

## Appendix C: Qualitative Data

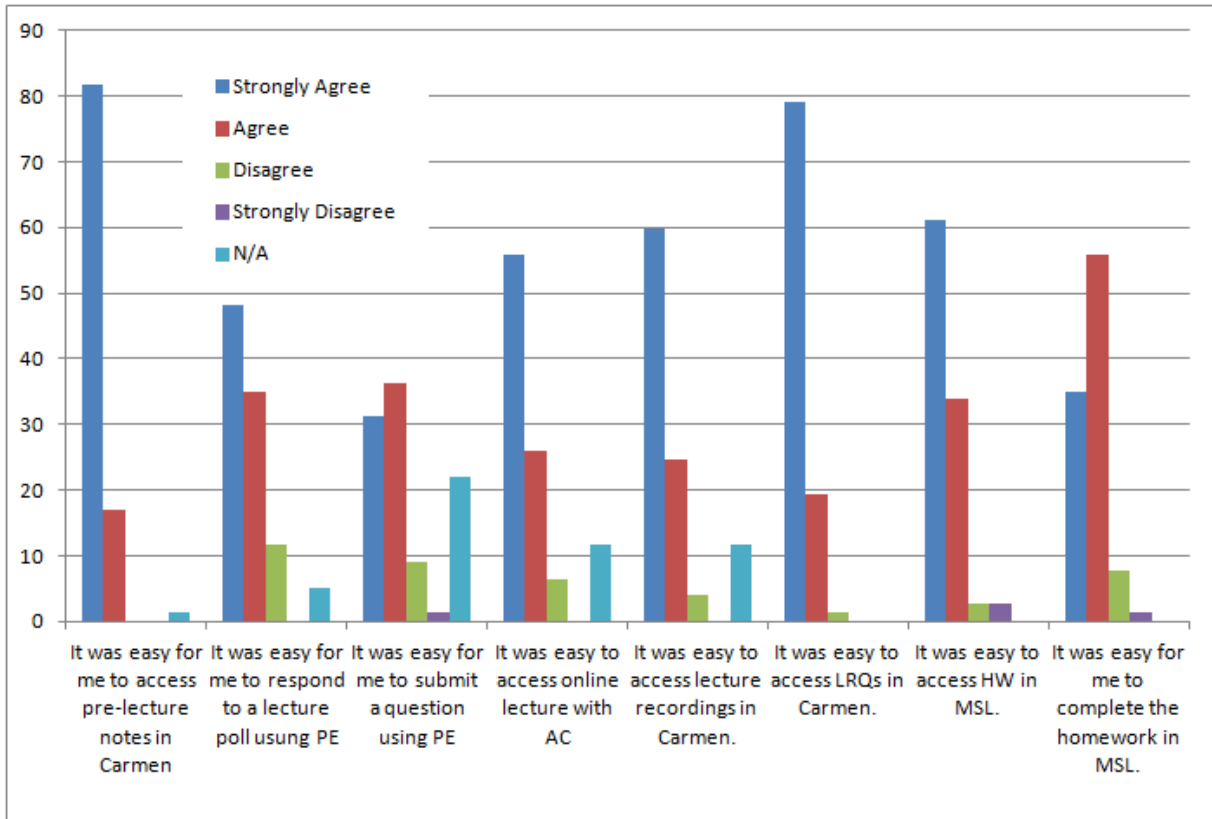


Figure C.1: End-of-term survey questions.

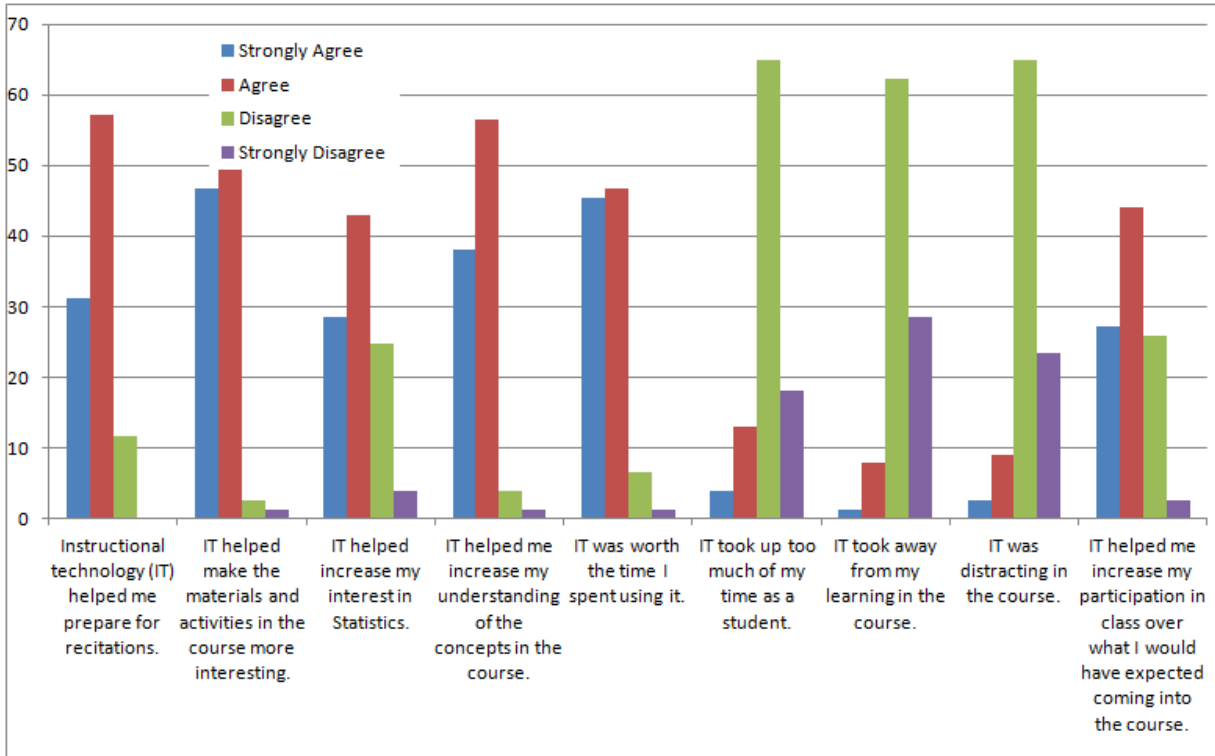


Figure C.2: End-of-term survey questions, continued.

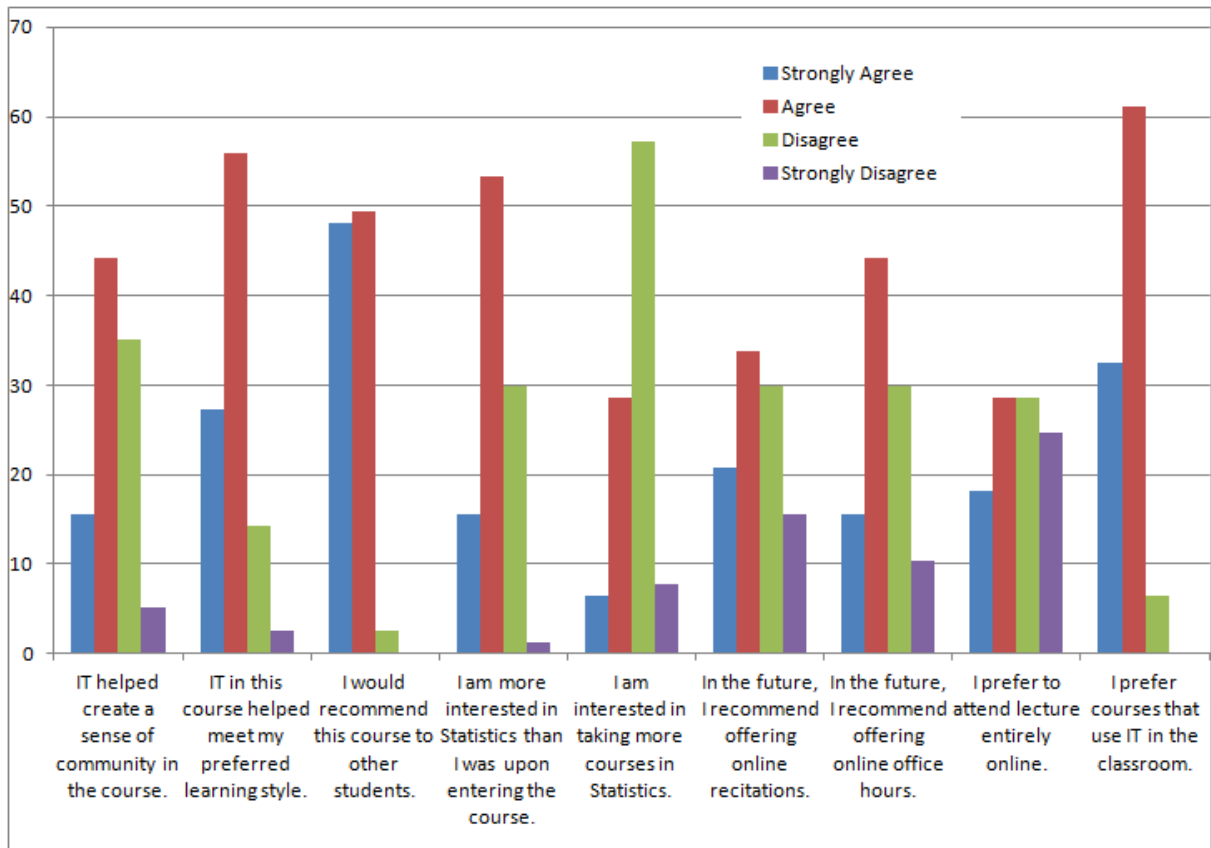


Figure C.3: End-of-term survey questions, continued.

## Student Quotes from End-of-Term Survey

- “On days with bad weather, I could still attend lecture... without being miserable trekking across a cold, wet campus.”
- “I enjoyed the use of Adobe Connect and the other technologies. I think these should be used in other classes as well.”
- “Technology made the class very convenient for a busy college student lifestyle and...(sic) way better.”
- “I really loved how if I didn’t understand a lecture, I could just go back and re-watch the lecture since they are all online. ... I also enjoyed being able to watch class on my laptop sitting in my bedroom with a cup of coffee, in my pajamas. I learn better when I am comfortable, especially with morning classes.”
- “It was a hard course, but ‘instructional technology’ really made the class more manageable.”
- “Adobe Connect was a great alternative to going to class and was still extremely beneficial to my statistics education.”
- “The online technology really helped to aid my learning process.”
- “I would recommend this course to another student ... based on the instructional technology alone.”
- “The online recordings...made it too easy to skip class.”
- “There were many occasions in which we had to stop class to address problems with Adobe Connect, etc. This was extremely distracting and I did not have the patience for it.”
- “This course did not fit my needs and learning style.”
- “The lecture review quizzes...[were] major overkill on the topics and I think it was a waste of time.”

## Student Quotes from Focus Groups

- “[The recording isn’t the same as being in the room because of] the human interaction. Physically seeing Dr. Miller engage with the students and engaging with [Risser] is something you don’t get with a computer. You pick up on it but you don’t actually see it.”
- “The only difference [between attending face to face and synchronously] was the engagement with other students. However, I still felt involved and connected with the class when I would [attend synchronously] at my apartment by myself.”
- “[Poll Everywhere] made me feel really involved in the class. It kind of felt like high school, when the teacher would write a problem on the board and you would walk up and do it. I felt like I was walking up to the board and solving a problem, but using my cell phone.”
- “I think there would have been a stronger sense of community if we were in one big lecture hall. There might not be a huge difference, but at least you might recognize some faces or sit next to the same person and get a study group or something.”
- “For the quizzes, since they were only scored for participation and not accuracy, towards the end of the quarter I just guessed on them. It’s just kind of pointless to take them because I’m just guessing just for the participation points.”
- “[I would suggest] adding more poll questions into the lecture, because it would keep people paying attention and make them a lot more focused.”
- “I might disagree with that, because sometimes the polls take up a lot of time. [This] takes away from actual content material, which is more important. I wouldn’t put too many more, but I do think it is good to keep people engaged. Don’t overdo the polls.”
- “The first time I decided to try Adobe Connect, I was a little skeptical, [but] I really liked it because you could see [Dr. Miller] working out the problems as you were trying to do them too. I liked the fact that you could ask questions if you needed to [without] having to stop the entire class.”
- “I would agree. I don’t like raising my hand or asking questions out loud in class but with Adobe Connect [I could] just type it in my question. It’s not really like you’re interrupting the class, and you don’t have to speak in front of everyone.”
- “I’m a fifth year senior, and I haven’t had a class like [Stat 145] before—I thought it was really neat. It’s an improvement on technology, something I haven’t seen in any other class I’ve taken. I wish more of my classes offered it.”
- “I liked the polls; they were a fun way to make sure you understand [the material]. If you get the answer wrong, nobody knows who put the answer in, so [you don’t have the embarrassment like] when you raise your hand and pick the wrong choice. That was good.”
- “It would be nice to know before you sign up for this class that it’s going to be a technology-heavy class; they didn’t really tell us that.”
- “I might as well be taking an online class.”

- “Even though I went to lecture in person, it was just so much technology and everything was online. I wasn’t expecting that.”
- “Requiring people to pick one [attendance method] would be [good]; from now on in the first week or two you could try both methods and see what works better for you—but then you have to pick one. This way we could have a smaller classroom. Maybe all of the people who are going to attend in-person could be in the same recitation, [which] would help build community.”