

Instructional Design: Outcomes

Midterm Survey

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Overview

Evaluation reports with analysis can be longer, in some cases, than many of the other items for the project's lifecycle combined. However, based on the learning outcomes of the course as well as the Kirkpatrick model of evaluation, I have crafted a survey that will be introduced to learners in the mid-term and then reiterated in the final. This mostly tests Level 1 (Reaction) of Kirkpatrick; however, this is perhaps the most important of all for academic instructors.

The Midterm Survey for Writing Studies can be accessed here:
<https://forms.gle/USwx15zRvgRh6GGS9>. It is reproduced below.

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Student Survey

Directions: Select the choice that applies most to you. [The following questions require that learners choose one of five options 1- Not at all; 2- No; 3- Neither; 4- Yes; and 5- Yes, very much.]

1. I am enjoying this class overall.
2. I am enjoying the readings for this class.
3. I feel am benefitting from this class.
4. My writing is going to improve as a result of this class.
5. My analytical skills are going to improve as a result of this class.
6. I do not care for this class.
7. I am looking forward to the end of the semester so that I do not have to attend this class anymore.
8. There are times when I zone out in class because I am not interested.
9. While there is a lot of work, I do see the relevance of each assignment.
10. There is too much reading in this course.
11. There is too much writing in this course.
12. Overall, I am satisfied with my progress and involvement in this course.

13. I am learning how to conduct college-level research and write college-level papers.

14. I'm learning how to approach social issues from a different perspective
15. I'm learning how to think critically about the issues that face culture, race, and other (what some may consider) controversial topics.
16. I would have never known about the background and significance of this course topic if I had not been in this class.
17. I've learned how to analyze texts and visual media better and more deeply.
18. I think that the blog posts are a great learning tool.
19. I do not think in-class writing assignments are helpful.
20. I find it pretty hard to keep up with the readings.
21. I am often stressed that I will not be able to complete my work for this class.
22. The instructor lectures too often.
23. I do not feel I can participate during in-class discussions.

Open-ended questions:

24. How might you improve your intellectual progress and participation in this course?
25. How might this course be improved by the instructor?
26. In your own words, what was the goal of Assignment 1?
27. What challenges did you have in completing Assignment 1?
28. If you were to repeat Assignment 1, what would you change or do differently?

Directions: Select the choice that applies most to you. [The following questions require that learners choose one of five options 1- Not at all; 2- No; 3- Neither; 4- Yes; and 5- Yes, very much.]

29. I found it difficult to find the time to complete Assignment 1.
30. I did not understand the point of doing Assignment 1.
31. Assignment 1 made me a better reader.
32. Assignment 1 made me a better writer.

Analysis 1

Questions 1-12 gauge overall satisfaction (**Kirkpatrick Level 1**) of the course thus far. This means that by the end of the twelve questions, students are able to articulate their reaction, in a general sense, to the course's content to that point. These questions are repeated in the end-of-term survey.

Questions 13-23 gauge satisfaction with specific mechanisms of learning in the class, including learning outcomes specific to the course regarding writing and research and low-stakes tasks like homework and in-class work. These questions are repeated in the end-of-term survey.

Questions 24-28 allow students to reflect without quantitative gauging on one specific assignment. This requires individual accountability and articulation of specific guidelines of the assignment from the perspective of the individual learner. This means that the survey allows the instructor to see if they articulated well enough to students what the necessity of the assignment was *and* its constitutive elements. These are not repeated in the end-of-term survey.

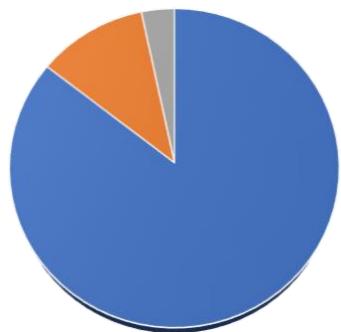
Questions 29-32 quantify the results from the previous section by providing students the opportunity to gauge their reaction to and experience with an assignment. These are not repeated in the end-of-term survey.

Analysis 2 (Reverse Kirkpatrick Course Guide)

1. Which results do we want to achieve with the course? (**Results**) Learners should be able to succeed in advanced college classrooms beyond this one having used this opportunity to hone their academic writing craft.
2. What do people need to do differently? (**Behavior**) Learners need to pass the final exam at minimum 70/100 percentage points.
3. What knowledge and skills do people need? (**Learning**) The primary goal of this course is to polish learners' writing skills and help learners become more expedient, more thorough, and more sophisticated writers competent to succeed in advanced level university courses beyond this course. Learners must become competent at working with multiple sources, engaging in inquiry-based projects, and presenting their findings in non-written formats (e.g., oral, visual, multimodal) where appropriate. Learners should exhibit ability in research and argumentation as well as technical competencies producing start-to-finish research essay deliverables using both word processing, library databases, and LMS submission capabilities.
4. How do we design an attractive intervention? (**Reaction**) Learners should feel their environment and their experience in the course is worthwhile and meaningful to their studies as well as their lives as a whole. This requires learning solutions that are adaptive, interactive, and regularly updated to reflect on-going research in learner experience (LX).

Data

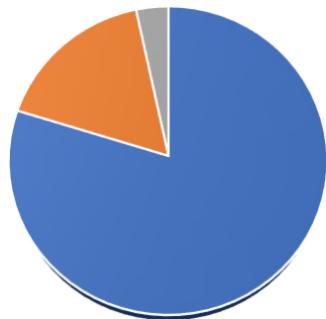
"The grading methods are fair and appropriate"



- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Strongly Agree	77
Agree	10
Neutral	3
Disagree	0
Strongly Disagree	0

"My overall evaluation of the instructor is positive."

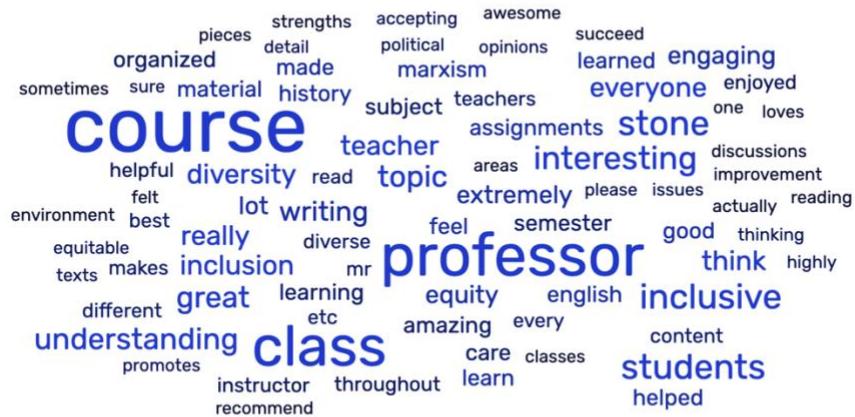


- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Strongly Agree	71
Agree	15
Neutral	3
Disagree	0
Strongly Disagree	0

OPEN-ENDED RESPONSES

Each of the following bullet points come from separate student evaluations.



“Please describe the course regarding diversity, equity, and inclusion.”

- inclusive
- diverse
- This course includes diversity, equity, and inclusion for everyone.
- This course revolves around diversity and inclusion. Whether it's combating racism, sexism, homophobia etc...
- The course is so diverse since it is about the history of the diverse political systems in the whole world. Since each of us have different political beliefs, the course is interesting since I read and listen to other opinions
- Really talks about diversity, equity and inclusion, and promotes it.
- Above and beyond when it comes to diversity, equity, and inclusion. Only positive things to say.
- very inclusive
- Very inclusive and equitable.
- Very good.
- This professor is very good at being inclusive and equitable.
- There are texts that go into detail about Black Marxism and LGBT Marxism. There is no
- discrimination in the class and every opinion is tolerated
- Professor Stone treated everyone with respect and made sure the course content was inclusive.
- It was very inclusive.
- Very inclusive!
- perfect
- We had no issues. My professor was very accepting of all students.

- Very well. We learned about many issues relating to diversity, equity, and inclusion. This course made me learn a lot more than I previously did.
- Very well, I learned a new way of thinking about the way people behave and why.
- great
- The professor was highly inclusive and the course material was actually related to LGBTQ and different cultural regions.
- Perfectly
- Mr. Stone makes everyone feel the belong
- He was extremely good at making everyone feel included properly.
- He was awesome! I think he was one of the best English teachers I have ever had. He was very understanding and was very helpful when I had any questions about assignments. I would 10/10 recommend him to any students looking to take this class.
- Handled extremely well. He is very inclusive and promotes equality.

"Please identify what you consider to be the strengths of the course (or section) and/or areas for improvement."

- Teacher is really accepting and responds fast. never felt uncomfortable in this class unlike other
- classes and felt welcomed.
- I liked the writing assignments they helped me improve my writing
- This class is very engaging because of class discussions and the professor is very organized and loves the subject and helps students succeed.
- The strengths are the interesting writing pieces and enjoyable learning environment Mr. Stone creates
- The course has improved my reading and writing skills. Even if I do not really like Marxism, which is the topic of the course, I enjoy reading and learning about it.
- Makes you think from a perspective we never had before. I do think it feels more like a history course than an English class.
- Amazing and understanding teacher. Very easy to talk to. Plenty of writing opportunities. Sometimes readings for homework are very lengthy, boring, and confusing.
- Helpful, nice and understanding
- The best! Great learning environment! Let's me be creative in my writing! Very nice guy!
- Professor Preston is a great instructor. He loves the topic that he teaches and he always gives us feedback on our papers. He enjoys listening our opinions.
- instructor is very understanding and he explains things in detail
- This professor organized his course extremely well, it was very engaging, and I benefited from it
- very much. I have no areas for improvement.
- The topic is interesting and engaging, you learn about history that other classes don't teach. The essays and assignments are a sensible length.
- Some of the more theoretical texts are unintelligible and boring to read through. The discussion board post readings were too long sometimes
- The assignments in this course all have a unique meaningful purpose.
- Professor Stone is a very engaging speaker and breaks down complex subjects extremely well.

- I think the current-world relevancy of this course (not ENG 106, but the specific course topic itself) is important and a strength in itself.
- A major strength was the different aspects and elements of writing that we learned.
- Professor Stone was very passionate and understanding of the material. He made it fun to learn.
- This professor has definitely been one of my favorite teachers I've gotten to work with throughout my 12+ years of schooling. I think the overshadowing/'best' characteristic of this teacher is the 'amount'/quality of care, compassion and understanding he shows to his students and the course. Prior to taking this course I never had a sliver of care/regard for politics, socialism, history, etc., but this professor (through his constant showing of care and passion for the students/course) helped me change this. It didn't take me very long, but after the first couple weeks of the semester I was CLEARLY able to grasp the professor's intention of the course: to educate students, to help his students succeed, and to spur interest in the topics discussed throughout the course. It's the teachers like Mr. Stone (who care less about grades, unnecessary busy work, etc., and more about the students) that feed my love for learning.
- I really enjoyed this professor. You can tell he has a passion for the subject, cares about our experience in the course, is respectful, and is a great teacher. The content was very interesting and relevant as well.
- Honestly, I was going to drop this class when I learned that it was about Marxism in America. But, then I went to class and I actually found it so interesting. Also, I truly believe the teacher makes the class and this professor is amazing! Would highly recommend him to anyone as he is so understanding and helpful to everyone. If I were to take another English class, I would make sure it was with him. Thank you so much for an amazing semester!
- This course was exceptionally well organized. I have never taken a course that was as organized as this class. All of the class content was easily accessible and every assignment was clearly explained on the syllabus or attached documents. I do, however, believe that we were given a heavy workload that seems to be better suited for a higher level English class.
- I thoroughly enjoyed the topic of this class. It left for a lot of room for interpretation. For each article we read, every interpretation was worth talking about and interesting. I really enjoyed the creative freedom we had throughout the semester.
- I like doing the through line wednesdays and the class discussions as well I thought it helped a lot with the course
- The professor is extremely knowledgeable on the subject matter and is good at communicating it to students.
- The material covered in this course is incredible and thinking through the pieces with the guidance provided is really engaging and leads to a very rewarding experience.
- Interesting topic; great structure & material chosen
- I loved how our professor kept everyone engaged and made the class very interesting. I never thought I would be interested in this topic but Professor Stone was awesome!
- Overall, I think professor Stone was a great teacher. Not only did I learn a lot in this class but he helped me overcome my fear of speaking aloud in class. I feel way more confident as a person now and feel like I have grown a lot. He was amazing!
- Thank you for an incredible semester Professor Stone you are a great professor and overall person and I hope to see you on campus!
- The instructor has a vigor for the subject and that is very apparent.

