

HST 101: Western Civ (Escobar)

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Student Evaluation of Instruction & Course

ALL online courses at Lane are supposed to have a student evaluation component. While there may be some similarities, this specific student evaluation you are reading now is NOT a standardized list of questions that is used in every class, but is created by me and unique to this class.

I am genuinely interested in creating the best online experience that I can, and I am certain there are ways I might be able to improve this course. With that in mind, I would appreciate your honest, thoughtful responses to the following questions.

The only module in Moodle which allows for **completely anonymous student participation** (even though you are logged into Moodle with your L#) 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. I will not be able to match the answers to the students who submitted them.

If you complete this survey by the 5:30pm, Tuesday, August 20 deadline, I will add 1% to your final class grade for the term. I hope you take advantage of this opportunity.

NOTE: Every question (except #1) requires some sort of answer to be able to submit this survey.

- 1
- This survey IS 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 me to know who you are..

Respondent	Response
	Ty Reinbold
	Rory
	erica kemp
Total responses to question	
3/17	

- 2
- What letter grade do you believe you will earn in this class at the end of the term?

Response	Average	Total
A, A-	17%	3

Response	Average	Total
B+, B, B-	56%	10
C+, C, C-	22%	4
Total responses to question	100%	18/17

- 3 Did you use your computer, tablet, or smartphone to electronically **subscribe** to the Google calendar that was made specifically for this class, which included all important class dates, such as quiz deadlines, forum start and stop deadlines, initial post and final reply deadlines, and exams?
- NOTE: I am talking about officially subscribing to the Google calendar, which provides you with automatic updates and reminders. This is not the same as just clicking the calendar link in Moodle, which you have to actively and repetitively do on your own initiative.

Response	Average	Total
Yes	35%	6
No	65%	11
Total responses to question	100%	17/17

- 4 Over what kind of internet access did you regularly interact with this Moodle/MindTap class?

Response	Average	Total
High speed WIRED access (DSL or cable) at home or off campus	33%	6
Wireless access off campus or at home	61%	11
Total responses to question	100%	18/17

- 5 What type of device did you use MOST OFTEN to access Moodle/MindTap for this class?

Response	Average	Total
A desktop computer (Mac/Windows/Linux)	22%	4
A laptop computer (Mac/Windows/Linux)	67%	12
Any kind of tablet device	6%	1
Total responses to question	100%	18/17

- 6 When you accessed Moodle/MindTap for this class, from where did you do it most often?

Response	Average	Total
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Response	Average	Total
My computer at home	67%	12
A friend or relative's computer	6%	1
A computer where I work	6%	1
I carry a laptop with me wherever I go	6%	1
I use my smart phone wherever I go	6%	1
None of these	6%	1
Total responses to question	100%	18/17

7 Did you regularly and reliably get email to your @my.lanecc.edu email address from Moodle when the instructor made announcements?

Response	Average	Total
Yes, always	89%	16
Sometimes	6%	1
Total responses to question	100%	18/17

8 Because you were required to watch some online videos, 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?

Response	Average	Total
Extremely Important	33%	6
Somewhat Important	61%	11
Total responses to question	100%	18/17

9 On average how many hours a week did you spend on the course?

Response	Average	Total
1-2 hours a week	6%	1
2-3 hours a week	33%	6
3-4 hours a week	39%	7
4-5 hours a week	11%	2
5 or more hours a week	6%	1

Response	Average	Total
Total responses to question	100%	18/17

10 On average how many times a week did you login to your course?

Response	Average	Total
1-2 times a week	11%	2
2-3 times a week	28%	5
3-4 times a week	33%	6
4-5 times a week	11%	2
5 or more times a week	11%	2
Total responses to question	100%	18/17

11 Including this 4 credit course, how many total course credits (online and in the classroom) did you (or are you going to) take at LCC this summer term?

Response	Average	Total
4 or less credits	17%	3
5 to 7 credits	22%	4
8 to 11 credits	17%	3
12 to 14 credits	33%	6
15 or more credits	6%	1
Total responses to question	100%	18/17

12 How did you learn about this course?

Response	Average	Total
The LCC Online Course Catalog	72%	13
I searched ExpressLane for any available online course	11%	2
Other	11%	2
Total responses to question	100%	18/17

13 Rate the following:

	Average rank	↓
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	Average rank				↓
	Strongly Agree	Agree	Disagree	Strongly Disagree	
I felt this course was well organized.					1.4
The required reading and MindTap exercises contributed to my learning.					1.6
I put enough time and energy into this course to meet or exceed the course requirements.					2.0
The instructor's announcements were clear and useful.					1.2
The instructor treated students with respect.					1.1
The instructor was responsive and helpful.					1.2

Responses	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
I felt this course was well organized.	11 (65%)	6 (35%)	0	0	17
The required reading and MindTap exercises contributed to my learning.	9 (53%)	7 (41%)	0	1 (6%)	17
I put enough time and energy into this course to meet or exceed the course requirements.	3 (18%)	11 (65%)	3 (18%)	0	17
The instructor's announcements were clear and useful.	14 (82%)	3 (18%)	0	0	17
The instructor treated students with respect.	15 (88%)	2 (12%)	0	0	17
The instructor was responsive and helpful.	14 (82%)	3 (18%)	0	0	17

14 Rate the following:

	Average rank				↓
	Highly Effective	Effective	Ineffective	Very Ineffective	
Overall I would rate the effectiveness of the instructor as:					1.4
Overall I would rate the effectiveness of the course as:					1.7
Responses	Highly Effective	Effective	Ineffective	Very Ineffective	Total
Overall I would rate the effectiveness of the instructor	12 (71%)	4	0	1 (6%)	17

Overall I would rate the effectiveness of the instructor as:	12 (71%)	4 (24%)	0	1 (6%)	17
Responses	Highly Effective	Effective	Ineffective	Very Ineffective	Total
Overall I would rate the effectiveness of the course as:	7 (41%)	9 (53%)	0	1 (6%)	17

15 Consider the relevance of this class to your degree program and/or life in general, overall quality of product and delivery, value for your tuition dollar, etc. Use N/A if you have not taken any other courses at LCC or elsewhere.

	Average rank					↓	N/A
	Well Above Average	Above Average	Average	Below Average	Well Below Average		
How does this course compare to ANY TYPE of other courses you have taken at LCC (including online or traditional face-to-face classes)?						2.2	0
How does this online course compare relative to other online courses (ONLY online) you have taken at LCC?						2.0	1
How does this online course compare relative to other online courses you have taken at any institution OTHER than LCC?						2.1	3
Responses	Well Above Average	Above Average	Average	Below Average	Well Below Average	Total	N/A
How does this course compare to ANY TYPE of other courses you have taken at LCC (including online or traditional face-to-face classes)?	4 (24%)	8 (47%)	4 (24%)	0	1 (6%)	17	0
How does this online course compare relative to other online courses (ONLY online) you have taken at LCC?	6 (38%)	6 (38%)	3 (19%)	0	1 (6%)	16	1
How does this online course compare relative to other online courses you have taken at any institution OTHER than LCC?	4 (29%)	6 (43%)	3 (21%)	0	1 (7%)	14	3

16 Since this is an 8 week long summer course, which required a full 10 week term of materials to be included, I made the decision to use the Cengage MindTap platform. It allowed students to work at their own pace. Being an online class, all required materials were included in MindTap, including the textbook. MindTap had its own [gradebook](#), which we did not use, but it certainly provided students with immediate feedback. All together, the MindTap activities counted for a very substantial portion (60%) of your overall grade in the class.

Please rate the following:

	Average rank (and average values)				↓
	Strongly Agree	Agree	Disagree	Strongly Disagree	

Average rank (and average values)			↓
The weekly chapters included materials were interesting and relevant.			1.6 (1.6)
The end of the week, Sunday deadline worked well for me			1.2 (1.2)
Earning full (or almost full) credit on the Grade It Now, 3-attempts allowed exercises was a reasonable expectation			1.2 (1.2)
The scores I earned on the Chapter Tests (1 attempt) were a good reflection of what I learned in the chapter			1.6 (1.6)
The MindTap-to-Moodle grade updates on Mondays (in the Moodle gradebook), allowed me to track my true grade each week			1.5 (1.5)

Responses	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
The weekly chapters included materials were interesting and relevant.	7 (41%)	9 (53%)	1 (6%)	0	17
The end of the week, Sunday deadline worked well for me	14 (82%)	3 (18%)	0	0	17
Earning full (or almost full) credit on the Grade It Now, 3-attempts allowed exercises was a reasonable expectation	14 (82%)	3 (18%)	0	0	17
The scores I earned on the Chapter Tests (1 attempt) were a good reflection of what I learned in the chapter	9 (53%)	6 (35%)	2 (12%)	0	17
The MindTap-to-Moodle grade updates on Mondays (in the Moodle gradebook), allowed me to track my true grade each week	10 (59%)	6 (35%)	1 (6%)	0	17

17

I am fully aware of the high cost of textbooks. On the other hand, a good quality product is worth paying for.

I plan to require my future online students to purchase and use MindTap. Please use this space to provide me with any relevant feedback on your MindTap experience, including positives and negatives, general or specific. I'd appreciate your honesty.

How satisfied were you with the quality/readability of the textbook? How satisfied were you with the included information? (too much detail, not enough coverage, etc.?)

Other areas of feedback could include ease of use (online), value for the \$80 price you paid, whether you liked reading a fully online textbook, how you were able to highlight the text and/or take notes, readability, whether or not you used the "read it out loud to me" option, or any other included feature (flashcards?).

Do you have anything else to say about the textbook? (its positives, negatives, biases, organization, layout, length, etc?)

Respondent	Response
	I enjoyed the book and the fact that it was fully online. I also appreciated the amount of attempts I was given for each exerc and helped me understand the questions I was confused about.
	none

Respondent	Response
	I thought the textbook was extremely easy and well flowing especially compared to other textbooks I've read. It felt more like a story as opposed to a lesson, which made it easy to follow along and remember information. I think taking notes was the most difficult part; but if you put effort into it, it's not that bad and helps in the long run.
	All in all I found it pretty usable and well organized. I didn't really use many of the fancier features, though I did encounter a few issues with what I did use. I found the search feature incredibly useful, however on the last chapter it refused to find anything in chapter 11 (perhaps because I missed chapter 10?). Oh well. It's a very minor thing, but I really wish it were possible to flip pages with the keyboard rather than clicking the little arrow with the mouse. I'd also like to note that purchasing the textbook for \$80 without getting tricked into paying for extras required some care; they do seem to be quite eager to get you to buy extras/higher tier plans.
	This review does not reflect you as a teacher, more so the Cengage website. I think it is a slap in the face to students to require the purchase of a website such as MindTap. I desire a teacher to make the curriculum and teach, not utilize an external use. The tuition fees for an online class taken at Lane were \$580, for a teacher that re-directs us to a different website, for \$80 more I might add. It is sad that I can truly say this was the least memorable material I have read and studied, and upset with the whole experience. Using MindTap might seem like a good idea, but I hope you can see how it would make some angry for paying as much as students do and then be thrown to an external website that does the work for you. Would not recommend this class to anyone.
	I think it's worth the price especially for a web class
	MindTap was a quality learning aid, however on the test is focused on very specific information in the chapter that I feel digressed from the major concepts/themes of the chapter.
	I was very impressed by the compatibility that MindTap offered across platforms as well as helping me learn the material. I believe the price was very reasonable and I enjoyed the fact that I was able to highlight and take notes on the material. I wished more classes used MindTap as it made me feel more organized digitally and helped me learn the best in my online learning experience.
	N/A
	Use of the textbook was a generally positive experience. The only issue I experienced was not being able to log in a couple of times for unknown reasons, which was frustrating at times when I was trying to finish a test on Sunday night. Otherwise, I liked how the book was set up in shorter sections that made reading chapters less arduous and provided more focused information. I also liked the reflection points where we could briefly review what we read and get some points for it. I do wish we had the option to print out chapter tests, as I think they make good study tools, but I couldn't find the option to do so.
	I think MindTap and the online text were perfect for my style of studying. Once I read a chapter, it was easy to navigate back to a location that I thought I needed to revisit when studying. I also like that it was a proper introduction to Western History, and gave you a nice mix between overarching concepts, solidified by more detail only when necessary. I never felt overwhelmed by the content I was reading.

Respondent	Response
	A couple of concerns was the color mapping as a test question. For students that are color blind, it is very difficult. The other is the reading computer I liked this feature but sometimes it was very difficult to understand or follow. Especially when it is reading dates.
	I really enjoyed the set up of the online questions in relation to the chapter sections. It made learning the material more convenient and easy to learn in an organized manner. This set up and correlation between the two really made taking an online class easier for me than past online courses.
	I thought that Mindtap was very clear, organized, and useful. I did see though that the chapter tests were significantly more difficult than the checks, and I did struggle to find some of the answers.
	The textbook was very useful and easy to maneuver.
	I used the read it out loud option when I would be sick of reading the chapter's material and it helped me to get a second wind and it also helped me to take notes.
	The organization of the textbook was helpful, and the flashcards, the option of a printable textbook was also useful although I didn't use it or need it.
	I was very straightforward, I opened the assignments, I read the chapter then in order did each question set immediately after finishing the corresponding section. The material was always easy to understand and well organized. If I had any critiques, I would just add that the mindtap questions are a little lack luster. You might read a long section and then get only 1 questions about a minor concept.
	this was a very hard class for me so im not sure
Total responses to question	17/17

18 Rate how each of the following was a positive or negative part of this course for you.

	Average rank				↓
	Very Worthwhile	Worthwhile	Not Very Worthwhile	Worthless	
The Cengage MindTap textbook					1.6
The Check for Understanding exercises that followed each chapter section (take 3 times)					1.5
The Chapter Quiz (taken once) at the end of each chapter					1.7
The proctored Midterm and Final exams					1.8
The Extra Credit Opportunity					1.8
Responses	Very Worthwhile	Worthwhile	Not Very Worthwhile	Worthless	Total

Responses	Very		Not Very		Total
	Worthwhile	Worthwhile	Worthwhile	Worthless	
The Cengage MindTap textbook	9 (53%)	7 (41%)	0	1 (6%)	17
The Check for Understanding exercises that followed each chapter section (take 3 times)	10 (59%)	6 (35%)	0	1 (6%)	17
The Chapter Quiz (taken once) at the end of each chapter	7 (41%)	9 (53%)	0	1 (6%)	17
The proctored Midterm and Final exams	5 (29%)	11 (65%)	0	1 (6%)	17
The Extra Credit Opportunity .	7 (41%)	8 (47%)	1 (6%)	1 (6%)	17

19

In the past, when I did not offer extra credit, students frequently asked about extra credit opportunities. I listened to student feedback and made an [extra credit opportunity](#) available to students this term after the [midterm exam](#). Unfortunately, very few students decided to complete this work. What OTHER kind of extra credit assignment would you have preferred? What have you done in OTHER classes at LCC? Please share your thoughts with me about ANY aspect of the extra credit as it was made available in this class.

Respondent	Response
	I appreciate the extra credit opportunity i wasn't able to complete it because I was on the road so I couldn't access the movie but I was fine without doing it.
	none
	I thought the extra credit opportunity was reasonable and seemed doable, I kept putting it off and then it was too late. I think if I would've taken advantage of it, it would've been beneficial. I have not had any other extra credit opportunities in any classes.
	I mean, I did it, but it says I got a 0? (oops, does that kill my anonymity?)
	Essays about a certain topic would be the best outlet for extra-credit.
	I guess students just won't do it anyway if the extra credit did not help for the final letter grade.
	The survey was a good extra credit opportunity .
	I would suggest possibly offering more extra credit opportunities throughout the course, however, I understand that not everybody takes advantage of it so offering more may lead to students slacking off more.
	N/A
	I had an Oceanography class where I got some extra credit for going to the Oregon Coast Aquarium and completing a little write up on my experience. I'm not sure if we have a museum close by that provides some info about Greek or Medieval periods, but that may be fun and engaging as an extra credit activity for students. The movie idea is also a good one in my opinion.

Respondent	Response
	I still haven't decided whether to do the extra credit. With the workload I have, I am waiting to see if I can make time for it. I think the extra credit isn't completed often because of the size of it. It is more time consuming than all of the assignments given for the term, and most people I think would only use it if in need, which usually would be determined nearing the end of term, when their workload is the highest. I think one possibility would be to make several smaller extra credit options available at the beginning of the term that seem more manageable, say five of them. Then you have to complete 3 of them to get the credit.
	extra credit, in my opinion, should be small exercises that keep the student engaged throughout the term.
	While I understand we are at college learning level and that the extra credit is to show which students will go the extra mile to work for their grade. I will point out that while I believe the essay is a reasonable request for an extra credit opportunity, the time it takes to write an essay for some students, may discourage many to skip the extra credit opportunity. Especially students who are balancing a full class load with a full work schedule as well. For example, I am balancing a full schedule and over 40 work hours a week, so sometimes the bare minimum is all I can get done as much as I would like to participate a great deal more and I know that I am not the only student in this position. So while I do not know if I can offer any good suggests for these opportunities that would hold a challenge and be still worth the credit, I still think it is important to factor in, how full students lives can be.
	Several small extra credit oppurtunities. For example, you could have an extra credit question or two on every chapter test. The extra credit you offer is quite time consuming, and not everyone may be able to achieve that
	Extra credit assignments that I have done in other classes would be watching videos and taking notes, coming up with a powerpoint presentation etc etc
	You might create a small quiz in which every obtained point, is a point of extra credit, so there's no reason not to take it. Maybe a 20 question quiz where every problem is worth half a point. it could be done on the first half of the course material, that way people have an incentive to try and re-study that material.
	this is my first college class and my goal is to do extra credit

Total responses to question

17/17

20

Each week I witnessed a number of students who would login to Moodle/MindTap on the weekend only and complete all of the exercises and the chapter test in a single day. In my professional opinion, this is a poor way to study history chapters, which should be accessed throughout the week. One idea I can implement to enforce this preferred policy would be to include several due dates (for the Check Your Understanding activities) throughout the week. I could require Tuesday, Thursday deadlines, or may be just Wednesday deadlines, saving the Sunday deadlines for the Chapter Tests.

How do you initially rate this proposal?

Response	Average	Total
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I enthusiastically agree with this idea	22%	4
Response	Average	Total
I am somewhat supportive of this plan	22%	4
I am neutral	17%	3
I would have a some concerns with this plan	6%	1
I very strongly oppose this idea	28%	5
Total responses to question	100%	18/17

21

For some students, more deadlines would force them to participate more during the week and procrastinate less. For others, due to family, work, or other obligations, midweek deadlines might impose true obstacles. Please use this space to explain your support or opposition to the proposal to add midweek deadlines to this course.

Respondent	Response
	i appreciate the Sunday deadlines more because i was also taking another class and that class had mid week deadlines but Sunday gives me a deadline to keep in my mind so I can have a whole week to complete such work and tests.
	I work and take other courses that are on campus would be difficult to do during the week.
	For me personally, it would be a little more difficult. There were some weeks when I only have 1 day off and it's easier for me to be able to dedicate that day for homework. In a different perspective, there were some chapters that I would read in 1 sitting simply because I was so curious as to what it was about. I wonder how people would do if there were more frequent deadlines Because it may make some people rush through the information in order to meet the deadline. I do however think it would make some more involved.
	Perhaps if the week after the current week's work were also available, that would allow people with true time obstacles an opportunity to take appropriate action. A few times I was away on the weekend, and I didn't have a problem completing my chapterwork early when I knew I wouldn't be able to on the deadline.
	This is a college course and should be treated as one. Make things due all at once, like they were in this class, and let the students figure out what works best for them. Even if that means procrastination. This is not high-school, hand holding is kind of insulting.
	I support the proposal to add midweek deadlines to this course. Although it may reduce flexibility, it should motivate students to read and study more.
	I am in opposition to this plan because although the information is not absorbed fully, the student will suffer the consequences on a test. So in my opinion I think the format currently used is effective for each individual's schedule.
	I worked full time while taking 12 credits online this summer. With this in mind I enjoyed and preferred the one deadline a week however if I was not working full time I would prefer the more deadlines during the week to make me more accountable for the work and taking more time.

Respondent

Response

I think midweek deadlines would help student's to prioritize study time within their schedules

Midweek deadlines definitely would motivate students to study more effectively, and eliminate cramming or saving everything until Sunday night. For me personally, I work full time until 10:00 pm Thursday through Monday, and use my mornings for chores and other classes, so the Sunday night time slots for doing history homework tended to work more for me, and I didn't have to consistently stress about homework every time I came home from work. I understand that everyone's schedule is different though, so more deadlines might be beneficial. Another factor that I think would contribute to the lack of completion throughout the week is the fact that it's Summer Term, and people aren't as enthusiastic about homework during this time.

I can understand wanting to make sure students are investing the proper amount of time on their assignments. Spreading out deadlines can help with comprehension, workload, stress, etc. However, like you said, students are from all walks of life. When I was working full time and going to school, multiple deadlines a week were what caused me to dropout 3 times. Now that I am a student full time, I can deal with multiple deadlines per week, but back then it would have been impossible. I also personally work better picking a day to do a specific class. I will wake up and spend a day doing all the assignments for a given class and it helps my comprehension. When I try to spread out work throughout the week for multiple classes, information can get muddled in my head. It also leads to more stress.

I think the important thing is that students are paying to be here. While some are fresh out of high school, I think it is time for them to make their own decisions about whether to get work in on time.. It took me a long time to do it, but I am now. I don't think it is a teachers job in college to hold their students hands, they should instead focus on making sure the course material is structured in a way to inspire students to actively participate.

I agree for some it would help for others it could hurt.

While I can understand this opinion and why you may want to enforce this, I would have to strongly encourage you not to. As a student who is taking a full load of classes and is also working 40+Hours per week graveyard, it is extremely difficult for me to get to the class work until the weekend. I will be the first to admit that I have not participated nearly enough in this class nor have I gotten as much out of the course as I could have. But for students who have families or just busy lives, it would be a great disadvantage to those who are trying further their education while being busy, productive members of society. I found you to be an extremely fair and just Professor and I sincerely hope that you do not take this advantage away from those who truly need it, in order to push students who may simply lack the interest or care in pursuing their education further with a serious approach.

I would discourage that. While I agree that students accomplishing the chapter in one day may not get as much out of it, part of what I liked about this course was the flexibility to do a little bit everyday throughout the week, so that I could still work and take other classes, but no stress to make a deadline.

I think that if a student chooses to do all the work on one day of the week, that is his/her choice, and it will reflect what kind of grade they get in the class. It also reflects the students time management skills, it does not reflect you as a teacher.

Respondent	Response
	Having a lot of due dates and mid-week timelines will just get very confusing for students, especially since not every chapter has the same number of questions and readings. Also, some students may prefer to do all the work in one sitting, so when you implement the deadlines, you may just see a reverse of what you saw, where students will just log on the weekend an assignment is first opened and finish it all then, again in one sitting, which would effectively change nothing but whether students completed assignments earlier or later in the week. Having a firm set deadline at the end of the week just makes it easier for students to remember what they need to do when. However, one small change you might consider is making the chapter assignments due on Saturday, and the test due on Sunday, which might incentivize students to use the sunday to study before going into the tests, since all the chapter work was due the day before.
	its not a bad idea for my situation
Total responses to question	17/17

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

	Average rank		↓
	Yes	No	
Laptop computer			1.0
Smart phone			1.1
iPad or other tablet type of mobile internet device			1.6
Kindle, Nook, Kobo or other type of e-book specific reader			1.9
a Facebook/MySpace (or other social networking) account			1.4
an Instagram/SnapChat (or similar) account			1.2
a Twitter account			1.6
a Flickr/Picassa/Photobucket (or other picture sharing specific) account			1.9
your own (paid for/hosted) website or blog			1.8
Responses	Yes	No	Total
Laptop computer	17 (100%)	0	17
Smart phone	16 (94%)	1 (6%)	17
iPad or other tablet type of mobile internet device	6 (35%)	11 (65%)	17
Kindle, Nook, Kobo or other type of e-book specific reader	2 (12%)	15 (88%)	17

Responses	Yes	No	Total
a Facebook/MySpace (or other social networking) account	11 (65%)	6 (35%)	17
an Instagram/SnapChat (or similar) account	14 (82%)	3 (18%)	17
a Twitter account	7 (41%)	10 (59%)	17
a Flickr/Picassa/Photobucket (or other picture sharing specific) account	2 (12%)	15 (88%)	17
your own (paid for/hosted) website or blog	3 (18%)	14 (82%)	17

23

Is there any other type of smartphone app or web-based tool or service that you know of or have used in another class (OTHER than the shared Google Doc we used for the midterm and final study lists) that:

#1 would be cool 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?

Respondent	Response
	I don't know any other than google maps
	none
	I've only ever taken 1 other online class, and it there weren't many resources at all, so I don't know of any other services.
	Nothing really comes to mind, though I did like the spreadsheet thing.
	Not that I know of. Sorry.
	Nope
	No
	Not that I am aware of, as a student I believe Google Doc was the best and most efficient way to display the midterm/final study lists.
	N/A
	I don't know of another website that would be useful in this class.
	I am a big fan of Prezi, an online interactive presentation program. I think it would be a great extra credit tool. Instead of a paper, they could create a presentation on a specific topic.
	I do not.
	N/A

Respondent	Response
	I really like the google doc that was used. There is always a student forum for questions, that is usually helpful.
	no- we always use google docs because it is the most common.
	I do not know of any.
	not that I can think of
Total responses to question	17/17

24 Would you recommend this online course, as you experienced it this term, to other students?

Response	Average	Total
I Would Highly Recommend This Course	50%	9
I Would Recommend This Course	39%	7
I Would Strongly Advise Students Not To Take This Course	6%	1
Total responses to question	100%	18/17

25 What question or questions did I forget to ask you in this survey?
and/or

What recommendations (other than the "mechanical" Moodle/MindTap/Google Docs things I asked above) would you suggest in order to improve this online course?

Respondent	Response
	no suggestions, I highly encourage this class to others and I found it very interesting.
	none
	I don't have any recommendations, but I would like to say (since there's no comment question) that I have never liked a History class in my entire 13 years of school. I am fascinated with history but every class I've taken has just seemed like an overload of information. This class gave me a new love for history and learning about it. I've reconsidered my major, and considered adding some history or religious minor. The way this course was set up was extremely helpful for me and made me really enjoy the material.

Respondent	Response
	Can't think of anything in particular.
	That said, this was very likely the most organized online class experience I've had so far. So, thanks, I appreciate all the effort you've put into making this class a good experience for us. It shows.
	Beside the whole MindTap rant I went on, I don't think there is much to change. You seem like a nice professor who cared about this subject, maybe if I took this class in person I would have enjoyed it.
	It's great for me
	None
	I would suggest more assignments separate from MindTap and more on the moodle side to get multiple aspects as to how the students themselves are understanding/using the information and material that they have learned.
	N/A
	I think that it would be beneficial to have other activities to supplement just the MindTap exercises and tests. It would be cool to read articles or participate in discussion about how history has contributed to our culture now, in order to help connect the dots a bit more.
	I think I covered everything I wanted to.
	I do not, thank you
	While some online videos were incorporated, I would have liked to see more due to the fact that I am a very visual learner and tend to remember facts better after watching an listening about them in combination to the reading. When both formats are used I find that I retain the information much better. Even if it wasn't as a required watching, it would be nice to have a optional video list. Perhaps from these videos short responses could be produced for extra credit also.
	I have nothing to suggest.
	This was one of the best online courses I have ever taken, the book online really helps to save paper. I also liked how you updated us each week regarding your concerns in the class- overall I would say it was well organized and ran, and I can tell you care about your students learning.
	I think the course is fine, and it worked out great for me.
	everything was great
Total responses to question	17/17

 Moodle Docs for this page

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