

Internal Student Evaluation – Shauna Schullo

Each semester an anonymous survey is conducted to collect information on my teaching and the course. Instructions for end of semester evaluations were as follows: Please answer the following questions truthfully and to the best of your ability. Your input is very important to us. Remember, your survey is anonymous, so you can say anything you like. There are 25 questions of which 7 are open ended essay type questions. The results from Summer 2002 to Fall 2005 are presented here.

Questions:

Rating the Level of the Course

1. Compared to other courses, understanding the subject matter of this course was:
2. The amount of effort required considering the number of credit hours for this course was:
3. Overall, how would you compare the value of this course against other courses at this level you have taken at a distance?
4. Overall, how would you compare the value of this course against courses you have taken in a traditional classroom setting?
5. I would recommend this course to others.
6. Please add any comments you might have about the level of the content and the work load in this course.

Rating the Course Content and Design

7. How clearly were the course objectives defined at the outset of this course?
8. How well were the course objectives accomplished in relation to stated goals?
9. How helpful were the course readings for understanding the subject matter?
10. What assignments did you feel were the most useful and why?
11. What assignments did you feel were the least useful and why?
12. Degree to which subject was made stimulating or relevant.
13. Administration of the course and organization of materials.
14. Level of interaction (student-student and student instructor) provided by the instructor/s.

Rating the Instructor(s):

15. Apparent knowledge of subject matter.
16. Success in communicating or explaining subject matter.
17. Concern and respect for students as individuals.
18. Fairness in assigning grades.
19. The speed and helpfulness of response from the instructor/s when questions were asked was...
20. Overall rating of the instructor/s.
21. I would recommend the instructor/s to others who are interested in taking an on-line course.
22. Please add any additional comments about the instructors that you would like to provide.
23. Since the group project was a substantial part of your grade and we recognize the difficulty of group work in this environment, please tell us how you felt about the group experience in this class. (STARTING FALL 2002)
24. After having participated in the group experience, can you suggest ways that this portion of the class could be improved and made less threatening? Please be open and imaginative ;-) (STARTING FALL 2002)
25. Please provide any additional comments that you might have about this course in the space provided.

Note: Summer 2003 and Fall 2003 were not retrievable due to problems with Blackboard probably due to repeated system upgrades. Did not teach spring 2005 and Summer 2005 in order to complete my dissertation.

Student Responses by Term

Term	Q1	Q2	Q3	Q4	Q5
Summer 2002 Response Rate 19/26 Guest speaker/ GA – Sally Szydlo	21% not difficult at all 79% moderately difficult 0% extremely difficult 0% Unanswered	0% too low 58% reasonable 42% excessive 0% Unanswered	5% Much above 16% Somewhat above 32% About the same 5% Somewhat below 0% Much below 42% Not applicable 0% Unanswered	5% Much above 32% Somewhat above 47% About the same 26% Somewhat below 0% Much below 0% Not applicable 0% Unanswered	32% Strongly agree 26% Agree 37% Somewhat agree 5% Disagree 0% Strongly disagree 0% Not applicable 0% Unanswered
Fall 2002 Response Rate 11/16 Guest Speaker – Diane Williams	64 % not difficult at all 27% moderately difficult 9% extremely difficult 0% Unanswered	0% too low 36% reasonable 64% excessive 0% Unanswered	9% Much above 55% Somewhat above 0% About the same 27% Somewhat below 0% Much below 9% Not applicable 0% Unanswered	9% Much above 36% Somewhat above 27% About the same 9% Somewhat below 18% Much below 0% Not applicable 0% Unanswered	45% Strongly agree 18% Agree 9% Somewhat agree 18% Disagree 9% Strongly disagree 0% Not applicable 0% Unanswered
Spring 2003 Response Rate 8/13 Guest speaker – Sally Szydlo	50 % not difficult at all 38% moderately difficult 15% extremely difficult 0% Unanswered	0% too low 50% reasonable 50% excessive 0% Unanswered	63% Much above 13% Somewhat above 25% About the same 0% Somewhat below 0% Much below 0% Not applicable 0% Unanswered	63% Much above 13% Somewhat above 25% About the same 0% Somewhat below 0% Much below 0% Not applicable 0% Unanswered	63% Strongly agree 25% Agree 13% Somewhat agree 0% Disagree 0% Strongly disagree 0% Not applicable 0% Unanswered
Spring 2004 Response Rate 13/13 Co-taught (needed instructor of record) Dr. Chet Lyskawa	38 % not difficult at all 62% moderately difficult 0% extremely difficult 0% Unanswered	0% too low 77% reasonable 23% excessive 0% Unanswered	15% Much above 38% Somewhat above 31% About the same 0% Somewhat below 0% Much below 15% Not applicable 0% Unanswered	8% Much above 46% Somewhat above 46% About the same 0% Somewhat below 0% Much below 0% Not applicable 0% Unanswered	31% Strongly agree 54% Agree 8% Somewhat agree 8% Disagree 0% Strongly disagree 0% Not applicable 0% Unanswered
Summer 2004 Response Rate 21/23 Co-taught (needed instructor of record) Dr. Chet Lyskawa	14 % not difficult at all 76% moderately difficult 0% extremely difficult 10% Unanswered	0% too low 81% reasonable 9% excessive 10% Unanswered	19% Much above 38% Somewhat above 14% About the same 0% Somewhat below 0% Much below 19% Not applicable 10% Unanswered	9% Much above 29% Somewhat above 52% About the same 0% Somewhat below 0% Much below 0% Not applicable 10% Unanswered	43% Strongly agree 24% Agree 9% Somewhat agree 9% Disagree 5% Strongly disagree 0% Not applicable 10% Unanswered
Fall 2004 Response Rate 12/13 Co-taught (needed instructor of record) Dr. Chet Lyskawa	33 % not difficult at all 58% moderately difficult 8% extremely difficult 0% Unanswered	8% too low 50% reasonable 42% excessive 0% Unanswered	25% Much above 25% Somewhat above 25% About the same 0% Somewhat below 0% Much below 17% Not applicable 0% Unanswered	25% Much above 25% Somewhat above 42% About the same 8% Somewhat below 0% Much below 0% Not applicable 0% Unanswered	43% Strongly agree 33% Agree 17% Somewhat agree 0% Disagree 0% Strongly disagree 8% Not applicable 0% Unanswered
Fall 2005 Response Rate 4/4 GA – Melissa Venable	0 % not difficult at all 100% moderately difficult 0% extremely difficult 0% Unanswered	0% too low 100% reasonable 0% excessive 0% Unanswered	25% Much above 50% Somewhat above 0% About the same 25% Somewhat below 0% Much below 0% Not applicable 0% Unanswered	25% Much above 25% Somewhat above 25% About the same 25% Somewhat below 0% Much below 0% Not applicable 0% Unanswered	50% Strongly agree 25% Agree 0% Somewhat agree 25% Disagree 0% Strongly disagree 0% Not applicable 0% Unanswered

Term	Q7	Q8	Q9	Q12	Q13	Q14
Summer 2002 Response Rate 19/26 Guest speaker/ GA – Sally Szydlo	69% very clearly 31% adequately 0% somewhat clearly 0% not clearly at all 0% Unanswered	23% Somewhat more was actually accomplished than specified by the objectives 77% Actual accomplishments were consistent with the objectives 0% most goals relating to the course objectives were not accomplished 0% Unanswered	62% Extremely helpful 38% Somewhat helpful 0% Not helpful 0% Unanswered	26% Excellent 58% Good 16% Fair 0% Poor 0% Unanswered	55% Excellent 36% Good 0% Fair 9% Poor 0% Unanswered	37% Excellent 47% Good 16% Fair 0% Poor 0% Unanswered
Fall 2002 Response Rate 11/16 Guest Speaker – Diane Williams	55% very clearly 36% adequately 9% somewhat clearly 0% not clearly at all 0% Unanswered	63% Somewhat more was actually accomplished than specified by the objectives 37% Actual accomplishments were consistent with the objectives 0% most goals relating to the course objectives were not accomplished 0% Unanswered	75% Extremely helpful 25% Somewhat helpful 0% Not helpful 0% Unanswered	45% Excellent 27% Good 27% Fair 0% Poor 0% Unanswered	26% Excellent 47% Good 16% Fair 11% Poor 0% Unanswered	36% Excellent 45% Good 18% Fair 0% Poor 0% Unanswered
Spring 2003 Response Rate 8/13 Guest speaker – Sally Szydlo	75% very clearly 25% adequately 0% somewhat clearly 0% not clearly at all 0% Unanswered	63% Somewhat more was actually accomplished than specified by the objectives 37% Actual accomplishments were consistent with the objectives 0% most goals relating to the course objectives were not accomplished 0% Unanswered	75% Extremely helpful 25% Somewhat helpful 0% Not helpful 0% Unanswered	75% Excellent 25% Good 0% Fair 0% Poor 0% Unanswered	63% Excellent 25% Good 12% Fair 11% Poor 0% Unanswered	88% Excellent 12% Good 0% Fair 0% Poor 0% Unanswered
Spring 2004 Response Rate 13/13 Co-taught (needed instructor of record) Dr. Chet Lyskawa	69% very clearly 31% adequately 0% somewhat clearly 0% not clearly at all 0% Unanswered	23% Somewhat more was actually accomplished than specified by the objectives 77% Actual accomplishments were consistent with the objectives 0% most goals relating to the course objectives were not accomplished 0% Unanswered	62% Extremely helpful 38% Somewhat helpful 0% Not helpful 0% Unanswered	54% Excellent 31% Good 15% Fair 0% Poor 0% Unanswered	61% Excellent 31% Good 0% Fair 8% Poor 0% Unanswered	38% Excellent 46% Good 15% Fair 0% Poor 0% Unanswered
Summer 2004 Response Rate 21/23 Co-taught (needed instructor of record) Dr. Chet Lyskawa	57% very clearly 33% adequately 0% somewhat clearly 0% not clearly at all 10% Unanswered	9% Somewhat more was actually accomplished than specified by the objectives 81% Actual accomplishments were consistent with the objectives 0% most goals relating to the course objectives were not accomplished 10% Unanswered	81% Extremely helpful 9% Somewhat helpful 0% Not helpful 10% Unanswered	57% Excellent 33% Good 0% Fair 0% Poor 10% Unanswered	43% Excellent 43% Good 5% Fair 0% Poor 10% Unanswered	67% Excellent 19% Good 5% Fair 0% Poor 10% Unanswered
Fall 2004 Response Rate 12/13 Co-taught (needed instructor of record) Dr. Chet Lyskawa	50% very clearly 33% adequately 17% somewhat clearly 0% not clearly at all 0% Unanswered	33% Somewhat more was actually accomplished than specified by the objectives 58% Actual accomplishments were consistent with the objectives 8% most goals relating to the course objectives were not accomplished 0% Unanswered	62% Extremely helpful 38% Somewhat helpful 0% Not helpful 0% Unanswered	42% Excellent 42% Good 17% Fair 0% Poor 0% Unanswered	67% Excellent 8% Good 25% Fair 8% Poor 0% Unanswered	50% Excellent 17% Good 25% Fair 0% Poor 0% Unanswered
Fall 2005 Response Rate 4/4 GA – Melissa Venable	75% very clearly 0% adequately 25% somewhat clearly 0% not clearly at all 0% Unanswered	25% Somewhat more was actually accomplished than specified by the objectives 75% Actual accomplishments were consistent with the objectives 0% most goals relating to the course objectives were not accomplished 0% Unanswered	50% Extremely helpful 25% Somewhat helpful 25% Not helpful 0% Unanswered	50% Excellent 50% Good 0% Fair 0% Poor 0% Unanswered	75% Excellent 25% Good 0% Fair 0% Poor 0% Unanswered	0% Excellent 100% Good 0% Fair 0% Poor 0% Unanswered

Term	Q15	Q16	Q17	Q18	Q19	Q20	Q21
Summer 2002 Response Rate 19/26 Guest speaker/ GA – Sally Szydlo	63% Excellent 26% Good 11 % Fair 0% Poor 0% Unanswered	26% Excellent 47% Good 21% Fair 5% Poor 0% Unanswered	52% Excellent 37% Good 11% Fair 0% Poor 0% Unanswered	47% Excellent 37% Good 11% Fair 0% Poor 5% Unanswered	32% Excellent 42% Good 26% Fair 0% Poor 0% Unanswered	47% Excellent 32% Good 21% Fair 0% Poor 0% Unanswered	32% Strongly agree 26% Agree 21% Fair 11% Disagree 0% Strongly disagree 0% Not applicable 0% Unanswered
Fall 2002 Response Rate 11/16 Guest Speaker – Diane Williams	82% Excellent 18% Good 0 % Fair 0% Poor 0% Unanswered	64% Excellent 18% Good 18% Fair 0% Poor 0% Unanswered	73% Excellent 27% Good 0% Fair 0% Poor 0% Unanswered	55% Excellent 45% Good 0% Fair 0% Poor 0% Unanswered	64% Excellent 27% Good 9% Fair 0% Poor 0% Unanswered	64% Excellent 27% Good 9% Fair 0% Poor 0% Unanswered	55% Strongly agree 36% Agree 9% Somewhat agree 0% Disagree 0% Strongly disagree 0% Not applicable 0% Unanswered
Spring 2003 Response Rate 8/13 Guest speaker – Sally Szydlo	100% Excellent 0% Good 0 % Fair 0% Poor 0% Unanswered	88% Excellent 12% Good 0% Fair 0% Poor 0% Unanswered	88% Excellent 0% Good 12% Fair 0% Poor 0% Unanswered	88% Excellent 12% Good 0% Fair 0% Poor 0% Unanswered	100% Excellent 0% Good 0% Fair 0% Poor 0% Unanswered	88% Excellent 12% Good 0% Fair 0% Poor 0% Unanswered	88% Strongly agree 12% Agree 0% Somewhat agree 0% Disagree 0% Strongly disagree 0% Not applicable 0% Unanswered
Spring 2004 Response Rate 13/13 Co-taught (needed instructor of record) Dr. Chet Lyskawa	85% Excellent 15% Good 0 % Fair 0% Poor 0% Unanswered	77% Excellent 23% Good 0% Fair 0% Poor 0% Unanswered	85% Excellent 15% Good 0% Fair 0% Poor 0% Unanswered	85% Excellent 15% Good 0% Fair 0% Poor 0% Unanswered	92% Excellent 8% Good 0% Fair 0% Poor 0% Unanswered	77% Excellent 23% Good 0% Fair 0% Poor 0% Unanswered	69% Strongly agree 31% Agree 0% Somewhat agree 0% Disagree 0% Strongly disagree 0% Not applicable 0% Unanswered
Summer 2004 Response Rate 21/23 Co-taught (needed instructor of record) Dr. Chet Lyskawa	81% Excellent 9% Good 0 % Fair 0% Poor 10% Unanswered	71% Excellent 14% Good 5% Fair 0% Poor 10% Unanswered	76% Excellent 14% Good 0% Fair 0% Poor 10% Unanswered	71% Excellent 19% Good 0% Fair 0% Poor 10% Unanswered	76% Excellent 14% Good 0% Fair 0% Poor 10% Unanswered	76% Excellent 14% Good 0% Fair 0% Poor 10% Unanswered	71% Strongly agree 14% Agree 5% Somewhat agree 0% Disagree 0% Strongly disagree 0% Not applicable 10% Unanswered
Fall 2004 Response Rate 12/13 Co-taught (needed instructor of record) Dr. Chet Lyskawa	92% Excellent 8% Good 0 % Fair 0% Poor 0% Unanswered	67% Excellent 17% Good 8% Fair 8% Poor 0% Unanswered	100% Excellent 0% Good 0% Fair 0% Poor 0% Unanswered	75% Excellent 25% Good 0% Fair 0% Poor 0% Unanswered	75% Excellent 17% Good 8% Fair 0% Poor 0% Unanswered	83% Excellent 8% Good 8% Fair 0% Poor 0% Unanswered	83% Strongly agree 0% Agree 8% Somewhat agree 0% Disagree 0% Strongly disagree 8% Not applicable 0% Unanswered
Fall 2005 Response Rate 4/4 GA – Melissa Venable	100% Excellent 0% Good 0 % Fair 0% Poor 0% Unanswered	75% Excellent 25% Good 0 % Fair 0% Poor 0% Unanswered	100% Excellent 0% Good 0% Fair 0% Poor 0% Unanswered	100% Excellent 0% Good 0% Fair 0% Poor 0% Unanswered	100% Excellent 0% Good 0% Fair 0% Poor 0% Unanswered	100% Excellent 0% Good 0% Fair 0% Poor 0% Unanswered	100% Strongly agree 0% Agree 0% Somewhat agree 0% Disagree 0% Strongly disagree 0% Not applicable 0% Unanswered

Written Comments to Essay Style Questions

Question 6 Responses - Please add any comments you might have about the level of the content and the work load in this course.

Summer 2002

- There was a lot of work due the last couple weeks. This is not necessary unusual, but given the format it seemed there was a lot packed in the last few weeks.
- I think the course was interesting and although it was challenging at moments, I felt comfortable when reading the materials and doing the assignments. I would contribute this to Shaun's support and to the well-planned content delivery.
- I spent lots of time especially the last few weeks checking my e-mail, discussion thread, etc. so that I could respond quickly to my classmates as well as to my group.
- The class was a great experience, however the amount of work required per week is extremely time consuming in comparison to other classes. I realize that there is only a short amount of time, however weekly deadlines with required postings and reading over 60 messages per week is extremely exhausting.
- If I had known in advance that group work was going to be such a large component of the course, I might have postponed signing up for it until I had more time.
- The level of the content was fine but the amount of work load was excessive.
- excellent course!! Great work on putting it together, Shauna and Sally!!! Shauna thank you for being so supportive throughout the course. I appreciate it.
- actually I feel the reading assignments are a little bit too much for one week.
- it was a lot of work but it was useful
- I found the work load was a little heavy but I also have to take into account the five weeks lost during the summer.
- The level of the content was quite demanding for a student that is NOT an education major
- Don't combine the Masters and PhD level courses. It's not working.
- Work load seemed an attempt to justify the existence of the course, as though because it is a DL course, it needs additional busy work assigned to prove its viability.
- I found the content to be very interesting and the design of the course to be quite effective. I sometimes felt a little overwhelmed with the amount of time required to truly digest the material and complete the assignments.
- content and workload was more or less appropriate for the level of the course
- Somewhat time consuming and takes too long to get to the point of actually being able to complete an assignment.
- I thoroughly enjoyed this course which was my first online one at USF. I find the subject matter fascinating.
- I did work VERY hard on the assignments, but expected to in a Grad course of any caliber!
- was good in terms of level
- It was well done. I appreciate having due dates. The work load was not overwhelming.

Fall 2002

- Workload is excessive.
- Lots of writing. Maybe too much, especially having one's grade depend on responding to what someone else wrote. This did foster interaction and maybe that was the goal. Not to say this was a bad thing, it was just something I found burdensome. And I certainly wouldn't change the course just because one person found this aspect to be a chore.
- Thank you for allowing me to vent.
- And question 9 is not a fair question. Of course the readings were helpful since the responses we wrote depended on the reading!
- A little overwhelming at the beginning of the course what with the amount of reading that was involved. I would like to have seen a little more multimedia presentation instead of reading. Get more students involved this way. Since we talked a lot during the course of ways to improve course content and ways to increase student participation a couple of more interactive sessions would have been to our benefit.
- My response to question 4 was not completely accurate. I think I learned more than I have in other traditional classes, but not all other traditional classes... so it would depend on which traditional classes. Overall, I learned a lot of new material from this class and really enjoyed it.

- excessive non-value-added activities
- I felt the workload was a little excessive. Not in the actual work, but the due dates. I felt like I was in high school having fairly strict due dates. I understand the due dates are to help procrastinators, but it takes away from the people that are efficient enough to work on their own pace. Some people get bogged down in life and try to juggle things, but having weekly due dates gets frustrating.
- I have enjoyed this course.
- Sometimes it was difficult to keep up the technological needs, reading and writing requirements, and be involved in a discussion and group project. It was good to have exposure to a variety of activities, but sometimes it was overwhelming.
- It seemed like the work load was heavy at first, but once I got involved in the course, I realized that the readings actually helped me - especially being new to the subject area.
- I worked hard, but I learned a lot. I received fair value for the amount of work I did. I think the work load was high (compared to other IT courses), but appropriate for a graduate course. I appreciate the opportunity to work at a graduate level.

Spring 2003

- I found the workload to be heavy. I also had difficulty in tracking what was due and when. As it turned out, that was not a problem, since the instructor was most helpful. However, it was always a "nagging" issue with me.
- The level of content was easy to understand, however it was quite extensive. I definitely learned a lot about distance education and the instructor facilitated deeper thinking about the subject.
- The content was appropriate and well organized to the level that was necessary for the students enrolled.
- The required reading was extensive and intensive. It was difficult to tell how much was expected to be digested. Study questions at each segment of the sites would guide understanding and reduce cognitive load. Reading over the completion of other's guided study's would review material for learners and enable those who choose different topics to briefly and in a more organized fashion share what they had read.
- The content was right on. At times, the workload seemed a lot, but that was mainly due to the time I missed at the beginning of the course. That put me behind quite a bit, but it was not anything you had control of.
- Unfortunately, I started the class late and have struggled to catch up and stay caught up. It seems harder when you don't meet.
- the amount of reading is equivalent to traditional grad level classroom courses, but it is more challenging to keep up with it all n the online format

Spring 2004

- This course was well designed and coordinated. I often had trouble keeping up due to my own time constraints. But with that said, there is nothing I would remove. I would just encourage you to stress the amount of time this course involves up front so the student has the opportunity to evaluate it early.
- I think the level of content is great. I'd like to see more cutting edge information about the field of training at a corporate level.
- Although at times the work load (readings and web time) was somewhat heavy, I enjoyed participating in this course. It was my first attempt at a distance learning course. I believe the quality of instruction and the content was great. This course has certainly set the bar high for any other online course I take.
- I think that against the common believe that DL course have low level and easy work, this course was very exigent in both level of contents and assignments.
- none
- Although it was a heavy workload, it was not unmanagemable. I work 50 hours a week and took 2 grad courses and met my deadlines. It was very interesting, so it was easy to keep up with the work.
- Also, students interacted very well, I thought. That made a big difference in my satisfaction of taking this course.
- I thought the work load was sufficient and wouldn't change that. The readings were a little abstract and wordy. There were a few articles that I considered very fat. Every page gave loads of information. There were a few that I felt were not necessary, because they were very similar to others.
- Unfortunately, I found the variety of assignments confusing and overwhelming. It is almost like there are too many places to look and find information.
- group work is frustrating
- The work load was nicely laid out and not excessive. It worked well with to provide students with enough feedback and interaction with each other. The synchronous session was helpful and maybe more sessions like that would be good because this way students can see the type of tools that are available in the market to

accommodate distance learning. Keep this part in your curriculum...it works well.

- At times the reading component was a bit taxing. While it offered different perspectives on the content it was overwhelming at times.
- I think there should be a change in the amount reading that is required for the course. The assignments were fine.

Summer 2004

- This was my first DL, I did not expect a 7 day commitment, I just thought it would be basically be a set 3-4 hour time in the week but I realized I had to check daily to keep up. I thought expectation were set and were very clear on how to be successful in the program. I thought he modules were designed with real life application weaved in- I appreciated that.
- The level of content was excellent. The work load was manageable, however, I would have loved to spend more time with the message board. Sometimes the quantity of reading, writing and project work at one time made that challenging.
- Assignments were not clear, not easy to follow. Too much change in syllabus during the course.
- Coming into the class I had expectations about learning more hands-on Distance Learning skills. I did not realize that this was a theory-based course. However, having worked through the theories I feel that an individual paper may be necessary. I read the Proposal paper assigned to the other portion of the class and I feel that it would be appropriate for both.
- I believe the level of the content and the work load were appropriate for a course of this nature.
- I believe the coursework was challenging and the group work a great experience. As one of those opposed to doing group work in a distance course, this one was successful for more than course design and group selection. My attitude was addressed in the general discussions and being open-minded allowed me to experiment and succeed.
- Some modules required a lot of reading, with a significant portion of it only accessory to the main topic or objective, maybe a more targeted selection of reading material would be more beneficial to those who like a more guided, structured learning environment.
-
- There was too little time for feedback between the Final Project presentations and the due date to really provide or receive good feedback.
- I think the work load was appropriate for this course. I did not feel overwhelmed, but it was a challenge for me to keep up, especially with the reading.
- It was a lot of work, but we knew it from the beginning. I learned a lot and enjoyed the class thoroughly. It is by far the best long distance class I have ever taken. Some instructors should take this class before being allowed to teach long distance classes.
- I thought it was all very manageable. I did find the placement of all assignments to be confusing at time (could have been more centralized). Hard to find what was where at times between the syllabus, discussion question descriptions, assignment due date document, etc.
- I had no problem with the work load in this course. I had a problem locating the last two assignments.
- Thank you.
- It is a great deal of work. Although it is fun and interesting to stay up on everything you would have to take this as your only course in the semester. I would have liked to have learned more about DL instruction, and literally doing it as opposed to what it is. I think we all know what DL is, but how do you successfully teach a DL course? What are the techniques, tips, tools?
- The synchronous sessions were hard on my schedule. They took ALOT of time between getting ready and setting up. I didn't have a mic so I had to go get one. Also, I had to get Road Runner to keep up. Those things were what stand out as stressful.
- I did not realize how much web related reading material there would be. I liked not purchasing a book (big plus!), but not having an easy reference point was difficult for me. For example when answering a question to a discussion I did not have a book to just flip open to jog my memory. That was a challenge to get use to it and I am not sure I did.
- I enjoyed having links to the readings, because it cut down of book buying.
- Several of the assignments seemed redundant, a little like busy work. The requirement to join and respond to discussion threads made me very conscious of the course assignment checklist.
- Level of the content was good. I thought the work load was going to be too high based on the first few weeks of the course, but it levelled out and was manageable.
- The work was appropriate for an upper level course

Fall 2004

- Despite withdrawing and subsequently re-enrolling in the course, I somehow managed to become very close to completely caught up with the advice and help of Shauna and my fantastic teammates. The most difficult part of the course for me has been finding time for the reading assignments. However, I am very happy that I continued in the course and that I will be completing it!
- I found this course to be very helpful in understanding what DL is all about.
- Not sure of the course goals - I thought the class would teach me to teach DL classes - seems more like a research class.
- It is hard for me to judge the content and work load of this course as this was my first doctorate level course. I was not prepared for then increased work load, both in the course and in my personal and professional life at this time. I was a bit overwhelmed.
- As with most courses, this class let students decide how much they were going to get out of it. I think you could 'get by' with doing less or if you were interested in the material - there was enough info for you to spend hours and hours (and hours) each week on it. I think this is the way graduate classes have to work.
- I also appreciated all the choices we had in where we wanted to spend our time reading / evaluating / discussing. It wouldn't have been nearly as valuable for me if all of the discussions readings were K-12 or industry - but since we got to choose, I was able to tailor this course to my practical needs as well as get a great overview on DL.
- All in all, it was a great learning experience. You both were very motivating & offered many opportunities to learn & explore the field.
- Thanks-
- I found the volume of work to be excessive. I understand that the loss of classroom time requires extra work but I found myself spending far more time than I expected.
- The discussions seemed forced. This could have been a volume issue. We were all just trying to get through the assignments so we didn't feel as though we had time to really participate.
- The reading assignments need to be updated and pared down a bit. Many of them were repetitive and a chore to read.
- I think that the course content needed more opportunities to design content for online courses. I also felt that we needed to have more written assignments on various distance learning topics.
- I felt that there was too much work for the doctoral level version of the course. It seems to me that the normal workload and writing assignments for the graduate level would have covered the requirements for the doctoral level without the addition of such a heavily weighted final paper. Or perhaps the paper should not have been such a heavy point total and been more like 6-10 points instead of 25.
- Though my first distance learning class, I enjoyed myself and look forward to the 2 classes I have next semester.
- The level and work load was fine, I had some personal problems this semester, and was not able to do my very best in the course. I did learn a great deal from the instructors.
- It was right on target not overbearing, but challenging at the same time
- Excellent content with good modeling scenarios, even the not so successful group project.

Fall 2005

- The course fluctuated in terms of the amount of effort required. The unevenness actually made it more difficult to stay on track. At the beginning, it seemed there was too much work, then the work all went away (or at least formal requirements for replying to the bulletin board and turning assignments). I would recommend a more even flow to keep students on task.
- The level of content was good. I enjoyed the scholarly readings about distance learning research. The hands-on assignments were also good, e.g., Elluminate Live and Moodle.
- The work load was significant indeed. I had heard that the course work comprises LOTS of assignments which I found to be accurate.
- It was fair and the level I anticipated. It was a lot of work - but I expected that.

Questions 10 Responses - What assignments did you feel were the most useful and why?

Summer 2002

- The readings were useful, and the discussion board assignments gave students an opportunity to interact with each other which is a crucial element to learning.
- I think the course was interesting and although it was challenging at moments, I felt comfortable when reading the materials and doing the assignments. I would contribute this to Shaun's support and to the well-planned content delivery.
- For me, the group project was extremely useful –we developed a distance-learning project, which was great, what was even more important - it gave us the opportunity to apply distance communication this way connecting theory and practice. It worked very well for my group.
- actually designing a lesson using WEBCT
- After a rocky start, I found the group project was the most useful since it brought together everything we had learned. It really made you think about all the details involved in a distance learning course.
- the final project. It gave us a practical experience to use the distance education theories.
- I found the final project to be a very good way to integrate many aspects of the course.
- The discussion assignments were very useful because I got very good insights from the other students
- The project and flow chart were useful assignments as it made me realize the full scale of what a DL course entails.
- I thought that the lesson with the ADDIE materials on instructional design were very useful because they presented a lot of directly applicable information in a small amount of reading.
- Creating the WebCT course. This is the type of experience I expected more of.
- Synchronous Assignment, Course Project.
- From the beginning going into groups within related fields and posting to one another, i.e. adult education (or something similar) grouped together and read material that pertain more to their field.
- The synchronous session.
- The WebCt lesson (if it had worked)
- The flowchart.
- Responding to other students postings.
- Groups.
- Group project. Because it allowed for a synthesis of the material being focused on in the class
- Reading and discussion assignments, and term paper.
- I enjoyed the reading and Discussion Board very much. Also, my team member and I (final project) have become friends and plan on staying in touch.
- The thought pedagogical thought processes involved with the Blackboard asynchronous lesson was valuable. The group project was very enjoyable and potentially practical.

Fall 2002

- Oh no you don't. I've done enough writing for this course!
- Discussions were the most informative
- The readings on learning theory in the beginning. They set the stage for the rest of the course, and I didn't know squat about distance learning.
- the discussions were quite helpful and interesting
- The asynchronous assignments were most helpful because I see that as the future of DE.
- readings- although difficult to read online, they provided 99% of course education.
- Those that covered the different types of distance learning methodologies....differences with asy. & syn. - this (and these) particular assignments actually allowed me to

get a better understanding of the things that were presented & even better - a better understanding of these contents.

- Assignments involving the discussion board were good, though sometimes difficult to follow. Also the assignment involving the WebCT shell--it was useful to participate in the creation of the tools we use (provided some insight).
- I liked the synchronous event
- The live event, it looks as though it should become an intergral part of any distance learning class. It allows the students and the instructor to talk directly to answer immediate questions and eventually open the class to streaming video in which the students can see the instructor.
- The week we were able to experience synchronous distance learning. I really enjoyed talking with the people from elluminate. The vclass was so cool.

Spring 2003

- the asynchronous meetings were great. Not only was it an opportunity to talk to my classmates, but discussing the mechanics of it with Shauna was very beneficial.
- The application style projects and assignments (WebCT, Group Project stc.). They were directly relevant to what we might do with our degree.
- I felt the synchronous and asynchronous assignments were the most useful in that they clearly displayed the pros and cons of what are, obviously, the black and white of DL.
- synchronous activities - there is nothing like first hand experience
- Web CT assignment - I enjoyed experiencing a distance learning tool from the instructor's view point. I would have like to do this with BlackBoard as well.
- Teamwork, syncronous experience, group summary discussions and sharing, round-table topics.
- All of the assignments were enlightenting and useful. No one assignment stands out.
- the group project was very comprehensive, incorporating all aspects of course material

Spring 2004

- The group project was the most beneficial, in my opinion, since we had to exercise all that we had learned in this course for a constructive purpose. Some of us could actually be able to transfer this knowledge in the future.
- The synchronous assignment was the most helpful. It actually put into perspective the value of doing this type of learning in an on-line course.
- Topics like learning strategies because those apply to any type of learning
- The group assignments were the most useful. Not only did we talk about our project, but gave advice to each other on our assignments also. It was a nice collaboration.
- I like the assignment that allowed you to develop an actual distance course on Webct. I think that assignment put alot of the reading into perspective for me.
- I enjoyed designing the course in WebCT. I also thought the group project was very beneficial. I learned quite a lot throughout from other members in my group. I thought that the paper assigned for mod 7 concerning adding synchronous/asynchronous tools was also beneficial. It helped put things into perspective and gave me an idea of my level of understanding and knowledge.
- Project was a good way to tie all ements covered together.
- Synchronous learning session. It was great to use and apply the tools we had studied. I really enjoyed all of the discussion and readings.
- The discussion and readings were very helpful. Only sometimes, maybe more updated articles would be more interesting. I liked the round table discussions and synchronous sessions.I also liked the WebCt assignment.
- creating the webct course it showed us how to go about creating content online
- The Project activities were the most useful assignment because it allows to apply most of the knowledges given in the course.
- The group project was useful for the experience of working in a group at a distance.
- I loved the synchronous and asynchronous course topics. And, I think it was valuable to have each student do an (asynchronous) introduction at the beginning of the class.

Summer 2004

- I liked assignment W7, I think, where we had an opportunity to really wrap our thoughts around a topic by writing a 2 page essay on our considerations of being a DL instructor. It gave me time to logically brainstorm several thoughts from the course,exposed up to that point, and to use more of the systematic thinking I would use in a real DL development situation.

- I loved the research assignments. I enjoy finding new information especially about advancement in technology. Research and writing were an effective part of this class.
- I liked having to do the role play where I acted as a designer, I also liked making a course in the blackboard.
- For me the group work was most beneficial because of my previous reluctance. This course set us up for success and the experience was very rewarding for me. I no longer dread the idea of group work with a distance learning course or in the workplace in the future.
- I found the interchange in the Round Table discussion to be interesting and valuable. I enjoyed researching DL topics online. That opened a whole new world of research to me and I greatly appreciated it. I also found using Elluminate an extremely valuable experience.
- None
- Synchronous - Not as familiar as the traditional Learning of Asynchronous
- I felt that the debate type discussions were the most useful because they forced individuals to take a stand and defend it. This causes a lot of insightful postings. Oh, the synchronous sessions were also excellent!
- The group projects were useful because we got to apply the things we were learning into something very tangible and real-world.
- Synchronous communication sessions (gave us a good experience on how to organize one and what to expect), and the Final Project (getting to implement and apply the principles learned throughout the course).
- I like the WebCT most of all. Followed closely by the second synchronous class meeting.
- I enjoyed the student homepages. It was a nice way to get to know everyone early on. The group work was okay - not because I think we necessarily produced a great proposal, but because the group work allowed us to really use the technology and work through issues as we might expect students to in our own courses. The WebCT module was also good. It was simple, but helpful to have to find my way around another system.
- In terms of learning about the challenges of a distance learner, I thought the synchronous events were effective. The group work taught me that distance group work can actually be quite rewarding and a bonding experience with classmates.
- I found the webography assignment to be extremely useful, and it allowed us to pursue publications in the field.
- I also benefited from the theories and trends section of the class.
- Discussions of Synchron. and Asynch. courses. People need to know what is available out there for DE courses.
- The WebCT assignment came at the end and was somewhat sped over. It was one of the most useful as it gave me a clear cut framework for setting up a distance education opportunity. Until one is proficient in a subject, like creating distance opportunities, a pre-formed shell works well to raise the comfort level with the medium.
- Readings and written assignments were the most helpful in understanding the content and demonstrating knowledge and understanding of the content.
- I liked the discussions. they enabled us to discuss the readings and made sure we understood them.
- WebCT course design. It is actually doing it rather than just reading outdated material about it.

Fall 2004

- While time consuming, the readings were useful, as well as the discussion activities. However, the activity I found most useful was using Elluminate. Although I was unable to participate in the synchronous class meetings, I did go to Elluminate and view recorded sessions, where I learned a lot about this valuable tool for conducting online training.
- Most of the assignments were fine.
- I enjoyed Moodle. It gave me the real world application feel.
- I enjoyed the synchronous session. I liked talking to my fellow students and the instructor using Elluminate live.
- I think that most assignments were useful like the synchronous/asynchronous assignments. Reading about overall trends and research that we covered in Distance learning, I felt was useful and interesting in order to understand learners' profiles in online learning and what pedagogical methods are most effective in distance learning.
- The synchronous assignments were useful because that was when we came the closest to having a true discussion.
- I liked the forums. I also liked that you required references for our responses - so we weren't just allowed to talk off the top of our heads everytime but were forced to see what the literature had to say and incorporate that. There was a good blend of researched responses & responses based on experience - I always felt after I did a few research-responses, I was free to babble on & ask questions & that was good for me.

- I felt the group project was most useful, because of how it was designed.
- I liked the readings and discussions. I also enjoyed the Elluminate synchronous events.
- The discussions were very helpful.
- The discussions were incredible -- they were highly influential in solidifying the material and helping me to see it from different perspectives
- The readings were well chosen but not overly complex. They provided good, up to date info.

Fall 2005

- The research paper assignment was useful to me; I thought the role play of sending a proposal to a specific journal worked well.
- I also enjoyed the Moodle and Elluminate live assignments, as those gave me some extra practical skills.
- The moodle assignment was the most useful, because of the experience to see a new LCMS.
- I liked the assignments on Synchronous and Asynchronous activities and Elluminate. They made me really think!

Question 11 Responses - What assignments did you feel were the least useful and why?

Summer 2002

- I don't think that there was an assignment in this course that did not contribute to developing better understanding of DL. May be I would use a different topic for the synchronous session.
- I did not find any of the assignments to not be useful.
- the Week 9 paper turned into a rehash of other people's writings. The topics are upon us so fast that we hardly have time to develop and research our own opinions and viewpoints in time to write a personalized paper. We had one week for this assignment.
- The WebCT one was a bit frustrating and I did not get as much from it as I would have liked. I do understand you had problems with WebCT also.
- Some of the readings were too lengthy.
- The final project did not have enough instructions as to what we were doing. With only one distance course, you are not ready to design a distance course.
- the SWOT-Analysis. Actually I think the SWOT-Analysis is a personal analysis. It doesn't fit that an outsider gives comments to a company.
- Part 2 of the Group project. the instructions were too vague. and it was difficult to get clarification from the instructor.
- Some of the discussion board assignments did seem unnecessary and a waste of time.
- SWOT analysis as I think it was not relevant to what we were doing. it was too limited to make a good analysis.
- The Web CT assignment was frustrating and useless. It was a technological nightmare and seemed a useful exercise only to those students that already know how to design a DL course. Those of us who do not were lost and were never taught how to do this. Telling students to rely on each other to learn this is inappropriate and unprofessional, and then justifying it by saying that graduate students are supposed to work harder and dig deeper is BS. If all students are not at the same level, then the assignments need to be adjusted accordingly.
- "How to" type assignments, course design project, flow chart, etc. This seems completely inconsistent with a course entitled "Research in Distance Learning." I was expecting a research course not a how-to course.
- the paper that was related to our final project- that was tons of extra work that was just a repetition of what our team had already worked hours on to produce
- The some of the reading assignments on the scope of distance learning (the different types) were a little "long of tooth" and excessively wordy.
- certain assignments were that useful such as drawing an outline of a simple process (e.g., how to make ice tea, how do the laundry)
- REading other posts and replying back. Why? Because it was required even though you really did not have any response to the amount of posts given.
- All the assignments had a purpose. The only thing that I would have like to change is the large assignment the week before the project. It was difficult getting that done and the project also. I felt very pushed for time.
- Manditory feedback among students. At times, I had something to say and other times did not and found myself posting anything just to complete the requirement

Fall 2002

- The round robin group discussions because it takes too long to get everyone to actually respond to their first question. Many students do not respond until Saturday or Sunday at the end of the week, making it impossible to respond.
- Groups were hard to get together
- group activities including discussions- waiting on others degraded the experience and heightened concerns over grades.
- See #10
- Discussions were difficult because of lack of participation.
- The rubric design
- Some of the stuff on instructional design was review for me, since I was in Barron's class at the same time.
- I think that the round table discussion was least useful to me. I say that because the course content was fairly "meaty" and we covered many topics and in the process of covering those topics we gave & received feedback, respectively. I just think that this particular assignment just basically allows us to do what we've been doing all along. Nothing is wrong with it -but I think that it was "least" useful to me.
- The group project!! I personally felt it did not accomplish anything that I couldn't have accomplished by myself, and probably do a better job in the process. The group dynamics were mostly frustrating and time-consuming.
- The final project - was just an exercise in frustration –
- Parts 1 and 2 of the rubric. It wasn't well explained, questions weren't answered timely or appropriately, the class didn't know what to do. Not up to the standard of the rest of the course.

Spring 2003

- The discussions were tedious, but I don't know how else to engage the class.
- I didn't particularly like the discussion board assignments. I found that I agonize over what I write, and that it takes me more time to do them than it does a 1-2 page paper.
- The least useful, for the amount of effort expended, and the most frustrating for the amount of knowledge gained was the group project. Without this sounding like "sour grapes," which it will, every time I do this I do much more than my share. This time, for various reasons, I did the whole project. And, the worst part, is that I could have done it so much better if I had just been told to do it in the beginning. Instead, innumerable hours were wasted in chats, aborted chats, emails, broken promises, diplomacy and a withdrawal. I learned what I knew. I hate group projects!
- unfortunately, this class did not engage in much discussion
- The group project though important caused more stress than I feel was necessary. With DL you are to expect some issues but this semester was excessive.
- None
- Intro web page. This should either be organized differently or come later in the course. It was too much pressure without any face to face meetings or get to know the class group activities through email. I personally hated the evaluate your peers activities. This is also too much interpersonal pressure with too much detail to feel safe and supportive.

Spring 2004

- I liked all the assignments.
- Some of the assigned publications were a bit dated.
- There were two assignments that I felt were not beneficial in any way. 1. discussing the definition of distance learning and 2. the significant/no significant difference paper. I'm a very concrete person and began this course with the expectation that I would be learning how to actually design a DL course. These two assignments didn't really help with that objective. I would like to have seen good and bad examples of course design. We could have added a discussion on what experiences good and bad from other DL courses we have had.
- The Rubric took quite a bit of time, and the support documents didn't quite fit the assignment. I think that if the same Rubric was given to every student and the same class was evaluated, that it would have been interesting to analyze the results.
- none really come to mind
- I didn't feel like the synchronous session was all that useful compared to all the trouble I had to go through to get it working. I felt like I spent too much time just sitting

waiting for technical stuff to get ironed out.

- I am sure that all assignments were designed for an instructional purpose. Although, at certain times, I felt that the workload was too much, now (at the end of the semester), I don't regret the time and effort I put into all my assignments.
- In some manner all the assignments were useful.
- Sending in an e-mail of what we hoped to learn for the semester. I think it could have been valuable if that information was addressed and shared in some way.
- group work gained nothing but a headache
- There was an assignment where we reviewed articles that showed significant differences in distance learning and we had to write a reflection on the articles. I did not particularly care for this assignment because I felt the majority of the articles were saying the same thing, and it made it hard to write an opposing point of view.
- All were pertinent to the course. Some reading assignments were too old and uninformative.

Summer 2004

- Some of the discussions at the end were never really addressed by the professors and the classmates were really tied up with project details so the responses were not from enough students to really call them discussions. During the busy end of semester work they were really unnecessary.
- I do not think that any of the assignments were unnecessary. It requires all that you had in order for the class to be effective.
- At times it felt that everything was a Discussion Board topic. I think that the assignment types could be more varied.
- Research paper, especially since the length limitation is so stringent. One cannot really coherently present a literature review in 8 - 10 double-spaced pages.
- WebCT -- Only because I already knew it.
- Too much reading on dated material regarding what is DL and how it has changed over time. It all could have been summed up in a 30 page manual.
- I had a difficult time with the forums. There was a lot of great information, but sometimes it was just too much with too many references. I felt people really had a difficult time making their point, but then I felt inadequate for not crossreferencing my idea five times. It was very stressful.
- the synchronous assignments were the least useful as the technology was not stated clearly in the beginning before signing up for the course. Set up for the synchronous environments should be allowed prior to signing up to ensure a student can participate.
- I enjoyed the group project and the synchronous events. I started off not thinking I was going to like the delivery and course in general but I have done a full turn around.
- Not necessarily an assignment, but I felt the discussion were challenging. It was hard to comment on other people's comments in a thought provoking way that was unique.
- Some of the readings seemed dated, especially the ones about television. While I agree that TV is still used, I think this class should focus on emerging technologies.
- I think all of the assignments were useful. If I had to choose one, it would be the Writing Assignment for Module 7. After the excitement of the WebCT, it was very anticlimatic to go back to the writing.
- Although the first synchronous meeting was interesting, it probably caused me more anxiety about my ability to succeed in the course.
- I learned something from each of the assignments. There was no waste in the course. This was my first introduction to Distance Education, and I learned a lot.
- I believe the asynchronous learning section could have had additional reading assignments. Otherwise, I think the course content was rewarding and appropriate.
- Occasionally discussions and other brief writing assignments seemed like busy work, but in the end I guess they all tied together. I was unhappy to see the requirements for discussion forum postings early in the course. I found that by requiring students to post "x" number of times by "x" date resulted in a flurry of postings at the last minute.
- The project, as it made one reflect on all the necessary components to a successful DL course. Would just prefer it to not be in a group
- Nothing, everything was good, really

Fall 2004

- None really
- I don't feel that it is useful to me to respond to other students' discussion postings or to have them respond to mine.
- I liked the online discussion boards and giving my opinion of distance learning issues.
- Moodle - but then again, it was interesting to see what else is out there - so while I may have considered it least useful, it wasn't a waste of my time at all.

- The final course paper for the doctoral level. Seemed like too much given how much writing we'd already done within the entire semester.
- All assignments seemed to benefit the student and none seemed to be "busy" work.
- All of the assignments were useful except that there should have been more opportunities to complete practical activities related to that week's topic in order to reinforce terminology that was learned from the module's reading and written assignments.
- Group Project- Just like the kids, I having to rely on others for my grade.
- The asynchronous discussions were not very useful. We never really put enough time into any one of them to develop a true dialog.
- Moodle -- I already am familiar with it
- The group project was the most difficult - I am not sure what happened to my group.

Fall 2005

- Group work - my group did nothing to almost nothing on wiki.
- The group project. Not enough focus and direction as the group veered off track.
- The Wiki was problematic for our group. Perhaps we should have structured our content differently, but it seemed to really impede our ability to collaborate. We eventually had to start working "outside the Wiki" simply because our forward progress had stalled, apparently because of the group's reluctance to use the Wiki (it was difficult to keep track of changes, and it was difficult to envision any sort of linear flow in the Wiki).

Question 22 Responses - Rating the instructor/s: Please add any additional comments about the instructors that you would like to provide

Summer 2002

- I think that small group discussions should have been a part of this course. Sometimes it was very difficult to try to read all the postings to respond to ones that piqued our interest and also I think for the instructor this must have been very difficult and time consuming to keep tabs on who was posting and who wasn't.
- The instructors, especially Schauna obviously put in a lot of time and energy into the class. I admire the work that she had done for all of us!
- I'm not sure how appropriate it is to have a PhD level course taught by someone with no PhD and only a couple of years experience (and even then only in an academic environment).
- Shauna, thank you for your support. I think a supportive instructor in a DL environment can make a great difference.
- Shauna -- Thanks for a wonderful class. You a good facilitator and understand the dynamics involved in managing a distance learning course and students.
- Should be more flexible with deadlines.
- The Instructors were extremely responsive to any and all email inquiries I made. That increased my comfort level greatly as a first-timer on your system!
- I have said all I want to say in the spaces above.
- I felt the instructors to be very responsive and helpful.
- None
- I thought that the assignments lacked individual feedback, other than a grade. The only exception was the group project draft.
- The instructor was very good
- did a very good job
- I found the instructor modeled very well what the role of a distance educator is to be. I will apply and discuss many of the topics covered in the college methods classes that I teach.
- The assignments were confusing. I spent a lot of time going back and forth from one document to another to figure out exactly what was to be accomplished for an assignment.
- I think the instructor (shauna) was concerned about the students but was not as available as she should have been. I did not like the idea of her being out of touch for days or a week at a time.
- Shauna is a very nice and helpful instructor.

- I learned a lot in this course.
- Course was very well organized and the instructors were well prepared.
- Shauna was very punctual in responding to my requests as well as interacting with the class on the Discussion Board. She offered good suggestions to help my group improved the final project. I think most of all, she was very patient. Her responses were always thorough and encouraging.

Fall 2002

- Shauna was always considerate and understanding to my individual needs.
- During the assignments that were administered by Diane, she was indeed helpful. I would definitely take them again if I had the opportunity.
- They were both knowledgeable and showed concern for the students.
- Instructors were very helpful and attentive to student needs.
- All worked well
- Shauna was the better of the two instructors in that her instructions were clearer, her input more concise, and her responses more prompt and helpful.
- See #10
- None
- The commitment to providing a positive learning environment was excellent. Every professor at USF should take lessons from Shauna. However, Diane projected an aura of "don't bother me." Her postings to the discussion board were not on target, and were difficult to understand. Grades haven't been posted for about 4 weeks - much too long, and inexcusable.
- I think the course may have been one of the best DE courses I've ever had. When the class first began I truly thought it was tedious and boring, but as things progressed I really enjoyed the course.
- I liked the instructors but didn't find the course particularly illuminating.

Spring 2003

- The instructor was eager and grew in skill throughout the semester. Where flexibility was called for in grading, assignments and structure, flexibility was applied. Changes to meet the needs of learners were evident. The tone of the assignments and requirements are such that recalcitrant undergrads would shape up, but coupled with text that is rife with spelling and grammar errors sends a mixed message of "You will be held to a toxic standard, but I don't require that of myself." That was not the true face of this instructor. If text is your face to students, it needs to be charming and witty and gentle and build confidence that you will care for and nurture your learners. Current research on Brain-based online environments and warm online environments would be a good addition to this course.
- Shauna was intellectually stimulating with her comments to discussion postings. It was apparent that she is very knowledgeable of the distance education field.
- She has been extremely flexible, which I think is a requirement for teaching a DL class.
- I was very pleased with the instructors abilities throughout the semester. She was kind, considerate, and very bright. Her content area knowledge was excellent.
- Very flexible and most helpful. An obvious knowledge of the subject matter conveyed with skill and patience.
- As I said before, I got in this class too late. It's been very difficult to keep up. Three masters level classes with a full time job may not have been the best decision. Shauna is an excellent teacher. She cares about the subject material and her students. Assignments were clear. She is very accessible. This has been a very difficult class for me, but only because of my own time constraints. I would definitely recommend any class with Shauna.

Spring 2004

- I had not any additional comments
- none
- I want to convey a big and sincere Thank You to my instructors for making this course stimulating, challenging and enjoyable, all at the same time. Also, thanks for group work assignment, I met some very nice people.
- For some reason, I thought Chet was a student - it wasn't until later in the course that I realized that he was in fact an instructor. I'm thinking that maybe Chet didn't have a homepage or it may have been posted later or somehow I missed it.
- The instructors did a great job monitoring the course and responding to me in a timely manner.
- The instructors were very friendly and helpful. Feedback and help were always quick.

- Shauna and Chet were very approachable and fair.
- I would encourage both of you to continue responding to students quickly. I think your quick response to my questions helped to ease any anxiety that I had about taking the course.
- Instructors were very knowledgeable about the topics, took part in the discussions and provided clarity, guidance and stimulation.
- thanks for all yor help and understanding
- Instructor's really made the course user friendly. They both were prompt about resonding to questions or concerns. They are setting an example of how an on line course should be developed and taught. I liked they way they were open to suggestions and opinions of the students and facilitated discussion.
- I really thought Shauna went above and beyond to be available.

Summer 2004

- Always there when needed or communicated when they were not going to be.
- I found both instructors extremely responsive and helpful, as well as very knowledgeable with the content.
- The instructors were very fast at getting back to me. Shauna was VERY understanding about my technical difficulties for the first synchronous session and very helpful. I was very anxious about it, but she totally helped me.
- I thought they worked well with each other, and really cared about the students, and went above and beyond what they should have to help and assist students.
- The instructors were always well-prepared and generally kept the course on track.
- The team of Shauna and Chet seemed to be complimentary. They seemed to share responses well and were both very positive in their comments...very critical to the learning experience.
- It would help the students know what to expect if each instructor's role in the course was defined. I began to see that there were roles after awhile, but wasn't sure how to approach them in the beginning.
- The instructors were most helpful, accommodating, and available.
- Both instructors were great! Their response time was exceptional and explained in detail anything that I did not understand.
- I have had both BlackBoard and Webct. I would have preferred to use Webct...it is much easier to navigate.
- Shauna has a very caring tone that comes across in her emails, postings, etc. This is very reassuring/comforting for the distance learner.
- They both had fantastic attitudes and it made a world of difference between this experience and my previous Blackboard fiasco of a class. I appreciate their attempts to have us all actively involved and your support through quick e-mail responses.
- Feed back or turn around on grading could have been faster.
- You did your job and you made me feel comfortable with a new experience.
- I was happy with the fact that e-mails I sent were answered really quickly (usually less than 3 hours!!!)
- Overall: I LOVED THIS COURSE. I HOPE TO HAVE EITHER OR BOTH OF YOU AGAIN AS MY INSTRUCTORS!
- They were great.

Fall 2004

- They know the material from what I could see - but grading was often unclear and very slow. I have little idea how I am doing and the class is almost over.
- I thought Shauna did a wonderful job in facilitating and in answering any questions very promptly. I had much less interaction with Chet, so can't comment on him.
- Shauna was exceptional in her delivery of this course.
- Very helpful
- Shauna was great and responed to my e-mail quickly. I has serious issued this semester with the hurricanes and she was very understanding. She did a great job.
- I felt that everyone was treated with respect & all of our opinions & experiences were listened to & valued. Nice.
- Always willing to lend a hand. Very responsive to questions.
- Shauna helped me in numerous ways over the course of this semester. She offered me assistance in re-enrolling in the course, finding a group, catching up on assignments, and general advice. She was prompt in responding to my questions and concerns, and she expressed genuine interest in helping me with issues that arose

during the semester.

- none - She was outstanding and truly is engaged with the material
- I felt the instructor needed sometimes to actively contact students more often concerning problems with course assignments/ content
- I realized how much work the instructors did by taking this course. I does not seem to be less work than F2F, but rather more work.
- Shawna and Chet were great instructors. Feedback and answer were always quick and helpful.
-
- Both were very flexible in dealing with the bad weather challenges at the beginning of the term.
- The instructors were very helpful in all matters.

Fall 2005

- Both instructors were responsive and understanding of student needs/concerns. Two thumbs up!
- No issues.
- I thoroughly enjoyed this course and learnt a lot. Shauna and Melissa were always available to answer any questions that I had. They did a GREAT JOB!!!! One of the best classes I ever took at USF. Shana is one of the better Professors that USF has - she is actually the best you have in terms of caring, organization, knowledge and ability to find info to help us out. She has many great strengths. I have yet to find a weakness. She makes this a low stress job. I am glad it was offered online so I did not have to drive the 2 hours - keep it that way. Allow her to teach more classes. You're student's will be better of. Keep Shauna at USF forever! - she's a gem!

Questions 23 Responses - Since the group project was a substantial part of your grade and we recognize the difficulty of group work in this environment, please tell us how you felt about the group experience in this class.

Summer 2002 – not asked

Fall 2002

- It was quite difficult for many of us to actually find time to get together face-to-face. It required a lot of outside research which in many cases overlapped each others work. Some of us were not willing to give out phone numbers, which only slowed down the group process. The one's who actually participated we learned a lot about dealing long distance with our other group members.
- The group that I was a part of was not successful this semester. If we had stuck together, I believe that the experience would have been a much better one.
- As I have already stated, I did not enjoy the group assignment and found the difficulty in working with the group dynamics in a DL setting very difficult and sometimes counter-productive.
- Good.
- I disliked it. In order to really accomplish anything, our group had to meet in person at least 5 times. That defeats the purpose of the course.
- Very positive. A great opportunity for students to learn how to work in groups, even though some resisted, even and created problems for the other group members.
- Any way you cut it, I think group work is crap. I don't understand what made administration at various colleges think this was such a useful tool for education. Overall, I was fortunate to have a good group... yet I still think it is a terrible learning principle.
- It was an important experience, but having several due dates over such a long term project was frustrating. I understand the issues in online groups better, but working in that environment was actually more difficult than I expected. I didn't think it would be easy in the first place anyway.
- I felt it was utterly devoid of value. I can see no relevance between enforced group interaction in an educational environment, and any future group activity as a result of employment or volunteerism.
- Groups are hard to work with because you usually have one member who will not work with the others.
- I found it stupid and frustrating. I didn't learn anything and just did not enjoy the whole process in any way shape or form.

Spring 2003

- one of the most difficult things about coordinating group projects in this environment is making sure everybody is "on the same page" - asynchronous methods of communication often means that some members are always waiting for the response of others, and replies are not always timely.

- Again, I started late and was in a group of "late starters". We lost one and never really got going. The group project was difficult.
- My group experience was flexible and pleasant. It was exciting at many points. Other times, there were serious crisis and it was exciting, if nerve-racking to work through them. These experiences make me feel more positive about the power of this learning media. We had a lot of un and humor wihtin our group activities and it was easy to compensate for people who had difficulties.
- I didn't really like the group work. It was difficult to communicate with other group members on a timely basis. Those difficulties were compounded by the particular circumstances of our group.
- I hate it. Please see the above.
- I was made aware that each group had issues but the overall experience was poor. I feel that the group project was the most stressful aspect of the semester. I would not recommend that this continue
- It went well. The group members seemed to work out differences of opinion on their own, however I am only speaking for myself. I donot know if another group member "went to Shauna" instead of handeling it among the group. I think the evaluations were helpful in that it gave an opportunity to let Shauna know how much I was putting into the group project, however it was difficult to be overly critical of group members.

Spring 2004

- We were all reasonably determined and focused on our efforts. We were a good mix, and I felt the group experience was value-added to the course.
- The group project took some of the advantages of the course away (AT-AP). I also am not one to like to depend on others for projects.
- Strange but this was one of the best group experience I've ever had. Our group worked well together and finished our assignments before due dates. Great group.
- The group project was the hardest to accomplish. I would not say it was the least useful, just the most time consuming. It may be better in the future to allow the student to choose either group or alone. This may not accomplish your goal but may help the student when evaluating the amount of time the course will really take.
- Also, thanks for group work assignment, i met some very nice people. This group work was probably the best compared to oters i have participated in, in the past. I enjoyed working wit all of them.
- I enjoyed the assignment and I understand the need for knowing how to submit a distance learning course proposal. However I found it very difficult to function in a group environment because I was constantly wondering if the work I was submitting for the group was correct. I feel a group assignment in a distance course should not be worth more than an individual assignment because is difficult to tell who contributed what.
- I could not conform a work group, the pearsons that I contacted had very different points of interest than I had.
- Our group experience was great. I had a great team!
- A bit difficult but a good experience.
- Fortunately I chose a pretty good group. We were respectful of each others time and were each responsible for our own parts. I could see how it would be difficult if not everyone carried their work load or followed time lines.
- My group experience was ultimately successful although it was shaky at first and we had to meet face to face
- I had a very positive experience. The girls in my group were all very knowledgeable and hard working. We worked together well. I enjoyed the project and learned a lot.
- this is how i felt... agggggghhhhhhhhhhhhhhh.... it wa sterrible and frustrating

Summer 2004

- I really didn't care for the group project. Group projects never work. The project should have been assigned individually, with peer reveiw.
- For me, I felt I spent a lot of my time managing the administration of the project, where if I worked on my own I would have just done the project, like scheduling chats, developing task lists.
- I think I would have preferred just doing it on my own, at least the project as it is currently structured. There was no particular piece of it that I felt was beneficial being with a team than working alone.
- I don't enjoy group work in general however this one seemed okay- the assignment made sense.
- The group experience in this particular instance was frustrating since it was difficult to manage discussion times and therefore difficult to come to agreement on key issues. In addition, one member continually over-committed and then failed to deliver, and this seriously impacted the effectiveness of our group work.
- I found the group experience very stressful. Communication with a few of my group members was very challenging. I was very fortuante that I had met one of my group

members in a meeting for another class. We worked hard together trying to facilitate the group work and effort, however, it caused me anxiety.

- I like to be prepared and thorough, getting things done on a deadline, and it seemed that we encountered many obstacles along the way. Working together was not accomplished smoothly.
- It was great. Our group was very cohesive and worked well together, exhibiting little or no ego in their parts in the project. We were fortunate to have motivated and responsible individuals in our group. I enjoyed it, and learned a lot from it.
- I had a great group. It was a pleasure to have worked with them. It was nice that we got to pick our own groups/topic which gave me a more committed feel to them. I wanted to be part of them, they weren't assigned to me, so therefore I didn't want to let them down.
- answered in previous question...it was very positive
- As mentioned before, I thoroughly enjoyed the group work. The team members were great and I learned a lot about other areas and aspects of DL that I would not have without the interaction. I think that is invaluable!
- I do not like online group work. Only one person appreciated me as a member of my group. The others disregarded me as a member/participant. Two were down-right snobbish to me.
- The experience was fine. As I noted above, the real benefit to me was the experience using the technology. I also think the use of pre-assigned "roles" in the groups was great. I wasn't sure at first, but found that it got us off to a running start - we didn't have to spend all the usual time deciding who was going to do what.
- I was happy with the group that I was a part of. Everyone participated and they did a good job. This was a much better experience than I had during the last semester.
- We made it work, but being a very independent learner I found the process of working in a group very inefficient, incoherent, requiring unnecessary time delays, and overall not pleasant. This of course has nothing to do with the other group members as individuals (I personally liked them), but the process of working through DL in a group is just too fragmented for my liking.
- I feel that the success of the group work depends very highly on the make-up of the group. I feel very fortunate that my group worked very well together, however I can see the potential for problems.
- This group experience turned out to be as all other experiences before, both online and in the classroom. Two did most of the work, one did token work and the other did virtually none. This is nothing new in group work. I did not find it difficult to make time to communicate information. As I said, I didn't find online group work any more challenging than traditional classroom group work.
- Going into the group project, I felt good about it. I had a fantastic group! I can't image working on a project like this with individuals who are not group oriented. It could have been a nightmare.
- I'm glad it over, but I'm glad we did it.
- I liked it during the first part. Certain group members fell out of touch during the second part, so that made it frustrating. I was like, "Is this person still in the class?" I guess we lose the advantage of cornering our group in the classroom;) Overall, I liked the experience.
- The group members all got along very well even though we did not know each other. It went great!
- My preference is to not work in a group, but I understand that there are theories currently in DL that advocate collaboration. I just prefer to be more autonomous.
- People have different personalities and have different thoughts on how important the grade of "A" is. If everyone worked towards that same goal then I imagine working in groups would be great. And if each person knew exactly what 25% of the work meant then there wouldn't be some team members working more than their share.

Fall 2004

- I let my group down because of some personal issues, and I feel bad for that.
- The group experience was a bit overwhelming. My group was excellent! Always on top of things. As a matter of fact, they kept me focussed. Though, at times, I felt that the group work encompassed way too much of my time and detracted from the overall effectiveness of the class.
- I don't like group projects but this time it really worked. I largely attribute this to luck. I ended up with two great partners.
- I did not like the group project. I love working in groups but we had so much difficulty deciding on topics and communicating. I did so much of the work that I believe it would have been less stressful on me if I was able to work alone.
- My group was as motivated or more than myself in the group project. This was one of the best group experiences I have had.
- Not the most pleasant. We seem to have lost a member.

- The group experience was terrible. My group never got together as a whole group. We could only meet in pairs - most of the time was spent waiting for the other persons to show up. The project is due today and I have done something but have not heard from my group in a number of weeks - so maybe they did something on their own or maybe not.
- Our group did OK. It was tough a few times to decide who was leading, who was following, etc... but overall, we ended up with good results and it was relatively painless. :-)
- I started out not being too excited about group work, but it turned out to be a valuable experience in several ways. We got a better project than if I had just done it myself - different/better insights, etc. I got to experience group work on a class project - which I haven't done in forever. We got to see the frustrations of doing group work online. I felt a better connection with my group members & would talk about other things as well -- student-student interaction ;)
- The group experience was successful to a degree but we needed to have the instructor create the groups and perhaps guide or actively engage the groups more by interacting with all groups. I would have preferred doing a solo written assignment and not in the group mode mainly because of the lack of communication among my group members.
- My group experience in the class was a surprisingly positive one, especially considering the fact that I joined a group mid-way through the semester. I feel fortunate to have not only found a group, but to have found one that was as conscientious and hard-working as mine. While communication was challenging, we made every effort to stay in constant contact with one another in order to complete our project to everyone's satisfaction.
- It was great --- it is the first group project where each of us truly contributed our talents to create a great product

Fall 2005

- Very painful. Too much was put to the end and measures were not in place to prevent end of course groupwork anxiety.
- The group did not perform as planned - we had someone taking 18 credits - so obviously he was depending on us to do his work or put the bare minimum. I felt like I did most the group work as assigned on Wiki.
- The group work was of limited benefit to me and of high difficulty. The difficulty was not high because of the assignment, but because of the nature of group work in a distance environment, exacerbated by the apparent inexperience of some group members in collaborative effort, especially with respect to writing a technical proposal.

Questions 24 Responses - After having participated in the group experience, can you suggest ways that this portion of the class could be improved and made less threatening? Please be open and imaginative :-)

Summer 2002 – not asked

Fall 2002

- There is not answer to the group problem it is just human nature for some to ride on others.
- I think that the concept of the project was not bad at all - but being that my experience ended the way it did, I am not able to effectively answer this question.
- Not really sure!
- eliminate it entirely
- #10
- I felt that more short term projects where everyone has to switch roles, rather than one really long project could ease the stresses and tensions that develop. So much emphasis on one project over so many weeks wears on groups and individuals.
- I wish I could. Group projects are just inherently difficult.
- I didn't find it threatening. The first assignment was a killer, but necessary to get the groups organized. I think there should be some required reading on group processes and consensus building. In talking with other people in the class, they had no clue how to do this, and no idea of how important it is. Instead of the evaluation requiring the number of hours (a pointless endeavor), it should require a list of the problems encountered and the solutions implemented (or not implemented), which should be prepared by each member. If a group is unable to solve a problem, then a face-to-face or group chat with the instructor should be mandatory. The instructor should guide the group to a solution, without telling them what to do. If necessary, the instructor can tell the group - all at one time, not individually - to grow up, act like professionals, and solve the problem.

- I don't feel that it is necessary to include a group experience in a DL course. If you feel it must be a necessary component of the educational experience, I would prefer it to be some sort of online synchronous experience.
- Allow the project more time at the end so the group can complete the final presentation. It might be helpful to get the group started much earlier in the class on the final project to get adjusted to working in this type of group.

Spring 2003

- I wonder if the "group jobs" could be labeled differently...possibly in a way that would facilitate an even spread of the workload. Or possibly a more detailed description of job responsibilities so that the responsibilities of each group member would be pretty much predetermined. I did feel as if some of the jobs carried more responsibility than others and would like to see things evened out.
- Find a way for groups to have access to something like HorizonLive to communicate. It would have made the process more efficient and productive.
- Rather than have the group do the entire project, break the project into smaller pieces and have groups do some of the items on the checklist and individuals do the rest and tie them together. This would make for more varied approaches, and allow each student to end up with something that is potentially useful to them.
- While I realize the purpose of distance learning is to learn at a distance, I think it might have been helpful to meet at least once. Perhaps we could have had some input in what group we were in.
- Drop it. For the amount of effort required, it is the least effective of any other portion of what is, otherwise, an excellent course. I am a group person. Believe me. But I am not a group project person. Church work day, Habitat for Humanity, team building are all ok. But most group intellectual activity is difficult and in DL, it is virtually impossible. Good results will ultimately be shown. But it will NOT be the result of group work. One or two will do the work and all will receive the grade. Intellectual communism!
- Axe the group project or make it so that the individuals do not suffer (grade wise) from the low expectations of the other group members.
- using an interface like horizonlive, where tools such as the whiteboard, etc, are available, would facilitate some types of exchange that are not possible through asynchronous communications.
- Use the digital brown bag and other online group warm up techniques. Plan a brief, fun activity for each week for four weeks before allowing people to select teams. Knowing that everyone in the course will make a good partner would bring down the level of intimidation. Change the web page requirement. For each learner you could put up a page for them with Looney tune characters or something else humorous and then as the course progresses, let them replace what you have posted for them with their own web pages and info. Instead of making so much driven by the discussion board, which then becomes avoided because it is where "work" is conducted, use the discussion board in lots of ways. Have one folder which is locked to you, so students can have a free "lounge" to chat as they would before and after class. Pay the whole class points for increased digital interaction in that folder. That would build real, open and friendly dialog. People have to be able to talk about the weather before they can take each other seriously about new ideas. Too much in this course emphasizes the grade orientation, when most of us are taking this course for more intrinsic reasons and those uninterested in the topics can be moved toward more intrinsic motivation by good manipulation of the group activities. Have a face to face meeting place for the course at USF and in the regional campus labs where video-conferencing could be conducted through web cams and documents, messages, resources and other real-time materials could be left for class participants. Consider options for supporting a real effort derived from the assignment from small endeavors, such as starting a listserv on distance topics to hosting the group project as a community resource. Real world problems bring learners closer together and that stimulates transfer of learning.

Spring 2004

- No - I don't have enough experience.
- I like it the way it is, coz it worked very well for our group :-)
- Mandatory face to face meeting? Assignment of groups-it took too long to get them together.
- I think that giving different roles was a nice idea. I do think it would help involve everyone if there were specific responsibilities assigned. I'm thinking like Pres, VP, Sec, Treas and that each role has a clear focus for reporting and work detail.
- Really believe a synchronous session early in the course, as a get to know activity would be very beneficial. I really felt connected to those who participated in the synchronous event including the instructors. Also maybe as part of the requirements set up bi weekly sessions, where participants would have the opportunity to complete some discussion questions verbally rather than typing them. Again for me the contact was a key learning experience and really enhanced the course.
- It was important to develop rapport at the beginning of the project. We tried to meet f2f but that fell through at the beginning. I think that a synchronous meeting would

have really helped with this. It's important to hear each others voices. It was also difficult trying to get communication going on the group discussion board. A couple of our group members kept forgetting where it was located. Meeting in the virtual coffee house was also difficult due to schedules and tech problems.

- In the beginning, the syllabus appears daunting, but I have no idea how to get rid of that first impression. I think that may discourage some students. But I like that everything was laid out and there were no surprises. I did come across another student who said he dropped the course after he downloaded the syllabus and it was more than 10 pages long. Unfortunately, I like the details and I really don't think you should change it.
- I think, it is very important emphasizes on conform groups early.
- Have a means by which groups can communicate with one another synchronously.
- get rid of it and add more synchronous class work together
- I feel that the groups should be smaller and that the assignment be changed to accommodate two people instead of four or more.
- It would be better to have the groups meet in a synchronous environment a few times. I often find it easier to talk to each other and avoid the email and on-line chat. This way I can hear the responses and make sure we all understand the task we need to accomplish.

Summer 2004

- I think having a brief group chat with an instructor present would be helpful, between Part I and the Final Proposal. This is when we had the most questions and desired the most feedback.
- have groups choose each other in first couple of weeks and watch so that no one is last picked...remember standing on that line and being last chosen for teams in grade school? Those feelings are still there for some of us.
- I don't know if it was because it's the summer, but I felt very lost (or maybe just rushed) trying to form a group in the beginning. Once our group was formed everything went smoothly. When we met and had a typing chat, it really helped. I felt like we knew each other after that and it was very comfortable. So I would just recommend that groups form as early as possible and have a chat. We also emailed each other through regular email a lot and talked on the phone once. I don't really have any suggestions, because I didn't think this was a problem area.
- Not really, my experience was great
- Unfortunately, I cannot. I think it is really an experiential happening - once folks have gone through it, I think they are more open and appreciative of it all.
- I think assigning students to groups would be a better approach, rather than having groups form based upon prior relationships or on chance. I would also suggest several small assignments early in the semester so that team members would have an earlier and better understanding of the working dynamics of the group and of the potential for each group member to contribute effectively. In this particular instance, knowing in advance that we had a team member prone to overcommitment and underproduction would have been preferable, and other team members could have compensated.
- Finding our own groups was difficult. I do not think I ended up with people especially like myself, but we were just gung-ho to get started.
- Have to think about ways to improve it. If I think of something I will send it later.
- It could be made less threatening by decreasing the Project's overall worth in terms of grade value. I also feel that a individual paper/project could be useful.
- Can't think of any other way.
- I don't know if this is the intent, but I would comment on the synchronous events. Because there was bonding between group members that occurred before the synch events, I felt that groups clung together somewhat in the synch events. If the synch event was earlier in the session, it might help people bond across the class, and assist in the selection of group members.
- Assign groups- there is stress in picking and hoping someone picks you.
- Maybe groups should just be assigned. I don't know - I just do not like online group work.
- As I said, my group was made up of very nice people. My one regret is that Miranda did not participate.
- This is a question I don't know how to answer. It has to do with attitudes and previous experience, and I am not sure what it would take to overcome them.
- There are two things that would be very helpful, although I understand the time constraints. One would be taking more time earlier to provide structured opportunities, sessions for interaction between students prior to grouping. This would allow more conscious choosing of group members, instead of happenstance grouping. I also believe that the smaller the groups the better in this situation. Groups of 2 or 3 seem ideal and lessen the opportunities for poor communication.
- It was stressful trying to organize a group. I would have been just as comfortable with being assigned a group. I would also have liked the opportunity to work with

several small groups, instead of one big group/group project.

- I feel like I know the people in my group, but not necessarily the folks out of my group.
- actually my group was superb. I don't know that you could do anything different. The assignment was realistic and it was fun to implement. A lot of work, but fun. It was nice to see the first step in designing a DL course.
- I think it was the luck of the draw for me as far as my group goes. I have another group in a different class that won't be getting the same evaluation.
- Sometimes they work sometimes they don't. Being able to communicate only via the distant tools made it easier and less stressful. I didn't have to be somewhere or meet once a week. I was able to eat and work at the same time, etc.

Fall 2004

- Eliminate it?
- I really wish I knew. As a professor I am still working on how to make group work less painful for the students. It was one of the things I was hoping to learn from this course.
- I liked that the evaluation of group members was built in. I think this helped to keep people from slacking (if they would have otherwise). It also helped to give information to instructors in terms of how it was going and how they can evaluate performance.
-
- One suggestion might be to post ALL the modules right in the beginning. Some of us had conflicts with time and it started to get less defined at Module 5. I would have liked all the info for 6-7 posted earlier so I could have better anticipated the time expectations. (I realize that the hurricanes screwed things up at the beginning and some revision had to be done)
- I thought the way the group work was designed made the assignment more manageable. It would be fun, maybe, to have live presentations from the groups on Emulate(?)Live.
- No, I cannot suggest any ways that this portion of the class could be improved or made less threatening, but I would like to hear the responses that you may get to this question!
- By requiring that our groups meet in their groups to discuss their group presentations after the main class discussions in Elluminate. This would have provided more group structure and also given the instructor an opportunity to assess the groups progress and provide recommendations on the group's research project.
- One of the groups said they used IM with audio - I would have liked more info on exactly how they did it & how it worked for them. That might be a good thing to use.
- Perhaps having a forced chat session with everyone (not Elluminate) to get everyone used to that OR set up a time where each group meets in chat with one of you two - just to get them started communicating. I say 'not Elluminate' because Chat is easily available to students at all times.
- We ended up going to email primarily to communicate - and I think Chat might have actually been better - but maybe not.
- Give students an option to work independently.
- Make the group a larger part of the course. Start the group work earlier and require more deliverables.
- Start the group project earlier and make it less intensive.
- Assigning groups -- I think in the end this is the best way

Fall 2005

- More assessed / reviewed milestones.
- More clear delineations of responsibilities (definitions of rules in the group).
- I would eliminate the first group evaluation - at the time it was due, there was very little to provide a constructive evaluation of the group members.
- I would make the group project an individual project. I realize that the course materials already state that the group project can be done individually, but the materials state this in a way that kind of discourages anyone from doing so.
- I am fine with group projects and believe them to be beneficial under certain circumstances. For this particular class (or perhaps it was the individuals) the group project was not pleasant.
- Get rid of group work.

**Question 25 Responses - Please provide any additional comments that you might have about this course in the space provided.
Summer 2002 (Question 23)**

Summer 2002

- Don't alter or delete deadlines or information in the middle of the week. I understand that couldn't be helped sometimes but it can be unnerving to some people.
- Good job for a first effort!
- Thanks for the great job!
- The readings in the last two sections would have helped with the first part of the final project. Needed sample, etc.
- I have said all I need to say in the spaces provided above.
- After this course, I have a better understanding of DL but I also realize that there is a lot to learn in this field and with the fast technology development it will definitely be a life-learning process.
- I believe the instructor worked hard, meant well, and would do an excellent job in a how-to class for people learning the basics of putting together on-line learning programs. In fact, the above statement is probably descriptive for most people in the current class.
- Personally, I am looking forward to continuing on with my next course toward my certificate! Thank you for a very rewarding experience.
- There are still some things I am unsure about. But I have excellent resources from this course to provide anything I may need.
- more organization to the content flow would be better. more examples and clearer instructions would help students
- None.
- no additional comments
- Possibly have the reading assignments posted before the class "officially" begins. This would allow for personal reflection and application of the concepts that are to be presented.
- None - already mentioned above
- One of the things I didn't like is that the grading system was too detailed with too many points assigned to too many assignments. I would appreciate it if the evaluation had been more holistic.
- A+ Course!!

Fall 2002

- Overall, this was an enjoyable course. It got a little confusing at times - but overall - it was an enjoyable experience.
- The nitwits who dropped out will never know what a great experience they missed (until the last 4 weeks).
- Don't really have any additional comments.
- Thanks
- It was a good course, but something has to change about the final project. It either needs to be on a shorter term (i.e. due in mid-semester; or at the end, but assigned at the mid semester point)
- #10
- Overall, I thought the course was very good. I learned a lot, but I also worked very hard. I believe I probably put in about twice the time and effort that I would put into a traditional class.
- Good information and the course is well-designed, but the workload is excessive.

Spring 2003

- I think there is enough yet to read to take another 6 months. I received what I wanted, which was a refresher of a topic I know well, but I am also aware that there are many important topics in this area that were not addressed. This is not the best online course I have taken at USF, but it certainly was the meatiest. I have certainly taken worse face to face courses. There seems to be a real intent here to make this a quality learning opportunity.
- Thank you for a fun filled (work filled) semester in DL Research. I hope that I get to work with you again during my PhD courses.

- Shauna is a talented and caring instructor. She definitely knows her stuff and presents it in a clear and concise manner. She communicated to us and was there if we needed help. I will definitely recommend her to other students.
- More HorizonLive less discussion board.
- I enjoyed the course and found it most helpful in my quest to "come up to speed" with the technological advances in this field which have occurred since my MS in '75. Thank you.
- I enjoyed the course. Thank you to Shauna for being supportive, understanding, knowledgeable, and available.
- often the "directions" for completing an assignment were buried in narrative. "chunk it!"

Spring 2004

- I like the assignments, because I really like that you can put your knowledge to practical use. As long as there are practical assignments along with the readings..I think this will be a successful class for students to take.
- The course is done well.
- I had not any additional comments
- A very good course!
- Overall great experience. Thanks!
- No additional comments
- Except for the two assignments that I already mentioned and a few of the reading assignments I enjoyed the class. I feel like I have learned quite a lot about DL that will be beneficial in my career.
- The syllabus needs to be more organized and more concise with lots of links to relevant information. Assignments, due dates and explanations of assignments should be together or at least linked. Due dates and explanations shouldn't be in different places.
- Good class!
- It went quickly and was very enriching. I knew students that had taken this course in previous semesters and so was aware that I'd be quite busy. You both did an excellent job facilitating the online aspects of this course.
-
- Thanks so much!
-
- Shirley
- learned alot thanks!

Summer 2004

- The organization of materials and information on Blackboard was very useful. Everything we needed was there, however, I and members of my group often had trouble tracking things down that we had seen before - there were so many different locations where a checklist, or instructions, or example could be found.
- More time spent with synchronous technology would be extremely valuable. I found the second session to be eye opening and would have loved another opportunity to explore its potential.
- I am very thankful for the valuable knowledge I have gained through this course. I know it will assist me in being a better leader in my profession.
- Teachers should take it before teaching any distance learning courses!!!
- I very much enjoyed the information learned in this course and I am sure I will use it in my professional future. Thank you for a great class.
- On Sunday the 11 of July my hard drive crashed. I am sorry that it did not last a bit longer. I hope that completing this survey will help with my grade. I did not see this requirement.
- No additional comments
- I enjoyed the class and the professors. I had tried it several semesters ago and dropped. Shauna has really improved from what I experienced in the course that I dropped. I previously felt that she was non-supportive and that is one area where she has grown dramatically for the better. just my impression, she is a much better facilitator today.

- I really enjoyed the class. Everything was great; I cannot comment any further.
- It was a good course and I enjoyed it and learned a lot from it. I appreciated the chance to experience Elluminate, and the opportunity to work a little in WebCT. I would hope the class will continue to have a broad perspective and to dabble in whatever the newest synchronous technology is.
- The course was useful, although some of the information is mirrored in other courses. I was glad the course included an opportunity to apply the principles learned instead of being simply a research-driven course. The social-interaction component was a first, and provided an alternate format that had pleasing features, and although the group work assignment was in my experience a bit problematic and of limited value, I found myself reflecting quite a bit on the nature of distance relationships and how they affect social interactions.
- The course overall was great. I enjoyed it. Instructors were great, group was good. It was alot of information. In the beginning I found myself loggin in all the time, reading every discussion, then it became to much to handle. Sensory overload. I felt like I was missing things, I couldn't respond because there were to many.
- DL is an interesting topic, however the information on this topic becomes dated so quickly. I would like to have learned how to teach a DL class, not about the theories. They become irrelevant because technology is always changing. I think at this point in the program, everything is centered around the theories, the what is DL, how others implement it. I know the teaching strategies of a DL class are completely different than an F2F class, and I would like to know what they are.
- Overall a great course! This has opened up a new area of interest for me, and I hope to continue learning more about Distance Learning.
- I feel that the course was beneficial.
- The Module Number/Writing Number / Discussion Numbers got a bit confusing in the end. I would suggest making the Discussions/Writings all match the Module Number. Example: Module 6 should have D6, W6. If module 6 does not have a writing assignment, then skip that number. Module 7 should have W7, D7 (I would not entiled this W6 if Module 6 did not have a writing assignment)
- Thank you- learned a lot.
- Good course... I learned a lot from the gurus!

Fall 2004

- Overall the class was pretty painful but I do not think it is the instructors issue - the material is very difficult not in level but in its vagueness, often soft skill classes which are very important are also very difficult to teach. I could NOT have done a better job, it often worries me though that it is so hard to really judge a good professor from a bad professor and that it is really just subjective. Much like grades. It was much easier in computer science if your code works then you are on the right track. but, what does it mean for a professor to "work"?
- I wish you good luck in your new job. And even though this was one of the most painful classes I have taken, I think you really care about teaching and students.
- I was truly overwhelmed by the amount of time this course required. I have a masters degree and am familiar with how challenging graduate work can be but this class surprised me.
- I don't know if I will be taking another web course again for a while. I think I may need a classroom.
- This class really opened my eyes to the amount of work the instructor must do in an online course. Thank you for the experience!
- One thing that I wished for is that all the readings were either opened in a new window or were formatted so that when you printed them the right sides weren't cut off (just a few words!). Put in an invisible table or something within Bb. I liked to print most of them so I could read them while I had spare time - this was a very mild problem!
- It was definitely worth my time to take this class. I feel like got a lot of info in terms of DL & the history & current research - which is what I needed. I also got many practical ideas for classes & learned quite a bit about just make all of my classes better - not just DL. I don't have any education degrees nor have I taken ed. classes in the past, although I read a lot on teaching. I picked up some great insights for my teaching bag of tricks - not just techniques - but some different ways of thinking about teaching & course design.
- More synchronous events
- Thank you for all of your help and support, and I apologize for not being being able to do my very best and dedicate the time needed to have a very successful learning experience.
- I learned a lot in this course and feel like it was a great model of how distance learning should work. It is a great example of how good DL can be and I thank the instructors for their creativity and hard work to provide such a good experience. Thank you.
- Thank you for a great semester!

- I would have liked to have seen illuminate used every week in order to discuss course content, give feedback to the instructor and resolve any possible issues or concerns regarding the assignments or course.

Fall 2005

- I think there was a period of time when everyone in the course sort of checked out for a few weeks. This may have been by design -- to give time to work on the group project -- but it ultimately created an environment of confusion (as to when assignments were due, among other things) because we got out of a flow.
- Talk about open source.
- Aligning due dates and milestones on week boundaries might be helpful. I understand that the modules were most likely intentionally set up with suggested due dates, and real due dates, that did not necessarily fall on week boundaries (which is something that does seem to make sense for a DL class, since there are no weekly class meetings). The downside to this is that I often had a nagging feeling that I had overlooked an assignment or that I was late on an assignment because it was a little challenging to keep track of the deadlines and milestones that were not aligned to week boundaries. (To help convey the point I'm trying to make: In a face-to-face class one has a printed syllabus and can always turn to November 6th, for example to see "what's due this week".) Although the information was definitely available, I had a little difficulty getting all this information together such that I could tell, at a glance, what was due when. It was still a great class, however!