



Individual Report for EDUC 663 11640 Prin Educ Research Y (Kyung-Hee Kim)

Education - Student Course Evaluations

Project Audience 23

Responses Received 23

Response Ratio 100%

Subject Details

Name EDUC 663-01 11640 Prin Educ Research

COLLEGE_CODE E

EVAL_FORM EDFA

First Name Kyung-Hee

Last Name Kim

Report Comments

Rating Scale Definitions

- 1) Poor
- 2) Fair
- 3) Average
- 4) Good
- 5) Excellent
- X) Not Applicable

Creation Date Fri, Mar 08, 2013

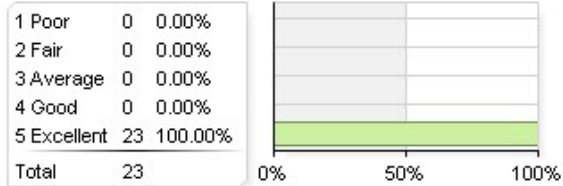
Summary-(EDUC 663-01 11640 Prin Educ Research)

Question	This Course				All Courses For This Instructor				All Courses Using this Form			
	Mean	Median	Response Count	Standard Deviation	Mean	Median	Response Count	Standard Deviation	Mean	Median	Response Count	Standard Deviation
The instructor's knowledge of the subject matter of the course.	5.00	5.00	23	0.00	4.98	5.00	46	0.15	4.61	5.00	1074	0.73
The instructor's early identification of course objectives and requirements.	4.91	5.00	23	0.29	4.78	5.00	46	0.47	4.25	5.00	1076	1.09
Organization of content and learning experience in the course.	4.43	4.00	23	0.51	4.24	4.00	46	0.87	4.06	4.00	1074	1.14
The instructor's presentation and explanation of course content.	4.52	5.00	23	0.59	4.15	4.00	46	0.94	4.12	4.00	1074	1.11
The instructor's identification of criteria for evaluating your performance.	4.65	5.00	23	0.57	4.39	5.00	46	0.91	4.06	4.00	1072	1.16
The instructor's encouragement of participation in class discussions and activities.	4.96	5.00	23	0.21	4.76	5.00	46	0.60	4.51	5.00	1072	0.84
The instructor's openness to diverse opinions and questions.	4.91	5.00	22	0.29	4.62	5.00	45	0.83	4.49	5.00	1071	0.93
The instructor's availability and receptiveness for consultation outside class.	4.87	5.00	23	0.34	4.78	5.00	46	0.47	4.24	5.00	1071	1.08
Intellectually challenging and encourages thinking for yourself.	4.87	5.00	23	0.46	4.70	5.00	46	0.55	4.29	5.00	1073	1.01
The instructor's helpfulness in meeting course objectives and requirements.	4.96	5.00	23	0.21	4.60	5.00	45	0.84	4.19	5.00	1064	1.13
The instructor's fairness and impartiality in feedback, comments, and grading	4.83	5.00	23	0.39	4.65	5.00	46	0.64	4.24	5.00	1071	1.09
The instructor's												

overall teaching effectiveness in the course.	4.70	5.00	23	0.47	4.39	5.00	46	0.77	4.21	5.00	1074	1.11
Overall	4.80	-	-	-	4.59	-	-	-	4.27	-	-	-

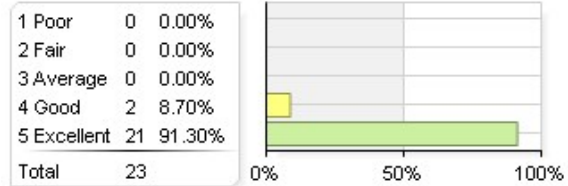
Summary-(EDUC 663-01 11640 Prin Educ Research)

1. The instructor's knowledge of the subject matter of the course.



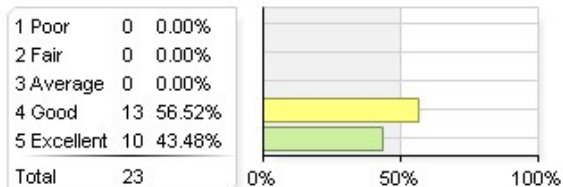
Statistics	Value
Response Count	23
Mean	5.00
Median	5.00
Standard Deviation	+/-0.00

2. The instructor's early identification of course objectives and requirements.



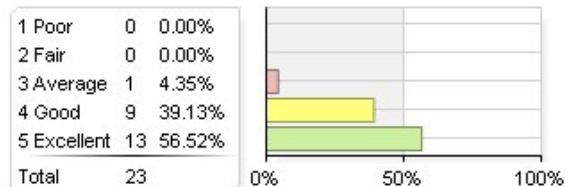
Statistics	Value
Response Count	23
Mean	4.91
Median	5.00
Standard Deviation	+/-0.29

3. Organization of content and learning experience in the course.



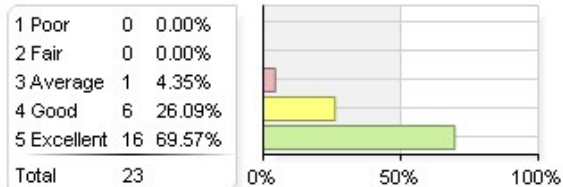
Statistics	Value
Response Count	23
Mean	4.43
Median	4.00
Standard Deviation	+/-0.51

4. The instructor's presentation and explanation of course content.



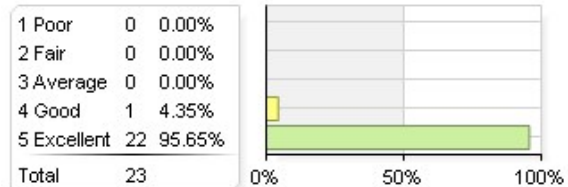
Statistics	Value
Response Count	23
Mean	4.52
Median	5.00
Standard Deviation	+/-0.59

5. The instructor's identification of criteria for evaluating your performance.



Statistics	Value
Response Count	23
Mean	4.65
Median	5.00
Standard Deviation	+/-0.57

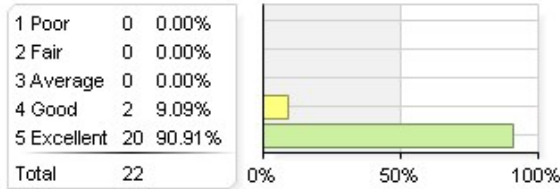
6. The instructor's encouragement of participation in class discussions and activities.



Statistics	Value
Response Count	23
Mean	4.96
Median	5.00
Standard Deviation	+/-0.21

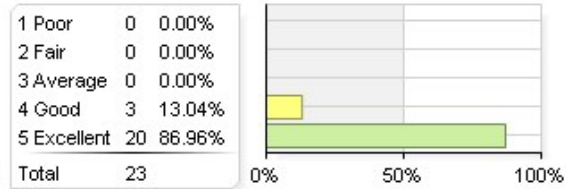
Summary-(EDUC 663-01 11640 Prin Educ Research) (continued)

7. The instructor's openness to diverse opinions and questions.



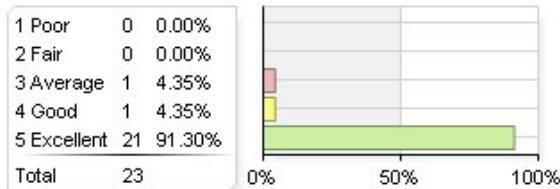
Statistics	Value
Response Count	22
Mean	4.91
Median	5.00
Standard Deviation	+/-0.29

8. The instructor's availability and receptiveness for consultation outside class.



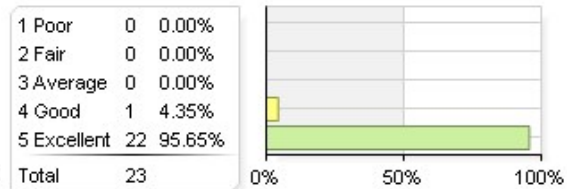
Statistics	Value
Response Count	23
Mean	4.87
Median	5.00
Standard Deviation	+/-0.34

9. Intellectually challenging and encourages thinking for yourself.



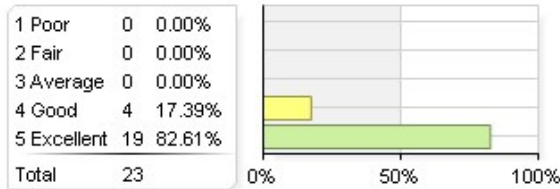
Statistics	Value
Response Count	23
Mean	4.87
Median	5.00
Standard Deviation	+/-0.46

10. The instructor's helpfulness in meeting course objectives and requirements.



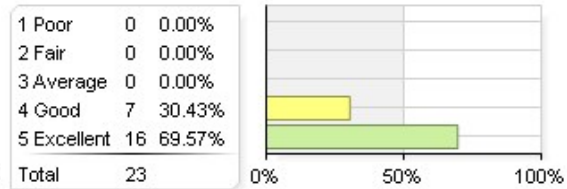
Statistics	Value
Response Count	23
Mean	4.96
Median	5.00
Standard Deviation	+/-0.21

11. The instructor's fairness and impartiality in feedback, comments, and grading



Statistics	Value
Response Count	23
Mean	4.83
Median	5.00
Standard Deviation	+/-0.39

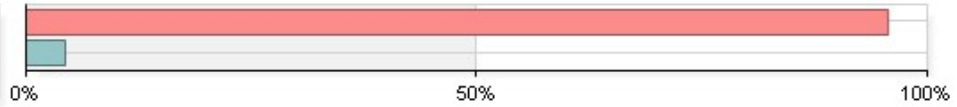
12. The instructor's overall teaching effectiveness in the course.



Statistics	Value
Response Count	23
Mean	4.70
Median	5.00
Standard Deviation	+/-0.47

I am a major in this department or school.

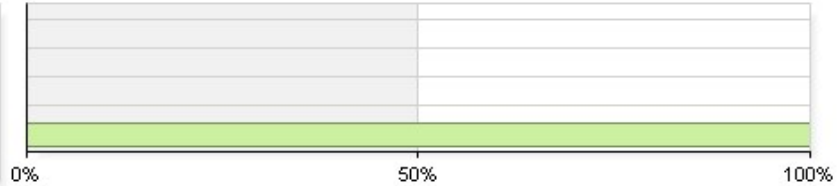
Yes	22	95.65%
No	1	4.35%
Total	23	



Statistics	Value
Response Count	23
Mean	1.04
Median	1.00
Standard Deviation	+/-0.21

My current status is...

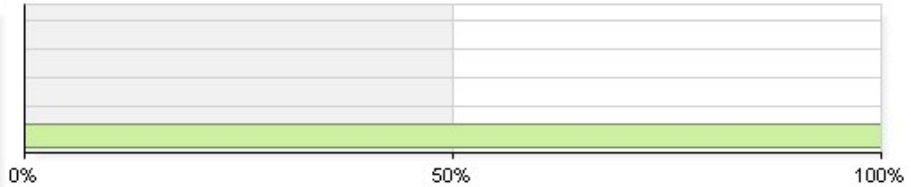
Freshman	0	0.00%
Sophomore	0	0.00%
Junior	0	0.00%
Senior	0	0.00%
Graduate Student	23	100.00%
Total	23	



Statistics	Value
Response Count	23
Mean	5.00
Median	5.00
Standard Deviation	+/-0.00

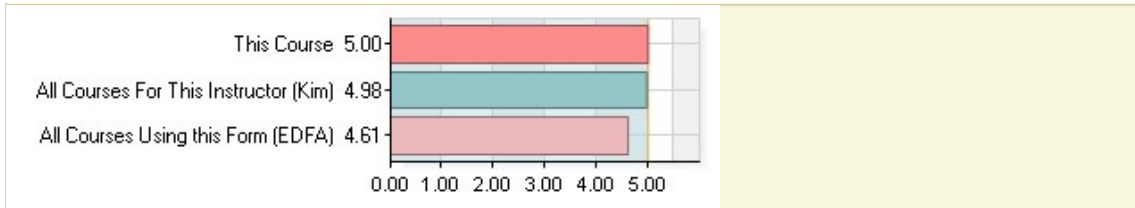
The instructor's knowledge of the subject matter of the course.

Poor	0	0.00%
Fair	0	0.00%
Average	0	0.00%
Good	0	0.00%
Excellent	23	100.00%
Total	23	



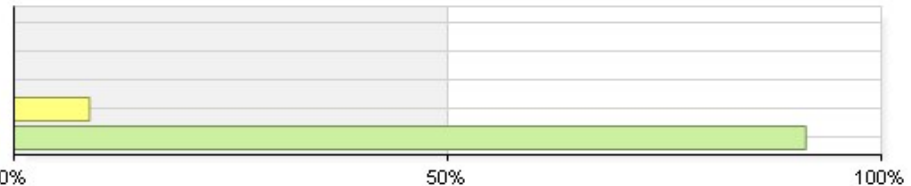
Statistics	Value
Response Count	23
Mean	5.00
Median	5.00
Standard Deviation	+/-0.00

The instructor's knowledge of the subject matter of the course.



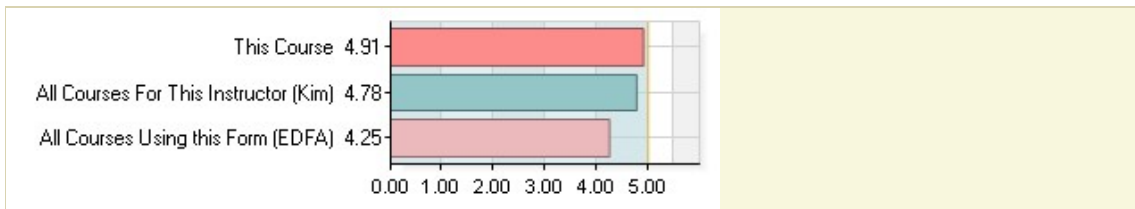
The instructor's early identification of course objectives and requirements.

Poor	0	0.00%
Fair	0	0.00%
Average	0	0.00%
Good	2	8.70%
Excellent	21	91.30%
Total	23	



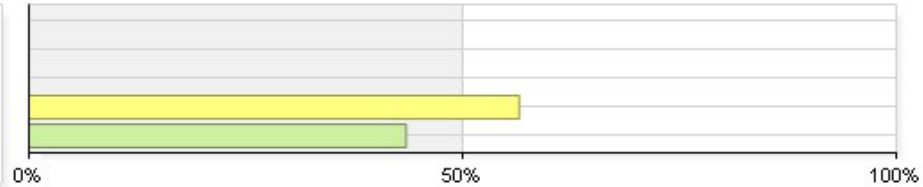
Statistics	Value
Response Count	23
Mean	4.91
Median	5.00
Standard Deviation	+/-0.29

The instructor's early identification of course objectives and requirements.



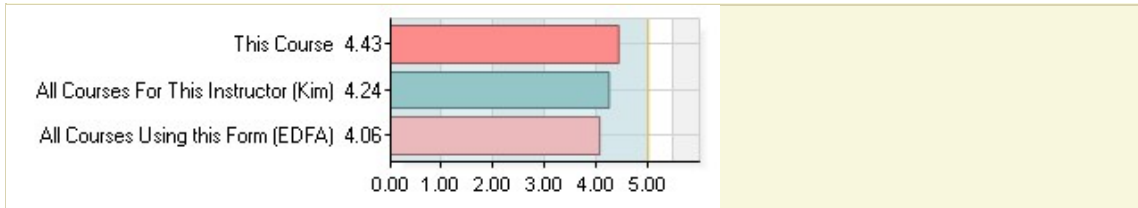
Organization of content and learning experience in the course.

Poor	0	0.00%
Fair	0	0.00%
Average	0	0.00%
Good	13	56.52%
Excellent	10	43.48%
Total	23	



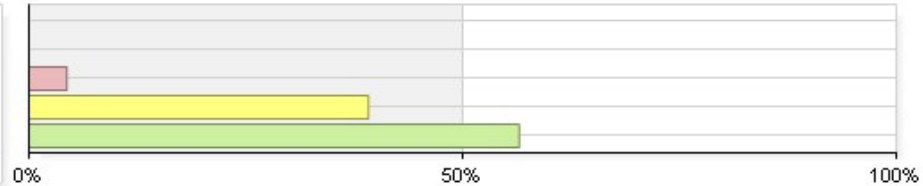
Statistics	Value
Response Count	23
Mean	4.43
Median	4.00
Standard Deviation	+/-0.51

Organization of content and learning experience in the course.



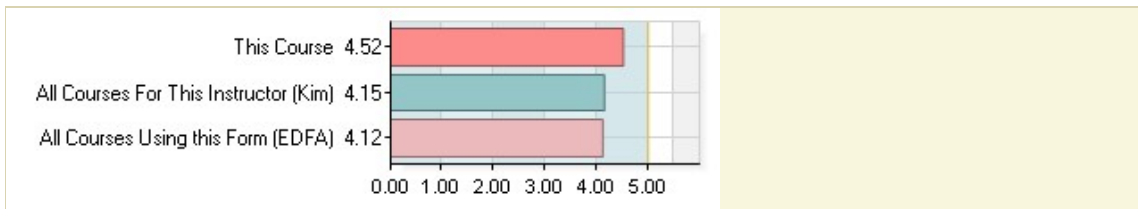
The instructor's presentation and explanation of course content.

Poor	0	0.00%
Fair	0	0.00%
Average	1	4.35%
Good	9	39.13%
Excellent	13	56.52%
Total	23	



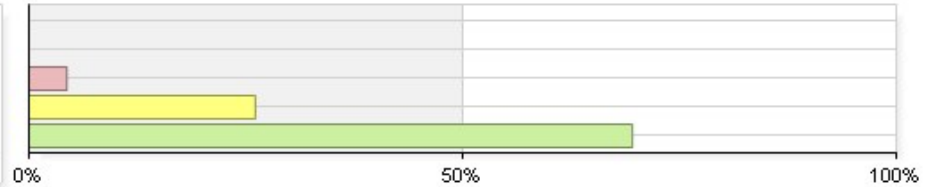
Statistics	Value
Response Count	23
Mean	4.52
Median	5.00
Standard Deviation	+/-0.59

The instructor's presentation and explanation of course content.



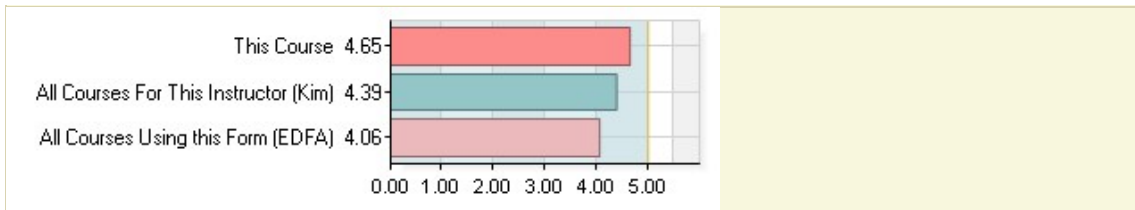
The instructor's identification of criteria for evaluating your performance.

Poor	0	0.00%
Fair	0	0.00%
Average	1	4.35%
Good	6	26.09%
Excellent	16	69.57%
Total	23	



Statistics	Value
Response Count	23
Mean	4.65
Median	5.00
Standard Deviation	+/-0.57

The instructor's identification of criteria for evaluating your performance.



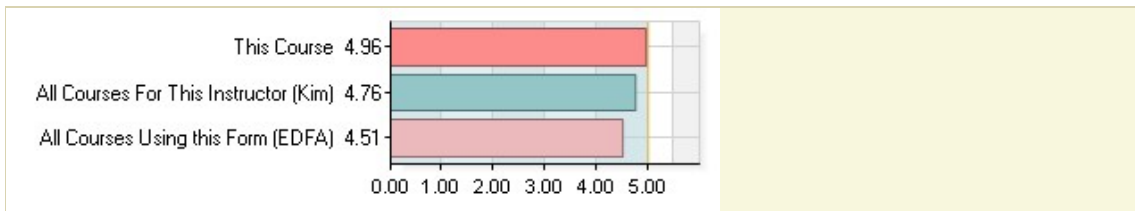
The instructor's encouragement of participation in class discussions and activities.

Poor	0	0.00%
Fair	0	0.00%
Average	0	0.00%
Good	1	4.35%
Excellent	22	95.65%
Total	23	



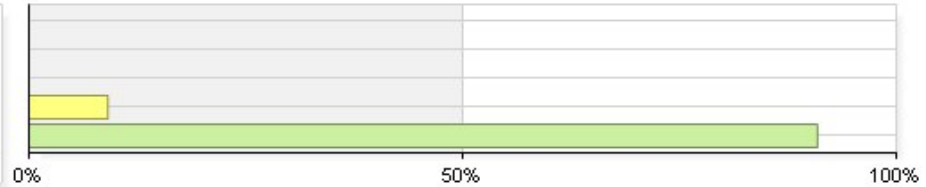
Statistics	Value
Response Count	23
Mean	4.96
Median	5.00
Standard Deviation	+/-0.21

The instructor's encouragement of participation in class discussions and activities.



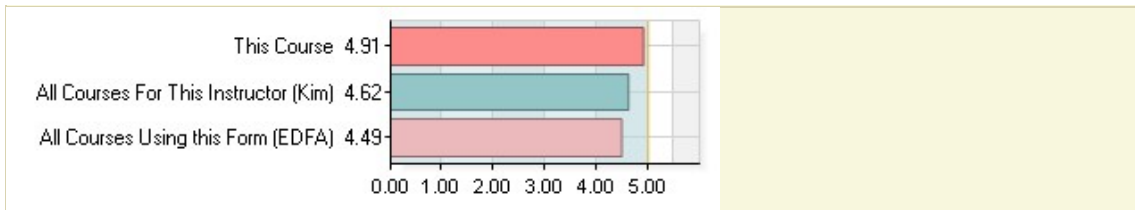
The instructor's openness to diverse opinions and questions.

Poor	0	0.00%
Fair	0	0.00%
Average	0	0.00%
Good	2	9.09%
Excellent	20	90.91%
Total	22	



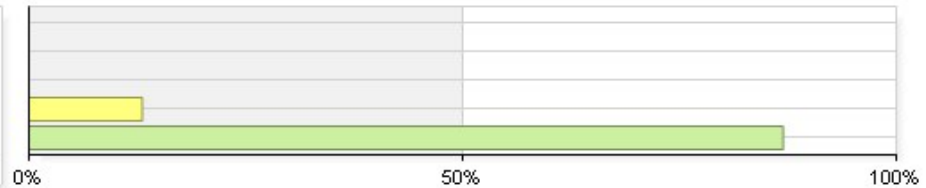
Statistics	Value
Response Count	22
Mean	4.91
Median	5.00
Standard Deviation	+/-0.29

The instructor's openness to diverse opinions and questions.



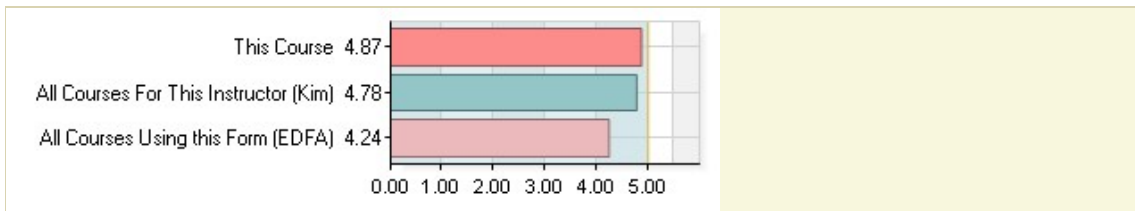
The instructor's availability and receptiveness for consultation outside class.

Poor	0	0.00%
Fair	0	0.00%
Average	0	0.00%
Good	3	13.04%
Excellent	20	86.96%
Total	23	



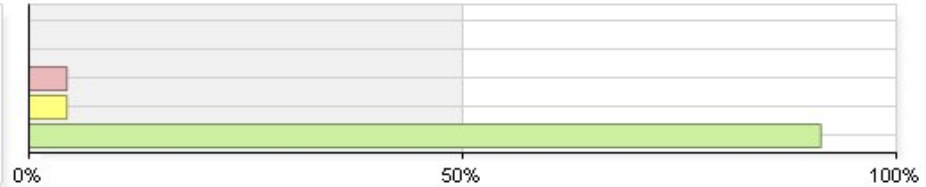
Statistics	Value
Response Count	23
Mean	4.87
Median	5.00
Standard Deviation	+/-0.34

The instructor's availability and receptiveness for consultation outside class.



Intellectually challenging and encourages thinking for yourself.

Poor	0	0.00%
Fair	0	0.00%
Average	1	4.35%
Good	1	4.35%
Excellent	21	91.30%
Total	23	



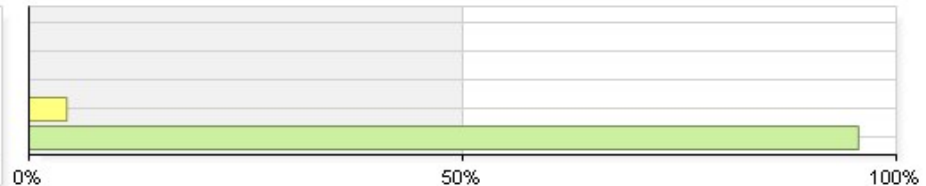
Statistics	Value
Response Count	23
Mean	4.87
Median	5.00
Standard Deviation	+/-0.46

Intellectually challenging and encourages thinking for yourself.



The instructor's helpfulness in meeting course objectives and requirements.

Poor	0	0.00%
Fair	0	0.00%
Average	0	0.00%
Good	1	4.35%
Excellent	22	95.65%
Total	23	



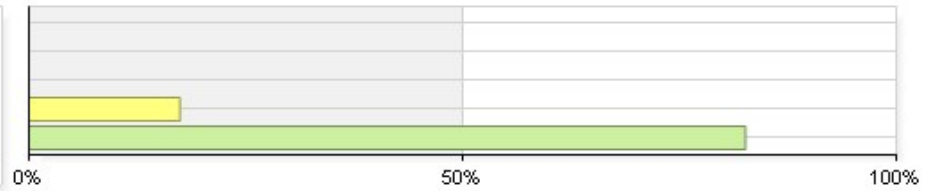
Statistics	Value
Response Count	23
Mean	4.96
Median	5.00
Standard Deviation	+/-0.21

The instructor's helpfulness in meeting course objectives and requirements.



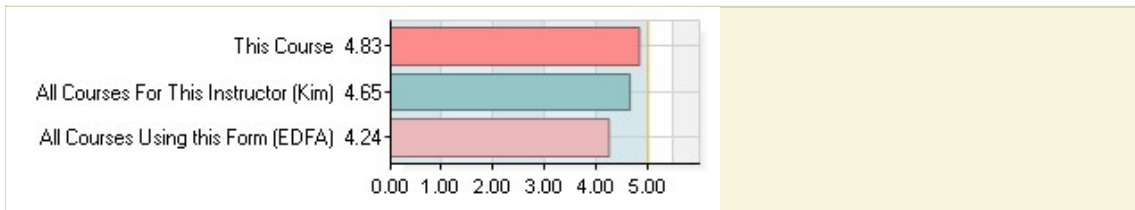
The instructor's fairness and impartiality in feedback, comments, and grading

Poor	0	0.00%
Fair	0	0.00%
Average	0	0.00%
Good	4	17.39%
Excellent	19	82.61%
Total	23	



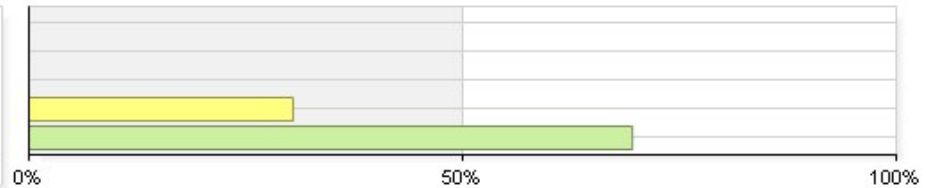
Statistics	Value
Response Count	23
Mean	4.83
Median	5.00
Standard Deviation	+/-0.39

The instructor's fairness and impartiality in feedback, comments, and grading



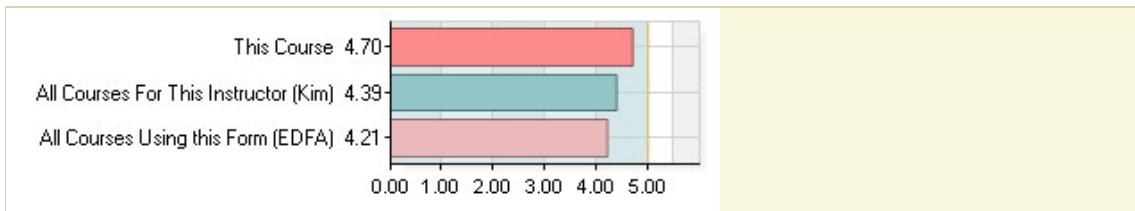
The instructor's overall teaching effectiveness in the course.

Poor	0	0.00%
Fair	0	0.00%
Average	0	0.00%
Good	7	30.43%
Excellent	16	69.57%
Total	23	



Statistics	Value
Response Count	23
Mean	4.70
Median	5.00
Standard Deviation	+/-0.47

The instructor's overall teaching effectiveness in the course.



What are the outstanding strengths and weaknesses of this course?

Students

The strengths of this course is that students gain a solid foundation in educational research practices. I personally thought the book required for this course was not very user friendly and I actually didn't use it.

It basically repeats F65. Why did I need to do both?

Well structured, and expectations for grade and performance made clear. Learning objectives and classroom management, as well as tone of collegiality among classmates, well established and fostered. It was VERY VERY LATE IN THE DAY. This kind of factual, rote memorization of details material (as opposed to human interest subject matter) was very hard to attend to at this time of day. The nature of the group work was set up in a way that had the effect of a long "storming" process for group dynamics. The lit review was presented as an assignment that people often use for their dissertation later on, which encouraged group members to compete for their ideas to align with their independent goals for dissertation instead of collaborating ideas and bringing differing subject interests to the table.

strengths- very interactive; students were really involved, encouraged to speak up, lots of discussion

weakness- this improved over time, but in the first few weeks it felt like we wasted class time on other things that were not as important (introductions were nice but took too long, doing exercise, having meals, long stories)

Strengths- Good instructor with life experience connected to material

Weaknesses-Group project that did not allow for full integration of course material

Good overview course needed for anyone beginning research

Strength: Good content. I think it will be very helpful throughout the rest of my classes.

Weakness: A research class should not start at 7:15 pm!!!!

Strengths- the collegial atmosphere among students and with Dr. Kim. Weaknesses- the 7:15pm time slot is too late for a research class.

The strengths were the incredible knowledge of Dr. Kim and all the examples. The coursework was very appropriate and fair. I would have preferred to have spend more time on topic and less time getting to know each other at the beginning and eating every day. The course was too late in the evening for a course of this type.

Dr. Kim made research clear and understandable. I had taken many research classes previously, but never understand as much as I do now.

Strengths: Thorough coverage of the content

Weakness: 7:00 pm time slot is TOO late for this type of class

The content was relevant and applicable to all students. We were encouraged to apply the content to our ideas for planning and carrying out our dissertations.

For someone who has never had a statistics or educational research course before, this course provided a nice broad overview of information, while also providing me with a good foundation with which to enter Intermediate Statistics next semester.

Strengths include experiencing the process of conducting and writing a literature review. I received valuable guidance and feedback during this process. Class lectures and discussions were organized well to assist in properly including all of the components required for a strong review of literature.

In my opinion, class discussions tended to stray off-topic, making it difficult to re-focus and ensure that I was getting all of the information covered.

Some of the examples presented were controversial, making it difficult to see past the controversy to examine the underlying concept being taught.

This course is essential for learning basic research concepts and will help us with our future studies. The only weakness is that it is at 7:15 pm :)

Strengths: Great introduction to research and provided me with a strong foundation for future courses.

Weaknesses: The lateness of this class is TERRIBLE! Research classes should NOT be held at 7:15 ...

The group work is problematic in that not all individuals can work together. It made the process of writing a paper much harder and took twice as much time.

The course gives a great perspective and basis for future research and thesis writing, as well as for other research courses

Class with students in different levels of research background. At times I felt the course was going too fast.

Strengths: This course was very helpful in learning the basics of educational research. As someone who had not taken a research methods course in years, I found it very helpful. The class was well organized and the workload was balanced throughout the semester. I rarely felt that I had too little or too much on my plate for the class.

Weaknesses: This class was large (24 people) and late (7:15-9:45). Since this course requires a lot of concentration and class discussion, it would be easier if it was at 4:30.

Well-organized and well-delivered. Too large a group for education research.

What are the outstanding strengths and weaknesses of the instructor?

Students

Dr. Kim is an expert in the field and her passion for helping students succeed, her willingness to be available beyond regular hours is highly commendable. She created a class environment that helped many of us who were anxious about the subject matter, to relax and to be able to overcome our reservations about statistical concepts and terminology. We created strong community bonds but also mastered our course objectives. It was a lot of work and I feel better prepared about writing my dissertation than before.

Gives constructive and helpful feedback. Willing to set time aside to help students with questions or concerns.

Subject matter knowledge was apparent. Enthusiasm for the subject and for the outcome of knowledge in students also apparent. Prioritizes student motivation. Dr. Kim seems to take the success of her students' knowledge absorption very personally, and she approaches her job much the same way that a person of Catholic faith approaches holy orders: from an attitude of vocation, and a life devoted to a purpose and belief.

Dr. Kim has a way of making information stick for us. She genuinely cares about the success of her students.

There needs to be more of a filter- certain things said in class were inappropriate (like using a study about breasts to discuss validity)

Strengths-Dr. Kim is an excellent instructor, and her willness to share life experience makes her invaluable as a teacher.

Weaknesses-I do not see a weakness in Dr. Kim's instruction, but the material of the course versus the literature review make for a difficult learning environment. I have had now two courses like this and learning about factorial analysis and correlation coefficents have little connection to the lit review, yet my final will be on reserach methods I did not use, but just learned about. Think a lab course could make his better.

Dr. Kim is clever and unique providing an engaging classroom.

Strength: Dr. Kim is very knowledgeable. She uses relevant examples to help her classes understand points. She also asks students to explain and teach so we get more than one perspective.

Weakness: Occassionally her use of examples and allowance of discussion took us off topic for periods of time. However, she was able to fit all of the material into our class times so it was not a bad thing.

Strengths- Dr. Kim's ability to explain things very easily. Also, her genuine care and concern for students. She made this class fun. Weaknesses- Dr. Kim seems initimidating at first.

Sometimes it is hard to understand Dr. Kim. She knows the subject so well and really cares about her students and goes above and beyond.

Very knowledgeable and willing to help students.

Strengths: Extremely knowledgable and willing to help; She cares about her students and takes her role as a teacher seriously

Weakness: Management of class

Dr. Kim's knowledge of APA is excellent.

Dr. Kim is so willing to help her students. She was accessible and extremely helpful throughout the semester.

Dr. Kim is extremely knowledgeable in research design. She covered a tremendous amount of material well in a very short amount of time.

Dr. Kim has an outstanding grasp of the content we learned in this course. She is more than willing to work with students and help them understand the material. Dr. Kim is energetic and enthusiastic for both research and education. She also was very good at meeting our learning styles (especially for the visual learners!) and that helped our understanding. This was a great class!!

Strengths: Hands down Dr. Kim is one of the best professors I have ever had at William and Mary. Her ability to connect to the material and to the students is incredible. I was really able to learn a lot and retain the information that will help me in the future. She is very open and receptive to ideas and works hard to develop a community of trust within our classroom.

Professor goes the extra mile for her students and will do just about anything for them to learn.

Dr. Kim is very knowledgeable and open; presents material in clear and memorable way.

Willingness to explain, provide examples, mentor, give suggestions, tough grading, encouraging feedback

Strengths: Dr. Kim gave a huge amount of detail in her lectures that I had not gotten in previous research classes. She did a great job providing examples and soliciting feedback from the class to help guide discussion. Dr. Kim was always available to meet one on one and provide feedback. She was great at helping us talk through a project or question to make sure we had a clear answer.

Weaknesses: Dr. Kim worries a lot about what her students think of her and the class. I feel like she spent a lot of time with "small talk" that made class much longer than it needed to be. Since class ran so late, it was frustrating

to be in class for discussions that were not class related.

Patient, warm, and helpful.

N/A

Do you have any additional comments?

Students

I would highly recommend this class because it breaks the traditional dry statistic classes I have taken in the past. It is rigorous and stimulating.

For the group literature, I would have liked to work with students in the same program area (higher ed) so our topic could be more relevant to what we want to learn about. Mixing the groups made it interesting, but we had to compromise on a topic and I feel like I spent a semester working on a paper I did not actually care about.

Dr. Kim's work ethic is something I marvel at. Wish I had her energy.

I really appreciate Dr. Kim's care for me as her student, and concern for us to succeed in life not for any opportunistic reasons, but simply because she wants the best for us.

Awesome course, especially for a research course.

EDUC 663 should not be taught in a 7:15 - 9:45 session.

Thank you for a great semester!

I love Dr. Kim!

Please make this class a 4:30 class again. It was very hard to maintain focus for such an intense and important class at 9:45 at night. Luckily, Dr. Kim pushed us to stay awake and encouraged us throughout the semester.

The 7:15 time of this class was an impairment for learning. We all had a hard time concentrating on this subject at this time of night. Also, I feel as though I was fatigued throughout the whole of the final exam and did not do great in result. Move the class to an earlier time period.

I would like to have done more practice research scenarios and may be analyze actual primary sources in terms of method, validity and reliability to gain more hands-on experience in the course

Move the time forward to 4:30. I was tired at the end of the day and needed full attention for this course.

Being a first year international student, I am excited about the college's embracing and celebrating diversity. From the beginning of my first semester, I was ready to communicate with my peers to share and learn from one another. However, some incidents in the past 3 months make me question if this beautiful idea is truly embraced and implemented by all members of our community or it's just an empty slogan.

Action speaks louder than words. I have wonderful classmates and faculty members who go out of their way to help me inside and outside classroom. I also had frustrating experiences where my attempts to contribute and communicate are bluntly ignored. Some students do not seem to value what an international student had to say. They intentionally and effectively shunned me away because I had different opinions. I am truly surprised and hurt by their low tolerance to diversity and to different opinions! I highly dislike working in such stressful and unfriendly environment!

With the painful struggle to adjust to the doctoral level course work in a second language, and many frustrated attempts to connect with native students, I found myself helpless sometimes. Dr. Kyung-Hee Kim, the professor of my Educational Research class generously offered help academically and in dealing with life difficulties. Being one of the few international faculty members at the school, Dr. Kim is caring and truly open to the idea of diversity. She consoles me and guides me when I had great difficulties. Besides the fact the Dr. Kim is a great professor in helping her students to achieve academically, she is also a true mentor in many other aspects.

I hope we would have more professors like Dr. Kim!