

NACADA Technology Seminar Survey - 2009 Clearwater, FL



Results Overview

Date: 2/9/2009 5:21 AM PST

Responses: Completes

Filter: No filter applied

#	Response
	12. Are there some aspects of advising/student services which cannot be facilitated by technology? Thank you for your input!
1	Nothing can replace face to face interaction with a student. Technology might help set up the meeting, but cannot substitute for personal interaction.
2	The "feel" of in-person communication.
3	Helping students, who are technologically challenged, navigate through the computer system of an online course is very difficult to do over the phone or through email. This is a situation where it is best to walk a student through the computer system and the Blackboard system visually. In addition, students who are visual learners need that face-to-face interaction with their advisor and instructors.
4	the intangible of a one on one interaction. The ability to read body language and sense tone, mood, etc. It's just not the same--even over a picture web interface.
5	I think this is no because even face to face meetings could be done with a web cam, if available.
6	If you include the phone and fax as technology, I would say no, since I work with all online students.
7	There is always that caring aspect of face to face. Some students like to have actual contact with their advisors.
8	I do not feel that unconditional positive regard, connection can be fully established via technology
9	Having the personal contact and face to face relationship with advisees, I believe, is still one of the most parts of advising for most new students.
10	The personal contact, the appreciative advising tools, an the emotional interaction between the student and the institution.
11	There is a certain value to a truly face-to-face conversation with a human being (adviser). However, I believe that 'relationship-based' advising can still be accomplished well at a distance using appropriate technology.
12	Although Technology can be a valuable tool for many areas of advising, personal interaction still reigns as the most significant way of developmental advising.
13	Working with students who are in distress or who are dealing with personal/counseling issues in face-to-face advising settings.
14	The personal aspect of relationship building.
15	initial personal relationships. I think that once the advisee/advisor know each other, then technology can be helpful, but it shouldn't replace face-to-face meetings.
16	Some of our students are not computer literate.
17	the personal one on one relationship
18	I believe there are f2f and relational advantages, for some people, in some situations. Some students and some advisors could manage an advising relationship largely online . . . but if there are difficulties, f2f contact might be preferred.
19	Personal counselling
20	Reading body language is difficult to do electronically.
21	Not all students have the tech knowledge or capabilities to facilitate an effective advising experience using technology exclusively.
22	most of the "tough" advising conversations need to happen in person
23	Personal, face-to-face interaction with students

24	<ul style="list-style-type: none"> - the richness and cues of behaviour and verbal/non-verbal language in assessing student understanding and their needs - students with disabilities such as limited sight, motor skills students with weak literacy skills, written language difficulties - interactive dialogue in person or by phone is faster, less open to misinterpretation or lack of understanding
25	Complex, intricate issues that make it awkward discussing via technology.
26	Reading body language when working 1:1 with students.
27	yes, communicating with students on personal issues.
28	Replaced? The emotional connection in face-to-face advising, motivation, etc.
29	Student to Advisor communication can not be completely replaced by technology
30	Face-to-face interaction for students who do not respond well to written communication; ability to gain information about a student by observing their affect and actions.
31	face to face hand holding...
32	Building an interpersonal relationship.
33	I think there is a tremendous value in the face to face contact with students. I don't think technology should take this away.
34	Interpersonal relationships with students through direct contact
35	As we rely more and more heavily on technology, we risk diminishing the human relationship. But, that doesn't really answer the question. Are there some aspects of advising which cannot be facilitated by technology?? My gut says the answer to this is "Yes," but I can't think of an example of an area where technology cannot facilitate information sharing, so I marked No.
36	Analyzing academic performance, issues, etc. through dialogue.
37	it's much easier to lie on-line. also, a large percentage of communication is visual (up to 55% in some studies). anyone who has phone advised knows this!
38	Reading body language and visual cues when an advisee is communicating.
39	sometimes there is a needed personal/emotional connection when dealing with certain situations or issues
40	At our institution we feel that advising should primarily be done face to face but technology can be used during the meetings to supplement what is done in the appointment.
41	I'm really not sure. I'm still a strong believer in face-to-face conversations for deeper conversations--unless there is an audio or visual element to the technology. Otherwise, tone and body language are lost.
42	Difficult situations such as personal issue/crisis, disciplinary action
43	technology can't replace F2F contact. - not even Skype
44	Many aspects of advising can be handled using technology, however there are certain situations which require face to face interaction.
45	Confidential issues
46	The personal face to face needed - by some students. The delivery of bad news does not seem as appropriate.
47	Some of the personal counseling
48	The building up of a personal face-to-face trusting relationship
49	Face to face is very important.
50	Assessing student confidence (i.e. no non-verbals)
51	FIRPA sensitive issues; probation, etc.
52	Personal attention and empathy
53	Depends on how well the advisor can communicate with the advisee using technology. Also, some of our students do not have as much access to technology as others. Building relationships in-person are important, too.
54	From an efficiency standpoint, technology can be crucial; however, there are many advising scenarios where real-time, personal contact is required.
55	The human interaction cannot be fully replicated by technology in my opinion.
56	Intensely personal issues that may deal with personal safety

57	Nothing replaced face to face contact and discussions about careers and majors. The difficult discussions on grades, probation and similar topics need to be done Face to Face
58	Yes, the in person contact.
59	Absolutely. There is no substitution for personal contact when situations merit. In my experience, students struggling academically are often those that "miss the boat" with technological attempts to communicate with students and require meetings in person.
60	Connection and ownership with the institution
61	Counseling troubled or confused students can best be done in person where moods/attitudes/etc can be more easily understood.
62	a student in crisis mode i think is harder to calm down via technology than in person
63	One-on-one contact between advisors and students; some of the teaching aspects of advising
64	face to face ability to connect cannot be replaced by technology
65	Depending on who uses technology, the 'personal touch' might be missing.
66	I am concerned about the one-on-one, face-to-face experience. I realize there are web cams, etc., but what if the other person does not have these?
67	Working with stressed, upset or angry students by e-mail or on the telephone is not good. It's better to have them in your office face to face, to pass the tissue box if necessary...
68	I see a technology role in almost all aspects of advising
69	Discussing how dreams translate into the realities of an academic plan--a personal conversation can resolve this in a short time, while an e-conversation would involve pages of writing with significant delays between messages
70	relationship building; reading body language; some forms of humor helpful in facilitating human understanding; ability to really engage in dialogue about conceptual issues like career choice, hopes and dreams, with all of the richness of verbal and face-to-face contact.
71	Hard to articulate, but I find it hard to really get to know a student using electronic means only.
72	face-to-face meetings, body language to show interest, etc.
73	I'm hoping to learn the answers to these questions, or at least, where to look for the answers!
74	person to person experience
75	The personal connection is often lacking and anything limited by legal issues (FERPA, HIPPA, etc).
76	The purpose of why they are attending college and as to what degree they are looking for.
77	Well, there are some students for whom technology is a stretch, so we need to accomodate for them as they build skills.
78	Safety, sense of belonging, personal concern, anticipation of needs, interpretation of body language, tone of voice, physical presence, sharing personal stories...