

*2008 Academic Technology Grant
Blended Learning and On-line Tutoring*

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SAT Grant Report Statement

Executive Summary

Project Name: Blended Learning and On-line Tutoring

Department: IT, Educational Technology and Learning Commons

Final Report: June 26, 2008

Principal Investigator: Mary Simone

Media Center Manager, IT, Educational Technology and Learning Commons

mary.simone@umb.edu (617) 287-5969

Other Participants: Susan Mraz, Professor Hispanic Studies, susan.mraz@umb.edu , (617) 287-6872; Cynthia Jahn, Director Subject Tutoring Program, Academic Support Programs , Cynthia.jahn@umb.edu (617) 287-76550; Anthony Petruzzi, Director of Writing Assessment , Anthony.Petruzzi@umb.edu , 617-287-7908; Jessica Downa, Media Specialist, Educational Technology and Learning Commons, jessica.downa@umb.edu; (617) 287-3987; Kathleen Polley, Online RN-to-BS Program, College of Nursing and Health Sciences, Coordinator, kathleen.polley@umb.edu 617-287-7532

Campus and Disciplines Involved: UMass Boston Campus, Hispanic Studies Department, Academic Support, College of Nursing and Health Sciences, IT, Educational Technology and Learning Commons, College of Corporate, Continuing and Distance Education.

Project Intent:

Academic Support Programs and Hispanic Studies and Nursing and the Writing Proficiency Office will collaborate with IT to develop and pilot two blended learning on-line tutoring courses (1) to increase their understanding of class material of students enrolled in Spanish 102 courses, and (2) to increase student access to tutoring services for students enrolled in Critical Reading and Writing (CRW 283) and in Nursing 360. The Online version of CRW 283 was originally designed to help the online Nursing students to satisfy the Writing Proficiency Requirement (3). The tutoring pilot program was intended to provide online students with similar access to writing tutors as the Nursing students in face to face courses receive.

Original Objectives:

1. Develop and pilot an on-line tutoring model in Vista 4 to support academic teaching and learning, and adapt this model to the learning needs of students in Hispanic Studies and Nursing and CRW courses.
2. Apply a variety of synchronous and asynchronous e-learning tools including Wimba Classroom, Wimba Voice Tools, wikis, blogs, and podcasts to this blended learning model and evaluate the best e-pedagogy to train tutors to assist students on-line to learn subject area content.
3. Train tutors and students to use the technology tools in the blended learning on-line course.
4. Use project management software and e-tools including wikis and blogs, and project management software to facilitate and strengthen communication among committee members, build a community of active participation, and involvement in project tasks, document, archive, and evaluate individual and team achievements.

Revised Objectives: issues/opportunities/activities carried out

Our assessment is based on the outcome the following revision of our original objectives:

1. Developed and piloted an on-line tutoring model in Vista 4 that integrated various e-learning tools.
2. Created web portal to enable students and faculty to easily access different e-tools including and training and support materials outside of Vista throughout the pilot. The portal can be found at <http://omega.www.umb.edu/~onlinetutorweb/index.html>
 - a. Both Hispanic studies and Nursing used group assignment tool in Vista to schedule tutoring sessions.
 - b. The different courses of Nursing and Hispanic Studies required slightly different Vista template design and content due to the pedagogical demands of the courses with which they were blended.
 - c. IT launched the MACXserv to apply wikis, blogs and podcasts for faculty and tutor collaboration prior to pilot; but, due to technical difficulties with authentication in people soft, and the immaturity of Leopard operating system, the grant participants were not able to integrate these tools into tutoring sessions within Vista 4. Wikis and blogs were tested as project management tools by grant participants and tutors. Podcasts were not integrated into courses as recordings of lectures.
 - d. Tutors for Spanish 102 sections used a repository of slides, and teaching aides created by faculty and provided by the publisher of the Caminos text book. These were uploaded into the on-line Vista course and used during pilot stage during reserved tutoring group sessions in the Wimba Classroom, and also independently by students as study aids.

- e. Spanish 102 students recorded oral presentations using Wimba voice tools such as voicemail that could be evaluated orally by faculty through voicemail. There were technical problems with delivery of Wimba voice mail from UMB email. Wimba voice mail was very effective as a teaching tool testing the oral proficiency of students and providing oral feedback to oral performance tasks.
 - f. Some of the Nursing tutoring sessions were asynchronous; tutors used MS Word track changes feature to comment on students' papers uploaded into Wimba classroom. They also made annotations or comments on student papers using the writing tablet. Tutoring sessions with students in Nursing also took place in synchronously in LMS with students to collaborate on and revise written assignment. Students used the Share function of Wimba to upload written papers in the LMS.
 - g. Hispanic Studies tutors worked synchronously with students in Wimba classroom using voice and text chat, content slides, and graphic tablets.
3. The training component of the project focused on (1) selecting the tutors and students to participate in the pilot (2) training tutors with the pedagogy of tutoring (3) training tutors with how to use technology to tutor (4) training faculty on how to use technology in blended learning.
- a. Hispanic studies and Academic Support hired two undergraduate Spanish tutors in late fall. Nursing and the Writing Proficiency Program assigned a graduate student and a professional staff member of the Writing Proficiency Program to tutor Nursing students. All students in four sections of Spanish 102 could participate in on-line tutoring. Originally, there were three sections, but due to the initial startup with low sign-up a fourth section was opened up in the second week of the pilot. Nursing selected ten students to participate in on-line tutoring pilot.
 - b. Tutor workshops in technology and pedagogy were designed and delivered in one day workshops on different days in January to Spanish and Nursing tutors. Jessica Downa and Mary Simone delivered the technology component of the workshops concerning wikis, blogs and podcasts. Alan Girelli delivered the Wimba training workshops. Methodology for Tutoring Spanish 102 tutors was provided by Cynthia Jahn of Academic Support Services, and Susan Mraz of Hispanic Studies. The methodology for writing tutors was provided by Anthony Petruzzi of Writing Proficiency Program and Kathleen Polley of Nursing Program. The tutor training was very successful; tutors learned the skills to use features of the Wimba Classroom very proficiently in short period of time.
 - c. Ongoing training in content and technology for tutors continued during the pilot from February through April through support provided by the LMS group and Jessica Downa.
 - d. A list of on-line tutorials for students was developed by the Media Center and placed on line in the web portal and on the home page of the Nursing

and Spanish 102 on-line tutoring courses.

- e. Tutors directed students with technical difficulties that they could not address easily and immediately to the IT help desk so as to spend most of their time in actual tutoring. Mary Simone provided face to face drop-in training in the language lab to the section of Spanish 102 students she taught, and for other section students.
- f. Microsoft Project was used by the project manager to keep track of time on task and deadlines. The wikis and blogs were also on the MACXserv to archive experiences of tutors and participants in the project. The amount of documentation preserved makes it possible to conduct further assessment and evaluation after the project completion

Primary Project Deliverables

Milestone One

- **Deliverable 1-** IT acquired and set up a MacX serve to enable project participants to use wikis, blogs, and podcasts in their teaching, learning, and assessment. *The authentication of the server and the launch of the web 2.0 tools were initially behind schedule. A grad student was hired by IT to focus on authentication*
- **Deliverable 2-**Hispanic Studies, Subject Tutoring Program, and IT Division of Educational Technology built an on-line tutoring environment in Vista4 with Spanish 102 curriculum materials which provided asynchronous and synchronous mediated tutor support to develop linguistic proficiencies of students enrolled in Spanish 102. *The original scope of the project included all elementary intermediate Spanish courses and was reduced from four to one course, Spanish 102 with three sections taught by Susan Mraz and one section by Mary Simone.*
- **Deliverable 3-** Nursing, Writing Proficiency Office, and IT Division of Educational Technology built an on-line course shell in Vista4 with curriculum materials for CRW 283 and Nursing 360. This allowed tutors to understand and follow the work flow of both courses. The project provided both asynchronous and synchronous writing tutor support for students enrolled CRW 283 and Nursing 360. *The original scope of the project increased from one to multiple sections of Nursing 360.*

Milestone 2

- **Deliverable 1** -The selection of the best e-tools to use for on-line tutoring involved monthly meetings during fall semester to discuss Vista4 and Wimba Voice tools and the MacX serve. Project participants were resilient to try out the new technologies and IT was creative to work around or solve some of the technical difficulties such as lack of one authentication and password to log on to all e-learning systems. We launched the e-tools of blogs and wikis on the MACXserv to make it quick and easy to share ideas, expertise and experience with one another. In the end, the primary deliverable

was an on-line tutoring course template for both Nursing and Hispanic studies that integrated other e-learning tools such as Wimba Classroom and Voice Tools .*The number of Wimba Voice Tools used in this project were reduced to one- Wimba voice mail was used only by faculty for coursework in one section of Spanish 102. Nursing and Spanish primarily piloted the use of Wimba Classroom, writing tablets. Wimba voice mail was not part of the original project deliverables.*

- **Deliverable 2-** We conducted a tutor survey to analyze tutor and student learning needs prior to creating the workshop content; selected qualified tutors for spring; identified tools needed for tutor success; created content based support materials for tutors and uploaded them into the Vista4 course shell for use in Wimba Live Classroom and for student self study.
- **Deliverable 3-** Tutor training workshops were held in January 2007 and were attended by IT, the Writing Proficiency Program, Hispanic Studies, and Nursing. The content of the workshop included face to face training in wikis, blogs, podcasts, Wimba Classroom.
- **Deliverable 4-** We developed on-line training and technical and pedagogical help aids to assist students and tutors with various e-learning technologies associated with the project available through the web portal for on-line tutoring.
- **Deliverable 5-** We bought headsets for students to borrow from the Healey Library Circulation to make the on-line tutoring support available to them.

Milestone Two

- **Deliverable 1:** Piloted on-line tutoring courses in Spanish 102, Sections 1, 2 and 5 and (2) CRW 283 and Nursing 360 in spring 2008.
- **Deliverable 2:** Conducted as needed training for students and tutors throughout pilot and kept records of ongoing issues and questions raised by work to be investigated later.
- **Deliverable 3:** Designed and delivered surveys to tutors and students participating in project

Project Assessment

Effectiveness and impact of work to fulfill project objectives

Academic Support

The blended learning and online tutoring project enhanced the tutoring experience for students and tutors through (1)expanded scheduling options (2) a direct integration of content with tutoring, and (3) training, program and student and tutor self assessment opportunities. Specifically, the project provided:

- IT support and training to students and tutors through initial workshops and follow up consultations.
- Follow up tutor training sessions with faculty and the tutoring program director on

content integration and tutorial strategies.

- The Subject Tutoring Program with the opportunity to expand the offering of group tutoring sessions to evening hours with accessibility from any location.
- Online scheduling and group assignment tools, so that tutors could plan sessions based on the number of students who signed up and the identification of new and returning students.
- Students with the opportunity to work with the same materials outside the tutoring session, encouraging independent study or study sessions with other students in the class.
- Tutors with content materials they could use to address specific questions raised by students. Posting the same materials in Vista gave students the opportunity to work with materials outside the tutoring session, encouraging independent study or, potentially study sessions with other students in the class.
- Archived online sessions --a critical component of student learning -- students and tutors could independently use archived sessions for self assessment of their tutoring and learning experiences.
- The Subject Tutoring Program Director and Hispanic Studies faculty with the ability to view sessions for tutor and student feedback and ongoing project development. The archived online sessions can also be used by faculty, the tutoring program director, and IT to guide continued online tutoring development.

To offer online tutoring that will continue to be effective, IT support for student and tutor training must continue to be available to insure that (1) students will not opt out of online tutoring participation because of technical issues and challenges and/or(2) during tutoring sessions, tutors will be able to focus on content questions. Faculty participation in online tutoring content development for additional course offerings will be essential for the optimal integration of course related content in tutoring sessions.

WPO and Nursing

- Writing tutors were able to effectively use the LMS to have both asynchronous and synchronous meetings with students. The two technologies that were proven to be effective for writing tutors. For synchronous meetings the WIMBA classroom with its Share tool was very effective, and, for asynchronous meetings, exchanging documents by e-files and the use of Microsoft Word track changes tools also proved to be effective.
- The impact of the writing tutors would have been more effective and dramatic if there had been a technology training program for students. While online students are required to attend Wimba meetings in the Nursing program, students in CRW 283, who were not in the Nursing program, had difficulty using the technology, and some appear not to have purchased the necessary headset. See below for more on this issue.
- The most important objective for the Writing Proficiency programs is that the LMS technology— with its Wimba classroom and Share function— has been

demonstrated to be an effective way to support student writing across the University. At the present moment, the face to face capabilities of face to face writing tutoring delivered by the Acad. Support Services is understaffed and does not serve the needs of the whole student population who needs and wants assistance in writing. This technology as demonstrated that it could serve an important need at UMB, to deliver writing assistance to all of the students who want to work with a tutor.

- The most important objective for the Online Nursing program is that online Nursing students typically are working nurses, who cannot make it to campus during the hours that writing tutors are available at Acad. Support Services. The technology has proven an effective way to deliver writing assistance to this specific subset of UMB students, who, very possibly, only come to campus once or twice a semester.
- Spanish 102- The Spanish 102 tutoring gave our students access to tutoring at times when they were not able to meet with tutors one on one. Students commented that the tutors were knowledgeable and that the extra explanations and practice were useful. Spanish tutors relied heavily on the repository of content slides uploaded in Wimba classroom as well as the Spanish WWW sites provided in Vista 4 to respond to student questions and to practice areas where students needed help. They also heavily relied on the graphic tablets to annotate and highlight slides in order to increase student understanding. Students also accessed the content slides and web links that were also available to them as study aids outside of the Wimba classroom environment. We conducted a brief survey and students found the online tutoring to be either helpful or very helpful. Some areas that they found very helpful were:
 1. Gained better knowledge. Friendly tutor
 2. Extra time for learning, one on one teaching, better explaining
 3. Clarification of different things repetition to help remember more time spent on subjects that might not have had time to cover in depth in class
 4. When we got down to only two or three students, we got some one on one which was very helpful.
 5. Opportunity, accessibility, discreetness

Some things that students would like to see done differently were:

1. Longer timeframe
2. Change the time to an earlier session
3. More examples of how to do different things other than what is in the book
4. More one on one tutors (only allowed one hour per week with a face to face tutor)

Technology

- We have integrated e-learning tools into the content design of the on-line tutoring Vista 4 module.

- E-Learning tools successfully integrated include synchronous technologies such as text chat, audio chat, conferencing in Wimba classroom and asynchronous technologies include email, Blackboard discussion forums and Wimba Voice tools
- Wikis, blogs, and podcasting using the MACXserve were tested but not integrated into the on-line tutoring modules due to the following difficulties:
 1. New Leopard OS experienced some technical issues when trying to integrate into existing campus infrastructure. Some bugs have been reported by Apple and other users of this OS system. Upgrades are being developed by Apple to resolve some of these issues.
 2. LDAP authentication remains an ongoing issue that has not been resolved
- Blogs and wikis on the MACXserve were used by tutors to share information and scheduling with one another and for project management tasks by grant participants.
- Wimba voice tools were piloted by one Spanish 102 section with some technical glitches. UMB needs to keep the IP of Voice tools server unblocked for email routing to UMB addresses from voice tool.
- The all day technology training workshops for tutors in Wimba Classroom, writing tablet, word tracking were enhanced by walk-in support in the Media Center.
- On campus students and on-line students were supported by the IT help desk and the Media Center

Project Management:

- This project has proceeded on schedule and within budget as a result of the benefits of interdisciplinary academic collaboration and financial support.
- We piloted many new technologies within the project that UMB was evaluating which resulted in us reducing our initial selection of e-tools to fewer than originally plan.
- Once we developed the course template, we had one semester to test and pilot it with students.
- Start up time for students to catch on to using the technology was longer than we anticipated. We would have profited from more time to pilot the on-line tutoring model. Ideally one semester for development, and two semesters for testing would have been useful

See Appendix for project management details

Project Issues raised by project for further investigation

- **Issue 1** -New Leopard OS experienced some technical issues when trying to integrate into existing campus infrastructure. Some bugs have been reported by Apple and other users of this OS system. Upgrades are being developed by Apple to resolve some of this issue.

- **Issue 2-** A key issue was providing tutors and students with enough support to understand technology tool use and applications to a variety of learning activities and content/curriculum materials. Need to develop on-campus student training technology center.
- **Issue 3-** Need to educate larger community of faculty of the benefits of blended tutoring and of working interdisciplinary across departments. The largest issue that we encounter, is how to integrate an On-line or virtual tutoring and writing Center into existing face to face centers provided by Academic Support and Writing Proficiency programs and to make them available for all of the students at UMB.
- **Issue 4 –** Need to work on a long term solution so that content material from the WIMBA classroom used in one semester can be used in the next. The process of uploading and organizing content to the Wimba classroom is very time consuming and ALL content was deleted by administrators when semester ended. All work will need to be redone from scratch in order to continue this service to students of Spanish in the fall 2008.
- **Issue 5 –** Many students did not have headsets with microphones that are needed to access the voice features of the Wimba online classroom. Two solutions were found: Mary Simone purchased headsets to lend out to students and students often used the phone feature of Wimba to access the tutoring.
- **Issue 6-** not part of this project scope but very necessary. Start up time was slow since many students unfamiliar with technology needed more than on-line tutorials. Face to face sessions with instructor using blended on-line course, or by training support by IT crucial to success of project.
- **Issue 7-** Vista4 is not compatible with Safari on MAC OS. Susan Mraz lost all links on MAC when course was transferred to Vista4. Vista4 has interface bugs. Susan renamed content files (a very time consuming task with Vista) only to find that not all of the name changes were there the next day.
- **Issue 8-** Integration of Wimba Voice tools into Vista Classroom. IPs blocked by IT. UMB needs to keep the IP of Voice Tools server unblocked for email routing to UMB addresses from Voicemail tool.

Disposition of Funds

Budget

See Appendix

Project Duration Starts and Completions

Project Milestones	Date	Date Completed
MACXServ activated and tested	08/13/07	10/07/07

Content development	9/15/07	01/31/08
Tutor training	12/06/07	1/31/08
BLS Design for on-line tutoring courses	11/15/07	01/22/08
Pilot	2/16/08	5/16/08
Assessment	5/16/08	6/23/08

Final Comments

- The blended model has significant potential to represent a cost-effective use of tutors' time by widening student access to tutoring, and broaden the range of tutoring services provided to students not only in Spanish and Nursing courses but in all courses that have increasingly large classes where opportunity for contact with individual students is difficult. Academic Support Programs and Hispanic Studies are working with IT to seek funding to develop on-line tutoring on a programmatic for Spanish 102 in the Fall 08. Nursing and the Writing Proficiency Office are collaborating with IT to seek funding to further develop appropriate content training in an on-line tutoring course to improve success of students to satisfy the WPR.
- This pilot has informed us how on-line resources can be used successfully to target the learning needs of individual and groups of students, and it has revealed strategies that such as how to blend face-to-face and on-line instruction to provide students with multiple learning tools, and (3) how on-line learning opportunities enable faculty to provide students with more variety of tutoring tools to reach diverse learner needs than uniquely face-to-face or purely on-line tutoring.
- The blended model developed in this pilot shows particular promise for ESL and second language acquisition students with its ability for students to repeat lectures and exercises multiple times to increase student learning effectiveness and success. Participants in this grant are interested in seeking external funding to further develop this model of online tutoring and extend its implementation beyond the course level to a programmatic level. Kathleen Polley and Mary Simone will be presenting a paper about this project for the Blended Learning at the 2008 Sloan C International Conference on Online Learning in November.

Appendices

Online blended tutoring expense budget

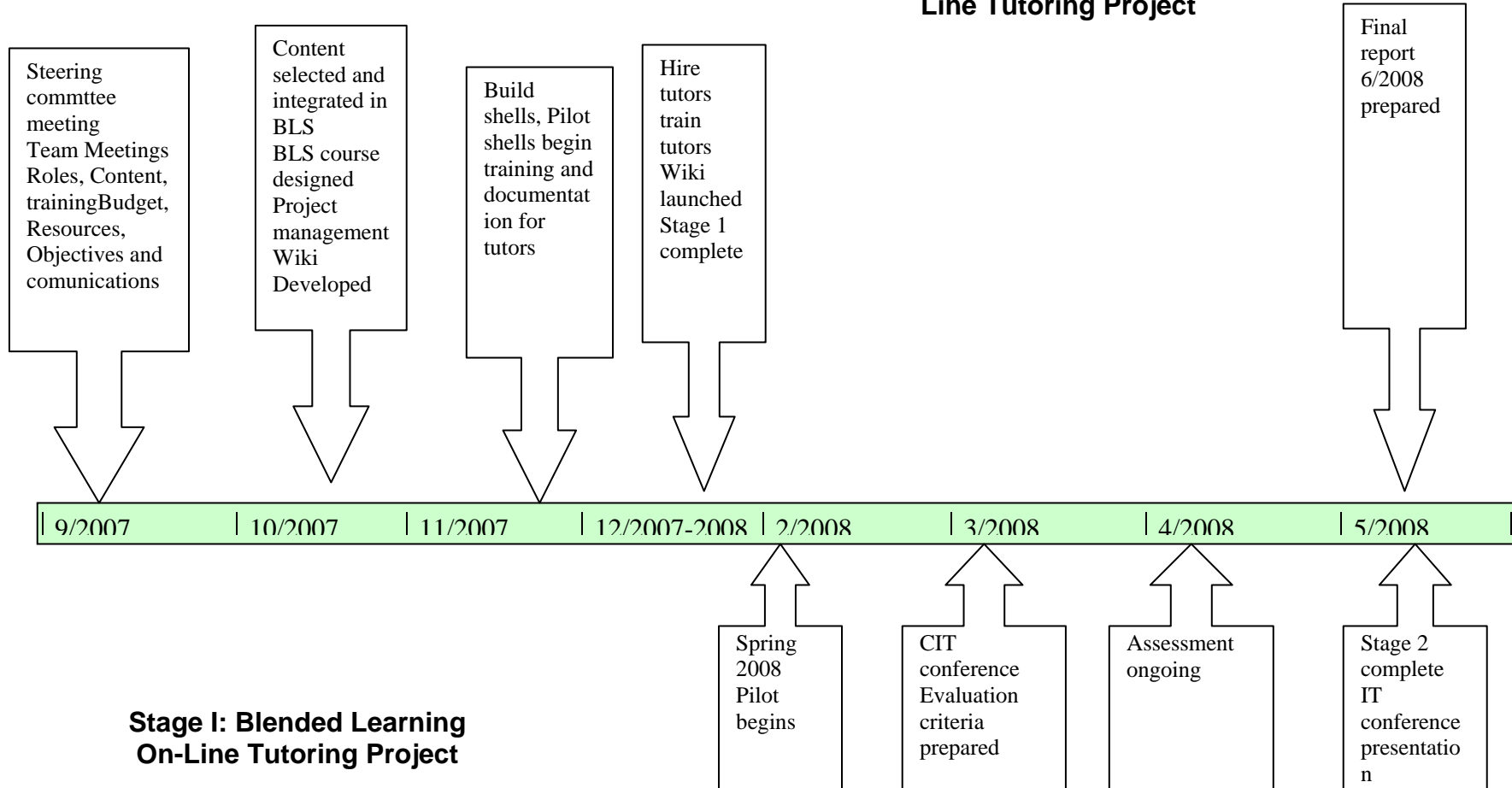
Date	Name of Expense:	SIG expenses	Academic Support	Total combined \$	Notes: vendor, description
8/17	Mac OSX server	\$5,674.00			Mac Xserv Apple
	Macbook	\$1,258.00			MacBook replacement for equipment used in project Apple
	wireless adapter	\$17.10			Apple
12/11	Camtasia Studio 5	\$179.00			software for online tutorials/Techsmith
	Camtasia Studio/snagit bundle	\$199.00			software for online tutorials/techsmith
	Newegg				
12/11	Adesso CyberTablet 6400 (2)	\$156.70			writing tablets/Newegg
1/2	ipod w/mic and powersource /DvI-VGA adapter/Applestore	\$366.95			ipods for grant participants/
1/3	8 headsets	\$209.10			headsets for tutors and microphones for ipods for grant participants
2/7	Headsets	\$180.57			Headsets for students who were without equipment to participant in online tutoring pilot/www.gov.com
	shipment 2/headsets	\$42.94			Headsets for students who were without equipment to participant in online tutoring pilot/www.gov.com
	credit/return	-\$29.37			Headsets for students who were without equipment to participant in online tutoring pilot/www.gov.com

11/5	Lepoard Software	\$69.00			software for instructional designer's mac/Apple
6/15	online survey software	\$19.95			one month subscription /Survey Monkey
	Subtotal			\$8,343	
	Books				
	emoderating book	\$19.89			Grant participant books on web 2.0/Amazon
11/30	e-moderating book/Amazon	\$19.88			Grant participant books on web 2.0/Amazon
	e-tivities book/Amazon	\$45.40			Grant participant books on web 2.0/Amazon
	emoderating book/Amazon	\$46.79			Grant participant books on web 2.0/Amazon
	emoderating book/Amazon	\$19.99			Grant participant books on web 2.0/Amazon
	etivities book	\$45.50			Grant participant books on web 2.0/Amazon
12/25	E-Tivities book/ Barnes and Nobles	\$41.48			Grant participant books on web 2.0/Amazon
10/24	Blended learning and online Software/book	\$105.30			2 copies for A Peturzzi, C Jahn: Blended Learning and Online Sofrtware
	Books(web2.0) 5				1 blended learning,;eLearning Concept;, social software in libraries; blogs, wikis and podcast; Web 2.0 mashups
11/7	Microsoft Project book	\$20.42			1 copy of Microsoft Project 2007 easy steps for M. Simone
10/25	on-line blended learning book	\$38.43			
10/29	MacBook essentials	\$49.95			Peachpit MacOSx book support essentials, and books
10/29	online tutoring book	\$46.11			Amazon.com

	online tutoring book	\$35.08			amazon.com
	online tutoring book	\$22.28			Amazon.com
	online tutoring book	\$52.44			Amazon.com
1/7	Books MacXServ-	\$53.94			Documentation for the MAC X serve/Amazon
	Books MacXServ	\$49.95			Documentation for the MAC X serve/Amazon
	Web.20 book	\$20.42			Grant participant books on web 2.0/Amazon.com
1/23	Mac X serve	\$90.54			Documentation for the MAC X serve/AWL Prentice Hall
2/3	Apple training series books	\$90.54		\$914.33	Apple training books
	Subtotal				
	Meetings/Lunches				
10/29	meeting lunch	\$38.43			working lunch for Amehta, Kpolley, Smraz, A Petruzzi, Msimone Bents sandwiches
11/16	meeting lunch	\$29.55			Papa Ginos pizza (Jdowna, Msimone, Smraz, Apetruzzi, Kpolley)
	cookies	\$7.96			Bents cookies,
12/10	Meeting Lunch	\$43.74			Group meeting December/lunch
1/3	Workshop Lunch	\$38.52			Workshop with lunch Nursing workshop /Sodhexo
1/16	Workshop Lunch	\$41.35			Workshop Lunch Spanish
1/30	Workshops Lunch	\$29.55			Meeting for pilot launch- lunch/Sodhexo
1/23	Training tutors snack/	\$7.96			Cookies for CIT presentation lunch /Bents
1/23	CIT presentation lunch	\$46.85			Meeting for CIT presentation lunch//Bents
4/10	April lunch meeting	\$35.94			Stop and Shop
5/10	Soda/lunch	\$8.92			Grant meeting for final review of SAT report with lunch/CVS
	Cookies	\$40.77			sandwiches for lunch/Bents cookie factory
6/23	meeting for lunch sandwiches	\$39.87			final group meeting/Bents
	Subtotal			\$409	
	Spanish Tutors		\$720.00		spent
	Gregg Cothias	-\$14.33			There were 5 tutors, until a selection was made for the tutors to be hired for the pilot. Then the number of tutors was reduced to two. reduced to two: G Cothias and Ruben Rojas
11/9	Gregg Cothias	\$156.00			encumbered
	Diego Vattier	-\$139.54			not spent
	Diego Vattier	\$156.00			encumbered

	Ruben Rojas	-\$79.48			not spent
	Ruben Rojas	\$150.00			encumbered
	Yuderlis Melo	-\$100.00			not spent
	Yuderkis Melo	\$100.00			encumbered
	Marly Mercedes	-\$144.00			bb
	Marly Mercedes	\$156.00			encumbered
	Nursing Tutors				
	Harry makirnos				funded by Nursing Balfour Grant
	Gerard Teichman				
	Subtotal			\$241	
1/7	Participant Registration for CIT Conference	\$90.00		\$90	registration for CIT conference participants
	TOTAL EXPENSES	\$9,997	\$720	\$10,717	

Stage II: Blended Learning On-Line Tutoring Project



Stage I: Blended Learning On-Line Tutoring Project

Blended Learning Timeline

Roles Matrix

1. Performance Management: Blended Learning and On-line Tutoring Grant

The performance management activity matrix for each of the project roles and/or functional areas indicates which team member and/or consultant is associated with each role. I recommend that we contribute to the development of a matrix that reflects the functional role the assigned responsibility for key performance management activities by individual and team groups. In the following matrix DRAFT, I have initiated the process of filling the matrix with description of tasks and names of performance management teams. I have also have begun identifying members and their roles in this project. Please review this matrix and make any additions and/or changes to any information for our meeting discussion.

Performance Management Teams	Name	Role	Name	Role	Name	Role	Name	Role
Team : E-Technology (ET)								
-MAC OS Server Set up	JD	p	DM	s				
-BLS Course Design (one template)	CP	P	MS	S				
-BLS Course admin and management	BS	p	MS	s	CP	j		
-Selection of Technology tools in BLS SPA	KP		AP		CP		VZ	
-Selection of Technology tools in BLS NU	SM		CJ		CP			
Team : Subject Content & Pedagogy (SCP)								
-Content of Web BLS Course- Nursing	KP		MS					
Content of Web BLS Course- Spanish 101	SM		MS					
-ESL Content of Web BLS Nursing	AP		VZ					
Team : Tutor management (TM)								
-hire tutors; administer salary	SM		KP					
-train Spanish tutors in constructivist process approach to tutoring methods and documentation	CJ		SM					
Team: Tutor Training (TT)								
-Technology Competence Training of all Tutors								
-Technology training documentation								
-train Spanish tutors in constructivist process approach to tutoring methods and documentation	CJ		SM					
-train Nursing tutors in constructivist process approach tutoring methods and documentation	KP		AP					
Team: Project Management (PM)								
-budget and finance								
-Administrative support								
-Event Management and coordination								
-Communication								
-Reports								
Team: Assessment (PA)								
-Student and project Assessments								
MS =Mary Simone; SM = Susan Mraz; KP = Kathleen Polley; AP= Anthony Petruzzi; CJ = Cynthia Jahn; BS = Bhavesh Shah; JD = Jessica Downa; DM = Daniel McDonald; VM = Vivian Zamel					Legend J = joint/shared responsibility P = primary/lead responsibility S = support/participatory responsibility			

Performance Objectives

Identify each of the project management objectives that are directly related to the delivery of the on-line blended learning tutoring. I have created a preliminary list the project managements goals and objectives identified in strategic initiative grant for us to refine at our meeting. Please make any additions and/or changes to the product and/or service performance objectives for each project goal and objective.

Project Business Goal and Objective	Product and/or Service Performance Objective
Hispanic Studies will collaborate with IT to expand existing on-line BLS elementary Spanish language lab courses to include on-line tutoring,	<ul style="list-style-type: none"> • On-Line tutoring BLS Design Dec, 2008 • On-Line tutoring BLS Pilot, Feb-May 2008
Nursing will collaborate with IT to provide a new BLS course for on-line tutoring for 15 students who are enrolled in Nursing 360 who have been identified by faculty in the Nursing program to need assistance in writing proficiency skills. °	<ul style="list-style-type: none"> • On-Line tutoring BLS Design Dec, 2008 • On-Line tutoring BLS Pilot, Feb-May 2008
Academic Support Programs and Hispanic Studies will collaborate with IT to develop appropriate pedagogical training and development materials for tutors of elementary and intermediate Spanish	<ul style="list-style-type: none"> • Design of Tutor workshops, Sept-Dec, 2007 • Tutor Workshops delivered in January, 2008
Nursing and the Writing Proficiency Office will collaborate with IT to develop appropriate content training to enable students to satisfy the WPR.	<ul style="list-style-type: none"> • Design of Tutor workshops, Sept-Dec, 2007 • Tutor Workshops delivered in January, 2008

Project Business Goal and Objective	Product and/or Service Performance Objective
<p>Integrate web 2.0 tools into the BLS on-line blended learning course</p>	<p>Create Website of training materials for tutors, and develop wikis, and blogs to promote an on-line supportive community for tutors and their students that will also serve to document faculty, tutor, and student assessment of the applied technologies and strategies used in on-line tutoring for the duration of the project implementation. Sept, 2007-2008</p>
<ul style="list-style-type: none"> • Provide tutors with training in pedagogy, IT, team work, and communication skills to be able to assist students in the on-line environment. • Provide tutors with clear documentation about their roles and responsibilities in on-line tutoring. • Provide tutors with a basic toolkit of tutoring strategies available in an on-line data base to use in the online environment. 	<ul style="list-style-type: none"> • Create face to face workshops to develop tutors with expertise in the “craft” of on-line tutoring such as basic IT literacy skills to be able to navigate and use the BLS online environment • E-Learning technologies include synchronous technologies such as text chat, audio chat, and asynchronous technologies include email, BLS discussion forums, wikis, blogs, conferencing, and podcasting will be delivered in pilot courses in Spring, 2008
<p>Transform a model of solely face-to face or on-line tutoring to a blended on-line tutoring model</p>	<p>Create synchronous and asynchronous e-learning tools for on-line tutoring such as podcasting, blogs, wikis, and voice cha for Spanish 101 and Nursing 360</p>
<p>Build an on-line student community to support students in their face to face and on-line courses, and to communicate strategies to students in how to perform their course assignments</p>	<ul style="list-style-type: none"> • Design tutor training workshops in technology and tutor process and pedagogy over the fall of 2007. • Deliver Workshops in January of 2008 to teach tutors how to use e-learning technologies within WebCT for tutoring. • Build on-line help materials for students in on-line tutoring.

Project Business Goal and Objective	Product and/or Service Performance Objective
<p>Document tutor and student satisfaction and with the application of online tutoring to perceived student performance of listening and viewing tasks, and writing and speaking tasks</p>	<ul style="list-style-type: none"> • Record keeping of by tutors of student response to on-line tutoring • Tracking of student use of the on-line tutor BLS • Document student assessment to on-line automatic correction feedback, individualized on-line feedback and face to face feedback from tutors based on task. Students will have opportunity to document interaction with tutors through self-assessment on-line exercises, and on-line individualized assessment from tutors. On-line assessment is part of the tutoring process (included in 3 hours of tutoring per tutor, per course, per week).
<p>Provide valuable data for student reflection on their individual learning styles and strategies and the assessment and evaluation of student participation in on-line tutoring through a digital repository of assessments of on-line tutoring</p>	<p>Develop a repository of on-line discussion groups, blogs, and wikis deployed in tutoring that would allow us the opportunity to reflect on the appropriate application of tutoring strategies to the learning needs of students in diverse subject areas</p>
<p>Publicize the repository and make it available to the university community to inform them about how to develop an electronically supported community</p>	<ul style="list-style-type: none"> • Provide faculty in other subject areas access to this repository of on-line tutoring strategies encourages students and faculty to join other learners to reflect on individual learning styles and strategies. • Dissemination of Project Results through presentation of papers and panel discussions at CIT and UMASS conferences
<p>Provide UMASS Boston with a basis for evaluating the amount of training and development needed for on-line tutors to prepare students to participate in a blended on-line community</p>	<p>Keep track of student response to on-line tutoring by documenting individual student reflections through blog and/or wiki or eportfolio about learning in an electronically supported community</p>

Meeting Minutes Examples

On-Line Tutoring Blended Learning Grant

Minutes	Meeting of NOV, 16, 07	12:30:00-3:00pm
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RECORDER: MARY SIMONE

ATTENDEES: ANTHONY PETRUZZI, CYNTHIA JAHN, SUSAN MRAZ, JESSICA DOWNA, KATHLEEN POLLEY)

NEXT MEETING: DECEMBER 12 12:30-3:00PM

90"	Minutes of Meeting
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Time	MINUTES	Owner
	Lunch is served	MS
	Update of ongoing tasks and deadlines. Content project development is behind schedule. Group decides to develop at least 3 weeks of content b y December 16 for Web CT shell. The remaining material will be developed in February and March.	
	A demonstration of the webpage that will be the face (portal) to our blended learning on-line tutoring courses is shown. Jessica also showed the wiki for committee. Discussion ensued about creating a wiki and blog for Nursing and Spanish students	JD
	Technical user issues identified	ALL
	<ul style="list-style-type: none"> WIMBA Live problems- browser compatability issues should be addressed in technical FAQ for students etc, The best tools to use to show Spanish slides with active links is share desktop.. Writing accents and diacritic in WEBCT is a PC nightmare so for text writingit is possible to activate a language bar in Microsoft XP or higher. Insturctions posted on wiki Both Nursing and Spanish will use writing tablets to allow both concept mapping for tutors, as well as easy use of diacritics and accents. Balfour will carry cost of ipods, microphones, and writing tablets. 	AP
	<ul style="list-style-type: none"> Tutor hiring is in process for Spanish tutors. Anthony will hire one or two grad students for Nursing. He requested additional payment for Nursing tutors who will need prep time to read the literature on tutoring methodology 	KP
	<ul style="list-style-type: none"> K Polley talked about the Sloan Conference that she attended and the trend towards blended learning- a combination of face to face for teacher/student interactions, and on-line learning for lections. All of us are welcome to join the Sloan site as members of the Consortium of Universities. http://www.sloan-c.org/index.asp 	JD
		KP

Time		Owner
45"	<p>Lunch is served during meeting</p> <p>Technical user issues identified in BLS</p> <p>Review tasks from minutes of Nov. Meeting: on-line tutorials are being made by Jess for Nursing module including one for how to upload documents, one for how to use new window to share student/tutor desktops when working with text, how to use selective release, how to hide documents from home page.</p> <p>Spanish and Nursing tutors all identified and encumbered for pay.</p> <p>Recommendations for tutor tools, equipment, and training: keep wimba stations in Media Center equipped with tablets, etc. for tutors .Two writing tablets purchased for Media Center through SAT grant SAT grant will purchase 2 iPods, 6 headsets. KP (Balfour) will purchase 6 iPods, 4 writing tablets for trainers/content developers. Teams receive Gilly Salmons two books <u>eTivities</u> and <u>eModerating</u></p>	MS/ALL
45"	<p>Grad student hired to work on MACXserver authentication. Demo wikis and blogs Separate blog areas for Nursing and Spanish tutors/students. Tech support files will be available on project home page: computer set up instructions, and Wimba and WebCT set up instructions. Alan Girelli will be the Wimba contact for the tutor workshops. Review WEBCT and mock portal</p>	JD/ALL
30"	<p>Discussion about role of on-line tutor, discussion of agenda for tutoring workshops, tutor practice, and group practice; plan for tutor session/ content support and assessment and evaluation</p>	CJ/ALL
30"	<p>WRAPUP: Announcements</p> <p>Nursing tutor workshop is scheduled for January 3.</p> <p>Midterm Grant Report due January 9</p> <p>Spanish Tutoring workshop is scheduled for January 16</p> <p>On-line blended learning workshop for CJ,SM,MS</p> <p>Sponsored by UMASS Dartmouth Jan 6-21</p> <p>CIT Conference Presentation for January 25</p>	MS/ALL

Nursing On-line Tutor Workshop SAT Grant

Minutes	Meeting of Jan3	10:00AM-3:00pm	Media Group Viewing Room 2 nd Fl Healey Library
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PRESENTATION: MARY SIMONE, ALAN GIRELLI, JESSICA DOWNA

ATTENDEES: ANTHONY PETRUZZI, CYNTHIA JAHN, KATHLEEN POLLEY HARRY MAKIRNOS, GERARD TEICHMAN,

TECHNICAL SUPPORT: BRIAN BUTLER, TIAN, JOHN MAZARELLA, JESSICA DOWNA, MARY SIMONE

10:00-NOON	WORKSHOP Content/discussion	Technical notes
<p><i>Attendees present, Discussion Leader Anthony Petruzzi and Kathleen Polley</i></p>	<ul style="list-style-type: none"> • Discussion of e-tutoring with a reference to strategies for writing proficiency • Discussion of how to schedule tutor sessions and how to read nursing texts. The group decided that the tutors would use the calendar in Vista4 to publicize the tutor schedule of availability and appointments with students, but that Harry and Gerard • Tutors will use the Wiki calendar to corroborate on individual and group tutor appointments and when each would be available. • Kathleen demonstrated the group sign up list in Vista4 as a good method of restricting to 5 the number of sign-ones a day and also to assure accountability that the students will follow through on appointments and to keep an archive of time spent on line. <p>We stopped to have lunch at noon</p> <ul style="list-style-type: none"> • Kathleen discussed how she would like the tutors to help 	<p>JANUARY 2 PREPARATION</p> <p>There were 8 computers set up in the media group viewing room with internet access. There had been some difficulties the day before during set up. The wireless access was slow so Brian set up an access point. Ideally, it would be best to activate some fixed IP addresses in room that could be accessed from the table where the connections are in the furniture. Jess and Mary also set up all the computers with WIMBA to discover that Firefox was working and IE was not due to the version of the browser. Jess tested out the iPods, and Mary and John tested tablets, and looked at the e-tutorials that John has been working on for the</p>

N00n-1:00

1:00-3:00

students with the reading of the articles. Kathleen will upload the articles to the course shell this week

- . The group decided that each tutor would have his own blog for self assessment and that they both would use the wiki as a collaboration tool for deciding on mutual content issues and assessment strategies to use with students as well as working out details about reservations on-line for tutoring
- At the meeting the podcast are not distributed. Anthony, Harry and Gerard will be contacted by Jess about receiving their iPod. Kathleen suggested that the iPod be used as a means to give group audio messages about content material that would be help aids to the students. Students will be able to use the Wimba Podcaster using a headset. The purpose of the podcasts for tutors and content faculty : Anthony, and Kathleen would be to create content for the Vista course that would help students deal with common writing issues.
- Alan Girelli showed how use the aboard and the share app in Wimba Classroom. He emphasized the importance of the toggle between the material that you are working on in the content frame in Wimba Classroom and the actual content frame by hitting the toggle switch

tutors.

- Jess demonstrated the Wiki and blog available to tutors. There was also a calendar in the wiki to keep track of tutoring appointments.
- Jess gave Gerard and Harry their blog/wiki account username and password
- Jess also showed how to use the Wimba Voice tool of Wimba Podcaster to upload podcasts Jess gave a demonstration of how to make a podcast with the recorder. And how to upload the podcast to the wimba podcaster

- There was some difficulty in getting into the Classroom. Alan had to generate another classroom. He showed how the tutor can give student control over a document to edit, and can take over control of the document using app share

60”

**ACTION
PLAN** *ALL*

1. Kathleen Polley will upload reading content into Nursing Tutor Shell by January 8
2. Anthony, Harry, and Gerard will contact Jess to pick up their iPod and to get a quick workshop on how to use the iPod and tablet.
3. John will continue to work on the e-tutorials including one which explains the toggle function in Wimba.
4. Mary will send agenda to Susan and Cynthia for them to work on for the January 16 workshop for Spanish.
5. Jess will add all the links in the BLS home page.
6. Cynthia, Anthony, Kathleen, Jess, Susan will send Mary their comments for the interim report that has to be sent to the President’s office by January 8. Remember, please send me two –three sentences to describe the accomplishments, and also another two to three sentences to describe any challenges or obstacles).

DEADLINES

January 8 your comments for the interim report

Workshop

Nursing: Tutor Training

Jan 3: 10:00pm-3:00pm

Healey Library 3rd Floor, Media Group Viewing Room

Organizer: Mary Simone

Type of workshop: Tutor Training for Blended On-Line Tutoring SAT Grant : Nursing

Attendees: Anthony Petruzzi, Kathleen Polley, Jessica Downa, Mary Simone, Alan Girelli, Harry Makrinos
Gerard Teichman

Special notes: Sandwiches will be served for lunch

10:00-10:30	<ul style="list-style-type: none">• Welcome and Introductions to tutors and trainers	Mary Simone
10:30-12:00pm	<ul style="list-style-type: none">• Tutor strategies for writing proficiency	Anthony Petruzzi
12:00-12:30	<ul style="list-style-type: none">• LUNCH	
12:30-2:00	<ul style="list-style-type: none">• Technology Orientation<ul style="list-style-type: none">○ Presentation of Nursing content in Tutoring module in Vista 4○ Wimba Live Training○ How to schedule tutor sessions○ How to use the writing Tablet○ How to use the iPod	Jessica Downa/ Anthony Alan Girelli Jessica Downa

2:00-3:00

- How to use wikis and blogs
- Practice Session
 - How to upload a paper
 - How to use tracking
 - Using Wimba Live

Harry Makrinos and
Gerard Teichman

Workshop

Spanish: Tutor Training

Jan 16: 10:00pm-2:30pm

Healey Library 3rd Floor, Media Group Viewing Room

Organizer:

Mary Simone

Type of workshop:

Tutor Training for Blended On-Line Tutoring SAT Grant : Spanish

Attendees:

Susan, Mraz, Cynthia Jahn, Jessica Downa, Mary Simone, Alan Girelli, Gregg Cothias, Ruben Rojas

Special notes: Sandwiches will be served for lunch

10:00-10:15

- Introduction: tutor website M Simone/JDowna

10:15-10:40

- Wimba Classroom Training A Girelli
Using Wimba classroom tools

10:40-12:30pm

- Spanish 102-Working with Online Content S Mraz/JDowna
 - Online session
 - Discussion forum/ blog
- E-Tutoring -Overview C Jahn
 - Online tutor role
 - How online tutoring will take place:
Format and Scheduling
 - How to schedule online group sessions

LMS group rep.

12:30-1:00

- LUNCH

1:30-2:15

- Hands on Practice- Conducting an online session
 - Tutor/student role playing—online session (using headphones and writing tablet)

Gregg Cothias and Ruben Rojas

2:15-2:30

- Wrap up: on-line evaluation of workshop

M Simone

e-Tutoring Workshop Survey

Please complete this exit survey to give us feedback about this workshop. Thank you.

* 1. How effective was the training you received on how to use effective e-tutoring techniques with students at addressing your needs and interests?

poor

below average

average

above average

excellent

* 2. How would you rate the pace of the instruction on how to use effective e-tutoring techniques with students?

too slow

somewhat slow

appropriate

somewhat fast

too fast

* 3. How would you rate the amount of time you had for questions about how to use e-tutoring techniques with students and expectations for tutors?

much too little

too little

appropriate

too much

* 4. How effective was the workshop at addressing your needs and interests about how to use technology tools in e-tutoring to help students?

poor

below average

average

above average

excellent

* 5. How would you rate the pace of instruction for the workshop on how to use the technology tools in e-tutoring?

too slow

somewhat slow

appropriate

somewhat fast

too fast

* 6. How would you rate the amount of time in the workshop you had to practice the technology tools you learned for e-tutoring?

much too little

too little

appropriate

too much

much too much

no answer

* 7. What was the most useful activity you did in this workshop?

* 8. What was the least useful activity you did in this workshop?

* 9. Do you think there are ways you are ready and able to use what you learned today in your e-tutoring?

Yes

No

please explain

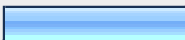
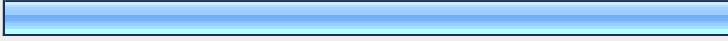
* 10. Do you think you need more instruction and or practice on any of the e-tutoring techniques and/or technology tools?

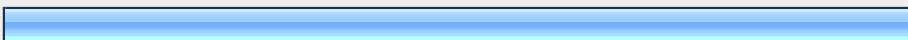
Yes

No

Please explain

Spanish e-tutoring workshop

1. How effective was the training you received on how to use effective e-tutoring techniques with students at addressing your needs and interests?			
		Response Percent	Response Count
poor		0.0%	0
below average		0.0%	0
average		20.0%	1
above average		0.0%	0
excellent		80.0%	4
	answered question		5
	skipped question		0


2. How would you rate the pace of the instruction on how to use effective e-tutoring techniques with students?			
		Response Percent	Response Count
too slow		0.0%	0
somewhat slow		0.0%	0
appropriate		100.0%	5
somewhat fast		0.0%	0
too fast		0.0%	0
	answered question		5
	skipped question		0

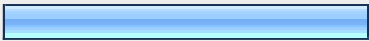

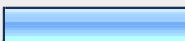
3. How would you rate the amount of time you had for questions about how to use e-tutoring techniques with students and expectations for tutors?

		Response Percent	Response Count
much too little		0.0%	0
too little		20.0%	1
appropriate		60.0%	3
too much		20.0%	1
answered question			5
skipped question			0

4. How effective was the workshop at addressing your needs and interests about how to use technology tools in e-tutoring to help students?

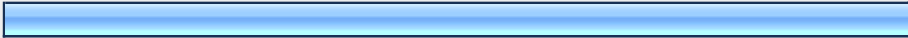
		Response Percent	Response Count
poor		0.0%	0
below average		0.0%	0
average		0.0%	0
above average		40.0%	2
excellent		60.0%	3
answered question			5
skipped question			0

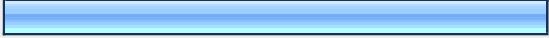
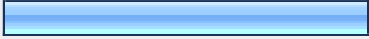
5. How would you rate the pace of instruction for the workshop on how to use the technology tools in e-tutoring?			Response Percent	Response Count
too slow			0.0%	0
somewhat slow			0.0%	0
appropriate			100.0%	5
somewhat fast			0.0%	0
too fast			0.0%	0
	answered question			5
	skipped question			0

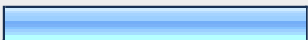
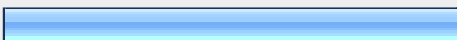
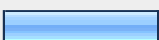
6. How would you rate the amount of time in the workshop you had to practice the technology tools you learned for e-tutoring?			Response Percent	Response Count
much too little			0.0%	0
too little			40.0%	2
appropriate			40.0%	2
too much			0.0%	0
much too much			0.0%	0
no answer			20.0%	1
	answered question			5
	skipped question			0

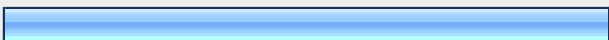
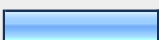
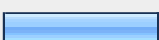
7. What was the most useful activity you did in this workshop?		Response Count
		5
	answered question	5
	skipped question	0

8. What was the least useful activity you did in this workshop?		
		Response Count
		5
	<i>answered question</i>	5
	<i>skipped question</i>	0

9. Do you think there are ways you are ready and able to use what you learned today in your e-tutoring?			
		Response Percent	Response Count
Yes		100.0%	5
No		0.0%	0
	please explain		4
	<i>answered question</i>		5
	<i>skipped question</i>		0

10. Do you think you need more instruction and or practice on any of the e-tutoring techniques and/or technology tools?			
		Response Percent	Response Count
Yes		60.0%	3
No		40.0%	2
	Please explain		4
	<i>answered question</i>		5
	<i>skipped question</i>		0

1. How effective was the training you received on how to use effective e-tutoring techniques with students at addressing your needs and interests?			
		Response Percent	Response Count
poor		0.0%	0
below average		0.0%	0
average		33.3%	2
above average		50.0%	3
excellent		16.7%	1
	<i>answered question</i>		6
	<i>skipped question</i>		0


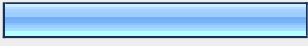
2. How would you rate the pace of the instruction on how to use effective e-tutoring techniques with students?			
		Response Percent	Response Count
too slow		0.0%	0
somewhat slow		0.0%	0
appropriate		66.7%	4
somewhat fast		16.7%	1
too fast		16.7%	1
	<i>answered question</i>		6
	<i>skipped question</i>		0

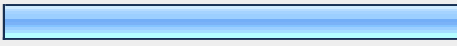
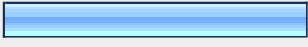
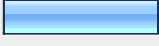
3. How would you rate the amount of time you had for questions about how to use e-tutoring techniques with students and expectations for tutors?

		Response Percent	Response Count
much too little		0.0%	0
too little		33.3%	2
appropriate		66.7%	4
too much		0.0%	0
	answered question		6
	skipped question		0

4. How effective was the workshop at addressing your needs and interests about how to use technology tools in e-tutoring to help students?

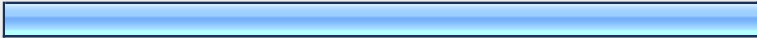

		Response Percent	Response Count
poor		0.0%	0
below average		0.0%	0
average		0.0%	0
above average		83.3%	5
excellent		16.7%	1
	answered question		6
	skipped question		0

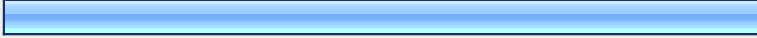
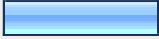
5. How would you rate the pace of instruction for the workshop on how to use the technology tools in e-tutoring?			Response Percent	Response Count
too slow			0.0%	0
somewhat slow			0.0%	0
appropriate			66.7%	4
somewhat fast			33.3%	2
too fast			0.0%	0
	answered question			6
	skipped question			0

6. How would you rate the amount of time in the workshop you had to practice the technology tools you learned for e-tutoring?			Response Percent	Response Count
much too little			0.0%	0
too little			50.0%	3
appropriate			33.3%	2
too much			0.0%	0
much too much			0.0%	0
no answer			16.7%	1
	answered question			6
	skipped question			0

7. What was the most useful activity you did in this workshop?		Response Count
		6
	answered question	6
	skipped question	0

8. What was the least useful activity you did in this workshop?		
		Response Count
		6
<i>answered question</i>		6
<i>skipped question</i>		0

9. Do you think there are ways you are ready and able to use what you learned today in your e-tutoring?			
		Response Percent	Response Count
Yes		83.3%	5
No		16.7%	1
		please explain	3
		<i>answered question</i>	6
		<i>skipped question</i>	0

10. Do you think you need more instruction and or practice on any of the e-tutoring techniques and/or technology tools?			
		Response Percent	Response Count
Yes		83.3%	5
No		16.7%	1
		Please explain	4
		<i>answered question</i>	6
		<i>skipped question</i>	0