

NACADA Technology Seminar Survey - 2009 Clearwater, FL



Results Overview

Date: 2/9/2009 5:24 AM PST

Responses: Completes

Filter: No filter applied

#	Response
	13. Are there aspects of advising/student services which are diminished (or lost) by facilitation with technology?
1	Technology, and the access to information that tech provides, shouldn't be used as a substitute for personal interaction.
2	You lose the one-on-one connection. If someone is with me in my office, I can often read their non-verbal cues to see if they understand or not.
3	Only if it becomes a replacement of conversation.
4	Body language and a personal connection through body language and eye contact.
5	Students feel much more connected with their advisor if they are able to come on-campus to talk or to register for classes.
6	Face to face time and really getting to know a student can be diminished, but there are ways to work around this.
7	Again, I'd like a "maybe" button. It depends on the type of technology you have and if it is the right technology for the advising you are trying to accomplish. For example, sometime the time lag of email creates a problem and instant messaging might be a better technology in those cases.
8	Some of the personal interactions, building trust, is easier done in person I believe.
9	We currently don't use cameras in our distant conversations, so you don't have the advantage of non-verbal communication. Students who are more social and like the face-to-face interactions may feel isolation using all technology for communication.
10	The actual contact with the student. Sometimes we need to see their faces in order to know what is going on their heads.
11	Effective use of time is sometimes lost due to the careful wording/rewording etc. - not to mention multiple contacts to make sure meaning is delivered
12	A sense of connection to the student.
13	In-person interaction due to losing the ability to read non-verbal communication.
14	The personal touch.
15	personal contact
16	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.
17	Yes, whenever technology outright supercedes personal advising, then I think priorities may be out of order in terms of most objectives and missions in developmental advising.
18	E-mail and blogs and social networking make it so much easier to reach out to a wide swath of students, however, I think it also takes away from some of the great interactions and depth of relationships that can develop from face-to-face advising sessions. I also think the ease of some technology makes students feel that advisers must be available 24/7 which is not possible.
19	Confidentiality.
20	face-to-face communication
21	If a student only interacts with an advisor electronically, the personal rapport and relationship could be lost.
22	the personal connection
23	Many of our students enroll in remedial reading.
24	again the personal one on one relationship

25	I think this comes in difficult situations - either in terms of discipline or emotional vulnerability, where f2f, eye-to-eye can convey more meaning and impact. Empathy, support, and walking a student to a counselor can't be done online.
26	Human contact Appropriate communication and conversation skills
27	Empathy and sincerity are difficult to convey.
28	one-on-one contact is often helpful in getting an idea of the whole student.
29	it can be difficult to establish a solid connection with a student through technology
30	Familiar faces, voices, gestures, tone, warmth, etc. that are so important during advising sessions in order to convey to students a message of caring and connection with another human being. I don't believe that a face-to-face meeting is necessary for every advising appointment, but I think the quality of the connection with a student may be diminished if it is forged through, and maintained solely via, technology.
31	Advising online will decrease the good rapport and relationship between advisor and advisee.
32	We are concerned that students can neglect to view our announcements online regarding advising and also we don't want advising online as we will miss this one to one relationship between the advisor and a student.
33	- counselling and developmental aspects of advising - all the aspects mentioned in the previous question
34	The "personal" touch: i.e., the personal contact that some students may need so that they don't feel treated as a number.
35	Tone
36	same as above
37	If facilitation could be just helping to set up appointments, then no.
38	It is easier to build a sense of trust with one on one meetings.
39	I think that, if used well, technology can almost always be a positive complement to "traditional" advising practices.
40	the same as 12
41	Reading body language.
42	Students on my campus seem to think the only way to contact faculty is by phone or email. They forget to get out of their rooms and physically look for their advisor.
43	See above
44	personal, face to face, interactions
45	Again, call me old school, but I feel like too much use of electronic communication has the potential to diminish human relationships.
46	Depending upon the technology, if one-on-one is available through webcam or Skype, I believe little would be losst, but if not, then there would be the lack of body language especially for career advising and counseling.
47	In general, I think advising is most effective when a personal connection is made between advisor and student.
48	occasionally i find my sense of humor does not come through in some technology (as compared to in-person). i find one-on-one in-person advising is best for holding students accountable.
49	Face-to-face personal counseling involving confidential matters
50	Face-to-face sharing which can communicate much more than type/text.
51	If students are using technology without someone to answer questions or clarify things, there is room for misunderstanding.
52	See #12. I'm not sure it's diminished, but I think advisors need to find ways to effectively use technology in fact-to-face advising sessions and still maintain and build rapport with the student. This can be tricky.
53	Non verbals and behavioral "clues" - many times you get a good sense of what is truly happening by the way students look and act. Difficult to do via technology
54	Advisors and/or students may use an email for example to explain or discuss something that should really be done either over the phone or even face to face.
55	same as question 12
56	Only if technology is the only method used for academic advising.

57	Timely Q & A
58	You cannot read between the lines on what the student is saying if you cannot see him/her.
59	If an advisor relies to heavily on technology, some of the rapport can be lost
60	Depends on how much the advisor and advisee know about using the technology and feel comfortable using it.
61	There can be a degree of anonymity when dealing with students through a technology queue; thus, a tendency not to take the time to pick up the nuances of a situation that students make communicate in person.
62	Communication through technology can often lose the nuances that face to face communication can have (tone, expression, etc) This can lead to misunderstanding or misinterpretation.
63	Human contact.
64	It is VERY hard to maintain the same level of personal connection that can be gained from a face to face meeting
65	Personal relationships-- conversations seem more casual and informal-- might not be taken seriously.
66	The human interaction. Also, students can be overwhelmed by all the information.
67	Same concept as question 12, but technology should never be thought of as a complete substitution for "human touch" in advising. We need to continue an academic paradigm that encourages students to meet with both instructors and administrators in person from time to time - technology is a supplement to personal contact, not a complete substitution.
68	Conversations that are not face-to-face or via phone are sometimes less thorough and less broad because the bottom line is that typing is more laborious than talking!
69	I would say that total dependence on technological delivery would result in some losses. Electronic delivery makes it difficult to determine if students have grasped a concept/method/approach.
70	the human touch
71	If technology is relied upon and thus decreases the likelihood of personal contact, this diminishes advising.
72	same as above
73	One-on-one personal interaction between student and advisor, where advisors can learn more about the student's background and challenges
74	Perhaps the aspects of showing various forms such as degree plans, curriculum guides, catalogs, etc.
75	Any interaction which is not face to face is bound to be somewhat less personal - so that "human touch" may be diminished, but also the possibility for some level of misunderstanding when communicating is heightened. For example, when answering e-mail enquiries the advisor needs to be really careful to understand exactly what the student is asking, and not assume that the student has the same level of background knowledge they do.
76	Students need to have personal contact with Advisors for assurance and credibility. Too much technology risks diminishing this.
77	Facial expressions or body language, even inflection of speech can betray underlying enthusiasm or fear (emotions) which are hidden behind written words--the aspect of vulnerability is diminished
78	One-on-one personal interaction is certainly possible via technology, but technology also sets up barriers to full and open communication, not the least of which are access and training. Also each medium has its own limitations -- e.g., email is notoriously bad for conveying nuance.
79	I would actually answer, "it depends." If there is a combination of both, I think you can mitigate the downside of technology. I think tech can make some aspects of advising faster, more accurate and accessible, too.
80	again, really getting to know a student can be diminished. However, it can help getting to know them better too, as long as in person meetings are also a part.
81	some people don't have the technology skills, some people want face to face interaction
82	Some students are not proficient enough with technology or do not have sufficient access to it
83	personally I enjoy meeting with students face-to-face as I feel I develop a closer relationship with those students, but I feel that those relationships can be enhanced by using aspects of technology that students favor
84	I'm hoping to learn the answers to these questions, or at least, where to look for the answers!
85	personal reactions.
86	Face to face interaction with a student that helps relationship building and retention.

87	Some aspects can be lost. It can be hard to get the emotions of a student via chat or other text exchanges. But given resources many of these negatives can be overcome.
88	Can be... Depends on how used

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