Survey Results

Tables of survey results are difficult because of the need to list survey questions verbatim in the table. Be sure to adjust the row height in the tables so that the questions have sufficient white space between them. Table 2 shows a section of a survey with more complicated response categories. Note that the row heights and column widths are adjusted independently to improve the appearance of the table. Decimal tabs were used in the cells to align data.

Table 1

Mean Score of Technology Use Based on National Educational Technology Standards by

Faculty and Students (1 = Strongly Disagree; 4 = Strongly Agree)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Mean Score (Number Responding) | | | |  | Percent Indicating  “Does Not Apply” | | | |
|  | Faculty | | Students | | | Faculty | Students | | |
| 1. I regularly use technology to collaborate with peers (e.g. email, bulletin boards, listservs, chat, online editing). | | | 3.66 (47) | | 3.49 (354) | 2.04 | | | 2.38 |
| 2. I regularly use technology to communicate and collaborate with students (e.g. email, bulletin boards, listservs, chat). | | | 3.53 (47) | | 3.04 (250)\*\* | 2.04 | | | 28.04 |
| 3. I regularly use technology to increase my own professional growth (e.g. technologies related to remaining current, research, or publications). | | | 3.53 (47) | | 3.39 (353) | 4.08 | | | 2.38 |
| 4. I regularly use technology to individualize instruction and to meet the needs of diverse learners. | | | 2.88 (41) | | 3.03 (246) | 14.29 | | | 27.25 |
| 5. I regularly design technology based instructional activities that require students to access information and interpret, organize, and represent what they know. | | | 2.86 (44) | | 2.61 (219) | 10.20 | | | 33.86 |
| 6. I am comfortable planning instructional activities that use technology as a support or delivery system. | | | 3.00 (46) | | 2.99 (317) | 6.12 | | | 10.05 |
| 7. I am comfortable planning class sessions that involve student access to technology during instruction. | | | 2.98 (44) | | 2.92 (310) | 6.12 | | | 11.90 |
| 8. I am comfortable with the level of institutional support I receive for using technology in my work. | | | 3.08 (48) | | 2.85 (242) | 2.04 | | | 26.19 |
| 9. When designing instructional activities, I regularly include technologies where appropriate. | | | 3.20 (46) | | 2.90 (251)\* | 2.04 | | | 24.34 |
| 10. When considering the use of instructional technologies the adequacy of the infrastructure is my main concern. | | | 2.49 (41) | | 2.65 (197) | 12.24 | | | 34.92 |

\* = *p* <.05, \*\* = *p* < .001

Table 2

*Faculty Responses Concerning Technology Use in Instruction*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | A | | B | | C | | D | |
|  | I expect students to know how to use this before they come to  my course | | I have assignments which require students to  use this | | I use this during teaching | | I explicitly instruct students on the use  of this | |
| **Data Management Tools** | |  | |  | |  | |  |
| 34. Word processing | | 79 | | 54 | | 29 | | 7 |
| 35. Spreadsheets | | 19 | | 19 | | 14 | | 9 |
| 36. Databases | | 8 | | 12 | | 10 | | 8 |
| 37. Presentation software | | 25 | | 29 | | 27 | | 10 |
| 38. Bibliographic data base (e.g. ERIC, EBSCO) | | 13 | | 18 | | 8 | | 10 |
| 39. Bibliographic publishing software (e.g. EndNote) | | 0 | | 1 | | 2 | | 0 |
| 40. Statistical software | | 5 | | 13 | | 14 | | 13 |
| 41. Qualitative analysis software | | 1 | | 0 | | 1 | | 2 |
| **Web-Based Tools** | |  | |  | |  | |  |
| 42. Email | | 76 | | 39 | | 33 | | 4 |
| 43. Other online communication tools (e.g. chat, bulletin boards) | | 9 | | 7 | | 7 | | 3 |
| 44. Web browsers and data access tools (e.g. Internet Explorer, Netscape Communicator) | | 52 | | 41 | | 21 | | 8 |
| 45. Online instructional support software (e.g. Blackboard, WebCT) | | 3 | | 4 | | 5 | | 3 |
| 46. Web publishing tools (e.g. Composer, Frontpage) | | 1 | | 3 | | 7 | | 2 |