

HEDC Student Evaluation Question Catalogue (from 1 March 2016)

When requesting a student evaluation you may wish to choose from the following questions. They can be selected from within HEDC's online ordering system: Otago InFORM.

Where the question text refers to 'Dr Spock', this will be replaced by your response to: 'What name would you like to appear in the question text?', when ordering a request. Also, 5 questions, marked with an *, ask you to customise the context of the question (e.g., clinical/ practical/ field-based/ laboratory work).

Paper core

600.	Overall, my learning experience in this paper was valuable. Please explain:	Strongly agree	1 2 3 4 5	Strongly disagree
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601.	Overall, the teaching in the paper was valuable for my learning. Please explain:	Strongly agree	1 2 3 4 5	Strongly disagree
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Teacher core

602.	How organised have you found {{Dr Spock}}'s contribution to this course?	Well organised	1 2 3 4 5	Disorganised
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603.	How would you rate {{Dr Spock}}'s ability to communicate ideas and information?	Excellent	1 2 3 4 5	Poor
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604.	How much has {{Dr Spock}} stimulated your interest in the subject?	Very much	1 2 3 4 5	Not at all
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605.	How would you describe {{Dr Spock}}'s attitude toward students in this course?	Very helpful	1 2 3 4 5	Not at all helpful
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606.	Overall, how effective have you found {{Dr Spock}} in teaching this course?	Very effective	1 2 3 4 5	Not at all effective
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607.	Any other comments about {{Dr. Spock}}'s teaching?			
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Teaching

608.	Were the expectations for this course/section of the course clearly outlined by {{Dr Spock}}?	Very clearly	1 2 3 4 5	Not at all clearly
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609.	How effectively did {{Dr Spock}} structure each session?	Very effectively	1 2 3 4 5	Not at all effectively
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610.	Did {{Dr Spock}} make good use of examples, illustrations, or other techniques to explain difficult concepts?	Regularly	1 2 3 4 5	Rarely
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611.	How effective was {{Dr Spock}} in initiating relevant discussion?	Very effective	1 2 3 4 5	Not at all effective
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612.	How effective was {{Dr Spock}} in modelling appropriate professional behaviours and attitudes?	Very effective	1 2 3 4 5	Not at all effective
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613.*	How well did {{Dr Spock}} integrate theory and practice in the clinical/practical/field-based/laboratory setting?	Very well	1 2 3 4 5	Poorly
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614.	How successful was {{Dr Spock}} in encouraging your participation?	Very successful	1 2 3 4 5	Not at all successful
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615.	How successful was {{Dr Spock}} in encouraging you to work as part of a team?	Very successful	1 2 3 4 5	Not at all successful
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616.	Did {{Dr Spock}} create a learning environment in which you felt comfortable?	Very much so	1 2 3 4 5	Not at all
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617.	How successful was {{Dr Spock}} in encouraging you to work collaboratively?	Very successful	1 2 3 4 5	Not at all successful
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618.*	Did {{Dr Spock}} provide adequate instructions for proceeding with clinical/practical/field-based/laboratory	Most of the time	1 2 3 4 5	Rarely
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619.	Did {{Dr Spock}} link practical work and information provided in readings and lectures?	Regularly	1 2 3 4 5	Rarely
620.*	Did {{Dr Spock}} encourage you to think through clinical/practical problems for yourself?	Very often	1 2 3 4 5	Seldom
621.	Did {{Dr Spock}} raise challenging questions in class?	Very often	1 2 3 4 5	Seldom
622.	Did {{Dr Spock}} achieve a good balance between teacher contribution and student participation?	Very good	1 2 3 4 5	Poor
623.	How well did {{Dr Spock}} integrate Māori cultural and philosophical values into his/her teaching?	Very well	1 2 3 4 5	Poorly
624.	Did {{Dr Spock}} make you aware of safety issues and procedures?	Very much so	1 2 3 4 5	Not at all
625.	Did {{Dr Spock}} value the knowledge and experience you brought to class?	Regularly	1 2 3 4 5	Rarely
626.	How helpful was {{Dr Spock}} in assisting you to become familiar with research in the field?	Very helpful	1 2 3 4 5	Not at all helpful
627.	How effective was {{Dr Spock}} in helping you to develop your critical and analytical skills?	Very effective	1 2 3 4 5	Not at all effective
628.	How successful was {{Dr Spock}} in helping you to improve your ability to work independently?	Very successful	1 2 3 4 5	Not at all successful
629.	Was {{Dr Spock}} effective in helping you to integrate theory and practice?	Very effective	1 2 3 4 5	Not at all effective
630.	How effective was {{Dr Spock}} in helping you to develop the practical skills required in this course?	Very effective	1 2 3 4 5	Not at all effective
631.	How effective was {{Dr Spock}} in facilitating the development of your professional competencies?	Very effective	1 2 3 4 5	Not at all effective
632.	How successful was {{Dr Spock}} in helping you to learn how to learn?	Very successful	1 2 3 4 5	Not at all successful
633.	Did {{Dr Spock}} help you to improve your communication skills?	Definitely	1 2 3 4 5	Not at all
634.	Did you find {{Dr Spock}}'s field trip to be a valuable learning experience?	Extremely valuable	1 2 3 4 5	Not at all valuable
635.	Did {{Dr Spock}} encourage you to develop new viewpoints and appreciations?	Frequently	1 2 3 4 5	Rarely
636.	Did {{Dr Spock}} help you to develop the confidence to use what you learned in class, in other situations?	Very much so	1 2 3 4 5	Not at all
637.	Did {{Dr Spock}} provide constructive feedback on assessment tasks?	Very much so	1 2 3 4 5	Not at all
638.	Did you find the workload required in {{Dr Spock}}'s course / section of the course reasonable?	Very reasonable	1 2 3 4 5	Not at all reasonable
639.	Were the criteria for each assessment task clearly outlined by {{Dr Spock}}?	Yes, very clearly	1 2 3 4 5	Not at all clearly
640.	How would you rate the clarity of {{Dr Spock}}'s test/assignment questions?	Excellent	1 2 3 4 5	Very poor
641.	Did {{Dr Spock}} return assignments within a reasonable timeframe?	Regularly	1 2 3 4 5	Rarely
642.	How well did {{Dr Spock}}'s assignments relate to other aspects of the course?	Very well	1 2 3 4 5	Not at all well
643.	How accessible was {{Dr Spock}} to students?	Very accessible	1 2 3 4 5	Not at all accessible
644.	How sensitive was {{Dr Spock}} to cultural differences?	Very sensitive	1 2 3 4 5	Not at all sensitive

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645.*	How helpful was {{Dr Spock}} in facilitating your contact with patients/clients/pupils/subjects?	Very helpful	1 2 3 4 5	Not at all helpful
646.	Did {{Dr Spock}} treat students fairly and with respect?	Always	1 2 3 4 5	Seldom
647.	Was {{Dr Spock}} receptive to differing viewpoints or opinions?	Very much so	1 2 3 4 5	Not at all
648.*	Did {{Dr Spock}} treat the patient/client in a professional manner?	Always	1 2 3 4 5	Seldom
649.	Did {{Dr Spock}} use appropriate resources (print, OHTs, videos, CD-ROM, etc.) to enhance your understanding of this course?	Definitely	1 2 3 4 5	Not at all
650.	Was the course material provided by {{Dr Spock}} structured in an appropriate manner?	Definitely	1 2 3 4 5	Not at all
651.	Did {{Dr Spock}} make sure that the necessary materials and equipment for practical sessions were available?	Always	1 2 3 4 5	Never
652.	How valuable were {{Dr Spock}}'s handouts as aids to learning?	Extremely valuable	1 2 3 4 5	Not at all valuable
Learning, knowledge & skill development				
505.	To what extent did this paper develop your competency in this area?	To a very large extent	1 2 3 4 5	To a very small extent
506.	To what extent has this paper strengthened your ability to express ideas in writing?	To a very large extent	1 2 3 4 5	To a very small extent
507.	To what extent have you reached a deeper understanding of this clinical area?	To a very large extent	1 2 3 4 5	To a very small extent
508.	To what extent has this paper encouraged you to value new viewpoints?	To a very large extent	1 2 3 4 5	To a very small extent
509.	To what extent has this paper made you more aware of societal problems?	To a very large extent	1 2 3 4 5	To a very small extent
510.	How much have you learned in this paper?	A great deal	1 2 3 4 5	Very little
511.	To what extent did this paper improve your understanding of concepts in this area?	To a very large extent	1 2 3 4 5	To a very small extent
512.	To what extent did this paper help you develop new skills?	To a very large extent	1 2 3 4 5	To a very small extent
513.	To what extent has this paper improved your ability to solve real problems in this area?	To a very large extent	1 2 3 4 5	To a very small extent
514.	To what extent has this paper improved your ability to evaluate research in this area?	To a very large extent	1 2 3 4 5	To a very small extent
515.	To what extent has this paper improved your ability to carry out original research in this area?	To a very large extent	1 2 3 4 5	To a very small extent
516.	To what extent has this paper encouraged you to develop original ideas?	To a very large extent	1 2 3 4 5	To a very small extent
517.	To what extent has this paper improved your ability to communicate this subject matter?	To a very large extent	1 2 3 4 5	To a very small extent
Interest, motivation, stimulation & challenge				
518.	How often did you discuss paper topics outside of class?	Very often	1 2 3 4 5	Not at all often
519.	How often did you read non-required reading about the subject matter?	Very often	1 2 3 4 5	Not at all often
520.	To what extent has this paper enhanced your sense of professional responsibility?	To a very large extent	1 2 3 4 5	To a very small extent
521.	To what extent has this paper enhanced your self-confidence?	To a very large extent	1 2 3 4 5	To a very small extent

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522.	How much effort did you put into this paper?	A great deal	1 2 3 4 5	Very little
523.	To what extent did prior experience prepare you for this paper?	To a very large extent	1 2 3 4 5	To a very small extent
524.	How often did you prepare before coming to class?	Always	1 2 3 4 5	Never
525.	To what extent did you keep up with the work in this paper?	To a very large extent	1 2 3 4 5	To a very small extent
526.	How often had you completed assigned reading before discussion in class?	Always	1 2 3 4 5	Never
527.	How often did you seek help when you didn't understand the material?	Very often	1 2 3 4 5	Not at all often
528.	To what extent has the teaching in this paper stimulated your interest in the area?	To a very large extent	1 2 3 4 5	To a very small extent
529.	To what extent were you motivated to learn in this paper?	To a very large extent	1 2 3 4 5	To a very small extent
530.	To what extent did the activities in this paper engage you?	To a very large extent	1 2 3 4 5	To a very small extent
531.	To what extent have the labs/tutorials/seminars/field sessions stimulated your interest in this area?	To a very large extent	1 2 3 4 5	To a very small extent
532.	To what extent has this paper increased your interest in this area?	To a very large extent	1 2 3 4 5	To a very small extent
Communication, participation & encouragement				
533.	To what extent were you given opportunities to practise clinical/practical skills?	To a very large extent	1 2 3 4 5	To a very small extent
534.	How often were you encouraged to think through clinical/practical problems for yourself?	Very often	1 2 3 4 5	Not at all often
535.	To what extent was the teaching in the labs/tutorials/seminars/field sessions effective?	To a very large extent	1 2 3 4 5	To a very small extent
536.	To what extent was class discussion in this paper valuable?	To a very large extent	1 2 3 4 5	To a very small extent
537.	To what extent were the teachers enthusiastic about teaching this paper?	To a very large extent	1 2 3 4 5	To a very small extent
538.	To what extent were you encouraged to think for yourself in this paper?	To a very large extent	1 2 3 4 5	To a very small extent
539.	To what extent were you encouraged to participate in class activities?	To a very large extent	1 2 3 4 5	To a very small extent
540.	To what extent were teachers receptive to differing viewpoints?	To a very large extent	1 2 3 4 5	To a very small extent
541.	To what extent were students encouraged to present their own viewpoints?	To a very large extent	1 2 3 4 5	To a very small extent
542.	How helpful were the teachers in this paper?	Very helpful	1 2 3 4 5	Very unhelpful
543.	To what extent did teachers treat you respectfully in this paper?	To a very large extent	1 2 3 4 5	To a very small extent
544.	To what extent did the teachers in this paper promote a class atmosphere that helped learning?	To a very large extent	1 2 3 4 5	To a very small extent
545.	How clearly were learning goals communicated in each class session?	Very clearly	1 2 3 4 5	Very unclearly
546.	How clearly were complex concepts communicated?	Very clearly	1 2 3 4 5	Very unclearly
547.	To what extent did the use of examples/illustrations help you learn?	To a very large extent	1 2 3 4 5	To a very small extent
548.	Were expectations communicated clearly to students?	Very clearly	1 2 3 4 5	Very unclearly

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549.	To what extent were demonstrators/tutors prepared to answer questions about the labs/tutorials?	To a very large extent	1 2 3 4 5	To a very small extent
550.	To what extent was interaction with other class members a valuable part of this paper?	To a very large extent	1 2 3 4 5	To a very small extent
551.	To what extent was student participation balanced with teacher contribution?	To a very large extent	1 2 3 4 5	To a very small extent
Organisation & design				
552.	How well organised were the labs/tutorials/seminars/field sessions?	Very well organised	1 2 3 4 5	Very disorganised
553.	To what extent did the labs/tutorials/seminars/field sessions help you learn?	To a very large extent	1 2 3 4 5	To a very small extent
554.	Were the labs/tutorials/seminars/field sessions coordinated with lectures?	Very well coordinated	1 2 3 4 5	Very poorly coordinated
555.	To what extent were the announced paper objectives aligned with what was taught?	To a very large extent	1 2 3 4 5	To a very small extent
556.	How often was subject material presented in a logical, coherent sequence?	Very often	1 2 3 4 5	Not at all often
557.	How well coordinated was team teaching in this paper?	Very well coordinated	1 2 3 4 5	Very poorly coordinated
558.	To what extent did class content relate to the reading materials?	To a very large extent	1 2 3 4 5	To a very small extent
559.	How well prepared for classes were the teachers in this paper?	Very well prepared	1 2 3 4 5	Very poorly prepared
560.	To what extent did the teaching methods help you learn?	To a very large extent	1 2 3 4 5	To a very small extent
561.	To what extent did technologies used in this paper help you learn?	To a very large extent	1 2 3 4 5	To a very small extent
562.	To what extent were instructions adequate for proceeding with clinical work?	To a very large extent	1 2 3 4 5	To a very small extent
563.	Was the paper well organised?	Very well organised	1 2 3 4 5	Very disorganised
564.	To what extent were you satisfied with the balance among activities (lectures, practical work, reading, assignments, etc.)?	To a very large extent	1 2 3 4 5	To a very small extent
Content & workload				
565.	To what extent was the pace of the paper appropriate for you?	To a very large extent	1 2 3 4 5	To a very small extent
566.	To what extent did this paper repeat material which you had been taught in other papers?	To a very large extent	1 2 3 4 5	To a very small extent
567.	To what extent was the amount of work in this paper appropriate for you?	To a very large extent	1 2 3 4 5	To a very small extent
568.	Was the amount of work required outside of class reasonable?	Very reasonable	1 2 3 4 5	Very unreasonable
569.	How often was the content of this paper related to current events?	Very often	1 2 3 4 5	Not at all often
570.	To what extent was the difficulty level of this paper appropriate for you?	To a very large extent	1 2 3 4 5	To a very small extent
Assessment, grading & feedback				
571.	To what extent did you find the assessments in this paper worthwhile?	To a very large extent	1 2 3 4 5	To a very small extent

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572.	To what extent were the assessment requirements for this paper clear?	To a very large extent	1 2 3 4 5	To a very small extent
573.	To what extent did the assessments help you learn?	To a very large extent	1 2 3 4 5	To a very small extent
574.	To what extent was appropriate guidance given to help you prepare for assessments?	To a very large extent	1 2 3 4 5	To a very small extent
575.	To what extent was the difficulty level of the assessments appropriate for you?	To a very large extent	1 2 3 4 5	To a very small extent
576.	To what extent did you find the grading procedures fair for this paper?	To a very large extent	1 2 3 4 5	To a very small extent
577.	How helpful did you find teacher comments about your work?	Very helpful	1 2 3 4 5	Very unhelpful
578.	To what extent was the feedback on your progress valuable?	To a very large extent	1 2 3 4 5	To a very small extent
579.	How often did you receive constructive feedback about your assessments?	Very often	1 2 3 4 5	Not at all often
580.	How often were assessments returned to you within a reasonable time-frame?	Very often	1 2 3 4 5	Not at all often
581.	Was the time and effort required by assignments reasonable?	Very reasonable	1 2 3 4 5	Very unreasonable

Materials & resources

582.	To what extent did the reading materials used in this paper help you learn?	To a very large extent	1 2 3 4 5	To a very small extent
583.	Were the technologies included in this paper easy to use?	Very easy	1 2 3 4 5	Very difficult

Good design & teaching in distance education

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

Free text comments

594. For me, the best aspect of the paper was:
595. The change I would most like to see in the paper is:
596. What advice about this paper would you give to future students?
597. What helped your learning in this paper?
598. What hindered your learning in this paper?
599. Any other comments: