Using Additional Questions for Online Courses

THE **IDEA** CENTER

No single survey form can anticipate the needs of all instructors or learning environments. The IDEA system, which asks students to (a) rate their progress on 12 different course objectives, and (b) rate the frequency with which their instructor employs each of 20 teaching "methods," offers the instructor the option of asking up to 20 additional questions on either the Diagnostic Form or Short Form. The instructor may wish to ask questions that pertain to the special characteristics of his/her course which were not asked by any of the standard items. The following provides suggestions for areas that might be important to online learning environments but not addressed in the standard IDEA instrument. There is no one correct way to address these areas, so in many cases, multiple options are provided for your use or adaptation. The class report will provide the frequencies of student responses and the average (mean) for each additional question.

Please keep a record of the questions you included.

Unless specifically noted, you might use one of the following sets of response options for the items in these lists .

OPTION A

1 = Hardly Ever
2 = Occasionally
3 = Sometimes
4 = Frequently
5 = Almost Always

OPTION B

1 = Strongly Disagree
2 = Disagree
3 = Neither Agree nor Disagree
4 = Agree
5 = Strongly Agree

OPTION C

1 = Definitely False
2 = More False than True
3 = In Between
4 = More True then False
5 = Definitely True

Question Areas

Tutorial:

Adding Questions in IDEA Online

Managing Additional Questions in IDEA Online

Instructors can only add additional questions to a course before the start date of the student surveys. When the Faculty Information Form is emailed to the instructor, a link to "Manage Additional Questions" is provided at the bottom of the welcome screen. Twenty *total* additional questions can be added (e.g., if 5 institutional questions are used, an instructor can add 15). The tutorial for Adding Additional Questions in IDEA Online illustrates the steps for faculty to add their own courses into IDEA Online.

Course Design/Course Materials

The expectations for this course were clearly outlined at the beginning of the course. ***

The course materials are easily accessible. *

I was able to understand and follow the course navigation structure. *

The instructions for accessing resource materials were understandable. *

Overall, the course materials were easy to use.

The [*insert course component*] was easy to use.

The [*insert course component*] supported my learning.

On-line Activities**

How much of your interaction with the instructor occurred online?

How much of your work involved online group activities (including discussion boards and chat)?

How much of the required work – your assignments – had to be completed online?

Interactions with the Instructor

The instructor in this course really knew me.

The instructor was active and engaged with the students.

There was adequate opportunity to interact online with the instructor. **

There was adequate opportunity to interact online with professionals in the field.

Student Interactions

I discussed course content with other students.

Learning activities included meaningful interactions between students in the course.*

There was adequate opportunity to interact online with other students. **

The instructor assigned group projects that required collaborative thinking.

The instructor connected students with learners from different generations and cultures.

The instructor inspired students to create virtual learning communities.

The instructor engaged students in critically analyzing the work of others.

The instructor provided opportunities for students to create knowledge together.

Forming an online learning/study group with other students is important to me. ***

Student Characteristics

I believe the online experience was well-suited to the way I like to learn.

Getting to know other students is important to me. ***

I believe my course work and grades are secure and private. ***

I adhere to the university policies and codes of academic honesty as it relates to my assignments, discussions, tests, and assessments. ***

Instructor Use of Technology

The instructor used the technology effectively to communicate the learning objectives.

The instructor used the technology effectively to engage the students.

The instructor used the technology effectively to facilitate achievement of the learning objectives.

Technology and Learning

I felt I had individualized instruction tailored to my learning needs (able to work at my own pace and get help when I needed it).

I believe the online components for this class were extremely valuable in helping me learn.**

As a rule, I work best in self-directed and self-paced course formats.

The instructional approaches used in this course motivated me to learn. ***

The use of [*insert technology*] helped me learn the [*insert course material*].

[*Insert teaching method or technology*] was a strength of this course.

Time spent using [*insert technology*] was productive.

Many of the technology items are not under the direct control of the instructor, but might provide useful feedback about the learning experience.

Technology Support

The [*insert resource or technology*] was very helpful to me.

I was able to get technology support when needed.

Adequate training opportunities were provided to use the technology for this course.

The technologies [*or insert specific technology*] used in this course worked the way it was supposed to.

I was able to understand and follow the course supporting materials (e.g., [*insert examples*]).

The communication tools were easy to use (chatroom, message board, e-mail, etc.).

I had some problems getting into the course with my assigned password.

Overall Satisfaction

I would like to take another course that uses [*insert technology*].

I liked the [*insert*] format of this course.

I would recommend this kind of class to other students. **

All factors considered, the advantages of including online components outweigh the limitations. **

Learning Outcomes

Using the Internet for answering questions or solving problems

Summarizing information to guide the learning of others

Collaboratively creating knowledge with other students

Learning on my own

Evaluating the work of other students

Writing in a public arena

Guiding and managing my own learning

Open-ended/Free Response

What aspects of this course contributed most to your learning?

How could this course be changed to better support your learning?

What are the advantages and disadvantages of the online environment [*or insert specific technologies*] for your learning in this course? **

What suggestions would you offer to the instructor for improvement of this course?

Tutorial:

Adding Questions
in IDEA Online

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