

EDIS 654 OLS
Creativity Studies for Teachers of the Talented
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 16/20 (80% very high)

Taught by: Jennifer Groman
Instructor Evaluated: Jennifer Groman-Assist Prof

Overall Summative Rating represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Combined Median	Adjusted Combined Median
4.8	4.9
(0=lowest; 5=highest)	

Challenge and Engagement Index (CEI) combines student responses to several *IASystem* items relating to how academically challenging students found the course to be and how engaged they were:

CEI: 5.4
(1=lowest; 7=highest)

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Adjusted Median
The distance learning course as a whole was:	16	75%	12%	12%				4.8	4.9
The course content was:	16	69%	25%	6%				4.8	4.9
The instructor's contribution to the course was:	16	81%	19%					4.9	5.0
The effectiveness of the distance learning format was:	16	69%	12%	6%	12%			4.8	4.9

STUDENT ENGAGEMENT

	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Relative to other college courses you have taken:									
Do you expect your grade in this course to be:	16		44%	19%	38%				5.2
The intellectual challenge presented was:	16	31%	31%	25%	6%	6%			5.9
The amount of effort you put into this course was:	16	38%	31%	25%	6%				6.1
The amount of effort to succeed in this course was:	16	19%	44%	31%	6%				5.8
Your involvement in course (doing assignments, attending classes, etc.) was:	16	12%	62%	12%	12%				5.9

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

Class median: 4.8 Hours per credit: 1.6 (N=16)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
	25%	38%		31%			6%				

From the total average hours above, how many do you consider were valuable in advancing your education?

Class median: 4.3 Hours per credit: 1.4 (N=16)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
6%	31%	31%	12%	12%	6%						

What grade do you expect in this course?

Class median: 4.0 (N=16)

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	Pass	Credit	No Credit
75%	19%	6%												

In regard to your academic program, is this course best described as:

(N=16)

In your major	Distribution requirement	An elective	In your minor	A program requirement	Other
25%				75%	

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
The helpfulness of the distance learning staff overall was:	15	67%	20%	13%				4.8	7
Timeliness of instructor response to assignments was:	16	56%	31%	6%	6%			4.6	17
Quality/helpfulness of instructor feedback was:	16	81%	19%					4.9	6
Tailoring of instruction to varying student skill levels was:	15	67%	20%	13%				4.8	1
Quality of questions or problems raised by the instructor was:	16	62%	25%	12%				4.7	16
Student confidence in instructor's knowledge was:	16	94%	6%					5.0	2
Instructor's enthusiasm was:	16	94%		6%				5.0	14
Encouragement given students to express themselves was:	16	88%	12%					4.9	10
Usefulness of reading assignments in understanding content was:	15	60%	33%	7%				4.7	13
Usefulness of written assignments in understanding content was:	15	60%	40%					4.7	11
Usefulness of on-line resources in understanding content was:	16	62%	38%					4.7	4
Usefulness of video media in understanding course content was:	16	69%	25%	6%				4.8	3
Usefulness of audio media in understanding course content was:	16	62%	31%	6%				4.7	5
Relevance and usefulness of course content were:	15	67%	33%					4.8	9
Evaluative and grading techniques (tests, papers, projects, etc.) were:	16	69%	25%	6%				4.8	12
Reasonableness of assigned work was:	16	69%	25%		6%			4.8	8
Clarity of student responsibilities and requirements was:	16	62%	25%	6%	6%			4.7	15

EDIS 654 OLS
Creativity Studies for Teachers of the Talented
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 16/20 (80% very high)

Taught by: Jennifer Groman

Instructor Evaluated: Jennifer Groman-Assist Prof

STANDARD OPEN-ENDED QUESTIONS

Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?

1. This class stretched my own level of comfort and perspectives on creativity. I was asked to step outside of my comfort zone, and I think this is beneficial in understanding how to support students in this same way for development.
2. Yes, I was intellectually stimulated by this class. The assignments made me consider creativity as I have not done so before.
3. Yes. This class was by far the most challenging but also made me step out of my comfort zone and learn a lot about myself.
4. Yes, extremely.
5. This class gave me a great deal of perspective about myself and my students.
6. Yes, it was intellectually stimulating. I learned new material and was expected to understand it when completing assignments.
7. This course was one the best courses I have had in all the courses I have had from undergrad, graduate and now Gifted Endorsement. It stretched thinking in a lot of new ways that will carry with me throughout my career and future endures.
8. Yes! Thinking about my creativity daily and enhancing it was very beneficial!
9. Yes, this course did stretch my thinking. It made me approach material from different directions.
10. This definitely stretched my thinking and forced me to try new ways to practice my own creativity and how to adjust my teaching to meet my student's needs.
11. YES! The concept of embracing my creative self over the course of this course was certainly stretching. It also helped me to better understand where some of my students come from in regards to creativity.
12. Dr. Groman's weekly videos did a great job explaining the expectations for that week's work but also stretched our thinking by including extra morsels of information about creativity.
13. This class stretched my thinking because I do not think of myself as a creative person. The course tasks taught me how to think of myself as someone who is creative as it went.
14. It really made me look at myself and my teaching style in a new way. I think it really opened my eyes to a new way of thinking and I am very grateful for that experience.

What aspects of this class contributed most to your learning?

1. The hands-on meditation and creativity projects. I tend to avoid activities that require creativity, so it was good for me to recognize the value that can come from these assignments.
2. I liked the projects. They caused me to explore my own creativity.
3. The course projects and focus questions.
4. The reading, power points, activities in thought logs from videos. Great resources.
6. The videos made by the professor.
7. Dr. Groman and the work of Dr. Piirto.
8. I enjoyed using the Padlet where I got to see other students' responses and perspectives. Dr. Groman's videos were very helpful in knowing what was expected each week for the assignments.
9. The hands-on projects
10. I enjoyed the whole class, but it was very difficult to actually take the time to do my own creative works. I most enjoyed the "field trip" day together.
11. I think they all work together very smoothly. This is a well thought out course where each piece was effective, yet not overwhelmingly so. The mini-biography was probably one of the more enjoyable assignments.
13. The meditation day and creativity bio (studying a creative person) were helpful, as well as studying Piirto's creativity aspects!
14. It was really easy to implement these techniques into my teaching as well as my own life.

What aspects of this class detracted from your learning?

2. None of it was distracting to my learning.
3. N/A
4. Many pieces happening while other projects are happening. Reading was intense.
6. None.
7. Keeping up with assignments on which weeks while continuing to work on projects due by the end of the course.

- 9. Not sure
- 10. None.
- 11. Nothing specific to the course, just the mental/creative blocks that I allow to hinder myself.
- 13. n/a
- 14. It was hard for me to set aside time to do the thought log and take time away from grading, planning, and prepping for my classes. I really had to set aside time for myself just to complete assignments, which was really difficult for me to do with a full time teaching position.

What suggestions do you have for improving the class?

- 2. None at all! The syllabus is very clear. I appreciate the weekly videos so I can listen to them while washing dishes or folding laundry. Dr. Groman is very respectful of my time.
- 3. No suggestions, Dr. Groman is amazing as usual!
- 4. Continue to be kind and understanding. Online is difficult and while teaching full time is draining and difficult.
- 6. I would really like to get back to in person classes.
- 7. I loved this course and only wish I would have had the opportunity to have this course earlier in my career.
- 9. Not sure
- 10. None.
- 11. None!
- 13. n/a
- 14. I really liked the course, but for someone who does not see themselves as creative as others, it would have been nicer to have more structure with some assignments. It was difficult for me to find an idea to go with sometimes to get started on the more abstract assignments.
- 15. Some of the readings were very repetitive. I would get rid of the Cash assignment because it was the same content as other Piirto readings.

EDIS 654 OLS1
Creativity Studies for Teachers of the Talented
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 15/15 (100% very high)

Taught by: Jennifer Groman

Instructor Evaluated: Jennifer Groman-Assist Prof

Overall Summative Rating represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Combined Median	Adjusted Combined Median
4.9	4.7
(0=lowest; 5=highest)	

Challenge and Engagement Index (CEI) combines student responses to several *IASystem* items relating to how academically challenging students found the course to be and how engaged they were:

CEI: 5.2
(1=lowest; 7=highest)

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Adjusted Median
The distance learning course as a whole was:	15	73%	20%	7%				4.8	4.7
The course content was:	15	73%	13%	13%				4.8	4.7
The instructor's contribution to the course was:	15	93%	7%					5.0	4.8
The effectiveness of the distance learning format was:	15	73%	20%	7%				4.8	4.7

STUDENT ENGAGEMENT

	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Relative to other college courses you have taken:									
Do you expect your grade in this course to be:	14	14%	43%	14%	29%				5.7
The intellectual challenge presented was:	15	13%	40%	33%	13%				5.6
The amount of effort you put into this course was:	15	13%	53%	20%	13%				5.8
The amount of effort to succeed in this course was:	15	13%	33%	40%	13%				5.4
Your involvement in course (doing assignments, attending classes, etc.) was:	15	13%	47%	27%	7%	7%			5.7

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

Class median: 4.5 Hours per credit: 1.5 (N=14)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
	29%	43%	21%	7%							

From the total average hours above, how many do you consider were valuable in advancing your education?

Class median: 3.2 Hours per credit: 1.1 (N=14)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
	57%	14%	21%	7%							

What grade do you expect in this course?

Class median: 4.0 (N=14)

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	Pass	Credit	No Credit
79%	7%	7%		7%										

In regard to your academic program, is this course best described as:

(N=14)

In your major	Distribution requirement	An elective	In your minor	A program requirement	Other
14%				79%	7%

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
The helpfulness of the distance learning staff overall was:	15	80%	20%					4.9	3
Timeliness of instructor response to assignments was:	15	67%	33%					4.8	17
Quality/helpfulness of instructor feedback was:	15	93%	7%					5.0	8
Tailoring of instruction to varying student skill levels was:	15	67%	33%					4.8	5
Quality of questions or problems raised by the instructor was:	15	93%		7%				5.0	6
Student confidence in instructor's knowledge was:	14	100%						5.0	9
Instructor's enthusiasm was:	15	93%	7%					5.0	16
Encouragement given students to express themselves was:	15	93%	7%					5.0	13
Usefulness of reading assignments in understanding content was:	15	73%	20%	7%				4.8	4
Usefulness of written assignments in understanding content was:	15	67%	27%	7%				4.8	10
Usefulness of on-line resources in understanding content was:	15	67%	27%	7%				4.8	7
Usefulness of video media in understanding course content was:	15	80%	20%					4.9	2
Usefulness of audio media in understanding course content was:	15	80%	20%					4.9	1
Relevance and usefulness of course content were:	15	73%	13%	13%				4.8	12
Evaluative and grading techniques (tests, papers, projects, etc.) were:	15	80%	20%					4.9	11
Reasonableness of assigned work was:	15	67%	27%		7%			4.8	15
Clarity of student responsibilities and requirements was:	15	73%	20%		7%			4.8	14

EDIS 654 OLS1
Creativity Studies for Teachers of the Talented
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 15/15 (100% very high)

Taught by: Jennifer Groman

Instructor Evaluated: Jennifer Groman-Assist Prof

STANDARD OPEN-ENDED QUESTIONS

Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?

1. Yes, it was. Some of the projects seemed too time consuming, but I see how the investment in the project made the readings practical.
2. Yes, this class did stretch my thinking in new ways. It pushed me outside of my comfort zone in order to explore my own creativity.
3. This course was intellectually stimulating in a different way. It challenged me and stretched me more creatively.
4. This class made me think outside of the box. I don't think of myself as a creative person so I really had to open up my mind and "force" myself to do things I wouldn't have normally done. However I learned creativity has a much broader definition than I came into the class with and I do not have the same adverse reaction to the word that I had before
5. This class was intellectually stimulating. It did stretch my thinking about the topic of creativity. I liked the Piirto books.
6. Yes. It pushed me to consider creativity on a deep level, both for myself and my students. We don't often get time to do that as professional educators.
7. Very stimulating. It definitely took me out of my comfort zone.
8. This class made me think outside the box and push my limits on what I thought I could do. I didn't know much about creativity and never considered myself creative so I originally dreaded this class but it kept my attention and made me think. It made me try to be creative which was helpful!
9. This class made me rethink how I approach creativity in the classroom,
10. I would have preferred a more academic lens, though I understand why the hands-on activities were assigned. This course did not feel as useful or practical as others in the program because the focus seemed to be on my personal creativity rather than on my teaching and my students.
11. Absolutely! It made me wrestle with so many things that I had not fully considered previously. It stretched me and activating my thinking towards how I could use these concepts to impact my school and students.
12. Yes, I was prodded to go in many directions I would not have gone as both a teacher and educator. I appreciated the content, the assignments, and the work.
13. Yes. It encouraged me to think about creativity much more than I did previously, taught me to reflect on my own creativity, and provided ways to help me foster and encourage creativity in my classroom.
14. Yes, it led to many new ideas for me
15. Yes, it challenged me to think about creativity as a valuable resource and not just an attribute that certain people possess.

What aspects of this class contributed most to your learning?

1. The mini-biography, Piirto's Pyramid and the class meeting on meditation day
2. The weekly focus questions and readings contribute most to my learning.
3. I think the specific activities that were shared that we could implement in the classroom was especially helpful.
4. The creativity project and making sculptures. It helped me to be able to visualize what is on my mind when I am not always aware that it is there
5. I would like to have done more with the application of creativity in our classroom. We did one shared document, but would have liked to have done more, maybe by grade levels.
6. The tasks were phenomenal. Meditations, field drips, sculptures, etc. All very good and translatable into k-12 ed.
7. The meditation activities and the reflecting.
8. The openness of the professor to share in their experiences and provide helpful feedback and comments. It is great to see yourself praised for hard work when teachers are being put under so much stress.
9. The ability to connect the learning and topics back to my classroom and adapt it to my situation. It was nice to have options other than just reading and writing papers with a sprinkle of presentations. The ability to explore and express our own creativity while connecting the learning back to how students would explore their creativity was helpful. The weekly videos were very helpful to regroup after each weeks craziness.
10. Practical lesson plan ideas
11. The book, Understanding Creativity and the concepts that Dr. Groman highlighted from it, were very influential. I really appreciated the way that I was guided through content, but also had the freedom to analyze and apply the information in my own way.
12. The writing and effort of Jane Piirto. I really enjoyed her texts and using them as a guide in the course. I liked the topic itself, it's often one overlooked in teaching, but one that is so important. I also liked the Meditation Walk, Creative Project, and Thoughtlog work.
13. The text readings and focus questions contributed most to my learning.
14. Doing the creative projects instead of just learning theory
15. The assigned reading was okay, but the assignments that asked me to be creative on a small scale were a practical application that made the content relevant.

What aspects of this class detracted from your learning?

1. The ending creative project was more of just a stressor and not too helpful in applying the information.
2. None
3. This course explored creativity a lot, but I didn't always see the connection to gifted students and gifted programs.
5. The thought log everyday. This was hard to manage
6. Nothing. All the experiences and readings were valuable.
7. none
8. N/A
9. Nothing really.
10. Thought log was not at all useful for me. I found the smaller creative activities (monsters, sculptures) much more useful than the large project, as these little activities are much more likely to have classroom applications.
11. Nothing really. At first, it was a bit difficult to get my bearings on the format of blackboard/resources/syllabus, the rhythm of the course, and expectations - but once I became familiar, I was able to follow along with relative ease.
12. I don't know that much detracted from my learning.
13. I do not feel anything detracted from my learning.
14. None
15. Nothing from this class distracted from my learning. I had some outside issues with contracting COVID and having brain fog, but that's not Dr. G's fault!

What suggestions do you have for improving the class?

2. None, Dr. Groman does a wonderful job facilitating this course!
3. I think a stronger link to gifted students and gifted programs might be helpful.
4. Nothing. All of the assignments were great and helped me to understand and experience creativity. Dr. Groman is an amazing professor! Her enthusiasm and explanations made you want to learn. I looked forward to her weekly videos. She is so understanding and always there to help in ANY way she possibly can. I would gladly take any course if she were the one teaching it.
5. Just what was mentioned above. Loved the Meditation Day and the other projects. would like to discuss more about creativity in math and science.
6. It was amazing! It is clear this course has been developed with thought and care.
7. None--I feel every teacher should have to take a course in creativity. The meditation and understanding of creative individuals is really a must.
8. N/A
9. Nothing.
10. I think this would have worked better as a summer session course. Much of the content didn't feel applicable to my teaching life. It might have been easier to see the connections with the space provided by summer break.
11. Just making sure assignment directions/expectations are very clear on the syllabus. Most of them were.
12. I think a lot of time and thought went into this class and I trust that Dr. Groman will make the changes and accommodations she thinks that need to be used in future classes.
13. While I appreciate the concept of self-discipline and journaling in the thoughtlog, I do not feel I gained as much from it as other assignments.
14. None
15. I think it would be cool to have daily thoughtlogs with videos from Dr. G each day, but that would be a lot of work. I just enjoyed them that much.

EDIS 710 OL1
Field Practicum for Talent Development
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 2/4 (50% high)

Taught by: Jennifer Groman

Instructor Evaluated: Jennifer Groman-Assist Prof

Overall Summative Rating represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Combined Median	Adjusted Combined Median
5.0	4.3
(0=lowest; 5=highest)	

Challenge and Engagement Index (CEI) combines student responses to several *IASystem* items relating to how academically challenging students found the course to be and how engaged they were:

CEI: 5.5
(1=lowest; 7=highest)

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Adjusted Median
The distance learning course as a whole was:	2	100%						5.0	4.3
The course content was:	2	100%						5.0	4.4
The instructor's contribution to the course was:	2	100%						5.0	4.3
The effectiveness of the distance learning format was:	2	100%						5.0	4.3

STUDENT ENGAGEMENT

	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Relative to other college courses you have taken:									
Do you expect your grade in this course to be:	2	50%	50%						6.5
The intellectual challenge presented was:	2	50%	50%						6.5
The amount of effort you put into this course was:	2		50%	50%					5.5
The amount of effort to succeed in this course was:	2		50%	50%					5.5
Your involvement in course (doing assignments, attending classes, etc.) was:	2		100%						6.0

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

Class median: 4.5 Hours per credit: 2.2 (N=2)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
	50%		50%								

From the total average hours above, how many do you consider were valuable in advancing your education?

Class median: 4.5 Hours per credit: 2.2 (N=2)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
	50%		50%								

What grade do you expect in this course?

Class median: 4.0 (N=2)

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	Pass	Credit	No Credit
50%												50%		

In regard to your academic program, is this course best described as:

(N=2)

In your major	Distribution requirement	An elective	In your minor	A program requirement	Other
50%				50%	

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
The helpfulness of the distance learning staff overall was:	2	100%						5.0	7
Timeliness of instructor response to assignments was:	2	100%						5.0	13
Quality/helpfulness of instructor feedback was:	2	100%						5.0	12
Tailoring of instruction to varying student skill levels was:	2	100%						5.0	1
Quality of questions or problems raised by the instructor was:	2	100%						5.0	11
Student confidence in instructor's knowledge was:	2	100%						5.0	14
Instructor's enthusiasm was:	2	100%						5.0	16
Encouragement given students to express themselves was:	2	100%						5.0	15
Usefulness of reading assignments in understanding content was:	2	100%						5.0	5
Usefulness of written assignments in understanding content was:	2	100%						5.0	3
Usefulness of on-line resources in understanding content was:	2	100%						5.0	4
Usefulness of video media in understanding course content was:	2	100%						5.0	6
Usefulness of audio media in understanding course content was:	2	100%						5.0	2
Relevance and usefulness of course content were:	2	100%						5.0	8
Evaluative and grading techniques (tests, papers, projects, etc.) were:	2	100%						5.0	10
Reasonableness of assigned work was:	2	50%		50%				4.0	17
Clarity of student responsibilities and requirements was:	2	100%						5.0	9

EDIS 710 OL1
Field Practicum for Talent Development
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 2/4 (50% high)

Taught by: Jennifer Groman

Instructor Evaluated: Jennifer Groman-Assist Prof

STANDARD OPEN-ENDED QUESTIONS

Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?

1. This class was intellectually stimulating. We were asked to carry out a new strategy in our classroom. We had to plan out the step-by-step process and share it out with our peers in the end. I thought this project was very beneficial in my learning process.
2. Yes, this class was intellectually stimulating because It made me think about I would say the research how I could connect my field experience with my current position at school.

What aspects of this class contributed most to your learning?

1. I would say the feedback from my professor. She always gave such helpful feedback and provided idea and suggestions that I might not have considered.
2. The research on the subject matter I chose.

What aspects of this class detracted from your learning?

1. N/A
2. I would say correct grammar and the APA format.

What suggestions do you have for improving the class?

1. N/A
2. The instruction was excellent, but I feel for the work put in it should be a 3-hour class for the University.

EDIS 796 OLS
Internship in Talent Development Education
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 22/22 (100% very high)

Taught by: Jennifer Groman

Instructor Evaluated: Jennifer Groman-Assist Prof

Overall Summative Rating represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Combined Median	Adjusted Combined Median
4.7	4.8
(0=lowest; 5=highest)	

Challenge and Engagement Index (CEI) combines student responses to several *IASystem* items relating to how academically challenging students found the course to be and how engaged they were:

CEI: 5.5
(1=lowest; 7=highest)

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Adjusted Median
The distance learning course as a whole was:	22	64%	23%	14%				4.7	4.8
The course content was:	22	55%	32%	14%				4.6	4.7
The instructor's contribution to the course was:	22	68%	27%	5%				4.8	4.8
The effectiveness of the distance learning format was:	22	64%	23%	5%	9%			4.7	4.8

STUDENT ENGAGEMENT

Relative to other college courses you have taken:	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Do you expect your grade in this course to be:	21	14%	33%	14%	38%				5.3
The intellectual challenge presented was:	21	14%	48%	24%	14%				5.8
The amount of effort you put into this course was:	21	33%	33%	10%	24%				6.0
The amount of effort to succeed in this course was:	21	14%	48%	19%	19%				5.8
Your involvement in course (doing assignments, attending classes, etc.) was:	21	19%	48%	24%	10%				5.8

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

Class median: 4.3 Hours per credit: 1.4 (N=20)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
5%	35%	25%	10%	5%	10%	5%					5%

From the total average hours above, how many do you consider were valuable in advancing your education?

Class median: 4.3 Hours per credit: 1.4 (N=20)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
5%	35%	25%	15%	5%	10%						5%

What grade do you expect in this course?

Class median: 4.0 (N=21)

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	Pass	Credit	No Credit
90%												10%		

In regard to your academic program, is this course best described as:

(N=21)

In your major	Distribution requirement	An elective	In your minor	A program requirement	Other
			5%	90%	5%

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
The helpfulness of the distance learning staff overall was:	22	68%	23%	5%	5%			4.8	8
Timeliness of instructor response to assignments was:	22	59%	27%	9%	5%			4.7	17
Quality/helpfulness of instructor feedback was:	22	68%	23%	9%				4.8	13
Tailoring of instruction to varying student skill levels was:	22	68%	14%	14%	5%			4.8	1
Quality of questions or problems raised by the instructor was:	22	73%	18%	9%				4.8	12
Student confidence in instructor's knowledge was:	22	82%	18%					4.9	11
Instructor's enthusiasm was:	22	86%	9%	5%				4.9	14
Encouragement given students to express themselves was:	22	73%	27%					4.8	16
Usefulness of reading assignments in understanding content was:	22	68%	23%	5%	5%			4.8	5
Usefulness of written assignments in understanding content was:	22	68%	23%	5%	5%			4.8	4
Usefulness of on-line resources in understanding content was:	22	68%	23%	5%	5%			4.8	3
Usefulness of video media in understanding course content was:	22	68%	27%		5%			4.8	7
Usefulness of audio media in understanding course content was:	22	68%	23%	5%	5%			4.8	2
Relevance and usefulness of course content were:	22	73%	23%		5%			4.8	6
Evaluative and grading techniques (tests, papers, projects, etc.) were:	22	73%	23%	5%				4.8	10
Reasonableness of assigned work was:	22	73%	23%			5%		4.8	9
Clarity of student responsibilities and requirements was:	22	64%	32%			5%		4.7	15

EDIS 796 OLS
Internship in Talent Development Education
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 22/22 (100% very high)

Taught by: Jennifer Groman

Instructor Evaluated: Jennifer Groman-Assist Prof

STANDARD OPEN-ENDED QUESTIONS

Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?

1. Yes
2. Yes, my thinking was stretched each week as I worked to plan differentiated lessons for my gifted students that would help them develop and practice critical and creative thinking skills.
3. Yes, this class was intellectually stimulating. I was teaching gifted students as my internship. There is little more intellectually stimulating than that.
4. Yes, this course was intellectually stimulating. It gave me an opportunity to implement skills into practice and demonstrate my development throughout the program.
5. Yes, this class was challenging for me to balance the class content with my job and another course.
6. Given the nature of the course not really, but it was helpful to do the Internship plan which allowed me to see more "admin" side of the district and building.
8. Yes, it was the overall big picture class that brought everything together.
9. Yes, this was a good culmination of the program.
10. This class stretched my thinking. The lesson plan and observation really required students to synthesize what's been learned over the course of the GIS program so far in order to succeed. I found the work challenging but it grew me as an educator. The feedback I received regarding those assignments from Dr. Groman was also helpful and encouraging.
11. I don't think the model of this class is to necessarily do that, rather it is to see that we attend to the important details of completing the program. I appreciate the time to do this under the guidance of Ashland staff.
12. Not so much this class. Just did a lesson.
13. It was helpful to have to intentionally plan a class with gifted students' needs in mind.
14. Yes
15. I think a great deal more now than I ever did about my students' thought process and what type of learner they are. How can I reach them? What are their strengths? I am learning to focus on the strengths.
16. Yes, even though this course was about practice (internship) and there was little new content, this was a stimulating experience as I designed and reflected on my teaching and learning experiences with my own gifted students.
17. Yes, especially working full-time as a teacher while in this course and the creativity course at the same time.
18. Dr Groman does a very nice job of giving us valuable thought provoking questions and tasks. Throughout we connect what we learned to practical application.

What aspects of this class contributed most to your learning?

1. applying concepts
2. Gathering & Organizing my Resource Notebook & my feedback from the observation and lesson plan.
3. I learned a lot from this whole program. This class had me doing what I was learning about.
4. The resource notebook was incredibly helpful as I begin to transition to independent practice. This is something that I will continue to refer to in the future.
5. I liked the videos that allowed me to complete tasks in my home while listening to Dr. Groman. I also liked that her syllabus is very clear.
6. Specifically creating a lesson plan. Often we can wing things we have gotten used to doing, so focused work was nice!
7. The hands-on aspect of the internship. Actually working with students in the classroom setting with our new knowledge.
8. The notebook.
9. Observation feedback was very helpful
10. The assignments/tasks were larger than most other classes, so they required a lot of planning and thought. I think the intentionality required behind them contributed the most- the process required.
11. The accountability and the opportunities to meet with and learn from Dr. Groman.
12. readings
14. The observation
15. The internship plan and research notebook requirements helped me to learn more about both my district and myself as I reflected on what I would need in the future to do my job well.

16. I learned a great deal about myself as a teacher and a learner through practice and reflection. The internship plan and lesson plan were positive learning experiences.

17. It was very easy to incorporate because it is what I do everyday at my job.

18. Dr. Groman's energy and guidance.

What aspects of this class detracted from your learning?

1. n/a

2. None

3. Nothing

5. None at all.

6. Nothing

8. No due dates...kinda procrastinated.

9. The final reflection seemed unnecessary. A reflection after the observed lesson would have been more useful.

10. n/a

11. At the start the idea of the class and the tasks was overwhelming, but honestly it was designed in such a way that it was all doable and workable. It took me a while to realize that.

12. so much going on at the same time

14. None

16. N/A

17. It was difficult to balance myself between giving all my effort toward my students and then take time for myself for coursework.

18. None

What suggestions do you have for improving the class?

1. n/a

2. None at this time

3. None.

5. Dr. Groman is warm and inviting. I really appreciate her!

6. Nothing

7. The resource notebook was not a focus until this course. I think it would be better for students if it were discussed more early in the program.

9. None

10. I liked it overall!

11. The resource notebook was the most challenging task. I think a mini-notebook should be due in each of the connected courses to help in the construction of this piece in the end. I've loved having this as a resource.

12. Kind feedback

13. More check ins.

14. Maybe adding a second observation. One at the beginning and one towards the end to discuss growth

16. I would suggest that the resource notebook building be somewhat collaborative, especially with some of the documents that are required/ streamlined.

17. I would say that sometimes it was difficult to know what exactly the instructor was looking for - maybe more clarity on the instructions for each assignment would be helpful for future students.

18. None

IASystem Course Summary Reports summarize student ratings of a particular course or combination of courses. They provide a rich perspective on student views by reporting responses in three ways: as frequency distributions, average ratings, and either comparative or adjusted ratings. Remember in interpreting results that it is important to keep in mind the number of students who evaluated the course relative to the total course enrollment as shown on the upper right-hand corner of the report.

Frequency distributions. The percentage of students who selected each response choice is displayed for each item. Percentages are based on the number of students who answered the respective item rather than the number of students who evaluated the course because individual item response is optional.

Median ratings. IASystem reports average ratings in the form of item medians. Although means are a more familiar type of average than medians, they are less accurate in summarizing student ratings. This is because ratings distributions tend to be strongly skewed. That is, most of the ratings are at the high end of the scale and trail off to the low end.

The median indicates the point on the rating scale at which half of the students selected higher ratings, and half selected lower. Medians are computed to one decimal place by interpolation.¹ In general, higher medians reflect more favorable ratings. To interpret median ratings, compare the value of each median to the respective response scale: *Very Poor, Poor, Fair, Good, Very Good, Excellent (0-5)*; *Never/None/Much Lower, About Half/Average, Always/Great/Much Higher (1-7)*; *Slight, Moderate, Considerable, Extensive (1-4)*.

Comparative ratings. IASystem provides a normative comparison for each item by reporting the decile rank of the item median. Decile ranks compare the median rating of a particular item to ratings of the same item over the previous two academic years in all classes at the institution and within the college, school, or division. Decile ranks are shown only for items with sufficient normative data.

Decile ranks range from 0 (lowest) to 9 (highest). For all items, higher medians yield higher decile ranks. The 0 decile rank indicates an item median in the lowest 10% of all scores. A decile rank of 1 indicates a median above the bottom 10% and below the top 80%. A decile rank of 9 indicates a median in the top 10% of all scores. Because average ratings tend to be high, a rating of "good" or "average" may have a low decile rank.

Adjusted ratings. Research has shown that student ratings may be somewhat influenced by factors such as class size, expected grade, and reason for enrollment. To correct for this, IASystem reports **adjusted medians** for summative items (items #1-4 and their combined global rating) based on regression analyses of ratings over the previous two academic years in all classes at the respective institution. If large classes at the institution tend to be rated lower than small classes, for example, the adjusted medians for large classes will be slightly higher than their unadjusted medians.

When adjusted ratings are displayed for summative items, **relative rank** is displayed for the more specific (formative) items. Rankings serve as a guide in directing instructional improvement efforts. The top ranked items (1, 2, 3, etc.) represent areas that are going well from a student perspective; whereas the bottom ranked items (18, 17, 16, etc.) represent areas in which the instructor may want to make changes. Relative ranks are computed by first standardizing each item (subtracting the overall institutional average from the item rating for the particular course, then dividing by the standard deviation of the ratings across all courses) and then ranking those standardized scores.

Challenge and Engagement Index (CEI). Several IASystem items ask students how academically challenging they found the course to be. IASystem calculates the average of these items and reports them as a single index. *The Challenge and Engagement Index (CEI)* correlates only modestly with the global rating (median of items 1-4).

Optional Items. Student responses to instructor-supplied items are summarized at the end of the evaluation report. Median responses should be interpreted in light of the specific item text and response scale used (response values 1-6 on paper evaluation forms).

¹ For the specific method, see, for example, Guilford, J.P. (1965). *Fundamental statistics in psychology and education*. New York: McGraw-Hill Book Company, pp. 49-53.