Course:	91223 - EDPS 561 LEC X50	**Department:**	EDUPOLSTUD
Responsible Faculty:	Renate Kahlke	**Responses / Expected:**	7 / 8 (87.50%)
Focus:	**Overall Results**		

Question:	**Comment on general course quality.**
Response Rate:	100.00% (**7** of **7**)

1	Very high. The combination of hands on application, and classroom learning was incredibly beneficial. I feel that I am walking away with a much better understanding of ID than I would have had without the real world application. I enjoyed the small class size. I felt that the assigned readings were manageable, and very helpful. They really complemented the in classroom material, and were very useful.
2	This was a really well-structured course. The topics were organized to coincide with the major project requirements, so it felt like we were reading and discussing aspects of instructional design that we could immediately put into practice. The course was a good balance between theoretical and practical. The blended environment of the course had some glitches, but that is part of the learning experience, and it was good to experience collaboration and discussion in a more challenging way. I learned a lot about Adobe Connect!
3	The quality of the course was excellent; I was exposed to different theories, models and dimensions of Instructional Design, including the latest trends and thinking-all of which I have found extremely helpful to my development and educational career going forward. The course was very well structured and easy to follow- excellent work by the instructor. The inclusion of guest lecturers (some of them recognized authorities in their fields) from within or outside the U of A (in specific topics)was an exceptional, value-adding feature of the course which enriched and broadened our knowledge and wisdom in the subject. The incorporation of real-time online learning along side face-to face (i.e. blended learning approach) was revolutionary and a first for me- it gave me a sense of being a more complete educator given the online learning trends- I would like to do more of this and actually use it myself in instruction soon! The inclusion of a practical component was also extremely helpful in providing a platform for immediate application of the new knowledge acquired. This course had about every relevant component you can think of for a progressive 21st century (Instructional Design) Course! The practical component also served as a U of A community service initiative as we were required to develop a course for a client on the basis on an identified need and using the theories, models and overall learning from the course. Thank you for the experience U of A!
4	Quite good! Instructional Design was very new to my experience, and I think this was a great introduction.
5	High quality. Interactive activities built into every class. The topics and readings were relevant and the assignments gave students an opportunity to get hands-on practice.
6	Great course. I loved the practical aspect that was included in the course along with the opportunity to discuss challenges as they were encountered. We dealt with a wide range of I.D content that was very enlightening.
7	Great course, really well planned out and insightful

Question:	**How could the course be improved?**
Response Rate:	100.00% (**7** of **7**)

1	Perhaps one of the classes could be devoted to the principles of project management and how to design for the online environment e.g. common learning activities in synchronous and asynchronous environments.
2	My preference would be to have fewer online classes, although I would still want to do some, as I found them useful for becoming more familiar with online learning.
3	Maybe include an element about project management - especially to prepare learners to better perform the dual role of Project Management and Instructional Design. If possible identify Project partners for the ID projects before the course starts and confirm them by 2nd week so that the initial meetings can commence by the third week. Practical project milestone time-frames could also be suggested to enable learners monitor and manage their time and projects more effectively relative to other academic/work responsibilities. Give a little more time for the completion/submission of the practical project (even if a week after the completion of the classes)? Include a bit more material on Technology aspect of instructional design (that is only if this is applicable). Teach learners how to organize snippets of the moodle-based, adobe connect-empowered online meetings as part of the course.
4	If there would be a way to browse/experience/sample exemplars of instructional design products? That might really help to connect theory to practice.
5	I think some came into the class with less of a theoretical background than others; EDPS 560 would be a good pre-requisite to this course. Discussions sometimes assumed knowledge of learning theories, etc. Might be good to have some foundational articles or chapters to read on this before discussions. The final assignment (25%) is hard to do after the time invested in the big project, although the assignment itself is not onerous. Maybe a little less weighting on the final assignment, or topic change from a reflection piece to investigating one aspect of instructional design more deeply.
6	I am tempted to say that more in-depth looks at some of the I.D models would be helpful. However, I realize that it would be difficult to pack all that content into the course. What I would recommend is a follow-up course where different I.D models and the Technology aspect of Instructional Design are looked at in greater details.
7	EDPS 560 should be the prerequisite to take this course.

Question:	**Comment on the quality of instruction in this course.**
Response Rate:	100.00% (**7** of **7**)

1	The instruction was challenging, and inspiring. It made me want to learn more about ID.
2	Renate was very approachable and flexible to the needs of her students. She is also knowledgeable about course content and could provide support and feedback on course assignments.
3	Renate was a wonderful instructor. She brought energy and passion to this course, and I felt incredibly motivated to learn in her class. She provided thoughtful and useful feedback to assignments (in a timely manner), and created an incredibly supportive classroom environment. I will definitely be taking courses in the future with Renate, if possible.

| 4 | Renate is very knowledgeable in the field and experienced too.

Her wisdom, both specific and broad knowledge and highly effective facilitation skills greatly enriched and enhanced the learning experience overall.

The ability to accommodate everyone and their respective needs was also very helpful in fostering a healthy learning climate within which learners from differing backgrounds could work together to achieve great results.

The facilitation of an extremely hands on practical component with external project partners also wonderfully (and meaningfully) connected theory to practice- which is lacking in many university courses!

The Facilitator has done an excellent job in facilitating a very complex course (managing both classroom and practical project-based dynamics) and achieving impressive results from my experience and that of some of my classmates. |
|---|---|
| 5 | Renate is very attentive to what the class needs, and the class dynamics. She is collaborative in deciding class structure and will often ask whether we want to spend more time on a topic or move more quickly. Knowledgeable and has direct experience in this field, which is so important given the practical nature of the content and assignments. |
| 6 | Great. I think the instructor did a great job in facilitating discussions around the various topics. She also provided materials which were relevant and informative, that is, materials beyond the textbooks used for the course. |
| 7 | Excellent, Dr. Kahlke is professional and very organized. |

Question:	**How can the instructor improve the teaching of this course?**
Response Rate:	85.71% (**6** of **7**)

1	N/A
2	Maybe one area that could be revisited is assessment. Instead of four reflection on the progress of our projects, writing reflections on the actual contents of the course would have been beneficial. It would have help to internalize these content and personalize them to our different context.
3	Maybe include an element about project management - especially to prepare learners to better perform the dual role of Project Management and Instructional Design.

If possible identify Project partners for the ID projects before the course starts and confirm them by 2nd week so that the initial meetings can commence by the third week.

Practical project milestone time-frames could also be suggested to enable learners monitor and manage their time and projects more effectively relative to other academic/work responsibilities.

Give a little more time for the completion/submission of the practical project (even if a week after the completion of the classes)?

Include a bit more material on Technology aspect of instructional design (that is only if this is applicable).

Teach learners how to organize snippets of the moodle-based, adobe connect-empowered online meetings as part of the course.

Thanks again for this invaluable (first ever of its kind) eye-opening,learning opportunity that gave me a lot! |
4	I think by preparing students to brush up on theory before the start of class, so that the feel better prepared.
5	I can't think of anything beyond 2).
6	Considering the amount of time and the amount of content, Renate balanced the two very well. I wish there was a Program and Planning Level 1 and Level 2.