

Summer A 2021
EDIS 650, 19 students

Before 650: What was the reason for you to pursue your GIS endorsement/MEd right now?23 responses

I have had various gifted students throughout my career and have a passion for teaching them. I would like to learn best how to service their needs and help them make the most growth.

This year I was honored to take on a gifted cluster in my 4th grade classroom. It is also my first year teaching 4th grade. I completed the 15 hours of PD this year, and learned a lot, but recognize I have a lot more to learn! I want to earn my GIS endorsement so I can better serve the gifted population in my community.

I completed 15 hours of professional development on gifted learners this year. I found the research fascinating. I'm always looking for ways to improve my teaching, strengthen my ability to differentiate, and further my own education. I've been thinking about going back to school for quite some time. I finally just decided to go for it!

I have been a cluster teacher in second grade for the last four years. I want a more solid background knowledge of gifted teaching and learning. I may use the endorsement in the future to seek employment in another district.

I chose to earn my GIS endorsement because I felt as if I was unable to help to gifted students reach their fullest potential. I wanted to be prepared for next school year with the knowledge and skills to help those students.

I am pursuing this endorsement to fulfill professional development but more importantly because I have a strong desire to work with gifted and talented students. I was to have this endorsement for potential job opportunities in my district.

I have been hired as Gifted Coordinator (grades 6-12) in my school district for the coming year. I have also served as International Baccalaureate Coordinator for my district for the past eight years and have taught various AP/IB and honors courses for the past 12 years of my career. I am interested in the gifted student and how to best serve their educational needs.

I have always been interested in gifted ed, but right now I have the time and money to pursue the graduate classes.

I have had an interest in pursuing the GIS endorsement for several years so that I can better serve my students within the general education classroom. I am also interested in a possible future career in gifted education.

I want to receive the endorsement so I can become the 4th grade teacher who can receive gifted-served students in my classroom.

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There are three main reasons that I have chosen to pursue my GIS endorsement. First, I know I can do so much better as an educator for my gifted students. I need to take responsibility for becoming the best I can be in the classroom for my students. In addition, I am starting to think about my long term goals as I wrap up my 15th year in the classroom. I want to go into administration at some point (perhaps Gifted Coordinator/Supervisor), and I know this program will help me prepare for that. Finally, my son just started participating in his school's gifted program. As a parent, I was confused by the rationale of what he was working on, and I think that I need to learn more about gifted education before I become one of "those parents".

I want to advance professionally and someday become a full-time gifted education teacher. I've taught gifted learners in different contexts for a few years and I've always wanted to learn more about the needs of gifted learners and how to best meet the needs.

I have been a cluster teacher of gifted identified students (grade 2) for the last four years. I want a more comprehensive study than the professional development provided by my district. I want this because because it interests me and also I might pursue using the endorsement in a future capacity (new career path).

I have been teaching with Columbus City Schools for the past 8 years and have always had gifted clusters of students in my classroom. I co-teach with a gifted intervention specialist twice a week but would like to be able to help and guide my gifted students on the days I have them alone to help them reach their potential.

I work with gifted students in an accelerated placement course (Alg.1 in Middle School) and have one identified child of my own (possibly two, results still pending). I already have a masters in Math Education and can serve as a Math Coach and am now pursuing my Masters +15, then +30 to maximize my pay scale but yet still serve my own interests and the needs of my family and my students. I also assume this would also allow me to "count" as more than a general ed teacher in a regular classroom, but as a GIS on state reporting with students that I already serve and allow me other options in my remaining years.

I was offered a gifted math position in the middle school I currently teach in

I am transitioning into a K-5 gifted coordinator position with my current district.

I have always been interested in gifted education and in order to renew my teaching licenses I needed to take classes, so this was a good time to accomplish both.

I want to better serve my gifted students.

Our gifted coordinator is retiring, and I will miss her amazing amount of knowledge and support. My oldest grandson was just identified, as well, and while I didn't have the time or resources to pursue this endorsement when my own children were young, I can now.

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I will be teaching multiple Honors level courses in the fall and have a possible for a gifted position in the next year.

I am currently seeking my GIS endorsement at this time because my district recently cut our gifted teacher contract with the local ESC. This teacher used to "push in" to classrooms to provide services to students in 3rd-6th grade. My student load typically has a majority of the higher level students and I want to ensure that I am offering everyone the best opportunity for growth in my 3rd grade classroom that I can provide.

Before 650: Why did you choose Ashland for your endorsement/degree program? 20 responses

I got my masters degree in education from Ashland--in educational technology in 2015. I had a good experience! And, I like that I can get the program completed by Christmas.

It was recommended to me by my ESC leader.

I chose Ashland because there was a full online option and I have heard great things about their programs.

My district has used Ashland prior to this for PD and have always been happy with the instruction. I like the ease of online with my busy schedule.

In looking at programs I liked that the timing of the courses matched the needs of my new position and I also liked how the courses were tiered and the offerings available. The staff was very helpful and friendly as I began exploring my interests.

The summer institute opportunity and the asynchronous online classes both appealed to me.

I chose Ashland University because I could complete 4 of the require 6 courses this summer and because the classes were offered 100% online.

I completed my masters in Curriculum and Instruction: Literacy at Ashland University

The summer program caught my attention. I like that the program can be completed within a year.

I chose Ashland because of Dr. Groman. In my search for a master's program in gifted education, I found that my options were limited. I stumbled across Dr. Groman's contact information on the OAGC website and reached out to her for advice. She was so helpful and kind to me, and I hadn't even officially enrolled yet! I figured if she was willing to do that for a random stranger, she would likely be willing to do even more for her students.

I liked the structure and pacing of the program and I've heard positive comments about it.

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Recommended by my Educational Service Center resource leader.

I chose Ashland because it was fairly local, applicable to my own family and my husband had a great experience at the graduate level at Ashland.

It allowed me to take the majority of courses during the summer when I will have more time to focus on my studies and the discount for the summer institute was a nice plus:)

Ashland University came highly recommended from our current gifted coordinator. I also chose Ashland because of the online format and flexible schedule.

Ashland offers many CEU/Graduate credit opportunities for teachers. my friend's son's experience at Ashland was wonderful. My dad lived near Ashland growing up and wanted to attend, but didn't.

I was actually just looking to take a single course or two, but then saw that this program could be completed over the summer.

The online aspect really helped since I have a crazy schedule. It is a reputable Ohio college.

I finished my graduate degree in Curriculum & Instruction focused on technology in 2020. During that program I felt supported and that I was leaving with the knowledge needed to perform better in my field. Therefore, when I decided to look into my GIS endorsement Ashland was my first choice hoping to leave with the best ability to instruct my students at multiple levels.

Before 650: Consider up to five of the above outcomes that you feel are most critical to you to learn in this course as they pertain to your gifted students and your teaching. List their numbers and comment on them here. 23 responses

#1: I feel its important to have a foundational knowledge of gifted students and best practices to identify those students. #2: I would like to better understand WEP and how they apply to my students. #4: Understanding my gifted students better and how their differences play out. #5: Understanding what is appropriate for gifted identification with students that I work with when they are first identified at the elementary level #6: What would be best placements for students in the elementary and intermediate setting.

3. I wish I could say that I know historical foundations, the classic studies, and major researchers in the field of giftedness and talent, including the current contributors to the growth of knowledge and practices in the field, but sadly, am not as well informed as I would like to be. I had monthly PD from my GIS this year, but adopting a new grade level, curriculum, and teaching through a pandemic made it a little difficult to absorb everything. It is my hope to revise my teaching philosophy to not only adopt the diverse learners in terms of literacy and technology, but also the

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diverse learners of the gifted and talented population, which often goes under-identified and/or underserved. 5. I have knowledge of the special concerns in the area of talent development (for example age and domain specific characteristics and needs, issues of labeling gifted students, and social and emotional issues), however it is very introductory. With the initiatives focused on SEL, equity, and diversity issues being prominent in my district, I'm eager to see how gifted children fit into these concerns.

As a kindergarten teacher, I rarely have gifted students in my class. For me, numbers 1 & 2 are important. I need to be able to understand the categories, descriptions, and requirements for gifted education so that I can participate in conversations with my colleagues about the best practices and placements for students. I am also quite interested in number 8. I feel like all we ever do is test our students. Yet, I love to analyze the results by looking for patterns or seeing how the data aligns with what I see in the classroom. I think number 4 is critical for me to understand because it is what is best for the students. I need to be able to foster an environment where all of my students can grow academically as well as socially and emotionally. Lastly, number 11 is important to me. I need to develop a philosophy that reflects on best practices, while striving to meet the needs of all learners each day.

#3 #10 I want to be an advocate in my building/district for the gifted learner. To make a difference and listened to, I need a a firm knowledge of the historical foundation, studies and researchers #7 A knowledge of organizations and publications will help me support not only myself and colleagues but families as well.

4. I want to be able to take all the knowledge that I can and be able to apply it to my students. I feel a desire to know how to serve them best and their impact on others. 1. I want to how to define or identify a gifted student so that I can better reach them and get them learning at their highest level 11. I don't have much of an educational philosophy as of now and I want to change that and make sure I include gifted students in it.

#1 -General categories and definitions were extremely important to understand concepts about the gifted. #2 I feel its important to understand the WEP's and what goals my students will be working on and also all of the ODE guidelines. #4 Application to my own school, the context and characteristics. #8 Assessments and protocols and understanding the gifted population and underachieving students. #6 The understanding of the various curricula placements and options for students.

1.) To know the mind and motivations of the gifted student better. 2.) To know the State's guidelines and requirements for the servicing of gifted students. 3.) To know the research and researchers behind gifted education. 4.) To know more about the complexities of the gifted student. 5.) To know how to plan for and deliver challenging and thoughtful lessons to gifted learners.

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3 & 4: Best practices for supporting and challenging students, in combination with an understanding of the many external factors that help and hinder student learning, are essential. 9: I find 2E students to be a particularly interesting challenge, and I would like more understanding of the research and practices surrounding these individuals and their needs.

#1 - I do know the general categories, definitions, and descriptions of giftedness. However, I am NOT familiar with research-based best practices for gifted learners #5 - I feel it is important to become aware of any special concerns related to labeling gifts students. I would also like to make sure I am aware of any other concerns related to the area of giftedness in regards to elementary-aged children. #12 - Since I am the designated provider for gifted students who are placed in my general education classroom (3rd grade), it is important for me know the various standards and competencies in the field of gifted education. #3 - I would like to gain knowledge of the researchers who have contributed to the field of gifted education and to understand how their research applies to my current and future students. #10 - I feel it is important to have the background knowledge of gifted education, including the notable case studies, researchers, and theory related to gifted education.

1. I would like to gain a better understanding of giftedness and talent so I can identify my students, and know more research based best practices I could use in my classroom for these students. 3. I am not aware of current practices or researchers in this field and would love to learn more and become more knowledgeable to best improve my own teaching. 5. I would like to become more aware of special concerns with gifted identifications so I can best serve my students and families, and provide my students with the best teaching practices, patience, and understanding. 10. Similar to #3, I would like to become more knowledgeable about studies and research so I can best guide my families and colleagues to the resources they need. I want to improve my teaching practice to be more aware and inclusive to these students and best meet their needs. I am looking forward to being the grade level teacher who has the gifted students placed within my classroom so I can serve them, specifically in reading and writing.

1 - I must have a solid foundation on the best practices for my gifted students. I would say this is the most important at this point as it will allow all of the others to fall into place. 2 - One of my long-term goals is to branch out from the classroom into a supervisor role (gifted coordinator or curriculum supervisor). Knowledge of the state requirements and WEP will be essential to reaching that goal. 3 - Understanding the research and history of giftedness and talent will help to strengthen my educational philosophy. 5 - I need to be able to identify and take into consideration the concerns in the area of talent development in order to provide my gifted students with the best and most effective learning experiences. 11 - It has been a long time since I have thought about and reflected on my educational philosophy. This is something that I want to be more aware of over the course of the program and into the coming years.

#1, 5, 6, and 8 - I believe these may be some of the most important outcomes because they directly link to the actual identification and teaching of gifted students. I don't think the historical elements are nearly as important as how to best reach a gifted child in day-to-day interactions

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and lessons. It is also crucial in the role of a gifted educator to be able to properly identify when a student is gifted and in which category or categories.

1) What are the unique cognitive and affective needs of gifted learners? 2) How do we design instruction to meet those unique needs?

#3 #10 I have had some background in my prior coursework on studies and researchers. I need to be able to have an actual 'place' where I can refer to these people/studies to share at the ready with colleagues. #7 This knowledge will help me particularly in the area of parent relations and how to better help assist them in 'understanding' their child's needs. This knowledge will be a great resource to share with my colleagues as well. #13 This will be my area of true growth :) I don't even know what I don't know.

3. I think it is important to know the research so I can best help my students. 4. I teach at a very diverse school so knowing how social and cultural influences impact my students is a must. 9. I have several students who are twice exceptional who would benefit from me knowing what they need to be successful. 11. I would like to rethink my philosophy to include gifted students. There are no options listed to the question above so I'm unsure how to answer this. Without options I will say that as my husband went through the MAHG program, Ashland was invaluable in providing current, timely and applicable information. As a fairly "local" student I know Ashland to have an excellent Educatoion reputation and therefore believe Ashland will bring a wealth of information, research and valuable applications to this endorsement program, just like they did (only hopefully not as demanding.. :))for the MAGH program.

1 - this is important because having a deep understanding what giftedness is and the practices that best support giftedness is crucial to serving and meeting the needs of my gifted students 3 - this is important because understanding the foundations and researchers gives us a strong basis to begin our gifted specialist journey and understanding the current contributors helps us to understand how the gifted program has grown and how we can serve the students of today's time 8 - this is the outcome that is most critical for me to learn as the district I teach in has a large under-served population so learning the instruments and protocols that I need to serve the students is a must 10 - knowing the studies that frame gifted education helps us to understand the field in where it came from and where it is going 12 - knowing the standards and competencies ensures that I know what my gifted students will need and how I can help them to achieve to their highest potential

1. Standards and competencies: I am interested in gaining a better understanding of some of the specific expectations set for identified students. I think this will be beneficial as I begin working with K-5 teachers to set learning goals that are specific and intentional for each individual student. 2. Theoretical studies: I am interested to learn more about the studies and data that have formed gifted education. As a district that has worked with different models of gifted instruction, this would be helpful as we look at how we move forward with our current model or potentially make changes to benefit students. 3. Assessment protocols: I have experience working with

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gifted students in a self-contained classroom, but I have had very little experience with the assessment process and necessary protocols for identification.

12, 8, 1 - I would really like to understand more about the options for the identification process as well as the social/emotional aspect of working with students who are identified as gifted and talented

1. I learn how to assess gifted student curriculum needs. 2. I learn best practices for teaching gifted students. 3. I learn about social/emotional factors related to gifted learners. 4. I learn the research and science behind best practices in order to explain my curriculum/methods choices to parents. 5. I want to build a list of resources for parents.

I feel that numbers 1, 2, 5, 8, and 9 are the most critical to learn. Identification of gifted students, especially those students in under-represented groups, is important. Once students are identified, teachers need to know how to best serve those students in ways that expand upon and continue to develop those natural talents. As a general education teacher, I do not yet feel that I have the proper background to help these students reach their fullest potentials.

1. It is critical for me to learn how to best plan in my classroom for gifted students. 2. It is critical for me to understand what changes need to be made to my current modes of instruction to best assist gifted learners. 3. It is critical for me to analyze and reflect on the teaching practices I am currently using to determine what (if anything) I am doing correctly. 4. It is critical for me to have a better understanding of WEPs as well as IEP use as the plans pertain to gifted learners. 5. It is critical for me to learn how to develop new instruction and ways to share these instructional practices with colleagues.

Selecting just 5 was a bit of challenge because I can see the value in many. 1. I selected this outcome because I feel as though if I need to have a strong foundation to build upon and having a clear and strong understanding of the general categories, definitions, and descriptions of giftedness and talent and best identification practices will provide that solid foundation. 3/11. I selected these outcomes because in my opinion it is important to know the historical foundations and research to continue to grow and expand the educational opportunities for students. Additionally, I think it is important that I examine my own teaching philosophy to ensure that I am including the knowledge obtained from experts in the field of gifted and talented learners. 5. My selection of this outcome is based on past experience. Having had a student with an exceptional IQ (was placed in my 3rd grade math when in 1st grade, then placed in 3rd grade ELA and 4th grade math skipping 2nd grade). The parents wanted him placed in 5th grade instead of 4th grade ELA and 5th grade math. My concerns at that point were for his social and emotional health at that point. I am not sure I was able to clearly articulate these concerns at the beginning of processes and would like to become more knowledgeable in that area. 7. I selected this outcome because it is important to have a variety of resources for support and/or ideas when teaching students. Additionally, I will be able to provide information for parents to access resource that they may be unaware of for their child.

After 650: Where did you feel you made the most growth in this class? What areas do you still feel you need or want to improve? 17 responses

I grew the most in general knowledge about the history, theories, and models of gifted education. I enjoyed the case study task, going through the process of analyzing all the aspects that make up a learner. The Piirto Pyramid is a fascinating lens, and it will continue to be a tool for me to create learner profiles in the future. I want to continue to learn and grow in the area of twice-exceptional students, especially EL kids. I'm moving into a K-2 EL teaching position next year, and would love to play a role in providing some gifted support to those twice exceptional students.

I feel like I've made a huge growth in overall knowledge in understanding giftedness, and identifying characteristics of these students. The case study really helped support this. I need to spend more time going back and understanding the history aspect.

I feel I know a lot more of the terminology and specifics of the research in gifted ed. I focused a lot on talent development and the methods related to the study in this area. I feel more equipped to talk about students and their identification. I still need to study more of the names and learn more about the specific routes of Identification. I also need to spend more time on the guidelines for the state of Ohio.

I have a much better understanding of the need for and possibilities for gifted education. I feel much more confident in my ability to articulate to parents, colleagues and administrations why differentiation is necessary for gifted and advanced learners. I would like to continue to develop my knowledge of twice-exceptional learners and their unique needs.

I feel I made the most growth in knowing the important researchers and leading figures in the field of gifted education. I am also very familiar with a variety of key historical documents in the gifted field. I have a thorough understanding of various models of talent development, gifted identification, and needs of gifted learners. Since it had been 20 years since I received my Masters' degree, I had no memory of how to write professionally in APA style. I am now quite comfortable in writing professional, student papers. I feel I could improve on understanding students who are only identified in the creative thinking domain.

I was able to broaden my definition of giftedness and gifted education. I better understand the history of gifted education and how gifted individuals are identified in schools. I learned about the traits of gifted education and various models of gifted education.

I feel that I have a much stronger foundational knowledge of gifted education. I came into the class with some ideas of what gifted education was, but over the course of the last several weeks, my knowledge has grown. I now feel more confident with planning and providing services for my gifted students in the fall. I know we are going to continue to learn so much more in the

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upcoming courses. I think for me, being intentional about assessments has always been a weakness/struggle, and I hope to strengthen that area.

I feel as though I made the most growth with number 3: "I know historical foundations, the classic studies, and major researchers in the field of giftedness and talent, including the current contributors to the growth of knowledge and practices in the field." I think I still need to learn more about the specific aspects of a WEP, assessments for giftedness, and twice-exceptional students.

I think that I grew the most in the area of identifying common characteristics of gifted learners. I also think I learned much more about theories in gifted education. I think I would like to improve in learning even more about how to better meet the needs of gifted learners in the classroom.

I feel that I made the most growth in knowing and understanding the research of gifted students and knowing how cultural and social influences impact my students. I feel that I could still use some improvement on twice exceptional students.

My APA ability definitely grew! I certainly had the most growth however in the history and background information that has influenced the gifted programming over the years. Knitting together all the models and ideas helps form a broader picture of the individual person we encounter in our classes, gifted or not.

I feel that I made growth in just about everything! Understanding how gifted education began, how students are identified, traits gifted students possess and show, understanding and observing themes are just a few. I would still like to improve on my speaking and presenting. I have never had a difficult time speaking in front of a classroom full of students but in front of my peers is a different story. I'm getting better at it but I still have room to grow :)

I have a much better understanding of the identification process, and the need for well-defined protocols. I have a better appreciation for the need for repeated opportunities, multiple forms of assessment, and greater flexibility in identification.

I made the most growth in understanding characteristics of gifted learners and developing my own educational philosophy as it pertains to gifted education. I believe I will be able to enter my seventh grade gifted classroom with a clearer understanding of whom I am serving and be able to better meet their needs. I still feel that I need to improve memorizing the names of historical foundations, the classic studies, and major researchers in the field of giftedness and talent, including the current contributors to the growth of knowledge and practices in the field. I understand what they are and what they have contributed, but I need more practice on their names. I see a set of flashcards or quizlets in my future.

I really feel that my knowledge of characteristics, identification strategies, and various models has grown exponentially. I still want to work on differentiation strategies to engage and challenge gifted learners.

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I feel as if I am better equipped to work with my Honors students. Although the needs are diverse, I am willing to work hard to be an advocate and adjust my teaching to help these learners. I feel that I made the most growth in my knowledge of different theories and instructional strategies involving giftedness.

After 650 Reflection: Please comment on the course itself, the texts, the instructor, the format, pace, level of challenge, anything you wish to share so that I can improve the course: 17 responses

I really enjoyed the book review choice assignment, and look forward to enjoying some books reviewed by others in the course. I love leaving PLC book talks at work, so I like coming away with books I can share with others. The Rimm text and Piirto chapters taught me a lot. I wouldn't say they were thrilling--but your standard text book flood of facts and information is expected in a grad level course. Thank you, Dr. Groman, for being such a positive and supportive energy during this course. I look forward to continuing forward with this program with you!

The text is sound and gives a great overview of all aspects of giftedness. I really enjoyed this course and the instructor. The funny yet informative videos got me through the initial first 4 weeks, which was a struggle for me during the time when I was still teaching. The videos were helpful with organizing the content. I also appreciated the "warmth" of the instructor and understanding she shared. It was helpful that the case study was incorporated into the early FQ assignments so they counted as double duty. I have to admit it was challenging for me with the amount of work but also understandable since it was a condensed course.

I enjoyed all of it. This work has engaged my interests and my learning more than I thought it would. The pacing is great for a teacher trying to refuel from this year with a new challenging year ahead. I liked the activities and the thinking I had to do for them. I also think you are an encouraging and motivational instructor. Thank you!

The information in this course has been challenging and engaging as well as applicable to my current teaching. Creating videos was particularly challenging for me; I am much more confident in my writing skills and in my ability to speak in front of other people, but it's much more difficult to create engaging, useful content in a concise format without that immediate feedback that I would get in the classroom. I was not always clear on the expectations for the videos themselves; I understood the expectations for the slides but was less confident in my approach to the recorded presentation.

Dr. Groman was fantastic! Her weekly videos were relevant and she always added a little humor. My only suggestion would be to explain the final case study project in the first two weeks of class so that students will better understand how the weekly focus questions assignments will be incorporated into the final project. I understood that the focus questions would apply to the case

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study, but since I did not have a clear understanding of the details of the case study project early on, it took me several weeks for it to all connect in my mind.

I really enjoyed doing the Case Study Assignment. I liked how pieces of it was due throughout the course so the load wasn't tremendous at the end. I really appreciate Dr. Groman's flexibility and feedback in this course. I felt the content was beneficial and I could really apply it right away to my teachings. I liked the flexibility of either writing traditional papers or presenting our knowledge with a powerpoint.

I have to say that I was a bit nervous about this class after looking over the syllabus. I wasn't quite sure what I got myself into. With that said, I am so appreciative of the challenging work that was assigned. I feel like it helped me to do quite a bit of self-reflection as a teacher and opened my eyes to what I need to do to improve services for my future gifted students. Thank you! I really enjoyed this course! I find this content fascinating. It was certainly a challenge at times to keep up with the course work and my hectic life, but I kept up the best I could. I really appreciated the flexibility with due-dates so that I could turn in quality work and not just rush through to meet a deadline. I also appreciated how detailed the syllabus was. Thank you for all of your kindness - I look forward to future classes with you!

This course moved at a brisk pace, but I appreciated the organization of the course, especially the syllabus so that I knew exactly what I had to do and what assignments were due each week. That made my life much easier, and I really appreciated that. The level of challenge and pace seemed appropriate. Thanks!

I thought this course was great! The text was interesting and very insightful. I really appreciated Dr. Groman's weekly videos as it help prepare for the assignments each week and her willingness to answer questions and get assignment graded quickly. I do not have any suggestions to improving this course as it was great!

I loved the weekly videos. Almost always, any question I had (or syllabus fixes) were pointed out on the video and addressed.

I really enjoyed this course! My favorite part was the case study. I have to admit the assignment was intimidating at first but the way that some of the pieces corresponded to the focus questions made it so much easier to put it all together. It was very interesting to be able to delve into a student's life and learn so much about them. I also greatly appreciated how everything was organized. Great explanations of assignments. The weekly videos were the best as it further explained what was expected. Thank you!

I felt that this course was structured well for a summer semester. I appreciated the weekly videos to help provide clarification. The format of the readings and assignments were challenging in a way that made me rethink some of the opinions that I held coming into this course, and gave me new ideas to consider in my own practice.

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I've had a lot of classes in my lifetime. This is the first truly online course I have ever taken and it was by far my favorite class ever. Dr. Jennifer Groman inspires students to think for themselves, builds their confidence, and offers sound feedback with constructive criticism. She wants you to grow! I was one of the ten students with a late enrollment. I was consistently late on every assignment, but I think if I had been prepared for this course before enrollment I would have been on time for assignments. Also, I had two weeks of major commitments outside of this class that took me away from working on assignments, so I feel I am not the best person to answer this question. I think many students in the course were able to turn in their work earlier than the due date. I think the pacing was right on target. This course had the perfect level of challenge. I've never been asked to go through all levels of Bloom's Taxonomy as much as I have in this course, and that's a good thing. This is my first course at Ashland University and I can't wait to start more.

This course was amazing! I loved the weekly videos. The amount of information and structure of the way the information was presented was incredible. I appreciated how all of so many of the focus questions led up to the case study.

Everything is well organized and easy to locate. I felt I worked very hard and although it was a little overwhelming at times, it is reasonable for post-grad work.

I felt that the text utilized in this course was very useful and will be a great addition to my resource bookshelf. The weekly video were always interesting to watch and not mundane.