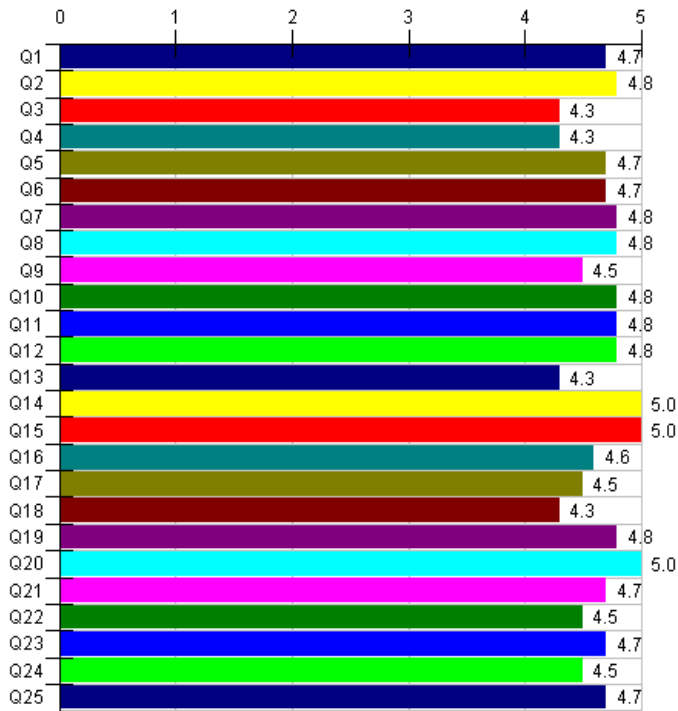


Course: 2015-01-MSTU5015.001 - Rsrch/Pgrmng Serious Games	Department: MST
Responsible Faculty: Joey Lee	Responses / Expected: 7 / 12 (58.33%)



Teachers College Course Evaluation		2015-01-MSTU5015.001									
		Responses					Course				
		SA	A	N	D	SD	N	Mean	Med.	Mode	Std Dev
Q1	When I didn't understand something, I asked questions in class	5	2	0	0	0	7	4.7	5	5	.45
Q2	I completed assignments on time	5	1	0	0	0	6	4.8	5	5	.37
Q3	I completed assignments thoughtfully and did my best work	3	2	1	0	0	6	4.3	4.5	5	.75
Q4	I made an effort to communicate with the course instructor during office hours	3	2	1	0	0	6	4.3	4.5	5	.75
Q5	I shared my opinions, answered questions, and generally participated in class sessions	4	2	0	0	0	6	4.7	5	5	.47
Q6	I made a conscious effort to link the class content to my own interests	4	2	0	0	0	6	4.7	5	5	.47
Q7	Course objectives were clearly stated and aligned with course content	5	1	0	0	0	6	4.8	5	5	.37
Q8	Course requirements were clearly defined	5	1	0	0	0	6	4.8	5	5	.37
Q9	Course materials included multiple viewpoints and perspectives	4	1	1	0	0	6	4.5	5	5	.76
Q10	Class size was appropriate for this course	5	1	0	0	0	6	4.8	5	5	.37
Q11	Class sessions were well organized	5	1	0	0	0	6	4.8	5	5	.37
Q12	Subject matter was presented effectively	5	1	0	0	0	6	4.8	5	5	.37
Q13	Reading assignments contribute to my understanding of the subject	2	4	0	0	0	6	4.3	4	4	.47
Q14	Instructor is responsive to students' questions and/or comments	6	0	0	0	0	6	5.0	5	5	0
Q15	Instructor treats all students with respect	6	0	0	0	0	6	5.0	5	5	0
Q16	Instructor is accessible to students outside of class	3	2	0	0	0	5	4.6	5	5	.49
Q17	Instructor adhered to, and was consistent with, class meeting times	5	0	0	1	0	6	4.5	5	5	1.12
Q18	Course assignments were valuable learning experiences	3	2	1	0	0	6	4.3	4.5	5	.75
Q19	I would recommend the course to other students	5	1	0	0	0	6	4.8	5	5	.37
Q20	I would recommend this instructor to other students	6	0	0	0	0	6	5.0	5	5	0
Q21	I learned a lot in this course	4	2	0	0	0	6	4.7	5	5	.47
Q22	Evaluations reflected course objectives	4	1	1	0	0	6	4.5	5	5	.76
Q23	Evaluation/grading criteria were clearly defined	4	2	0	0	0	6	4.7	5	5	.47
Q24	Sufficient number of opportunities to evaluate my learning	4	1	1	0	0	6	4.5	5	5	.76
Q25	Instructor provides helpful feedback on assignments	5	0	1	0	0	6	4.7	5	5	.75

Responses: [SA] Strongly agree=5 [A] Agree=4 [N] Neutral=3 [D] Disagree=2 [SD] Strongly disagree=1

Category Instructions: Items in this section are optional: feel free to not respond to any items below if you are concerned with issues of anonymity



Teachers College Course Evaluation		2015-01-MSTU5015.001							
		Responses			Course				
		N	M	D	N	Mean	Med.	Mode	Std Dev
Q26	My degree program is:	0	5	1	6	2.2	2	2	.37

Responses: [N] Non-degree=1 [M] Master's=2 [D] Doctoral=3

Category Instructions: Items in this section are optional: feel free to not respond to any items below if you are concerned with issues of anonymity



Teachers College Course Evaluation		2015-01-MSTU5015.001							
		Responses			Course				
		TC	OSO	OC	N	Mean	Med.	Mode	Std Dev
Q27	I am enrolled at:	6	0	0	6	1.0	1	1	0

Responses: [TC] Teachers College=1 [OSO] Other school of Columbia University=2 [OC] Other college/university=3

Category Instructions: Items in this section are optional: feel free to not respond to any items below if you are concerned with issues of anonymity



Teachers College Course Evaluation		2015-01-MSTU5015.001							
		Responses			Course				
		RFM	OOI	SAT	N	Mean	Med.	Mode	Std Dev
Q28	This course is:	0	2	4	6	2.7	3	3	.47

Responses: [RFM] required for my degree=1 [OOI] one option in a list of courses that satisfy my requirements=2 [SAT] selected and taken voluntarily=3

Category Instructions: Items in this section are optional: feel free to not respond to any items below if you are concerned with issues of anonymity



Teachers College Course Evaluation		2015-01-MSTU5015.001									
		Responses					Course				
		LT2	2H	4H	6H	MT8	N	Mean	Med.	Mode	Std Dev
Q29	The average number of hours I put into this class per week is:	1	1	3	1	0	6	2.7	3	3	.94

Responses: [LT2] Less than 2 hours=1 [2H] 2-4 hours=2 [4H] 4-6 hours=3 [6H] 6-8 hours=4 [MT8] More than 8 hours=5



Teachers College Course Evaluation		2015-01-MSTU5015.001									
		Responses					Course				
		SA	A	N	D	SD	N	Mean	Med.	Mode	Std Dev
Q30	Classroom space / facilities were adequate for the needs of the class	6	0	0	0	0	6	5.0	5	5	0
Q31	Equipment and technology support by the College were adequate	6	0	0	0	0	6	5.0	5	5	0

Responses: [SA] Strongly agree=5 [A] Agree=4 [N] Neutral=3 [D] Disagree=2 [SD] Strongly disagree=1

Question:	Please comment on those aspects of the course (activities, materials, etc.) that you found MOST valuable.
Response Rate:	42.86% (3 of 7)
1	Collaboration, guest-lectures were extremely helpful towards my career path and future goals.
2	I enjoyed the self-directed nature of the course.
3	I really loved the fact that we were able to choose our own goal for this class. It pushed me to think of something that I really wanted to do, then set out to achieve it. I loved the diversity of viewpoints we had in the class, as well. Every week was interesting!

Question:	Please comment on those aspects of the course (activities, materials, etc.) that you found LEAST valuable. How could they be improved?
------------------	--

Response Rate:	28.57% (2 of 7)
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- | | |
|----------|--|
| 1 | NA |
| 2 | The only suggestion I would have is to encourage a little more discussion regarding the research papers that we had to summarize online. Other than that, all was great! |

Question:	In what ways was the instructor MOST effective? Please give examples.
------------------	--

Response Rate:	42.86% (3 of 7)
-----------------------	------------------------

- | | |
|----------|--|
| 1 | Joey is an excellent academic who strives to teach his students what tools and communication skills are needed in order to reach the goals specific to our interests. |
| 2 | The professor did a good job of walking us through the research process despite this not being a research methods course. |
| 3 | Dr. Lee is truly an excellent teacher. He keeps a really good pace in the class -- not too fast, not too slow. He works hard to bring in interesting guest lecturers and to stay abreast of new technology and ideas, which he shares with our group. He is extremely kind and takes the time to make sure every student gets individual attention, which I really appreciate. |

Question:	In what ways was the instructor LEAST effective? Please give examples.
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Response Rate:	28.57% (2 of 7)
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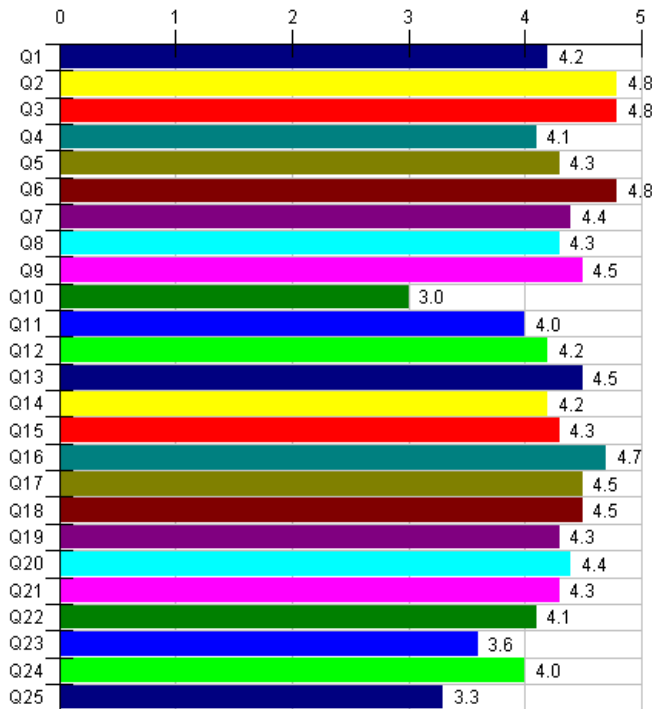
- | | |
|----------|--|
| 1 | NA |
| 2 | The professor should have provided more instruction (either himself or through guest lectures) on writing. |

Question:	Is there anything else you wish to share about this course?
------------------	--

Response Rate:	28.57% (2 of 7)
-----------------------	------------------------

- | | |
|----------|---|
| 1 | NA |
| 2 | I loved this class! Wish I could take it again. |

Course:	2014-09-MSTU4039.001 - Video Games and Education	Department:	MST
Responsible Faculty:	Joey Lee	Responses / Expected:	24 / 37 (64.86%)



Teachers College Course Evaluation		2014-09-MSTU4039.001									
		Responses					Course				
		SA	A	N	D	SD	N	Mean	Med.	Mode	Std Dev
Q1	When I didn't understand something, I asked questions in class	11	8	4	1	0	24	4.2	4	5	.87
Q2	I completed assignments on time	20	4	0	0	0	24	4.8	5	5	.37
Q3	I completed assignments thoughtfully and did my best work	20	3	1	0	0	24	4.8	5	5	.50
Q4	I made an effort to communicate with the course instructor during office hours	9	9	5	1	0	24	4.1	4	4,5	.86
Q5	I shared my opinions, answered questions, and generally participated in class sessions	12	9	2	0	1	24	4.3	4.5	5	.93
Q6	I made a conscious effort to link the class content to my own interests	20	3	1	0	0	24	4.8	5	5	.50
Q7	Course objectives were clearly stated and aligned with course content	13	7	4	0	0	24	4.4	5	5	.75
Q8	Course requirements were clearly defined	12	8	3	1	0	24	4.3	4.5	5	.84
Q9	Course materials included multiple viewpoints and perspectives	13	9	1	0	0	23	4.5	5	5	.58
Q10	Class size was appropriate for this course	3	5	7	7	2	24	3.0	3	2,3	1.15
Q11	Class sessions were well organized	7	13	2	2	0	24	4.0	4	4	.84
Q12	Subject matter was presented effectively	9	11	4	0	0	24	4.2	4	4	.71
Q13	Instructor adhered to, and was consistent with, class meeting times	14	9	0	1	0	24	4.5	5	5	.71
Q14	Reading assignments contributed to my understanding of the subject	8	13	3	0	0	24	4.2	4	4	.64
Q15	Instructor was responsive to students' questions and/or comments	12	8	3	1	0	24	4.3	4.5	5	.84
Q16	Instructor treated all students with respect	17	7	0	0	0	24	4.7	5	5	.45
Q17	Instructor was accessible to students outside of class	14	9	1	0	0	24	4.5	5	5	.58
Q18	Course assignments were valuable learning experiences	13	9	1	0	0	23	4.5	5	5	.58
Q19	I would recommend the course to other students	13	6	5	0	0	24	4.3	5	5	.80
Q20	I would recommend this instructor to other students	13	7	4	0	0	24	4.4	5	5	.75
Q21	I learned a lot in this course	12	8	4	0	0	24	4.3	4.5	5	.75
Q22	Evaluations reflected course objectives	8	12	3	1	0	24	4.1	4	4	.78
Q23	Evaluation/grading criteria were clearly defined	7	6	5	6	0	24	3.6	4	5	1.15
Q24	Sufficient number of opportunities to evaluate my learning	7	11	5	1	0	24	4.0	4	4	.82
Q25	Instructor provides helpful feedback on assignments	5	7	5	5	2	24	3.3	3.5	4	1.25

Responses: [SA] Strongly agree=5 [A] Agree=4 [N] Neutral=3 [D] Disagree=2 [SD] Strongly disagree=1

Category Instructions: Items in this section are optional: feel free to not respond to any items below if you are concerned with issues of anonymity



Teachers College Course Evaluation		2014-09-MSTU4039.001							
		Responses			Course				
		N	M	D	N	Mean	Med.	Mode	Std Dev
Q26	My degree program is:	0	23	1	24	2.0	2	2	.20

Responses: [N] Non-degree=1 [M] Master's=2 [D] Doctoral=3

Category Instructions: Items in this section are optional: feel free to not respond to any items below if you are concerned with issues of anonymity



Teachers College Course Evaluation		2014-09-MSTU4039.001							
		Responses			Course				
		TC	OSO	OC	N	Mean	Med.	Mode	Std Dev
Q27	I am enrolled at:	24	0	0	24	1.0	1	1	0

Responses: [TC] Teachers College=1 [OSO] Other school of Columbia University=2 [OC] Other college/university=3

Category Instructions: Items in this section are optional: feel free to not respond to any items below if you are concerned with issues of anonymity



Teachers College Course Evaluation		2014-09-MSTU4039.001							
		Responses			Course				
		RFM	OOI	SAT	N	Mean	Med.	Mode	Std Dev
Q28	This course is:	0	19	5	24	2.2	2	2	.41

Responses: [RFM] required for my degree=1 [OOI] one option in a list of courses that satisfy my requirements=2 [SAT] selected and taken voluntarily=3

Category Instructions: Items in this section are optional: feel free to not respond to any items below if you are concerned with issues of anonymity



Teachers College Course Evaluation		2014-09-MSTU4039.001									
		Responses					Course				
		LT2	2H	4H	6H	MT8	N	Mean	Med.	Mode	Std Dev
Q29	The average number of hours I put into this class per week is:	2	8	7	4	3	24	2.9	3	2	1.15

Responses: [LT2] Less than 2 hours=1 [2H] 2-4 hours=2 [4H] 4-6 hours=3 [6H] 6-8 hours=4 [MT8] More than 8 hours=5



Teachers College Course Evaluation		2014-09-MSTU4039.001									
		Responses					Course				
		SA	A	N	D	SD	N	Mean	Med.	Mode	Std Dev
Q30	Classroom space / facilities were adequate for the needs of the class	14	7	1	1	1	24	4.3	5	5	1.03
Q31	Equipment and technology support by the College were adequate	16	8	0	0	0	24	4.7	5	5	.47

Responses: [SA] Strongly agree=5 [A] Agree=4 [N] Neutral=3 [D] Disagree=2 [SD] Strongly disagree=1

Question: Please comment on those aspects of the course (activities, materials, etc.) that you found MOST valuable.

Response Rate: 45.83% (11 of 24)

- I gained hands-on skills by doing game design with my classmates.
- hands on experience
- The course assignments were practical ways of assessing our understanding of the material that went behind simply reading research and answering questions or writing essays. The opportunity to design games to varying degrees of completion was among the most memorable and valuable learning experiences of my time at TC.

4	The designs and activities in class were most helpful, we were able to put theory into action. Playtest was valuable to the learning environment
5	The process of design our projects.
6	I really liked using edmodo. It was easy to find old slideshows and articles I was missing.
7	the instructor blended theory and real world practice very effectively
8	The final project: designing a game sounds very challenging and fun, and gave me a strong sense of achievement. I like the assignment that we need to play some games and write game analysis.
9	The projects for the class were amazing learning opportunities.
10	There were multiple opportunities to practice design in this class as well as iterate. Getting feedback was by far the most helpful part of design.
11	Class readings were very informative and interesting - I plan to continue reading many of the books we did not finish, or that were mentioned in class. The in-class slice of life game project provided a quick but meaningful simulation of the design and collaboration process. The final game project took me by surprise - I did not expect it to be so challenging, or to learn so much about collaboration and the iterative process from the activity.

Question: Please comment on those aspects of the course (activities, materials, etc.) that you found LEAST valuable. How could they be improved?

Response Rate: 50.00% (12 of 24)

1	I hope instructor could assign more reading and talk about the reading in the class.
2	the game system of the class
3	It's a little disappointing that course readings were not discussed in greater detail, but I appreciate the professor's trust that our understanding of the material would come out of our work.
4	Buying the textbooks...since we didn't use them
5	A.1) Evaluations should be separated into two stages: First is to access students' ability on 'game design. It could be 5-6 mins as well, but the evaluation will focus on how the game developed? and does the mechanism work to achieve the goals and criteria. If it is only accessed via business pitch, what we can improve of our design? Therefore, the second assessment could access students' ability on 'Marketing', such as pitch. (the role of 'instructional game designer' and 'product marketing/sales' is different function.) 2) In addition to fun, playability, risk-taking, and creativity, "educational element" should be one of the evaluation criteria for assessment, since this is the course of "Game Design & Education" instead of "Game Design." B:1) Gamification system in this class is not clear and delivered well as my expectation. For example, at the beginning, everyone is grading as "F", so we have to collect our cards while the system is not transparent and confused.
6	Instead of having student's come up with ideas for the games, maybe have topics given to them by teachers or other classmates. I think it would be challenging but very interesting.
7	n/a
8	Almost 90% of the assignment is done by group, but group work would sometimes cause troubles such as social loafing. If we could select teammates on a more voluntary basis, that would be better. More readings could be provided. Also the lecture time was not sufficient and the instructor just touched several theories but did not go deeper. Since the final 5 weeks or more were spent on game play test so we didn't really cover anything new. Some class discussions were not so fruitful and could be cut down.
9	Some readings I found not as relevant to the course work at the time.
10	Feedback on assignments was a bit late.
11	I would like to get more constructive feedback from the instructor for my assignments. I think it could be a great improvement if the feedback for our assignment can be with more constructive details. And the standards of each assignment can be more clear and focused. Class discussions often prompted responses from the same few people - giving students a few minutes to discuss answers with their neighbors before sharing allows more time for people to think of responses, and engages more students in the question as well. I never quite understood the "Scholar's
12	Quest" aspect of class - grading was unclear and stressful at times, and the game elements were not consistently applied. Many of the card-earning activities required meeting outside of class (brown bag meetings, playtesting other games) during times when I was never free, making me feel like my grade was suffering or that I was missing out on the class experience because of a scheduling conflict that I was unaware of when enrolling.

Question: In what ways was the instructor MOST effective? Please give examples.

Response Rate: 41.67% (10 of 24)

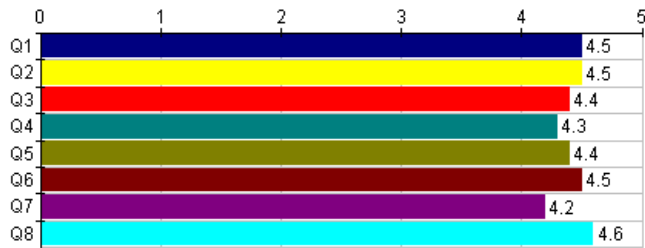
1	The instructor organized the course very well. I like the gamified class. Instructor used different ways to motivate students to get engaged in learning, such as using like cards, pitch presentation and so on.
2	provides hands-on experience
3	Dr. Lee is fun, engaging, and clearly knows this field. He did an excellent job of mediating a class that was, by his own admission, much larger than previous sections. Despite this, he still managed to leverage student discussion with the course objectives he set out for a particular class.
4	Providing a lot of space for the class to be an active participant in the class
5	1. The instructor is willing to include varied perspectives in class. 2. He showed passion via lecturing. 3. The lectures was clearly delivered.
6	there were a lot of multimodal learning and discussed many ways to incorporate technology in various areas of life.
7	motivate students and encourage group activities to reach how to apply theories to the real world instructional design
8	His passion for the subject matter and willingness to change lesson plans based on peoples interests.
9	He addressed any and all questions thoughtfully and with a designers lens. I think that he had a difficult time drawing students out of their comfort zone, but persisted.

10 Professor Lee inspired me to believe that anyone could be an entrepreneur. Much of the learning was through experience.

Question:	In what ways was the instructor LEAST effective? Please give examples.
Response Rate:	37.50% (9 of 24)
1	Feedback for the midterm assignment is given not very in time.
2	analyzing the theory
3	Not enough feedback... feedback was always received at least a month after the assignment. This does not give us time to use the feedback to improve our projects. Not enough projects and activities Need to explain how to "power-up" or what the Like cards did..the class lost the gamification aspect
4	Grading process was unclear and the feedback took really long
5	focusing group work little too much (?)
6	The instructor didn't grade our assignments himself and let TA do it. TA's feedback was not so justified and arrived extremely late. For example, the midterm assignment was graded towards the end of semester. The grading criteria were not clear and he didn't provide us with the grades of each assignment. What's most frustrating was that the instructor didn't give prompt feedback on the final project during several in class play tests. If he could give feedback earlier, we could have more time to change our game rather than wait until the last week and told us we had to change it almost completely.
7	Feedback coming from the TAs was lacking.
8	We could have used a bit more structure towards the iterative process of designing our games. Although we play-tested, it would have been nice to hear what best practices were emerging from other students' groups.
9	Many classes seemed like they were too much about pitching and entrepreneurial skills and not enough about game theory or education, the two concepts which interested me in the course. Compared to other classes I've taken with prominent group-work components, I felt like the classroom community was far less strong. Perhaps having more time to get to know others in the class (for us and for Professor Lee) may have been helpful in making the class feel more like a learning community, or a community of players, rather than separate individuals. I think we could have gone more in depth with some of the concepts we discussed in class from the readings (flow theory, mechanics/dynamics/aesthetics). Most of the learning was experiential, but I feel like we could have learned more of the theory and how gamification can be used in education - the questions on the last day of class suggest that many students still do not understand what gamification means.

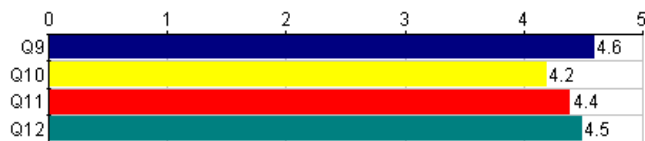
Question:	Is there anything else you wish to share about this course?
Response Rate:	33.33% (8 of 24)
1	I like this course so much, and I learnt a lot of things of game-based learning.
2	This is an excellent course, and it confirmed my doctoral research interests. Without it, I feel I'd have had to learn much of the theory on my own without any of the practice, save my own trial and error.
3	This class is very different than what I am used to, but I think it was a rather challenging course (in all the right ways) that required students to push their limits and think about things from a different perspective. Besides the feedback and not enough assignments, I think this course is great. It really shows how you can look at education and life through a gamified lens.
4	This class also demonstrated how gamification could be implemented in the graduate-level class. When it did not go well, students would be demotivated instead. Besides, students still worked very hard to maximize their learning far beyond the grading system. However, it does not mean that the result of undesirable gamification could be ignored when the course designer emphasized the learning itself.
5	this course is very different from my other courses. It was a very interesting way to learn and I enjoyed it.
6	the course title was video games and education, but "video" was kind of missing..
7	A slightly clearer picture of how we were doing in the class would be helpful, but otherwise overall an amazing class.
8	Take this course!

Spring 2013 Course Evaluations 2013-01		Teachers College Columbia University Teachers College	
Course:	2013-01-MSTU5003.001 - Thry/Prgm Interactive Media I (Spring 2013)	Department:	MST
Responsible Faculty:	Joey Lee	Responses / Expected:	15 / 17 (88.24%)



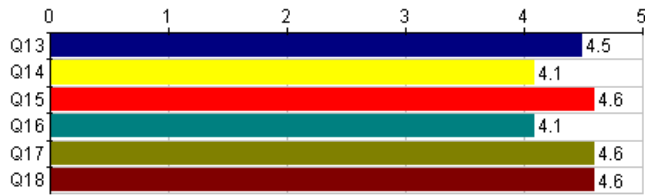
I. Presentation		2013-01-MSTU5003.001									
		Responses					Course				
		SA	A	N	D	SD	N	Mean	Med.	Mode	Std Dev
Q1	Class Presentations were clear and straightforward.	8	6	1	0	0	15	4.5	5	5	.62
Q2	Subject matter was presented in an interesting and stimulating way.	7	8	0	0	0	15	4.5	4	4	.50
Q3	Instructor was well prepared and class sessions were well organized.	8	5	2	0	0	15	4.4	5	5	.71
Q4	Instructor presented materials on level appropriate to student ability and preparation.	7	6	2	0	0	15	4.3	4	5	.70
Q5	Instructor stimulated and encouraged independent thinking.	7	7	1	0	0	15	4.4	4	4,5	.61
Q6	Examples were used to relate theory to practice.	9	4	2	0	0	15	4.5	5	5	.72
Q7	Subject matter was up to date and reflected current literature.	8	4	2	0	1	15	4.2	5	5	1.11
Q8	The atmosphere in the class was conducive to learning.	9	6	0	0	0	15	4.6	5	5	.49

Responses: [SA] Strongly agree=5 [A] Agree=4 [N] Neutral=3 [D] Disagree=2 [SD] Strongly disagree=1



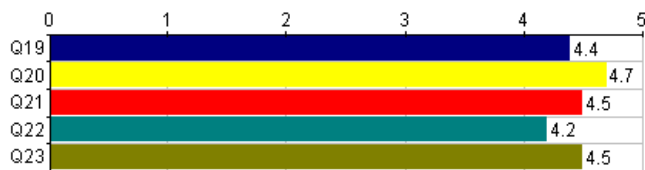
II. Discussions		2013-01-MSTU5003.001									
		Responses					Course				
		SA	A	N	D	SD	N	Mean	Med.	Mode	Std Dev
Q9	Adequate opportunities were provided for students to ask questions.	8	6	0	0	0	14	4.6	5	5	.49
Q10	Class discussions were well managed.	5	8	2	0	0	15	4.2	4	4	.65
Q11	Active student participation in discussion was encouraged.	7	7	1	0	0	15	4.4	4	4,5	.61
Q12	The instructor was responsive to student comments and questions.	7	8	0	0	0	15	4.5	4	4	.50

Responses: [SA] Strongly agree=5 [A] Agree=4 [N] Neutral=3 [D] Disagree=2 [SD] Strongly disagree=1



III. Assignments and Evaluations		2013-01-MSTU5003.001									
		Responses					Course				
		SA	A	N	D	SD	N	Mean	Med.	Mode	Std Dev
Q13	Assignments were reasonable in quantity and quality.	7	8	0	0	0	15	4.5	4	4	.50
Q14	Reading assignments contributed to my understanding of the subject.	6	6	2	0	1	15	4.1	4	4,5	1.06
Q15	There were a sufficient number of opportunities (tests, exams, reports, papers, class participation, etc.) for the instructor to evaluate my learning.	10	4	1	0	0	15	4.6	5	5	.61
Q16	Instructor provided prompt feedback on written work.	4	10	0	1	0	15	4.1	4	4	.72
Q17	Evaluations (tests, homework, etc.) reflected course objectives.	9	6	0	0	0	15	4.6	5	5	.49
Q18	Students were treated in a fair and equal way.	9	6	0	0	0	15	4.6	5	5	.49

Responses: [SA] Strongly agree=5 [A] Agree=4 [N] Neutral=3 [D] Disagree=2 [SD] Strongly disagree=1



IV. Overall		2013-01-MSTU5003.001									
		Responses					Course				
		SA	A	N	D	SD	N	Mean	Med.	Mode	Std Dev
Q19	I would recommend the course to other students.	8	5	2	0	0	15	4.4	5	5	.71
Q20	I would recommend the instructor to other students.	10	5	0	0	0	15	4.7	5	5	.47
Q21	Instructor treated students with respect.	9	4	2	0	0	15	4.5	5	5	.72
Q22	Instructor was accessible to students outside of class.	6	6	3	0	0	15	4.2	4	4,5	.75
Q23	I learned a lot in this class.	9	5	1	0	0	15	4.5	5	5	.62

Responses: [SA] Strongly agree=5 [A] Agree=4 [N] Neutral=3 [D] Disagree=2 [SD] Strongly disagree=1



VI. General-Other		2013-01-MSTU5003.001									
		Responses					Course				
		LT2	2H	4H	6H	MT8	N	Mean	Med.	Mode	Std Dev
Q24	On average, how many hours per week did you spend on this course outside of the classroom?	1	4	7	2	1	15	2.9	3	3	.96

Responses: [LT2] Less than 2 hours=1 [2H] 2-4 hours=2 [4H] 4-6 hours=3 [6H] 6-8 hours=4 [MT8] More than 8 hours=5



VI. General-Other		2013-01-MSTU5003.001						
		Responses			Course			
		YES	NO	N	Mean	Med.	Mode	Std Dev
Q25	Is this course REQUIRED for your degree/program?	9	6	15	1.6	2	2	.49
Q26	Is this course OFFERED by your department?	10	4	14	1.7	2	2	.45

Responses: [YES] Yes=2 [NO] NO=1

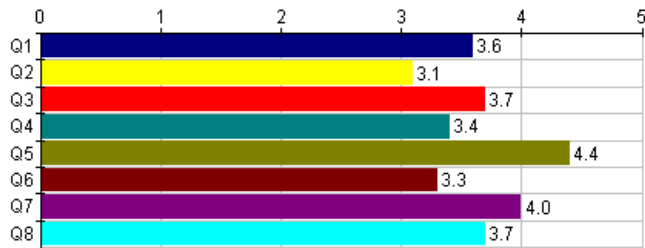
Question:	Please comment on those aspects of the course (activities, materials, etc.) which you found MOST valuable.
Response Rate:	53.33% (8 of 15)
1	The flash tutorials, homework assignments
2	The practical assignments were useful to understanding the course.
3	very well organized
4	Assignments. Code snippets used to demonstrate programming concepts. Readings helped develop understanding of good programming, interface design, etc.
5	Programming part Readings about design
6	Doing projects for the mid-term and the final.
7	Great examples and tutorials.
8	The tutorials and hands-on experience are very helpful.

Question:	Please comment on those aspects of the course (activities, materials, etc.) which you found LEAST valuable. How could they be improved?
Response Rate:	40.00% (6 of 15)
1	The readings- I just feel like they were repetition from all of the other CCTE courses and were not really applicable at the low level of basic programming that we were doing. I'd have rather dedicated the entire class to programming.
2	Though the reading assignments contributed to an understanding of current design theory, I wish that there had been more assigned reading related to the programming aspects of the course.
3	can't think of any
4	Helping us leverage what we have learned in terms of coding into new situations.
5	I wish we had a separate lab session along with the main lecture. The class hours were insufficient to practice coding.
6	n/a

Question:	In what ways was the instructor MOST effective? Please give examples.
Response Rate:	26.67% (4 of 15)
1	Walkthroughs of code.
2	The instructor was responsive to students' questions during class.
3	Assignments directly related to learning.
4	Provided great structure to class while also allowing students freedom to explore.

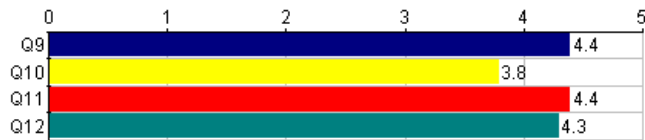
Question:	In what ways was the instructor LEAST effective? Please give examples.
Response Rate:	20.00% (3 of 15)
1	I would have liked more time to work on our own original code in class with the instructor available to help us where we individually had issues.
2	The schedule of the recitation sessions changed and sometimes it was a challenge to find help.
3	n/a

Spring 2013 Course Evaluations 2013-01		Teachers College Columbia University Teachers College	
Course:	2013-01-MSTU5015.001 - Rsrch/Prgmng Serious Games (Spring 2013)	Department:	MST
Responsible Faculty:	Joey Lee	Responses / Expected:	10 / 12 (83.33%)



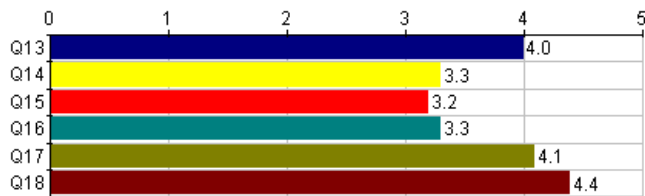
I. Presentation		2013-01-MSTU5015.001									
		Responses					Course				
		SA	A	N	D	SD	N	Mean	Med.	Mode	Std Dev
Q1	Class Presentations were clear and straightforward.	1	5	3	1	0	10	3.6	4	4	.80
Q2	Subject matter was presented in an interesting and stimulating way.	1	2	4	3	0	10	3.1	3	3	.94
Q3	Instructor was well prepared and class sessions were well organized.	1	5	4	0	0	10	3.7	4	4	.64
Q4	Instructor presented materials on level appropriate to student ability and preparation.	1	3	5	1	0	10	3.4	3	3	.80
Q5	Instructor stimulated and encouraged independent thinking.	4	6	0	0	0	10	4.4	4	4	.49
Q6	Examples were used to relate theory to practice.	1	2	6	1	0	10	3.3	3	3	.78
Q7	Subject matter was up to date and reflected current literature.	2	6	2	0	0	10	4.0	4	4	.63
Q8	The atmosphere in the class was conducive to learning.	0	8	1	1	0	10	3.7	4	4	.64

Responses: [SA] Strongly agree=5 [A] Agree=4 [N] Neutral=3 [D] Disagree=2 [SD] Strongly disagree=1



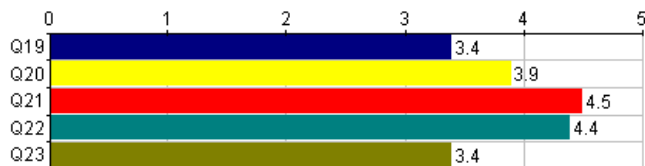
II. Discussions		2013-01-MSTU5015.001									
		Responses					Course				
		SA	A	N	D	SD	N	Mean	Med.	Mode	Std Dev
Q9	Adequate opportunities were provided for students to ask questions.	5	4	1	0	0	10	4.4	4.5	5	.66
Q10	Class discussions were well managed.	1	6	3	0	0	10	3.8	4	4	.60
Q11	Active student participation in discussion was encouraged.	5	4	1	0	0	10	4.4	4.5	5	.66
Q12	The instructor was responsive to student comments and questions.	4	5	1	0	0	10	4.3	4	4	.64

Responses: [SA] Strongly agree=5 [A] Agree=4 [N] Neutral=3 [D] Disagree=2 [SD] Strongly disagree=1



III. Assignments and Evaluations		2013-01-MSTU5015.001									
		Responses					Course				
		SA	A	N	D	SD	N	Mean	Med.	Mode	Std Dev
Q13	Assignments were reasonable in quantity and quality.	2	6	0	1	0	9	4.0	4	4	.82
Q14	Reading assignments contributed to my understanding of the subject.	1	2	3	0	1	7	3.3	3	3	1.16
Q15	There were a sufficient number of opportunities (tests, exams, reports, papers, class participation, etc.) for the instructor to evaluate my learning.	0	4	4	2	0	10	3.2	3	3,4	.75
Q16	Instructor provided prompt feedback on written work.	0	3	3	1	0	7	3.3	3	3,4	.70
Q17	Evaluations (tests, homework, etc.) reflected course objectives.	2	7	1	0	0	10	4.1	4	4	.54
Q18	Students were treated in a fair and equal way.	4	6	0	0	0	10	4.4	4	4	.49

Responses: [SA] Strongly agree=5 [A] Agree=4 [N] Neutral=3 [D] Disagree=2 [SD] Strongly disagree=1



IV. Overall	2013-01-MSTU5015.001										
	Responses					Course					
	SA	A	N	D	SD	N	Mean	Med.	Mode	Std Dev	
Q19	I would recommend the course to other students.	1	3	5	1	0	10	3.4	3	3	.80
Q20	I would recommend the instructor to other students.	2	5	3	0	0	10	3.9	4	4	.70
Q21	Instructor treated students with respect.	5	5	0	0	0	10	4.5	4.5	4.5	.50
Q22	Instructor was accessible to students outside of class.	5	3	1	0	0	9	4.4	5	5	.68
Q23	I learned a lot in this class.	1	2	7	0	0	10	3.4	3	3	.66

Responses: [SA] Strongly agree=5 [A] Agree=4 [N] Neutral=3 [D] Disagree=2 [SD] Strongly disagree=1



VI. General-Other	2013-01-MSTU5015.001										
	Responses					Course					
	LT2	2H	4H	6H	MT8	N	Mean	Med.	Mode	Std Dev	
Q24	On average, how many hours per week did you spend on this course outside of the classroom?	5	4	1	0	0	10	1.6	1.5	1	.66

Responses: [LT2] Less than 2 hours=1 [2H] 2-4 hours=2 [4H] 4-6 hours=3 [6H] 6-8 hours=4 [MT8] More than 8 hours=5



VI. General-Other	2013-01-MSTU5015.001							
	Responses			Course				
	YES	NO	N	Mean	Med.	Mode	Std Dev	
Q25	Is this course REQUIRED for your degree/program?	1	9	10	1.1	1	1	.30
Q26	Is this course OFFERED by your department?	10	0	10	2.0	2	2	0

Responses: [YES] Yes=2 [NO] NO=1

Question:	Please comment on those aspects of the course (activities, materials, etc.) which you found MOST valuable.
Response Rate:	70.00% (7 of 10)
1	The independent readings gave me preparation for my MA project.
2	Freedom for intellectual exploration and assumption of contribution to the field.
3	Fellow students and the presentations.

4	Focus on exploration and research of personal research topics
5	This class helps me to understand the whole process of producing a quality paper. The instructor respects students' opinions.
6	Encouragement. Encouraging us that writing a paper for publication wasn't so unattainable. Made me think differently about papers and that defining the goals, audience, purpose, and answering the "so what" questions were important and would help to guide the paper. Also, reviewing other students' papers made me think about mine more. Doing things gradually was good.
7	Very helpful for learning some of the ins-and-outs of the academic publication process.

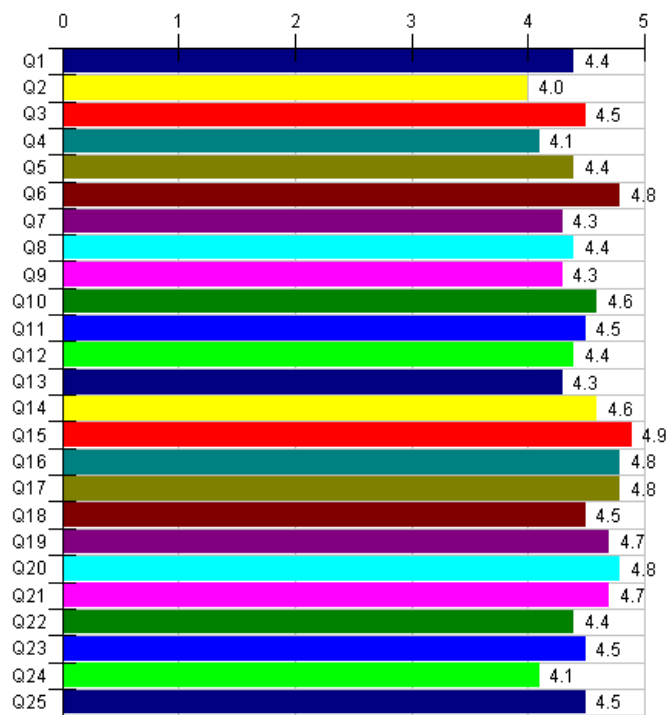
Question:	Please comment on those aspects of the course (activities, materials, etc.) which you found LEAST valuable. How could they be improved?
Response Rate:	60.00% (6 of 10)
1	Besides peer presentations, I don't know that we did enough writing and revision to prepare us for a peer reviewed journal.
2	Class time was poorly used, as was the classroom space. More scaffolding for final project (not hand-holding, but deadlines earlier on so it's not quite so last-minute).
3	The discussions during class. There wasn't much of them. Too much idle time.
4	in-class statement writing and analysis - if they were made electronic and then discussed in class it would be more efficient and there could be more discussion within the limited class time
5	Perhaps would have liked to define my topic more in the beginning.
6	Had little to do with serious games or anything at all for that matter. Was expecting a course on games.

Question:	In what ways was the instructor MOST effective? Please give examples.
Response Rate:	60.00% (6 of 10)
1	He has so much experience in research that he had an answer for most of our research related questions.
2	Giving us space, individual feedback, assuming we're able to contribute.
3	Talking to students and being open to different ideas.
4	In explaining the process of publication
5	Shared insights into the research process and made the class feel authentic and filled with researchers and scholars (enjoyed the email about peer reviewing students' papers because it mimicked the real scholarly anonymous peer review process). Encouraged interaction among classmates.
6	Very open for advice and feedback. Very helpful and insightful on the academic process.

Question:	In what ways was the instructor LEAST effective? Please give examples.
Response Rate:	60.00% (6 of 10)
1	Dr. Lee was more helpful to those pursuing research topics and projects which were aligned to his own research.
2	Not very enthusiastic in speaking or good in leading discussion. Limiting computer usage might help discussions.
3	Didn't put us to work as soon as was possible.
4	In scaffolding and managing the research and writing process
5	Twitter was a good idea. It could have been more encouraged or could have been combined with a rewards system or something for tweeting
6	Did not really teach. Left class to student direction which prompted good discussion but those discussions could have been done outside of a classroom. Was expecting to gain content knowledge.

Spring 2014 Course Evaluations 2014-01		Teachers College Columbia University Teachers College	
Course:	2014-01-MSTU5015.001 - Rsrch/Pgrmng Serious Games	Department:	MST
Responsible Faculty:	Joey Lee	Responses / Expected:	17 / 22 (77.27%)

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Teachers College Course Evaluation		2014-01-MSTU5015.001									
		Responses					Course				
		SA	A	N	D	SD	N	Mean	Med.	Mode	Std Dev
Q1	When I didn't understand something, I asked questions in class	9	6	2	0	0	17	4.4	5	5	.69
Q2	I completed assignments on time	5	9	2	0	1	17	4.0	4	4	.97
Q3	I completed assignments thoughtfully and did my best work	10	6	0	1	0	17	4.5	5	5	.78
Q4	I made an effort to communicate with the course instructor during office hours	7	5	5	0	0	17	4.1	4	5	.83
Q5	I shared my opinions, answered questions, and generally participated in class sessions	8	7	2	0	0	17	4.4	4	5	.68
Q6	I made a conscious effort to link the class content to my own interests	13	4	0	0	0	17	4.8	5	5	.42
Q7	Course objectives were clearly stated and aligned with course content	9	4	4	0	0	17	4.3	5	5	.82
Q8	Course requirements were clearly defined	8	7	2	0	0	17	4.4	4	5	.68
Q9	Course materials included multiple viewpoints and perspectives	8	5	3	0	0	16	4.3	4.5	5	.77
Q10	Class size was appropriate for this course	10	7	0	0	0	17	4.6	5	5	.49
Q11	Class sessions were well organized	9	6	1	0	0	16	4.5	5	5	.61
Q12	Subject matter was presented effectively	7	9	1	0	0	17	4.4	4	4	.59
Q13	Reading assignments contribute to my understanding of the subject	7	7	2	0	0	16	4.3	4	4,5	.68
Q14	Instructor is responsive to students' questions and/or comments	12	4	1	0	0	17	4.6	5	5	.59
Q15	Instructor treats all students with respect	15	2	0	0	0	17	4.9	5	5	.32
Q16	Instructor is accessible to students outside of class	13	4	0	0	0	17	4.8	5	5	.42
Q17	Instructor adhered to, and was consistent with, class meeting times	14	3	0	0	0	17	4.8	5	5	.38
Q18	Course assignments were valuable learning experiences	10	6	1	0	0	17	4.5	5	5	.61
Q19	I would recommend the course to other students	12	5	0	0	0	17	4.7	5	5	.46
Q20	I would recommend this instructor to other students	13	4	0	0	0	17	4.8	5	5	.42
Q21	I learned a lot in this course	12	5	0	0	0	17	4.7	5	5	.46
Q22	Evaluations reflected course objectives	8	7	1	0	0	16	4.4	4.5	5	.61
Q23	Evaluation/grading criteria were clearly defined	9	6	1	0	0	16	4.5	5	5	.61
Q24	Sufficient number of opportunities to evaluate my learning	6	7	4	0	0	17	4.1	4	4	.76
Q25	Instructor provides helpful feedback on assignments	9	8	0	0	0	17	4.5	5	5	.50

Responses: [SA] Strongly agree=5 [A] Agree=4 [N] Neutral=3 [D] Disagree=2 [SD] Strongly disagree=1

Category Instructions: Items in this section are optional: feel free to not respond to any items below if you are concerned with issues of anonymity



Teachers College Course Evaluation		2014-01-MSTU5015.001							
		Responses				Course			
		N	M	D	N	Mean	Med.	Mode	Std Dev
Q26	My degree program is:	0	16	1	17	2.1	2	2	.24

Responses: [N] Non-degree=1 [M] Master's=2 [D] Doctoral=3

Category Instructions: Items in this section are optional: feel free to not respond to any items below if you are concerned with issues of anonymity



Teachers College Course Evaluation		2014-01-MSTU5015.001							
		Responses			Course				
		TC	OSO	OC	N	Mean	Med.	Mode	Std Dev
Q27	I am enrolled at:	17	0	0	17	1.0	1	1	0

Responses: [TC] Teachers College=1 [OSO] Other school of Columbia University=2 [OC] Other college/university=3

Category Instructions: Items in this section are optional: feel free to not respond to any items below if you are concerned with issues of anonymity



Teachers College Course Evaluation		2014-01-MSTU5015.001							
		Responses			Course				
		RFM	OOI	SAT	N	Mean	Med.	Mode	Std Dev
Q28	This course is:	0	10	6	16	2.4	2	2	.48

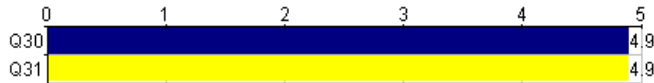
Responses: [RFM] required for my degree=1 [OOI] one option in a list of courses that satisfy my requirements=2 [SAT] selected and taken voluntarily=3

Category Instructions: Items in this section are optional: feel free to not respond to any items below if you are concerned with issues of anonymity



Teachers College Course Evaluation		2014-01-MSTU5015.001									
		Responses					Course				
		LT2	2H	4H	6H	MT8	N	Mean	Med.	Mode	Std Dev
Q29	The average number of hours I put into this class per week is:	2	5	6	2	2	17	2.8	3	3	1.15

Responses: [LT2] Less than 2 hours=1 [2H] 2-4 hours=2 [4H] 4-6 hours=3 [6H] 6-8 hours=4 [MT8] More than 8 hours=5



Teachers College Course Evaluation		2014-01-MSTU5015.001									
		Responses					Course				
		SA	A	N	D	SD	N	Mean	Med.	Mode	Std Dev
Q30	Classroom space / facilities were adequate for the needs of the class	16	1	0	0	0	17	4.9	5	5	.24
Q31	Equipment and technology support by the College were adequate	15	2	0	0	0	17	4.9	5	5	.32

Responses: [SA] Strongly agree=5 [A] Agree=4 [N] Neutral=3 [D] Disagree=2 [SD] Strongly disagree=1

Question:	Please comment on those aspects of the course (activities, materials, etc.) that you found MOST valuable.
Response Rate:	64.71% (11 of 17)
1	I love the way this class is gamified, and student centered. Additionally, Dr. Lee's vision that he imparts to Graduate students is inspirational.
2	In lead discussion part, students could obtain knowledge on gamification from different perspectives. Also, the peer-review session help us gain the understanding of the whole paper publishing process.
3	The entire approach to this course was engaging, motivating and challenging. It needs to be considered as a total package. Having said that, some elements could be positively adopted in other courses. <ol style="list-style-type: none"> 1. It's stated practical endpoint of producing an academic paper for submission to an academic journal, 2. The learning-design: <ol style="list-style-type: none"> a) (incorporating game-design principles) b) establishment of enabling factors and encouragement to develop a learning community within the class c) balance between direct instruction and other modes (varied from class to class but generally 20-30 min per 100 min session) d) a variety of individual and collaborative (and sometimes competitive) groupwork e) grounding in real-world contexts f) balance of required and optional learning tasks (missions) g) underlying principle of making the class meet individual learning and career needs h) assessment approaches - ongoing formative assessment including peer-assessment 3. Guest speakers (occasional)
4	I really like the gamification element provide by the instructor to evaluate the performance of students inside class and the different track you can choose to control your path.
5	Provided practical opportunity for us to learn how to conduct and publish research paper. The course helped me to form a very effective understanding about the educational research in videogames.
6	Professional focus of the course was greatly appreciated.
7	Peer interaction and online platform (Edmodo)
8	peer review process
9	Peer-review system forced me to get more work done
10	The class format is still being refined but I enjoyed being part of this work. The publishable paper final project was quite worthwhile.
11	Discussions in groups, research projects, research tracks, edmodo

Question:	Please comment on those aspects of the course (activities, materials, etc.) that you found LEAST valuable. How could they be improved?
Response Rate:	29.41% (5 of 17)
1	Nothing comes to mind.
2	Research methods could be taught in class for students better working on own projects.

3	I do think that the game-design course (MSTU 4039 or equivalent experience) should be considered as a pre-requisite for this course. Most of the class had previously taken this course and it provided a common set of understandings from which to build. In the very first class, there was a marked difference between those who had not taken this course. In fact, the spirit of community that had developed in the previous semester course was so strong that it inadvertently had an alienating effect on newcomers - which the instructor skillfully handled I hasten to add.
	The course set out to use a number of web-based collaborative tools for information and research sharing (Google docs, Mendeley group feature, Edmodo). The instructor stated upfront that this was experimental which is fine but worth bit more explicit teaching of HOW to optimise the shared knowledge management of the group by agreed consistent practice (eg tagging items in Mendeley and Edmodo in a consistent fashion)
4	None. At least for me.
5	The group presentation project... I think that could have been dropped to allow focus on the final paper work.

Question:	In what ways was the instructor MOST effective? Please give examples.
Response Rate:	52.94% (9 of 17)
1	He provided clear, helpful information guiding us towards research and being contributors to our field.
2	Building on my response to Q 32, the DESIGN of the course combined with the instructor's facilitation. He stated and modeled his values of respect, optimism, positivity. Class norms were established in session one as CENT - Collaborate (Work together, critique, share discoveries); Explore (Scour the research, ask questions); New & Next (Track latest developments, forecast the future); Tinker (Experiment, design, create new things)
3	The entire eco-system of the class design and implementation (and willingness of class to embrace it) meant that the Monday mornings I set aside to prepare for class at 3pm were experienced as a satisfying, absorbing and pleasurable way to spend time. This contrasts sharply with the chore of reading multiple academic papers set for most classes. I read MORE academic papers for this course not less. I frequently was so inspired by whatever transpired in class and/or online that I would spend another chunk of time over the next few days.
4	The instructor arranges the course very coherence and full of different kinds of activities. For example, we even have a guest speaker from HongKong Polytechnic University. This is was the only course in TC where the instructor provided very effective, detailed and face2face mentoring. He was very dedicated to provide a very rich experience for the learner by letting us explorer different knowledge seeking opportunities from working in groups, cooperating virtually with other researchers in the class, reading scientific papers, attending conferences, etc. He was very quick and effective with his feedback whenever we reached him.
5	The class was designed as research academy where all students conducted researches and were treated us expert in their research field. Many of the students were able to write amazing papers and some were accepted in conference and others will be sending their papers for publishing. It was an amazing course. I believe all course should have such practical flavor instead of teachers being busy with their own research leaving students with no guidance. This course was worth my money and time. Everybody should to take this course.
6	Breaking down the writing track
7	encouraging
8	Lots of opportunities to explore, gaming mechanics.
9	The encouragement on the final paper project and the peer review process that was simulated.
	always clear and helpful when questions were asked, very knowledgeable about subject

Question:	In what ways was the instructor LEAST effective? Please give examples.
Response Rate:	23.53% (4 of 17)
1	I can't think of anything.
2	See 33 above but I will elaborate with some examples, all related to knowledge management - this is a MINOR CRITICISM Edmodo was the class online community discussion and sharing environment. We decided to use tags to help improve retrieval and search. However, there was a lot of inconsistency (we all forget) and so the tags ended up not being as useful as they could have been. Similarly in the use of Mendeley for sharing research, for the end result to be really useful, each item needs to be added correctly and completely, and tagging benefits from some shared agreed practice. IF THEN would be beneficial. The tricky thing is that the full benefit is not realized until later - delayed gratification - and may not be sufficiently important to all, to be worth the effort.
3	I think maybe the instructor can have more theories introduced in the class.
4	class needed a bit more structure

Question:	Is there anything else you wish to share about this course?
Response Rate:	47.06% (8 of 17)
1	I have highly recommended this course to all of my classmates.
2	TC is a graduate school of education. Its name is evocative of "state of the art" education of teachers which to me (as an educator of 30+yrs experience) means modeling good pedagogical practice. This course does that in a contemporary way. It is not all about technology but technology is an essential part of it. It is not all about game-based learning but game-based learning has a lot to offer. TC should have more of this and other innovative approaches to courses. I understand the challenge but maybe there could be some MUST HAVES for all courses eg - some required standards for minimum useage of Moodle - a welcome video from the instructor; information about the chosen pedagogical approach and why (evidence-research based); where readings are part of the course specifications, require that e-reserves be used (Kinzer & Meier are good eg); if Moodle is not preferred for the main operation of the class, at least have enough information in Moodle that it serves as a springboard
3	I really recommend this class. The weekly game research meeting is really meaningful and full of fun.
4	I think that the final publishable paper could have been required earlier in the semester, say, Week 12 rather than Week 15, so as to allow extra reflection time.
5	This course should a model for other TC courses. Most TC courses lack the practical part and teachers are very busy doing their own researches.
6	I think that this should be more collaborative work (a group paper), this would really provide more focus for those with very open-ended, broad research questions and also force deadlines on people.
7	I would recommend this to anyone wanting to focus effort on games in education
8	great course! recommended