

Human Subjects Research Committee Application

Exemplar 2

**Application for Ethical Review of Human Research
University of Lethbridge – Faculty of Education**

Note: This exemplar represents a less complex project consisting of a simple on-line survey, requiring the consent only of adults who voluntarily choose to participate. Your application *may* require more information and supporting documentation, depending upon the complexity of your research. Be sure to consult the “*Guidelines for Application for Human Subject Research Approval*” for complete information, and contact the Office of Graduate Studies and Research in Education if you have any questions.



APPLICATION FOR ETHICAL REVIEW OF HUMAN RESEARCH Faculty of Education

Instructions:

1. Use the *Ethics Applications Guidelines* to complete this form. The Guidelines and all other forms are available on the Faculty of Education web site: <http://www.edu.uleth.ca/>
2. Submit one (1) original and three (3) copies to Office of Graduate Studies and Research, Faculty of Education. *Handwritten or electronic applications will not be processed.*
3. Use the appropriate included *Participant Consent Form (template)* to construct your consent form (page 9 - 12).

A. Applicant Information

Principal Investigator: **Dr. Ima Great-Researcher**

E-Mail: ima.great@uleth.ca

Mailing Address: Faculty of Education

Phone: 555-123-4567

University of Lethbridge

4401 – University Drive

Lethbridge, AB, T1K 3M4

Are you: Faculty Staff Graduate Student Undergraduate Student

If you are a student:

Name of Supervisor: **n/a**

E-Mail:

Phone:

B. Project Information

Project Title: **The Level of Adoption of Educational Technologies for Teaching and Learning**

Geographic location of study: **University of Lethbridge, Lethbridge, AB**

Will this study involve schools located in Zone 6? No Yes *Note:* If this study will involve schools within Zone 6, once HSRC approval has been granted, the Office of Graduate Studies and Research in Education will forward the proposal for district/school approval prior to the study beginning. You will be notified by the Chair, HSRC upon receipt of district/school approval.

Is this a class project? No Yes *Note:* A class project application is normally submitted by an instructor who is teaching a research course and whose students will be conducting a mini research project for the course.

Have you applied for funding for this project? No Yes (If “yes”, complete the following.)

Source(s) of funding:

Exact title of grant(s):

1 n/a

Other Investigators on this project:

Name

Institutional Affiliation

E-mail address

1 **Grad Student**

University of Lethbridge

grad.student@uleth.ca

2 **Private Consultant**

Tech Wizard Inc

private@techwiz.com

Employees (e.g., research assistants) should not be listed as investigators. If investigators change, inform the Chair of HSRC.

Proposed Start Date: **Jan. 15, 2009**

(allow 4-6 weeks for review)

C. Signatures

Your signature indicates that you agree to abide by all policies, procedures, regulations and laws governing the ethical conduct of research involving humans. Policies and procedures can be found on the Faculty of Education web site:

<http://www.edu.uleth.ca/>

Principal Investigator: Ima Great-Researcher

Date: 2008-10-31

Student Project? No Yes **Note: A Student Project Requires the Signature of a Faculty Supervisor**

The signature of the supervisor below indicates that the supervisory committee has reviewed and approved the student's proposal and that the supervisor has assisted the student in the preparation of this application.

Faculty Supervisor: n/a

Date: _____

D. Scholarly Review

Many research projects must undergo scholarly review. What type of scholarly review has this research undergone?

- None
- External Peer Review (e.g., granting agency)
- Supervisory Committee (required for all student research projects)
- Special Review (explain below)

This research has been reviewed and authorized by the Faculty Collaborative Professional Development Committee, University of Lethbridge .

E. Research Project Information

*The following information is required by the Committee to review the ethics of your research. Items marked by * must be included as part of the process of informed consent for participants. Researchers are encouraged to adapt the information provided to the Committee for the consent form and process (see included "Participant Consent Form" templates). The use of lay language is required. Use the space provided. If more information must be provided, append an additional page and label with the appropriate heading.*

* 1. What are the purposes and objectives of your research?

The purpose of this research is to determine the level of adoption of emerging technologies by University of Lethbridge (U of L) instructors including faculty, academic assistants, sessional instructors, and teaching assistants. This research will inform the U of L teaching community and initiate discussions regarding teaching and learning which will support and encourage the university's collaborative community of professional practice.

* 2. Why is this research important? What contributions will it make?

Research regarding communities of professional practice (Wenger, 1998) indicate that the sharing of systemic information with community members is a critical step toward the development and sustainability of such communities (Guskey, 2005, Lipton and Wellman, 2007). Building upon this premise, the results of this research will collectively inform the U of L teaching community and initiate discussions regarding teaching and learning which will support and encourage the university's collaborative community of professional practice.

F. Participants

* 3a. How will you recruit participants?

- By letter (enclose a copy) By telephone (enclose the script) By advertisement (enclose a copy)
 Through another organization or a third party (e.g., school records)
Enclose evidence of permission to use these organizations or third parties in recruitment.
 Other (please describe below)

Participants from the target population will be recruited via the Office of the Faculty Collaborative Professional Development Committee (FCPDC). Members of this target population will be contacted by the FCPDC office and invited to voluntarily click on a web link to the survey homepage which will include the survey description and on-line consent form. From there potential participants may voluntarily chose to participate in the on-line survey, or may exit the web page without prejudice.

* 3b. How will participants be selected? In the space below, provide the description you will use in the consent process to inform participants of why and how they were selected for inclusion in the study.

The survey sample will consist of those participants who signify their consent to participate in the survey by clicking on the "Start The Survey" link at the bottom of the description/consent page. The "Exit Now" link on all pages allows participants to withdraw from the survey without prejudice at any time during the survey. Only those surveys which are completed in their entirety and submitted will be electronically retained and included in the sample data. (Appendix A)

4a. The competence and ability of potential participants to make informed decisions about whether to participate is an important consideration. Describe your prospective participants:

- Competent adults Incompetent adults
 Competent children/youth Incompetent children/youth
 A protected or vulnerable population (e.g., inmates, patients)

4b. Provide details of the types of participants who will be included in the study (e.g., numbers, gender, age, position).

The survey will target a population of approximately 700 male and female adults (18+ yr) who teach undergraduate and/or graduate courses at the U of L. This includes faculty, academic assistants, sessional instructors, and teaching assistants.

5. If participants will/may not be able to provide consent for themselves, how will you gain consent?

See the Ethics Application Guidelines for further detail if your research involves children.

n/a

G. Procedures

* 6a. Which of the following will the participants be expected to complete? (check all that apply)

- be interviewed individually complete a questionnaire participate in a group interview
 be observed
 provide access to records or other personal materials
 Other (specify below)

n/a

6b. Provide details to your answer in 6a (e.g., name of questionnaire, source of documents, type of task).

In an appendix, provide sample interview questions, copies of instruments, or examples of questionnaire items. Indicate below which appendix contains the information.

The Level of Adoption of Educational Technologies for Teaching and Learning (Appendix B)

* 6c. How will these procedures and methods be described to participants in the process of obtaining informed consent?

These procedures and methods are described in the on-line consent form for the survey.

* 6d. How much time will be required to participate?

Approximately 20 minutes

* 6e. Where will participation happen?

Participants will complete the survey on-line at their convenience at the location where their computer is located.

6f. What special training or qualifications are required for data gatherers?

No special training is required. All data will be collected, aggregated and stored electronically on a secure server until released to the researchers in .csv format.

H. Potential Risks and Benefits

* 7. What are the potential or known inconveniences associated with participation and how will these be described in the consent process?

Participants may be slightly inconvenienced by the time required (~ 20 min) to complete the survey. The estimated time required is described in the on-line survey consent form. This inconvenience is mitigated by the participants' option to exit from the survey without prejudice at any time.

* 8a. Are there any of the following potential risks to participants?

physical social psychological emotional economic Other (specify)

* 8b. Provide details to your answer below and describe how you will explain the risks to participants.

There is no known nor anticipated risk to participants associated with this research.

* 9. If there are any anticipated risks, how will they be minimized and dealt with if they occur (e.g., provide referrals to counselling services)? How you will describe this minimization to participants.

There is no known nor anticipated risk to participants associated with this research.

* 10a. Are there any potential or known benefits associated with participation?

directly to the participant to society to state of knowledge

* 10b. How will you describe these benefits to the participant?

Participants will have the benefit of providing valuable information which may inform current practice and future faculty-directed professional development activities. In addition all respondents (once they have completed and submitted the survey) will have the opportunity (on-line) to anonymously view their own responses in relation to the aggregated survey results. This is explained to participants on the survey description and consent form "front page."

* 10c. If there are any inducements (e.g., gifts, compensation, grades, bonus points) to participate, what are they and why are they necessary?

n/a

I. Consent

* 11a. Informed consent requires that participation be voluntary and that the participants have the right to withdraw at anytime without consequences. How will you explain these options to potential participants?

The "Exit Now" link on all pages, including the survey description and consent from "front page," allows participants to withdraw from the survey without prejudice at any time during the survey. Only those surveys which are completed in their entirety and submitted will be electronically retained and included in the sample data. Participants are fully informed of this option via the instructions on the survey consent form "front page."

* 11b. What happens to a person's data if he/she withdraws part way through the study?

- it will not be used in the analysis
 it is logistically impossible to remove individual participant data
 it will be used in the analysis if the participant agrees to this (specify how this agreement will be obtained)

* 11c. How will you explain this to the participants?

The "Exit Now" link on all pages allows participants to withdraw from the survey without prejudice at any time during the survey. Only those surveys which are completed in their entirety and submitted will be electronically retained and included in the sample data. Participants are fully informed of this option via the instructions on the survey consent form "front page."

* 12a. Are you in any way in a position of authority or power over participants?

Examples of a "power over" dilemma include teachers/students, therapists/clients, and supervisors/employees.

- No
 Yes (If "yes", explain your relationship and how coercion will be prevented.)

n/a

* 12b. Provide a description of how this will be discussed in the consent process.

n/a

* 13. How will you provide for ongoing consent by participants during the data gathering period? How will this be described to participants?

This is primarily an issue in research that occurs over multiple occasions or an extended period of time.

n/a

* 14. Do you anticipate that this research will be used for a commercial purpose?

- No
 Yes (If "yes", explain how you will describe this to the participants in the consent process.)

n/a

J. Anonymity and Confidentiality

Questions 15 and 16 deal with anonymity and confidentiality. While these two concepts are related, they are NOT the same. Please refer to the Guidelines and the brief definitions below to assist you in answering these questions.

***Anonymity** refers to the protection of the identity of participants. Anonymity can be provided along a continuum, from "complete" to "no" protection. Complete protection means that no identifying information will be collected.*

* 15a. Will the anonymity of participants be protected?

- Yes (completely) Yes (partially) No

* 15b. If "yes", how will anonymity be protected and how will this be explained in the consent process?

The surveys are being collected on-line. Participants will provide a secure username and password such that

1. each participant only answers the survey once
2. participants can log in later at any time to view (anonymously) their own responses and the accumulating aggregated results from all surveys being submitted

These user names and passwords are stored only electronically and only on the secure server which hosts the survey on-line. This data will not be released to the researchers nor extracted for any purpose. This is explained to participants on the survey description and consent form "front page."

* 15c. If "no", justify why loss of anonymity is required and explain how this will be explained in the consent process.

n/a

Confidentiality refers to the protection, access, control and security of the data and personal information.

* 16a. Will you provide confidentiality to the participants and their data (print & electronic)? Yes No

* 16b. If “yes”, how will confidentiality be protected and how will this be explained in the consent process?

All survey response data will be stored electronically on a secure server. No personal information will be collected or stored with this data. The data that is extracted from the on-line surveys will be stored electronically in.xls or .sav format in password-protected files and in print format in a locked file cabinet. This is explained to participants on the survey description and consent form “front page.”

*16c. If “no”, justify the lack of confidentiality and explain how this will be explained in the consent process.

n/a

K. Results and Uses of Data

* 17. What other uses will be made of the data? How will this be described to participants?

The data may be used by faculty members to inform current practice and future faculty-directed professional development activities. The data may be used by the researchers to inform further and/or related research projects regarding the adoption of educational innovation. This is explained to participants on the survey description and consent form “front page.”

* 18. When the research is complete what are your plans for preserving and protecting data or for destroying data (print & electronic)? How will these plans be described to participants?

The data will be kept and protected in print and/or electronic files under the researchers’ control. Print data will be shredded and electronic data deleted after five years. This is explained to participants on the survey description and consent form “front page.”

* 19a. How do you anticipate disseminating your results?

- | | |
|---|---|
| <input checked="" type="checkbox"/> Directly to participants | <input checked="" type="checkbox"/> Published article |
| <input type="checkbox"/> Thesis/Dissertation/class presentation | <input type="checkbox"/> Internet |
| <input checked="" type="checkbox"/> Presentations at scholarly meetings | <input checked="" type="checkbox"/> Other (specify below) |

Summary results may be shared with the U of L academic community via the FCPDC teaching and learning seminar series.

* 19b. How will you describe the dissemination of results to participants during the consent process?

The dissemination of result is described to participants in the on-line survey description and consent form “front page.”

L. Contact Information

- * 20. How will participants be able to contact you (and/or your supervisor) if they have questions or concerns about the study? *Provide telephone numbers that participants may use for the principal investigator, and (if applicable) the student's supervisor, and other researchers. The consent form must include the telephone number of the Chair, UofL Ed Faculty HSRC (403-329-2425).*

Participants may contact Dr. Ima Great-Researcher, Principal Investigator, by telephone at 555-123-4567 or by e-mail at ima.great@uleth.ca

- * 21a. Other than the investigators, what are the names of individuals (employees or volunteers) who will be involved in data gathering or management? *If not known at the time of submission, provide this information to us when it becomes available.*

1. U of L Information Technology (IT) Web Team

- 21b. If these individuals require special training, skills, and/or qualifications, what are they and how will they be adequately prepared?

No additional specialized training is required. The IT Web Team will be involved only to post/host the on-line survey and confidentially transmit the cumulative responses (.csv files) to the researchers.

M. Additional review criteria

22. If there is anything else you believe the Committee should know about this study, provide that information below.

n/a

23. If applicable, attach the following documents to this application. Check those that are appended.

- Consent forms
- Recruitment materials (for individuals, organizations, etc.)
- Interview schedules
- Questionnaires
- Permission to gain access to confidential documents or materials
- Approval from external organizations where required (or proof of having made a request for permission). In the case of studies involving schools within Zone 6, once HSRC approval has been granted, the Office of Graduate Studies and Research in Education will forward the proposal for district/school approval prior to the study beginning. You will be notified by the Chair, HSRC upon receipt of district/school approval.

Level of Adoption of Educational Technologies for Teaching and Learning

As a faculty member, sessional instructor or teaching assistant at the University of Lethbridge you are invited to participate in a survey being conducted by Dr. Ima Great-Researcher as defined in her responsibilities as a Faculty Collaborative Professional Development Committee (FCPDC) Teaching Chair.

The purpose of this survey is to help you self-assess your level of adoption of educational technologies that support teaching and learning. This research will inform you as a member of the U of L teaching community and hopefully initiate discussions regarding teaching and learning which will support and encourage the university's collaborative community of professional practice. We hope to determine what kinds of technologies may best support teaching and learning at the University of Lethbridge for the 21st century.

If you agree to voluntarily participate in this research, your participation will include completing a brief online survey. The survey will take approximately 20 minutes of your time. There are no known or anticipated risks associated with your participation in this research. Potential benefits of your participation include providing valuable information, which may inform future directions of collaborative professional development at the university. In addition, once you have completed and submitted the survey, you will have the opportunity (on-line) to anonymously view your own responses in relation to the aggregated survey results. Your participation in this research is completely voluntary. You may withdraw at anytime prior to completing the survey without consequence by simply exiting the survey. If you do withdraw from the survey prior to completing it, none of your data will be included in the study.

Your anonymity and confidentiality will be protected; as only the researchers involved will have access to the secure server where the data will be accumulated and stored. This data will be extracted from the server into an Excel document, which will be stored on a secure computer and/or in a locked file cabinet. All print data will be shredded and all electronic data will be completely deleted after five years.

Only summary results of this study may be shared at scholarly presentations, published in academic journals, or presented at academic conferences; with absolutely no reference to any individual or group.

If you have any questions about this research, please contact Dr. Ima Great-Researcher by telephone at 555-123-4567 or by e-mail at ima.great@uleth.ca. Alternatively you may contact the Chair, University of Lethbridge Faculty of Education Human Subjects Research Committee by telephone at 403-329-2425 or by e-mail at edumasters@uleth.ca.

Your participation in the online survey indicates that you understand and agree to the above conditions.

After you complete and submit this survey, you may proceed to view your survey results in comparison to the average summary results for all submissions to date. At a later date you may login to this site again to view your own results and the accumulated average summary of all submissions. After such time we anticipate there will be sufficient accumulated responses to provide you with a good picture of your responses in comparison to others at the University of Lethbridge in a similar teaching context.

Thank you for your participation in this important study.

Start The Survey

Exit Now!

Level of Adoption of Educational Technologies for Teaching and Learning

The Level of Adoption survey is not an evaluation instrument. It is intended solely to provide self-reflective and self-reported information to the survey participants regarding particular instructional innovations which they may or may not be using or find useful in teaching their courses. There is absolutely no intended nor implied hierarchy of responses. The collective summary from this survey is intended to be made readily and openly available to the survey participants, for their own use in stimulating and supporting collaborative discussion and decision-making.

Please respond to each of the following descriptors of specific technologies to self-assess and self-report your own level of use of each technology within your teaching, by checking the appropriate descriptor below each specific technology identifier. Remember there is no “best” response. It is “OK” to authentically report your use (or not) of these technologies in your teaching. Read each descriptor carefully and select the descriptor that best describes your adoption of the technology identified.

1. Web Browsers / Web Search Engines (Internet Explorer, Safari, Netscape, Firefox, Google, Yahoo, Webcrawler, Dogpile, AltaVista, Ask Jeeves, etc)

<input type="radio"/>	I really don't know much about this technology, or I am not sure that it would be useful in my teaching
<input type="radio"/>	I have some information about this technology, and I am now considering whether it might be useful in my teaching
<input type="radio"/>	I now know enough about this technology that I am preparing to begin using it in my teaching
<input type="radio"/>	I am using this technology now in my teaching, and I am primarily focused on learning the skills necessary to use it properly and effectively
<input type="radio"/>	I use this technology regularly in my teaching without much conscious thought, and my use of this technology is fairly routine
<input type="radio"/>	I use this technology regularly in my teaching, and I am implementing ways of varying its use to improve the outcomes derived from it
<input type="radio"/>	I am collaborating with colleagues to develop ways in which we can use this technology to better meet common instructional objectives in our teaching
<input type="radio"/>	I still use this technology in my teaching, but I am exploring other technologies to replace it that may better meet my objectives

2. E-Mail / Web-Mail (Outlook Express, Entourage, Thunderbird, local network mail-servers, etc)

∅	I really don't know much about this technology, or I am not sure that it would be useful in my teaching
∅	I have some information about this technology, and I am now considering whether it might be useful in my teaching
∅	I now know enough about this technology that I am preparing to begin using it in my teaching
∅	I am using this technology now in my teaching, and I am primarily focused on learning the skills necessary to use it properly and effectively
∅	I use this technology regularly in my teaching without much conscious thought, and my use of this technology is fairly routine
∅	I use this technology regularly in my teaching, and I am implementing ways of varying its use to improve the outcomes derived from it
∅	I am collaborating with colleagues to develop ways in which we can use this technology to better meet common instructional objectives in our teaching
∅	I still use this technology in my teaching, but I am exploring other technologies to replace it that may better meet my objectives

3. Word Processing Software (MSWord, WordPerfect, Pages, Open Office Writer, etc)

∅	I really don't know much about this technology, or I am not sure that it would be useful in my teaching
∅	I have some information about this technology, and I am now considering whether it might be useful in my teaching
∅	I now know enough about this technology that I am preparing to begin using it in my teaching
∅	I am using this technology now in my teaching, and I am primarily focused on learning the skills necessary to use it properly and effectively
∅	I use this technology regularly in my teaching without much conscious thought, and my use of this technology is fairly routine
∅	I use this technology regularly in my teaching, and I am implementing ways of varying its use to improve the outcomes derived from it
∅	I am collaborating with colleagues to develop ways in which we can use this technology to better meet common instructional objectives in our teaching
∅	I still use this technology in my teaching, but I am exploring other technologies to replace it that may better meet my objectives

4. Spreadsheet Software (Excel, Lotus, Quattro Pro, Numbers, Open Office Calc, etc)

<input type="radio"/>	I really don't know much about this technology, or I am not sure that it would be useful in my teaching
<input type="radio"/>	I have some information about this technology, and I am now considering whether it might be useful in my teaching
<input type="radio"/>	I now know enough about this technology that I am preparing to begin using it in my teaching
<input type="radio"/>	I am using this technology now in my teaching, and I am primarily focused on learning the skills necessary to use it properly and effectively
<input type="radio"/>	I use this technology regularly in my teaching without much conscious thought, and my use of this technology is fairly routine
<input type="radio"/>	I use this technology regularly in my teaching, and I am implementing ways of varying its use to improve the outcomes derived from it
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<input type="radio"/>	I still use this technology in my teaching, but I am exploring other technologies to replace it that may better meet my objectives

5. Database Software (Access, FileMaker, Open Office Base, MySQL, Oracle)

<input type="radio"/>	I really don't know much about this technology, or I am not sure that it would be useful in my teaching
<input type="radio"/>	I have some information about this technology, and I am now considering whether it might be useful in my teaching
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<input type="radio"/>	I still use this technology in my teaching, but I am exploring other technologies to replace it that may better meet my objectives

6. Data Analysis Software (SPSS, NVivo, Atlas.ti,)

∅	I really don't know much about this technology, or I am not sure that it would be useful in my teaching
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∅	I am using this technology now in my teaching, and I am primarily focused on learning the skills necessary to use it properly and effectively
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∅	I still use this technology in my teaching, but I am exploring other technologies to replace it that may better meet my objectives

7. Website Development Software (Dreamweaver, FrontPage, iWeb, WebStudio, CoffeeCup, NetObjects, etc)

∅	I really don't know much about this technology, or I am not sure that it would be useful in my teaching
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∅	I now know enough about this technology that I am preparing to begin using it in my teaching
∅	I am using this technology now in my teaching, and I am primarily focused on learning the skills necessary to use it properly and effectively
∅	I use this technology regularly in my teaching without much conscious thought, and my use of this technology is fairly routine
∅	I use this technology regularly in my teaching, and I am implementing ways of varying its use to improve the outcomes derived from it
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∅	I still use this technology in my teaching, but I am exploring other technologies to replace it that may better meet my objectives

8. Presentation Software (PowerPoint, Keynote, MagicPoint, Open Office Impress, etc)

∅	I really don't know much about this technology, or I am not sure that it would be useful in my teaching
∅	I have some information about this technology, and I am now considering whether it might be useful in my teaching
∅	I now know enough about this technology that I am preparing to begin using it in my teaching
∅	I am using this technology now in my teaching, and I am primarily focused on learning the skills necessary to use it properly and effectively
∅	I use this technology regularly in my teaching without much conscious thought, and my use of this technology is fairly routine
∅	I use this technology regularly in my teaching, and I am implementing ways of varying its use to improve the outcomes derived from it
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∅	I still use this technology in my teaching, but I am exploring other technologies to replace it that may better meet my objectives

9. Classroom Television (dvd, vcr, cable, satellite, etc)

∅	I really don't know much about this technology, or I am not sure that it would be useful in my teaching
∅	I have some information about this technology, and I am now considering whether it might be useful in my teaching
∅	I now know enough about this technology that I am preparing to begin using it in my teaching
∅	I am using this technology now in my teaching, and I am primarily focused on learning the skills necessary to use it properly and effectively
∅	I use this technology regularly in my teaching without much conscious thought, and my use of this technology is fairly routine
∅	I use this technology regularly in my teaching, and I am implementing ways of varying its use to improve the outcomes derived from it
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∅	I still use this technology in my teaching, but I am exploring other technologies to replace it that may better meet my objectives

10. Interactive Classroom Response System (“clickers”, SENTEO, PRS, iClicker, etc)

∅	I really don't know much about this technology, or I am not sure that it would be useful in my teaching
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∅	I use this technology regularly in my teaching, and I am implementing ways of varying its use to improve the outcomes derived from it
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∅	I still use this technology in my teaching, but I am exploring other technologies to replace it that may better meet my objectives

11. Interactive Whiteboard Technology (SMARTBoard, SMARTSymposium, ACTIVBoard, etc)

∅	I really don't know much about this technology, or I am not sure that it would be useful in my teaching
∅	I have some information about this technology, and I am now considering whether it might be useful in my teaching
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∅	I use this technology regularly in my teaching, and I am implementing ways of varying its use to improve the outcomes derived from it
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∅	I still use this technology in my teaching, but I am exploring other technologies to replace it that may better meet my objectives

12. Concept-Mapping Software (Inspiration, Kidspiration, FreeMind, Cmap, MindManager, NovaMind, etc)

<input type="radio"/>	I really don't know much about this technology, or I am not sure that it would be useful in my teaching
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<input type="radio"/>	I now know enough about this technology that I am preparing to begin using it in my teaching
<input type="radio"/>	I am using this technology now in my teaching, and I am primarily focused on learning the skills necessary to use it properly and effectively
<input type="radio"/>	I use this technology regularly in my teaching without much conscious thought, and my use of this technology is fairly routine
<input type="radio"/>	I use this technology regularly in my teaching, and I am implementing ways of varying its use to improve the outcomes derived from it
<input type="radio"/>	I am collaborating with colleagues to develop ways in which we can use this technology to better meet common instructional objectives in our teaching
<input type="radio"/>	I still use this technology in my teaching, but I am exploring other technologies to replace it that may better meet my objectives

13. Visual Image Capturing Technologies (document scanners, digital still cameras, digital video cameras, etc)

<input type="radio"/>	I really don't know much about this technology, or I am not sure that it would be useful in my teaching
<input type="radio"/>	I have some information about this technology, and I am now considering whether it might be useful in my teaching
<input type="radio"/>	I now know enough about this technology that I am preparing to begin using it in my teaching
<input type="radio"/>	I am using this technology now in my teaching, and I am primarily focused on learning the skills necessary to use it properly and effectively
<input type="radio"/>	I use this technology regularly in my teaching without much conscious thought, and my use of this technology is fairly routine
<input type="radio"/>	I use this technology regularly in my teaching, and I am implementing ways of varying its use to improve the outcomes derived from it
<input type="radio"/>	I am collaborating with colleagues to develop ways in which we can use this technology to better meet common instructional objectives in our teaching
<input type="radio"/>	I still use this technology in my teaching, but I am exploring other technologies to replace it that may better meet my objectives

14. Visual Image Processing Software (Photoshop, PhotoDeluxe, Illustrator, MS iPhoto, Painter, Picture Manager, etc)

∅	I really don't know much about this technology, or I am not sure that it would be useful in my teaching
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∅	I now know enough about this technology that I am preparing to begin using it in my teaching
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15. Scientific / Graphing Calculators (Texas Instruments, Sharp, Casio, etc)

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16. Laboratory Probeware/Interface Technology (TI/CBL, Pasco, Vernier, ThinkStation, ULI, etc)

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17. Podcasting, Vodcasting Production Software (Garage Band, Audacity, RecordForAll, iMovie, QuickTimePro, etc)

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18. Video-Streaming/Playback Software (YouTube, QuickTime, RealAudio, Windows Media Player, VLC media player, etc)

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19. Video Production Software (iMovie, Adobe Premiere, Apple Final Cut, MS MovieMaker, Storyboard, etc)

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20. Interactive Desktop Web-Conferencing / Bridging Technology (Illuminate, Breeze, Adobe Connect, Live Meeting, Marratech, Bridgit, etc)

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21. Large Group Video-Conferencing Technologies (Polycom, Tandberg, WebEx, etc)

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<input type="checkbox"/>	I now know enough about this technology that I am preparing to begin using it in my teaching
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22. Social Networking / Blogging (Blogger, MySpace, Facebook, etc)

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23. Video-Gaming / Simulations / Virtual Worlds (numerous examples)

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24. Learning / Content Management Systems (Blackboard, WebCt, Desire2Learn, Moodle, etc)

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