

TaskStream: Student and Faculty Attitudes and Perceptions of Using TaskStream in Education Courses at North Carolina State University

LITRE grant final report

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Executive Summary

In the spring 2007 semester, surveys were developed to gather information regarding student and faculty perceptions and attitudes about the use of TaskStream in several education courses. We were particularly interested in respondents' perceived benefits of TaskStream for student learning.

The student survey consisted of 26 items divided into four separate sections by topic, while the faculty survey was made up of 19 questions divided into four sections. Both surveys were delivered in a web-based format and responses were anonymous.

The student sample consisted of 146 students in either elementary education, science education, or technology education and the faculty sample consisted of ten faculty members who taught courses in these programs. Forty-three student responses and six faculty responses were used in the analysis.

Analysis of the survey data consisted of descriptive statistics due to the small sample size (student $n = 43$, faculty $n = 6$). Overall, both students and faculty seemed to have negative opinions regarding TaskStream. In general, students in the elementary education program responded more positively to more items than students in the other programs, while students in the technology education program responded more negatively to a greater number of items than those in the other programs.

The survey data suggests that more needs to be done to help both students and faculty develop positive attitudes about using TaskStream. It is clear from the results that, in general, neither students nor faculty see the potential benefits of TaskStream, and neither group is very motivated to use the program.

Survey Background

Helen Barrett (2007) suggests that portfolios in education may have many different purposes. They might be used as assessment tools, for marketing or employment, or as a way to document students' learning process. Barrett suggests that these purposes for portfolios philosophically conflict with one another, and that a central issue involves how educational institutions might balance the need to manage student assessment for accountability purposes and the desire to enhance and support student learning through formative assessment. She proposes an electronic portfolio system that might achieve such a balance. Her framework includes three elements that are linked: 1) a digital archive of student work; 2) a learner-centered approach; and 3) an institutional assessment management system.

TaskStream is an electronic portfolio system that has the capability to support both institutional assessment management and the digital collection of student work in the form of an electronic portfolio. The program was piloted during the spring semester of 2006 within several programs in the College of Education (CED). The central purpose of the CED's decision to implement TaskStream was to facilitate an institutional assessment management system. However, it was recognized that an added benefit would be students' ability to utilize the program to create electronic portfolios which could be used for employment purposes.

A survey was given to faculty and students during the last week of the pilot semester (spring 2006) to assess the success of the implementation of TaskStream. Based on the survey results, it was determined that additional training and support was needed for both students and faculty. It was also suggested that data be collected regarding the impact of student use of TaskStream on learning outcomes. The current survey instruments intended to gather detailed information from both students and faculty regarding perceived benefits of student use of TaskStream for learning.

Survey Topic

The TaskStream survey topic focused on faculty and student attitudes and perceptions regarding the benefits of TaskStream to student learning in education courses within the College of Education at NCSU. The survey targeted three groups of students and faculty: those in elementary education, science education, and technology education. These groups were targeted because they are the programs within the college that have had the greatest amount of experience in using TaskStream.

Survey Goals

A major goal of both the student and faculty survey was to gather data regarding the extent to which students and faculty perceive TaskStream as a beneficial component of student learning. With regard to the student survey, we were interested in determining whether students were generally motivated to use TaskStream, whether they felt that the program benefited their learning, and how they perceived their instructors' implementation of TaskStream. With regard to the faculty survey, we attempted to gather information about their perceptions of TaskStream's benefits to student learning, as well as their opinions regarding potential professional benefits of using TaskStream.

Survey Development

Target Population and Sampling Strategy. The target population for the survey was students who were currently enrolled in an elementary, science, or technology education course in which TaskStream had been implemented, and the instructors of these courses. Student email addresses were gathered from the Office of the Registrar at NCSU for all students currently enrolled in a qualifying education course.

This list provided email addresses for 146 potential participants. A TaskStream graduate student assistant provided a list of 10 faculty members who were currently teaching a qualifying course. The email addresses of these faculty members were collected from the NCSU Online Directory.

Questions. Survey questions were developed as a collaborative effort between the authors of this report. In addition, meetings were held with Dr. Tom Oppewal, Dr. Jennifer Mangrum, and April Bartley to discuss possible survey items. These individuals provided feedback on survey drafts that guided the design of the final instruments.

Survey Administration

The surveys were administered via web delivery and were housed on the NCSU College of Education website. Out of one hundred forty six students who were contacted to participate in the student survey, forty-five responded, yielding an initial response rate of 31%. Two of the student surveys had to be discarded due to their missing essential information (program identification), and one was not included in the analysis since it was the only survey returned by a participant in the middle school math program. Out of ten faculty members contacted to participate in the faculty survey, six responded, yielding a 60% response rate.

Survey Design

Student survey. The student survey consisted of 26 questions divided into four sections by topic area (see Appendix A). Section one included questions about students' general use of TaskStream during the current semester. Section two included items intended to address potential learning benefits of using TaskStream. Section three asked students to give their opinions regarding their instructors' implementation of TaskStream. The final section gathered basic background information about the student.

Faculty survey. The faculty survey consisted of 19 questions divided into four sections (see Appendix B). The first section inquired about respondents' general use of TaskStream during the current semester. The second section targeted perceptions of potential benefits of TaskStream for faculty, while the third section targeted their opinions about potential benefits of TaskStream for students. The last section gathered basic background information about the faculty member.

Results

Due to the small sample size, statistical analyses were limited to descriptive statistics for each survey item. Bar graphs depicting the percentage of responses for each question on the student survey is included in Appendix C, with a compilation of open-ended responses from the student survey provided in Appendix D. Bar graphs displaying the percentage of responses for each question on the faculty survey is included in Appendix E, and their responses to the open-ended item are included in Appendix F.

Student survey. The first two items on the instrument asked about students' intentions to include course assignments in a portfolio and how many of those intended assignments were completed using TaskStream. Overall, the majority of respondents (43%) indicated that they submitted more than eight assignments that they intended to later put in a portfolio. When asked how many of those assignments were completed using TaskStream, the majority of respondents (45%) reported that zero to two had been.

The next four items were intended to measure students' motivation to use TaskStream. One item asked whether students used TaskStream for projects other than those that were required by their instructor(s), and 95% of students said that they had not. Another item asked students whether they had used TaskStream for course projects in other classes in which the use of TaskStream was not required, and all but one respondent indicated that they had not. When students were asked if they had used TaskStream for personal endeavors, about 95% said they had not. The majority of participants (74%) indicated that they had not explored additional features of TaskStream that were not used as part of required assignments.

The next question asked students to check any features of TaskStream that they had used. The most common feature of TaskStream students reported using was the Rubric Wizard (36%), followed by the Web Builder (29%). Eighteen percent of respondents indicated that they had used the Standard Wizard, 11 percent used the Standard Manager, and 7 percent used the Communication Calendar.

The next four items asked respondents to rate 1) the user-friendliness of TaskStream, 2) the degree to which TaskStream facilitated their interest in course assignments and/or projects, 3) their level of enthusiasm about using TaskStream in the future, and 4) whether or not they would use a program similar to TaskStream even if it were not required as part of their coursework. Approximately 64% of respondents indicated that they either agreed or strongly agreed that TaskStream was easy to learn and use, while nearly 26% either disagreed or strongly disagreed. Interestingly, 87% of students in the elementary education program either agreed or strongly agreed that TaskStream was easy to learn and use, while more than 69% of students in technology education either disagreed or strongly disagreed that TaskStream was easy to learn and use. Students in science education were a bit more spread out in their responses to this question with about 17% in disagreement, 50% in agreement, and just over 33% who were not certain about the easiness of learning and using TaskStream.

With regard to interest, about 17% of students indicated that they either agreed or strongly agreed that TaskStream increased their interest in course assignments, while nearly 55% said that they either disagreed or strongly disagreed, and about 28% were not certain. None of the students in technology education agreed that TaskStream enhanced their interest in coursework, and more than three-fourths of them strongly disagreed that TaskStream had increased their interest. Responses to this item from students in elementary education were a bit more varied, with 26% agreeing or strongly agreeing, about 30% disagreeing or strongly disagreeing, and approximately 44% unsure. Three respondents in science education disagreed, one strongly disagreed, one agreed, and one was not certain.

In terms of enthusiasm about using TaskStream in the future, 35% of participants either agreed or strongly agreed, about 38% disagreed or strongly disagreed, and nearly 28% were unsure. The majority of students in technology education (92%) either disagreed or strongly disagreed about being enthusiastic about using TaskStream in the future, while more than half of the students in elementary education were. Half of the respondents in science education reported that they were not certain about their enthusiasm regarding future use of TaskStream, while two respondents disagreed, and one agreed.

More than half of the respondents indicated that they either disagreed or strongly disagreed that they would use a program similar to TaskStream even if it was not required in their courses. None of the students in either technology or science education agreed that they would do so, while approximately

30% of those in elementary education indicated agreement.

The next set of questions targeted students' perceptions about the potential benefits of using TaskStream to their learning. When asked if the quality of assignments that had been completed using TaskStream surpassed the quality of assignments completed without using TaskStream, about 52% indicated that they were not, nearly 7% indicated that they were, and almost 41% were unsure.

Nearly 60% of the students indicated that they either disagreed or strongly disagreed that TaskStream benefited their learning, while about 12% agreed. The rest were unsure. None of the students in science education or technology education indicated agreement, while about 22% of those in elementary education agreed. All respondents in science education either disagreed or strongly disagreed.

When asked to rate their level of agreement that TaskStream facilitated their understanding of the state/national standards, nearly three-fourths of respondents either disagreed or strongly disagreed. Only 9.5% agreed, and about 17% were uncertain. None of the respondents in science education, and just one participant in technology education agreed. About 17% of those in elementary education agreed.

The majority of students (69%) indicated that they either agreed or strongly agreed that TaskStream helped them to organize their assignments over time. All students in science and all but two in elementary education were in agreement. Four students in technology education agreed that TaskStream aided in the organization of their work.

The majority of students (63%) indicated that they either agreed or strongly agreed that TaskStream enabled them to save their work more efficiently over time. All students in science education, and all but one in elementary education indicated either agreement or strong agreement. No students in technology education agreed that TaskStream helped them save their work more efficiently.

The next set of questions were designed to solicit students' opinions regarding their instructor's implementation of TaskStream. The first question asked students whether their teacher's had provided them with feedback on the assignments that they had completed using TaskStream. All of those students in elementary and science education indicated that they had received such feedback, while about 69% of those in technology education reported receiving feedback.

When asked to rate the extent to which they perceived their instructor(s) as being enthusiastic about using TaskStream, about 64% agreed or strongly disagreed, almost 17% disagreed or strongly disagreed, and 19% were not sure. Two students in elementary reported being uncertain about their instructor's enthusiasm, while the rest were in agreement. Approximately an equal number of respondents in technology education were in agreement, disagreement, or unsure. The same pattern was found for students in science education.

Overall, most of the students felt that their instructors were knowledgeable about TaskStream. Nearly 87% of respondents in elementary education either agreed or strongly agreed, while approximately 33% of students in science education and about 15% of those in technology education either agreed or strongly agreed. Only 2 students in elementary education reported that they disagreed, while half of

those in science education and nearly 39% of those in technology education expressed either disagreement or strong disagreement.

Just over half (52.4%) of the participants indicated agreement or strong agreement that their instructor was available to answer any questions they may have had regarding TaskStream. About 70% of students in elementary education either agreed or strongly agreed that their instructor was available, while approximately 33% of those in science education and almost 31% of those in technology education were in agreement. Half of the respondents in science education and about 17% of those in elementary education disagreed that their instructors were available to answer questions about TaskStream. Nearly 39% of participants in technology education either disagreed or strongly disagreed.

When asked to rate the extent to which their instructor(s) fully utilized TaskStream's capabilities, about 45% of students either agreed or strongly agreed that they had, while about 21% either disagreed or strongly disagreed, and approximately 33% were unsure. More students in elementary education expressed agreement than those in the other programs, and more students in science education expressed disagreement as compared to the other programs.

The final five of six questions gathered general background information about the participants. Fifty-five percent of the respondents were enrolled in the elementary education program, 31% were part of the technology education program, and 14% were in the science education program. Fourteen percent of the respondents planned to graduate in 2007, 31% in 2008, and the rest planned to do so in 2009. Students reported being required to use TaskStream in a variety of their education courses. Overall, about 55% of participants said they had been required to use TaskStream in one course and approximately 45% were required to do so in more than one course. At the time the survey was taken, about 77.4% of students were enrolled in one course that required the use of TaskStream, while about 19% were in more than one. One respondent indicated that he/she was not currently enrolled in such a course. When asked to rate their level of expertise as a technology user, about 14% felt they were expert users, nearly 55% thought they were advanced users, 31% said they were intermediate users, and none reported being novices.

The last survey item provided respondents with an opportunity to provide additional comments regarding TaskStream. Several comments provided by students in elementary education reflected a positive attitude about TaskStream. Concerns noted by these students included the expense of TaskStream, lack of faculty knowledge, and a desire for more explanation regarding certain features of TaskStream. Comments provided by students in both science education and technology education reflected a general negative attitude toward TaskStream. Many of these comments noted that TaskStream was too costly and a waste of time.

Faculty survey. The first four items on the survey gathered information about respondent's general use of TaskStream for the current semester. All of the faculty respondents indicated that they had used the Direct Folio Response feature. More than three-quarters said they had used the Rubric Wizard. Half of the participants reported using the Web Folio Builder, while two individuals noted that they had used the Standards Wizard. The Standards Manager and Web Page Builder were used by just one respondent. Over three-fourths of the faculty participants indicated that they had required more than five assignments for the current semester, and the rest had required between three and five. All faculty participants said they had utilized individuals at NCSU for TaskStream support. More than half

indicated that they had used TaskStream's email support service. Fifty percent of respondents said they had used TaskStream's telephone support service, while about 33% reported using the online help service provided by TaskStream. One faculty member noted using training manuals as a source of TaskStream support. All respondents said they had attended TaskStream training workshops provided by NCSU.

The next set of questions obtained information about faculty's perceived benefits of TaskStream for themselves. Approximately 67% of respondents either disagreed or strongly disagreed that TaskStream enabled them to better align teaching objectives and evaluation strategies, while about 17% were either not certain or in agreement. Nearly 67% of participants strongly disagreed that TaskStream enabled them to more efficiently manage student assignments, and about 33% agreed. When asked to rate their agreement that TaskStream enabled the tracking of student progress over time, half of the respondents strongly disagreed, while the other half either agreed, or strongly agreed. More than half of the faculty members stated that they either disagreed or strongly disagreed that TaskStream enabled them to more efficiently provide comments to students regarding their work. Approximately 33% were in agreement that TaskStream enabled them to do so. Around 67% of participants said that they either disagreed or strongly disagreed that TaskStream enhanced self-reflection on their instructional practices, while the rest indicated that they were unsure about this.

The next few survey items asked faculty participants to give their opinions regarding the benefits of TaskStream for students. When asked to compare the quality of formally evaluated student work completed using TaskStream to that completed not using TaskStream, half of the responses indicated that such work was of higher quality, while the other half said it was of lower quality. More than half of the faculty strongly disagreed that TaskStream was beneficial to their students' learning, while one respondent said that they agreed, and one was unsure about this. Approximately 83% of participants either disagreed or strongly disagreed that TaskStream increased students' understanding of the state/national standards, while one respondent agreed. When asked to rate their level of agreement that TaskStream increased students' level of reflection, about 83% of the faculty either disagreed or strongly disagreed, while one agreed. About 67% either agreed or strongly agreed that TaskStream helped students master transferable information technology skills, while one respondent strongly disagreed, and another was not certain. The majority of faculty either disagreed or strongly disagreed that TaskStream enhanced students' active involvement in their own learning, while one was unsure of this. Over half of the participants said they strongly disagreed that students were enthusiastic about using TaskStream, while one expressed agreement and one was unsure.

The last set of questions gathered general background information, while the final item provided the opportunity to provide additional comments if desired. Two participants said they teach in technology education and two reported teaching in elementary education. One respondent indicated teaching in science education and one did not specify a program. When asked whether they had ever used an electronic portfolio system prior to using TaskStream, about 67% said that they had, while nearly 33% had not. Approximately 67% of faculty described themselves as advanced technology users. One person felt he/she was an expert user, and another said he/she was a novice user.

At the end of the survey, faculty were invited to provide any additional comments regarding TaskStream if they desired. These comments are presented in Appendix F. The general theme from the four faculty members who provided comments was that TaskStream was not beneficial for students nor

faculty. All four comments included statements that TaskStream was either difficult to use, or cumbersome. One person noted that TaskStream was helpful in grading simple assignments.

Discussion

The surveys were designed to obtain information regarding student and faculty perceptions and attitudes regarding the implementation and use of TaskStream in three education programs. Of primary concern was the extent to which students and faculty perceived TaskStream as beneficial to learning outcomes.

Two encouraging findings from the student survey were that the majority indicated agreement that TaskStream facilitated organization and storage of assignments/projects over time. This finding is consistent with the idea that electronic portfolios offer a means for students to organize and save collections of their work (Fahey, Lawrence, and Paratore, 2007; Barrett, 2005; Barrett, 2007).

The majority of students felt that the quality of assignments completed using TaskStream was not of higher quality than those completed outside of TaskStream. Furthermore, most students indicated disagreement with the ideas that TaskStream was beneficial to their learning and that the program increased their understanding of state/national teaching standards. Students in elementary education were the only respondents who indicated agreement with these ideas. These findings suggest that students in elementary education, as compared to those in either technology or science education, generally have a more positive perception of the benefits that TaskStream might have on their learning.

With regard to faculty opinions about the value of TaskStream for student learning outcomes, the most encouraging finding was that faculty members generally felt that TaskStream helped students to master transferable information technology skills. This finding is important given that it points to a practical benefit of the program that students might carry over to future coursework and/or employment.

Faculty respondents were evenly split in their opinions about whether the quality of formally evaluated student work completed using TaskStream compared to that completed outside of TaskStream was of higher or lower quality. Generally, faculty felt that TaskStream was not beneficial for increasing 1) students' understanding of the state/national teaching standards, 2) students' level of reflection on their work, or 3) students' active involvement in their own learning. Faculty also felt that students were not enthusiastic about using TaskStream.

While the results from the surveys indicate a few positive perceptions about TaskStream, more needs to be done to help students and faculty members develop positive attitudes about the program. Since the college implemented TaskStream mainly as an assessment tool, with the idea that an added benefit would be that students could use the program to create electronic portfolios, it may be a good idea to provide some guidance to both students and faculty regarding the creation of such portfolios. This could be included as part of the TaskStream training workshops.

Additional research is needed to gather more details regarding student and faculty perceptions and attitudes about the use of TaskStream in their courses. One such avenue would be to conduct focus groups and/or individual interviews. Another possibility would be to objectively assess the quality of projects/assignments completed using TaskStream with those completed outside of TaskStream. In the

fall of 2007, the College fully implements TaskStream with all programs. The issues and attitudes derived from this survey are helping in the implementation process. With more widespread use and a rising comfort level with the software, we hope attitudes toward effectiveness changes as well as a more efficient use of offered features.

After substantial reviews of the NCATE and NC DPI reports as well as faculty and student feedback from the LITRE study, and anecdotal evidence, the CED decided to suspend mandating that programs use TaskStream as part of the collection of Unit assessment data. Instead, we will redirect our efforts and energies to developing deeper understandings among faculty of the principles and practices of assessment and to building a robust system of assessment and a healthy culture of evidence within our Unit and programs.

The reasons for this recommendation are several. The most important result from evidence that TaskStream did not accomplish what we had hoped. TaskStream originally was selected as the preferred provider for our electronic portfolio for distinctive reasons. It promised the capacity to receive and store student work (signature artifacts and other course work), to provide faculty and other reviewers access to student work for review and evaluation, and to provide easily aggregated reports on issues of interest for accreditation. The TaskStream system was advertised as having several features of benefit to students, and faculty from peer institutions reported that TaskStream was user-friendly and had well-staffed help lines to minimize faculty frustration.

All of the reasons for choosing TaskStream were valid, to a point. However, our experience with early adopters and feedback from students was that TaskStream did not perform as hoped, nor did it accomplish what we thought we would get. TaskStream proved to be more cumbersome and non-intuitive for faculty and students than we anticipated. We could not readily and easily get the reports we had hoped for. Faculty were continually frustrated. And students did not see apparent benefits. They often questioned why they were paying for an assessment system that they perceived as primarily benefiting the university.

Lesson Learned: It also became apparent from the NCATE and NC DPI reports, as well as the internal review, that there is great variability among faculty in their understanding of assessment. In order to effectively implement a system such as TaskStream faculty had to fully understand the assessment process. In addition to understanding assessment, faculty had to make curricular decisions at the program as well as departmental levels. In retrospect all this work needed to occur and be implemented (in paper) before adding the technology level. Faculty were very confused by the assessment process and then the added cumbersome and non-intuitive nature of TaskStream compounded the problems. Students became frustrated with the lack of continuity in courses as well as the cost.

In addition, the issue of Web Vista became a problem. Instructors that had courses set up in Web Vista were being asked to basically submit student work and scoring rubrics in 2 systems. This created confusion for both students and faculty.

References

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- Fahey, K., Lawrence, J., & Paratore, J. (2007). Using electronic portfolios to make learning public. *Journal of Adolescent and Adult Literacy*, 50(6), 460-471.

Appendix A
TaskStream Student Survey

The purpose of this survey is to receive detailed feedback from you about the use of TaskStream in your education course(s) for the current semester. As students, your evaluation of TaskStream is critical in assisting the College of Education with making decisions regarding the implementation process of TaskStream. Your responses to this survey will be completely anonymous. Thank you for taking the time to complete this survey.

Section One

The following questions ask about your use of TaskStream during the current semester.

During the current semester, how many *total* assignments did you submit to your instructor(s) that will later be *put into a portfolio*? Please include *both* assignments completed using TaskStream and those completed outside of TaskStream.

Was it:

<input type="checkbox"/>	0-2
<input type="checkbox"/>	3-5
<input type="checkbox"/>	6-8
<input type="checkbox"/>	More than 8

Of those total assignments that you will later put into a portfolio, how many were completed using TaskStream?

Was it:

<input type="checkbox"/>	0-2
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3-5

6-8

More than 8

Did you use TaskStream for course projects other than those your instructor(s) required?

Yes

No

Did you use TaskStream for course projects/assignments in other classes that did *not require* its use?

Yes

No

Did you use TaskStream for projects not related to any assignment or course (for a job or other personal reason)?

Yes

No

Did you explore, on your own, any additional features of TaskStream that were not used as part of required assignments or courses?

Yes

No

Which features of TaskStream did you use? (Check all that apply)

- Standards Wizard
- Rubric Wizard
- Standards Manager
- Web Page Builder
- Communication Calendar

Other (please specify)

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	Strongly Disagree	Disagree	Not Certain	Agree	Strongly Agree
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TaskStream was easy for me to learn and use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using TaskStream increased my interest in assignments and/or projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am enthusiastic about using TaskStream in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would use a program like TaskStream even if it was not required in my courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section Two

The following questions address potential learning benefits of using TaskStream.

In your opinion, was the quality of assignments you completed using TaskStream higher than the quality of assignments you completed outside of TaskStream?

Yes

No

Not Sure

	Strongly Disagree	Disagree	Not Certain	Agree	Strongly Agree
TaskStream benefited my learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TaskStream increased my understanding of the state/national standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TaskStream helped me organize my assignments/projects over time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TaskStream enabled me to save my work more efficiently over time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section Three

The following questions ask about your opinions regarding your teacher's implementation of TaskStream.

Did your instructor(s) provide you with feedback on the assignments you completed using TaskStream?

Yes

No

	Strongly Disagree	Disagree	Not Certain	Agree	Strongly Agree
My instructor(s) was (were) enthusiastic about using TaskStream.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My instructor(s) was (were) knowledgeable about TaskStream.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My instructor(s) was (were) available to answer any questions I had regarding TaskStream.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My instructor(s) fully utilized TaskStream's capabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section Four

The following questions gather basic background information.

What is your academic program?

In what year and semester do you plan to complete your teacher education program?

Please list the names of *all* courses you have taken in which the use of TaskStream was required.

Please list the name(s) of your *current* course(s) that require the use of TaskStream.

Personally, how would you rate your expertise as a technology (use of computer hardware and software) user?

<input type="radio"/>

Expert (highly experienced in using various computer technologies)

<input type="radio"/>

Advanced (experienced in using various computer technologies)

<input type="radio"/>

Intermediate (somewhat experienced in using various computer technologies)

<input type="radio"/>

Novice (not very experienced in using various computer technologies)

Please provide any additional comments about TaskStream in the box below.

To submit your completed survey, click the Submit Survey button below.

Appendix B
Faculty Survey

TaskStream Faculty Survey

The purpose of this survey is to receive detailed feedback from faculty in the NCSU College of Education regarding the implementation of TaskStream. As faculty, your evaluation of TaskStream is critical in helping the College of Education make decisions regarding the implementation process of TaskStream. Your responses to this survey will be completely anonymous. Thank you for taking the time to complete this survey.

Section One

*The questions in this section ask about **your** use of TaskStream during the current semester.*

What features of TaskStream did you use? Please check all that apply.

- Standards Wizard
- Rubric Wizard
- Presentation Folio
- Direct Response Folio
- Standards Manager
- Web Folio Builder
- Web Page Builder
- Communication Calendar

Other (please specify)

How many assignments/projects did you require your students to complete this semester?

Was it:

<input type="radio"/>	
	0
<input type="radio"/>	
	1-2

3-5

More than 5

Which sources of TaskStream support, if any, did you use this semester? Please check all that apply.

- TaskStream telephone support
- TaskStream email support
- TaskStream online Help Index
- Training manual(s)
- Individuals at NCSU

- Other (please specify)
- I did not use any support this semester

Did you attend TaskStream training workshops provided by NCSU this semester?

Yes

No

Section Two

The questions in this section ask for your opinion regarding benefits of TaskStream for faculty.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
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TaskStream enabled me to better align teaching objectives and evaluation strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TaskStream enabled me to more efficiently manage student assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TaskStream enabled me to track student progress over time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TaskStream enabled me to more efficiently provide comments to students regarding their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TaskStream enhanced self-reflection on my instructional practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section Three

*The questions in this section ask for your opinion regarding the benefits of TaskStream for **students**.*

How does the quality of formally evaluated student work completed using TaskStream compare to formally evaluated student work completed *not* using TaskStream?

Higher quality

Lower quality

About the same quality

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I think that using TaskStream was beneficial to my students' learning .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using TaskStream increased my students' understanding of the state/national standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using TaskStream increased my students' level of reflection on their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using TaskStream helped my students master transferable information technology skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using TaskStream enhanced my students' active involvement in their own learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

My students were enthusiastic about using TaskStream.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Section Four

The questions in this section gather basic background information.

In which program do you teach?

Prior to using TaskStream, have you ever used an electronic portfolio system?

Yes

No

Personally, how would you rate your expertise as a technology (use of computer hardware and software) user?

Expert (highly experienced in using various computer technologies)

Advanced (experienced in using various computer technologies)

Intermediate (somewhat experienced in using various computer technologies)

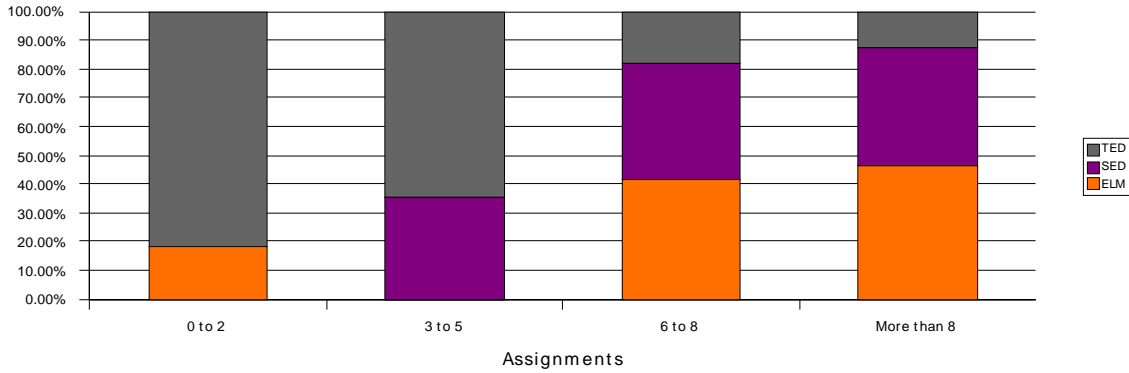
Novice (not very experienced in using various computer technologies)

In the box below, please provide any additional comments regarding TaskStream.

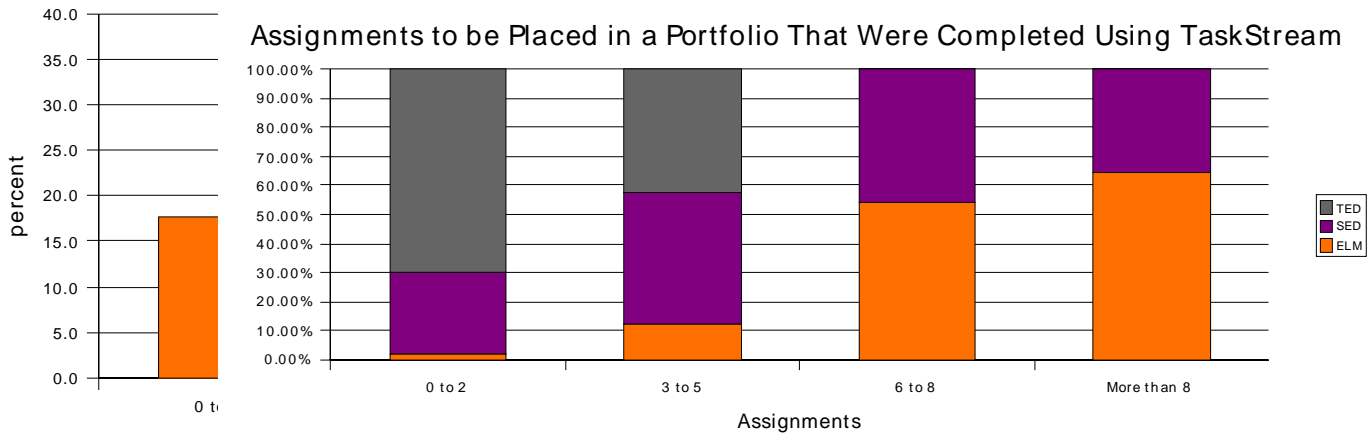
To submit your completed survey, please click the Submit Survey button.

Appendix C Bar Graphs for Student Survey

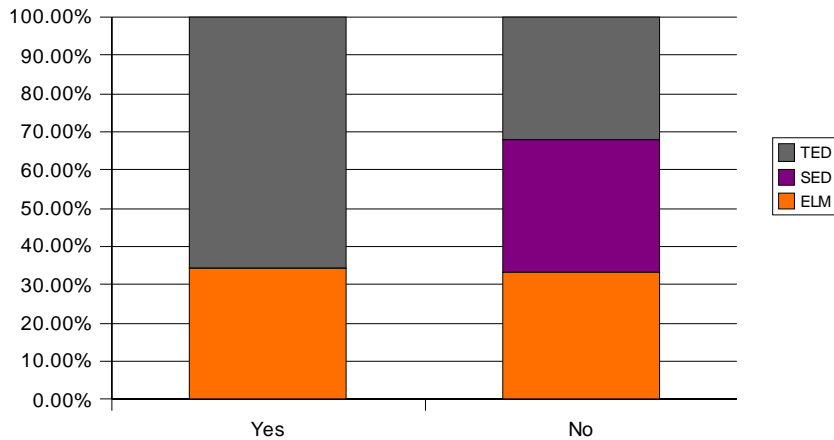
Assignments to be Placed in a Portfolio by Program



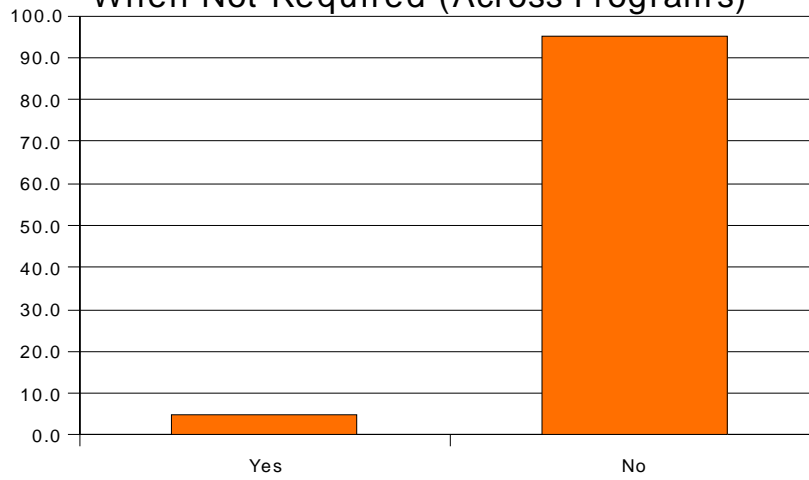
Assignments to be Placed in a Portfolio (Across Programs)



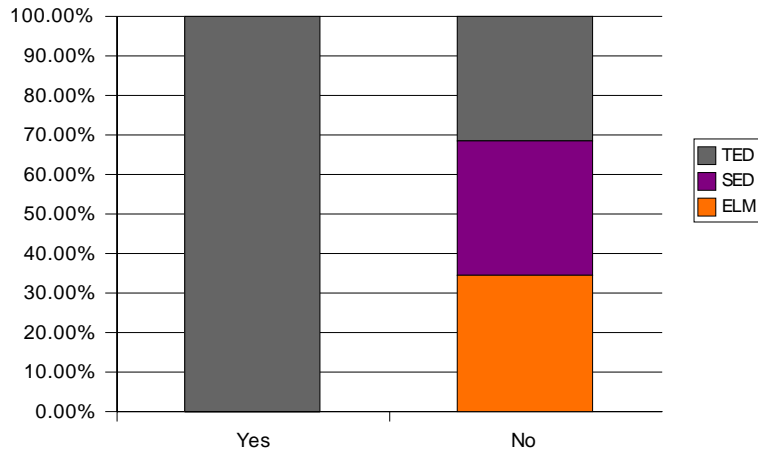
Use of TaskStream for Course Projects When Not Required



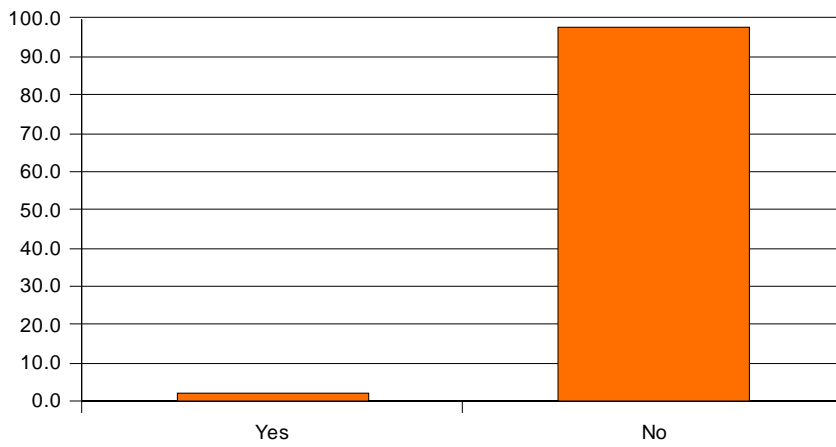
Use of TaskStream for Course Projects When Not Required (Across Programs)



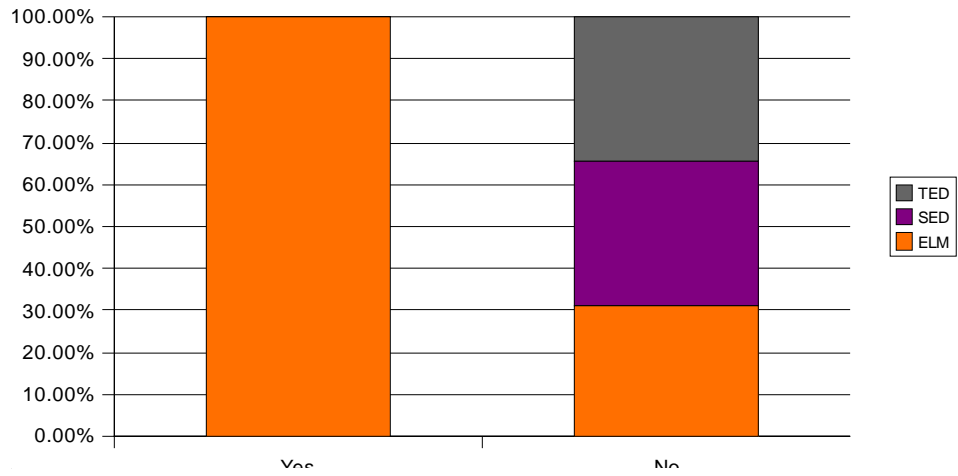
Use of TaskStream for Other Classes That Did Not Require Its Use



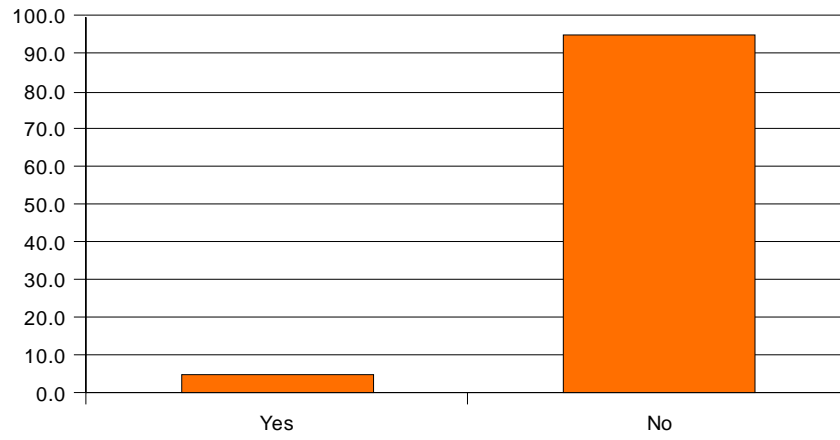
Use of TaskStream for Other Classes That Did Not Require Its Use (Across Programs)



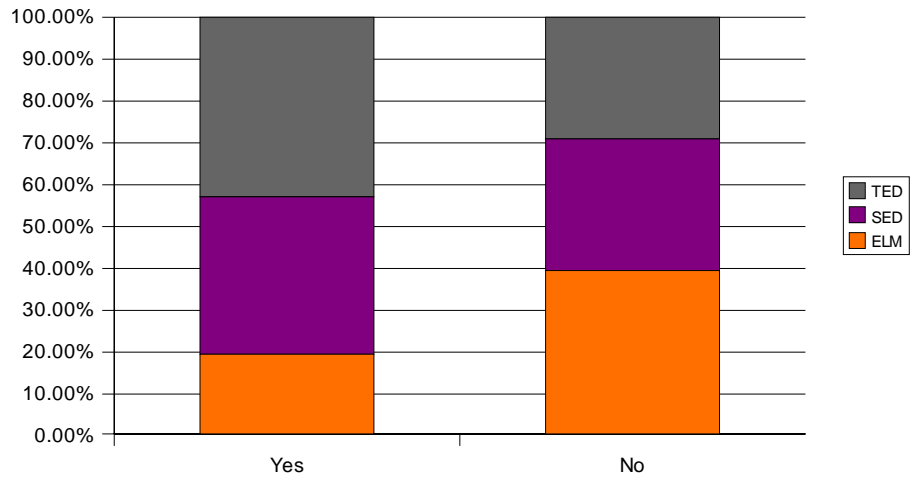
Use of TaskStream for Personal Endeavors



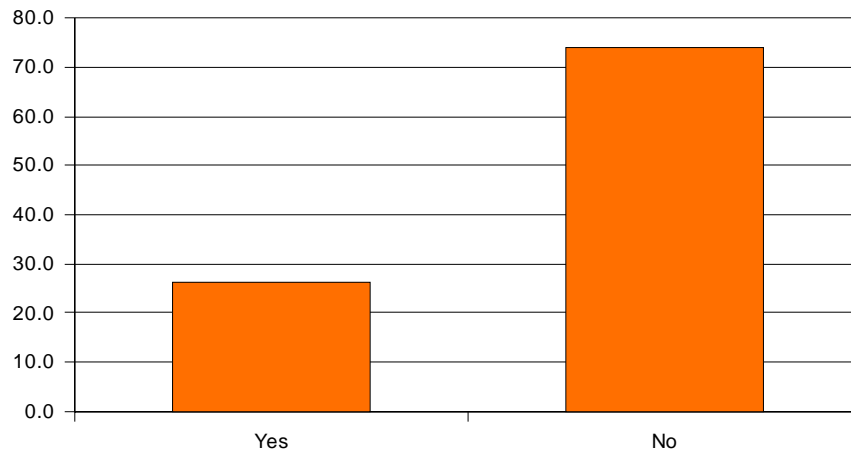
Use of TaskStream for Personal Endeavors (Across Programs)



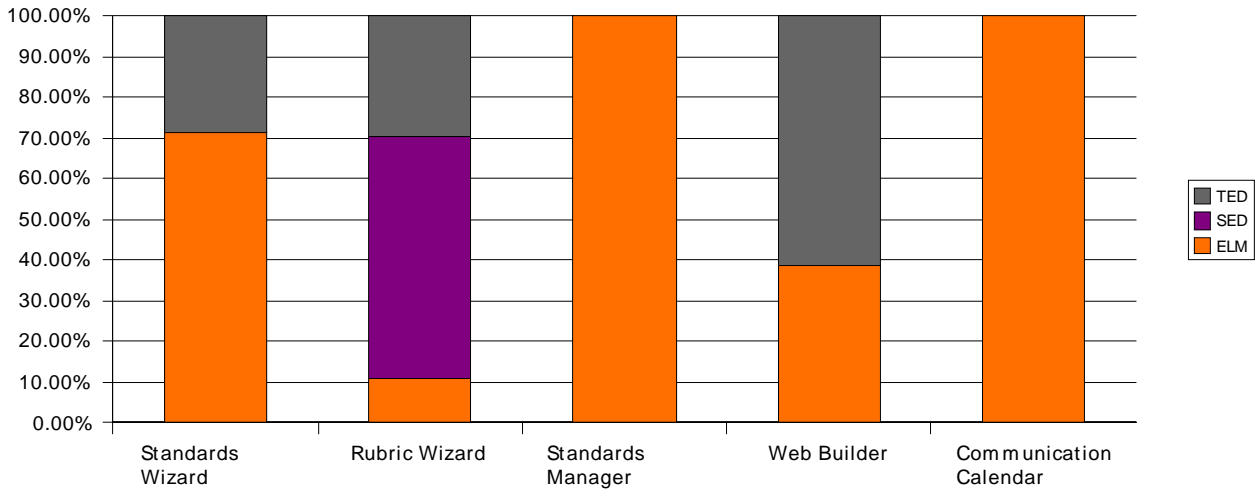
Exploration of Additional TaskStream Features



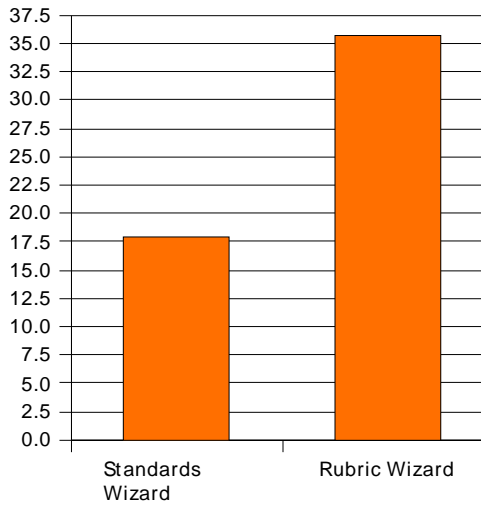
Exploration of Additional TaskStream Features (Across Programs)



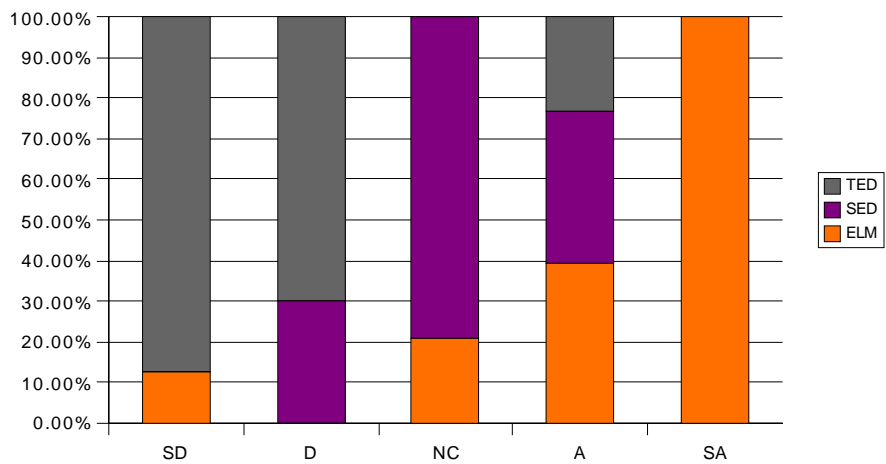
Features of TaskStream Used



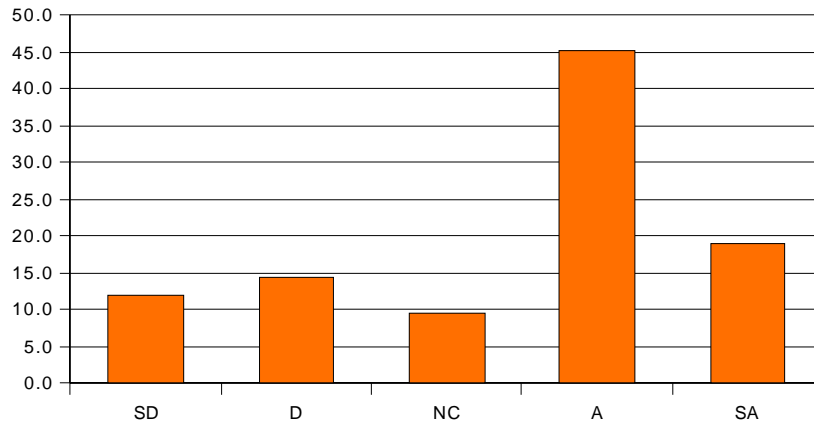
Features of TaskStream Used (Across Programs)



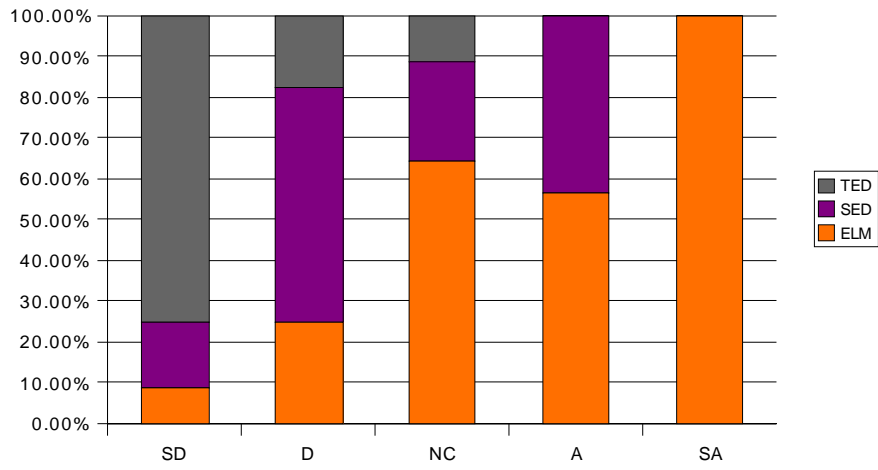
TaskStream: Easy to Learn and Use



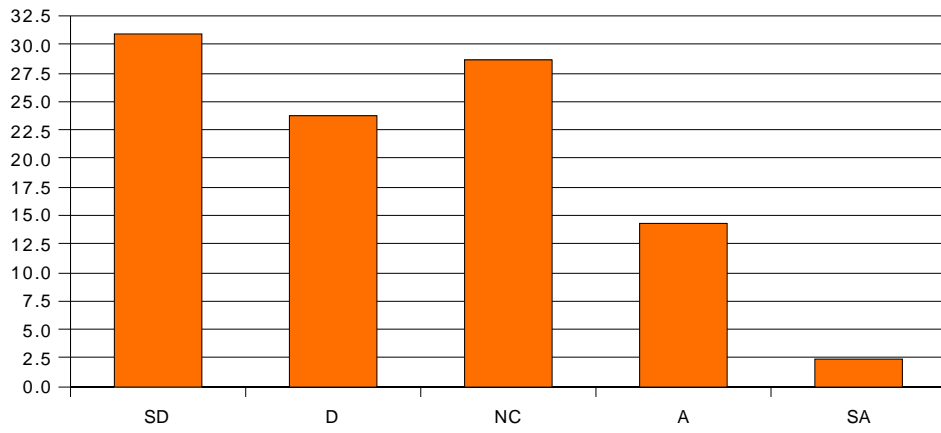
TaskStream: Easy to Learn and Use (Across Programs)



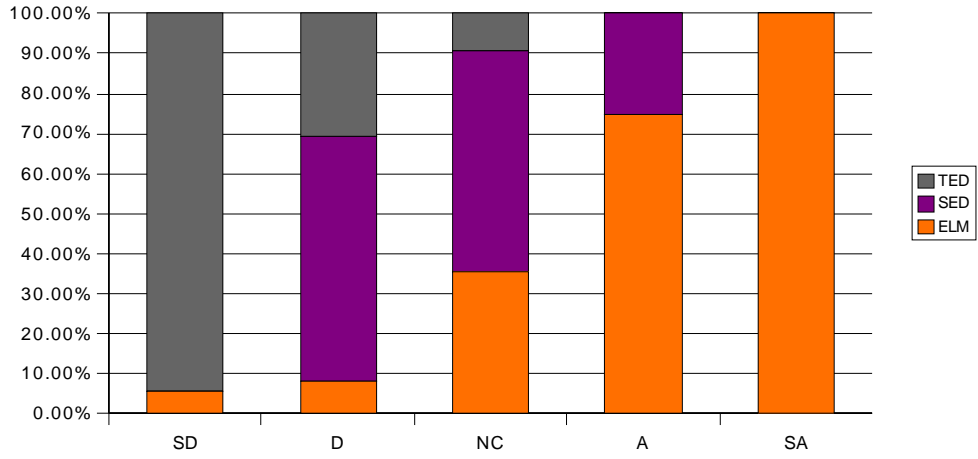
TaskStream: Increased Interest in Assignments



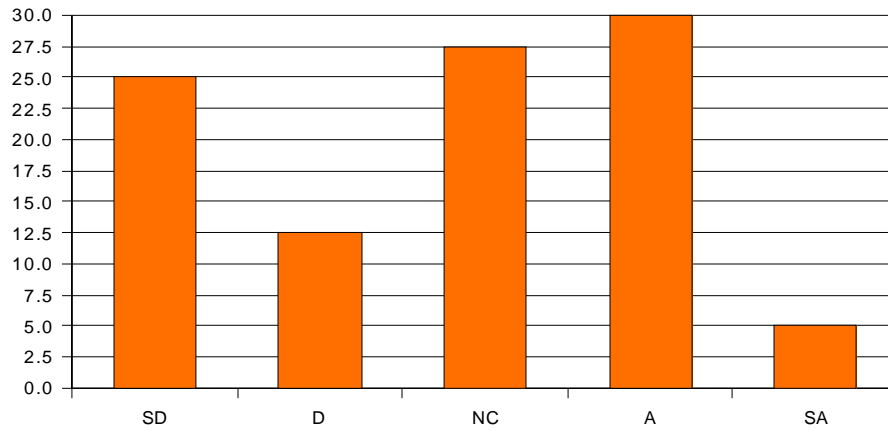
TaskStream: Increased Interest in Assignments (Across Programs)



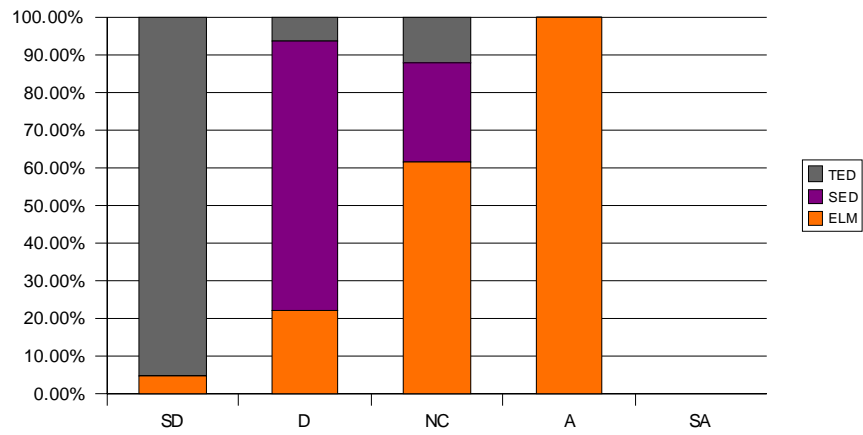
Enthusiastic About Future Use of TaskStream



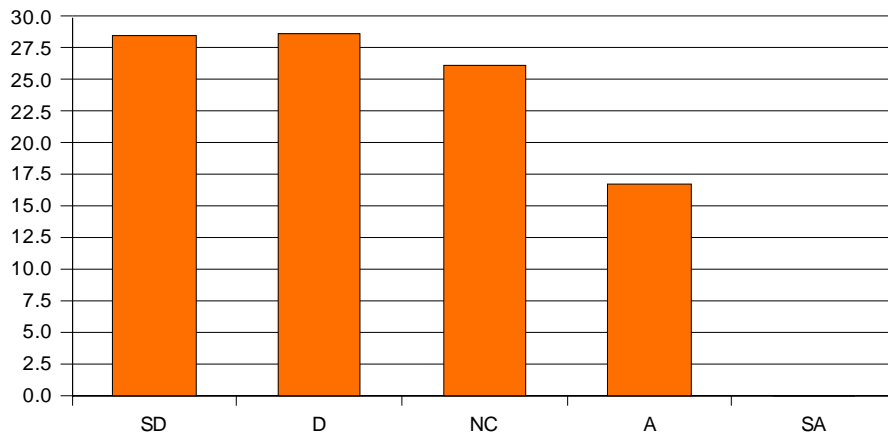
Enthusiastic About Future Use of TaskStream (Across Programs)



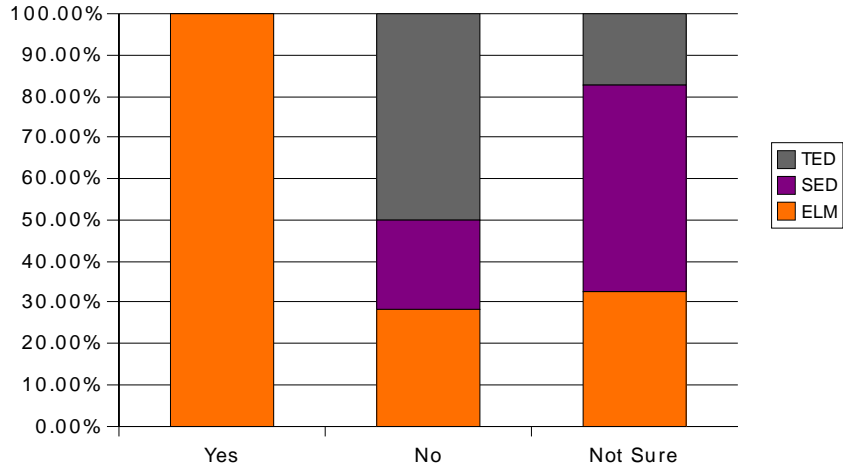
Willing to Use TaskStream If Not Required



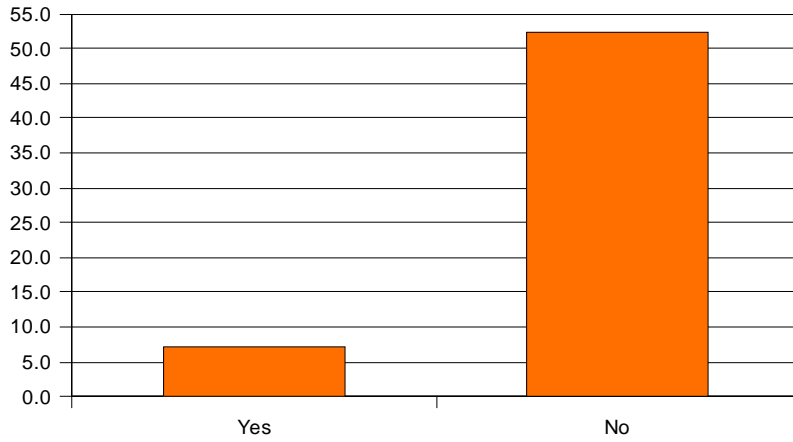
Willing to Use TaskStream If Not Required (Across Programs)



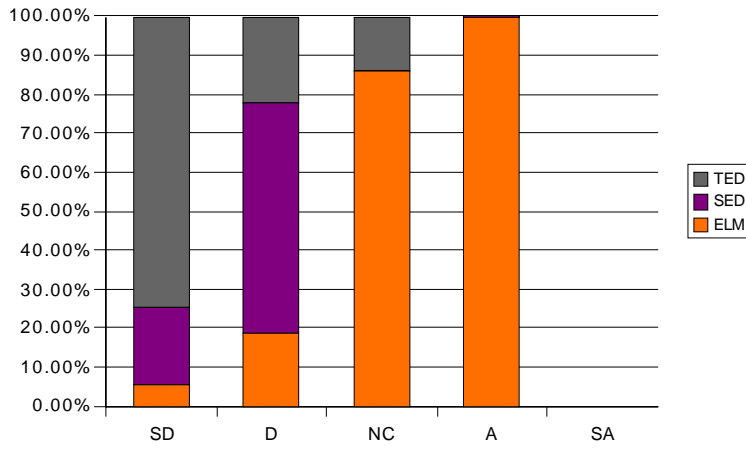
Quality of Assignments Completed in TaskStream Higher



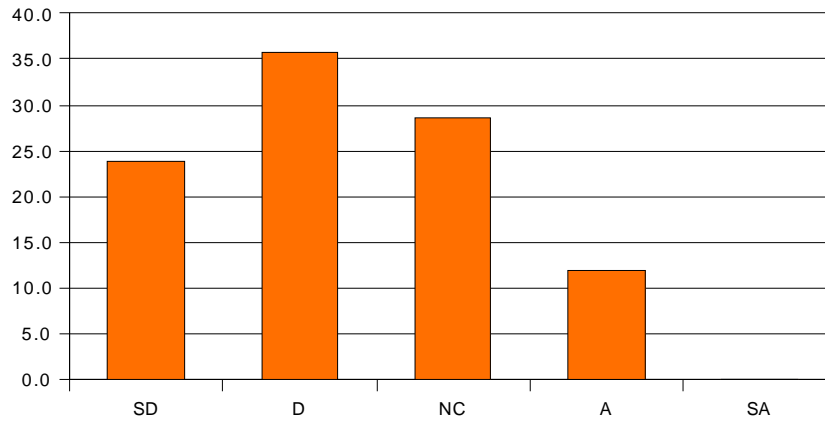
Quality of Work Completed in TaskStream Higher (Across Programs)



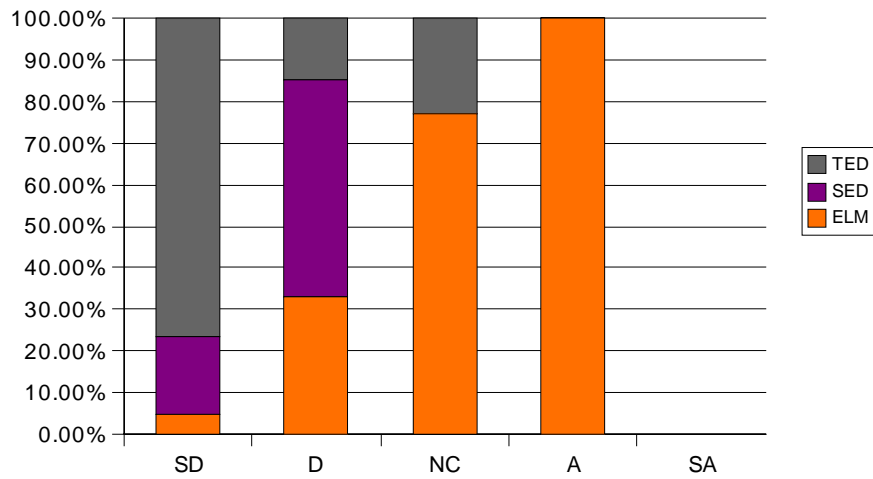
TaskStream Benefited Learning



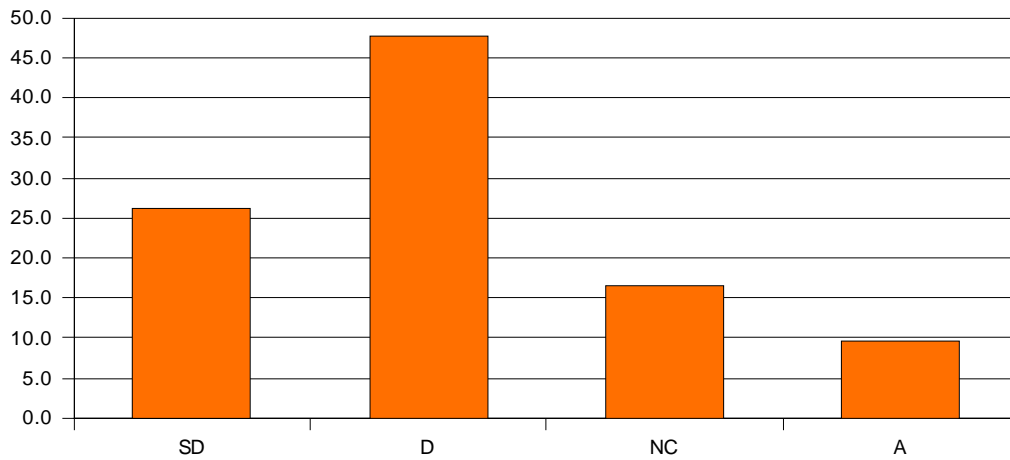
TaskStream Benefited Learning (Across Programs)



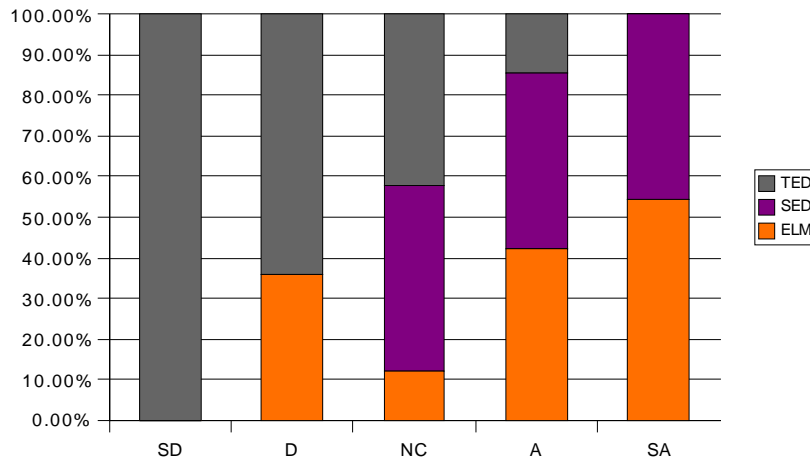
TaskStream Increased Understanding of State/National Standards



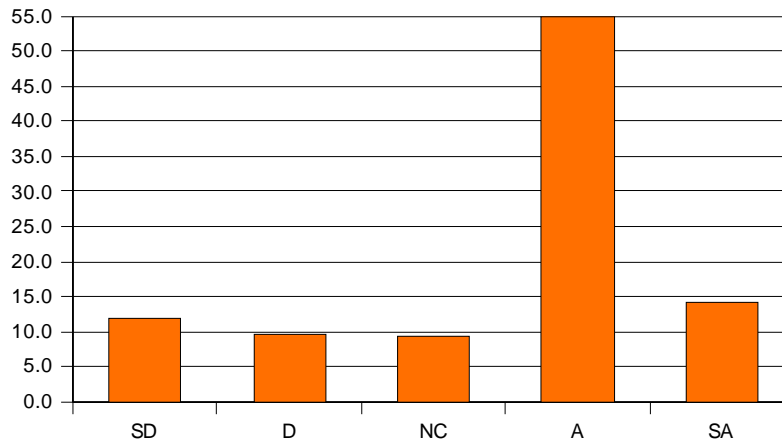
TaskStream Increased Understanding of State/National Standards (Across Programs)



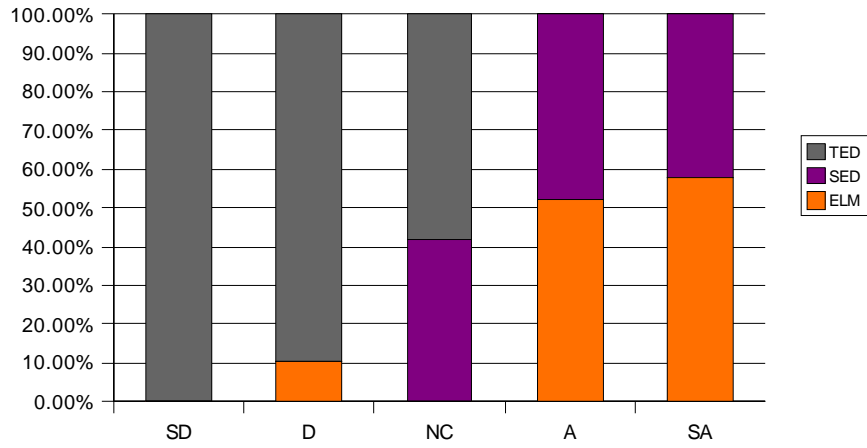
TaskStream Enabled Organization of Work



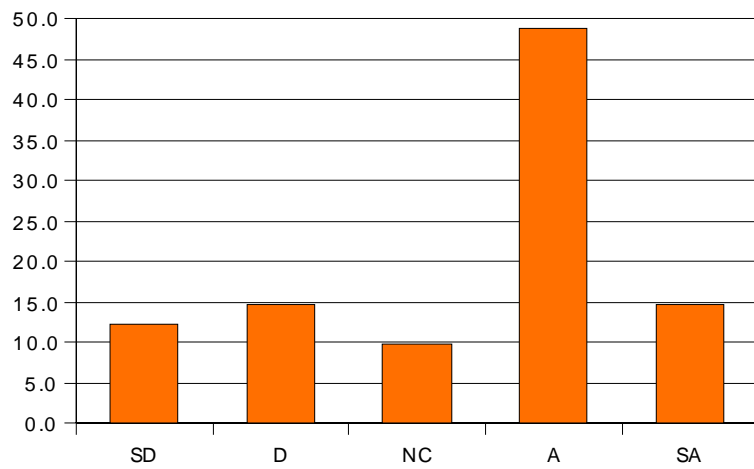
TaskStream Enabled Organization of Work (Across Programs)



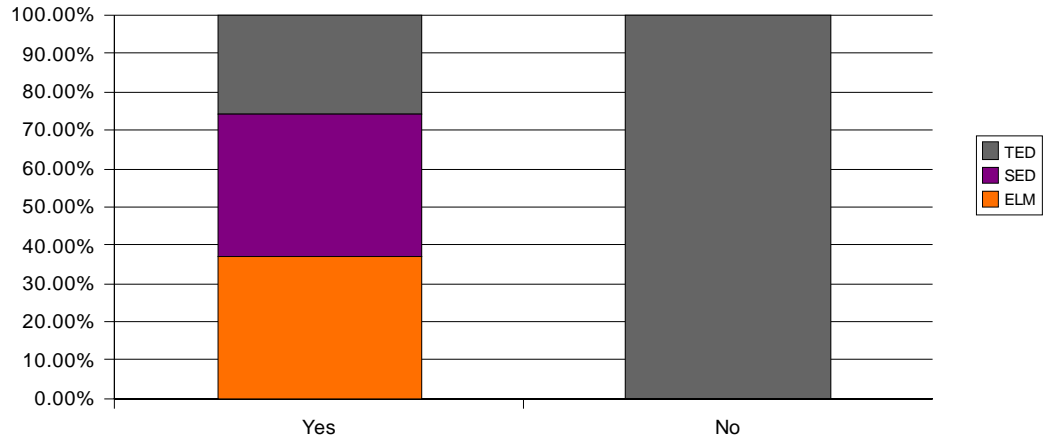
TaskStream Enabled Efficient Saving of Work Over Time



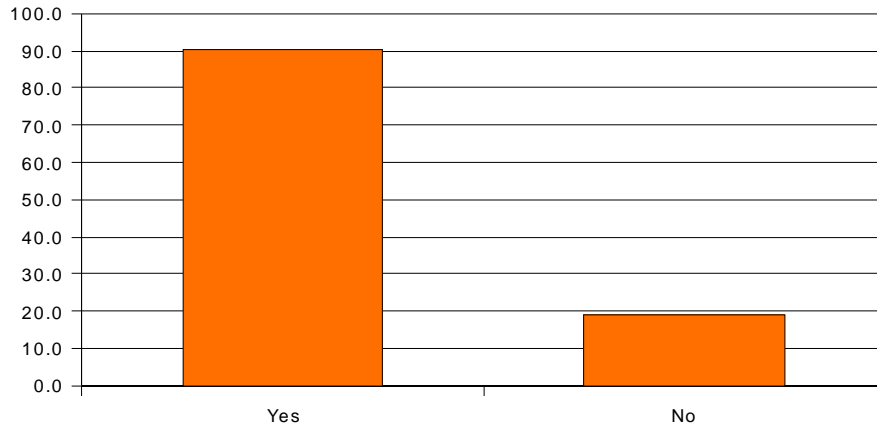
TaskStream Enabled Saving of Work Over Time (Across Programs)



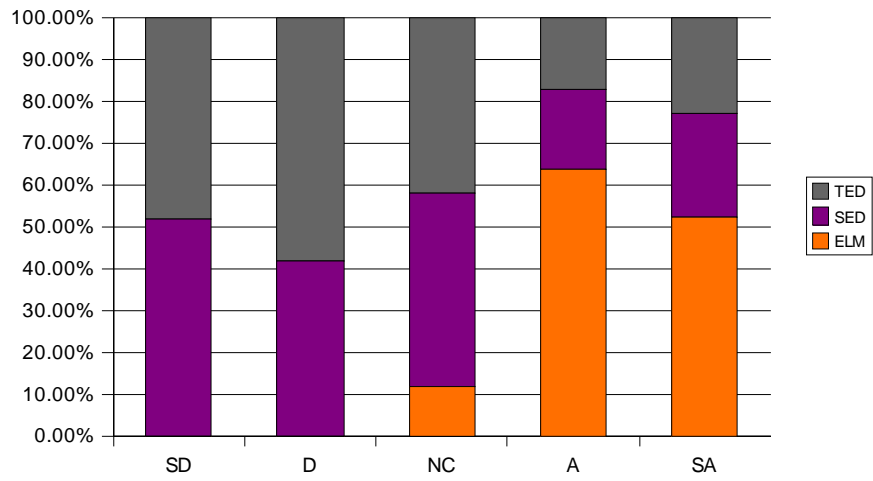
Instructor Provided Feedback on Assignments Completed With TaskStream



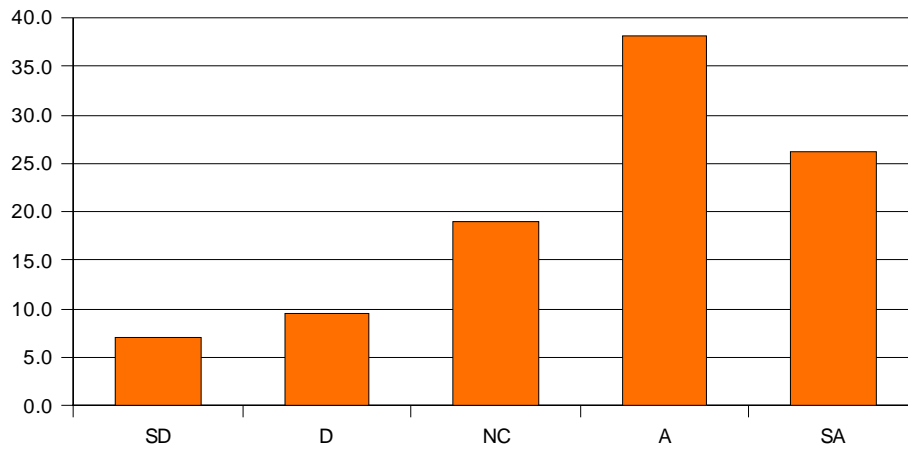
Instructor Provided Feedback on Assignments Completed With TaskStream (Across Programs)



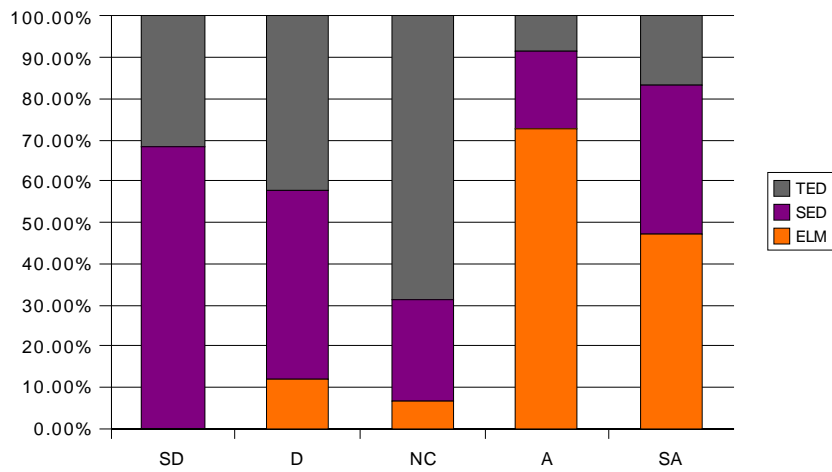
Instructor Enthusiastic About Using TaskStream



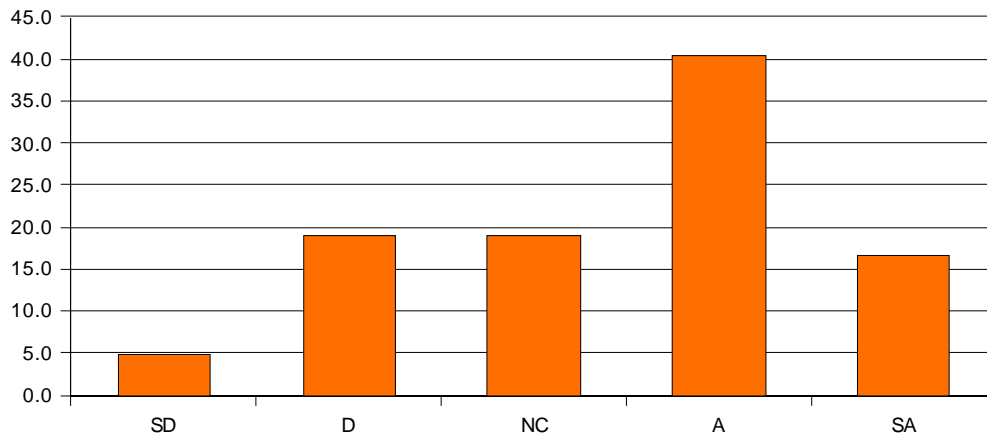
Instructor Enthusiastic About Using TaskStream (Across Programs)



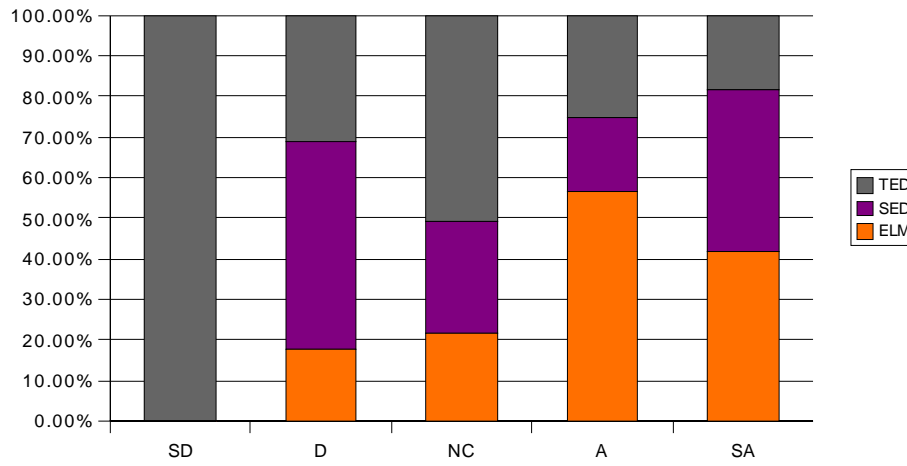
Instructor Knowledgeable About TaskStream



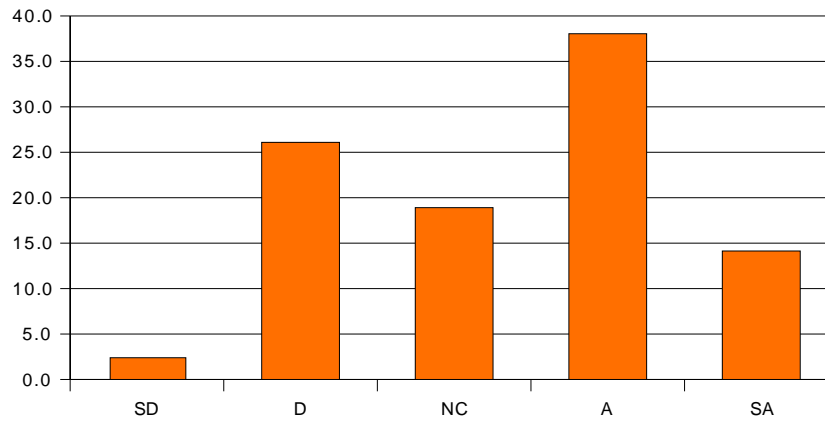
Instructor Knowledgeable About TaskStream (Across Programs)



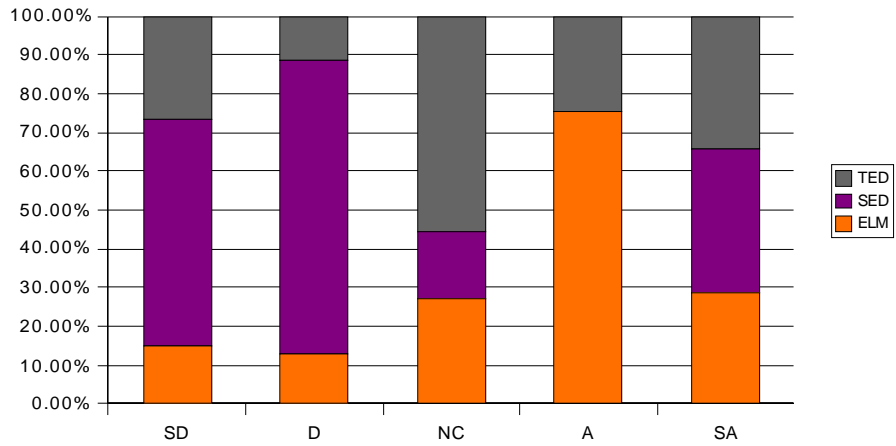
Instructor Available to Assist with Use of TaskStream



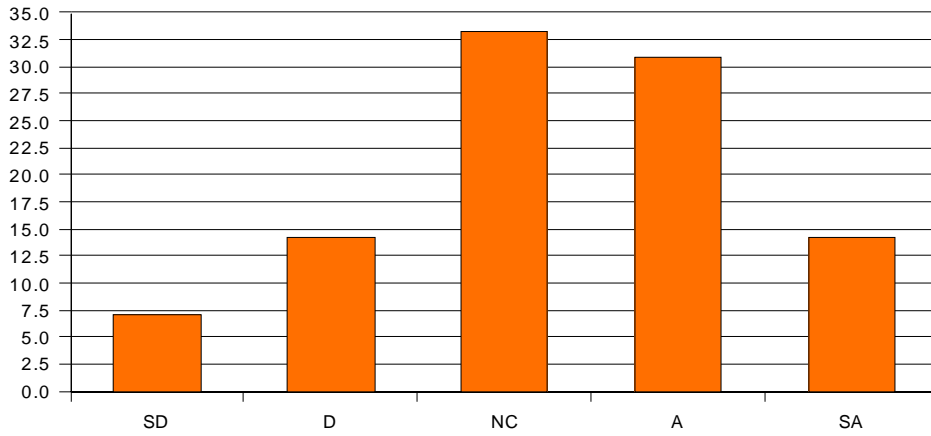
Instructor Available to Assist With TaskStream (Across Programs)



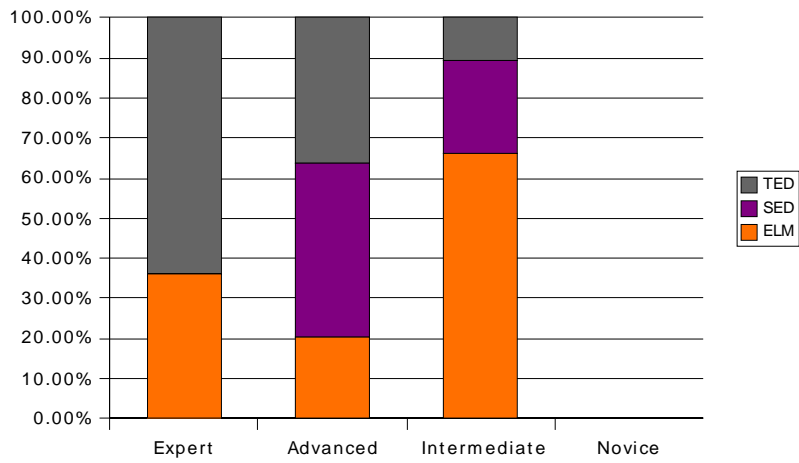
Instructor Fully Utilized TaskStream's Capabilities



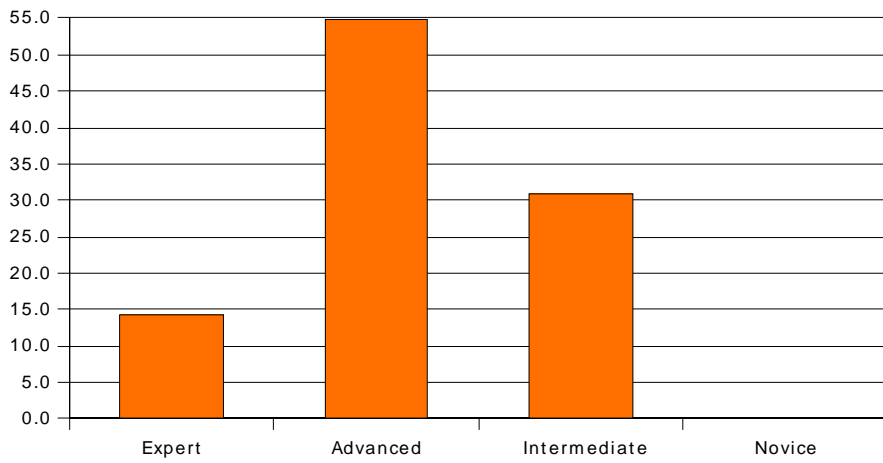
Instructor Fully Utilized TaskStream's Capabilities (Across Programs)



Rating of Technological Expertise



Rating of Technological Expertise (Across Programs)



Appendix D Open-Ended Student Responses

Elementary Education

- “It is kinda expensive and not necessary if you don't use it much”
- “I wish I had more explanation on building a web page”
- “I like taskstream. it has helped me to organize assignments and turn them in. A few of the professors have no idea how to use it though and that is annoying.”
- “I would like to be able to change the way my page looks (i.e. make it have a certain layout). Mostly the teachers just need to be educated on how to use it more effectively. And I don't like that some teachers required us to turn in a copy on taskstream as well as turn in a hard copy in class.”
- “I feel that we really needed more help using TaskStream. Some of us don't know about any of the extras (we only submit homework).”

Science Education

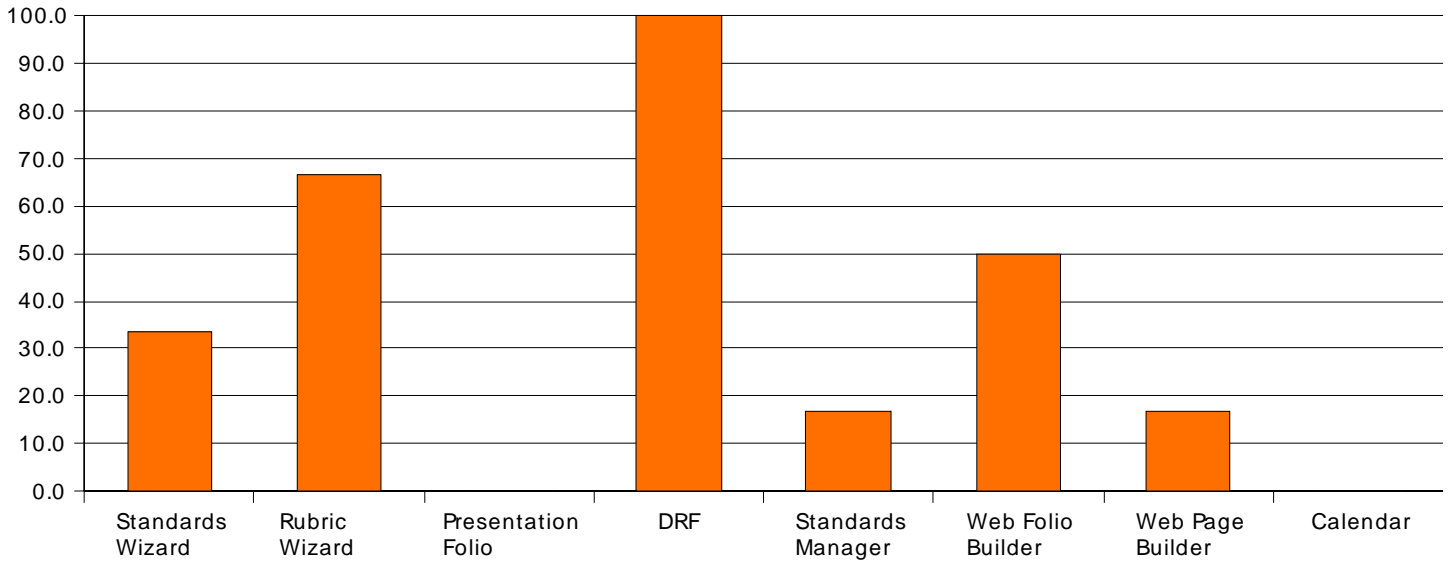
- “It was only used for submitting assignments which was pointless because we had to turn in a hard copy anyway. I would prefer not using it especially since I have to pay for it.”
- “I wish we didn't have to pay so much to use this service.”

Technology Education

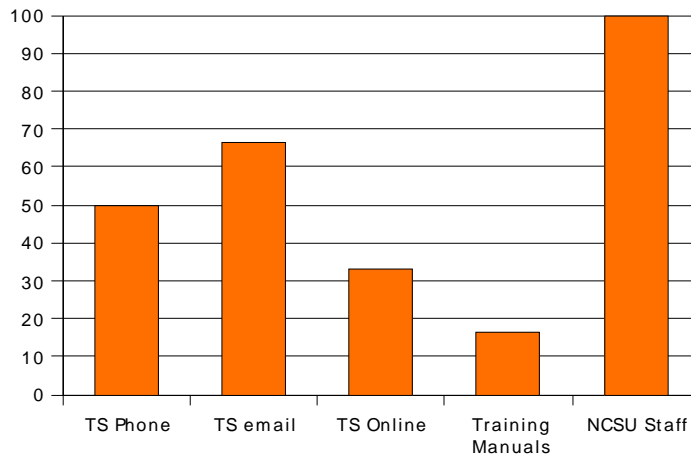
- “The amount of space available for the price is a waste of money. The idea of having an online portfolio is great, but the amount of space and user friendliness is inadequate. I would not recommend this program for future use.”
- “There is not enough online storage space provided for a real portfolio without paying more.”
- “I feel that the required use of this program was a waste of both my time and money. I have no interest in using such a program in the future. It did not contribute to the learning experience nor did it make management of the classwork any easier. I do not know why such software is being used when NC State has access to Vista at no cost to the students. I do see that there are teacher related features built into TaskStream. However, I believe they are inconsequential compared to the cost. There are dozens of websites which one can use to design a rubric. There are many programs used for web development which have many more features than TaskStream, and everyone with a Unity ID has web space available to them. Vista is much more valuable as a learning tool. Obviously it does not have the "portfolio" features, but I'm not certain many people will actually be using TaskStream in that regard. It may be useful to ask these same students 6 months from now if they have used TaskStream or made their TaskStream portfolio available to any potential employers. It's a nice idea, but in this users opinion it's a dud. Please don't force students to use this because of some contract (if there is one). Recognize that TaskStream sucks, pay the remainder of the contract and move on.”
- “It is a waste of time and money... it should not be required.”
- “Task Stream sucks, pure and simple. You pay out of pocket a ****load for no space at all. You can submit two or three small things, and if you submit something too large they want you to pay over by each MB, a MB is nothing these days!!!! It was a bad decision and I hope a better source for hosting is found.”
- “It is not easy to navigate or check work.”
- “Terrible, get rid of it and give us all back our refunds. Everybody hated it.”
- “I hate taskstream!”
- “The program is a complete waste of money. I paid \$40 for TaskStream to host 3 papers online this year that were graded in class anyways. For students on a budget, it is an absurd requirement, and, quite frankly, pointless.”
- “I feel like TaskStream is a waste of time and money.”

Appendix E
Bar Graphs for Faculty Survey

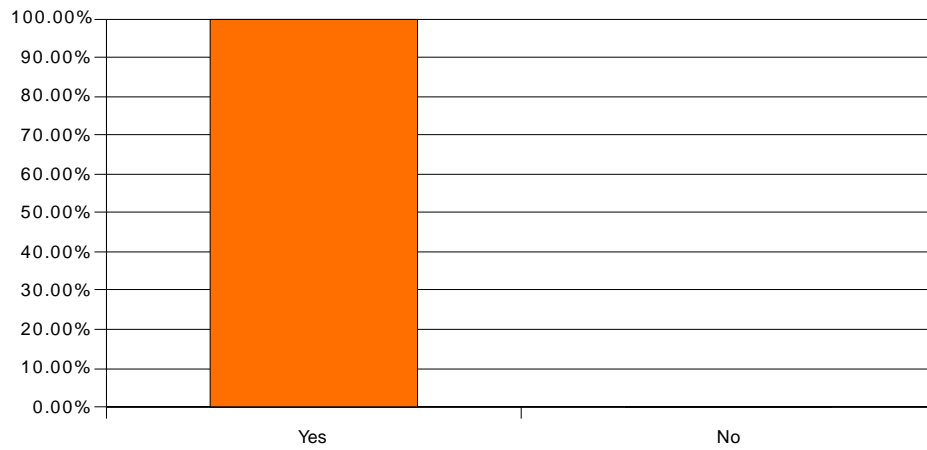
Features of TaskStream Used



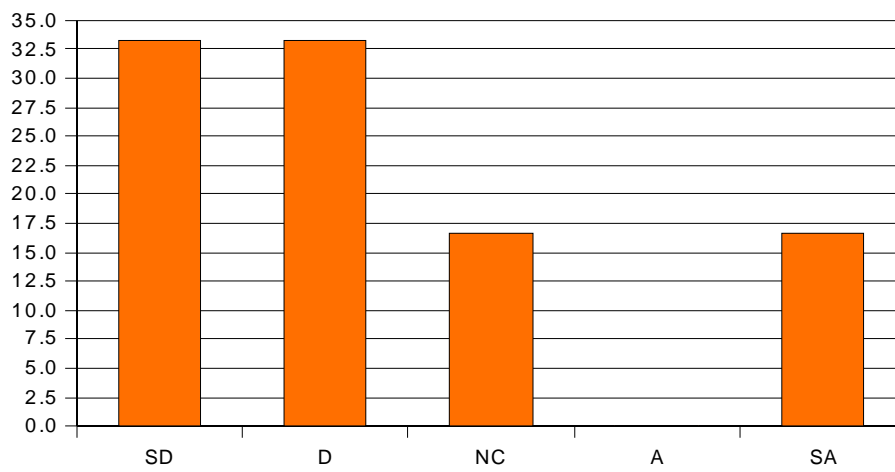
Sources of TaskStream Support Used



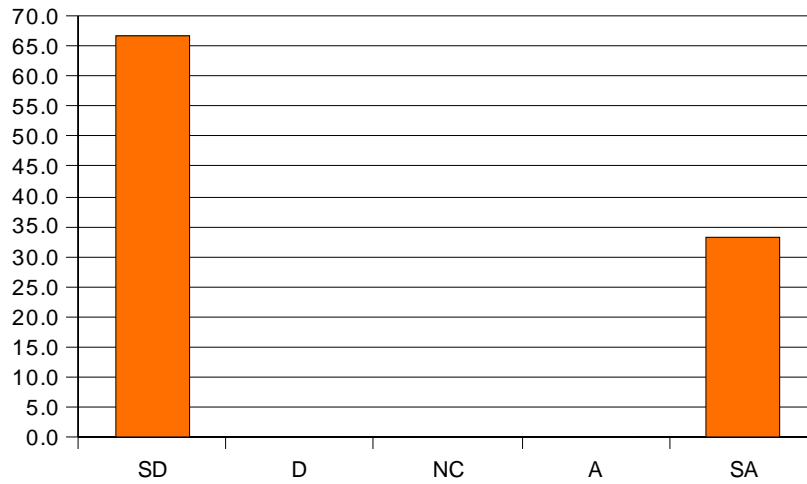
Attended TaskStream Workshops Offered at NCSU



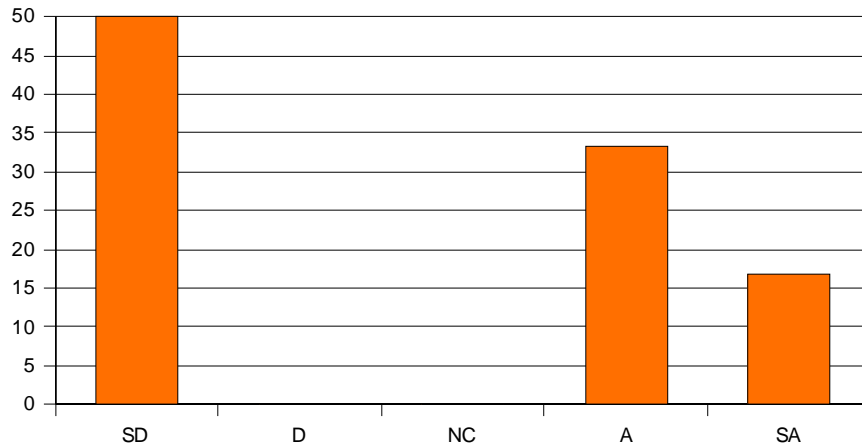
TaskStream Enabled the Alignment of Teaching Objectives and Assessment



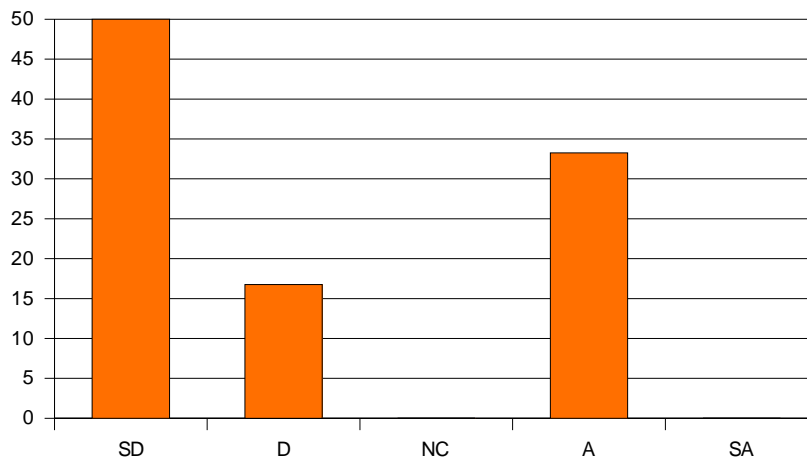
TaskStream Enabled More Efficient Management of Student Work



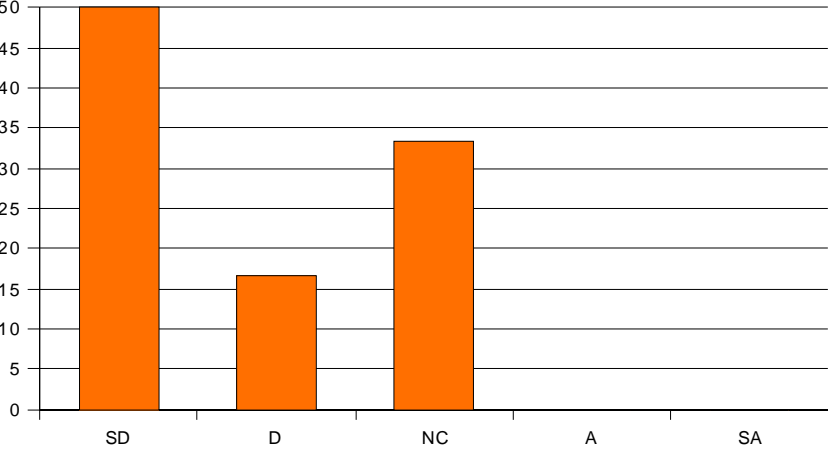
TaskStream Enabled the Tracking of Student Progress Over Time



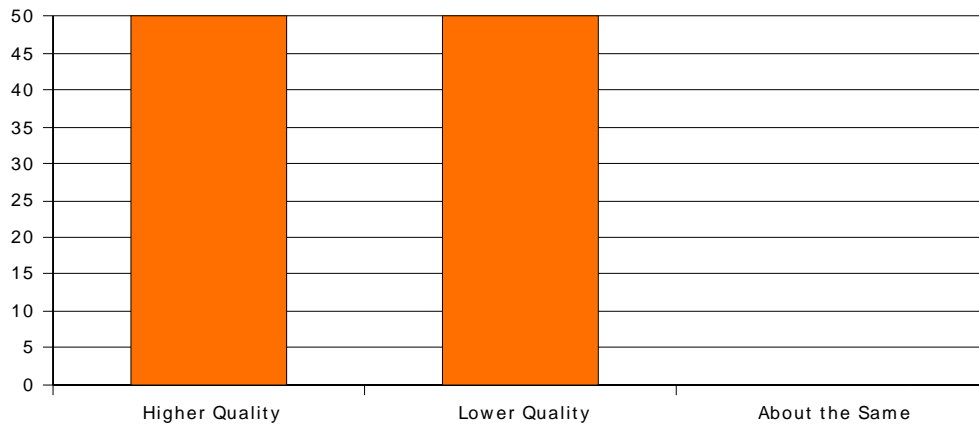
TaskStream Facilitated More Efficient Feedback on Student Work



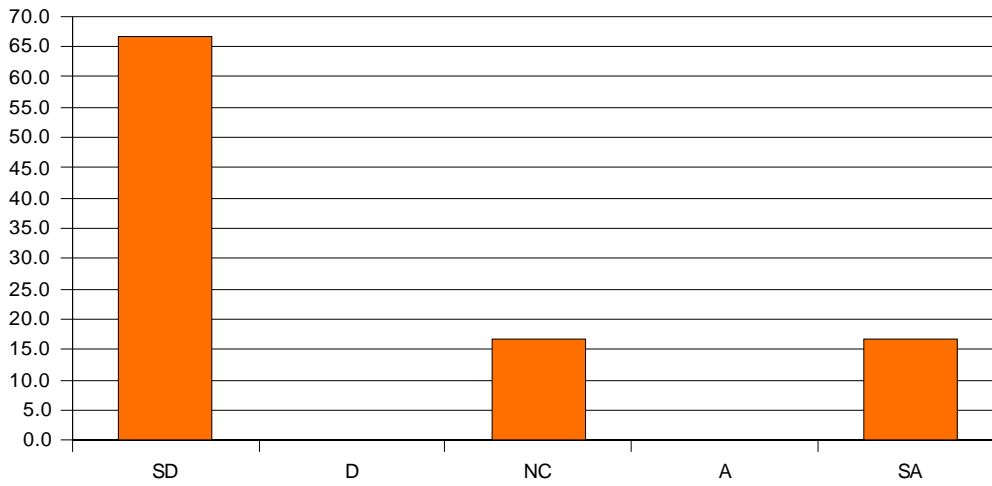
TaskStream Enhanced Reflective Practice



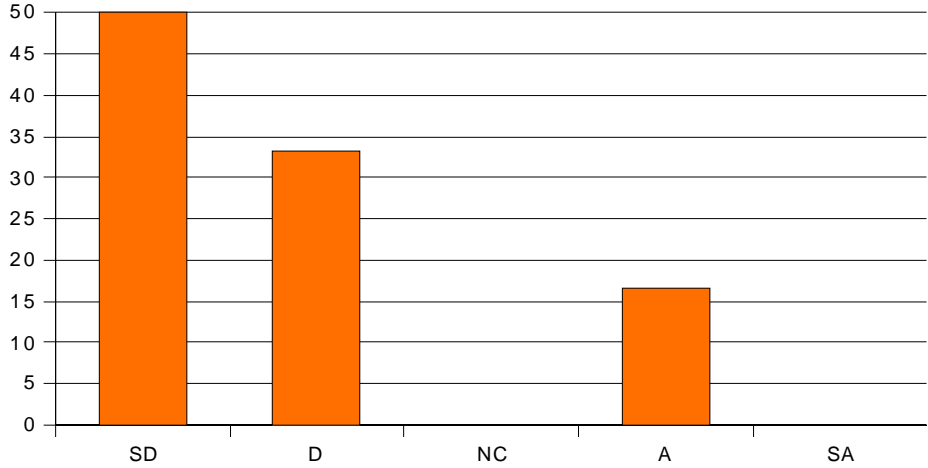
Quality of Work Completed with TaskStream Compared to that Completed Outside of TaskStream



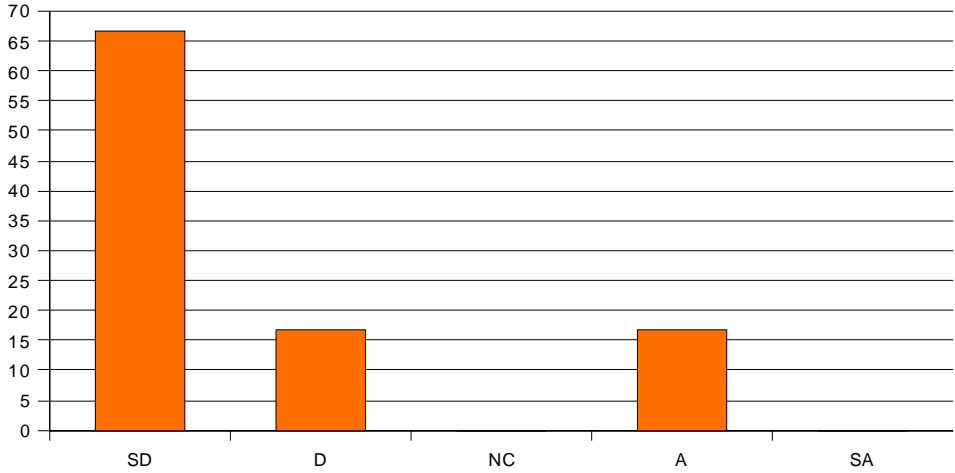
TaskStream Benefited Students' Learning



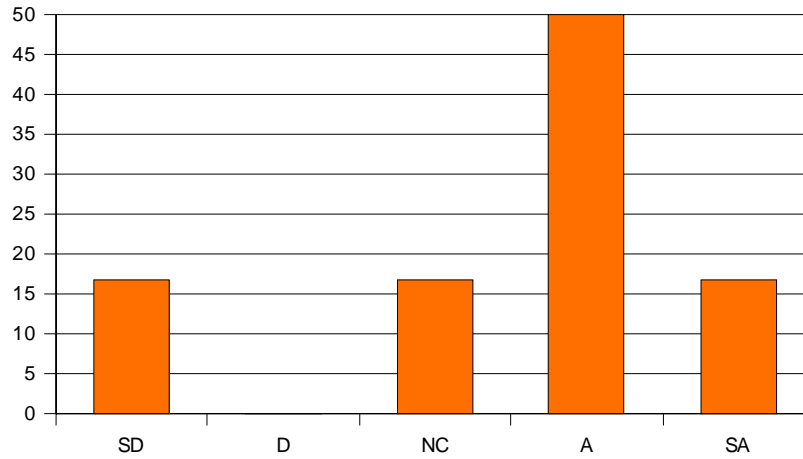
TaskStream Increased Students' Understanding of State/National Teaching Standards



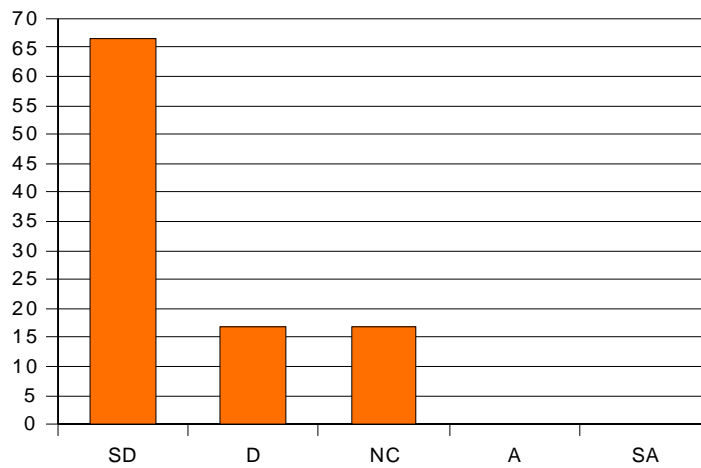
TaskStream Increased Students' Reflection



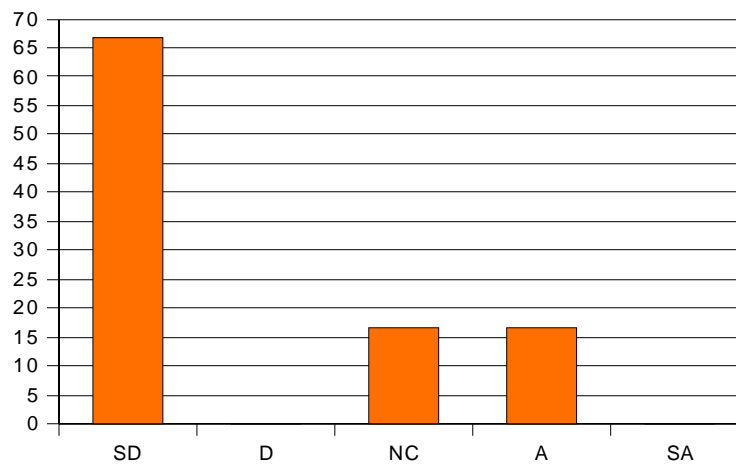
TaskStream Helped Students Master Transferable Technology Skills



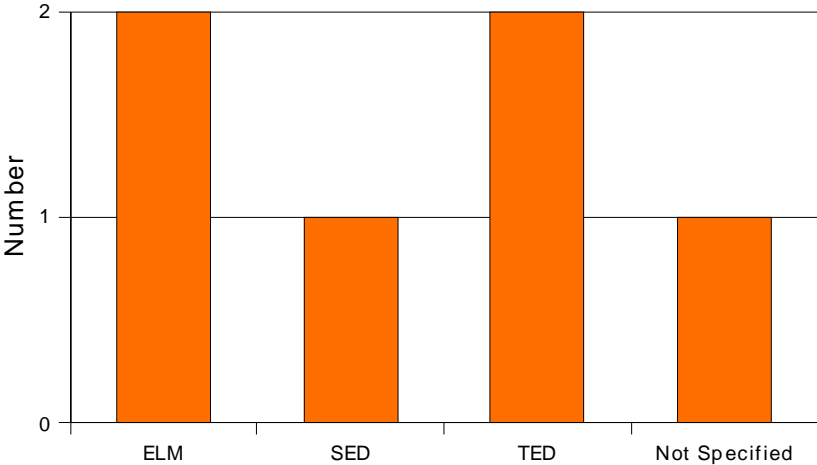
TaskStream Enhanced Students' Active Involvement in Learning



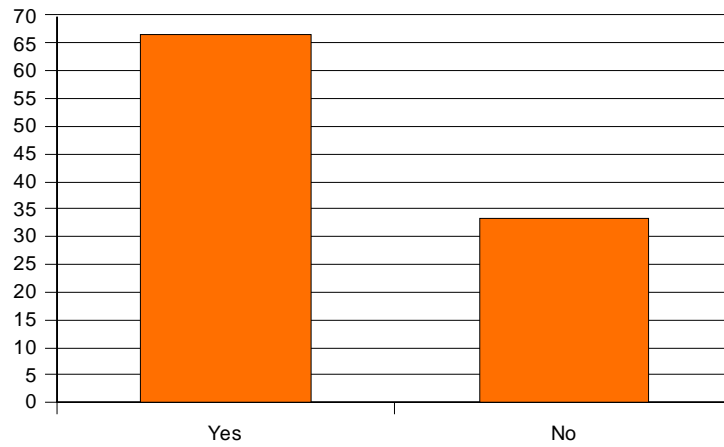
Students Displayed Enthusiasm About Using TaskStream



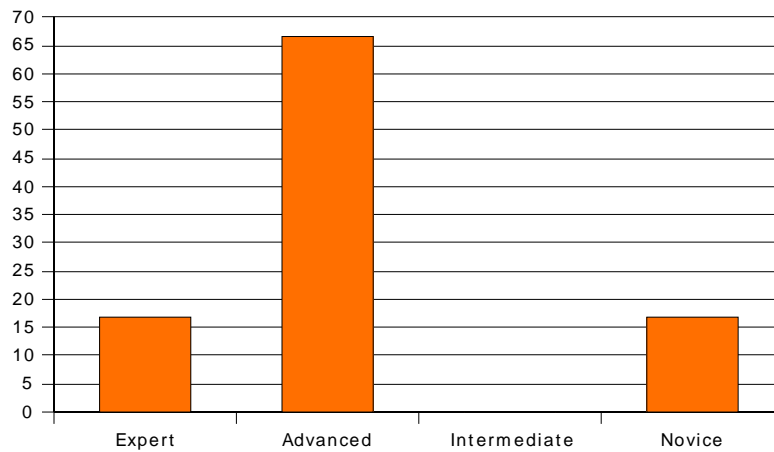
Programs Faculty Respondents Teach In



Used an Electronic Portfolio System in the Past



Level of Expertise as a Technology User



Appendix F Open-Ended Faculty Responses

Science Education

- "Taskstream was not efficient with grading larger assignments that require a good deal of feedback, for example lesson plans. IF the Track Changes tool was an easy option to use within Taskstream that would make it more efficient. The paint tool was very inefficient. However, it was quite efficient at grading and giving feedback on the simpler items to grade - weekly reflections for example."

Technology Education

- "1) The TaskStream screen is difficult to read, although with familiarity, a person gets use to it. 2) The markup option never did work for me so giving students feedback on their attached papers was a wash. 3) The terminology used by TaskStream to negotiate the site is meaningless to user."
- "Cumbersome and not intuitive. Restrictive. Reading and evaluating items on-line is terrible because you get screens popping up and have to move around them back & forth--really slows down the process and makes harder to give students useful comments. Was advertised falsely to students as wonderful place for their portfolios but in truth is so limited in space that they cannot store video clips and photos and large documents without purchasing lots of expensive extra space, so they really cannot use it as advertised. Has only added to my burdens in grading but not made anything better for me or my students. I strongly recommend that we do away with it and simply submit paper completed rubrics to some central office for analysis if college needs unified records--doing taskstream on-line is simply too laborious. Eyestrain, neck strain, longer time frame needed to grade work, if you make a mistake and hit submit early you are really in trouble, cannot think of one advantage for me or my students and they have complained a lot too about the expense and lack of value-added from their perspective."

Program Unspecified

- "I find this to be a violation of academic freedom. Faculty should have the right to make assignments and grade them in any format that they choose. This process wastes faculty and student time. The College needs to consider the long term implications of using this program. Will we dummy down our expectations of students to a 3 number rubric? Will be reduce creativity and innovation because assignments don't fit the taskstream rubric. The software is very confusing and not intuitive. It is not a good use of funds."