the blank? (and then the success scale.)

26. For which of the following functions are you most likely to use Web 2.0 tools within your professional/scholarly life?

Long-distance social networking

Short-distance social networking

Long-distance professional networking (i.e. global, cross-country)

Short-distance professional networking (i.e. w/colleagues & administrators in department or school)

Collaborating with other colleagues on research or professional projects

Conducting research

Publishing and/or disseminating research

Learning about others' research

Others Ideas Here?

Other (with open response)

27. When using Web 2.0 tools for professional/scholarly use, which of the following delivery (?) structures do you most prefer?

Free (Blogger, Zotero, etcetera)

Education-marketed Tools (Moodle, Mahara, Edublogs, etcetera)

Popular (Facebook, Twitter, Myspace, etcetera)

School Licensed/Course Management Tools (Blackboard, etcetera)

Whichever best fits my needs

No preference

Other (open response)

28. What do you believe is the value, if any, of incorporating Web 2.0 tools within your professional/scholarly life? (with open response)

Opinions and Attitudes of Web 2.0

29. Do you believe that Web 2.0 technologies can be used to create and/or expand knowledge?

Yes

No (Skip next question)

30. Please explain how you believe that Web 2.0 technologies contribute to the creation and/or expansion of knowledge? (with open response)

31. In what ways, if any, do you believe that Web 2.0 tools allow individuals to exert or enact personal agency or influence? (with open response)

32. Please complete the following statement: Web 2.0 tools allow me to: (open response)

Conclusion

33. What is your email address? (Optional Question) *(Note: Your email address is only requested for possible follow-up questions. Email addresses will not be shared or sold to third parties).*

Thank you for taking the time to complete our survey.