

Student Ratings of Instruction System

Guiding Questions for Interpreting Reports



These guiding questions will help you interpret your IDEA Diagnostic Report. Below, you will find the broad questions each page is focused on. Pages two through six contain more in-depth questions for interpreting your results.

Summative View: *Big Picture*

- How did I do?

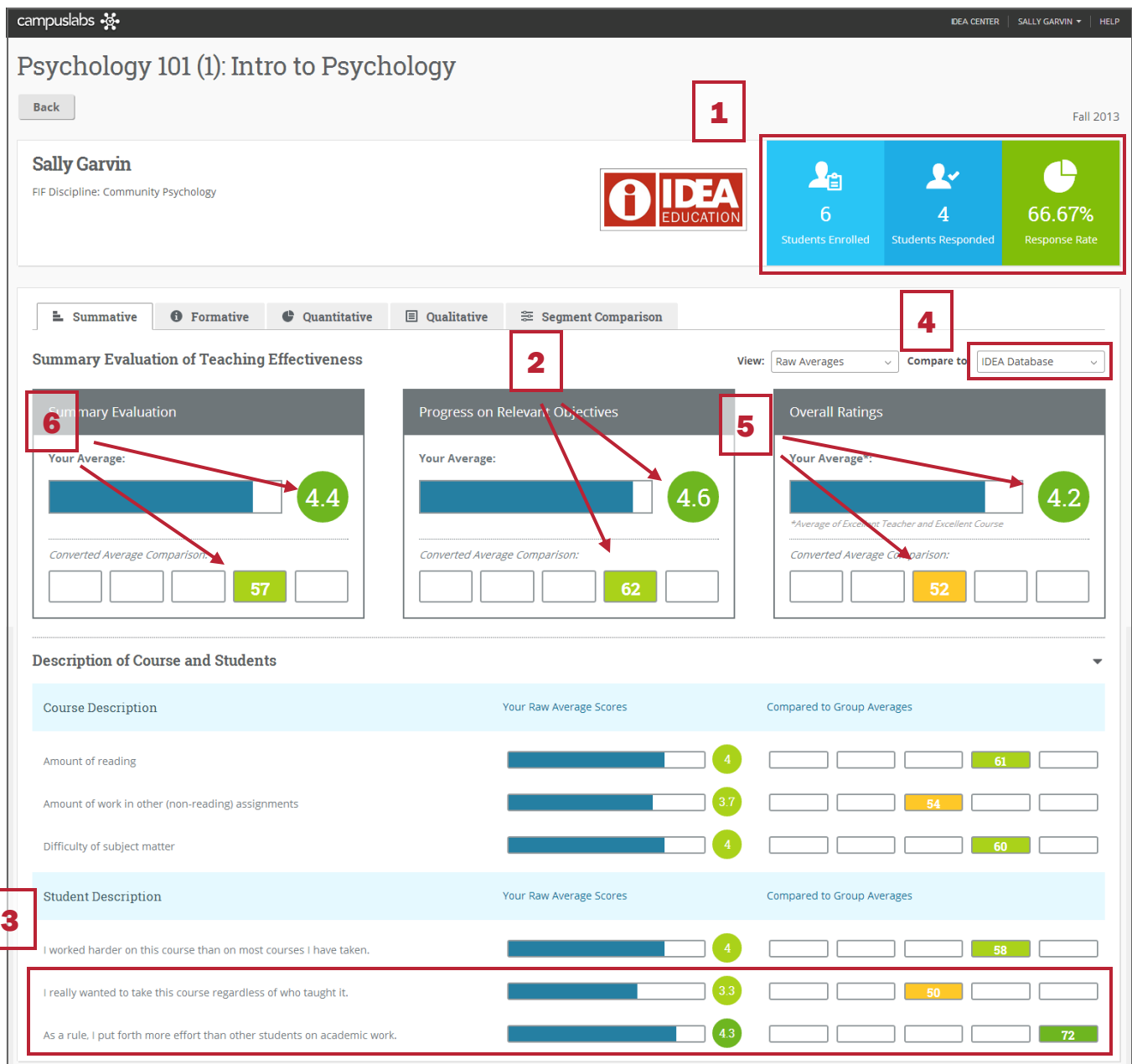
Progress on Relevant Objectives: *Student Learning Details*

- What did students learn?

Formative Page:

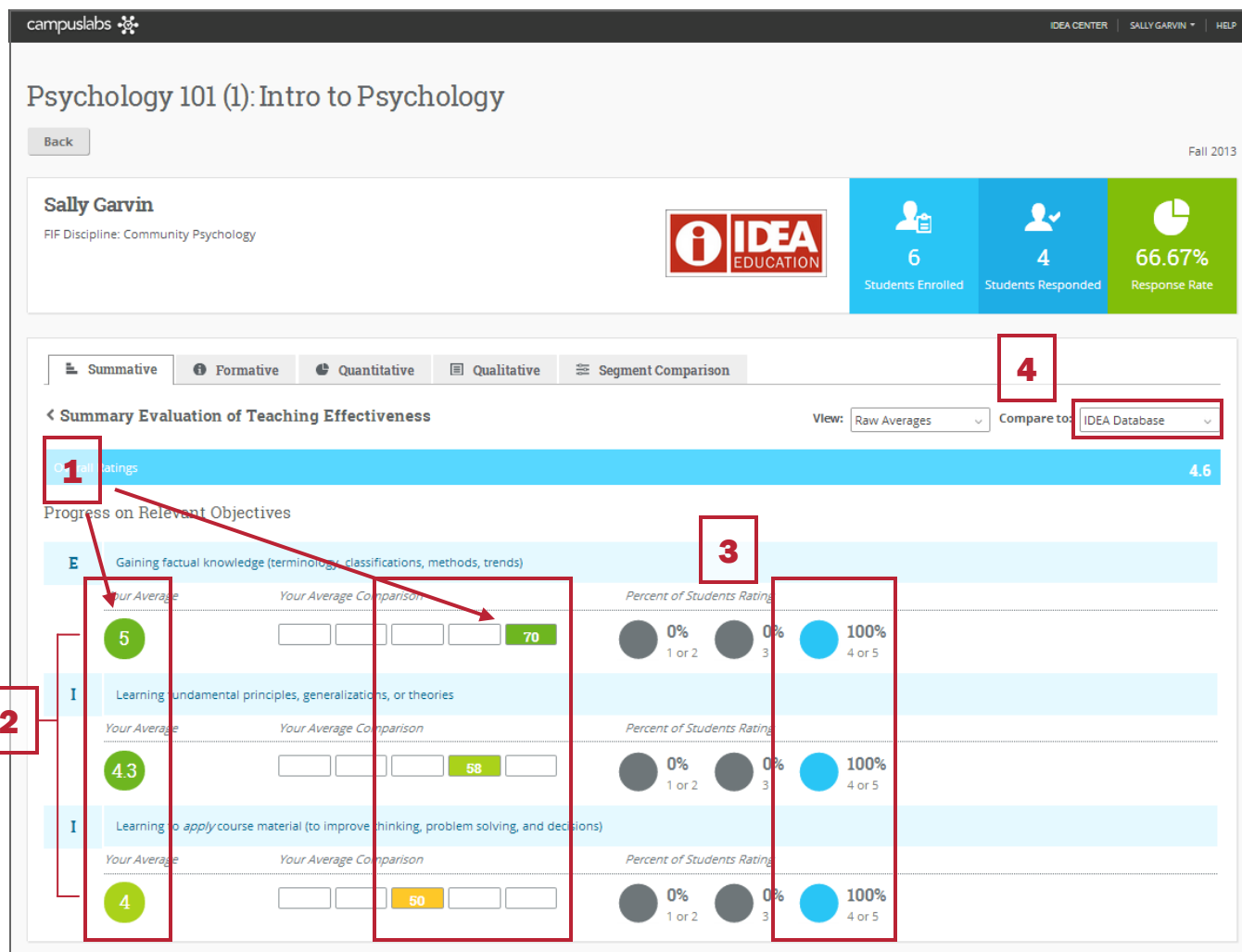
- What can I do differently?

Guiding Questions for Interpreting Reports: Summative View



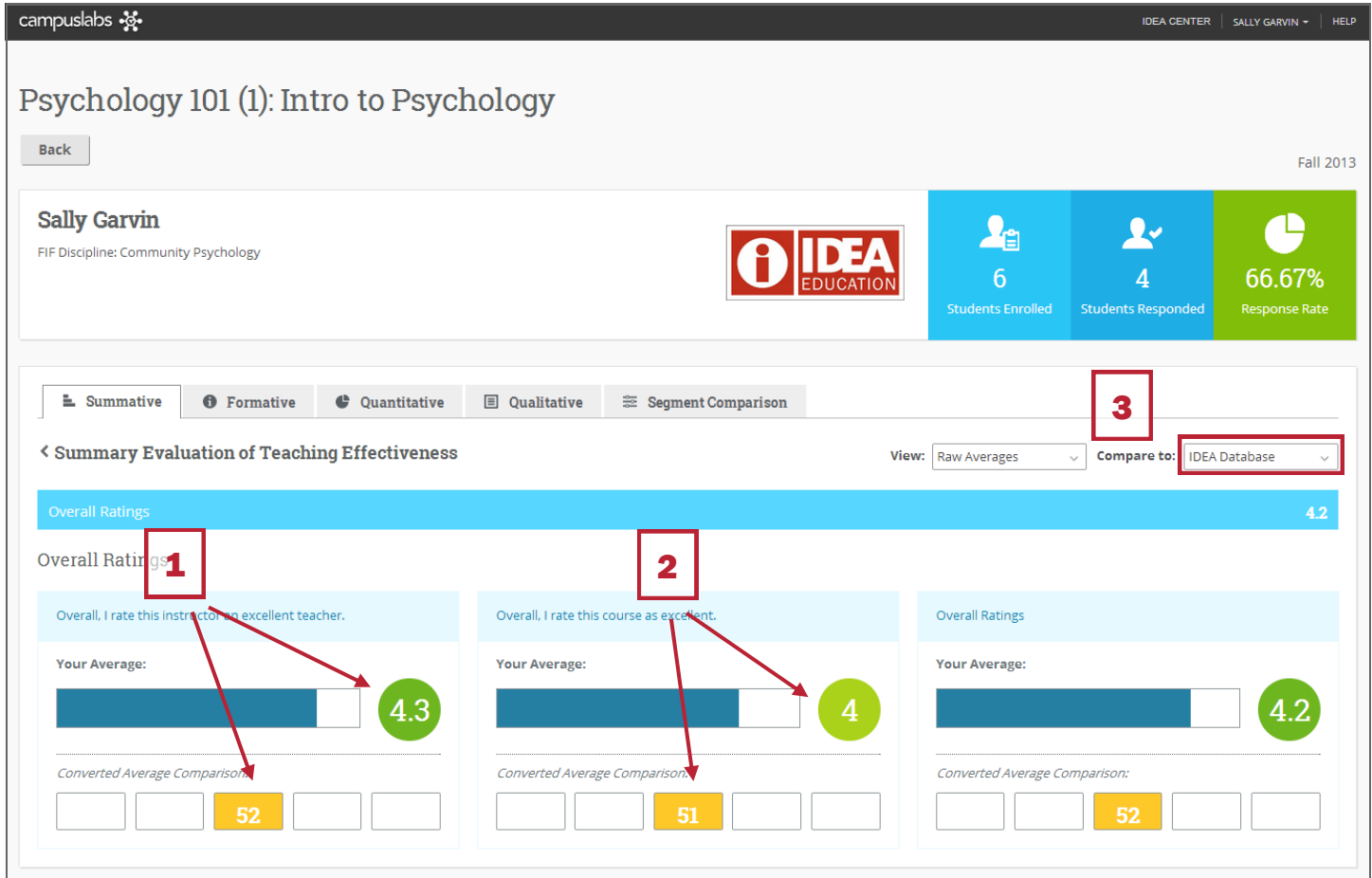
1. What percent of the class responded? (60% or higher response rate is desirable)
2. What was the average progress on relevant objectives? (those selected as Essential or Important)
3. Based on items for student motivation (I really wanted to take this class regardless of who taught it) and student work habits (As a rule, I put forth more effort than other students on academic work), what predictions would you make about adjusted scores? (Would they go up or down?)
4. How do the below scores compare to others? (IDEA database, discipline, & institution):
 - a. Progress on Relevant Objectives
 - b. Course description
 - c. Student description
5. What was the average score on the overall ratings (excellent teacher & excellent course)?
6. How effectively was this class taught? (Summary of all ratings)

Guiding Questions for Interpreting Reports: Student Progress on Relevant Objectives




1. What is the average progress on each of the selected objectives?
2. How many objectives were selected as essential or important?
3. What percent of students reported substantial or exceptional progress (4 or 5) on those objectives?
4. How do these results compare to group averages?
5. Identify which objectives need the most attention.

Guiding Questions for Interpreting Reports: Overall Ratings (Excellent Teacher & Excellent Course)




1. What was the average score on the Excellent Teacher item?
2. What was the average score on the Excellent Course item?
3. How do each of these scores compare to others?

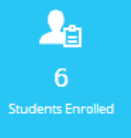
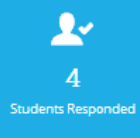

campuslabs  IDEA CENTER | SALLY GARVIN | HELP

Psychology 101 (1): Intro to Psychology

Back Fall 2013

Sally Garvin
FIF Discipline: Community Psychology



		
---	---	---

Summary | **Formative** | Quantitative | Qualitative | Segment Comparison

Teaching Methods and Styles

Teaching Method	Suggested Action
Stimulating Student Interest	Suggested Action
Demonstrated the importance and significance of the subject matter	Strength to retain
Simulated students to intellectual effort beyond that required by most courses	Consider increasing use
Introduced stimulating ideas about the subject	Strength to retain
Inspired students to set and achieve goals which really challenged them	Consider increasing use
Fostering Student Collaboration	Suggested Action
Establishing Rapport	Suggested Action
Displayed a personal interest in students and their learning	Strength to retain
Found ways to help students answer their own questions	Retain current use or consider increasing
Encouraging Student Involvement	Suggested Action
Related course material to real life situations	Strength to retain
Structuring Classroom Experiences	Suggested Action
Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work	Retain current use or consider increasing
Made it clear how each topic fit into the course	Consider increasing use
Explained course material clearly and concisely	Retain current use or consider increasing
Gave tests, projects, etc. that covered the most important points of the course	Retain current use or consider increasing

1. What suggested actions should the instructor consider?

The screenshot displays the 'Formative' report for 'Psychology 101 (1): Intro to Psychology' by Sally Garvin. The interface includes a navigation bar with tabs for 'Summative', 'Formative', 'Quantitative', 'Qualitative', and 'Segment Comparison'. The main content is organized into sections for 'Teaching Methods and Styles'. One section, 'Stimulating Student Interest', is expanded to show a table of teaching methods. The table has columns for the teaching method description, a 'Suggested Action' dropdown, and a 'Students Rating' bar chart. A 'Your Average' score of 3.5 is shown. A red box labeled '1' highlights the teaching method 'Stimulated students to intellectual effort beyond that required by most courses'. A red box labeled '2' highlights the 'Students Rating' bar chart showing 25% for ratings 1 or 2 and 50% for ratings 4 or 5. A red box labeled '3' highlights the 'Suggested Action' dropdown, which is open to show a 'POD IDEA Note' link. The IDEA Education logo is visible in the top right, along with statistics: 6 Students Enrolled, 4 Students Responded, and a 66.67% Response Rate.

This page shows details for each of the teaching methods associated with the objectives identified on the Faculty Information Form. Ask yourself:

1. What are the relevant objectives (objectives you identified on the FIF) associated with the specified teaching methods?
2. According to students, how frequently were these teaching methods employed by the instructor?
(1=Hardly ever, 2=Occasionally, 4=Frequently, 5=Almost always)
3. View the POD/IDEA note for a description of the teaching method, ways to employ the method, and additional references and resources about the teaching method and the learning objectives associated with the method