



Open-Ended Results Detail

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Export...

Filter Results

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Add Filter...

Total: 179

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Share Results

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Configure...

Status: Enabled

Reports: Summary and Detail

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Other (if indicated above):

1. A number students made of point of saying that they appreciated the assignments, quiz solutions, and some study guide material on my website. Video/audio etc don't apply tot he course I taught.
2. Students want access to lecture notes above all other considerations. They seem unwilling to use the course websites to retrieve syllabi or information regarding staff office hours. In an effort to limit paper waste, some instructors do not provide written syllabi and direct students to the website -- in spite of this, as late as the tenth week it is not uncommon to have them asking for a copy of the syllabus. In other words, students use the technology on a largely self-serving basis, but seem to view the use of academic websites as an additional chore rather than a valuable resource.
3. Note - my students want lecture notes on-line, but I refuse to provide them. A lot of answers above vary tremendously with the student. For some it is critical to have on-line access to other sites, others could care less.
4. Lecture notes online is a terrible idea. Eventually, student note-taking capability will atrophy (as will the urgency of coming to class). Posting lecture notes should be forbidden in general, across the university.
5. I use a course webpage with imortant information, including review and extra credit problems.
6. i would like having my class notes available to students, and i think it would be useful for them. however, i hand write them, and don't want to spend time typing them onto a computer
7. I hate the Blackboard gradebook. Students now expect every faculty member to use it, and it's not perfectly compatible with the way I use excel. I end up wasting time retyping grades if I have the time to get around to it, and there's always a risk that I will mistype something from my excel sheet.
8. How important the preceding items are to students in my last undergraduate classes varied tremendously - an undergraduate seminar vs. an undergraduate introduction course. Increasingly, I find the lowerdivision students expect to be "spoonfed" material including having lecture notes BEFORE the lecture online -- sometimes they do not know how to take effective notes for themselves and it becomes "my fault" if such is not provided to them.
9. This set of questions is odd--I'm answering for me--how important do I think it was. I really can't say how important they felt it was, because in many cases it wasn't.
10. Important to have solutions to exams/quizzes posted on the website.
11. I do not teach an undergradute course (but did guest lecture in one). I do teach a graduate course.
12. I really have NO WAY to know how important any of these were to the students - ask them.
13. Data sets to use for homework.
14. simulation web site
15. Examples of thorough, well-organized student assignments as models for course expectations.

- 16.** every day I have in class activities set up in Blackboard for my students to use during class. My students submit their work as attachments to a forum in the discussion board so each student can see others' work.
- 17.** I only teach graduate courses.
- 18.** Because of the limitation of darkwing, I ask students to submit all exams and papers to a gmail account I have set up for course work. That has worked very well. I have five accounts on darkwing and make use of all of them for teaching and research. Joe St.S and Connie F have been gracious about approving additional space, but frankly I would be in trouble without gmail option.
- 19.** I don't necessarily agree with the students on some of these items; for example, they may think it's extremely important to have lecture notes on-line, but I think it's extremely important for them to come to class!
- 20.** Assignment instructions and examples.

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