

# Student Evaluation of Instruction and Course

University of Missouri-Columbia

Form B - 3

Instructor: Howland, Jane L

Semester: Spring 2009

Course Subject: IS\_LT

Section: 02

Catalog Number: 7361

Course Id: 007611

Description: INTRO TO DIGITAL MEDIA

Class Number: 78336

Department or Unit: MU-D SISLT(IS

Number of Respondents: 7

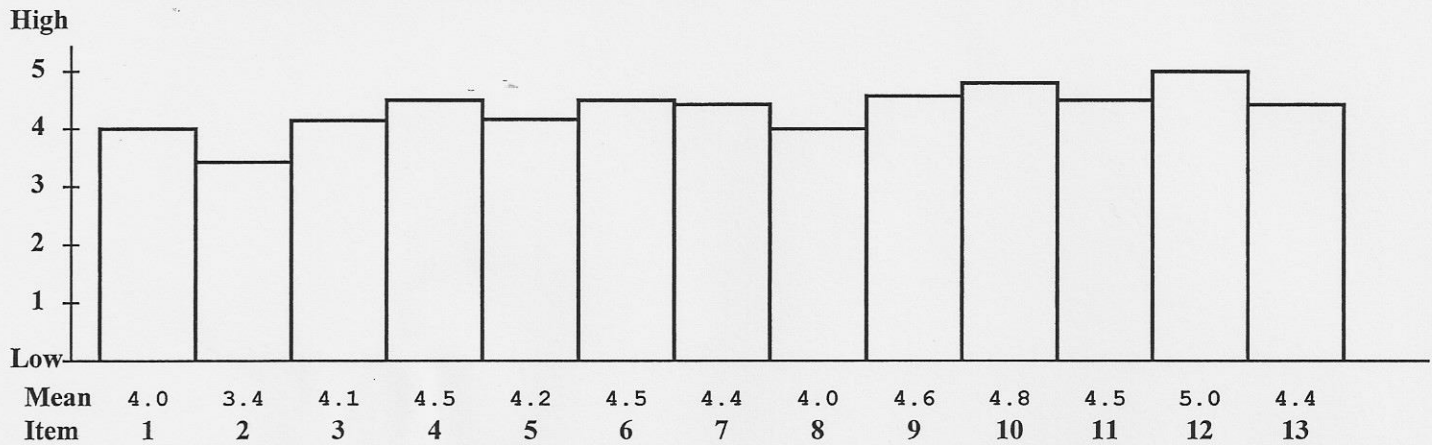
		Percent Responding						
Section I Consumer Information		SA 4	A 3	D 2	SD 1	# Resp.	Mean	
1. Course content and expectations were presented clearly		71.4	14.3	14.3	0.0	7	3.6	
2. The instructor was interested in student learning		71.4	28.6	0.0	0.0	7	3.7	
3. All things considered, the instructor taught effectively		66.7	33.3	0.0	0.0	6	3.7	
Section II Diagnostic Feedback		High 5	4	3	2	Low 1	# Resp.	Mean
1. Instructor's organization of the course		28.6	42.9	28.6	0.0	0.0	7	4.0
2. Sequential presentation of concepts		42.9	14.3	0.0	28.6	14.3	7	3.4
3. Instructor's explanations		57.1	14.3	14.3	14.3	0.0	7	4.1
4. Ability to present alternative explanations		50.0	50.0	0.0	0.0	0.0	6	4.5
5. Use of examples and illustrations		66.7	0.0	16.7	16.7	0.0	6	4.2
6. Instructor's enhancement of student interest		66.7	16.7	16.7	0.0	0.0	6	4.5
7. Student confidence in instructor's knowledge		42.9	57.1	0.0	0.0	0.0	7	4.4
8. Instructor's enthusiasm		57.1	14.3	0.0	28.6	0.0	7	4.0
9. Clarity of course objectives		57.1	42.9	0.0	0.0	0.0	7	4.6
10. Interest level of class sessions		80.0	20.0	0.0	0.0	0.0	5	4.8
11. Availability of extra help when needed		50.0	50.0	0.0	0.0	0.0	6	4.5
12. Instructor's language proficiency		100.0	0.0	0.0	0.0	0.0	7	5.0
13. Instructor's use of technology		57.1	28.6	14.3	0.0	0.0	7	4.4
Section III General Evaluation		E	QG	S	F	P	# Resp.	Mean
1. The course as a whole		57.1	28.6	14.3	0.0	0.0	7	4.4
2. The content of the course		28.6	57.1	14.3	0.0	0.0	7	4.1
Section IV Information for Other Students		E	QG	S	F	P	# Resp.	Mean
1. Use of class time		60.0	40.0	0.0	0.0	0.0	5	4.6
2. Amount you learned in the course		33.3	50.0	16.7	0.0	0.0	6	4.2
3. Relevance and usefulness of course content		28.6	57.1	14.3	0.0	0.0	7	4.1
4. Evaluative and grading techniques (tests,papers,projects)		28.6	57.1	0.0	14.3	0.0	7	4.0
5. Reasonableness of assigned work		57.1	42.9	0.0	0.0	0.0	7	4.6
6. Clarity of student responsibilities and requirements		71.4	14.3	14.3	0.0	0.0	7	4.6

Section V General Information About Your Students (percent of respondents)										% Completed Assigned Work	
Wanted Course		Course Is		Class		Expected Grade		% Attendance			
Yes	100.0	In major	71.4	Freshman	0.0	A	100.0	0-25	0.0	0-25	0.0
No	0.0	In minor	0.0	Sophomore	0.0	B	0.0	26-50	0.0	26-50	14.3
Neutral	0.0	Elective	14.3	Junior	0.0	C	0.0	51-75	0.0	51-75	0.0
Omit	0.0	General	0.0	Senior	0.0	D	0.0	76-90	0.0	76-90	0.0
		Other	14.3	Graduate	71.4	F	0.0	91-100	42.9	91-100	71.4
		Omit	0.0	Other	28.6	S	0.0	NA	57.1	NA	14.3
				Omit	0.0	U	0.0	Omit	0.0	Omit	0.0
						Omit	0.0				

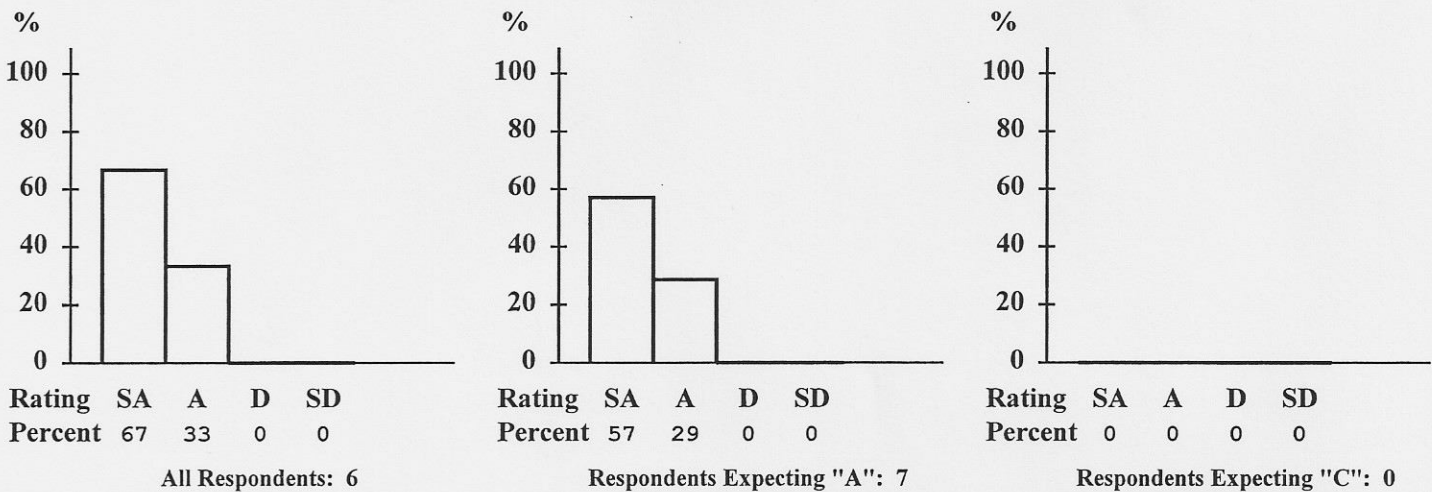
Section VI Optional Items		E	QG	S	F	P	# Resp.	Mean
E = Excellent	1.	0.0	0.0	0.0	0.0	0.0	0	0.0
QS = Quite Good	2.	0.0	0.0	0.0	0.0	0.0	0	0.0
S = Satisfactory	3.	0.0	0.0	0.0	0.0	0.0	0	0.0
F = Fair	4.	0.0	0.0	0.0	0.0	0.0	0	0.0
P = Poor								

	1	2	3	4	5	6	7	8	9	# Resp.	Mean
5.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0	0.0
6.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0	0.0
7.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0	0.0
8.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0	0.0

**Section II Graphic Representation of Means of Items in Section II**



**Section I Consumer Information Item 3: Overall Teaching Effectiveness**



FOR HELP WITH INTERPRETATION, CONTACT THE OFFICE OF PROGRAM FOR EXCELLENCE IN TEACHING. PHONE: 882-6260

PROCESSED AT THE ASSESSMENT RESOURCE CENTER

# Review and Reflections

78336

7361

Introduction to Digital Media

Instructor *Howland, Jane*

Useful Applications

Teach or Work

Environment

Inst. Excel

Instructor Improve

Your Experience

Results in a better quality product that I can produce. I now understand compression better for video and audio.

Adding interactive tutorials or visual examples.

The web showcase is a

The definition of "creativity" as a rubric item seemed hard to pinpoint. I found this frustrating. I do not have an artistic background--could be why.

Some of the course docs were outdated/inaccurate. Having assignment requirements posted as announcements on Sakai could have been difficult for some. I had trouble figuring out the points values of rubric items and even asked some teachers to help me figure one of them out and they could not.

There is a lot of self study with teaching one's self to use the programs. I think some could find it difficult. The suggested reading was helpful in this area.

I learned new techniques for creating and managing digital media.

Instructor was readily available.

I expected a little more technical content, but course was good.

Manipulating/creating image and audio files as well as compressing image, audio, and video files for display on the Internet will be quite useful.

Improved confidence and expertise in showcasing digital media on the Web.

Dr. Howland's name is on this course, but Gordon Graber was actually the facilitator. He was very accessible and always replied promptly to questions/concerns. He also did a good job on applying questioning strategies to student Discussion Board posts early in the semester to elicit more input/discussion. Unit and project requirements/expectations provided were excellent. It was also helpful to have rubrics/scoring guides available when project information was posted so that we could evaluate our own work prior to project submission.

Monitor the Discussion Board more closely throughout the course to encourage more input from all participants as well as to intervene when unacceptable programs are being utilized for Project work. Pacing of the course was off. At times it seemed far too much time was provided for a particular assignment where I had completed all requirements with a couple of weeks to spare. On other, more in demanding content (for me), there seemed to be less time allotted. The posted schedule of due dates was modified during the course.

Overall, it moved at a slower pace than I expected. That is understandable since this was a 16 week course, and all other online courses I've taken were 8 weeks in length. One critical element of an online course is consistent class member participation... especially when you're required to respond to a number of Discussion Board comments and Peer Reviews. Unfortunately, I was surprised at the apathy and procrastination of so many of the participants. It sometimes appeared that several had not even read the Discussion Board, Peer Review, or Project requirements.