

**Course Evaluation**  
**Face-to-Face, Blended and Online**

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**Purposes of Evaluation**

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1. Diagnostic feedback to faculty that will be useful for the improvement of teaching.
2. A measure of teaching effectiveness to be used in personnel and administrative decision making.
3. Information for students to use in the selection of courses and professors.
4. An outcome or a process description for research on teaching.

Marsh, H. W., & Roche, L. (January 01, 1993). The Use of Students' Evaluations and an Individually Structured Intervention to Enhance University Teaching Effectiveness. *American Educational Research Journal*, 30, 1, 217-251.

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### Topics

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- Course evaluation based on:
  - feedback from students
  - research-supported rubric of best practice standards

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### What Do You Want to Know?

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Think about a course that you teach.  
What do you want to find out from your students about your course?

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### Ways to Collect Data from Students

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- Written
- Verbally
- Surveys

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**Types of Evaluation**

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- Initial
- Formative
- Summative

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**Initial Evaluation**

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- First two weeks of a semester
- Baseline information

Sample of Initial Evaluation

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**Formative Evaluation**

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- Four to six weeks into a semester
- Design elements

Sample of Formative Evaluation

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### Summative Evaluation

- At the end of the semester
- Objectives achieved?
- Any changes based on earlier surveys
- Use feedback to make changes to next iteration

Sample of Summative Evaluation

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### Designing Surveys

- IRB

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Use this information sheet for anonymous survey studies conducted by faculty or staff. This can also be converted to a consent form and modified for other minimal risk studies.

Information Sheet for [ ] Survey  
 University of Connecticut

Principal Investigator: [ ]  
Title of Study: [ ]

You are invited to participate in this focus group/survey of [ ]. I am interested in finding out your views of [ ].

Your participation in this study will require participation in a focus group/survey and possible completion of a questionnaire. This should take approximately [ ] of your time. Your participation will be anonymous and you will not be contacted again in the future. You will not be paid for being in this study. This focus group/survey does not involve any risk to you. However, the benefits of your participation may impact society by [ ].

You do not have to be in this study if you do not want to be. We will be happy to answer any questions you have about this study. If you have further questions about this project or if you have a research-related problem, you may contact me, [ ] at [ ]. If you have any questions about your rights as a research participant you may contact the University of Connecticut Institutional Review Board (IRB) at 860-486-8802. An IRB is a group of people that reviews research studies to make sure they are safe for participants.

Thank you.

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Designing Surveys

- IRB
- Activity

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Activity

- Gathering opinions and/or information unable to observe
  - Write a survey question

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Designing Surveys

- IRB
- Activity
- Types of Questions

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Types of Questions

- Start with easy
- Change up answer options
- Allow for opt-outs
- Allow for additional info

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Common Mistakes

- Too specific
- Too general
- Leading
- Too many items in one question
- Over-surveying

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Example 1

- Before:  
More time should be given over in lecture period to viewing and discussing films.
  - Strongly Agree
  - Somewhat Agree
  - Neither Agree or Disagree
  - Somewhat Disagree
  - Strongly Disagree

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### Example 1

- After:  
The time spent in lecture period on films and film clips is \_\_\_\_\_.
  - too much
  - just right
  - not enough

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### Example 2

- Before:  
I feel that the in-class worksheets help me organize my thoughts before we launch into discussion.
  - Strongly Agree
  - Somewhat Agree
  - Neither Agree or Disagree
  - Somewhat Disagree
  - Strongly Disagree
- On the negative side, the questions on the worksheets are generally so specific that they often stifle rather than stimulate my own thinking.
  - Strongly Agree
  - Somewhat Agree
  - Neither Agree or Disagree
  - Somewhat Disagree
  - Strongly Disagree

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### Example 2

- After:  
The questions on the in-class worksheets are \_\_\_\_\_.
  - so general that they are of little use
  - just right
  - so specific that they are leading

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### Example 3

• Before:

I feel that the writing instruction being offered in discussion section has helped me define my aims and strategies of composition in preparing the take-home writing assignments.

Since the beginning of the semester, my writing for this course has become more concise and precise.

Since the beginning of the semester, my writing for this course has become more persuasive and has improved stylistically.

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### Example 3

• After:

I feel that the writing instruction offered in this course has helped me \_\_\_\_\_ (mark all that apply).

- write more concisely
- find composition aims and strategies
- improve my writing techniques and "mechanics"
- write more persuasively
- improve my writing style

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### Designing Surveys

- IRB
- Activity
- Types of Questions
- Length of Survey

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### Designing Surveys

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- IRB
- Activity
- Types of Questions
- Length of Survey
- Anonymous
  - HuskyCT
  - Paper
  - In-class polling
  - Web-based surveys
  - Anonymous email

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### In-Class Polling

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- Sample Text Poll Question
- <http://textthemob.com/>
- <http://www.polleverywhere.com/>

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### Web Survey Services

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- [www.surveymonkey.com](http://www.surveymonkey.com)
- [www.questionpro.com](http://www.questionpro.com)
- [ww.surveymonkey.com](http://www.surveymonkey.com)
- [www.surveymonkey.com](http://www.surveymonkey.com)
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### Anonymous Email

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- Send email from your account and have students reply via anonymous email.
  - <http://anonymouse.org/anonemail.html>
  - <http://www.sendanonymousemail.net/>
  - <http://www.send-email.org/>

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### What to do with the Results

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- Reflect on how feedback could improve your teaching.
- Inform students of any changes you are making based on the results.
- Re-survey students about any changes made.

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### End of Topic

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Course evaluation based on a research-supported rubric of best practice standards is next.

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## Quality Matters Rubric

Used with permission as a subscriber  
*Quality Matters Inter-Institutional Quality Assurance in Online Learning*  
Slide excerpts are from the *QM Rubric for Online and Hybrid Courses*

[www.QualityMatters.org](http://www.QualityMatters.org)

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## Best Practices

- Focus is on student learning and continuous improvement.
- Reflect national standards of best practice and literature.
- Gathering data on your course without students.
- Course design, rather than course delivery or content.
- Course is *aligned* using the following components:
  - Learning Objectives
  - Assessment and Measurement
  - Resources and Materials
  - Learner Engagement
  - Course Technology

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## 8 Categories and 40 Standards

### CATEGORIES:

- Course Overview and Introduction
- Learning Objectives (Competencies)
- Assessment and Measurement
- Resources and Materials
- Learner Engagement
- Course Technology
- Learner Support
- Accessibility

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### Facilitates Data Gathering

- Face-to-face, blended or online, you may not know the questions to ask to improve your course.
- QM process and categories are valuable in designing a high quality and fully integrated course.
- Let's review the categories.

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### Course Overview and Introduction

- Course Intro
- Statement
- Netiquette
- Self-Introductions
- Expectations
- Minimum student preparation, prerequisites, competency
- Minimum Technical Skills and System Requirements

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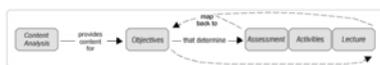
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### Learning Objectives

- Learning objectives are clearly stated and meaningful:
  - Describe outcomes that are measurable.
  - Module/unit objectives should be clearly written, meaningful, achievable and measurable.
    - should be written from the students' perspective.
  - Instructions should be adequate and stated clearly.
  - Designed with the course level in mind.



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### Assessment and Measurement

- Assessment strategies measure effective learning, and evaluate student progress by referencing the objectives:
  - Selected assessments measure stated learning objectives.
  - Assessments are consistent with course activities.
  - The above result in a course that is *aligned*.
  - Grading policy is stated clearly.
  - Evaluation of student work and participation clearly stated.
  - Assessment instruments are sequenced, varied, and appropriate to the content being assessed.
  - Self-assessment or practice assignments or quizzes are provided with timely feedback to students.

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### Resources and Materials

- Instructional materials are sufficiently comprehensive to achieve stated course objectives and learning outcomes and prepared by qualified persons competent in their fields:
  - Instructional materials contribute to the achievement of stated course and module/unit objectives.
  - Relationship between the instructional materials and the learning activities are clearly explained.
  - Instructional materials have sufficient breadth, depth, and currency for the students to learn the subject.
  - All resources and materials used in the course are appropriately cited. [ *we see this as essential, not optional* ]

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### Learner Engagement

- Meaningful interaction between the course and the students:
  - Learning activities promote the achievement of stated learning objectives.
  - Meaningful interaction between instructor <—>student, student<—>student, students<—>course materials.
  - Course materials are used to motivate students and foster intellectual commitment and personal development.
  - Clear standards are set for instructor responsiveness and availability:
    - Electronic office hours and methodology to use
    - Feedback is a critical component in online learning.

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### Course Technology

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- Course navigation, technologies, media promote student engagement; ensure access to instructional materials and resources:
  - Support student engagement and active learning.
  - Navigation is logical, consistent, and efficient.
  - Ready access to technologies required in the course.
  - Course components are compatible with the current standards for delivery modes.
  - Instructions on how to use and access resources at a distance are clear and easy to understand.
  - Course design takes full advantage of available tools and media.

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### Learner Support

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- Course *facilitates* student access to institutional services essential to helping students achieve educational goals and overall success whether online or face-to-face:
  - Clear description of the technical support offered.
  - Explanation of the institution's academic support.
  - Explanation of institution's student support services.
  - Answer basic questions and cover overall procedures related to requirements such as:
    - Writing
    - Technology
    - Tutorials

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### Accessibility and Copyright Issues

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- The face-to-face and online course components are accessible to all students:
  - Course incorporates ADA standards and reflects conformance with institutional policy regarding accessibility in online and hybrid courses.
  - Course pages and course materials provide equivalent alternatives to auditory and visual content.
  - Course pages have links that are self-describing and meaningful (such as ALT tags).
  - Course ensures screen readability.
- Any copyrighted material must be properly cited and permissions obtained if necessary for use.

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### Summary

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Developing an online course can be overwhelming.

ITL and the Instructional Development Unit team of instructional developers and media specialists can simplify the development process and help you produce a fully aligned, engaging course that meets today's *Best Practices*.



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### Questions?

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