Faculty Course Evaluation Summary Spring 2015 (with actions to be taken)

In order to meet SACSCOC recommendations, all faculty teaching distance courses are required to review their distance student evaluations, and complete a response which details the successes of the course and what improvements should be made.

Received: 63

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

- This was a hybrid course and course evaluations were administered in the face-to-face portion. Therefore, this survey is NA!
- I think that students were able to get introduced to the complexity of law and the constitution. I believe that the video lectures and supplemental information helped them understand the concepts better. Students seemed to learn a lot by reading the textbook, listening to the recorded lectures, and watching relevant videos or reading other material that was provided.
- I think overall the class went well.
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- I think this class was a tricky one (subject wise) but it went very well
- The course design was well received.
- This was a special topics course so I was anxious to see students thoughts. Most seem to enjoy the course so I hope it can run again.
- I think the video lectures were received well in this course. The students were able to have lecture material delivered to them in addition to their reading. Also, I was able to share pertinent links and videos to supplement the course material.
- The students thought that the course was well organized and that I facilitated the course well. They commented that this was one of the best courses they had taken during their program.
- grade distribution was better.
- Students liked the textbook and found it to be interesting, they also liked getting feedback on writing assignments. I was pleasantly surprised with the positive comments regarding the .pdfs and video lectures.
- Formed meaningful connections, attendance, papers, discussions, questions etc.
- Students appeared exceptionally pleased with the class. They commented on the high quality of the text and other instructional materials, quick turnaround on grading and response to questions/inquiries, fairness in evaluation/assessment, and instructor knowledge/preparation. I am also extremely pleased with the 91% response rate (33/36).
- The students were highly complimentary of the course and its content. Students commented they learned how to communicate effectively as school leaders, the importance and difficulty of modeling professional behavior, and
on how valuable the primary assignment was in helping them learn to become better school leaders.

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- This semester I used Second Life as a tool to teach qualitative research methods instead of using real life projects, which have the potential to be delayed, causing students to be frazzled at the end of the semester to complete the assigned work. By using Second Life, students were able to experience what it is like to be immersed in a foreign culture and were able to study it through observations and interviews to learn the methods of collecting data. SL provided students with the opportunity to learn for themselves about gatekeeping, about ethics, about establishing rapport, about asking the right questions in interviews, about the importance of observation, and more.
- This is not an official course this is our doctoral advisement course.
- There were no student evaluations completed for this course. These students are working on dissertation and we communicate via email.
- The student completed his doctoral degree
- The majority of students in this doctoral level class seem to have benefited from the course. This is the fourth time I have taught it and I have attempted to incorporate suggestions from previous cohorts. Those insights seem to have been helpful. The organization is fine. The delivery is OK. One person did not like the Google Hangouts. However, that means the majority did. I thought they went well and supported the students in successfully completing the course.
- I think I have this course laid out well.
- I think the course is laid out well.
- The fact that much of the course was self-paced was an advantage.
- Material presented clearly, expectations spelled out, well organized.
- This class was linked to my HIST 2111 EAB course, so please see my comments for that section (which apply to this section as well).
- Frequent communication is important for a successful online class. According to one student, "Dr. XXXXX is a good teacher, helpful when help is needed, and urges us to communicate with him." I will continue to work on sound communication with my students and clearly articulating my expectations for the class.
- The evaluations for this class were done in the classroom since this was a partially online class (about 60%). I have not had access to these evaluations.
• The assignments and book selections worked well to prepare students for the process of carrying out research and writing papers in history. Since this is a methods-based course, that is exactly the desired result!

• Based on the evaluations, students found the game (custom-made for the course) to be effective in presenting content. They were able to make the connection between the information literacy concepts in the course and their other classes. Students found the course to be fair.

• From their grade and results of all tests, students learned the course materials.

• Connecting with students in online environment through regular online sessions, use of video conferencing. Personal feedback instead of canned responses to student work.

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• Students reported my clear communication skills. "Dr. XXXX is one of the best online professors I have had because she is organized, very fair about grading and genuinely concerned about our success as students and educators. She is also an incredibly effective communicator. I always feel extremely challenged by her classes, but still manage to enjoy and learn from them.

• The students enjoyed the opportunity of developing and implementing the Evidence based quality improvement project. It allowed them to see the importance of Evidence based best practice in the clinical setting.

• Anecdotal feedback from students supported use of a variety of teaching strategies assisted learning. Students reported course challenged their intellect. Students reported course assignments required problem solving, critical thinking, and/or creative thought. Students reported textbook was helpful in understanding subject matter. Faculty were flexible in meeting student needs. Students reported faculty were receptive. Windshield Survey and Community Assessment Project allowed students to pull course concepts together in meeting course objectives. Variety of teaching/learning activities helped students reach course objectives. Course covered a wide variety of information and included introductory principles of epidemiology, population health, and global health.

• I believe the discussions were valuable learning tools to assist students to learn the concepts related to finance. Writing a business plan was an excellent learning experience for all students.

• Student cohort was very cohesive and caring. Students actively sought individual help from faculty when needed. Students reported class activities and assignments helped them understand subject matter. Students reported textbooks were good resources for the course. Frequent communication
between faculty and students, on individual and group basis, occurred throughout the course. Student feedback regarding practice of elements of test writing was positive.

- I feel the students were provided a thorough understanding of qualitative research. Multiple methods of qualitative research were covered.
- Students were actively engaged in learning in this course. Students reported assignments required problem solving, critical thinking, and/or creative thought. Faculty was responsive to individual needs of students. Students reported activities in course helped them in their understanding of theory and concept analysis. Feedback on assignments from faculty was reported to be very helpful. Allowing drafts of concept analysis paper was helpful. Textbooks were appropriate and useful to students in further understanding of course content. Students were receptive to Google hangouts used to clarify assignments. Overall mentor offered feedback on the concept analysis paper.
- This is basically an independent study working with one student on her research question and proposal.
- I did not receive an eval from the one student in the class
- The students were provided fundamental topics on student evaluation at the beginning of the course. Them mid-course had to create a teaching plan to teach a module to their student peers. The end of course project also provided an opportunity to synthesize and coordinate all aspects of the teaching process.
- Did not receive an eval from the one student in the course
- This course provides individual instruction working on their dissertation and systematic review. I provided quick feedback and turn around of papers
- This is an independent study course for dissertation work. This semester, the student set the timeline. and although the timeline was not met, the student did defend her proposal this semester.
- The student evaluations were delivered face-to-face. I received 5 in all areas.
- I think that the class went exactly as I expected it would.
- Students can relate topics to ‘real life’ experiences and potential career applications.
- Students seemed to benefit more from all the various topics and discussions in this smaller course.
- I have updated the course and had the students design a literacy tutorial about what they learned about their topic/class project in the class to share with my next class. The tutorials end with a thought provoking question or statement to inspire others to learn more about the topic. It went well!
- The literacy case study tutoring in the course was well done!
- The students stated that the literacy research paper is difficult to write at first but worth writing to increase their teaching skills.
- The students met the course learning objectives and were reflective about their processes and teaching practices.
- No evaluations were done. This is a non-credit course and no one signed up for it this semester.
- The students met the course objectives and were able to grow in their development as teachers.
- Hands on activities, group discussions, some projects
- The varied, interesting assignments
- This is difficult to say. Only one evaluation was submitted and, thanks to UWG’s system for contacting faculty, I know who submitted it and that it was submitted very early in the period. It was from a student who had a lot of issues with the class, and her evaluation reflected this. (In her favor, she did tend to submit assignments right away throughout the class, which was good.) There were some inaccuracies in the evaluation - for example, the student disagreed that "test content was representative of assigned material" when in actuality the test questions were developed directly from the materials the students were told would be covered on the test. I do see from CourseDen records, however, that this student did not necessarily make use of all those materials. She also indicated that she thought I did not use "the most current information that the Department of Education has given the state of Georgia" when I included up-to-date information directly from the GA DOE website.
- Preparing students for the real world. The best students understand this. The students who want an easy grade don’t understand this.

**What was problematic? What needs to be improved?**

- NA
- I felt that the notification system within CourseDen could be improved so that discussion can be a little bit more fluid when I am away from the computer rather than receiving an email once a day.
- I did not see anything that seemed problematic to more than one or two students.
- I saw several comments on the book but at this time I am not going to change the book.
- I did not see any problems
- Nothing.
- I did not see any major issues
- I wish that there was a way to make discussion more fluid in online courses.
- Next time I teach the course I will consider having one book. I will continue to rethink my policy on discussion board posting. I may consider an alternative to that, but I am not sure yet. I will provide a stronger exemplar for the final project.
- The problems identified in the survey were have two books instead of one, discussion board problems, and the final rubric and exemplar. These were all valid concerns. I will consider using only one book in future teachings of the course. The issue with the discussion board had more to do with many students waiting until the last minute which didn’t allow other students the
opportunity to respond early. Finally the students really pushed for an exemplar, I explained that students who completed it before did not follow direction well but provided the best example I had. This exemplar did have APA issues and was not “perfect” but I didn’t have any other options at that point. Moving forward I will provide a stronger exemplar.

- Course needs more tutorial videos.
- I was not as organized as needed to be for an online course and misjudged the amount of time it took to implement online materials. More organization and earlier grading would have been good on my end. I do not know how to make sure that students are writing their own essays. I don’t think anybody anywhere has any tools to deal with ghostwriting but it bothers me.
- Weather hindered some from attending
- no response
- Students seemed to want a greater variety of assessments for measurement of proficiency on some assignments; for example, reflections following a seminar class. These seemed to become redundant.
- The self-paced nature of the course seem to disturb some students who felt that they were not disciplined. A few errors of dates were not consistent. Directions to assignments seem to confuse a few students.
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- SL was new to most of the students, so next time I teach this course, I will prepare a tip sheet for them, giving instructions for how to find various cultures they might investigate, where to access clothing, how to maneuver within the virtual world, and prepare them for some of the unexpected experiences, such as being harassed or getting their avatar stuck in the ceiling, etc. I will also make it very clear what the expectations are for their experience in SL and how it relates to qualitative research. As a result of this semester, I now have some examples of excellent papers to illustrate how they might write up their analysis of their study.
- This is not an official course this is our doctoral advisement course.
- Did not use this site. These students are working on dissertation and we communicate via email.
- Confusion in the order of things to complete. Student believing one sequence and the correct sequence was not quite the same
- One person did not like having to meet in Google Hangouts. However, the number of people who enjoyed them outweighs that one person. They did not like having the Discussion Board grouped together in the second half of the course and thought this was too much work for a summer course. Spreading the Discussion Boards out is probably a good suggestion.
• The main problems I encounter relate to students' doing the work on a timely basis. They are young and have to learn to check Course Den daily to keep up with the work assigned; some do not do that. Some of them are not self-disciplined enough to be successful in online courses and need to be in face-to-face classes to be successful. They need something that requires them to attend class. I guess I need to incorporate more opportunities for them to have reason to be in course den, so they complete the assigned work, such as checklists that are embedded in course den, rather than one they print out.
• Students need encouragement to go into course den daily. I will establish embedded checklists, rather than have checklists they have to print out.
• Getting students to participate in discussions was difficult. A few often got behind and were in a small class so the discussions were less effective. Improving their timely participation in discussions would be helpful.
• I have several quiz questions on material not presented in lectures or notes. This is a result of me revising some of my lectures and not revising quizzes carefully enough. Also, I need to greatly increase the percentage of student respondents to course evaluations. I need help with that.
• This class was linked to my HIST 2111 EAB course, so please see my comments for that section (which apply to this section as well).
• One student railed on me for giving him/her a poor grade. While most students appreciated the feedback I provided, this student clearly needed more explanation for the likely low grade he/she received in the course. I need to continue to provide feedback on assignments, particularly those where students haven't done well.
• The evaluations for this class were done in the classroom since this was a partially online class (about 60%). I have not had access to these evaluations.
• Class attendance and participation especially in the online assignments was very poor. This is also visible in the fact that only 2 students completed the course evaluations, despite multiple reminders. Since I have spoken to individual students multiple times, and encouraged them to make up missed work, I am not sure if the problem was the class, or if I just had an unusually overwhelmed group. It seemed like a record number of students were facing health or personal/family crises that prevented them from making school a priority. Because of the new policy of limiting W grades, however, none of them withdrew, whereas in the past, I think these students would have withdrawn from the class.
• It looks like the schedule for due dates of projects, assignments, and quizzes wasn't as straightforward as I had hoped. The schedule needs to be refined to help ease student understanding.
• The number of students who completed the evaluation is small after sending emails to remind students.
• Not as timely in grading assignments (fulfilled role of program coordinator for all SLM and IT programs, with no course release).
• Not as timely in grading assignments as I normally am (fulfilled role of program coordinator for all SLM and IT programs, with no course release).
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• In the area of returning grades in a timely manner, 5/8 strongly agreed that they were returned in a timely way but 3/8 simply agreed. I actually agree with the latter and will try to be quicker.

• No real problems, student learning objectives were achieved with a variety of in class activities, on line writing activities, journaling of clinicals and EBQI project.

• First time course offered. Course outcomes did not fully encompass focus of various specialties represented by students in course. Students reported course content not effectively presented. Students reported assignments/course expectations not clearly explained. Students reported excessive assignments related to other courses. More timely feedback on assignments by faculty was needed. Review and modification of course readings and assignments is needed. Group assignments caused multiple conflicts. Guidelines for Major assignments and grading rubrics were unclear. Need to revise, emphasizing interprofessional component of these. Review of course content needed, considering redistribution of some of this content to other courses in curriculum. Review of distribution and timing of graded assignments in course is needed to allow for appropriate evaluation of students at midterm. Textbook more clinically focused than needed. Need to post modules for course earlier in semester.

• I offered collaborate sessions to review and discuss the concepts related to staffing as well as financial principles. The students did not respond to my requests which were made four times. I will schedule the collaborate sessions and record the sessions for students to review. The student feedback was negative on group assignment which was the business plan and powerpoint on the business plan. The students were assigned to groups of two the first week. I feel it is important that there is group work for a business plan as this would be how a business plan is done in the healthcare work environment.

• Students expressed number of assignments were excessive for 2 credit hour course. Students expressed grade for some assignments (test item writing practice/discussion) deserved more weight. Faculty was delayed in posting grades on some assignments.

• The students still struggle with writing research questions and a research prospectus. I need to strengthen the rubric and provide an exemplar. Many students ONLY read the assigned readings without independently seeking information.. which surprises me at the doctoral level… but I will need to add resources for writing and aligning research questions and methods.

• Inexperience of faculty with online teaching hindered communication in some areas of course (e.g. clarity on some assignments). Students reported needing clearer guidelines on assignments. Student feedback related to group assignments was mainly negative. Feeling is that too much of this was included in course. Faculty needed to be more timely in providing feedback
on major assignments. Students needed more opportunities for direct communication with faculty member on an individual basis. Assignment guidelines and grading rubrics need to be reviewed and revised. Need to include more information and opportunity related to evaluation of educational theories. Need to clarity expectations in terms of writing structure and APA formatting of papers.

- Due to workload in other courses, this course has been discontinued in the curriculum.
- Nothing
- I had thought the student had gotten information on writing end of course outcomes (vs. objectives) in the curriculum course, however, they had not. so this needs to be emphasized next time. These student had more academic teaching experience that the group of students last year, so some of the material was possibly too simplistic.
- Nothing
- I wold provide suggestions for revisions of the three chapters and systematic review but could not tell if the the suggested revisions were made. I need to find a ways to have student show changes made
- I think most students do not recognize the complexity and time involvement with dissertation work. I think just frequent communication is important.
- The results did not show problems in any area. However, I would like to give more specific feedback on assignments.
- I would try to lessen the amount of work I place on the students in the final two weeks of the course.
- Some clarification of instructions on major assignments.
- Some clarification on details for Major Assignments.
- N/A
- N/A
- N/A
- Discussion boards were a problem. It was difficult to keep up with the grading and to give effective feedback to each student.
- no response
- Discussion boards. I need to give more frequent feedback and keep up with the grading.
- some of the threads would not open
- Students turning in work on time
- I always need to make sure my directions/assignment instructions are clear. At times I think I am really clear and then I get a question I was not expecting.
- This student expressed the need for clearer expectations for assignments, although with fewer (and less picky) instructions
- The few students who completed the surveys didn't like the fact that I graded, in part, based on grammar, punctuation, etc. The students must learn to write and communicate better to be successful in the business world. Many employers are now requiring writing samples as part of the interview
process. Many of the students won’t be able to provide an effective writing sample. This is a huge issue.

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

• NA
• I plan to add more supplementary information such as more relevant websites and links.
• I am thinking of adding short answer questions to the exams.
• I am adding short answer homework
• nothing
• I am not sure this will run again
• I plan to add more discussion opportunities throughout the modules.
• Next time I teach the course I will consider having one book. I will continue to rethink my policy on discussion board posting. I may consider an alternative to that, but I am not sure yet. I will provide a stronger exemplar for the final project.
• I’ll use a website from a textbook, which contains more assignments and randomized responses, plus videos.
• I want to offer two in-class exams rather than one. I felt that one test was insufficient to test their knowledge of the material. I might also have an online quiz of some type, at least experimentally.
• Well, I will probably have to teach it 100% online
• Some of the quiz questions seemed to need clarification or better context. They also requested more time to respond to discussion boards.
• I am already working on changing the type of assessment I use following a seminar class based on student feedback.
• Adding a quiz on the syllabus to assure me that it is being used. Checking to make sure dates are proper. Enlarging the rubrics to include possibilities that are not present presently. Reformatting the directions for all assignments
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• More explanations about SL and how to maneuver within it. Have a required meeting online with groups of students to have them share their progress in writing it up.
• This is not an official course this is our doctoral advisement course.
• Did not use this site. These students are working on dissertation and we communicate via email.
• A check list in the proper order of the steps, forms, submissions will help both the student and the committee
• I am teaching it again in the Fall and have already sent out the syllabus and developed the Course Den page. Consequently, changing much is not
possible. However, planning for next summer is another thing. I will consider rearranging the Discussion Boards.

- I will embed checklists, so they can keep up with what is to be done and whether they have accomplished all of the assignments.
- I think I will add in more opportunities for engagement just to get them used to interacting.
- Review and revise quiz questions to more accurately match the material presented. Planning to add audio clips of my own short lectures for difficult material; and add links to animations, video clips, and other information already available on the web.
- This class was linked to my HIST 2111 EAB course, so please see my comments for that section (which apply to this section as well).
- Within the next year, I would like to incorporate an open access textbook into the course. It will take a substantial overhaul to do so, but I plan to attempt it by 2016.
- The evaluations for this class were done in the classroom since this was a partially online class (about 60%). I have not had access to these evaluations.
- I will have to speak with the students more at the beginning of term about the danger of missed assignments. There was a snow avalanche effect for some students this semester, where once they missed one or two assignments, they just gave up.
- I’ll definitely adjust the schedule to emphasize the logic of when things are due.
- I will frequently email students, and encourage them to stop by my office to ask questions. It is a statistics course, some times difficult to learn online.
- Continue to review content and delivery to optimize student engagement.
- When I teach this course again, I will re-record one of the presentations.
- 2 or 3 of the online writing assignments will be changed to Discussion assignments.
- Revise and refocus course outcomes. Streamline course readings and assignments, decreasing overall number of assignments. Minimize group assignments. Redistribute graded course assignments to allow for appropriate evaluation of students at midterm. Add instructional videos for assignments. Revise guidelines and grading rubrics for major assignments. Review course content and discuss redistribution of some content to other courses. Ensure course calendar, syllabus, and course content are as complete as possible and posted at start of semester. Review and consider replacing textbook for course. Revise course calendar and course syllabus. Strengthen policy content in course.
- I will schedule collaborate sessions and record these sessions so that the student can review these sessions. I will add a video introduction so that I can connect to the students.
• This was the last time this course is being offered, so question is not applicable.
• Change rubrics, add an exemplar for a research prospectus. Add another textbook.
• Review and revise course assignment guidelines and grading rubrics. Convert some group assignments to individual assignments. Review and revise course calendar to ensure ability to provide timely turnaround on assignments. Include weekly video and/or news updates in course. Incorporate additional opportunities for Google hangouts with students. Add a discussion and materials related to the analysis of educational/learning theories. Provide concrete guidelines regarding writing and APA formatting expectations in course syllabus.
• N/A
• Nothing
• Investigate another textbook. Integrate writing course outcomes... Strengthen the end of course project depth and rubric.
• Nothing
• None at present time
• Schedule regular appts bi-weekly...
• I will make this course more of hybrid course next semester. I believe the students will need more face-to-face meetings.
• I may remove the Midterm.
• There is always some misinterpretations of directions in an online format. I encourage questions and draft submissions for any clarifications. I already offer an optional draft submission(for feedback) of all major assignments, so I may need to make it mandatory. This will force students to take advantage of opportunities for feedback and any misinterpretations from instructions.
• I will post breakdowns of the directions in announcements, clarifying each aspect that students have trouble understanding. I may also create an additional PAPER QUESTIONS discussion to encourage specific paper concerns. Even though the general forums can be used for this purpose, the specific discussion might help elicit more questions.
• I plan to have the next class select one of the submitted literacy tutorials to motivate help them as they design their class project.
• I am in the process of applying the QM standards to this course.
• I’m glad I took the QM courses to help me refine my courses! I am in the process of adding more videos and features to meet diverse needs.
• Have students facilitate the discussion boards.
• no repsonse
• Student-led discussion boards.
• make sure the videos and threads to articles work
• I will look at assignments again and see what can be adjusted. Stress timelines.
• The amount of assignments due to the amount of students. I may also add some podcasts.
• I am making a number of changes in the class in response to a peer review (which was overwhelmingly positive but contained a few suggestions) and the fact that a new expanded edition of the book will be used.
• Though I addressed it during the very first class, I'll again address the need to write and communicate well. This will be even more of a priority in class number one.

What was the largest adjustment you made in teaching a distance course, and how was this addressed?
• NA
• I wanted students to receive the information related to the readings as they would have in face-to-face courses; therefore, I recorded narrated PowerPoint.
• Trying to bring course to QM standards. I am adding lots of documents and modifying documents in this course.
• trying to bring course into line with QM standards. Currently working on this with QM reviewers
• nothing with this course. It is only the second time I have taught it so I did make changes since the first time is was a summer course.
• I kept to a tried and trusted model
• none
• The largest adjustment was to make sure that students received the information similar to that of a face-to-face course; therefore, I recorded PowerPoint with narration.
• This was my first time teaching this course entirely online. Previously it was taught as a hybrid. I wanted to maintain strong relationships with students so I had a few individual phone conferences with students to engage with them more personally.
• Made test questions more similar to quiz questions.
• Producing videos for online lectures was something I had not done before. I made videos that corresponded to the slides posted online and went from there. Creating online discussions was new to me as well, but D2L forums went fine.
• That I cannot have the same kinds of deep discussions online that I did face to face.
• I miss the face-to-face interaction with students when I teach a 100% online course. I worked as best I could to ensure the students knew something about me and my background. I also worked to connect with my students by learning who they are and responding to them in a personalized manner. Regardless, I truly enjoy teaching in an online environment. I may incorporate volunteer Google Hangout options or other non-graded opportunities for interaction in future courses.
• I miss the face-to-face interaction with students in an online environment. I do, however, like teaching online classes. Students also appreciate the opportunity to work from a remote location.
• It is never perfect, so each semester small changes are made to improve the course delivery
• I have struggled to find excellent opportunities for students to experience doing qualitative research. Many times, students do not understand that, in the real world, research isn’t as straight forward as it is with quantitative research. Qualitative researchers must be more flexible and must adapt the questions to the context. Timelines in real research change, and data sometimes are not shared until the last minute, causing students to be cramming at the end of the semester to get the work done. The largest change I made was adding SL to the assignment, in lieu of real research, which puts the project on students’ timeline, rather than their being at the mercy of stakeholders.
• This is not an official course this is our doctoral advisement course.
• Did not use this site. These students are working on dissertation and we communicate via email.
• The time difference between one student in eastern canadian time zone and the far west time zone for another
• Not seeing my students face-to-face continues to frustrate me. My teaching style is strongly dependent on my people skills and my personality. There is a limit of how much of that can come across online. The way I accommodate for that is using Google Hangouts. I had two, one and one-half hour, sessions.
• I added an introductory video in which I encouraged them to go into course den daily, since the course was being taught in an 8-week format, rather than the 16-week format. This helped them to get to know me a bit and helped them to have a feel for what would be required of them during the 8-week semester.
• Adding discussion questions and guiding objectives for them to help them understand what was important.
• The discussions in class were not as lively when I moved to an online format. This is a challenge. Changing the frequency of discussions might help.
• Not being able to easily refer back to material. I do refer back in the course notes, but there are unanticipated instances where it would have been good to have done that. This is addressed by creating discussion topics to stimulate back-and-forth explanations.
• This class was linked to my HIST 2111 EAB course, so please see my comments for that section (which apply to this section as well).
• Maintaining personal contact with student since it is not a face-to-face course. I have adjusted to this by having live online office hours each week (with video and microphone if they prefer), along with posting recorded videos for announcements and lectures.
• The evaluations for this class were done in the classroom since this was a partially online class (about 60%). I have not had access to these evaluations.
• I have not really had much of an adjustment to make, as I have taught this course twice before as a Hybrid (ca. 49% online), so adjusting it to ca. 60% online was not a big jump, and most of the assignments stayed the same. The course worked very successfully as a Hybrid, so I am wondering if this was just a difference in a group. Still, again, if I teach the course as a distance course again, I will emphasize more to the students from the beginning about the need to complete all assignments from the beginning, since it is easy to fall behind!
• When I taught face to face classes, I did a lot of in-class activities in which students apply course concepts. Regular application of the course concepts is essential, so effectively translating this part of the course to online was important. For the online course, some of these activities were adapted into assignments, and others into discussions. I provided more structure for the online discussions to ensure that students interacted with each other.
• It is sometimes difficult to explain the problem online, I tried to type the solution in detail and post online.
• Continue to review content and delivery to optimize student engagement.
• Connecting with students in online environment through regular online sessions; use of video conferencing.
• Connecting with students in online environment through regular online sessions, use of video conferencing.
• Not sure.
• Organization and time management of what was presented when we did have face to face class time.
• This was my first time teaching an online course. I enrolled in and completed two courses in the QM series. I also relied on colleagues and our IT specialist in nursing to assist me in learning the ins and outs of D2L. Used some of the tutorials online to help with this as well.
• I have only taught online so I felt very comfortable and no adjustments were needed.
• This was the first online teaching experience for this faculty member. Faculty member completed two of the QM series courses and utilized online resources and department IT personnel to assist with course setup and navigation.
• I provided more Youtubes than last time I taught the course. I used youtubes for assignment guidance and feedback on assignments. Those visual connections seem to improve connectivity between teachers and students.
• This was my first time teaching an online course. I completed two of the QM courses and elicited help from our departmental IT person and colleagues in navigating D2L. Also reviewed some of the online tutorials in this program.
• Just relationship building with students... and we had bi-monthly google hangouts which I feel the student found helpful.
• getting it up on the site
• I have added more Youtubes to increase student and instructor connections. I am also available via Google hangout as needed.
• None
• None as I have taught on line for many years
• Just having ongoing meetings via phone or hangout.
• I attempted to make teaching in this environment easier for students understanding. This was addressed by short video clips versus one, drawn-out clip.
• The biggest issue for me was not being able to lecture and have in class participation. In order to make up for this I had the students post on the discussion board and respond to one another in order to gain some of the in the classroom feel.
• Personal attention is not quite the same in online learning. I attempt to provide encouragement and extensive feedback to make the learning process as personalized as possible.
• I do not think there were any major adjustments needed in this class. I try to make the class as personal as possible with multiple e-mails and news postings. Yet, personal contact is not quite the same within online courses.
• It is always a learning experience. I’m glad that I include group discussions in different formats as well as student choice. I try to continuously offer ideas for a variety of search engines.
• I have been teaching online since 1995 and realize that it is an ever changing process. Technology and inquiry-based teaching with socratic methods inspires me to continually interact with my class either in google hangouts, discussion groups, etc.
• I aligned my standards with standards for each module. I also had an assignment list with due dates in every module not only in the syllabus.
• Learning to teach is often a face-to-face endeavor. In teaching this class via distance, I had to locate video examples of good teaching, and design appropriate learning activities for students to engage in even though we aren’t in the classroom together.
• no response
• This class included a lot more video than I usually show because I wasn’t able to demonstrate what it was I wanted the students to see in a face-to-face setting. Some students had difficulty working with the video site that I used (eduCanon).
• having everything available at all times
• Giving feedback. Simple feedback was fine through Course Den, but more detailed feedback entailed discussion with students.
• I like to talk and tell real life stories. I address this by using the discussion boards.
• having to deal with students who did not access (or accessed but did not) use course materials; having to deal with expectations by students for spending minimal time engaged in class activities; having to deal with students who
have issues in reading and writing decreasing the difficulty of the class and increasing support available
• I didn't have much face-to-face communication with the students, but I was available and did talk with several students via phone. I also addressed many comments and questions via e-mail on a weekly basis.

After reviewing student evaluation questions, what do you think of the level of nonacademic support provided for this course by student services, the library, the distance education center, and the instructor?
• NA
• I think all of the resources available have been helpful in solving issues and answering any questions the students may have had.
• I think support services are very good. I am just not sure how many students actually use them.
• I think support is wonderful especially tech support
• All services are great.
• All services are great.
• Not applicable
• excellent
• All of the resources have been extremely helpful in addressing any problems that may have occurred.
• There were not any major concerns regarding non-academic support.
• I cannot provide an evaluation, except the instructor. I was always available 24/7 for the students.
• It was fine. Students with non-academic questions were able to find help from the distance education center and UWG Newnan. They did fine.
• They are fine
• Students were highly complimentary of the resources available to them for completion of this course. One of the first pieces of business I conducted with this group was to point them toward available support resources. I also allowed adequate time for them to become familiar with these resources. For these reasons, I did not accept excuses for late work or other issues related to isolated technology issues that could have been resolved through use of available support. This seemed to work well and I intend to continue with this practice.
• I provided information on available resources at the beginning of the semester. None of the students let me know of any difficulties they experienced with technology support, library access, or other needs.
• I think from the responses that the support sources are fulfilling student needs
• I think from the responses that the support sources are fulfilling student needs
• I think from the responses that the support sources are fulfilling student needs
• I don't think much was needed by this group of students by anyone other than the instructor. We encountered some problems with maneuvering within SL, but we were able to work these out through discussing them with each other to determine how others had handled such problems.
• This is not an official course this is our doctoral advisement course.
• There were no student evaluations completed for this course. These students are working on dissertation and we communicate via email.
• I felt they believe the support he received was fine.
• I do not think that they used anything but feedback and conversation with me (the instructor). They may have used some of the online Library resources for their research paper. Since their whole degree is online, they are far beyond needing technical assistance.
• I think they could use the help of Distance Learning more often. A couple of them had technical problems with their computers, but they failed to let me know, until it was too late to help.
• They could use the services of our distance Learning folks more often. No matter how often I tell them I am not a techie, they continued to ask me questions related to their computers, which required me to refer them to DL.
• The primary support was provided by the instructor.
• Support is absolutely top notch. I have never had anything but great, and quick, service.
• This class was linked to my HIST 2111 EAB course, so please see my comments for that section (which apply to this section as well).
• I think the support is excellent. Several students commented on the difficulty of taking a first online class, but structuring the class for online learning and encouraging them to seek assistance whenever needed is crucial for their success. They recognized that the resources are there for them, and I can say from experience that UWG offers more support than any other institution I have taught at over the years. Excellent work on behalf of Distance Learning!
• The evaluations for this class were done in the classroom since this was a partially online class (about 60%). I have not had access to these evaluations.
• The students in the class seemed very happy with the level of non-academic support provided for this course.
• The level of non-academic support for students seemed to be adequate.
• No response
• No issues noted.
• Better tools for online teaching would help (e.g., email in D2L continues to be problematic; apparently these problems are just not going to be addressed?).
• Better tools for online teaching would help (e.g., email in D2L continues to be problematic; apparently these problems are just not going to be addressed?).
• Support is strong.
• The library was a great resource for the students while researching their EBQI project paper.
• Students seemed more knowledgeable about the online navigation in the course than this instructor. Support services, as reported by students, were
adequate for their needs and responsive as needed. The instructor, due to inexperience with D2L and online teaching, was less of a resource, although was able to direct students to appropriate resources for help when needed.

- I feel that the assistance the librarian provided to the students was excellent. I provided frequent support and was readily available to the students seven days a week. I feel that my support was received very positively.
- Students reported good response from online help desk and resources. Instructor referred students to appropriate resources for help given her inexperience with this platform.
- Support is excellent. I may want to integrate a librarian in the course. Plus I want to use Microsoft Office MIX to provide links, rather than the large pptx file downloads.
- Students were much more familiar with the support services and how to access them than the instructor. They reported good response from these areas. The instructor did refer students to the appropriate resources, as needed, over the semester.
- Everything was fine.
- Don't know, probably good
- I feel that the non academic support is excellent at UWG!
- appears to be good
- These student services were not needed for this course .. with one student
- Support is excellent.
- According to student feedback, this was rated as excellent.
- It all seemed to work okay. There were not any complaints from the students.
- I do not see any issues with these services.
- I did not see any concerns in the class.
- The support systems are very supportive and valued by me!!
- Exceptional timely support..thank you!
- Extremely helpful-thank you!
- Not applicable in this case.
- *no response*
- Not applicable for this course.
- distance learning support is awesome
- It was fine. I was satisfied.
- N/A
- I don't see this reflected in the evaluation.
- The writing center is a much-needed resource on campus. Many of these students make mistakes that shouldn't be made in college (e.g., not capitalizing proper nouns).