

HST 203 US History Escobar Development

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Previewing Questionnaire

Hybrid Course Questionnaire

This survey is a series of questions specific to this "hybrid" U.S. History course at Lane. (3 credits in class, 1 credit online, 4 credits total.) Please have 15-20 minutes available to complete this survey in a single sitting. Every question requires some sort of answer. I appreciate your giving me honest feedback about this class.

Like the Student Evaluation of Instruction questionnaire, your feedback on this survey is **completely anonymous**. Moodle will record a submission "score" of "1" when you submit this completed survey.

If you complete BOTH surveys by the finals week deadline, I will add 1% to your final class grade for the term. I hope you take advantage of this opportunity.

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

What letter grade do you believe you will earn in this class at the end of the term?

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

3

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

4

Did you use the Moodle messaging feature to contact your instructor during the term?

☐ Yes ☐ No

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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

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Can you elaborate on your answer above?

I can tell you that very few students avail themselves of office hours or appointments during the term. 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.

So, if you never had an interaction with me (or any of your other instructors) outside of class, why is that? If you did speak with me (or any other instructor) outside of class, was it worthwhile or helpful? What made it so?

I plan to share some of your anonymous answers with students next term. I'm hoping your input will help me to do just that.

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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 (if

you were subscribed)?

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

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Rate the following:

	Extremely Important	Somewhat Important	Not Very Important	Useless
The Announcement forum, which was used about once a week to send class updates via email to students, how would you rate this element of the class?	☐	☐	☐	☐
If you were to advise future students, how important would you say it is to regularly check their email to be successful in this class.	☐	☐	☐	☐
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?	☐	☐	☐	☐
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?	☐	☐	☐	☐
How important do you consider the textbook you were required to buy and read as being a helpful, valuable, and important part of your success and understanding for this class?	☐	☐	☐	☐
How important was it to your understanding and/or success to read the textbook chapters that were assigned each week BEFORE class lectures that week?	☐	☐	☐	☐
How helpful to your further understanding of the materials were the web video clips that I asked students to watch online each week (outside of class)?	☐	☐	☐	☐

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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

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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

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Certain online assignments were given to provide both a learning experience and an easy grade for all students. A significant number of students failed to complete the computer quizzes each week and/or the opinion polls on time. Instead of being a low stress way to earn 10% of the grade in this class, these assignments actually hurt some students.

Did you regularly complete these assignments on time and were they worthwhile activities, besides being a boost to your overall class grade?

If you did not, would you consider sharing the reason(s), since I do plan to keep these activities a part of my future classes?

Paragraph ▼

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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 grades at stake in this assignment. Participation was better than before the 20%, but too many students continue to 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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How satisfied were you with the quality/readability of the textbook itself?
How satisfied were you with 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.?)



Paragraph ▼





















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

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

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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)

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Would you recommend this specific hybrid course and instructor to other 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

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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 ▼ **B** *I*

    

  

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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 or iPad/tablet 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 daily access to one for this class?)

☐ Yes ☐ No

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What question or questions did I forget to ask you in this survey?
and/or
Is there anything else that you would like to say about this hybrid class?



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Do you have or regularly use any of the following?

	Yes	No
iPod or other MP3 player	☐	☐
cell phone	☐	☐

smart phone (cell phone with internet and more)	☒	☐	☐
laptop computer	☒	☐	☐
iPad or similar tablet device	☒	☐	☐
your own website (where you pay for server space)	☒	☐	☐
Google Docs	☒	☐	☐
a Twitter account	☒	☐	☐
a Facebook/MySpace (or other social networking) account	☒	☐	☐
a Flickr/Picassa/Photobucket (or other picture sharing) account	☒	☐	☐

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I've been asked over the years to provide students with ALL slide notes (not just the images/charts/maps) in Moodle.

As a college student, no instructor ever did that for me. It was up to the students to attend class and take notes. Clearly my bias is that students do this work for themselves. When I missed a class, I'd borrow notes from a willing classmate and use the copy machine. I'd even go to office hours and schedule an appointment with the professor.

If I was to consider this option of providing all notes, I'd make some sort of change to the way I run class. For example, I'd require students to submit their entire notes for the chapter (that they've taken at home while reading the book) at the start of Tuesday's class, and then return them (scored/credit) on Thursday. Then I'd make all of my slides and notes available only to those students who completed their own work.

Of course, once available to any one student, they'd easily be copied and shared with anyone, including those who failed to do their own preparation for class. Also, in the internet age, they'd be available to any future student. Some of the controversial slides, taken out of context, could be a potential issue for me personally/professionally.

What thoughts might you have on this topic? What have some of your other instructors done?

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Submit preview

Reset

You are logged in as Joe Escobar (Log out)

 Moodle Docs for this page

