SOE Course Evaluations

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Evaluation for EDU115, sec. 001

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Q	responses	
1	**Termcode**	
	Empty	0
	Non-empty	59
	Average submission length in words (ex blanks)	0.00
2	**CRN**	
	Empty	0
	Non-empty	59
	Average submission length in words (ex blanks)	0.00
3	**Course Number**	
	Empty	0
	Non-empty	59
	Average submission length in words (ex blanks)	1.00
4	**Instructor**	
	Empty	0
	Non-empty	59
	Average submission length in words (ex blanks)	1.00
5	**Instructor ID**	
	Empty	0
	Non-empty	59
	Average submission length in words (ex blanks)	0.00
6	**Major (optional)**	
	Left Blank	50
	User entered value	9
	Average submission length in words (ex blanks)	3.56

6

- English (credential)
- Social science
- Graduate Student - M.A. in Education and Teaching Credential
- Teaching Credential
- Secondary Education
- Human Development
- Agricultural and Environmental Education
- Single Subject Teacher Credentialing Program
- Multiple Subject Credential

Course and Instructor

	Disagree Strongly	Disagree	Neutral	Agree	Agree Strongly	Mean
The course stimulated my thinking.	0	1	4	29	25	4.32
The course helped build my understanding of concepts and principles.	0	1	3	27	28	4.39
The instructor had command of the course's subject matter.	0	0	3	11	45	4.71
The course was well organized.	0	3	6	17	33	4.36
Course assignments were valuable.	1	1	8	21	28	4.25
The instructor treated me fairly.	0	0	2	13	44	4.71
The instructor showed respect for divergent points of view.	0	0	4	13	42	4.64
Grading practices in this course were fair.	0	1	2	13	43	4.66
Overall, the instructor did a good job of teaching.	0	1	4	17	37	4.53
Overall, this course was a valuable learning experience for me.	1	0	4	20	34	4.46

(Q7)

8	**What would you identify as strengths of this course?**	
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	User entered value	36
	Average submission length in words (ex blanks)	21.83

Q	responses

- The instructor was very knowledgeable about the material. He was also enthusiastic about the material and was always open to answer questions from the students.
- Readings were on smart site (so we could see the research).
- The professor went over common mistakes on exams and went over them in class. Also, the slides are very well organized and informative.
- Mundy has a great personality and is accommodating to the busy schedule of grad students.
- Clear expectations and clear explanations! He tried to make the information as relevant as possible.
- Prof. Mundy has extensive knowledge of the subject matter. His lecture presentation was relaxed, focused and easy to understand. I like that he told us what he wanted us to know for the tests, and created study guides with all the slides in one place. That was amazing. Having access to the Power Points was incredibly helpful for note taking and studying. Prof. Mundy's enthusiasm and interest in the course really made a difference too. He was friendly and kind of funny during lectures and that helped me pay attention. His Power Point presentations were always thorough, detailed and obviously tailored toward those of us who will be teaching in classrooms.
- Lecture
- Information is thorough and interesting
- The depth of the material and the relevance to the teaching profession.
- The detailed lecture slides and study slides are very useful.
- The knowledge of the instructor and the importance of the subject matter.
- If students didn't understand material or concepts, he covered it again to make it more clear.
- The lectures from Professor Mundy were well-organized, thorough, and enlightening. I could not ask for a better lecturer!
- The professors knowledge on the subject was immense. I also enjoyed when he would loosen up and make us laugh. The class was late at night, so laughing made the class more enjoyable.
- The subject matter was interesting to me and Mundy was passionate about it.
- Lots of research to back up all discussions in class.
- Mundy is extremely knowledgeable and is a very great lecturer. You can tell he's extremely dedicated to his work. Also, he is really good looking for an old professor and that makes going to this class way more worth it.
- Dr. Mundy is as accessible as someone can get when lecturing to 100+ students. He is always willing and eager to answer questions and allows his presentation to be diverted by good questions. There is a PowerPoint, but Dr. Mundy uses it more as a starting point than a be-all-end-all.
- The instructor is fair and understanding. He has a clear command of the subject matter and conveyed the material intelligibly. His laid-back demeanor created a good classroom environment.
- The information presented is SO valuable for future teaching.
- Teacher has a strong understanding of the concepts.
- The instructor is clearly very knowledgable about this subject and is passionate about it. He is also passionate about equipping teachers to best advocate for and assist students with abnormalities.
- I really enjoyed this class. It was a refreshing change of pace from our classes that are more reflection than research centered.
- The powerpoints were helpful and had exactly what we were expected to learn on them.
- Information is pretty helpful with the class running so late it doesn't register.
- Definitely the clarity of the lectures.
- Dr. Mundy is incredibly knowledgeable and presented very complex material in an understandable way. His research background made classes very interesting and informative. I am glad everything revolved around research-based/ evidence/based practices.
- The lectures really engaging! I really enjoyed this class. The lectures were amazing.
- Professor Mundy is clearly very knowledgeable in his field. The course was well organized by types of exceptionalities. I feel like I have a better understanding of disabled children since taking this course.
- professor is VERY informative and knowledgable on subject
- Instructors knowledge and command of the subject
- Professor Mundy is an interesting lecturer and a very intelligent researcher. The class was stimulating and provided relevant, new research in such important topics.
- * Readings were concise and informative * Lecture slides were invaluable because I'm a visual learner * The presentation of information was well thought-out. Liked how there was a brief review at the beginning of each session to reinforce the material
- Lectures. Professor Mundy was a great lecturer. I learned a lot just by listening to him, which is unusual for me as I am typically not an audio learner. Professor Mundy expressed subject matter in a way that was easy to understand and follow.
- Professor Mundy is very knowledgeable about about autism and it is always good to hear from someone with firsthand experience with the subject matter.
- The course was interesting and helped me to understand points about anxiety.

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

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	Average submission length in words (ex blanks)	34.56

Q   responses
- None
- Maybe an example video of how teachers can help students.
- Perhaps give a 5 minute break in the middle of lecture for the students to stretch. Also, some test questions were worded very badly so it confused me a lot.
- Add more videos/case studies.
- It needs to be more than a 2 unit course in order for Prof. Mundy to really be able to cover students with exceptionalities in depth. The time of day at 6pm after a full day of teaching was absolutely awful. I would have gotten a lot more out of it if it were not so late in the day. I would also suggest working on the wording of some of the questions on the midterm, particularly the question about universalism and civil rights. I knew the answer, but could not tell which answer to choose because I was not sure what the question was asking for. I might also suggest having more assignments so that the midterm and final exam are not worth so much of the grade, but on the other hand, we credential students are crazy busy with lesson planning, so part of me thinks it is fine the way it is. Also having a final exam at 8:30 p.m. is literally the most ridiculous thing I can think of. I think it is going to drastically reduce my performance on the test.
- More videos to show concepts
- This course would be much more helpful if practical applications could be tied into the course in some way...
- Mix it up a little, lecture probably could have been more stimulating.
- Make the sections smaller and the educational experience more intimate. Presently, it is a 100% lecture course.
- Allow for a little more wait time when you ask discussion questions to increase class participation. Also I know it is a late meeting time but I wish several of the classes had not ended early...As credential candidates in the UCD program this is our only class on children with exceptionalities and many of us would like to maximize our learning on the subject.
- Give it more time so that we can go more in depth and learn more teaching strategies.
- It is definitely a little boring of a class, which Mundy even admitted. Instead of just hearing about the laws and such, I would like to know what to actually do with special ed kids in my classroom. A lesson plan assignment would be cool.
- I would recommend less slides and more discussion. This course was very dry, with such an interesting subject.
- Don't hold this course at 6 PM! All the teaching credential students are very tired and it is hard to focus, even though Dr. Mundy is pretty good as lecturers go.
- The way it is organized right now is fine, but it was hard to prioritize this class because it was a lecture and the rest of my classes were very involved seminars. I would love to have been able to take this class as a seminar to explore the topics in more detail.
- Some of the questions on exams were worded in a way that made the question difficult to understand.
- I think having the opportunity to have a student pen pal for each of us teachers in training would be very interesting.
- It was difficult to review the material based on the slides only. I attended every single class, and even when I look at some slides, it is unclear what information is trying to be conveyed. I felt like I understood the broad concepts well, but I was lacking support to understand more of the specifics.
- I think the professor could make his lectures a little more interesting and engaging by having us share ideas with each other.
- If you used a student panel with people who have the conditions mentioned in class will really spice up the class. Discussion and then the panel will be great.
- Perhaps give a little more detail on the review slides.
- Do not have it from 6pm-8pm. I'm an undergraduate student, but all the teaching credential students told me that they wish they could have paid attention during his class. They were os burned out from their long day teaching that by the time they got to class, a lot of them were checked out. Make it worth 4 units so Dr. Mundy could go into even greater depth!
- I think this should be split into a two quarter course. One course on identfying students and one course on assisting and working with these students.
- Professor Mundy showed some interesting videos which helped me visualize some of the concepts we learned about. This course had a lot of lecturing and it would nice if future classes were balanced out with a few more videos for visual learners. I didn't find the writing assignments particularly valuable since they were basically just summaries of our reading. Some of the course readings were very dense and difficult to read for students without a research background.
- Too much emphasis on numbers and memorizing, should be on concepts and how teachers can help students with disabilities instead of giving numbers about studies and how many students have disabilities
- Try to cut down slides, and review of previous slides during the next lecture
- Just to make the slides a bit clearer. They were a bit obtuse.
- The slides are difficult to follow.
- None. Course was well-structured.
- The slides being a bit more clear, especially the slides with graphs.
- Overall, this course was inappropriate for teaching credential students. Professor Mundy is a researcher and presented the information in this course from a research perspective: study after study with a big emphasis on participants, methods, and statistical results. We spent too long learning about types of studies (i.e. group vs. single subject design) and national statistics (i.e.

Q	responses

how many K-12 students are on the ASD spectrum). Although the research is interesting future teachers really need a course that focuses on the APPLICATION of the research. When I am in the classroom knowing how many students nationally are diagnosed with ADHD doesn't help me to deal with the 2 students in the room who suffer from attention issues. This course would have been far more valuable if we had been taught concrete, research based ways to deliver instruction to students with exceptionalities. I still don't know how to help students with ADHD, dyslexia, dyscalculia, or ASD beyond giving them "explicit and clear instruction", which is the kind of teaching we should already be doing.

- I think the course would be more interesting with more examples. Mundy's explanations did help.

What was the best work you did for this class?

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User entered value	24
Average submission length in words (ex blanks)	9.38

- The writing assignments for the readings. Those were great assignments that helped me gain a better understanding of the material that I was reading.
- The lectures.
- I did well on the exam.
- Writing assignment.
- The writings.
- I think the best work I did was actually studying for the midterm. My raw score was 25 out of 30, and I was happy with that, but was also glad to get the extra couple points for the somewhat confusingly worded questions. The writing assignments were relatively short.
- Review slides for midterm and final
- One of the written assignments on Learning Disabilities.
- The midterm, but that's only because that's the only assignment I've been graded on so far.
- Performance/ studying for midterm

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- The writings.
- Writing the paper responses
- Aced that midterm, baby!
- Midterm score :)
- The tests.
- The writing assingment
- The writing assignments
- The best work I did is intangible-- simply learning the material and understanding real life applications is what I would consider my best work. I feel like I have a much better grasp of Autism, ADHD, learning disabilities, and much more.
- Midterm
- There were only two written assignments for this course. My best "work" would probably be studying for the exams.
- The writings
- Writing assignments
- Attendance: even though it wasn't mandatory, I was there every time because Professor Mundy's lectures were so clear, understandable, and informational.
- My papers.

What was the most challenging assignment you completed for this class?

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Average submission length in words (ex blanks)	8.79

- The miderm
- The papers.
- The exams were challenging.
- Midterm/final
- The writings.
- I think preparing for the exams is the most challenging assignment for me because I have test anxiety.

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- written assignments
- The midterm
- The Midterm
- N/A
- The tests were challenging because they were super awkwardly worded. I felt prepared them and studied hard, but they wording was confusing and I wish we knew which readings to study.
- taking the multiple choice midterm. The questions were very strangely worded, and I don't feel that it was a good assessment of understanding.
- Showing up every week! (We're all quite tired, you see.)
- All were equal in rigorous
- The tests.

Q	responses
	○ The midterm. I do not do well with lectures.
	○ The midterm.
	○ We completed two papers summarizing articles that were assigned to us on a weekly basis. This helped me to synthesize all that I had learned from the articles. While the papers were not very challenging, understanding the articles were.
	○ Final
	○ The midterm/final exams.
	○ The tests, too much emphasis on the tests/memorizing and not enough on writing and applying concepts
	○ Exams, due mainly to test anxiety. The professor provided plenty of resources to scaffold the task.
	○ The midterm. The questions weren't very clear.
	○ The most challenging assignment was the final.

From which course readings, activities and assignments did you learn the most?	
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User entered value	26
Average submission length in words (ex blanks)	10.62

12	○ The midterm
	○ Really all of them. I learned as a behavior therapist and I still learned a lot of new and interesting information.
	○ I learned from the lecture the most.
	○ Powerpoints
	○ The lectures.
	○ I learned the most from the lectures. Of the readings, I would say I learned the most from the article on The Education of Dyslexic Children, because I am a single subject credential student in English, so knowing about dyslexia is very important for me. Although I learned quite a bit from the autism lecture and readings, because I had an incorrect understanding of how students with autism might behave, and now I know that students with autism can be highly verbal.
	○ The readings on Autism.
	○ The lectures
	○ The provided slides
	○ I learned a lot from the essays we wrote.
	○ Class lectures and the readings on learning disabilities.
	○ probably just the lectures
	○ From lecture
	○ Definitely lectures taught me the most. The readings didn't add a whole lot, in my opinion, since Dr. Mundy covered their subject matter well in lecture.
	○ The lectures and powerpoints were helpful.
	○ I like the summary assignments.
	○ The writing assignments on the reading.
	○ I learned the most during the writing assignmetns.
	○ I learned the most from Dr. Mundy's research (which he presented at the end). I also really enjoyed all the articles he gave to the class to read. They were all very informative and interesting.
	○ lectures
	○ Course lectures, especially the videos.
	○ The readings
	○ Combination of course readings and lecture.
	○ Lectures.
	○ One of the only readings I found helpful was the list of strategies to use in the classroom to help students with ADHD.
	○ The readings for the papers.

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