



There were: 21 possible respondents. Average is out of 6.

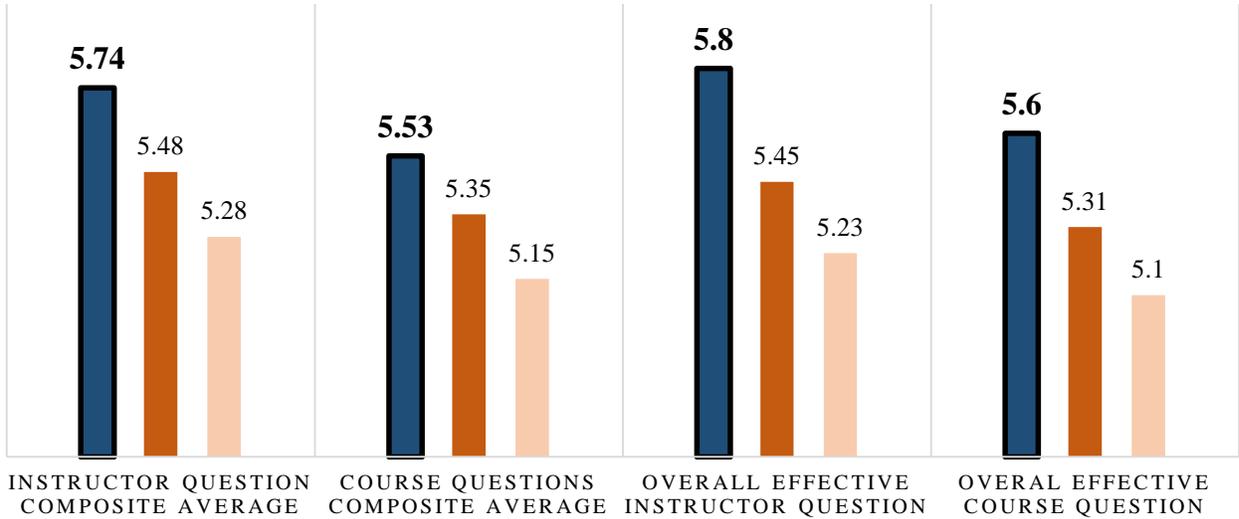
	Question Text	N	RR	Avg	ENGL Avg	Div Avg	Sch Avg						
Grp	Instructor Questions (HALSTROM)			5.74	5.48	5.33	5.28						
Grp	Course Questions			5.53	5.35	5.20	5.15						
								Str Disagr	Disagr	Mild Disagr	Mild Agree	Agree	Str Agree
	Objectives clearly stated	10	48%	5.6	5.36	5.25	5.23					40% (4)	60% (6)
	Objectives met	10	48%	5.6	5.36	5.24	5.21					40% (4)	60% (6)
	Content well-organized	10	48%	5.3	5.30	5.16	5.12				10% (1)	50% (5)	40% (4)
	Course materials helpful	10	48%	5.3	5.38	5.16	5.11				20% (2)	30% (3)	50% (5)
	Assignments & exams covered the course	10	48%	5.7	5.44	5.27	5.18					30% (3)	70% (7)
	Learned great deal	10	48%	5.6	5.31	5.14	5.11				10% (1)	20% (2)	70% (7)
	Overall effective course	10	48%	5.6	5.31	5.15	5.10					40% (4)	60% (6)
	This course challenged me intellectually	10	48%	5.7	5.38	5.38	5.20					30% (3)	70% (7)
	Writing was carefully read	10	48%	5.8	5.43	5.43	5.38				10% (1)		90% (9)
	Instructor was organized (HALSTROM)	10	48%	5.4	5.33	5.24	5.22				10% (1)	40% (4)	50% (5)
	Instructor presented effectively (HALSTROM)	9	43%	5.67	5.36	5.20	5.13					33% (3)	67% (6)
	Instructor created respectful environment (HALSTROM)	10	48%	5.8	5.50	5.38	5.34					20% (2)	80% (8)
	Demonstrated thorough knowledge (HALSTROM)	10	48%	5.8	5.64	5.47	5.43					20% (2)	80% (8)
	Instructor encouraged questions/ opinions (HALSTROM)	10	48%	5.8	5.56	5.40	5.34					20% (2)	80% (8)
	Instructor available for student consultation (HALSTROM)	10	48%	5.9	5.54	5.37	5.30					10% (1)	90% (9)
	Overall effective instructor (HALSTROM)	10	48%	5.8	5.45	5.28	5.23					20% (2)	80% (8)
								Yes	No				
	Would recommend this class to a friend (HALSTROM)	10	48%	1				100% (10)					
								Str Disagr	Disagr	Mild Disagr	Mild Agree	Agree	Str Agree
	Overall, this was an effective hybrid course (HALSTROM)	9	43%	5.78								22% (2)	78% (7)

Instructor	Text Responses
	Question: Comments on course effectiveness
	Adam's idea mapping that he put on the whiteboard for every session was an incredibly helpful tool that allowed us to understand key concepts, how they related to the novel we were reading, and how they all tied together. His use of the online forum to engage us in regular conversation was effective and enjoyable. I wish more courses would utilize this tool.
	I wish they weekly assignments had been posted sooner. Two weeks ahead would be nice so that people can work a little bit ahead.
	One thing I was extremely grateful for was the shorter reading assignments. I've had classes that required me to read half a book over two days and I just don't have that time. I'm a slow reader as I like to take in what I'm reading and have the time to think about it. Its the first class I've taken where I wasn't constantly behind on the reading assignments. Even though the papers assigned were rather long, I liked that we got to decide what to write on, it's always easier to write about what interests me and I see things differently than some professors, so having to write on what they find interesting is challenging.
	This instructor was very helpful, and always very willing to sit down and help with anything you may have been uncertain about. Always will give you detailed feedback on anything you submit to him.
	I felt as though this course did not properly fit the format of a summer course. The combination of in person and online component was top notch, but it felt like there was too much busy work for such a small amount of time to cover three novels, and more time should have been dedicated to them.
	Adam makes his students meet with him twice during the semester. That's a great way to engage with students, also, he gives great feedback on papers.
	The hybrid component was hard at first but after I got used to it I loved the ability to comment and not be nervous in front of a silent classroom
	The criticism that were offered were very helpful in the discussions of the class. The class content and online work reflected what was required of the course.

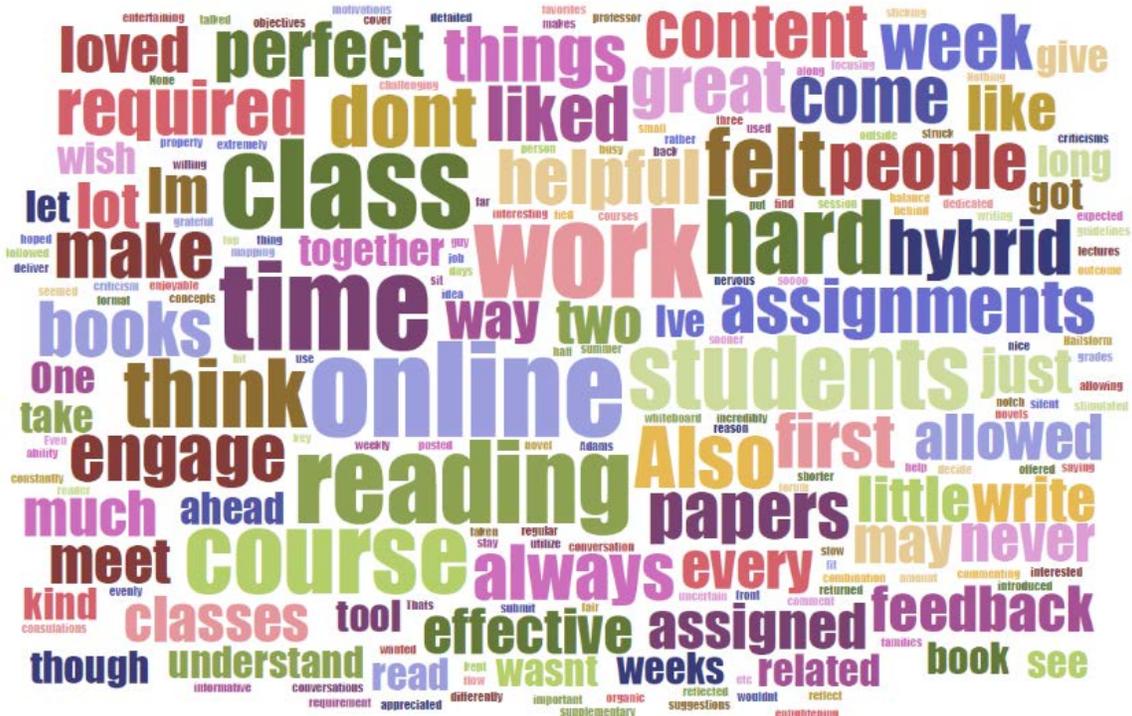
Question: Comments on instructor effectiveness	
HALSTROM	I don't usually meet with my professors during the semester outside of class, but I kind of liked that we were made to do that for this class. It made writing my papers and talking out ideas much easier. I also felt like my papers were considered important as professor Halstrom took a lot of time commenting on them and he seemed just as interested in what I wanted to say as I was in saying it.
HALSTROM	It was hard to have consultations be a required assignment. As students it's hard to come back up to campus, or stay after class, because we have work and other classes and families, etc. Especially with a hybrid course. The reason a lot of us took the hybrid course was so we wouldn't have to come up to campus a lot.
HALSTROM	Adam did a good job of reading the interests and motivations of his students, and introduced supplementary content along the way that kept us stimulated. He struck a fair balance between sticking to the objectives of the course, while also allowing the course to take on an organic flow; conversations were never forced and our time together as a class was always informative.
HALSTROM	None, this guy was soooo great!!!
HALSTROM	I appreciated that you were available, but the forced meetings didn't deliver what I had hoped once grades were returned. For having talked so long about each paper, I felt I followed your guidelines and suggestions, but this didn't reflect in my grade. I think the outcome would have been the same, with or without the meetings.
HALSTROM	Nothing that I can think of.
HALSTROM	Really fun lectures, entertaining and enlightening. One of my favorites so far.
HALSTROM	The requirement to meet with the instructor for discussions on what was expected for paper content was great. By focusing on criticisms related to the books that we were reading was very helpful.
Question: General comments about the online component	
HALSTROM	The online work was evenly spaced through the week and allowed us to complete our required close readings without feeling overburdened. I don't think the online component was perfect by any means, but it certainly was fun to engage. The single biggest improvement that I would make to the online work is twofold: first, make it weigh heavier on the overall grade; and second, make every student create, lead, and moderate a discussion topic. For your average class size, have every student assigned a specific Monday or Thursday over the course of the semester that they have to create and own a discussion.
HALSTROM	I liked the online assignments as they allow me to express my thoughts. It takes time for me to organize my thoughts so other people can understand them and online work gives me that time. In class I don't usually have that kind of leniency or I'm being forced to talk which is not conducive for deep thinking. The online work also allowed me to see what other people in the class were thinking and many times they came up with ideas or noticed things in the books that I'd never considered and those things just don't come up in a classroom discussion. They come up afterward, when people have had enough time to think things through.
HALSTROM	The online work was a perfect load. I loved how thoroughly we went through 1984, and we had time to really think about the book and read it carefully. The other two books went a little faster and it was hard to keep up, or at least get what I would have liked out of it. I enjoyed that there wasn't too much other reading, since we already had 3 books in 6 weeks.
HALSTROM	I really loved having a hybrid class. Sometimes purely online classes make it hard to connect but this was the perfect mix.
HALSTROM	The online work was assigned for twice a week, once to respond to any given content, then the second time was to give feedback to our classmates responses. This was an effective way to engage students, personally I enjoyed this layout. It is a little overwhelming at first but it is not that hard.
HALSTROM	I had no problem with the online work, but it sometimes felt as if we were being experimented on with the different mediums. They occasionally felt off topic, and detracted from the knowledge available to be gained from talking about the texts more directly.
HALSTROM	It was good. Not overwhelmingly hard, but not five minute easy either. It was perfect especially since reading was the highest priority on a week to week basis.
HALSTROM	I had a few technical difficulties with the video close reading assignment. Definitely would let students know they may need a sturdy Internet connection. Also, I was never able to access the video of 1984 from my laptop. Same suggestion, let students know they may need a better Internet connection.
HALSTROM	I thought that the discussions were not completely effective.

GRAPH OF QUESTION AVERAGES

■ My Average (out of 6) ■ English Department Average ■ University of Utah Average



WORD CLOUD OF STUDENT COMMENTS



Written Comments Analysis Grid

Response Rate (#/enrollment, %): **10/21, 48%**

Composite Score Course/Department/University: (**5.53 / 5.35 / 5.15**) Composite Score Instructor/Department/University: (**5.74 / 5.48 / 5.28**)

General Comments: This was the first time this course was taught and the first time I taught a hybrid course. As such, I expected organization and clarity to be a bit of a struggle, but was pleasantly surprised that the structure of the course allowed students to effectively engage with the material in a variety of ways, both face to face and online.

Strengths: Interaction with the students

Potential Opportunities: Consider ways to make online discussions more direct and productive—one student’s suggestion, which is echoed by the research, is to involve students in the discussion boards as moderators (rotating weekly). Consider alternatives to office hour consultations, especially for students who have limited access to campus.

Rating	Subject Matter	Organization /Clarity	Interaction	Dynamism/Enthusiasm	Other
Excellent (6)	The online work was a perfect load. I loved how thoroughly we went through 1984, and we had time to really think about the book and read it carefully. The other two books went a little faster and it was hard to keep up, or at least get what I would have liked out of it. I enjoyed that there wasn't too much other reading, since we already had 3 books in 6 weeks.	Adam's idea mapping that he put on the whiteboard for every session was an incredibly helpful tool that allowed us to understand key concepts, how they related to the novel we were reading, and how they all tied together.	Adam makes his students meet with him twice during the semester. That's a great way to engage with students, also, he gives great feedback on papers. I don't usually meet with my professors during the semester outside of class, but I kind of liked that we were made to do that for this class. It made writing my papers and talking out ideas much easier. I also felt like my papers were considered important as professor Halstrom took a lot of time commenting on them and he seemed just as interested in what I wanted to say as I was in saying it. This instructor was very helpful, and always very willing to sit down and help with anything you may have been uncertain about. Always will give you detailed feedback on anything you submit to him. The requirement to meet with the	Really fun lectures, entertaining and enlightening. One of my favorites so far.	None, this guy was soooo great!!! I really loved having a hybrid class. Sometimes purely online classes make it hard to connect but this was the perfect mix.

Rating	Subject Matter	Organization /Clarity	Interaction	Dynamism/Enthusiasm	Other
			instructor for discussions on what was expected for paper content was great. By focusing on criticisms related to the books that we were reading was very helpful.		
Above Average (5)	One thing I was extremely grateful for was the shorter reading assignments. I've had classes that required me to read half a book over two days and I just don't have that time. I'm a slow reader as I like to take in what I'm reading and have the time to think about it. Its the first class I've taken where I wasn't constantly behind on the reading assignments.	<p>The online work was assigned for twice a week, once to respond to any given content, then the second time was to give feedback to our classmates responses. This was an effective way to engage students, personally I enjoyed this layout. It is a little overwhelming at first but it is not that hard.</p> <p>Adam did a good job of reading the interests and motivations of his students, and introduced supplementary content along the way that kept us stimulated. He struck a fair balance between sticking to the objectives of the course, while also allowing the course to take on an organic flow; conversations were never forced and our time together as a class was always informative.</p>	His use of the online forum to engage us in regular conversation was effective and enjoyable. I wish more courses would utilize this tool.		<p>I liked the online assignments as they allow me to express my thoughts. It takes time for me to organize my thoughts so other people can understand them and online work gives me that time. In class I don't usually have that kind of leniency or I'm being forced to talk which is not conducive for deep thinking.</p> <p>The online work also allowed me to see what other people in the class were thinking and many times they came up with ideas or noticed things in the books that I'd never considered and those things just don't come up in a classroom discussion. They come up afterward, when people have had enough time to think things through.</p> <p>The hybrid component was hard at first but after I got used to it I loved the ability to comment and not be nervous in front of a silent classroom</p>
Average (4)		The online work was evenly spaced through the week and allowed us to complete our required close readings without feeling overburdened. I don't think the online component was perfect by any means, but it certainly was fun to engage. The single biggest improvement that I would make to the online work is twofold: first, make it weigh heavier on the overall grade; and second, make every student create, lead, and moderate a discussion topic. For your average class size, have every student assigned a specific Monday or Thursday over the course of the semester that they have to create and own a discussion.	The criticism that were offered were very helpful in the discussions of the class. The class content and online work reflected what was required of the course.		<p>Nothing that I can think of.</p> <p>I had no problem with the online work, but it sometimes felt as if we were being experimented on with the different mediums. They occasionally felt off topic, and detracted from the knowledge available to be gained from talking about the texts more directly.</p> <p>It [the online component] was good. Not overwhelmingly hard, but not five minute easy either. It was perfect especially since reading was the highest priority on a week to week basis.</p> <p>Even though the papers assigned were rather long, I liked that we got to decide what to write on, it's</p>

Rating	Subject Matter	Organization /Clarity	Interaction	Dynamism/Enthusiasm	Other
					always easier to write about what interests me and I see things differently than some professors, so having to write on what they find interesting is challenging.
Below Average (2, 3)		<p>I wish they weekly assignments had been posted sooner. Two weeks ahead would be nice so that people can work a little bit ahead.</p> <p>I felt as though this course did not properly fit the format of a summer course. The combination of in person and online component was top notch, but it felt like there was too much busy work for such a small amount of time to cover three novels, and more time should have been dedicated to them.</p>	<p>It was hard to have consultations be a required assignment. As students it's hard to come back up to campus, or stay after class, because we have work and other classes and families, etc. Especially with a hybrid course. The reason a lot of us took the hybrid course was so we wouldn't have to come up to campus a lot.</p> <p>I appreciated that you were available, but the forced meetings didn't deliver what I had hoped once grades were returned. For having talked so long about each paper, I felt I followed your guidelines and suggestions, but this didn't reflect in my grade. I think the outcome would have been the same, with or without the meetings.</p>		<p>I had a few technical difficulties with the video close reading assignment. Definitely would let students know they may need a sturdy Internet connection. Also, I was never able to access the video of 1984 from my laptop. Same suggestion, let students know they may need a better Internet connection.</p>
Poor (1)					I thought that the discussions were not completely effective.