

## Instructions

This catalogue is for your reference only and does not need to be submitted with the Request Form for a Student Questionnaire to evaluate a Course.

- Please list, in order of preference, the catalogue number of your selected questions on the Request Form in the section entitled “Questions – Ratings”. Note that the maximum number of questions possible is 30 including any comments questions.
- You can change the question text by indicating the catalogue number followed by the desired change. You can also include specific questions of your own, using the same format and providing suitable descriptors. Attach a sheet to the Request Form if the space in the Questions section is not enough.
- **Important note for distance courses/papers:** You have the opportunity to include in your course evaluation a small set of questions specifically designed for distance courses. They focus on aspects of courses that are central to good design and teaching in distance education. If you wish to include this set of ten questions simply record catalogue reference 289.
- You may wish to include comments/free text questions as well as the ratings questions listed in this catalogue. To do this please fill in the section entitled “Questions – Comments” on the Request Form.
- To aid your selection the questions have been grouped into sections which are listed below

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## A. Student Outcomes and Effort

### Overall

1.	How valuable do you consider this course has been for you?	Extremely valuable	1 2 3 4 5	Not at all valuable
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### Knowledge and Intellectual Skill

2.	How much do you feel you have learned or accomplished in the course?	A great deal	1 2 3 4 5	Very little
3.	I have become more competent in this area due to this course:	To a great extent	1 2 3 4 5	Not at all
4.	How much factual material did you learn in this course?	A great deal	1 2 3 4 5	Very little
5.	Did this course improve your understanding of concepts and principles in this field?	Yes, greatly	1 2 3 4 5	No, not at all
6.	Can you now identify main points and central issues in this field?	Yes, clearly	1 2 3 4 5	No, not very well
7.	Did you gain skill in applying principles from this course to new situations?	Yes, greatly	1 2 3 4 5	No, not at all
8.	How valuable was this course in terms of developing new skills and techniques?	Extremely valuable	1 2 3 4 5	Not at all valuable
9.	Did you improve your ability to solve real problems in this field?	Yes, greatly	1 2 3 4 5	No, not at all
10.	I developed the ability to recognise good arguments in this field:	To a great extent	1 2 3 4 5	Not at all
11.	Did you improve your ability to evaluate research in this field?	Yes, greatly	1 2 3 4 5	No, not at all
12.	Did you improve your ability to carry out original research in this field?	Yes, greatly	1 2 3 4 5	No, not at all
13.	How much has this course improved your aesthetic judgment?	Greatly	1 2 3 4 5	Not at all
14.	Has this course encouraged you to develop original ideas?	Yes, greatly	1 2 3 4 5	No, not at all
15.	This course enhanced my creative abilities:	Greatly	1 2 3 4 5	Not at all
16.	Did you improve your ability to communicate clearly about this subject?	Yes, greatly	1 2 3 4 5	No, not at all
17.	Has your ability to express ideas in writing been strengthened through this course?	Yes, greatly	1 2 3 4 5	No, not at all

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## Interests and Curiosity

18.	Did this course increase your interest in the subject matter?	Yes, greatly	1 2 3 4 5	No, not at all
19.	I enjoyed learning about this subject matter:	Very much	1 2 3 4 5	Not at all
20.	Has this course stimulated your interest in taking additional related courses?	Yes, greatly	1 2 3 4 5	No, definitely not
21.	Were you stimulated to discuss course topics with friends outside of class?	Yes, often	1 2 3 4 5	No, never
22.	How much extra reading about the course material were you stimulated to do?	A large amount	1 2 3 4 5	None
23.	Did your interest in this course increase or decrease as the course progressed?	Greatly increased	1 2 3 4 5	Greatly decreased
24.	How much did this course challenge you to think?	A great deal	1 2 3 4 5	Very little

## Social and Personal Skills and Attitudes

25.	I developed some leadership skills because of this course:	To a great extent	1 2 3 4 5	Not at all
26.	Did you learn to value new viewpoints because of this course?	Yes, definitely	1 2 3 4 5	No, not at all
27.	Has this course made you more aware and concerned about societal problems?	Yes, greatly	1 2 3 4 5	No, not at all
28.	Has this course helped you to understand yourself better?	Yes, greatly	1 2 3 4 5	No, not at all
29.	Has this course made you more aware of your interests and talents?	Yes, much more	1 2 3 4 5	No, not at all
30.	Has this course helped you develop a greater sense of professional responsibility?	Yes, greatly	1 2 3 4 5	No, not at all
31.	Has this course helped you develop more confidence in yourself?	Yes, greatly	1 2 3 4 5	No, not at all

## Student Participation and Effort

32.	How much effort did you put into this course?	A great deal	1 2 3 4 5	Very little
33.	How appropriate was your background or preparation for this course?	Very appropriate	1 2 3 4 5	Very inappropriate
34.	I prepared before coming to class:	Always	1 2 3 4 5	Never
35.	How well did you keep up with the work in this course?	Very well	1 2 3 4 5	Not at all well
36.	How often had you completed assigned reading before discussion in class?	Always	1 2 3 4 5	Never

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37.	I sought help when I didn't understand the material:	Always	1 2 3 4 5	Never
38.	Did you actively participate in class activities?	Yes, often	1 2 3 4 5	No, never
39.	Did you actively participate in class discussions?	Yes, often	1 2 3 4 5	No, never
40.	How much suggested or other non-required reading did you do for this course?	A great deal	1 2 3 4 5	None

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## B. Instructor Skills & Attitudes

### Overall

41.	Rate the contribution of the lecturer to this course:	Excellent	1 2 3 4 5	Poor
42.	How effective was the lecturer in teaching this course?	Very effective	1 2 3 4 5	Very ineffective

### Organisation and Presentation Skills

43.	How would you characterise the lecturer's ability to explain?	Excellent	1 2 3 4 5	Very poor
44.	As a class leader, the lecturer was:	Very effective	1 2 3 4 5	Very ineffective
45.	Did the lecturer seem well prepared for classes?	Yes, always	1 2 3 4 5	No, never
46.	The lecturer's knowledge of course topics appeared to be:	More than adequate	1 2 3 4 5	Inadequate
47.	The lecturer's lectures seemed well organised:	Always	1 2 3 4 5	Never
48.	The lecturer gave an overview at the start of class presentations:	Always	1 2 3 4 5	Never
49.	The lecturer summarised material presented in class sessions:	Always	1 2 3 4 5	Never
50.	The lecturer changed approaches when the occasion demanded it:	Always	1 2 3 4 5	Never
51.	The lecturer presented material at a level appropriate to the class:	Almost always	1 2 3 4 5	Almost never
52.	The lecturer seemed to sense when students did not understand:	Almost always	1 2 3 4 5	Almost never
53.	The lecturer recognised students' difficulties in understanding new material:	Almost always	1 2 3 4 5	Almost never
54.	The lecturer varied the tempo of the class to suit the content and student needs:	Very well	1 2 3 4 5	Very poorly
55.	The lecturer clearly indicated what was important to learn in each class session:	Always	1 2 3 4 5	Never
56.	The lecturer's presentations allowed me to take good notes:	Almost always	1 2 3 4 5	Almost never
57.	The lecturer's presentation of abstract ideas, concepts, and theories was:	Very clear	1 2 3 4 5	Very unclear
58.	The lecturer was able to explain difficult material to my satisfaction:	Almost always	1 2 3 4 5	Almost never
59.	The lecturer was able to answer questions clearly and concisely:	Almost always	1 2 3 4 5	Almost never

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60.	The lecturer clearly explained relationships among course topics:	Frequently	1 2 3 4 5	Never
61.	Where possible, the lecturer broke down complex topics for easier explanation:	Always	1 2 3 4 5	Never
62.	The lecturer explained new ideas by relating them to familiar concepts:	Often	1 2 3 4 5	Seldom
63.	Did the lecturer make good use of examples and illustrations?	Yes, often	1 2 3 4 5	No, very seldom
64.	The lecturer's examples were usually:	Very appropriate	1 2 3 4 5	Inappropriate

## Basic Communication Skills

65.	The lecturer's use of the blackboard was:	Very effective	1 2 3 4 5	Very poor
66.	The lecturer's use of the overhead projector was:	Very effective	1 2 3 4 5	Very poor
67.	I could clearly hear what the lecturer was saying:	Almost always	1 2 3 4 5	Almost never
68.	Was the lecturer's speech easy to understand?	Very easy	1 2 3 4 5	Very difficult
69.	The lecturer generally spoke:	Too fast	1 2 3 4 5	Too slowly
70.	The lecturer looked at the class while speaking:	Most of the time	1 2 3 4 5	Rarely
71.	The lecturer exhibited annoying mannerisms	Frequently	1 2 3 4 5	Never

## Motivation and Stimulation

72.	The lecturer stimulated my interest in the subject:	Very much	1 2 3 4 5	Not at all
73.	Did the lecturer help motivate you to do your best work?	Yes, very well	1 2 3 4 5	No, not at all
74.	The lecturer stimulated my intellectual curiosity:	Frequently	1 2 3 4 5	Almost never
75.	How interesting were the lecturer's presentations?	Very interesting	1 2 3 4 5	Very boring
76.	In this course, I felt challenged and motivated to learn:	Almost always	1 2 3 4 5	Almost never
77.	The lecturer held the attention of the class:	Very well	1 2 3 4 5	Very poorly
78.	How enthusiastic did the lecturer seem to be about teaching this course?	Very enthusiastic	1 2 3 4 5	Very unenthusiastic
79.	Did the lecturer relate course content to recent developments/issues, where possible?	Yes, frequently	1 2 3 4 5	No, hardly ever
80.	The lecturer used humour effectively:	Frequently	1 2 3 4 5	Never

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81.	Did the lecturer encourage students to think for themselves?	Yes, consistently	1 2 3 4 5	No, not at all
82.	The lecturer encouraged development of new viewpoints and appreciations:	Very much	1 2 3 4 5	Very little
83.	The lecturer encouraged students to develop their own ideas and approaches to problems:	Frequently	1 2 3 4 5	Never

## Discussion and Student Involvement

84.	Was class discussion a valuable part of this course?	Yes, very valuable	1 2 3 4 5	No, of little value
85.	Did the lecturer raise challenging questions in class?	Yes, very often	1 2 3 4 5	No, seldom
86.	Class discussion topics were:	Very well chosen	1 2 3 4 5	Poorly chosen
87.	Questions presented to the class to generate discussion were generally:	Too specific	1 2 3 4 5	Too vague
88.	The lecturer initiated fruitful and relevant discussions:	Frequently	1 2 3 4 5	Never
89.	Class discussion had clear direction and purpose:	Almost always	1 2 3 4 5	Almost never
90.	Was a good balance of student participation and lecturer contribution achieved?	Yes, very good	1 2 3 4 5	No, very poor
91.	Did the lecturer try to involve all students in class activities?	Yes, consistently	1 2 3 4 5	No
92.	How often was discussion monopolised by only one or a few students?	Almost always	1 2 3 4 5	Almost never
93.	How often did the lecturer encourage interaction among students?	Frequently	1 2 3 4 5	Never
94.	How often did the lecturer encourage class members to work as a team?	Frequently	1 2 3 4 5	Never
95.	Was the lecturer receptive to differing viewpoints or opinions?	Yes, always	1 2 3 4 5	No, never
96.	The lecturer encouraged students to present their own opinions or experiences:	Frequently	1 2 3 4 5	Never

## Attitudes Toward, and Rapport with, Students

97.	How would you describe the lecturer's attitude toward students in the course?	Very helpful	1 2 3 4 5	Indifferent
98.	Did the lecturer treat students fairly and with respect?	Yes, always	1 2 3 4 5	No, never
99.	Did the lecturer seem genuinely concerned about each student's progress?	Yes, very much so	1 2 3 4 5	No, not at all

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100.	How conscientious was the lecturer about his/her teaching responsibilities?	Very conscientious	1 2 3 4 5	Very negligent
101.	Did the lecturer promote an atmosphere conducive to work and learning?	Yes, very much so	1 2 3 4 5	No, not at all
102.	The relationship between lecturer and class generally seemed:	Comfortable	1 2 3 4 5	Tense or hostile
103.	Did the lecturer's personality interfere with his/her teaching?	Yes, a great deal	1 2 3 4 5	No, not at all
104.	The lecturer was sensitive to student needs and concerns:	Almost always	1 2 3 4 5	Almost never
105.	How patient was the lecturer in working with you?	Very patient	1 2 3 4 5	Very impatient
106.	How helpful was the lecturer to students with problems?	Very helpful	1 2 3 4 5	Not at all helpful
107.	How accessible was the lecturer to students outside class hours?	Very accessible	1 2 3 4 5	Very inaccessible
108.	Did the lecturer seem willing to spend extra time with students?	Very willing	1 2 3 4 5	Very unwilling
109.	Evaluations of my work were made in a constructive manner:	Almost always	1 2 3 4 5	Almost never
110.	The lecturer praised student efforts, where appropriate:	Frequently	1 2 3 4 5	Never
111.	Students felt free to interrupt presentations if points needed clarification:	Always	1 2 3 4 5	Never
112.	The lecturer listened attentively to what class members had to say:	Always	1 2 3 4 5	Never
113.	Students could debate with each other or the lecturer in a non-threatening atmosphere:	Always	1 2 3 4 5	Never



## C. Course Organisation, Components, Requirements & Materials

### Course Planning and Organisation

114.	The course seemed:	Very well organised	1 2 3 4 5	Very disorganised
115.	What the lecturer expected of students was:	Very clear	1 2 3 4 5	Very unclear
116.	Was there agreement between announced course objectives and what was taught?	Strong agreement	1 2 3 4 5	Little agreement
117.	Did the lecturer follow a course outline?	Yes, very closely	1 2 3 4 5	No, not at all
118.	Teaching methods used in this course seemed:	Very well chosen	1 2 3 4 5	Poorly chosen
119.	The lecturer coordinated the different activities of this course:	Very well	1 2 3 4 5	Very poorly
120.	The balance among activities (lectures, practical work, reading, assignments, etc.) was:	Very satisfactory	1 2 3 4 5	Very unsatisfactory
121.	Topics and activities were presented in a logical and coherent sequence:	Almost always	1 2 3 4 5	Almost never
122.	Do you feel the lecturer needs to plan the use of class time better?	Yes, much better	1 2 3 4 5	Definitely not
123.	Did you feel class time was spent on unimportant and irrelevant material?	Yes, often	1 2 3 4 5	No, never
124.	Should more/less class time be used to review and synthesise course material?	Much more time	1 2 3 4 5	Much less time
125.	The amount of class time allotted to question and discussion was:	Much too great	1 2 3 4 5	Much too small
126.	Classroom facilities were:	Very good	1 2 3 4 5	Very poor
127.	The number of students in the class was:	Too large	1 2 3 4 5	Too small
128.	How effectively was team teaching used in this course?	Very effectively	1 2 3 4 5	Very ineffectively
129.	The different lecturers coordinated their teaching:	Very well	1 2 3 4 5	Very poorly
130.	How did lectures relate to material in textbooks and other readings?	Too much overlap	1 2 3 4 5	Too unrelated
131.	Should the lecturer give the class more or less direction and guidance?	Much more guidance	1 2 3 4 5	Much less guidance
132.	Would you appreciate more advice on how to study for this course?	Yes, much more	1 2 3 4 5	No

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## Course Content

133.	What is your opinion about the objectives for this course?	Very well chosen	1 2 3 4 5	Poorly chosen
134.	How do you view the orientation of course content?	Too theoretical	1 2 3 4 5	Too applied
135.	How do you view the level of course content?	Too advanced	1 2 3 4 5	Too elementary
136.	How difficult was the course material for you?	Much too hard	1 2 3 4 5	Much too easy
137.	How do you view the scope of the course?	Much too broad	1 2 3 4 5	Much too narrow
138.	In my view, the course attempted to cover:	Much too much	1 2 3 4 5	Much too little
139.	How suitable for you was the pace of the course?	Much too fast	1 2 3 4 5	Much too slow
140.	Did this course repeat material which you had been taught in other courses?	Yes, considerably	1 2 3 4 5	No, not at all

## Overall Course Workload

141.	How much work did this course require?	Much too much	1 2 3 4 5	Much too little
142.	The amount of work outside class required for this course was:	Very excessive	1 2 3 4 5	Very small

## Assignments, Problem Sets and Projects

143.	The time and effort devoted to completing written assignments was:	Very well spent	1 2 3 4 5	Wasted
144.	Regular small problem sets or assignments were:	Very valuable	1 2 3 4 5	Worthless
145.	Regular small problem sets or assignments were:	Very demanding	1 2 3 4 5	Straightforward
146.	How worthwhile did you find the written assignments (essays, reports, etc.)?	Very worthwhile	1 2 3 4 5	Worthless
147.	Did the written assignments (essays, problem sets, etc.) seem well chosen?	Yes, very well	1 2 3 4 5	No, poorly
148.	The time and effort required by written assignments was generally:	Too great	1 2 3 4 5	Too little
149.	How well did your lecturer relate assignments to other aspects of the course?	Very well	1 2 3 4 5	Very poorly
150.	How did you find the written assignments?	Very stimulating	1 2 3 4 5	Boring
151.	Did the lecturer permit enough freedom in choosing topics for assignments?	Ample freedom	1 2 3 4 5	Too little freedom

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152.	Were you given sufficient creative freedom in writing assignment?	Yes, plenty	1 2 3 4 5	No, too little
153.	Were instructions for assignments clear and specific?	Yes, always	1 2 3 4 5	No, never
154.	Would you have appreciated more guidance on how to write good assignments?	Yes, much more	1 2 3 4 5	No
155.	Adequate time was allowed for completing assignments:	Always	1 2 3 4 5	Never
156.	Were written assignments returned promptly?	Yes, always	1 2 3 4 5	No, never
157.	The major project was:	Very valuable	1 2 3 4 5	Of little value
158.	The degree of emphasis placed on the major project was:	Much too great	1 2 3 4 5	Much too small
159.	The assignments/projects have improved my understanding of concepts and principles:	A great deal	1 2 3 4 5	Very little
160.	How demanding was the lecturer about assignment formats, due dates, etc.?	Too demanding	1 2 3 4 5	Too generous

## Tests and Examinations

161.	How adequate was the lecturer's guidance in preparing students for tests/exams?	More than adequate	1 2 3 4 5	Clearly inadequate
162.	How many tests/exams were given?	Too many	1 2 3 4 5	Too few
163.	The tests/exams were generally:	Too difficult	1 2 3 4 5	Too easy
164.	How would you rate the lecturer's test/exam questions?	Excellent	1 2 3 4 5	Very poor
165.	Were test/exam questions worded clearly?	Yes, very clearly	1 2 3 4 5	No, very unclearly
166.	How well did test/exam questions reflect the content and emphasis of the course?	Very well	1 2 3 4 5	Very poorly
167.	Were the lecturer's test questions thought provoking?	Very much so	1 2 3 4 5	Not at all
168.	To what extent did tests/exams seem to test trivia?	A great deal	1 2 3 4 5	Not at all
169.	Were tests/exams marked and returned promptly?	Yes, always	1 2 3 4 5	No, never

## Grading and Feedback

170.	The grading procedures for the course seem:	Very fair	1 2 3 4 5	Very unfair
171.	Did the lecturer evaluate your work in a constructive and conscientious manner?	Yes, definitely	1 2 3 4 5	Definitely not

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172.	How well was the grading system for the course explained?	Very well	1 2 3 4 5	Very poorly
173.	Should the final exam count more or less than it does, in your opinion?	Much more	1 2 3 4 5	Much less
174.	The lecturer's standards when grading student work seemed:	Too generous	1 2 3 4 5	Too demanding
175.	How would you characterise the lecturer's grading?	Very objective	1 2 3 4 5	Very subjective
176.	Were written assignments graded fairly?	Yes, very fairly	1 2 3 4 5	No, very unfairly
177.	Did quality seem to count more than quantity when work was graded?	Yes, definitely	1 2 3 4 5	Definitely not
178.	Were the lecturer's comments and criticisms about your work helpful?	Very helpful	1 2 3 4 5	Not at all helpful
179.	Were exams and assignments returned with errors explained and/or helpful comments?	Yes, always	1 2 3 4 5	No, never
180.	Did you understand why you received the grades you did on assignments?	Yes, always	1 2 3 4 5	No, never
181.	How well were test/exam answers explained to the class, after the test?	Very well	1 2 3 4 5	Inadequately
182.	The amount of feedback on my progress during the course was:	More than adequate	1 2 3 4 5	Inadequate
183.	In commenting on student work, did the lecturer suggest specific ways to improve?	Yes, frequently	1 2 3 4 5	No, never

## Reading Materials

184.	Overall, rate the course reading materials (texts, assigned readings, handouts, etc.):	Excellent	1 2 3 4 5	Very poor
185.	Rate the main textbook used in this course:	Excellent	1 2 3 4 5	Very poor
186.	I found the main textbook:	Very useful	1 2 3 4 5	Useless
187.	I found the main textbook:	Very interesting	1 2 3 4 5	Very boring
188.	Rate the secondary textbook used in this course:	Excellent	1 2 3 4 5	Very poor
189.	I found the secondary textbook:	Very useful	1 2 3 4 5	Useless
190.	I found the secondary textbook:	Very interesting	1 2 3 4 5	Very boring
191.	The cost of required textbooks and other supplies was:	Much too high	1 2 3 4 5	Very reasonable

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192.	The amount of time and effort required for reading course material was:	Much too great	1 2 3 4 5	Very reasonable
193.	Were assigned or suggested readings well selected?	Yes, all very good	1 2 3 4 5	No, all very poor
194.	Describe the assigned reading:	Stimulating	1 2 3 4 5	Boring
195.	The assigned reading was generally:	Very difficult	1 2 3 4 5	Very easy
196.	Were reading assignments well related to class presentations?	Yes, always	1 2 3 4 5	No, never
197.	Were appropriate reading suggestions given for different parts of the course?	Yes, consistently	1 2 3 4 5	No, never
198.	Regular class preparation work (reading, etc.) suggested by the lecturer was:	Very beneficial	1 2 3 4 5	Just busy work
199.	Would you have appreciated more guidance on how to use the library?	Yes, much more	1 2 3 4 5	No
200.	How useful was the list of references which was handed out?	Very useful	1 2 3 4 5	Useless
201.	Would you have appreciated more guidance on how to use the list of references?	Yes, much more	1 2 3 4 5	No
202.	How much did suggested (but non-required) reading help your learning and understanding?	Greatly	1 2 3 4 5	Not at all
203.	How difficult was it to get access to the reference materials for this course?	Very easy	1 2 3 4 5	Very difficult
204.	How valuable were the lecturer's handouts as aids to learning?	Extremely valuable	1 2 3 4 5	Useless

## Audio-Visual Materials

205.	The audio-visual materials used in this course were:	Very helpful	1 2 3 4 5	Of little help
206.	Did audio-visual materials appear to be carefully prepared or chosen?	Yes, always	1 2 3 4 5	No, never
207.	Audio-visual materials were integrated with the rest of the course:	Very well	1 2 3 4 5	Very poorly
208.	How relevant were films and other audio-visual materials to course objectives?	Very relevant	1 2 3 4 5	Very irrelevant
209.	Were films a valuable part of this course?	Yes, very much so	1 2 3 4 5	No, not at all
210.	Were the films used in this course interesting and stimulating?	Yes, consistently	1 2 3 4 5	No, never
211.	Were videotapes a valuable part of this course?	Yes, very much so	1 2 3 4 5	No, not at all
212.	Were the videotapes used in this course interesting and stimulating?	Yes, consistently	1 2 3 4 5	No, never

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213.	Were slides a valuable part of this course?	Yes, very much so	1 2 3 4 5	No, not at all
214.	Were the slide presentations interesting and stimulating?	Yes, consistently	1 2 3 4 5	No, never
215.	Were tape-slide programmes a valuable part of this course?	Yes, very much so	1 2 3 4 5	No, not at all
216.	Were tape-slide programmes interesting and stimulating?	Yes, consistently	1 2 3 4 5	No, never
217.	Were language lab experiences a valuable part of this course?	Yes, very much so	1 2 3 4 5	No, not at all
218.	Were language lab experiences interesting and stimulating?	Yes, consistently	1 2 3 4 5	No, never
219.	Was enough time allocated to interpreting or discussing films or videotapes?	Yes, plenty	1 2 3 4 5	No, too little

## Laboratory Classes and Fieldwork

220.	Did labs seem a valuable part of this course?	Yes, very valuable	1 2 3 4 5	No, worthless
221.	How interesting and stimulating were the lab activities?	Very interesting	1 2 3 4 5	Very boring
222.	Did lab assignments generally require you to think?	Yes, very much so	1 2 3 4 5	No, not really
223.	Lab activities generally seemed:	Too difficult	1 2 3 4 5	Too easy
224.	The time and effort required to complete lab work seemed:	Very reasonable	1 2 3 4 5	Very unreasonable
225.	In my view, the lab sessions were:	Too long	1 2 3 4 5	Too short
226.	Did you have adequate time to complete the lab work?	Yes, always	1 2 3 4 5	No, never
227.	How well were labs coordinated with lectures?	Very well	1 2 3 4 5	Very poorly
228.	Did the lecturer relate lab work to information from readings and lectures?	Yes, regularly	1 2 3 4 5	No, never
229.	Did the lab supervisor seem well prepared for laboratory sessions?	Yes, always	1 2 3 4 5	No, never
230.	Were the demonstrators well prepared to answer questions about labs?	Yes, always	1 2 3 4 5	No, never
231.	How consistently was adequate individual help available in the laboratory?	Almost always	1 2 3 4 5	Almost never
232.	Were you given adequate instructions for proceeding with lab work?	Yes, always	1 2 3 4 5	No, never
233.	Rate the laboratory manual or textbook assigned for this course:	Excellent	1 2 3 4 5	Very poor
234.	How reliable did you find the lab equipment?	Very reliable	1 2 3 4 5	Very unreliable

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235.	Did writing lab reports help you learn about relevant theory and experimental methods?	Yes, greatly	1 2 3 4 5	No, very little
236.	How much background and detail was demanded in the lab reports?	A reasonable amount	1 2 3 4 5	Far too much
237.	Was laboratory work graded promptly, fairly, and constructively?	Yes, consistently	1 2 3 4 5	No, never
238.	Rate the field trip(s) as a learning experience:	Very valuable	1 2 3 4 5	Worthless
239.	Rate the conduct of the field trip(s):	Well organised	1 2 3 4 5	Poorly organised

## Tutorials and Seminars

240.	Did tutorials/seminars contribute to your understanding of this subject?	Yes, greatly	1 2 3 4 5	No, not at all
241.	On the whole, my tutorials/seminars in this course proved:	Very stimulating	1 2 3 4 5	Very boring
242.	Was there ample opportunity to ask questions in tutorials/seminars?	Yes, definitely	1 2 3 4 5	Definitely not
243.	Was there ample opportunity for you to participate in tutorials/seminars?	Yes, definitely	1 2 3 4 5	Definitely not
244.	The amount of outside preparation required for tutorials/seminars seemed:	Excessive	1 2 3 4 5	Very modest
245.	Did the tutorials/seminars increase or decrease your interest in this subject?	Increased greatly	1 2 3 4 5	Decreased greatly
246.	I feel that the contribution of the tutor to tutorials/seminars was:	Excellent	1 2 3 4 5	Very poor
247.	I found the experience of preparing and leading a seminar myself was:	Very worthwhile	1 2 3 4 5	Worthless
248.	I found the seminars prepared and led by other students were generally:	Very worthwhile	1 2 3 4 5	Worthless
249.	How well were the tutorials/seminars coordinated with the lectures?	Very well	1 2 3 4 5	Very poorly
250.	Was written work for tutorials/seminars graded promptly, fairly and constructively?	Yes, definitely	1 2 3 4 5	Definitely not

## Clinical Teaching

[For additional items that may be relevant, see items 1,2,3,7,8,9,16,24,30,76,114,116,118,133,136,138,141,182].

251.	To what extent have you reached a deeper understanding of this clinical area?	Very great extent	1 2 3 4 5	Very little extent
252.	What opportunity did you have to practise clinical skills?	Great deal of opportunity	1 2 3 4 5	Very little opportunity

# CATALOGUE OF QUESTIONS for a Student Questionnaire to Evaluate a COURSE

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253.	Did you have opportunities to be observed by a tutor while undertaking clinical skills?	Very frequently	1 2 3 4 5	Not at all
254.	What this attachment expected of students was:	Very clear	1 2 3 4 5	Very unclear
255.	Did this attachment provide good clinical role models?	Yes, definitely	1 2 3 4 5	Definitely not
256.	The clinical teachers were sensitive and responsive to patients and their relatives:	Consistently	1 2 3 4 5	Never
257.	The clinical teachers were sensitive and responsive to other health professionals:	Consistently	1 2 3 4 5	Never
258.	Were students encouraged to think through clinical problems for themselves?	Yes, always	1 2 3 4 5	No, never
259.	Were students treated fairly and with respect during this attachment?	Yes, always	1 2 3 4 5	No, never
260.	How consistently was adequate individual help available during the clinical work?	Almost always	1 2 3 4 5	Almost never
261.	Were you given adequate instructions for proceeding with clinical work?	Yes, always	1 2 3 4 5	No, never
262.	How much background and detail was demanded in the case write ups?	A reasonable amount	1 2 3 4 5	Far too much
263.	Were case write ups graded promptly, fairly and constructively?	Yes, consistently	1 2 3 4 5	No, never
264.	How valuable was bedside teaching to your learning on this attachment?	Very valuable	1 2 3 4 5	Worthless
265.	How valuable were out patient clinics to your learning on this attachment?	Very valuable	1 2 3 4 5	Worthless
266.	How valuable was day surgery to your learning on this attachment?	Very valuable	1 2 3 4 5	Worthless
267.	How valuable were other clinical experiences to your learning on this attachment?	Very valuable	1 2 3 4 5	Worthless
268.	Did rounds contribute to your understanding of this subject?	Yes, greatly	1 2 3 4 5	No, not at all
269.	Was there ample opportunity to ask questions in rounds?	Yes, definitely	1 2 3 4 5	Definitely not
270.	Was there ample opportunity for you to participate in rounds?	Yes, definitely	1 2 3 4 5	Definitely not
271.	I feel that the contributions of the clinical teachers to rounds were:	Excellent	1 2 3 4 5	Very poor
272.	I found the process of preparing and presenting at rounds myself was:	Very worthwhile	1 2 3 4 5	Worthless
273.	How effective were the clinical teachers in teaching this attachment?	Very effective	1 2 3 4 5	Very ineffective



# CATALOGUE OF QUESTIONS for a Student Questionnaire to Evaluate a COURSE

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274.	Did the clinical teachers seem well organised and prepared for teaching sessions?	Yes, always	1 2 3 4 5	No, never
275.	How enthusiastic did the clinical teachers seem to be about teaching students?	Very enthusiastic	1 2 3 4 5	Very unenthusiastic
276.	How would you describe the clinical teachers' attitude towards students in the attachment?	Very helpful	1 2 3 4 5	Indifferent
277.	How conscientious were the clinical teachers about their instructional responsibilities?	Very conscientious	1 2 3 4 5	Very negligent
278.	The clinical teachers were sensitive to student needs and concerns:	Almost always	1 2 3 4 5	Almost never
279.	The clinical teachers provided sensitive feedback when a student performed a clinical task poorly:	Very well	1 2 3 4 5	Very poorly

## Distance Learning

280.	I found the electronic readings:	Excellent	1 2 3 4 5	Poor
281.	Communication via email was:	Very effective	1 2 3 4 5	Poor
282.	The teleconferences were:	Very valuable	1 2 3 4 5	Of little value
283.	The face to face meetings were:	Very valuable	1 2 3 4 5	Of little value
284.	The distance guide provided:	Enough guidance	1 2 3 4 5	Not enough guidance
285.	The supplementary resources (video, audio conferencing, CD ROM's) were:	Very good	1 2 3 4 5	Very poor
286.	The web support pages were helpful:	Strongly agree	1 2 3 4 5	Strongly disagree
287.	The web-based discussion was:	Very effective	1 2 3 4 5	Poor
288.	The video-conferencing was:	Very effective	1 2 3 4 5	Poor

## D. Good Design & Teaching in Distance Education

### 289. Recommended Question Set for Distance Courses/Papers:

Interaction with other course members was a valuable part of the course.	Strongly agree	1 2 3 4 5	Strongly disagree
There was a good balance between student participation and lecturer contribution.	Strongly agree	1 2 3 4 5	Strongly disagree
There was a clear match between stated learning outcomes and course material.	Strongly agree	1 2 3 4 5	Strongly disagree
Study material was well organised.	Strongly agree	1 2 3 4 5	Strongly disagree
Criteria for assessment were clearly stated.	Strongly agree	1 2 3 4 5	Strongly disagree
Assessment tasks were marked and returned promptly.	Strongly agree	1 2 3 4 5	Strongly disagree
Constructive feedback was given by course lecturers or tutors.	Strongly agree	1 2 3 4 5	Strongly disagree
Technologies used during the course were easy to use.	Strongly agree	1 2 3 4 5	Strongly disagree
The course used technologies in ways that supported my learning.	Strongly agree	1 2 3 4 5	Strongly disagree
The course promoted engagement with a range of tasks and activities.	Strongly agree	1 2 3 4 5	Strongly disagree