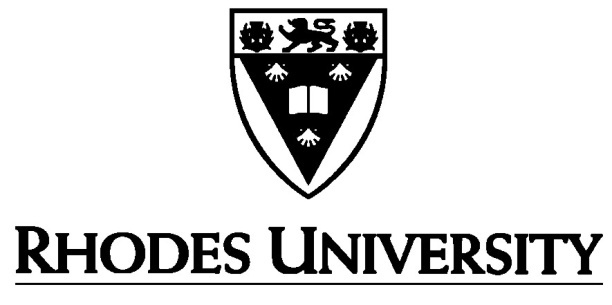
****

**A Brief Guide**

**to using the**

**Evaluation Assistant**

[**https://chertlapps.ru.ac.za/ea/**](https://chertlapps.ru.ac.za/ea/)

**Centre for Higher Education Research, Teaching and Learning**

Centre for Higher Education Research, Teaching and Learning

Evaluation Assistant

<https://chertlapps.ru.ac.za/ea/>

CHERTL Evaluation Assistant is a web-based software tool that can be used to develop questionnaires to elicit students' perceptions of teaching and courses. The Evaluation Assistant allows lecturers to 'custom-build' instruments by selecting questions from a bank of questions. The program also allows users to submit their own questions for inclusion in the question bank and questionnaires.

Although evaluation reports generated by the Evaluation Assistant are confidential in that CHERTL only returns or discusses reports with the lecturer who has conducted the survey, lecturers are encouraged to close the feedback loop by discussing survey results with the respondents. Many staff members also choose to include all or part of these reports in their teaching portfolios to support claims of development or excellence. While reports on teaching evaluations are private as they are aimed at *developing* teaching, reports on course evaluations are public documents in the sense that Heads of Departments can legitimately request lecturers to make such reports available for programme review purposes.

# Table of Contents

1. Before you start … 2

2. Overview of the EA process 3

3. Accessing the Evaluation Assistant 3

4. Step-by-step instructions for constructing a questionnaire 4

5. Types of EA questionnaires 5

6. Types of questions in the Evaluation Assistant 7

7. Before administering your questionnaire 8

Appendix A: Categories 9

Appendix B: Teaching Question Bank 10

Appendix C: Course Question Bank 16

Appendix D: Instructions for Facilitators 21

Appendix E Example of a questionnaire 22

Appendix F Evaluation Response Form 23

# Before you start …

1. Think about the **purpose** of your evaluation. Do you need the data to include in a teaching portfolio, for example? Do you experience some kind of a problem in your teaching? Did students complain about something in your course? Were there significant changes in the course or perhaps in the cohort of students? Do you plan to change the curriculum? Would you like to gather evidence of enhanced student learning or simply look at student satisfaction?
2. Decide whether you want to evaluate your **teaching** or your **course**. Although the Evaluation Assistant allows you to use one questionnaire for both purposes, difficulties related to ownership of the data and privacy often arise when more than one lecturer teaches a course.
3. Decide **what** it is that you would like to find out about your teaching or your course. Evaluation is a form of research into your teaching. As in any other research, a questionnaire which is too general and unfocused will not provide very useful or detailed information. It is therefore necessary to identify which aspects of your teaching or course design you want to examine before your construct the questionnaire. In evaluating a course, for example, you will need to think whether you want to examine the structure of the course, the validity of the course outcomes, the way the course is assessed or a number of other things.
4. Consider if a **questionnaire** is the most appropriate instrument to elicit student opinions. Surveys tend to provide broad trends of information and might not be as useful if you’re really interested to learn about specifics. Other strategies, such as a free-writing exercise, may then be more appropriate. (See A Brief guide to The Evaluation of Teaching and Courses for examples of other strategies to access student opinion).
5. Think about the **type** of questions that you want to include in your questionnaire. Asking students to respond to statements on a *Likert scale* might not be the best way to gather data from less than 20 students. Due to the statistical analysis performed in the Evaluation Assistant, using the ranked questions in the Evaluation Assistant is perhaps a more appropriate means of getting information from classes of over 20 students. On the other hand, *open-ended* or *freeform* questions might yield more useful information for smaller groups of students.
6. Consider the **timing** of your evaluation. While evaluations at the end of a module, course or term will certainly provide you with an overview of the entire course, it does not allow you to respond to the evaluation in such a way that the respondents would be able to benefit from that particular evaluation, as would have been the case if you had done an evaluation mid-course.

# Overview of the EA process

1. The lecturer constructs a questionnaire, using CHERTL Evaluation Assistant (See *Step-by-step instructions for constructing a questionnaire* below).
2. When the lecturer has completed developing the questionnaire, s/he notifies Nomfundo Siqwede, the EA Administrator at [chertl-admin@ru.ac.za](mailto:chertl-admin@ru.ac.za) or extensions 8171/3.
3. CHERTL consultant then reviews the questionnaire. If necessary, possible changes will be negotiated with the lecturer before *Nomfundo* will be instructed to confirm the questionnaire and have multiple copies printed at the Printing Unit.
4. Once the questionnaires are ready for collection, Nomfundo will contact the lecturer or his/her departmental secretary to arrange for the envelope with questionnaires and response forms to be collected from CHERTL.
5. A colleague, tutor or student-assistant administers the questionnaire to the students.
6. The person who administered the questionnaire then returns the completed forms to CHERTL where the student responses will be captured and analysed.
7. Nomfundo notifies the lecturer via email once the confidential evaluation report is published in the Evaluation Assistant, where the lecturer can access it. The lecturer also receives a printed copy of the evaluation report through internal mail.

# Accessing the Evaluation Assistant

**First time users** of the Evaluation Assistant have to request Nomfundo Siqwede, the EA Administrator ([chertl-admin@ru.ac.za](mailto:chertl-admin@ru.ac.za)) or ext 8171/3) to create an EA user account for them and provide them with a username (usually the same as the IMAP username) and temporary password.

1. Access the Evaluation Assistant at <https://chertlapps.ru.ac.za/ea/> or alternatively by following the links from Rhodes University's Homepage

Academic > Academic Development Centre > Services > Evaluating Teaching and Courses > Evaluation Assistant. (You might want to bookmark (or add this page to your favourites) for easy access in the future).

1. From the Evaluation Assistant Homepage, click on **My Evals** to access the Evaluation Assistant. You’ll be prompted to authenticate by providing your username and password (both of which is ***case-sensitive***).

# Step-by-step instructions for constructing a questionnaire

1. Open <https://chertlapps.ru.ac.za/ea/> in your web browser and **login** to the Evaluation Assistant by clicking on the **My Evals** link and typing your EA username and password.
2. **Create** a new questionnaire by clicking the **New Eval** link, providing the required information and clicking the  button.
3. Go back to your Evaluations page by clicking on the My Evaluations link in the trail at the top of the page. Your newly created questionnaire will appear at the top of your list of evaluations. To add questions to this newly created questionnaire, click on the **Questions** button in the last column to the right of the page to open the Questions in Evaluation page.
4. Depending on which aspects of your teaching or course you want to focus, **select** a question category by clicking on the title of a category, which will make the questions in that category visible on-screen. See Appendix A for a list of categories in each of the teaching and course question banks.
5. Within a category, **select** questions by clicking on the checkbox to the left of a question and **add** those selected questions to your questionnaire by clicking on the  button at the bottom of the questions in the category. Go back to the *Questions in Evaluation* page by clicking on the Add questions link in the trail at the top of the page. On this page the questions that you have already selected will be visible below the category heading to which they belong.
6. If you change your mind about including a specific question in your questionnaire, that question can easily be removed from this questionnaire by clicking on the checkbox to the left of the specific question to deselect that question before clicking the  button at the bottom of the page.
7. To include questions from another category, simply click on the category heading and follow the above procedure.
8. Once you are satisfied with your questionnaire, please notify **Nomfundo Siqwede** ([chertl‑admin@ru.ac.za](mailto:chertladmin@ru.ac.za)) or ext 8171/3) that you have generated a questionnaire which is now ready for confirmation and duplication.

**Notes**

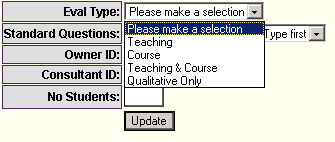
* Since all information is saved in a database once you click the  button, you could work on a questionnaire in different sessions spread over an unlimited number of days. However, once you’ve notified Nomfundo that you’ve completed developing the questionnaire and she has confirmed it, you will not be able to change the questionnaires any longer.
* At any stage, while you are busy adding questions to your questionnaire, you could click on the [**P**](http://ea.ru.ac.za/cgi-bin/IN_PrintEval.pdf?2110) button to the right of the evaluation ID in the first column to **preview** your questionnaire. Clicking the [**P**](http://ea.ru.ac.za/cgi-bin/IN_PrintEval.pdf?2110) button will open *Acrobat Reader* which will display your questionnaire in the format that it will eventually be printed and which will allow you to **print** a hard copy of your questionnaire. If the questionnaire is not confirmed at the time when you hit the [**P**](http://ea.ru.ac.za/cgi-bin/IN_PrintEval.pdf?2110) button, a message to that effect will be displayed in the title bar of the questionnaire. (See Appendix E for an example of a questionnaire).
* As long as a questionnaire is not confirmed yet, you could edit the description or change number of students by clicking on the evaluation ID number in the first column (which would still appear as a purple link). You could also delete the questionnaire by clicking on the [**D**](http://ea.ru.ac.za/cgi-bin/IN_DeleteEval.pl?2110) to the right of the evaluation ID number.

# Types of EA questionnaires

The Evaluation Assistant allows lectures to create the following types of questionnaires:

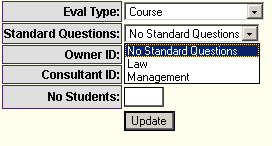
* Teaching Evaluations
* Course Evaluations
* Combined Teaching and Course Evaluations, and
* Evaluations consisting of qualitative questions only.

When you create a new questionnaire, you have to specify the type of evaluation questionnaire you would like to create by selecting the appropriate option in the drop-down list box next to **Eval Type**.



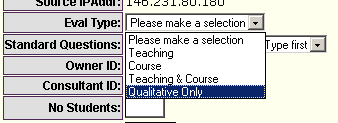
## “Standard” Course Questions

Some departments have drawn up “standard” questionnaires for evaluating courses in their departments. If you would like to use one of these standard questionnaires, you will still need to choose **Course** next to **Eval Type**, before selecting your departmental standard evaluation in the drop-down list next to **Standard Questions**.



## Qualitative Questionnaires

For class sizes **less than 20 students**, the data produced by the “ranked” or closed questions are not particularly valid. Lecturers are therefore strongly encouraged to rather use questionnaires consisting of open-ended questions, as these produce far richer data. To construct qualitative questionnaires, lectures have to choose “**Qualitative Only**” next to **Eval Type**.



To populate qualitative questionnaires, lecturers can select questions from Category B, ***Open-ended Questions***, in both the teaching and course question banks. Alternatively, lecturers can develop their own open-ended questions as described below.

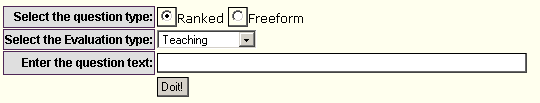
Due to the amount of data that can be generated by such qualitative questions as well as the increased time that it takes to complete such questionnaires, they should ideally contain no more than six open-ended questions.

# Types of questions in the Evaluation Assistant

The Teaching, Course and combined Teaching and Course evaluations allow for a maximum of

* three open-ended questions,
* 27 ranked questions and
* three “global” questions

1. All questionnaires include three open-ended **Global Questions**. Students answer these questions in the three blocks in the right column on the answer sheet.
2. **Open-ended Questions** are available as a category in both the teaching and course question banks. On the printed questionnaire they are numbered Question A, B and C, and are to be answered in the three blocks marked as such in the left column on the answer sheet. Open-ended questions are also available for qualitative only questionnaires.
3. All other categories contain **statements** (**ranked questions**) that are answered by indicating a response on a 6‑point scale ranging from *Strongly disagree (1) to Strongly agree (5)*. A sixth option, *Not applicable* is also available. The answer sheet provides for 27 of these questions. One of the categories, **recommended questions**, address issues across all categories. You might want to use these to obtain an overall impression of your teaching or course.
4. If the existing questions do not meet their needs lecturers can add their own questions to the question bank by clicking on the **Add Question** link in the top right-hand corner of the screen.



When submitting a question the lecturer has to specify

* whether it is a ranked or freeform question,
* select the type of survey (Course / Teaching / Qualitative only) the question is intended for and
* enter the text of the question.

Before designing and submitting own questions, it may however be good idea for lecturers to read through all the questions printed in Appendices B and C this Brief Guide.

# Before administering your questionnaire

1. Before the questionnaire is administered, tell students that you would appreciate their help in evaluating your teaching or course. Stress that their responses will be anonymous and that you will use the information they give you to develop your teaching or course. **Ensure that students know whether you are evaluating your course (which might have other lecturers teaching it) or your teaching**.
2. Set aside sufficient time for your students to complete the questionnaire. Do not underestimate the amount of time your students will need. If they are rushed, they are unlikely to give the questionnaire the consideration it needs. You might like to consider setting aside time at the beginning rather than at the end of a lecture because of this. For the same reason **you are strongly discouraged to conduct more than one evaluation during one lecture period**.
3. Think about the way the questionnaire will be administered. The validity of your evaluation will be enhanced if you do not administer the questionnaire yourself as students may well be more open and honest if a facilitator other than you administers the questionnaire and, in their presence, seals the responses in an envelope for return to CHERTL. (See Appendix D for Instructions for Facilitators).

# Appendix A: Categories

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Teaching Questions** | **Number of Questions** |  | **Course Questions** | **Number of Questions** |
| Global Questions | 3 |  | Global Questions | 3 |
| A Recommended Questions | 7 |  | A Recommended Questions | 8 |
| B Open-ended Questions | 3 |  | B Open-ended Questions | 7 |
| C Outcomes | 5 |  | C Outcomes | 7 |
| D Assessment | 14 |  | D Assessment | 18 |
| E Preparation and Organisation | 9 |  | E Organisation & Management | 7 |
| F Strategies | 8 |  |  |  |
| G Presentation | 24 |  | F Content | 9 |
| H Practicals | 15 |  | G Practicals | 14 |
| I Learning | 20 |  | H Learning | 23 |
| J Resources and Materials | 12 |  | I Resources and Materials | 24 |
| K Communication and Class Interactions | 13 |  | J Communication and Class Interaction | 4 |
| L Relationships | 13 |  |  |  |
| M Equity | 7 |  |  |  |
| N Motivation | 10 |  | L Motivation | 7 |
| O Generated Questions |  |  | M Generated Questions |  |
| **Total** | **163** |  | **Total** | **131** |

Category A, ***Recommended Questions*** contains a selection of questions across all categories which should provide a broad overview of your teaching or course.

The last category in each of the question banks, ***Generated Questions***, contains the questions that lecturers have developed and added to the question bank themselves.

# Appendix B: Teaching Question Bank

### Global Questions

|  |
| --- |
| Please list or describe excellent aspects of this lecturer's teaching. |
| Kindly list or describe aspects of this lecturer's teaching which need attention. |
| Please make a general comment about the lecturer's teaching. |

### Recommended Questions

|  |
| --- |
| 8 Overall, this lecturer is an effective teacher. |
| 9 The lecturer assesses student work fairly and efficiently. |
| 10 The lecturer demonstrates good communication and presentation skills. |
| 11 The lecturer explains the course/module requirements clearly. |
| 12 The lecturer is knowledgeable about this subject. |
| 13 The lecturer is sensitive to student learning needs and responds to these effectively. |
| 14 The lecturer is well prepared and organised |

### Open-ended Questions

|  |
| --- |
| 15 What improvements could you suggest to this lecturer's teaching? |
| 16 To what extent did this questionnaire provide you with an opportunity to convey your opinion about the lecturer's teaching? |
| 17 From the statements overleaf, please select up to three issues that you feel most strongly about and describe them in your own words. |

### Outcomes

|  |
| --- |
| 18 The lecturer communicated the learning outcomes for the entire course/module clearly. |
| 19 The lecturer helped me to see what I needed to do to achieve the learning outcomes for this course/module. |
| 20 The lecturer clearly explained how outcomes would be assessed. |
| 21 The lecturer helped me to see how the achievement of outcomes set for each lecture would contribute to the development of 'larger' outcomes for the course/module. |
| 22 The lecturer helped me to achieve the outcomes stated for the course/module. |

### Assessment

|  |
| --- |
| 99 The lecturer provides a range of assessment tasks that allow me to show my knowledge and skills. |
| 100 The lecturer's marking of assignments seems consistent and fair. |
| 101 The lecturer's emphasis on self-evaluation has helped develop my reflective skills. |
| 102 The lecturer gives adequate guidance in preparing students for examinations. |
| 103 The lecturer provides clear instructions for assignments. |
| 104 The lecturer weights various assessment tasks appropriately. |
| 105 The lecturer marks my work accurately and fairly. |
| 106 The lecturer marks and returns assessment tasks promptly. |
| 107 The lecturer ensures that assessment tasks are valuable learning experiences. |
| 108 The lecturer allows adequate time for completing assessment tasks. |
| 109 The lecturer's methods of assessment are relevant to the outcomes of the course. |
| 110 The lecturer provides timely and constructive feedback. |
| 111 The lecturer was available to discuss my assessment results. |
| 112 The lecturer suggests specific ways students can improve their academic performance. |

### Preparation and Organisation

|  |
| --- |
| 23 The lecturer is always well prepared. |
| 24 The lecturer prepares good quality materials for presentation and demonstration. |
| 25 The lecturer seems to know the subject matter well. |
| 26 The lecturer manages the group situation in a way that helps me to learn. |
| 27 The lecturer is well organised and prepared for classes. |
| 28 The lecturer organises and presents course/module material in a coherent and logical way. |
| 29 Class discussions have a clear direction and purpose. |
| 30 The lecturer summarises material in a way which aids understanding. |
| 31 The lecturer organises class sessions in a way which maximises learning. |

### Strategies

|  |
| --- |
| 32 The lecturer encourages creativity. |
| 33 The lecturer encourages experimentation in design projects. |
| 34 The lecturer uses problem based learning effectively as a way to help me to develop my understanding. |
| 35 The lecturer uses a range of methods to identify and correct gaps in student understanding. |
| 36 The lecturer uses appropriate teaching methods for achieving course/module outcomes. |
| 37 There is ample space for independent work in lectures. |
| 38 The lecturer uses humour effectively. |
| 39 The lecturer's teaching is well suited to the size of the group. |

### Presentation

|  |
| --- |
| 40 The lecturer achieves a good balance between different kinds of teaching activities. |
| 41 The lecturer manages the time and activities during lectures effectively. |
| 42 The lecturer makes full use of class time. |
| 43 The lecturer allows sufficient time for note taking. |
| 44 The lecturer provides sufficient time for reflection. |
| 45 The lecturer uses interesting and varied presentation methods. |
| 46 The lecturer makes effective use of audio-visual technology. |
| 47 The lecturer explains concepts clearly. |
| 48 The lecturer uses appropriate and relevant examples and illustrations. |
| 49 The lecturer incorporates contemporary work / current issues / research in discussions. |
| 50 The lecturer presents lectures in an organised and logical way. |
| 51 The lecturer structures difficult topics in ways that are easily understood. |
| 52 The lecturer helps me to understand relationships between important topics and ideas. |
| 53 The lecturer's voice is projected audibly and clearly. |
| 54 The lecturer uses language which I can understand. |
| 55 The lecturer's writing has been clear and legible. |
| 56 The lecturer teaches at the right pace. |
| 57 The lecturer summarises the presented material well. |
| 58 The lecturer stresses important points and central issues in the field. |
| 59 The lecturer relates each module to other modules in the course. |
| 60 The lecturer points out links to other subjects. |
| 61 The lecturer demonstrates how the work should be tackled. |
| 62 The lecturer communicates his/her enthusiasm for the subject. |
| 63 The lecturer is enthusiastic about teaching. |

### Practicals

|  |
| --- |
| 64 The lecturer makes connections between theoretical and practical work. |
| 65 The lecturer organises laboratory sessions to maximise learning. |
| 66 The lecturer is actively involved in practical/laboratory sessions. |
| 67 The lecturer explains laboratory/workshop procedures well. |
| 68 The lecturer provides adequate individual help in laboratory sessions. |
| 69 The lecturer is enthusiastic about laboratory teaching. |
| 70 The lecturer manages the tutors/demonstrators effectively. |
| 71 The lecturer manages the use of the laboratory effectively. |
| 72 The lecturer ensures that demonstrators have a good understanding of the practical work. |
| 73 The lecturer evaluates practical work constructively. |
| 74 The lecturer encourages students to question his/her findings. |
| 75 The lecturer gives clear demonstrations of laboratory procedures. |
| 76 The lecturer improved my understanding of the relevance of laboratory skills and procedures. |
| 77 The lecturer incorporates contemporary research as examples. |
| 78 The lecturer allows sufficient time to complete work in practical sessions. |

### Learning

|  |
| --- |
| 79 The lecturer provides sufficient opportunities for developing academic writing skills. |
| 80 The lecturer provides sufficient opportunities for developing problem solving skills. |
| 81 The lecturer encourages students to question and think critically. |
| 82 The lecturer challenges me to think independently and critically. |
| 83 The lecturer provides me with a range of intellectual challenges. |
| 84 The lecturer presents various points of view. |
| 85 The lecturer asks questions which encourage critical thinking. |
| 86 The teaching challenged my existing ideas about the subject material. |
| 87 The lecturer provides opportunities for students to develop an independent point of view. |
| 88 The lecturer has helped me to learn how to justify my opinions. |
| 89 The lecturer helps me form my own ideas. |
| 90 The lecturer stimulates students to read widely. |
| 91 The lecturer provides opportunities for me to develop my oral communication skills. |
| 92 The lecturer helps me to develop suitable learning skills. |
| 93 The lecturer gets students to apply knowledge and skills. |
| 94 The lecturer provides opportunities to clarify my understanding. |
| 95 The lecturer makes meaningful connections between prior and new knowledge. |
| 96 The lecturer helped me to identify main points and central issues in this field. |
| 97 The lecturer's teaching style has encouraged me to become responsible for my own learning. |
| 98 The lecturer taught me to apply principles from this course/module to new situations. |

### Resources and Materials

|  |
| --- |
| 113 The lecturer provides sufficient resources in the course/module for me to study independently. |
| 114 The lecturer provides handouts which help me understand the course/module material. |
| 115 The lecturer organises and prepares teaching resources in ways that help me to learn. |
| 116 The lecturer uses reading materials (texts, readings, handouts etc.) to enhance my understanding of the course/module content. |
| 117 The lecturer makes an up-to-date list of reading resources available to students. |
| 118 The lecturer ensures that the necessary learning or reference material is available when required. |
| 119 The lecturer uses audio-visual teaching aids in a way that enhances my learning. |
| 120 The lecturer has prepared a comprehensive study guide. |
| 121 The lecturer ensures that equipment is reliable and in working order. |
| 122 The lecturer provides enough opportunity for me to use equipment. |
| 123 The lecturer uses educational technology in ways that support the attainment of course/module outcomes. |
| 124 The lecturer uses computer-based presentations to enhance understanding of concepts. |

### Communication and Class Interactions

|  |
| --- |
| 125 The lecturer creates an atmosphere in class that is conducive to learning. |
| 126 The lecturer initiates fruitful and relevant discussions. |
| 127 The lecturer provides clear direction and purpose to class discussions. |
| 128 The lecturer encourages students to ask questions. |
| 129 The lecturer encourages students to express their own opinions. |
| 130 The lecturer is receptive to alternative opinions. |
| 131 The lecturer encourages discussion of ethical considerations. |
| 132 The lecturer encourages all students to participate in seminars/tutorials. |
| 133 The lecturer helps me to feel that my participation is important. |
| 134 The lecturer encourages interaction between students. |
| 135 The lecturer encourages teamwork. |
| 136 The lecturer encourages lecturer-student discussion. |
| 137 The lecturer follows up student queries and reports back. |

### Relationships

|  |
| --- |
| 138 The lecturer has a positive rapport with students. |
| 139 The lecturer is impartial in dealing with students. |
| 140 The lecturer encourages responsibility and trust in relationships within the class. |
| 141 The lecturer welcomes student feedback on the classes. |
| 142 The lecturer responds to student needs. |
| 143 The lecturer makes changes to his/her teaching in response to students' needs. |
| 144 The lecturer is approachable. |
| 145 The lecturer is willing to assist me. |
| 146 The lecturer gives personal attention to individual students. |
| 147 The lecturer makes me feel comfortable about asking for help. |
| 148 The lecturer offers support while encouraging students to take risks. |
| 149 The lecturer is available for student consultation at convenient times. |
| 150 The lecturer provides a good role model for professional practice. |

### Equity

|  |
| --- |
| 151 The lecturer takes into account students' personal learning styles. |
| 152 The lecturer selects recommended texts that have recognised women's contribution to the field. |
| 153 The lecturer avoids using sexist or racist language. |
| 154 The lecturer avoids the use of sexist or racist stereotypes and examples. |
| 155 The lecturer acknowledges and caters for cultural differences amongst students in the class. |
| 156 The lecturer provides adequate support for students from educationally disadvantaged backgrounds. |
| 157 The lecturer provides adequate support for students whose first language is not English. |

### Motivation

|  |
| --- |
| 158 The lecturer stimulates me to work beyond the requirements of the course/module. |
| 159 The lecturer stimulates my interest in this course/module. |
| 160 The lecturer stimulates me to find out more about the subject. |
| 161 The lecturer stimulates me to discuss related topics outside of class. |
| 162 The lecturer helps students to overcome difficulties understanding the problems set. |
| 163 The lecturer encourages me to follow up important points raised in class. |
| 164 The lecturer encourages me to develop an inquiring mind. |
| 165 The lecturer motivated me to do my best work. |
| 166 The lecturer increased my motivation by building my confidence. |
| 167 The lecturer increased my motivation by stimulating my curiosity. |

### Generated Questions

# Appendix C: Course Question Bank

### Global Questions

|  |
| --- |
| Please list or describe excellent aspects of this course/module. |
| Kindly list or describe aspects of this course/module which need attention. |
| Please make a general comment about this course/module. |

### Recommended Questions

|  |
| --- |
| 173 Overall, this is a good course/module. |
| 174 The outcomes of this course/module are clearly communicated. |
| 175 What is required of students in this course/module is clearly communicated. |
| 176 The degree of difficulty of the course/module is appropriate for the level of the course/module. |
| 177 The workload required for successful completion of this course/module is reasonable. |
| 178 The learning materials used in this course/module are appropriate and clearly facilitated my learning. |
| 179 The resources and facilities for this course/module are accessible and of a high standard. |
| 180 I was provided with adequate information about the assessment procedures in this module/course. |

### Open-ended Questions

|  |
| --- |
| 181 What improvements to the course/module would you suggest? |
| 182 Please give your opinions of the assessment in this course/module. |
| 183 What improvement would you suggest for the assessment in this course/module? |
| 184 Which aspects of the course/module do you think were most valuable? Why? |
| 185 Please list what you think you should have learned during this course/module but did not. |
| 186 To what extent did this questionnaire provide you with an opportunity to convey your opinion about the course? |
| 187 From the statements overleaf, please select up to three issues that you feel most strongly about and describe them in your own words. |

### Outcomes

|  |
| --- |
| 188 Lecture presentations, practicals and assessments in this course/module are consistent with the stated outcomes. |
| 189 Learning activities and assessment tasks helped me to develop and achieve the stated outcomes for this course/module. |
| 190 The outcomes for this course/module are neither too difficult nor too easy to achieve. |
| 191 The outcomes for this course/module are assessed fairly. |
| 192 The achievement of the outcomes for this course/module will contribute to the development of the outcomes for the degree. |
| 193 This course/module adds value to my degree. |
| 194 I can make links between this course/module and other courses/modules I am studying. |

### Assessment

|  |
| --- |
| 248 I was provided with adequate information about assessment regulations and procedures for appeal in my Department. |
| 249 The links between the learning outcomes for the course/module and the assessment tasks and criteria were made clear to me. |
| 250 I understood what was required for me for each assessment task. |
| 251 I understood the assessment criteria against which my work would be judged before embarking on the tasks. |
| 252 Assessment for this course/module was moderated by other people. |
| 253 I was given adequate opportunities to demonstrate the extent to which I had attained the learning outcomes for this course. |
| 254 An appropriate range of different assessment methods was used in this course/module. |
| 255 Students in this course/module are given choices in the way they are assessed. |
| 256 The weighting of each assessment task was appropriate for the amount of work required. |
| 257 Peer assessment was fair. |
| 258 Assignments in this course/module are marked and returned promptly. |
| 259 Assessment encouraged me to reflect critically on my attitudes and values. |
| 260 Assessment tasks encouraged me to extend my learning beyond the lecture material. |
| 261 I received meaningful feedback on my work that I could use to improve my learning. |
| 262 An appropriate amount of time is spent discussing the outcomes of assessment tasks. |
| 263 Assessment feedback was clearly related to the assessment criteria. |
| 264 Assessment feedback made it clear why particular grades were awarded. |
| 265 Assessment feedback suggested specific ways in which students can improve. |

### Organisation and Management

|  |
| --- |
| 195 This course/module is well organised. |
| 196 There is good co-ordination between lecturers teaching this course/module. |
| 197 Tutors/demonstrators for this course/module are well trained and helpful. |
| 198 This course/module included a range of learning opportunities. |
| 199 Practicals and tutorials are well organised. |
| 200 Lectures are organised to ensure maximum learning. |
| 201 Group discussions are relevant and well managed. |

### Content

|  |
| --- |
| 202 This course/module incorporated recent research findings in this field/discipline. |
| 203 The course/module content includes sufficient examples and practical applications. |
| 204 In this course/module I was encouraged to reflect on and implement appropriate learning strategies |
| 205 In this course/module I was encouraged to participate as a responsible citizen. |
| 206 This course/module included consideration of professional and ethical conduct. |
| 207 In this course/module I was encouraged to be culturally and aesthetically sensitive. |
| 208 This course/module helps me to appreciate differences in gender, cultures, customs and religion. |
| 209 In this course/module I was encouraged to explore educational and career opportunities. |
| 210 In this course/module I was encouraged to develop entrepreneurial opportunities. |

### Practicals

|  |
| --- |
| 315 The outcomes for each laboratory session are clearly stated. |
| 316 Laboratory assessment requirements are closely linked to the course/module's learning outcomes. |
| 317 Theory and practice were carefully integrated in this course/module. |
| 318 The laboratory sessions help to link classroom/textbook theory to professional practice. |
| 319 Laboratory sessions are a valuable part of this course/module. |
| 320 Laboratory assignments require me to apply my knowledge of the course/module content. |
| 321 Experiments have been well chosen to support course/module outcomes. |
| 322 There is ample opportunity for questions and discussion during laboratory sessions. |
| 323 Ways of improving the use and value of the laboratory sessions are discussed. |
| 324 Writing laboratory reports assisted my learning in this course/module. |
| 325 Adequate time is given to complete laboratory exercises. |
| 326 Laboratory manuals assisted my learning considerably. |
| 327 The organisation and presentation of material in the laboratory sessions for this course/module is coherent and logical. |
| 328 The laboratory sessions are well organised and are taught using appropriate methods. |

### Learning

|  |
| --- |
| 225 This course/module encourages me to reflect upon my own learning |
| 226 This course/module develops skills needed by professionals in this field. |
| 227 In this course/module I learned to work effectively in teams. |
| 228 This course/module has encouraged me to work and learn independently |
| 229 The course/module helped me to develop and plan my own work |
| 230 This course/module improved my problem-solving skills. |
| 231 This course/module helps me to learn how to access, retrieve, evaluate and use information appropriately. |
| 232 This course/module helped me to develop my critical thinking, analysis and reasoning skills. |
| 233 This course/module developed my ability to evaluate and apply knowledge in different contexts. |
| 234 This course/module helped me to learn how to communicate effectively in a variety of ways. |
| 235 This course/module assisted me to develop my oral communication skills. |
| 236 This course/module provided opportunities for developing academic writing skills. |
| 237 This course/module helped me to improve my research skills in this field. |
| 238 This course/module required me to read more widely in the discipline. |
| 239 This course/module encourages me to analyse the links between theory and practice |
| 240 This course enabled me to apply various theories and principles in practice. |
| 241 This course/module encouraged me to draw on my previous experience. |
| 242 This course/module improved my understanding of the discipline. |
| 243 In this course/module I learned to make connections between this subject and others. |
| 244 This course/module developed my understanding of the values inherent in the discipline. |
| 245 This course/module improved my understanding of concepts and principles in this field. |
| 246 The course/module incorporates a variety of learning opportunities. |
| 247 This course/module encouraged me to reconsider many of my former viewpoints. |

### Resources and Materials

|  |
| --- |
| 266 The readings and/or textbook(s) for this course/module are relevant to the course/module content. |
| 267 The organisation of material in this course/module is coherent and logical. |
| 268 The prescribed textbook(s) for this course/module are readily available. |
| 269 The material on the reading list is accessible through the library/Internet. |
| 270 Supplementary material (audio-visual, film, computer-based) to assist learning is accessible to all students. |
| 271 Laboratory/practical equipment is functional and accessible to all students. |
| 272 The venues for the course/module are properly equipped and have sufficient space to accommodate all the students. |
| 273 There are sufficient tutors/demonstrators for the number of students registered for this course/module. |
| 274 Resource materials for this course/module are well prepared and aid my understanding |
| 275 Course/module notes are clear and enhance learning. |
| 276 The writing style of the materials was clear and promoted understanding. |
| 277 The study materials are designed to make students active learners |
| 278 The study materials are designed to make students think critically |
| 279 The course/module outline and study guide facilitates learning. |
| 280 In the course/module the readings/resources are up-to-date |
| 281 Educational technology was integrated into the teaching of this course/module. |
| 282 The purpose of the educational technology used in this course/module was clear. |
| 283 Educational technology used in this course/module aided my learning. |
| 284 Educational technology was used to provide me with useful feedback on my progress. |
| 285 Educational technology used in this course/module helped me to reflect on the course/module content. |
| 286 Ways of improving the use and value of the educational technology in this course/module were discussed with the students. |
| 287 There has been adequate access to the computers for computer based learning. |
| 288 Computing equipment was reliable. |
| 289 This course/module helps me to feel more comfortable with using technology in new situations. |

### Communication and Class Interactions

|  |
| --- |
| 290 Expectations of students were clearly communicated. |
| 291 Feedback from students was welcomed and acted upon to improve the course/module. |
| 292 The course/module has improved my understanding of the way groups can work effectively |
| 293 The course/module structure encouraged me to participate in discussions and group activities. |

### Motivation

|  |
| --- |
| 294 This course/module encouraged me to put a lot of effort into trying to do things which initially seemed difficult. |
| 295 The course/module contains an appropriate breadth and depth of content to challenge most students |
| 296 The content in this course/module has been intellectually challenging |
| 297 This course/module provides a range of intellectual challenges for most students. |
| 298 The course/module requires a reasonable amount of work. |
| 299 I was motivated by the amount of control I had over my own learning experience. |
| 300 The satisfaction I derived from doing this course/module increased my motivation. |

### Generated Questions

# Appendix D: Instructions for Facilitators

## Before the start of the evaluation, please ensure that:

1. Every student has a copy of both the questionnaire and the response sheet. If enough copies of the questionnaire are not available, please request students to share questionnaires.
2. Every student knows which part of the response sheet is to be used for which section of the questionnaire.

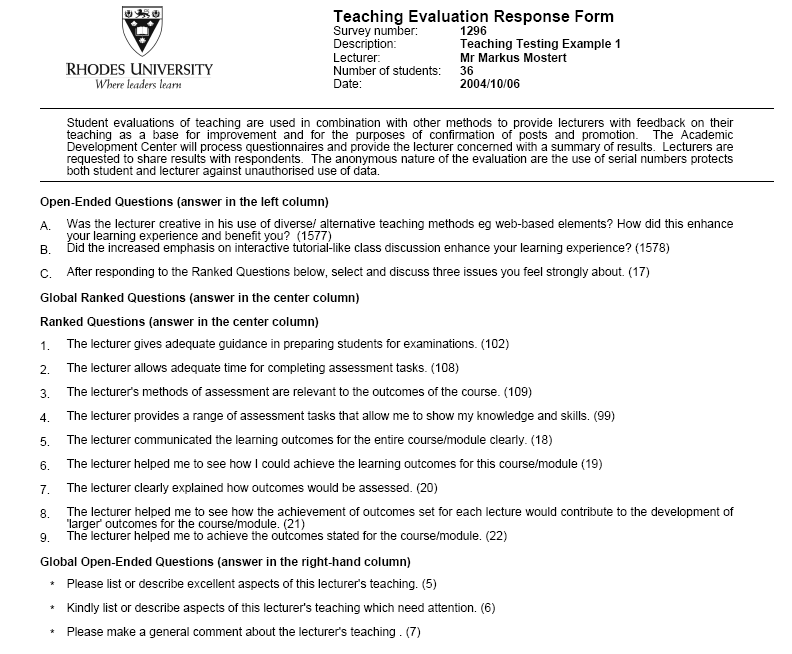
* open-ended questions (if any) are numbered Question A, B and C and should be answered in the three open blocks in the left column,
* ranked questions are numbered Question 1, 2, 3 (up to a maximum of 27), and should be answered by filling in the circles in the centre column, and
* the three (compulsory) global questions are responded to in the three open blocks in the right column.

1. Every student knows to use either a pencil or a blue or black pen and to completely colour in the circles; (red or green ink are not read by the scanner and neither are 🗸 or 🗴 marks).

## At the end of the evaluation, please ensure that:

1. All response sheets are collected from students before they leave the room.
2. The facilitator section in the form on the back of the envelope is completed.
3. All response sheets (including unused ones) are then placed in an envelope facing up and in the same direction.
4. At least one copy of the survey questionnaire is included with the response forms in the envelope. (The rest of the questionnaires can be discarded, but if you prefer to return them to CHERTL, please keep them separate from the response sheets).
5. The envelope is then sealed and returned to the CHERTL.

# Appendix E Example of a questionnaire



# Appendix F Evaluation Response Form

