

REVISED TEACHING EVALUATION FORM
October 2015

Rating scale: where relevant the existing 7-point scale will be used

A. Demographics section

1. Full-time/Part-time?
2. Elective/required?
3. How many one-term courses had you completed prior to this term? (0-9, 10-19, 20-29, 30-39, >40)?
4. In terms of my class attendance, I attended class (almost never, less than half the time, about half the time, more than half the time, almost always, always)?
5. Compared to other courses at this level in this discipline, the workload for this course was: (lighter, similar, heavier, N/A)?
6. Where did you complete this evaluation (choices are in-class or outside of class)

B. Questions about the instructor

1. The instructor provided opportunities for me to develop my interest in this subject area
2. The instructor provided helpful responses to students' questions and requests for guidance
3. The instructor provided opportunities for me to feel engaged in the learning process
4. The instructor gave clear explanations
5. The instructor displayed an interest in and concern for student learning in this course
6. The instructor maintained a respectful learning environment
7. The instructor provided feedback on my coursework that helped me improve my understanding

C. Questions about the course (for program use only)

Eight possible learning outcomes are listed below, not all of which will be relevant in this course. Describe the amount of progress you made on each by using the scale provided:

1. The course deepened my understanding of the subject matter
2. The content of this course was consistent with the course outline/syllabus
3. The course provided me with opportunities to demonstrate my understanding of the course material
4. The course helped me to see how subject matter and/or skills could be applied in other areas
5. The course helped me to understand the methods of inquiry, problem solving, and/or creative activity in this area of study
6. The course helped me learn how to analyze information
7. The course provided opportunities for me to improve my written, oral or other communication skills
8. The course helped me understand that there is more to learn in this area of study

D. Questions specific to the individual instructor

- Instructor may choose up to 10 questions (see, for example, the question bank attached)
- Ten placeholders on the questionnaire
- Questions distributed on a separate sheet, or electronically, by the instructor

E. Questions about degree level expectations (for program use only)

- In addition to the questions about the course, program may wish to choose up to 12 questions (see, for example, the question bank attached)
- Twelve placeholders on the questionnaire
- Questions distributed on a separate sheet, or electronically, by the program

F. Comments about the instructor and/or course (Your responses will only be seen by the instructor)

QUESTION BANK (FOR INSTRUCTORS)

- This question bank is adapted, with permission, from one developed by the University of Toronto
- Items marked by an asterisk (*) are associated with the rating scale (poor, fair, good, very good, and excellent).
- Open-ended response items are specified.
- Instructors may prefer to generate their own items.

INSTRUCTOR-SPECIFIC ITEMS

Interaction with Students

1. The instructor encouraged interaction with students, either through office visits or email.

Course Documents

2. The instructor's course outline, including information about tests, assignments, or projects, was clear.

3. Course assignment or project descriptions, including information about requirements, were clear.

Communication

4. The instructor organized lectures in a logical manner.

5. The instructor moved through course concepts at a comfortable pace.

6. The instructor identified difficult areas when explaining course concepts.

7. The instructor suggested specific ways to help understand course concepts.

Interest in Student Learning Experience

8. The instructor responded respectfully to students' questions.

9. The instructor expressed an interest in student understanding when explaining course concepts.

10. The instructor expressed interest in students' learning approaches (e.g. note-taking, study habits) throughout the course.

11. The instructor encouraged students to be actively aware of their learning throughout the course.

12. The instructor provided opportunity for questions during lectures.

Opportunity for Discussion and Activity with Others

13. The instructor provided opportunity for classroom discussion.

14. The instructor provided opportunity for group activity and discussion in class.

15. The instructor provided opportunity for group work with respect to classroom activities, assignment, and/or projects.

16. The instructor ensured classroom discussions were focused.

Encourage Participation/Multiple Perspectives

17. The instructor encouraged students to express their own ideas in the class.

18. The instructor was receptive to different perspectives in class.

19. The instructor incorporated different perspectives into lectures.

20. When lecturing, the instructor went beyond his or her personal opinion and included different perspectives on the course topics.

21. The instructor encouraged students to ask questions about the course material.

Encourage Application/Integration

22. The instructor related course concepts to current issues or real-life situations.

23. The instructor presented information on new perspectives, theory, and/or research on the course subject matter.

24. The instructor used examples when explaining course concepts.

25. The instructor explained how course topics contributed to overall learning of the subject matter.

26. The instructor highlighted the connections between theory, practice, and research in the course.

27. The course provided opportunity for "hands-on" experience in terms of research, case studies, or real-world situations.

28. The instructor encouraged the use of multiple resources (e.g. databases, DVDs) to facilitate learning the course material.

29. The instructor encouraged the use of institutional resources (e.g. library) to facilitate learning the course material.

Respect for Others

30. The instructor encouraged respect for different opinions and experiences in the classroom.

Learning Expectations and Feedback

31. The instructor had reasonable learning expectations for students in the course.

32. The instructor made it clear what students were expected to learn in the course.

33. The instructor ensured students were informed of their progress in the course.

34. The grading expectations for course assignments, projects, papers, and/or tests were reviewed in the course.

Use of Resources

35. The instructor used educational technology (e.g. MyLearning Space) to promote learning in the course.

Evaluation of Specific Course Components

36. Course lectures improved my understanding of the course material.

37. Classroom discussions improved my understanding of the course material.

38. Course group work improved my understanding of the course material.

39. Course assignments, projects, tests, and/or papers highlighted important concepts of the course.

40. The physical environment (e.g. classroom size, room, tables, desks, lighting, etc) provided a space that was conducive to my learning.

41. The course textbook and/or readings contributed to my learning of the subject matter.

42. The online discussion board contributed to my learning of the course material. 43. The online discussion board created a sense of community in the course.
44. The use of clickers in the classroom contributed to my learning of the course material.
45. Educational technology (e.g. MyLearningSpace) contributed to my learning of the course material.
46. Technology resources used during lectures (e.g. video, web, powerpoint) contributed to my learning of the course material.
47. Library resources and/or library services contributed to my learning in this course.
48. Course field trips improved my understanding of the course material.
49. The course field experience improved my understanding of the course material.
50. Course field trips were well-planned and organized.
51. The course field experience was well-planned and organized.
52. The clinical component contributed to my learning of the course material.
- *53. Overall, the quality of the clinical experience in the course was:
- *54. Overall, the quality of the field experience in the course was:
- *55. Overall, the quality of the online experience of the course was:

Online Learning Environment

Note these items are specified for online learning environments; instructors should review other sections of the Bank for items related to communication, organization, respect for students, etc.

56. Online course technical support was available throughout the course.
57. The instructor's online communications to students (discussion posts, video capture, email, announcements, etc) were clear.
58. The instructor's use of the online environment facilitated my understanding of the course material.
59. The instructor encouraged online consultation with students through email, chat, or other communication tools.
60. The instructor encouraged online interaction among students within the course.
61. Online interactions with my peers improved my understanding of the course material.
62. Online collaborations with my peers improved my understanding of the course material.
63. Online content resources, library references, data sources, and web site links provided by the instructor contributed to my understanding of the course material.
64. Online tools, used to support course activities, contributed to my learning of the course material.
65. *Overall, the quality of the online environment within this course was:
66. *Overall, the quality of online delivery of this course was:

OPPORTUNITY TO DEVELOP SPECIFIC COMPETENCIES

Note some items will be relevant to multiple categories. Please consider this in your review of potential items.

Breadth in Thinking

67. The instructor encouraged students to draw knowledge from other courses to understand course material.
68. *Opportunity to draw knowledge from other courses to understand course material was:

Engagement

69. The course material inspired me to learn more about the subject matter.
70. Course lectures inspired me to discuss the subject matter outside of class.

Information Literacy

71. The course provided instruction on how to extract important information from texts, articles, or other sources.
72. The course provided instruction on how to evaluate the credibility of various sources of information.
73. The course provided instruction on how to sort and organize multiple pieces of information.
74. The course provided instruction on how to structure extracted information into a coherent argument.
75. * Course instruction on how to extract information from various sources was:
76. * Course instruction on how to evaluate information from various sources was:
77. * Course instruction on how to structure information into a coherent argument was:

Critical, Creative, and Reflective Thinking

78. The instructor encouraged students to be actively aware of how they think about the course material.
79. Course projects and/or assignments provided opportunity for creativity and creative thinking.
80. Course projects and/or assignments provided opportunity for reflection.
81. The course provided information on important issues in the subject matter.
82. The course provided opportunity to apply course material to current issues in the field.
83. The course provided instruction on how to analyze arguments.
84. The course provided opportunity to draw from scholarly research to address issues in the field.
85. The course provided instruction on how to critically evaluate ideas.
86. The course provided instruction on how to read text, research, and other material critically.
87. *Opportunities to think creatively in the course were:
88. *Opportunities for critical reflection and analysis in the course were:
89. *Course opportunities to draw from scholarly research were:

Decision-Making

- 90. The course provided instruction on how to manage multiple sources of information in my decision-making.
- 91. The course provided opportunity for me to enhance my problem-solving skills.
- 92. *Opportunities to enhance my problem-solving skills in the course were:

Social and Ethical Responsibility

- 93. The course drew attention to ethical and social issues related to the field of study.
- 94. The course expanded my understanding of the field's codes of ethics.
- 95. The course expanded my understanding of professional practices in the field.
- 96.*Opportunities to learn about the professional practices in the field were:
- 97.*Opportunities to expand my understanding of the field's code of ethics were:

Transfer of Knowledge and Skills

- 98. Course assignments, projects, tests, and/or papers helped me to develop skills I can use in other courses.
- 99.*Opportunities to apply course topics and materials to other courses were:
- 100.*Opportunities to develop skills I can use in other courses were:

Communication

- 101. The course provided opportunity to develop my interpersonal communication skills (i.e. sharing ideas with others).
- 102. The course provided opportunity for me to develop my oral presentation skills.
- 103. The course provided instruction on how to create an oral presentation.
- 104. The course provided instruction on how to write a paper.
- 105. The course provided instruction on how to write a critical review paper.
- 106. The course provided instruction on how to write for a variety of audiences
- 107. The course provided opportunity for me to develop my paper writing skills.
- 108. The course provided instruction on how to give a presentation to a variety of audiences.
- 109 *Opportunities to develop my presentation skills in the course were:
- 110.*Course opportunities to develop my interpersonal communication skills (i.e. sharing ideas with others) were:
- 111.*Course instruction on presentations skills was:
- 112.*Course instruction on writing a paper was:

General Research Communication

- 113. The course provided opportunity to develop my research report writing skills.
- 114. The course provided instruction on how to write a research report.
- 115. The course provided instruction on how to write a research proposal.
- 116. The course provided instruction on how to construct a research argument.
- 117. The course provided instruction on how to interpret and report on research data.
- 118.*Course instruction on how to write a research report was:

119.*Course instruction on how to write a research proposal was:

120.*Course instruction on how to interpret and report on research data was:

121.*Course opportunities to develop my research report writing were:

Research Skills

- 122. The course provided instruction on how to conduct research on the subject matter:
- 123. The course provided instruction on how to generate hypothesis.
- 124. The course provided instruction on how to generate research questions.
- 125. The course provided instruction on how to evaluate research evidence.
- 126. The course provided opportunity to work collaboratively on research projects.
- 127.*Course instruction on how to conduct research on the subject matter was:
- 128.*Opportunities to work collaboratively on research projects were:

Quantitative Reasoning

- 129. The course provided opportunity to conduct quantitative research.
- 130. The course provided instruction on how to interpret quantitative information (e.g. statistics, statistical analyses).
- 131. The course provided instruction on how to interpret and report quantitative data.
- 132. The course provided instruction on how to conduct statistical analyses on quantitative data.
- 133. The course provided instruction on quantitative research methods.
- 134.*Course instruction on quantitative information was:
- 135.*Course instruction on how to interpret and report quantitative information was:
- 136.*Course instruction on quantitative research methods was:
- 137.*Course instruction on how to conduct statistical analyses was:

Qualitative Reasoning

- 138. The course provided instruction on how to interpret and report on qualitative data.
- 139. The course provided instruction on how to interpret results from qualitative research.
- 140. The course provided instruction on qualitative research methods.
- 141. The course provided instruction on how to use qualitative research tools and programs.
- 142.*Course instruction on how to collect and interpret qualitative information was:
- 143.*Course instruction on qualitative research methods was:
- 144.*Course instruction on how to use qualitative research tools and programs was:

TUTORIAL/LAB ITEMS

145. The teaching assistant created an atmosphere in the tutorial/lab that was conducive to my learning.
146. The teaching assistant used the tutorial/lab time well.
147. The tutorial/lab sessions improved my understanding of the course material.
148. The teaching assistant was well prepared for tutorials/labs.
149. The teaching assistant was enthusiastic about the tutorial/lab material.
150. The teaching assistant explained tutorial/lab topics and concepts clearly.
151. The teaching assistant drew attention to the essential skills needed to understand the course material.
152. The teaching assistant was receptive to different learning needs of the students.
153. The teaching assistant expressed an interest in student understanding when explaining course concepts.
154. The teaching assistant responded respectfully to student questions during tutorials/labs.
155. The teaching assistant encouraged questions during tutorials/labs.
156. The teaching assistant encouraged interaction with students, either through office visits or email.
157. The tutorial/lab sessions were organized.
158. *Overall, the quality of my learning experience in the tutorial/lab was:
159. *Overall, the quality of support the teaching assistant provided in this course was:
160. Please comment on your overall learning experience in the tutorial/lab sessions. (Open-ended)
161. Please comment on the quality of support the teaching assistant provided in the tutorial/lab sessions. (Open-ended)

Role-Specific Items

162. The teaching assistant's general instruction helped me complete the lab exercises effectively.
163. The teaching assistant's general instruction helped me work on the problem sets effectively.
164. The teaching assistant's general instruction helped me work on the course projects and/or assignments effectively.

Attendance

165. In terms of my tutorial/lab attendance, I attended my assigned tutorial/lab: (almost never, less than half the time, half the time, more than half the time, almost always)

TEACHING ASSISTANT (no tutorial/lab)

166. The support my teaching assistant provided contributed to my learning in the course.
167. The teaching assistant's feedback on course assignments, projects, papers, and/or tests helped me understand the grades I received.
168. The teaching assistant's feedback on course assignments, projects, papers, and/or tests improved my understanding of the course material.
169. The support my teaching assistant provided through email or office hours contributed to my learning in the course.
170. *Overall, the quality of support the teaching assistant provided in this course was:

QUESTION BANK (FOR PROGRAMS)

- What follows are items taken from the UDLEs (Undergraduate Degree Level Expectations). Only aggregate data will be provided to program coordinators – perhaps sorted by course code level – so that they may compile quantitative data on their achievement of program learning outcomes to supplement qualitative information gathered from students’ achievements on specific course assessments.
- Programs may prefer to use their own specific learning outcomes, if developed.
- As well, there are many sections in the instructors’ question bank, under the heading “Opportunities to develop specific competencies,” that could be adapted to get at this kind of data. These too are included below.

SUGGESTED INSTRUCTION TO STUDENTS:

Rate this course on the extent to which it contributed to the development of your knowledge and skills in each of the following areas (not at all, somewhat, a lot)

Depth and breadth of knowledge

1. Knowledge and critical understanding of key concepts, methodologies, current advances, theoretical approaches and assumptions in the field.
2. An interdisciplinary perspective.
3. Ability to gather, review, evaluate and interpret information.
4. Ability to compare the merits of alternate hypotheses or creative options.
5. Detailed knowledge of and experience in research.
6. The ability to apply critical thinking and analytical skills.
7. The ability to apply learning from outside the area of study.

Knowledge of methodologies

Note: these items relate to a student’s understanding of the methods of inquiry and/or creative activity in their area of study

8. The ability to evaluate the appropriateness of different approaches to solving problems in the discipline.
9. The ability to devise and sustain argument or solve problems.
10. The ability to describe and comment upon current research or scholarship.

Application of knowledge

11. The ability to review, present and critically evaluate qualitative information.
12. The ability to review, present and critically evaluate quantitative information.
13. The ability to use a range of established techniques to critically evaluate arguments, assumptions and abstract information, pose problems, propose solutions and solve problems.
14. The ability to make critical use of scholarly reviews and primary sources.

Communication Skills

15. The ability to communicate information, arguments and analyses accurately and reliably to a range of audiences, orally.
16. The ability to communicate information, arguments and analyses accurately and reliably to a range of audiences, in writing.

Awareness of the limits of knowledge

17. An understanding of the limits to my own knowledge and ability in this field.
18. An appreciation of uncertainty and ambiguity and how this might influence my analyses and interpretations.

Autonomy and professional capacity

Note: This relates to the qualities and transferable skills necessary for further study, employment, community involvement and other activities

19. The exercise of initiative, personal responsibility, and accountability in personal and group contexts
20. Working effectively with others
21. Decision-making in complex contexts
22. Independence in managing my own learning
23. Behaviour consistent with academic integrity and social responsibility.

ADDITIONAL ITEMS ADAPTED FROM THE INSTRUCTOR QUESTION BANK

Breadth in Thinking

24. The ability to draw knowledge from other courses to understand course material.

Information Literacy

25. The ability to extract important information from texts, articles, or other sources.
26. The ability to evaluate the credibility of various sources of information.
27. The ability to sort and organize multiple pieces of information.
28. The ability to structure extracted information into a coherent argument.

Critical, Creative, and Reflective Thinking

29. Awareness of how I think.
30. The ability to apply course material to current issues in the field.
31. The ability to analyze arguments.
32. The ability to draw from scholarly research to address issues in the field.
33. The ability to critically evaluate ideas.
34. The ability to read text, research, and other material critically.
35. The ability to think creatively

Decision- Making

36. The ability to manage multiple sources of information in my decision-making.
37. Problem-solving skills.

Social and Ethical Responsibility

38. Understanding of the field's codes of ethics.
39. Understanding of professional practices in the field.

Transfer of Knowledge and Skills

40. Skills I can use in other courses.

Communication

41. Interpersonal communication skills (i.e. sharing ideas with others).
42. Oral presentation skills.
43. How to write a paper.
44. How to write a critical review paper.
45. How to write for a variety of audiences
46. How to give a presentation to a variety of audiences.

General Research Communication

47. Research report writing skills.
48. Research proposal writing skills.
49. How to construct a research argument.
50. How to interpret and report on research data.

Research Skills

51. How to conduct research
52. How to generate hypotheses.
53. How to generate research questions.
54. How to evaluate research evidence.
55. How to work collaboratively on research projects.

Quantitative Reasoning

56. How to interpret quantitative information (e.g. statistics, statistical analyses).
57. How to interpret and report quantitative data.
58. How to conduct statistical analyses on quantitative data.
59. Quantitative research methods.

Qualitative Reasoning

60. How to interpret and report on qualitative data.
61. How to interpret results from qualitative research.
62. Qualitative research methods.
63. How to use qualitative research tools and programs.