

School of Education - End of Term Course Evaluation - V3 Completed

☑ Summer Quarter 21-22 / Student Course Evaluation (End of Term) / Anonymous Survey

Course Assignments: **195** / Survey Participants: **1459**

Schedule: 8/17/2022 to 9/3/2022

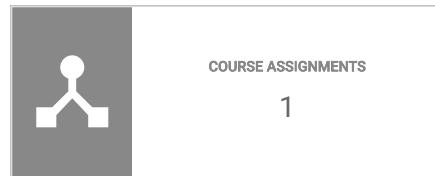
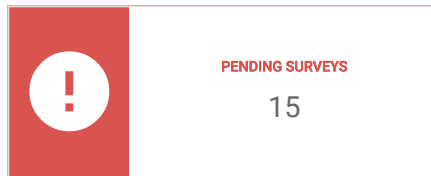
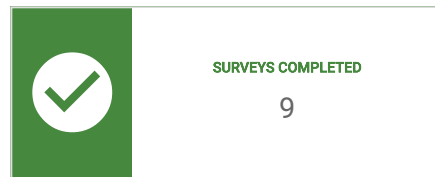
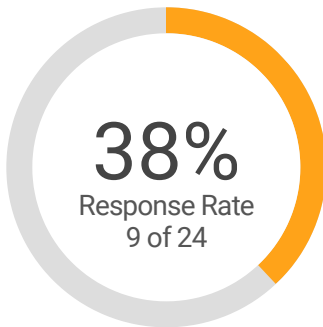
Results Available: 9/8/2022



This survey completed on **Saturday, September 3, 2022 at 11:59PM.**

College: School of Education
Department: School of Education
Course Section: EDHE 622 - 900 Neurodiversity in Ed and Work
Course Section Director: 👤 Thomas Tobin
Instructor: 👤 Tamara Galoyan

📊 Survey Overview / Course Section Results Aggregate



📊 Survey Data / Course Section Results Aggregate

Course Design

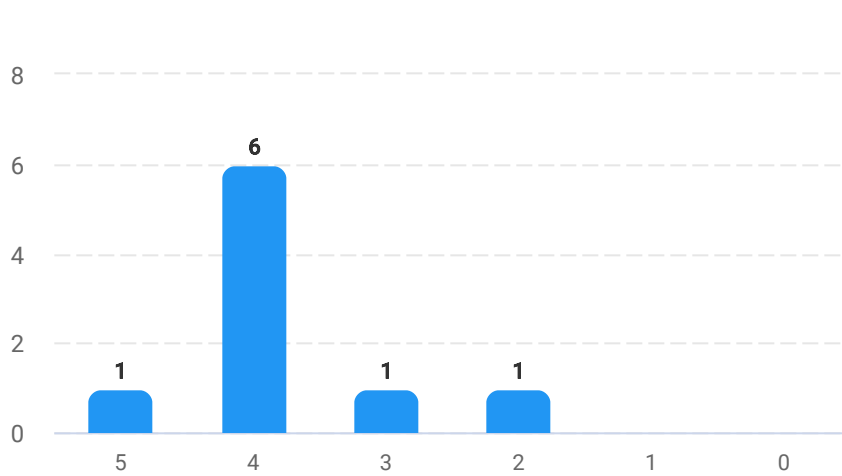
1

The course is well designed.
 (Multi-Choice, Single Answer)

Value	Option	Total
5	Strongly Agree	1
4	Agree	6



Value	Option	Total
3	Neutral	1
2	Disagree	1
1	Strongly Disagree	0
0	No Answer	0



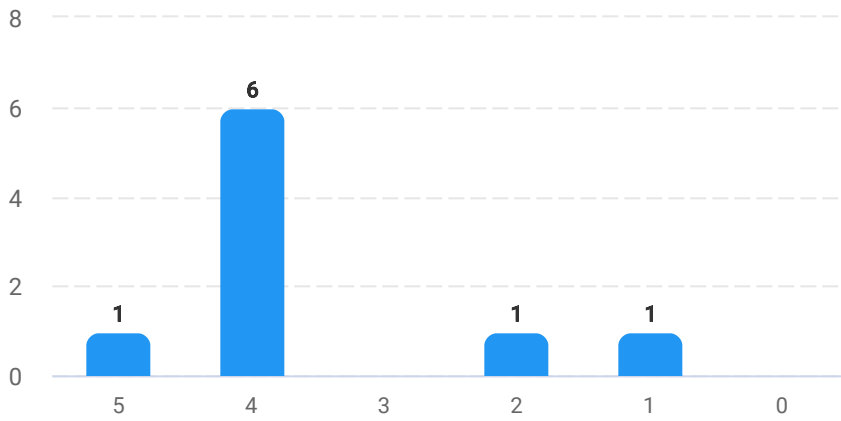
Average	3.78
Median	4.00
Mode	4
Std. Dev.	0.79
Variance	0.62



2

The instructions for assignments (i.e. papers, small group activities) were sufficiently detailed.
(Multi-Choice, Single Answer)

Value	Option	Total
5	Strongly Agree	1
4	Agree	6
3	Neutral	0
2	Disagree	1
1	Strongly Disagree	1
0	No Answer	0



Average	3.56
Median	4.00
Mode	4
Std. Dev.	1.17
Variance	1.36

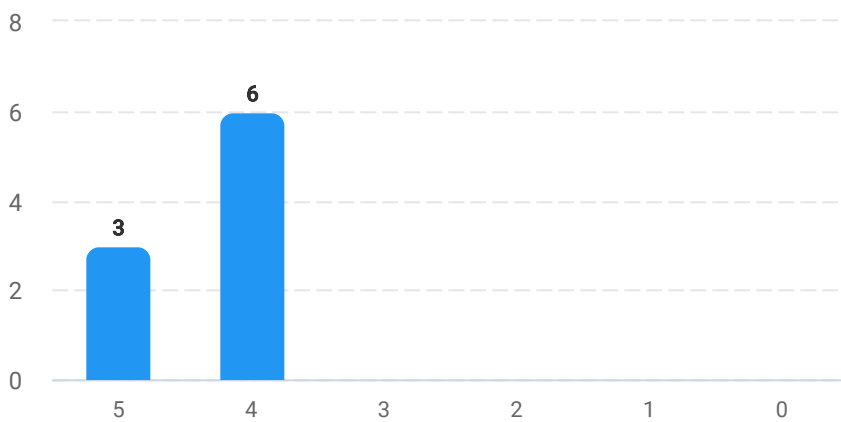


3

The online portion of the course was easy to navigate.

(Multi-Choice, Single Answer)

Value	Option	Total
5	Strongly Agree	3
4	Agree	6
3	Neutral	0
2	Disagree	0
1	Strongly Disagree	0
0	No Answer	0



Average	4.33
Median	4.00
Mode	4
Std. Dev.	0.47
Variance	0.22



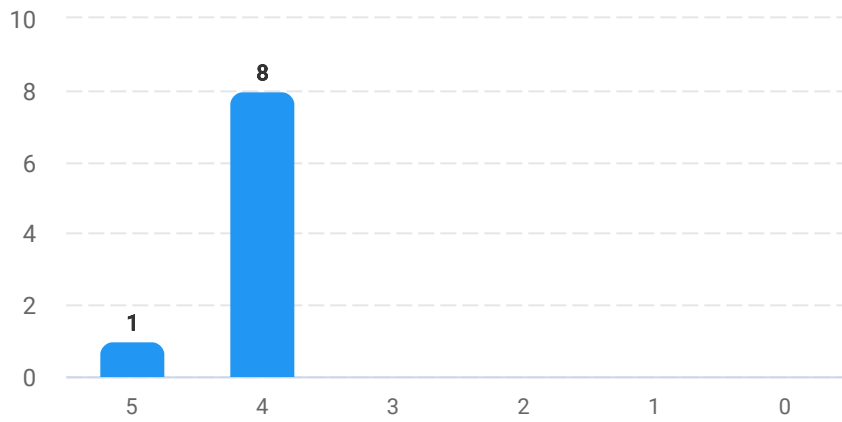
Instructor Implementation

4

The instructor taught to the proposed course learning outcomes.

(Multi-Choice, Single Answer)

Value	Option	Total
5	Strongly Agree	1
4	Agree	8
3	Neutral	0
2	Disagree	0
1	Strongly Disagree	0
0	No Answer	0



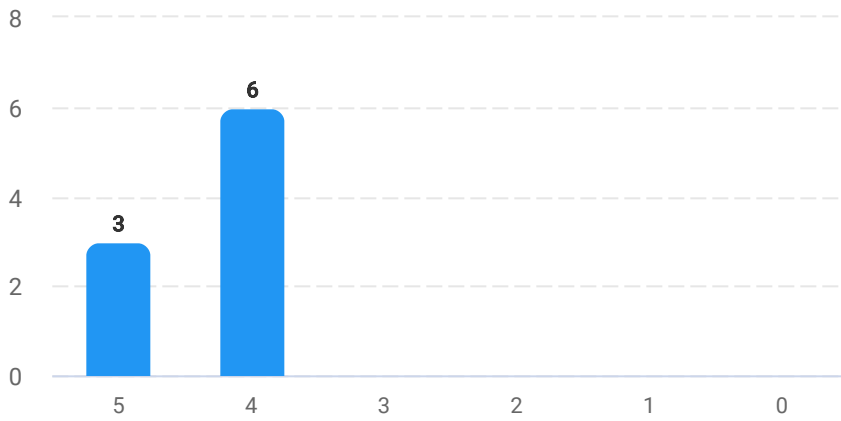
Average	4.11
Median	4.00
Mode	4
Std. Dev.	0.31
Variance	0.10



5

The instructor invited students to share their ideas and knowledge.
(Multi-Choice, Single Answer)

Value	Option	Total
5	Strongly Agree	3
4	Agree	6
3	Neutral	0
2	Disagree	0
1	Strongly Disagree	0
0	No Answer	0



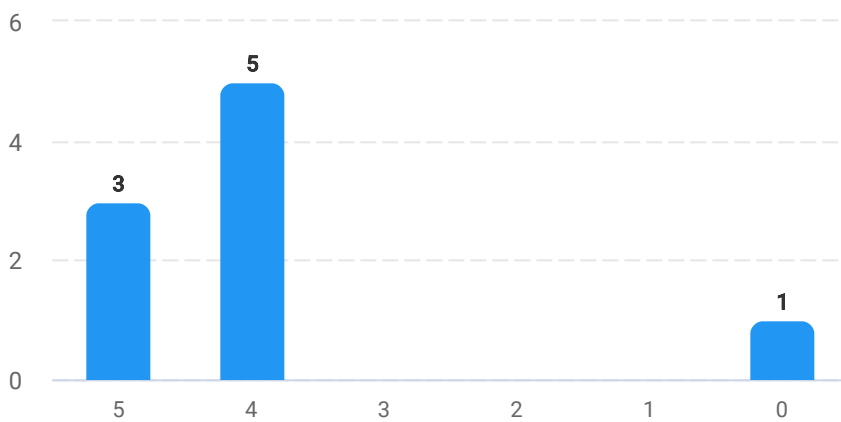
Average	4.33
Median	4.00
Mode	4
Std. Dev.	0.47
Variance	0.22



6

The instructor provided meaningful responses to students' questions.
(Multi-Choice, Single Answer)

Value Option	Total
5 Strongly Agree	3
4 Agree	5
3 Neutral	0
2 Disagree	0
1 Strongly Disagree	0
0 No Answer	1



Average	4.38
Median	4.00
Mode	4
Std. Dev.	0.48
Variance	0.23

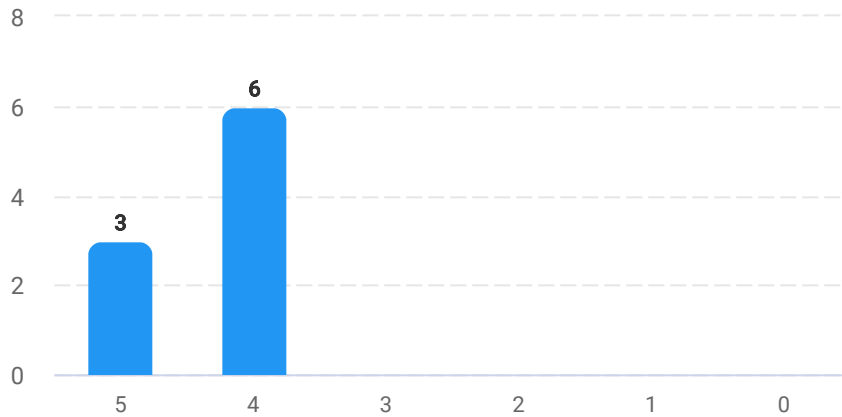


7

The instructor provided opportunities for students to learn from classmates.
(Multi-Choice, Single Answer)

Value Option	Total
5 Strongly Agree	3

Value	Option	Total
4	Agree	6
3	Neutral	0
2	Disagree	0
1	Strongly Disagree	0
0	No Answer	0



Average	4.33
Median	4.00
Mode	4
Std. Dev.	0.47
Variance	0.22

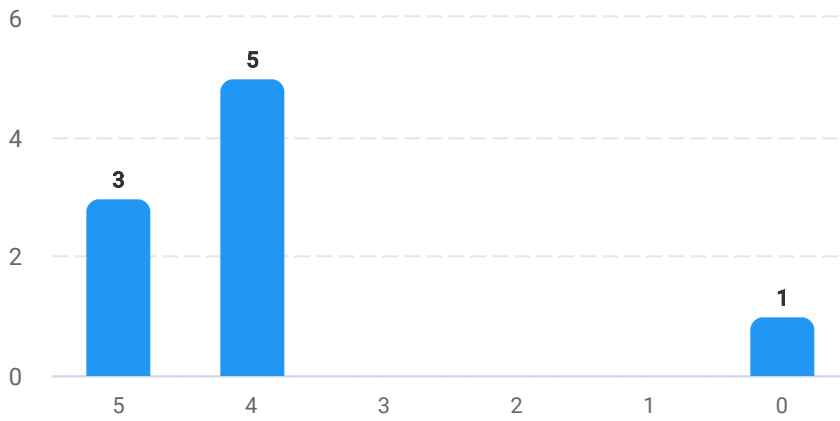


8

The instructor was adequately accessible.

(Multi-Choice, Single Answer)

Value	Option	Total
5	Strongly Agree	3
4	Agree	5
3	Neutral	0
2	Disagree	0
1	Strongly Disagree	0
0	No Answer	1



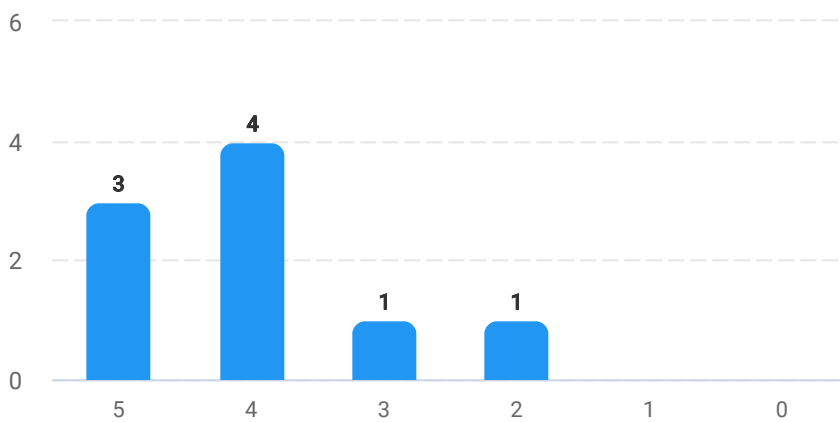
Average	4.38
Median	4.00
Mode	4
Std. Dev.	0.48
Variance	0.23



9

The instructor demonstrated sensitivity to diverse perspectives.
(Multi-Choice, Single Answer)

Value	Option	Total
5	Strongly Agree	3
4	Agree	4
3	Neutral	1
2	Disagree	1
1	Strongly Disagree	0
0	No Answer	0



Average	4.00
Median	4.00
Mode	4
Std. Dev.	0.94
Variance	0.89

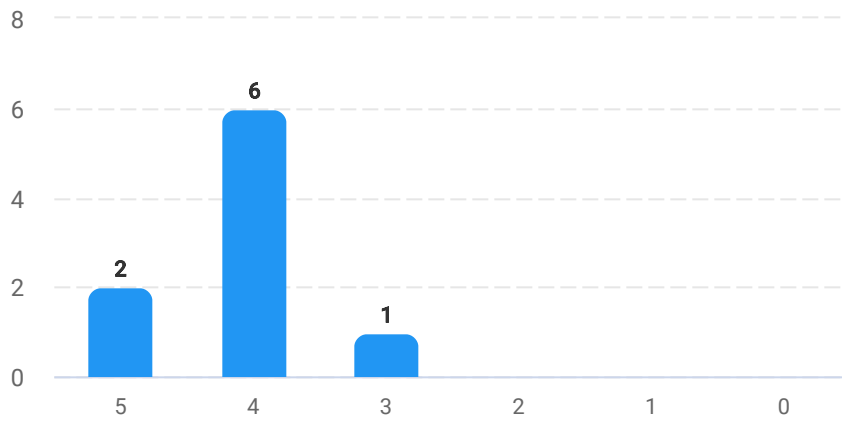


10

The instructor used innovative approaches to teaching and learning (i.e. technologies, guest speakers / expert discourse, field experiences, synchronous sessions).
(Multi-Choice, Single Answer)

Value	Option	Total
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Value	Option	Total
5	Strongly Agree	2
4	Agree	6
3	Neutral	1
2	Disagree	0
1	Strongly Disagree	0
0	No Answer	0



Average	4.11
Median	4.00
Mode	4
Std. Dev.	0.57
Variance	0.32

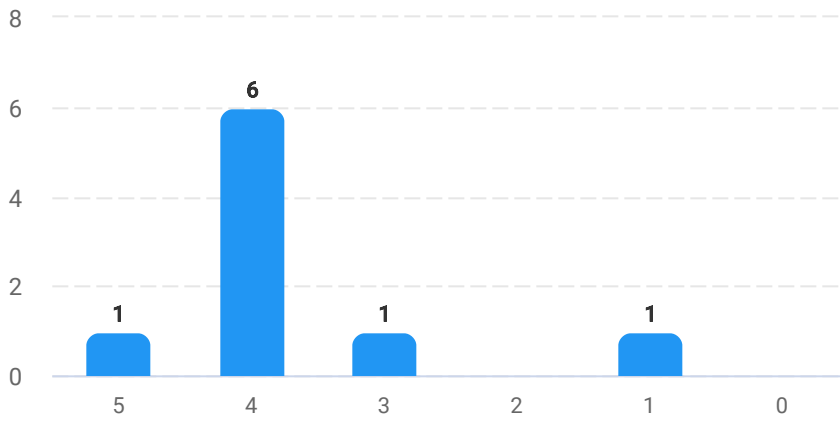


Learner Support

11

The course syllabus was complete with all information needed to navigate the course.
(Multi-Choice, Single Answer)

Value	Option	Total
5	Strongly Agree	1
4	Agree	6
3	Neutral	1
2	Disagree	0
1	Strongly Disagree	1
0	No Answer	0



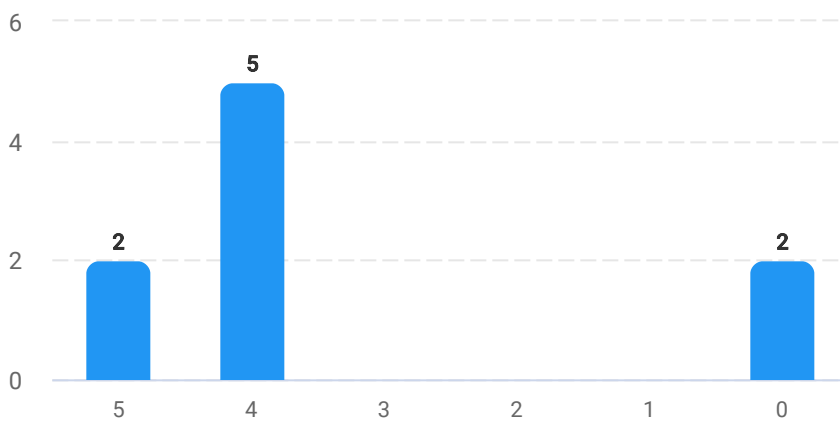
Average	3.67
Median	4.00
Mode	4
Std. Dev.	1.05
Variance	1.11



12

The technical supports for the online portion of the course were easy to access/use.
(Multi-Choice, Single Answer)

Value	Option	Total
5	Strongly Agree	2
4	Agree	5
3	Neutral	0
2	Disagree	0
1	Strongly Disagree	0
0	No Answer	2



Average	4.29
Median	4.00
Mode	4
Std. Dev.	0.45
Variance	0.20

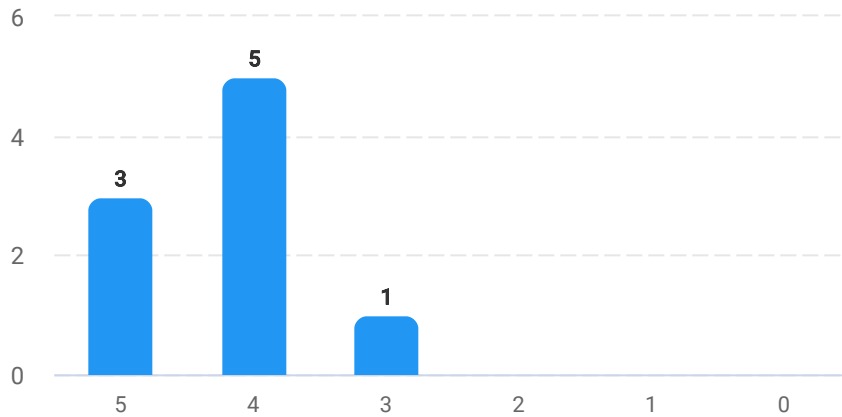


13

The course content and assignments were accessible to me (i. e. visually, orally, or physically).
(Multi-Choice, Single Answer)

Value	Option	Total
5	Strongly Agree	3

Value	Option	Total
4	Agree	5
3	Neutral	1
2	Disagree	0
1	Strongly Disagree	0
0	No Answer	0



Average	4.22
Median	4.00
Mode	4
Std. Dev.	0.63
Variance	0.40

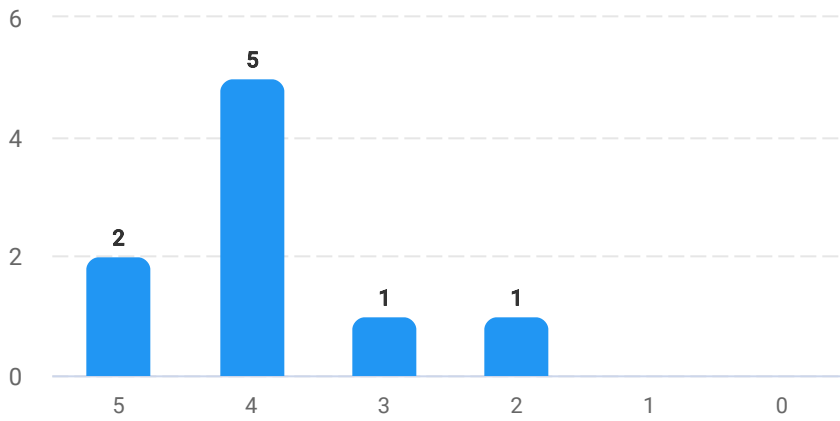


Assessment and Evaluation

14

The instructor provided meaningful feedback on examinations and assignments.
(Multi-Choice, Single Answer)

Value	Option	Total
5	Strongly Agree	2
4	Agree	5
3	Neutral	1
2	Disagree	1
1	Strongly Disagree	0
0	No Answer	0



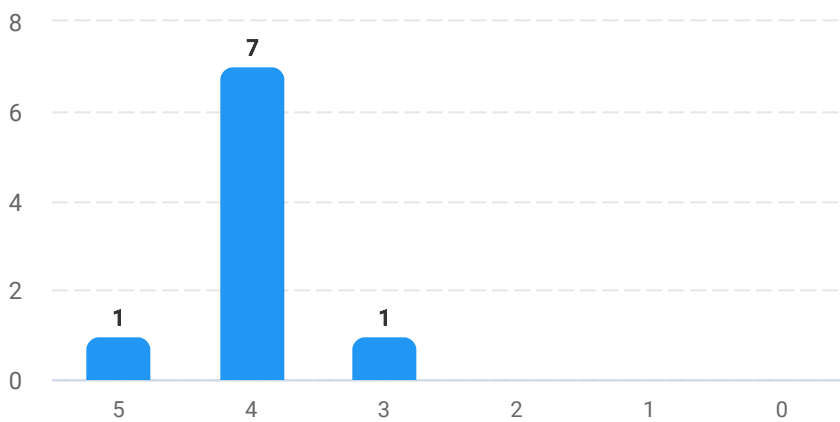
Average	3.89
Median	4.00
Mode	4
Std. Dev.	0.87
Variance	0.77



15

The instructor graded examinations and assignments in a timely manner.
(Multi-Choice, Single Answer)

Value Option	Total
5 Strongly Agree	1
4 Agree	7
3 Neutral	1
2 Disagree	0
1 Strongly Disagree	0
0 No Answer	0



Average	4.00
Median	4.00
Mode	4
Std. Dev.	0.47
Variance	0.22

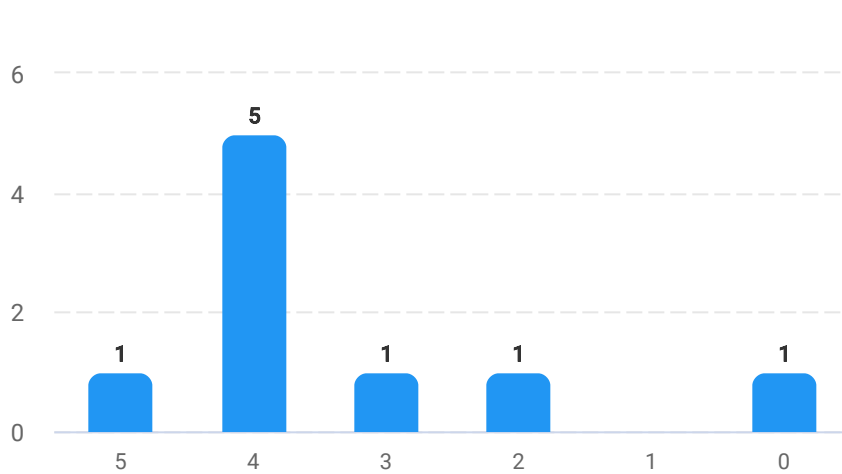


16

The instructor used a variety of assessment strategies to evaluate my learning.
(Multi-Choice, Single Answer)

Value Option	Total
5 Strongly Agree	1

Value	Option	Total
4	Agree	5
3	Neutral	1
2	Disagree	1
1	Strongly Disagree	0
0	No Answer	1



Average	3.75
Median	4.00
Mode	4
Std. Dev.	0.83
Variance	0.69

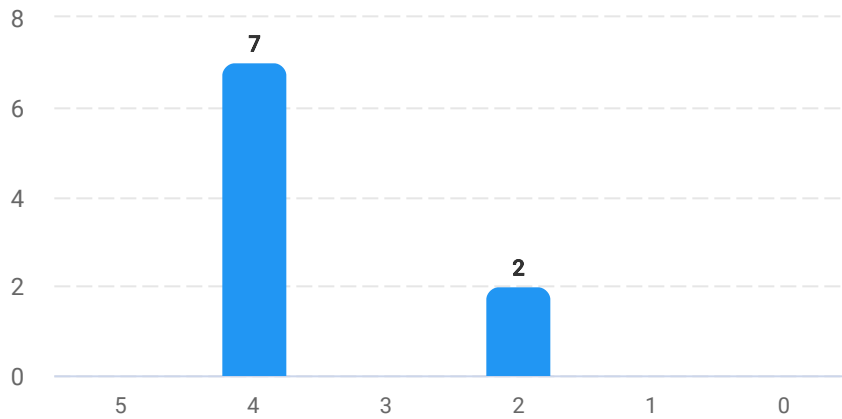
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17

The examinations and assignments evaluated achievement of learning outcomes as outlined by the syllabus.

(Multi-Choice, Single Answer)

Value	Option	Total
5	Strongly Agree	0
4	Agree	7
3	Neutral	0
2	Disagree	2
1	Strongly Disagree	0
0	No Answer	0



Average	3.56
Median	4.00
Mode	4
Std. Dev.	0.83
Variance	0.69



Open Ended

18

What did you like best about the course?

(Text/Memo)

- This was my first course in which there was one professor for the first half and another professor for the second half. It worked quite well due to the individual instructors and the syllabus. Having the author of a key textbook added to the depth of the teaching. The resources were helpful. The Zoom classes supported the syllabus and content. Both instructors answered questions fully and demonstrated outstanding knowledge of the material. It was clear both are passionate about this topic. Writing up the Key Learning Points was very helpful to me. I am going to apply this concept to the remainder of my courses. Using the accessibility software and designing a course using UDL definitely put these key points in action.
- The content.
- N/A
- I liked best reading about people's personal experiences in the discussion forum.
- I liked learning about accessibility features in MS office and how to do speech to text captions. I feel more organized in my approach to starting a project now.
- I learned a lot in this course and I think I will use everything that I learned. Some of the earlier portions were very work heavy with multiple blackboard posts and I was unsure of the expectation for how many were necessary to complete.

accessibility using points learning both helpful syllabus half instructors
liked professor
first
learned

course key

19

What suggestions do you have for improving this course?
(Text/Memo)

- Here are my suggestions: 1. For this course, and others in which infographics are required, there could be a link to a traditional infographic and its design. If a traditional infographic is one or 2 pages, then if the course requires a longer one it could be stated in the instructions. 2. Requirements for the threads and comments in the Discussion Board would be helpful. For example, if references are required for the student's original thread and the response, this should be stated. 3. How this course relates to 621 should be assessed by the appropriate staff. For the EdD students this course is not an elective.
- The assignment requirements outline in the syllabus did not provide enough information for students or adjunct professors to understand what was expected. The ambiguity gave the new professors more flexibility in deciding what they wanted but was not necessarily clarified for students unless asked. The assignments should be clarified a bit more, and should not be dependent on previous discussion posts. Additionally, having discussion posts that essentially required completed assignments or work to be shared defeated the purpose of *discussing* things. The posts ended up being more focused on critiquing the infographic that discussing actual content.
- N/A
- I wish we had spent less time talking about UDL and more more time talking about actual neurodiversity. UDL could perhaps have been one, maybe two, weeks of the course, but did not seem worth half the course (or more!). I would also spread out the work a bit. The first 6 weeks were so intense and stressful, but then Week 8 provided a "break" with no discussion board? It was odd. Instead of needing a break I wonder if we can simply not overwhelm people at the beginning (too many infographics). By the last couple weeks of the course, it was difficult to stay motivated. I would flip the last two assignments and have perhaps a slightly longer paper due at Week 10 and have the SOAR analysis due earlier like Week 8 (with the paper being worth more points instead). The paper was more important and in line with the course learnings (at least in my opinion, maybe others really like UDL).
- The discussion boards were unwieldy; I would suggest putting each type of example in a separate thread. Feedback was good from professor but it was hard to find. Some of the assignment requirements were unclear between the course shell and the syllabus.
- It would've been helpful to have exemplars for each activity. I was unsure if I was meeting expectations for some of the assignments.
- There were too many discussion post requirements in 1 given week with the expectation to have at least two paragraphs to respond to while also having to respond to peers in paragraphs as well. It was difficult to complete 3 posts and respond to peers while also balancing work from the other doctoral program even with time management.



posts students infographic required
week course bit should
work others board timeudlweeks respond more

20

Other comments:
(Text/Memo)

- Applying the content of the course for accessibility and UDL were highlights of the weekly tasks and assignments. Perhaps some working groups, either with synchronous or asynchronous meetings of students in the class for discussion of using the course materials would be helpful. For example, both Assignment 1 and 2 could be the basis for a breakout group discussion outside of the Zoom classes. thank you for considering this submission.
- Having a co-teaching model seems a good idea on paper but not so much in execution. The switch between week 5 and 6 when the professors switched made it difficult to know what the new professor was expecting on the assignments, as every teacher grades differently. Also this BlackBoard course shell did not match the syllabus and I had to email the professors a couple of times about the discrepancies. This isn't necessary on the professors but they should have caught it.
- N/A
- The first half of the quarter felt exclusive and biased to anyone outside the academics/phd club. "Academic bullying" was a phrase I saw used by another student and I thought it was pretty accurate. Dr. Tobin frequently tweets calling other people's writings "\$hit-posts," and that type of flippant close-minded attitude bled into and showed itself in this course environment. I would encourage some real self-reflection about open-mindedness and classroom inclusivity. Academia and science should be a convergence of ideas and discussion, especially around subjective and/or evolving contemporary topics, but weeks 1-5 did not feel that way.



course

should
outside
assignments

