



Natalie Rasmussen (as private and confidential)

Course Evaluation Report EDLD-682-82-Field Based Research

Natalie Rasmussen,

In the attachment you will find the evaluation results for your course evaluation EDLD-682-82-Field Based Research, Summer 2021.

The legend indicator is followed by the individual average values of the scaled questions. Student comments are included following the summary statistics.

If you have any questions please do not hesitate to contact Sharifun Syed of the Institutional Analytics and Strategic Effectiveness, Minnesota State University, Mankato.

Warmest regards,
Sharifun Syed

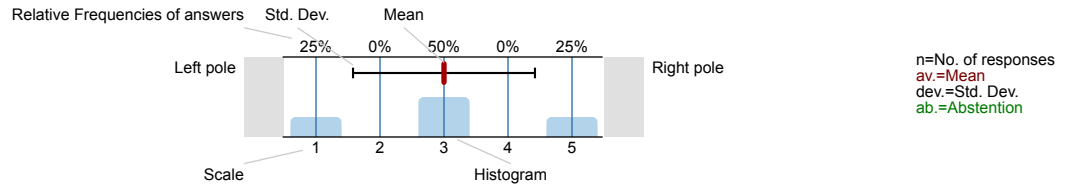


Natalie Rasmussen
 Summer 2021 20221-003362-Lecture-N_Rasmussen
 No. of responses = 13

Survey Results

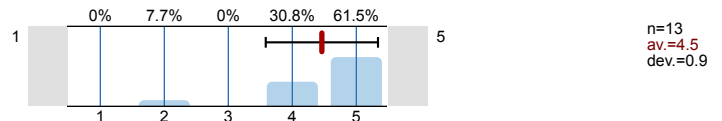
Legend

Question text

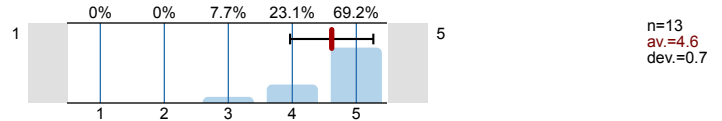


1. SECTION 1: To provide a general evaluation please rate the following on a 5 to 1 scale (5 high...1 low)

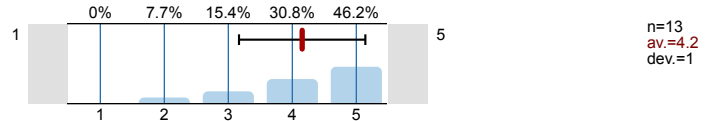
1.1) The course as a whole



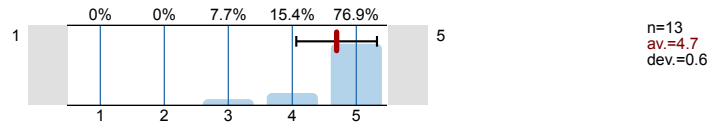
1.2) The instructor's contribution to the course



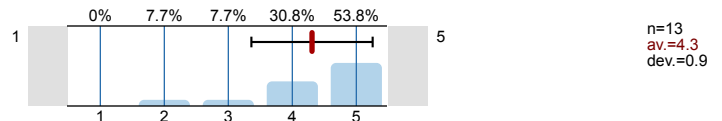
1.3) Use of class time



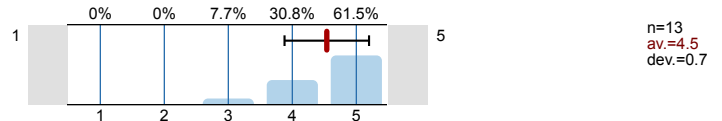
1.4) Instructor's interest in whether the students learned



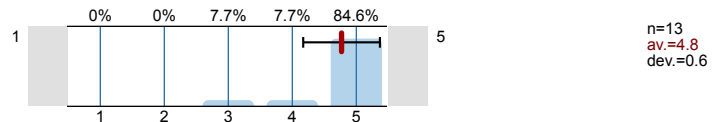
1.5) Amount you learned in the course



1.6) Evaluative and grading techniques

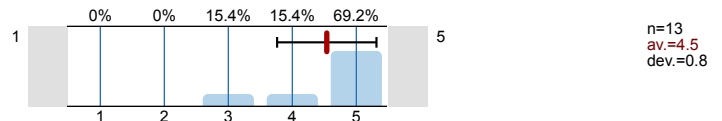


1.7) Clarity of student responsibilities and requirements



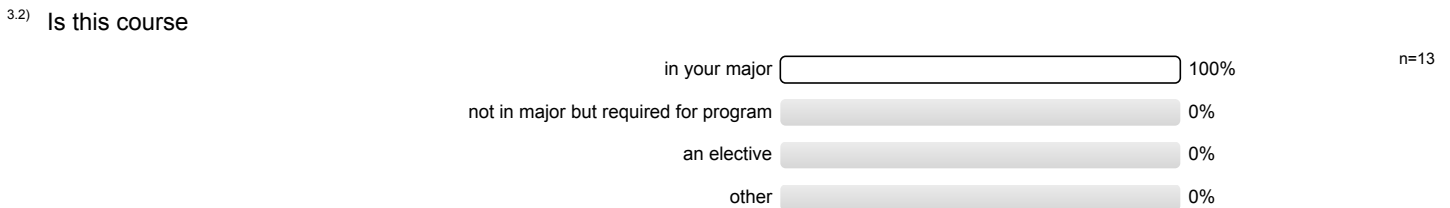
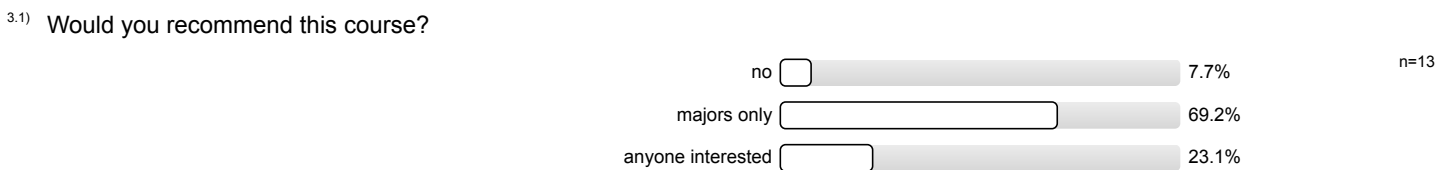
2. Section 2: To provide feedback to the instructor please rate the following on a 5 to 1 scale (5 high...1 low)

2.1) Course organization

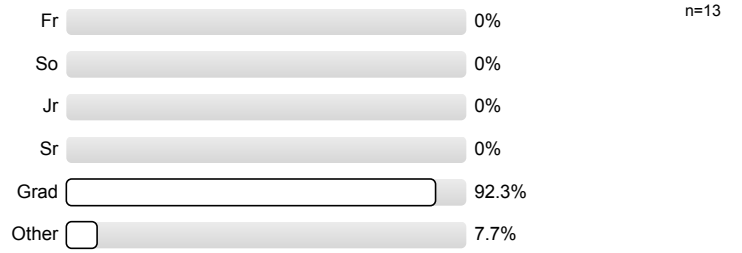




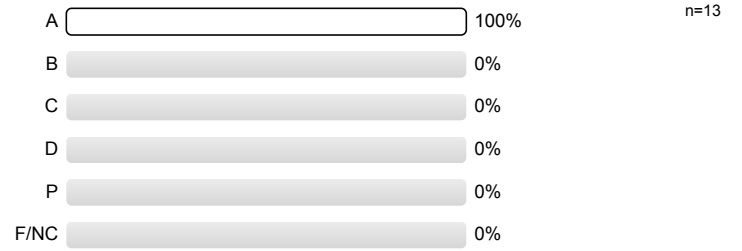
3. Background information



3.3) Class



3.4) What grade do you expect to receive?

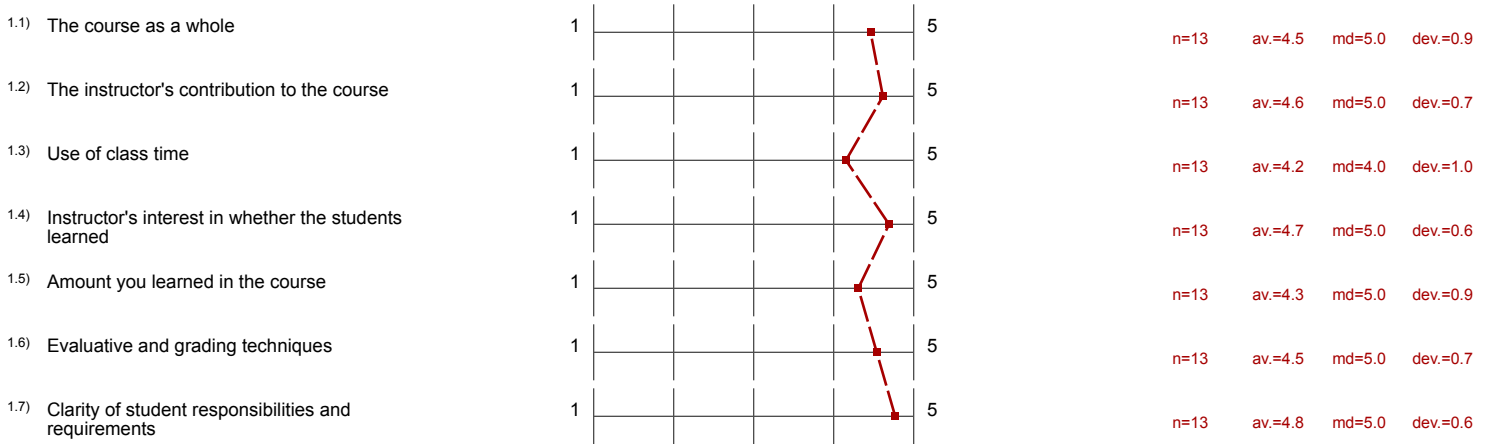


Profile

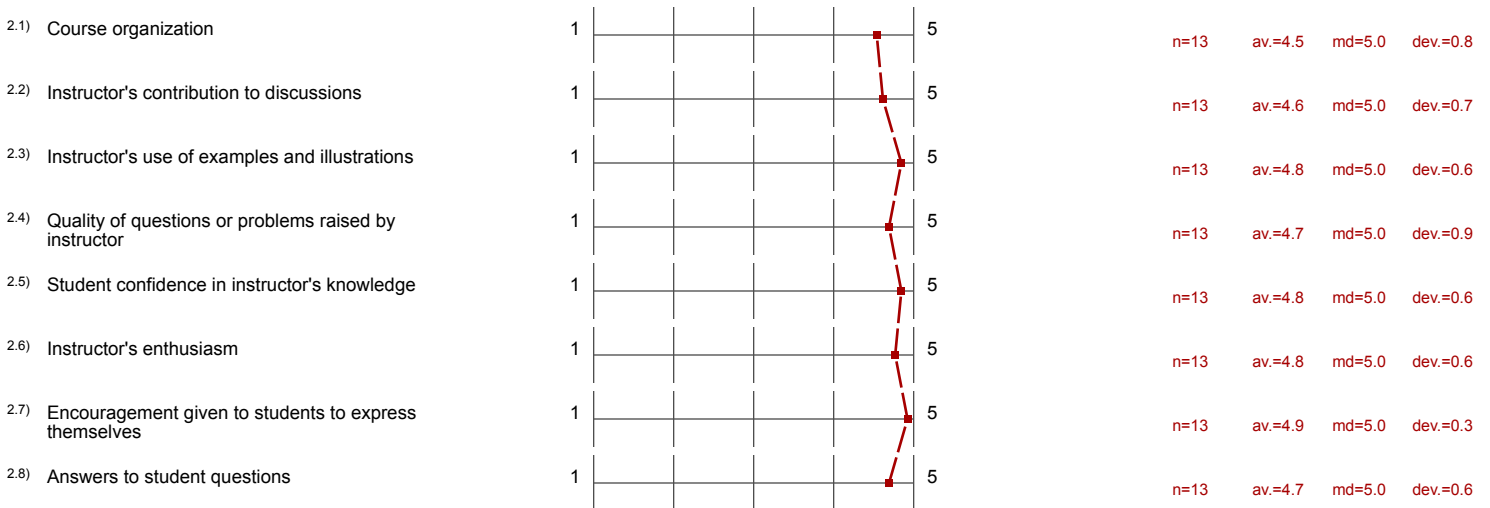
Subunit: Department of Educational Leadership
 Name of the instructor: Natalie Rasmussen,
 Name of the course: EDLD-682-82-Field Based Research
 (Name of the survey)

Values used in the profile line: Mean

1. SECTION 1: To provide a general evaluation please rate the following on a 5 to 1 scale (5 high...1 low)



2. Section 2: To provide feedback to the instructor please rate the following on a 5 to 1 scale (5 high...1 low)



Comments Report

4. Please comment on the following items...

4.1) What are the major strengths and weaknesses of the instructor?

- Aware of current concepts and how they associate into course material.
- Clear expectations of assignments and allowing breakout sessions are huge strengths.

Weakness using class time for tons of equity stuff not aligned with assignments and then don't have time to teach information before assignments are due. Equity is not end of all things in education. It's the movement now, but not all viewpoints are aligned with the professor and students she is educating. Wonder if she ever thinks of equity of the upcoming principals or directors she's educating. If we look at equity both political sides need to be addressed without biases. Especially if she wants to discuss courageous conversations.

- Dr. Rasmussen does a great job of planning for each class session without being overwhelming. She has a nice "one step at a time" approach which allows for students to stay focused on completing the final research project.
- Dr. Rasmussen is knowledgeable about the content, has great enthusiasm for teaching the content, and uses personal experiences as well as bodies of research to support her teaching and our learning.

I did not witness any weaknesses from this instructor.

- Dr. Rasmussen knows how to do high-quality research and it really shows. She focused on a few important steps in the research process. I identify know weaknesses in her teaching of this course.

- I really appreciate the questioning of the instructor and step-by-step process.

- Instructor appeared burnt out. Activities more at an undergraduate level. Class time spent on similar activities each class and not much discussion was facilitated.

- She is so knowledgeable about finance and because of this, Jinger has lessened the stress for us. She has made her "classroom" so comfortable for learning. She has a great way of having very high expectations along with offering a feeling of safeness for learning. This is amazing and hard to do especially at a graduate-level!

- Strength - very intelligent and questions us to be equitable. She does a great job at making us think and questions us on our thought processes. Answers are never given but thought about.

Weaknesses - Assignments tend to not be very clear at the beginning of class. She makes a rubric later, assignments vary to change, and work done with groups was done and the assignment then changed. Timeliness of the assignments and grading as well.

- Strengths: Open, Inclusive
Weaknesses: Timely feedback

- The real-life approach to the content is great! It all works and is applicable to what we will do in leadership roles.

- Very knowledgeable in multiple areas and offers great feedback

- approachable
knowledgeable
clear with directions / expectations
upholds the COE mission and vision
consistent with grounding each class session in the protocols and in racial equity work

4.2) What aspects of this course were most beneficial to you?

- All of the course aspects were beneficial. I learned a completely new method, and various strategies on best practices for action research.
- Group project
- Group work time.
- Group work! I really appreciated my group members
- Jinger pushed us out into the finance departments and buildings to interview experts. This was so beneficial around gaining a better understanding of finance as well as meeting the right people. It was a bit uncomfortable at first, but I sure appreciate the nudge to do this!
- Learning more about action research plans.

- The ability to push each other as a group and come together with a final product
- The pacing has been great even with the shorter summer session.
- The research into different areas of interest and the development of our own studies.
- We covered numerous in-class examples of the research skills we were practicing. Hearing others' contributions were helpful too, and I appreciate how Dr. Rasmussen always made time for student voice.
- Working collaboratively on such large assignments and the group discussions
- Working with a group to dive deeper into a question.
- working/learning with a group
the connection between text, class discussion, and the coursework
the coursework is applicable to the real world

4.3) What would you suggest to improve this course?

- Are rubrics necessary for the projects? I'm not sure; however, I seem to like them to guide my work. Maybe I am too dependent on them!
- Break down some of the literature information it was a little overwhelming at first but turned out fine
- Examples of the paper expected, spending time understanding those parts
- Feedback is always helpful.
- Frankly, I would like to actually complete the action research we proposed. As this is not always possible in the summer, I would ask the program to consider this a fall or spring semester course only. I believe conducting research and completing its analysis is an important accomplishment in earning a post-graduate degree.

- Grading turn around time needs to be quicker or due dates further apart so individuals can reflect on previous work before submitting in next assignment.

Maybe update textbook as it discuss apa of edition 6 and not 7. Textbook was very helpful of giving our group examples of what we were supposed to turn in for each assignment.

- I wish some of the feedback would have been completed sooner to use for the final project.
- More interaction, break down problems and how they could be attacked with action research. Discuss barriers to action research in schools and how to navigate that.
- More readings/podcasts/videos for learning outside of synchronous sessions would have been a way to enrich this course. At times, we could have done some of the learning we did in class as pre-work so that we could go deeper during class.
- Nothing at this time.
- Quicker grading results in order to utilize in future work production.
- Sometimes the grounding videos would make me emotional. When in the emotional quadrant, it's tough to go right into an activity like: What was the research question, what type of study is it, etc. Sometimes I wonder if watching those videos that evoke emotion in me (as a white, middle-class woman), might also evoke emotion in my colleagues of color. After watching the grounding, I almost want to check in with those folks, to ask if they are okay. Or just give us a minute to respond before moving into the business of the learning. The videos are powerful and the learning activity is important, but we could use a minute to transition.
- The ability to receive feedback and make adjustments a bit faster

4.4) Comment on the grading procedures and exams.

- Fair grading, just quicker response would be appreciated.
- Fair, thank you!
- Grade practices were fair. I appreciate the rubrics to ensure we maximized our learning.
- Grading requirements were clear and well developed. They focused on learning and developing our own thoughts clearly.
- Grading was fair, but took a while.
- I really appreciated the rubrics! They were VERY helpful in guiding my learning. There was one example of the syllabus and rubric not aligning but the rubric provided clarity.

- I thought is was all pretty good
- NA
- Nice rubrics, lots of repeat assignments without much clarity on how assignments differed from each other. No grades on early pieces of assignments to know if things were done correctly for the final assignment.
- Promising groups assignments will be graded prior to final turn in assignments and not following through, causes students to feel frustrated if they are learning the concepts that build off each other correctly. I understand we can resubmit our work, but why have many groups to resubmit if they didn't need to if we got the grade ahead of the time.
- Superb, great attention to detail, great feedback, and always willing to allow students top strengthen their work.