

HIS 295 (01ATE): DIGITAL HIST:STORYTELLING

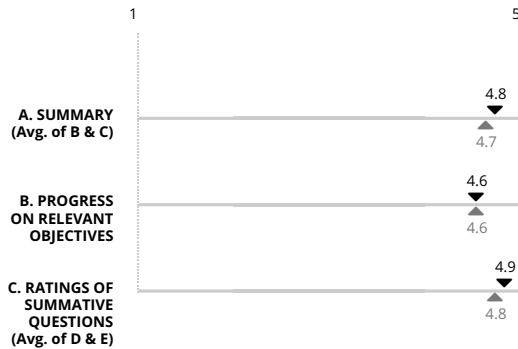
Spring 2020 | Averill Earls | Course CIP Code: 54.0105

26 | Students Enrolled
 24 | Students Responded
 92.31% | Response Rate

Summative

- ▼ | Adjusted
- ▲ | Raw
- ▭ | 3 Point Plus/Minus

Your Average Scores
5 Point Scale



Your Overall Mean Ratings
5 Point Scale

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.8	4.8
E. Excellent Course	4.7	4.9

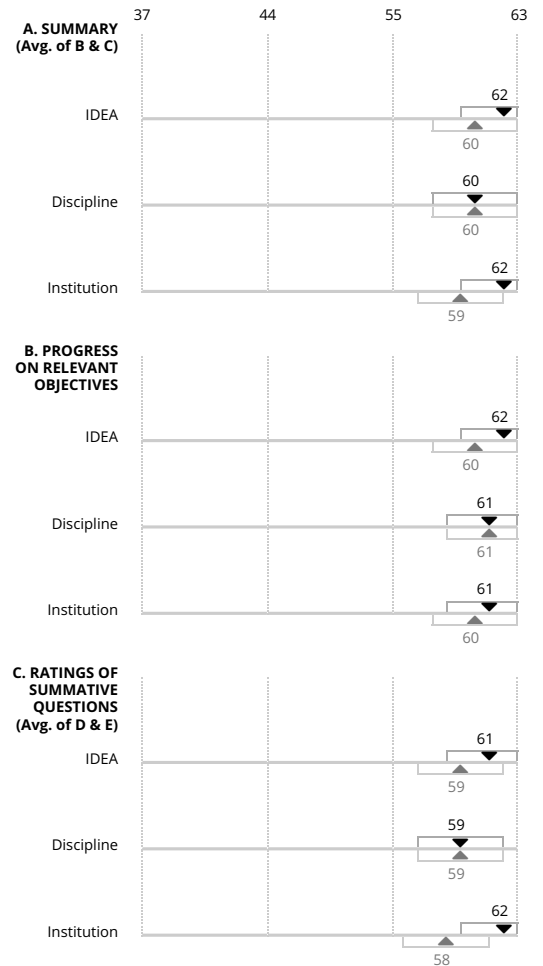
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	58	59
Discipline	58	58
Institution	58	60
E. Excellent Course		
IDEA	59	63
Discipline	59	59
Institution	58	63

Converted Average Buckets
Based on a Bell Curve

Much Lower (Lowest 10%)	Lower (Next 20%)	Similar (Middle 40%)	Higher (Next 20%)	Much Higher (Highest 10%)
37 or Lower	38 - 44	45 - 55	56 - 62	63 or Higher

Your Converted Average



Student Ratings of Learning on Relevant Objectives	Importance Rating	Your Average (5 Point Scale)		% of Students Rating		Your Converted Average					
		Raw	Adj.	1 or 2	4 or 5	IDEA		Discipline		Institution	
						Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	E	4.6	4.6	0	92	59	61	59	59	59	61
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	4.1	4.1	8	79	53	53	50	50	55	55
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	M	4.7	4.8	0	100	61	64	63	63	61	63
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	I	4.5	4.7	0	92	58	61	60	60	57	61
Acquiring skills in working with others as a member of a team	M	4.5	4.5	4	83	60	60	64	64	59	59
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	I	4.5	4.5	4	92	62	62	64	64	60	61
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	4.4	4.4	0	79	59	59	58	58	60	60
Developing skill in expressing myself orally or in writing	M	4.5	4.5	4	92	60	60	60	60	61	61
Learning how to find, evaluate, and use resources to explore a topic in depth	I	4.7	4.7	0	96	63	64	61	61	63	63
Developing ethical reasoning and/or ethical decision making	M	3.8	3.8	17	63	48	48	50	50	52	52
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	4.3	4.3	8	83	56	56	56	56	57	57
Learning to apply knowledge and skills to benefit others or serve the public good	M	4.3	4.3	8	79	54	54	58	58	54	56
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.7	3.7	25	67	48	48	53	53	51	51

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3.6	55	56	55
Difficulty of subject matter	3.2	46	47	46

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	4.1	58	58	57
I really wanted to take this course regardless of who taught it.	3.4	43	47	42
When this course began I believed I could master its content.	4.1	55	56	55
My background prepared me well for this course's requirements.	3.8	50	52	50

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.7	0% (1 or 2) 96% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	4.5	4% (1 or 2) 96% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	4.5	4% (1 or 2) 96% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	4.7	0% (1 or 2) 96% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	4.7	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Encouraged students to reflect on and evaluate what they have learned	4.8	0% (1 or 2) 96% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Provided meaningful feedback on students' academic performance	4.4	4% (1 or 2) 92% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	4.6	0% (1 or 2) 96% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	4.5	0% (1 or 2) 88% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

Collaborative Learning	Your Average	Students Rating	Suggested Action
Asked students to help each other understand ideas or concepts	4.6	0% (1 or 2) 96% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

Active Learning	Your Average	Students Rating	Suggested Action
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	4.9	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Involved students in hands-on projects such as research, case studies, or real life activities	4.9	0% (1 or 2) 96% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Gave projects, tests, or assignments that required original or creative thinking	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

Quantitative

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Found ways to help students answer their own questions	0% (0)	0% (0)	4.17% (1)	25% (6)	70.83% (17)	24	0	0.55	4.67
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	0% (0)	20.83% (5)	79.17% (19)	24	0	0.41	4.79
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	4.17% (1)	16.67% (4)	79.17% (19)	24	0	0.52	4.75
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	4.17% (1)	25% (6)	70.83% (17)	24	0	0.55	4.67
Formed teams or groups to facilitate learning	0% (0)	0% (0)	0% (0)	16.67% (4)	83.33% (20)	24	0	0.37	4.83
Made it clear how each topic fit into the course	0% (0)	4.17% (1)	0% (0)	33.33% (8)	62.5% (15)	24	0	0.71	4.54
Provided meaningful feedback on students' academic performance	4.17% (1)	0% (0)	4.17% (1)	33.33% (8)	58.33% (14)	24	0	0.91	4.42
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	4.17% (1)	29.17% (7)	66.67% (16)	24	0	0.56	4.63
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	0% (0)	0% (0)	8.33% (2)	91.67% (22)	24	0	0.28	4.92
Explained course material clearly and concisely	4.17% (1)	0% (0)	0% (0)	33.33% (8)	62.5% (15)	24	0	0.87	4.5

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Related course material to real life situations	0% (0)	0% (0)	4.17% (1)	20.83% (5)	75% (18)	24	0	0.54	4.71
Created opportunities for students to apply course content outside the classroom	0% (0)	0% (0)	12.5% (3)	25% (6)	62.5% (15)	24	0	0.71	4.5
Introduced stimulating ideas about the subject	0% (0)	0% (0)	4.17% (1)	25% (6)	70.83% (17)	24	0	0.55	4.67
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	0% (0)	4.17% (1)	4.17% (1)	91.67% (22)	24	0	0.44	4.88
Inspired students to set and achieve goals which really challenged them	0% (0)	0% (0)	0% (0)	33.33% (8)	66.67% (16)	24	0	0.47	4.67
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	0% (0)	4.17% (1)	29.17% (7)	66.67% (16)	24	0	0.56	4.63
Asked students to help each other understand ideas or concepts	0% (0)	0% (0)	4.17% (1)	33.33% (8)	62.5% (15)	24	0	0.57	4.58
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	0% (0)	0% (0)	16.67% (4)	83.33% (20)	24	0	0.37	4.83
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	4.17% (1)	0% (0)	29.17% (7)	66.67% (16)	24	0	0.7	4.58

<i>Describe your progress on:</i>	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	N	DNA	SD	M
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	0% (0)	0% (0)	8.33% (2)	25% (6)	66.67% (16)	24	0	0.64	4.58
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	8.33% (2)	12.5% (3)	37.5% (9)	41.67% (10)	24	0	0.93	4.13
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	0% (0)	0% (0)	33.33% (8)	66.67% (16)	24	0	0.47	4.67
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	0% (0)	8.33% (2)	29.17% (7)	62.5% (15)	24	0	0.64	4.54
Acquiring skills in working with others as a member of a team	0% (0)	4.17% (1)	12.5% (3)	12.5% (3)	70.83% (17)	24	0	0.87	4.5
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	0% (0)	4.17% (1)	4.17% (1)	25% (6)	66.67% (16)	24	0	0.76	4.54
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	0% (0)	0% (0)	20.83% (5)	20.83% (5)	58.33% (14)	24	0	0.81	4.38
Developing skill in expressing myself orally or in writing	4.17% (1)	0% (0)	4.17% (1)	25% (6)	66.67% (16)	24	0	0.91	4.5
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	0% (0)	4.17% (1)	20.83% (5)	75% (18)	24	0	0.54	4.71
Developing ethical reasoning and/or ethical decision making	4.17% (1)	12.5% (3)	20.83% (5)	29.17% (7)	33.33% (8)	24	0	1.16	3.75
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	0% (0)	8.33% (2)	8.33% (2)	25% (6)	58.33% (14)	24	0	0.94	4.33
Learning to apply knowledge and skills to benefit others or serve the public good	4.17% (1)	4.17% (1)	12.5% (3)	20.83% (5)	58.33% (14)	24	0	1.09	4.25
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	25% (6)	0% (0)	8.33% (2)	12.5% (3)	54.17% (13)	24	0	1.67	3.71
<i>The Course: On the next two items, compare this course with others you have taken at this institution.</i>	Much Less than Most Courses	Less than Most Courses	About Average	More than Most Courses	Much More than Most Courses	N	DNA	SD	M
Amount of coursework	4.17% (1)	4.17% (1)	33.33% (8)	45.83% (11)	12.5% (3)	24	0	0.91	3.58
Difficulty of subject matter	0% (0)	12.5% (3)	58.33% (14)	29.17% (7)	0% (0)	24	0	0.62	3.17
<i>For the following items, choose the option that best corresponds to your judgment.</i>	Definitely False	More False than True	In Between	More True than False	Definitely True	N	DNA	SD	M
As a rule, I put forth more effort than other students on academic work.	0% (0)	0% (0)	25% (6)	41.67% (10)	33.33% (8)	24	0	0.76	4.08
I really wanted to take this course regardless of who taught it.	4.17% (1)	25% (6)	20.83% (5)	29.17% (7)	20.83% (5)	24	0	1.18	3.38
When this course began I believed I could master its content.	0% (0)	4.17% (1)	12.5% (3)	50% (12)	33.33% (8)	24	0	0.78	4.13
My background prepared me well for this course's requirements.	4.17% (1)	12.5% (3)	12.5% (3)	45.83% (11)	25% (6)	24	0	1.09	3.75
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	0% (0)	20.83% (5)	79.17% (19)	24	0	0.41	4.79
Overall, I rate this course as excellent.	0% (0)	0% (0)	0% (0)	33.33% (8)	66.67% (16)	24	0	0.47	4.67

Qualitative

Comments -
<ul style="list-style-type: none"> We need feedback earlier. And when people write a cohesive storyline, plot lines and character development need to be more constant and not just let people do whatever they want, its quality not quantity no further comment. Such a great class! Dr. Earls is awesome. Amazing Professor and Course highly recommend it. Dr.Earls is amazing She is completely fabulous! This was one of my favorite classes. It was really hard to do so much in such a short period of time but honestly, it was worth it. I had a great time in this class! It was a lot of fun! Have a good time in Ireland Dr. Earls did a great job creating this course. Her experience operating her own podcast made the material she taught very valuable and insightful due to her expertise. I always love taking classes with Dr. Earls. She always provides a different perspective on things than the rest of the professors do. I like them all, but Dr. Earls makes things more modern and more hands-on. I'm going to miss having her next year after I graduate Dr. Earls was a great teacher and works her butt off outside class to prepare amazing content I had a lot of fun in this course!! Dr. Earls is a really funny character and provided a fun twist on history!