

# Online Teaching Evaluations – Questions to Consider Asking

## Achieving Course Learning Objectives

Course learning objectives are the foundation of any course and gathering feedback on how well students think they met them provides valuable information on how students understand their own learning. Additionally, you can use faculty questions to specifically ask about the objectives you are most interested in or concerned about. You can then use this information to design future courses with increased attention to those objectives that students feel uncertain about.

Examples:

- As a result of this course I can explain current events within historical, cultural, and social contexts.  
 Strongly disagree  Disagree  Agree  Strongly agree
- As a result of this course I can analyze the effect of political, social, and economic structures on the individual.  
 Strongly disagree  Disagree  Agree  Strongly agree
- As a result of this course I am able to critically analyze information from the perspectives of multiple stakeholders.  
 Strongly disagree  Disagree  Agree  Strongly agree
- As a result of this course I am able to synthesize the arguments of 19th century western authors.  
 Strongly disagree  Disagree  Agree  Strongly agree
- This course prepared me to analyze marketing strategies and write marketing recommendations.  
 Strongly disagree  Disagree  Agree  Strongly agree
- The course prepared me to organize and write a speech on public policy.  
 Yes  No

## Evaluating Course Materials

When using different readings or integrating new resources, it's useful to get student reactions to those materials. Gathering feedback on what kinds of course materials students found the most useful can help you choose what materials to use the next time you teach the course.

Examples:

- What course materials helped you learn course content the most?  
Open ended question.
- What assignments were most useful for practicing concepts (e.g., online quizzes, mapping arguments/concepts, writing summaries, etc.)?  
Open ended question.

- The class visit to the University Archives helped me identify resources for my final paper  
 Yes  No
- To what extent did you find the (textbook/supplementary readings/podcasts) helpful in understanding course concepts?  
 Very Unhelpful  Unhelpful  Somewhat unhelpful  Neither helpful nor unhelpful  
 Somewhat helpful  Helpful  Very Helpful

### **Incorporating Specific Instructional Strategies**

If you are integrating new strategies or teaching using an innovative technique, students can often provide valuable feedback on how well this facilitated their learning. You can use this information to refine and better prepare the course for the next time you teach it, saving time and making it more effective for student learning.

Examples:

#### *Discussions*

- I learned more from discussions when I had a question to *think* about first.  
 Strongly disagree  Disagree  Neither agree nor Disagree  Agree  Strongly agree
- I learned more from discussions when had a prompt to *write* about first.  
 Strongly disagree  Disagree  Neither agree nor Disagree  Agree  Strongly agree

#### *Group Work*

- I found it helpful when the instructor summarized results obtained as part of group work.  
 Strongly disagree  Disagree  Neither agree nor Disagree  Agree  Strongly agree
- What activity enhanced your learning experience the most?  
 Field trip to the CBO  Guest speaker from USAID  Contributing to the class Wiki

#### *Technology Integration*

- The use of iClickers in this course helped me clarify difficult course concepts.  
 Yes  No
- How did the course discussion board help you understand gender roles in today's society?  
 Open ended question.
- I was able to find course materials on the course website.  
 Always  Usually  Sometimes  Never

- I was given enough instruction on how to access course materials online.  
[ ] Strongly disagree [ ] Disagree [ ] Agree [ ] Strongly agree
- What additional technical instruction is necessary? Why?  
Open ended question.

### Questions on Understanding Student Motivation

Knowing student motivations for taking a course provides you with the opportunity to better understand your students' past experiences and expectations. This information helps contextualize your students' responses to OTE questions.

Examples:

- What was your reason for taking this course?  
[ ] Requirement for the major [ ] Distribution requirement [ ] Interested in subject  
[ ] Good reviews of the instructor
- What were your expectations for this class and how effectively have they been met?  
Open ended question.
- How do you think you will incorporate course concepts into your career?  
Open ended question.

### Questions on Evaluating Student Preparation

Understanding how students are preparing, studying, and completing course work can help you organize and write your syllabus, design assignments, offer appropriate feedback, and motivate your students.

Examples:

- How much effort did you generally put into ungraded homework assignments?  
[ ] A lot of effort [ ] Some effort [ ] Very little effort [ ] No effort
- I completed the majority of the assignments.  
[ ] A few days before the due date [ ] The day before the due date  
[ ] The day of the due date [ ] After the due date [ ] Never
- I prepared for class by finishing all assigned readings.  
[ ] Always [ ] Usually [ ] Sometimes [ ] Never
- During an average week, about how many hours did you spend covering course readings?  
[ ] Less than an hour [ ] 1-2 hours [ ] 2-4 hours [ ] More than four hours
- Prior to most class sessions for this course I completed.  
[ ] All of the required readings [ ] Most of the required readings [ ] Some of the required readings [ ] None of the required readings
- What type of feedback on course papers/projects was most helpful in improving your work? (Class reviews/Individual conferences/Detailed notes)  
Open ended question.
- I contributed to the course Wiki as much as I gained from it.  
[ ] Yes [ ] No