

SOE Course Evaluations

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Evaluation for EDU115, sec. 001

View	Results
Submissions	Analysis
Table	Download

Q responses							
Termcode							
1	Empty	0					
	Non-empty	95					
	Average submission length in words (ex blanks)	0.00					
CRN							
2	Empty	0					
	Non-empty	95					
	Average submission length in words (ex blanks)	0.00					
Course Number							
3	Empty	0					
	Non-empty	95					
	Average submission length in words (ex blanks)	1.00					
Instructor							
4	Empty	0					
	Non-empty	95					
	Average submission length in words (ex blanks)	1.00					
Instructor ID							
5	Empty	0					
	Non-empty	95					
	Average submission length in words (ex blanks)	0.00					
Major (optional)							
6	Left Blank	80					
	User entered value	15					
	Average submission length in words (ex blanks)	2.00					
	◦ Human Development						
	◦ Psychology						
	◦ Human Development						
	◦ Single Subject Science						
	◦ Neurobiology, Physiology and Behavior						
	◦ Biological Sciences						
	◦ Psychology						
◦ HUMAN DEVELOPMENT							
◦ Credential program							
◦ Human Development							
◦ Education							
◦ Human Development							
◦ Political Science							
◦ English							
◦ English Concentration: TESOL							
Course and Instructor							
	Disagree Strongly	Disagree	Neutral	Agree	Agree Strongly	Mean	
7	The course stimulated my thinking.	3	3	13	43	33	4.05
	The course helped build my understanding of concepts and principles.	2	2	12	45	34	4.13
	The instructor had command of the course's subject matter.	0	1	4	22	68	4.65
	The course was well organized.	2	2	11	34	44	4.25
	Course assignments were valuable.	3	7	24	35	26	3.78
	The instructor treated me fairly.	1	0	14	29	51	4.36
	The instructor showed respect for divergent points of view.	0	1	14	25	55	4.41
	Grading practices in this course were fair.	2	3	15	26	49	4.23
	Overall, the instructor did a good job of teaching.	2	3	12	29	48	4.26

Help

For questions or assistance regarding this online evaluation tool, please contact Kerry Hasa: klhasa@ucdavis.edu

Q responses						
	Disagree Strongly	Disagree	Neutral	Agree	Agree Strongly	Mean
Overall, this course was a valuable learning experience for me.	4	1	16	32	42	4.13

What would you identify as strengths of this course?

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User entered value	52
Average submission length in words (ex blanks)	17.56

- o [The essays were valuable](#)
- o [What was tested was on the instructor slides.](#)
- o [Important Topic](#)
- o [Dr. Mundy seems very experienced in this field.](#)
- o [This course has valuable material that is very relevant to the teaching profession and I am thankful for the exposure.](#)
- o [I found the professor's explanations valuable and interesting. I was able to follow along easily and make more sense of the powerpoint slides.](#)
- o [Professor is very knowledgeable and passionate about the topic. Allows us to bring in our own examples from the classroom.](#)
- o [It was such an honor to have Professor Mundy teach this course. He knows so much about these topics and it was a great experience to be able to hear him lecture on the material. This course really sparked my interest in the field of special education. As an undergraduate student in a course with many credentialing students, I enjoyed being challenged by the difficulty of the course. I feel like every once in a while, one professor just stands out as someone who just really enjoys teaching and wants students to succeed - Professor Mundy was this professor. He was awesome.](#)
- o [Learned strategies for helping children with learning disabilities in the classroom, process for identifying students with LDs, and read research on the topic. Autism and ADHD lectures were particularly valuable because students with Autism and ADHD in my classroom right now and I have no prior knowledge of their disabilities or how to help them.](#)
- o [Great exposure to important information. I now understand topics and reasons behind labels for children with disabilities and how to identify them and teach them.](#)
- o [The power points were very helpful to refer back to notes.](#)
- o [well organized and like his experience with topic](#)
- o [The Autism lectures were very strong.](#)
- o [Practical ways to help kids suggested](#)
- o [-very knowledgeable with the subject -allowed for discussion within the class](#)
- o [The reading assignments. They were very helpful and thought-provoking.](#)
- 8 o [The course was rich in information with articles to help further understand concepts.](#)
- o [This course provided valuable information and strategies for teaching students' with learning disabilities that help me as a student teacher.](#)
- o [I really appreciate the content of what was presented, and the material was presented in a straightforward and clear way. The level of detail was appropriate--not too much, not too little. I also appreciate the succinct summaries of the research articles \(because in all honesty, I'm sure almost none of the students actually would take the time to read the articles \(unless a response was required, as it was so for two of the topics\).](#)
- o [The applicable nature of the material. All the material was extremely relevant to classroom experience.](#)
- o [personable instructor and great knowledge of subject](#)
- o [The instructors knowledge.](#)
- o [The knowledge and experience of the professor](#)
- o [How to work with students with disabilities.](#)
- o [The content was very important for future teachers to learn, and in particular the professors lectures about autism were very interesting.](#)
- o [Professor is able to cover a lot of material in short time frame, has excellent command of subject matter, and presents it in a fairly lively way \(for direct teaching\)](#)
- o [The instructor did well to point out the most important concepts](#)
- o [The professor knows his audience. Even though it is obvious that he is very knowledgeable on the subject matter he knows that the majority of his students are future teachers and he knows that he has to teach us in order to recognize the possible disabilities and how to work with our students.](#)
- o [The instructor was passionate about what he taught so it made the class engaging.](#)
- o [The instructor had good command of the course content. Each topic was important in understanding education and disabilities.](#)
- o [Instructor had command of the material.](#)
- o [This course helps students, whom are mostly graduate students, apply what they are learning to students they work with.](#)
- o [The strengths of this course are the content and knowledge and experience of the instructor.](#)
- o [Good lecturer, easy to follow, know his stuff](#)
- o [It was well organized and the study guides helped understand the important concepts.](#)
- o [The main topics were the strengths of this course.](#)

Q responses

- The instructors ability to take dense, boring reading and make it semi-interesting through his explanations.
- I think the professor had a strong understanding of the content.
- The teacher was aware of the amount of work the credential students had in their other classes.
- Mundy did a good job reviewing, and presenting the information in an organized fashion!
- The content. It was information that as future teachers we need to be aware of. The professor covered as many topics as possible, making sure to go into detail with them.
- This course presents a lot of detailed information.
- Peter Mundy is incredibly knowledgeable in this area and he is also quite approachable.
- Clarity and materials presented online
- Professor was receptive and reflective about the the pacing of the course and results from assessments. His knowledge and explanations made it simple to grasp. I enjoyed my time in the class.
- extremely practical and important area to learn about! very knowledgeable professor who understands limits of students.
- Lectures
- Instructor was knowledgeable and lectures were informative.
- Lectures
- The professor gave us access to all the resources needed to be successful in the course (PowerPoint lectures, study guides, readings, etc.)
- The professors in-depth and first hand experiences in the course material. Professor had a very thorough understanding of the material he presented. Definitely shed light on very current research findings.
- he clearly had command of the material

What suggestions do you have, if any, to strengthen this course?

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User entered value	49
Average submission length in words (ex blanks)	33.39

- Double the points on midterm and final
- I wish the instructor spent more time on each slide and had less total slides
- More interaction in the class. Smaller class size.
- Try to add in something to the lecture format. Even if he just mixed in some videos, the class would be more exciting. Also (and I know this isn't in Dr. Mundy's control, but a note to whoever), the 6-8 pm time slot is kind of terrible.
- To strengthen this course, I would suggest shorter and more frequent reading responses so that reflection is more consistent rather than only twice in the quarter. I would also suggest either an earlier meeting time or a more enthusiastic teaching approach. Many of us are teaching during the day, have class in the afternoon in a more group oriented setting, then we come to this class in the evening and the lecture-style approach is very difficult to endure by this time in the day (especially when so many powerpoint slides are read through during the class).
- More assignments on the reading or review/discussion of the reading in class
- Have this class at a different time. It was really hard going to night class for me.
- more practicals of how students with disabilities can be helped in the classroom
- Include more about speech and language services!
- The course gives a broad overview students with disabilities and education, but the course (based on the midterm at least) relies heavily on memorizing a lot of details and information pertaining to a particular paper.
- -clarifications on some of the questions that are posted at the beginning of the slides. Some slides contradict one another
- More engagement.
- Maybe adding some video examples. Class is very long and although information is rich it is hard to stay engaged sometimes. Maybe having some more questions to allow students to think critically of concepts and engage. Videos can also help for examples of maybe showing behavioral attributes to certain disorders or on case studies.
- The reading responses still have not been graded although submitted several weeks ago. If possible, it would be nice to have at least one response graded so that we can have some idea where our grade stands other than the midterm grade.
- Perhaps it was the format of the course (powerpoint lecture), or simply that I have gotten used to more interactive lessons in my smaller graduate EDU courses, but I felt this course was not particularly engaging. As said before though, I really do appreciate the content presented. I would suggest incorporating more videos or animations to aid with understanding concepts and adding a bit more liveliness to the course. I really enjoyed the videos of the autistic children and the geometric animation, so including more of these types of learning tools would be valuable. As an undergrad NPB major, I think it would have been interesting to know a little more about the brain basis for the learning disabilities, but I know this would not be interesting to every individual in the class and could even be confusing.
- I would like to have learned more about other disabilities in addition to the ones that the course focused on.
- More focus on special education in the classroom.

9

Q responses

- o none
- o Make it more interactive. Less technical readings would be helpful.
- o I think the professor should either relate the course readings more to the course, or not require that they be read. I didn't have any motivation to read them because the professor did not make them important. I also think the course could be strengthened by critical thinking assignments or less lecturing during class (more engagement by us students overall)
- o More class discussion - even just 5 minutes here and there would add a lot to the course. Opening up the class to questions and waiting to see if there are any questions/comments. Of course, time is limited so it is understandable that there is not much of this.
- o The lectures were quite dull, and I think they could have been delivered in a more engaging way.
- o Change the schedule of the class, it is too late and we were all tired and not always completely awake. Sometimes it was hard to focus.
- o I think there were too many slides per powerpoint, some of them we didn't even need to know about. So it made it a bit overwhelming at times.
- o 1. As a graduate student, I am not sure how much I actually learned in terms of helping my students with ADHD, Autism, etc. in this class. I felt the professor concentrated a lot on studies, the findings of different studies, and the science behind these disabilities. I know that this is also an undergraduate course and that undergraduate students are not teaching as we are but I would like to learn more about "educating children with disabilities". For instance, maybe we would have one or two slides per lecture on how to identify these students, and occasionally, how to help them. 2. The grading: Our two short papers for this class have yet to be graded. Also, for the midterms, our grades were broken down by Student ID# on an excel chart instead of in our gradebook. I wouldn't have minded receiving the midterm histogram but having every student's score on one sheet makes me feel uncomfortable and it reminds me of high school. 3. The classroom is not ideal as there are not very many plugs for charging. 4. There is too much reading for a two unit class. I have not compared the actual page number count but I do feel that more reading is assigned in this class than for my graduate classes.
- o -The class was taught from too much of a neuroscience point of view, I would have liked to see more implications for our classrooms, as I am working with a resource class at the moment. -The 'studyguide' also needs to be streamlined, to be specific and useful. -The midterm was not written well. The phrasing of the questions was complex and confusing.
- o Offended review the midterm before the final that was helpful. Give a course overview of the lectures.
- o I would change the time to an earlier time slot, if time allows. 6-8 pm was a difficult time to pay attention. Just a thought, it might be nice to include a one time internship where students much observe an exceptional student or child. I was a caregiver for a girl with special needs before starting the credential program and I felt that it was an invaluable experience in preparation for teaching and understanding the types of disabilities we may encounter among students and people in general.
- o Class was a little monotonous at times.
- o It would be better to break the class into two different days. Be more clear on what you look for in the assigned papers.
- o The material was presented in a mundane way, more case studies would have been helpful
- o Find readings that have some readability. Studies are a drag to wade through.
- o I think the slides were a bit too wordy and hard to follow. I also felt like the midterm was challenging. The professor said that 70% of the questions would come from the study slides. I do not feel like that was true. Also, we turned in our written assignment over a month ago and still haven't gotten feedback (this is probably a TA issue). Lastly, I am a credential student. We were enrolled in a total of 6 classes this quarter in addition to student teaching (22 units). Unfortunately, I did not have time to do the readings. I would suggest assigning fewer readings to make it realistic for the credential students to complete them.
- o Some suggestions may be to present the information in some other forms other than just the powerpoint, although it was effective.
- o It would be great if this course could be done at a different time of day. The time frame now makes places it at the end of a very long day of student teaching and classes.
- o I would like to see more concrete examples teaching intervention techniques for students with these conditions
- o Completely revamp the course assignments and grading practices. The course assignments of 2 response papers felt like an attempt to give something, anything to fill the 20 point void left after the high-stakes: 30% of grade midterm and 50% (!!!!) of grade final.
- o NA
- o It should start (maybe an hour) at an earlier time slot but I bet that conflicts with some of the student teachers making it on time. I'm not sure. I do know that I wish I could have benefited from more class hours.
- o Perhaps different assignments. I do not feel that taking a midterm and final will help me transfer the knowledge to the classroom.
- o I would suggest to have less information on each of the slides as it was too much
- o none
- o I would like to see more in class discussion.
- o In this course we learned a lot about the research that has been done about different disabilities but we did not really spend much time talking about how we can help and support these students

Q responses	
<ul style="list-style-type: none"> <u>when they are in our classes. We learned about strategies for ADHD, but not really any others. I think it would be more beneficial to learn more about how we can help these students.</u> o <u>Make some of the slides less wordy and more to the point Have one of the assignments a longer summary, and the other address teacher specific information. As a pre service teacher it is important for me to really understand how to identify students with exceptionalities and know more about how to implement and support services for these students.</u> o <u>None</u> o <u>None.</u> o <u>Maybe more activities or video examples. The ones he used were very interesting.</u> o <u>shorter slides easier midterm</u> 	
What was the best work you did for this class?	
Left Blank	57
User entered value	38
Average submission length in words (ex blanks)	10.18
<ul style="list-style-type: none"> o <u>Reading Responses</u> o <u>The midterm I guess (not many components to this class)</u> o <u>Studying for the midterm was very useful.</u> o <u>i dont know</u> o <u>midterm and final</u> o <u>The two writing assignment helped understand two weeks of reading very well.</u> o <u>The best work I did for this course has to be the two short essay assignments.</u> o <u>midterm</u> o <u>The written assignments were okay.</u> o <u>The papers - though it took forever to get a grade back for them - I actually don't think we have gotten the grades for them yet</u> o <u>The reading summaries.</u> o <u>The professor had a good sense of the material that allowed easy flow between concepts. The explanations were very clear.</u> o <u>The writing assignments.</u> o <u>Writing assignments</u> o <u>the paper</u> o <u>i didn't really do any work for this class...i just showed up. once i showed up though it was very valuable</u> o <u>Not sure</u> o <u>Actually doing the readings assigned to us even when we didn't have to write anything about them. Doing the readings actually helped follow the lecture better and I learned more.</u> <p>10</p> <ul style="list-style-type: none"> o <u>I would say studying for the midterm was the bed work that I did because it allowed me to grasp a better understanding of the material.</u> o <u>My papers were my best work because I was able to reflect and think critically about the readings for Week 3 and Week 4.</u> o <u>Reading log.</u> o <u>The best work I did for this class was the reading reflections.</u> o <u>Midterm</u> o <u>No work in this class expect for the two short summaries</u> o <u>n/a</u> o <u>N/A</u> o <u>My reading reflections.</u> o <u>the best work was the summaries of the readings.</u> o <u>N/A -- There is nothing to choose from. Sure, I wrote great response papers but SO WHAT! How does that show that I really, truly learned from this course? I struggle with text anxiety and so this course which grades me on my performance in taking tests to account for 80% of my grade did not lend itself well to my learning.</u> o <u>Studying for the tests really helped the concepts sink in.</u> o <u>The final? Everything came together at the end (answer subject to change pending the outcome of said final).</u> o <u>studying for the tests really solidified information</u> o <u>Final</u> o <u>Probably completing midterm and final</u> o <u>Papers</u> o <u>The summaries/responses to the readings on ADHD and math and reading learning disabilities.</u> o <u>sitting and listening. Completing the final and midterm.</u> o <u>final</u> 	
What was the most challenging assignment you completed for this class?	
Left Blank	51
User entered value	44
Average submission length in words (ex blanks)	13.14
11	

Q responses

- o [I thought the midterm was hard](#)
- o [Midterm](#)
- o [None of the assignments were particularly challenging.](#)
- o [Linking readings together in the two writing assignments was a bit difficult. I would have preferred to reflect and respond to a particular reading at a time.](#)
- o [i dont know](#)
- o [The midterm was difficult.](#)
- o [The most challenging assignment was the essay assignment because we had to read research articles and sometimes its hard to comprehend.](#)
- o [midterm](#)
- o [The midterm was mildly challenging.](#)
- o [Some of the midterm questions](#)
- o [I did not find the midterm reflecting my knowledge of the subject matter or what was emphasized in class. However the professor did spend time to go over the questions over the rest of the semester. As her reviewed the questions however, I think it would have been effective to also explain why some of the other options were incorrect.](#)
- o [The only assignments - the reading summaries.](#)
- o [I did not have full grasp of Learning Math Disabilities so writing on this was challenging but enriching as well.](#)
- o [The tests were fairly skewed.](#)
- o [The papers and midterm were pretty much the only assignments for this class. I am not too sure I found either requirements particularly challenging.](#)
- o [NA](#)
- o [Complete the reading.](#)
- o [I had trouble getting both summary assignments down to about 500 words. There was so much good information in the papers that it was hard to not go over the word count.](#)
- o [the midterm](#)
- o [not really any challenging assignments](#)
- o [Mid-term at this point.](#)
- o [We did not have challenging assignments.](#)
- o [The most challenging assignment was the midterm. I felt that the questions were written more difficulty than they needed to be. Also the test itself was not very consistent. Some questions would only have two answer choices \(true or false/ A or B\), others would have four choices and others five. I also felt that the midterm study slides did not help or correlate well to the Midterm itself. But I really appreciate the fact that the professor took the time to go over the midterm questions in class and is incorporating them into the final. This is incredibly helpful because it gives us a chance to 1\) go over the material once again and 2\) look at the information a little more closely.](#)
- o [Midterm.](#)
- o [The essays was challenging because it wasn't really explain. I was unsure of the requirements and what was needed to be in it. I feel like we should talk about this in class more.](#)
- o [The reading reflections were the most challenging assignments I completed for this class.](#)
- o [Midterm](#)
- o [There was only two papers due but I did not find them challenging.](#)
- o [The readings were difficult to comprehend](#)
- o [getting through the readings.](#)
- o [The midterm and I am sure the final is going to be just as difficult.](#)
- o [the most challenging was the midterm.](#)
- o [There were many readings to keep track of per week.](#)
- o [The finals were worded in a problematic way.](#)
- o [Like I said above, 80% of my grade is based on my skill-set of taking a test.](#)
- o [The weekly readings were a bit long.](#)
- o [The final? \(answer subject to change pending the outcome of said final\).](#)
- o [papers- analyzing research to translate into practical application](#)
- o [Midterm](#)
- o [midterm and final](#)
- o [None](#)
- o [Keeping up with the weekly readings because they were lengthy and had specialized language that was difficult for me to understand at times.](#)
- o [The final and midterm. They weren't too challenging, but they did force us to learn some of the most important concepts presented in the class](#)
- o [midterm](#)

From which course readings, activities and assignments did you learn the most?

12	Left Blank	49
	User entered value	46
	Average submission length in words (ex blanks)	12.43

Q responses

- o [The essays](#)
- o [I got almost nothing out of this course. The teacher put the slides for each lecture on smartsite and went over the slides in class. There was no interaction between students and teacher. The tests were really difficult to study for because there were so many lecture slides to go thru.](#)
- o [The lecture on Autism was the most useful and relevant to my current teaching experience.](#)
- o [Readings on dyslexia and dyscalculia.](#)
- o [I enjoyed the visuals and animations/activities used on the powerpoints.](#)
- o [lectures](#)
- o [readings that addressed strategies for teachers to use in the classroom when working with kids with learning disabilities, for example the list of 80+ accommodations to make for kids with ADHD](#)
- o [I learned the most from lecture.](#)
- o [I learned the most from the power points gone over in class.](#)
- o [lecture conversation](#)
- o [The ADHD readings were quite informative.](#)
- o [Things about English language learners!](#)
- o [-an activity would be going over the midterm question and answers](#)
- o [The ADHD reading with tips on how to teach students with ADHD.](#)
- o [I would say from the readings since they built on the concepts.](#)
- o [Lecture was the most valuable because Professor Mundy made his objectives clear and I found great value in attending lecture and hearing others' stories from their experiences or in their classrooms.](#)
- o [I don't remember the title of it, but I learned a lot from the paper that listed 80+ methods for working with ADHD students. This paper is particularly practical and applicable to those of us who either have ADHD students or will be working with ADHD students in the future.](#)
- o [The readings were very helpful.](#)
- o [Lecture.](#)
- o [learning disabilities](#)
- o [Dyslexia readings](#)
- o [just the lectures](#)
- o [Autism, dyslexia readings are excellent.](#)
- o [From the autism lectures.](#)
- o [The articles talking about Dyscalcula. I enjoyed reading it because I learned a lot about it. Before this class I didn't even know that a term for that existed.](#)
- o [I learned most from the RTI, ELLs, Math learning disability, ADHD, and Autism articles because I can use what I learn in this articles to learn more about how to assist these students in my class. I feel we should concentrate more on helping these students.](#)
- o [Readings on ADHD that included actual implications for our classrooms.](#)
- o [I learn most with the course reading of ADHD and reading disabilities. I feel like majority of the lectures and class time was focus on those two disabilities.](#)
- o [I learned most from lecture especially when the professor shared videos and his own personal experiences with exceptional children.](#)
- o [Specific Learning disabilities.](#)
- o [All the lectures were very informative. I did learn more about autism since two lectures were put aside for the topic.](#)
- o [From the powerpoints an doing research on my own](#)
- o [I learned the most from the instructor's PowerPoint presentations.](#)
- o [N/A](#)
- o [I learned the most from the course readings from the beginning of the quarter.](#)
- o [The power points and class lectures were of great help. Thank you, professor!](#)
- o [Lectures. None of the reading though, as they were incredibly complicated to understand and reflect upon.](#)
- o [All](#)
- o [So many readings... Honestly, the ones I did finish were quite valuable.](#)
- o [I learned the most from the Professors PowerPoints](#)
- o [lecture!](#)
- o [Class lecture](#)
- o [Adhd](#)
- o [I honestly learned a lot in this class. I seldom had a moment where I thought, "I already knew that". I learned the most from the weekly readings and the lectures because they complemented each other.](#)
- o [I learned the most from the lectures.](#)
- o [ADHD material](#)

For administration use only

13	Left Blank	0
	User entered value	0
	Average submission length in words (ex blanks)	0