

EDIS 650 OLSA, Joint with EDIS 650 EDD
NATURE/NEEDS OF THE TALENTED
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 6/12 (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
4.8	5.0
(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: 4.7
(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:	6	67%	33%					4.8	5.1
The course content was:	6	83%	17%					4.9	5.2
The instructor's contribution to the course was:	6	83%	17%					4.9	5.2
The effectiveness of the distance learning format was:	6	33%	67%					4.2	4.6

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:	6		33%	17%	50%				4.5
The intellectual challenge presented was:	6		67%		33%				5.8
The amount of effort you put into this course was:	6	17%	17%	33%	33%				5.0
The amount of effort to succeed in this course was:	6		33%	33%	33%				5.0
Your involvement in course (doing assignments, attending classes, etc.) was:	6	17%	33%	17%	33%				5.5

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: 10.5 Hours per credit: 3.5 (N=6)

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
			17%	33%		17%	17%				17%

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

Class median: 9.5 Hours per credit: 3.2 (N=6)

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
		17%	17%	17%	17%	17%		17%			

What grade do you expect in this course?

Class median: 4.0 (N=6)

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	Pass	Credit	No Credit
83%	17%													

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

(N=6)

In your major	Distribution requirement	An elective	In your minor	A program requirement	Other
33%		17%		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:	6	33%	33%	33%				4.0	16
Timeliness of instructor response to assignments was:	6	33%	50%	17%				4.2	15
Quality/helpfulness of instructor feedback was:	6	67%	33%					4.8	7
Tailoring of instruction to varying student skill levels was:	6	50%	50%					4.5	8
Quality of questions or problems raised by the instructor was:	6	50%	50%					4.5	14
Student confidence in instructor's knowledge was:	6	83%	17%					4.9	4
Instructor's enthusiasm was:	6	83%	17%					4.9	10
Encouragement given students to express themselves was:	6	67%	33%					4.8	12
Usefulness of reading assignments in understanding content was:	6	67%	33%					4.8	2
Usefulness of written assignments in understanding content was:	6	50%	50%					4.5	11
Usefulness of on-line resources in understanding content was:	6	50%	33%	17%				4.5	9
Usefulness of video media in understanding course content was:	6	67%	33%					4.8	3
Usefulness of audio media in understanding course content was:	6	67%	33%					4.8	1
Relevance and usefulness of course content were:	6	67%	33%					4.8	5
Evaluative and grading techniques (tests, papers, projects, etc.) were:	6	67%	17%	17%				4.8	6
Reasonableness of assigned work was:	6	33%	33%	33%				4.0	17
Clarity of student responsibilities and requirements was:	6	50%	33%	17%				4.5	13

EDIS 650 OLSA, Joint with EDIS 650 EDD
NATURE/NEEDS OF THE TALENTED
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 6/12 (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. The class was intellectually stimulating; learning the theory of why gifted students act the way they do and how they are chosen was fascinating.
2. Yes, this course presented new information important to the particular discipline. I think it did cause me to think about areas within giftedness I had not before considered.
3. Yes, it taught me significantly about many of the aspects of gifted education and gifted characteristics.
4. This class was intellectually stimulating. The professor gave us countless opportunities to study various age levels of students who are gifted and we were able to see their characteristics. I also learned a whole bunch of new models in the gifted education and a lot of strategies as well. I was constantly learning something new and useful!
5. The course did stretch my thinking and helped me to understand concepts that relate to my day to day teaching position. It gave me a great overall perspective on gifted education programs and history.

What aspects of this class contributed most to your learning?

1. The reading and case study.
2. Application of concepts best helped me understand the content. The amount of content is vast, so I feel I must study on my own because there wasn't much time to delve deeper into certain items/concepts. I do think though, that more depth will be part of future courses.
3. I think the case study was one of the most beneficial aspects of this course.
4. I felt that the case study was extremely important to my learning as I was able to make first-hand observations of a student in comparison to reading about them. Reading about students who are gifted is helpful but witnessing it first-hand and writing about it was enriching.
5. I found the teacher video lessons to be easy to understand and provided new information and guidance on assignments with a step by step approach. I appreciated the videos because I could go back and view them again as needed. The course folders were organized in a way that made them easy to access. The book and articles were informative. I appreciated that each week one new document was presented and we were working on the final project throughout the quarter.

What aspects of this class detracted from your learning?

1. It was difficult collecting information on students data during the summer. It became frustrating and it felt like a wast of time as other projects were mounting. This is not a criticism of the class or teacher, it ia an outgrowth of the Covid-19 era we are living in.
2. I don't think any aspects detracted from my learning. It is easy to feel overwhelmed though with so many surface mentions of content there wasn't time to really explore.
3. None.
4. I did feel like the readings were a little long, but Dr. Groman did a great job of telling us which text were essential to read and which ones we could skim, or save in a folder and read later.
5. I had a hard time with translating research into slide show format and embedding voice over video. I found that it involved significantly more effort and required much revision in regard to layout. I often had a hard time condensing my thinking to a slide and could spend a whole day working on recording. I became frustrated with the technology and my desire to have everything turn out well which I would say was distracting.
6. N/A

What suggestions do you have for improving the class?

1. Keep the class the same.
2. I'd suggest breaking up the chapter readings and honing in on a few more concepts/ideas before moving on. To adequately read and take notes on each EGT chapter, it took me 3-6 hours each week; it could be that I'm too detailed. I'd like to understand types of testing more thoroughly, publications, laws, and about underrepresented populations of gifted learners.
3. I enjoyed the class! I think it was a wonderful introduction to the major!
4. I honestly felt that Dr. Groman ran a close to perfect Summer A session. The pace was awesome, her directions were very clear, she gave choice on how we could share our knowledge, and she was incredibly helpful in her feedback. I would be thrilled to have her as a professor again!
5. It may not be true that completing a presentation is less work than doing the full professional paper for the research case study. I would give students the choice if possible.
6. I felt rushed to complete the choice activity and I felt it was a bit unnecessary.

EDIS 654 OLA
CREATIVITY STUDIES FOR TEACHERS OF THE TALENTED
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 7/11 (64% 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	4.8
(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: 6.2
(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:	7	71%	29%					4.8	4.7
The course content was:	7	86%	14%					4.9	4.9
The instructor's contribution to the course was:	7	100%						5.0	4.9
The effectiveness of the distance learning format was:	7	86%		14%				4.9	4.8

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:	7	14%	43%	14%	29%				5.7
The intellectual challenge presented was:	7	57%	29%	14%					6.6
The amount of effort you put into this course was:	7	57%	29%		14%				6.6
The amount of effort to succeed in this course was:	7	57%	29%		14%				6.6
Your involvement in course (doing assignments, attending classes, etc.) was:	7	57%	29%		14%				6.6

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: 12.0 Hours per credit: 4 (N=7)

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%	14%			29%	14%		14%		

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

Class median: 10.5 Hours per credit: 3.5 (N=7)

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%	14%		14%	14%	14%		14%		

What grade do you expect in this course?

Class median: 4.0 (N=7)

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	Pass	Credit	No Credit
100%														

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

(N=7)

In your major	Distribution requirement	An elective	In your minor	A program requirement	Other
29%				71%	

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:	7	86%	14%					4.9	6
Timeliness of instructor response to assignments was:	7	71%	29%					4.8	16
Quality/helpfulness of instructor feedback was:	7	86%	14%					4.9	11
Tailoring of instruction to varying student skill levels was:	7	86%	14%					4.9	5
Quality of questions or problems raised by the instructor was:	7	86%	14%					4.9	12
Student confidence in instructor's knowledge was:	7	86%	14%					4.9	15
Instructor's enthusiasm was:	7	100%						5.0	17
Encouragement given students to express themselves was:	7	100%						5.0	13
Usefulness of reading assignments in understanding content was:	7	100%						5.0	2
Usefulness of written assignments in understanding content was:	7	100%						5.0	1
Usefulness of on-line resources in understanding content was:	7	100%						5.0	3
Usefulness of video media in understanding course content was:	7	86%	14%					4.9	7
Usefulness of audio media in understanding course content was:	7	100%						5.0	4
Relevance and usefulness of course content were:	7	100%						5.0	8
Evaluative and grading techniques (tests, papers, projects, etc.) were:	7	86%	14%					4.9	9
Reasonableness of assigned work was:	7	71%	29%					4.8	14
Clarity of student responsibilities and requirements was:	7	86%	14%					4.9	10

EDIS 654 OLA
CREATIVITY STUDIES FOR TEACHERS OF THE TALENTED
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 7/11 (64% 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, because I was very uncomfortable with the creativity element of giftedness and this course helped me to learn ways I can enrich my students talents.
2. This forced me to think about my creativity. Made me think about the creative process and how to teach it to others. I was constantly thinking about this course and making connections throughout my day.
3. Yes! This class was quite a challenge. As an adult, it is difficult to find the time, energy, and motivation to engage in mindful creativity challenges so frequently. I most definitely needed to be intentional about when I completed my assignments in order to get in the right mindset and be reflective about what I was working on. I found myself thinking about the content periodically throughout the day and talking about my readings with other professionals because it was so enlightening.
4. It was intellectually stimulating. The instructor offered assignments in activities and then reflection to the activities in relation to the readings.
5. This course was intellectually stimulating in several ways. The course readings stretched my thinking about creativity because I learned that creativity is much more than divergent thinking, brainstorming, and artistic or musical ability. The course activities broadened my understanding of creativity through the use of daily creativity logs, a daily project to enhance my personal creativity, and experiences such as meditation and risk-taking. Prior to this class, I would not have considered the last two, meditation and risk-taking, as components of creativity.
6. yes, this class was intellectually stimulating. It addressed areas I was not aware of and made connections that were relative to gifted learning
7. Yes, the class was very stimulating, intellectually, and required me to think about the various aspects of creativity as both an artist and as a scholar/researcher. I was required to try new methods for creative production, which was challenging, but fun. The professor chose resources that were authentic and refreshingly candid. This course successfully combined methods that are actually conducive to creative endeavors and individual expression and how creativity is studied by theorists within the field of education.

What aspects of this class contributed most to your learning?

1. Strategies for enriching my students creativity
2. The Creativity project was the most beneficial to me. It made me rethink the creativity process and remind me how challenging it is to learn a new skill. This reminder will help me serve my students more effectively.
3. I enjoyed the readings. Very informative. The focus questions were more self-selected this time and that appealed to me when it came to making practical ideas that I could use in the classroom. I really enjoyed learning about and making the biographical sketch. What helped me the most though were the weekly videos that kept me on track and clarified any questions I had. You helped me feel less overwhelmed by all that was due and reminded me to take the time necessary to think and be creative.
4. The activities and connections to the reading contributed most in my learning. I also very much enjoyed listening to the instructors experience and expertise.
5. The aspects of this course that contributed most to my learning about creativity are the assignments, specifically the biographical sketch and the individual creativity projects, including the creativity monster, sculpture, and individual creativity project. The biographical sketch and related reading of a biography allowed me to apply concepts from the course to the life of a creative individual. Recognizing these traits will help me do the same in my own classroom. The latter assignments were important because their expectations are different from my previous college assignments regarding teaching and learning. In fact, these assignments placed me in the role of a learner, experiencing the risks and emotions of creativity much like my own students do. In addition, the final three focus question assignments allowed me to apply class concepts to my own teaching, which will benefit my future students.
6. textbook readings
7. The multiple creative projects and how they were linked to Jane Piirto's insightful and authentic writings concerning creativity among the gifted and talented. The feedback for this course was especially helpful and encouraging. The video links to ongoing research and projects in the field were excellent, and I enjoyed watching them. It was interesting to see the work and presentations of my peers posted on the Blackboard Padlet.

What aspects of this class detracted from your learning?

1. None
2. I don't like online coerces..
3. Nothing "detracted" from my learning. I would like to share that I thought the Piirto books were almost too similar. I liked reading the Creativity for 21st Century Skills more than the Understanding Creativity because it got to the point a bit faster. Of course, the other one elaborated more when I needed it. While there was a lot of overlap, both provided wonderful information.
4. Nothing in the class detracted from my learning

5. The aspects of the course that detracted from my learning were largely due to the online format. While the Padlet discussion board and weekly videos from the instructor were very beneficial, I feel that I learn more effectively in-person. I understand that circumstances have prevented this, but the incidental learning and collaborative nature of learning with others is challenging to replicate. I feel that the instructor did all she could given the current circumstances, and I appreciate her efforts.

7. The COVID-19 Pandemic and subsequent closures made it difficult or impossible to go on live excursions to museums and attend performances in person. However, the professor provided alternative virtual experiences that worked quite well.

What suggestions do you have for improving the class?

1. Nothing

2. I wish I could have taken this course in person. However this was the most effective online course I have ever taken.

3. This was a very fast paced course! Several things were due each week and because they were often unique, creative endeavors, it was tough to manage the long-term projects while completing the weekly ones. Getting the reading and focus questions done while also completing daily thoughtlogs, a challenging creativity project, and researching a creative person most certainly required a commitment of time and energy. I'm not saying it wasn't all worth it or that it wasn't meaningful, it just seemed to pile up as the weeks went on. I loved this class and it definitely got me out of my comfort zone! Thank you for everything Dr. Groman!!

4. I do not have any suggestions. I believe this was a wonderful class and I walked away enlightened and with an handful of useful activities to use in my practice.

5. I have few suggestions for improving the class. One of the texts, Understanding Creativity, was a challenging read. It seemed dry and technical to me; however, the chapters that connected to our biography assignment were very helpful. As stated earlier, I find in-person collaboration more beneficial than online, self-paced learning. Therefore, the hybrid nature of previous courses would have been helpful for some assignments, such as the meditation activities. Overall, the course challenged me in many ways, both intellectual and emotional, and I appreciate the way the instructor has adapted the course to an online format given the current circumstances.

7. Include even more interviews or guest speakers who have worked both as artists and teachers of the gifted and talented.

EDIS 653 ACLUB
GUIDANCE AND COUNSELING FOR THE TALENTED
Course type: Hybrid

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 9/17 (53% 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
4.1	4.0
(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: 4.9
(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:	9	33%	44%	11%	11%			4.1	4.0
The course content was:	9	33%	44%	22%				4.1	4.1
The instructor's contribution to the course was:	9	33%	44%	22%				4.1	4.0
The effectiveness of the distance learning format was:	9	33%	44%	11%		11%		4.1	4.0

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:	9	22%	33%	22%	22%				5.7
The intellectual challenge presented was:	9	22%	33%	22%	22%				5.7
The amount of effort you put into this course was:	9	33%	22%	22%	22%				5.8
The amount of effort to succeed in this course was:	9	11%	44%	11%	33%				5.6
Your involvement in course (doing assignments, attending classes, etc.) was:	9	33%	22%	11%	33%				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: 5.0 Hours per credit: 1.7 (N=9)

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
		67%		22%	11%						

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

Class median: 4.5 Hours per credit: 1.5 (N=9)

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
	22%	56%		11%	11%						

What grade do you expect in this course?

Class median: 4.0 (N=9)

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	Pass	Credit	No Credit
100%														

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

(N=9)

In your major	Distribution requirement	An elective	In your minor	A program requirement	Other
33%				56%	11%

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:	9	44%	44%		11%			4.4	10
Timeliness of instructor response to assignments was:	9	44%	22%	22%	11%			4.2	12
Quality/helpfulness of instructor feedback was:	9	44%	11%	44%				4.0	15
Tailoring of instruction to varying student skill levels was:	9	33%	22%	22%	22%			3.8	16
Quality of questions or problems raised by the instructor was:	9	33%	56%	11%				4.2	14
Student confidence in instructor's knowledge was:	9	67%	33%					4.8	7
Instructor's enthusiasm was:	9	67%	22%	11%				4.8	9
Encouragement given students to express themselves was:	9	67%	22%	11%				4.8	8
Usefulness of reading assignments in understanding content was:	9	44%	22%	33%				4.2	11
Usefulness of written assignments in understanding content was:	9	56%	11%	22%	11%			4.6	3
Usefulness of on-line resources in understanding content was:	9	56%	11%	33%				4.6	1
Usefulness of video media in understanding course content was:	9	56%	11%	33%				4.6	4
Usefulness of audio media in understanding course content was:	9	56%	22%	22%				4.6	2
Relevance and usefulness of course content were:	9	56%	22%	22%				4.6	6
Evaluative and grading techniques (tests, papers, projects, etc.) were:	9	56%	33%	11%				4.6	5
Reasonableness of assigned work was:	9	33%	56%		11%			4.2	13
Clarity of student responsibilities and requirements was:	9	44%	11%	33%	11%			4.0	17

EDIS 653 ACLUB
GUIDANCE AND COUNSELING FOR THE TALENTED
Course type: Hybrid

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 9/17 (53% 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, I learned a lot about how to serve gifted students in a meaningful way.
2. Learning about the different personality types, mindsets, parenting practices for gifted children, and learning strategies to best help the gifted population are all things I will use to improve my teaching.
3. Somewhat.
4. Yes, I found this class to be intellectually stimulating. I feel that I learned a great deal that can apply to my work as a teacher.
5. I learned some great strategies to use with my gifted students.
6. yes !!
7. Yes, the readings were valuable and stretched my thinking
8. Yes, specifically the Meyers-Briggs Type Indicator

What aspects of this class contributed most to your learning?

1. The projects I was able to make and then use in my own class.
2. Reading all the articles about studies done in gifted education and families was really vital to helping me understand the best practices for teaching gifted.
3. Fonseca book.
4. The focus questions and dialogue project
5. Researching information for my assignments and some of the chapters we had to read.
6. the differentiation of assignments - being able to select topics of interest to me was fantastic
7. I really liked the option of different project types rather than just Focus Question papers.
8. Meyers-Briggs Type Indicator

What aspects of this class detracted from your learning?

1. The paddlet was very large to navigate all the projects and people posted.
2. I really, really, really, dislike online classes. I have to get used to it, though as that's how I'm now teaching.
3. All virtual.
4. The amount of assignments that were due in week 6
5. I did not care for the text "The Social and Emotional Development of Gifted Children: What Do We Know?" by Neihart, Pfeiffer, and Cross. The book was rather boring and not very useful. When I had an assignment from it, I always had to do additional researching on the topic in order to complete my assignment.
6. na
7. Sometimes there was a lot due at once. It was a little overwhelming at the end due to getting ready for pandemic school to start and balancing everything.
8. N/A

What suggestions do you have for improving the class?

1. Nothing.
2. Nothing that we can control.... without the pandemic, things would have been different.
3. None.
4. Unsure
5. Using a different text than the one listed above.
6. na
7. It is a little difficult to find things in the lengthy syllabus. I wonder if the details of assignments could be posted in a separate document. Overall I appreciate Dr. Groman's expertise and she has been very pleasant to work with.
8. N/A

EDIS 653 OLSB
GUIDANCE AND COUNSELING FOR THE TALENTED
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 11/18 (61% 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	5.0
(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: 4.9
(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:	11	64%	27%	9%				4.7	5.0
The course content was:	11	73%	18%	9%				4.8	5.1
The instructor's contribution to the course was:	11	73%	9%	18%				4.8	5.1
The effectiveness of the distance learning format was:	11	55%	27%	18%				4.6	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:	11	18%	18%	18%	45%				4.8
The intellectual challenge presented was:	11	18%	27%	18%	27%	9%			5.2
The amount of effort you put into this course was:	11	36%	9%	27%	27%				5.3
The amount of effort to succeed in this course was:	11	27%	9%	45%	18%				5.2
Your involvement in course (doing assignments, attending classes, etc.) was:	11	27%	27%	27%	18%				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: 10.5 Hours per credit: 3.5 (N=11)

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
		9%	18%	18%	9%	9%	18%	9%			9%

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

Class median: 9.0 Hours per credit: 3 (N=11)

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
9%			27%	18%	9%	9%	18%				9%

What grade do you expect in this course?

Class median: 4.0 (N=11)

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	Pass	Credit	No Credit
91%	9%													

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

(N=11)

In your major	Distribution requirement	An elective	In your minor	A program requirement	Other
36%				55%	9%

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:	10	60%	10%	30%				4.7	10
Timeliness of instructor response to assignments was:	11	55%	18%	18%	9%			4.6	16
Quality/helpfulness of instructor feedback was:	11	73%	9%	18%				4.8	8
Tailoring of instruction to varying student skill levels was:	11	55%	27%	18%				4.6	9
Quality of questions or problems raised by the instructor was:	11	64%	27%	9%				4.7	15
Student confidence in instructor's knowledge was:	11	82%	9%	9%				4.9	11
Instructor's enthusiasm was:	11	73%	18%	9%				4.8	17
Encouragement given students to express themselves was:	11	73%	18%	9%				4.8	14
Usefulness of reading assignments in understanding content was:	11	73%	9%	18%				4.8	3
Usefulness of written assignments in understanding content was:	11	73%	9%	18%				4.8	1
Usefulness of on-line resources in understanding content was:	11	73%		27%				4.8	2
Usefulness of video media in understanding course content was:	11	73%		27%				4.8	4
Usefulness of audio media in understanding course content was:	11	64%	9%	27%				4.7	6
Relevance and usefulness of course content were:	11	73%	18%	9%				4.8	7
Evaluative and grading techniques (tests, papers, projects, etc.) were:	11	82%		9%	9%			4.9	5
Reasonableness of assigned work was:	11	64%	18%	9%	9%			4.7	12
Clarity of student responsibilities and requirements was:	11	64%	18%	18%				4.7	13

EDIS 653 OLSB
GUIDANCE AND COUNSELING FOR THE TALENTED
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 11/18 (61% 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 helped me to better understand the social and emotional needs of gifted elementary students.
2. Yes. I learned a lot about social and emotional issues that gifted students face and practical ways of supporting them.
3. Yes, the thoughts and techniques brought up were very beneficial to teaching gifted students.
4. I loved this class. It was intellectually stimulating. The assignments were challenging and relevant. The pacing was rigorous but manageable. The instructor was accessible and helpful. I learned helpful information in an engaging format.
5. This course was intellectually stimulating because I learned new information about social and emotional needs of gifted learners. Having never taken a guidance or counseling course, the instructor and course material required me to stretch my thinking by engaging with new content. The Dialogue project required me to interact with students in a new format and with a different purpose than regular classroom instruction. Therefore, I found this course valuable because it helps me connect with students in a new and useful way. I learned strategies that I can use to support many types of gifted learners.
6. It stretched my thinking because we explored topics that I knew very little about before the course.
7. A little
8. The class was very interesting and relevant. It definitely stretched my thinking in terms of cognitive theories and social emotional learning and specifically how that relates to gifted students. There were many theories and articles that explained behaviors of my students and even my own children. I appreciated the theory books along with practical lessons.
9. Yes, this class taught me so much not only about myself but also about my students and their emotional well-being. It made me think about my personality and why I am the way I am and also how I can use my personality strengths to enrich the learning experience for my students.
10. Yes.
11. Yes, it offered depth within social-emotional topics.

What aspects of this class contributed most to your learning?

1. The project and the research on topics of underachievement.
2. I liked that we were given choice in topics to study as well as choice in the format of products created to show our learning. I loved that Professor Groman practices with us what the gifted endorsement program teaches is best in meeting student's learning preferences in this way.
3. The feedback from students and the instructor were fantastic.
4. I enjoyed the being able to provided assessments that were in a variety of ways that fit my learning style.
5. The dialogue project and Fonseca's book were most beneficial because I can apply Fonseca's lesson directly to my classroom situation. In addition, the Social and Emotional Development of Gifted Children text was very beneficial because it was easy to read and understand, so I can use it as a quick reference when I encounter students with various social or emotional concerns. I appreciate the options for completing weekly assignments. The choice of reading topics ensures that my learning is relevant to my classroom context, and the choice of project types ensures that I can show my learning appropriately. I especially appreciate the application options - creating lesson materials or slideshows that I can later use to lead professional development in my district. This course is very relevant and helpful to my gifted learners and my career.
6. I think of all of the aspects of the course contributed to my learning. I really enjoyed the choice that was involved in selecting topics and the ways that I could express my learning. I used this course as an opportunity to explore the topic and then create something that I will use professionally with my staff at school so it goes beyond just my learning but has a practical application. And I think that will make a big impact on the students that I work with.
7. The Dialogue Project at the end.
8. The instructor gave students a choice in topics and expected us to relate those to our own lives and situation. This allowed my to learn more deeply about ideas that were most relevant and important to me. The instructor modeled the teaching techniques and technology platforms that she was trying to have us use with students. So we were able to interact in an online platform that we can now apply in our classrooms. The weekly videos were encouraging and easy to understand.
9. The Myers Briggs Scale has completed opened my eyes to myself and those are around me. I recommend that Dr. Groman continues to work with this scale in her future classes.
10. The personality inventory
11. Activities best contributed to my learning.

What aspects of this class detracted from your learning?

1. none
2. I missed having class discussions and lectures/presentations from my professor. Downside of online learning.

3. None.
4. None. I thought the class was great.
5. Few aspects of the course detracted from my learning. Given the social distancing guidelines, the instructor made great accommodations to enable us to learn and complete our projects in a remote format. Under normal circumstances, the dialogue project would have been more beneficial to meet with students in person, which I know is the instructor's typical plan. Similarly, Dr. Groman usually leads an in-person session, which was replaced with an online discussion board. While this was effective, I miss the opportunity to interact with and learn from other teachers in person.
6. Nothing detracted from my learning. It was hard though because I'm teaching full-time and coordinating the enrichment program and taking this course so I wish that I could've explored all the topics but I couldn't because of time. However I was able to maintain and meet all the requirements of the course. It's just that it's such a rich course that I really want to just keep learning.
7. Nothin
8. I still do not like recording presentations. It takes a great deal of time and can be frustrating. It is also hard to keep it short. However I do see the value in sharing with classmates.
9. I felt that the materials presented were always meaningful and were applicable to my content. She gave a lot of choice on what areas we want/need to learn more about so it made learning important.
11. I do enjoy reading, but sometimes it seemed a bit much since I am a person who thoroughly reads every word and takes notes.

What suggestions do you have for improving the class?

1. none
3. Loved this class!
4. No suggestions. Dr. Groman is wonderful!
5. I have few suggestions for improving the course. The syllabus is well-organized, and the readings are great! The projects and assignments are very relevant to teaching and learning. The first week of the course felt a little heavy, but this is necessary in the shortened summer term. As mentioned above, I do enjoy Dr. Groman's typical in-person meeting; therefore, when health conditions improve, I suggest that the course return to a hybrid format (weekly online coursework with the opportunity for 1-2 in-person weekend sessions).
6. I don't have suggestions for improvement but one thing that I want to say is that I really appreciated the dialogue project being a video and not a paper. I found the format to be particularly helpful because I really could spend my time living the dialogue or practicing it so to speak. In a paper I could've demonstrated knowledge but I don't think it would have made the project come alive in a practical sense. So I just want to say that that was such a wonderful idea and I would recommend continuing that idea in the future.
7. Unsure
8. The class was very helpful.
9. I do not have any suggestions as this point. I absolutely appreciate Dr. Groman and the efforts that she gives towards her students. I can tell she cares and wants us to succeed in every way that we can. She is also very encouraging and is really sparking my passion even more with this student population.
10. Grades updated more frequently and more responsive to communication
11. If there is a way to shorten some readings or spread them out more, that might help to manage the workload.

EDUC 710 OL
FIELD PRACTICUM IN EDUCATION
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 3/10 (30% moderate)

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	5.3
(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: 5.6
(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:	3	100%						5.0	5.4
The course content was:	3	67%	33%					4.8	5.1
The instructor's contribution to the course was:	3	100%						5.0	5.4
The effectiveness of the distance learning format was:	3	67%	33%					4.8	5.2

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:	3		33%		67%				4.2
The intellectual challenge presented was:	3		67%		33%				5.8
The amount of effort you put into this course was:	3		67%		33%				5.8
The amount of effort to succeed in this course was:	3		67%		33%				5.8
Your involvement in course (doing assignments, attending classes, etc.) was:	3		67%		33%				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: 6.5 Hours per credit: 3.2 (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: 6.5 Hours per credit: 3.2 (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: 3.8 (N=3)

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	Pass	Credit	No Credit
33%	33%											33%		

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

(N=3)

In your major	Distribution requirement	An elective	In your minor	A program requirement	Other
33%				67%	

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

EDUC 710 OL
FIELD PRACTICUM IN EDUCATION
Course type: Online

Evaluation Delivery: Online
Evaluation Form: I4
Responses: 3/10 (30% moderate)

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?

What aspects of this class contributed most to your learning?

What aspects of this class detracted from your learning?

What suggestions do you have for improving the class?

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.