

HST 202: History of the United States W15 (Escobar Meta 31045 31046)

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Hybrid Course Questionnaire for HST202

The only module in Moodle which allows for **completely anonymous student participation** (even though you are logged into Moodle with your L# and PIN) is this Questionnaire Activity, specifically set to anonymous mode, which I have done. Moodle will record a submission "score" of "1" when you submit this survey. That is all I will know... who completed it and who did not.

This has been a "hybrid" U.S. History course at Lane. (3 credits in class, 1 credit online, 4 credits total.) As such, I have some specific questions to ask students... questions that are not on the generic teacher evaluations you are often asked to complete at the end of each term.

I appreciate your giving me honest feedback about this class. In return, students who complete BOTH this survey AND the Student Evaluation of Instruction survey will earn a 1 percentage point boost to their final class grade.

THIS SURVEY IS DUE BY 5PM ON THURSDAY OF FINALS WEEK

Every question will require some type of answer in order to submit the survey.

- 1 These surveys are anonymous. Several students in past terms have suggested that I include an optional "name" field in the survey for students who DID want me to know who had written the responses. So, leave this field empty to remain anonymous, or enter your name if you'd prefer.

- 2  In deciding to take or remain in the class at the start of the term, did you read any of my student evaluations from past terms that were available to you on the website?

☐ Yes ☐ No

3 * Have you used Moodle before this term?

☐ Yes ☐ No

4 * If you were to advise future students taking this class, how important would you say it is to have high speed internet access where they live and study?

- ☐ Extremely Important
☐ Somewhat Important
☐ Not Very Important

5 * Over what kind of internet access did you regularly interact with this Moodle class?

- ☐ High speed (DSL or cable)
☐ Low speed (modem)
☐ Wireless access at LCC
☐ Computer lab access at LCC
☐ Wireless access other than LCC
☐ Other

6 * When you did access Moodle for this class, from where did you do it most often?

- ☐ My computer at home
☐ An *open lab* computer at LCC
☐ A friend or relative's computer
☐ A computer where I work
☐ I carry a laptop with me wherever I go
☐ None of these

7 * On average how many hours a week did you spend reading/studying/preparing for this course outside of the 3 hours of class time?

- ☐ 1-2 hours a week
☐ 3-4 hours a week
☐ 5-6 hours a week
☐ 6 or more hours a week

8 * Did you use the Moodle messaging feature to contact your instructor during the term?
☐ Yes ☐ No

9 * Did you ever have any meaningful interactions with the instructor, in person, outside of class? (Either during office hours, at scheduled appointments, or even before or after the class?)

☐ Yes ☐ No

10 * Can you elaborate on your answer above?

I can tell you that only a very few students avail themselves of office hours during the term. And I know that cannot be because the "times don't work for your schedule". I

made it clear that I would be willing to meet with students on any day of the week, at any time I was not already in the classroom.

So, if you never had an interaction with me outside of class, was it because my presentation was so crystal clear that you didn't need the help, and are already earning a high grade in the class. Was it because you were shy? Did I seem unapproachable? Did you just not make the effort? Did we take care of all of your questions or concerns over Moodle messaging?

If you did speak with me outside of class, was it worthwhile or helpful? What information could you choose to share with me?

I plan to share some of your anonymous answers with students next term. I do pride myself on being available to students. The times I spent with my own college professors during office hours were generally very rewarding and insightful, so I'd like to be the same type of resource for you. I'm hoping your input will help me to do just that.

Paragraph

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11 Did you regularly and reliably get email from Moodle when the instructor made announcements or when your fellow students made posts or replies in the Forums?

- ☐ Yes, always
- ☐ Sometimes
- ☐ Not very often
- ☐ Never

12 Concerning the Announcement forum, which was used about once or twice a week to send class updates to students, how would you rate this element of the class?

- ☐ Extremely Important
- ☐ Somewhat Important
- ☐ Not Very Important
- ☐ Useless

13 A number class materials were "handed out" online (maps, pdfs, audio, video, text, links to websites). How easy was it for you to access these materials?

From "Very Easy" to "Not Very Easy" to "I could not access these materials"

Do you have any other comments about the online materials?

Paragraph











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14  Even though students were not required to own their own computers to participate in this hybrid course, how important do you feel it is for future students in this class to own their own internet-connected/capable computer?

- ☐ Extremely Important
- ☐ Somewhat Important
- ☐ Not Very Important

15  In my opinion, certain online assignments were given to provide both a learning experience and a grading "gift" to students. To my dismay, a number of students failed to complete the computer quizzes and opinion polls. Instead of being an easy way to earn 10% of the grade in this class, this "gift" assignment actually hurt some students. Answering for yourself only, can you provide me any thoughts you may have on the matter?

Paragraph











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16  I enjoyed reading the discussions in the Forums. They were supposed to be a way for all students (even shy ones who never like to speak up in class) to participate online.

But as you may have seen or read for yourself, a number of students did not participate, briefly posted a single time, or failed to put forth a thoughtful effort which included data from the weekly reading/watching/listening materials. The way I see it, if you simply get involved, this should be another easy A+ grade, just like the weekly quizzes.

In the past, I tried this with little or no grade points assigned to it. As you can imagine, few participated. So currently, I have put a very substantial 20% of your grade at stake in this forum assignment. Participation was better than before the 20%, but too many students still fail to participate. I am certainly inclined to keep this assignment for the benefit of the students who participated. There were some really deep and thoughtful discussions, perhaps better than we could have had in class. And I know more students "spoke up" online than do in class.

Help me to understand and/or provide me with any relevant feedback on this matter? If you were one of the students who failed this activity, please let me know what the issues were? If you were one of those who passed or "aced" this activity, what feedback do you have for me?

Interesting or relevant materials?

Too many/too few materials?

Deadlines for making your first post?

Scoring posts? 1 to 3 scale?

Topics change each week?

Group size? Random groups?

Worth your time and effort?

Paragraph













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Besides the 10% attendance/participation portion of the course grade, if you were to advise future students taking this class, how important was it to actually attend class (lectures/charts/images/discussions/videos) to be successful in this course?

- ☐ Extremely Important
- ☐ Somewhat Important
- ☐ Not Very Important
- ☐ Useless

18



How important was it to your understanding and/or success to read the textbook

chapters that were assigned each week?

- ☐ Extremely Important
- ☐ Somewhat Important
- ☐ Not Very Important
- ☐ Useless

19



How satisfied were you with the quality/readability of the textbook itself AND the extent to which the instructor incorporated the textbook into the course? (too much, too little, just right, felt good about having to buy it, etc.?)

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20



Of the video clips I used during the term, would you say there were:

- ☐ Too many videos
- ☐ Just right
- ☐ Too few

21



At the end of the term, what letter grade do you believe you will earn in this class?

- ☐ A or A-
- ☐ B+, B, or B-
- ☐ C+, C, or C-
- ☐ D+, D, or D-
- ☐ F
- ☐ Pass
- ☐ No Pass

22



If given the choice between class formats in the future, which would you most likely choose.

- ☐ Hybrid: This 4 credit class, exactly as you have experienced it (80 minute classes, twice a week, class lecture/video, online computer quizzes, required attendance, online forums, two exams)
- ☐ Traditional: A 4 credit class with 110 minute classes twice a week, class lecture/video, online computer quizzes, required attendance, two exams. (note: no forums)

23  Would you recommend this specific hybrid course, as you experienced it this term, to other (future) students?

- ☐ I Would Highly Recommend This Course
- ☐ I Would Recommend This Course
- ☐ I Would Not Recommend This Course
- ☐ I Would Strongly Advise Students Not To Take This Course

24  If asked by another student whether or not they should take this course with this specific instructor, what would you say? (Remember, this survey is anonymous, so I'd appreciate your candor/honesty.)

 Paragraph













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25  Once this term, students were required to watch an 80 minute online video on the Civil War called the Divided Union, and complete a detailed list of questions. All of this was done outside of class, on the student's own class study time.

I'd like to know if this exercise was worthwhile. Sometimes the short 5 minute clips shown in the classroom cannot have the impact that a longer, more involved video experience can provide.

- ☐ It was very worthwhile and more opportunities like this would be beneficial
- ☐ This single task was unique, but more requirements like this would be too much for this class
- ☐ I am pretty neutral on this "long video" assignment
- ☐ I did not really care to learn about history in this manner
- ☐ I hated it, couldn't find the time, or didn't watch the video

26  Do you have or regularly use any of the following?

	Yes	No
laptop computer	☐	☐
smartphone (no if you only have a "dumb" cell	☐	☐

phone or nothing)

iPad or other tablet type of mobile device

a Twitter account

an Instagram account

a Facebook/MySpace (or other social networking) account

a Flickr/Picassa/Photobucket (or other picture sharing specific) account

Your own online blog

☐	☐
☒	☐
☒	☐
☒	☐
☒	☐
☒	☐
☒	☐

27  In the future, I would like all students to be able to participate in online activities during class time, such as online polling, web fact checking, and group wiki-type document creation and/or note taking exercises.

If I were to require students enrolled in this class to bring a laptop computer, smartphone, or iPad type of wireless internet device to class EVERY CLASS DAY, would you have been able to do that? (Do you own a device like this or could you get access to one for this class?)

☐ Yes

☐ No

28  We used classroom clickers this term. Please rate the following comments on the scale from 1 to 5.

		strongly agree	agree	neutral	disagree	strongly disagree
Regardless if they helped me learn anything or not, they were fun	☒	☐	☐	☐	☐	☐
They were helpful in actually learning/understanding the history material	☒	☐	☐	☐	☐	☐
They were useful in encouraging critical thinking about the issues	☒	☐	☐	☐	☐	☐
It was revealing to see how my classmates answered the questions	☒	☐	☐	☐	☐	☐
I would like to use them in class more often	☒	☐	☐	☐	☐	☐

29  Here's a technology question.

Did you do anything interesting in Moodle or online, that helped you with this class?

Can you share your advice? For example, did you change your email address in Moodle so that you either received smartphone texts or Facebook updates when I made class Announcements via email? Were you notified of forum posts in this way, instead

of email?

Is there any other type of web-based tool or service that you know of or have used (in another class) yourself that:

#1 would be helpful and/or useful for me to implement for future students in this history class?

- OR -

#2 might be helpful for learning or studying historical information covered in this class?

I'd like to know. (FYI I accidentally stumbled across an online flash card site (StudyBlue) where past students put the midterm and and final exam study list terms and definitions online. [CLICK HERE](#) and then go to the professors tab to see my name.)

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30  What question or questions did I forget to ask you in this survey?

and/or

What recommendations would you suggest in order to improve this hybrid course?

	Paragraph						

Path: p

Submit preview

Reset

You are logged in as Joe Escobar (Log out)

 Moodle Docs for this page

