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## Report Comments

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A quick transition to remote teaching for Spring Quarter 2020 required Northwestern to re-evaluate how CTEC responses would be shared and used. At the recommendation of the Interim Provost, deans, and Faculty Senate, Spring Quarter 2020 CTECs will not be published to students and may not be used to inform faculty hiring, tenure and promotion decisions. The student feedback contained in these reports is intended to inform instructors and school administrators as they explore ways to improve learning and teaching.

For more information about CTEC Guidelines, please visit our website: <https://www.northwestern.edu/ctec/guidelines>

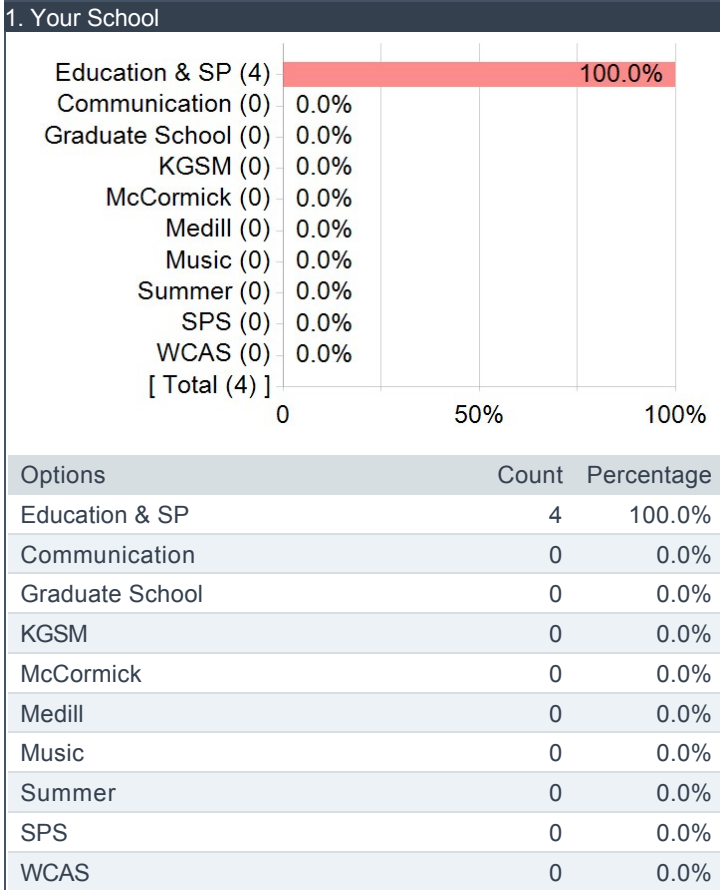
## Northwestern University

### Course Evaluations

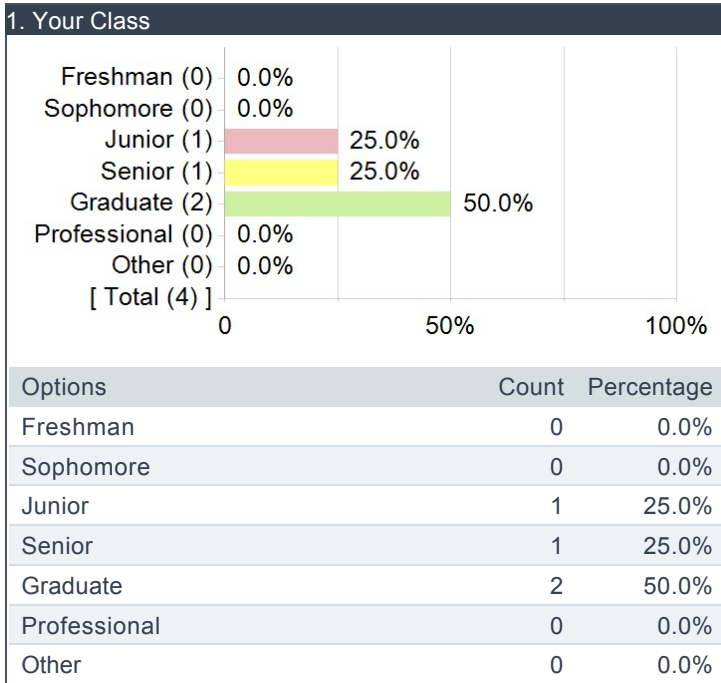
Instructor	Course
<b>Matthew Nelsen</b>	<b>Topics in Teaching &amp; Learning</b>

#### DEMOGRAPHICS

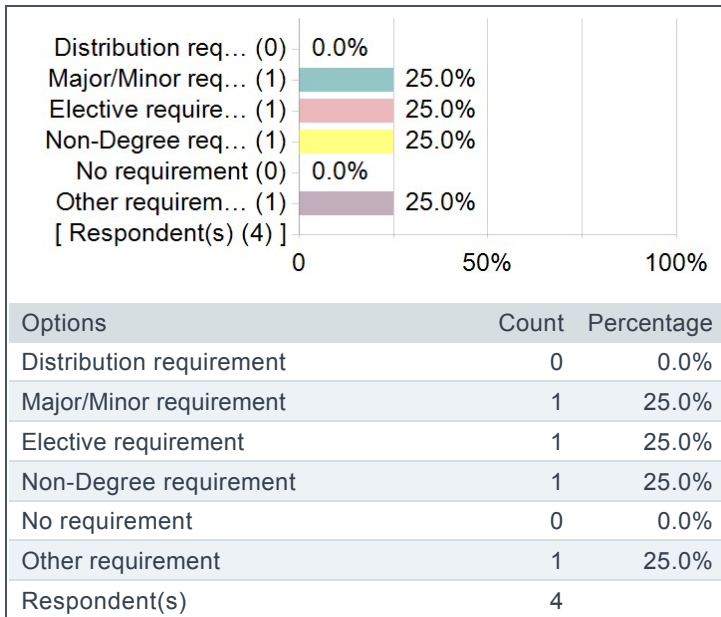
##### Your School



### Your Class

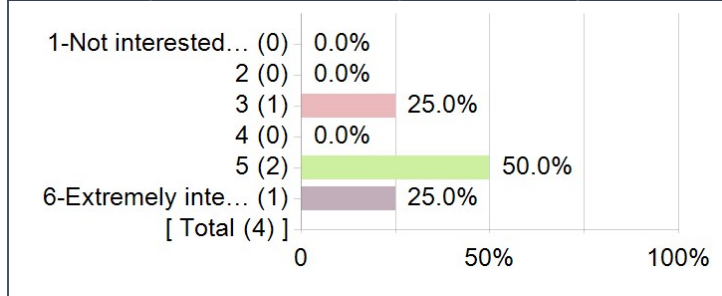


### What is your reason for taking the course? (mark all that apply)



### What was your Interest in this subject before taking the course?

1. What was your interest in this subject before taking the course?

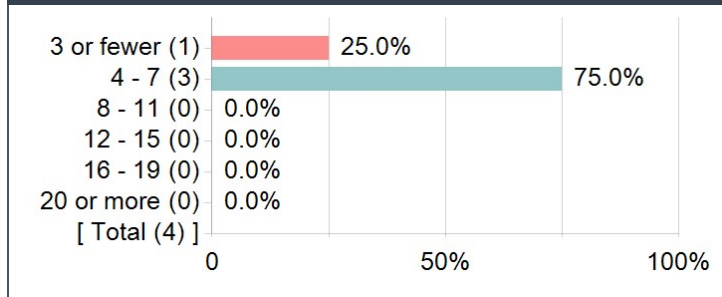


Options	Count	Percentage
1-Not interested at all	0	0.0%
2	0	0.0%
3	1	25.0%
4	0	0.0%
5	2	50.0%
6-Extremely interested	1	25.0%

### TIME-SURVEY QUESTION

Estimate the average number of hours per week you spent on this course outside of class and lab time.

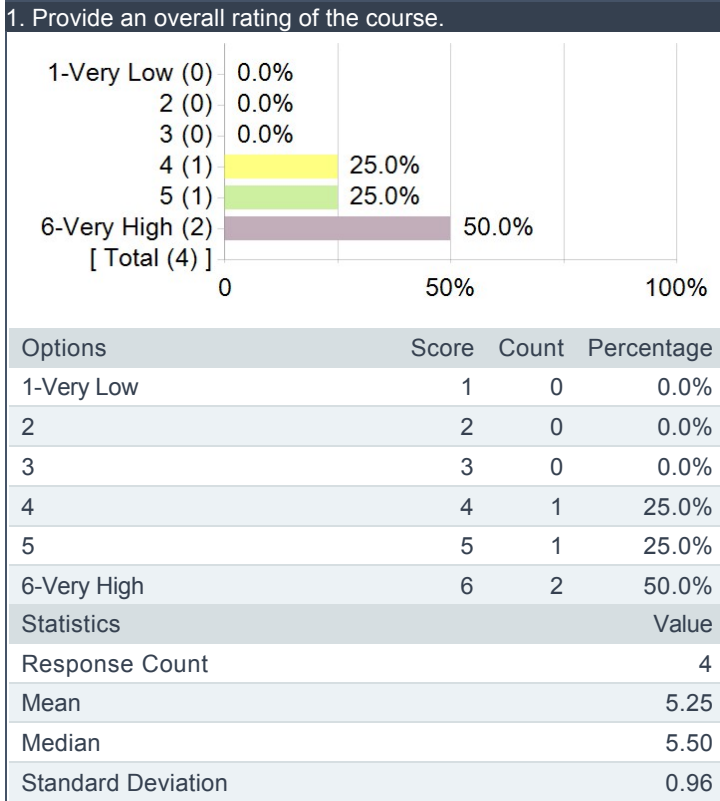
1. Estimate the average number of hours per week you spent on this course outside of class and lab time.



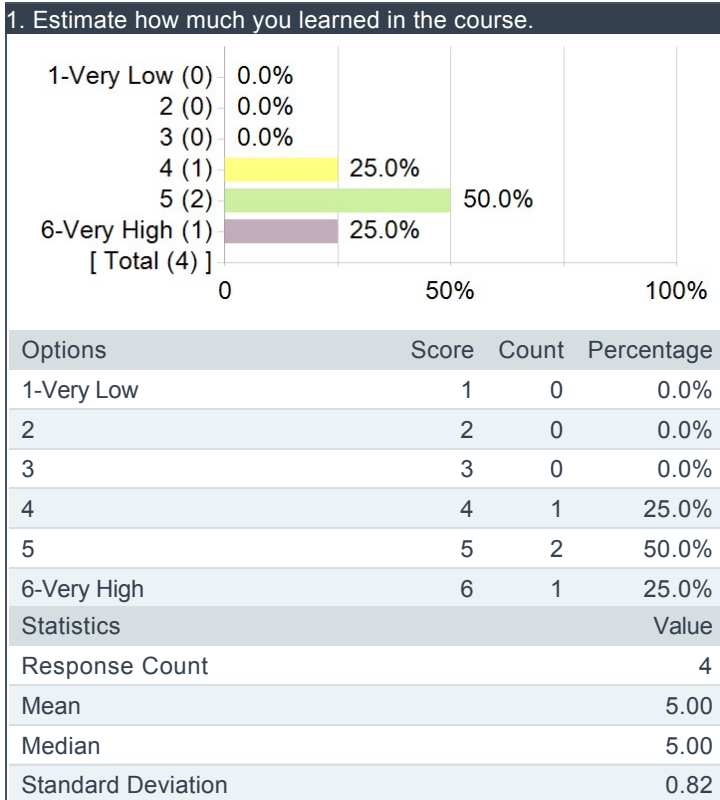
Options	Count	Percentage
3 or fewer	1	25.0%
4 - 7	3	75.0%
8 - 11	0	0.0%
12 - 15	0	0.0%
16 - 19	0	0.0%
20 or more	0	0.0%

## COURSE QUESTIONS

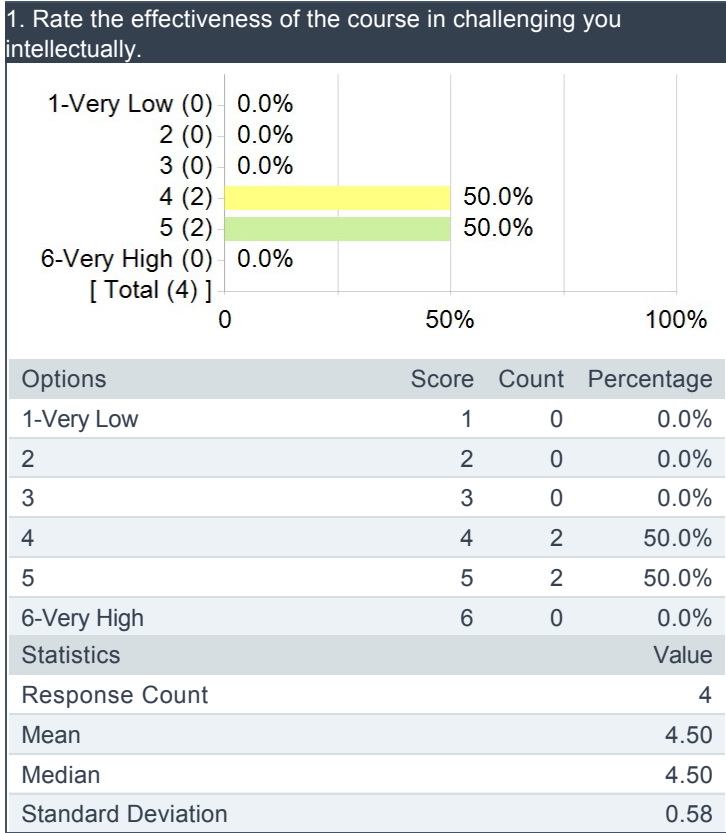
Provide an overall rating of the course.



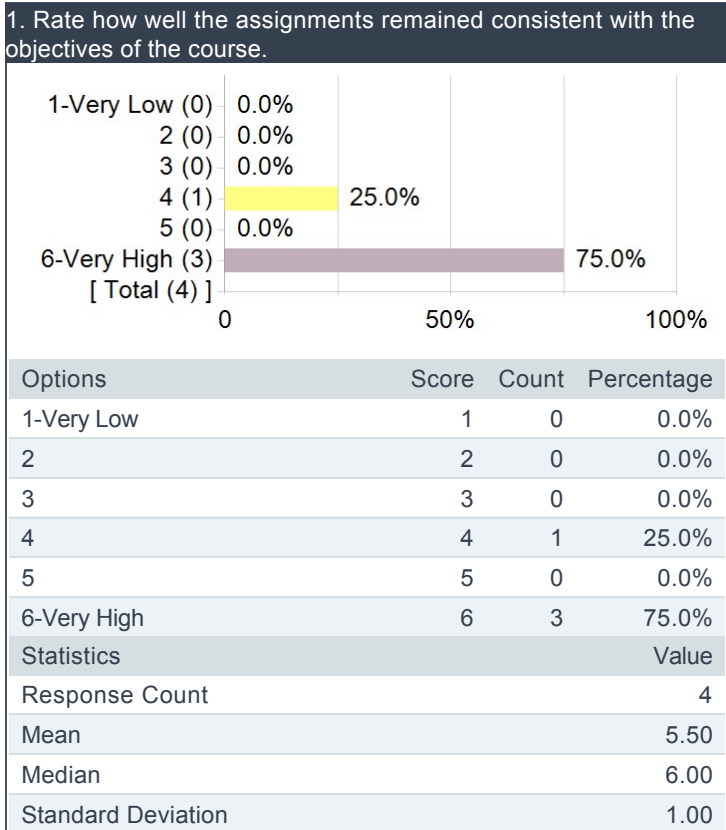
Estimate how much you learned in the course.



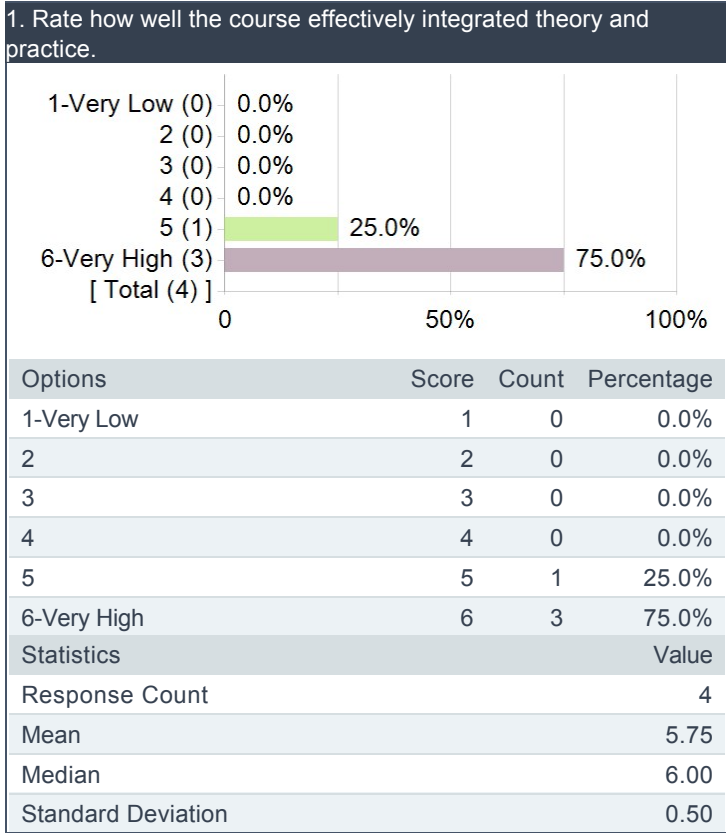
**Rate the effectiveness of the course in challenging you intellectually.**



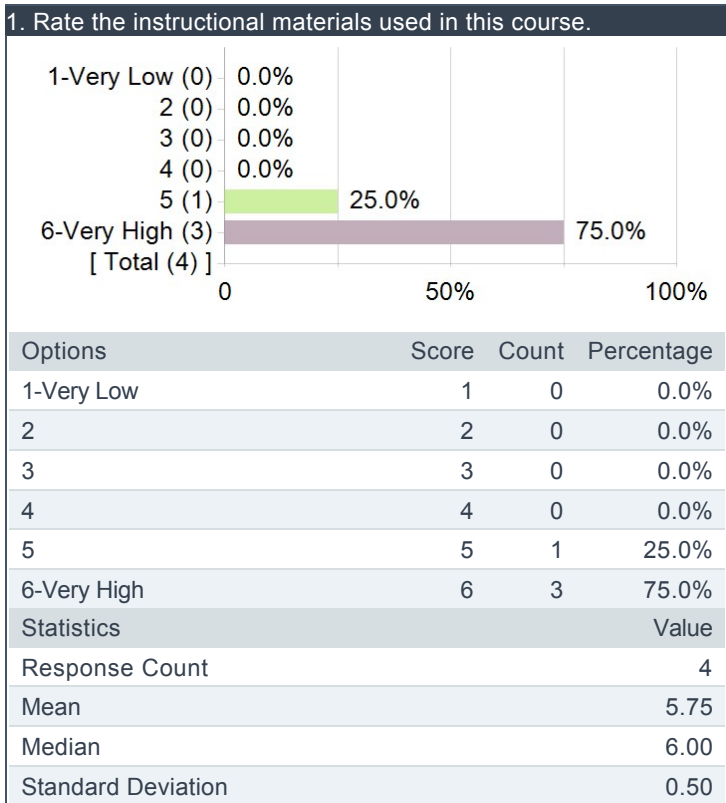
**Rate how well the assignments remained consistent with the objectives of the course.**



**Rate how well the course effectively integrated theory and practice.**

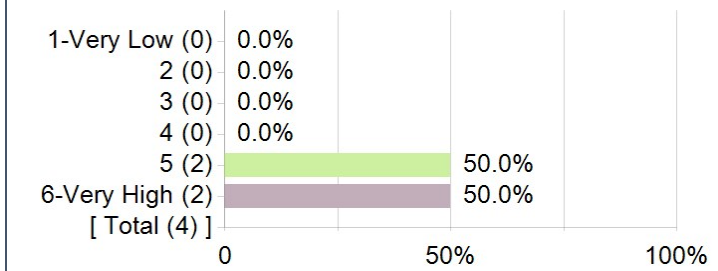


**Rate the instructional materials used in this course.**



**Rate how well the course provided you with "tools" for engaging in further learning about the subject.**

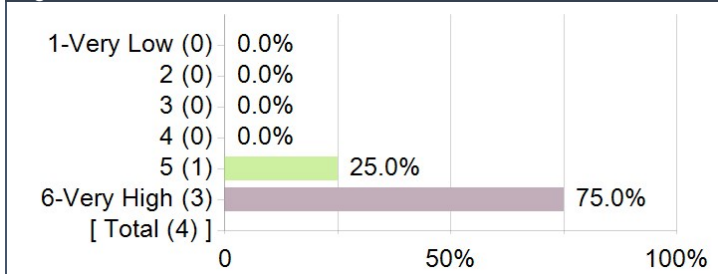
1. Rate how well the course provided you with "tools" for engaging in further learning about the subject.



Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	0	0.0%
4	4	0	0.0%
5	5	2	50.0%
6-Very High	6	2	50.0%
Statistics			Value
Response Count			4
Mean			5.50
Median			5.50
Standard Deviation			0.58

**Rate how well this course gave you the opportunity to develop original ideas.**

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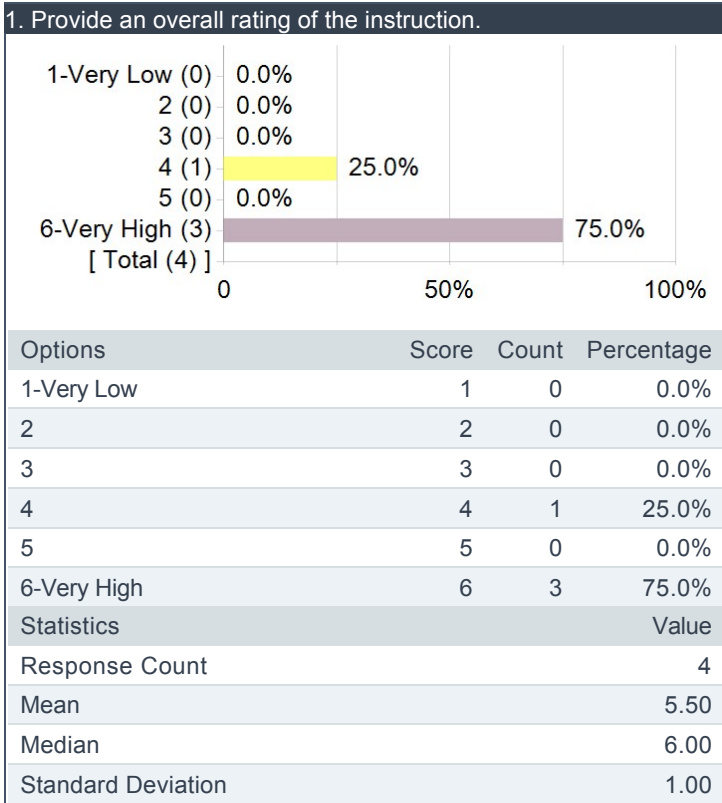


Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	0	0.0%
4	4	0	0.0%
5	5	1	25.0%
6-Very High	6	3	75.0%
Statistics			Value
Response Count			4
Mean			5.75
Median			6.00
Standard Deviation			0.50

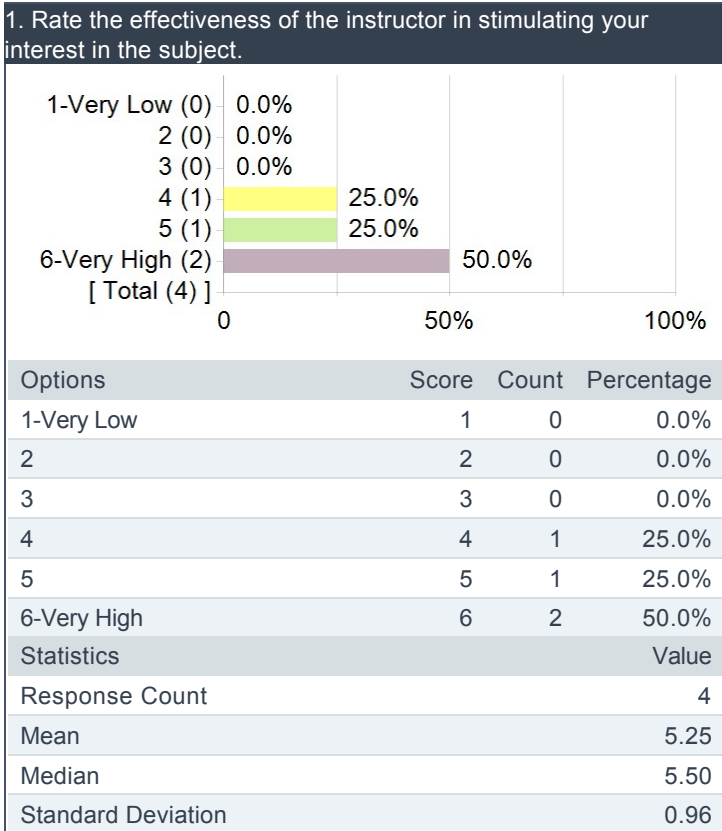


## INSTRUCTOR QUESTIONS

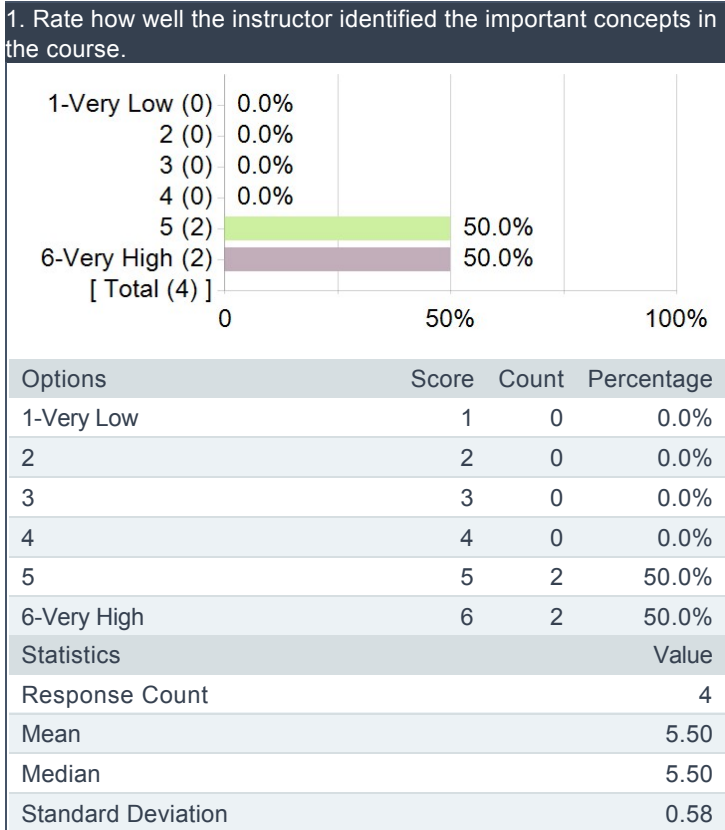
**Provide an overall rating of the instruction.**



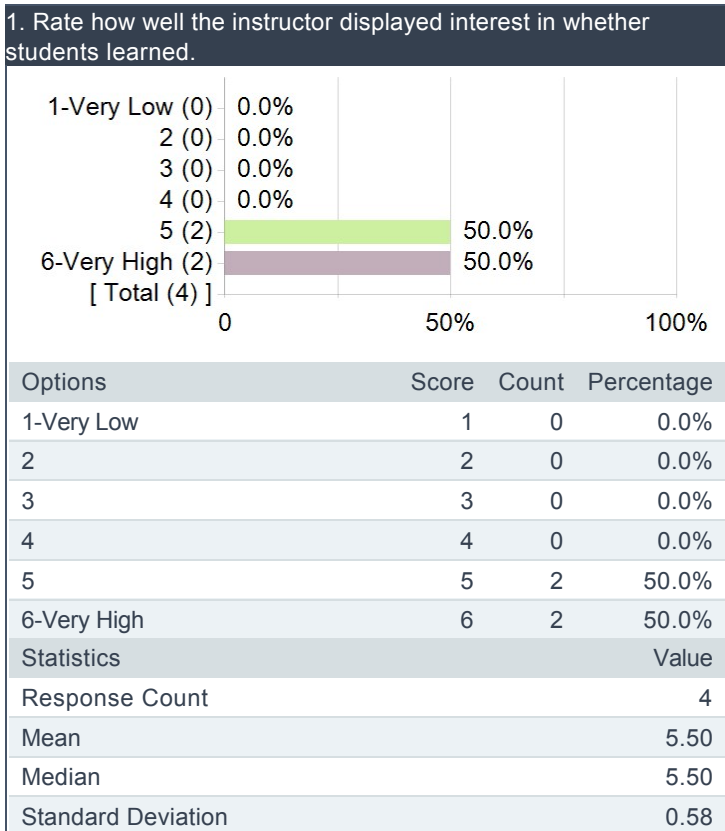
**Rate the effectiveness of the instructor in stimulating your interest in the subject.**



**Rate how well the instructor identified the important concepts in the course.**

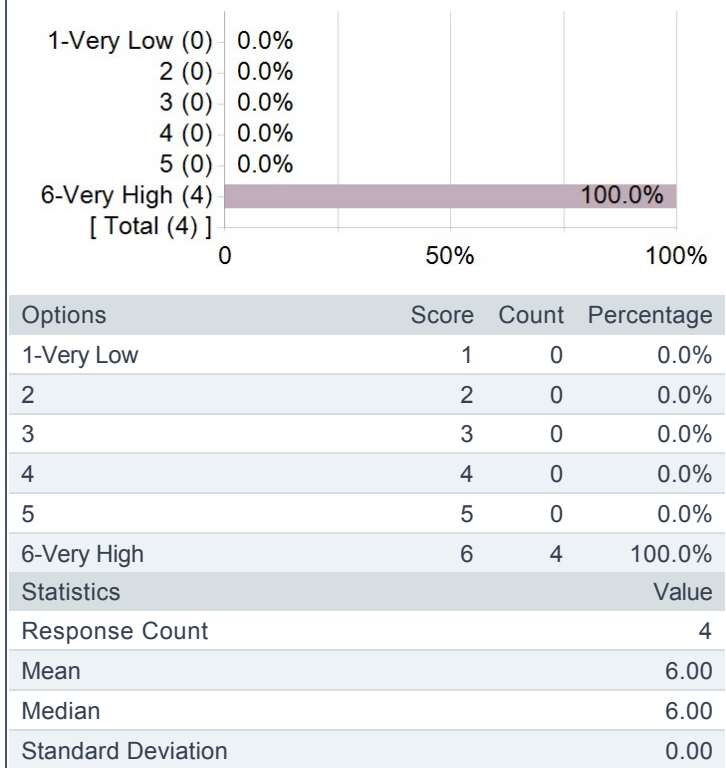


**Rate how well the instructor displayed interest in whether students learned.**



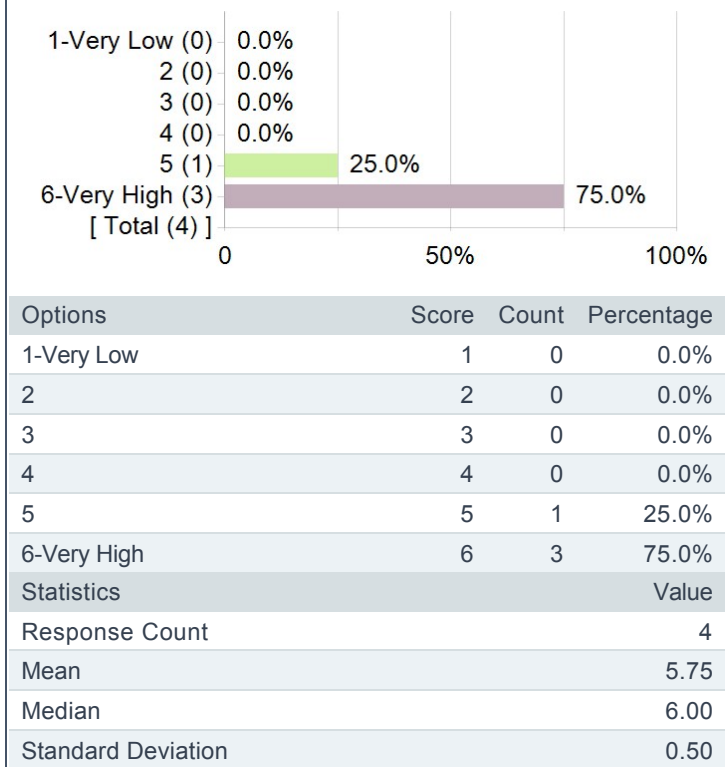
**Rate the instructor's willingness to provide help outside of class.**

1. Rate the instructor's willingness to provide help outside of class.

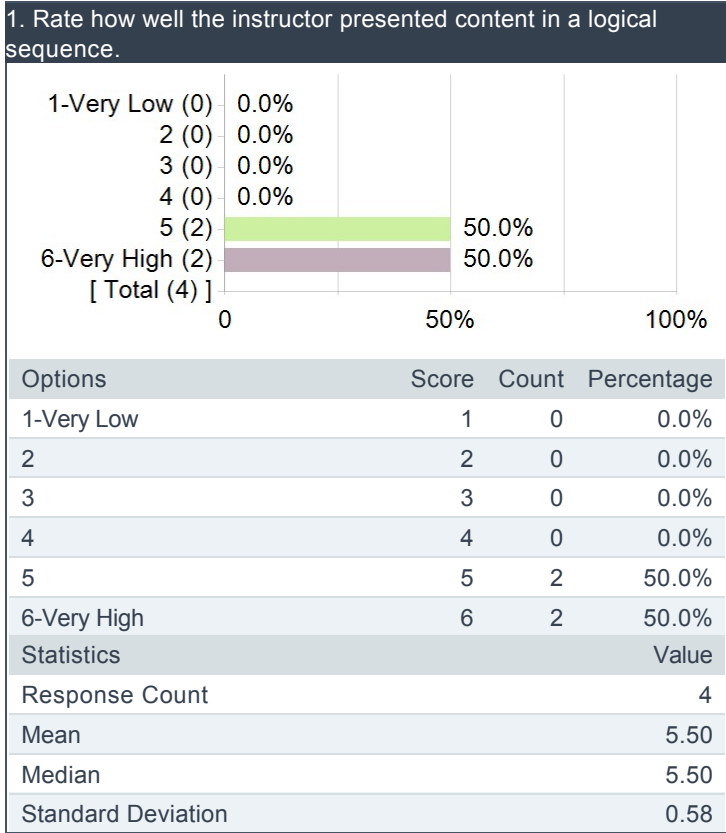


**Rate how well the instructor provided valuable feedback on graded material.**

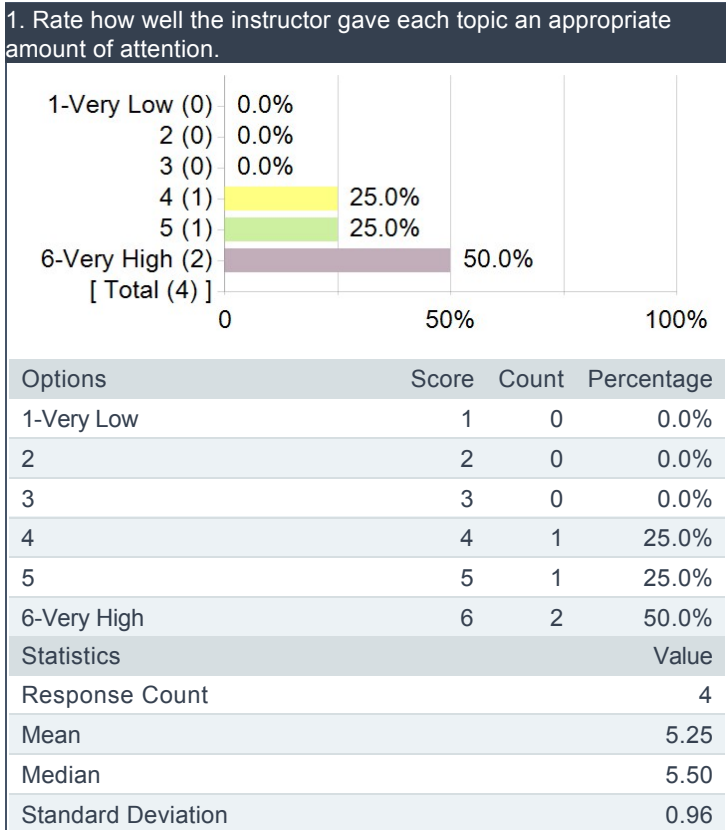
1. Rate how well the instructor provided valuable feedback on graded material.



**Rate how well the instructor presented content in a logical sequence.**

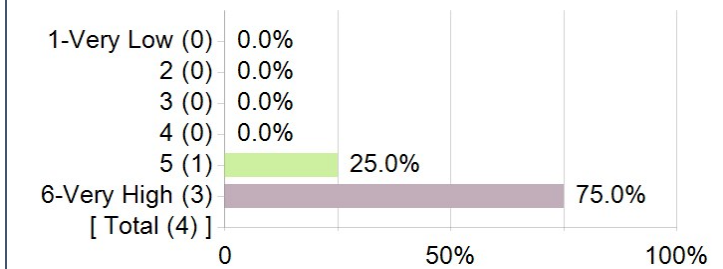


**Rate how well the instructor gave each topic an appropriate amount of attention.**



**Rate the instructor's efforts to highlight the interesting nature of the subject.**

1. Rate the instructor's efforts to highlight the interesting nature of the subject.



Options	Score	Count	Percentage
1-Very Low	1	0	0.0%
2	2	0	0.0%
3	3	0	0.0%
4	4	0	0.0%
5	5	1	25.0%
6-Very High	6	3	75.0%
Statistics	Value		
Response Count	4		
Mean	5.75		
Median	6.00		
Standard Deviation	0.50		

**OPEN-ENDED QUESTIONS**

**Did the course help you learn? Why or why not?**

Comments
The readings were so interesting, and I learned so much from them. In-class lectures were somewhat helpful. I am not sure how much specific information I will retain from them. That being said, the themes we discussed in this course will definitely stay with me throughout my teaching. The assignments were all well aligned with the course objectives. The unit plan was an authentic assessment of my knowledge, both of teaching and social studies content.
This course was great for diving into entry points of social sciences that I have not learned about in a while. Matt also did a great job incorporating theory and methods of teaching social sciences.
Yes this class helped me to learn, although I'm not sure I learned what I expected to learn going into it. I know this is a new class for SESP.

**Please summarize your reaction to this course focusing on the aspects that were most important to you.**

Comments
This course was a great start into learning about how to teach social sciences in progressive way (or how to do so as much as you have a stiff school administration). Matt's focus on methods and standards were very helpful and surprising compared to SESP TeachEd staff. I appreciated this a lot as a pre-service teacher with a tiny bit of lesson planning and teaching experience under my belt.
I know this was discussed at several points during the class, but I wish there would have been less of a focus on teaching and pedagogy. I would have rather gained a better understanding of the tools and methods of social studies. For example, I would have rather engaged in my own citizenship project than think about how to teach others about citizenship; how can I engage them in such work without having done it myself? I took another similar class (math for elementary teachers), and the focus was on learning how to do math and think deeply about math ourselves rather than on teaching math, and I had expected a similar design for this course. I feel like a lot of the content in this course overlapped with the social studies methods course, which made it feel repetitive. Again, I understand that this is a new course, and I did learn, but it wasn't what I expected.

### What are the primary teaching strengths of the instructor?

Comments
Engaging speaker Thoughtful lesson design Provided actionable, timely feedback on assignments Designed an authentic assessment of learning
Matthew did a great job of presenting information clearly, concisely, and through multiple media. Though his assignments lacked the highly progressive assessment theory that many other SESP TeachEd staff often discuss, I think his assessments focusing on teaching methods are super helpful for pre-service teachers.
Flexible, responsive to student interests and questions, clear rubrics for evaluation, clear assignment instructions

### What are the primary weaknesses, if any, of the instruction?

Comments
I think sometimes your lectures could have invited a little more discussion, but it is so hard to foster in a collegiate e-learning scenario.
IRE model of questions/discussions

### Can you offer suggestions for improvement?

Comments
I think you might want to reconsider the structure of mini lectures where you ask, "Are there any questions?" right before you transition. College students are unlikely to ask questions if they sense a transition coming, so learning how to embed appropriate questions for college students in the middle of your lectures will likely be most effective when you are a poli sci lecturer someday.
I know the online format is awkward, but I would have preferred less lecturing. Other online classes I took this quarter utilized features such as breakout rooms for small-group discussions, and I would have liked to see more of that. Many of the questions during the discussions also seemed to be right/wrong questions in which we were asked to summarize the reading, and I would have liked to take our discussions deeper than that. I did like when we got to do the mapping activities!

## REMOTE LEARNING

### What constructive suggestions do you have to help the instructor improve this course for future students?

Comments
It is usually more helpful to group students by the grade or subject they will teach, so they can brainstorm together rather than share individual ideas.
Provide some before-reading focus questions, so students know what they should be focusing on. (For example, when reading Behind the Beautiful Forevers, I was not necessarily being mindful of the macroeconomic concepts.)
Extra resources, books and media not used in class, for each subtopic of social studies could help nervous pre-service teachers feel assured that they have quality materials to look to in the future.
Discussions were difficult. Maybe more typed discussions/small groups would help?

### What do you think the instructor should continue doing that helped make this course informative and useful for students?

Comments
Thank you for limiting the time spent on Zoom. You were my only professor to do so, and I cannot begin to express how much I appreciate it.
The assessments which focus on teacher methods should definitely be kept. I am so sad that SESP TeachEd staff does not do that with undergrad students more often.
I appreciated the flexibility and responsiveness to student interests; I know that must have taken a lot of time to prepare each week!

**The instructor may have used a variety of approaches given NU's movement to remote learning environments. Please describe the approaches the instructor used in the course.**

Comments
Google Form feedback after each class session; made me feel like you legitimately cared about my learning experience. Breakout rooms for in-class activities were helpful.
Some approaches were mini lectures with an abundance of graphics, multimedia formative assessments used after breaks, scaffolded lesson planning assessments that provide lots of time for feedback, discussions about teaching resources such as textbooks, and discussions regarding how to include subtleties of higher level content and progressive theories in K-12 classrooms. I really love most of what Matthew tried with us!
lecture, mapping activity, whole group discussion