

Correction

The authors of “Online Teaching Tool Simplifies Faculty Use of Multimedia and Improves Student Interest and Knowledge in Science” (CBE Life Sci. Educ. [2011] 10, 298–308) wish to make the following correction to Table 1. Footnote a was incorrect. The correct footnote is Four-point Likert scale: very unlikely (1), unlikely (2), likely (3), very likely (4), where 2.5 would represent the middle.

Table 1. OMTT in Neuroscience faculty survey questions^a

	Naïve faculty (<i>n</i> = 5)	Faculty users from Table 2 (<i>n</i> = 5)
Using the OMTT on their own time will foster my students’ interest in science	3.0	3.6
Students will find using the OMTT on their own time to be more trouble than it is worth	1.8	1.6
Using the OMTT on their own time will make it easier for my students to grasp scientific concepts	3.4	3.6
My use of the OMTT should help students see how what we cover in class connects to real scientific research	2.8	3.2
If I were to use the OMTT, students would want to use the OMTT outside of class	3.0	4
Based on what I’ve seen so far of the OMTT, I would use the OMTT during class lecture	3.4	4
Based on what I’ve seen so far, I would encourage my students to use the OMTT on their own time	3.6	4
Based on what I’ve seen so far, I would recommend the OMTT to colleagues	3.6	4
Based on what I’ve seen so far, I would like to see more OMTT modules developed	3.4	4
I found the OMTT easy to use in my lectures	—	3.8
I found the OMTT complemented my existing curriculum in neuroscience	—	

^aFour-point Likert scale: very unlikely (1), unlikely (2), likely (3), very likely (4), where 2.5 would represent the middle.