



Fall 2013 Individual Report for EDUC 663-01 11640 Prin Educ Research (Kyung-Hee Kim)

Student Course Evaluations Fall 2013

Project Audience 18

Responses Received 17

Response Ratio 94.44%

Creation Date Thu, Jan 09, 2014

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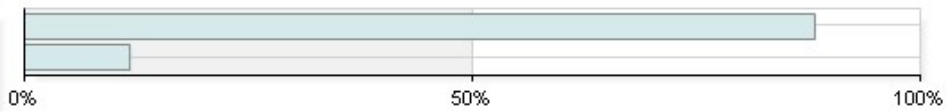
Summary Form A

Question	This Class				All Classes Using This Form				Courses By This Instructor			
	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.	4.47	5.00	17	0.87	4.69	5.00	872	0.61	4.59	5.00	22	0.80
The instructor's early identification of course objectives and requirements.	4.12	4.00	17	1.05	4.39	5.00	864	0.93	4.27	5.00	22	0.98
Organization of content and learning experience in the course.	3.76	5.00	17	1.56	4.16	4.00	870	1.07	4.00	5.00	22	1.45
The instructor's presentation and explanation of course content.	3.47	4.00	17	1.46	4.19	5.00	875	1.04	3.73	4.00	22	1.39
The instructor's identification of criteria for evaluating your performance.	4.12	5.00	17	1.22	4.22	5.00	871	1.00	4.23	5.00	22	1.11
The instructor's encouragement of participation in class discussions and activities.	4.24	5.00	17	0.97	4.59	5.00	874	0.77	4.41	5.00	22	0.91
The instructor's openness to diverse opinions and questions.	4.24	5.00	17	1.35	4.57	5.00	870	0.80	4.41	5.00	22	1.22
The instructor's availability and receptiveness for consultation outside class.	4.29	5.00	17	1.16	4.43	5.00	868	0.91	4.45	5.00	22	1.06
Intellectually challenging and encourages thinking for yourself.	3.94	5.00	17	1.56	4.41	5.00	872	0.94	4.18	5.00	22	1.44
The instructor's helpfulness in meeting course objectives and requirements.	4.06	5.00	17	1.39	4.38	5.00	871	0.94	4.27	5.00	22	1.28
The instructor's fairness and impartiality in feedback, comments, and grading	4.18	5.00	17	1.42	4.46	5.00	864	0.89	4.36	5.00	22	1.29

The instructor's overall teaching effectiveness in the course.	3.82	4.00	17	1.29	4.34	5.00	870	0.99	4.09	5.00	22	1.23
Overall	4.06	-	-	-	4.40	-	-	-	4.25	-	-	-

I am a major in this department or school.

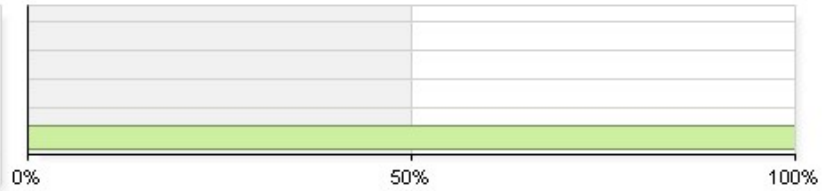
1 Yes	15	88.24%
2 No	2	11.76%
Total	17	



Statistics	Value
Response Count	17
Mean	1.12
Median	1.00
Standard Deviation	+/-0.33

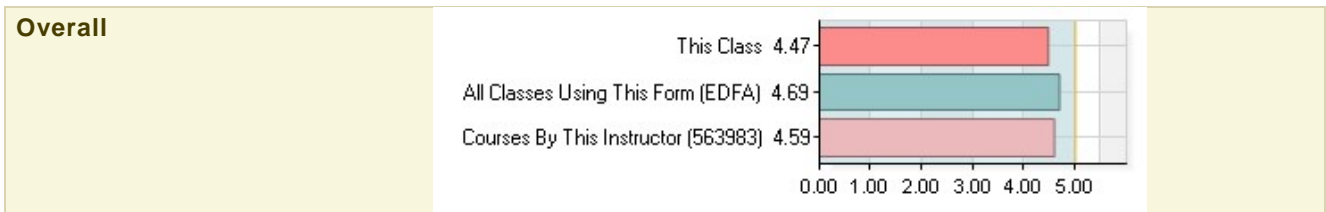
My current status is...

1 Freshman	0	0.00%
2 Sophomore	0	0.00%
3 Junior	0	0.00%
4 Senior	0	0.00%
5 Graduate Student	17	100.00%
Total	17	

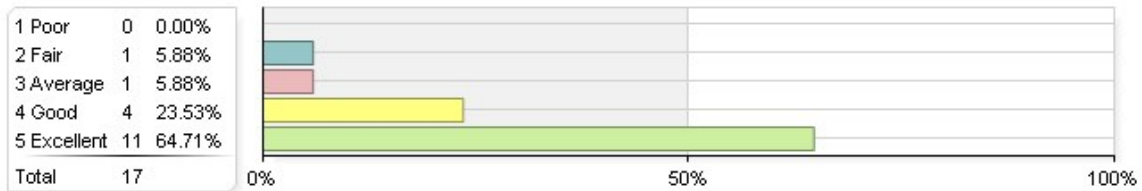


Statistics	Value
Response Count	17
Mean	5.00
Median	5.00
Standard Deviation	+/-0.00

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

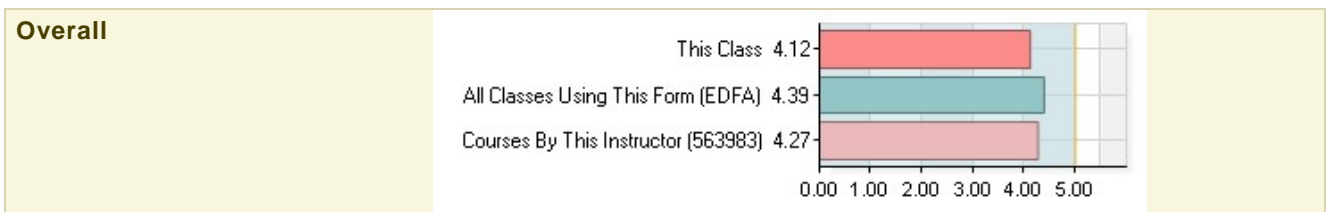


The instructor's knowledge of the subject matter of the course.

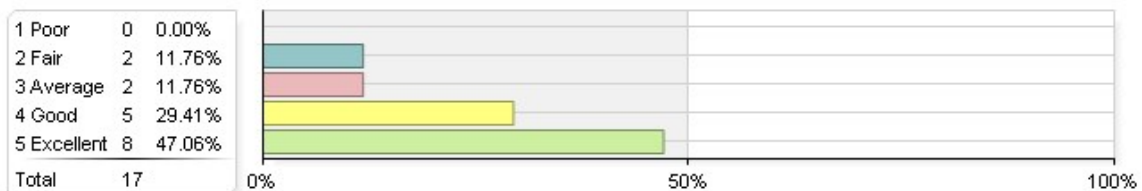


Statistics	Value
Response Count	17
Mean	4.47
Median	5.00
Standard Deviation	+/-0.87

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

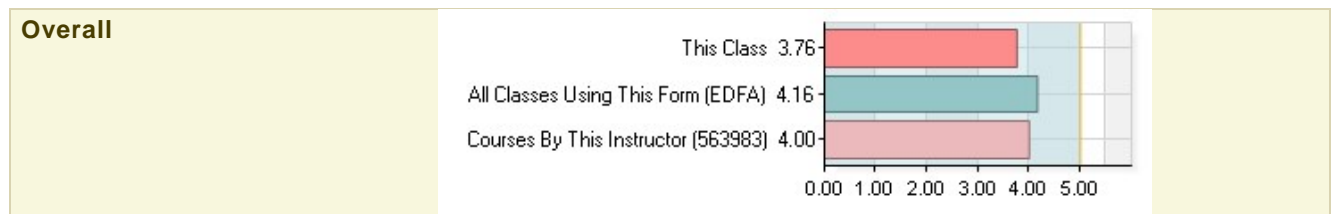


The instructor's early identification of course objectives and requirements.

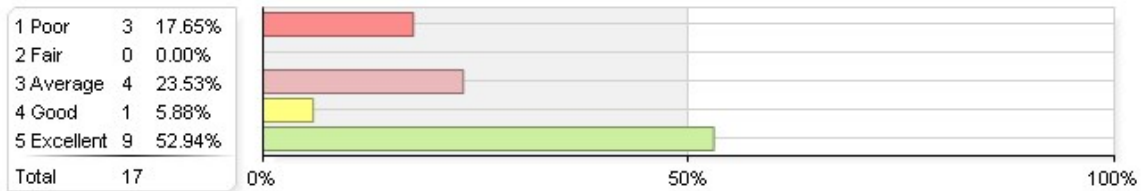


Statistics	Value
Response Count	17
Mean	4.12
Median	4.00
Standard Deviation	+/-1.05

Organization of content and learning experience in the course.

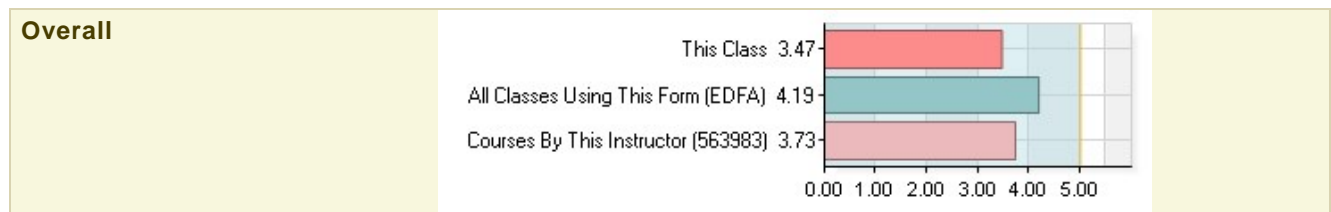


Organization of content and learning experience in the course.

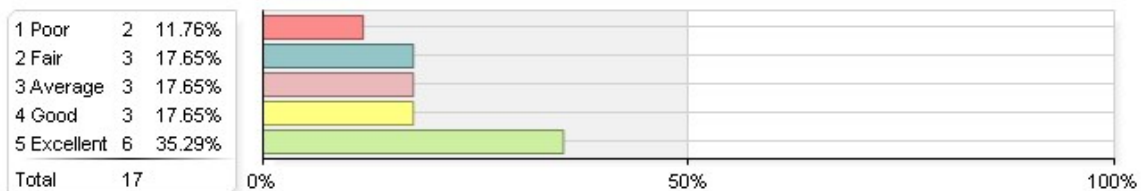


Statistics	Value
Response Count	17
Mean	3.76
Median	5.00
Standard Deviation	+/-1.56

The instructor's presentation and explanation of course content.

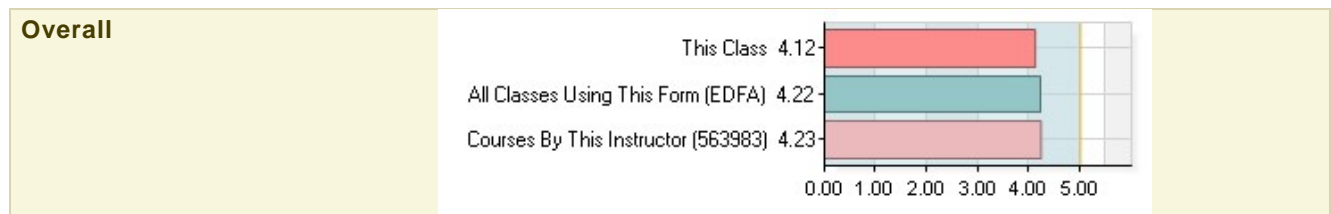


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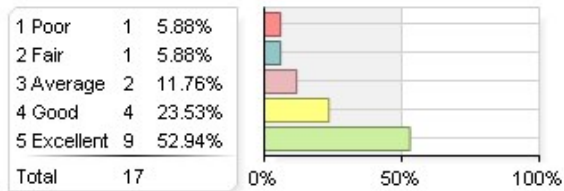


Statistics	Value
Response Count	17
Mean	3.47
Median	4.00
Standard Deviation	+/-1.46

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

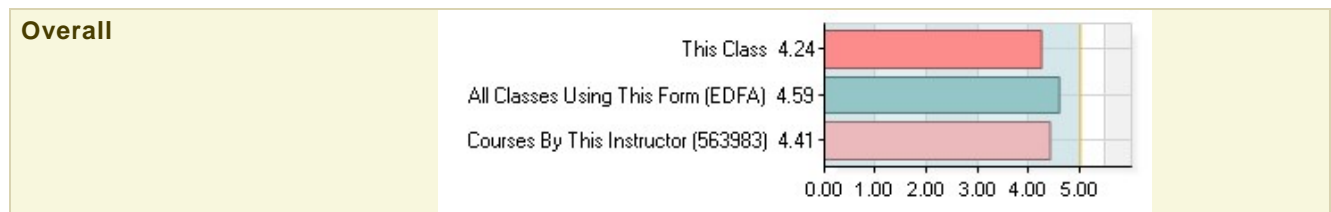


The instructor's identification of criteria for evaluating your performance.

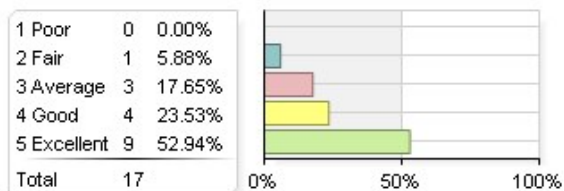


Statistics	Value
Response Count	17
Mean	4.12
Median	5.00
Standard Deviation	+/-1.22

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

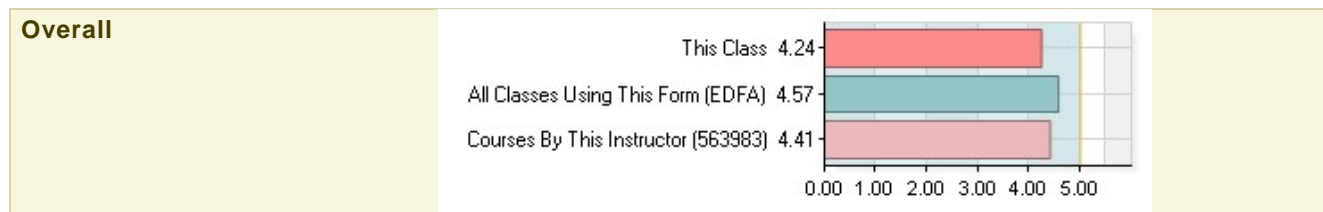


The instructor's encouragement of participation in class discussions and activities.

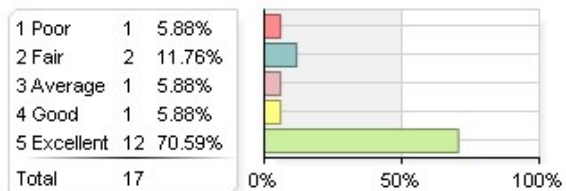


Statistics	Value
Response Count	17
Mean	4.24
Median	5.00
Standard Deviation	+/-0.97

The instructor's openness to diverse opinions and questions.

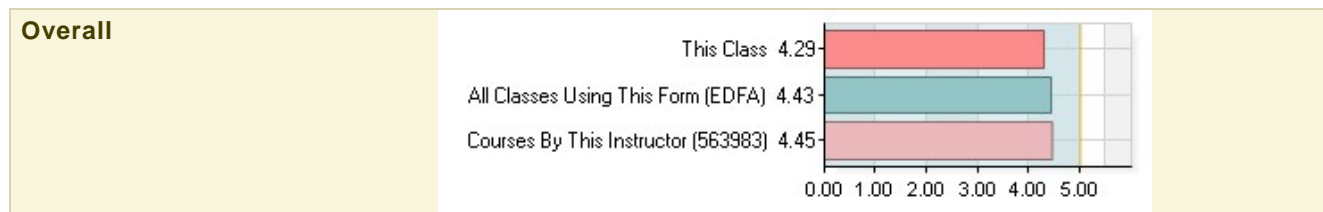


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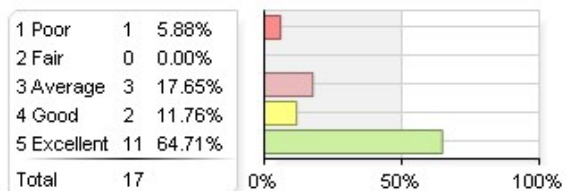


Statistics	Value
Response Count	17
Mean	4.24
Median	5.00
Standard Deviation	+/-1.35

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

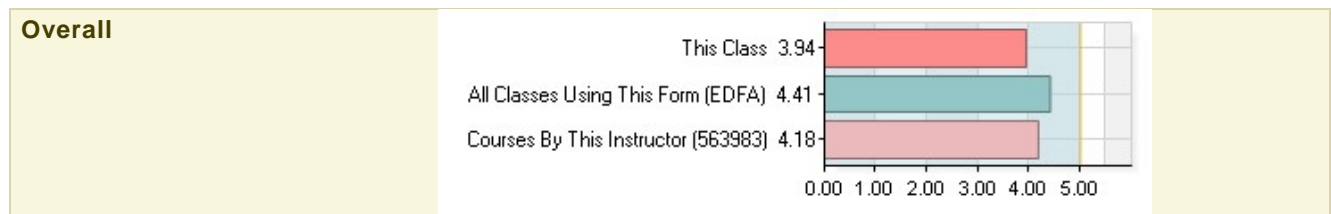


The instructor's availability and receptiveness for consultation outside class.

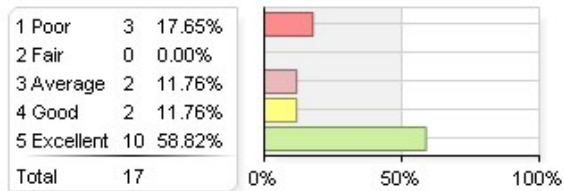


Statistics	Value
Response Count	17
Mean	4.29
Median	5.00
Standard Deviation	+/-1.16

Intellectually challenging and encourages thinking for yourself.

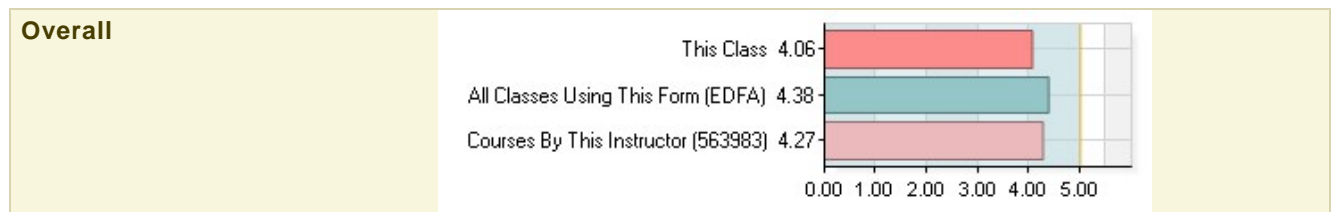


Intellectually challenging and encourages thinking for yourself.

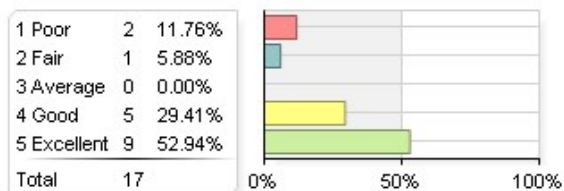


Statistics	Value
Response Count	17
Mean	3.94
Median	5.00
Standard Deviation	+/-1.56

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

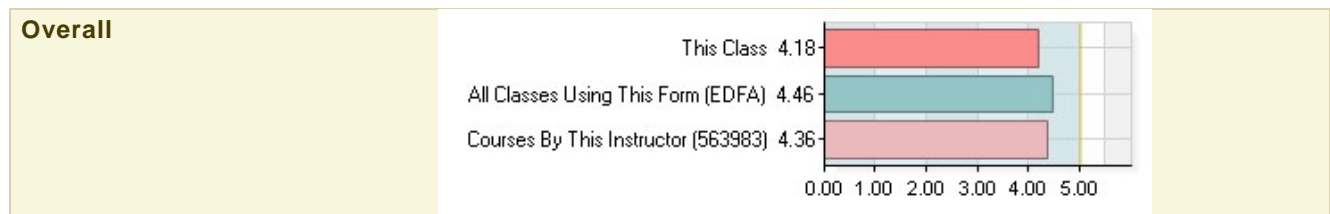


The instructor's helpfulness in meeting course objectives and requirements.

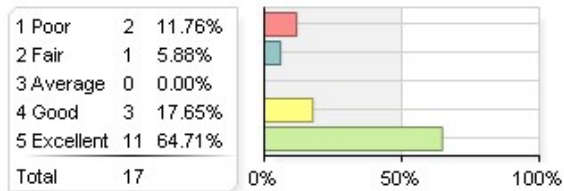


Statistics	Value
Response Count	17
Mean	4.06
Median	5.00
Standard Deviation	+/-1.39

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

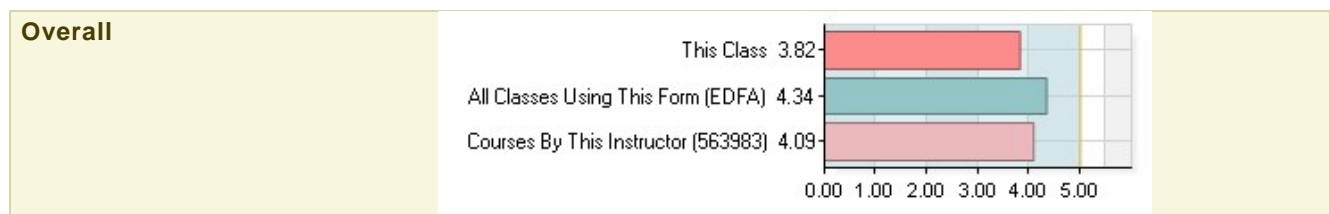


The instructor's fairness and impartiality in feedback, comments, and grading

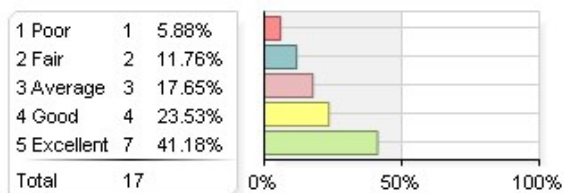


Statistics	Value
Response Count	17
Mean	4.18
Median	5.00
Standard Deviation	+/-1.42
Standard Error (base on PSD)	+/-0.34

The instructor's overall teaching effectiveness in the course.



The instructor's overall teaching effectiveness in the course.



Statistics	Value
Response Count	17
Mean	3.82
Median	4.00
Standard Deviation	+/-1.29

What are the outstanding strengths and weaknesses of this course?

Students

Strengths: Great introduction to research methods

Weaknesses: The group work was designed to create individual friction and it did -- take a hard look at how the group literature review project is designed and evaluated -- there is lots of room for improvement. The professor's briefings and the course textbook were often in disagreement. Either use a textbook that the professor agrees with or don't use one at all.

Strengths: Coverage of particular topics that will be necessary for dissertation research.

Weaknesses: The text. Overly complex and long-winded in explaining concepts; should have an interactive tutorial CD with it.

I just spent a half hour writing my comments. Now all of that seems to have disappeared and I've been brought back to a completely blank comments section. That would be the weakness of this evaluation setup. I did not see any weaknesses in the course.

This course is a foundational class for all of the graduate studies. However, the method in which it was instructed was ineffective. Lecture, whole class discussion, rote memorization is not appropriate for a doctoral level class. I suggest application of the information so that the students can learn the content in the actual context of how it is used in educational research. Appropriate content models and up-to-date articles would be more appropriate than reading chapters (that were never actually utilized in the class) or regurgitating information from PPT. The instructor chose inappropriate examples, when/if provided. Sharing pictures of scantily clad women to support a fraud study that men looking at breasts get the same cardio needs as 30 min of aerobic exercise. Potentially this could illustrate the validity issues of studies, but the intention appeared more to shock than inform. It is inappropriate and uncalled for.

Strengths: Providing primary educational research methods to analyze education issues

Weakness: some knowledge is too shallow, hope to learn more about real research

Strengths-strong foundation in research methods from a practitioner's perspective

Weaknesses-very similar in scope to master's level research course; would have liked more advanced content appropriate (i.e. more statistical inclusion) for doctoral students who already have knowledge of basic research principles.

The course content was presented in a series of power points that were available for review and study through BB. This was VERY helpful! The quizzes were also great, as they forced me to go back and review everything covered in a class, before actually taking the quiz. The literature review assignment presented some challenges, especially since we worked in groups and were encouraged to pick topics that somehow related to everyone in the group. This meant we ended up writing about something that we were all only marginally interested in.

Strengths: this course really did set us up to have a broad understanding of how research in educational settings is conducted. For someone who is not interested in doing quantitative research, this course provided the necessary background that is needed to interpret and critique previous research studies.

Weaknesses: I think this is probably just because I've never had statistics or quantitative research experience, but I think that the course went a little quickly through the 'standard deviation' and statistical research sections.

Dr. Kim is always available for help and is very understanding. However, I felt that we just went through powerpoints and I had to teach myself the majority of the topics. The literature review was a very helpful assignment on which she provided abundant feedback.

The pacing, the way the dry content was presented with examples and real life connections, the very clear goals and objectives outlined by the syllabus so we were always in the know.

I believe that the strengths and weaknesses were one in the same--and that was our class discussions. While I appreciated Dr. Kim's openness to open the floor for discussion, some of the comments of my classmates verged on disrespectful and unprofessional.

Strengths: Content is absolutely necessary for doctoral study in education

Weakness: Group project seemed designed to foster conflict and tension, did not learn anything from the assignment except how to manage stresses. Multiple choice midterm and final exam is a baffling component of a doctoral level course, an absolutely inappropriate assessment.

The course was broadly titled Principles of Educational Research, yet focused almost exclusively on quantitative research, and provided no background in conducting qualitative research. We used almost no real examples of educational research in class, and were given no opportunities to critique actual research articles or to design our own study. Instead, we used hypothetical examples, many of which were not of educational research. This class was not helpful in preparing us for dissertation research.

Strengths: This course helps you prepare to write and study at the level necessary to complete your PhD.

Weaknesses: The group project was 30% of our grade...after experiencing a personal emergency during this class I felt there was no graceful way to even incomplete this course because other classmates would be so effected...it was very difficult. Not knowing about the pretest until the first class session was a little disconcerting.

Basic course material but all applicable and extremely appropriate as a introduction to research course.

What are the outstanding strengths and weaknesses of Kyung-Hee Kim?

Students

Strengths: Dr Kim is really smart and she knows the class material very well.

Weaknesses: Dr Kim spent too much class time defending/explaining her Korean background.

Strengths: Personable, but demanding; provided many alternative research sources for clarification and further reading if we did not understand the concepts in class, in addition to making herself available for discussion outside of class hours. Passionate about teaching and interacting with students.

Weaknesses: Minor language barrier made understanding some concepts tricky but self-teaching filled in any gaps.

In that half hour, I wrote about the following;

1. how much the class helped me prepare for the quantitative class;
2. how incredibly thorough Dr. Kim was in the documents, quizzes, PowerPoints, in-class discussions, and literature review draft comments;
3. how all of what is in #2 helped me learn the information--especially her willingness to answer all of my questions;
4. how much she encouraged us to be passionate about the topic we chose for our literature review topics and will choose for our dissertations; and
5. how I'm integrating into my classes next semester one specific part of her teaching technique that I am lacking: she makes sure we've reviewed the information she has given us and goes over it thoroughly in class to make sure we understand it.

Dr. Kim started the course out with asking each student to reveal their "outlier" characteristic. This put many students in uncomfortable positions on the first day. One student revealed her mental illness, another student was pressured into revealing her age. This established a precedent where Dr. Kim ignored appropriate barriers and engaged in off topic and often offensive whole class discussions. The Syllabus was confusing and lengthy. There were more than 10 objectives, most of which were not measurable. Assignment descriptions were so lengthy and involved that the potential for missing an expectation was high. The first class assignment was the reading of two chapters from a self-published book that explored the role of Confucianism on creativity. Dr. Kim wanted us to critique it, and edit it for her. She lacked the basic APA citation requirements, and included many statements and theories that were biased against Confucianism and stereotypes of Judaism. Even when asked about this, Dr. Kim utilized micro-aggressions to justify her reasoning for including it. For the entire semester she appeared to fixate on all things Jewish especially about winning Nobel prizes or being academically successful. None of this had any relevancy to the content, and most classes felt that the students were expected to learn on their own, while Dr. Kim disrespected cultural norms, and the use of the students time.

strengths: listening to different opinions; give plenty time for discussion; using simple examples

weaknesses: some knowledge is not so relative

Strengths-content expert, student-centered, research-based teaching practices; flexible and willing to go above and beyond for students

Weaknesses-incredibly tolerant (perhaps too much so) of unprofessional attitudes/behaviors from students who are in a graduate professional program and know better.

Dr. Kim demonstrates an outstanding breadth and depth of course content knowledge. Course content was presented in a clear, concise fashion, and once class was over, her power points were always available for review on BB. She worked to illustrate difficult topics with examples, using the white board when necessary. Outside of class, emails were answered promptly, and concerns were addressed/resolved quickly. I felt Dr. Kim set a high level of academic expectation, and was very willing to address students' needs to assist us in reaching that. Occasionally, Dr. Kim used information that seemed to make class members uncomfortable (the "medical" study that involved staring at women's breasts...), and asked some inappropriately personal questions of students.

Strengths - I believe that Kyung-Hee is one of the most passionate teachers that I've had at the College. She clearly has a strong desire to help students understand the material and make sure that they succeed.

Room for improvement - I honestly believe that every professor has their quirks and will never be perfect. I think Dr. Kim has made a herculean effort to make sure that her students understand her and can be successful.

Her responsiveness to questions and emails, her willingness to share her own research experience and use that as a backdrop throughout the class made research more personable and more relative. Dr Kim brings a level of diversity to the classroom that is refreshing and appreciated. Our classroom atmosphere was always intended to be maintained in an upbeat learning environment.

I appreciated Dr. Kim's candor about her past work experience, and her openness to have class discussions. However, there were times when I felt like the class discussions lost focus--and classmates' input made took away from the agenda of the course.

Dr. Kim has a great sense of humor that made tense moments in class more enjoyable. Her multicultural background informs her unique and helpfully diverse perspective.

However, Dr. Kim brought up inappropriate, far too intimate details about her life. She has little sense of topics that are appropriate for a classroom setting. Her comments on the group project draft were unnecessarily inflammatory and caused tensions and problems in the group. She tells students to keep their grades "secret" from each other, fostering further tension. She makes comments to the whole class that implicate the behavior and competency of specific students.

Dr. Kim asked known-answer questions in class, and taught lower level recall skills. She also spent a lot of time lecturing about her own research, rather than giving us an opportunity to read and discuss multiple modes of research.

Strengths: Dr. Kim is extremely knowledgeable in research and was always reminding us that this concept or that skill would be necessary as we began and finished our dissertation. Dr. Kim does try to give us perspectives different than our own experiences. Dr. Kim is very available to her students, she can be contacted via email almost instantly and is willing to discuss any question.

Weaknesses: Dr. Kim can be a little awkward in the lecture setting, some of her examples are so outrageous that people had a hard time not feeling embarrassed to participate.

Dr. Kim was amazing and she was professional when students were rude to her. I really enjoyed having her and learned a lot in this class. Her teaching methods were memorable and engaging.

Do you have any additional comments?

Students

I suggested one change: the organization of two class activities. That was the only "weakness" I saw.

Looking back, I think it would have helped Dr. Kim achieve her expressed desire to connect and inspire the class as a whole.

Activity #1: Her lecture on creativity and sharing her own story showed that desire in a visceral way. I think that should come on the first or second day to let students understand why she wants to connect, why she wants us to be passionate about our topics, and why she drives us to succeed. I absolutely loved her honesty. That said, I think that having the second part of it on the final exam day was brilliant. It soothed my anxiety, which probably helped me do better on the test.

Activity #2: Our critique of her article was a perfect example of both how we should be able to critique a colleague's or "supervisor's" work honestly and of how to take critiques with an open mind and desire to learn from the person and improve your writing. That would have been well used right before we received our literature review draft comments and may have been better understood as an important lesson both within that context and after people got to know Dr. Kim.

Most of the practices and actions that Dr. Kim demonstrated in the course would result in a disciplinary action for a classroom teacher, she is inappropriate for the sake of entertainment. Dr. Kim does not respect cultural norms, and although an immigrant herself, she chooses to disregard the social expectations (even though she is very much aware of the expectations) and uses her status to insult, offend, and disrespect the students. She often made examples out of the various cultural groups represented in the class (as though the lone person from China was the spokes person for all Chinese people). For a school of education, Dr. Kim is an embarrassment as an educator. In addition to feeling marginalized in the class because of my cultural identity, I feel like I have learned nothing, and it is a miracle I passed. I am not sure what Dr. Kim brings to the School of Education, but I cannot imagine it is for the benefit of the students.

No

No.

I enjoyed and appreciated Dr. Kim's advice and encouragement about our dissertations. She shared much information that I know I will have in mind as I reach that part of the grad school process. She encourages everyone in the class to think of her as a mentor, a generous offer indeed!! I also appreciated Dr. Kim's candor about her own background and journey to WM.

I believe that there will always be people who do not appreciate the cultural barriers that Dr. Kim faces. I know that there were people this semester who were put off by some statements or readings, but I believe that much of that is based off of naive beliefs that there would be no differences or barriers in relating between the two cultures. I for one learned a great deal and believe that there was a lot of effort on Dr. Kim's part to make sure we understood the material.

If I had taken this course alone in my first semester at the W&M School of Ed I would have left the program. This is an exceptional example of poor teaching, assignments and assessments were obstructive to learning. Absolutely my poorest college course I've ever enrolled in. This course does a huge disservice to W&M and the School of Ed.

Dr. Kim let us know some background information about her on one of the last days of class. This information would have been helpful to know at the beginning of class to better understand Dr. Kim.