

Evaluation of Online Advanced Placement Courses

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Introduction

During the 1999-2000 school year, the Centre for Advanced Placement Education (CAPE) had received a grant from the Office of Learning Technologies (a division of Human Resources Development Canada). As a component of this grant, the CAPE had to complete an external evaluation of its pilot AP European History course, which was eventually completed by the Centre for Assessment Research in Education (CARE).

In the 2000-01 school year, CAPE has not received any project funding and is not in a position to conduct an external evaluation of the two courses that it is currently supporting. However, using the measures developed by CARE, the researchers involved with CAPE are able to conduct an internal evaluation of the AP European History and AP Human Geography courses (see Appendix A for a copy of the questionnaire used).

AP European History

The 1999-2000 school year saw a late introduction of the AP European History course. As a new course and new initiative of the Vista School District, the course didn't actually receive approval until the middle of October and didn't actually begin until near the end of October.

The three students, who decided to take the course, did so as a course overload (meaning that they took their regular in-class courses and then took their online AP European History course in their own time). In addition, unlike students involved in the district's other online initiative (Vista School District Digital Intranet), the students in the online history course did not receive any training on how to use the WebCT system. Finally, two of the students were in grade 11 and one was in grade 12.

This experience was drastically different for the three students who took the course during the 2000-01 school year. These students began the course at the beginning of the school year. Their online history course was a part of their regular timetable, meaning that the students received class-time to work their way through the course. Finally, the first two weeks of the course were based solely upon an orientation to the WebCT system and the style of learning that would be involved in taking an online course.

With this context, it was not surprising that CARE found in the pilot year for the AP European History that:

An interesting pattern of responses found in the rating questions warrants comment. One student responded to the rating questions with 4s, 5s, and yes across the board; another gave 3 twos, 4 threes, 2 fours, and 1 five, a third responded with 6 fours, 2 fives, a three, and a two. This pattern suggests that one student appeared to be very happy with the course, one was generally satisfied, and the other did not appear to enjoy the experience as much as his/her classmates do.

Keeping in mind that during the pilot year of any course, there will be bugs that need to be adjusted along the way and prior to the second offering of the course. When the students of the

second offering of the AP European History completed the questionnaire, there was an overall increase in the satisfaction of all students, as shown in Table 1 (found below).

Table 1 - Mean Rating Values and Frequency of Responses for Questions 2 to 8

Please assess the following features of the course. A “5” corresponds to strongly agree, a “4” to agree, a “3” to no opinion, a “2” to disagree, and a “1” to strongly disagree.	1999-2000 Mean	2000-01 Mean	Frequency
2. The instructor assigned high quality readings.	4.0	4.0	3 - 4
3. Overall, the course workload was reasonable.	3.7	4.7	1 - 4, 2 - 5
4. The course stimulated my interest in history.	4.7	4.7	1 - 4, 2 - 5
5. The pacing of the course was appropriate.	2.7	4.7	2 - 4, 1 - 5
6. The assignments were well chosen and appropriate for the course.	4.0	5.0	3 - 5
7. Instructor feedback on assignments was helpful.	3.7	4.7	1 - 4, 2 - 5
8. The instructor structured the course in an effective way.	3.7	5.0	3 - 5

As indicated in Table 1, there was a much greater level of satisfaction with the 2000-01 offering of the online AP European History course. During the 1999-2000 school year, the students rated over half of the statements as "no opinion" or "disagree." However, during the 2000-01 school year, the students rated all but one of the statements as "strongly agree."

When considering the previous evaluation, CARE stated that "clearly there [was] much that students appreciated about the course, but there [were] also areas where the students feel the course [could] and should be improved." The increase in the mean associated with most of the statements indicates that CAPE has addressed many of the areas in which the students felt some level of discontent.

This increased level of satisfaction is also demonstrated through the students' responses to the open-ended questions. When asked to comment about the course, students responded with "there is really nothing wrong with the course" or "the workload was acceptable and for the most part did not pose a particular problem."

The students continue to express satisfaction with the instructor who teaches this course. This was best illustrated by one student's comments "Mr. Barbour has always been very responsive and effective in his communication. He is very willing to help the students and often encourages all of us to further partake in the discussions. Overall Mr. Barbour is an excellent teacher."

Like the previous year, students were also asked questions about the course readings, paper and assignment, and exams and quizzes. There was again a general level of satisfaction with the assigned readings, papers, assignments, exams and quizzes. There were some suggestions, which the students felt would make the course that much stronger, which are

discussed in the final section of this report. To view the complete, unedited responses by the students to the open-ended questions see Appendix B.

Woburn Public School Pilot

In February 2001, Woburn Public registered two students into the AP European History course that was being offered by the Centre for Advanced Placement Education. In preparation for this pilot project, Woburn Public School selected two teachers to act as school-based, mediating teachers in Woburn (MA). One of these teachers was a technology-based, learning resource teacher and the other was a content-based, history teacher.

The students were scheduled to go to the resource centre and use the computer to logon to their course for one period a day, five days a week. According to the learning resource teacher, the students only signed into the resource centre on 36 out of a total of 58 periods (although both students were out of school for a total of five days due to illness or travel). Due to a series of miscommunication, the two students involved in this pilot did not complete the questionnaire, however, both mediating teachers involved in the pilot answered a series of questions.

These questions were designed to consider the interaction that both teachers had with the students. The questions that the teachers were asked to respond to were as follows:

1. Did you login to the AP European History WebCT system?

Yes No

If you answered no to question 1, please skip to question 3.

2. Did you participate in the course's online discussion forum?

Yes No

3. How often did the students come to you during their AP slot?

1 day a week 2 days a week 3 days a week
4 days a week 5 days a week

4. How often did the students submit classwork and/or assignments to you?

All the time Most of the time Some of the time
A few times Not at all

5. How would you describe the interaction that you have had with the students since they joining the online AP European History course?

The responses to these questions by both teachers provided an insight into the role that each of these teachers played in the students' online experience.

While both teachers did log into the AP European History WebCT system, neither mediating teacher became involved in the course's online discussion forum (which was the most accessible means for a teacher's online involvement). While the students were scheduled for AP

every single day, one of the mediating teachers (the learning resource teacher) reported that she did not always see the students on a daily basis. The content-based mediating teacher reported that he met with the students on a daily basis.

The responses to the final two questions revealed the true roles of each of the two mediating teachers in the students' online experience. The technology-based mediating teacher reported that no student work was submitted to her and that her involvement with the students was limited "to relaying messages, helping them with the computers and the web page assignment." On the other hand, the content-based mediating teacher reported that all classwork and assignments were submitted to him prior to them being submitted to the electronic teacher and that his interaction could be characterised as "I met with the students daily and assisted in all of their work."

In terms of a good working model of distance education, the role of the technology-based mediating teacher was exactly what a mediating teacher is supposed to be by definition: a technology trouble-shooter, who can supervise the students and track their attendance. The role that was assumed by the content-based mediating teacher was in fact replacing the need for an electronic teacher. If the students submit work and receive instruction from a school-based mediating teacher, then there is simply no need for a distance education programme and an electronic teacher.

From the standpoint of the electronic teacher, it appeared that for the first few months of the pilot project, the students in Massachusetts were supervised by the school's learning resource teacher, who was also responsible for the school's technology. This individual had little formal training or background in history. The students would go to their learning resource centre during their AP slot, login to their course and were taught by the e-teacher. During this period, the students did very well in the course, participating regularly in the online discussion forum, staying up-to-date on their readings, classwork, assignments, and homework. During this period, the content-based mediating teacher would only drop by to check on the students.

However, later in the pilot project, the students began to spend more time with a history teacher from their own school who had an open period during their AP slot. While they still participated in the course, their level of participation decreased dramatically. In addition to this decreased participation, they began to submit work to the content-based teacher in their own school, which meant that classwork and assignments were submitted late, if at all. This change is indicated in the following table.

	<i>Deadline</i>	<i>Student #1</i>	<i>Student #2</i>
Bridging activities			
Era of Napoleon	17 Feb	<i>Not submitted</i>	<i>Not submitted</i>
Romanticism, Reaction & Revolution	24 Feb	<i>Not submitted</i>	<i>Not submitted</i>
The Great War	05 Mar	<i>Not submitted</i>	<i>Not submitted</i>
Bulletin Board Discussion Questions			
Week 18	10 Feb	Completed (20 Feb)	Completed (14 Feb)

Week 19	17 Feb	Completed (08 Mar)	Completed (11 Mar)
Week 20 - Question 1	21 Feb	Completed (08 Mar)	Completed (11 Mar)
Week 20 - Question 2	21 Feb	Completed (29 Apr)	Completed (21 Mar)
Week 20 - Question 3	21 Feb	<i>Not completed</i>	Completed (21 Mar)
Week 21	28 Feb	Completed (08 Mar)	Completed (11 Mar)
Week 22	07 Mar	Completed (29 Apr)	Completed (21 Mar)
Week 24	21 Mar	<i>Not completed</i>	Completed (30 Mar)
Week 25	28 Mar	<i>Not completed</i>	Completed (01 May)
Document-Based Questions			
Question #7	11 May	<i>Not submitted</i>	<i>Not submitted</i>
Question #8	11 May	<i>Not submitted</i>	<i>Not submitted</i>
Free-Response Questions			
Question #7	11 May	<i>Not submitted</i>	<i>Not submitted</i>
Question #8	11 May	<i>Not submitted</i>	<i>Not submitted</i>
Question #9	11 May	<i>Not submitted</i>	<i>Not submitted</i>
Question #10	11 May	<i>Not submitted</i>	<i>Not submitted</i>
Weekly Assignments			
WWW Site Review	19 Feb	Completed(23 Feb)	Completed (18 Feb)
Book Review	14 Apr	Completed (15 May)	Completed (04 May)
Movie Review	23 May	<i>Not submitted</i>	<i>Not submitted</i>
Major Assignments			
WWW Art History Project	31 Mar	Completed (01 Apr)	Completed (01 Apr)

The change from a technical-based mediating teacher to a content-based mediating teacher had a negative effect upon the students' experience in their online course.

From the students' perspective, it was entirely understandable. The students had two choices. They could receive instruction and support from a teacher that they already know, who is available within their school to them, and someone they can actually see and talk to. Or they could receive instruction from a teacher who they have never seen, who may take hours to reply to their queries, and who isn't readily available to them (due to the asynchronous nature). Many secondary school students, who do not have the required maturity and independence to excel in an online environment, would have made the exact same decision.

This shows that the selection of mediating teachers can be a significant determining factor to the success of any school's adoption of the online courses offered by the CAPE. The selection of a mediating teacher who can trouble-shoot any problems that arise in the technology, while the primary content-based teacher remains the electronic teacher, is the model which appears to have the best success. When the mediating teacher is also a content-based teacher, it creates competition between the mediating teacher and the electronic teacher, and in the case of most secondary students they will select the teacher that they have the most access to: the mediating teacher. Once this selection is made, the benefits of the online course quickly fall by the wayside.

AP Human Geography

Unlike the AP European History course, the 2000-01 school year was the first year that CAPE offered the AP Human Geography. While the students didn't have to go through many of the hurdles that the 1999-2000 history students had to endure, such as the late start date and lack of class-time, many of the same pitfalls were still present.

It was the fact that the 2000-01 school year was the first time that the College Board ever offered the AP Human Geography presented most of the challenges that the students had to endure. The years of previous exams, experienced AP teachers, stronger textbook correlation have not yet been developed or established for this brand new course. The lack of previous information to use as a guide presented many pitfalls for both the students and the instructor.

However, in terms of the students' opinion of the course and individual course components, the students didn't treat the first offering of the AP Human Geography as harshly as the previous year's students had treated the first offering of the AP European History. This is evidenced by the results of the close-ended questions.

Table 2 - Mean Rating Values and Frequency of Responses for Questions 2 to 8

Please assess the following features of the course. A "5" corresponds to strongly agree, a "4" to agree, a "3" to no opinion, a "2" to disagree, and a "1" to strongly disagree.	Mean	Frequency
2. The instructor assigned high quality readings.	4.4	1 - 3, 1 - 4, 3 - 5
3. Overall, the course workload was reasonable.	4.0	4 - 4
4. The course stimulated my interest in geography.	4.0	1 - 3, 3 - 4, 1 - 5
5. The pacing of the course was appropriate.	4.2	1 - 3, 2 - 4, 1 - 5
6. The assignments were well chosen and appropriate for the course.	4.6	2 - 4, 3 - 5
7. Instructor feedback on assignments was helpful.	4.6	2 - 4, 3 - 5
8. The instructor structured the course in an effective way.	4.4	3 - 4, 2 - 5

As can be seen in the previous table, the mean for each of the close-ended questions was above four. This was different than the previous year's AP European History students, who rated a number of the elements of the course with scores of less than four. This indicates that, while the AP Human Geography experienced some of the growing pains that was experienced by the AP European History course in its first year, many of the lessons about how to offer an asynchronous AP Social Studies course the previous year were transferred into the design, development and tele-teaching of the AP Human Geography course.

While there was a greater level of satisfaction expressed with the AP Human Geography in the 2000-01 school year, than the AP European History during the previous year, the students did indicate a number of items which they would improve upon for future years. Most of these suggestions centered on the assigned free-response questions and the readings and online lectures.

Students felt that the frequency of the free-response questions was too high. Simply put, there were too many free-response questions. This was particularly noticeable for students when they also had to complete an assignment at the same time (the practice having been to assign a weekly free-response question, while in many cases the students would have an assignment that they may have two or three weeks to complete which would overlap these free-response questions). This was best illustrated by the comment "If I were the teacher, I would have corresponding weeks for free-response questions, assignments and discussion postings."

The readings and weekly lecture were the other area of concern. For the most part, the readings received mixed reviews. However, all the students who made comments about the online lectures felt that they were of little value. Comments from three of the five students summarise the groups' opinion on the readings and online lectures when they said "There is a fair bit of reading. The textbook was found to be the most valuable. The weekly lectures I found to be a waste of time." and "The readings are too long and boring." and "I feel there is a lot of reading material, sometimes too much. I feel the readings from the text are more valuable than the lectures."

Similar to the AP European History, students in the AP Human Geography rated the instructor very highly. Comments such as "The instructor is very qualified in this field of work." and "The instructor is excellent in his ability to communicate his ideas. He is prompt in replying to discussion postings, e-mail, and any questions that may be posed." indicate their satisfaction with him.

At present, there is much more room for improvement to the AP Human Geography course than there was for the AP European History course at the end of the previous year. Part of this may reflect the instructor's own educational bias towards History over Geography, although some of this should also reflect the newness of the AP Human Geography course and the lack of available support material. The students suggestions will go a long way in improving this course for the 2002-03 school year, however, the problem of the newness of the course will still be a concern.

As with the AP European History students, the complete list of comments for each question can be viewed in Appendix C. Given the students' somewhat negative impressions of the online lectures, a follow-up survey (which can be viewed in Appendix D) was administered to determine which lectures the students found useful and which lectures the students would replace/remove. Four of the five students completed this survey and the following is a summary of their opinions:

As a follow-up to the previous questionnaire, many of you indicated that the online lectures were not all that useful. In response to these comments, could you rate from 1 to 5 (one being the lowest and five being the highest) each of these lectures. Place your rating in the left-hand margin.	Mean	Frequency
<i>Geography: Its Nature and Perspective</i>	4.00	1 - 3 2 - 4 1 - 5
Geography as a Field of Inquiry	3.50	2 - 3 2 - 4
Evolution of Key Geographic Concepts	4.00	1 - 3 2 - 4 1 - 5
Key Geographical Skills	3.00	1 - 1 2 - 3 1 - 4
Sources of Geographical Ideas and Data: The field, Census data, etc.	3.50	2 - 3 2 - 4
<i>Population</i>		
Geographical Analysis of Population	3.75	1 - 2 1 - 3 2 - 5
Population Patterns and Processes Activity	4.00	2 - 3 2 - 5
Population Distribution and Composition	3.25	1 - 2 2 - 3 1 - 5
Population Growth and Decline Over Time and Space	3.75	2 - 3 1 - 4 1 - 5
Population Movement	4.00	1 - 3 2 - 4 1 - 5
<i>Cultural Patterns and Processes</i>		
Concepts of Culture	3.00	1 - 2 2 - 3 1 - 4
Roots and Meaning of Culture	3.25	1 - 2 1 - 3 2 - 4
Cultural Differences (Language and religion)	3.00	2 - 2 1 - 3 1 - 5

Environmental Impact of Cultural Attitudes	3.50	1 - 2 1 - 3 1 - 4 1 - 5
Recycling	3.25	1 - 2 2 - 3 1 - 5
Environmental Determinism	3.25	1 - 2 2 - 3 1 - 5
Cultural Landscapes and Cultural Identity	3.00	2 - 2 1 - 3 1 - 5
<i>Political Organisation of Space</i>		
Territorial Dimensions of Politics	2.00	2 - 1 2 - 3
The Origins of Germany	2.25	2 - 1 1 - 3 1 - 4
The Process of Unification	2.25	1 - 1 1 - 2 2 - 3
The Creation of Two Germanies	2.25	1 - 1 1 - 2 2 - 3
Re-unification of Germany: The Wall Cracks	2.75	1 - 1 2 - 3 1 - 4
Political Spatial Systems	3.25	1 - 1 1 - 3 2 - 4
Evolution of the Contemporary Political Pattern	2.50	1 - 1 3 - 3
European Unification	2.75	1 - 1 2 - 3 1 - 4
The French and English Colonial Empires	2.25	1 - 1 1 - 2 2 - 3
The New Imperialism	2.50	1 - 1 1 - 2 1 - 3 1 - 4
Introductory Notes to Heartlands and Rimlands	1.75	2 - 1 1 - 2 1 - 3

Challenges to Inherited Political-Territorial Arrangements	2.75	1 - 1 2 - 3 1 - 4
Alexander's Dream of a United Nations	2.75	1 - 1 2 - 3 1 - 4
A History of the United Nations	3.25	1 - 1 1 - 3 1 - 4 1 - 5
Brave New World	2.75	1 - 1 2 - 3 1 - 4
<i>Agricultural and Rural Land Use</i>		
Development and Diffusion of Agriculture	2.75	1 - 1 1 - 2 2 - 4
The Agricultural and Industrial Revolutions	3.50	1 - 2 1 - 3 1 - 4 1 - 5
Post Glacial Climate and the Rise of Human Cultures and Agriculture	3.75	1 - 2 2 - 4 1 - 5
The Domestication of Plants and Animals	3.50	1 - 2 1 - 3 1 - 4 1 - 5
Major Agricultural Production Regions	2.75	2 - 2 1 - 3 1 - 4
Rural Land Use and Change	3.00	1 - 2 2 - 3 1 - 4
The Von Thunen Model	3.00	1 - 2 2 - 3 1 - 4
American Rural Landscapes	2.75	2 - 2 1 - 3 1 - 4
Foreign Rural Landscapes	3.25	1 - 2 1 - 3 2 - 4
Impacts of Modern Agricultural Change	3.00	2 - 2 2 - 4

American Metropolitan Evolution	3.50	1 - 2 1 - 3 1 - 4 1 - 5
Is Urban Sprawl Measure Needed?	3.00	1 - 2 2 - 3 1 - 4
The Law of the Primate City	2.75	2 - 2 1 - 3 1 - 4
<i>Industrialisation and Economic Development</i>		
Introduction to Industrialisation and Economic Development	3.00	1 - 2 2 - 3 1 - 4
Character of Industrialisation	3.00	4 - 3
Developed vs. Underdeveloped	3.75	2 - 3 1 - 4 1 - 5
The Expansion of the Modern World	3.25	3 - 3 1 - 4
Spatial Aspects of the Rise of Industrial Economies	3.25	3 - 3 1 - 4
Contemporary Global Patterns of Industrialisation	2.75	1 - 2 3 - 3
Central and South America	2.75	1 - 2 3 - 3
Impacts of Industrialisation	3.25	3 - 3 1 - 4
<i>Cities and Urban Land Use</i>		
Definitions of Urbanisation	3.00	1 - 2 2 - 3 1 - 4
Origin and Evolution of Cities	2.25	3 - 2 1 - 3
Urban Land Use: Residential Patterns and Change	3.00	1 - 2 2 - 3 1 - 4
Functional Character of Contemporary	3.00	1 - 2 2 - 3 1 - 4
Built Environment and Social Space	3.00	1 - 2 2 - 3 1 - 4
Responses to Urban Growth	3.25	1 - 2 2 - 3 1 - 5

The Centre for Advanced Placement Education will consider replacing or revision all lectures that received a mean of less than 3.50.

The follow-up survey, also asked students to explain their reasons for choosing not to take the AP exam. Unlike the students in the AP European History course over the past two years, who have all taken the AP exam, none of the students in the AP Human Geography chose to take the AP exam. Of the four students who completed the survey, the following comments were made:

The reason I did not take the AP Geography exam was mainly due to the fact I was not planning on attending university. Cost of the exam was also a factor.

I chose not to take the AP test for several reasons, however, I wish I had taken the test. I felt I would have failed the test and it would be a waste of money. Since my future plans do not include university, I felt that I did not need the credit for the course.

The reason that I chose not to do the AP exam was that I felt the credit and money for the exam would have been wasted seeing I am not attending a university of college.

I chose not to take the final exam because I failed the mid-term and I didn't think I'd pass the final and it was a lot of money, so I didn't take it.

As can be seen by the comments made by the students, the determining factor in most cases seemed to be the student's decision not to attend university.

Recommendations

As in the CARE evaluation, students took the opportunity when answering the questionnaires to make suggestions for improving the courses for the following year. Students in the AP European History course made the following suggestions:

- Add multiple-choice questions to the WebCT system for students to practice upon.
- Tie free-response questions more to the weekly readings and less as a review of the course to date.
- Have more papers and assignments and less exams and quizzes.
- As the course is online, have more assignments that make use of material available on the Internet or that create a product for the Internet.

In terms of the AP Human Geography, there were a larger number of recommendations from the students on how to make the course stronger. This is not surprising, given that it is the first year that this course has been taught. Students in this course made the following suggestions:

- Have fewer free-response questions.
- Consider providing more time to write the free-response questions, to take into account the fact that students may not type as fast as they write.
- Make the online lectures shorter and more interesting.

Most of the recommendations for the AP European History and all of the recommendations for the AP Human Geography will be implemented.

Conclusions

When considering this report, one has to keep in mind the fact that the sample size is a very small one. There were only three students who took the AP European History and five students who took the AP Human Geography. In the case of the AP Human Geography, while the course was taught online, all five students were located in the same building as the instructor.

However, regardless of the small sample size, there are a number of suggestions that the students have made which will allow the Centre for Advanced Placement Education to offer a stronger selection of courses for the 2001-02 school year. In addition to the comments made by students, the instructor involved with this project has also gained an additional year of experience tele-teaching and in particular tele-teaching different subject areas (both history and geography during the 2000-01 school year). This experience has provide the instructor with suggestions of his own, on how to better offer these courses in an online synchronous format.

In conclusion, as the only secondary organisation within the province of Newfoundland, which offers a totally asynchronous, online distance education programme, there are no other groups in which the Centre are able to take lessons from. It is for this reason that the Centre for Advanced Placement Education must continue the process of making their courses a little stronger each year based solely upon student and instructor feedback.

Appendix A - Course Evaluation Form

1. Which course are you taking?

AP Human Geography 4220 _____ AP European History 4225 _____

Part A. Please assess the following features of the course. A "5" corresponds to strongly agree, a "4" to agree, a "3" to no opinion, a "2" to disagree, and a "1" to strongly disagree.

2. The instructor assigned high quality readings.
3. Overall, the course workload was reasonable.
4. The course stimulated my interest in history/geography.
5. The pacing of the course was appropriate.
6. The assignments were well chosen and appropriate for the course.
7. Instructor feedback on assignments was helpful.
8. The instructor structured the course in an effective way.

Part B. Please answer the following open ended questions.

9. If you were the teacher, what changes, if any, would you make to the course?
10. Please comment on the INSTRUCTOR with respect to his ability to communicate ideas, willingness to entertain debate, organization, attitude, toward students, accessibility.
11. Please comment on the COURSE with regard to pace, workload, level of difficulty, educational value, topics covered, and integration of sections.
12. Please comment on the selection and amount of READING. Which readings were most/least valuable? Why?
13. Please comment on the PAPERS and ASSIGNMENTS with regard to number, appropriateness to the course, instructor feedback.
14. Please comment on the EXAMS and QUIZZES (if applicable) with regard to frequency, usefulness, appropriateness of questions.

Appendix B

9. *If you were the teacher, what changes, if any, would you make to the course?*

"Wouldn't change a thing."

"More multiple-choice questions."

"I would have given a few more multiple-choice questions throughout the year to better prepare the students for the mid-term and final exam."

10. *Please comment on the INSTRUCTOR with respect to his ability to communicate ideas, willingness to entertain debate, organization, attitude, toward students, accessibility.*

"Fine."

"Communicate ideas - very good; debate - very good; organisation - good; attitude - very good; accessibility - very good."

"Mr. Barbour has always been very responsive and effective in his communication. He is very willing to help the students and often encourages all of us to further partake in the discussions. Overall, Mr. Barbour is an excellent teacher."

11. *Please comment on the COURSE with regard to pace, workload, level of difficulty, educational value, topics covered, and integration of sections.*

"There is really nothing wrong with the course. It is not difficult, for a university course, most topics are covered, and the pace is generally fine, sometimes I find I have nothing to do."

"Pace - good; workload - very good; level of difficulty - good; educational value - high; topics - well covered; integration of sections - well done."

"The course itself flows fairly smoothly and covers a large variety of time period. The workload was acceptable and for the most part did not post a particular problem."

12. *Please comment on the selection and amount of READING. Which readings were most/least valuable? Why?*

"The reading is a bit long. The chapters are long and then when I do a FRQ, there is no question there pertaining to what I read."

"The amount of reading is manageable. The readings assigned are all valuable for creating understanding of the time periods."

"The amount of reading was what I would expect to see in such a course and is therefore acceptable."

13. Please comment on the PAPERS and ASSIGNMENTS with regard to number, appropriateness to the course, instructor feedback.

"I enjoyed the assignments I am given. They help me have a deeper understanding of a specific topic during a time period."

"The number of assignments and papers is reasonable. They are appropriate to the course and the instructor gives helpful feedback."

"I would have liked to have seen a few more assignments because I find them interesting. The book reviews for example. The assignments are very appropriate."

14. Please comment on the EXAMS and QUIZZES (if applicable) with regard to frequency, usefulness, appropriateness of questions.

"I don't find the exams overly difficult I may be a little pressed for time sometimes. Also when I do a FRQ, I find the questions are from chapters I've done a long time ago and I can't remember most of the answers. Then I struggle to find information and form an answer in the time allowed."

"The evaluations are helpful. However, to prepare for the university exam multiple-choice questions would be advantageous."

"I find that the document-based questions are more fun for me because they include useful information which I find both interesting and challenging."

Appendix C

9. *If you were the teacher, what changes, if any, would you make to the course?*

No changes would be made.

I would make the weekly readings shorter and more interesting.

If I were the teacher, I would have corresponding weeks for free-response questions, assignments and discussion questions.

If I were the teacher, I wouldn't have some many free-response questions, otherwise the course seems fine the way it is.

Classroom setting.

10. *Please comment on the INSTRUCTOR with respect to his ability to communicate ideas, willingness to entertain debate, organization, attitude, toward students, accessibility.*

The instructor is very qualified in this field of work.

Good teacher, explains stuff well.

The instructor is excellent in his ability to communicate his ideas. He is prompt in replying to discussion postings, e-mail, and any questions that may be posed.

The instructor of this course gives us a clear outlook on what we have to do, is concerned about us getting our work done and is helpful when we need extra help.

Goes out of his way to help. Does a lot of extra work to make the course more interesting.

11. *Please comment on the COURSE with regard to pace, workload, level of difficulty, educational value, topics covered, and integration of sections.*

The course in general is well put together. The workload is not too heavy. There is a wide range of topics that all flow together.

The workload is a little too much and its hard to complete work on time.

The course AP Geography is a very good course. The workload is reasonable, it is challenging, though not too difficult. It is educational and the topics discussed are relevant.

The course is going at a good pace, although there is a lot of work to be done. The whole course was well organised, leaving us with a lot of time to study to our final [AP] exam.

Workload was reasonable. If you are capable of doing the work, the course is not difficult.

12. Please comment on the selection and amount of READING. Which readings were most/least valuable? Why?

There is a fair bit of reading. The textbook was found to be the most valuable. The weekly lectures I found to be a waste of time.

The readings are too long and boring.

I feel there is a lot of reading material, sometimes too much. I feel the readings from the text are more valuable than the lectures."

Some of the readings in this course did not interest me at all, however, many of the selections did. There is no doubt a lot of readings, but all of the material is helpful for free-response questions, quizzes and tests.

Lots of reading, however, all sections are of value.

13. Please comment on the PAPERS and ASSIGNMENTS with regard to number, appropriateness to the course, instructor feedback.

There is a good number of assignments and paper which are appropriate to the course, instructor feedback is sufficient.

The assignments are good.

I feel the assignment are interesting, and there is a good time span between them. Although it would be better if all assignments were made available at the beginning of the course and due dates set accordingly.

All the assignments we did were interesting except for the webpage listing one, the feedback was important because it helped us not make the same mistake twice.

Reasonable amount of assignments. Most assignments were appropriate to the course.

14. Please comment on the EXAMS and QUIZZES (if applicable) with regard to frequency, usefulness, appropriateness of questions.

A weekly free-response question is a good frequency, all questions tie into the chapter being read that week.

With regard to the free-response questions, I find it difficult to write the required amount in the given time.

The amount of exams and quizzes are useful, although quizzes are sometime too frequent.

I feel that the quizzes were reasonable and that they were easy to answer due to the reading of the week.

Having a quiz every week is very effective.

Appendix D

As a follow-up to the previous questionnaire, many of you indicated that the online lectures were not all that useful. In response to these comments, could you rate from 1 to 5 (one being the lowest and five being the highest) each of these lectures. Place your rating in the left-hand margin.

Geography: Its Nature and Perspective

Geography as a Field of Inquiry

Evolution of Key Geographic Concepts

Key Geographical Skills

Sources of Geographical Ideas and Data: The field, Census data, etc.

Population

Geographical Analysis of Population

Population Patterns and Processes Activity

Population Distribution and Composition

Population Growth and Decline Over Time and Space

Population Movement

Cultural Patterns and Processes

Concepts of Culture

Roots and Meaning of Culture

Cultural Differences (Language and religion)

Environmental Impact of Cultural Attitudes

 Recycling

 Environmental Determinism

Cultural Landscapes and Cultural Identity

Political Organisation of Space

Territorial Dimensions of Politics

 The Origins of Germany

 The Process of Unification

 The Creation of Two Germanies

 Re-unification of Germany: The Wall Cracks

Political Spatial Systems

Evolution of the Contemporary Political Pattern

 European Unification

 The French and English Colonial Empires

 The New Imperialism

 Introductory Notes to Heartlands and Rimlands

Challenges to Inherited Political-Territorial Arrangements

 Alexander's Dream of a United Nations

 A History of the United Nations

 Brave New World

Agricultural and Rural Land Use

Development and Diffusion of Agriculture

 The Agricultural and Industrial Revolutions

 Post Glacial Climate and the Rise of Human Cultures and Agriculture

 The Domestication of Plants and Animals

Major Agricultural Production Regions

Rural Land Use and Change

 The Von Thunen Model

 American Rural Landscapes

 Foreign Rural Landscapes

Impacts of Modern Agricultural Change

 American Metropolitan Evolution

 Is Urban Sprawl Measure Needed?

 The Law of the Primate City

Industrialisation and Economic Development

Introduction to Industrialisation and Economic Development

Character of Industrialisation

 Developed vs. Underdeveloped

 The Expansion of the Modern World

Spatial Aspects of the Rise of Industrial Economies

Contemporary Global Patterns of Industrialisation

 Central and South America

Impacts of Industrialisation

Cities and Urban Land Use

Definitions of Urbanisation

Origin and Evolution of Cities

 Urban Land Use: Residential Patterns and Change

Functional Character of Contemporary

Built Environment and Social Space

Responses to Urban Growth

Finally, to further understand student actions in the AP Human Geography course, could you comment on the reasons why you chose not to take the Advanced Placement exam. Thank you for your time.
