

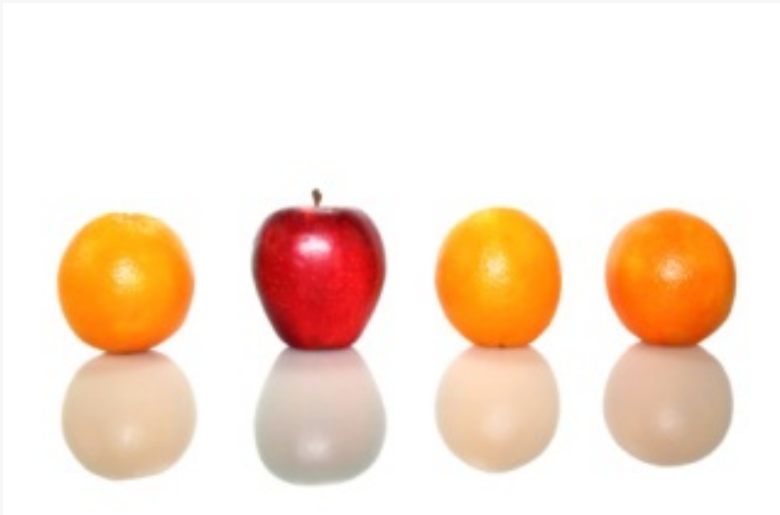
# IDEA Student Ratings System: Faculty Information Form

Jake Glover, PhD  
Senior Education Officer

# Session Overview

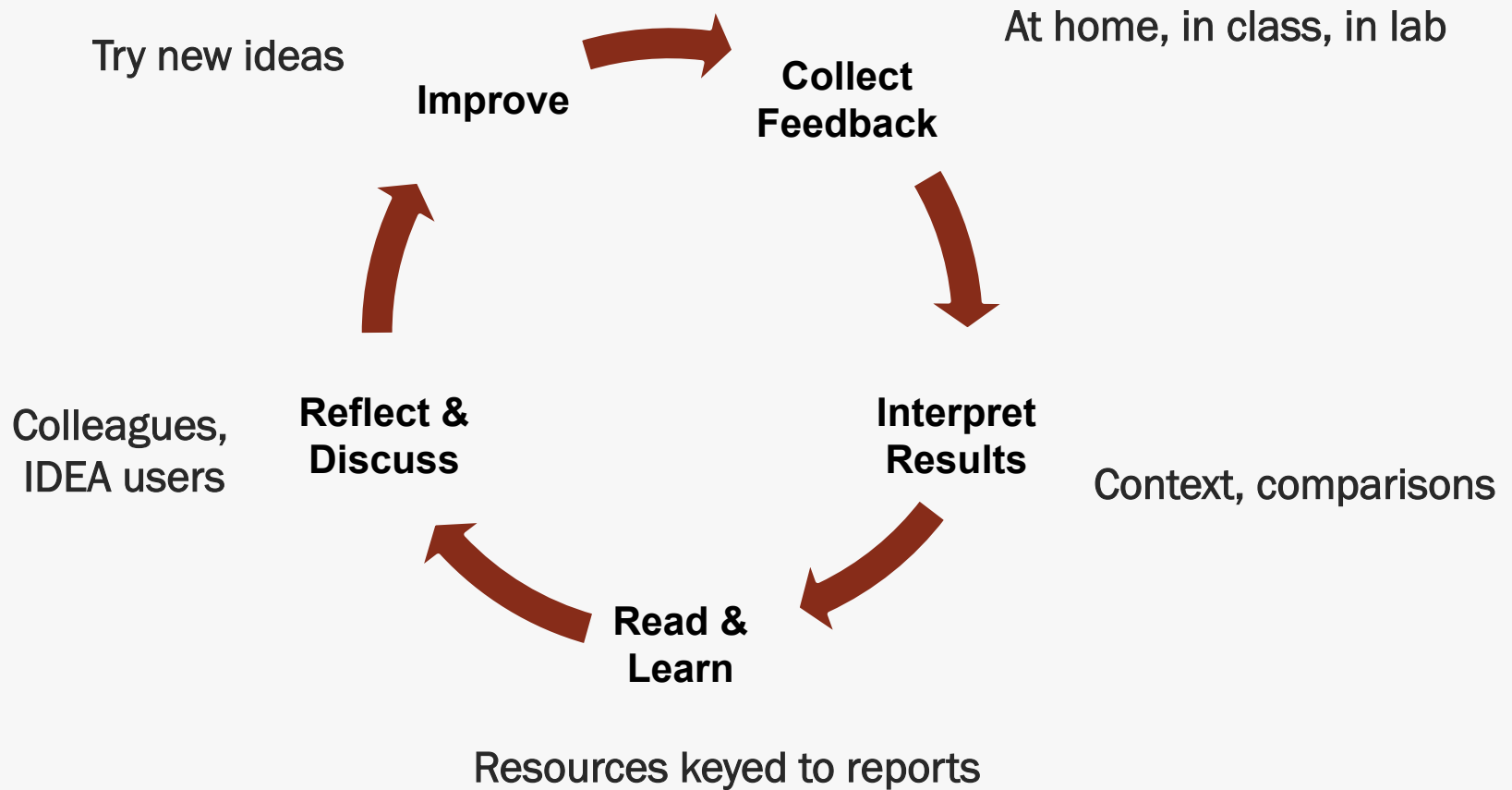
- Quick Review:
  - About IDEA
  - Reflective Practice & Student Learning Model
- Making the most of the FIF
- Resources and Best Practices

# What Makes IDEA Unique?



1. Focus on Student Learning
2. Focus on Instructor's Purpose
3. Adjustments for Extraneous Influences
4. Validity and Reliability
5. Comparison Data
6. Flexibility

# Reflective Practice



# Student Learning Model

**What an Instructor does**

(20 teaching methods)

**is associated with certain types of student learning**

(12 learning objectives)

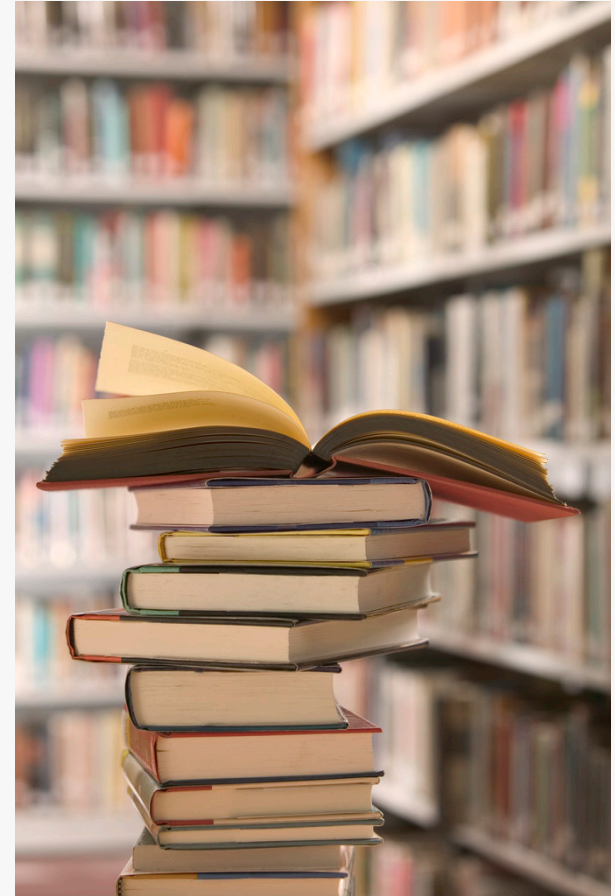
**under certain circumstances**

(motivation, work habits, class size, etc.)

# Conditions for Good Use

## Campus Culture

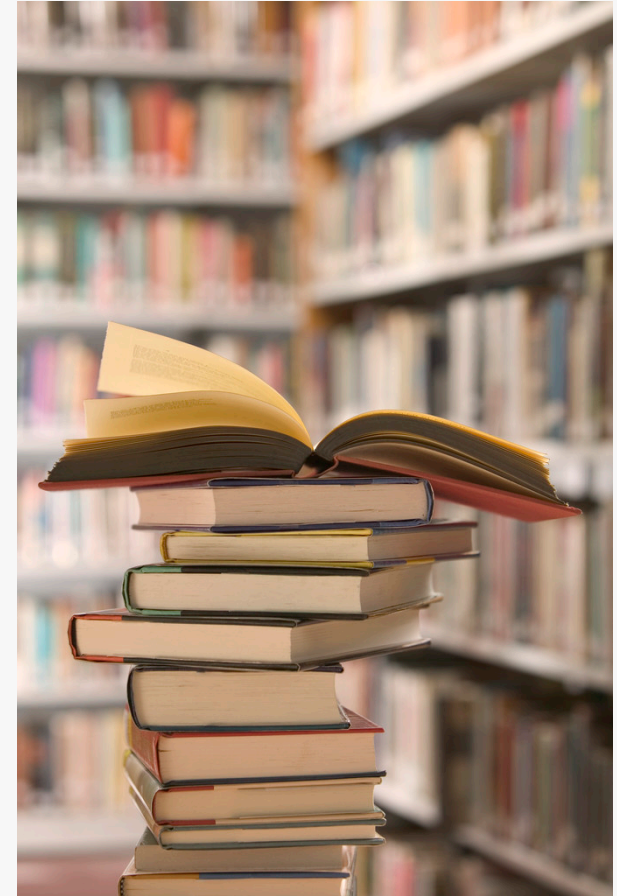
- Teaching excellence - high priority
- Resources to improve - provided
- Student ratings - appropriate weight



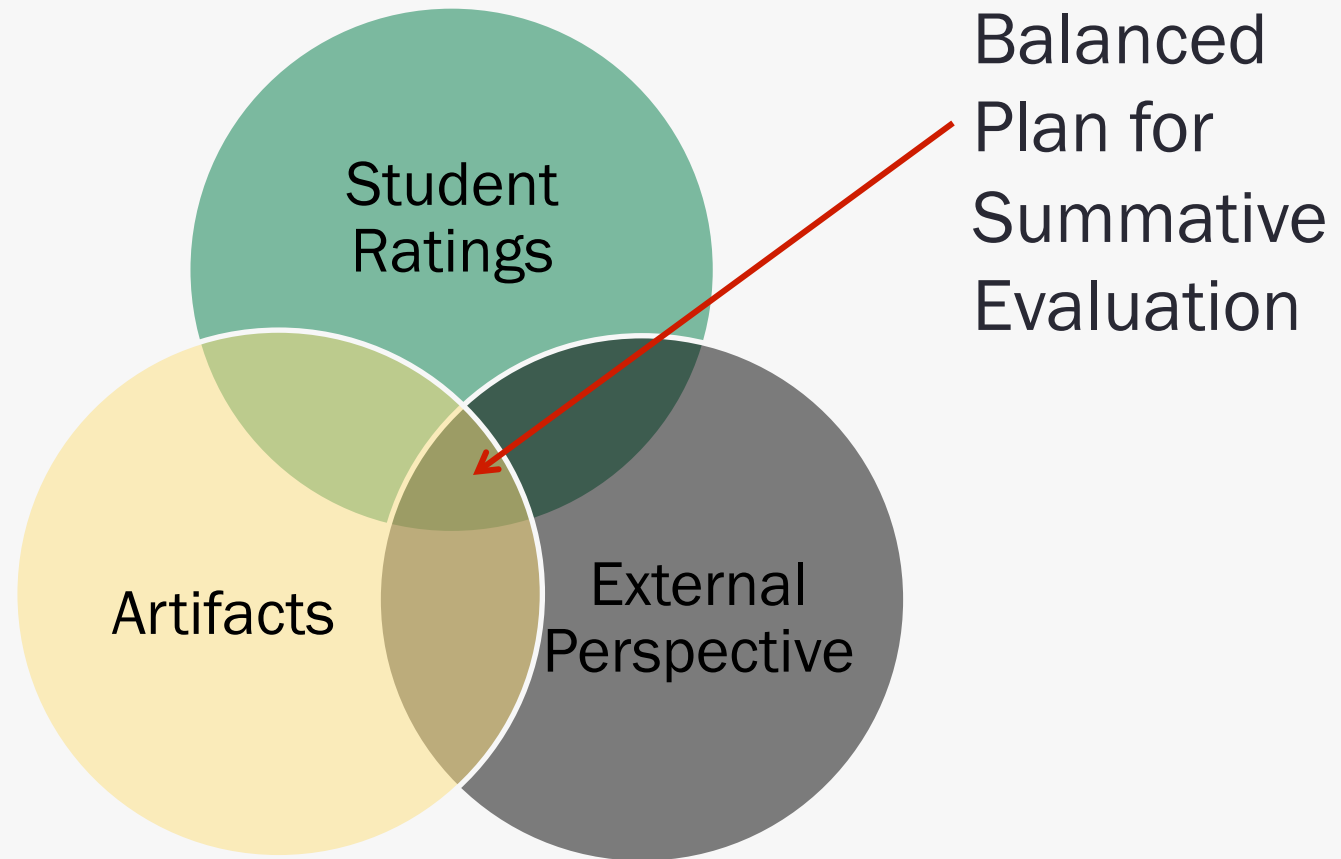
# Conditions for Good Use

## Evaluation Process

- 30-50% effective teaching evaluation
- Sufficient N (6-8 classes, more if  $< 10$  students per course)




# Measuring Teaching Effectiveness: Include Multiple forms of Assessment





# Key Factors of the FIF

Types of learning must reflect the instructor's purpose, which will be different across courses and disciplines

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## Music 101 (02): Music Appreciation

### Edit Learning Objectives

Discipline Code: No Discipline Code set. Please contact Administrator.

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. The weighting system used to generate the IDEA report weighs **Minor (M)** objectives "0," **Important (I)** objectives "1," and **Essential (E)** objectives "2."

| Learning Objective  | M                                | I                                | E                                |
|---|----------------------------------|----------------------------------|----------------------------------|
| Gaining factual knowledge (terminology, classifications, methods, trends)   | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |
| Learning fundamental principles, generalizations, or theories   | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            |
| Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)  | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |
| Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |
| Acquiring skills in working with others as a member of a team   | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |
| Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)                                 | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> |
| Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)                 | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> |
| Developing skill in expressing oneself orally or in writing   | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |
| Learning how to find and use resources for answering questions or solving problems  | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |
| Developing a clearer understanding of, and commitment to, personal values   | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |
| Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view  | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |
| Acquiring an interest in learning more by asking questions and seeking answers  | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |

Cancel Update

# Key Factors of the FIF

Teaching effectiveness is determined by student's learning on those objectives stressed by the instructor

## Progress On:

Twelve possible learning objectives are listed, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:

1. No Apparent Progress
2. Slight Progress; I made small gains on this objective
3. Moderate Progress; I made some gains on this objective
4. Substantial Progress; I made large gains on this objective
5. Exceptional Progress; I made outstanding gains on this objective

## Progress on:

|   | No Apparent Progress  | Slight Progress       | Moderate Progress     | Substantial Progress  | Exceptional Progress  |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Gaining factual knowledge (terminology, classifications, methods, trends)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
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| Acquiring skills in working with others as a member of a team   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Developing creative capacities  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

# FIF: Getting Started



## Sample Instructor

### My Courses By Term

2014-2015

#### BIO 105 (1)



1

Enrolled Students



0%

Response Rate



287

Days To Start

Course Evaluation Starts 6/30/2015

Edit Custom Questions

Faculty Information Form

View Course Roster

#### STAT 101 (1)



1

Enrolled Students



0%

Response Rate



287

Days To Start

Course Evaluation Starts 6/30/2015

Add Custom Questions

Faculty Information Form

View Course Roster

# FIF: Selecting Objectives



## Music 101 (02): Music Appreciation

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Cancel

Update

# Selecting Objectives

3-5 as “Essential” or “Important”

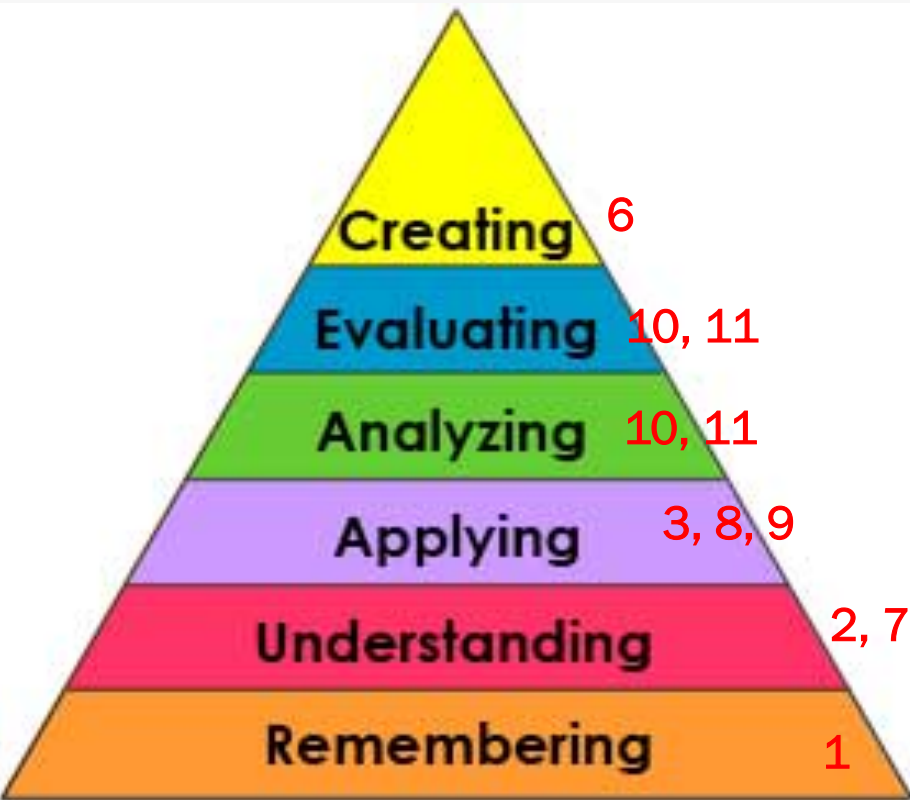
1. Is it a significant part of the course?
2. Do you do something specific to help students accomplish the objective?
3. Does the student’s progress on the objective influence his or her grade?

*Be true to your course*

# Selecting Objectives

- How to select “important” or “essential” IDEA objectives related to the course
  - Use the Teaching Goals Inventory to help select objectives
  - Use the Three Guiding Questions
  - Match IDEA with course objectives
  - Use a Relevant Learning Theory (i.e. Bloom’s Taxonomy)

# Selecting Objectives

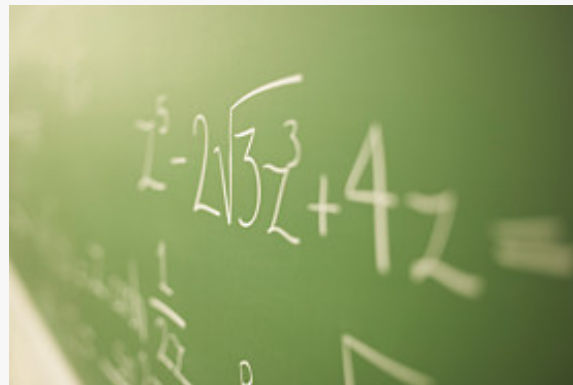
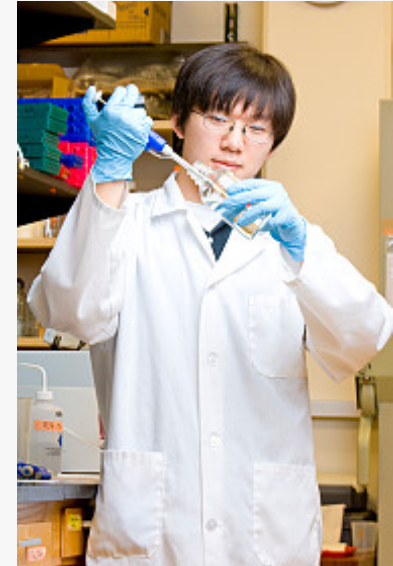


## IDEA OBJECTIVES

1. Gaining factual knowledge
2. Principles, generalizations, theories
3. Application for improved thinking
4. This profession's points of view, skills
5. Team skills
6. Creative capacities
7. Broad , liberal education
8. Expressiveness (written and oral)
9. Find & use resources
10. Personal values
11. Analyze and critically evaluate ideas
12. Learn more by asking questions

# Selecting Objectives: Misconception

Students are expected to make significant progress on all 12 learning objectives in a given course.





## Selecting LOs as Road (Curriculum) Map

Matching course objectives across courses

- A roadmap makes the entire process stronger, and allows a stronger impact on teaching and learning
  - If you know where you're going, it's less of a guessing game
- Your analysis becomes more focused, and decisions become easier

# Curriculum Maps - Mapping a Program

| Name of Course                       | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------------------------|---|---|---|---|---|---|---|---|---|----|----|----|
| Theological Research and Writing Lab |   |   |   | X |   |   |   | X | X |    |    | X  |
| Old Testament History                | X | X |   |   |   |   | X |   |   |    |    |    |
| New Testament History                | X | X |   |   |   |   | X |   |   |    |    |    |
| Christian Theology                   | X |   | X |   |   |   |   |   | X | X  | X  |    |
| Biblical Interpretation              |   | X |   | X |   |   | X |   | X |    | X  |    |
| The Christian Ministry               |   |   | X | X | X | X |   |   |   | X  |    |    |
| Spiritual Formation                  |   | X | X |   |   | X |   |   |   | X  |    |    |
| Church History                       | X | X |   |   |   |   | X |   |   |    | X  | X  |
| Elementary Greek                     | X | X | X |   |   |   |   |   | X |    |    |    |

# What the Report Can Provide



**Suggested Action Steps**

**Knowledge**

**Context: Variables and Comparisons**

**Information**

**Calculation of Scores**

**Data**



# Diagnostic Report Overview



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## Psychology 101 (1): Intro to Psychology

Back

Fall 2013

**Sally Garvin**

FIF Discipline: Community Psychology



6

Students Enrolled



4

Students Responded



66.67%

Response Rate

Summative

Formative

Quantitative

Qualitative

Segment Comparison

### Summary Evaluation of Teaching Effectiveness

View: Raw Averages

Compare to: IDEA Database

#### Summary Evaluation

Your Average:



4.4

Converted Average Comparison:



#### Progress on Relevant Objectives

Your Average:



4.6

Converted Average Comparison:



#### Overall Ratings

Your Average\*:



4.2

\*Average of Excellent Teacher and Excellent Course

Converted Average Comparison:

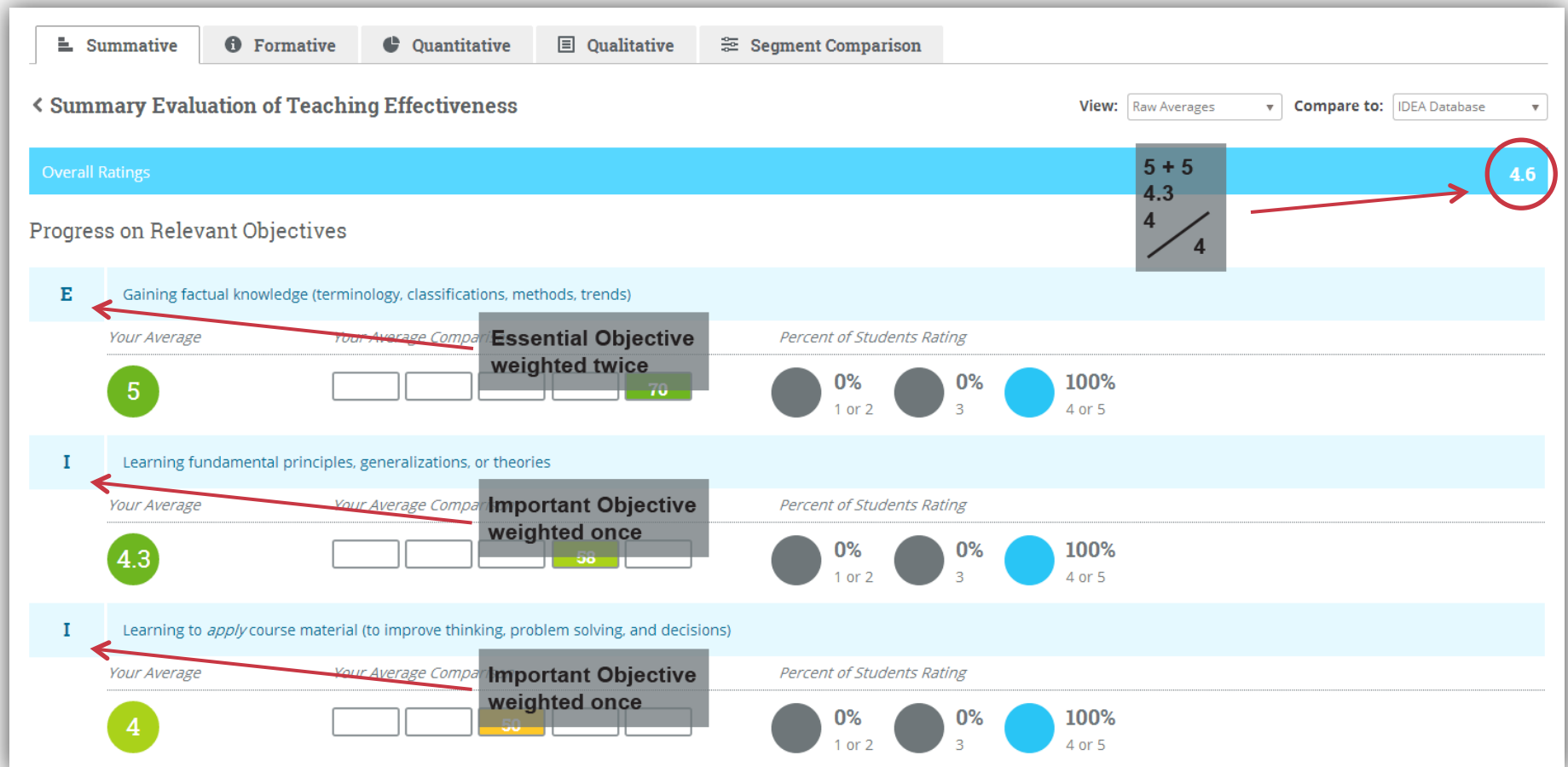


Description of Course and Students

# Progress on Relevant Objectives



## What did students learn?



## Faculty Information Form



# Additional Questions

### Sample Instructor

#### My Courses By Term

2014-2015

#### BIO 105 (1)



1

Enrolled Students



0%

Response Rate



287

Days To Start

Course Evaluation Starts 6/30/2015

Edit Custom Questions

Faculty Information Form

View Course Roster

#### STAT 101 (1)



1

Enrolled Students



0%

Response Rate



287

Days To Start

Course Evaluation Starts 6/30/2015

Add Custom Questions

Faculty Information Form

View Course Roster

# Additional Questions

## Sample Instructor BIO 105 (1) Question Set

Done Editing

+ New ▲

### Multiple Choice

☒ Single Select



### Text Entry

Textbox



Search Questions

What did you think of the textbook?

What if there is no FIF?



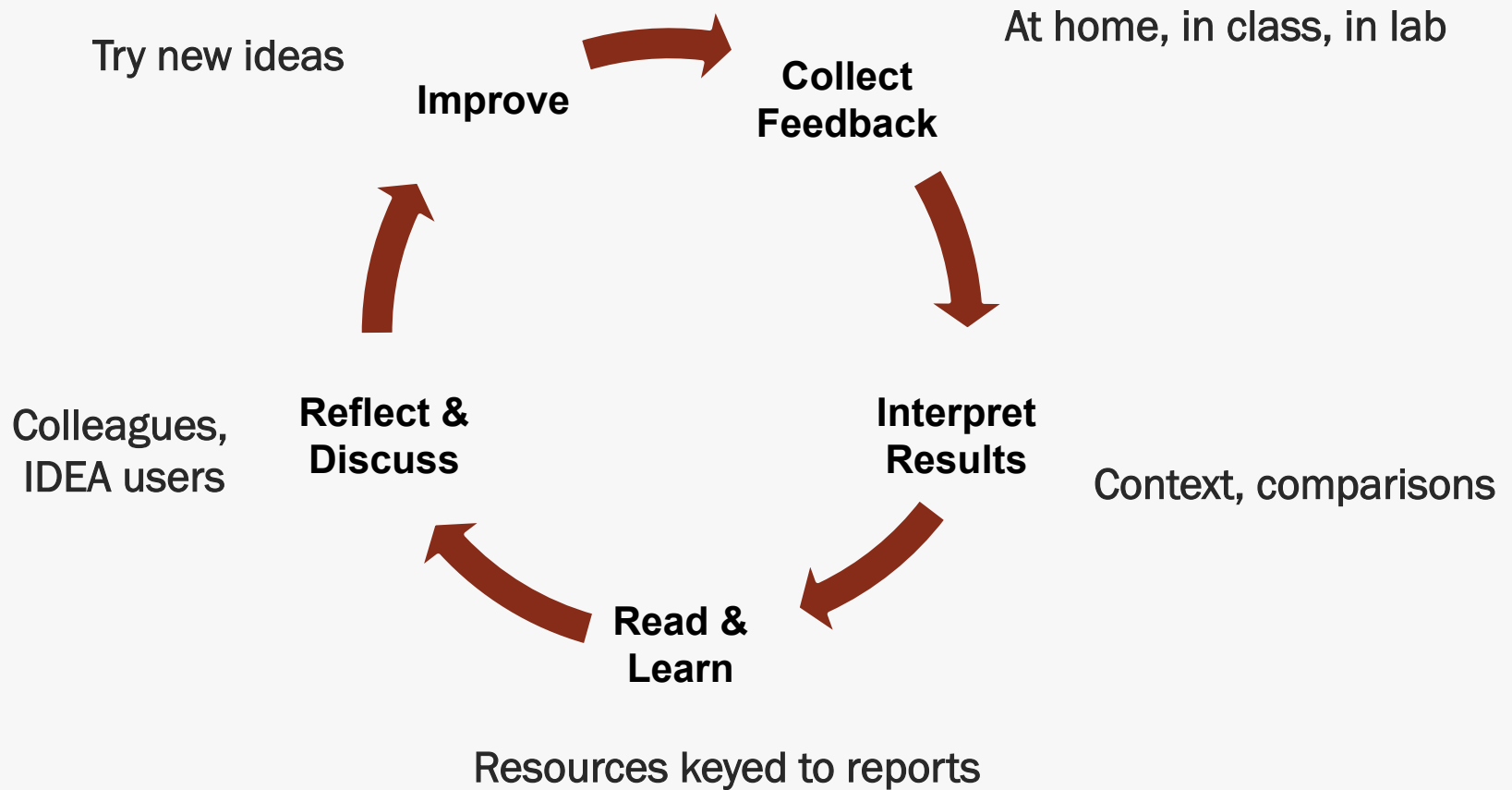
If you love something let it go...



# From Evaluation to Engagement (Response Rates)

- Create Value for Students
  - Let them know their input is valuable and actually used to make changes
- Utilize In-Class Capture – Take 20 minutes in class to administer survey
  - Now easier online with mobile administration
  - Prepare students by putting it in syllabus
- Monitor and Communicate
  - Use real-time reports of response rates
  - Utilize effective follow-up emails

# Reflective Practice



# Questions?

[IDEAedu.org](http://IDEAedu.org)