



**Spring 2016 Individual Report EDUC 582-01 24907 New Science of Creativity (Kyung-Hee Kim)**

**Student Course Evaluations Spring 2016**

Project Audience 8  
Responses Received 8  
Response Ratio 100%

**Creation Date** Fri, May 27, 2016



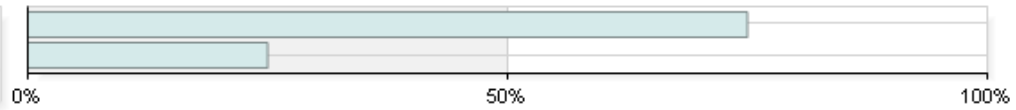
## Summary Form A

Question	This Class				All Classes Using This Form (EDFA)				Courses By This Instructor (563983)			
	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	8	0.00	4.78	5.00	645	0.53	4.33	5.00	15	1.05
The instructor's early identification of course objectives and requirements.	4.13	5.00	8	1.46	4.52	5.00	643	0.86	3.40	3.00	15	1.55
Organization of content and learning experience in the course.	4.75	5.00	8	0.71	4.32	5.00	643	1.04	3.53	4.00	15	1.73
The instructor's presentation and explanation of course content.	4.75	5.00	8	0.71	4.37	5.00	646	0.97	3.47	4.00	15	1.73
The instructor's identification of criteria for evaluating your performance.	4.63	5.00	8	0.74	4.32	5.00	645	1.04	3.53	4.00	15	1.60
The instructor's encouragement of participation in class discussions and activities.	4.75	5.00	8	0.46	4.63	5.00	646	0.72	4.13	5.00	15	1.13
The instructor's openness to diverse opinions and questions.	4.75	5.00	8	0.71	4.63	5.00	643	0.82	3.67	5.00	15	1.76
The instructor's availability and receptiveness for consultation outside class.	4.75	5.00	8	0.46	4.57	5.00	642	0.80	4.33	5.00	15	0.90
Intellectually challenging and encourages thinking for yourself.	4.75	5.00	8	0.71	4.54	5.00	645	0.82	4.00	5.00	15	1.36
The instructor's helpfulness in meeting course objectives and requirements.	4.57	5.00	7	0.79	4.51	5.00	641	0.90	3.50	4.00	14	1.65
The instructor's fairness and impartiality in feedback, comments, and grading	4.63	5.00	8	1.06	4.53	5.00	641	0.93	3.80	5.00	15	1.47
The instructor's												

overall teaching effectiveness in the course.	4.63	5.00	8	0.74	4.49	5.00	642	0.93	3.53	4.00	15	1.73
<b>Overall</b>	4.68	-	-	0.76	4.52	-	-	-	3.77	-	-	-

**I am a major in this department or school.**

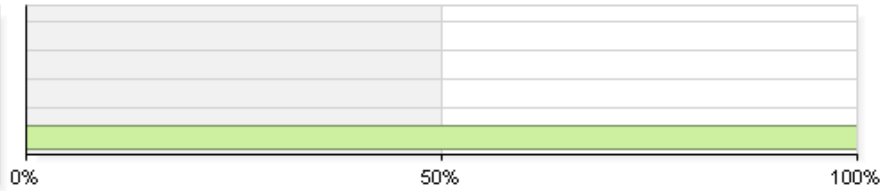
1 Yes	6	75%
2 No	2	25%
<b>Total</b>	<b>8</b>	



Statistics	Value
Response Count	8
Mean	1.25
Median	1.00
Standard Deviation	+/-0.46

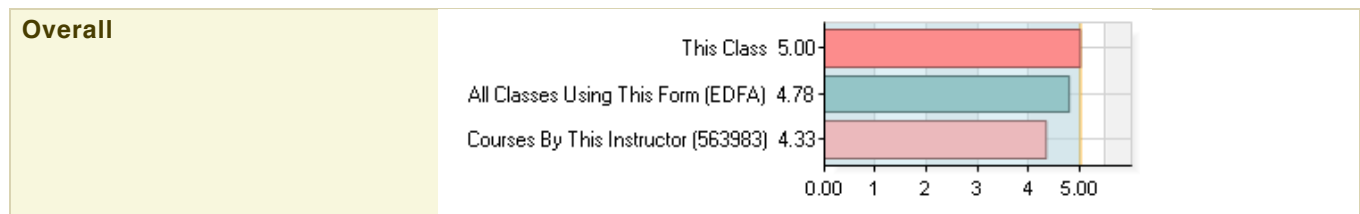
**My current status is...**

1 Freshman	0	0%
2 Sophomore	0	0%
3 Junior	0	0%
4 Senior	0	0%
5 Graduate Student	6	100%
<b>Total</b>	<b>6</b>	

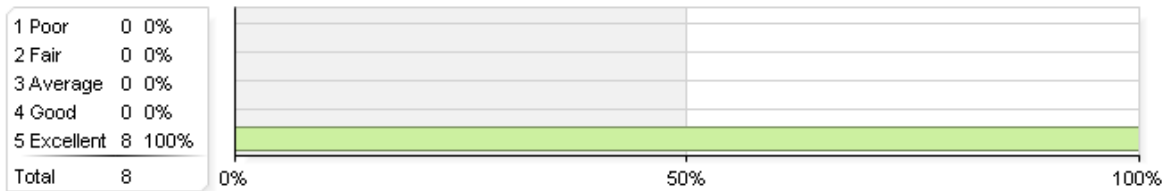


Statistics	Value
Response Count	6
Mean	5.00
Median	5.00
Standard Deviation	+/-0.00

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

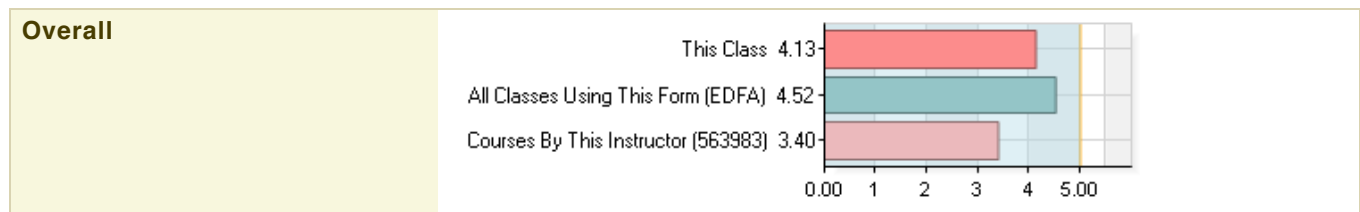


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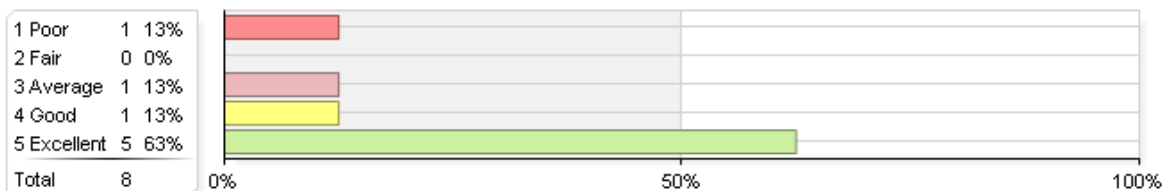


Statistics	Value
Response Count	8
Mean	5.00
Median	5.00
Standard Deviation	+/-0.00

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

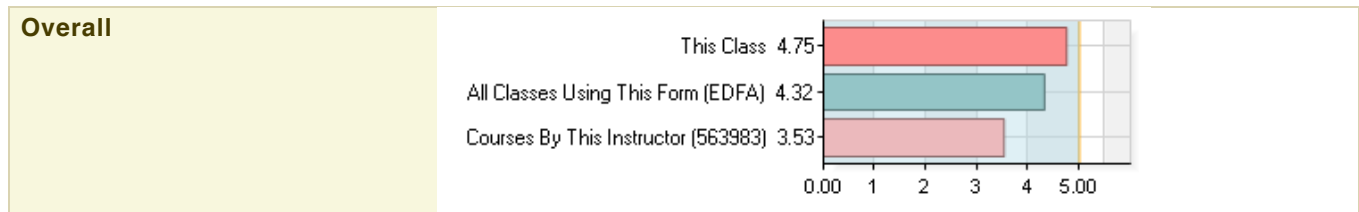


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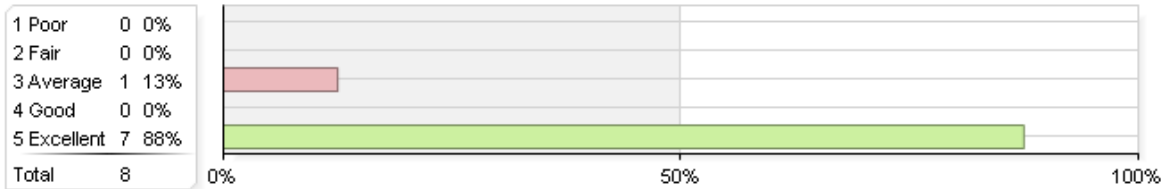


Statistics	Value
Response Count	8
Mean	4.13
Median	5.00
Standard Deviation	+/-1.46

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

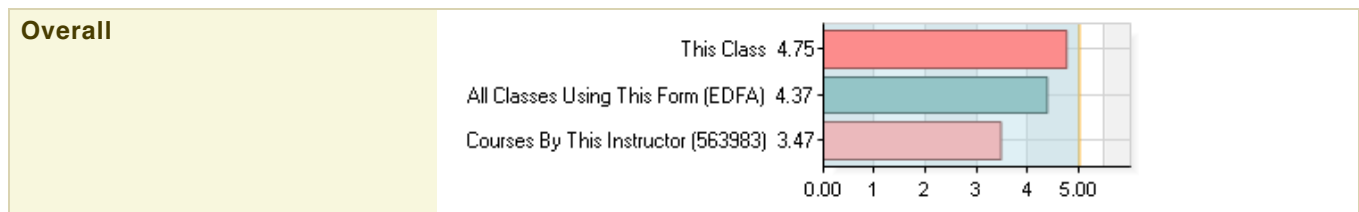


**Organization of content and learning experience in the course.**

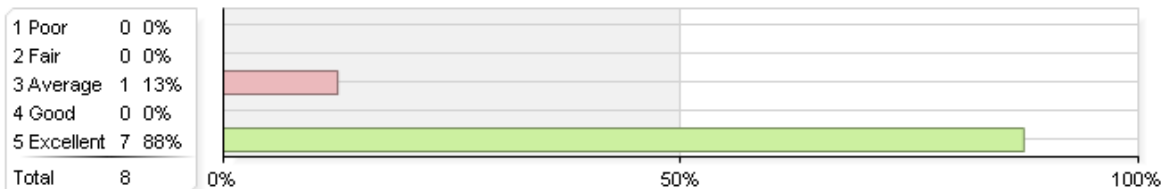


Statistics	Value
Response Count	8
Mean	4.75
Median	5.00
Standard Deviation	+/-0.71

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

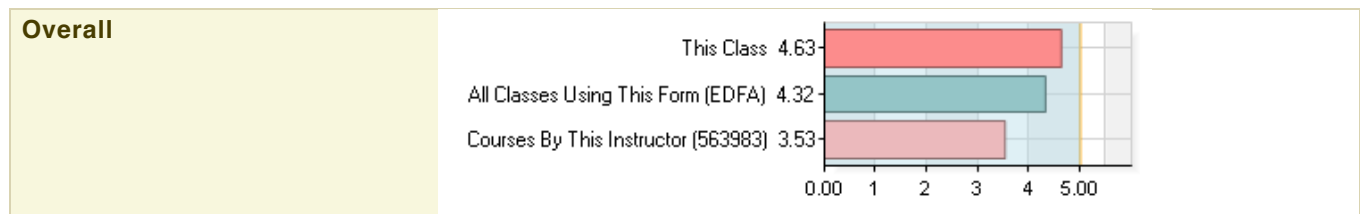


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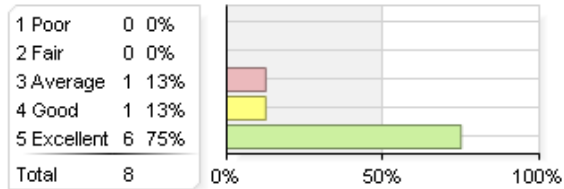


Statistics	Value
Response Count	8
Mean	4.75
Median	5.00
Standard Deviation	+/-0.71

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

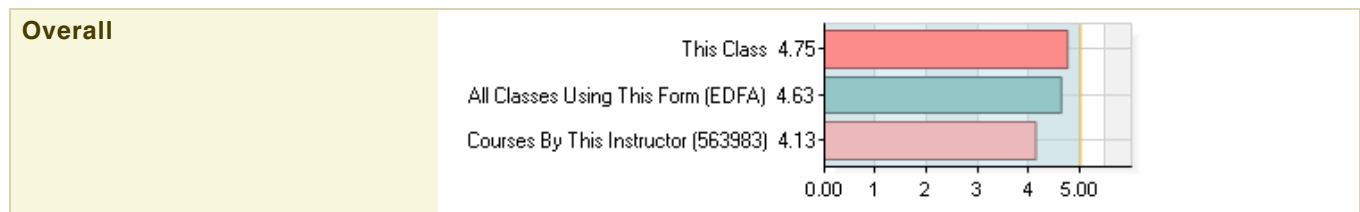


**The instructor's identification of criteria for evaluating your performance.**

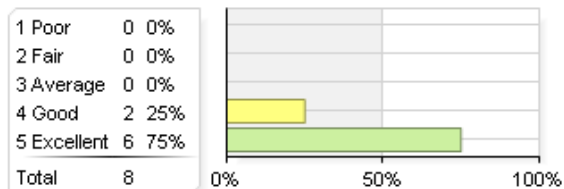


Statistics	Value
Response Count	8
Mean	4.63
Median	5.00
Standard Deviation	+/-0.74

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

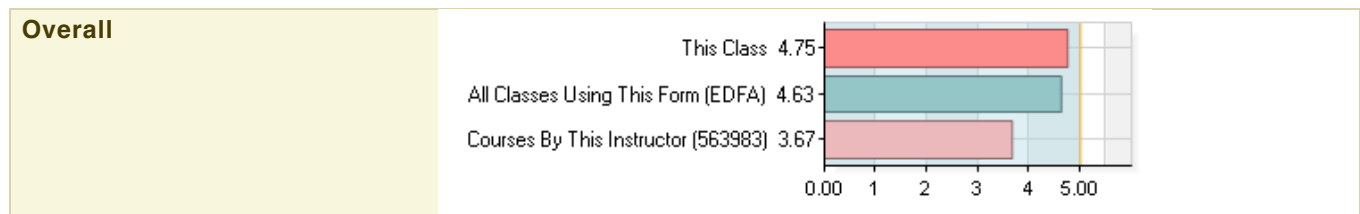


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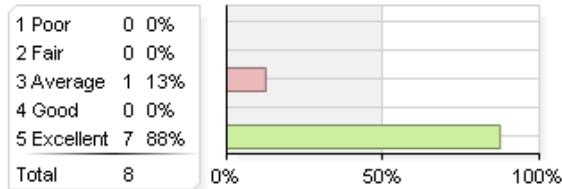


Statistics	Value
Response Count	8
Mean	4.75
Median	5.00
Standard Deviation	+/-0.46

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

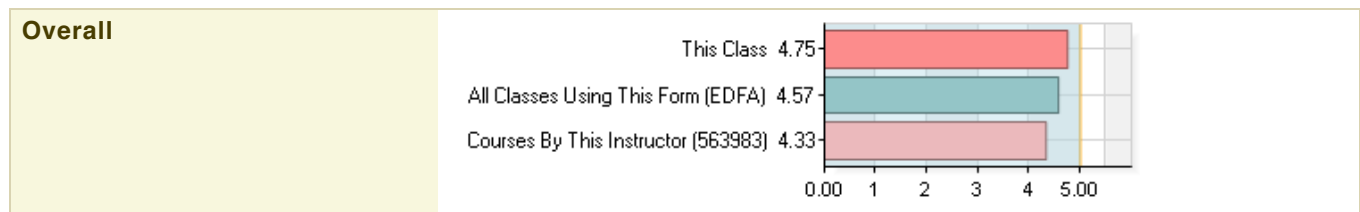


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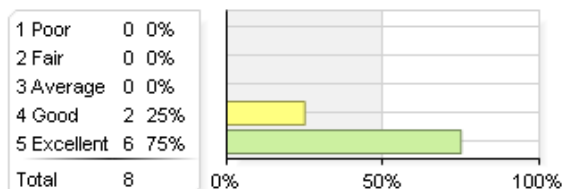


Statistics	Value
Response Count	8
Mean	4.75
Median	5.00
Standard Deviation	+/-0.71

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



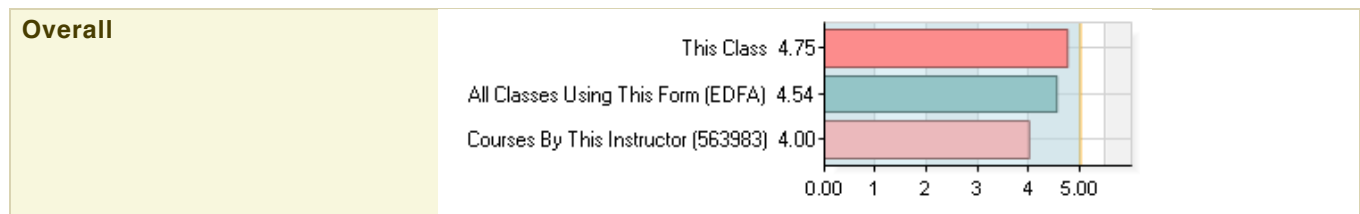
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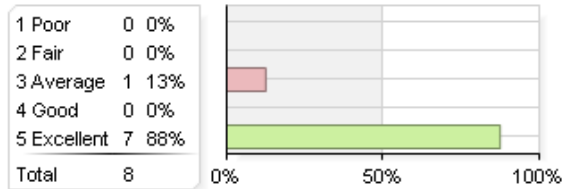
Statistics	Value
Response Count	8
Mean	4.75
Median	5.00
Standard Deviation	+/-0.46



### Intellectually challenging and encourages thinking for yourself.

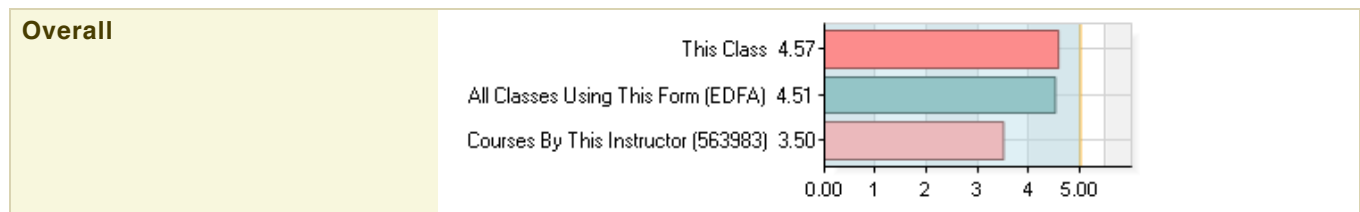


### Intellectually challenging and encourages thinking for yourself.

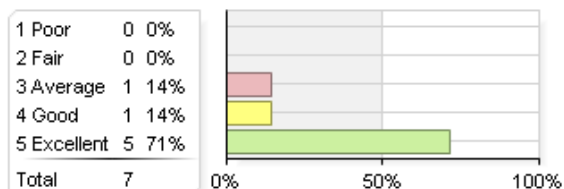


Statistics	Value
Response Count	8
Mean	4.75
Median	5.00
Standard Deviation	+/-0.71

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

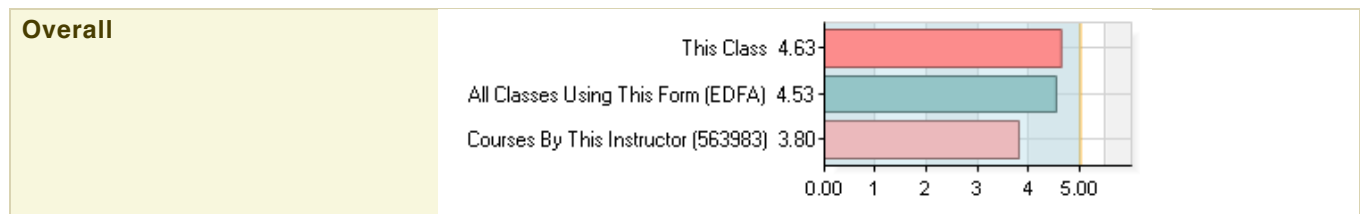


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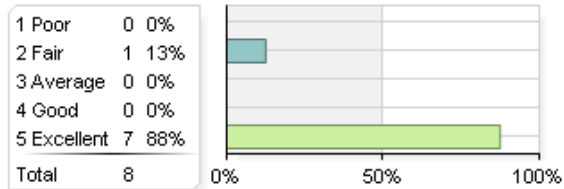


Statistics	Value
Response Count	7
Mean	4.57
Median	5.00
Standard Deviation	+/-0.79

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

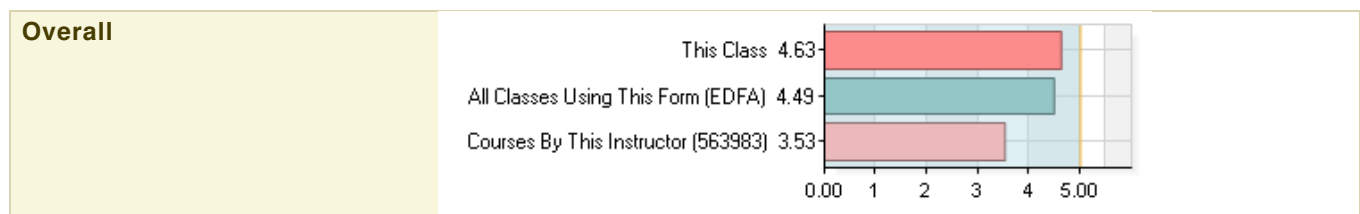


## The instructor's fairness and impartiality in feedback, comments, and grading

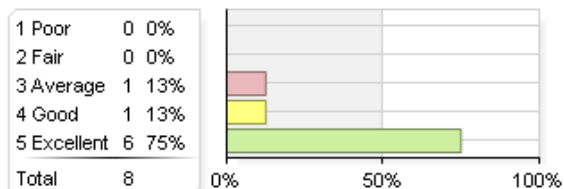


Statistics	Value
Response Count	8
Mean	4.63
Median	5.00
Standard Deviation	+/-1.06
Standard Error (base on PSD)	+/-0.35

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



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Statistics	Value
Response Count	8
Mean	4.63
Median	5.00
Standard Deviation	+/-0.74

## What are the outstanding strengths and weaknesses of this course?

Students
Further explores creativity as it relates to educational contexts
The course was designed around the research presented in Dr. Kim's forthcoming book on creativity. All enrolled students were encouraged to find some aspect of the book we wished to explore further. Within the course we had the opportunity to explore our own interests regarding creativity, engage in class discussion both online and in person, and engage in lively debate. The final product of this course was the production of a publishable lit review; a component of graduate work which is essential for Ph.D. students. I cannot think of any weaknesses of the course. I originally did not want to this class, I must admit. Dr. Kim personally spoke with me, called me, and prodded me into taking this course. As a result, I have found a topic that intensely interests me. I am conducting a study on this in the fall in my own school and I will be looking forward to presenting this research at conferences when it becomes available.
I think that the greatest strength of this course is its focus on such a broadly applicable topic: creativity. What I mean by this is, whether you're a teacher, a curriculum specialist, an educational psychologist, parent, or anyone with any interest in education, the work this class is concerned with matters. As Dr. Kim defines it, creativity is an ability to innovate, which is built upon a deep understanding of a field or area of study. I don't know anyone who cares about about helping others learn who would turn their noses up at such a goal. What's more, though there is definitely time spent discussing and reading about the ways that creativity is not successfully cultivated in certain cultures or school settings (which is certainly an interesting topic), the main thrust of the course is about exploring how creativity CAN be fostered, which I think is even more interesting. After taking any class, my hope is always that it helps me to become a better educator, which this one definitely did.
I also think that the division between student led presentations of the material and Dr. Kim's presentation/guidance makes the course feel very inclusive. I don't think I've gotten to know my classmates and their ideas as well as I did this semester since I was an undergrad at Fordham, back when talking to your classmates and hanging around were the only responsibilities you had, aside from classes.
My only criticism, and this isn't really a criticism so much as a piece of advice for anyone taking the class in the future, is that any student looking to take it should have completed an APA literature review in a recent semester or have a certain level of familiarity with the rules and stylistic guidelines of the APA. That's just because the content (exploring the nature of creativity and the environments that support it) is so large, that class time must be focused on that, so there is necessarily an assumed understanding of how literature reviews are completed on the part of students. On the other hand, there were tons of examples and guides posted by Dr. Kim on blackboard for anyone who needed help with APA formatting, and she was always very available through office hours and email to help with remaining questions (as was her T.A., Noel, who was also great).
I cannot say enough about what I've learned about the promotion and development of creativity as a result of this course. As a long-time performing artist who knew that I both thought and acted differently from my more conventional peers, I have had an innate, undeveloped sense of Dr. Kim's ideas for the better part of my life. Through exposure to Dr. Kim's 4S model, however, I have learned to comprehend, analyze, and elucidate these ideas in a way that would have been unimaginable to me before taking this class.
There were really no weakness. Every skill I could have hoped to develop as a result of this course was refined.
I really enjoyed this course and the content that was presented as it provided a new framework for creativity, creative potential, and innovative thinking. I like that it provided us a freedom to research an area of interest while connecting it to an aspect of creativity.
I cannot think of a particular weakness associated with the course. The information was easy to understand and engaging.
Strong course content that is helpful and informative in terms of knowledge building;
Falls short on making clear and consistent, aka did not have specific dates in course syllabus in the first place and revised it constantly. A syllabus should be the agreement between the instructor and the students. It should be established firmly within the first two weeks of classes.
Strength: Learned complete theory of creativity and develop writing skills of literature review
strengths: content of the course was comprised from Dr. Kim's extensive research on creativity; had an experiential learning component; and put a focus on publication as the end goal no real weaknesses

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

Students
Can be impractical in the expectations and requirements of students. Inability to listen and work with students who share differing opinions and ideas.
Dr. Kim is a clearly an outstanding researcher and a dedicated scholar in her field. Yet, what is most impressive about her is willingness to encourage, inspire, and support her students. Dr. Kim's course was challenging, but I'm learning how to write for educational research purposes and she is the reason for that. Dr. Kim is demanding and I have spent more work revising an editing a paper for her class than I have ever done in any previous course. But, she recognized potential, she clarified what needed to be addressed with my work, and I'm a better student because of her support and her instruction.
Dr. Kim has two major strengths. The first one is that she is exceptionally knowledgeable about this subject (creativity), and really, educational philosophy and history in general. That's certainly a good thing, but between my time at Fordham, the City College of New York, and here at William and Mary, I've met a lot of professors that know a whole lot about their fields. The second strength is what

makes Dr. Kim one of my very favorite professors I've ever had: she takes a lot of time to become an expert in the work you, as a student, do in her class. Whether that's asking you questions about the posts you've made on blackboard for the week, or sharing new sources with you based on an interest you've expressed, or her extensive feedback on the literature reviews we wrote through out the semester. I'd wager that if you left your desk right now and went to find Dr. Kim, she'd still be able to tell you what I wrote about, what I did well, and what could be improved. A lot of professors, people who I really admire, pass off a lot of that kind of stuff to TA's or just read final drafts. That's because they're very concerned about publishing, which I get, but it means that taking classes with them kind of feels like you're paying to be in the presence of a genius and just hoping it rubs off on you. I can't imagine Dr. Kim only publishing, she clearly loves being in the classroom, both to share her own knowledge, but also to help you develop yours. I've worked harder (and, I think, better) on my writing and research in her class than I have for a long time. That's because it didn't just feel like I was doing it for myself, but also because I was doing the work for her, like we had a deep and shared interest in the work that could come out of a class like this. It made me care a lot about this topic, and it helped me to become more knowledgeable about it than I am about things I've spent more than one semester studying.

If Dr. Kim has a weakness, I think it comes directly from her engagement with her students' work. The college system's biggest flaw (I don't mean WM here, I mean colleges and universities in general) is this constant tension between the pressure to publish and the pressure to be in the classroom that professors feel. I think far more professors than most deans would like to admit don't care a whole lot about the work their students do because they're so concerned with their own work. When you get used to that as a student, and get used to the idea that whether your work is pretty good or a little slapped together it won't make a whole lot of a difference, it's a bit of a shock to get a professor that's so engaged, as Dr. Kim is. I can see how people who have gotten used to coasting might not like having someone suddenly pay attention to their work the way she does, or how someone who's always thought their work is top notch because nobody's taken the time to help them make it better, might think that she's overly critical. I assure you, that's not the case. I've never met a professor more fair minded about grading or more dedicated to helping her students produce really great work and to learn.

I came to William and Mary as a published, accomplished and well-developed writer (or so I thought). Though English is her second language, Dr. Kim has taught me more about writing and expressing myself as a scholar than any of my teachers since Peg Steiner in 11th grade Honors English. In my entire life, I have never had a teacher offer such exhaustive, comprehensive, and utterly corrective feedback as Dr. Kim. Though it hasn't always been easy, accepting and incorporating Dr. Kim's critique into my scholarship has bolstered my confidence and competence like nothing I have heretofore experienced. My confidence in being able to create unique and useful scholarship has more than doubled as a result of Dr. Kim's instruction. I wish I could attach a copy of the feedback I received on the rough draft of my final project in order to relay the care and attention my efforts were afforded.

Perhaps Dr. Kim could afford to refine her communication style, but her present efforts to accomplish this goal through eliciting continuous feedback from her students is evident to anyone who is paying attention.

KH Kim uses a critical eye when evaluating our work, but provides extensive feedback. She provides guidance to make our work better. The first time I took a class with Dr. Kim (last semester) the amount of feedback was overwhelming and even a little shocking as it wasn't something that I was used to - I had to remember that it wasn't meant as a personal attack, but rather as a means to think outside of the box and improve my research and writing skills. Heeding her advice and comments strengthened my ability to form better research questions and arguments. In my work this semester, I carefully considered the feedback I was given last semester to produce a higher quality of work - one that has been met with encouragement to submit for publication. In general, Dr. Kim has been very encouraging this semester pushing our class to think differently about creative potential and creativity while we worked through the semester.

Considering weaknesses, when explaining something or answering a question, Dr. Kim can go in many directions before coming to a concrete answer. I am reminded of a "dot to dot" where there are many stops at various points along the way while forming the bigger picture. For some this may be a weakness in delivery because so many times students just want the answer.

Strong expertise in the content and mentors outside of the class in personal interactions.  
Very bicultural and done well in presenting perspectives from a different stand point.

Language sometimes can be an issue in terms of clarity in figuring out what the instructor means; holds a relatively high standard to students which might be received differently depending on students' previous experiences and cultural background

Strength: Open-minded to different perspectives and discussions; provide brutal but sincere feedback on literature review. The feedback on literature review do help me think about how to develop a solid and thorough literature review. I do found I learned solid and complete theory of creativity and my writing skills are improved.

Weakness: due dates should be more clear on syllabus

Dr. Kim is an expert in creativity. She is also an expert researcher. She brings so much knowledge regarding the research and publication process. She gives the most extensive feedback on written work than any other professor I have had a W&M. She was always available via email and Skype whenever I need help. She cares a lot about her students and really pushes them to keep the end in mind (e.g. dissertation and publications). She geared her class toward a publication opportunity and I think more classes at W&M need to be structured that way.

## Do you have any additional comments?

### Students

Dr. Kim is always incredible when providing feedback. When I took her educational research methods course I worked with a group that wrote a lit review for a potential study. When we received the study back with Dr. Kim's feedback there were a tremendous amount of corrections that needed to be made. This semester, when I took Dr. Kim's "New Science of Creativity" course, I submitted a longer lit review and received similarly expansive revisions from Dr. Kim. I have heard that there's been some frustration from students who have received such criticism from Dr. Kim on their work and I would like to take this opportunity to applaud Dr. Kim's efforts in providing such robust and thorough support.. I struggled mightily as an undergrad and barely received my B.A. I began my M.A. with the assumption that

I would take a few courses to see how things progressed. By the time I left, my M.A. program, I received a near perfect G.P.A. and was accepted into a few history Ph.D. programs with full funding. Still, I felt as though I could make a bigger difference in the world if I studied history. I began my program at William and Mary because of the reputation of the institution. When I received the feedback from my lit review in the fall semester it was a tough pill to swallow. Dr. Kim said at the beginning of the course that we have a tendency to think of criticism as fundamentally negative and that's an incorrect assumption. She's absolutely right in this regard. Writing for history publications and research papers is an entirely different style of writing. It's more fluid and leaves more room for expressive language. Writing for educational research purposes is designed to be direct, concise; to be powerful in the shortest number of words. Dr. Kim's feedback is never personal and students have a hard time understanding that. I was accepted to William and Mary, presumably, because of my success as a graduate student. William and Mary has brilliant students at the S.O.E. They're in my classes and I know them. Hearing constructive feedback on your work is difficult, but, Dr. Kim's extensive revisions are done to make the student a better researcher and a better academic. These criticisms were never personal, never accusatory, and certainly never demeaning. To be a Ph.D. student at a nationally ranked institution such as the College of William and Mary, one needs to be determined, devoted, dedicated, and be willing to face adversities. If Dr. Kim wasn't giving feedback to make me a stronger student, when would I be expected to hear what I needed to work on academically? My next classes when I received a failing grade? A career after graduation? When I received comments back on my lit review from this course, I spent an untold amount of hours devoted to revising the work. Once I received a message from Dr. Kim that this was acceptable I went back and looked at the first semester's lit review. It's clear that in a short period of time I have transitioned from writing for history scholarship to educational scholarship and this is all thanks to the support of Dr. Kim. Students need to hear honest feedback. I need to hear what I need to work on. I need to hear how I can improve. Dr. Kim provides this without fail. She does not attack and she does not levy undue personal criticism or demean anyone's character. She wants to make me better as a scholar. She sees potential in her students. If a student is not receptive to that, that's an issue with a student. I assume that most students who have come to William and Mary have been quite successful in their academic endeavors or they wouldn't be at the S.O.E. It may be unpleasant to hear that they are not without flaw in their scholastic work. I am grateful for having the opportunity to work with Dr. Kim. Who else would rip apart your paper, help you pick up the pieces, and then Skype with you on a Friday from 9:00-10:30 p.m. only for your own benefit? Dr. Kim is extraordinary as a researcher and as an educator. Her research methods course was the most challenging course that I've ever taken and the material was difficult and complex and seeing Dr. Kim in this "New Science of Creativity" course has been an incredible experience. If I have continued success at the S.O.E. and professionally upon graduation, it will be because of her. I was lucky to have her as a student and the College of William and Mary is lucky to have Dr. Kim as a member of the faculty.

No. Thanks for letting me take this class!

Though this feedback might sound more like an advertisement than a review, it really isn't. My sense of gratitude for what Dr. Kim has done for my scholarship is genuine and deep, and I believe she is a great asset to the School of Education faculty. I know for a fact that there are students who feel just as I do, and I hope they have made their feelings clear through the evaluation process. I bring this up because I have also heard the occasional grumble from students who don't have the necessary tools for processing Dr. Kim's straightforward feedback, and I know they're writing evaluations too. To them, I say learn to roll with the punches. There isn't really room for ego in quality scholarship. We came here to develop ourselves into scholars capable of performing at the highest possible level. Dr. Kim is a big part of what's made that happen for me here.

The experience that I have had with Dr. Kim this semester was drastically different than my previous experience - because of content differences (f65 vs. creativity), a more diverse group of students, and a better understanding of expectations and teaching methods. While I learned a tremendous amount from Dr. Kim last semester in f65, it took time to truly appreciate and understand what she was doing and why. This semester I was able to embrace the knowledge I gained last semester and apply it to my course of study.

I believe that Dr. Kim cares greatly for her student's success. The critical feedback she gives can be a hard pill to swallow, but students (myself included) need to realize and remember it is provided to give us a better handle on the material and encourage a higher level of thinking. I think for me the first time I took a course with her, this realization came later in the semester when I could see my personal growth. I think it would be extremely helpful on the first day of class when Dr. Kim is introducing herself for her to let her students know (especially first time students) that she will question and provide feedback in a way that they may not be used to seeing in order to better the academic product. I think just knowing this up front along with gentle reminders that the feedback is for our benefit will help students not to feel personally attacked when they receive a rough draft with 100+ comments attached.

In both of my course experiences with Dr. Kim she was willing to speak with me personally to help me to have a better learning experience.

No.

This is the second class I took with Dr. Kim and I feel after this class I really understood her as a person, professor, and researcher. Her research methods class was very intense, but I could tell that she was in her element when it came to teaching creativity. She believes whole heartedly in "the research". She believes in building students' self-efficacy through her feedback. She comes from a very different cultural background than me, but because of this, she brings an alternate perspective, which I really valued. She holds extremely high standards, standards that seem almost unreachable, but after the class I realized I was capable of much more than I ever realized. I think it is hard for some students to truly understand how much she believes in the research; everything she does, every aspect of her life is driven by research.

