

**Student Evaluations and Reflections on Teaching  
 Summer 2022**

*You will see my Semester Review for Summer, 2022*

- *Positive Aspects and Points for Improvement*
- *A grid with sections for each individual course that contain a summary of the University evaluation information and my reflections on student comments*
- *Some of the reviews reflect instructor Pre- and Post-Assessment information and comments*

**Semester Review  
 Summer, 2022**

*COVID still has its little fingers in our world with these new variants, so campus Face-to-Face sessions were not offered. Essex did not run due to lack of interest, too, so that observation/internship option was not offered either. As I write this, I feel as though I need to return to our Saturday Face-to-Face session on campus, especially now that COVID may be letting up. This summer these students were spread out all over the state. I might consider talking to someone about getting discounted accommodation for students either at a nearby hotel or at the seminary rooms. Gosh. That might be fun! A mixer in the evening before, then a speaker, a campus tour, lunch, sharing from their coursework, a WEP tutorial or something like that. Get program alumni to speak about how they are applying the program. I wonder if I could get some kind of funding or grant to cover this?*

*I also see that there might be a need for some type of independent study or course that expands on social and emotional needs, or one that expands on creativity (that could be the one where we travel – Taos, Florence, or New York? Everyone offers strategy courses, so I think stretching out into other areas would be useful. Diversity. Working with Parents. A book study, or research project, perhaps. I could go through Founders School, of course, but I wonder if EDIS 788, the Inquiry Seminar, could be offered through COE to anyone, even those not in the program or who have graduated from the program. It might be a way to get people back to AU, or even into the doctoral program. Considering this, I will want to visit OAGC and NAGC’s Advanced PD standards.*

Positive Aspects	Points for Improvement
<p>-This summer feels as though I have hit a strong equilibrium in pace, depth, choice, and amount of work in all of these courses. The strong and reliable structure means that I can be a little more varied in my videos (adding book recommendations from my professional shelf, talking about my own research and writing as it applies to creativity, etc).</p>	<p>-EDIS 653, I should have created three Padlets for the various age levels or student interests. Reading 20 posts is just plain overwhelming. I’m actually surprised more students didn’t mention this!          -I feel the need to revisit the idea of Zoom meetings periodically          -EDIS 654, consider the student comment that she would have benefitted from reading UC Ch 3 (Encouraging Creativity, Motivation and Schooling) and C21CS chapters 2, 3, 4, and 5 (Core</p>

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	Attitudes, Inspiration, the Six Other I's, and General Practices – basically stretching out on the Piirto model) earlier in the course for the biographical sketch and jigsaw.
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**Summary of Course Evaluations  
 Sumer, 2022**

Course: EDIS 650 OLA	Hours: 3	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>	
Quality/helpfulness of instructor feedback [5.0]		Student confidence in instructor's knowledge [5.0]	
Instructor's enthusiasm (5.0)		Instructor's enthusiasm [5.0]	
Student confidence in instructor's knowledge [5.0]		Encouragement given students to express themselves [5.0]	
Encouragement given students to express themselves {5.0]		Evaluative and grading techniques [5.0]	
<b>Lowest Ratings in Formative Items [Median out of 5]</b>		<b>Lowest Ratings in Formative Items [Median out of 5]</b>	
Timeliness of instructor response to assignments [4.4]		Timeliness of instructor response to assignments [4.5]	
		The helpfulness of the distance learning staff [4.8]	
<b>Comments on Formal Evaluations</b>		<b>Comments on Formal Evaluations</b>	
<p>13/15 students evaluated this course            Overwhelmingly, I see responses that indicate students are able to apply the ideas to their classroom or the real world, and for this introductory course AND it being over the summer, this is good to read. These students comment positively on the case study, and their ability to use it to apply the information immediately and directly. I see positive comments about my videos and their use to understand the material, the assignments, and to inform.</p> <p>The comments about aspects that detract from learning are quite varied – technology (2 students) and lack of face-to-face interaction (one). A Zoom meeting at the beginning might be useful to get them to meet one another – especially in this first course. Time limits on the</p>		<p>6/8 students evaluated this course            There are some great reviews of the course Padlet and the usefulness of the weekly videos and questions posed there. This is the only course where I use a PowerPoint with preparation questions for the thoughtlog to get them thinking about the week's themes. I might consider using the same format for other courses, especially 653. I did receive one very good comment about the order in which one of the readings was given, that it should have been given earlier for a foundation. I appreciate comments like this, as they are tangible ways I can revisit and improve this course, my favorite course.</p>	

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Case Study video might be revisited, too – I hate to have these too long, but perhaps opening that up a bit might be useful.			
<b>Comments on Informal Evaluations (Pre- and Post-Assessments and Comments)</b>		<b>Comments on Informal Evaluations (Pre- and Post-Assessments and Comments)</b>	
<p>This evaluation shows that the most growth appears in the area of knowledge of theoretical studies of intelligence, giftedness, and talent development! Amazing! This was a weakness, I thought, when I took this program over. I also see a great deal of growth in their educational philosophy statement that applies for teaching gifted. So they know the foundations of the field AND they know what they believe to be true about their own place in it. Not a bad place to start in this program.</p> <p>Their comments on this evaluations shows the same – great foundational knowledge of the field, as well as knowledge of WEPs, and the history of gifted education.</p> <p>A number of students set a goal of learning more about 2e students in the next few courses.</p> <p>The weekly videos continue to serve students well. They appreciate my organization, and how well spaced the coursework is. Having the Case Study embedded throughout appears to be helpful, as are the videos.</p> <p>A few comments that perhaps an early Zoom session to connect with one another would be good. I can agree to that – and it might be time to try this again and step out of my comfort zone.</p>		<p>I am pleased with these pre and post responses – they show a lot of growth in a number of areas. Knowledge of theories of creativity, characteristics of creativity as applied to a creative individual, applying creative problem solving, and creating and feeling comfortable creating a classroom environment that supports motivation and creativity. This last point is in the literature for one of the more important aspects of supporting creativity in the classroom, so it is exciting to see that manifested in the assessment. They also know areas they are creative in – self-efficacy is also a major aspect of being able to see and support creativity in the classroom.</p> <p>It is heartening to read some of these comments about the personal nature of the learning. This is my first semester incorporating a research component into this course, and I am putting the data away for the future. I am really looking forward to digging into it.</p>	
<b>Course:</b> EDIS 653 OLA	<b>Hours:</b> 3	<b>Course:</b> EDIS 781	<b>Hours:</b> 3
<b>Highest Ratings in Formative Items [Median out of 5]</b>		<b>Highest Ratings in Formative Items [Median out of 5]</b>	
Instructor’s enthusiasm [5.0]		<i>Only one student in this course, and they did not complete the evaluation.</i>	
Encouragement given students to express themselves [5.0]			
<b>Lowest Ratings in Formative Items</b>		<b>Lowest Ratings in Formative Items</b>	

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[Median out of 5]	[Median out of 5]
Tailoring of instruction to varying student skill levels [4.2]	
Timeliness of instructor responses to assignments [4.6]	
Comments on Formal Evaluations	Comments on Formal Evaluations
<p>20/21 students evaluated this course            Many students feel this is an intellectually stimulating course. They seem to appreciate the ability to select reading topics, as well as choice in how to respond to the reading, especially those they can use later with administration, colleagues, or even students.</p> <p>A number of students comment on the usefulness and insight the MBTI personality activities gave them, as well as the insights the dialogue project provided that go beyond a project assignment and into ways to truly know and understand gifted student needs.</p> <p>Two students did not see the value of the Padlet, and I must admit that with 21 students I should have broken the Padlet up into two or three separate Padlets as I have done in the past, by grade level or choice. This really helps them interact with one another much more deeply.</p>	
Comments on Informal Evaluations (Pre- and Post-Assessments and Comments)	Comments on Informal Evaluations (Pre- and Post-Assessments and Comments)
<p>22 students completed this evaluation (one did the pre-assessment and then dropped for the post)            Four statements showed a great deal of growth – two were from MBTI personality indicator, and applying it to themselves and to their teaching/learning situation. They also showed growth in facilitating a dialogue and in articulating their philosophy for teaching as it applies to social, emotional, guidance, and counseling needs. The personality indicator results show that students are comfortable acknowledging the personality characteristics of gifted students and how these can be impacted by lack of challenge.</p> <p>Student comments show that they appreciate the practical texts and believe they will use them over and over with students. They commented on the</p>	

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pace as challenging, but not overwhelming. They like the personalization of the weekly videos, and of the comments in their work. They also appreciate the element of choice in this course – topics and ways of showing what they have learned.

