Q18 - What worked well in the course and the instructor’s teaching approach that should not be changed?

Response Rate: 83.33%  (15 of 18)

- Najia is an absolute gem of a teacher. She is patient and available to her students. On more than one occasion, I sent her an email and she responded within half an hour. While a very demanding teacher she was never unreasonable in what she asked us to do. Her critiques of class preps are very thoughtful and well articulated. So lucky to have had her as a teacher. Whatever she is being paid is not enough. Would not change a thing about her teaching style.
- I really appreciated the feedback on my projects and how efficient the grading was done. I was also always able to get my questions answered in a short period of time through email which I also enjoyed.
- When Najia changed the way things were due to a more consistent schedule it helped to ease the confusion and timeliness of the projects.
- I liked that we were introduced to a variety of useful tech resources that we can use later.
- sent texts and emails to remind us what was due
- Powerpoint agendas
- She graded things quickly and provided great feedback.
- Hands-on activities
- Having a revised and consistent schedule
- All of the assignments and projects were very relevant for the future classroom and I learned so much. I love Canvas, it is a very simple and organized tool for grades.
- number 16 is not an appropriate question, you are asking multiple things that could be two separate answers.
- the grading is absurd and way too hard and I get points off when I definitely should not.
- Uhm... I guess the projects were good in theory!
- Digital story*
- What doesn't work well is that it is three hours stage. If the course was breaking into two days the students would have time to try out the projects and come into class and be able to ask questions.

Q19 - What aspects of the course were most valuable?
Response Rate: 77.78% (14 of 18)

- Different technology tools
- Learning how to design a google site.
- I like all of the projects that we have done throughout the course. I will be able to use all of them in the classroom. The main aspect of the course that was most valuable was just learning about all the different uses of technology that there are for teachers to use.
- The main ideas of each discussion such as the 3 E's and the bully topic.
- The resources we discovered and explored and the know-how of using them.
- learning how to create a teacher website and portfolio
- Using online learning tools and resources
- Case Analysis
- Hands-on activities
- Digital story and eportfolio/teacher website
- All of the big projects such as the eBook and the class preps.
- Learning the different tools that we can use as educators in the future.
- Learning to embed*
- I now have my websites

Q20 - What aspects of the course were least valuable?
Response Rate: 77.78% (14 of 18)

- Lecturing, all of the projects
- Hard to tell until begin using tools in classroom.
- I thought they were all valuable.
- The movie was not very valuable. Most students have already made videos previously and the process to get to the move was just gruesome.
- Spending an inordinate amount of time making videos when video making is not as useful.
- discussions in class that were not important
- Class Preps were pointless, Ebooks were frustrating and pointless
- Digital Story
- When the instructor wasted time struggling to use the technology
- demonstrations of tools that nobody would use for their projects
- I really can't think of anything that wasn't useful.
- Webquest. For elementary educators at least.
- Tips
- Some of the tips were things that I will probably never use

Q21 - What could the instructor do to improve the course or his/her teaching effectiveness?
Response Rate: 72.22% (13 of 18)
- Add something other than lecturing and Powerpoint
- Nothing.
- I enjoyed this instructor and how they taught.
- Keep having things due at a consistent time. Also, allow more time to ask questions or do things in class. This would help and cut down a lot of stress tremendously.
- Space projects out more so that students can get caught up and are able to breathe in this class.
- Focus more on the important things and less on the unimportant
- Be more prepared for class, spend more time actually using technology resources, less class prep discussion
- Learn how to do what we are expected to do
- Double check to make sure the technology works before using it class
- Nothing.

Grade easier! I'm not a computer science major. I don't know how to do most of this stuff. Your grading at the end of the year was a lot better than the beginning, but my friends in my other classes always got 9s or 10s for Class Preps... I probably averaged a 7 and I tried hard on them.
- Nothing
- Nothing. She did fine

--- Comparisons ---

Student's Information

<table>
<thead>
<tr>
<th>W200 - 9768</th>
<th>Course</th>
<th>IST</th>
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Pct = Percentile Rank (Higher is better)

--- Comparisons ---

Student's Information

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Number of Courses / Survey Responses used for Comparisons: 45 / 449


Pct = Percentile Rank (Higher is better)
### Campus CORE Items

#### Q1 How clearly were course learning goals and objectives communicated to you?

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<tr>
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<th>Individual IST</th>
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Number of Individuals / Survey Responses used for Comparisons: 45 / 459

Responses: [VC] Very clearly=4 [C] Clearly=3 [SC] Somewhat clearly=2 [NA] Not at all clearly=1

Pct = Percentile Rank (Higher is better)

#### Q2 How effectively was class time used to help you learn?

<table>
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Number of Individuals / Survey Responses used for Comparisons: 43 / 459


Pct = Percentile Rank (Higher is better)

#### Q3 How effectively did out-of-class work (assignments, readings, practice, etc.) help you learn?

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<th>Responses</th>
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Number of Individuals / Survey Responses used for Comparisons: 45 / 459


Pct = Percentile Rank (Higher is better)

#### Q4 How available was the instructor to provide help when needed (in person, by email, office hours, etc.)?

<table>
<thead>
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<th></th>
<th>Individual IST</th>
<th>Responses</th>
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Number of Individuals / Survey Responses used for Comparisons: 45 / 459

Responses: [VL] Very likely=4 [L] Likely=3 [SL] Somewhat likely=2 [NA] Not at all likely=1

Pct = Percentile Rank (Higher is better)

#### Q5 How likely would you be to recommend this course with this instructor?

<table>
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<tr>
<th></th>
<th>Individual IST</th>
<th>Responses</th>
<th>S.D.</th>
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Number of Individuals / Survey Responses used for Comparisons: 45 / 459


Pct = Percentile Rank (Higher is better)

#### Q6 How much did the instructor motivate you to do your best work?

<table>
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<th>Individual IST</th>
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<th>S.D.</th>
<th>Mean</th>
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Number of Individuals / Survey Responses used for Comparisons: 45 / 459

Responses: [VC] Very concerned=4 [C] Concerned=3 [SC] Somewhat concerned=2 [NA] Not at all concerned=1

Pct = Percentile Rank (Higher is better)
### Q8
Compared to other courses you've taken at IU Bloomington, how much time did this course require?

<table>
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<th>Responses</th>
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<tbody>
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**Number of Individuals / Survey Responses used for Comparisons:** 45 / 459


**Pct** = Percentile Rank (Higher is better)

### Q9
In a typical week, about how much time did you devote to this course? (Do not count scheduled class time, labs, etc.)

<table>
<thead>
<tr>
<th>Responses</th>
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<tbody>
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**Number of Individuals / Survey Responses used for Comparisons:** 45 / 459


**Pct** = Percentile Rank (Higher is better)