

Evaluation Survey Humanities 3112 – Hybrid Fall 2016

Serena Anderlini-D'Onofrio, PhD

The Survey: “Your Experience in Humanities 3112-Hybrid”

- This anonymous Survey was called “Your Experience in Humanities 3112-Hybrid.”
- The study measures the quality of the educational experience in the Hybrid Sections of the course Humanities 3112, with thematic organization: Humanities and Love.
- The Survey assesses the quality of interdependent and integrated elements in the distance and presential modules of the course which constitute the Hybrid modality.
- The Survey integrates elements of the experiential segment of the COE (Cuestionario de Opinion Estudiantil), of the “best-practices” empirically formulated by CREAD, and of the Objectives of the Course, as described in the syllabus.

The Survey: Characteristics






- The course is an integrated study of the Humanities from 1500 to the present.
- Respondents are from the first three sections of the course taught in a Hybrid modality in the Fall of 2016.
- The Survey was taken anonymously by participating students.
- It was open on the Canvas LMS portal from November 10 to the 22.
- Participation was 78.5 %, with 55 students responding over a total of 70 currently in the course.
- The Survey has 40 questions, with the results of each reported below. In-Progress results speak of an overwhelmingly positive experience. For details skip to penultimate slide.

Q 1

Question Breakdown

Attempts: 55 out of 55






How many hours did you dedicate to this course every week? (Does not include class attendance time and attendance to online videos time.)

Between 1 and 3	26 respondents	47 %		
Between 3 and 6	26 respondents	47 %		
Between 6 and 9	3 respondents	5 %		
Between 9 and 12		0 %		

Q 2

Attempts: 55 out of 55






What grade do you expect to receive in this course according to current assessment?

A	46 respondents	84 %	 ✓
B	8 respondents	15 %	
C	1 respondents	2 %	
D		0 %	
F		0 %	

Q 3

Attempts: 55 out of 55

What is your GPA (Grade Point Average) so far in all your UPRM courses?

Between 5 and 4	9 respondents	16 %	 
Between 4 and 3	41 respondents	75 %	
Between 3 and 2	5 respondents	9 %	
Between 2 and 1		0 %	

Q 4

Attempts: 55 out of 55







What is your GPA (Grade Point Average) so far in all your UPRM courses?

Between 5 and 4	9 respondents	16 %	
Between 4 and 3	41 respondents	75 %	
Between 3 and 2	5 respondents	9 %	
Between 2 and 1		0 %	

Q 5

Attempts: 55 out of 55

Is this your first course in a hybrid modality? How many course in a hybrid modality have you taken before this one?

00	25 respondents	45 %	 ✓
1	16 respondents	29 %	
2	8 respondents	15 %	
3	2 respondents	4 %	
4	4 respondents	7 %	
More than 4		0 %	

Q 6

Attempts: 55 out of 55

Have you used the LMS Canvas by Instructure before? Mark the response that best applies to you.

Yes, in presential courses only	9 respondents	16 %	<input checked="" type="checkbox"/>
Yes, in presential and hybrid courses	3 respondents	5 %	<input type="checkbox"/>
Yes, in hybrid courses only	4 respondents	7 %	<input type="checkbox"/>
No	36 respondents	65 %	<input type="checkbox"/>
Yes, and this was my first hybrid course	3 respondents	5 %	<input type="checkbox"/>

Q 7

Attempts: 55 out of 55







What is your assessment of the overarching quality of the organization of the course, including its presential and distance elements?

Excellent	15 respondents	27 %	
Good	32 respondents	58 %	
Average	8 respondents	15 %	
Poor		0 %	
Very poor		0 %	

Q 8

Attempts: 54 out of 55







What is your assessment of the quality of the organization of the presential elements of the course? Consider all classroom activities, including recapitulation, weekly plans, discussions, participation, and service.

Excellent	16 respondents	29 %	
Good	28 respondents	51 %	
Average	8 respondents	15 %	
Poor	2 respondents	4 %	
Very poor		0 %	
No Answer	1 respondents	2 %	

Q 9

Attempts: 54 out of 55







What is your assessment of the quality of the organization of the distance elements of the course? Include consideration of the online Lectures, the Announcements, the online Attendance-Certification systems, access to Readings, Syllabus, and Tests.

Excellent	25 respondents	45 %	 ✓
Good	24 respondents	44 %	
Average	5 respondents	9 %	
Poor		0 %	
Very poor		0 %	
No Answer	1 respondents	2 %	

Q 10

Attempts: 54 out of 55



Please assess your appreciation for the thematic organization of the course, i.e. the fact that the course was organized around a "universal theme."

Very high	15 respondents	27 %	
High	32 respondents	58 %	
Medium	7 respondents	13 %	
Low		0 %	
Very low		0 %	
No Answer	1 respondents	2 %	

Q 11

Attempts: 54 out of 55







Please assess your appreciation for the theme chosen for the course, "Practices of Love." Did you appreciate the choice of this theme? Please rate according to your appreciation.

Very high	23 respondents	42 %	 ✓
High	22 respondents	40 %	
Medium	8 respondents	15 %	
Low	1 respondents	2 %	
Very low		0 %	
No Answer	1 respondents	2 %	

Q 12

Attempts: 54 out of 55


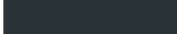
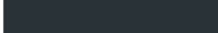









Please assess your appreciation for the list of 11 Readings, or series of primary texts we read in the course. Did you appreciate these readings. Please rate according to your appreciation.

Very high	10 respondents	18 %	
High	29 respondents	53 %	
Medium	13 respondents	24 %	
Low	2 respondents	4 %	
Very low		0 %	
No Answer	1 respondents	2 %	

Q 13

Attempts: 54 out of 54







Please indicate your favorite readings. Please choose up to THREE from the following options. Please note that readings are referred by number, an either by title or by author.

1. Renaissance Poetry Series	7 respondents	13 %	
2. Phedra	21 respondents	39 %	
3. Casanova	28 respondents	52 %	
4. Montesquieu	11 respondents	20 %	
5. Wollstonecraft	12 respondents	22 %	
6. Romantic Odes and Don Juan	14 respondents	26 %	
7. Madame Bovary	20 respondents	37 %	
8. Engels	8 respondents	15 %	
9. Freud	28 respondents	52 %	
10. Friedan	15 respondents	28 %	
11. bell hooks	17 respondents	31 %	
No Answer	1 respondents	2 %	

Q 14

Attempts: 53 out of 55







The course includes a historical survey of the early modern and modern era from the point of view of the people and the planet, from a Western perspective. The survey intends to provide a background for the understanding of eras we study and how they evolve. Can you rate the effectiveness of this survey?

Very high	20 respondents	36 %	 ✓
High	22 respondents	40 %	
Average	11 respondents	20 %	
Low		0 %	
Very low		0 %	
No Answer	2 respondents	4 %	

Q 15

Attempts: 53 out of 55







The historical survey intends to help students place culturally transformative events in a global context, with a link to the Caribbean context. Please rate the effectiveness of the survey in relation to this intent.

Very high	16 respondents	29 %	
High	25 respondents	45 %	
Average	12 respondents	22 %	
Low		0 %	
Very low		0 %	
No Answer	2 respondents	4 %	

Q 16

Attempts: 53 out of 55







The course intends to help students observe and analyze the relationship between primary texts and their historical contexts, between the metanarrative of history and the microcosms of personal experiences as presented in the readings. Please rate the effectiveness of this course in this respect.

Very high	16 respondents	29 %	
High	29 respondents	53 %	
Average	7 respondents	13 %	
Low		0 %	
Very low	1 respondents	2 %	
No Answer	2 respondents	4 %	

Q 15

Attempts: 53 out of 55







The historical survey intends to help students place culturally transformative events in a global context, with a link to the Caribbean context. Please rate the effectiveness of the survey in relation to this intent.

Very high	16 respondents	29 %	
High	25 respondents	45 %	
Average	12 respondents	22 %	
Low		0 %	
Very low		0 %	
No Answer	2 respondents	4 %	

Q 16

Attempts: 53 out of 55







The course intends to help students observe and analyze the relationship between primary texts and their historical contexts, between the metanarrative of history and the microcosms of personal experiences as presented in the readings. Please rate the effectiveness of this course in this respect.

Very high	16 respondents	29 %	
High	29 respondents	53 %	
Average	7 respondents	13 %	
Low		0 %	
Very low	1 respondents	2 %	
No Answer	2 respondents	4 %	

Q 17

Attempts: 53 out of 55







The class discussions are designed to emphasize the relationship between overarching historical events and transformations and the experience of people in the respective times as inferred from the readings or primary sources. Please rate the effectiveness of the class discussions in relation to this intent.

Very high	17 respondents	31 %	
High	23 respondents	42 %	
Average	12 respondents	22 %	
Low	1 respondents	2 %	
Very low		0 %	
No Answer	2 respondents	4 %	

Q 18

Attempts: 53 out of 55







Online lecture # 1 intends to provide a comprehensive introduction to the course and overview of the syllabus. Please rate the effectiveness of this lecture in this respect.

Very high	30 respondents	55 %	 ✓
High	18 respondents	33 %	
Average	4 respondents	7 %	
Low	1 respondents	2 %	
Very low		0 %	
No Answer	2 respondents	4 %	

Q 19

Attempts: 53 out of 55







The online Lectures # 2-9 intend to deliver a historical survey of the early modern and modern era organized in segments of one-hour online attendance. The segments are intended to replace a presential lecture of a similar length and make it accessible for study and review as well. Please rate the effectiveness of these lectures in these respects.

Very high	21 respondents	38 %	
High	24 respondents	44 %	
Average	7 respondents	13 %	
Low	1 respondents	2 %	
Very low		0 %	
No Answer	2 respondents	4 %	

Q 20

Attempts: 53 out of 55






The LMS Canvas by Instructure is intended as a platform that facilitates access, organization, communication, study, and evaluation of student performance in the course. Did Canvas do its job well in your experience? Please rate the effectiveness of this platform in these respects.

Very high	30 respondents	55 %	 ✓
High	19 respondents	35 %	
Average	3 respondents	5 %	
Low	1 respondents	2 %	
Very low		0 %	
No Answer	2 respondents	4 %	

Q 21

Attempts: 53 out of 55


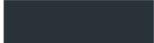
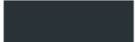



The LMS Canvas by Instructure is one among several LMSs currently in use at UPRM, including Moodle and NEO. The course avails itself of the Free-for-Teachers option. LMSs rate based on quality, agility, functionality, and access. Based on these elements, please compare the quality of your experience with Canvas to that with Moodle, also commonly used at UPRM.

Much better	25 respondents	45 %	 ✓
Better	19 respondents	35 %	
Same	8 respondents	15 %	
Worse	1 respondents	2 %	
Much worse		0 %	
No Answer	2 respondents	4 %	

Q 22

Attempts: 52 out of 55

The LMS Canvas by Instructure is one among several LMSs currently in use at UPRM, including Moodle and NEO/EDU. The course avails itself of the Free-for-Teachers option. LMSs rate based on quality, agility, functionality, and access. Based on these elements, please compare the quality of your experience with Canvas to that with NEO/EDU, also commonly used at UPRM.

Much better	25 respondents	45 %	 ✓
Better	14 respondents	25 %	
Same	12 respondents	22 %	
Worse	1 respondents	2 %	
Much worse		0 %	
No Answer	3 respondents	5 %	

Q 23

Attempts: 53 out of 55

One of the expected effects of teaching a course in a hybrid modality is that the quality of classroom time improves considerably. Aspects of this quality include: vibrancy, collaboration, good listening, participation, spontaneity, presence, appreciation of diversity, stimulation of intellectual and emotional intelligence, and more. How did you experience classroom time in this course? Based on these expectations, rate the quality of classroom time in the course.

Excellent	16 respondents	29 %	
Good	27 respondents	49 %	
Average	10 respondents	18 %	
Poor		0 %	
Very poor		0 %	
No Answer	2 respondents	4 %	

Q 24 - 1

















Attempts: 52 out of 52

In the presential meetings of a hybrid course students interact in various ways to produce educational experiences. In this curse, these include service, participation, and leadership.

1. Service includes: setting up the room, technical assistance at the AV desk, shutting down the room.
2. Participation includes making comments, observations, and asking questions in a discussion or debate.
3. Leadership includes: signing up for groups, leading a group, organizing and attending a preparatory group meeting, and forming a panel that leads the class discussion.

All of these are modalities of learning and students have their favorites. Option are divided in three groups, 1, 2, 3, with general and more specific options. Please indicate your favorites. Please choose a maximum of 5.

Q 24 - 2

1-1. Service in general	26 respondents	50 %	
1-2. Service: setting up	12 respondents	23 %	
1-3. Service: tech assistance at AV desk	16 respondents	31 %	
1-4. Service: shutting down	2 respondents	4 %	
2-1. Participation in general	21 respondents	40 %	
2-2. Participation: asking questions in a discussion	14 respondents	27 %	
2.-3 participation: making comments or observations in a discussion	30 respondents	58 %	
3-1. Leadership in general	16 respondents	31 %	
3-2. Leadership: sign up for groups	20 respondents	38 %	
3-3. Leadership: leading a group	16 respondents	31 %	
3-4. Leadership: organizing a group's meeting	5 respondents	10 %	
3-5. Leadership: attending a group meeting	10 respondents	19 %	
3-6. Leadership: being part of a panel	27 respondents	52 %	
3-7. Leadership: speakign in a panel	19 respondents	37 %	
3-8. Leadership: presenting in a panel	17 respondents	33 %	
No Answer	3 respondents	6 %	

Q 25

Attempts: 51 out of 51

Courses taught in a hybrid modality require presential meetings in an educational facility, typically a smart classroom with audiovisual equipment. In most cases this includes a well maintained building with hallways and elevators, a well kept room, effective air conditioning, ceiling fans, desks (for teachers and students), chairs, a desktop computer station, a direct connection with a laptop (when available), a projector and a screen.

All these factors together determine the effectiveness of a room to function as an environment conducive to the experiences of learning expected in the course.

In relation to other smart classrooms at UPRM you have experienced, please rate the effectiveness of the classroom Chardon 228a, where the course is taught.



















Much more effective	11 respondents	22 %	
More effective	18 respondents	35 %	
As effective as	18 respondents	35 %	
Less effective	4 respondents	8 %	
Much less effective	1 respondents	2 %	
No Answer	4 respondents	8 %	

Q 26 - 1

Attempts: 52 out of 52

The smart classroom we've used has many good qualities and works well in many ways. As a space conducive of good experiences of learning, it can also improve in a number of ways. Depending on your specific needs, you may have experienced discomfort or the need for improvement in relation to a number of elements. Please indicate the elements of areas of discomfort that are most significant to you. Up to five.

Q 26 -2

1-1. Building in general	8 respondents	15 %	
1-2. Building, elevator and stairs	13 respondents	25 %	
1-3. Building, hallways (pasillos)	10 respondents	19 %	
2-1. Classroom in general	10 respondents	19 %	
2-2. Classroom: windows	12 respondents	23 %	
2-3. Classroom: temperature, air conditioning	22 respondents	42 %	
2-4. Classroom temperature too high	12 respondents	23 %	
2-5. Classroom temperature: too low	12 respondents	23 %	
2-6. Classroom: desks	6 respondents	12 %	
2-7. Classroom: desks too small	9 respondents	17 %	
2-8. Classroom: desks too tall		0 %	
3-1. Audiovisual equipment	10 respondents	19 %	
3-2. Projector	5 respondents	10 %	
3-4. Screen: too far	9 respondents	17 %	
3-5. Screen: too close	2 respondents	4 %	
3-6. Quality of connection to desktop	8 respondents	15 %	
3-7. No internet connection to laptop which creates need for AV desk assistance	24 respondents	46 %	
3-8. Few sockets to charge devices	32 respondents	62 %	
No Answer	3 respondents	6 %	

Q 27

Attempts: 52 out of 55

Courses taught in a hybrid modality involve a certain amount of group work which happens both outside of class time and in class. Group work is an educational experience that rates based on quality of organization, participation, personal responsibility, collaboration, and in-class performance.

Based on these elements, please rate the overall quality of learning in the group work you've done for this course. Was this quality better, similar, or worse than in other courses you've taken at UPRM?







Much better	12 respondents	22 %	
Better	20 respondents	36 %	
Similar	18 respondents	33 %	
Worse	2 respondents	4 %	
Much worse		0 %	
No Answer	3 respondents	5 %	

Q 28

Attempts: 52 out of 52

The organization of the group work was facilitated by the LMS, Canvas.

How would you rate the quality of this organization in relation to other courses? Did Canvas work well in supporting groups to get organized and down to work?

Much better	16 respondents	31 %	
Better	21 respondents	40 %	
Average	14 respondents	27 %	
Worse	2 respondents	4 %	
Much worse		0 %	
No Answer	3 respondents	6 %	







Q 29

Attempts: 52 out of 52

Working in groups often requires meeting in spaces that are digitally equipped, quiet, and conducive to learning.

Campuses are expected to provide these kinds of spaces for students. How satisfied are you with the group meeting spaces and the group and individual study spaces our campus offers students at UPRM? Do you feel that these spaces are conducive of individual well being, of healthy interactions, and of good focus? You can focus on the areas traditionally available for courses taught in Chardon.

Please express your rate of satisfaction below.

Very satisfied	12 respondents	23 %		
Satisfied	36 respondents	69 %		
Dissatisfied	5 respondents	10 %		
Very dissatisfied		0 %		
No Answer	3 respondents	6 %		


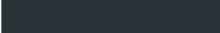



Q 30

Attempts: 52 out of 52

Working in groups often requires meeting in spaces that are digitally equipped, quiet, and conducive to learning.

Campuses are expected to provide these kinds of spaces for students. How satisfied are you with the group meeting spaces and the group and individual study spaces our campus offers students at UPRM? Do you feel that these spaces are conducive of individual well being, of healthy interactions, and of good focus? You can focus on the areas traditionally available for courses taught in Chardon.

Please express your rate of satisfaction below.

Very satisfied	12 respondents	23 %	
Satisfied	36 respondents	69 %	
Dissatisfied	5 respondents	10 %	
Very dissatisfied		0 %	
No Answer	3 respondents	6 %	

Q 31

Attempts: 51 out of 55

A test designed for students' success is one that reflects the content of what is being taught and arranges it in such a way that taking it stimulates the exercise of cognitive and emotional intelligence. A test is a result oriented tool, but it is also an occasion for learning moments when students learn to practice continuous learning.

Based on these elements, please rate the effectiveness of the tests you've taken in helping you to achieve the goals of the course.

Very effective	17 respondents	31 %	
Effective	25 respondents	45 %	
Average	7 respondents	13 %	
Ineffective	2 respondents	4 %	
Very ineffective		0 %	
No Answer	4 respondents	7 %	

Q 32

Attempts: 52 out of 55

One of the advantages of online lectures is that they are standardized and so students in every section of a given course are exposed to the same content. This of course makes it more fair for sections to take the same exams. Another advantage is that one can replay the lectures as a way to review content and take notes at one's own pace. In this respect, online lectures can function as audiovisual textbooks.

Based on these elements, please rate the effectiveness of the online lectures you've attended for this course.


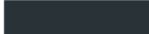
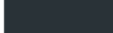



Very effective	24 respondents	44 %	✓
Effective	22 respondents	40 %	
Average	5 respondents	9 %	
Not effective	1 respondents	2 %	
Not at all effective		0 %	
No Answer	3 respondents	5 %	

Q 33

Attempts: 52 out of 55

The online lectures for this course were organized in one-hour segments, due to the production project they emanated from. They could also be organized in shorter segments, each containing only one chapter for example.

As you've experienced the lectures, did you get a sense that an organization in shorter segments would have been more effective? For example, if each video had only contained one chapter from the textbook, would you have preferred it? Please rate your preference for this option.

Very preferred	24 respondents	44 %	 ✓
Preferred	15 respondents	27 %	
Same	11 respondents	20 %	
Not preferred	1 respondents	2 %	
Not at all preferred	1 respondents	2 %	
No Answer	3 respondents	5 %	

Q 34

Attempts: 52 out of 55

One of the operational principles of this course is that it functions as a bilingual educational space where the competence and preferences of everyone are supported and respected. People are encouraged to express themselves in their preferred languages and are expected to offer a good listening to those who do the same, regardless of which language they prefer. This is conducive of becoming more bilingual and more competent in the two official languages of the university. The teacher is competent in both languages. Exams and tests are also taken and accepted in both languages. Online lectures are also a way to practice, since they can be replayed at a slower pace. The intent is to sustain this space throughout the course's journey in such a way that everyone feels both fully expressed and challenged to become a better listener.

How did the bilingual space work for you? To what extent was it effective in helping you to attain the intended goals?

Very effective	34 respondents	62 %	 ✓
Effective	16 respondents	29 %	
Somewhat effective	2 respondents	4 %	
Not effective		0 %	
Not at all effective		0 %	
No Answer	3 respondents	5 %	

Q 35

Attempts: 52 out of 55

The course begins with an opening circle, where people place their motivations and visions for the experience of the course in an imaginary common pot, so that others can sustain them alongside the journey. The intent of this circle is to help each person in the course feel part of a learning community for whose well being and quality everyone is responsible. The opening circle also intends to generate a sense of group awareness.

Was the opening circle effective in helping you feel sustained by a community of learning? Did you experience a sense of group awareness thereon?

Rate the effectiveness of the opening circle in sustaining you towards the activity's goals.

Very effective	17 respondents	31 %	
Effective	19 respondents	35 %	
Somewhat effective	14 respondents	25 %	
Not effective	2 respondents	4 %	
Not at all effective		0 %	
No Answer	3 respondents	5 %	

Q 36

Attempts: 51 out of 51







What is your overarching experience of the course? Did the course sustain your motivations, did it help you reach your developmental goals? One of the purposes of humanistic education is instilling in students a love for knowledge that transforms them in lifetime learners. Has this educational experience been significant in your evolution as a student, as a whole person, and as a lifetime learner?

Very significant	17 respondents	33 %	
Significant	28 respondents	55 %	
Somewhat significant	7 respondents	14 %	
Not significant	1 respondents	2 %	
Not at all significant		0 %	
No Answer	4 respondents	8 %	

Q 37

Attempts: 51 out of 51


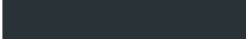



One of the goals of the course is practicing the art of analytical observation. Has the course supported you in learning to practice this art? Rate the effectiveness of the course in helping you to appreciate the art of analytical observation.

Very effective	18 respondents	35 %	
Effective	24 respondents	47 %	
Somewhat effective	6 respondents	12 %	
Not effective	3 respondents	6 %	
Not at all effective		0 %	
No Answer	4 respondents	8 %	

Q 38

Attempts: 51 out of 55

One of the goals of the course is to expose you to new and challenging practices of online learning, so that you can become more experienced in this practice and more capable of continuing to learn online on your own. Has the course supported you in expanding your skills, stamina, and interests as a practitioner of online learner? Please rate the effectiveness of the course in helping you practice online learning skills.

Very effective	17 respondents	31 %	
Effective	24 respondents	44 %	
Somewhat effective	8 respondents	15 %	
Not effective	2 respondents	4 %	
Not at all effective		0 %	
No Answer	4 respondents	7 %	

Q 39

Attempts: 51 out of 55

One of the goals of the course is that of supporting students in evolving a good understanding of the dynamics of cultural transformation. This goal is partly achieved via the juxtaposition of the metanarratives of Western and global history and the microcosm of personal experience narrated in the primary sources from the respective eras.

Culture is always transforming, and understanding the dynamics of these transformations helps us navigate and perform transformation in our own worlds. How effective has the course been in helping you to evolve a good sense of the dynamic of cultural transformation and what each process of change might entail. Rate the effectiveness of the course in helping you reach this goal.

Very effective	21 respondents	38 %	
Effective	23 respondents	42 %	
Somewhat effective	7 respondents	13 %	
Not effective		0 %	
Not at all effective		0 %	
No Answer	4 respondents	7 %	

Q 40

Attempts: 51 out of 51

Organizing the course around the theme of love supports students in being present to the multiple ways in which love is practiced and its energy manifests in the natural and human world. One of the goals of the course is exposing students to diversity and multiplicity in the practices of love that prevailed at different times and in different spaces. This in turn empowers students with more options to identify practices of love that work for them and generate the love they want in their own lives.

Has the experience of the course been effective in helping you understand love in more open and diverse ways? Has the journey of the course transformed you into a person more capable of manifesting and generating the amorous and affective life you want?

Rate the effectiveness of the course in relation to this goal.

Very effective	22 respondents	43 %	✓
Effective	19 respondents	37 %	
Somewhat effective	9 respondents	18 %	
Not effective	1 respondents	2 %	
Not at all effective		0 %	
No Answer	4 respondents	8 %	

In-Progress Results

- Even from a first glance to the percentages obtained in the top two options in each question (Excellent and Very Good), it appears that the Hybrid course was an overwhelmingly positive experience for a vast majority of enrolled students.
- More specific insights into the “best practices” that work well in this course and other similar courses may be inferred from a more specific analytical observation and discussion of the results in each question and cluster of related questions.

Thank you!

- Questions, comments, observations?