

KILGORE COLLEGE

QUALITY ENHANCEMENT PLAN

Faculty Questionnaire Data Analysis and Presentation

Prepared by the Office of Institutional Research
April 23, 2007

DATA ANALYSIS

A. Demographic Information

This analysis is based on the responses of 34 instructors. Of the 34 instructors, 12 (35%) instructors teach most of their classes at the Longview campus and 22 (65%) instructors teach most of their classes at the Kilgore campus. All the instructors mainly teach day classes. 25 (73%) instructors use the lecture style as their main method of teaching and 6 (18%) instructors have more class activities. The remaining 3 (9%) instructors spend half of their time on lecture and the other half on class activities.

B. Management Style

All instructors have their own management style that best fit the students in their classroom. While some instructors choose to be more flexible and “laid back” to invite student participation, other instructors believe that being authoritative and firm with guidelines is the more suitable style for their students.

C. Student Learning

Instructors believe that students show learning through two ways: (1) classroom participation and college readiness—attendance, eagerness to ask questions, involvement in discussion, etc.; and (2) academic performance—test scores, licensure exams, assignments, essay results, lab performances, etc. Students’ lack of participation and poor performance show they are not learning.

Instructors are doing what they can to help students learn. They increase their availability to students and produce additional study materials, worksheets, and presentation materials. They also encourage students by giving students positive feedback and suggesting tutoring. However, for some instructors, their extra efforts to help students only become a discouragement. Two instructors wrote, “You can lead a horse to water, but you can’t make them drink.”

“What discourages students to learn? What do they lack?” On one hand, instructors believe their students are afraid of failure or they lack the motivation to work hard. They lack self-maturity, and for some students, self-confidence and self-esteem. Helping these students construct a positive image of themselves is a way to help these students learn. Continuous encouragement, during and after class are some examples. On the other hand, instructors also believe that students are not disciplined enough to be self-motivated. Their students do not feel that they are responsible for failing or they blame the instructors for their failure.

There are also instructors who think that their students are not college ready. They lack the ability to read, write, or do basic arithmetic, and they communicate poorly. Students also do not have organizational, management, and financial skills to help them prioritize their time and better manage their finances. Sometimes, students have to meet multiple demands at home and at work, which hinder their class performance.

D. Faculty Support

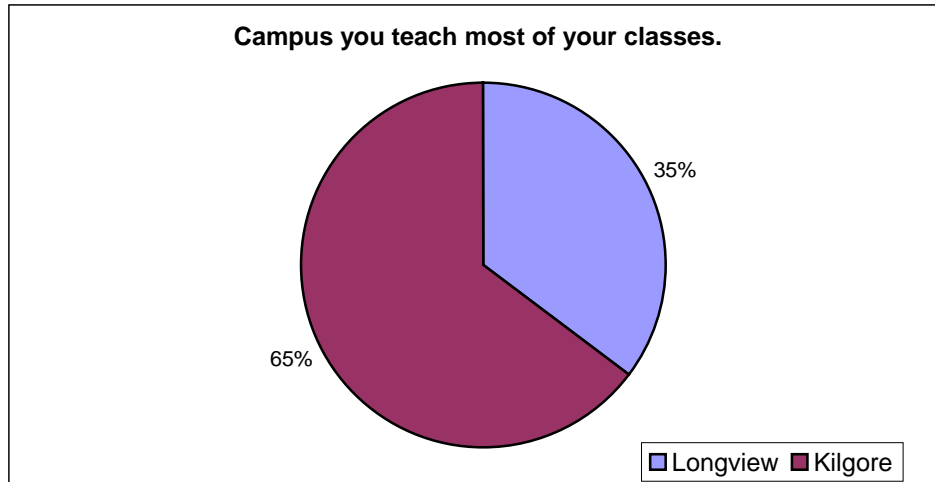
The majority of the instructors said that they have enough technological tools to help them teach effectively. However, not all the instructors think that they have enough faculty support. Those who would like more faculty support share their need for more collaboration between other faculty members, more organized tutoring with professional staff who collaborate more closely with the faculty, and faster response rates when help is needed with classroom technology.

DATA PRESENTATION

A. FACULTY DEMOGRAPHIC INFORMATION

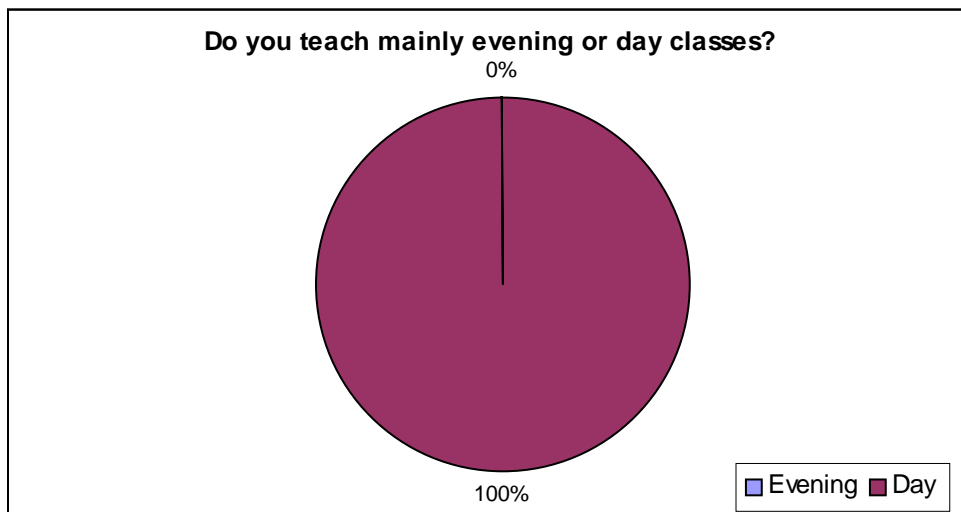
1. Campus you teach most of your classes.

	Count
Longview	12
Kilgore	22



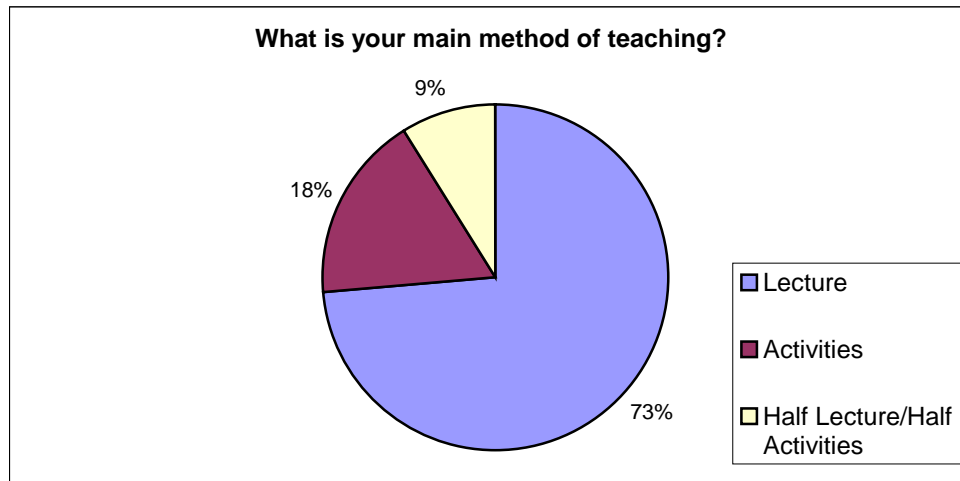
2. Do you teach mainly evening or day classes?

	Count
Evening	0
Day	34



3. **What is your main method of teaching?**

	Count
Lecture	25
Activities	6
Half Lecture/Half Activities	3



B. QUESTIONS

Question 1. What is your classroom management style?

- Nice but firm.
- Interactive, casual.
- Interactive.
- Very open class- lots of discussion; very relaxed atmosphere.
- Demonstration with student involvement.
- Tight time management, strict but clear guidelines.
- I use lecture and more group work.
- Regular and punctual class attendance with preparation and willingness to participate in class discussion.
- It is a step-by-step process with gradual increase in each activity.
- We have two—lecture first 45 minutes, practical hands-on.
- Lecture, demonstration, return demonstration, and discussion question and answer.
- Trying to be there for each students; interaction in class.
- Lecture, demonstration.
- Very orderly, no phone allowed.
- I give students a lot of room to work and learn without telling them the only way to find an answer. This will change, as safety becomes the focus.
- Organized but flexible and laid back to accommodate student's needs.
- Lecture; classroom discussion.
- Guided discussion.
- Each class's verbal/nonverbal feedback determines the method of presentation.
- Lecture, discussion, and guided practices.
- "Hands on" demonstration and instruction.
- I expect the students to be attentive and responsive to the lecture and questions that I pose throughout.
- Mostly mixed between authoritarian and authoritative.

- Lecture/lab. In lecture all students by name to encourage interaction. PowerPoint with blanks to keep students awake.
- I learn all the students' names each semester, introduction of skill; PowerPoint, handouts, overhead, role-play. I'll try to tell a joke frequently to "break the ice." I set boundaries of what to expect—in behavior, work habits. We do lots of group work, participating, and I give lots of praise and try to motivate the students. I believe in letting them know that "I care."
- First, I review questions about material presented in the previous class. I call on student randomly. I do not ask for volunteers. I also ask a leading question; a short lecture and discussion and then they take notes from the overhead projector.
- I expect students to be a part of the proceedings. I encourage them to ask questions if needed. I ask questions to try to draw them into the discussion.
- Lecture tends to be a little more formal than lab. Lab can be more one-on-one or small groups often presentation of the main ideas. Every class has its own personality and you adjust your style somewhat. You may also change your style in the classroom depending on the actions of the students.
- I try to keep my classes focused on the lesson, but try to use different methods of teaching to include all students.
- Rules are important. The feeling in the classroom has to be friendly and open, so students feel free to ask questions.
- Discussion and workshop format.
- Introduce material with lecture; discuss it, review, test or individual projects.
- In lecture my management style is formal; however in lab this changes to a less formal style with more direct interaction with students.

Question 2: Please give an example where you think your students show they are learning.

- Outside class discussion.
- Lab activities, lab practical and lab check-offs, class participation.
- When they demonstrate use of reading skills in other situations.
- Written work on test where I ask for "things they learned" that weren't asked on test.
- Say I teach how to do a worksheet, then students complete worksheets for homework and tests they have learned.
- When they give speeches, the point of the class.
- They ask questions, they write paper in my classes.
- Acceptable performance ("C") on tests.
- When they show progress and get more excited about the next activity.
- When they please clients to build their own self-esteem.
- This is best demonstrated in skills lab practice and clinical assignments.
- Test scores and lab work; students give you feedback.
- Students are required to pass written and a practical test to obtain a license.
- Discussion, exam, clinical.
- When I ask someone to come to the front and show their work, and I get many students wanting to work.
- When students transfer what they learn (in class or through homework)—i.e., when the essays they produce demonstrated correct essay structure, adequate development, and clear communication.
- Field experience assignments.
- When they can work on lab projects safety without constant supervision.
- Ask intuitive questions. Make good grades. Show insight during discussion.
- Activities involving output of goals for the unit.
- When they gain physical strength and fitness because they follow their individual workout plan as it has been given to them.
- Doing well on tests.
- Pass tests and when students demonstrate performing a task correctly. Also, student participation in classroom discussions with relative input to the topic.

- Students show they are learning when they can help another. Students with the material and/or when they participate in class discussions.
- Participation. If they understand a concept, they participate.
- Over the semester each student must repeat six chosen quotes. I check them off as they repeat these quotes.
- I long ago learned to read expressions and body language that indicates understanding or its absence. I often ask questions—good answers are a good sign.
- When they are listening and asking questions. This demonstrates an active participation when they respond to questions regarding material just covered. When they are able to explain a particular process.
- Through discussions/tests.
- When their machine strikes successfully translate into English on the computer.
- Production of portfolios and submission to student publications.
- Able to discuss topics, pass tests, complete projects and assignments.
- They come to class prepared. They interact with me by asking and answering questions.

Question 3: Please give an example where you think your students who they are not learning.

- Test.
- Lab activities, lab practical and lab check-offs, class participation.
- When they cannot demonstrate use of reading skills in all situations.
- Often their grades on daily and major test.
- Say I teach how to do a worksheet. Students cannot complete worksheet for homework and fail a worksheet test.
- Unit tests.
- They make poor grades on tests and papers.
- Failing grade on a test.
- When they don't ask questions or don't come to class often.
- When they are disrupting the class and drawing attention to themselves; facial expressions and actions.
- When they sleep during videos—these are usually students who are also working full-time and trying to go to school.
- Theory is not reading their books.
- When they fail the state board cosmetology exam.
- Not participating in class or clinical.
- When I call on them for several questions and they won't or cannot answer.
- When they do not demonstrate what I've taught—also when they are not prepared for class.
- Turning in weekly assignments.
- Late to class, assignments not completed. They have to want to be here.
- When they cannot connect related material. Make poor test scores. Are inattentive in class. Poor attendance.
- Not following the plan I have given them or not attending class regularly.
- Not doing well on tests.
- Test result below the average class grade.
- Students show they are not learning when cannot perform the hands-on assessments.
- Slow in critical reading; they are not learning responsibility.
- They show they are not learning when they fail to give correct answer during the review at the beginning of class.
- I often ask questions—bad answers are not a good sign. When a student is sleeping, not taking notes, or obviously not listening, I get the feeling that they aren't learning.
- When they fail to come to class when they show up late. When they don't respond to questions when they don't ask questions.
- Lack of participation.
- When they do not achieve a 90% or better on a lesson test.
- Early morning classes.

- By not doing assignment.
- When they are not in class. When they are in class and either sleeping or trying to text-message their friends.

Question 4: How do you help your students learn if they are not demonstrating learning?

- Teach them how to learn and study.
- Provide different examples/different wording; at times, alter teaching presentation/outlines.
- Individual tutoring or send to reading lab or tutoring.
- Show them you care about them and continually encourage them.
- Work problems in class. Lecture in class. Tutors and instructors available outside of class.
- Suggest tutoring, suggest having reading level tests, and examine lifestyle—hours enrolled versus hours working versus extracurricular interests.
- I encourage them to come for a conference. Most of the time, they do not come.
- I ask them if they have any problem(s) and try to help them deal with it.
- I try to show and explain to them that what we are doing is needed at some point in their life.
- Individually work with them on one or two problems at a time.
- I give them worksheets and help them with whatever difficulty they are having at that time.
- Step-by-step booking, DVD's, handout one-on-one.
- Work one-on-one with the students.
- One-on-one, study halls after class.
- One-on-one after class.
- One-on-one assistance from the instructor when necessary.
- 1) Re-teaching a concept to the entire class through a different approach, 2) suggesting individual conferences, 3) directing students to tutoring on campus.
- Spend class time clarifying a question.
- Change the presentation or re-demonstrate procedures and give positive feedback.
- Guided practice, remediation and review of material, additional learning activities.
- Change my syllabus.
- I adjust their individual workout plan.
- I talk to them outside class and suggest study habits and preparation strategies for the next test.
- Counsel them to determine what might be the problem. Review main concepts and recommend student services for tutoring and improving study habits.
- Challenge students with activities that allow them to show me what they do know—building confidence, then stretch the activity into a learning/teaching experience by giving them related problems to solve that are one step beyond what they know...individualized learning.
- Individual tutoring both in-class or during office hours.
- I have them add up their grades/scores to figure their grades. I also tell them to study in segments.
- You can lead horse to water, but you can't make them drink. I will offer to help. I will try to explain topics in different ways. Unfortunately, many simply do not care.
- Learning is internally motivated. I can present the material in many different ways, but if students choose not to learn, there is not a lot I can do.
- Spend more time individually with students; push students to attend tutoring also.
- Because they know the machine keyboard, it is a matter of practice. They do not get a grade for a lesson until their score is 90% or better.
- Personal hands-on instruction and demonstrations.
- Try to present information in another way.
- There is nothing an instructor can do to help students learn if they are choosing not to learn.

Question 5: What encourages/motivates your student to learn?

- Speaking their interest.
- Desire to work and people.
- Some are motivated by grades, others to develop skills to carry over to their classes or jobs.
- Bonus points.

- Grades for some. If you can convince them material is fun and/or relevant, motivation improves.
- Required course—eventually, they have to pass.
- Grades or money (grants).
- A guarantee of their success in the future.
- I think they are motivated to learn if their peers are motivated.
- Give them hours on the clock; we are a clock-in program; encouraging statements; individual attention given.
- Praise and recognition.
- Showing them how much you care.
- Praise from clients when they have performed a service that pleased the client.
- Passing grades, positive evaluation.
- Scores/points.
- I don't know! Perhaps letting them know how practical the course and knowledge is or reminding them that college will prepare them for a better job.
- When they can relate it to what they will use in their own classroom.
- Informal briefing on industry trends, new technologies and how it directly impacts their income potential.
- Grades, career opportunities.
- Points, grades.
- Better overall health and more physical strength.
- I take up homework often and grade it and return to them. I also give pop tests, grade, and return to them. They expect this most every class meeting.
- Personal goals set by student and eventually new career possibilities.
- Competition with rewards.
- Praise, caring attitude from instructor.
- I would like to think it is interest. However, I know that the need to get a good GPA is a strong factor.
- I would hope that they are self-motivated for reasons known to them. If they are not, perhaps they need to try to live on a minimum wage salary for a couple of years.
- You can lead a horse to water but you can't make him drink. Motivation is internal. In my classes, students have available from my website: lecture, PowerPoint, study guides, lab assignments, lab pictures and tools to help them. If they choose not to avail themselves of these aids, there is little I can do.
- Grades/praise.
- Short term: morning to the next speed; Long-term: the salary that a court report makes.
- Hands-on demonstration and instruction.
- When they understand what they are learning is of value to them in their careers.
- Every student is motivated in different ways. However, students must self-motivate to be most effective.

Question 6: What discourages your students to learn? What do you think they lack? What do you think they need?

- If they are failing or can't understand why history is important. They lack life experience.
- Disparaging remarks, frustration and teaching styles.
- Lack of motivation—poor time management skills.
- Learning skills—lack of ability to read and retain what they learn.
- Student priority is full- or part- time job. Lack arithmetic, writing, and reading skills.
- Fear of failure—they don't want to try. Lack intellectual maturity, confidence.
- They lack vocabularies and writing skills.
- They seem to have no reason to be in history or government class other than the requirement for a college degree. They seem to lack proper preparation for college work as well as good study skills.
- Feeling that they can't do certain things. I think they lack self-motivation. Students need a more positive support system around them.

- Think it is old fashion; they lack self-maturity; they need us to show them you care.
- They do not like having to apply knowledge and think through problems—they prefer to memorize. Many students have too many problems and distractions to learn.
- Personal problem, applied themselves, more praises.
- Students in the classroom who are disruptive.
- Lack of motivation—reading skills, writing skills.
- The time required to study; patience to overcome hard or complicated subjects; Subject-based study labs.
- A boring/tedious lesson; motivation/strong work ethic; motivation/accountability.
- “Meaningless information;” intrinsic motivation; inspiration.
- Time constraints on their lives away from school.
- Don’t see relevance to them. They lack realistic concepts of the benefit of the education to them. Many don’t know what they want, except easy.
- A different of opinion about what I consider important from what they think (priorities). They lack time, background skills, motivation, desire to learn and study (students).
- Lack of progress or physical limitations.
- They mock too much outside of school; they don’t dedicate the time necessary to study outside class.
- Negative outside influences—home, job, family, and poor study habits; learning for workforce education is very different than for academics. It cannot be memorized and then forgotten.
- They get discouraged when they have outside activities/problems that keep them from coming to class, and when they make it to class it is “test day.”
- Lack of motivation, discipline, setting priorities, seeing the importance of college.
- For some, lack of a basic vocabulary makes comprehension of the material and the tests difficult. They need a class to build vocabulary. Absences put some behind. They need campus day care.
- (1) I don’t know. (2) I believe that most of them lack a desire to be able to reason effectively. They seem to have no curiosity about the world they live in. They don’t read, so they communicate poorly. (3) They need to be held responsible for their actions. They need to know that lack of effort twill result in removal of school.
- They lack and need discipline and responsibility.
- Difficulty in understanding; study skills and organization.
- Building speed on their writers is not easy most of the time it is lack of practice.
- They lack discipline. They need discipline.
- When they feel the material is unimportant or just “busy work.” Many lack basic skills. They need more motivation.
- The necessary work required by the student to learn discourages students. They want an easy quick answer. Students need to have completed and required remedial courses before taking college level courses. They need to have critical thinking skills. They need to realize that school is a priority over job, etc.

Question 7: As an instructor, what can you do differently in the classroom to help them learn?

- Provide different materials/outlines/PowerPoint.
- Provide a variety of materials.
- Not sure.
- Make it fun and relevant.
- I wish I knew.
- I don’t know. After 29 years of teaching, I am more discouraged than ever.
- Nothing other than lecturing supplemented by audio-visual aids.
- I think I could try to look at things from their perspective.
- Showing them your care with teaching, explaining as in simple steps; to achieve results
- Make the students interact and participate more.
- Provide more educational tools.
- Review the material more.

- Use several methods—hands-on, lecture.
- Move them around with different lab partners to make them self-reliant. They cannot depend on someone else doing the work for them.
- Add more interesting/engaging activities.
- I've given up trying to "motivate." I'll try to "inspire" them to want to be the best teacher they can be.
- I try to incorporate as much hands on (tactile) learning as possible to reinforce academics.
- Possibly work with more of them each day, individually. Spend more one-on-one time each day.
- I can encourage them to come see me more during office hours and make them more comfortable to ask questions.
- Use a variety of instructional methods and tools to reach all learning styles.
- I have tried traditional lecture, PowerPoint presentation, demonstrations and interactive.
- Make sure that each student is actively involved in the learning process.
- I try to relate philosophy and world religion to the other subjects they take; e.g., history and literature.
- If I knew the answer to this question, I would act accordingly. This seems to be a pointless question or it implies that I would deliberately not do my best to help my students.
- Every instructor tries to find what will motivate his students to learn, basic instructions remain, but you look for something to spark their drive.
- Use different methods—lecture, group activities, computer lab, videos, individual work, pair students, discussions, and presentation.
- This is the question that court-reporting instructors ask ourselves everyday.
- More visual instruction to reinforce lectures.
- Help them to develop critical thinking skills and hold them accountable.

Question 8: Do you have enough tools to help you teach effectively?

- Yes.
- Yes, but not advise.
- Yes.
- Yes.
- Need ELMO and projector.
- No. Need laptops permanently assigned to CA 104 & 111: must have 2 USB plugs and DVD drive.
- Yes.
- Yes.
- Yes.
- Maybe update some videos.
- Yes.
- Yes but updated tools.
- Yes.
- Yes.
- No.
- Yes.
- Yes.
- Yes.
- Yes.
- Yes.
- Yes.
- Need more computers in the classrooms.
- Yes.
- Yes.
- Yes, but more hours in a day would help!
- Yes, I have enough tools, however, I would make good use of a multimedia update in my classroom...moving the projector off the roll-cart so students have more room.

- No. Lack of technical tools; have no overhead projector in classroom.
- Yes.
- Yes, but it would be nice if the college would hire qualified tutors for the students that seek help other than by seeing me during office hours. As far as the classroom is concerned, I have what I need.
- All a good instructor needs is a piece of chalk, I think we are too gadget oriented sometimes.
- Yes.
- No. In the best of all words, all of my students would be doing real-time in each classroom, everyday.
- Yes.
- Have requested projector to use with more of my classes.
- No.

Question 9: Do you think the current faculty support system helps you address the need to help students learn? Please write a reason for your answer.

- No, I don't know what it is.
- Yes.
- Yes, we have lots of opportunities for continuing education, etc.
- Yes.
- What faculty support system exists?
- Yes. My students need tutoring in English, and we have several sources for that. Some of these tutoring labs are better than others.
- Yes, thanks to all those who are involved in the remedial program.
- Yes because they offer everything that is needed if not they will always provide it if asked.
- Open group talks; good to hear from other teachers.
- Yes. I can discuss issues with my dean or my faculty and come up with solutions.
- Our budget provides us with all we ask for to teach our students.
- Yes.
- No, I am not aware of a faculty support system.
- No, I believe all instructors deal with frustration over helping students learn. More collaboration would help.
- Not enough background to give a valid response, yet.
- Partially. Many student problems cannot be addressed easily by the college. Student attitudes, motivation, educational preparation, etc can only be addressed in a limited way.
- Yes. There are several faculty/staff members that I have discussed different teaching strategies with.
- No, we need a more organized tutoring center, which is staffed by professionals.
- Yes, as our current success rate for students passing the national certification exam is over 90%.
- No. I have had two students who have tried to get help through Red-alert and one was told they couldn't help him the other still can't get a school email account and Red Alert only uses school email.
- Yes, Rhonda helps me with computer problems.
- No. The college "throw money" at technology considering it to be the panacea for all ills, when it is only a very expensive tool whose effectiveness is questionable.
- No, when our projectors/computers/technology breaks down, the process to get it fixed has too much red tape and the actual process takes too long. If projectors break down, there are classrooms where we can't raise the screen to write on the board.
- Yes, use of reading lab, computer lab, and tutoring.
- I think they do as much as they can.
- Not really. I feel the responsibility for my students is on my shoulders.
- No! I contacted the media people because of problems with a projector used in class and was told we can't get to that now because we are doing a video for the Rangerettes. I contacted the KC IT help desk with another problem on three separate occasions. I still have not heard from anyone in the IT department.

Question 10: How do you define learning?

- Realizing how much they didn't know and how much there is to learn.
- Processing information and applying to situations.
- Transfer of skills studied in class over to other reality situations.
- Applying new knowledge, etc. to your life.
- Ability to think or do.
- Intellectual growth.
- Interest + application=learning.
- An act of gaining the knowledge of something, such as "history."
- I define learning as a gradual process of thinking on your own.
- Open-minded in wanting to listen and apply procedure by doing.
- Taking new knowledge and using or adapting it in a real life situation or job.
- Ability to apply knowledge.
- Taking information and putting it to action.
- Ability to demonstrate what has been present. Applying knowledge.
- Applying knowledge for one or more sources.
- The acquisition of knowledge and skills.
- Being able to apply new information (1) by demonstrating use of it, (2) communicating it orally or in writing, and (3) by using it to "grow" more knowledge.
- Gaining knowledge and the ability to apply it appropriately.
- Take the information given in class and apply it and use it applied in critical thinking.
- Ability to understand a principle or method and apply the principle or method to everyday skills in writing.
- Doing activities that increase knowledge or skills. Repeating these activities over several times.
- The acquisition of knowledge, which broadens their ability to reason, think critically, transfer this knowledge to situations they encounter; a continuing growth process.
- Understanding concepts enough to put them to use in day-to-day living.
- A student has learned the material when he or she can confidently perform the task assigned with the resources provided.
- Obtaining knowledge or a skill and then being able to use this skill or knowledge in their everyday lives.
- I define learning as acquiring knowledge to make life interesting. This should result in a life-long love of reading.
- Developing the ability to reason is a primary aspect of learning. Of course, one must obtain knowledge along the way or the reasoning ability is wasted.
- Learning is the incorporation of ideas and concepts, which you can then use to solve newly encountered problems, analyze data, and think critically. The key is the ability to apply what you know to problems you have never encountered.
- The method by which a person acquires knowledge (visual, auditory, tactile).
- The process of acquiring knowledge.
- Absorbing information and retaining it.
- Gaining an understanding of new material students can use in life and work.
- Taking information and using it if synthesize a solution to a problem.

Question 11: Do you use any technological means to support your lesson/lecture/classroom activity? If so, what do you use?

- No.
- Yes, computer, PowerPoint, smart board.
- Web site connected to textbooks.
- DVD's, handouts, Internet assignments, make website addresses available.
- Not much.
- Yes, overhead, DVD, PowerPoint.

- I use audio and video equipment.
- Yes; TV for audio-visual aids.
- No.
- PowerPoint; overhead.
- DVD's, computer lab exercise, PowerPoint, and videotaping.
- Yes, overhead, handouts, PowerPoint.
- Overhead projectors.
- PowerPoint, video.
- Yes, Internet, web ct., video, streaming video/audio; study guide.
- Computer and projectors systems.
- Yes—ELMO (document camera), projector, video/DVDs, audio.
- Interactive TV to Panola and Paris (NetNet Room at Woodfin Center); Web Ct, Internet, ELMO
- PowerPoint presentations.
- Not very often.
- Directions to websites of complementary material I use in the classroom videos, DVDs, recordings, handouts.
- Online sites that offer different health/workout options and information. We use the latest and up-to-date equipment in our fitness center.
- Yes, the SMART board, calculators, computer software tied to the particular text we use.
- Yes, web CT supplement, PowerPoint, Computer simulation programs.
- By all means. That is the nature of the program. Computers in the classroom are disassembled and reassembled by students during labs. I use a projector to project power-point slides so the students have to fill-in-the-blanks to complete their notes. Students build circuits at the workstations and learn how to use test equipments through demonstration and practice. They build networks in the classroom and network with others using classroom equipment.
- CPS (Classroom Performance System); PowerPoint, student online activities.
- I use overhead projector daily and a TV/VCR occasionally.
- I use a TI calculator that plugs into an overhead projector for presentations in college algebra and statistics. I have the students in Calculus I, II, III and Differential Equations use the maple software.
- Yes, PowerPoint presentations, website for off-classroom lab learning, chapter quizzes on website that provides instant feedback.
- Yes, computer lab, video, overhead.
- Yes, camera, computers and lab equipment.
- Very rarely use PowerPoint. Don't have much time to create more presentations.