

Jennifer L. Groman, PhD  
 Promotion and Tenure Documentation  
 IV. Teaching Evidence

**Student Evaluations and Reflections on Teaching  
 Summer, 2020**

*You will see my overall reflection of the Summer session first.*

- *Positive Aspects and Points for Improvement*
- *A grid with sections for each individual course that contains a summary of the University evaluation information and my reflections on student comments.*

**Summer, 2020**

*Second full year of the Summer Institute Fast-Track Program  
 And adaptations for COVID, meaning no F2F session,  
 and projects with students had to be virtual*

Positive Aspects	Points for Improvement
*My differentiation of content and allowing choice *Students have confidence in my enthusiasm and knowledge *Students also see that I care about them and that I offer support online and via email – even if they do not use that support. They know it is there. *The student who felt as if she was the learner, she felt the fear and emotion of learning something new. This is powerful – anchor to this in all courses, if possible. *The Pre/Post Assessment growth is powerful! I wish I had a way to show it more quickly, though. Average scores of Pre and Post for each outcome/question rather than bar charts?	*I may rethink the enormous syllabus. Megan C. in my AURWC group suggested a Google doc with links to the different projects and specifications for it. Or perhaps an anchor hyperlink to click to move students to the part of the syllabus needed? *I need to continue to work on getting feedback to students in a timely manner. *654 – the suggestion to use speakers and interviews with teachers who have used the ideas in their classroom *653 – the suggestion to integrate case study and create and comment on good WEP goals is excellent. *650 –offering the case study as a paper and a presentation

Course: EDIS 650 OLSA EDIS 650 EDD	Hours:	Course: EDIS 654 OLA	Hours: 3
<b>Highest Ratings in Formative Items [Median out of 5]</b>		<b>Highest Ratings in Formative Items [Median out of 5]</b>	
Student confidence in instructor knowledge [4.9]		Instructor's enthusiasm [5]	
Instructor enthusiasm [4.9]		Encouragement given students to express themselves [5]	
		Usefulness of reading and written assignments [5]	
		Relevance and usefulness of course content [5]	

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<b>Lowest Ratings in Formative Items [Median out of 5]</b>	<b>Lowest Ratings in Formative Items [Median out of 5]</b>
The helpfulness of distance learning staff [4.0]	Timeliness of instructor response to assignments [4.8]
Reasonableness of assigned work [4.0]	Reasonableness of assigned work [4.8]
<b>Comments on Formal Evaluations</b>	<b>Comments on Formal Evaluations</b>
<p>6/12 students evaluated the course I feel as though I received great feedback, criticism, and suggestions for this course. Students feel stimulated and engaged, they appreciate the detail of the syllabus and videos, the value of choice throughout, and the application of the ideas to the case study. Some students struggled with the presentation formats – slideshow and video. I should consider offering the case study presentation as a choice – video presentation or formal paper. I do this in 710, there is no reason I cannot offer it here. The “choice activity” – which was an option for the cancelled face-to-face session – was an outlier and not useful. I have to agree with that.</p>	<p>7/11 students evaluated the course I am so glad to read that students feel that creativity is more than divergent thinking or visual and performing arts! My work here is done. Students are also seeing more applicability in the course, which has been a point of growth for me in 654 and something I am continually working on improving. One student commented on being put in the role of learner – experiencing the risks and emotions of creativity that her students experience. This is also something I worked on more this semester. “The most effective online course I have ever taken.” “I walked away enlightened and with a handful of useful activities,” A great suggestion – “include even more interviews or guest speakers who have worked both as artists and teachers of the gifted and talented.”</p>
<b>Comments on Instructor Created Evaluations</b>	<b>Comments on Instructor Created Evaluations</b>
<p>The graphs showing their ratings of the outcomes pre- and post- show a great deal of growth! Areas of most growth:          Categories of gifted, special concerns of TD, knowledge of standards/competencies          Area of least growth or most varied growth:          Knowledge of professional organizations, 2e populations, and (surprise!) APA.          Their comments show that they appreciated learning about the models and philosophies of gifted/intelligence.          Students seem to want to know more about WEPs, gaining more information and experience with differentiation.          They appreciated the organization and structure of the course, the text, choices in presenting what they learned.</p>	<p>I have not updated the KSD statements, so no pre/post information. These comments are on the final reflection journals.          Some students love the Piirto books and their overlap, some felt like there was too much overlap.          Students overwhelming loved the creative assignments – the sculpture and the creativity monster! More than one student mentioned that this course frightened them more than any other because they were worried about “not being creative,” yet I hear that they feel more comfortable with their own creativity afterward. I also hear in these students’ reflections an excitement and energy to try new things, an increased understanding of themselves. It might just be my personal bias.</p>

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<p>My favorite quote <i>I can honestly say, there is not one thing I would change about this course. YOU as a professor put so much more life into this material. It is refreshing to see an educator at the collegiate level show as much passion and excitement as you have these last 7 weeks. When you get to this level, it seems that most professors just go through the motions. I absolutely loved being in your class! I look forward to working with you in future courses.</i></p>		<p><i>*I was scared to death about taking this course because I felt that I lacked in the creativity part of being a teacher. But I was wrong.        *Thank you so much for this experience. It was probably one of my most useful classes.        *Overall, this class was fantastic and it really made a difference in the way I think about and see creativity in and out of the classroom.        *After initial apprehension, I enjoyed the [personal creativity activities]. These assignments are important because their expectations are different from other college assignments regarding teaching and learning. They place me in the role of a learner, experiencing the risks of creativity like my own students.</i></p>	
<b>Course:</b> EDIS 653 ACLUB	<b>Hours:</b> 3	<b>Course:</b> EDIS 653 OLSB	<b>Hours:</b> 3
<b>Highest Ratings in Formative Items</b> [Median out of 5]		<b>Highest Ratings in Formative Items</b> [Median out of 5]	
Student confidence in instructor's knowledge [4.8]		Student confidence in instructor knowledge [4.9]	
Instructor enthusiasm [4.8]		Evaluative and grading techniques [4.9]	
Encouragement given students to express themselves [4.8]		Quality/helpfulness of instructor feedback [4.8]	
		Relevance and usefulness of course content [4.8]	
<b>Lowest Ratings in Formative Items</b> [Median out of 5]		<b>Lowest Ratings in Formative Items</b> [Median out of 5]	
Tailoring of instruction to varying student skill levels [3.8]		Tailoring of instruction to varying student skill levels [4.6]	
Quality/Helpfulness of instructor response to assignments [4.0]		Timeliness of instructor responses to assignments [4.6]	
Clarity of student responsibilities and requirements [4.0]			
<b>Comments on Formal Evaluations</b>		<b>Comments on Formal Evaluations</b>	
<p>9/17 students evaluated this course          One student disliked the text as boring and not useful, even noting that they had to do side research due to its lack of substance.          They appreciate the options for products and saw this as differentiation (why it is one of my lowest</p>		<p>11/18 students evaluated this course          Students seem most held back by the short time span and depth of work. A number of them mentioned that they wanted to dig more deeply, but the shortened course time made it impossible.</p>	

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ratings is a mystery), and a number of them like the inclusion of the MBTI.  
 A couple commented that too many submissions were due in Week 6, and another that the lengthy syllabus is a challenge to navigate.

These students see and appreciate the Dialogue project, and the comments about the text were positive. Many comment on the choice aspect of topics and more presentations/fewer papers as modeling good gifted teaching, and they recognize and appreciate that modeling. Students miss face-to-face learning so much.

**Comments on the Teacher Created Evaluation**

35/35 students completed this pre- and post-assessment (combined classes) and left comments  
 Student growth is apparent in the pre- and post-assessment graphs. The most gains:  
 Knowing the variety and types of social and emotional characteristics and needs of gifted and using research to accommodate the needs  
 Knowing and applying the MBTI – personally and professionally  
 The ability to articulate their philosophy for teaching and supporting s/e needs of the gifted  
 The least gains (though these gains are still high)  
 APA, S/E needs of underrepresented populations, WEPs, Facilitating a dialogue discussion  
 Comments focus on the MBTI and the dialogue project as very useful, and the dialogue as a necessity to forward the growth of gifted students.  
 Their comments show that their growth in s/e needs and guidance/counseling is specific to their interest and topics they chose to learn about – LGBT (student telling me that this article is severely outdated and needs to be replaced), perfectionism, underachievement, etc.  
 I received a very welcome step-by-step suggestion for including WEPs in a discussion board in a more practical way!  
 I divided these students into two Padlets (Primary and Secondary age) so they would have less to interact with and it would be more specific to their teaching age level. I still received comments that the Padlet became unwieldy, but overall the Padlet appears to be effective in allowing them to interact with one another. They still overwhelmingly appreciate face-to-face more, and a few suggested I return to one F2F session a semester as I used to.

<b>Course:</b> EDUC 710 OL	<b>Hours:</b> 2		
<b>Highest Ratings in Formative Items</b> [Median out of 5]			
All items rated [5]			
<b>Lowest Ratings in Formative Items</b> [Median out of 5]			
No ratings below [5]			

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<b>Comments on Formal Evaluations</b>	
3/10 students evaluated this course No responses to the open-ended questions.	