Q1 - After reviewing your student evaluations, what do you think went well in this class?

- I think the students generally felt that they learned important, applicable content. The lectures/discussions, readings, and online content seemed to go well.
- The informal environment of discussion about relevant professional topics and utilizing "GoTo Meeting" for synchronous meetings.
- Students were engaged in discussion questions that related to both the material in text and current events. The privacy of drop box assignments allowed students to reveal more about their own thoughts and questions and were answered individually.
- Students enjoyed class, liked the book and seemed happy with the grading.
- Everything looked good.
- Class went well.
- I did not see any consistent issues.
- Students found the content to be useful.
- The online structure was very well organized. Pacing was good. The "how to - practice your skills" assignments were very relevant and helpful for students; probably the best part of the course, based on their feedback throughout the term and in the course evaluations. Materials selected, for the most part, were excellent.
- The content was well thought out. I try to use their comments each semester I teach this course to improve the course for the next time I teach it.
- They just don't like to read. There is so much information to know and learn about qualitative research (QR), there is no way I can have them read all there is to know. As a result, I have chosen examples of various types of qualitative research for them to read to see how the different designs are carried out. I know there is a lot of reading in this course, but they are doctoral students, and part of learning at the doctoral level is learning on your own, delving deeper into topics to better understand them, talking with others to help deepen understanding. I think many of our students still expect to be spoon fed the information. Several students mentioned wanting a rubric. I have developed rubrics, but it is difficult to have a rubric that applies to content, when there are so many different types of QR with so many possible answers/responses to an assignment. My view is that, if it's not right, I'll give it back to them with feedback and ask them to redo it.
- Students commented on the thoroughness of feedback received.
- I think it all went well. Two of the three students whose dissertations I chaired graduated in April. I put them all on a two-week schedule. We met online every two weeks, and they were required to show progress for each meeting. They sent me their revisions, and I got feedback to them regularly.
- The voice narrated power points with accompanying study guides and notes.
- Voice narrated power points with notes and study guides.
- Voice narrated powerpoints with study aids; variety of assignments and assessments.
- Students felt the course was fair and material was thorough.
- Students found the class challenging but fair. Most importantly, they appreciated the interactive nature of the course and commented favorably on interactions with the teacher. Overall, I think they were engaged with the course and found the material to be helpful in achieving the learning outcomes of the course.
- Both students praised the entire course.
- It all went well.
- Clear instructions and expectations given to students for each assignment in syllabus, online reminders, and calendar.
- Students felt that I was responsive to their questions and the materials were important in the success of the student's work product. Students reported that I demonstrated respect for them, explained activities well, and provided relevant discussions.
- The organization of the class and the class content.
- The major outcome for this class was to mentor a group of students to submit an integrated review of literature for peer review to an established nursing journal. This was accomplished.
- The students truly learned how to critique and analyze qualitative research. As most students had not been introduced to qualitative research prior to this course, there was a lot of ground to cover. I think the majority of students were satisfied with the course delivery.
- Communication regarding the content of the papers.
- This is a 1 credit course taken by one student who is not anonymous... so the validity of this objective evaluation is suspect. But this one student is my dissertation student and she gave me all
S's although in actuality, this student did not meet the expected outcomes and needed an I for this course due to a family emergency.

- The students appreciated all the assignments that were directly related to the scope of practice for academic nurse educators. The students shared they would use many of the resources from this course in their daily work and for future course development and design.
- Students valued the class do to the authentic assignments.
- Much of the course revolved around their experiences in the London Study Abroad, and they had not taken the trip at the time of the evaluation. They LOVED the study abroad experience. I was able to secure an invitation for them to tour Whitelands College at University of Roehampton and lunch with some of their administrators, staff, and students (the Head of Whitelands College is a co-author of mine), during which they were able to interview various college professionals. I also was able to set up interviews for them with two k-12 teachers from Brighton to discuss comparative education at the K-12 level. The week was full of learning opportunities for them, and they really got a lot out of it. This was the first time abroad for most of them.
- The students did well because they came to class. I posted all the work expected on the calendar and course outline. This helped in their keeping up with assignments.
- I was consistent in what I expected of them. Due dates were posted and I did not reopen anything because they forgot.
- The students liked the variety of work and the ability to have choice in their assignments. This is a great modeling tool for the class! Especially for a differentiated classroom.
- The lines of communication between instructor and students was strong.
- Communication between instructor and students was solid.
- This entire class seemed to be a big hit with the students.
- Students seem to have a better grasp of the elements that go into theatre as well. One student spoke about the understanding the creative process, which was great.
- Students began to think about creativity and how it works.
- I think that students worked to complete the readings and they seemed to understand the material.
- I believe that the students got a lot out of the subject matter.

Q2 - What was problematic? What needs to be improved?

- I can revise the quizzes to help alleviate any confusion in the wording or question format. One student mentioned this as a concern.
- There was some confusion as to where assignments should be posted. Several of the students had Internet connectivity problems due to ice/weather conditions. Pre-set dates had to be adjusted due to two different weeks having the University closed so I was answering a lot of individual e-mails and trying to use the "News" feature to keep everyone involved and on track. I want to improve my ability to contact and encourage students who get behind in their assignment posts. I also want a higher percentage of students to complete the Student Evaluation.
- I saw a few comments about adding a study guide
- saw comments about a study guide
- i think I want to have 3 exams instead of 2 and maybe move up due date of essay
- i did not see anything that stood out
- We had difficulty with the technology for providing online discussions, so we switched from GoToMeeting, which only allows up to 25 participants, to Collaborate, which worked well, when we combined classes (total of 31 students). Dr. Bullard and I combined our classes for the online discussions, since the content was the same, and my class only had 5 participants, while he had 26. Next time, I think the class sizes should be evened out, so we can teach independently.
- The online videos provided by the textbook authors were subpar. This was the first time I used them and I asked students to be honest about their helpfulness or lack thereof. Per the students' feedback, the videos were not useful. Also, it took me longer to get grading done in the second half of the course than in the first half. The timing was still pretty decent, considering my administrative job, but I wish I could have done better. I actually scheduled time into my calendar to do the grading, but rarely could get to it. Thus, for the most part, I graded assignments when I was not "working" at the university. In other words, I did my "teaching" on my own time at home. I don't know how to fix this, but it's not a good situation.
- Students noted no problems. However, I need to work to improve the turnaround time for feedback on submissions.
- There were no problems. One student (who graduated) seemed to feel that I should be at her beck and call, and she expected that, if she revised her work and got it back to me within just a few
days, that I should take the time then to review her work. She had no regard for the fact that I had other students waiting for their feedback.

- I tried to use a flipped class format for our F2F meetings. Some students enjoyed these; a few found them repetitive. Students don't read all the directions and structuring elements of the course.
- students don't read directions and all the structuring elements of the course
- students don't read all the structuring materials for the course, so miss directions, etc.
- Some students do not like numbers, so I will continue to try to find ways to attract their interest in the subject.
- It took longer than normal to grade assignments, and this was reflected on the evaluations. The main reason for this, however, was due to the two ice storms that caused havoc to power lines and student (and teacher) abilities to keep current with the course. I had to make adjustments to compensate for this loss of time, and I think that I will be more successful in grading in a timely manner in my next course, assuming the weather behaves itself.
- One student THOUGHT that s/he needed to BOTH a print textbook and the online HW/textbook.
- All was fine.
- Getting students to attend the face-to-face sessions.
- One student reported that there could be clearer instructions on how to begin the course. Another student reported that they did not realize that the checklists carried no assessment value although they acknowledged the organizational value of the checklists.
- More timely feedback on assignments
- This course is problematic because of group work. There was obvious inequities of cognitive level and motivation among the students. One of the group leaders had a huge burden working with the other group members as they would fail to respond. This course was taught for the last time in Spring 2014 and is not offered in the revised MSN curriculum. There were a series of 3 1 credit courses beginning spring 2013, fall 2013 and spring 2014. I taught only the final two semesters. Some of the student comments reflected their frustration at changing instructors between course 1 and 2.
- The final assignment was the creation of a prospectus. I waited until the end of the course so students would have had content covering the various methodologies and the foundation of qualitative research. However, since this is the first time I have taught this course, the prospectus assignment was too long and difficulty and needs to be shortened, started earlier, and assign parts throughout the semester. The earlier assignments and discussions were effective. I noted one comment about dysfunctional group work, but think only 1 of 4 groups had problems.. the other groups had told me that they liked the group assignment.
- Nothing really. This course is part of the proposal writing process and is largely driven by the student.
- The curriculum is actually changing so students will not be taking a concurrent dissertation credit with a full time workload.
- The final assignment was too complex and was a burden for students to complete and me to grade. This assignment needs to be simplified tremendously. By simplifying the assignment, communicating expectations will be easier. This is the first time this course has been taught. The students did not deal with ambiguity very well for them being in one of their final EdD courses.
- Nothing was noted as problematic.
- I worked with EF Tours to set this up. They were slow to get an established schedule of activities, and there was some mix up, while we were in London, about rooming assignments and one of the scheduled activities, but it all worked out well. Next time, I will be a bit more aggressive in making sure they have the schedule set up correctly. I've done this trip twice now, and it just gets better each time. Students love the experience.
- Attendance was an issue. If they miss more than once in the semester, I deduct from their participation grade. Many of them missed a lot of classes. I'm not sure how else to address attendance.
- Some students went weeks without logging into the class website. I don't know how to correct this. They would miss assignments and then say they didn't realize it was due.
- Having two teachers with such different philosophical beliefs made it difficult to maintain consistency. Students were confused on who to respond to. The weather also impacted both of us in that neither were timely in getting assignments graded and back to the students. The depth of work required a tremendous amount of grading time. These assignments were excellent, however, facing 70+ per 2 weeks was daunting. I would not recommend cross listing the course next time for that reason. Jumping back and forth as an instructor and not wanting to get in Dr. Shook's way caused inconsistencies for the students. I understand their frustrations with this and felt them myself.
- The instructor needs to better utilize the text.
Need to better utilize the text.
I need to spend more time explaining the major project.
I think when I teach Theatre Appreciation online, I need to work in two week cycles instead of one week cycles. This may allow students more time for assignments such as reading Hamlet.
Because this class was smaller than the others, students had difficulty responding in a timely manner to other students' posts. As this requirement makes the course interactive, it is necessary. I think in this situation, it would be best to have students who tend to get their work done early respond to like students. I will include this in the syllabus and try to facilitate next time.
I need to double check to make sure that all the dates on the syllabus are in sync with the dates online. I was trying to give students extra time, but it ended up causing my more organized students a bit of panic!
I don't believe I will offer this course as 95% online again. The self-discipline that students are required to have for an online class wasn't evident in any of the students in this offering of the course. In the past it wasn't much better. This is my third year offering it online. In the future I will offer it as a hybrid course, as I have in the past before going 95% online. Also, the fact that only 2 of 9 students filled out the online course evaluation is extremely disappointing since I did email them a lot to urging them to do it.

Q3 - What do you plan to change next time you teach the course?

The course is actually being split into two separate courses because this is too much content to address thoroughly in one course. Students mentioned this in their evals and seem to be supportive of this change.
This course will go to synchronous delivery.
Next time I will have all due dates for each component in each module the same. This time there were some video responses (drop box assignments) and quizzes that opened and closed on different dates. I want to try it such that when the module opens, everything is available till it all closes on the same date.
I am thinking about adding a study guide
maybe a study guide
3 exams for sure instead of 2
Nothing
I'll try to use GoToTraining, which allows more users and has more options for polling the participants.
Lose the text-associated videos. Attempt to find some good ones, although I didn't come across any when planning for the Spring 2014 term.
More online discussions and explanations of assignments. One of the big challenges is coming up with a real research opportunity for them to participate in. I need to be more clear about the fact that research is messy, and the problems they experience in doing research for this course are the same ones they'll encounter as researchers. There is ambiguity that requires them to be flexible. They just completed a quantitative course, where design is set a priori; that's not the way QR is done, so they are uncomfortable with that. More explanations may help.
Try to improve the turnaround time for feedback.
Nothing. This seems to work well.
Work on the flipped format to ensure that they’re application and upper level information.
Add video announcements, etc. to make it more personal
add video announcements and information for more engagement
I will make few modifications for summer and fall. I am currently revising the course with emphasis on better connections between presentations and sample problems.
I plan to work on creating video lectures that are shorter and focus on less content. I think the video lectures will help students understand the content of the course more effectively.
I will emphasize that ONLY ONE textbook is needed - EITHER the print version OR the electronic version.
The current plan worked well.
Place more emphasis on the need to attend the face-to-face sessions.
• I intend to re-label the orientation links and provide a video that highlights the importance of using tutorials for those in online learning for the first time. Checklist descriptions will explain that their use is for the benefit of students progressing through the course but carries no value for their grade.
• I will provide the students a timeframe for feedback from me.
• Revise the prospectus assignment, change the weighting of assignments with more weight for critiques and prospectus and less weight on participation and the group methodology assignment.
• I will most likely require at least 2-3 google hangouts (although we did meet, they were not required).
• The final assignment will be changed by simplifying the expected outcome. This cohort of students are very co-dependent with a huge range of skills. Weaker students depend on stronger students to accomplish complex assignments. This observation was shared with faculty colleagues to promote reducing group work and increasing individual work especially for complex skills necessary for nurse educators.
• I will have more face to face sessions.
• I'll have required online sessions to make sure they are getting some of the historical significance of the place we are visiting. I think that would have helped them tremendously. I am not sure they read the assigned readings, so I'll need to have specific discussions related to the readings to make sure they are doing the work. Much of the course revolved around their experience in London, but I feel that they could do more prep work to better understand the historical connection of England and the US.
• The students did well because they came to class. I posted all the work expected on the calendar and course outline. This helped in their keeping up with assignments.
• This was the first semester that I did not make use of guest instructors. I hope to have a few next semester.
• I will bring in a few guest instructors.
• I would request not to cross list the class. This will make communication easier with the students. Teaching all the modules would allow me to maintain and develop a better rapport with the students - a critical function in an online course.
• Enhance classroom activities and better utilize the text.
• Enhance classroom activities and better involve the text.
• I will probably spend one entire class session discussing the project.
• It was extremely difficult for me to keep up with the grading. I believe I will need to streamline some of the assignments.
• I was thinking about adding a text, but many of the students said how much they liked having the articles online.
• As stated above, I will go back to teaching this course as a hybrid, 50% fact-to-face and 50% online.

Q4 - What was the largest adjustment you made in teaching a distance course, and how was this addressed?

• I enjoy being with my students face-to-face, but I appreciate that a hybrid format is often useful for working students. So the largest adjustment is in my own personal pedagogy. However, creating useful and pertinent online content can be challenging at times. I don't like for my students to have busy work; their assignments should help them develop into stronger practitioners and people.
• This was a 70% online course and most of the in-class dates were devoted to having small group projects presented to the rest of the class. It made me realize how well I felt I knew the students based on the various assignments, but still needed help in matching faces and names which doesn't happen in my face-to-face classes because I work hard at learning their names and see them frequently. With an online course, I learned I had more time with them individually because of responding to posts, but less time actually seeing them.
• trying to get courses up to par with quality matters
• quality matters
quality matters this year and next year
quality matters
The main adjustment was collaborating with another instructor to teach this course. I prepared all of the content and delivered it through both courses. He established the rubrics and set up the Collaborate and moderated the discussions, while I led the discussion online. It required that I prepare additional content for the online discussions, as I had not intended to hold online discussions but had planned to use discussion boards. It worked out fine though, I think.
The largest adjustment was getting the ENTIRE course developed and ready to go prior to the beginning of the Spring 2014 semester. I did this by working with my D2L mentor (first time I used D2L), Dr. Mary Beth Slone, who was great. Then I used "found" moments throughout the Fall 2013 term to build the course. I read the textbook over the Thanksgiving holiday. I finished building the course by spending several days during the winter break in December working in my office when the university was closed. By having the course ready to go on the first day of the term, that meant that my "teaching" time was devoted to interacting with students and providing feedback on assignments.
Holding bi-monthly online discussions to clarify their questions about content and procedures for assignments was helpful, and I will continue that; otherwise, they feel that I have left them out to dry. I was able to come up with a real research opportunity for them, which required group work (larger groups than I had hoped, but still it was successful as a teaching tool), and they performed well.
Learning to work with students in an online format rather than face-to-face.
Instead of meeting in person with students, I put them on a two-week rotation, and we met online, using GoToMeeting. It worked well.
Giving clear directions; providing study aids; being accessible; returning assignments promptly with lots of feedback.
more organization and clarity
clarity and organization; more assessment
This course has been taught numerous times.
I’ve learned that student engagement is crucial and I make it a point to keep in touch with the class through emails, discussion board postings, announcements, and even video messages.
Face-to-face Grade Components: four unit tests @ 10% = 40%, homework @ 30%, and final exam @ 30%. Online Grade Components: weekly discussions @ 10%, midterm exam @ 30%, homework @ 30%, final exam @ 30%. Hence, the weekly discussions and midterm exam replaced the four unit tests.
I increased the number of electronic communications with students using various internet channels.
For this online course the important change I addressed was making sure students understood the expectations and due dates for each assignment. In order to accomplish this I made sure the directions and expectations for the course assignments were clear and concise with step by step instructions when necessary. Also each week's calendar reminded students of the assignments due.
???As a result of the evaluation or life in general???? Blackboard Collaborate was a major stressor. When it worked, it was great but when it didn’t, I had to plan differently.
The graded discussions. I gave students very clear guidelines for the discussions.
I pushed the students to complete final drafts as soon as possible to allow for iterative feedback. I also allowed them to create their deadlines due to the extreme amount of work they had. One group was more responsive and we had more google hangouts than the other. I really used asynchronous discussion boards to make announcements and provide timely feedback. Synchronous methods of google hangouts were used for both 1:1 and group interaction.
I felt comfortable with the pacing of this course and connections with the students. The biggest challenge was uploading and the downloading by students of my voice over pptxs... next time I teach this I will work with our IT designer and compress the files, or utilize different methods for sharing these PowerPoints.
I adjusted the due dates----the student and I communicated regularly about this.
I know and respect this student and let her focus on her other coursework rather than this one credit dissertation credit.

Once the final assignment was posted, the students complained about the ambiguity and the complexity (they had to design a course from an existing shell syllabus from a sister USG school of nursing). Due to their complaints, I changed the expectation and allowed them to work as a large group to address factors that they need to consider for course development. Although this may have reduced their workload, this change seemed to add to their anxiety. As the group has used divide and conquer to tackle large assignments, this has left a void in individual foundational knowledge. Due to this assignment, I added several Google hangouts to assist the students to effectively complete the assignment. Overall the students did well with the assignment, but you can tell by the comments, that some students were unhappy. As this assignment ended the course, I think it negatively impacted these evaluations.

I have taught this course online for three years.

Establishing this course was sort of a last minute thing, as some of the students going on the study abroad wanted course credit. I think we should just plan to have a corresponding course each time we set up a study abroad. That way, we can better prepare them in terms of etiquette for that country, what we expect regarding their behavior as tourists (not that they behaved badly, but we just need to give them some tips about traveling abroad and what to do/not to do as tourists), learn more about the country they are visiting and what are the current issues of interest for that country. I think we prepared them well with questions for their study abroad interviews, but they were totally surprised, I think, when it came to the sightseeing learning opportunities.

I did not veer from the syllabus in regards to due dates. Students are given assignments and due dates at the beginning of the semester. I did not re-open assignments or quizzes because the student “forgot” or didn't realize they were due.

I gave the students the entire semester due dates on the first day of classes. I did not reopen any assignment or quiz because of their negligence.

This was the first time that either Dr. Shook or I had taught this course - We both agree that it should not be cross listed next time. The amount of assignments and number of students prevented meaningful relationships to be developed and caused confusion for the students.

Transitioning from the old coursesden to the new one. UWG online was a big help.

Switching from the old coursesden to the new one.

I taught this course as a distance course last summer, my largest difficulty was learning the new D2L in such a short amount of time.

Learning D2L - I'm still working on it.

The hardest thing for me in teaching distance is not being able to change things on the fly. You truly need to stay organized and on track so students do not get confused. I’m working on this! Also, I very much like being in the classroom talking to students. It’s much harder to guide a discussion online than it is in person. Sometimes, I worry that when the respond to the discussion boards, they “feel” more than “think.” I need to refine my questions in order to point students in the right direction in terms of process - not conclusion.

The preparation for the course is done on the front end of the semester rather than during it. Not being able to discuss face-to-face students' responses to the materials was also difficult. I addressed this by meeting with them the first day to make sure they knew that I’d be available if they ever needed to come visit me and discuss the emotional nature of the materials they were viewing and reading. I also checked in with them via email and discussion board. I replied to many of their responses to discussion questions, making sure they understood that I was with them in the course even if they weren't seeing me on a regular basis.

Q5 - 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?

At this time, I believe it is sufficient.

Excellent
The online support was excellent. I worked with several members of the Instructional Technology and Design Distance & Distributed Education team and they were patient, knowledgeable and kind. Several times I inquired what other online teachers have done in a certain situation and they were always helpful as I took that information into account for my online course. I encouraged my students to talk with someone in ITDDDE to solve technical issues they were having. I believe they did and kept up with the assignments better.

- Good
- good - love faculty support
- I love faculty support. Great youtube channel with videos and always there to help.
- great - online library is very helpful
- It's always excellent.
- Awesome all!
- Excellent.
- Great support!
- The support was excellent, as always.
- Strong support.
- I believe support is good.
- I think the level of support at UWG is fantastic. Anytime I have a question about technical issues, software, or pedagogical questions, there is always someone available to help immediately. This is one of the main reason I like teaching online courses -- the support is excellent!
- Both students evaluated the course highly - especially the instructor :-)
- It was good.
- The library and Distance EC were most helpful.
- Great!
- I do believe that library support is critical for accessing materials. As this should have been the focus of the first course in the sequence and I did not teach it, I am uncertain as to how much library was utilized. Also, collaborate sessions would be helpful and it seems that distance ed can assist in setting up those classrooms for both me the teacher and the students.
- I am not sure how much the students utilized the library in finding resources for their prospectus or methodology assignments. I do know many students did use our EdD writing support person for their prospectus. Also, I will need consult distance ed to address the file size upload/download issue the next time the course is taught.
- Very good!
- Again, not sure, although this student has excellent skills with online technologies and database searches.
- One student needed counseling services due to a family crisis, and I think UWG's offering of online counseling is an awesome resource. These students did seek our IT support in creating their Camtasia or voicethread presentations. As this is almost their final course in their EdD program, I made the assumption that they are familiar and regularly use library support services.
- I think it is appropriate.
- I think all of these resources were available and prepared to respond appropriately.
- I don't know what support student services or the library offered my students. I do know that many of them had to deal with distance learning. Distance learning was very helpful to them. I was available to the students after class and by email all the time.
- Distance learning helped my students deal with their issues on CourseDen.
- They were great!
- Great teamwork!
- It seemed like everyone pulled their weight. Great teamwork!
- Distance Education was great! I was amazed at the amount of support I received every time I called. The people are patient, thoughtful and thorough. The only thing I request is a spell check on future surveys!
- Distance Learning is fabulous! (Thank you Wendy)
- Distance Education folks are wonderful, and I can't tell you how much I appreciate the support I've received (Thank you, Wendy!!!!!)
I don't quite understand this question. What is meant by non-academic support, especially when referring to this support coming from the library, the distance education center and me (the instructor)? The library was helpful in putting films on reserve during the duration of the semester. The distance education center was helpful to me when I had questions in setting up the course (especially the Faculty Development Center). I didn't have much contact with Student Services with regard to this course.