

Block I

Faculty and Staff Respondents

Faculty	1
TA	3

Satisfaction with Block I

Only 4 faculty and staff responded to the survey. They were generally satisfied with Block I courses and TIP.

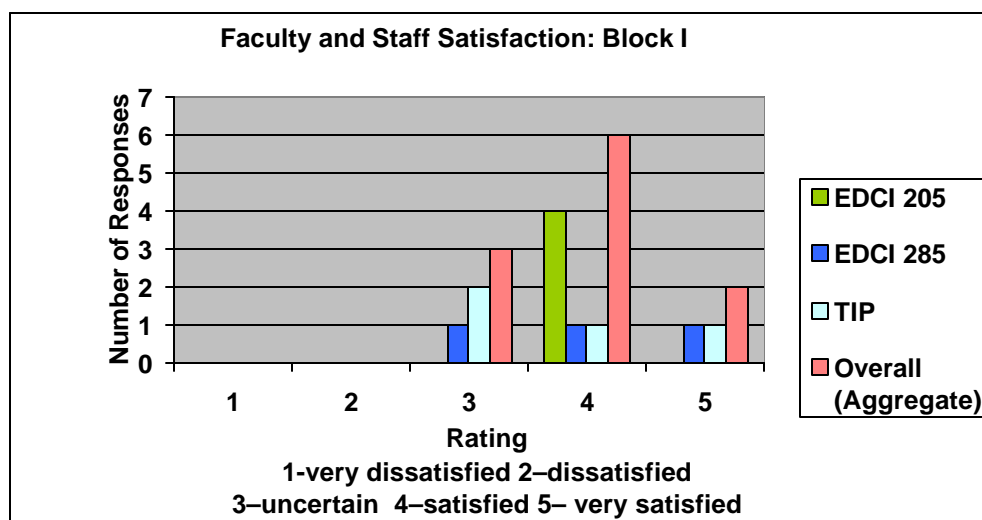


Figure 4: Faculty and staff satisfaction with Block I

Working Well in Block I

Faculty and staff considered the Block to be working well by and large (see faculty and staff comments). The following were working especially well in Block I:

- Relevance of course content and activities
- Focus on learning and the learner
- Focus on diversity
- TIP

	Number of Responses
Integration of course material and TIP	2
Relevance of course content and activities	3
Focus on learning and the learner	2
Focus on technology for teaching and learning	1
Focus on diversity	2
Development of instructional skills	1

Not Working Well in Block I

Faculty and staff considered the following as not working particularly well in Block I:

- Communication
- Assessment strategies
- Focus on technology for teaching and learning including development of portfolios
- Organization and consistency within Block and courses
- Placements
- Student attitudes

	Number of Responses
Integration of course material and TIP	2
Communication among instructors, staff, host schools, and students	3
Assessment strategies	2
Focus on technology for teaching and learning	2
Focus on diversity	1
Focus on portfolios	2
Development of instructional skills	1

Student

Satisfaction with Block I

The majority of students responding to the survey were satisfied and very satisfied (61%) with courses and TIP in Block I. The TIP with 79% of the respondents indicating that they were satisfied or very satisfied was the most popular component of Block I, EDCI 205—62 %, and EDCI 285—41 %.

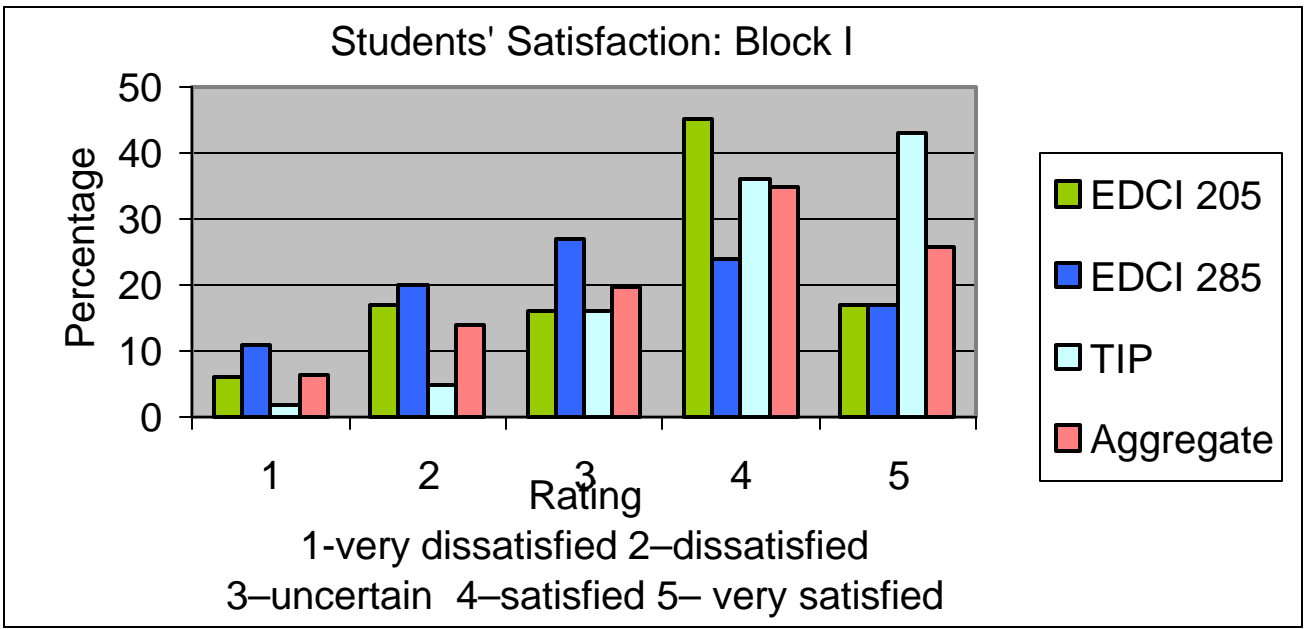


Figure 5: Students' Satisfaction with Block I

Students' Responses: Block I

Students considered the diversity aspect of Block I to be working especially well. Many students made positive comments about the block, such as “Overall, I enjoyed Block I, and it really opened my eyes to new ideas. While the TIP was highly rated, students had concerns with the limited time, placements, and relation of the courses to the TIP. However, there were others that were concerned about the organization, length of class periods, and focus of the block. They made such comments as “Block I needs to more organized and interesting.” Assessment strategies and consistency of objectives were considered to working especially well.

Clarity and organization of course material, portfolio and instructional strategies were considered not to be working particularly well in Block I. Students raised the most concerns about EDCI 285. Communication, organization, assignments, portfolios, elementary and secondary majors, were other issues that were raised by students. Figure 6 shows students responses with regard to what they consider “Working Well” and “Not Working Well” in Block I.

Student Responses: Block I

