

**Course:** EDU 2080 (Spring 2019) - Comp & International Education, Marsicano Chris  
**Instructor:** Chris Marsicano \*  
**Response Rate:** 19/28 (67.86 %)

**1 - What elements of the course and instruction did you find most helpful to the accomplishment of the course's goals?**

<b>Response Rate</b>	19/28 (67.86%)
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- I really enjoyed the group paper because it allowed the class to take a topic from scratch and develop into a research paper, poster, and presentation by the end. A semester long project is an effective tool and gets the students invested from the beginning.
- I loved starting class with current education news in the world. Also for our semester long research projects, it helped to have deadlines for each section, causing us not to wait until the end.
- I appreciated the continuity in our course agenda as I found that the lengthy group project was something that we had to be completely invested in, which meant approaching it differently than I have approached group projects in the past. I appreciated having the freedom to research what we were passionate about and liked having the frequent check-in assignments to ensure that we were on track with this paper.
- Office hours, individual feedback, encouragement of discussion, interesting readings with a focus on discussion instead of quizzing
- Semester-long research paper
- Found this professor's ability to give students the space to explore their own interests within the confines of the class content very helpful. Also great facilitator of discussions.
- professor being great--engaging, cares about us about people, really knowledgeable, passionate about the subject, balance of lighthearted and serious, honest, relatable, creates comfortable environment, motivating and believes in us, created open dialogue surrounding work load and due dates news article type readings were really interesting and easy to engage with having broken down deadlines for the paper was helpful country brief was a cool assignment
- I think the country briefs and the final paper/research project were the most helpful. I also think the class discussions were invaluable.
- I think that the articles we read and the class discussions were enlightening and very informative. Overall, the best part of the class was Dr. Marsicano's positive attitude and ability to create community in the classroom. His willingness to work with us and listen is the most important part of the course. There were a handful of really, really good discussions that I think will stick with me for a long time.
- the discussions
- Country briefs helped give a clear idea of how education works in other contexts. Class discussions were often good.
- I enjoyed the group and class discussions that debriefed/unpacked articles. Some of the articles or concepts were really dense so I liked that we got to break down as a group. This definitely bettered my understanding of the course content.
- I found the mini tutorials within the class helpful for our research. Also, I liked that the final paper was split up how it was because it made it easier in the end. Also, I found the education policy in the news interesting, but we spent too much time on it.
- The readings were helpful in understanding a variety of concepts in international education.
- I really liked the selection of the readings for this class. I also liked the fact that the readings were not related to a graded outcome. I found myself enjoying the reading and not tirelessly skimming through everything for the sake of answering certain graded questions. I also enjoyed our conversations and debates in class. Dr. Marsicano did an awesome job creating a safe learning environment where students felt free to express themselves and disagree with each other.
- I loved the semester-long project we did. It helped me learn a lot about different countries and allowed me to focus on issues I was passionate about. I also loved doing the country brief. Discussing relevant news has always been extremely helpful!
- Class discussion, weekly topics (very helpful to follow but also very engaging!), readings were good, small group discussion was also great!
- Dr. Marsicano's ability to weave the class content with current events. He made it relevant. The class discussions were absolutely incredible due to the really well picked readings.
- I had never written a country brief before so doing that was good training, although I felt like I had little guidance on how to find relevant information on my country. The template was a necessity. The semester long paper was a kind of assignment I never had before. It was good training to work with a group and deeply investigate an esoteric issue. Dr. Marsicano did a good job of allowing discussion to find its flow while also intervening when we got too far off track or to challenge a predictable opinion.

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**2 - What elements of the course or instruction did you find least helpful? What changes do you suggest?**

<b>Response Rate</b>	18/28 (64.29%)
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- Discussion was not as helpful. I wanted more lectures from you, specifically when students did not understand concepts or readings well. I think it would have helped me understand the educational theory better.
- n/a
- I think that because the readings were only to benefit in-class discussion and held no weight towards papers or projects, there was little incentive to do the readings and thus this resulted in often less scholarly-related conversations and more class discussions on current events and/or personal opinions. I suggest incorporating an assignment or two that is relevant to class discussions.
- Breaking up assignments was very helpful for getting work done throughout the semester, but more feedback on those things could be helpful. The line between "You're Davidson students!" being encouraging and being a stressor can be a little tricky
- Lack of structure in class time
- feedback was few and far in between. Frequent feedback on assignments especially given how many assignments were given would be helpful.
- Some of the readings were a bit redundant or just ridiculously long. I understand why it was included, as it was great practice for our research projects, but I felt that sometimes we could have explored the topic as much with one reading as with three.
- Overall, I loved the material and loved Dr. Marsicano and the discussions we had. However, I do feel there were multiple obstacles that prevented us from engaging with the material deeply every class period. I appreciate the syllabus negotiation and that our opinions get heard, but especially in the beginning of the course, it monopolized a lot of class time. Part of this was the structure of the final project being all semester long, it was confusing, the due dates changed a lot, and we wasted a lot of time that could have been spent with the material. Sometimes, we didn't discuss the readings at all or only got to a few. In this case maybe, less readings would be an answer. In terms of the structure of the course I would propose trying to front load the course with the readings and discussion and leaving the last month and half or so to working intensely on a final project, including spending all of our class time on it. Sometimes it just felt like the actual material got lost in the weeds and the majority of what I learned is actually stuff related to my final project.
- na
- Because there were so many smaller assignments based on the semester paper, it was hard to get enough feedback as we went. Instead of one big paper, two or three shorter papers might have made feedback easier to hand out, and we'd have a better idea on how our work is being evaluated as we went along.
- At times I felt that feedback vaguely affirmative. We were told that our work was great and on the right track but we wouldn't get specific criticism or feedback unless we specifically asked.
- I found some of the discussions the least helpful because I felt that in trying to get to a certain point, some comments did not add to the specific goals of the course or led us away from the readings a lot. This wasn't Marsicano's fault, but facilitation could've been a little better.
- I found the class-time structure not particularly helpful, because it often felt like a discussion between the same several, outspoken students, and not a time to dive into the readings.
- I wish the discussions had a little less tangents. the tangents were always interesting and informative and by no means they were a waste of time. However, sometimes I wish we talked about the readings more specifically.
- I would have liked to do 2 country briefs. It would have helped with learning more in-depth information. I wonder how the course would be if it covered information about the country's education system first and then discussed the themes. I learned a lot about different countries and the way they approached different issues in education. But I wanted to learn more about the education systems of countries to see how its different. For example, the US offers a liberal arts education to students, where as in most Asian countries students have to pick their stream of interest (Science, Arts or Commerce) right out of high school. Such comparisons of education systems cannot be the main focus of the class, but they should be a part of the class.
- It was really a great class- I enjoyed the flexibility! (And while I appreciate you getting student opinion, moving dates is difficult and sometimes takes up needed class time to decide so maybe just putting a 10 minute cap on how long we can talk about a schedule change! But, again, appreciate you taking us into account on the decision making.)
- It would have been great to have a bit more lecture on the readings during class
- Education policy in the news was interesting and sometimes sparked good discussions, but often we spent too much time on it which took away from the topics we had all prepared to talk about with the readings. Maybe only do ed policy one day per week. I think this understanding that discussing the readings would be a minority of class time incentivized students to not do the readings. The unanimous consent thing allowed for a more democratic process but it also took up too much class time. Also it felt like a minority of students were fighting for what they wanted while the rest of the students were indifferent.

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**3 - What class activities did you find most helpful? Was there anything you thought was not helpful, and could be eliminated? Was there anything you wish the class had done more often?**

<b>Response Rate</b>	18/28 (64.29%)
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- Small group work was extremely helpful and I wish we could have done more of those activities. Negotiating the syllabus was not helpful, especially since it divided the class and took up way too much class time. Negotiating should not be allowed after a certain point in the semester.
- I liked dividing into our groups to define words, find examples, and answer questions.
- I really enjoyed writing the country briefing as I found this was a fascinating way to become an expert on a country's educational system and through this I understood more about the country's history, culture and politics too.
- I would have appreciated more structured time in class-- writing on the board, small groups, etc.
- Class country briefs were amazing because each student became an expert at their own region/country of study.
- I liked started class with current education news readings and discussion was good but we had nothing to keep us accountable for it besides our own interest and motivation (no tests or papers on the material) which i enjoyed because it was less pressure but also made it hard to find a reason to read sometimes so i guess depends on the person i like the group paper in that i got to work with a group and get to know them and have help but writing a group paper is tough time wise and to get everyone on the same page
- Each class discussion was extremely thought-provoking and helpful. I also enjoyed breaking it up into groups in guided discussion to dive into topics
- I liked when we broke up into small groups to work and discuss (especially the one time they were randomly grouped) because it gives students weary of talking in such a large setting a chance to work through the materials. Maybe prefacing the large group discussion with a tiny lecture or something- just so students can get something concrete out of the readings, especially if they didn't understand or the class discussions stays on a minor, but super interesting topic.
- the small group work was helpful
- discussing education policy in the news was fun, but often took a lot of time away from the readings we prepared for, and would sometimes frame our subsequent discussions in ways that had more to do with these discussions and less to do with the content
- I found group work really really helpful! I like the structure of the course and appreciated the discussions. I do wish that the discussions in class were a bit more structured, I think sometimes we dwelled too long on a topic just to make a point that fell beyond the scope of the learning goals for the day. Like we would go off topic in discussing an article a lot, it is appreciated but sometimes I would leave class like what just happened or I wouldn't be able to tell you what happened in class because the conversation was difficult to follow.
- I liked discussing the readings. I wish we would have had a focus for the readings or discussions that would have made them more productive. It was a hit or miss at times.
- I found the times that you asked us to answer pointed questions about the readings in small groups the most helpful.
- I really found the semester long research project very helpful. We were learning so much from dividing and conquering the project.
- More country brief! Amazing discussion Less discussing if everyone agrees with the syllabus because I thought some times students kept arguing but it was not very productive I think students should have the chance to present what they are doing in their final projects to the class, mid-way through the semester in addition to the end of the semester. That way students get to know about what their peers are studying more than once and the students can even give ideas to their peers on what they can do with the project or how to address some challenges they are facing
- small group discussion!
- Current events in the beginning of the class and the final paper.
- I liked breaking into small group discussions in our project teams, it allowed that working relationship to become stronger. The class could've used more lecture to provide background on the theoretical, methodological, and country context of the articles. Although the class focused on a few countries for the readings I still feel like I don't know much about those countries.

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**4 - Which course materials (readings, films, homework, listening assignments, flipped lectures, etc.) did you find most and least interesting and/or useful? Are there any that you would drop? Is there anything you think should be added?**

Response Rate	18/28 (64.29%)
<ul style="list-style-type: none"> <li>Toilet article was highly interesting. Some of the readings did not directly relate to education and I wish they could have been dropped. More policy memos and current scholarly literature would have been helpful too.</li> <li>n/a</li> <li>I just would reiterate that I wish the readings were more relevant to our assignments rather than just class discussions.</li> <li>Both the readings and editing the reading schedule were helpful. Working together to create the syllabus/contract was really helpful.</li> <li>None were particularly helpful, I feel everything was interchangeable</li> <li>Sometimes readings were a bit excessive but work load wasn't. Would cut a few readings in the middle of the semester as more assignments were being assigned.</li> <li>While the readings and videos were all of great quality, I would probably condense the amount of readings.</li> <li>I think overall it was too much, dense, scholarly article. I think one interest piece, one scholarly article, and a video would be good per class period, but three scholarly pieces is too much dense literature.</li> <li>The syllabus was modified overtime to fit how we were feeling. Although it is easier by the end of the semester, there were a lot of small written pieces</li> <li>More case studies on specific countries as education innovators or failures, rather than examining a specific aspect of a multiple countries every class</li> <li>I liked most articles, I like the selection of reading materials was well thought out and planned.</li> <li>I wouldn't drop any.</li> <li>I think the readings were interesting. The opportunity to FaceTime your friend was interesting. I think there should be a more thought-out class plan with a powerpoint here and there or an activity, just because otherwise it can be a little hard to stay engaged.</li> <li>I liked our readings but I did not enjoy the classes where a lot of us did not do the readings. I suggest we also divide and conquer the readings. For instance, we divide the class into two three groups and each person in the group (individually) reads one reading very well and gives a quick summary in the class. and that way can have a deep dive in most of the readings</li> <li>Everything was helpful. I liked having things due throughout the semester, otherwise no one would have finished anything</li> <li>I enjoyed FaceTiming someone but I've had classes where they do it so often its frustrating so I think a one-time-thing was perfect!</li> <li>All of the readings were truly so interesting.</li> <li>I found all the articles high quality and interesting. Sometimes Dr. Marsicano would assign problematic, older articles but would try to keep us from focusing on the problematic stuff which I think is a battle he can't win in this cultural moment.</li> </ul>	

**5 - I found the course intellectually challenging.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	1	5.56%	█	
Neither agree nor disagree	(3)	0	0.00%		
Somewhat agree	(4)	8	44.44%	██████████	
Strongly agree	(5)	9	50.00%	██████████	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
<b>Response Rate</b>					
18/28 (64.29%)					

**6 - This course stimulated my interest in and engagement with the subject.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	2	10.53%	█	
Somewhat agree	(4)	5	26.32%	████	
Strongly agree	(5)	12	63.16%	██████████	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
<b>Response Rate</b>					
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**7 - Over the course of the semester, I gained a deeper understanding of the subject matter of this course.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	1	5.26%	█	
Neither agree nor disagree	(3)	1	5.26%	█	
Somewhat agree	(4)	8	42.11%	██████	
Strongly agree	(5)	9	47.37%	███████	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
<b>Response Rate</b>					
19/28 (67.86%)					

**8 - Please use the box below to write comments about your responses to any of the questions on this page:**

<b>Response Rate</b>	3/28 (10.71%)
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- I found the subject of Comparative International Education to be fascinating and loved diving deeper into this through our own research this semester. I appreciate how we had the freedom to choose whichever lens of international education that we wished.
- Great course and fit all my interests.
- I feel like the main thing I've learned is that education is an important aspect of making development and democracy work. There isn't a lot of concrete or contextual information that I've taken away from this class, and that's partly on me, but I think more lectures would've increased my concrete knowledge a lot.

**9 - Stated learning objectives aligned with those actually taught.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	1	5.26%	█	
Neither agree nor disagree	(3)	0	0.00%		
Somewhat agree	(4)	7	36.84%	██████	
Strongly agree	(5)	11	57.89%	███████	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
<b>Response Rate</b>					
19/28 (67.86%)					

**10 - The course direction and schedule were clear throughout the semester.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	2	11.11%	██	
Neither agree nor disagree	(3)	2	11.11%	██	
Somewhat agree	(4)	8	44.44%	██████	
Strongly agree	(5)	6	33.33%	█████	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
<b>Response Rate</b>					
18/28 (64.29%)					

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11 - Course materials such as assignments and assessments were well prepared.					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	1	5.26%	█	
Somewhat disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	1	5.26%	█	
Somewhat agree	(4)	5	26.32%	███	
Strongly agree	(5)	11	57.89%	█████	
Not applicable	(0)	1	5.26%	█	
				0 25 50 100	
Response Rate					
19/28 (67.86%)					

12 - The instructor provided clear guidelines for what I needed to do to complete the course successfully.					
Chris Marsicano					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	0	0.00%		
Somewhat agree	(4)	9	47.37%	████	
Strongly agree	(5)	10	52.63%	█████	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
Response Rate					
19/28 (67.86%)					

13 - The course materials, both readings and in-class presentations/ activities, included multiple points of view when appropriate.					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	0	0.00%		
Somewhat agree	(4)	4	21.05%	██	
Strongly agree	(5)	15	78.95%	██████	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
Response Rate					
19/28 (67.86%)					

14 - Required preparation materials (readings, films, homework, flipped lectures, etc.) facilitated my learning.					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	2	10.53%	█	
Neither agree nor disagree	(3)	1	5.26%	█	
Somewhat agree	(4)	7	36.84%	████	
Strongly agree	(5)	9	47.37%	█████	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
Response Rate					
19/28 (67.86%)					

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**15 - Please use the box below to write comments about your responses to any of the questions on this page:**

**Response Rate** 5/28 (17.86%)

- I think that it was nice that Dr. Marsicano gave us a voice in forming our own syllabus for the semester but looking back I wish that he had made more of these decisions on his own. I think that by considering multiple students' views it often got confusing as to which assignments were still required, how much weight each assignment would bear, and whether assignments were granted extensions for everyone or if he was only granting personal extensions.
- Sometimes being too bogged down in readings actually did not help me retain what I was learning.
- Most of the readings were good, but they could be a bit redundant
- The change of the syllabus is the reasoning behind my neutral choice
- Dr. Marsicano was highly adaptable in adjusting assignment parameters and deadlines to adjust our needs.

**16 - The instructor's explanations of assignments were clear.**

Chris Marsicano

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	2	10.53%	■	
Somewhat agree	(4)	4	21.05%	■	
Strongly agree	(5)	13	68.42%	■	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
<b>Response Rate</b>					
19/28 (67.86%)					

**17 - The instructor's explanation of expectations/evaluation methods were clear.**

Chris Marsicano

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	1	5.26%	■	
Neither agree nor disagree	(3)	1	5.26%	■	
Somewhat agree	(4)	5	26.32%	■	
Strongly agree	(5)	12	63.16%	■	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
<b>Response Rate</b>					
19/28 (67.86%)					

**18 - Methods of evaluating reviews, assignments, examinations, and other graded materials were fair and appropriate.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	0	0.00%		
Somewhat agree	(4)	5	26.32%	■	
Strongly agree	(5)	14	73.68%	■	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
<b>Response Rate</b>					
19/28 (67.86%)					

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**Response Rate:** 19/28 (67.86 %)

19 - Reviews, assignments, examinations, and other graded materials assessed course content and/or skills as emphasized by the instructor.					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	1	5.56%	█	
Neither agree nor disagree	(3)	2	11.11%	█	
Somewhat agree	(4)	5	27.78%	█	
Strongly agree	(5)	10	55.56%	█	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
Response Rate					
18/28 (64.29%)					

20 - I understood how my work was being evaluated over the course of the semester.					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	3	15.79%	█	
Neither agree nor disagree	(3)	2	10.53%	█	
Somewhat agree	(4)	7	36.84%	█	
Strongly agree	(5)	7	36.84%	█	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
Response Rate					
19/28 (67.86%)					

21 - Feedback on examinations/graded materials was valuable.					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	4	21.05%	█	
Neither agree nor disagree	(3)	1	5.26%	█	
Somewhat agree	(4)	8	42.11%	█	
Strongly agree	(5)	6	31.58%	█	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
Response Rate					
19/28 (67.86%)					

22 - I had opportunities to learn how well I was meeting the course requirements throughout the semester.					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	1	5.56%	█	
Somewhat disagree	(2)	3	16.67%	█	
Neither agree nor disagree	(3)	1	5.56%	█	
Somewhat agree	(4)	9	50.00%	█	
Strongly agree	(5)	4	22.22%	█	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
Response Rate					
18/28 (64.29%)					



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**23 - Graded assignments were returned in time to facilitate improvement on subsequent assignments.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	4	21.05%		
Somewhat disagree	(2)	6	31.58%		
Neither agree nor disagree	(3)	1	5.26%		
Somewhat agree	(4)	7	36.84%		
Strongly agree	(5)	0	0.00%		
Not applicable	(0)	1	5.26%		
				0 25 50 100	
<b>Response Rate</b>					
19/28 (67.86%)					

**24 - Please use the box below to write comments about your responses to any of the questions on this page:**

<b>Response Rate</b>	8/28 (28.57%)
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- I wish that assignments had been returned in a more timely manner, however, when returned I found the feedback to be deep and constructive to improving in the future. I found the outlines and expectations for our work to be clear and I appreciate how both moodle and class periods were used as platforms for explaining assignments.
- In-person feedback was very helpful, but it took students seeking out feedback to get that help. Feedback through Moodle was very late and less helpful. Professor was beyond supportive in office hours.
- Feedback was hard to come by because of so many small assignments which may have overwhelmed this professor in terms of his own time. Maybe less assignments along the way would help ensure this problem doesn't happen again. Professor provided very thorough feedback when given and was always extremely accessible despite time constraints.
- Overall, I wish there was much more feedback on our final projects because we were spending so much time on them out of class and I know that Dr. Marsicano had a wealth of knowledge and opinions but sometimes had too much on his plate to give the great feedback I know he could.
- We hardly got specific feedback, we mostly received affirmations. However, the specific feedback we did receive was really helpful
- My one concern throughout the semester was that even if I worked really hard and did everything right I would only get a "B+" which is disheartening : (
- I did not know how well i was doing grade-wise because we did not receive too much feedback throughout the semester till the end
- I really think with the semester long project, we should've had several 30-45 minute workshops with Dr. Marsicano to really talk through and refine our ideas. Instead, we often didn't get any feedback on paper section until after the next section due. Our projects were still fine in the long run but I think those office hour sessions would've really increased our learning and the quality of our work. Dr. Marsicano was sometimes available for office hours, but I think that those meetings should be a requirement if he is going to assign that kind of project.

**25 - The instructor's explanations of course content/material were clear.**

Chris Marsicano					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	1	5.26%		
Neither agree nor disagree	(3)	2	10.53%		
Somewhat agree	(4)	2	10.53%		
Strongly agree	(5)	14	73.68%		
Not applicable	(0)	0	0.00%		
				0 25 50 100	
<b>Response Rate</b>					
19/28 (67.86%)					

**Course:** EDU 2080 (Spring 2019) - Comp & International Education, Marsicano Chris  
**Instructor:** Chris Marsicano \*  
**Response Rate:** 19/28 (67.86 %)

26 - The instructor was enthusiastic in conducting/teaching the course.					
Chris Marsicano					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	0	0.00%		
Somewhat agree	(4)	0	0.00%		
Strongly agree	(5)	19	100.00%	████████████████████	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
Response Rate 19/28 (67.86%)					

27 - The instructor had an engaging way of conducting the class.					
Chris Marsicano					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	0	0.00%		
Somewhat agree	(4)	2	10.53%	█	
Strongly agree	(5)	17	89.47%	████████████████████	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
Response Rate 19/28 (67.86%)					

28 - The instructor conveyed confidence in my potential for success in this course.					
Chris Marsicano					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	0	0.00%		
Somewhat agree	(4)	0	0.00%		
Strongly agree	(5)	17	100.00%	████████████████████	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
Response Rate 17/28 (60.71%)					

29 - The instructor made me feel welcome in seeking help/advice in and/or outside of class.					
Chris Marsicano					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	1	5.56%	█	
Neither agree nor disagree	(3)	0	0.00%		
Somewhat agree	(4)	1	5.56%	█	
Strongly agree	(5)	16	88.89%	████████████████████	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
Response Rate 18/28 (64.29%)					

**Course:** EDU 2080 (Spring 2019) - Comp & International Education, Marsicano Chris  
**Instructor:** Chris Marsicano \*  
**Response Rate:** 19/28 (67.86 %)

**30 - The instructor was adequately accessible to me during office hours, by email, and/or after class as appropriate.**

Chris Marsicano

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	2	10.53%	█	
Somewhat disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	2	10.53%	█	
Somewhat agree	(4)	2	10.53%	█	
Strongly agree	(5)	13	68.42%	██████████	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
<b>Response Rate</b>					
19/28 (67.86%)					

**31 - Please use the box below to write comments about your responses to any of the questions on this page:**

<b>Response Rate</b>	10/28 (35.71%)
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- Dr. Marsicano is literally IMPOSSIBLE to get a hold of outside of class. It would be nice to have him at least answer emails.
- I think that Dr. Marsicano made every student feel as if they had a valuable and insightful point to offer. I appreciate how he participated with his own views and opinions during class discussions, something that I rarely see professors do. Dr. Marsicano was relatable and made me excited about the field of educational studies. I attended every class period -- regardless of him not taking attendance and this bearing little relevance to my grade -- and was excited and eager to do so.
- One of this professor's strengths is his engagement and enthusiasm. His passion for the subject brings out lively conversations in students with differing opinions being encouraged.
- Super accessible even with the fact he has to travel often.
- I think Dr. Marsicano gave all students incredible support and a feeling of confidence in their abilities. He wanted to know and understand all students. He can share incredibly interesting knowledge and deliver knowledge in an engaging way. However, class time felt unstructured to a point that it was challenging to get concrete information out of the class. I think when every student must write and discuss (with questions or group activities), they are guaranteed to be constantly engaged throughout class. Otherwise, you're at risk for having lots of kids on their computers checking email.
- Dr. Marsicano is an amazing professor! His energy every morning just lifts us all up every class. His way of directly speaking up , and saying what is in his mind encourages us all to bring our critical minds to the class. I like it when he forces us to disagree with a given concepts. He is one the best facilitators of learning I have ever encountered in my educational journey and I wish there were so many people like him. Truly Inspiring , STATA geek !!!
- Dr. Marsicano struggles with responding to emails but we all know that. What is important is that he is one of the MOST amazing professors I HAVE EVER HAD! He loves what he does and his passion makes me passionate. Moreover, he knows so much about so many things...all conversations with him are educational. Taking classes with him has been one of my most rewarding experiences. Can he please get tenure!!! He is the professor I tell all my friends to take before they graduate Davidson! I have even had peers tell me that if they EVER become a teacher, they want to be like him
- Marsicano is one of my favorite professors I've had thus far! He was always enthusiastic and has so much knowledge to offer!
- I truly don't have enough words to convey Dr. Marsciano's impact as a professor. Like a good coach, he remains relevant and personable, but inspires his students to work incredibly hard out of a desire to imitate his passion for the subject. He came to every class ready to push us, inspire us, and challenge our thinking, not as students - but as people. He saw us as people before he saw us as students, and that is the greatest gift a professor can give. As a result, the class worked so hard throughout the semester, not out of obligation but out of inspiration knowing that someone genuinely believed in them.
- One of Dr. Marsicano's greatest strengths is his gregariousness and his ability to work a classroom. It felt like he tried to spread this level of attention and energy toward everyone in the classroom, but it was obvious who his favorites were and those people spoke far more than other students and were often treated as the ideal student with the most to contribute. It felt like this attitude in turn enabled those students to take up more space in class. Dr. Marsicano knows how to make a student feel encouraged and important with only a comment to them after class. Sometimes this credit felt earned, but it also created an imbalance among the students, and led to many an eye roll when the golden boys would dominate the classroom environment without much intervention from the professor.

**32 - Students were encouraged to ask questions.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	0	0.00%		
Somewhat agree	(4)	0	0.00%		
Strongly agree	(5)	19	100.00%	██████████	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
<b>Response Rate</b>					
19/28 (67.86%)					

**Course:** EDU 2080 (Spring 2019) - Comp & International Education, Marsicano Chris  
**Instructor:** Chris Marsicano \*  
**Response Rate:** 19/28 (67.86 %)

33 - Students received meaningful answers to their questions.					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	0	0.00%		
Somewhat agree	(4)	3	15.79%	█	
Strongly agree	(5)	16	84.21%	██████████	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
Response Rate					
19/28 (67.86%)					

34 - Students were invited to share their ideas and knowledge.					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	0	0.00%		
Somewhat agree	(4)	0	0.00%		
Strongly agree	(5)	19	100.00%	██████████	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
Response Rate					
19/28 (67.86%)					

35 - Students were encouraged to express their own ideas and/or question the instructor.					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	0	0.00%		
Somewhat agree	(4)	0	0.00%		
Strongly agree	(5)	19	100.00%	██████████	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
Response Rate					
19/28 (67.86%)					

36 - The instructor created an atmosphere in which it felt okay to make mistakes in this class.					
Chris Marsicano					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Somewhat disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	0	0.00%		
Somewhat agree	(4)	1	5.26%	█	
Strongly agree	(5)	18	94.74%	██████████	
Not applicable	(0)	0	0.00%		
				0 25 50 100	
Response Rate					
19/28 (67.86%)					

**Course:** EDU 2080 (Spring 2019) - Comp & International Education, Marsicano Chris  
**Instructor:** Chris Marsicano \*  
**Response Rate:** 19/28 (67.86 %)

**37 - Please use the box below to write comments about your responses to any of the questions on this page:**

**Response Rate** 5/28 (17.86%)

- Dr. Marsicano made us feel as if we were bright students and encouraged us to ask questions. I loved how relaxed the atmosphere of the classroom was and felt that this was very progressive to how we learned. I took away a new passion for educational studies after his course.
- Students were definitely encouraged to question and disagree with the professor.
- One of the best classroom environments I've had in college!
- He creates a very welcoming classroom environment, advocates for his students constantly so they do not feel isolated just because they did not understand something and pushes back on big claims being made to help his students understand what they are saying.
- Very very very inclusive environment was created within the classroom culture.

**38 - The difficulty of this course was:**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Extremely easy	(1)	0	0.00%		
Somewhat easy	(2)	1	5.26%	█	
Moderate	(3)	10	52.63%	██████████	
Somewhat difficult	(4)	8	42.11%	██████████	
Extremely difficult	(5)	0	0.00%		
				0 25 50 100	
<b>Response Rate</b>					
19/28 (67.86%)					

**39 - The workload in this course was:**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Too light	(1)	1	5.26%	█	
Appropriate	(2)	16	84.21%	████████████████████	
Excessive	(3)	2	10.53%	██	
				0 25 50 100	
<b>Response Rate</b>					
19/28 (67.86%)					

**40 - The pace of this course, in terms of the amount of material covered in a specific time, was:**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Much too slow	(1)	0	0.00%		
Somewhat slow	(2)	1	5.26%	█	
About right	(3)	13	68.42%	██████████████████	
Somewhat fast	(4)	5	26.32%	██████	
Much too fast	(5)	0	0.00%		
				0 25 50 100	
<b>Response Rate</b>					
19/28 (67.86%)					

**41 - Please use the box below to write comments about your responses to any of the questions on this page:**

**Response Rate** 3/28 (10.71%)

- I sometimes found it difficult to balance the excessive group work with class periods (often compromising doing the course readings because of this). I was passionate about the group project so did not find it too difficult to work through, however, would have appreciated potentially having more class time to work through these papers.
- Easily my favorite course this semester.
- I think we attempted to cover a lot of content over the course semester and when it came to really understanding and unpacking in class (through group activity or dialogue) we would get off track and so I feel sometimes we didnt really get to understand everything. It was kind of like throwing a handful darts and seeing what sticks. Sometimes it was too much, but the concepts we did spend several class periods (civil societies!) I understand very well.

**Course:** EDU 2080 (Spring 2019) - Comp & International Education, Marsicano Chris  
**Instructor:** Chris Marsicano \*  
**Response Rate:** 19/28 (67.86%)

42 - I rate my own commitment to the course as:					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very low	(1)	0	0.00%		
Low	(2)	0	0.00%		
Moderate	(3)	4	21.05%	■	
High	(4)	10	52.63%	■	
Very high	(5)	5	26.32%	■	
				0 25 50 100	
<b>Response Rate</b>					
19/28 (67.86%)					

43 - I rate my level of interest in the subject at the beginning of this course as:					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very low	(1)	0	0.00%		
Low	(2)	1	5.26%	■	
Moderate	(3)	6	31.58%	■	
High	(4)	9	47.37%	■	
Very high	(5)	3	15.79%	■	
				0 25 50 100	
<b>Response Rate</b>					
19/28 (67.86%)					

44 - I rate my level of interest in the subject at the conclusion of this course as:					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very low	(1)	0	0.00%		
Low	(2)	0	0.00%		
Moderate	(3)	3	15.79%	■	
High	(4)	12	63.16%	■	
Very high	(5)	4	21.05%	■	
				0 25 50 100	
<b>Response Rate</b>					
19/28 (67.86%)					

45 - Please use the box below to write comments about your responses to any of the questions on this page:	
<b>Response Rate</b>	2/28 (7.14%)
<ul style="list-style-type: none"> <li>• Looking forward to more classes with this professor in the future!</li> <li>• I have spent more time on this class than any other because of this final research project, and that doesn't include the heavy reading load.</li> </ul>	

**Course:** EDU 2080 (Spring 2019) - Comp & International Education, Marsicano Chris  
**Instructor:** Chris Marsicano \*  
**Response Rate:** 19/28 (67.86 %)

46 - The grade I expect to receive in this course is:					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
A	(12)	7	36.84%		
A-	(11)	7	36.84%		
B+	(10)	5	26.32%		
B	(9)	0	0.00%		
B-	(8)	0	0.00%		
C+	(7)	0	0.00%		
C	(6)	0	0.00%		
C-	(5)	0	0.00%		
D+	(4)	0	0.00%		
D	(3)	0	0.00%		
F	(2)	0	0.00%		
Pass	(1)	0	0.00%		
I'm not sure	(0)	0	0.00%		
				0 25 50 100	
<b>Response Rate</b>					
19/28 (67.86%)					

47 - What was your primary reason for selecting this course? Please select the best answer below.					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
General interest/Curiosity/Intellectual Exploration	(1)	12	63.16%		
Ways of Knowing distribution requirement	(2)	0	0.00%		
Language requirement	(3)	0	0.00%		
Cultural diversity requirement	(4)	0	0.00%		
Justice, Equality, and Community requirement	(5)	0	0.00%		
Writing requirement	(6)	0	0.00%		
Major/potential major requirement	(7)	2	10.53%		
Major/potential major elective	(8)	2	10.53%		
Minor/potential minor requirement	(9)	3	15.79%		
Requirement for graduate/professional school	(10)	0	0.00%		
				0 25 50 100	
<b>Response Rate</b>					
19/28 (67.86%)					
• I definitely plan to take another class with Dr. Marsicano or at least many more education classes!					

**Course:** EDU 2080 (Spring 2019) - Comp & International Education, Marsicano Chris  
**Instructor:** Chris Marsicano \*  
**Response Rate:** 19/28 (67.86 %)

**48 - Please provide any additional comments or feedback that will (1) help the instructor improve the course and/or (2) assist the dean and/or department in assessing the course or evaluating the instructor for tenure/promotion, etc.**

Response Rate	11/28 (39.29%)
<ul style="list-style-type: none"> <li>• I thought this class was really well structured, covering really important topics that were relevant and able to be tied in to what we are seeing in the world. Dr. Marsicano was a great, enthusiastic, and knowledgeable professor which I really appreciate since my knowledge coming into the class is very little.</li> <li>• I loved having Dr. Marsicano as a professor! I think his course periods were engaging, he was respectful of his students and that the group research project taught me a lot of skills that typical courses at Davidson have failed to explore. In the future, I would suggest more individual assignments that relate to the course readings, in addition to this large group project, to encourage students to engage with the readings and critically assess scholars' views. I also would suggest that Dr. Marsicano, although one of his best qualities, is not so lenient in the future with having his students dictate the direction of the syllabus and/or due dates because I feel that in the end this was confusing to me as a student as to what exactly he expected of us.</li> <li>• Dr. Marsicano is enthusiastic, but he takes on more than he can chew, which has negative consequences for students (not getting feedback in a timely manner, less prepared classes, etc.). While class discussions were interesting, as an upperclassman who has taken similar classes, I did not feel like anything much was added to my understanding of education, although I do think the class improved my knowledge of how to do academic writing. Actually doing the reading is disincentivized by the fact it often barely factored into discussion and content from readings was never meaningfully evaluated. The real point of the class seemed to be the project, which honestly easily could have been done without ever attending class. I enjoyed writing the research paper, but would have appreciated more engaging class time. Structured class time or prepared content in any way would have made class time more interesting to people beyond those who are willing to talk a lot in a big group setting. More small group work, activities tied to the readings, and less unstructured class time would really improve Dr. Marsicano's teaching. I love Dr. Marsicano, but at this point he is much better at being a mentor than a teacher.</li> <li>• Dr. Marsicano is great! seriously was engaging and made me feel comfortable in class which is rare for me so i really appreciate him and his efforts</li> <li>• Dr. Marsicano is one of the most incredible professors I've ever met. He is so encouraging and inspiring, he challenges us and believes in us, and he makes everyone love the subject matter we're learning. There's never a dull class, and I always feel like I learn so much and come away with a new perspective gained every time I attend class. He knows when to keep the class moving to get to everything he wants to cover as well as when to let us continue to dig into a topic that we really are interested in. I really liked the structure of the class, with weekly readings and discussions supplementing a final group project with incremental deadlines. It worked super well and generally made sense. I'm so grateful to have been in this amazing class, and I know my takeaways from it will stay with me in the years to come.</li> <li>• I think Dr. Marsicano is a wonderful professor, and innovative in his teaching style in the way that he gives a lot of freedom and agency to his students. He did an incredible job curating readings that he knew volumes about for us to learn about really interest aspects of international education, and that takes a lot of time (of which he has very little). Sadly, I think I would've absorbed more from these readings if they had been paired with thought out class activities.</li> <li>• Dear Dr. Marsicano, I hope you will stay longer at Davidson and continue to inspire more generations !! Truly grateful for your energy and efforts.</li> <li>• Give him tenure! He makes learning fun and you learn things even when you least expect it. Moreover, he loves the school and lives, breathes, eats Davidson spirit. The education studies department would be strengthened by the addition of Dr. Marsicano as a tenure track prof!</li> <li>• He is a fantastic professor who truly cares about the students and uses student feedback more than any other professor I have had. Truly enjoyed this course!!</li> <li>• The paper section deadlines were a bit hard to handle in the beginning due to having to do different sections without fully understanding the trajectory of the paper. However, in regards to Dr. Marsicano staying at Davidson, it was evident through conversations outside of the classroom amongst other peers that Davidson has already been powerfully impacted by him and would only continue to do so. Many students I personally know have been inspired to take different future steps both at Davidson and beyond as a result of this class and his teaching.</li> <li>• in summary, the assignments were good, more lectures would be better, keep up the playful but focused tone of the class without giving certain students too much attention. Dr. Marsicano is one of the most knowledgeable professors I've had and has demonstrated his commitment to good teaching and intentional pedagogy, and I think he will take all of this feedback to heart in order to become a better professor. He is certainly worth his growing pains and would be a wise investment for the education department in the long term</li> </ul>	