After reviewing your student evaluations, what do you think went well in this class?

- Providing assignments that will assist students with job seeking skills, soft skills, and working as a team.
- Results and participation in evals improving.
- The students seemed to grasp the material very well.
- I think that the students grasped the material as well as in face-to-face class.
- I believe the class was well organized and that the workload was manageable.
- The assignments were relevant to the course content. I was concerned the course project might be too much for some students, but feedback indicates they felt they got the most from that project.
- I think that, overall, the students seems to feel satisfied with the course content and delivery. The online components are clear and accessible. They really seemed to respond to the ethics component.
- The students seemed to appreciate having the opportunity to participate in real research. They learned through doing.
- Outside speakers/resources
  - Overall, I think the course went well. They seemed to take some very helpful content and a change of perspective regarding crisis and trauma. The assignments seemed to be clear and helpful. They seemed to like their primary textbook.
  - Students consistently discuss how well the course is organized. They are impressed with how fast they receive feedback and how quickly assignments are returned from the instructor.
  - Very few things went well in this course, being my first semester at UWG. I think, perhaps, my attempts at responsiveness to student concerns went well, and some of the assignments promoted critical thinking skills that are of benefit to the students.
- The students learned advanced excel skills.
- I was glad to see that they felt challenged. The discussions are difficult, but they are valuable.
- Students enjoyed the structure of the course and the relevance of the content.
  - Look like they enjoyed the book. They thought the discussions were helpful and that the evaluations were fair.
  - I thought everything went fine.
- Video lectures were popular.
  - It looks like students enjoyed the class: they liked the book which was good because it is a hard book.
  - I think students liked learning about cross tabulations and I think they appreciated that I tried to point out real world applications whenever possible.
- It looks like everything went well. I did not see any specific problems.
- Overall, students seemed to enjoy the texts used and the material. Students also felt the grading was fair and that I explained things well at the beginning of the semester.
- Looks like students enjoyed the class. I saw one student really like the checklist feature.
- I think the entire class went well.
- I thought the course went well in general.
- It looked like nearly everything went well. Nearly all of the evaluations were nothing but positive.
- Manner in which the material was delivered, and the allowance of self-paced responses
- Paper evaluations were done for this class which are not yet available for review from my department.
- For many of the students, self-paced and presentations worked well. Feedback was acknowledged as well
- self-pacing and feedback given to the students
- Instructor assistance was ranked high. This was important when considering the nature of the course.
- For the most part students expressed that this course helped them prepare for their dissertations. The students felt they learned.
- No students completed an evaluation, this course is for doctoral advisement.
- Feedback for students.
- No students completed an evaluation, this course is for doctoral advisement.
- I think my doctoral students are progressing toward their defense on a timely basis and are producing good information toward their goals.
- One students makes it difficult to say anything more about the fact, the students like the promptness of feedback and guidance
- This was an independent study type of class where the student completes their proposal and dissertation.
- Dissertation
- Good communication. These are dissertation hours. It really is not a class.
- Most students enjoyed the activities in the course and indicated they learned more about dealing with diverse students.
- I've taught this course many times. In this section this semester, I tried using a "flipped" class approach during 3 lessons. While the students seemed to enjoy the problem-based approach, the effectiveness was limited because students did not come to class prepared (having read assignments). My specific goal was to respond more quickly to emails and to return assignments more quickly - and to grade them before the due date if they were submitted early - and that was successful.
- Communication of expectations, response to student emails, clear presentation or content, organization, realistic tests and assignments, information relevant to students, variety of field assignments so students have choice
- Voice narrated powerpoints, field observation activities, quizzes regularly throughout the course
- The students liked the mixed online and f2f format.
- I am happy that my students found me to be accessible, fair, and encouraging. Since we did not meet face to face, I had to be mindful of giving students encouragement via email and CourseDen. This was especially important when I asked for assignment revisions. I believe that a student should understand why a grade is given and have the chance to correct certain assignments. Nearly every student to whom I offered revisions accepted the offer, and most of them earned full credit on their revisions. I also posted practice quizzes throughout the semester so students could review course material in a low-pressure environment. Many students commented that they are more knowledgeable about the research process as a result of this class, which was the goal I was working toward. Many students commented on my wonderful feedback on assignments, which I was very glad to read, as well as my fast responses to emails.
- The progression of the curriculum went well. Students liked the task based learning.
- This was the first online class I've taught since I completed the UWG Online Cohort over a year ago and the first time I used D2L. I also chose to use a game created by colleagues in lieu of a
textbook. My focus this semester was to make sure students didn't suffer due to my novice status with D2L and to make a project I enjoy teaching, the iSearch Project, work with the game, which covered concepts students needed in order to be successful with iSearch. I spent a lot of time before the semester started organizing the class into modules and during the semester used a variety of tools, including videos and individual meetings with students (face-to-face, phone, chat, Skype), to keep everyone on track during the semester. These efforts helped me to develop a rapport with students and create a learning experience that equaled, and in some ways exceeded, my face-to-face classes.

- Online materials, in particular videos
- According to student evaluations, everything. Students indicated this is tough content, but all aspects of the course were appropriate and well done.
- Students appreciated the variety of assignments, the opportunity to collaborate with one another in groups as well as viewing and commenting on classmates' postings on discussion boards, modifications in assignments when some components were confusing, prompt responses to email messages and new messages on the course homepage. They especially appreciated the opportunity to revise poorly designed assignments and re-submit for additional grade points.
- Book selection and course activities in general.
- Course design and assignment structures.
- Amazingly, no one responded to my prompts to complete the survey, so I can only guess at the answer to this. Course design and assignment structures.
- keeping constant communication with them and participating in the online asynchronous discussions were two factors that students praised about the class.
- Students reported that all aspects of the course went well.
- I think everything went well. The textbook is easy to follow and the discussions and assignments are structured to follow a sequence.
- Students appreciated the variety of assignments, the opportunity to collaborate with one another in groups as well as viewing and commenting on classmates' postings on discussion boards, modifications in assignments when some components were confusing, and announcements posted on the News Board on the Course Homepage. Students were prompt in submitting high quality assignments. When a personal problem evolved, students kept the instructor informed.
- Based on evaluations, this class is divided. Some students found the course positive, and those are likely the same ones who believe they will use this content in the future. Other students did not enjoy the class, and they are likely the students who do not believe the content is relevant to them.
- I think all the discussions and assignments were well aligned with course objectives. Students learned from the materials and demonstrated they achieved the course objectives
- Good communication Well organized They enjoyed the guest speakers, the hiring simulation and the Stewards of Children Training, all of which was F2F.
- Students felt that I communicated well and understood content. The following was good to hear, "I believe I learned a lot about my own teaching philosophy. Dr. McCord's class really made me think about my own teaching style and how to improve it. Our curriculum project caused me to think about what is important to a school system and what effective school systems do differently than less effective school systems."
- Student/faculty engagement
- Student engagement
- Discussion posts---interactive dialogue
- Discussion post---student- student and student-teacher interaction
- I believe what went well was that as a new teacher at UWG who has not taught solely online, who inherited a course that I felt was poorly designed, it was difficult to provide anticipatory guidance online for assignments that were newly created and students in various clinical sites. So as these student evaluations were some of the worst in my career, I not sure that many things went well.... I do think that the student success on their final assignment did demonstrate appropriate learning of many of the concepts in this course.
As this was the first online leadership course I have taught I was generally pleased with the course evals. The textbook was a good textbook and I think the students really liked the voice over pptx to augment the textbook instruction. I will continue that.

Student engagement-this course was divided between 3 faculty members.

This course was taught by another instructor.

Student engagement

Feedback that I gave the students

The students were able to self-pace in the course

Well organized. Availability of the professor.

Well organized Good communication with the professor I have not seen any evaluations. They were done on paper and have not been returned.

Getting students to understand they have access to me. I'm there to help them if they're struggling, but I can't help them if I don't know they want help. Getting students to read the instructions and watch the instructional videos. I provide detailed instructions on how to navigate the course overall, for each unit, and for each graded task, specifically the interactive essays. But, when I checked, I noticed that those who did poorly didn't even watch the videos or open the Unit Action Plans. For example, several students showed up to take their proctored midterm exams and had no idea they were allowed to bring crib sheets with them. The only way they didn't know that was possible is if they didn't read the instructions or watch the videos. That information is in three different spots in the welcome module.

Since I do not have access to the greater number of evaluations done on a face-to-face basis, I feel that any conclusions based on the few students who completed the distance evaluation could be misleading. I will be examining both sets of evaluations when I have access to all of them.

Based on student evaluations, everything went well

Based on student evaluations, everything went well except that one student reported learning nothing.

Students appreciated the organization and the structure of the class. They also were pleased with the feedback I provided as well as the support that I provided when they struggled in the class.

Students had a better understanding of leadership skills and responsibilities of teachers in the field of special education.

Students gained extensive knowledge in leadership skills and responsibilities of special education teachers.

Reviews were very mixed. Once complication was that the class was cotaught, with responsibilities for grading divided. Since this is a course that must meet certain requirements for the program, some components were dictated in advance. In general, students tended to appreciate the knowledge and skills of the instructors. Comments about CITI training were positive.

Students were able to make the connection between research and applying it in their classrooms.

Same as 8784 No1 comments.

There was one student in this section and she did not complete an evaluation.

What was problematic? What needs to be improved?

- Students need to learn how to respond in a timely way when online working with team members.
- Students need to learn how to respond in a timely way when online working with team members.
- Students need to learn how to respond in a timely way when online working with team members.
- Participation is still not near what is desired. Some students complained about the online layout, but not before evaluations.
- Many students felt that the exams were too long. However, without having a class meeting on campus, the exam format was all short answer and short essay (one paragraph) with open access to all resources (internet and textbook). I think in the future fewer questions may make the examination time shorter, but I feel it sacrifices my ability to judge how well they truly grasped the material.
- Exam length was mentioned by students. I'll address format and length in the future.
Exam length and number of assignments

Exam length/format and number of assignments.

I need to learn how to keep undergraduate students more engaged. They report not liking the totally online format.

The two recurring complaints students made in their evaluations were that there was not enough communication between myself and the class as a whole, and that some assignments were not graded quickly enough.

One student stated that the instructions for one assignment were not clear enough. That’s interesting because this is an assignment that has been used for years in this course. Even so, I will revise the directions. One student mentioned that an assignment was not helpful. That’s also interesting because many students report to me how helpful that assignment was for them. I need to reevaluate the format for this assignment and see if I can make any changes to improve if further.

This was my first time teaching this course, and it was online, which is difficult at best with teaching research. There is way too much content to be covered in this course, particularly since students come to this course unprepared for doing research. I have to teach them how to do quantitative, qualitative, and program evaluation methods and guide them through putting together a proposal and carrying it out. That’s too much for one semester’s work for them and for me! Regarding teaching this course online, I need to tighten it up a bit. Some students were unable to meet for our optional online classes, so I’ll put into BanWeb a specific date/time for us to meet, so they’ll be sure to be available. I may also plan some face-to-face options or teach it as a hybrid course.

Orientation of students in technology requirements

I need to reconsider the Granello and Granello textbook. The problem I run into is that it is the only suicide textbook of which I am aware. I’ll have to look into this further.

My assessments need to be reviewed and improved.

Several things need improvement. Overall, the course was disorganized due to my lack of familiarity with courseden. There were several tools I could utilize within the program that were not made aware to me. As a result, students were confused about due dates and other course expectations. The overall student (and instructor) experience was a negative one. Students wanted rubrics for every assignment, which was not familiar to me. This caused more student anxiety and uncertainty. I believe if I were to teach this course again, I would do a complete overhaul, beginning with the syllabus. In addition, further training on courseden and teaching an online format would be of benefit to the instructor and students.

The students could not view Youtube videos on CourseDen. I will provide the students with the instructions on how to fix the problem.

The students could not view Youtube videos on CourseDen. I will provide the students with the instructions on how to fix the problem.

Students have a hard time being able to view the rubric and I’m not sure how to be more clear in helping them view it once it is graded. That’s the biggest challenge.

No mention by students, but biggest issue is completing grading in a timely fashion, and finding time to update readings in course. With developments in social media changing regularly, the course requires regular updates, which are not always completed as soon as I would like.

There were several comments about the course being too large (this section had 120 students). That is out of my control so I am unable to change that aspect, but I could try to devote more time to discussions so students don’t feel like the large size affects response rate.

More interaction with students.

Fine tune the assignments given.

The text I used was horrible.

A couple of students were neutral about seeking help. I do have a questions forum, but maybe I need to remind students each week about asking questions.
I believe that adjusting the large paper into smaller assignments would be a better tool throughout the semester.

Students struggle with the lack of discussion boards. However, I’m still figuring out how to improve that because a statistics course really isn’t discussion based.

I saw that several students said the assignments were too easy. I might take a look at this.

One student commented that she/he wanted more interaction in the class (the discussion forum). This is a legitimate request that I will certainly honor.

I did not see any issues with this class.

Use of the calendar and increasing student teacher interaction.

Fine tune the assignments and final paper.

Having a Friday deadline was somewhat inconvenient for several as they would prefer to have the weekend to work on it. For a few some assignments were not as clear as I/they would have liked them to have been.

From my own evaluation, I think the assignment explanation could be more defined and better rubric terms

Paper evaluations were done for this class which are not yet available for review from my department.

Some students had a difficult time adjusting to a online class, so more interaction to help those students

Quizzes and exams, were found difficult for some students. More interactions between students and myself

Better textbook or support materials.

The ability to support all students equally was an issue because students were all working on different types of projects from both a variety of topics and approaches. In the future I will make sure to have more quantitative assistance available to students. This course will actually only be taught one more time because in the larger program it is no longer necessary for students to complete a pilot project and the IRB process has become too cumbersome to undertake with 25 students.

No students completed an evaluation, this course is for doctoral advisement.

Could use more resources for students.

No students completed an evaluation, this course is for doctoral advisement.

Sometimes it is difficult to get students to understand that depth is important in research. You can't just take a surface-level topic or question and expect it to be okay.

Survey was not relevant to a doctoral student

None noted

Dissertation

Nothing

I will, in future, assign a specific date for our online classes to make sure students are aware of when we will meet. These online sessions will not be optional as they were for this class. I’m not sure what comment I made that one student evidently took to be disrespectful; that's kind of odd, since this is a course about accepting others, including those who practice other religions than yours. I hate that the student took my comment the wrong way, as it seems to have colored his/her view of the whole class. Too bad he/she didn’t call me out on it; I would have explained what I meant, which was certainly not to be disrespectful.

Lack of student preparation for flipped classes. Students coming to class late.

There was obviously one unhappy students in this class who completed the evaluation. Unfortunately, that student doesn't seem to have left any written comments so that I can identify specific concerns or things that need to be improved. Changes made in this course seem to have worked well. I had due dates once per unit to give students maximum flexibility, but that was problematic because students didn't work at a continuous pace through the course.

Due dates by unit led to students not working consistently; rather, waiting to the last minute and working hard. Need to spread out the dates even though it gives them less flexibility. That way, good students can work ahead but all students have to keep up.
• The f2f needs more time.
• There was a very good response rate for this section—over 80 percent. The only suggestions to improve the course were "longer time on the quizzes" and "discussion posts were a bit pointless." I am considering whether to cut some discussion questions from my course, as most of the learning appeared to come from the research assignments. I will probably not change the time on the quizzes. These scores are based on the time taken during the practice exam, and most students are able to finish in plenty of time.
• There were some frustrating confusion with CourseDen. Dropbox allows only one due date, and I hate a due date and a nothing will be accepted after this date. I could communicate with students better throughout the semester.
• I tried to keep due dates consistent (Sundays and Wednesdays at 11:59 p.m.), but there were a few times when there were multiple assignments due. In those cases, I tried to make a due date on a different day so the assignments would be differentiated but that seemed to cause confusion and a couple of students mentioned it in the evaluation. I also let them know during the semester that I realized it was a problem and made some adjustments, but I think I’ll stick to being consistent with a pattern of when things are due and if some things overlap, I’ll make sure to draw attention to those times in weekly communication with students.
• Invoking students with the course
• Students did not indicate need for changes.
• After two years away from teaching online in CourseDen, I had a "learning curve" at the same time I was teaching the course. Using the tutorials offered within CourseDen, I solved some of my course design/management issues. I also received assistance from Dr. Dawn Putney and Dr. Phyllis Snipes. So learning throughout the semester was good, but delayed my grading of some assignments in a timely manner. I give a GOLD STAR to the HelpDesk staff for their patience in answering questions about the grade book in the closing days of the semester. IMPROVEMENT will be possible as I allow more time prior to the beginning of the new semester to "iron out issues" with the HelpDesk staff and truly understand how to work in and manage CourseDen.
• Faster turn-around with grading assignments. Media alternatives to enhance instructional materials, for example to provide course overview, to clarify instructions, to clarify or demonstrate concepts, and maybe to share what peers are doing and have previously done in other semesters.
• Faster turn-around with grading assignments. Incorporating UWG Web Hosting details (just learned about it.) Media alternatives to enhance instructional materials, for example to provide course overview, to clarify instructions, to clarify or demonstrate concepts, and maybe to share what peers are doing and have previously done in other semesters.
• Faster turn-around with grading assignments.
• Since this was the first time I taught this class, at the beginning of the semester there was confusion among my students about the different deadlines for the projects. We remediated this issue throughout the semester and I kept in constant communication with them. At the end of the semester I worked on syllabus and class schedule to avoid the same issue presenting in the future
• No suggestions for improvement; no problems mentioned.
• Students mentioned some issues with timely feedback. Usually when I grade, I wait until everyone has submitted their assignments and then I start the process. This means that students who submitted their assignments one or two weeks in advance are not receiving timely feedback. I will adjust this in my future classes and I will provide feedback as soon as students submit their assignments.
• After two years away from teaching online in CourseDen, I had a "learning curve" at the same time I was teaching the course. Using the tutorials offered within CourseDen, I solved some of my course design/management issues. I also received assistance from Dr. Dawn Putney and Dr. Phyllis Snipes. So learning throughout the semester was good, but delayed my grading of some assignments in a timely manner. It also made it "almost impossible" to follow students' comments on the Discussion Boards. I was somewhat overwhelmed in this area of communication with students. In future semesters, #1 there will be a discussion board for posting questions/concerns for the instructor, which should allow faster responses to students; #2 discussion board dialogues will be monitored most closely and instructor's comments will be more of a "teaching opportunity" vs "simple
response." I give a GOLD STAR to the HelpDesk staff for their patience in completing the final grades at the end of the semester.

- The students identified the following problems with this course: 1) they do not feel this is relevant to the careers they as individuals will have, 2) they wish the course were offered earlier in their program, and 3) they are overwhelmed by the expectation to learn about program evaluation and conduct an entire evaluation study in the same semester. It seems there were also a couple students who would have liked feedback on assignments more quickly.

- I think there is a need for more literature to support the course objectives. Students had up to two or three weeks to read the materials and then to participate in the discussions, but unfortunately some of them did not reflect a profound knowledge. I think they need more direct instruction.

- They could not keep up with when things were due.

- One student commented, "I would like for due dates of assignments be the same day and time every week. Last semester, every assignment was due Monday at 11:59pm. This semester, assignments were due at random times. I’m not sure if this is because of the new D2L platform or if it was a decision made by the instructor. I felt more organized and comfortable with the due dates last semester." I am going to consider doing this.

- Writing assistance
- Writing assistance
- More variety of assessment
- Assessment and evaluation techniques

- My comments online were interpreted as uncaring and abrupt and I think this is more due to me not knowing how to provide anticipatory guidance for new assignments, new students and changing expectations. As these students were out doing clinical practicum hours at different rates of progression, with very little foundational knowledge of pedagogy, there was a lot of work assigned to them. In addition, a group of 14 all doing discussion posts and keeping up with deadlines was difficult. Hence next time, sample assignments and more detailed expectations need to be communicated in advance of the assigned work. Further, gathering paperwork was arduous and again seen as abrupt and uncaring when I made requests for paperwork.

- The lowest student response was the ambiguity in evaluation which is on target. Teaching this course for the first time, the assignment outcomes are unknown. Also, some of my weekly discussion posts were mini-papers and probably too industrious for a 2 credit course. As we started using the online anti plagiarism software, the first assignment resulted in a group of about 4-5 students with high percentage of plagiarized content. This resulted in some education about plagiarism, referral to writing resources, and then revision of the assignment. So this added more workload but did result in better student writing.

- Dividing course
- Writing assistance
- Feedback timeliness
- Transitioning the course to online format did not allow for as much experiential learning
- They can't keep up with when things are due.
- They miss due dates. They want more guest speakers, e.g., teachers, principals.

- I’ve added content to the self assessment submission view letting them know I’m available to help them if they’re struggling. I’ve added additional pointers to review the written instructions and watch the instructional video in the IE forum as well as a note of caution that of last semesters' students who didn’t do so well on the IEs also didn't read the guidelines or watch the instructional videos before posting...

- Students seemed to perceive anything beyond the face-to-face sessions and specific grades-earning assignments to be equivalent to homework and optional. Since I do not have access to the greater number of evaluations done on a face-to-face basis, I feel that any conclusions based on the few students who completed the distance evaluation could be misleading. I will be examining both sets of evaluations when I have access to all of them.

- One student requested some live online meetings.
• More instruction needs to be provided since some students come without much preparation. However, there is already an issue with students not adequately accessing or attending to instructional materials.
• It looks like students need more interaction that is provided during discussions.
• There should be more discussion activities related to the reflection of the concepts in each module's discussion board.
• There needs to be a change in the reflection of the module discussions.
• Students complained about the final, although that was the responsibility of the other instructor. There were complaints about grading being too slow and repetitiveness of assignments. Some issues were caused by keeping an "old" class name while content was changed. There were issues with presentation of grades, although that was the responsibility of the other instructor. Examples given to students need to be improved since there were discrepancies between one of these and the requirements (inherited content). Also, students were not really prepared for the distance environment. Students often did not read, comprehend, and/or follow directions.
• The discussions seemed to be tedious to some students with the amount of work for the course.
• Same as 8784 No1 comments.
• Student did not respond to deadlines or to the offer to be involved in setting those up.

**What do you plan to change next time you teach the course?**

• Require more student status reports for teamwork online.
• Require more student status reports for teamwork online.
• Require more student status reports for teamwork online.
• Need training to provide supplemental lectures, but maybe not by this semester. Also contemplating change in text.
• Shorten exams. Also, students commented on the large number of assignments. I did that to ensure that they were working on material all along. However, I may modify some assignments in the units to minimize the "busy work" mentality.
• Exam length and number of assignments.
• Shorten exams, and decrease number of assignments
• shorten exams and decrease number of assignments.
• More consistent engagement.
• More consistent engagement.
• The next time I teach this course, I will increase the amount of whole-class communications I send out. This semester, I tried to limit the number of emails I sent to the class as a whole to one per week so students would not feel overwhelmed by constant communication that did not add significantly to the content of the course. The next time I teach this course, I will send out two email communications each week, and post announcements more frequently. To address student concerns regarding turnaround time on assignments, I will add information about grade turnarounds to the course syllabus. There were several points early in the semester when students were expected to turn something in as motivation to minimize procrastination until the end of the semester. I confirmed receipt of these submissions, but I did not assign grades as that would not have been appropriate for in-progress work. The next time I teach this, I will change that to pass/fail for each submission time point.
• Clarify rubrics/directions. Potentially revise one assignment.
• Possible teach it as a hybrid course, if that's allowed. Students like being taught research face-to-face. I hope I can come up with a research project for them to participate in that is as interesting as this one. It's hard to beat the aquarium as a place to collect data.
• Provide technology orientation to class early in semester
• One of the textbooks. I may also try to get them into groups more often in the classroom to discuss difficult topics, rather than having mostly classroom discussions.
• Possibly a change to more frequent assessments, covering smaller portions of the class!
• Possibly a change to more frequent assessments, covering smaller portions of the class!
Several items, beginning with the syllabus and the assignments. I utilized another professor’s syllabus and it did not work for me. I would incorporate some online lectures that I created for students to access. Rubrics and examples would be provided for each assignment. I would upload videos of myself providing detailed instructions and other information. Maybe hold some "information sessions" online synchronously for people to attend if they have questions or concerns. Overall, I need to further my knowledge of teaching an online course and create an environment that is conducive to learning.

I will adjust the course content and schedule to allow students to spend more time studying the materials and completing the assignments in MS Access and Excel Advanced Formulas.

Spend more time addressing student concerns over grades/understanding grades. Distance does make it hard to help them. Skype helped some with this this semester.

New readings, add in more screencasts and videos.

Try to be more interactive with more students each week.

Add some instructional videos.

Changes to some of the assignment specifics.

Different book.

I plan on reviewing the course objectives and learning outcomes after taking QM training.

I plan to take the large paper and "break it down" into smaller assignments throughout the semester.

More posts to the "news" feature on the home page, so students feel I am more involved in the course.

I think I might change the assignments to make them more challenging or add an essay to the exams.

More interaction with students in the discussion forum.

I think I will make sure to add checklist to all classes.

Increase use of calendar rather than just schedule on syllabus. Increase weekly interaction with students.

Make some changes to assignment specifics.

I think I will change to a Sunday deadline. It was rare that I would do much grading for this course on the weekend so I am comfortable making this change. I may invest in some form of usb mic to improve my sound quality for the students. Unfortunately my computer does not have a standard mic input/output.

Some assignment directions and some of the rubrics

A larger variety of testing dates/times

Perhaps a few discussions, feedback on quizzes to use them as a teaching tools

Change quizzes by adding feedback to use as a teaching tool. Short discussion segments

Adopt a better text or write one myself.

As I stated above I will find additional resources and support particularly for students taking a quantitative approach.

No students completed an evaluation, this course is for doctoral advisement.

Additional online availability.

No students completed an evaluation, this course is for doctoral advisement.

Nothing. I’ve put them on a two week rotation, and they have to meet with me and have something done.

Nothing, continue to help students as they need

N/A - This is an independent study class for the preparation of the proposal and dissertation.

Dissertation

Nothing

I don’t know how I can make instructions clearer, when I gave the full instructions, rubric, examples of other students' work, discussed the instructions in online sessions, but I will try. I will probably
design more quizzes to make sure students are on track and keeping up. Maybe I could require progress reports on group projects to make sure everyone is participating.

- Be more clear about ways to be prepared for flipped classes. Move assignment due dates up so that students have to do a lesson each week instead of having one due date per unit; students tended to let things to until the end.
- Due dates by week instead of by unit. More intelligent agents; students seem to appreciate these. More interaction with students who are lagging or not responding.
- Change due dates to weekly instead of by unit. Add more intelligent agents, especially for low achievers and tracking the low performing students more closely.
- More f2f.
- I will probably remove or rework some of the discussion questions. I am also considering whether to require a textbook; some of the students' responses indicate that the textbook was not used much, and I wonder whether a text is really necessary for this course.
- Automatic alerts when major assignments are due. Try to contact those on the low end of the grading scale more often.
- The students in this class let me know that the videos I created for them were helpful. I had also created a check-off list for assignments as part of the syllabus. Students indicated that it was helpful but I could tell they sometimes forgot about it. In a face-to-face class, I normally spend about 5 minutes to go over "housekeeping details" related to upcoming assignments. I can easily do a similar weekly announcement in a video to help keep everyone on track. I also want to work on being consistent with communication - and when I say this, I mean being consistent in how students communicate with me. I realize that even though I spell out in the syllabus the best ways to communicate for various situations, I don't really enforce that with students, but tend to respond to them even if they use email instead of a discussion board. That's a challenge for me because I want to be accessible to them but I also want to hold them to high standards. LIBR1101 is a good place to work on this.
- More videos
- I would like to re-vamp the PPT assignment by combining it with the Dewey game assignment. That should make the Impact on Learning requirement flow more smoothly. Also, I need to re-work my objectives to make certain they are measurable.
- Plans are underway for changing components. #1 Schedule a mid-semester chat or conference call with students. #2 Review all assignments for clarity of directions and grading points. #3 Offer students options of group selection by instructor assigned and voluntary group membership. #4 Make greater use of required textbooks as a component of completing specific assignments. #5 Explore the option of posting short video clips of the instructor announcing upcoming segments of the course during the semester. #6 Post special topics on the Discussion Board that invites students to take a "pros vs cons" stand on the topic.
- Still working on ways to streamline grading - but I get no support from D2L tech support - I am not referring to UWG's Online support - they are awesome. But they cannot get answers from D2L that I need to be able to produce feedback faster using technology I am developing to promote scaling courses like these. There are interface issues with D2L that exist only in this LMS that make the process enormously tedious and time consuming. But I will do what I can and make do. On other areas, I will begin integrating media alternatives to help with getting started, difficult areas, conceptual explanations and like, and to add personality.
- I will begin integrating media alternatives to help with getting started, difficult areas, conceptual explanations and like, and to add personality.
- I will review the course textbook as my students suggested to have more content focused on K12 settings instead of only higher ed. I will also change the structure of the course on our LMS so students receive messages for assignment deadlines.
- I feel I need to re-work objectives so they are obviously measurable. Also, constant checking of links to online automation systems and databases must be completed each semester to make
certain the links are still active. In addition, I plan to require more use of free web 2.0 tools in specific assignments.

- The structure, materials, discussion topics and assignments have worked well and through those, students are able to demonstrate they have achieved the course objectives, so I do not think I should change anything so far. The only thing I am going to change is the way I provide feedback

- #1) Schedule a mid-semester chat or conference call with students. #2) Review all assignments for clarity of directions and grading points. #3) Offer students options of group selection by instructor assigned and voluntary group membership. #4) Make greater use of required textbooks as a component of completing specific assignments. #5) Explore the option of posting short video clips of the instructor announcing upcoming segments of the course during the semester. #6) Investigate the option of having one or two assignments where students submit finished product as a video.

- The next time I teach this class, I will provide timelines for grading and instructor feedback on the syllabus. Students did not appreciate that grading might take more than a day or two when every student turns in a paper of 20+ pages and needs individualized feedback. I will also add more detail to the rubrics to help students meet expectations without revisions. I will also find ways to help students understand why the material is important to their specific, individual career goals. At the start of the semester, I will ask them to tell me about their career plans. Throughout the semester, I will identify and contact individuals who are currently in those roles and ask them to participate in an interview about how evaluations (or at least the information gained from evaluations) are used in their areas. I will continue to lobby the academic program to lessen the expectations of this course - students cannot conduct a good study as they are learning about the process.

- I need to include more literature regarding the different discussion topics, and instead of having two large assignments I need to design small ones in addition to the discussions so students can demonstrate they understand the concepts provided in the course materials.

- Nothing

- I am already reorganizing my checklists so that assignments are easier to access.

- More writing assistance

- Provide more writing assistance

- I’m going to add quizzes

- Add a variety of assessment techniques

- Additional information about assignments, providing sample reflection forms, and more sensitive online communication to students is important. I will not do weekly discussion questions as this creates a big workload for students and teacher. If I taught this course again, I would preload some content delivery the voice over powerpoints to provide the students with more context.

- I will revise some assignments, add better grading guidelines, and not require as many discussion posts.

- Have students enroll with the specific course instructor

- Provide writing assistance

- Create a schedule with time frame of feedback that I will provide

- Include more experiential components

- Nothing

- Nothing

- I’ve added content to the self assessment submission view letting them know I’m available to help them if they’re struggling. I’ve added additional pointers to review the written instructions and watch the instructional video in the IE forum as well as a note of caution that of last semesters' students who didn't do so well on the IEs also didn’t read the guidelines or watch the instructional videos before posting...

- Since I do not have access to the greater number of evaluations done on a face-to-face basis, I feel that any conclusions based on the few students who completed the distance evaluation could be misleading. I will be examining both sets of evaluations when I have access to all of them. I do always update materials and assignments - in fact, I have some notes for next time written into some materials I used this time. The book was problematic, but the text that would be good for this group costs about 4 times as much as the text I used.
• This class will have some significant changes in format/presentation, so multiple aspects will be changed.
• Develop more instructional materials.
• I would incorporate more opportunities for student engagement during discussions.
• I will take out the reflection of the discussion paper and include more discussion activities to provide more student interactions.
• I will drop the reflection paper of the module discussions and add additional student engagement activities in each discussion section of the module.
• Consider some way to "force" students to familiarize themselves with CourseDen and class expectations (for example, some students did not access feedback on their assignments for months after they were evaluated). Materials need to be updated in general.
• I will shorten the amount of research for each discussion activity covering key issue per discussion activity one.
• Same as 8784 No1 comments.
• Require more student participation at the beginning.

What was the largest adjustment you made in teaching a distance course, and how was this addressed?

• Students were required to submit assignments only on stated due date for ease in recording work. Students were provided with a detailed semester tentative online assignment agenda.
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• Students were required to submit assignments only on stated due date for ease in recording work. Students were provided with a detailed semester tentative online assignment agenda.
• been doing it both ways since I started.
• Not having a wet laboratory for a science course as well as presenting a lecture intensive course in an online format. I used the textbook website to offer virtual laboratory exercises, and I utilized youtube videos posted by others and some that I created to present important chapter concepts.
• no wet laboratory and offering a lecture intensive course in an online format. I utilized textbook website and videos to present material to students.
• No wet laboratory and offering a lecture intensive course online; I utilized textbook website and videos to present material.
• no wet laboratory and lecture intensive course in an online format; I utilized textbook website and videos to present material.
• Teaching Content. This was addressed through the use of podcasts and YouTube videos.
• Teaching Content. This was addressed through the use of podcasts and YouTube videos.
• I had not taught this course in a traditional classroom prior to this semester, so there were not any specific adjustments needed.
• Posting content into course modules, rather than just articles. I spent a lot of time finding podcasts, videos, etc that are interesting and engaging.
• No specific time for online classes was given, so I polled the students to get the most amenable time, used GoToMeeting, recorded and archived our sessions, so those who were not able to attend were able to at least listen to our discussion. We were required to meet on Saturdays for data collection, so this course required some weekend commitments other classes didn't require. I met with students outside of class frequently to discuss their writing and their research.
• Little adjustment... have been teaching this course in hybrid format for e years
• Finding ways to actively engage them online. We used discussion boards, videos, podcasts, and two online synchronous sessions.
• Consistent engagement. I have used more frequent video updates and video instructions for clearer understanding.
• Consistent engagement. I have used more frequent video updates and video instructions for clearer understanding.
I was making adjustments throughout the semester based on student feedback. Students asked for rubrics and I provided them. I was responsive to all questions and concerns.

The students are required to take two proctored in-class exams. This change has made the course more rigorous.

The biggest issue is clear: distance. You can easily lose students in the shuffle. But, I think the introductory post helps and offering Skype to students helps. However, that only benefits those who are willing to use it. I think I can certainly try to identify those early on who may need a session.

Making sure that guidelines were spelled out explicitly in guidelines. Sometimes I had to create screencasts to demonstrate for students how to overcome some technical challenges.

Tried to make course more organized which I did with more pre planning.

More reading required by students.

Have only taught this class online.

Each semester I try to make them easier to navigate and more organized. I do pretty well by doing a lot of organizing and design before the semester.

The largest adjustment was ensuring that I communicated effectively and frequently. I made sure to log in daily (typically, multiple times a day). Additionally, I tried to provide multiple news items and videos to maintain student engagement. Moreover, twice I e-mailed each student personally.

I had to create videos in order to demonstrate all the analysis on the computer. I think this worked, but I’m not sure how many students actually accessed the videos.

Being organized and having class easy to navigate.

None; I have taught this course online before.

I have been teaching distance for a while. The biggest that I will make is updating them to meet QM standards.

I did not lecture. Instead I used PPT slides for lectures.

Have only taught this course online.

I made a weekly video for each discussion theme. I used it to help promote the topic/theme for the week and encourage discussion.

With experience of over 7 year, adjustments are ongoing and every semester but none could be considered largest

None

At this point in my online experience, every semester there is minor adjustments

Minor changes each and every time course is taught

More time spent in preparation and providing feedback on course requirements when compare to teaching other courses.

There was not an adjustment, I consistently teach distance courses.

No students completed an evaluation, this course is for doctoral advisement.

Trying to find appropriate resources for doctoral students.

No students completed an evaluation, this course is for doctoral advisement.

None.

Doctoral work has always been their isolated work with meetings with faculty, so there was no real change other than the way we communicate

N/A

Dissertation

Nothing

This course is heavy on discussion or at least should be, but when students choose not to discuss these sensitive topics, it makes it difficult to have a discussion with only a few.

More detail, more sequence, more organization, more clarity. Students rate me highly on these qualities.

organization, clarity, more communication, quick response to emails

organization, clarity, quick response to assignments when they're submitted.
• Putting lectures online - used camtasia and youtube.
• Knowing I would not meet most of the students in person, and considering the impact this might have on their learning. This is why I made a greater effort to keep students informed via email. There should never be a reason for students to say "You never told us that." I don't want to be a teacher who expects students to read my mind and work miracles. I'm here to help them succeed. All of us must use the tools available to give this outcome the best chance of success. Online courses have many challenges, particularly the lack of human contact. To compensate for this loss, I greatly increased my email communication with students and left extensive feedback on their research assignments. If a message was very important, I emailed both the student's my.westga account and their CourseDen account.
• NA
• I've learned and taught enough online that I feel pretty fluid moving between distance courses and face-to-face courses. If anything, I'll probably make changes in my face-to-face classes based on techniques and methods I've use in online courses.
• Typing a lot of materials and making a lot of videos
• None.
• The larger adjustment was checking my CourseDen email account, UWG email account, and personal/professional email account. The last two accounts were check least often, where the account in CourseDen was checked twice six days a week. My second adjustment was attempting to provide students useful feedback on assignments without writing a "book." My option to this concern was to provide an audofile in place of written comments. Now, the goal is to refine the quality of the audio recordings.
• I have had to manually copy and paste feedback commentary for each student - just to improve the type of feedback the students receive.
• Changed the structure of the Course Schedule and added links between assignment directions and the Course Schedule file.
• Changed the assignment approach to include peer-reviews of student produced works. By changing how students needed to accept responsibility for constructing well articulated critiques, they were forced more into their readings to properly frame and write these technical critiques, which helped them to see their own mistakes, and learning the material was accelerated.
• I've been teaching online courses for several years so I did not have any major issues with this. It was easy to get used to the LMS the university uses. This was my first experience with the LMS but my previous experience with other similar LMS helped me to adapt quickly
• None.
• I've been teaching online courses for a long time so it was not difficult to adjust to an online environment. The only issue was to get used to work with the Westga LMS as I never used it before; however my experience delivering online classes helped me to get familiar with the LMS in a timely manner.
• The first adjustment was checking my CourseDen email account, UWG email account, and personal/professional email account. The last two accounts were checked least often, where the account in CourseDen was checked twice six days a week. My second adjustment was attempting to provide students useful feedback on assignments without writing a "book." My option to this concern was to provide an audofile in place of written comments. Now, the goal is to refine the quality of the audio recordings.
• I had not taught this course before, so there were no adjustments to make.
• I've been teaching online courses for a long time so it was not difficult to adjust to an online environment. The only issue was to get used to work with the Westga LMS as I never used it before; however my experience delivering online classes helped me to get familiar with the LMS really fast.
• Working with D2L. I know it better now.
• I am trying to link course outcomes and objectives.
• Time for course set up
• Time required for course set up
• I adjusted the schedule based on student feedback.
• I adjusted the schedule based on student feedback.
• It is difficult to anticipate student needs and confusion when you teach a new course. In addition, the pace of student progression varied where some students completed all their clinical hours by mid October and others Dec 5. So keeping up with discussion questions was an adjustment. In addition, I wish I would have added some voice over powerpoints which I think would have enhanced rapport with the students. The students seem to only have seen me as an evaluator and paper collector and not an expert teacher.
• The class size of 26 was a lot of students to keep track of discussion posts. I did break the students into small groups and changed that they could respond to one peer vs. two which did help the workload.
• Time required for course set up - allow enough time.
• Time required to set up the course - allow extra time for set up.
• Creating opportunities for live interaction.
• Adjusting to presenting information in smaller chunks.
• Learning D2L.
• Learning D2L. I worked on learning it and am better.
• I’ve been teaching online for years now, so no adjustments were made this semester. I am, however, adding the option of contacting me via face time (ipad) during my office hours next semester. Maybe this will help with feeling they have access to me.
• Less direct access to instructor for students - making myself as accessible as possible.
• (1) Thwarting cheating - exams were held in person, correct answers for activities were not distributed immediately (2) Trying to teach and hold students accountable when students did not access required materials or do activities - we do need more ability to monitor this.
• Format for student presentations had to be modified. Students only prepared visual material for the presentations. Quizzes were used to “force” students to attend to some of the presentations.
• I miss the face-to-face interaction, but I communicate via phone call with my students when they are not on track. I strongly encourage them to call me when they need help.
• The largest adjustment was making sure that students were engaged not only with the course and content, but each other.
• Engaging students with each other was the largest adjustment.
• Providing more cues to students as to performance issues (e.g., not following assignment) - primarily through e-mails and Assignment Dropbox.
• This course is one of three that helps students in the Educational Specialist program build and develop their final research project and paper. It was difficult putting this into 7 Modules. I focused on the key issues of research as they related to the development of the problem statement, literature review, methodology and completing the related IRB paperwork.
• Same as 8784 No1 comments.
• N/A for this class - typically taught without group face-to-face sessions, instead relying on correspondence and individual consultation using a variety of strategies.

After reviewing student evaluation questions, what do you think of the level of non-academic support provided for this course by student services, the library, the distance education center, and the instructor?

• Excellent
• Excellent
• Excellent
• Has always been first-rate.
• I think that it was adequate based on the evaluations.
• I think that it was adequate.
• I think that it was adequate.
• I think that it was adequate.
• Support was awesome!
• Support was awesome!
• I believe the level of non-academic support provided was appropriate. I cannot think of a specific service that I believe would have helped my students to learn or perform better.
• I may need to ask for additional tutorials of D2L for new students. Overall support was adequate and, when not sought out by the students, they really can't complain about the quality of the support offered.
• They are always exceptional. I was a bit dismayed to find that one student did not seem to enjoy the course, but this is research, and not all students are happy to learn about it. There are occasionally students with bad attitudes about research that allow that attitude to color everything in the course, and it appears there was an instance of that in this course. Too bad.
• I think the services are available to students and that we are all willing to assist them, however, they don't seem to readily access them. Additional comment: the movement of the cursor and typing in these text boxes is erratic and moves around in the text box regardless of where you try to type.
• I may need to ask for additional tutorials of D2L for new students. Overall support was adequate and, when not sought out by the students, they really can't complain about the quality of the support offered.
• Support was awesome!
• Support was awesome!
• I was surprised by the lack of training available. This was my first semester teaching at UWG, but I have been teaching over 10 years and have taught distance education before at other institutions, with a much more comprehensive online training system. There needs to be some serious alterations to the current UWG online education training system. I went to a 1-2 hour training on courseden and online teaching during the week before classes started, but that was too late, in my opinion. I needed to have the class in place by then. I called the online training office several times during the week before leading up to classes, asking them for further assistance because the one I received at the library was not sufficient. I was told that they were short staffed and could not help me more. It was up to me to figure everything out. I had a self directed module to follow on courseden and that was it. Very disappointed with the online training services here.
• Good.
• Good
• They enjoy being able to use the textbook from the library as an alternative to purchasing. I think some of them were able to find the distance ed folks useful (testing issues/glitches) and I feel like I was shown by responses to answer student questions. Would love more support on pinpointing exactly how they can view the graded rubrics.
• When needed, it was solid.
• Students seemed happy with all help.
• It was fine.
• It was fine.
• It was fine.
• I did not see any negative comments about any support services.
• I am incredibly impressed by the level of support for students through distance education and the library. I also believe I provided multiple types of support and ensured personal interaction with students.
• I’m not sure what you mean by non-academic support.
• Students made no negative comments about any support services.
• The support offered by the distance education center is the best I have ever encountered.
- No complaints by students.
- I suppose it was fine.
- It was fine.
- I didn’t hear much about other external services but they felt my communication to them was excellent.
- NA
- Paper evaluations were done for this class which are not yet available for review from my department.
- NA
- NA
- Adequate
- For doctoral students the level of support was appropriate, there is an expectation that doctoral students will seek out the resources that will be most beneficial.
- No students completed an evaluation, this course is for doctoral advisement.
- Great support.
- No students completed an evaluation, this course is for doctoral advisement.
- Everything went fine.
- NA
- N/A
- Dissertation
- They did not use any of these.
- I know that I worked with students outside of class through a variety of media to make sure they were on target for this course. I never have complaints about the support services of these other support entities. They do a great job.
- Students don't comment on this.
- students don't comment on this so it must be okay
- students don't comment on these aspects.
- I think it was excellent. I encouraged students to visit me during my Reference desk hours and communicated frequently through email and CourseDen mail. Students also had access to Distance Learning's excellent resources, and I know at least one student made use of these resources. The library is open 24/5 and offers a haven for students who wish to study, work on assignments, or access the library databases and catalog.
- This course is about the library, so I think they got their value there. Any time I have an issue with account access Distance Learning is always very helpful
- Since I teach an academic class related to information literacy, my students mostly come to me for incidental nonacademic library issues, such as what to do about a fine or how to get a book through GIL Express. My impression is that Student Services provides services that are equivalent to those they provide to students on-campus, and distance ed is very helpful when students have problems with Course Den.
- Excellent
- Appears to be appropriate level of support.
- Students did not give any negative comments about the "level of non-academic support." So I believe "NO NEWS IS GOOD NEWS!" Students were supportive of the instructor's efforts to be respective of all students, current with responding to concerns, fair in grading assignments, and encouraging in the sense the instructor will continue to grow in the online education environment.
- In general, I think support services does a good job. There are times however when support services and students do not "connect well" and things fall apart, but it's thankfully happening less now than in previous semesters.
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In general, I think support services does a good job. There are times however when support services and students do not "connect well" and things fall apart, but it's thankfully happening less now than in previous semesters.

I think students still need to learn to take advantage of online resources such as the westga library.

Level of academic support appears to be appropriate.

I think students still need to learn to take advantage of online resources such as the westga library. More communication and training is needed.

Students did not give any negative comments about the "level of non-academic support." So I believe "NO NEWS IS GOOD NEWS!" As an instructor, students were patient with my "learning curve" in CourseDen, but there is a pressing need to learn more about using CourseDen options for a class meeting of students, at least once during the semester.

I believe the non-academic support was sufficient. I cannot think of an additional support that would have been useful to my students.

I think students still need to learn to take advantage of online resources such as the westga library. More communication and training is needed.

Other than contacting me about issues in the classroom or questions about assignments, I don't think they used the other resources.

I think that all is going well. I am still concerned about library source access for out of state students.

Good

Great support

The support seems to be more than sufficient.

Distance Ed - Fantastic! We had several techy issues in the beginning of the semester, and all of the people I and my students worked with went above and beyond.

Since I do not have access to the greater number of evaluations done on a face-to-face basis, I feel that any conclusions based on the few students who completed the distance evaluation could be misleading. I will be examining both sets of evaluations when I have access to all of them.

I don't think students addressed content related to this question.

I don't think this was addressed by students in course/instructor evaluations.

Student felt that they were supported by the non-academic support staff.

I would suggest a mini-training course for using the online library since this is a program that offers its courses 100% online.
The library needs to offer some online tutorials on how to use the GALILEO databases for a fully online course.

Student responses on course/instructor evaluations did not seem to focus on these aspects.

There needs to be a library online tutorial on how to use the GALILEO Databases for students who are in an 100% online program.

Same as 8784 No1 comments.

There was one student in this section and she did not complete an evaluation.