

# Summary of Students' Comments from Faculty Course Questionnaires [FCQs] 2010 -2011

Margarta Bianco

The following documents summarize students' comments on end of semester course evaluations. The School of Education and Human Development prepared these documents based on comments obtained from the original FCQs.

**Margarita Bianco**  
**TCED 1111**  
**Fall 2011**

**A. The most effective aspect of this course were:**

- Going to high schools and telling them about college
- Learning about teaching the film study
- The campus resources
- Practicality
- Learning about different aspect of teaching

**B. The least effective aspects of this course were:**

- There were none
- the book work
- workload, FYS stuff

**C. The best ways to improve this course would be to:**

- It was a great course! I wouldn't change a ting
- not as much work
- Lessen some of the bulkier work

**D. Further comments; you may also use any blank space on Side B for comments**

**Margarita Bianco**  
**SPED 5500-002**  
**Fall 2010**

**A. The most effective aspects of this course were:**

- PLP
- True experiences/Guests
- The real life examples she proved to help connect the content
- Instructor was very knowledgeable was very focused on student understanding
- Instructors flexibility
- the PLP
- the readings and the experience based learning (PLP)
- Working on the PLP, though strenuous, was a great learning experience
- Creating the lesson plans for the PLP
- Flexibility of instructor
- Discussing the importance of transition
- PLP process was a great learning
- modules, links info, texts
- The interactive discussions
- guest speakers
- Current knowledge, assessments, PLP expertise
- The examples of life experience in relation to the course and the guest speaker.
- The instructor flexibility with the class

**B. The least effective aspects of this course were:**

- Some readings (too much)
- the lack of connection to readings
- Readings were overwhelming
- the ...not sure ☺
- the abundance of work
- the PLP and discussions
- Extra readings, #of hrs for PLP
- I felt that because I work w/elementary students that it was hard to relate to that age.
- nothing
- Length of class
- Lots of work
- college library would be easier if placed in drop box to access

**C. The best ways to improve this course would be to:**

- Have PLP due later
- Potentially videotaping instead of requiring presenting
- Make it more cohesive in terms of assignment reading and class discussions
- Accessibility to assignment earlier-most were a few days prior
- Decrease the length of speakers; it might force them to be concise.
- Food & Beer
- Modify the PLP
- Put all readings into the syllabus without changing articles, dates, etc.
- lighten the load of the PLP
- Less on PLP

- Meet twice a week or shorten class
- have more guest speakers
- Reduce PLP project smaller scope

**D. Further comments; you may also use any blank space on Side B for comments**

**Margarita Bianco**  
**EPSY 5180**  
**Spring 2010**

**A. The most effective aspect of this course were:**

- syllabus, ecollege
- Diverse class materials & assignments
- The reading was good
- the rotation work in the class
- Presenting info for all types of gifted learners and how to put theory into practice
- Teacher
- Good book
- the projects were a great learning experience!
- class discussions
- self-selected passion projects ☺
- passion projects

**B. The least effective aspects of this course were:**

- Overuse of small groups interaction
- a lot of work
- the lack of diversity among discussion and the text book
- Some of the material became someone repetitive – book review/study was pointless and busy work
- always groups& breakout session
- the textbook
- the textbook was very boring to read

**C. The best way to improve this course**

- Less small assignments
- More direct instructions
- Any way to liven up the discussion

**D. Further comments; you may also use any blank space on Side B for comments**

- She doesn't treat us equally
- It would be nice to have more group work and a better book

**Margarita Bianco**  
**EPSY 5180 - 001**  
**Spring 2011**

**A. The most effective aspect of this course were:**

- The discussions and activities were very helpful!
- Interactive learning activities
- Speakers, class exercises
- The most effective aspect was the discussions that really made me think & reflect on my learning
- Group discussions, school visits, passion project
- The classroom discussions were very helpful and excellent.
- Being able to choose our assignments
- Class discussion, group activities, small class size
- I learned a lot about the technology available in classrooms & outreach resources
- Textbook, text reviews, discussions
- Picking the course assignments
- The content & discussions
- the discussions
- Opening are up to a new part of education
- The site visit
- School visits
- Class time discussions
- Small group work
- School visit & technology

**B. The least effective aspects of this course were:**

- The book was a little dry and a hard read
- There was a lot of reading and I was unable to get to it all, but the reading still wasn't always thoroughly tied in.
- the least effective for me was just going over specific topics. I really need time to process my thoughts
- The amount of reading was heavy
- the readings from the book
- Some of the reading became repetitive
- Some of the discussions
- Textbook
- Lit Review

**C. The best way to improve this course**

- This is a great course
- Make the reading a little more reasonable.
- The articles and textbook were good, but required a lot of time.
- Instructions tools for gifted
- It is a great class & I learned a lot
- Have more time
- Give examples of exactly what you want on the lit review proposal
- I would like more time to talk about applications.
- More guest speakers
- More engaging articles/readings
- Keep it the same
- Focus on the Psychology of GT students as well
- Implement some online discourse

**D. Further comments; you may also use any blank space on Side B for comments**

-One of the best courses I've taken

-Please offer more G/T classes w/this professor

-Great

-Thanks

-This is one of the only classes I have taken where the material is different from undergrad education courses

Margarita Bianco  
 SPED 5500-OL1  
 Spring 2011

**A. The most effective aspects of this course were:**

- Comprehensive treatment of the topic
- the modules related to course material
- this is very useful course for teachers.
- Most teachers do not have real life for their students after leaving school.
- The PLP assignment
- The modules provided a ton of great information. I also thought that the PLP was a huge learning experience, getting to know a student really well and guiding them through the process of getting to know themselves and how to advocate for their needs as a learner and person. I also thought it was really useful being exposed to some of the technology components, including Bing and Inspiration!
- The modules provided explicit information and a chance to put it into practice.
- The most effective aspects of this course were: The amount of information provided in short amount of time. All of the coursework paralleled nicely with our assignments, meaning when we needed the information to do an assignment we had already done the readings for that topic. I learned a lot from the modules even though they took a great amount of time to complete. I also learned a great deal from working one on one with a student with the PLP.

**B. The least effective aspects of this course were:**

- Workload was excessive compared to other course I took.
- None. I like this course
- The lack of grading on our weekly assignments
- None
- Jing videos were cool, but sometimes it felt like it took more time than just typing a response. It worked better for a website review than the article sharing.
- the modules really were long and took an entire weekend in addition to time during the week to complete.

**C. The best ways to improve this course would be to:**

- Present PLP first week, and have students begin to generate ideas for lessons through discussions.
- to meet once a month.
- Grade weekly participation on a weekly basis so that we can make modifications or change as we go.
- I would have liked to learn more about Indicator 13 and the states requirements. Also, it may have been useful to do more work with IEPs and Transition. For instance practicing writing the transition portion of the IEP
- Being in a middle or high school would have made the learning in the class more immediately relevant.
- I am not sure what the answer is since the modules are necessary for learning the basics at the beginning of the course. It would be nice to have a little more feedback on discussion topics.

**D. Further comments; you may also use any blank space on Side B for comments**

- I like an instructor with high expectation and she is one.
- Great topic



-this class was very informative regarding transitions for students. It was amazing to learn the many components of what goes in to transitions planning. Almost a bit overwhelming as I will begin my career this coming year. It's great to have insight and perspective on what good transition planning should look like and how families and students must be involved with the process! I can't wait to see any future students run their own IEP meetings.

-Thanks for giving us some lighter weeks during the times we were working on large assignments.

**Margarita Bianco**  
SPED 5500-0L1  
Spring 2010

**A. The most effective aspect of this course were:**

- Modeling and technology usage
- Amount of resources provided
- The PLP was fantastic! I enjoyed the format of the class (with the jing clips) it made everything very clear and I knew the expectations.
- Curriculum and presentations
- Curriculum and presentation
- The readings were very relevant and informative. I also like using the Jing software.
- The assignments, readings and Dr. Bianco dedication as a teacher.
- The online chat discussions and use of JING
- The instructor referred students to good resources and helpful websites
- The video explanations of the weekly assignments were helpful.
- the special project: Personal Learning Profile
- Reading outside of text
- I really enjoyed the videos, learning how (and becoming comfortable with) Jing, receiving video feedback and positive feedback.
- the way the material was presented and the organization of the materials.
- The videos of prior guest speakers. The communications from the professor before class began regarding what texts were needed for the course. The professor's explanation of the next week's assignments via Jing and other software.
- Very organized presentation of online material and use of Jing
- Course is designed well

**B. The least effective aspects of this course were:**

- Amount of projects due in short time of class
- online format
- the workload was about 20 hours a week including planning lessons and spending time on our students for our PLP
- I don't think it was necessary to have two discussion groups each week-one discussion per week is sufficient
- the use of Jing. It was very difficult to work as well as time consuming.
- the added assignments connected to the threaded discussion
- Almost too much information presented hard to keep up
- At times I felt that the expectations and due dates were not quite clear, but they improved as the course went along.

The course opened on Sundays and responses and posting were expected to take place on Thursday which did not provide enough time based on other courses and internship demands. The professor started the semester asking about our opinions about online classes. In my opinion it was not beneficial to be honest about personal opinions or experience with online as when I tried to have a discussion with the professor about this online class my initial responses were used against me and I was told that, how the professor was teaching the best practices. I didn't feel that the professor was open to constructive feedback or to the fact that time constraints of the students in the class were impacting meeting class participation deadlines within this class. In addition, this is a two credit hour course with a workload of what felt like a five credit hour course.

- PLP is difficult to coordinate but beneficial.

**C. The best way to improve this course**

- Reduce amount of assignments, increase project time
- Quicker grading and feedback. I would make his class at least a 3 credit class.
- only offer it fact to face

- substitute an assignment for a project or consolidate the assignments. Also, make the due dates for assignments consistent. It was hard to keep track of when things were due when they changed weekly.
- this should have been a 3 or 4 credit hour class for the work involved.
- Eliminate one of the discussion groups each week. Reduce the number of reading reflections down to two. Add more panel discussions that reflect the experiences of high school and college students as they make their transitions into a career or post-secondary education. Ask families to present panel discussions regarding transition experienced within various cultures.
- space out the assignments across the semester.
- allow for more credit hours to correspond with amount of workload, or lighten the workload. The course workload was more than in most 3 credit hour graduate level courses.
- make it a 3 credit course allows for more flexibility in keeping up the task/activities
- Be clear on due dates for weekly discussions. Make sure they are consistently due on the same days each week.
- Continue to use Jing clips. They make the class more personal when it is on-line.
- To evaluate the number of hours expected for the PLP or incorporate time in planning the lessons into the PLP. In addition, providing feedback more promptly on assignments aren't being returned to be redone because we never received feedback on the previous assignment before the next one was due. Being more explicit in the expectations up front for the reading response assignments or providing an exemplar of what you consider an adequate response.
- I do think that the work load was high for a 2 credit class. Either increase the number of credits class. Either increases the number of credits that it is worth, or shorted some of the readings. It was a very difficult to spend 30 hours with a student in that time frame.
- good as it is.

**D. Further comments; you may also use any blank space on Side B for comments**

- The workload is greater than a 2 unit course. Multiple threaded discussions become redundant and overwhelming. Being contacted and expected to complete work before the semester began was frustrating s it wasn't needed.
- Enjoyed the class tremendously...Love JING!!!!
- Great materials and resources. I feel like I learned a great deal through my readings and the PLP project.
- Thank you!!!!
- My instructor was wonderful; she presented information in an easy to access way. Some assignments however took much longer than I believe she anticipated for them to take.
- this instructor makes herself readily accessible to her students. However, teacher comments regarding student work or dialogue with students in discussions is sometimes curt and condescending.
- I really enjoyed the course and felt I learned a lot. I had not given a lot of thought to the topic of transitions prior to this course. I (as well as others I have spoken with) really appreciated the flexibility on the PLP with different events/tests/in-service days. Etc. it was sometimes difficult to meet with deadlines you set. The deadlines, however ARE beneficial, in order to keep us on track and progressing forward.