

**Student Evaluations and Reflections on Teaching
Summer, 2019**

*You will see my overall reflection of the school year first.
Then follows a review for Summer, 2019, with Positive Aspects and Points for Improvement,
followed by a grid with sections for each individual course that contains a summary of the
University evaluation information and my reflections on student comments.*

Summer, 2019, Reflection

This semester I made a very small change that made an enormous impact in my ability to keep up with grading and organization of the final submissions and returns. I asked students imply to name their documents the way I normally do when I download them from Blackboard. CourseNumber_FirstNameLastInitial_assignment – 650_JenniferG_PandTReflection. It saved me so much time, and it showed me who does not read the syllabus (or watch my video overview of the first week). The downloading of assignments takes no time at all. Simple but effective.

As the first Summer Institute Fast Track program, it was not as glitchy as I had anticipated. Having two sections of 653 was not needed, an SI and non-SI section, but it paid me more to make up for the frustration of having to access two separate sections of the same course. In addition, the classes were much larger than I would normally have in a summer session. The students were dedicated and hard-working, and the August 10 optional Face-to-Face session was fantastic. I wish we had been able to buy them lunch in Convo, this group would have loved to spend that time together in fun conversation.

Taking time to compare schedules with the Janet James, the adjunct teaching 651 and 652, helped us to create calendars that did not expect heavy work in the two simultaneous courses at the same time. In addition, we were able to determine what students would share at the optional Face-to-Face session from each course as well as how we would schedule the morning keynote and the final collaboration session. It was worth it. This day went beautifully. We shortened it from the Spring session from 9 – 5 to 9:30 to 4:00, which was less exhausting and more productive.

And finally, this Summer session allowed me the opportunity to return to Italy, this time for two weeks, where I took a creativity class in Florence for a week. I planned the Synchronous online sessions and the optional meeting around it, and spent about 90 minutes in the morning grading and answering emails. I was able to keep up fairly well (no complaints on the evaluations this time!). The course gave me at least a dozen great ideas I can implement into EDIS 654, and even some I could put into 653 for mindfulness and stress-relief. I honestly think that our creativity work is more grounded in research, but I did hear many names we cite (Jung, Csikszentmihalyi, Descartes, Hillman), which was positive, but none in the field of education. That said, most of the participants were educators, and I think that all of them were sent and paid for by their institution. All of them - except me.

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Review
Summer, 20189

First year of the Summer Institute Fast-Track Program

Positive Aspects	Points for Improvement
<p>*it appears that some of them are reading and appreciating my feedback!</p> <p>*an interesting comment from a student about feeling more comfortable taking a risk (in the creativity class, but this could apply to any course) because of the online format. Is there a way to use this information?</p> <p>*653 ideas are new and relevant to students</p> <p>*653 self-selection of ideas is seen as beneficial (I do this in 654 as well. I wonder why I do not hear that those self-selected topics are useful. I also allow them to respond in more creative ways, but I do not hear anything positive about that, either).</p>	<p>*address their not seeing my comments in work I return to them. I spend too much time putting in comments for them to ignore or not see them. Perhaps simply returning their document both in Word and in PDF, and including a periodic statement in the calendar to check the feedback in their submissions.</p> <p>*653 - showing them how to access AU library periodicals</p> <p>*653 - providing/showing them where the list of periodicals and organizations is in the bibliography of their syllabus. Perhaps even a video showing them the various journals – they will need to know them for the OAE anyway! This might need to be part of a glossary, too, for their Resource Notebook.</p> <p>*653 - consider expecting only two scholarly articles for the annotated bibliography in the Summer session.</p> <p>*653 – consider giving students the option to actually do their dialogue at the optional Face-to-Face meeting with the group! This might really work. It would have to be done earlier so they would be able to write it up for their final Dialogue paper.</p> <p>*654 - the date and time of the Meditation Day Field Trip should probably be included in the course offering page when they enroll, so they can plan early to attend if they want to. Then once we begin the class, determine if we go to Columbus or Cleveland, whatever is closer for more students.</p> <p>*654 - consider including students on the optional Face-to-Face session, too. Would this be beneficial?</p> <p>*giving specific prompts for thoughtlogs for each week’s assignments, allowing them to use their thoughtlogs to reflect, perhaps eliminating a written assignment or two.</p> <p>*more connection to the research and my belief that teachers who practice (or even attempt to practice!) their own creativity have more understanding of</p>

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	<p>creativity and how it shows itself in students and how to support it in students.</p> <p>*Similar to the 653 grid I started in Spring, 2019, I need to have a Wiki or chart or Padlet that is a place for these students to share specific ways to enhance creativity using each of the Piirto concepts (and Divergent Thinking, too, of course!). This should be something either they all can add to and keep for their Resource Notebook. Regardless, this course needs to provide students with more practical application ideas for the classroom.</p> <p>*have a QM reviewer look over 654 OL</p> <p>*I got into hot water extending the semester the way I did. I allowed all students until the end of Summer B (even Summer A students) to get all of their assignments in. I think it is impossible to expect working teachers to finish up a school year and take two classes in May for Summer A. I thought I could extend the semester this way, but it turns out I cannot. I will need to see if there are other adjustments (ones that don't get me into trouble with my administration!) I can make.</p> <p>*try to find a grant for lunch at Convo for the optional Face-to-Face class. Also AU swag and a trip to the bookstore would not be unwelcome. And finally, perhaps a short welcome video from Donna to begin that meeting would give them a face to the name.</p>
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**Summary of Course Evaluations
 Summer, 2019**

Course: EDIS 654 OLA	Hours: 3	Course: EDIS 650 OLSA	Hours: 3
Highest Ratings in Formative Items [Median out of 5]		Highest Ratings in Formative Items [Median out of 5]	
Instructor's enthusiasm [5.0]		Student confidence in instructor knowledge [4.9]	
Quality/helpfulness of instructor feedback [4.7]		Instructor's enthusiasm [4.9]	
Student confidence in instructor knowledge [4.7]		Quality of questions/problems raised by instructor [4.9]	
Evaluative and grading techniques [4.5]			
Lowest Ratings in Formative Items [Median out of 5]		Lowest Ratings in Formative Items [Median out of 5]	
Reasonableness of assigned work [3.5]			

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<p>Clarity of student responsibilities and requirements [3.8]</p>	<p>Usefulness of audio media in understanding of course content [4.2]</p>
<p>Usefulness of online resources in understanding content [3.8]</p>	
Comments on Formal Evaluations	Comments on Formal Evaluations
<p>I shake my head uncomprehendingly at the very first comments:</p> <p>1) <i>“This class was not stimulating because most of what we discussed and read were things we already knew as teachers.”</i></p> <p>2) <i>“It was a challenge because it was unfamiliar content.”</i></p> <p>How can it be that two students in the same course can have such different perspectives? In fact, the next 10 comments all stated that the content was new, challenging, made them step out of their comfort zone? How did I *not* reach that first teacher?</p> <p>Many students commented that the Meditation Day field trip was the most powerful part of the course. I offered an optional Face-to-Face field trip (Inniswoods in Worthington and the Columbus Museum of Art) and alternate activities where they took themselves on a field trip to one or more places, watched a film, or went to a live performance. I don’t know if these students are referring to the Face-to-Face meeting or to their own Meditation Day field trip, but does it matter? This is a strong element in the course, it allows them time to simply be in the presence of themselves and their own thoughts on creativity.</p> <p>The synchronous online session was not useful. Students were not all able to access it properly, some cut in and out, and I did not plan well for the discussion, considering the technology being used. Reconsider this – perhaps look into a Zoom format for this meeting.</p> <p>Coordinating the group work for the Piirto domain chapters was a challenge for some, as their partner did not respond in a timely way, and the logistics of how to do it was difficult. Rethink this, perhaps go back to having them simply</p>	<p>Technology was a main complaint, I asked them to post video discussion posts and responses. Kaltura is not conducive to student-made videos. I am starting to use Screen-Cast-O-Matic and will most likely pay for the service starting in Fall.</p> <p>That said, they do appreciate the videos I make going through chapters, ideas, and assignments. And the Face-to-Face optional day was appreciated. This group found the Synchronous online session to be a little more useful!</p> <p>A number of students said that they appreciated my feedback on assignments. One student said that she wished I gave feedback on all assignments! But I *do* give feedback on all assignments. Why are they not seeing these?</p>

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choose a chapter and do their own presentation. If we double and see two on the same chapter that is just the way it falls. Or make it an option – partner or no partner, their choice.

Students comment that the syllabus needs to be streamlined, and the assignments need more explanation, with this being fully online. One also felt that there are too many assignment close to the end of the semester (sharing from the biography, the thoughtlog reflection, the creativity project). From a grading standpoint, I agree. I hate to eliminate assignments, but in a 7-week fast-track summer session, it might just need to be done. Or do more jigsaw, so they get the full content without doing so many assignments.

A couple of students commented that the content was disjointed, the videos needed to be streamlined. I might need someone to look into this course as a QM reviewer to see what that might mean.

They also comment that real-world applications of the concepts in the Piirto are needed. This is one of the challenges of the model – and why exploring their own creativity is so important. Some do not see the value in exploring their own creativity. I need to make that connection more obvious, even sharing Beghetto’s article on micromoment – or my in-progress research article on the transformational impact of creativity training for teachers.

One felt the risk-taking in the personal creativity projects was better in the online format – easier and safe to risk trying something new. That’s an interesting take on this online work.

I collected their Creativity Monsters (what keeps you from being your most creative?) and What Matters (philosophy) sculptures and put them into slide videos playing the guitar in the background, ending with a reflection slide for them to think

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about. One person did not see the value in this and exploring his/her own creativity, but the comments within the discussion board and in this evaluation show that many others found it to a good addition to the online course.

A great deal of comments here, making this a wealth of ideas to consider and work on as I move forward with this course, both on the fast-track 7 week session and the online 12 week (this is the first time the creativity course was offered fully online – and it was a challenge to immediately move it to 7 weeks).

Things to consider for 654:

*giving specific prompts for thoughtlogs for each week’s assignments, allowing them to use their thoughtlogs to reflect, perhaps eliminating a written assignment or two.

*more connection to the research and my belief that teachers who practice (or even attempt to practice!) their own creativity have more understanding of creativity and how it shows itself in students and how to support it in students.

*Similar to the 653 grid I started in Spring, 2019, I need to have a Wiki or chart or Padlet that is a place for these students to share specific ways to enhance creativity using each of the Piirto concepts (and Divergent Thinking, too, of course!). This should be something either they all can add to and keep for their Resource Notebook. Regardless, this course needs to provide students with more practical application ideas for the classroom.

Comments on In-Course Final Journal Reflections

Did not use.

Comments on In-Course Final Journal Reflections

Did not use.

Course:
EDIS 653 OLSB

Hours:
3

**Highest Ratings in Formative Items
[Median out of 5]**

Student confidence in instructor knowledge [5.0]

Course:
EDIS 653 OLB

Hours:
3

**Highest Ratings in Formative Items
[Median out of 5]**

Instructor’s enthusiasm [5.0]

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Encouragement given students to express themselves [5.0]	Encouragement given students to express themselves [4.9]
Instructor's enthusiasm [5.0]	Student confidence in instructor knowledge [4.7]
	Quality/helpfulness of instructor feedback [4.7]
Lowest Ratings in Formative Items [Median out of 5]	Lowest Ratings in Formative Items [Median out of 5]
Usefulness of online resource in understanding course content [4.2]	Reasonableness of assigned work [3.8]
Usefulness of audio media in understanding course content [4.2]	Usefulness of written assignments in understanding course content [4.0]
Reasonableness of assigned work [4.2]	Usefulness of online resources in understanding course content [4.0]
Comments on Formal Evaluations	Comments on Formal Evaluations
<p><i>"Dr. Groman's comments on my assignments to affirm or offer discussion about my own thoughts were the best part of the class."</i> Considering that I sometimes feel that the majority of my teaching time and interaction with students is spent commenting on assignments and submissions, I read a comment like this and sigh: Perhaps I am doing something right. (That and the fact that someone is actually reading my comments!)</p> <p>I can see that they need assistance in finding scholarly articles for these annotated bibliographies. A short tutorial video (how to access the AU library, where to find scholarly journals in the field right within the syllabus/bibliography itself, and locating sources through Hoagies Gifted Page) and perhaps even a step-by-step at the bottom of the Annotated Bibliography instructions would be useful.</p> <p>Doing the dialogue project in the summer is a challenge, especially if I don't want them to use their own children in the groups. Consider how I might get around this: an optional face to face meeting? I allow them the choice of using adults/colleagues. Is that hard to do in the summer? Is this possible over Collaborate or Zoom?</p> <p>I like reading that these ideas seem to be new to them, and that the readings and the self-chosen topic for the dialogue and annotated bib are "very</p>	<p>Students complain here about the amount of work in a 7-week course. I also see one frustrated by taking two courses at the same time in such a compacted session (which surprises me, because this is not the Summer Institute section).</p> <p>However, I also see comments on how the self-selection of chapters and topics is personal important to them, they can choose relevant topics to their situation.</p> <p>Seven week courses are just challenging. I give them a strong (contracted) timeline for the dialogue project and encourage them to keep up with that work, but whatever researcher thinks this model is workable for graduate students has not spoken to any of the students I have taught in summer courses.</p> <p>I think I may consider only requiring two scholarly articles in the annotated bibliography, but all scholarly, rather than allowing a blog or non-scholarly/trade journal source. They are still gathering research, still learning about the topic, but that would be a little less work-intensive.</p>

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impact-full.” (I think I like the way (s)he spelled that. Full of impact.)

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Did not use.

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