Results of the "Graduate Education in Technology" Survey

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Introduction

Examining current tenure-track as well as non-tenured, full-time teaching position announcements in the foreign languages and literatures, it becomes noticeable that a high proportion of these advertisements stipulate use of or familiarity with instructional technology (IT) or computer-assisted language learning (CALL) as "preferred", "highly desirable", or even "required" for a prospective candidate. This can be seen more graphically when we look at the percentages of jobs advertised with requests for IT expertise in recent MLA *Job Information List*. In the October 2001 *JIL*, 30% of all positions in German, 30.5% of all Italian positions, 21% of the Russian, 25% of the Spanish, and 24% of all French positions listed instructional technology among the skills sought in a candidate (see Appendix 1).

Traditional jobs in the language and literature fields are becoming rarer, whereas non-traditional and interdisciplinary jobs are growing in number and visibility within the institution. Not only is technology becoming ubiquitous, opportunities for its application in academia are expanding. Technology is increasingly considered a requirement (or at least a distinguishing factor) for people seeking academic employment. As can be inferred from position announcements, at many institutions there is an expectation that incoming faculty already know how to use technology, yet there is no real support for them to acquire this knowledge when they are still at the graduate student stage. Despite the rather dismal statistics for employment in coveted research and teaching jobs and notwithstanding a growing interest in the use of IT at institutions across the country, it is common experience that instructional technology training and the preparation of graduate students for non-tenure-track jobs are largely lacking. Why, then, is there such a discrepancy between what academic job ads are looking for and the graduate training supplied by the very same academic departments that place these ads?

The Study

To shed light on the expectations as well as on the course offerings of foreign language departments at the graduate level, this article offers the results of a survey conducted via e-mail and the World

Wide Web in the summer of 2001. What foreign language departments are looking for nowadays in job candidates becomes clear when we study the position announcements in publications like the MLA Job Information List or the Chronicle of Higher Education. Yet, what do departments expect to see in their graduate students and teaching assistants, and how do they train their students to reach a certain level of technical expertise, when it is clearly not part of the traditional course of humanist studies? How significant/important are these skills considered within language and literature departments at the graduate student level, and how can we bridge the apparent gap between the end of graduate school and the (academic) job hunt when suddenly these skills seem to become one of the essential ingredients in the mix for the right job candidate?

Methods

I began putting the questionnaire together in the spring of 2001. Announcements concerning the survey were first posted to the listservs of IALLT (LLTI), AATG, FLTEACH, SEELANG, EDTECH, and the H-net Web sites on April 6. Quickly, it became clear that the respondents who reacted to this call for information were predominantly directors of language resource centers or faculty who were already heavily involved in instructional technology and were therefore positively biased towards the use and enforcement of technology in languages and literatures. Thus, a different approach to reach a wider sample of departments was needed. With a research assistant I filtered through the *US News and World Report* rankings of colleges and universities (2001),[1] from top to bottom, keeping in mind that not all institutions, though they might offer graduate studies, may have graduate programs in foreign languages. Ultimately, we contacted the deans of Humanities or Arts and Sciences units at 140 Tier 1, 2, and 3 institutions with the request to forward the announcement of a "Graduate Education Survey" to all department chairs in foreign languages and literatures, who in turn were asked to distribute the message freely to their departmental faculty. The first requests to deans were sent out on April 27, 2001; soon thereafter the first responses from the ranks of general faculty began to roll in, with the very last response received on June 26, 2001, the official closing date of this first round of data collection.

Hypotheses

For the "Graduate Education Survey" I formed a number of hypotheses from which I derived a set of multiple choice and yes/no questions (see Appendix 2 for a plain text version or visit the original cgi-form at http://willow.cats.ohiou.edu/~lrc/survey.html). These questions were posted on a Web site, the results/outcomes of which will be addressed below. The cgi-interface also provided a field for general and open-ended comments, which approximately 47% of all participants used, thus supplying me with a number of valuable

insights and observations, which a mere "checkbox approach" would not have been able to yield.

The hypotheses that provided the starting point for the questionnaire and the subsequent analysis of all incoming data are as follows:

1. More M.A. programs than Ph.D. programs in foreign language and literature departments will put an emphasis on or offer coursework in technology.

2. Only a small percentage of schools/programs will require classes in technology.

3. Most often, courses and workshops in technology (if available at all) are offered outside of the language and literature department.

4. Most respondents will consider these courses an addition to a traditional curriculum.

5. Most Ph.D. departments will not advise students to prepare for non-tenure track or non-academic jobs. M.A. programs will.

6a. Most institutions will have access to a computer-equipped language lab and/or a computer classroom.

6b. If there is access to a computer-equipped language lab and/or a computer classroom, more technology skills will be expected from students.

6c. Ph.D. programs will stress passive/theoretical technology skill

6d. M.A. programs will stress active/hands-on technology skills.

The Sample

I received 163 submissions from 73 different institutions across the United States and one submission from Canada. The goal of the survey was to reach as many graduate departments in foreign languages as possible. Yet, after the deans of Arts and Sciences and similarly titled units became involved as go-betweens or conduits, the distinction between foreign and other languages and literatures became blurred. Subsequently a number of submissions from English Departments were received, which I had to filter out since they did not fall within the original scope of the study. Sometimes a

submission came from an institution that had no graduate level programs in foreign languages or literature, but the person filling out the survey felt strongly enough about the issues and sent in answers anyway. These answers, too, were not counted.

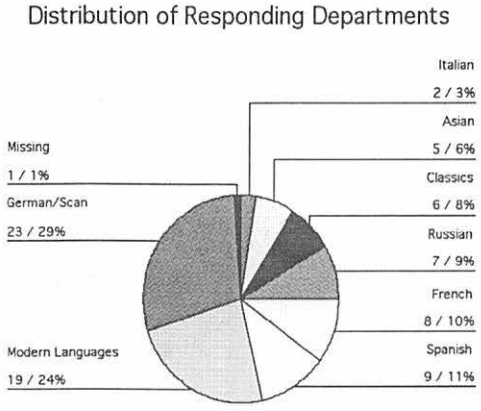
The remaining submissions fell into nine categories: Modern/Foreign Languages, Classics, Asian Literatures and Languages, German/Scandinavian, French, Spanish, Russian/Slavic, Italian, and 29 "others" consisting of responses from directors of language resource centers, faculty members in Education, Linguistics professors with no clear language affiliation, and some people who, it seems, had just happened to stumble across the survey (e.g. a submission from someone in a Philosophy and Interpretation Program). To keep the study free from ambiguities and focused on the foreign language stipulation, all "others" were also eliminated.

While I did not receive any kind of response from about 48% of the institutions contacted, some institutions sent in responses in bulk and from a variety of departments. All the responses were counted; however, in those cases where I had more than one response from within the same department, the answers were averaged out and a mean was calculated.[2] This was done to avoid lending too much weight to one particular department and thus tip the scales unnecessarily. Multiple submissions from within one and the same department, however, were sometimes quite telling insofar as they were contradictory, not only with regard to attitudes, but also concerning facts: did a particular institution have a computer classroom or not? How could one colleague answer in the affirmative, while his office neighbor checked the "No" box?[3]

In the end, the submissions that were counted as valid and not re-duplicating numbered 81, sent in from 54 different institutions with M.A.- and Ph.D.-granting programs in the foreign languages. Admittedly, this is not a representative sample in the strongest sense of the word, but it will serve as an indicator to gauge opinions and sentiments concerning the changing demands and expectations in formal graduate education that are prevalent today. By publishing the results, the author hopes not only to stimulate discussions on a wider basis, but also to encourage institutions and departments that have not participated in this first round to submit their data and be included in a forthcoming more complete study.[4]

Results

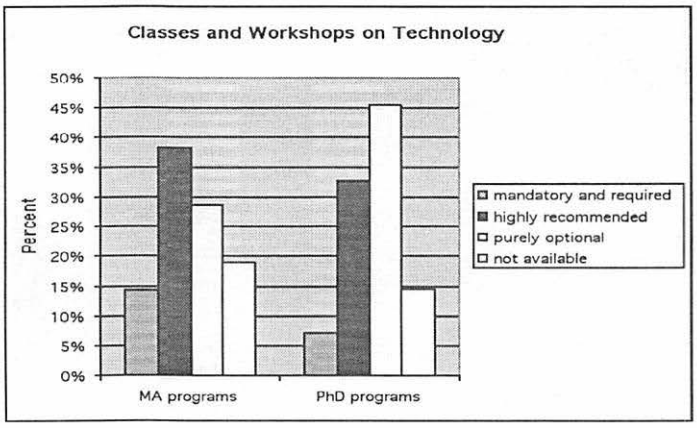
Figure 1: Language Distribution of Responding Departments



(Frequency / Percentage)

Hypothesis #1 stipulated that M.A. programs will put more of an emphasis on or offer coursework in technology than Ph.D. programs. Of the 76 valid submissions that were received on this question, 21 came from M.A. programs, and 55 were sent in by faculty in Ph.D.-granting departments. In 14.3% of the M.A. programs, courses and workshops in instructional technology are mandatory and required from every student in order to graduate, whereas only 7.4% of the Ph.D. programs require their students to take these courses (see Fig. 2). 38.1% of M.A. programs highly recommend these classes (Ph.D. 32.7%), but they are not yet part of the degree requirements. This, however, does imply that workshops, access to labs, and computer equipment are available. In 28.6% of all M.A. programs (Ph.D. 45.5%) these classes in technology are purely optional, in 19% (Ph.D. 14.5%) workshops or classes in technology are not available at all, which means that more than half of the Ph.D. programs (60%) offer no incentive for or access to instructional technology, whereas M.A. students have at least a 52.4% chance to come in contact with instructional technology, either as a requirement or as a highly recommended elective.

Figure 2: Program Requirements for Classes and Workshops on Technology

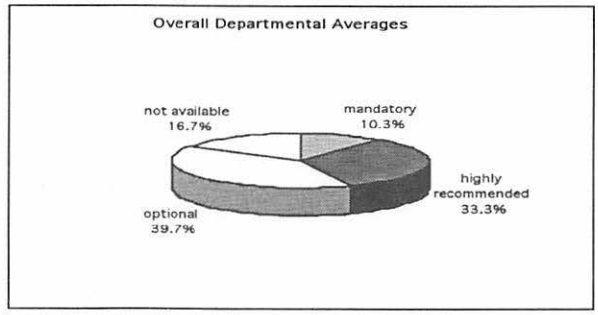


Hypothesis #2 ("The minority of schools/programs will require classes in technology") went along with survey question #1 and was already implicitly answered by Hypothesis #1. Yet it is worthwhile to look at the actual distribution of the responses received. 78 answers were valid (the remaining 3 respondents chose to not answer this question). Merely 10.3% of all programs answered in the affirmative here, which means that only a tenth of current graduate programs (M.A. and Ph.D. combined) make instructional technology a requirement in the training of language and literary specialists.

Table 1: Program Requirements in Technology by Language

(in %)	Mod. Lang.	Classics	Asian	German-/Scan.	French	Spanish	Russian	Italian	Average
mandatory	5.6	16.7	0	17.4	12.5	0	0	50	10.3
highly recommended	33.3	33.3	20	34.8	25	33.3	57.1	0	33.3
optional	44.4	16.7	60	34.8	50	55.6	14.3	50	39.7
not available	16.7	33.3	20	13	12.5	11.1	28.6	0	16.7

Figure 3: Overall Departmental Averages



Interestingly enough, when we break down the data to the departmental level we can see that the programs requiring classes in instructional technology are located in the "melting pot" of modern language departments, in Classics, German/Scandinavian, in French, and in Italian. However, due to the fact that the number of submissions for some sample groups on the departmental level is not very large (Italian, e.g., has only two entries), it does not seem advisable to scrutinize these numbers too much for fear of over-interpretation.

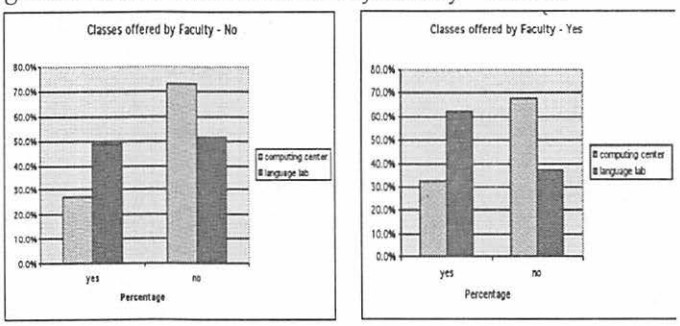
It is interesting to note, though, that in 16.7% of all programs graduate courses and workshops in technology are not available at all, and that—although Spanish has an overall participation rate of 11.3% in this survey—there is not one Spanish program among the respondents that has made technology a requirement.

Hypothesis #3 stipulated that most often, courses and workshops on technology are offered outside of the respective foreign language departments. The results here were surprising. It turns out that in 50% of all cases the classes or workshops on technology for graduate students are indeed offered by faculty within the departments themselves. It appears, however, that most of these offerings are workshops, since the percentage for required or recommended classes does not coincide with this high ratio of faculty offerings (see Figure 4 above). The data submitted (and, unfortunately, the way in which the question was posed) does not allow for a distinction between actual classes for credit and workshops for people who are either intrinsically motivated or who are driven by a technologically inclined language coordinator or section chair to acquire these skills.

The remaining half of the respondents, however, point out that these classes or workshops are not offered within their departments, but rather by the equivalent of a campus computing center or through

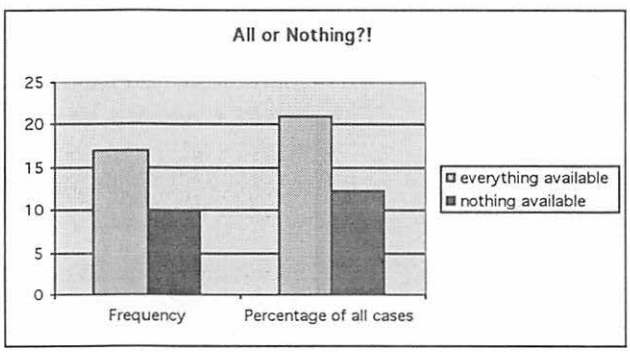
the language lab. A small number of "other" places (Schools of Education, graduate teaching certification programs) that disseminate technology knowledge were alluded to, often in addition to the aforementioned. These have not been incorporated into the following graphs and tables.

Figures 4 and 5: Classes Offered by Faculty – No/Yes



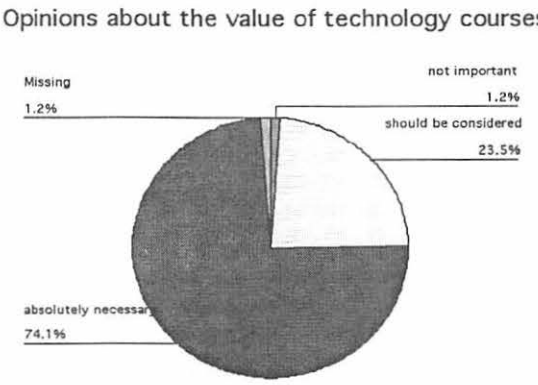
As was to be expected, there is some overlap and duplication. Most campuses have different places to go to for training in instructional technology. Whether it is offered within the department or not, at many universities graduate students (and faculty) can also choose to take workshops in the computing center, the language lab, or both. For 21% of the respondents, all three options were available. Surprisingly enough, though, 12.3% of all respondents claimed that no technology training whatsoever was available on their respective campuses, which becomes even more interesting when we look at Hypothesis #6a concerning the availability and access to computer-equipped classrooms and labs on campuses around the country. The fact that computing facilities or language labs are readily available does not necessarily mean that training on the efficient use of those resources and their equipment is offered.

Figure 6: Training Options Available (Department, Language Lab, Both)



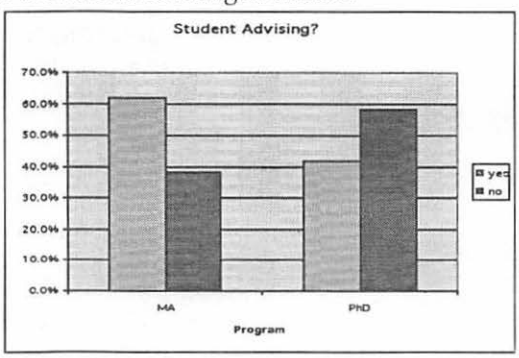
Hypothesis #4 anticipated that most respondents would consider courses in instructional or foreign language technology merely an addition to a traditional curriculum. It seems this question in particular would have to coincide with the responses to Hypothesis #1 (Survey Question #1), where only a minority (43.6%) of all responding graduate programs had made these courses mandatory or highly recommended. The results of the survey question #3, which was soliciting individual faculty members' personal opinions concerning the necessity for these classes came, indeed, as a surprise: a majority of 74.1% considers technology courses "absolutely necessary to prepare graduate students for the academic and other job markets;" merely 1.2% proclaimed that they would consider technology training "unimportant." Here the awareness of the individual about job requirements and the institution's or department's inability to overcome traditional curriculum structures in order to cater to these changed circumstances and demands stand in stark contrast.

Figure 7: Opinions about the value of technology courses



Survey Question #4 aimed at illuminating whether graduate programs by now—given the bleak prospects for permanent employment within a university environment—routinely advise their students to prepare for non-tenure track positions and jobs outside of academia. As was to be expected, M.A. programs do a better job in this respect than Ph.D. programs. Reasons here could be the fact that for some students the M.A. might be the terminal degree and not just a stepping-stone on the way to the Ph.D. and a professorship, so questions of employment have more urgency for them. Only 41.8% of the respondents from Ph.D. programs contended that their departments would advise students about non-tenure/non-academic jobs, whereas 61.9% of the M.A. programs routinely dispense this kind of information.

Figure 8: Is Student Advising Available?



Hypothesis #6a ("Most institutions have access to either a computer-equipped language lab and/or a computer classroom.") was already alluded to earlier (see above, Hypothesis #3).
Table 2: Access to Technology

Based on the numbers in Table 2 we can see that although not all institutions have computer-equipped classrooms, 77.2% of the responding colleges have access to both a (computer-equipped) language lab and computer classrooms, 19% only have access to a lab, and 3.8% have access to computer classrooms, but do not have a language lab available for training and/or instruction. Not having access to both (depending on the setup of the institution) might result in students' being able to take classes in technology with no place to go to practice their newly acquired skills, but this would happen at only a small proportion of all surveyed institutions. Lastly, one should note that every single institution among the respondents has a lab or an electronic classroom available (which does not necessarily mean that adequate training is offered).

Based on the above results, Hypothesis #6b becomes a moot point. Since every campus has access to this kind of technology, we cannot pinpoint whether there are more or less technology-skills expected from graduate students with better access to technology resources. What technology training and expectations depend on is whether a particular program or its faculty make use of the existing facilities, dispense their own knowledge to their students, and encourage them to build and hone their skills somewhere on campus in order to incorporate these skills into their teaching and research.

Hypotheses #6c and 6d finally proposed that Ph.D. programs will stress theoretical approaches to technology and pedagogy, whereas M.A. programs are more likely to put an emphasis on the actual production of instructional/computer-mediated materials and thus favor more active skills.

Figure 9: Passive/Theory Skills

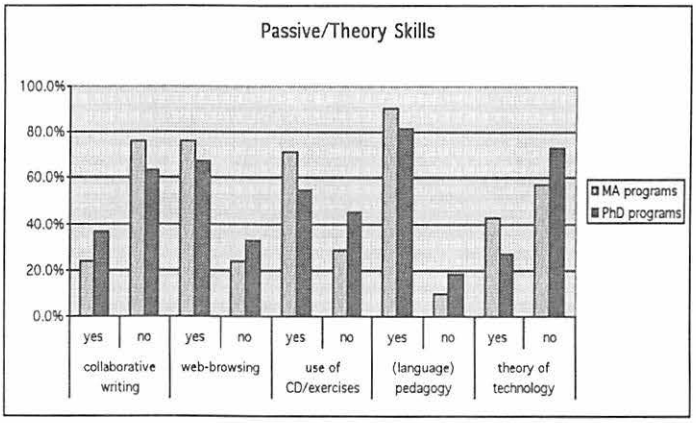
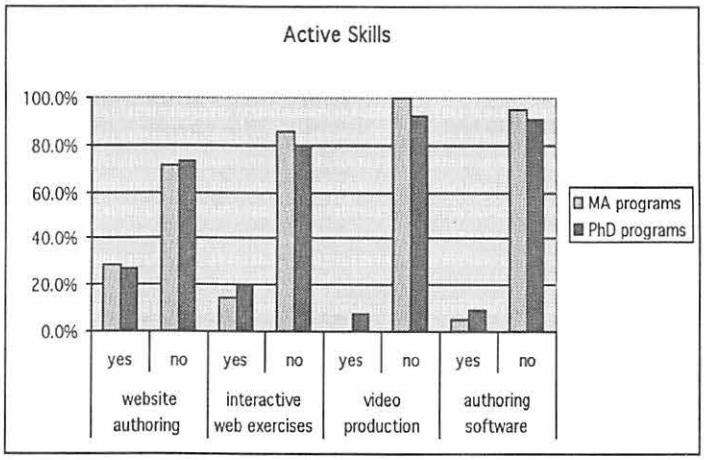


Figure 10: Active Skills



The results of the survey, however, do not support the above assumptions. There are, indeed, no strikingly significant differences between education at the Master's and the Ph.D. level, with one small exception: video production skills are only taught on the Ph.D. level, albeit by a very small minority of the responding programs (7.3%, i.e. 4 out of 55 departments). The majority of departments stress Web browsing and use of CD-ROM as well as interactive (Web-based) exercises on the passive/theory end of the spectrum of expected skills. Familiarity with language pedagogy is expected at about 80% of all institutions, knowledge about the theory underlying the use of technology only by 42.9% (M.A.) or 27.3% (Ph.D.) respectively. On the more active side of the scale, the results are even more homogenous: only about 28% of all surveyed programs on

both the Ph.D. and the M.A. level expect their students to possess Web site authoring skills; even fewer programs expect interactive scripting capabilities, and the vast majority of programs neither look for video production nor expect more sophisticated authoring skills from their students.

Conclusion

The relatively small number of responses that could indeed be counted as valid and incontestable did not allow for vigorous statistical analysis (e.g., Chi-Square Tests) and did not yield any statistically significant differences. However, the differences that were found can nevertheless be looked at as meaningful, and this study can be considered a pilot study preceding one with a larger-scale approach concerning the number of contacted institutions, conducted with the help of an organization like IALLT or ADFL. It is interesting to note that some of the predicted outcomes, for example those concerning advising of graduate students or the small percentage of programs with mandatory classes on technology, were indeed confirmed. Yet, the study also yielded surprises: there were no discernable differences between Ph.D. and M.A. programs concerning active and passive technology skills, the recognition that 50% of all workshops and classes are offered within the departments themselves, and the realization that almost seventy-five percent of the respondents consider technology classes absolutely necessary for graduate students, even when departmental curricula do not reflect this (yet).

Furthermore, the study provided more than numbers; it also yielded an insight into some opinions, beliefs, and ideas that could hardly be fathomed by checkboxes alone. Participants had a chance to elaborate on their responses and fine-tune their answers. For some, it offered a forum to vent their anger about missing training opportunities, about unreasonable demands placed on faculty and lack of support, and about perceived watering-down of rigorous literary and scholarly discourse and analysis.

Some people offered strong views about what they perceived as "Luddite" culture and departmental resistance to technology:

> "With maybe two or three exceptions, faculty members are positively resistant to the use of computing technology, and make virtually no attempt to integrate it into their teaching. Instead, the department romanticizes 'print culture' and advocates "disappearing into the stacks" as a research methodology."
>
> "[My] proposal to offer a one-week instructional workshop

was received by all quarters as preposterous."

"Besides lacking computer skills, there is a general lack of understanding among the faculty how to use the Internet as a learning environment in the foreign language and foreign culture classroom.... [We] are still much too exclusively a 'literature' department."

Quite often, there were also comments that graduate students could (or should) acquire the necessary skills on their own:

"Some of our students are more savvy in the use of computers than I am. [I believe] that the more resourceful students pick up computer skills on their own quite often, and instruction is not automatically improved by bringing more technology into the classrooms."

"We are able to work closely with the technology experts on campus and create materials to our specific needs. All students are encouraged to take advantage of the workshops and talks that are organized through the Language Teaching Center, but they are not mandatory."

"Graduate students are welcome to take these courses, but we don't require them to do so. For the most part, our graduate students tend to be better users of technology in the classroom than most of our faculty, so we do not worry too much about this issue."

One recurring concern is the fear that both graduate students and faculty have too much on their plates already:

"I suspect that departments do not have the budgets necessary to offer such seminars/workshops, and I know graduate students are overworked, so I'm not sure how many would actually welcome such classes, even though everyone knows they should acquire these skills."

"Some, but not all, of our students are interested in instructional technology. We are having discussions about implementing mandatory workshops for students, but one of our problems is a staff that is already stretched too thin, we cannot meet this need without some relief in other areas, or another hire."

> "A very small number of faculty take the initiative to offer these workshops to graduate students, who respond favorably. However, they feel overwhelmed already, and in some cases feel pressured to add this one more thing to the load they are already carrying.

Lack of support, both technical and from faculty mentors or advisors is cited:

> "It's obvious that such courses are probably important for graduate students, given the current trends in job descriptions. Most faculty, however, do not have sufficient knowledge about or interest in technology to teach graduate students how to use it. At my institution, there is the expectation that we use technology, but NO support for learning about it or actually using it."

> "We get requests for workshops from time to time. We also develop workshops focused on instructional technology and publish the schedule. However, without faculty support for technology and pedagogy, graduate students do not feel they have extra time for additional workshops and do not attend."

> "Our students, for the most part, are more aware of the potential uses of technology than our faculty are, and they do express an interest in learning about and improving their skills in the use of technology. Unfortunately this department has taken a major step backward by downplaying the importance of technology for faculty and graduate students..."

There were a number of comments that do not fit a neat category, but are eye-opening:

> "I travel all over the country doing workshops and presentations on integrating technology. I might be able to stay home occasionally if other institutions offered such training, but clearly faculty members are not trained in graduate school to use the new technologies. They are hungry to learn to use them, but many institutions have no clearly developed training program for ... faculty members."

> "Information technology should be taught in the same way that traditional courses in bibliographic methods have been taught. Both are essential parts of any graduate student's training, and of his or her scholarly life."

> "We have tried to hire someone with the appropriate [technology] skills, but it has proven extremely difficult. There are tons of job candidates with esoteric topics in critical theory, candidates who write cover letters that sound like parodies of themselves. But people with applied linguistics and language acquisition training, people who can actually help us to build our enrollments and provide meaningful instruction to undergraduates double-majoring in German and a profession—THOSE candidates are few and far between!"

And finally there are also those people who vehemently argue against expanding the curriculum to include instructional technology:

> "Basically, I find this a big step in the direction of vocational education and a type of general employability. On the other hand, it definitively moves away from the linguistic/literary axis, which I tend to view as the 'intellectual' focus that I would like to see at the heart of our program."

> "This sounds like ed. school stuff to me. And to the extent that it is ed. school stuff, I am solidly opposed to it. Next, I suppose, we'll be thinking it a good idea to get 'teaching certificates' for Ph.D.s. All the instructional technology in the world isn't going to help a Ph.D. who doesn't know his or her stuff, and increasingly, it is the case that graduate students don't know their stuff..."

One respondent hit the nail on the head when she summed up why technology training has a hard time making its way into formal graduate education: "In order to offer technologically sophisticated classes we have to let go of something else, and we aren't willing to do that now." Indeed, when there are only 30 graduate credit hours that can be filled with content, what class(es) should be sacrificed in order to make room for technology, since it is very unlikely that classes will simply be added to the already existing requirements? Some people also expressed the belief that "the technology fad will wane in the coming years" and things will return to traditional forms of instruction. Whatever the reasons for the discrepancy between departmental expectations in job announcements and the actual

manifestation of graduate training in languages and literatures, it will certainly be interesting to keep an eye on the developments in the academic marketplace.

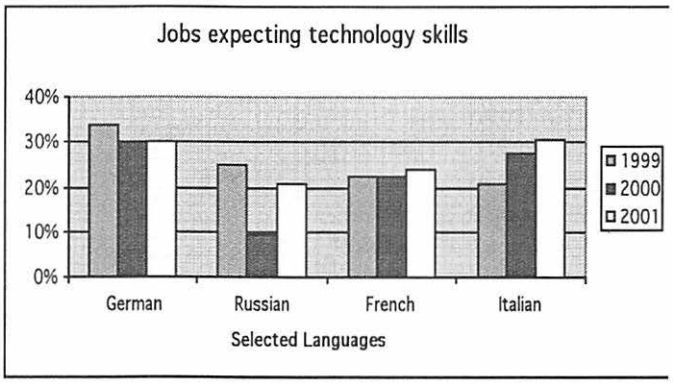
"I'd be curious to know how many responses you get to this [survey]. Those universities not providing the training asked about here [probably] don't consider it to be important, and thus would not likely even answer your survey." This is indeed one of the obstacles facing a study like this one, the difficulty of getting in touch with the people who do not care or feel almost personally attacked by those promoting institutional change or innovations and are thus unwilling to participate in a survey.

As mentioned earlier, although the overall number of responses did not allow for rigorous statistical analysis, this study still produced results significant enough to gauge overall trends and developments in the professional field. There is also data that has not been dealt with yet, and unasked questions that could be included in subsequent studies. Is age a factor for certain dispositions of the respondents? Does gender play a significant role? One participant wrote: "Some instructors learn about the technology and prepare exercises, but afterwards do not encourage their students to use them. Many, especially female instructors, are reluctant to use technology, although the most advanced Web publishers in our program are also women." I hope that the publication of these—let's call them 'preliminary'—results will get the discussion ignited on a wider basis. Hopefully it will encourage wider participation: by more individuals in more departments at more institutions, both in filling out the survey, as well as in moving toward better technology education for faculty and graduate students alike. I strongly believe that the technology is here to stay and that we will find more and better uses for it.

There seems to be a great deal of resistance in foreign language departments to change their mission, both to accommodate instructional technology and pedagogical training. Yet, no matter from what angle we, as a profession, choose to look at things, change is already at our doorstep and it behooves us to prepare our graduate students (and future faculty members) for a job market and career tracks that differ dramatically from the paradigm that was set in place during the explosive academic growth of the 1960s. ◆

Appendix 1

Figure 1

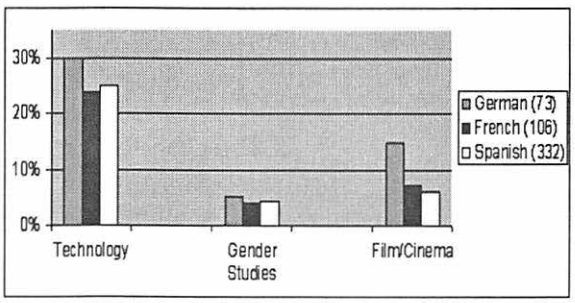


Percentages of October *JIL* job listings explicitly mentioning technology skills

Table 1
Number of available jobs per language and percentage of those expecting technology skills (based on October *JIL* editions)

	German	Russian	French	Italian
1999	(62) 34 %	(16) 25%	(101)22.5%	(24) 21%
2000	(53) 30%	(21) 9.5%	(89) 22.5%	(22) 27.3%
2001	(73) 30%	(19) 21%	(106) 24%	(23) 30.5%

Figure 2 Most popular skills sought in new hires and their percentage in overall job listings (*JIL* Oct. 2001)



Appendix 2

Graduate Education Survey:

Currently, graduate students in Languages and Literatures face the challenge of developing into future faculty members who are supposed to meet changing disciplinary and institutional needs. The professional demands created by the rapid growth of information technologies, digital media, and shifts in the academic job market require advanced graduate seminars focusing on current language pedagogy and the integration of technology into language as well as literature teaching. It seems that right now very few institutions offer these kinds of courses, although more and more job ads list "familiarity with instructional technology" as one of the skills sought in new hires.

Please take a few moments to answer the following questions with respect to your home institution and your department. Please also encourage colleagues in other Language and Literature Departments to respond to this survey. Your help in arriving at a more complete picture of the current state of Graduate education in the United States and Canada is very much appreciated.

******

Name
Department
Institution

e-mail
phone

Highest degree offered through your department: _ M.A. _ Ph.D.

1. In my department, graduate courses and workshops on the use of technology in teaching are

___ mandatory and required from every student in order to graduate
___ highly recommended, yet not part of the degree requirements
___ purely optional
___ not available

2. These courses/workhops are offered through

____ faculty in the department
____ the Language Lab
____ the Computing Center
____ other units on campus (fill in/textbox)

3. I believe these courses
___ are absolutely necessary to prepare our graduates for the academic and other job markets
___ should merely be considered an addition to the traditional curriculum
___ are not important

4. In my department students are advised to prepare for non tenure-track and non-academic jobs.
__yes __no

5. We expect our students to be familiar with (check all that apply)

Theory:
___ (language) pedagogy in general
___ theoretical underpinnings of the use and role of technology in teaching and learning

Passive skills:
___ use of CD ROMs for classroom instruction
___ web-browsing activities
___ collaborative writing programs/exercises

Active skills:
___ basic Web site authoring
___ development of interactive exercises for the web
___ production of instructional videos
___ authoring software (e.g. Libra/Gemini, SuperMacLang, Authorware)

If you do not offer them already: Do you ever get requests from current (or prospective) graduate students to offer classes/workshops on instructional technology? Please explain in the space below.
Please, feel also free to add your own thoughts and other comments in the space provided: (Textbox)

Notes

1 The latest rankings are available at <http://www.usnews.com/usnews/edu/college/rankings/rankindex.htm>

2 Thus, 46 submissions that overlapped were contracted into 18.

3 The lack of information or involvement on the part of individual faculty members also showed up in responses to question #2, where the category 'other' contained responses like "I don't

know", "Forgot what it's called," etc.

4 For a model see the website of the Costs Project by David Smallen and Karen Leach at <http://www.costsproject.org/>. The project aims at collecting data from institutions of higher education to measure costs and eventually develop benchmarks that are useful for comparing the costs of providing IT services among various institutional categories. Over the years, more and more institutions have heard about it and signed on to participate. A model that—with the help of, e.g., the ADFL or IALLT—could be replicated to arrive at more conclusive and all-encompassing evidence.

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