IDEA Student Ratings System

Tara Kai, M.A.
Campus & Faculty Development Specialist
IDEA (Individual Development & Educational Assessment) is a nonprofit organization dedicated to improving teaching and learning in higher education.
• Too scientific
• Trouble exists below the surface
• Sweep in and rescue
• Punitive
Interpreting Individual Reports

1. Major components
   1. Summative & Formative
   2. Adjusted scores
   3. Converted averages
   4. Instant feedback tool

2. What genuine meaning can I get from IDEA feedback?

3. Why choosing objectives is important

4. Increasing response rates
Teach
Asking students the right questions
Before Class
Learning Objectives
Targeted

During Class
Teaching & Learning

End of Class
Students say:
• if they achieved those Learning Objectives (LOs).
• What teaching methods (TMs) were observed.

After Class
Your report tells you:
• How well were LOs achieved
• What TMs were observed?
• How could LO achievement be improved?
• What TMs should you use more?
Reflective Practice

1. Collect Feedback
2. Interpret Results
3. Read & Learn
4. Reflect & Discuss
5. Improve

- Resources keyed to reports
- Context, comparisons
- Colleagues, IDEA users
- At home, in class, in lab

Try new ideas
COM 203 (1)
No Custom Questions Included

Course Evaluations

Completed
On 1/18/2016
View Results
87.5% Response Rate

COM 304 (1)
No Custom Questions Included

Course Evaluations

Completed
On 1/18/2016
View Results
90.91% Response Rate
Description of Course and Students

Course Description

Amount of reading

Amount of work in other (non-reading) assignments

Difficulty of subject matter

Student Description

I worked harder on this course than on most courses I have taken.

I really wanted to take this course regardless of who taught it.

As a rule, I put forth more effort than other students on academic work.
### Progress on Relevant Objectives

<table>
<thead>
<tr>
<th></th>
<th>Objective</th>
<th>Your Average</th>
<th>Your Average Comparison</th>
<th>Percent of Students Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Learning fundamental principles, generalizations, or theories</td>
<td>4.2</td>
<td>55</td>
<td>80% 1 or 2, 15% 3, 5% 4 or 5</td>
</tr>
<tr>
<td>E</td>
<td>Learning to apply course material (to improve thinking, problem solving, and decisions)</td>
<td>4.3</td>
<td>56</td>
<td>90% 1 or 2, 10% 3, 0% 4 or 5</td>
</tr>
<tr>
<td>I</td>
<td>Learning to analyze and critically evaluate ideas, arguments, and points of view</td>
<td>4.6</td>
<td>63</td>
<td>100% 4 or 5</td>
</tr>
</tbody>
</table>

**Barbara Brown**
## Teaching Methods and Styles

### Stimulating Student Interest

<table>
<thead>
<tr>
<th>Description</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrated the importance and significance of the subject matter</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>Stimulated students to intellectual effort beyond that required by most courses</td>
<td>Retain current use or consider increasing</td>
</tr>
<tr>
<td>Introduced stimulating ideas about the subject</td>
<td>Retain current use or consider increasing</td>
</tr>
<tr>
<td>Inspired students to set and achieve goals which really challenged them</td>
<td>Consider increasing use</td>
</tr>
</tbody>
</table>

### Fostering Student Collaboration

<table>
<thead>
<tr>
<th>Description</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formed &quot;teams&quot; or &quot;discussion groups&quot; to facilitate learning</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</td>
<td>Retain current use or consider increasing</td>
</tr>
<tr>
<td>Asked students to help each other understand ideas or concepts</td>
<td>Consider increasing use</td>
</tr>
</tbody>
</table>

### Establishing Rapport

<table>
<thead>
<tr>
<th>Description</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Displayed a personal interest in students and their learning</td>
<td>Retain current use or consider increasing</td>
</tr>
</tbody>
</table>
Teaching Methods and Styles

Stimulating Student Interest

Demonstrated the importance and significance of the subject matter

Your Average: 4.6

Students Rating:
- 0% 1 or 2
- 100% 4 or 5

Suggested Action
- Strength to retain

Found ways to help students answer their own questions

Your Average: 3.6

Students Rating:
- 0% 1 or 2
- 40% 4 or 5

Suggested Action
- Consider increasing use

Formed “teams” or “discussion groups” to facilitate learning

Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own

Suggested Action
- Strength to retain
Involved students in “hands-on” projects such as research, case studies, or real-life activities

Series Editors: Virginia S. Lee, Virginia S. Lee and Associates
Author: Michael Theall, Youngstown State University; Derek Bruff, Vanderbilt University; Amy Gross, The IDEA Center

According to a number of contemporary theories of learning bundled under the umbrella term “constructivism,” learners don’t acquire knowledge through a process of transmission or osmosis assumed by traditional teaching practices such as the lecture. Instead they construct new ideas and concepts through an active process of engagement. Further, knowledge is highly context dependent, acquired through experience and involvement in real-world situations (1).

In many schools serving professions such as law, business, engineering, and medicine, teaching practices such as the case study method and problem-based learning are becoming increasingly common, replacing traditional teaching methods. Over time experts in these fields have found that novices often struggle to translate experienced doctors store their clinical knowledge in the form of specific cases with accompanying scripts about the relevant illness (2). The same is true in education and other professions where expertise involves in-depth knowledge, a significant repertoire of experiences under a variety of conditions, and sets of strategies available as responses to this variety of situations (3, 4). More and more undergraduate instructors, regardless of discipline, are catching on and using similar methods with their students (5). Students in turn are reporting that they enjoy these experiences and learn from them (6). Finally, as more and more institutions aspire to higher-level learning outcomes such as critical thinking and problem-solving, engaging students in hands-on projects becomes increasingly important. Well-designed activities and

audience?; “What can I assume about it?”; “What form of presentation is most appropriate for this situation?”; and “What is the best solution to this problem, and why?” (7).

Most students like learning this way and learn more as a result; it’s also more challenging for instructors, often rekindling an excitement in teaching. Motivational research (8, 9) has repeatedly demonstrated that establishing the relevance of class and outside work increases interest, persistence, and the deliberate expenditure of effort to achieve goals. Other investigation of assigned work supports this research, showing that if students value assigned work and understand its relevance to classroom instruction and its application to real-life situations, they put in extra effort and...
COMM 330 (2): Mass Comm Thry/Rsrch

Henry Jones, Jr.
FIE Discipline: Communications

Students Enrolled: 16
Students Responded: 10
Response Rate: 87%

Summary Evaluation of Teaching Effectiveness

View: Raw Averages
Compare to: IDEA Discipline

Summary Evaluation

Your Average:
- 4.3

Converted Average Comparison: 50

Your Average:
- 4.4

Converted Average Comparison: 61

Your Average*:
- 4.1

*Average of Excellent Teacher and Excellent Course

Description of Course and Students
## Converted Scores

<table>
<thead>
<tr>
<th>I</th>
<th>Learning fundamental principles, generalizations, or theories</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Your Average</td>
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<td></td>
<td>4.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I</th>
<th>Learning to <em>apply</em> course material (to improve thinking, problem</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Your Average</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>
### Summary Evaluation of Teaching Effectiveness

#### Overall Ratings

#### Progress on Relevant Objectives

<table>
<thead>
<tr>
<th>Level</th>
<th>Objective</th>
<th>Your Average</th>
<th>Your Average Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Gaining factual knowledge (terminology, classifications, methods, trends)</td>
<td>5</td>
<td>70</td>
</tr>
<tr>
<td>I</td>
<td>Learning fundamental principles, generalizations, or theories</td>
<td>4.3</td>
<td>58</td>
</tr>
<tr>
<td>I</td>
<td>Learning to apply course material to improve thinking, problem solving, and decision</td>
<td>4</td>
<td>50</td>
</tr>
</tbody>
</table>

### IDEA Database

### Discipline Comparison
### Learning Objectives

Prioritize what you want students to learn by selecting no more than 3-5 objectives as “Important” or “Essential”. When calculating Progress on Relevant Objectives, IDEA weighs Minor/Not Relevant “0”, Important objectives “1”, Essential objectives “2”.

You have selected 3 Learning Objectives

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Minor</th>
<th>Important</th>
<th>Essential</th>
</tr>
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<tbody>
<tr>
<td>Gaining factual knowledge (terminology, classifications, methods, trends)</td>
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<td>Learning fundamental principles, generalizations, or theories</td>
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<td>Learning to apply course material (to improve thinking, problem solving, and decisions)</td>
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<tr>
<td>Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</td>
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<td>Acquiring skills in working with others as a member of a team</td>
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<td>Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)</td>
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<td>Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</td>
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<tr>
<td>Developing skill in expressing oneself orally or in writing</td>
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<td></td>
<td></td>
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<tr>
<td>Learning how to find and use resources for answering questions or solving problems</td>
<td></td>
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The instructor...

- Displayed a personal interest in you and your learning: COMPLETELY
- Found ways to help you answer your own questions: COMPLETELY
- Demonstrated the importance of the subject matter: COMPLETELY
- Made it clear how each topic fit into the course: COMPLETELY
- Explained course material clearly and concisely: COMPLETELY
- Introduced stimulating ideas about the subject: COMPLETELY

You understood the material covered today:

- Yes
- No
Why is selecting learning objectives so important, and how do you do it?
Using the scale provided, identify the relevance of each of the twelve objectives to this course. As a general rule, prioritize what you want students to learn by selecting no more than 3-5 objectives as either Important or Essential.
Rows highlighted in red fall beneath the importance rating threshold implemented by your administrator for this course.

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>M</th>
<th>I</th>
<th>E</th>
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<tbody>
<tr>
<td>Gaining factual knowledge (terminology, classifications, methods, trends)</td>
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<tr>
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<td>Learning to analyze and critically evaluate ideas, arguments, and points of view</td>
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<tr>
<td>Acquiring an interest in learning more by asking questions and seeking answers</td>
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</table>
Course Goal
Understand characteristics of each stage of child development

IDEA Learning Objective
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)

Learning Outcomes
1. Students will describe each of the physical, cognitive, and psychological traits of each stage of development
2. Students will differentiate the stages of child development when presented with examples.

IDEA Learning Objective
Learning to apply course material (to improve thinking, problem solving, and decisions)

1. When presented with cases, students will explain child behavior based on characteristics of the child’s stage of development
2. When presented with common childhood problems, students will suggest solutions based on child development principles.
## Learning Objectives

- Gaining factual knowledge (terminology, classifications, methods, trends)
- Learning fundamental principles, generalizations, or theories
- Learning to *apply* course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Acquiring skills in working with others as a member of a team
- Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
- Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
- Developing skill in expressing oneself orally or in writing
- Learning how to find and use resources for answering questions or solving problems
- Developing a clearer understanding of, and commitment to, personal values
- Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
- Acquiring an interest in learning more by asking questions and seeking answers
3 to 5 Essential or Important objectives are recommended
- Is this learning objective a significant part of the course?
- Do you do something specific to help students accomplish the objective?
- Does the student’s progress on the objective influence his or her grade?
What response rates are necessary for meaningful data?
What response rates are necessary for meaningful data?
What response rates are necessary for meaningful data?

Faculty Must create value for students
What response rates are necessary for meaningful data?

In-Class Capture
What response rates are necessary for meaningful data?

Promote and monitor
What response rates are necessary for meaningful data?
What response rates are necessary for meaningful data?
What response rates are necessary for meaningful data?

I DON'T ALWAYS DO MY COURSE EVALS

BUT WHEN I DO, I STOP GETTING THESE REMINDER EMAILS

COURSE EVALS

SO HOT RIGHT NOW
What response rates are necessary for meaningful data?
It takes an institution...
Impact Grants

• Teaching/Learning Grant: To demonstrate how instruction is tied to student learning

• Campus Climate Grant: To demonstrate how a learner-centered environment supports active learning
How do we know the instruments are valid and reliable?

**Concurrency Validity**

Student ratings of instruction are positively correlated with:
- Instructor self-ratings
- Ratings by administrators
- Ratings by peers
- Ratings by alumni
- Ratings by trained observers
- Review of course materials
How do we know the instruments are valid and reliable?

Other Validity

When instructors select Creative Capacities as “important” or “essential”

Students report more frequent use of Teaching Methods such as “explained reasons for criticism of students’ academic performance” and “required original or creative thinking”
How do we know the instruments are valid and reliable?

Other Validity

<table>
<thead>
<tr>
<th>Progress On</th>
<th>No Apparent Progress</th>
<th>Slight Progress</th>
<th>Moderate Progress</th>
<th>Substantial Progress</th>
<th>Exceptional Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gaining factual knowledge (terminology, classifications, methods, trends)</td>
<td></td>
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</table>
New! Updated Diagnostic Feedback
40-item instrument (reduced from 47)
19 Teaching Methods
13 Learning Objectives
6 student and course characteristics
2 summative items
Expansion of **Learning Objectives** to include:
- civic engagement
- ethical decision-making
- diverse perspectives
- quantitative literacy

Two new **Teaching Methods**:
- service-learning
- self-reflection