



The T4T4T Online Professional Development Pilot for Tertiary Teachers: factors influencing participation

Nicki Dabner
Christchurch College of Education

Introduction

Educators have traditionally pursued professional development programmes that involve them collaborating within learning communities (Daniels & Cox, 2003). The emergence of online versions could be considered as a natural extension of this tradition within today's technology-rich environment. The T4T4T pilot project explored the implementation of a web-supported professional development programme designed specifically for New Zealand tertiary education teachers. The aims for the pilot project were:

- a) to establish in the tertiary institutions a professional learning community of tertiary teachers with a common purpose of improving teaching and learning in tertiary contexts and
- b) to contribute to the knowledge of what makes for effective E-learning in tertiary education.

The programme endeavoured to complement existing professional development programmes available within the four contributing institutions: the University of Canterbury, the Christchurch College of Education, Christchurch Polytechnic Institute of Technology and Lincoln University. Whilst predominately web-based, the programme included face-to-face workshops and opportunities to meet and work with mentors situated within the four institutions.

Participation with an online community of practice

An online community will only be formed, and sustained, if the members of that community want it to exist. Brown (2002) suggests that community can be experienced at any of three different levels and that the level with which community is experienced is closely related to the level of the community members' engagement in the dialogue and their overall participation.

A community of practice has been described as a place where participants 'learn to be' as opposed

to 'learn about'. Learning to be involves "*enculturation within the rich context of social community life and practice*"; knowing 'how' is developed through application and practice (Nichani & Hung, 2002, pp.50-51).

Wenger (1998, pp.4-5) outlines a theoretical construct within which learning within a community of practice can be considered. His 'social theory of learning' has four central premises;

- people are social beings and this is a central aspect of learning
- knowledge is a matter of competence with respect to valued enterprise
- knowing is a matter of participation and active engagement within the world and
- our ability to experience the world and our engagement with it as meaningful is ultimately what learning is to produce.

The primary focus of his theory is 'social participation', participation that relates to being an active participant in the practices of social communities and constructing identities in relation to these communities.

Communities of practice can fulfil a number of important functions within an organization. Wenger (1998) describes the following functions of a community of practice, in relation to the creation, accumulation and diffusion of knowledge:

- they are nodes for the exchange and interpretation of information
- they can 'retain' knowledge in 'living' ways, unlike a manual or database
- they can keep organizations at the 'cutting edge' as members discuss novel ideas, work together on problems and keep up with new developments and
- they provide stable space that encourages a sense of identity for participants as they are developed around the things that matter to the participants.



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Laffey (as quoted in Kyriakidou, 1999, p.6) considers that participation within a community of practice *"encourages social discourse, which provides important points of divergence for intellectual growth, challenges (participants) to think more deeply and sparks reflection"*. As participants are able to initiate discussion topics of interest to them, electronic conferencing supports a learner-centred approach to professional development (Kyriakidou, 1999). Because the electronic community is available at all times, it allows teachers to contact colleagues at a time that best suits them (Rop & Zhao, 2001, Nichani et al, 2002). With asynchronous communication, participants are also able to take as much time as they need to reflect upon the messages of others, as well as their own thoughts, before contributing to a discussion (Stepich & Ertmer, 2003).

The accessibility of a networked computer, time to participate and the need for technical support have been identified as issues that can hinder, and even prevent, participation within an online community (Rop et al, 2001). The individual teachers' perceptions of the usefulness of the network, and their role within the community, can adversely affect participation (Tsui et al, 2002) as can reticence in communicating in public (Hammond, 1998).

Background to the Study

The T4T4T pilot, established in term 4, 2003, involved the voluntary participation within an online community of up to 100 self-selected staff from four Canterbury-based tertiary institutions. Mentors based at these institutions were selected and formed a core team that contributed by moderating within the online community, co-ordinating the professional development programme (within both face-to-face and online environments) and contributing to the research underpinning the pilot. This research was to endeavour to 'lead to recommendations about what works and does not work with regard to establishing and maintaining such professional development communities on a wider scale'. It is within these terms of reference that this research is situated. The key question guiding this study was: what strategies and modes of operation are most effective over time in a) fostering and b) sustaining participation in an online professional development programme?

Research question

During the T4T4T pilot, a range of strategies endeavouring to both encourage participation and provide a platform for professional development, were considered by the mentoring /facilitation team. Some were selected and used throughout the year, others for shorter periods of time. As an online community will only continue to function and thrive if community members participate in some way, the following specific research question arises: what are the factors that have encouraged or discouraged participation within an online professional development community?

Research design/ methods

A questionnaire was furnished to 20 participants from the college cohort in November 2004 and enabled the researcher to gather quantitative data through the use of 4-point Likert scale and three point rating scale. Respondents also had an opportunity to respond to open-ended statements and were invited to annotate in the margins, thus also providing the researcher with a rich source of qualitative data. The questionnaire content was selected after consideration of the emergent issues discussed within the T4T4T mentor meetings, a review of the range of mentoring and participatory strategies employed within the pilot and themes emerging within anecdotal discussions with participants at the Christchurch College of Education. The questionnaire was based upon another used by the researcher in 2004. This study also addressed aspects of participation in an online community and had proven to be an appropriate tool for gathering significant data.

The questionnaire was divided into four sections and these explored the following aspects:

- 1a. Technical aspects and site structure
- 1b. Using an electronic environment as a mode for interaction
- 1c. Participation and participants
- 1d. Content, mentors and T4T4T support.

Within section 1d., respondents were asked to rate on a three-point scale the effectiveness of a range of mentoring strategies and community 'aspects' in encouraging participation.

A summary of findings gleaned from the quantitative data will be presented in the form of tables and the qualitative statements will be included in the form of narrative.



Findings and discussion of findings

Ten participants from a range of programmes at the Christchurch College of Education returned the questionnaire, with nine furnishing quantitative and qualitative data. One participant included only their reason for pulling out of the pilot programme. The following tables present a summary of key findings from each section of the questionnaire (quantitative data) and the full breakdown of responses can be found in Appendix A.

Technical aspects and site structure

Table 1a. presents a summary of the quantitative responses investigating some aspects related to the interface and technical issues.

Table 1a. Technical Aspects and Site Structure

Section 1a. Technical aspects and site structure	% Agree	% Disagree
1a.1. It was easy to log on to the site for the first time.	44.4%	33.3%
1a.2. I had regular access to a computer with an internet connection.	100.0%	0.0%
1a.3. I most often logged on to the site from home.	11.1%	88.9%
1a.4. I most often logged on to the site from work.	100.0%	0.0%
1a.5. I have experienced technical problems logging on to the site.	55.6%	44.4%
1a.6. I found it easy to move around within the site.	77.8%	22.2%
1a.7. I found the T4T4T interface interesting.	44.4%	55.6%
1a.8. I would have liked to have seen more multi-media components incorporated within the site.	66.7%	33.3%

All respondents noted that they had regular access to a computer with an internet connection and the vast majority logged on to the T4T4T site from work. The majority found the site easy to navigate although one respondent noted *“mostly the (site) evolved faster than my ability to keep up”* and another would have liked *“easier layout and access, a mind-map (visual) layout possibly?”*

One participant found the site to be ‘too wordy’ but enjoyed the links to other sites and the regular updates or ‘morsels’, emailed by

Derek Wenmoth. The participant stated that they accessed and read material from those emails more often than logging in to the T4T4T site. The effectiveness of this strategy is reinforced in the latter part of these findings.

Two thirds of the respondents would have liked to have more multi-media components incorporated within the site, a strategy employed later in the year within an online event. Another strategy employed within the community was the development of ‘home groups’ within the initial period, followed by self-selected groups after the initial phase (see table 1d. (b)). One respondent noted that having some initial structure to the interactions encouraged their participation; yet another found the ‘multiple group’ membership confusing, thus discouraging their participation!

These findings highlight the importance of ensuring future participants have ready internet access at work and dedicated time set aside to participate within the community. Some work could be invested in ensuring the site structure is more visually ‘interesting’ and that there is continued technical assistance provided during the initial logging on period. This could perhaps be conducted within a face-to-face workshop environment.



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Using an electronic environment as a mode for interaction

Table 1b. presents a summary of the quantitative responses investigating the actions and attitudes of participants in relation to interacting in an electronic environment.

not find it difficult expressing themselves online! One respondent reflected upon this issue and noted;

“In reality, I am not comfortable in this medium. I need to put more time and thought into my reasons/expected outcomes/aspirations

Table 1b. Using an Electronic Environment as a Mode for Interaction

Section 1b. Using an electronic environment as a mode for interaction	% Agree	% Disagree
1b.1. I liked using the computer to communicate with the other participants.	33.3%	66.7%
1b.2. I felt confident enough to post messages.	44.4%	55.6%
1b.3. I enjoyed reading the posts made by others.	100.0%	0.0%
1b.4. I enjoyed responding to somebody else's post.	50.0%	50.0%
1b.5. I felt confident contributing ideas within this online community.	11.1%	88.9%
1b.6. I more often read messages than posted.	100.0%	0.0%
1b.7. I looked forward to visiting the site.	66.7%	33.3%
1b.8. I felt disappointed if nobody responded to a post I had made.	50.0%	50.0%
1b.9. I believe I have difficulty expressing myself clearly online.	33.3%	66.7%
1b.10. I have felt upset by the response to my post.	0.0%	100.0%
1b.11. I have been discouraged from posting because of the language used within posts.	44.4%	55.6%

The most significant findings in this section were that all participants enjoyed reading the posts made by others, that they read more often than posted and that they had never been upset by a response to a post. Over 66% looked forward to visiting the site.

In relation to the enjoyment of reading the posts, one participant enthused ‘Constantly! Enjoyed, provoked by, annoyed enough to discuss things with others!’ Another respondent related their participation to participation within any other large group:

“My pattern of interaction in T4T4T pretty much mirrors the pattern I would adopt in most largish environments. I watch, wait and see where I ‘fit’. I’m not sure if I ever really found out where I fit.”

Interestingly, over 60% suggested that they did not like using a computer to communicate and 88.9% did not feel confident contributing ideas within the community. Yet over 66% considered that they did

associated with engagement. Having said that, this perhaps reinforces a general feeling I have about academic interaction/professional development/ belonging to an academic community.”

One respondent mulled over the effectiveness of drafting posts:

“I think it’s the instant response I worried about, but the strategy of writing elsewhere and then posting meant the momentum was lost”.

The findings suggest that confidence and attitude are issues to acknowledge and address, in some way, during the community development period. If individuals join throughout the year, mentor support could be provided to help both of these develop in a positive manner. It needs to be accepted that community members will read more than post, and the enjoyment/ worth of this more passive ‘form’ of participation needs to be acknowledged!



Participation and participants

Table 1c. presents a summary of the quantitative responses exploring the nature of, and attitude towards, participation and participants.

Two respondents alluded to the fact that not knowing the participants 'personally' was a discouraging factor.

Another participant raised the notion of feeling the transition from being a teacher to becoming a 'student':

Table 1c. Participation and Participants

Section 1c. Participation and participants	% Agree	% Disagree
1c.1. The fact that I did not know some of the participants within a face-to-face environment discouraged my participation.	77.8%	22.2%
1c.2. The fact that I did know some participants within a face-to-face environment encouraged my participation.	44.4%	55.6%
1c.3. I would have liked to converse with more participants who had similar teaching/ research interests.	88.9%	11.1%
1c.4. I think having a diverse mix of participants from various institutions encouraged my participation.	42.9%	57.1%
1c.5. It was difficult to find the time to participate regularly within this online community.	88.9%	11.1%
1c.6. Factors relating to my workload/ working conditions discouraged my participation.	88.9%	11.1%
1c.7. I would like to see the T4T4T community continue beyond this year.	77.8%	22.2%
1c.8. I would continue to participate if the community continued.	50.0%	50.0%

The most significant findings in this section relate to workload factors and the desire to converse with participants who had similar teaching and research interests. The majority found it difficult to find time to participate but one person suggested that if the community continued they would *"try to participate more and allocate time during the week just for T4T4T"*.

One participant suggested that *"I didn't feel like the others were really wanting to explore the areas I was wanting to discuss"*.

In relation to knowing (and not knowing) the other participants, and how this encouraged or discouraged participation, one respondent made an interesting comment:

"Strangely, both apply! Because I knew a couple of others, that made the site more welcoming- conversely if I'd had the courage (and the application) not knowing others would have been a plus also."

"I have to say that being a 'student' in this environment was a distinct feeling for me - further it has been some time since I was a student - I am more used to being an informed teacher - safe territory".

Having a break from the community became an issue for one participant:

"In such a wide context, if you go away, leave or discontinue for a while, it is hard to get back into the discussion again - even though the postings have continued and are still accessible, the impetus is lost."

This observation is reinforced by my own experience as a mentor and, recognizing the complex nature of the academic year within the various institutions, is an area that needs to be carefully considered in the future.

Over 77% of the respondents would like to see the T4T4T community continue with half expressing the desire to continue within the community. The one participant who furnished



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only their reason for leaving the community cited 'time constraints and workload/study issues' as their reason for leaving. The percentage of respondents keen to see the community continue is a heartening and significant number, considering the exploratory nature of any 'pilot' programme. The findings suggest that time needs to be allocated - either formally or informally - within the participants' 'working week' to ensure participation continues. A large enough group needs to be active within the community, to ensure that participants can find members with 'common interests' across the institutions.

Content, mentors and T4T4T support

Table 1d. (a) and 1d. (b) present summaries of the quantitative responses investigating a range of mentoring/participatory strategies specifically in relation to encouraging participation.

All respondents felt that having input from the mentors encouraged their participation. Mentor encouragement, enthusiasm, individual mentor meetings and existing relationships were mentioned as encouraging factors within four of the questionnaires, with one person suggesting that more sustained individual input throughout the year would have been useful.

87.5% found the content and topics of interest and this was reinforced within the summative qualitative comments. One person really enjoyed having the ability to 'debate a single important issue' and gave as an example the tertiary teaching qualification 'debate' during the latter part of the year.

These findings suggest that the mentoring roles need to continue and that their roles are important ones.

Table 1d. (a) Content, Mentors and T4T4T Support

Section 1d. Content, mentors and T4T4T support	% Agree	% Disagree
1d.1. Having input from the mentors encouraged my participation.	100.0%	0.0%
1a.2. The content/ topics discussed within the site were of interest to me professionally.	87.5%	12.5%

Table 1d. (b) The Effectiveness of T4T4T Strategies

Effectiveness of a range of T4T4T strategies in relation to encouraging participation	Very effective	Effective	Not effective
Face to face individual mentor meetings	3	3	1
T4T4T morsels/ emailed newsletters	4	4	1
Individual emails from mentors	2	2	3
Phone calls from mentors	1	2	2
Institutional emails from mentors	1	2	5
Face-to -face group participant meetings	3	3	0
Visiting speakers sessions/ events (online)	2	3	3
Visiting speakers/ workshops (F2F)	2	3	1
Handout material clarifying participation (start of the year)	2	7	0
Initially belonging to a set 'group' within the community	4	3	2
Self- selecting groups according to own interest	2	5	1



The respondents to the questionnaire clearly considered the emailed 'morsels' /newsletters and the participatory handout material created by college mentors as the most effective strategies encouraging their participation. Belonging to a group (both at the start of the year and self-selected after that) proved to be an effective way of structuring the community space, as did the individual and group mentor meetings. The least effective strategies identified were individual mentor emails, institutional wide emails and phone calls.

The morsels/newsletters became part of the T4T4T community 'culture' after the initial months of community development. These findings suggest that distributing them immediately upon community 'construction' would be a very beneficial way to encourage participation. The need to provide clear material to any new participants has also been highlighted.

Conclusion

The results from this study have identified a range of factors that these particular participants feel have either encouraged or discouraged their participation within the T4T4T online professional development pilot programme.

These findings highlight the importance of ensuring all future participants have ready internet access at work, dedicate 'work time' in order to participate within the community and have technical assistance especially during the initial logging on period. Participant confidence and attitude towards communication in an online environment are issues to acknowledge and address, and it needs to be acknowledged that people 'participate' in different ways. The community needs to have a large enough group to ensure that participants can find members with 'common interests,' and the emailed morsels/newsletters, which became such a rich part of the T4T4T community 'culture', are effective in encouraging continued participation. The mentors have an important role within the community, and there is the need for this role to be on-going. Further investigations that would build upon and extend this research could include investigating the relationship between the patterns of participation/ interaction and the 'shape' of the academic year at the various tertiary institutions,

and the link between confidence, professional relationships and involvement within an online professional development community.

Limitations

This study only examined the attitudes and opinions of participants from one of the four contributing institutions, and therefore cannot be generalized across all tertiary educational settings. The difference in attitudes between participant groups from the different 'types' of institutions (i.e. University, Polytechnic and College of Education) is certainly worthy of further investigation. Furthermore, the sample size represents only approximately 20% of the contributors. This study does, however, provide a snapshot of the opinions of a range of participants in the pilot programme.

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Appendix(A) Participant Questionnaire Results (Quantitative)

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Section 1a. Technical aspects and site structure	Strongly Agree	Agree	Disagree	Strongly Disagree	Total Responses	% Agree	% Disagree
1a.1. It was easy to log on to the site for the first time.	2	2	2	1	9	44.4%	55.6%
1a.2. I had regular access to a computer with an internet connection.	9	0	0	0	9	100.0%	0.0%
1a.3. I most often logged on to the site from home.	0	1	2	6	9	11.1%	88.9%
1a.4. I most often logged on to the site from work.	7	2	0	0	9	100.0%	0.0%
1a.5. I have experienced technical problems logging on to the site.	1	4	1	3	9	55.6%	44.4%
1a.6. I found it easy to move around within the site.	1	6	2	0	9	77.8%	22.2%
1a.7. I found the T4T4T interface interesting.	1	3	5	0	9	44.4%	55.6%
1a.8. I would have liked to have seen more multi-media components incorporated within the site.	0	6	3	0	9	66.7%	33.3%

Section 1b. Using an electronic environment as a mode for interaction	Strongly Agree	Agree	Disagree	Strongly Disagree	Total Responses	% Agree	% Disagree
1b.1. I liked using the computer to communicate with the other participants.	0	3	5	1	9	33.3%	66.7%
1b.2. I felt confident enough to post messages.	0	4	5	0	9	44.4%	55.6%
1b.3. I enjoyed reading the posts made by others.	5	4	0	0	9	100.0%	0.0%
1b.4. I enjoyed responding to somebody else's post.	0	4	3	1	8	50.0%	50.0%
1b.5. I feel confident contributing ideas within this online community.	0	1	7	1	9	11.1%	88.9%
1b.6. I more often read messages than posted.	7	2	0	0	9	100.0%	0.0%
1b.7. I looked forward to visiting the site.	0	6	2	1	9	66.7%	33.3%
1b.8. I felt disappointed if nobody responded to a post I had made.	0	4	4	0	8	50.0%	50.0%
1b.9. I believe I have difficulty expressing myself clearly online.	0	3	5	1	9	33.3%	66.7%
1b.10. I have felt upset by the response to my post.	0	0	5	3	8	0.0%	100.0%
1b.11. I have been discouraged posting because of the language used within posts.	0	4	4	1	9	44.4%	55.6%

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Section 1c. Participation and participants	Strongly Agree	Agree	Disagree	Strongly Disagree	Total Responses	% Agree	% Disagree
1c.1. The fact that I did not know some of the participants within a face-to-face environment discouraged my participation.	2	5	2	0	9	77.8%	22.2%
1c.2. The fact that I did know some participants within a face-to-face environment encouraged my participation.	0	4	5	0	9	44.4%	55.6%
1c.3. I would have liked to converse with more participants who had similar teaching/research interests.	0	8	1	0	9	88.9%	11.1%
1c.4. I think having a diverse mix of participants from various institutions encouraged my participation.	0	3	3	1	7	42.9%	57.1%
1c.5. It was difficult to find the time to participate regularly within this online community.	7	1	1	0	9	88.9%	11.1%
1c.6. Factors relating to my workload/working conditions discouraged my participation.	7	1	1	0	9	88.9%	11.1%
1c.7. I would like to see the T4T4T community continue beyond this year.	2	5	2	0	9	77.8%	22.2%
1c.8. I would continue to participate if the community continued.	1	3	4	0	8	50.0%	50.0%

Section 1d. Content, mentors and T4T4T support	Strongly Agree	Agree	Disagree	Strongly Disagree	Total Responses	% Agree	% Disagree
1d.1. Having input from the mentors encouraged my participation.	2	6	0	0	8	100.0%	0.0%
1d.2. The content/ topics discussed within the site were of interest to me professionally.	2	5	1	0	8	87.5%	12.5%

Effectiveness of a range of T4T4T strategies in relation to encouraging participation	very effective	effective	not effective	no of responses
face to face individual mentor meetings	3	3	1	7
T4T4T morsels/ emailed newsletters	4	4	1	9
individual emails from mentors	2	2	3	7
phone calls from mentors	1	2	2	5
institutional emails from mentors	1	2	5	8
face to face group participant meetings	3	3	0	6
visiting speakers sessions/ events (online)	2	3	3	8
Visiting speakers/ workshops (F2F)	2	3	1	6
Handout material clarifying participation (start of the year)	2	7	0	9
initially belonging to a set 'group' within the community	4	3	2	9
self selecting groups according to own interest	2	5	1	8



Appendix B

T4T4T Research Project: factors encouraging/ discouraging participation

Section 1. Details: This information will be used solely by Nicki Dabner to possibly arrange a follow-up interview

Name:

Institution:

Programme/school:

Date:

The aim of this questionnaire is to try to identify factors that have either encouraged or discouraged your participation within the T4T4T pilot programme. Please feel free to annotate if necessary.

How often did you, on average, log on the site during a week? _____

How would you best classify yourself (please tick):

I read posts regularly ()

I read posts irregularly ()

I read and posted on a regular basis ()

I read and posted on an irregular basis ()

Other (please describe): _____

I pulled out of the pilot in _____ ()

I pulled out of the T4T4T pilot

because _____

Now please respond to the following statements by putting a cross beside the response **that most closely reflects your opinion:**

Strongly agree (SA)

Agree (A)

Disagree (D)

Strongly disagree (SD)

1a. Technical aspects and site structure

1a.1. It was easy to log on to the site for the first time.

SA () A () D () SD ()

1a.2. I had regular access to a computer with an internet connection.

SA () A () D () SD ()

1a.3. I most often logged on to the site from home.

SA () A () D () SD ()

1a.4. I most often logged on to the site from work.

SA () A () D () SD ()

1a.5. I have experienced technical problems logging on to the site.

SA () A () D () SD ()



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1a.6. I found it easy to move around within the site.
SA () A () D () SD ()

1a.7. I found the T4T4T interface inviting.
SA () A () D () SD ()

1a.8. I would have liked to have seen more multi-media components incorporated within the site.
SA () A () D () SD ()

Comments: _____

1b. Using an electronic environment as a mode for interaction

1b.1. I liked using the computer to communicate with the other participants.
SA () A () D () SD ()

1b.2. I felt confident enough to post messages.
SA () A () D () SD ()

1b.3. I enjoyed reading the posts made by others.
SA () A () D () SD ()

1b.4. I enjoyed responding to somebody else's post.
SA () A () D () SD ()

1b.5. I felt confident contributing ideas within this online community.
SA () A () D () SD ()

1b.6. I more often read messages than posted.
SA () A () D () SD ()

1b.7. I looked forward to visiting the site.
SA () A () D () SD ()

1b.8. I felt disappointed if nobody responded to a post I had made.
SA () A () D () SD ()

1b.9. I believe I have difficulty expressing myself clearly online.
SA () A () D () SD ()

1b.10. I have felt upset by the response to my post.
SA () A () D () SD ()

1b.11. I have been discouraged posting because of the language used within posts.
SA () A () D () SD ()

Comments: _____



1c. Participation and participants

1c.1. The fact that I did not know some participants within a face-to-face environment discouraged my participation.
SA () A () D () SD ()

1c.2. The fact I did know some participants within a face-to-face environment encouraged my participation.
SA () A () D () SD ()

1c.3. I would have liked to converse with more participants who had similar teaching/ research interests.
SA () A () D () SD ()

1c.4. I think having a diverse mix of participants from various institutions encouraged my participation.
SA () A () D () SD ()

1c.5. It was difficult to find the time to participate regularly within this online community.
SA () A () D () SD ()

1c.6. Factors relating to my workload/working conditions discouraged my participation.
SA () A () D () SD ()

1c.7. I would like to see the T4T4T community continue beyond this year.
SA () A () D () SD ()

1c.8. I would continue to participate if the community continued.
SA () A () D () SD ()

Comments: _____

1d. Content, mentors and T4T4T support

1d.1. Having input from the mentors encouraged my participation.
SA () A () D () SD ()

1d.2. The content/topics discussed within the site were of interest to me professionally.
SA () A () D () SD ()

Please rate the effectiveness of the following strategies/aspects of the T4T4T pilot, in relation to encouraging your participation.

1- very effective 2- effective 3- not effective

- Face to face individual mentor meetings ()
- T4T4T morsels/ emailed newsletter ()
- Individual emails from mentors ()
- Phone calls from mentors ()
- Institutional emails from mentors ()
- Face to face group participant meetings ()
- Visiting speaker sessions/event (online) ()
- Visiting speaker/ workshop sessions (face to face) ()
- Handout material clarifying participation (at start of year) ()
- Initially belonging to a set 'group' within the community ()
- Self selecting groups according to own interests ()



NICKI DABNER

Your suggestions/ comments

Summative responses:

The main factors that I believe encouraged my participation within the T4T4T pilot programme were:

The main factors that I believed discouraged my participation within the T4T4T pilot programme were:

Many thanks for your participation. I know this valuable information will help inform the review of the T4T4T pilot.

Please return in the envelope provided (pop into my p'hole or post) before xmas (and then have a merry one)

Cheers Nicki XX