



Spring 2016 Individual Report EDUC F65-01 20359 Research Methods (Kyung-Hee Kim)

Student Course Evaluations Spring 2016

Project Audience 10
Responses Received 7
Response Ratio 70%

Creation Date Fri, May 27, 2016

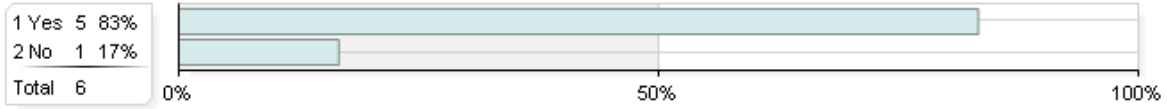


Summary Form A

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.	3.57	4.00	7	1.13	4.78	5.00	645	0.53	4.33	5.00	15	1.05
The instructor's early identification of course objectives and requirements.	2.57	2.00	7	1.27	4.52	5.00	643	0.86	3.40	3.00	15	1.55
Organization of content and learning experience in the course.	2.14	1.00	7	1.46	4.32	5.00	643	1.04	3.53	4.00	15	1.73
The instructor's presentation and explanation of course content.	2.00	1.00	7	1.29	4.37	5.00	646	0.97	3.47	4.00	15	1.73
The instructor's identification of criteria for evaluating your performance.	2.29	2.00	7	1.38	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.	3.43	3.00	7	1.27	4.63	5.00	646	0.72	4.13	5.00	15	1.13
The instructor's openness to diverse opinions and questions.	2.43	2.00	7	1.81	4.63	5.00	643	0.82	3.67	5.00	15	1.76
The instructor's availability and receptiveness for consultation outside class.	3.86	4.00	7	1.07	4.57	5.00	642	0.80	4.33	5.00	15	0.90
Intellectually challenging and encourages thinking for yourself.	3.14	3.00	7	1.46	4.54	5.00	645	0.82	4.00	5.00	15	1.36
The instructor's helpfulness in meeting course objectives and requirements.	2.43	2.00	7	1.62	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	2.86	3.00	7	1.35	4.53	5.00	641	0.93	3.80	5.00	15	1.47
The instructor's												

overall teaching effectiveness in the course.	2.29	1.00	7	1.70	4.49	5.00	642	0.93	3.53	4.00	15	1.73
Overall	2.75	-	-	1.45	4.52	-	-	-	3.77	-	-	-

I am a major in this department or school.



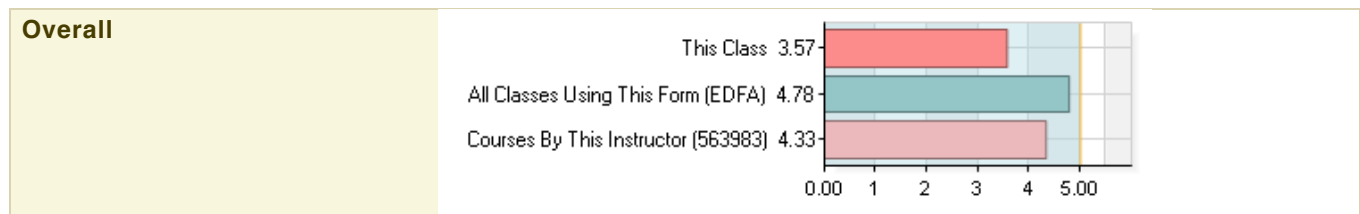
Statistics	Value
Response Count	6
Mean	1.17
Median	1.00
Standard Deviation	+/-0.41

My current status is...

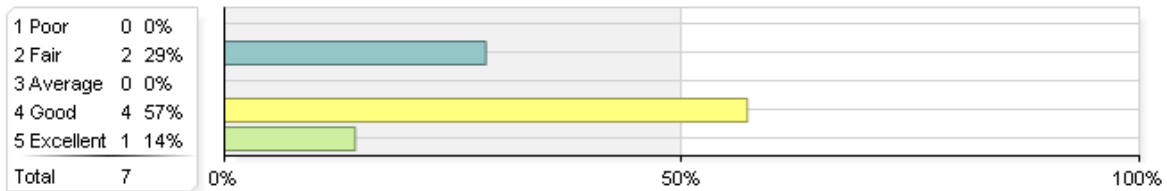


Statistics	Value
Response Count	7
Mean	4.43
Median	4.00
Standard Deviation	+/-0.53

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

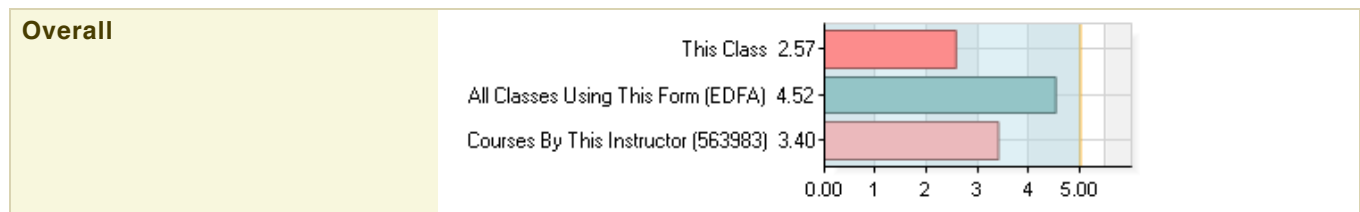


The instructor's knowledge of the subject matter of the course.

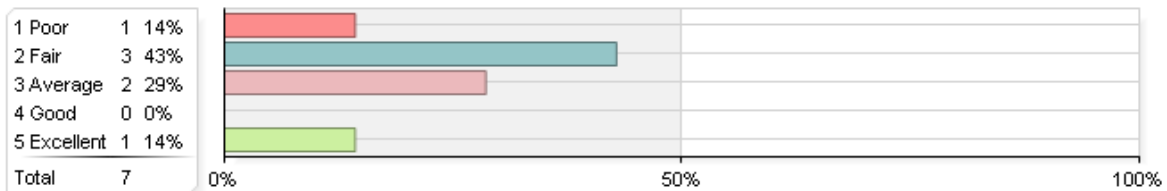


Statistics	Value
Response Count	7
Mean	3.57
Median	4.00
Standard Deviation	+/-1.13

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

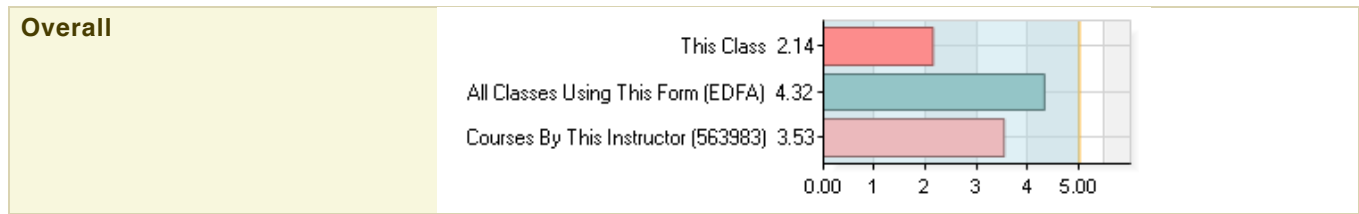


The instructor's early identification of course objectives and requirements.

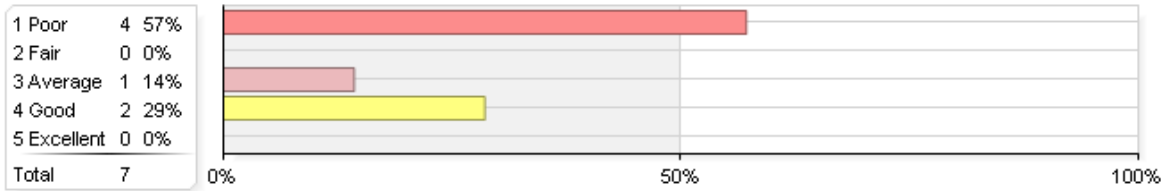


Statistics	Value
Response Count	7
Mean	2.57
Median	2.00
Standard Deviation	+/-1.27

Organization of content and learning experience in the course.

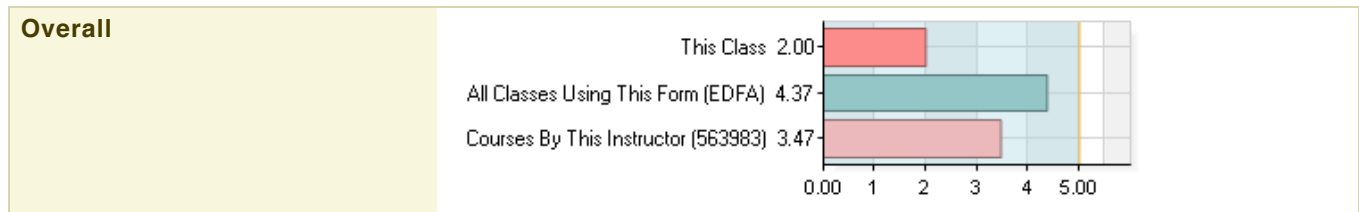


Organization of content and learning experience in the course.

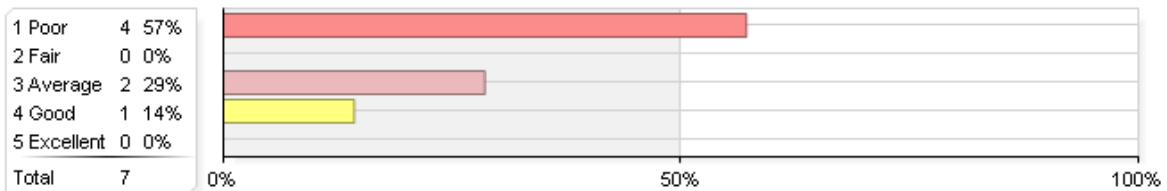


Statistics	Value
Response Count	7
Mean	2.14
Median	1.00
Standard Deviation	+/-1.46

The instructor's presentation and explanation of course content.

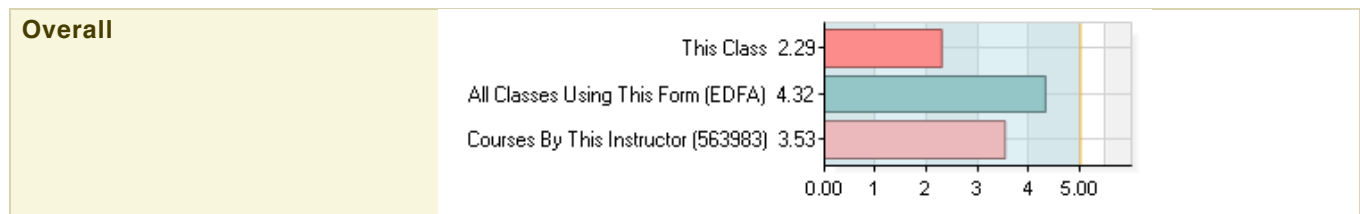


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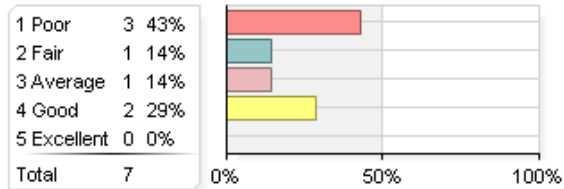


Statistics	Value
Response Count	7
Mean	2.00
Median	1.00
Standard Deviation	+/-1.29

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

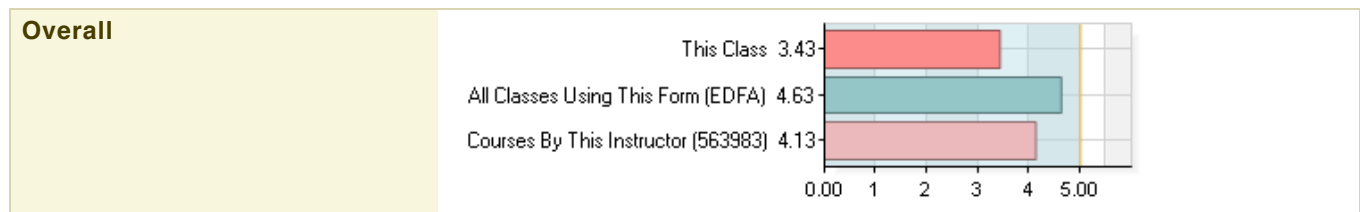


The instructor's identification of criteria for evaluating your performance.

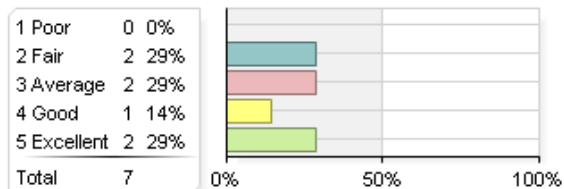


Statistics	Value
Response Count	7
Mean	2.29
Median	2.00
Standard Deviation	+/-1.38

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

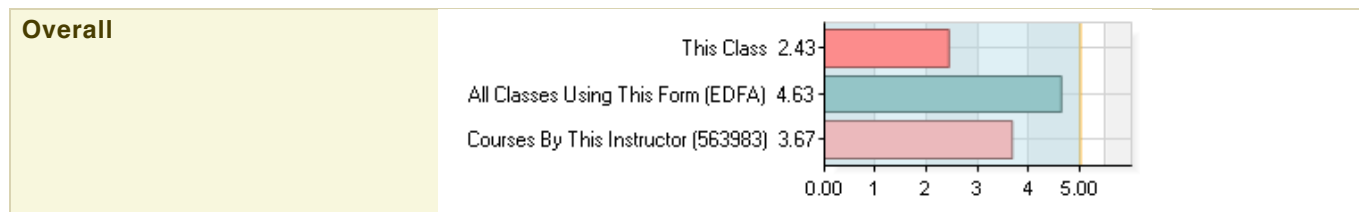


The instructor's encouragement of participation in class discussions and activities.

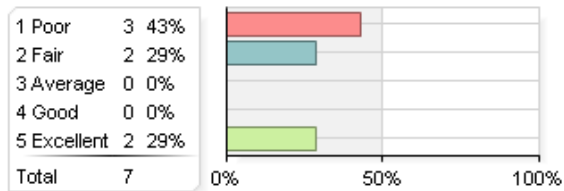


Statistics	Value
Response Count	7
Mean	3.43
Median	3.00
Standard Deviation	+/-1.27

The instructor's openness to diverse opinions and questions.

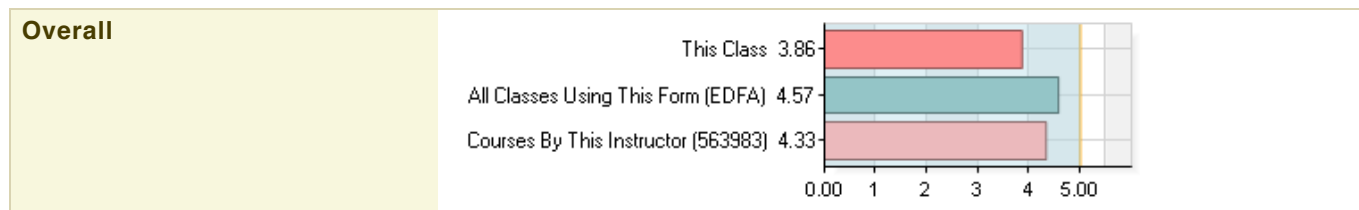


The instructor's openness to diverse opinions and questions.

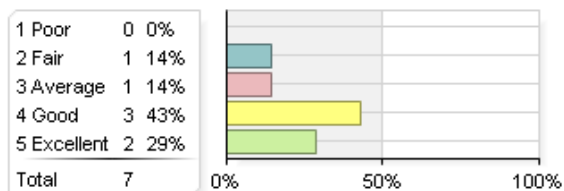


Statistics	Value
Response Count	7
Mean	2.43
Median	2.00
Standard Deviation	+/-1.81

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

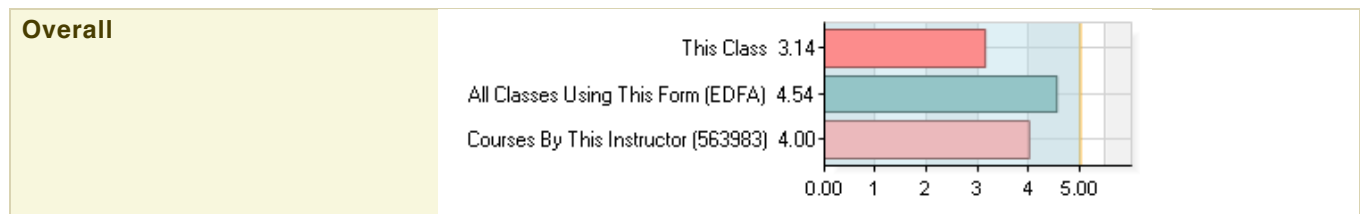


The instructor's availability and receptiveness for consultation outside class.

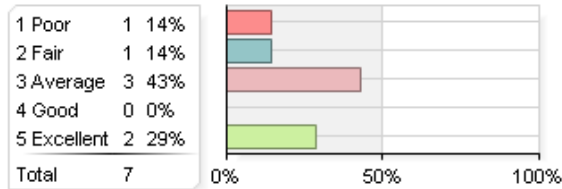


Statistics	Value
Response Count	7
Mean	3.86
Median	4.00
Standard Deviation	+/-1.07

Intellectually challenging and encourages thinking for yourself.

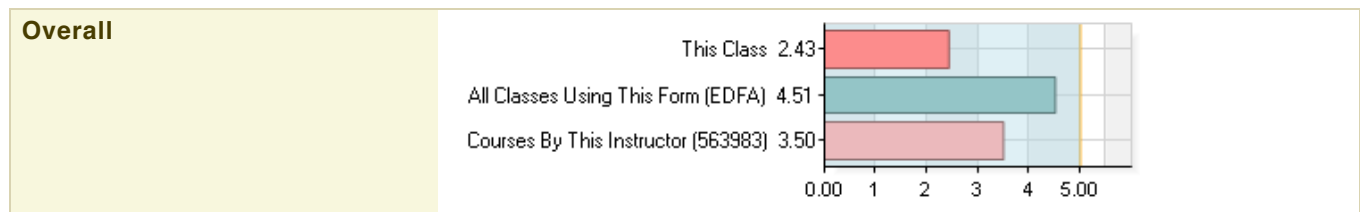


Intellectually challenging and encourages thinking for yourself.

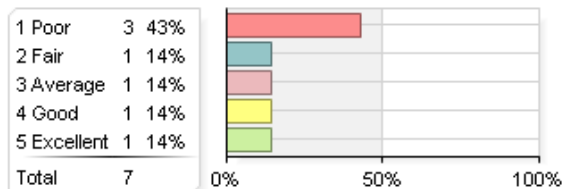


Statistics	Value
Response Count	7
Mean	3.14
Median	3.00
Standard Deviation	+/-1.46

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

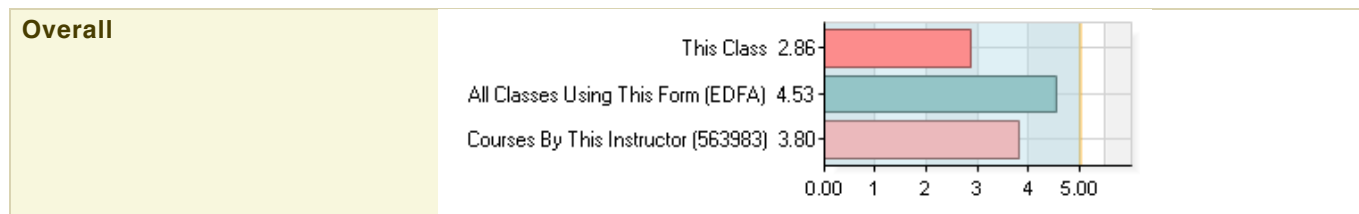


The instructor's helpfulness in meeting course objectives and requirements.

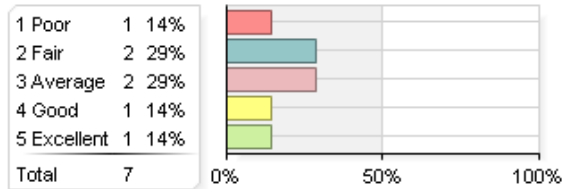


Statistics	Value
Response Count	7
Mean	2.43
Median	2.00
Standard Deviation	+/-1.62

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

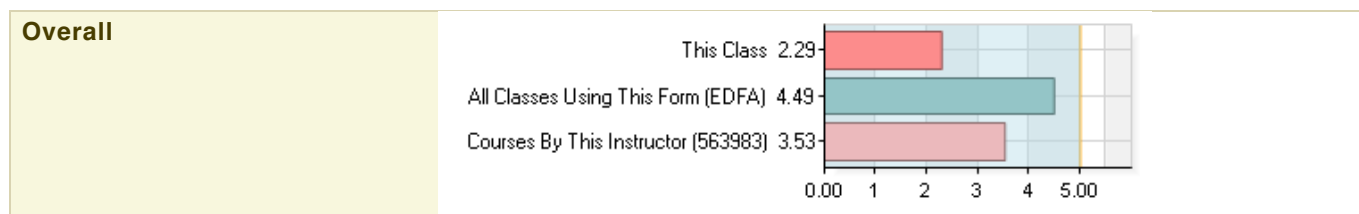


The instructor's fairness and impartiality in feedback, comments, and grading

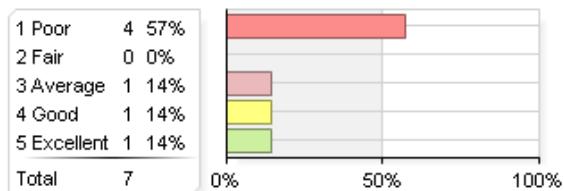


Statistics	Value
Response Count	7
Mean	2.86
Median	3.00
Standard Deviation	+/-1.35
Standard Error (base on PSD)	+/-0.47

The instructor's overall teaching effectiveness in the course.



The instructor's overall teaching effectiveness in the course.



Statistics	Value
Response Count	7
Mean	2.29
Median	1.00
Standard Deviation	+/-1.70

What are the outstanding strengths and weaknesses of this course?

Students

Strengths:

- Forces everyone to thinking critically about articles and research
- Requires students to write a thorough and effective literature review
- Focuses on current APA formatting

Weaknesses:

• There isn't consistent content across professors. I know students who took this last semester with a different professor and students who took it this semester with yet another professor. None of the content covered was exactly the same and the assignments were COMPLETELY different based on the course.

This course definitely taught me basic information that I will need to know as I pursue education. It was organized well and I found the work load very manageable. I enjoyed working with my group throughout the semester which made the literature review assignment beneficial. I enjoyed having a small class and introducing ourselves at the beginning of the semester.

The exams, especially the midterm, were designed to "trick" us, which we've been taught in other education courses is not a well-designed assessment tool. I felt like the quizzes and test were designed to weed me out and make me feel unqualified, instead of encouraged.

This course has the potential to be a very helpful, informative class. The material covered in the class is vital to the understanding of education research, and if it had been taught to me in an effective manner, I would feel very capable of performing my own research and studies should the need ever arise. However, because the class was taught so poorly, I do not feel like I garnered any significant experience or knowledge from the class that could possibly help me in the future.

This course has a lot of material, which is not well organized. The requirements are also not nearly challenging enough for a graduate level course. A group literature review of only 20 articles is less work than most undergraduate Research Methods classes. Additionally, the professor insists that only one person write the actual literature review, meaning that the majority of the class gets little to no experience with it. Furthermore, the professor openly admitted to trying to trick students with questions on the midterm, which is not a fair test of a student's knowledge. Tests can be difficult without deliberately trying to trick students - in fact, one of the topics covered in class was writing a good test, and one of the points of this topic was that questions should be clear and not encourage certain answers over others.

Honestly I do not feel like I learned very much.

I felt as though the two exams were well composed and tested my knowledge appropriately. I studied very hard for both of them, and felt as though my studying and knowledge paid off, as the grades I earned reflected the amount of work I put into studying. Seeing my grades immediately after the tests were complete was rewarding and affirming, so I appreciate their being done on Blackboard. Also, the study guides Dr. Kim provided were comprehensive, and covered the tested material extremely well.

On paper, the research proposal paper project seemed like it would be okay, but due to personal factors and a lot of confusion, it proved to be incredibly challenging in all the wrong ways (see below)

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

Students

Strengths:

- Provided material in a digestible and structured manner
- Encouraged students to interact on projects and to prepare for exams
- Offered creative outlook on material

Weaknesses:

- Did not offer positive feedback, only negative/constructive
- Language barrier was a minor set-back, she has clearly made significant improvements in her efforts to learn English
- Course Syllabus was not the most organized I've ever seen. The double spacing and lengthy bullet points made it easy for things to fall between the cracks

Dr. Kim definitely knows her material, and by the end of the semester, I realized she did in fact want us to succeed in our fields and would help us in any way that she could. Her loyalty and dedication is outstanding.

On the other hand, she often encouraged us to work harder and devote more time to schoolwork, even if it meant sacrificing sleep or our health. She told us that we weren't working hard enough unless we met with our groups on Sundays (which for me personally is the Sabbath). I thought these suggestions, and some class discussions and example materials, could be a little inappropriate.

She often told us how often she's been published and how smart she is. A lot of class time was spent bragging about herself. At the beginning of the semester, I found the focus on her work a little annoying, but by the end of April, she started opening up more about her personal experience which made me respect her a lot more. Maybe tone down the personal bragging and continually mention the importance of education through your own story.

I would like to start by saying that, despite everything, Professor Kim definitely means well. She's a very nice woman who is thoughtful and cares for her students. She was very open and always available for questions, going so far as to offering us to Skype her while at

home on the weekend if we have an urgent concern. The problems with the class all stem from her teaching execution. Professor Kim does not seem to know how to explain material in a way that is conducive to the students' understanding. When she attempted to explain something, she always would come up with a vague, long-winded example of the topic or term instead of giving a simple, easy-to-understand definition. For example, when we were discussing the difference between mediator and moderator variables, Professor Kim tried to use very confusing examples of variables in a random study about the effect of staring at breasts on health, rather than just giving us a simple definition of each. These examples made the terms more confusing to me, not less so. When I asked her to clarify the meaning of each term, she simply restated the example instead of explaining the terms. I actually had to go home and Google each term, and I learned from Google in 5 minutes what I could not learn from Professor Kim in a 2 and ½ hour class. Another issue with her teaching method was her ways of explaining things. Professor Kim used powerpoints for every class, and the powerpoints had basic information about the topics of the day. In class, she would simply read off of the powerpoint as her lecture, instead of using the powerpoint as a jumping off point. If a student did not understand something that she was talking about, Professor Kim would just reread exactly what was on the powerpoint, except use a louder voice. If they still didn't understand, she would reread it over and over, getting louder and louder each time. She would not take the time to try and explain the subject differently in order to facilitate the student's understanding, she would just get louder. This method is really not conducive to the students' understanding, and just made us more frustrated at her as she got more frustrated at us. If a student still did not understand the material after going home and doing the reading after class, she would simply tell them to refer to the powerpoint again. A teacher's job is to explain to students' what they need to know, and she cannot do that very well. One of the biggest issues I had with the course was the final project that we had to do. For our final project, Professor Kim had us split up into groups of 5 and write a group literature review and research proposal on a topic concerning creativity. My group chose to look at the effect of creative activities in school, such as band and art, on the depressive symptoms of high school students diagnosed with mood disorders. The issues came with her requirements for the paper and her method of grading the paper. For the paper, we were required to find 20 sources for the literature review section and mention each source. We also only had a 2000 word maximum. This maximum included the title page, the abstract (which for every paper I've ever written was always separate from the paper itself), the introduction, the literature review, the conclusion, the implications, and the research proposal. This seems like an extremely low word limit for such a large amount of writing and research. I don't want to complain, but I feel like there is a difference between being concise and too concise. It was nearly impossible for us to make the strong, cohesive argument she wanted us to make while still quoting all 20 of our sources and staying under 2000 words. Another issue with the paper was her manner of grading. As part of the grade for our final paper, she had us perform self and peer evaluations of our group members. The evaluations were out of 4 points: you got one point if you helped with the writing of the paper, one point if you helped with the research, one point if you helped with the editing, and one point for your overall contribution to the group. However, Professor Kim wanted each person in the group to do a different job on the paper. For example, only 2 of the 5 group members were allowed to participate in the writing portion of the paper, and only 2 of the 5 could do research. At the same time, she said that she wanted everyone to contribute an equal amount to the project. This is extremely contradictory. People who are doing different jobs are not, logically, able to contribute the same amount to the paper. I was one of the two researchers, so I did a lot of work at the beginning of the semester. However, once I had found all of my research and given it over to the two writers, my job was pretty much done, and I was left to twiddle my thumbs for the last two months of the semester. I felt like I wasn't contributing enough, but I wasn't allowed to per Professor Kim's rules. This goes back to the evaluations. By her logic and rules, no one was possibly able to get a 4/4 on the evaluation, no matter how hard they worked on the project. Since some of the people didn't help with the writing, they couldn't receive the 1 point for helping with the writing, and automatically lost points even though they worked really hard on their portion of the paper. When Professor Kim saw people losing points on the evaluations, she would ask us why we weren't contributing more the group, and didn't understand that we were just trying to follow her rules which forbade us from helping more. It was all very contradictory and counterintuitive. Another issue with the paper was her expectations for the researchers. Before this class, I had never taken a research or statistics class, and had no idea how to read or understand research studies. However, as part of the project, we had to research and analyze research studies to use in the literature review. Professor Kim never even considered asking if everyone knew how to do this essential part of the project, but just assumed that we all knew everything. Thusly, I had to rely on my group members to essentially teach me what Professor Kim should have taken the time to teach me. This coincides with her commentary on our paper. Professor Kim allowed us to turn in a draft of the final paper before spring break. After break, she returned our drafts with some comments on how to fix our papers. While some of her comments were constructive, a lot of them were very vague or completely unhelpful. For at least four or five of the comments, she highlighted an entire section of the paper and just said "NO!" without explaining what we did wrong or suggesting ways of fixing it. This was extremely vexing to those of us who did not really understand what the issues were. She didn't take the time to tell us how to improve our work, she just told us it was wrong. I feel like an effective teacher would take the time to at least give suggestions on ways to improve the work, especially if her students were like me and had never done a project like this before. I think that many of Professor Kim's issues stem from a cultural disconnect between her experiences teaching in Korea. She told us in class that she prefers teaching in the US than in Korea because there is a dialogue between students and teachers. She likes that in the US students can ask questions and have discussions with teachers. However, when I went to ask her questions about the paper, she would immediately get defensive and refuse to answer. After struggling with the final paper for a month, I went to meet with the Professor to ask her some questions. I wanted to ask why she wanted us to use such a low word limit. I wanted to understand what she wanted to teach us through it and what she wanted us to get out of it. She answered that she wanted us to learn how to make concise arguments. When I said that I thought there was a difference between concise and too concise, she got very defensive. She said "Michael, I'm the teacher and you can't speak to me like that. I am teaching you the way I want to teach you, and that's final." She seemed to contradict her expressed desire to have a dialogue with her students. I wasn't being rude, I was just trying to understand the value of doing the paper in such a way. But she refused to explain, and essentially said "my way or the highway." I know that she's the teacher and ultimately what she says goes, but I feel like she should have at least tried to listen to her students' critiques. That's the American method of teaching that she proclaimed to love. One more issue that I think may help to explain many of the previous issues is a language barrier. It's hard for me to figure out how to say this without sounding rude, but I don't think Professor Kim's English is strong enough to teach a class this complex. She speaks English pretty well, but I just don't think she has the well-developed vocabulary necessary to explain many of the more confusing terms or concepts in the class. In class she would often struggle to find the right words to use, and would sometimes have to ask for help from us in order to say something in the way she wanted to say it. I just feel like someone with limited English proficiency should not be teaching a class like this one. I hope all of this helps. I along with a friend met with Associate Dean Tieso a few weeks ago and told her about all the issues I listed above. I'm sure there are one or two things I'm missing, but she was taking notes the whole time. She was the one who suggested putting everything in detail in this course evaluation. Dean Tieso was great. If you could consult with her on this issue, I would really appreciate it. I just wanted to let you know about everything so that hopefully future students

don't have to deal with the same issues my fellow classmates and I dealt with for this semester. Thank you!

This is the worst professor I have ever had. She seems to be knowledgeable on the material, but she is horrible at communicating any of it. When students ask questions, she frequently just repeats what she has already said rather than explaining further or in other ways. Often, this repetition is simply done at a louder volume until the student gives in and decides to say they understand, only to ask someone else or look it up online later. She also frequently yells at students for not understanding, and multiple times has yelled in students' faces. Furthermore, she frequently confuses words in English or says the wrong things - this would not be a problem, except that she mixes up words like "mediator" and "moderator", which is already a difficult enough topic without that added confusion. She tries very hard to speak English well, but she has yet to overcome the language barrier to a sufficient degree. If she was able to do so, then this may allow all other problems with her teaching to dissipate on their own.

She was confusing a lot and often when asked to explain something further would just repeat herself louder and clap her hands or smack them on a desk.

Her powerpoints were confusing and sometimes incorrect. Everything she sent out or showed us would have some sort of typos. She never explained how to properly read a research document and the classes felt like a waste of time. I definitely learned a few things about various research methods but mostly through my own reading and rereading of her powerpoints and googling information and talking to other students.

Dr. Kim knows that her class is difficult, but nonetheless genuinely wants all of her students to do well and succeed in it. This was heartening to see, as the class certainly proved to be a challenge from beginning to end. Furthermore, her openness and willingness to share her life story and experiences makes it easier to relate to her and converse with her. She is friendly, and despite English not being her first language, is very vocal and tries very hard to get to know all of her students, which I really appreciated. She also encourages students to meet with her or email her whenever, which is very welcome.

However, her lecturing/instructional style are poor. Very little is clear from the outset, and her powerpoints only help occasionally. When a student is confused, she often tells them to look at the powerpoint or syllabus, which doesn't always help, as the powerpoints can be very vague, and the syllabus is dense, confusing, and occasionally contradicts what she says in class. For example, the powerpoint on APA directs us to the Purdue OWL as a resource, but she later told us in class that Purdue OWL is wrong and instructed us not to use it. When she does answer, her usual response is to repeat what she just said in the same wording, but more slowly and in increasingly louder volumes, doing nothing to rectify the confusion. I rarely understood material at the first explanation, and had to turn to a graduate student who took research as an undergrad or to the internet, which seemed to clear things up rather quickly. This constant contradiction and confusion makes learning anything a struggle.

Her knowledge of APA formatting is old and outdated, as it is not the most current version, yet she still insists on using it and insists on our using it in our papers. She claims to have memorized the old APA handbook years ago and seems unwilling to change. This was problematic at times, as she would direct students with APA questions to the APA powerpoint which, though thorough, could not provide a 100% comprehensive rundown of specific situations.

The paper project was an absolute nightmare on multiple fronts. Assigning a group project where half of the group is undergrad and half is graduate made it very difficult for us to coordinate meet-up times, as our schedules almost never coincided, making it an awkward dynamic. Part of the grade was based on a "peer-and-self review" we completed at the end of the project, in which a rubric was given to us by which to grade our peers. This rubric asked mostly closed-ended questions, which made grading hard at times, especially since we followed Dr. Kim's suggestion to assign research duties to some members and writing duties to others. One of the questions on the rubric then asked what each person contributed to the research and writing processes - of course, the researchers contributed little to the writing, and vice versa. To suggest we break duties up, and then grade contrary to those duties, is asinine.

Dr. Kim also expressed disappointment in class that we did not "disagree" with one another enough in the peer reviews, and implied that it had affected our grade. This is ridiculous, as part of working in a group is to come to agree with one another via compromise. We didn't necessarily agree on every little detail, but in the end the minor differences we had were ironed out and yes, we ended up agreeing with one another. The group was confident in the final project and this reflected in our reviews of one another. Her editorial comments, while admirably thorough, did not always help us in editing, as many were repetitious or confusing themselves.

Finally, three days before the paper was due, we were told that we had to heavily revise the paper, if not re-research and rewrite entire substantive sections. While, in the end, we ended up not having to by moving things around, that this was told to us at the 11th hour instead of literally any other time in the month and a half or so between the draft and the final was ridiculous.

Do you have any additional comments?

Students

She has my additional and relevant feedback from what we passed back on the last day of class.

Intelligent researchers are not always gifted in teaching. I'm thankful for all that Dr. Kim taught me and she is extremely dedicated at what she does.

For the sake of all future students, Dr. Kim should not be teaching - at least, not until she is able to breach this language barrier to a more effective degree. Please require her to take ESL courses so that she will be able to communicate with her students.

Someone please help her teach better because this class made me almost want to leave the education program.

For a couple of weeks, this course made me reconsider whether the School of Education was where I wanted to be.

