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

- My student evaluations were completed in paper form, not online. Preparing students for job seeking strategies, interviewing, professional portfolio.
- See comments in online section N05--student was enrolled in section N05
- My student evaluations were completed in paper form, not online. Preparing students for job seeking strategies, interviewing, professional portfolio construction, presenting orally.
- My student evaluations were completed in paper form, not online. Preparing students for job seeking strategies, interviewing, professional portfolio construction, presenting orally.
- Change of textbook was apparently beneficial; instructor ratings were decent.
- Received very positive comments from students on this class, clear organization, communications of expectations, and assignments. Instant feedback to students. Available anytime.
- Communicate the course objectives and expectations to students. Organize the class materials. Providing feedback instantly to students.
- I think the classes that were online went well because the student's appreciated the fact that the time online did not have to be synchronous. They could work at their convenience as long as they got their individual and group work in on time. They often
- I think that, overall, the course was successful. Students seemed to learn the required material and left with a basic understanding of research methods and program evaluation. It was interesting that several students commented on the group work being an
- Instructor demonstrated knowledge of topics and class discussions furthered student learning.
- I believe the entire course went well. I have taught this course entirely online 3x and I believe the students and I got it right this time. The online discussions in real time went well once we figured out how to use the new system collaborate. The stu
- The migration to the D2L system was excellently executed.
- The Youtube videos enhanced understanding of course materials.
- The Youtube videos enhanced understanding of course materials.
- The Youtube videos enhanced understanding of course materials.
- Course content was presented well and helped students understand the subject matter. Instructions for assignments were clear. Students felt the content was relevant for their lives and future careers.
- Seem to like textbook and overall class design
- Students like book and one said they were planning on keeping it. Also they seem to like the course set up and think it was fair
- Students seem to enjoy material and text which is great
- The videos I made for the students were well received.
- Assignments were relevant to the course and the text was well received.
- The course seems to be received positively by the majority of students. The class is well organized and very clear. The students seem to learn a great deal of material, and the majority of students are able to achieve and exceed expectations.
- The course seems to be received positively by the majority of students.

The class is well organized and very clear. The students seem to learn a great deal of material, and the majority of students are able to achieve and exceed expectations.
The course seems to be received positively by the majority of students. The class is well organized and very clear. The students seem to learn a great deal of material, and the majority of students are able to achieve and exceed expectations.

- The content that was presented seemed to be a good fit. The group project assigned was at the appropriate difficulty level.
- Students seemed to appreciate and use the textbook and material.
- Sounds like the course content was appropriate. One student mentioned a different technology (ASP.NET) and I had considered this, however I felt that the technology used (PHP) played better as the piggy-back language after the per-requisite course they
- Video lectures. Scaffolding of assignments on abstract classes and polymorphism.
- That students who read the material provided did well in the course and had a positive experience. They connected the class notes with the textbook and practice problems and subsequently scored well on their required assignments and tests. They were ad
- Coverage of material is 100% accomplished.
- Student Discussions.
- Obviously, not much. These evaluations were shocking to me. I felt that I had presented the material in an organized fashion, with each module having an introduction, questions to consider throughout the module, associated readings, an opportunity to app
- This is the course for my doc student. Normal responses do not apply.
- Clear expectations, relevant discussions.
- My doctoral students did not respond, but each is making progress toward completion of the dissertation.
- Apparently, everything. She was pleased with the support I gave her.
- Students didn't complete this because it is for dissertation chair.
- Conferencing and collaboration with student working on doctoral dissertation
- I didn't think the class was going very well because I conducted it much more informally than I generally do. However, the very limited student comments indicate that it was very effective. Students commented positively on the discussions, voice-narrated
- While it was a limited sample of students, the course went very well.
- Voice narrated powerpoints; communication with students; availability of instructor; respect for students; tough but fair grading and evaluation
- Cases, quizzes and exams
- see 01D
- Materials and organization generally well received.
- Material and organization generally well received.
- Book, lecture and assignments
- Everything
- This is very difficult to say. Some seemed to like the videos and others hated them. There seemed to be agreement that tying in the material to current events was helpful.
- There was only one honors student. I think I did this survey for the class as a whole.
- Providing evaluation rubrics and consistent course schedules
- Course activities
- Materials online. In particular the videos.
- That students actually grew during the process. This was indicated to me in their reflection of the big project and not in the evals. Not enough students completed the evals.
- Most students were finally able to get into the swing of things and get their projects completed. There was a lot of confusion for the students with the changeover to another format for course delivery. The course is usually half new people and half of
Most of the assignments are now well structured. Students like the experiences and the material covered. The book is a good choice.

Most of the assignments are now well structured. The book is a good choice. Some students are clearly benefiting from this course, while others do not - they rightfully wonder why they are taking a technical course that has no technical pre-requisite skill.

The projects are truly good ones in the course. People who had not been in school a long time were pushed but realized that it was all pretty much what they needed to do and they came along beautifully.

Most of the assignments are now well structured. Students like the experiences and the material covered. The book is a good choice, although one person did not use the audio book and therefore saw little value (this course focuses perhaps too strongly on)

I think the class went well.

Students had flexibility they needed. Students take the online section for a variety of reasons -- time conflicts with work, home commitments, personal preference. The class offers flexibility to accommodate the wide range of study times these students.

Students responded that the course was applicable to their teaching and that they have used the information to revise their teaching behaviors.

The students who returned the surveys report having learned a great deal about music history and the research process, items in line with the learning outcomes for the course. The Likert scores were high (all medians of 4/5 or higher) and the free responses were very positive. The course material was relevant and presented in an effective manner.

It is very difficult to estimate, since there were so few respondents (7/17) and some polarized comments both positive and negative, suggesting these were outliers from a small group motivated to respond to the survey.

They loved how the material was presented.

Everything went well.

It is very difficult to estimate, since there were so few respondents (3/17), suggesting these were outliers from a small group motivated to respond to the survey.

It is very difficult to estimate, since there were so few respondents (4/19) and some polarized comments both positive and negative, suggesting these were outliers from a small group motivated to respond to the survey.

This class went very well. It was the first time the HPE program offered this course online (97%). According to the feedback, students felt the assignments were well-spaced, important, and evaluated fairly.

I feel that the course assignments were effective and that the students were challenged and that they learned. I also received a response from one of the students that the course had "renewed my interest in environmental planning," which is very gratifying.

I feel that the course assignments were effective and that the students were challenged and that they learned as a result of their experience. I also received a response from one of the students that the course had "renewed my interest in environmental planning.

My narrated power point presentations were very detailed.

The students indicated they learned a great deal about integrating literacy assessment and instruction into the content areas.

The student did a great job learning about integration of assessment, literature and instruction! Excellent project-she worked hard and was pleased with the outcome.

The students were pleased with their literacy research and increased their teaching and writing skills. These skills were connected to classroom student learning.

Only one person responded. It is difficult to draw conclusions.

Apparently, not much. Those few who completed the survey seemed angry.

Individual help and personal knowledge of the content.

Discussions in class. They want to meet face-to-face more.

Not enough data.

The students felt they performed well in this course and were satisfied with the support, knowledge base, and communication provided by the instructor.

There was only one student in this section. I do not believe he completed a separate course evaluation.
• The students indicated that they worked hard in this class. In addition, the majority of the students felt the content was presented effectively and that I was able to communicate effectively and respectfully with them.
• The students felt the instructor demonstrated knowledge, respect, and responsiveness. This is impressive given the online aspect of the course.
• The students in this class indicated that the content was presented effectively, they clearly understood how they would be evaluated, and that the instructor presented material in an organized manner, communicated effectively, and was available for individual needs.
• The students felt the course content was presented effectively. Additionally, they felt the material was organized and the instructor communicated with them effectively.
• In this section, the students felt they had a clear understanding of how they would be evaluated and that their tests and assignments were consistently returned in a timely manner. In addition, 100% of the students felt they were given the respect they deserved.
• I think they enjoyed the learning environment.
• The information that was added past the book was successful. They seemed to enjoy most of the videos.
• Overall, I was pleased with the evaluations, particularly since this was my first time teaching online and my first time teaching this course. A few students seemed to think that I was a bit harsh in my grading and that my expectations were too high. Other complaints included:

What was problematic? What needs to be improved?

• No consistent problems; improve opportunities through Career Services for students to practice interviewing.
• No consistent problems; improve opportunities through Career Services for students to practice interviewing.
• No consistent problems; improve opportunities through Career Services for students to practice interviewing.
• Complain about trips to campus and a lack of online lectures and "study guides."
• Consider an alternative assessment. A small number of students need additional help to get the schema project started.
• May consider alternative classroom assessment strategies.
• It appears that while the students like the classes that are online, they do not like the number of discussion boards. I believe they do not understand that if they are not in class, they need to be working on a discussion or assigned task to complete the assignment.
• As aforementioned, the question about group work needs to be reviewed further. One student made a suggestion to ask all students to identify their place of residence before choosing their research team (group) so that it would be easier to identify which team they are assigned to.
• Need to increase rigor of course.
• Students had some issues with collaborate. Sometimes they could not get on and others they were knocked out. This was just a few students. For the most part, students figured out collaborative after the first meeting and it went smoothly. They enjoy the online aspect.
• Automated tracking for potential collusion. i.e. warnings for files with the same author across all of the same courses such as across all CISM 2201 classes. Also automated notification when file creation dates for submitted work are more than 6 months.
• Some links of Youtube videos were dead.
• Some links of Youtube videos were dead.
• Some links of Youtube videos were dead.
• Some aspects of the course could be more challenging. Some assignments need to be graded sooner.
• I did not see any problems listed by students. One said the assignments were due over spring break but that was not correct. Nothing was due over any break.
• I did not see any identifiable issues
• Nothing
• no major problems noted
• The course was designed in a way that limited my interaction with students. That should be changed.
• Some students note about getting help. We have over 80 office hours to assist students. However, students must make an effort to get the help (a complete tutorial is found on the course site). Students could access such help online and without coming 
• Some

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students note about getting help. We have over 80 office hours to assist students. However, students must make an effort to get the help (a complete tutorial is found on the course site). Students could access such help online and without com
• First, it seemed a little overwhelming for the students having homework assignment going on in parallel with a group project. Secondly, I had asked each student to give me input about each group member's contribution so that students would be evaluated
• The project specifications (which were all new for me this term) should be either better defined and more explicit in certain areas, while other areas where judgement is what's being put to test, should be explicitly noted better.
• There seemed to be issues with the Quizzes - especially the 'fill-in-the-blank' questions. I'm not sure I would use these again, however if I were, those questions should be reviewed more carefully to take into account possible versions (the plurals or
• Find better resources for concepts that were not covered in the book.
• Online classes attract independent learners, but these students often forget that reaching out to their online class and forming a community of learners is essential for success when dealing with difficult concepts. Class assignments were designed to pr
• Subject is difficult to learn online. Course needs more solved exercises available to the students, or at least, let the students know where the answers to the problems are (the back of the book).
• Number of face/face meetings needs to be increased.
• Students felt that the course was disorganized. I have asked for help in looking at the organization, as I believed that it was highly organized. They evidently are not independent learners and want the information to be spoon fed to them. I will, in fut
• N/A
• Students noted no problems.
• We met online every two weeks with intermittent meetings online between times. They received prompt feedback on every draft. I don't know of any problems, other than that we have to find a more consistent online meeting tool. Video was sometimes not avai
• Nothing
• Nothing noted
• Nothing
• Students did not indicate anything that needs to be improved. However, I want to provide written narratives to accompany the powerpoints and have more formative assessment. I also want to add some short video clips in which I give directions or point out
• Students say evaluation is fair but tough; I want to develop rubrics for all assignments for next semester. Currently, about 80% have rubrics but I want to make them more
specific. I also want to update/replace the sample/model papers that I provide for

- Field activities, while they are linked directly to course objectives, still seem confusing to a few students. I’m going to try to change the questions related to these activities so that the students may see more connections to course content.
- Communication with the students. I need to interact with students more often.
- One student seemed unable to find some materials.
- No major problems mentioned.
- I need to speak more clearly.
- The student seems to like the way it is
- Perhaps make the videos shorter, put more online so they can work at their own pace, and incorporate the book more.

- Communicating with students
- Making a textbook useful
- For this graduate course I don’t know what else I can do to improve the course.
- It was difficult for them to do the LEGOS robotic project. I need to make some small videos or audio files to help them understand what to do. It was 1, 2, 3d for them, but they still had a hard time with it.

Also, I need to fix it so that the same amo

- The students complain that there is too much work and too many things to read. I always think about those things and I have pared the course down over the last two years but, frankly, this is graduate school; it is not undergrad. A lot of our students
- The method for generating and delivering feedback is a real problem. Most of the course work involves image assessments that require detailed responses. The new CourseDen environment makes this even more difficult than it was before. This CourseDen envir
- There are many good topics covered in this course, but there are still too many. The list of assignments needs further reduction and the directions for the assignments need further refinement. Also, the method for generating and delivering feedback is a
- I think the course changeover was very difficult for my students that had started fall term. The new ones only had navigation difficulties.
- Topics covered are good, but there are too many assignments, which means too many parts. The list of assignments needs further reduction and the directions need to be refined. I also think that developing skills to produce effective audio needs some more
- N/A
- Students' performance on the final project report is not as strong as it could be. The file that explains what to do and not to do -- and why -- in that report can be expanded. Some students need to improve their Excel skills, and I'll have to work on
- Although students felt that expectations were clear, they preferred that assignment dates need to be revised to either have a different location or perhaps have everything due on the same day.
- My lowest score (mean of 3.8/5 and median of 4/5) concerned explanations of how students will be evaluated; I can work on this. It is would also be helpful to have more students submit surveys. Finally, students reported that the course was a lot of wo

- There were some scheduling issues. Need to work on organization.
- From the few that responded, there seems to be a need for more personal contact, which suggests that Google+ hangout or Blackboard Collaborate could be leveraged effectively.
- Nothing was stated by the students
- Google hangout was problematic
- From the few that responded, there seems to be a need for more personal contact, which suggests that Google+ hangout or Blackboard Collaborate could be leveraged effectively.
- From the few that responded, there seems to be a need for more personal contact,
which suggests that Google+ hangout or Blackboard Collaborate could be leveraged effectively.

- It was a struggle to only have 2 F2F meetings. Perhaps having online synchronous sessions could be implemented.
- Course expectations were not as clear as they should have been.

Some of the assignments may not have been appropriate for a class where the students ranged from sophomores to graduate students. At the very least - and looking back - the instruction

- Course expectations were not as clear as they should have been.

Some of the assignments may have been inappropriate for a class where the students ranged from sophomores to graduate students. At the very least - and looking back - the instructions fo

- Students don’t log into the class on a regular basis.
- I give a numerous assignments in the course. They complete case studies, chats, discussion, chapter response, thinking maps, etc. Sometimes they feel they have too many assignments but they do indicate they learn a great deal.
- continue to update resources
- I continue to work on clarity about assignments. Students do feel confident contacting me for help.
- Students were so preoccupied with student teaching that they often forget about this class.
- More group work.
- Planning. This was the first time I taught on Saturdays and online in combination. I have lots to learn about sequencing and communicating with students.
- I need to grade faster and explain the purpose of the book.
- Only three of thirty two students completed the evaluations.
- There were no problematic aspects of this course, however, just a few students felt the class did not challenge their intellect. This might be improved by integrating different resources.
- N/A
- I wonder if the text chosen for the course was a good match. I think that next time I will use a different resource that provides more depth and challenge for the students.
- Some of the students did not feel the course assignments and text were useful in helping them understand the subject matter. I have to wonder whether those students used the text appropriately because the content was mostly based on what was in the text.
- There were no problematic aspects indicated within this section of the course. The lowest scoring item was related to the assignments requiring problem solving. This will certainly be considered and something that can be improved upon in the future.
- It appears that a few students felt the tests and assignments were not returned in a timely manner or that the course expectations were clear.
- Some of the students felt the course did not challenge their intellect, that the assignments did not help them understand the subject matter nor did they require problem solving. Given the variability in responses across sections regarding this aspect of
- I may open items up from the beginning.
- Being the first class on the new D2L system, I had a lot of technical issues that were mostly my fault for not paying close enough attention. I was also sick alot, so it took me longer than I like to respond to emails.
- I was not at all happy with 2 assignments, so the list of assignments will be extensively revised. I would like to get students more active in discussions; more of them than I wanted offered only the minimum number of posts/responses, though I do think t
What do you plan to change next time you teach the course?

- Provide more outside speaker opportunities for students to evaluate communication strategies.
- Provide more outside speaker opportunities for students to evaluate communication strategies.
- Provide more outside speaker opportunities for students to evaluate communication strategies.
- Trips to campus will be cut in half going forward, but this brings up other issues about test security. I will develop lectures as I develop proficiency with the requisite technology and have time.
- Show the sample schema earlier and provide tutorials more specifically.
- More interactions with students. Use a video to summarize the content for each chapter.
- I answered this partially in item #2 however I also plan to change up some of the discussion boards and call them in class assignments. Maybe without having to respond to their peers will help them seem less pushed to work.
- I need to modify the research team (group) structure. One way to do this is to ask students to complete a survey regarding their research skills, writing skills, interests, place of residence, and familiarity with online learning. Then, I could place stu
- Increase number of difficulty level of assessments throughout course.
- Again, I will not be teaching the course, although I will be teaching in the fall 2013 another EdS online course. I will use the information learned about the use of collaborative and work with students to understand how to use it. Many were used to the
- Greater use of video software for instruction on how to perform functions.
- Will adopt the latest edition of textbook with updated video links.
- Will adopt the latest edition of textbook with updated video links.
- Will adopt the latest edition of textbook with updated video links.
- I plan to be more engaged with students, and plan to complete grading of assignments sooner.
- Less work last week so they can focus on final
- Less work last week so students can focus on finals.
- More time at end is semester to prepare for final exam
- I think I would leave this course as is.
- I would like to add more video lectures so that students feel like there is more interaction with the instructor.
- Based on the majority of students input, try to keep doing what I am already doing. I anticipate natural progression and update of course material. I am planning on continuing to add to the Commentics knowledge based using students' contributions.
- Based
  on the overwhelming majority of students input, try to keep doing what I am already doing. I anticipate natural progression and update of course material.
  I am planning on continuing to add to the Commentics knowledge based using students'
- Based
  on the overwhelming majority of students input, try to keep doing what I am already doing. I anticipate natural progression and update of course material.
  I am planning on continuing to add to the Commentics knowledge based
Have a better planning of the homework and project due dates so that students may not feel overwhelmed.

2. Require students to provide more detailed description of their contribution so that better judgement may be made for their participation and

- I would like to use a version of the text that matches the newest version of the software. This isn't completely in my control, but if I need to use an older version, I think it would be useful for me to create specific tutorials for the new software.
- I would like to supplement the text's exercises with similar exercises in a different scenario. I think it would also be helpful to provide either a way to note which files do not need to be touched or simply modification of the exercises to not use tho
- Find better resources for concepts that were not covered in the book.
- For improvement, I plan on making an orientation video since most students who struggled also happened to be those who didn't attend the optional orientation. I believe that by connecting with them "in person" so that they can understand the logic/reaso
- To do more videos of solved problems.
- More interaction.
- Hold more online synchronous classes, have someone from Distance Learning look at my course to determine how it could be better organized, give prompt feedback, get rid of other duties as assigned, so I have the time to commit to teaching and responding
- N/A
- Possibly use a discussion board for student interaction.
- NOthing. THings seem to be going well.
- Nothing
- It isn't a course
- Nothing significant; this is not a typical "distance course." It is a doctoral program and I am working very closely with this candidate on the dissertation. We working electronically at times, but also meet f2f as needed.
- See question above.
- See question 2.
- Some videos giving directions; clean up the confusion in directions for submitting assignments that resulted in changing to a new CourseDen system.
- I will give more discussion topics and more Q&A , and encourage students to get more involved in this class.
- see 01D
- Add information in course instructions that point to resources.
- Few changes planned for summer.
- I will think of ways to get the students more involved in the class and make sure they understand the material that is covered in this class
- keep improving my oral English and presentation skills
- The above.

- might have a discussion session and online tutoring by chatting
- Using a textbook extensively
- Not much change in the materials. May be less weight on quizzes.
- I am going to have them make a blog withing D2L or outside of D2L and have them submit the Tech Explorations as part of the blog. That way they will only have one submission per week and only three other assignments that have to be submitted.
- Nothing
- I will reduce the number of assignments and make more refinements to the assignment instructions. I will try again to find a way to expeditiously deliver feedback, but again, I will be forced to experiment since this CourseDen environment forces an instr
• I will reduce the number of assignments and make more refinements to the assignment instructions. I will try again to find a way to expeditiously deliver feedback, but again, I will be forced to experiment since this CourseDen environment forces an instr
• I'm going to remove the articles assignment as I do not think it is necessary with all of the new updated readings in the textbooks.
• I will reduce the number of assignments and make more refinements to the assignment instructions, such as providing some examples of what students might seek to produce.
• Adding online lecture reviews
• I plan to add details to the instructions for the final project report in an effort to give students a stronger guideline for effectively completing this assignment.
• The problem may have occurred due to Discussions and having two dates for the discussions (one for the initial post and one for the responses). I haven't quite figured out how to fix this but I will definitely try something differently. The reason for t
• As a start, I plan to give students more information earlier in their learning process about how they will be evaluated.

• Provide clearer explanation of preceptor role to the preceptor as well as explanation of the preceptor role to the students
• I will use Google+ hangout and/or Blackboard Collaborate to get a better sense of individuals and their needs.
• I plan to provide weekly announcements
• Use collaborate instead
• I will use Google+ hangout and/or Blackboard Collaborate to get a better sense of individuals and their needs.
• I will use Google+ hangout and/or Blackboard Collaborate to get a better sense of individuals and their needs.
• More organization with F2F time.
• This was the first time I taught this course and the first time I taught an online course. With two weeks to prepare for it, I didn't have time to organize the assignments and requirements, but rather had to prepare and present them module-by-module. N
• This was the first time I taught this course and the first time I have taught an online course. With only a few weeks to prepare for it (due to other commitments), I didn't have time to organize the assignments and requirements, but rather had to prepar
• I need to come up with a way to get the students to log into the course more than just to take a quiz.
• I will try to combine some of the assignments.
• continue to listen to student feedback and make appropriate adjustments in teaching and learning
• Continue to update and make sure students understand the purpose of assignments. I am pleased with their projects, pride, and passion for learning!
• Speakers on the first day instead of more into course. Use them to motivate.
• More group work.
• The way assignments were handled. Grade more promptly.
• Put guest speakers up front. Give more time for sharing.
• I will send more announcements reminding students to complete evaluations.
• I might use a different text for the course in the future. I would also like to make some adjustments to how online time is used.
• N/A
• I will use a different text. I may also adjust the requirements for online discussions so they take a bit less time for the students to complete.
• There was a wide range of information presented in the course. Next time I teach it I hope to integrate more principles of universal design in order to present the information using multiple modalities in the online environment. For example, I hope to in
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- There was a wide range of information presented in the course. Next time I teach it I hope to integrate more principles of universal design in order to present the information using multiple modalities in the online environment. For example, I hope to in
- I may open assignments up from the beginning.
- Instead of things opening up weekly, I think I will try opening them up all at the beginning, but still having weekly deadlines. I think this will help catch some issues earlier and there is less reason for excuses for not getting it in.

I also wan
- I will drop two assignments and add two in their place; I plan to significantly reduce the weight of the final; so overall, I need to assess all graded assignments and decide what to keep and what to eliminate; I plan more emphasis on the technical aspec

What was the largest adjustment you made in teaching a distance course, and how was this addressed?
- Posting assignments at least one week in advance of the due date/time for students to work at their own pace based on course loads/work.
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- Posting assignments at least one week in advance of the due date/time for students to work at their own pace based on course loads/work.
- Still sorting it out.
- Fine tuning the instruction and test items.
- Fine tuning the instruction and test items.
- The largest adjustment was not made in this class and when I mention above what I will do it is for all of my courses. The reason I say this is that this course will not be taught again in our department by me or any faculty. It is being subsumed into an
- My primary obstacle has been encouraging students to contact me when they have questions. To address this, I have a video they watch in their first course module. I talk about how I want them to visit me when they have questions and concerns. I also post
- Never meeting students face-to-face made it difficult to relate to student individual learning styles.
- It was collaborate and I have discussed this above. Without the help of staff I would have been completely frustrated and so I ended up happy because IT help is always available.
- Since I have been teaching online I am starting to get to a routine.
- Used CourseDen Discussion Board to enhance the communication with students.
- Used CourseDen Discussion Board to enhance the communication with students.
- Used CourseDen Discussion Board to enhance the communication with students.
- It was important that instructions for assignments be made clear to students. This was addressed in written instructions, as well as by recording screencasts for more complex demonstrations.
- Trying to use current topics. “This semester I added extra credit des on current events like the Boston bombing"
- Adding current affairs. I added extra credit dq on current events
- Adding current events. This semester I added an extra dq about victimization

At the Boston bombings
- This was the first time I introduced the use of video recorded lectures.
- Video lectures were used on occasion.
Packaging the course for asynchronous delivery. I normally spend the entire summer creating the course and its content.

Packaging the course for asynchronous delivery. I normally spend the entire summer creating the course and its content. The amount of time it consumes is incredible!

Packaging the course for asynchronous delivery. I normally spend the entire summer creating the course and its content. The amount of time it consumes is incredible!

Try to build an online community by having assignments for discussion, group project.

Well, not meeting students face-to-face means that I need to use other methods to convey my points. I found about halfway through the semester that a couple of the students needed direct emailing for motivation.

Not being able to see the students one-on-one and stress the important topics that each individual student needs to hear. Because I knew this group of students from a previous semester, I already had an idea of those who needed individual attention and

Due to lack of face-to-face interaction watered down some of the discussion on some topics, especially on overall class design.

Finding a way to make myself available to my online students at the level that I do for my face-to-face students. Early on, I facilitated a weekly study group who then met independently for the remainder of the semester. I worked with them, and others,

I posted more videos (twice). Students tend to think that it is very positive.

Number of students. Re-evaluated and eliminated some group projects.

I planned each module around topics students need to know to understand and carry out qualitative research. This takes planning. I put together a selection of readings, videos, powerpoints with voice over, held together by an introduction to share the pl

N/A

Expectations of availability online. In a face-to-face course, there are clear guidelines about when the class meets. In an asynchronous distance course, those lines are blurred. To accommodate, I gave students a time frame during which they could expect

Meeting with these students regularly to check progress.

Using Go to Meeting. We just did it!

Not a course

Nothing really; as noted above this is not a typical distance course

I added more formative assessments but as non-graded self-tests. I think I'll add more assessments and count them toward "points".

Changing how assignments were submitted; some confusion arose because I missed some places that needed to state the change.

Changing the way assignments were submitted to make it easier - some confusion when I missed a direction, but overall much easier for students.

I spent a lot of time making the virtual lecture. I will spend more time interacting with students in the future.

see 01D

Course taught numerous times online.

Course taught multiple times online.

Not being face to face it is difficult to convey information. Many students are not good at reading, so I lectured using video.

consistent course schedule

Consistent course schedule (i.e.) consistent deadline for lab exercises

Preparing videos and lecture notes for my online courses.
I always have to remind myself with 3401 that they are more like high school seniors in their responsibilities shown even though they are seniors in college. :-)

No adjustment because I've been online since 1999 and I think you just try your best each term.

I inherited a course structure that had information spread across many different documents, so students had to look into the syllabus, power point files (multiple files), and word documents. About 1/3 of the way into the course, I moved the assignment in

I am spending a great deal more time planning, preparing, and experimenting as regards to designing and delivering this course online. There are many challenges with this topic, nearly all of which are technical. At this time, due to limitations of D2L

Again, no difficulties and no adjustments other than the new format for course delivery. I also do not like collaborate and wanted Wimba but it does not seem to truly have our support now. Collaborate cannot do what wimba did. It also does not meet th

I am spending a great deal more time planning, preparing, and experimenting as regards to designing and delivering this course online. There are many challenges with this topic, nearly all of which are technical. At this time, due to limitations of D2L,

Exams are given in class

I had to determine how assessments would be handled in order to make sure that the students who were getting credit for the work were actually the ones doing the work. The two major exams require a proctored testing environment. There are quizzes in th

Mind mapping.

I made a lot of adjustments to transition to teaching this course as an 100%-online course. The largest adjustment was converting the 3 hours/week of d[1] classroom[1] time into meaningful online learning.

Time with students. I spoke with students at times convenient to them----most of the time this was at night or on weekend.

No adjustments were made as I have been teaching online for many years and am current with the literature on best practices.

Meeting with students----most of the time I met with students at a time convenient for them (at night or on weekends).

Had to give increased number of written assignments

No adjustments were made as I have been teaching online for many years and am current with the literature on best practices.

No adjustments were made as I have been teaching online for many years and am current with the literature on best practices.

The largest change was giving feedback to students when completing assignments. I addressed this through phone calls and written feedback.

Without having met the students, either individually or as a group, or ever taught at UWGA before, I wasn't sure what to expect in terms of student capabilities. The fact that sophomores were enrolled along with graduate students also made it somewhat p

Without having met the students, either individually or as a group, or ever taught at UWGA before, I wasn't sure what to expect in terms of student capabilities. The fact that sophomores were enrolled along with graduate students also made it somewhat p

If I needed to get in touch with the class because of changes in the course outline, it was very difficult. I posted announcements and sent emails. It was very frustrating.

Each semester I learn from teaching online-I am learning to organize and select days for different course assignments to be turned in to grade and provide feedback.

I continue to add more technology resources!

Assisting students who have difficulty with writing skills. I need to add more writing links.

Remembering to grade. Grading is especially time consuming on D2L.

I was really learning D2L. Staff were a big help. There were lots of complaints about the quizzes. I opened them up to allow more time and accepted arguments about answers.

Grading was difficult and time consuming. Took time away from planning.

D2L 5298

Learning a new course management system in the middle of a school year. I fumbled
through as I do not have time to take additional classes and workshops to learn to use these things. The distance ed folks were very kind each time I called with another

- The hardest part for me was trying to figure out how to ensure the students were using their online class time wisely. I made some adjustments to due dates on assignments so the students had more weekend time to work online.

- N/A

- This course was only about 50% online and it was my first time teaching the course so this question is difficult to address. I will say that next time I teach it I hope to be able to have more of the content online so that face to face time can be used for

- The material presented online needed to be detailed enough to support student understanding. I am trying to integrate multiple sources of information so that students are able to utilize individual learning styles to process and retain the content.

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- Switching to the new system. I coordinated a 1 on 1 training session.

- Making the material interesting when I am not physically present to teach it. I did this with adding extra videos from places like the American Theatre Wing and the National Theatre. This way they can hear how the material is applied in real plays from

- I really missed personal interaction with the students and had never realized how much I depend on verbal and nonverbal feedback in adapting my teaching. As a public speaking instructor, I know the importance of adapting to audience response, but didn't

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?

- Level of support was excellent at all times for all courses.

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- Level of support was excellent at all times for all courses.

- No problems reported; I have always considered the support excellent.

- Help students with skills on developing a graphic project online.

- skills to take complete a graphic project online.

- I believe the non-academic staff works well with students however there were not more than 2 students who discussed with me the need to contact you all for support. One of the students consistently had issues with posting his exam. While it always worked

- It appears that students do not make use of all of the resources we have on this campus. I would like to see them use our Writing Center more frequently.

- More than adequate. Distance Ed and ITS assisted students directly facilitating use of technology throughout the course.

- From the few students who shared with me that they used your help I find the level of non-academic support to be super. I use it as well and am very pleased to be able to tell students they will get help BUT they must contact you all.

- I am the instructor so I am not sure what I am rating here.

- Good.

- Good.

- Good.

- Students seem to be satisfied with the non-academic support that they receive.

- I thing they are good if students choose to use them

- I think the level is great. Students don't seem to know how to use things like online library so I try to coach on using that source
• Good
• Good.
• Good.
• Our local academic/non-academic support is fantastic!

I am glad to see that we moved over to Desire2Learn. However, it seems that D2L instance lack many packages and very important features (such as: tracking student activities; ability to generate r

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• N/A
• It doesn't seem that these student evaluations noted much about this. I'm hoping that means that they had the necessary support tools - including access to myself during virtual Office Hours - was sufficient.
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• Adequate.
• As far as I know, it was sufficient. The students who met in the weekly study group utilized the library each week as their meeting location. I was discouraged that the library could not find a way to reserve a study room for them due to their current
• Students have received every support possible. The subject matter may not be appropriate for an online course.
• I believe it was adequate.
• I don't know of any non-academic support offered by student services, but I know the library staff were available, as were the distance education folks, who always do a great job. I responded to their e-mails within a couple of days and gave feedback, th
• N/A
• Excellent.
• As far as I know, things are fine.
• I don't believed she used any of these resources.
• Not a course
• Student services have been used as needed but not really a major factor for this student.
• Support provided by distance education is excellent; am not really aware of support by the other agencies. As instructor, I try to provide close and careful supervision and support.
• Support and respect for students are excellent.
• Excellent support; no reason to fail this course!

• see 01D
It is sufficient.

Good.

I don't think students were aware of those support.

I think students are fine with the tech support and distance personnel.

My students normally relay the fact that, in general, they are pleased with the support by distance and they do use the databases provided to complete assignments. The instructor? Who knows? Some are very critical and others please. I've often wondered

Despite clearly listing the support services provided by the University - and placing links to these services ON EVERY PAGE in my course site - students do not seem to use the services and have the expectation that I provide them with technical support.

Support was good for the students

There were few issues during the semester, and most seemed to involve the switch to the new D2L CourseDen. These problems seemed to get resolved and I anticipate far fewer of these issues now that students are familiar with the D2L system.

Evaluation did not give me information on this.

Students did not comment specifically on non-academic support provided by student services, the library, the distance education center, or the instructor.

They felt I was a caring individual---I took this as meaning that I was supportive. They did not mention other support

There are not enough respondents and not enough mention of most of these services to arrive at any evidence-based conclusions.

They did not mention this in the evaluation

Good

There are not enough respondents and not enough mention of most of these services to arrive at any evidence-based conclusions.

They may have used the helpline a little.

Great tech and library assistance!

Outstanding support-thank you!!

Excellent again-we are fortunate to have great support at UWG!

Don't believe they used anything but Career Services.

A few called the help line and that was of use for them.

None
I do know, however, there was very little non-academic support provided by the instructor. I provide only academic support. I refer them to distance ed for technical issues.
The overall evaluation scores were pretty high, so I can only assume the students had the level of support they needed.
I'm not sure I understand this question. I can assume the students had the support they needed because they performed well and were pleased overall with the outcome of the course.
I assume the students had the support they needed. They did indicate that the instructor offered and was available for individual assistance.
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Excellent.
I think it is good. Distance learning is great at providing both me and my students help. I think I can do more by adding some sort of tutorial in there to help them navigate.
It seems sufficient, though I don't really know anything about student services, etc. I almost always responded to student questions within 24 hours (usually much faster).