



Using Additional Questions

with the *IDEA Student Ratings of Instruction* system

No single survey form can anticipate all the needs of all teachers. The IDEA system, which asks students to (a) rate their progress on 12 different course objectives, and (b) rate the frequency with which their instructor employs each of 20 teaching "methods," offers the instructor the option of asking 20 additional questions on either the Diagnostic Form or Short Form. The instructor may wish to ask questions that pertain to the special characteristics of his/her course which were not asked by any of the standard items. Or students may be asked to give their weighting of the relative importance of the 12 course objectives. The following guidelines and suggestions are written for the instructor who wants to ask additional questions. The reports will provide the frequencies of student responses and the average (mean) for each additional question.

Preparing Additional Questions

When you are preparing additional questions it is important that you follow these directions:

1. You must prepare the questions on a separate sheet.
2. The questions should be numbered consecutively, beginning with "48" (Diagnostic Form) or "19" (Short Form).
3. You may use from two to five response options for each question; these responses should be numbered (1), (2), (3), (4), (5) rather than lettered.
4. You must duplicate the questions on separate sheets to be distributed with the student survey forms at the time of administration. (*Please do not staple the additional sheets to the student survey forms.*)

OR

You may prefer to make a transparency of the additional questions and use an overhead projector. It is also possible to put the questions on the chalkboard when class size and room facilities permit.

You may also use an open-ended approach by asking students to respond on the back of the student survey form in the *Comments* section.

Items Using Unique Response Options

You may wish to supplement the Survey Form with questions using response options specifically designed to fit each question. Feel free to create your own as long as they meet the format requirements outlined above. Two examples are given below:

The present prerequisite for this course is (1) General Chemistry, (2) Chemistry I, or (3) a "B" or higher in high school chemistry:

- 1 -- This prerequisite is satisfactory.
- 2 -- More chemistry should be required.
- 3 -- There is no need for a chemistry prerequisite.

Homework problems were given to help students formulate concepts through problem solving. What was your reaction:

- 1 -- Always worked problems and appreciated the opportunity.
- 2 -- Worked problems if I felt I needed the help.
- 3 -- Seldom worked problems because I understood concepts.
- 4 -- Seldom worked the problems because the instructor explained them anyway.

Items Using Uniform Response Options

You may wish to use the same set of response options for all of your additional items. Lists of items designed to fit special teaching situations are provided on the following pages. The last section contains items designed to be generally applicable. Although the items are categorized by instructional setting or approach, you should not feel restricted by these. Several items are appropriate to more than one teaching situation; you are encouraged to use any which you feel would be helpful. You may wish to rewrite some of them, or you may want to devise entirely different questions.

For the items in these lists you might use one of the following sets of response options; response options which are most appropriate are shown in ():

OPTION A

- 1 = Hardly Ever
- 2 = Occasionally
- 3 = Sometimes
- 4 = Frequently
- 5 = Almost Always

OPTION B

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neither Agree nor Disagree
- 4 = Agree
- 5 = Strongly Agree

OPTION C

- 1 = Definitely False
- 2 = More False than True
- 3 = In Between
- 4 = More True than False
- 5 = Definitely True

Laboratory (A, C)

- I. The instructor:
 - Was available for assistance throughout the lab sessions.
 - Clearly explained the lab procedures.
 - Moved about the lab rather than staying in one place.
 - Returned graded lab reports promptly.
 - Strictly enforced safety regulations.
 - Clearly explained how to use lab equipment.
 - Graded in line with the lecture instructor.
- II. The lab sessions were well-coordinated with the lectures.
 - The lab sessions were well-organized.
 - I could usually finish the experiments (exercises, assignments) during the scheduled lab time (by the due date).
 - I had sufficient access to equipment and supplies needed for experiments.
 - The lab experience added to my understanding of the course material.
 - The concepts underlying the experimental procedures were covered.
 - Laboratory discussions of methodology were related to the lecture assignments.

Clinical and Practicum (A, C)

- I. The instructor:
 - Identified specific problems with my clinical technique.
 - Demonstrated the clinical techniques I was expected to develop.
 - Clearly identified appropriate clinical behavior.
 - Embarrassed me in front of clients.
 - Provided feedback on my performance which made me feel more (less) self-confident.
 - Stated in advance the criteria to be used in evaluating my performance.
 - Arranged for clinical experiences which were realistic, given client availability.
- II. I developed skills for communicating professionally with clients or laypersons.
 - I developed skills for communicating professionally with colleagues.
 - I developed diagnostic skills and sensitivities.
 - I developed skills in applying therapeutic techniques.
 - I gained an understanding of professional ethics and attitudes.
 - I gained an understanding of the problems of prevention, diagnosis, and treatment.
 - I worked harder in this course than in most courses I have taken in my (professional school) studies.

Self-paced (A, C)

- I. The instructor:
 - Permitted students to set and work toward some of their goals.
 - Showed a sensitivity to individual interests and abilities.
 - Allowed me to study and learn at my own pace.
- II. The programmed learning materials were effective.
 - Many methods were used to involve me in learning.
 - I had easy access to course materials.
 - I was able to keep up with the work load in this course.
 - My background was sufficient to enable me to use the course material.
 - This process was too time-consuming for the knowledge gained.

Seminar and Discussion (A, C)

- I. The instructor:
 - Developed classroom discussion skillfully.
 - Encouraged students to debate conflicting views.
 - Respected divergent viewpoints.
 - Allowed sufficient time for questions and discussion.
 - Helped me feel confident in expressing new ideas.
 - Encouraged students to participate in class discussion.
 - Discussed points of view other than his/her own.
- II. This course provided an opportunity to learn from other students.
 - Challenging questions were raised for discussion.
 - Student presentations were interesting and stimulating.
 - Group work contributed significantly to this course.
 - Discussions raised interesting new ideas.
 - Discussion was helpful to my learning.
 - I was stimulated to discuss new ideas in or out of class.
 - I was free to express and explain my own views in class.

Team Teaching (A, C)

- I. The instructors:
 - Graded in proportion to their contributions.
 - Worked together as a well-coordinated team to provide instruction.
- II. Team teaching was effectively used in this course.
 - Team teaching provided insights a single instructor could not.
 - Having more than one instructor confused the issues.
 - The team teaching approach adequately met my needs and interests.
 - I liked the variety and change of pace team teaching provided.

Studio and Creative Arts (A, C)

- I. The instructor:
 - Was readily available for consultation.
 - Was patient with students.
 - Personally demonstrated artistic effects which students were expected to achieve.
 - Encouraged students to develop their own styles.
 - Was tactful in criticizing students' work.
 - Permitted students to pursue some of their personal interests.
 - Encouraged students to seek their own solutions to "artistic" questions or problems.
 - Assigned projects that helped students develop needed competencies and skills.
- II. I gained a broader and more critical understanding of creative work.
 - I developed capacities for creative thinking and problem-solving.
 - I developed insights into issues upon which professionals in the field disagree.
 - I had easy access to the equipment/tools required in the course.
 - My technical skills were improved as a result of this course.

Recitation (Help Sessions) (A, C)

- I. The instructor:
 - Gave a short summary of the previous lecture, emphasizing important points.
 - Explained the problems in a clear, concise manner.
 - Explained topics not entirely clear from lectures.
 - Seemed aware of what material had been covered in lectures (the information portion of the course).
 - Encouraged questions over related material that wasn't covered in lecture.
 - Was well-prepared to answer questions.
- II. Tests in recitation helped prepare for lecture exams.
 - Work (attendance) in recitation helped prepare for exams.
 - Discussions in recitation added to my understanding of the subject.
 - Recitations are most helpful when the instructor works the problems.
 - Recitations are most helpful when fellow students are assigned to give solutions to problems.

General Questions

Objectives: (A, B, C)

- The course objectives helped me to know when I was making progress.
- I was able to set and achieve some of my own goals.
- I had an opportunity to help determine course objectives.
- There was considerable agreement between the announced objectives and what was taught.

Exams: (A, B, C)

- Were used to help me find my strengths and weaknesses.
- Accurately assessed what I learned in this course.
- Had instructional value.
- Were coordinated with major course objectives.
- Required more than recall of factual information.
- Reflected the emphasis of class presentations.
- Covered material on which I expected to be tested.
- Required creative, original thinking.
- Gave balanced coverage to major topics.

Assignments: (A, B, C)

Length and difficulty of assigned readings were reasonable.
Assigned readings were interesting and held my attention.
Assignments were of definite instructional value.
Assignments were related to the course goals.
Directions for assignments were clear and specific.
The number of course assignments was reasonable.
Class projects were related to course objectives.
I knew what improvement was needed from feedback on assignments.
Assigned readings were clear and understandable.
I usually had no difficulty in obtaining outside reading materials.
Reading materials seemed up-to-date.

Grades: (A, B, C)

I believe my final grade will accurately reflect my overall performance (learning) in this course.
The grading was objective and unbiased.

Self-Rating: (B, C)

I skipped this class more than three times (not counting absences due to illness).
I took an active part in class discussions and related activities.
To date, I have completed all required assignments in this class.
I have learned to value new viewpoints.

Miscellaneous: (B, C)

Bibliographies for this course were current and extensive.
Handouts were valuable supplements to this course.
Guest speakers contributed significantly to this course.
An appropriate number of outside lecturers was used.
Field trips offered insights that lecturers or readings could not.
This course made excellent use of (TV, films, transparencies, etc.)
The media used in this course were well chosen to aid learning.
The physical condition of the classroom facilitated learning.
The classroom was a comfortable size for the number of students enrolled.

The instructor: (A, C)

Seemed to have a well developed plan for each class session.
Seemed to lack energy.
Answered students' questions as completely as reasonable.
Adjusted his/her pace to the needs of the class.
Wasted class time.
Was incoherent and/or vague in what he/she was saying.
Received student comments without asking for them.
Monopolized class discussions.
Presented examples of what he/she wanted by way of homework, papers, etc.
Presented material in a humorous way.
Lectured in a low monotone.
Attempted to induce silent students to participate.
Lectured in a rambling fashion.
Understood students' comments and questions even when not clearly expressed.
Differentiated between significant and non-significant material.
Repeated material to the point of monotony.
Told the class when they had done a particularly good job.
Made good use of teaching aids (list those used in the class).
Spoke too rapidly.
Requested and obtained students' questions and reactions.
Clearly stated the course requirements and deadlines.
Became angry or sarcastic when corrected or challenged by a student.
Displayed favoritism.
Was available for individual help.
Spoke clearly and distinctly.
Gave ample notice for lengthy assignments.