How to Add Your Own IDEA Eval Questions

PLNU: Center for Teaching and Learning

Faculty

Home   Course Evaluation Questions   Feedback   OSF Manager   Trends Analysis

A. Professor

Step 1: Open Campus Labs: https://pointloma.campuslabs.com/faculty/.

Step 2: On the selected Semester and Course, click "Course Evaluation Questions."

Selected Term

Fall 2021 Overall Semester ⌄

My Courses

HIS 1011

Roster: **40**   View Course Roster

Objectives Selection Form

Course Evaluations

🕐 **Starts in 18 Days**
Begins 11/7/2021 at 8:00 AM PST
Ends 12/10/2021 at 11:59 PM PST

📊 **Results**
Available 1/5/2022 at 8:00 AM PST

👥 **40**
Enrolled Students

Faculty

Home   **Course Evaluation Questions**   Feedback   OSF Manager   Trends Analysis

‹ | **Course Evaluation Questions**

Course Sections in Fall 2021 Overall Semester

Change Term   Fall 2021 Overall Semester ⌄

HIS 1011
Evaluation Status: **PENDING (13 Days left to add questions)**

View/Edit Evaluation

Step 3: This is the Course Evaluation Questions page where you have the option to add eval questions.

Step 4: To add eval questions, click on "View/Edit Evaluation."

Faculty

Home   Course Evaluation Questions   Feedback   OSF Manager   Trends Analysis

‹ | HIS 1011   Questions

Evaluation Questions

- Describe the frequency of your instructor's teaching procedures.

The Instructor:

- Found ways to help students answer their own questions

- Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)

- Encouraged students to reflect on and evaluate what they have learned

- Demonstrated the importance and significance of the subject matter

- Formed teams or groups to facilitate learning

- Made it clear how each topic fit into the course

- Provided meaningful feedback on students' academic performance

- Stimulated students to intellectual effort beyond that

Custom Questions   Edit
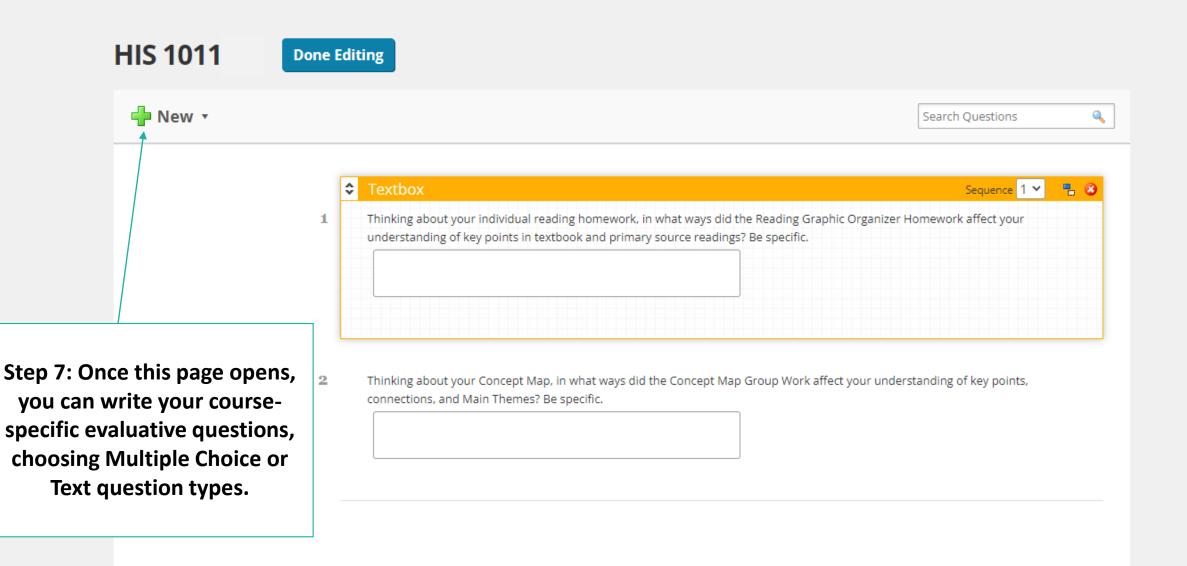
These questions will appear at the end of the evaluation.

- Thinking about your individual reading homework, in what ways did the Reading Graphic Organizer Homework affect your understanding of key points in textbook and primary source readings? Be specific.

- Thinking about your Concept Map, in what ways did the Concept Map Group Work affect your understanding of key points, connections, and Main Themes? Be specific.
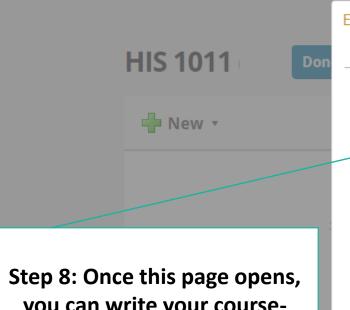
Step 5: To the left, you will see all of the questions / statements that students see when they complete the IDEA Eval.

Step 6: To the right, click on "Edit" to add your own evaluative questions. They will appear at the end of the IDEA Eval for students to answer.
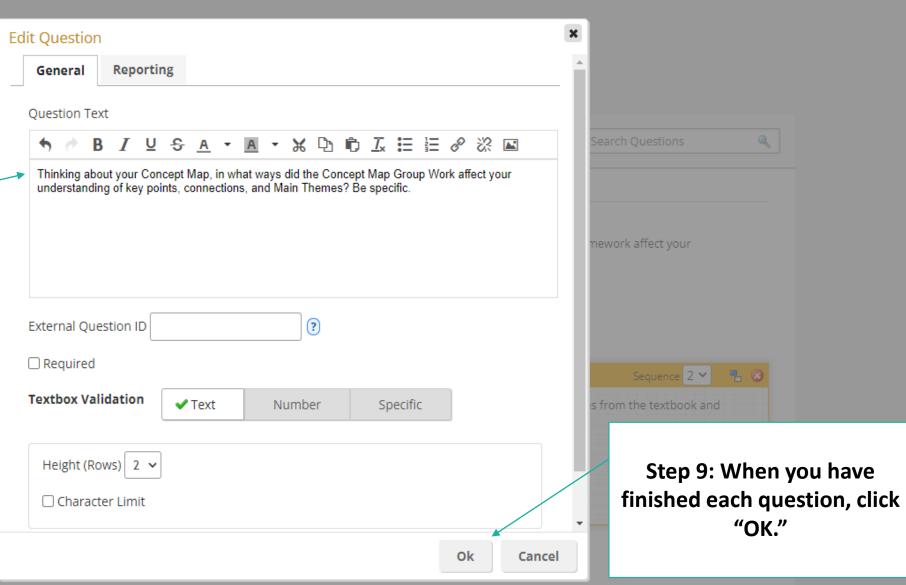
Course Evaluations

HIS 1011   **Done Editing**

➕ **New** ▾

Textbox   Sequence 1 ⌄

1   Thinking about your individual reading homework, in what ways did the Reading Graphic Organizer Homework affect your understanding of key points in textbook and primary source readings? Be specific.

2   Thinking about your Concept Map, in what ways did the Concept Map Group Work affect your understanding of key points, connections, and Main Themes? Be specific.

Step 7: Once this page opens, you can write your course-specific evaluative questions, choosing Multiple Choice or Text question types.

Course Evaluations

HIS 1011　　Don

➕ New ▾　　　　　　　　　　　　　　Search Questions 🔍

Edit Question　　　　　　　　　　　　　　　　✖

General　　**Reporting**

Question Text

↶ ↷ **B** *I* U S̶ A ▾ A ▾ ✂ ⧉ 📋 Ix̲ ☰ ☰ 🔗 ⤬ 🖼

Thinking about your Concept Map, in what ways did the Concept Map Group Work affect your understanding of key points, connections, and Main Themes? Be specific.

Step 8: Once this page opens, you can write your course-specific evaluative question, choosing Multiple Choice or Text question types.

External Question ID ⌷＿＿＿＿＿＿＿＿ ❓

☐ Required

Textbox Validation　[✔ Text]　[Number]　[Specific]

Height (Rows) [2 ▾]

☐ Character Limit

Step 9: When you have finished each question, click "OK."

[Ok]　[Cancel]

Guidelines for Writing Good Eval Questions:

- The **purpose** of eval questions is to gain informative feedback that you would not otherwise gain from the standard student eval, to measure a specific change you have implemented in your course, or to gain course-specific feedback on a learning tool, an instructional method, an inclusive pedagogy, or a method of inquiry or engagement.

- Create questions that are clear and focused in purpose.

  - Guide students to the specific type of feedback you are looking for.

  - Students tend to provide better feedback to more specific questions. Asking about a specific type of activity, or asking students to share the most important point they learned during the semester, may provide more useful feedback.

  - Example: instead of asking "How useful were the instructional materials and activities for this course?", focus on a specific material or activity.

- Avoid leading questions.

  - Yes/no questions can often be leading questions. Instead of asking "Did you learn a great amount from this course?", a better question would be "To what extent do you feel you mastered the content in this course?

The information on this page comes from the University of Wisconsin-Madison, Student Learning Assessment. https://assessment.provost.wisc.edu/best-practices-and-sample-questions-for-course-evaluation-surveys/

Examples of Good Eval Questions:

- What are one to three specific things about (name specific learning tool) that helped to support your learning in this course?

- What parts of the course aided your learning the most (i.e. the weekly quizzes, the short papers, the group work, the essays, etc.)?

- What are one to three specific things about the course that could be improved to better support your learning?

- What is one take away from this course that you would like to pass on to future students enrolled in this course?

- In what way did the Christian Practice / Reflection help you this semester?