Spring 2009 Distance Education Survey Faculty Response

What went well in Distance Learning Courses?
1. Assignments were aligned to course objectives.
2. The students found the evaluation methods fair.
3. The structure of the course and assignments worked well.
4. Students understood the connection between assignments and testing and appeared to believe that they learned about the subject.
5. Students indicated the assignments were challenging and helped them understand the subject content.
6. Students appeared to enjoy the types of assignments and the vehicle for delivery.
7. Students found the course relevant to their field of study and helpful.
8. Students learned a great deal about the subject.
9. Having more than half the class online offered convenience and was a time saver for RN-BSN students.
10. It was a positive experience for several students as their first course in the School Media degree program.
11. In class module assistance.
12. Several noted that the textbook was informative and would continue to use as a reference.
13. Stricter adherence to APA style format in assignments was a major challenge for students.
14. Tele-tutoring seems to be helpful to students who reside off-campus.
15. The tutoring services we provide seem to be a positive for students.
16. Many students who live on campus prefer to use tele-tutoring.
17. The course seems to be a hit with the great majority of students.
18. The course was well-received.
19. Students appreciated learning new information related to managing an effective school library media program.
20. Students found that the instructor had improved on getting assignments graded in a more timely manner.
21. The instructor presented ideas clearly and conducts class in an organized manner.
22. The instructor treats students fairly.
23. Students indicated the instructor was supportive, had high expectations for preparing quality assignments, provided individual assistance, and was prepared to teach the course.
24. They indicated that the instructor was knowledgeable, organized, and fair.

What was problematic or should be improved?
1. Students were very, very hesitant to correspond with the instructor between F-2-F sessions about individual concerns or assignments.
2. Helping students value the online assignments and not considering them busy-work.
3. Work more and getting the assignments graded in a timelier manner.
4. Exams were given all on-line within the classroom.
5. Finding creative ways to deliver content online – while maintaining the convenience of asynchronous classes.
6. More fully describe course requirements and the order or completion.
7. While not a major issue, some students indicated that they did not understand directions so I will work on improving communication in the syllabus.
8. Although some students did not have a problem with clarity, others indicated that the instructor needs to work some on clarity.
9. Learning the new subject content and preparing “graduate-level” assignments created challenges for the new students.
10. None was mentioned over which I have control or would not compromised the integrity of the learning experience & the rigor needed for the course.
11. One of the problems is getting the students to complete the online evaluation and distance survey forms.
12. Some assignments were confusing to students.
13. Some of the students commented on the difficulties of group work in an online course.
14. The classroom PCs were inoperative at the beginning of the final period (8:00 am).
15. Aid students in selecting resources that support the state and national standards, as well as any curriculum-based initiatives in the local school.
16. Web browser issues by students.

What do you plan to change based on student feedback?
1. Encourage students to review carefully the samples of assignments to understand the principles and concepts addressed in each assignment.
2. Pair related assignments and schedule them with the same due date.
3. For any online course, need to have assignments that are reasonable and meaningful.
4. Give more reminders to complete both the course evaluation and the distance survey.
5. Give the “big picture” to reduce confusion about assignments, accentuate the inter-connections of assignments and course expectations.
6. Hope students will understand there is a connection, especially in the Policies and Procedures Handbook.
7. Continue to work on the clarity of content, assignments, and assessments in a primarily online course.
8. Give specific instructions with samples for preparing the ordering resources assignment.
9. Provide ordered links to all class assignments.
10. Have more comprehensive exams next time.
11. Issue paper exams to insure control and access to the time sensitive service we call teaching.
12. Create a chapter quiz (17 of them) to ensure that my students really read all chapters.
13. Continue to provide several samples of the assignments to aid students in developing their assignments.
14. Plan not to have any group cases or other group assignments.
15. Meet face to face during second scheduled session to allow those who were not enrolled at the first session (class added during drop/add) to address questions/concerns.
16. Add a special segment to the first F-2-F session focusing on APA style format.
17. Continue to work on what is the most meaningful use of time for the few face-to-face class sessions.
18. During the first F-2-F session, use a graphic organizer to show linkage among the assignments designed to teach the processes and procedures for selecting print and non-print resources for a library media collection.
19. Question how well online lectures really work.
20. Students need to be encouraged more strongly to complete the online evaluation.
21. Consider changing the two textbooks with one that is more comprehensive.
22. Remind and encourage students to contact the instructor via email or phone to ask questions for clarification about assignments or personal matters.
23. Work on getting the assignments graded in a timelier manner.

What was the biggest adjustment required for distance instructors?
1. Realization that all students do not read directions and need to “hear” directions repeated.
2. Creating interaction with students in online classes is very difficult.
3. Students expect e-mail response as a 24/7 format.
4. Finding time to review and return assignments with meaningful feedback.
5. Developing assignments aligned to chapters in the textbook for the purpose of “linking” theory with “real-world” applications.
6. Packaging the course for asynchronous delivery.
7. Completing yet another form for the class is not an incentive.
8. Development of extensive & high quality online offerings will grow with appropriate incentives.

How was the level of student services, DDEC, and instructor support?
1. The people who provide our local non-academic support are simply fantastic!
2. I have always received very good advises and very quickly from distance education.
3. There appears to be an acceptable level of support by the stated non-academic departments and the instructor.
4. I have been pleased with the support and remind students to take advantage of the support available.
5. They are hardworking and pleasant.
6. Students are pretty happy about the non-academic support (if they use these services).
7. I was able to convey a positive attitude about Course Den and use it in lieu of face to face classes.
8. CourseDen provided a great storage facility/repository for materials.
10. The time-lag of 48-hour (for updating of rosters) is simply not acceptable and has proven harmful to students especially during the summer semester where time is compressed.
11. Some did not feel adequate services were provided.
12. All who responded did use the library services and that seems positive.
13. Why are instructors not allowed to update their course rosters whenever needed.
14. In the past, Instructors were able to “synchronize” their course rosters in order to remove students who are no longer enrolled in the class & add late enrollees.
15. Students sometimes do not pay as much attention to early “announcements” as they should, so I will incorporate
more information about available support throughout the course.
16. Students usually email me, if they have any problems (technical etc.) and then I direct them to distance education, help desk etc.
17. Why WebCT/BlackBoard?

Last updated: July 16, 2009 by KM