

**1. Please describe what you thought was the most useful aspect of the course content.**

- ❖ The online component was the most useful and accessible part of the class. I particularly enjoyed the Panoptos.
- ❖ "The text book was very helpful. It was well written and gave us many strategies and examples that we could use in our classroom. The paper we did on the Children's story book was not only informative, but it was a lot of fun."
- ❖ I feel I benefited most from the online modules.
- ❖ The most useful aspect of the course was having two perspectives of the class (meaning the teachers) to provide different insight into teaching special education. The class being divided helped with discussions and making the class size smaller. The discussions based on the reading material made it easy to apply in the classroom. The textbook has a lot of ideas on how to teach difficult concepts.
- ❖ Panopto videos/Power Points
- ❖ I liked how since we were so big at the beginning we split up but were still able to see what everyone put onto blackboard. Being able to see so many different views of what people think is a really good thing. It opened my eyes to new ideas to try and incorporate into my own classroom.
- ❖ I like how we were able to view what the other group had put onto blackboard. This gave me twice the ideas that I could use in my own classroom.
- ❖ I thought that the behavior suggests being applied to real-life problems that people were having in their classroom was the most useful aspect.
- ❖ Discussions concerning interventions
- ❖ I really like the Panopto (is that how you spell that?) presentations. I felt they covered the material very well.
- ❖ Since most of the students we will probably work with have learning disabilities, it was good to have the overview of how to work with these students. I have had first-hand experience working with LD students and their reading abilities, or lack thereof, and the section on teaching reading and working with improving reading skills was probably of the most interest to me. The writing and spelling aspect was not something I dealt with in school. Even though I was co-teaching in a Language Arts class, the teacher would always tell the sixth graders not to worry about how to spell words because she was not going to grade on their spelling. Even one boy with autism, who always asked me how to spell something because he had an issue with things not being spelled correctly, she would get onto him and tell him she did not care how he spelled words, which caused him much grief.
- ❖ I found the power points and the Panoptos to be most useful in my learning process.
- ❖ The different aspects of spelling and vocabulary. I had never stopped to determine how many different ways it could be taught.

- ❖ "I LOVED the group discusses. It helped me work through some of the problems I was having with students and ways to deal with them, that I never thought about."
- ❖ I really liked the weekly assignments that allowed us to reflect on the material that we were reading in the book. I also really think the other important aspect of this course was to write the children's book character analysis to reflect on how to combine all what we learned from the class.
- ❖ I thought the most useful aspect of the course content was the book. I got a lot of great information from it and I don't see myself selling it.
- ❖ I liked the YouTube videos which added to our understanding of the concepts covered in the chapter. I really liked the Panoptos PowerPoint, too, because I could replay them if I was confused about a concept."
- ❖ "The discussions and Panoptos were wonderful. Some of the discussions ended up answering questions that we, as newbies, didn't even know we had. As the professor guided the discussions and offered practical advice as well as experiences and how she handled them, I felt more grounded and like there was somewhat of a compass in the stormy sea. The Panoptos were great because of the audio and visual aspect. I am a somewhat auditory learner and the opportunity to listen to Dr. Sayman pull out the most important information was invaluable. The book is good, but hearing the professor relate with both the common and academic language; this is beneficial! Also, it was convenient to stop and start as well as re-listen to portions. Thanks for the Panoptos and for guiding instruction discussions with the heart of a true veteran and caring teacher as well as providing the administration perspective."
- ❖ I think that the modules should have been taught in a classroom setting. And what we did in the classroom should have been in a module. Because the modules were the most useful and we should have done them all but they were so time consuming.
- ❖ "The overall understanding that although Special Education and the entities that manage it are far from perfect, as a special education teacher you can make a lasting difference in your special students' lives."
- ❖ The combination between the online module and the real life discussion in class. It gives experience both in knowledge and practical application of the knowledge we learn.
- ❖ "I felt like many of the strategies that were presented to me, I could apply in my own classroom."
- ❖ I liked the ideas we could use in our classroom with our kids.
- ❖ "By far the most useful parts of this class for me was the conversations occurring in class. We all had real-life situations being discussed that was relevant and current to our needs. Mary's comments and lessons learned over the years was quite helpful. One of the topics we discussed centered on our paras and our role as the teacher to keep them on task and doing the right things. It made me remember that as a coach, if you don't give your players specific instructions on what to do

and how to do it, it's not fair to them to expect them to do it. I've tried to spend more time discussing things with my para and not just assuming she would do it or know how to do what I wanted her to do. Believe it or not, the children's book paper resulted in a deeper understanding of the problems faced by real characters in everyday life in today's schools. Another useful aspect was the PowerPoint for each chapter as this helped me access test questions on the midterm exam."

- ❖ The most useful aspect of the course content was the strategic instruction to be applied in my classroom. The content was practical because I could use the information from the text and instructors to develop professionally.
- ❖ The most useful aspect was the on-line panopto lectures as well as the power points.
- ❖ Reading/Phonics and how it relates to ELL students.
- ❖ I am an auditory learner. The Panopto videos helped me access knowledge in the text more easily.
- ❖ I enjoyed the classroom discussions. I feel that I get more out of these sessions than the online modules.
- ❖ I really enjoyed the online assignments and the classroom discussions. I felt as though these will directly relate to the work I do every day in my own classroom.

## 2. What was the least helpful to you about the course content and why?

- ❖ The weekly on campus meeting's seemed to be of little use and more a time filler.
- ❖ Some of the classroom activities I felt were not helpful or go along with what we had read for that class.
- ❖ There were times that the on campus classes weren't worth the drive all the way there. Sometimes I left feeling like I didn't learn anything I didn't already know or my classmates would converse about topics that were irrelevant to me. Perhaps I'm being a little cynical, but I think some of the problems that were discussed in class could have been solved with simple problem-solving and & people skills"
- ❖ I cannot think of anything that wasn't helpful or relevant to the course.
- ❖ Too much focus on language arts; would've like more info for mathematics
- ❖ I think having two different instructors not in the same place at the same time is difficult. If the instructor teaching didn't know the answer or said something different than what was told by the other instructor there is mass confusion.
- ❖ "Much of the content I already knew, but I know that the content would be very beneficial for students just entering SPED."
- ❖ "I feel bad saying this, but I didn't find much point in the classes on campus. I think, though, that was probably just my perspective. I think they helped those were are currently in a teaching position, but since I'm not, I didn't find them useful. They mostly focused on problems people were having in their classes."
- ❖ I do not think there was really anything about the course that I did not find useful.. It will be up to me how well I use what was presented to me.
- ❖ I feel like the time we were on campus was unproductive. I think we spent a majority of our time listen to people's stories of their day and

people's complaining. I think the time on campus could be used more productively.

- ❖ "The writing in general, because not enough information was given on how to apply it to the rest of the course content."
- ❖ I wasn't always fond of the online stuff because it isn't as easy to ask questions.
- ❖ The least helpful was the meetings in class because we would only briefly talk about the content in the book. Many of the students would get off the topic and send us into at least 30 minute talks about things that had nothing to do with the curriculum that we were trying to learn that night. But this was not only the students fault but also due to weather cancellations.
- ❖ "The least helpful was the book character analysis. Yes, I do think it is good to know about different learning disabilities and such but I didn't feel like I really learned anything from it. It just felt like a really big assignment I had to do. "
- ❖ "The blogs were not very useful to me, but I did them anyhow. They may have been more useful if I were teaching fulltime right now."
- ❖ Although I do read journals and find them useful, the formal paper attached to the assignment was more busy work than beneficial. Maybe okay to assign, but with an informal reflection???"
- ❖ The least helpful was sitting in the classroom because the instructor could not keep students from disrupting other students, we watched videos that we had already seen in other classes and we did not discuss the book's content. That was saved for the modules so what was the point in setting in the classroom?
- ❖ "N/A I found all of the course content applied to my current daily job as a Special Education teacher, especially since I am a 1st year one."
- ❖ "The textbook is full of enormous amount of strategy we can use. It is good in a way, but with the limited time I cannot go through all of them one by one. It is probably more helpful if the content of the course is more focused."
- ❖ "The content was helpful, but the length of the chapters was quite overwhelming."
- ❖ The discussion boards were the least helpful. They weren't things I could take back and use in my classroom.
- ❖ "Can't really think of anything that was totally not useful. If I had to pick something, guess it'd be the journal critique. I was stressed out about not following APA adequately, the grading was more than fair I thought."
- ❖ The least helpful part of the course was listening to other students in the class tell stories. With such little face to face time with the course instructors - the experts - I would have liked to hear their knowledge and anecdotes rather than other students'.
- ❖ The on-campus meetings. I feel like I didn't really learn much when I had on-campus class for that chapter. Talking about each other's day for 30 minutes when we only meet every other week wasn't helpful.
- ❖ RTI. This information was covered in previous classes.
- ❖ Some of the classes on-campus were wonderful. However, there was one class where students were allowed to vent the entire class period about their day jobs

(as special education teachers). That evening at class was probably the least helpful aspect of the semester. "

- ❖ "The online modules were helpful but I feel that they were the least insightful part of the content. When I have an idea I like to bounce it off others and receive immediate feedback."
- ❖ "The least helpful thing for me this semester would be the character book analysis. I enjoyed the assignment, but I believe that looking for disabilities is part of why children become accidentally misplaced into special education programs."
- ❖

### **3. Did you enjoy the way the course was offered? Why or why not?**

- ❖ I enjoyed the online portion. The on campus meetings felt more like meeting an obligation with little actual learning.
- ❖ I enjoyed how the class was offered very much. Being on campus gave us an opportunity to interact with other students and discuss specific problems we were having in our own classroom and got different strategies that other students were using in their classrooms that allowed us to look at a problem from many different angles.
- ❖ "Yes and no. I enjoyed the rotation of off campus and on campus and benefitted from the smaller class size. I really think if the class was kept at its original number, I would have been completely overwhelmed by the amount of stimuli. I feel as if a lot of my peers try to dominate conversation and micromanage activities- having a 30+ of those would have been too much! No because I spent a lot of time trying to figure out what I was supposed to do when... I was confused! "
- ❖ I like the way the course was offered with part of it online and the other on campus. We had the benefit of having two teachers instead of one.
- ❖ "No, too confusing at times. I did like the hybrid."
- ❖ "Yes, not coming in every week gave me more time with my family and more time to prepare for my classroom."
- ❖ "I did enjoy the format of the course, however I found that there was often a HUGH lack of communication due to the changing format as split of class that existed between students and the two teachers that often led to confusion."
- ❖ I prefer classes that are fully online
- ❖ "I would've preferred it to be all online, but appreciated it being offered half online."
- ❖ "Yes I did. And I believe online classes need to be offered more often because of accessibility, or lack of accessibility for those who do not live in the Wichita area."
- ❖ I enjoyed how it was offered mostly because with the online stuff it could be done at our own pace and on own on time. Like I said before time in class felt useless

and it came to the point I dreaded going to class because I didn't feel like I was going to get anything out of it.

- ❖ "Yes, it gave us all a lot more freedom to study as we desired and answer the questions on our own time."
- ❖ "I like more on campus stuff it keeps me focused, but I liked having 2 instructors and their different points of view."
- ❖ I did I enjoy having class on and off campus every other week. It really helped to give me a break to cover the material independently from the class. Plus it also helped me save on gas every other week.
- ❖ I did like the online part of the course. I didn't get much out of being there in person.
- ❖ "Yes. I wish it had been a little more organized from the get-go, but I hope this course is co-taught like this in the future, too. I felt it was very effective. Only thing I would recommend changing is that you make the on-campus classes a little more structured and purposeful."
- ❖ Yes. The hybrid of meeting and working online was the best of both. Also, the co-teaching model with Dr. Sayman and Mary Spencer was an excellent combination!"
- ❖ This class SUCKED being taught like this. One person would tell our class one thing and the other would tell us another. The left hand was not talking to the other and we had twice as much work to complete. This level of a class should have been on campus entirely in my opinion.
- ❖ Yes. I like to work on campus with my peers and have great discussions with my instructor but I also do well to have some time to myself to work alone exploring my own thoughts and opinions.
- ❖ "Yes, because it offers something new and I think it works well (I get both online modules and practical application)."
- ❖ "For the most part, I saw this course as a class I could teach myself. I saw it as helpful strategies I could use in my own room which was great, but I didn't feel like I got a lot out of the class."
- ❖ The course was very confusing. There should have been two assignment sheets. One for group A and one for group B. I did not know when things were due or when I should have been listening to things online.
- ❖ "I did like the way it was set up. Having every other week on line made it easier to work around with a busy schedule. I felt more comfortable in a smaller class which made it easier to get to know the other students better. It took me a little getting used to the on-line tests and blogs but after a while it was OK. I really enjoyed this class,"
- ❖ "Yes. I prefer classes with an online format because with a teacher's schedule, it is difficult to devote several hours a week on campus. I would be happy with an entirely-online course. "
- ❖ I did like that it was part on-line and on-campus aspect with the exception of what we did on-campus.

- ❖ Yes. The split class offered more flexibility.
- ❖ Yes. I enjoyed a combination of campus and on-line participation.
- ❖ I think there was some confusion early on about who was in what group and what group was responsible for what assignment. The blizzard in the middle of the semester didn't help things either. But over all I feel the class was well presented.
- ❖ I loved this course. I cannot wait for the next Special Education course. I was able to take strategies and use them immediately in my classroom. This was very helpful.
- ❖

#### **4. What was the best aspect of the course platform?**

- ❖ The availability to complete the test and assignments from home allowed for the busy life of a classroom teacher to blend with the requirements of a graduate student.
- ❖ The on and off campus. This allowed a lot of flexibility for us as students that already had full time jobs and in most cases family activities that we were involved in.
- ❖ I feel I really learned a lot from the work I did individually. The techniques and teaching methodology has already started to make a positive impact on my current teaching.
- ❖ The class discussions were the best aspect of the course platform. The panopto is so helpful to know what to focus on.
- ❖ Class discussion with Mary
- ❖ The ability to be on online and do the work from home was great. I feel I do better when I have more time to think about something and I don't feel so rushed to come up with an answer. Having two instructors to bounce ideas off of is also a great aspect of the class.
- ❖ I enjoyed learning new behavior tools to implement in my classroom.
- ❖ The online parts
- ❖ The online courses.
- ❖ "While there may still be some 'bugs' to be worked out, I liked the aspect the course being team taught. It gave me some insight into co-teaching in the school systems now that is the direction special education is headed, at least for this week."
- ❖ Learning the different strategies for teaching to students with special needs.
- ❖ I like the rotating time on campus and on-line class time.
- ❖ 2 instructors
- ❖ The course platform was very benefiting to help me prepare interventions in the classroom for some of my students that I was not sure on how to handle.
- ❖ The best aspect of the course platform was the blackboard discussions.
- ❖ Panoptos

- ❖ "The practical advice and expertise of the professors shared in productive manners through discussions and instructional insights. Anytime the assignments and format aligned with the practical classroom side we are already doing, was wonderful. "
- ❖ Seeing my friends in class every other week.
- ❖ The fact that the text book covered so many pertinent areas when it comes to teaching LD and BD kids. Each new Sped teacher should be given a copy of this book upon being hired to teach LD and BD students.
- ❖ The combination of content in the online module and the practical application discussion in class.
- ❖ "I don't really understand what a platform is. However, I enjoyed the materials being presented online rather than in class and loved the Power Points as well."
- ❖ "I do not think the class needs to be on campus every week, so having it online was nice."
- ❖ "I thought the blogs worked out quite well, being able to reply to others blogs was cool. One of the greatest things I picked up-insanely-was one student talking about students using a dry erase on a desktop! I thought...what??? So I tried it, and believe it or not, some kids that were doing nothing in class actually started bugging me about doing some problems on the desk. What an opportunity got started just from sharing ideas."
- ❖ The online set up was clear and convenient to me. Each module satisfactorily prepared me for the exam.
- ❖ On-line modules!!!
- ❖ Flexibility of meeting times.
- ❖ I'm not sure what you mean by course platform. I did appreciate the ability to complete work at home, on the couch at times."
- ❖ "I did enjoy having two instructors to bounce ideas off of.
- ❖ I don't understand the question. If this is how the course was set up, then the best part was the one week on campus and one week off campus.

**5. What was the most frustrating aspect of the course platform?**

- ❖ Having to go to campus every other week knowing that it was just a time filler.
- ❖ The most frustrating was which modules we were responsible for at what times. This was explained and then there was no problem with the platform.
- ❖ "Having to write my first journal critique. I love writing and feel it is one of my skills, but I bombed the journal critique (at least on my standards!) I'm still trying to figure out the whole APA style. This is my very first go-around with it and I'm struggling."
- ❖ I was not frustrated with the course platform.
- ❖ Listening to other students complain versus just talk
- ❖ I didn't really find anything to be too frustrating about the course.



- ❖ Communication! I thought there was often a lack of communication about expectations.
- ❖ Having to travel to WSU campus and not really learn much because of previous professional experience
- ❖ I was confused for the first few classes, but it smoothed out after that.
- ❖ "The nights we did have to meet on campus for class. This was not actually a major problem this semester, but now that I have moved home 100 miles from campus, if I get a full-time teaching position, it will make it very difficult to get to class if need be."
- ❖ On campus days.
- ❖ "I like the on-line test, but some of the questions were a little vague or could have several answers. Even using the PowerPoint along with the book didn't help much."
- ❖ Remembering online and on campus days
- ❖ The most frustrating aspect of the course platform was how sometimes it would mention some of the interventions that I had already used. It simply did not work for one of my students especially because of the background that the student comes from.
- ❖ The most frustrating aspect of the course was the book character analysis. I had no idea where to go in order to search for disabilities. I think it would have been better to talk about places to get that type of information.
- ❖ Blogs
- ❖ Any busy work including spending time formatting papers when there were a thousand other things that would have been better to spend my time upon.
- ❖ The most frustrating aspect of this class was that the instructors knowing that there were 30+ people taking this class because of enrollment and it took two class periods to get it changed into two separate classes. We had four schedules, and our building was not even in the same location. Nothing was the same...Why did it take so long to get things organized and keep them organized? We are flexible but give me a break.
- ❖ "Trying to figure out if I had covered my butt on the Modules, and the group A/B alternating on campus time was confusing although I understand why it was necessary and in the end it came together."
- ❖ "I think the test is the most frustrating. With limited understanding of all the materials and the format of multiple choice, I cannot change my answers and my grades are just the way they are. "
- ❖ "Same thing as number 4-I have no understanding of what a platform is. I felt like communication between the teachers and students lacked quite a bit. I wasn't always sure what was expected out of me, as a student."
- ❖ That neither teacher told you the same answer. I had two grades on one assignment and was told I would keep the lower grade without an explanation.

- ❖ "My frustration came early in the semester when I could not get logged into my blackboard because of an expired password that took me 2 weeks to figure out! I got a little behind and of course resulted in frustration. I'm also a little frustrated or just concerned about some of my grades still not in the gradebook- even the journal critique from several weeks ago. To date I only have 3 assignments that show a grade."
- ❖ I did not experience frustrations with the course platform.
- ❖ The on-campus classes where discussions of our weeks were more than 5 minutes. We didn't even talk about the chapter that day.
- ❖ Inability to submit papers through Blackboard.
- ❖ I did not find the course platform frustrating.
- ❖ The confusion early was the most frustrating aspect for me.
- ❖ The worst part was the uncertainty about what modules I needed to complete.
- ❖

**6. What suggestions would you have for improvement of the course?**

- ❖ Move the class to be 100% online. The more online work a classroom teacher can do the less stress there is. If we need to actually meet we could do it via some online platform or & chat room format so that we students do not have to travel in to campus.
- ❖ I think the course was adjusted very well at the beginning and the size of the class was addressed by dividing it into 2 groups.
- ❖ If in the future the course is co-taught, more continuity between the two instructors. Sometimes I felt I got mixed messages and spent a lot of the time confused as to what I was supposed to do and when I was supposed to do it. I realize that the amount of students enrolled in the course was out of the control of the instructors and should have been handled better by the university.
- ❖ I like the set-up of the course. Nice work!
- ❖ Have schedule set before class begins.
- ❖ To improve the class I think that it should start out with a small group. I feel as though time was lost trying to figure out who would be in which group.
- ❖ More details about expectations.
- ❖ "This course was great and the instructors are amazing. I think for beginning teachers, this is the perfect way to begin a profession in SPED. I do think, however, that perspective SPED teachers should take this class before entering their first classroom."
- ❖ Make the on campus classes apply to those who currently don't have a teaching position as well as to those who do. I did enjoy the class, though, so I hope I'm not coming off too negative!
- ❖ "Just that the course be completely online and that the Panopto lectures still remain intact for lectures. It might be a major problem to be worked out, and the university does have the ability to do this, to have a set time for class and to coordinate the class so that everyone would be online and on video conferencing

at the same time so that it would be just like being in class from remote locations. I know that this is possible because I took classes a few years ago teleconferencing for Transition to Teaching courses when I lived four hours from campus in western Kansas. Perhaps that would be a possibility for class participation where everyone could communicate with each other during a class session and could ask questions and respond to each other just as though they were in a classroom together. They would be able to see the instructor, even if they could not see each other, but they would be able to hear everyone and respond to them."

- ❖ Better use of time on campus for collaborative work and maybe utilizing some of the strategies that were discussed.
- ❖ Maybe the questions that may contain more than one possible answer could have been discussed more or in the PowerPoint.
- ❖ Pick the groups 1st day and go, but that wasn't the instructor's fault it just happened
- ❖ I would suggest at the beginning of the semester if you see that we have a lot of students make sure to divide them to begin with and then allow them to choose which group to be in.
- ❖ I honestly would like if the class was 100% online. The online modules and Panoptos are helpful.
- ❖ I have enjoyed using the Discussion Board in the past for other courses. I wish this class used that, rather than blogs.
- ❖ Any and all possible times to use authentic information and assignments to benefit our own students, please use this. In this way the hands on experience meets the academic in such a way that is useful to all. We are sooooo busy with our students and have many real life challenges and burdens that would be best addressed with the direction of our professors. I.E. hand in a real IEP (with names blacked out and have professor critique it as one of the assignments, or a real BIP or a description of a real situation with a student and how it is being handled alongside class and professor feedback on how to help...). The more practical the better. We are in the trenches. However, please note that I did get a great deal of practical help and I thank you.
- ❖ Both professors are full of knowledge teach together and make this class a class that is not on line! If you have that many students you might have to teach it back to back or on more than one night or offer it on line and in the class room.
- ❖ "The names of the assignments, Discussion #2 etc., would have been easier to understand if they had been more consistently named in the syllabus to match the online modules."
- ❖ More organized.
- ❖ I would suggest that this course be offered as an online only class. I didn't see much point in coming to class only when I could read it online and educate myself with the PowerPoint and Panoptos.

- ❖ "I know it was a rough start, but get those kinks worked out before the class starts next semester!"
- ❖ Can't think of any specific suggestions for improvement. You both did a great job and I really appreciated your caring and professional demeanor.
- ❖ "I would like to see grades updated more frequently so that I can have an accurate picture of my standing in the class. When several grades are added at the end of the course, it's impossible to track my progress throughout. "
- ❖ "The on-campus classes should review the chapter briefly and then also practice the interventions discussed in the chapter. I don't mind talking about some problems that we have in our classrooms, but perhaps we just discuss with the table groups for 5 minutes and then get in the discussion of the chapter. "
- ❖ I would suggest adding the ability to submit papers through Blackboard.
- ❖ "To make sure that when we come to campus, it is for a worthwhile class. Thank You!"
- ❖ Sit down before the next semester starts and get the schedule ironed out. Also make sure that both instructors are on the same page as far as assignments are concerned.
- ❖ The only improvement I can think of is more organization from the beginning, but I understand sometimes our best plans must change and organization can be difficult.