EDAD 7311 (01): Research II Design and Methods

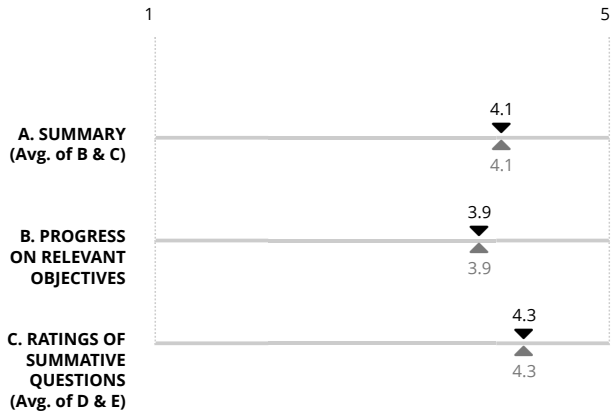
2018 Spring | Aaron Baggett | Course CIP Code: 13.0101

20 | Students Enrolled
11 | Students Responded
55% | 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	4.2	4.2
E. Excellent Course	4.3	4.3

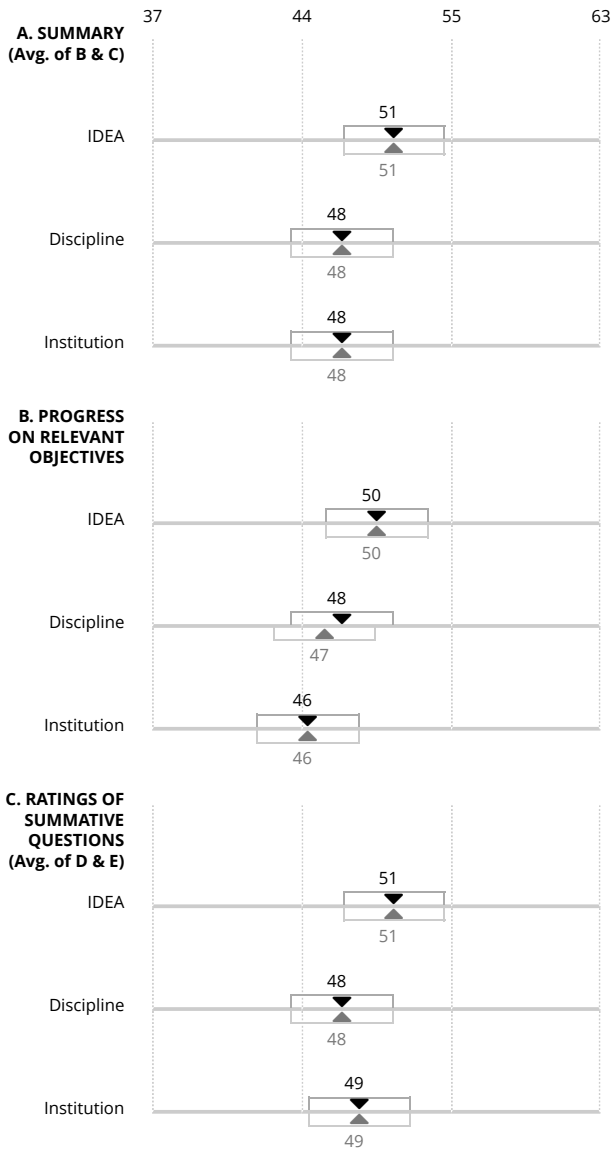
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	48	48
Discipline	46	46
Institution	47	47
E. Excellent Course		
IDEA	53	53
Discipline	49	49
Institution	50	50

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



						Your Converted Average					
		Your Average (5 Point Scale)		% of Students Rating		IDEA		Discipline		Institution	
Student Ratings of Learning on Relevant Objectives	**Importance Rating**	**Raw**	**Adj.**	**1 or 2**	**4 or 5**	**Raw**	**Adj.**	**Raw**	**Adj.**	**Raw**	**Adj.**
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	E	3.9	3.9	9	64	45	45	43	43	44	44
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.7	3.7	9	55	46	46	45	47	41	41
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	M	4.1	4.1	9	73	50	50	46	46	49	49
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4	4	9	73	48	48	44	44	46	46
Acquiring skills in working with others as a member of a team	M	3.9	3.9	9	73	51	51	48	49	47	47
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.9	3.9	9	73	53	53	50	52	44	44
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	4.1	4.1	9	73	55	55	52	54	47	47
Developing skill in expressing myself orally or in writing	E	3.8	3.8	9	73	49	49	46	48	44	44
Learning how to find, evaluate, and use resources to explore a topic in depth	E	4	4	9	73	51	51	48	49	48	48
Developing ethical reasoning and/or ethical decision making	M	3.9	3.9	9	73	50	50	48	49	47	47
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	M	4	4	9	73	50	50	47	48	47	47
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.9	3.9	9	73	49	49	45	45	46	46
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	E	4	4	9	73	53	53	51	51	49	49

		Your Converted Average		
Course Description	**Your Average**	**IDEA**	**Discipline**	**Institution**
Amount of coursework	3	43	43	42
Difficulty of subject matter	3.5	51	55	50

		Your Converted Average		
Student Description	**Your Average**	**IDEA**	**Discipline**	**Institution**
As a rule, I put forth more effort than other students on academic work.	3.7	46	44	44
I really wanted to take this course regardless of who taught it.	4.4	64	57	61
When this course began I believed I could master its content.	4.5	67	58	63
My background prepared me well for this course's requirements.	4.3	62	53	59

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Found ways to help students answer their own questions	3.9	9% (1 or 2) 73% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	4.1	9% (1 or 2) 82% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	4	9% (1 or 2) 82% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	4	9% (1 or 2) 82% (4 or 5)	You employed the method less 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	9% (1 or 2) 82% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	4.2	9% (1 or 2) 91% (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
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	3.9	9% (1 or 2) 82% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	4.2	9% (1 or 2) 82% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Provided meaningful feedback on students' academic performance	3.6	9% (1 or 2) 55% (4 or 5)	You employed the method less 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	9% (1 or 2) 82% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	3.7	9% (1 or 2) 73% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

Collaborative Learning	Your Average	Students Rating	Suggested Action

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	0% (1 or 2) 82% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Gave projects, tests, or assignments that required original or creative thinking	4.2	9% (1 or 2) 91% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

Quantitative

Describe the frequency of your instructor's teaching procedures. *The Instructor:*	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
Found ways to help students answer their own questions	0% (0)	9.09% (1)	18.18% (2)	45.45% (5)	27.27% (3)	11	0	0.9	3.91
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	9.09% (1)	0% (0)	9.09% (1)	54.55% (6)	27.27% (3)	11	0	1.08	3.91
Encouraged students to reflect on and evaluate what they have learned	0% (0)	9.09% (1)	9.09% (1)	36.36% (4)	45.45% (5)	11	0	0.94	4.18
Demonstrated the importance and significance of the subject matter	0% (0)	9.09% (1)	0% (0)	45.45% (5)	45.45% (5)	11	0	0.86	4.27
Formed teams or groups to facilitate learning	9.09% (1)	0% (0)	9.09% (1)	54.55% (6)	27.27% (3)	11	0	1.08	3.91
Made it clear how each topic fit into the course	0% (0)	9.09% (1)	9.09% (1)	45.45% (5)	36.36% (4)	11	0	0.9	4.09
Provided meaningful feedback on students' academic performance	9.09% (1)	0% (0)	36.36% (4)	27.27% (3)	27.27% (3)	11	0	1.15	3.64
Stimulated students to intellectual effort beyond that required by most courses	9.09% (1)	0% (0)	9.09% (1)	45.45% (5)	36.36% (4)	11	0	1.13	4
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	0% (0)	18.18% (2)	63.64% (7)	18.18% (2)	11	0	0.6	4
Explained course material clearly and concisely	9.09% (1)	0% (0)	9.09% (1)	45.45% (5)	36.36% (4)	11	0	1.13	4

Describe the frequency of your instructor's teaching procedures. *The Instructor:*	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
Related course material to real life situations	9.09% (1)	0% (0)	18.18% (2)	27.27% (3)	45.45% (5)	11	0	1.21	4
Created opportunities for students to apply course content outside the classroom	0% (0)	9.09% (1)	18.18% (2)	63.64% (7)	9.09% (1)	11	0	0.75	3.73
Introduced stimulating ideas about the subject	9.09% (1)	0% (0)	9.09% (1)	45.45% (5)	36.36% (4)	11	0	1.13	4
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	0% (0)	9.09% (1)	45.45% (5)	45.45% (5)	11	0	0.64	4.36
Inspired students to set and achieve goals which really challenged them	9.09% (1)	0% (0)	9.09% (1)	45.45% (5)	36.36% (4)	11	0	1.13	4
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	9.09% (1)	0% (0)	0% (0)	72.73% (8)	18.18% (2)	11	0	1	3.91
Asked students to help each other understand ideas or concepts	9.09% (1)	0% (0)	0% (0)	54.55% (6)	36.36% (4)	11	0	1.08	4.09
Gave projects, tests, or assignments that required original or creative thinking	9.09% (1)	0% (0)	0% (0)	45.45% (5)	45.45% (5)	11	0	1.11	4.18
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	9.09% (1)	0% (0)	0% (0)	45.45% (5)	45.45% (5)	11	0	1.11	4.18

Describe your progress on:	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)	9.09% (1)	27.27% (3)	27.27% (3)	36.36% (4)	11	0	1	3.91
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	9.09% (1)	36.36% (4)	27.27% (3)	27.27% (3)	11	0	0.96	3.73
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	0% (0)	9.09% (1)	18.18% (2)	27.27% (3)	45.45% (5)	11	0	1	4.09
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	9.09% (1)	18.18% (2)	36.36% (4)	36.36% (4)	11	0	0.95	4
Acquiring skills in working with others as a member of a team	9.09% (1)	0% (0)	18.18% (2)	36.36% (4)	36.36% (4)	11	0	1.16	3.91
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	0% (0)	9.09% (1)	18.18% (2)	45.45% (5)	27.27% (3)	11	0	0.9	3.91
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	0% (0)	9.09% (1)	18.18% (2)	27.27% (3)	45.45% (5)	11	0	1	4.09
Developing skill in expressing myself orally or in writing	9.09% (1)	0% (0)	18.18% (2)	45.45% (5)	27.27% (3)	11	0	1.11	3.82
Learning how to find, evaluate, and use resources to explore a topic in depth	9.09% (1)	0% (0)	18.18% (2)	27.27% (3)	45.45% (5)	11	0	1.21	4
Developing ethical reasoning and/or ethical decision making	9.09% (1)	0% (0)	18.18% (2)	36.36% (4)	36.36% (4)	11	0	1.16	3.91
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	9.09% (1)	0% (0)	18.18% (2)	27.27% (3)	45.45% (5)	11	0	1.21	4
Learning to apply knowledge and skills to benefit others or serve the public good	9.09% (1)	0% (0)	18.18% (2)	36.36% (4)	36.36% (4)	11	0	1.16	3.91
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	9.09% (1)	0% (0)	18.18% (2)	27.27% (3)	45.45% (5)	11	0	1.21	4

The Course: *On the next two items, compare this course with others you have taken at this institution.*	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	0% (0)	0% (0)	100% (11)	0% (0)	0% (0)	11	0	0	3
Difficulty of subject matter	0% (0)	0% (0)	63.64% (7)	27.27% (3)	9.09% (1)	11	0	0.66	3.45

For the following items, choose the option that best corresponds to your judgment.	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)	45.45% (5)	36.36% (4)	18.18% (2)	11	0	0.75	3.73
I really wanted to take this course regardless of who taught it.	0% (0)	0% (0)	9.09% (1)	45.45% (5)	45.45% (5)	11	0	0.64	4.36
When this course began I believed I could master its content.	0% (0)	0% (0)	0% (0)	45.45% (5)	54.55% (6)	11	0	0.5	4.55
My background prepared me well for this course's requirements.	0% (0)	0% (0)	18.18% (2)	36.36% (4)	45.45% (5)	11	0	0.75	4.27
Overall, I rate this instructor an excellent teacher.	9.09% (1)	0% (0)	9.09% (1)	27.27% (3)	54.55% (6)	11	0	1.19	4.18
Overall, I rate this course as excellent.	0% (0)	9.09% (1)	0% (0)	45.45% (5)	45.45% (5)	11	0	0.86	4.27

Qualitative

Comments -

- Dr. Baggett's knowledge and expertise in statistics and quantitative research methods is very valuable for a doctoral level research course. He is able to draw from his own personal knowledge and experience to answer student questions, but another nice thing that I noticed was that when he doesn't know something he admits that he doesn't know or isn't sure and then will find the right answer for student questions. I did feel at times that there was a lack of coordination between the co-teachers of this course. This improved as the semester went on. Though it took a little longer than usual to get a grade back on my literature review, I received 4 times the feedback I have gotten on similar assignments throughout this program. The feedback was also relevant, suggested ways to correct errors, and even provided links to APA rules to help me learn the correct rule. Overall, Dr. Bagget was the most involved co-teacher we have had for co-taught courses yet. He contributed far more than others in the past. Having someone that is part of the IRB committee/process for our university is very valuable for students who are learning about the IRB process, research design, etc.
- I appreciate Dr. Baggett's advances knowledge of statistics and enjoyed learning from him.
- Looking forward to learning so much more in regards to SPSS. Dr. Baggett is very knowledgeable in this arena and I'm certain he will help us utilize it to the best of our ability.
- The primary concern was the lack of feedback and timeliness regarding review of literature assignment. I was drawn to this program because of the embedded dissertation concept. I feel that my writing needs work and this program allows me to build my writing as I also build my research. An important component of embedded dissertation is timely and effective feedback which I feel was lacking.
- My only complaint would be the length of time between turning in an assignment and receiving feedback.
- I've enjoyed having Dr. Baggett this semester. He's great at explaining the difficult statistics and showing us how to use SPSS.