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

- I had changed the assessments for the course, and had fewer complaints
- this is perhaps my most popular online class, but that is probably due to the material covered, which most art students find interesting.
- I think that the basic structure and scheduling are functional.
- only one student -- did not respond
- Teaches individuals how to teach students effectively

Teaches time management skills

Text was useful for assignments and studying for tests/quizzes (3)

All class materials were helpful to increase understanding and clarification of concepts

Evaluation methods were fair and grades were returned in an adequate amount of time (5)

Ability to receive grades early for early
- Communication and regular student feedback on their progress in the course. Online format for instruction worked well and instructor knowledge of subject was apparent to students. Students applied content knowledge to case studies throughout course.
- projects were well prepared and meaningful to students
- Class was well organized and engaging.
- Class was well organized and engaging.
- Good discussions. Assignments turned back in a timely manner.
- I held lab hours and provided individual help.
- I posted lecture recordings online.
- I posted lecture recordings online.
- structure of the the course was improved this semester to allow students access to course materials earlier in the term. I think they appreciated this as it allowed for more flexibility in learning.
- students did not evaluate me using any online methods, so I will have to wait until traditional evaluations are returned.
- The class went very well. Students managed to keep up well with the workload.
- The course seems to be received positively by the majority of students. The tutoring services we provide seem to be a positive for some students. Tele-tutoring, using Blackboard IM, seems to be helpful to students who reside off-campus. Backboard IM al
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- The course seems to be received positively by the majority of students. The tutoring services we provide seem to be a positive for some students. Tele-tutoring, using Blackboard IM, seems to be helpful to students who reside off-campus. Backboard IM
It sounds like my auto-grading system hit the right target, as did the scope of the material.

- Students appreciated: the ability to submit assignments online and the user friendliness of the site.
- Material was set and available for students
- Self-paced class assignment was well received by the student
- The students felt the course objectives were met. They felt I was well organized and the material was accessible.
- Students got to work independently and collaboratively
- What I thought went well were the application of content in assignments; the students, however, did not see those connections, which means I need to work on making the connections more clear for them.
- Strong subject matter knowledge, enthusiastic about the topic, provided timely feedback, and being fair, kind, and encouraging to students.
- Students expressed that they learned the course objectives. The course was well organized. Students learned how to complete the IRB process. This course prepared the students for their dissertation research.
- See NO1
- Students seemed to enjoy it and the format.
- Interacting with the students, answering emails, and providing detailed lectures and instruction for assignments and tests.
- Great interaction with the students and informative lesson plans and lectures.
- Despite multiple reminders no responses were submitted. I gave students an opportunity to complete anonymous evaluations of each learning module and received no responses as well.
- Better than Spring semester. Assessment schedule was more clear; exams were open book.
- Dissertations student don't usually bother to take evaluation serious to take them
- No responses - dissertation students
- This is a dissertation writing support, so it’s not exactly a course. I did set it up in CourseDen to give students more support, which I think this structure provided.
- My communication with the students seemed to score well, and I especially like that one student claimed that I made her feel part of the university culture for the first time. Also, the assignments seemed to go well, too.
- I think I did well in using the platform to enhance student learning.
- n/a (student did not complete survey)
- The class was well received.
- The entire class went well.
- Class was well received.
- The class was well received.
- Pretty much all.
- course organization.
- Course organization.
- Course organization.
- This was the first time the class was offered. Given that it was created from scratch, I think things went as well as can be expected. Now that I have the structure in place, I can build on that.
- This was the first time the class was offered. Given that it was created from scratch, I think things went as well as can be expected. Now that I have the structure in place, I can build on that.
- assignments requiring creativity, individual feedback
- The students seemed to like the material and its relevance to their classrooms. They also appreciated a quick turnaround to grading.
- Students seemed to be pleased with the course content and with response rate from the professor. No changes were suggested except one student suggested clearer
directions needed. All comments about the professor were positive (Exemplary, Effective, Excel

- Since this is a culminating course for the SLM program, a lot of the activities involved pulling together projects and reflections into a portfolio. Students seemed pleased that they were able to bring together all projects to make "one whole piece." All
- Learning materials directly related to weekly activities and the overall project, communication with students, evaluation
- Self pacing
- I received great feedback...but the response rate was low. I enjoyed interacting with the students!
- Everything.
- Everything.
- all that could be expected
- all that can be expected
- see 4985 version
- see the 4985 version
- The class was very engaged in the discussion groups. Many questions were asked with responses coming from other students.
- There was much discussion. Students seemed to interact more in the online version than in the face to face class.
- The level of discussion was higher than face to face class.
- Students communicated well to me and to each other on how they carried out the experiential part for this course.
- The student project and presentation indicated great progress. The student was able to use course den resources to increase learning and communication.
- Students learning increased and they benefited from online learning and sharing.
- The discussion and topics chosen for the course.
- Despite multiple reminders no responses were submitted. I gave students an opportunity to complete anonymous evaluations of each learning module and received no responses as well.
- In general the course went very well. There was a single disruptive student that attempted to cause problems (discussed in the next section), but the majority of the rest of the class showed marked improvement in their writing and demonstrated knowledge
- According to most of the students not very much went well. I however based on teaching the class previously felt it was much more organized and the class in general once it got up and running ran much smoother that the course I taught previously. However

What was problematic? What needs to be improved?

- nothing new in the comments
- The online student evaluations should NOT be available for such an extended period. It works to the disadvantage of obtaining an assessment that is comparable to what is done for face-to-face courses. Those are delivered on one day only, with only thos
- Although there are sometimes complaints about specific deadlines, with requests to make everything open and due at end of term, I do not think that this would work well for most students.

I will continue to try to make clearer explanations.

- Allow quizzes to be open at the beginning of each module/week (2)
- The schema project was confusing, needs more detailed explanation at the beginning of the semester

Gliffy not user friendly

Text was tricky to understand and dated
Schema project detailed and too much work for an online class

Provide a bit more scaff
- Needs to be more academically challenging. Pace of instruction was brisk but structuring materials to require greater critical thinking application could be employed.
- Students felt as though the time they had to complete work was limited and that they would like to have had the course meet face-to-face because of content
- Time allotment for assignments and exams.
- Time allotments for assignments and exams.
- Time allotted for assignments and exams.
- None
- Lack of face-to-face interaction
- Lack of face-to-face interaction.
- I always need to dedicate more time to reading and responding to their discussion posts. They really appreciate the feedback and I try to respond to every post, even in larger courses.
- Nothing that I can tell.
- None was mentioned over which I have control or would not compromise the integrity of the learning experience & the rigor needed for the course.
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- More audio/visual learning components, perhaps also some more guidance on using the Internet for research in this area.
- Submitting videos was an issue. Many of the video files were too big to be uploaded to the site.
- Organization and time of response
- Somehow I need to translate my own personality into the course, perhaps by addressing more audio
- More needed to be done to support students through the APA manual. Some of the modules could be reordered to support students.
- Students wanted different levels of feedback and involvement from faculty member
- They perceived the assignments as busy work, rather than as an opportunity to apply what they learned. They also felt that I needed to be more 'present' in the course.
- Considering this is a summer course, may adjust the amount of readings and make learning modules ready earlier so that students can work ahead of the time. Require a textbook in addition to articles.
- Students expressed some specific needs about the IRB and critical friends."
- See NO1
- The only material needed for the course was the text which was available at the bookstore. Perhaps it was one upset about not being able to use an old edition of the text? A number of the questions lent themselves to needing the text to aid answers.
- Some of my assignments can be better explained.
- Students understanding of distance education and technology.
- N/A
- Group work - I need to give up on this!
- As chair of 5 dissertation committees, distance has not way of helping unless a time stretcher
- No responses - dissertation students
Even though these are doctoral students doing independent work, I need to check in with them more often. Some claimed that I expected too much, but from my vantage point it was a much less rigorous version of the 2060 I teach F2F. Some also wanted to syllabus in advance of the course, and I could imagine allowing them to start reading the course texts before.

I think students felt less prepared by the university for online courses, and this is a lack of preparedness that overburdens the instructor, who should be teaching the class rather than teaching students to use a relatively simple interface. I was able to look that there is nothing much problematic. I took spent of time in communicating with students. It seems that students recognized my involvement.

Giving the feeling of being cared.

Low student responses for the course evaluations. I need to work on improving the number of responses submitted.

Low student responses for the course evaluations. I need to work on improving the number of responses submitted.

Not all students contributed to a group activity.

I need to be clearer about assignment instructions in the class shell. (The syllabus has the detailed instructions; the shell had basic instructions.)

As indicated above, 2 students made suggestions: clearer directions, and elaborate on syllabus more.

All seemed to go well, but one comment was that the course was not very rigorous and challenging. One comment was also made that the discussions were more like busy work than necessary work. Since this is a course designed to bring closure to the program.

The length of the reflection paper.

Some students wanted a rubric which to guage their responses rather than being forced to think about their responses. The responses from me tended to be concise and at times slowed by the volumn of assignments arriving at one time. So to spread the work.

I liked the course format, and would change very little. I would add more video.

Nothing.

Nothing.

all that could be expected

all that can be expected

see 4985 version

see the 4985 version

The next time I will do more synchronous exercises with the class.

Probably the next time I will incorporate more synchronous sessions

Not having more synchronous sessions. Plan to set up more next time

Probably need to add a video component so students can see some of the mind/body disciplines demonstrated by each student.

There were no problems.

There were no problems. I will continue to update the course to meet student needs.

Did not time presentations and some went too long. That criticism was correct.

N/A

One student attempted to be disruptive of the class. He used the discussion board to harass and antagonize other students and I was forced to shut it down after several students complained about him to me. Supporting free speech while still providing a

Keeping up with grading information on line is difficult. Trying to reading information from a computer screen can be difficult and hard on your eyes. What I need to improve
is developing a better way to grade assignments in a more timely manner.

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

- I will continue to revise the assessments
- I will continue to tweak the exams and, even more, the term project, so that it is a better learning tool. In this regard, I am eager to see what the new CourseDen system will make possible, especially in the area of online interactive communication for
- The term project is always under scrutiny and will continue to be so, with changes made in response to student feedback

- Maybe be more flexible on opening quizzes up at the beginning of each module/week instead of waiting until the end of the week.

Continuous reflection and improving teaching
- Find a more user friendly free software for schema assignment. Provide more assistant to the schema project early in the semester.
- Perhaps add narration to presentation. Final reflective activity could be altered to allow for greater critical thinking skills application.
- nothing at this point
- Time allotment for assignments and exams
- Time allotments for assignments and exams.
- Time allotted for assignments and exams.
- None
- Communicate with students through multiple channels
- Communicate with students through multiple channels.
- Block off time on my calendar to dedicate to the course and let students know when that time is scheduled so they understand that if they send an email on Thursday morning, I may be able to give a quick reply that I've received the email, but am not able

- Nothing if it is a Maymester class. If it is longer, I will assign a more intense research assignment.
- 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.
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- It's a CS course -- the material always needs a little tweaking simply due to changes in technology. If I were to do a big overhaul I might make the capstone project more in-depth on one or two areas instead of a broad project that lightly touches on a
- the next time I teach this course, I will have students use YouTube to submit videos. This adjustment will (hopefully) lessen students' frustration at not being able to upload video.
- Change of delivery method (D2L)
- More audio
- I plan to create an APA module. For students, I will also have them submit a smaller assignment to ensure they understand APA before completing a larger project. I also plan to reorder some modules to better meet course goals.
- nothing at this time
I will teach this class differently next time. This was my first time teaching it, and I learned a lot from doing so. I probably would not use the same texts, and I would change some of the assignments and would make others more clear in terms of how they are to be done.

Considering this is a summer course, I may adjust the amount of readings and make learning modules ready earlier so that students can work ahead of the time. Require a textbook in addition to articles.

I plan to do a captivate session on completing the IRB. I will also limit the number of students who can be in critical friends groups.

No responses - dissertation students

This isn't a course, so this question isn't applicable.

Some assignments, though the class thought they were helpful, did not strike me as the best possible choices. I will change some of the exercises and attempt to start with more building block versions.

I would refer students to more resources at UWG earlier in the process.

No major changes other than updating material.

I plan to add the video component.
continue to keep the course updated
I will continue to update the course resources and use Wimba chats. I believe the chats are essential.
Help students adapt to D2L. There were complaints about the difficulty of CourseDen. All we did was Discussion Board and assignments.
N/A
I would plan to be much more aggressive in addressing student misconduct and harassment, hopefully by getting the College involved at a much earlier point with students who are clearly intent on being disruptive in the name of expressing their views.
My response time to students in all aspects.

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

this course has been online for a long time now, so nothing different there
Again, this course has been taught online for several years, and adjustments have been made continually to try to take better advantage of the delivery system. I have pushed further in requiring students to use possible features such as creating hotlink
this course has only been taught online

Be more accessible to students. Respond to students in timely fashion.
Provide feedback on the schema project. Encourage students to have early start on the project.
Being responsive to student needs as they emerged and developing a flexible course structure to meet those needs.
prep for overview and information, especially the use of online videos
Missing the personal touch. I used videos and podcasts to make this better.
Not having that personal connection. I addressed this by using introductory videos and podcasts to make it more personal.
Lack of personal touch. I used videos and podcasts to help this problem.
Respond to students’ emails on Weekends.
Responded to students’ emails on weekends
Respond to students' emails on weekends.

needing to shorten the load a bit and still get some good info to the students.
Packaging the course for asynchronous delivery. I normally spend the entire summer creating the course and its content.
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Packaging the course for asynchronous delivery. I normally spend the entire summer creating the course and its content.
No face to face lectures. But these aren't really needed in this class -- instead, increased email/IM contact is appropriate. Much of this course is hands-on, so it's better to guide students as problems crop up instead of trying to dump everything in
The largest adjustment was trying to provide effective feedback for assignments. Summer semester was the first time I taught this course totally online. However, using the Review function in Word seemed to provide sufficient feedback for students.
No adjustment
student interaction
I have always taught the course as a distance course.
organization of the course, structure, timing of assignments
I had not taught this course before, so it was a bit out of my experience in teaching. I
thought I had adapted the course well for online learning, but students' comments indicated that I have a lot to do toward making this an effective course. Just put

- Timing for this class was difficult, it was both transitioning from face to face and summer. I will need to rethink how I time the modules and when assignments are due. It was the first time teaching online so many adjustments will need to be made.
- See NO1
- I spent a significant amount of time upfront preparing for this course as I knew it would need to be pretty much self sufficient once it was up and running.
- Being more available to students. I addressed this by incorporating google chat into my class.
- Making myself more available to the students
- N/A
- Added a detailed table on assignments - when due, how to submit, etc. Chunked assignments to remove some of the choices and to require field observations to be submitted throughout the semester - to avoid a backlog of assignments at the end of the course.
- This is a course which is not considered distance
- No responses - dissertation students
- This isn't a course, so this question isn't applicable.
- It's a ton of email correspondence. Definitely NOT a time saver or even an equal to teaching a regular course. I'd unfortunately have to cut back on how much correspondence I had with the students, since it just about killed me.

- Honestly, I use the CMS for my everyday teaching, so I relied on tools that had already worked for me, such as discussion forums and chat.
- n/a
- Continuing online course.
- Course taught multiple times online.
- Continuing online course.
- Course taught online multiple times.
- More communication. More instructor involvement.
- I changed lecture videos to PPT scripts. Also added more test-bank questions.
- Communication. More instructor involvement.
- Changing video instructions to script-based instructions. No complains on that.
- Trying to figure out how to replace lectures. The textbook is the main form of instruction, but creating online content takes time, and that is why it will take a few times teaching the course to get it at the point where I feel comfortable with the onli
- Trying to figure out how to replace lectures. The textbook is the main form of instruction, but creating online content takes time, and that is why it will take a few times teaching the course to get it at the point where I feel comfortable with the onli

- I made screencasts to show the students how to do various things.
- None
- None

- Not being able to answer one question to have the entire class hear the response from me
- Setting up modules. I took a course at UWG. It was great!
- I taught it online rather than in person.
- I taught it online, instead of in person. Therefore, I did everything online, rather than in person.
- I've been teaching these for years. Why do you keep asking this?
- I've been teaching these for years. Why do you keep asking this?
- I've been teaching these for years. Why do you keep asking this?
- I've been teaching these for years. Why do you keep asking this?
• The biggest adjustment was not actually seeing the students. This was more of a personal adjustment I had to make. I will probably incorporate so visual technology as part.
• The biggest adjustment for me was not physically seeing the students. I plan to use more live chat and whiteboard activities.
• Not being able to see the students. Plan to make more use of chat and video net time.
• Not seeing the students... will make use of more video next time.
• I continue to update my courses to meet student needs and interests.
• I continue to search for use of websites, etc. to increase my student use of technology to increase literacy assessment and instruction.
• Changing from files to learning modules.
• N/A

• Using the CourseDen program was the largest adjustment. I went over to the online services office and as I built my course I asked the staff questions to improve my knowledge of and ability to use CourseDen.

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?

• I have always had very good support from the local helpdesk, but the 800 number helpline is not useful and helpful. I wish that there would be local help for longer hours -- especially through the evening, since so many people do their online coursework.
• Distance learning help desk did a great job in helping the instructor and students. Keep on going!
• Distance learning help desk did a great job in support the instructor and students. Keep on going!
• Distance education provided rapid student technical support when needed, and the instructor attempted to be more responsive to student needs since there was only an initial face-to-face meeting.
• Everything seemed to be fine in this area.
• Our local non-academic support is fantastic!
• I am glad to see that we are moving away from WebCT/Blackboard to Desire2Learn. However, I hope we will not lose the use of Blackboard IM as it is integral to students' interactions and to the use of tel.
• Not applicable. To the best of my knowledge these services were not used.
• The level of support was great!
For those few that answered, they had no issues
They seem to have no difficulties with the online services
I think the support was excellent for these first time online doctoral students."
seemed great
Sounds like students got what they needed from distance learning and from the library, but not from me. I'll do better at teaching this course the next time.
We ran into difficult in trying to include a student in our final class in which students made presentations of their research project. Wish we could find a way to allow her to participate from Dominican Republic.
The support was appropriate for second year online doctoral students."
See NO1
N/A - Seems ranged in the 3-5 range if I'm interpreting your question properly.
The library staff were a tremendous help as well as distance education with ITS support for me and the students.
The library staff and distance education were both very helpful to the students and myself.
N/A
excellent
Too many fees is the major comments from Doctoral students
No responses - dissertation students
Great!
It was good. Not sure how much my students actually needed the support, though. Some griped about the maintenance of CourseDen, but I had very few problems.
I think that the instructor (me!) ended up providing a lot of the support, although one student mentioned having a positive experience using the CMS chat function on the library's computers.
n/a
They are sufficient.
They are sufficient.
They are sufficient.
They are sufficient.
Satisfied.
Satisfied.
Satisfactory enough.
Satisfactory enough.
I think the support has been comprehensive. Some students are familiar with online courses, but there are still a number who are just learning. Once they get to know the online environment, students will know what to expect.
I think the support has been comprehensive. Some students are familiar with online courses, but there are still a number who are just learning. Once they get to know the online environment, students will know what to expect.

I had to call the library to get the GALILEO password, and it was quite the adventure! (I wasn't in the system, they transferred me, etc.). Also some students did have problems logging into WebCT Vista, but that was resolved eventually.
Very appropriate
Very appropriate support
They did not mentions any difficulties
Students did not seem to use these services at large. I was able to help them navigate through most issues.
No response.
No response.
This was fine
Adequate
see 4985 version
see the 4985 version
From my perspective the non-academic support was very good.
I thought the non-academic support seemed to be quite adequate.
I thought the non-academic support was more than adequate.
The support was more than adequate.
Excellent help from all!
They enjoyed and benefited from Wimba Chats-some had technology problems initially but gained confidence once they
were able to understand the technology. We had great tech assistance!

- Excellent.
- N/A
- adequate
- I think students depend on the instructor far more than is realized. I don't think they seek out support from other resources and sources provided as they could.